

**B.Ed. First Year
Guideline Book
Based on New Syllabus 2015
Paper No. 105**

New Editions

Advanced Pedagogy and Application of ICT

Prof. Dipak Khakal



**Useful for TET, CET, MPSC, SET NET Exam
A New Trend in Education**

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Teaching Subjects :- 1) Childhood and Growing up
2) Contemporary Indian Education, Gender and Society
3) Learning and Teaching
4) Assessment and Evaluation for Learning
5) Advance Pedagogy and Application of ICT
6) Educational Research

Subject Education :- Hindi, History, Economics, Politics,

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If you're teaching economics, put students in groups, give them a budget, and tell them to spend their funding on a business idea. Then, have them determine how they'll turn this startup into a thriving business.

3. Give your students a project calendar-

This is especially important if the project will span multiple classes. Map out the process so the students can clearly see what's expected of them and what to expect in terms of assignments and projects. Include the learning goals and the skills the students are expected to acquire throughout the project.

4. Ask students to reflect on the activity-

Challenge your students to take time to consider the lesson they're meant to learn. This can be done individually by asking students to write in journals or respond to you verbally, or they can reflect in a group discussion. Don't get frustrated if students don't seem to understand right away. Ask more direct questions to help them get to the point.

In the example about democratic process, you can ask questions like, "How do you think this outcome will affect citizens or businesses?"

For the economics project above, you can ask something like, "How does the concept of supply and demand impact the efficacy of your business plan?"

For struggling students, ask something specific like, "Do you think the election of this candidate will lead to changes in legislature regarding education?"

5. Apply the activity directly to your lesson-

Have your students take a quiz, write a paper, or otherwise directly address the topic you're teaching. The goal of experiential learning is to improve the students' comprehension of the topic, so make sure they have actually learned the topic by applying your lesson more directly to an assignment or test.

For instance, if a local school board voted to extend the school day by twenty minutes for high school students, your students could write an analysis regarding the effect of extra class time or time between courses and how it affected their learning ability.

6. Reinforce what was learned in the activity-

Now that your students have completed the in-class experiential learning assignment, reflected on how it relates to the course, and directly applied their learning to the topic, it's time to reinforce the subject matter.

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Completive Book
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Paper No. 101

Childhood And Growing up

Pr. Dr. Dipak Kinakni

Pr. Dr. S. D. Shinde



Useful for TET, CET, MPSC, SET, NET Exam
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2.1.3 Causes of Individual differences: -

There are various causes which are responsible in bringing individual differences.

1. Heredity:

One of the most significant and chief causes of individual differences is heredity. Individuals inherit various physical traits like face with its features, colour of eyes and hair, type of skin, shape of skull and size of hands, colour blindness, baldness, stub-finger and tendency to certain diseases like cancer and tuberculosis, mental traits like intelligence, abstract thinking, aptitudes and prejudices. Now it is an admitted fact that heredity differences result in the quantity and rate of physical as well as mental development being different and different individuals.

2. Environment:

Environment significantly influences individual differences. Changes in child's environment are reflected in the changes in his personality. Psychologically speaking, a person's environment consists of sum total of stimulation which he receives from conception until his death.

Environment consists of physical, intellectual, social, moral, political, economic and cultural forces. All these forces cause individual differences. Modern psychologists believe that individual differences are caused by both heredity and environment. Personality is the outcome of mutual interaction between heredity and environment.

3. Sex differences:

Development of boys and girls exhibits differences due to difference in sex. The physical development of the girl takes place a year or two earlier than the boys. Between the age of 11 and 14, girls are taller and heavier than the boys. After 15, boys start winning the race.

Girls are kind, affectionate, sympathetic and tender while the boys are brave, hard, choleric, efficient and competent.

4. Age and intelligence:

Physical, intellectual and emotional development is caused by the growth in age. Many individuals differ because of the differences in intelligence. Individuals who are below the average in intelligence and mental age find much difficulty in learning and the average intelligent persons can learn quickly.

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Paper No. 102

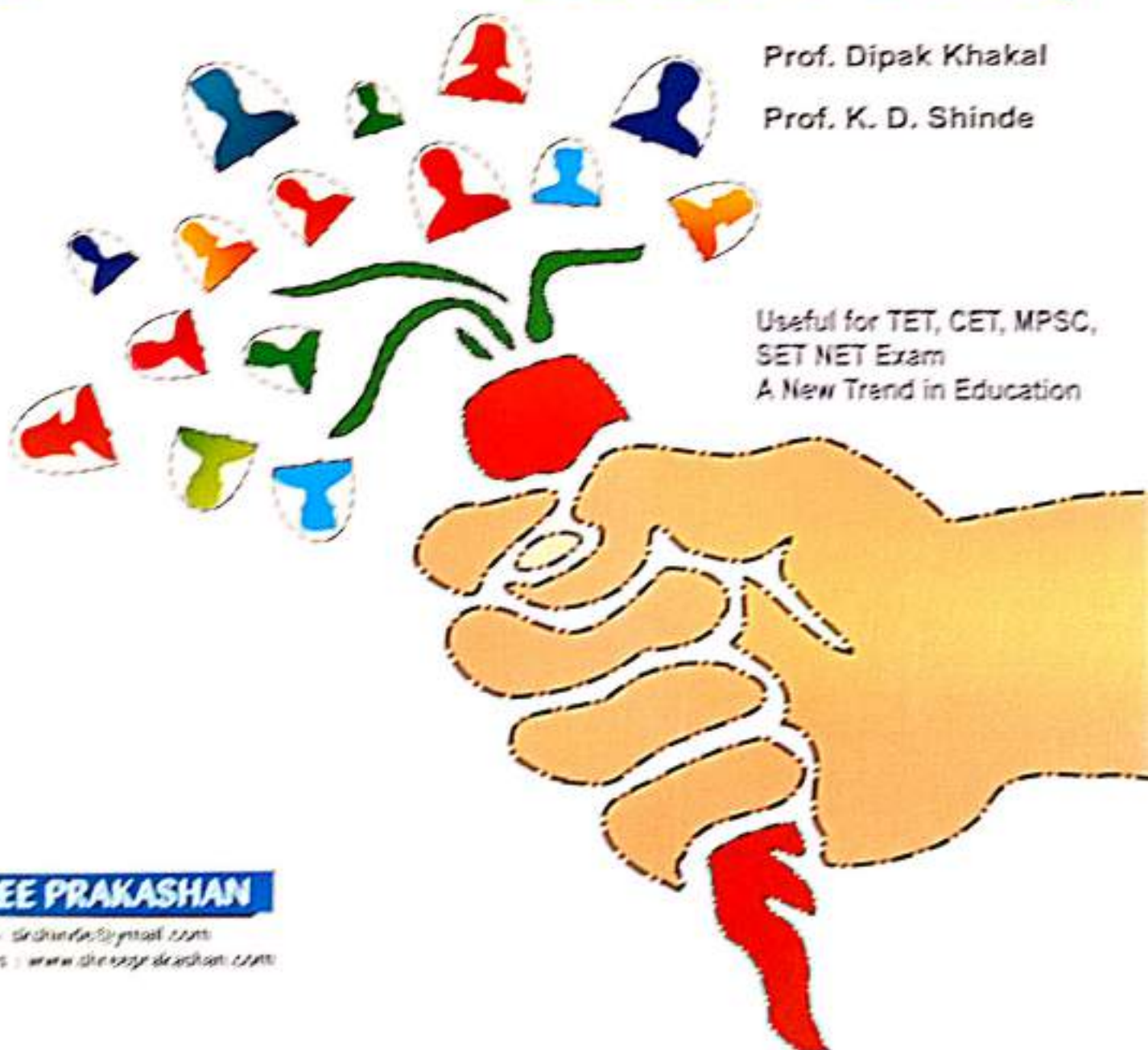
New Editions

Contemporary Indian Education, Gender & Society

Prof. Dipak Khakal

Prof. K. D. Shinde

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change has influenced politics. Govern-ments now play a major role in stimulating (and sometimes retarding) rates of economic growth. In all industrial societies there is high level of state intervention in production.

2.1.5 Types of Social Change:-

From the ensuing discussion it appears that social change can be categorised to two types:

(1) Evolutionary Social Change

(2) Revolutionary Social Change.

(1) Evolutionary Social Changes:

Evolutionary changes occur in course of a long period slowly and gradually and through evolutionary process. Such changes are not very drastic or remarkable. They proceed gradually like the process of conditioning and people learn to adjust with such changes gradually.

During our school and college days we were wearing saree and nobody then could dream of a married any a women wearing even Salwar and Kameez. We also used to put veil on our head, after marriage. I remember after my marriage in 1960, I used to put veil on my head for 35 years while in job and at home as well.

But this system has changed gradually. Now what about girls, married women in Orissa also wear Salwar Kameez, various other western dress and normally do not put veil on their head. This practice has been gradual and it has also been accepted by parents, relations in laws and other members of the society.

So much so that when today a girl attends, college wearing a saree others around look at her with raised eyebrows. Even some of her friends start joking at her calling her 'Chudaa'. means, old fashioned.

Using lipstick and going to beauty parlours were considered as taboos so for women in Orissa some decades back. But now even college going girls including many women teachers go to school and colleges using various kinds of make-up. This is not considered a taboo now.

Gradually people have adjusted to such evolutionary changes may be due to urbanization and western influence. Some years back while I was in Government job and went to Delhi to attend a meeting, one of my lady colleagues who was also attending the same meeting wanted to go to a beauty parlour on our wayback to hotel.

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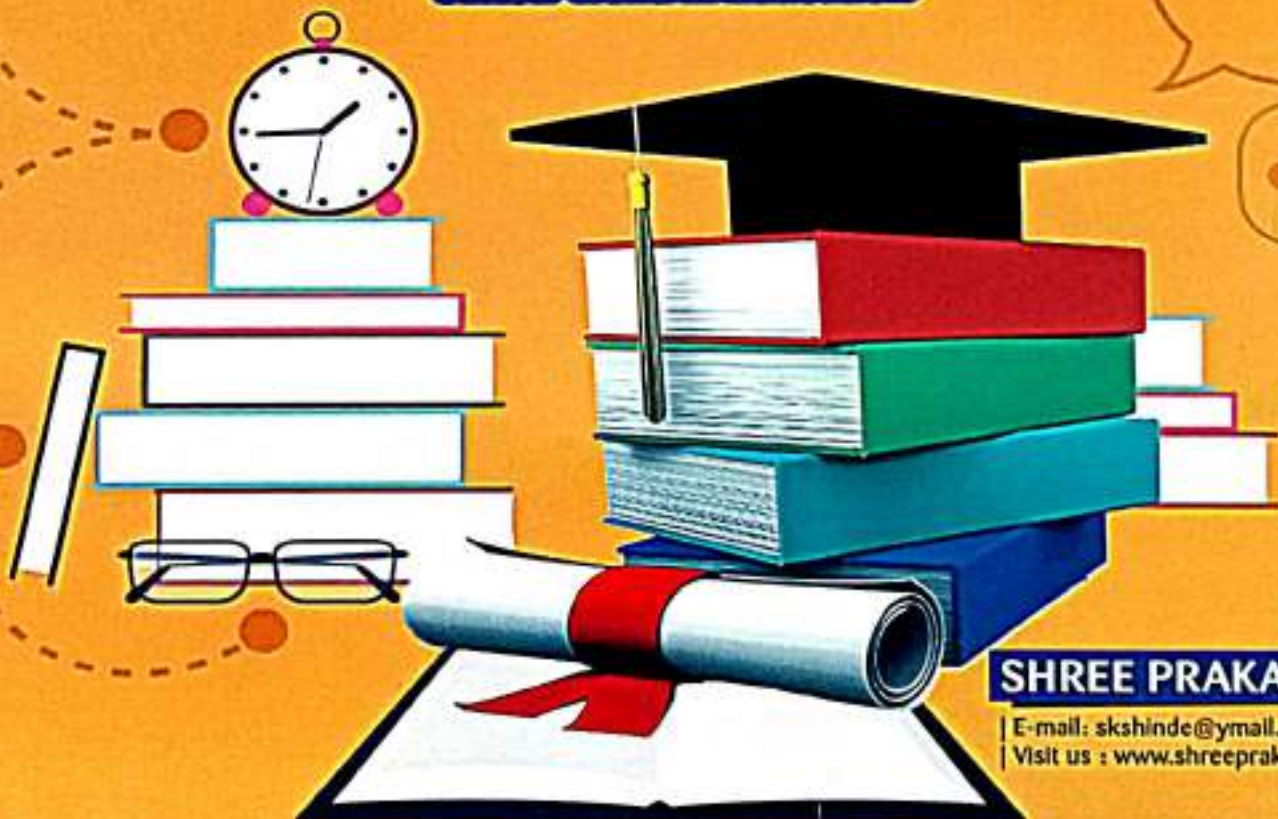
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Learning & Teaching

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may be delayed. In a situation, where an obstacle blocks the perception or achievement of the goal the teacher may take the following three steps-

- a) Allow the pupil to grow by waiting or by providing preparatory experiences and knowledge that will increase his power.
- b) Make the problem less difficult. Get easier text-books. Use more immediate goals. Find more concrete problems.
- c) Give the pupil some help, offer suggestions, hints, clues, show him how to take specific steps and arrange sequential approach.

11. If the goal is too difficult to reach and the child is forced to achieve it, without making it easier or without delaying its achievement, so the child will develop the tendency to escape. By making the task easier, there shall be partial insights which mean relief from tension.
12. If insight is to be achieved, school-tasks must not be too difficult to perform. They must be appropriate to the understanding of the child on the part of the student and there are more failures in examination, when the work is too difficult for the pupils to achieve insight, or when explanations by the teacher or by the text books are not sufficiently clear. The theory of insight learning lays especial emphasis upon understanding to achieve success.
13. The teacher should not be frustrated if in spite of his hard labour, pupils show progress and do not understand a particular problem. The progress of growth is always slow.
14. Insight lays emphasis on maturation. If the child is not mature enough let him grow by waiting. Maturation is an important factor in the ability to perceive clearly the relationship in the total situation and thus achieve insight.
15. The theory helps the learner to develop reasoning, thinking and imagination powers and thus their creative potentials are always encouraged.



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Assessment and Evaluation for Learning

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experience only all knowledge cannot be made concrete even with the help of modern inventions and sensory aids to teaching.

- The teacher has to explain, narrate and describe and has to share some of his experiences with those of children and thus thereby giving the students indirect experiences. Such indirect experiences may be given through oral narration, description or by referring to printed material which the pupils can read.
- Those experiences which are not first-hand experiences are termed indirect experiences. In this case, the direct experiences of others are made use of. It is very difficult to have direct experiences in all matters.
- Every student cannot get a direct experience in matters such as tremors of an earthquake, feelings while travelling by air or by sea, Tensing's thrilling experience when he set foot on the Everest, etc. A student can appreciate them through imagination only. Indirect learning experiences also have a place in the process of learning since it is impossible for all to have firsthand experiences.
- A person has recently visited Kashmir. He beautifully describes the beauty of nature in Kashmir. The listeners enjoy it. On the part of the listeners, this experience is not firsthand experience; it is an indirect experience. A student reads the description of the Jog Falls. He thrills. Even in the absence of the object or the stimulus (here, Jog Falls), a student will have a thrilling experience, which is an indirect experience.

1.5.3.2.2 Examples of Indirect learning experiences:-

Here are some more examples of indirect experience:

- (a) Reading accounts or descriptions or discussions in books, magazines, journals, newspapers;
 - (b) Observing pictures, photos, maps, charts, models;
 - (c) Listening to oral descriptions, lectures, talks. It may be pointed out here that it is rather difficult to completely separate the activities resulting in direct and indirect experiences.
- c) Class room teaching.

1.5.3.2.3 Merits of Indirect learning experiences:-

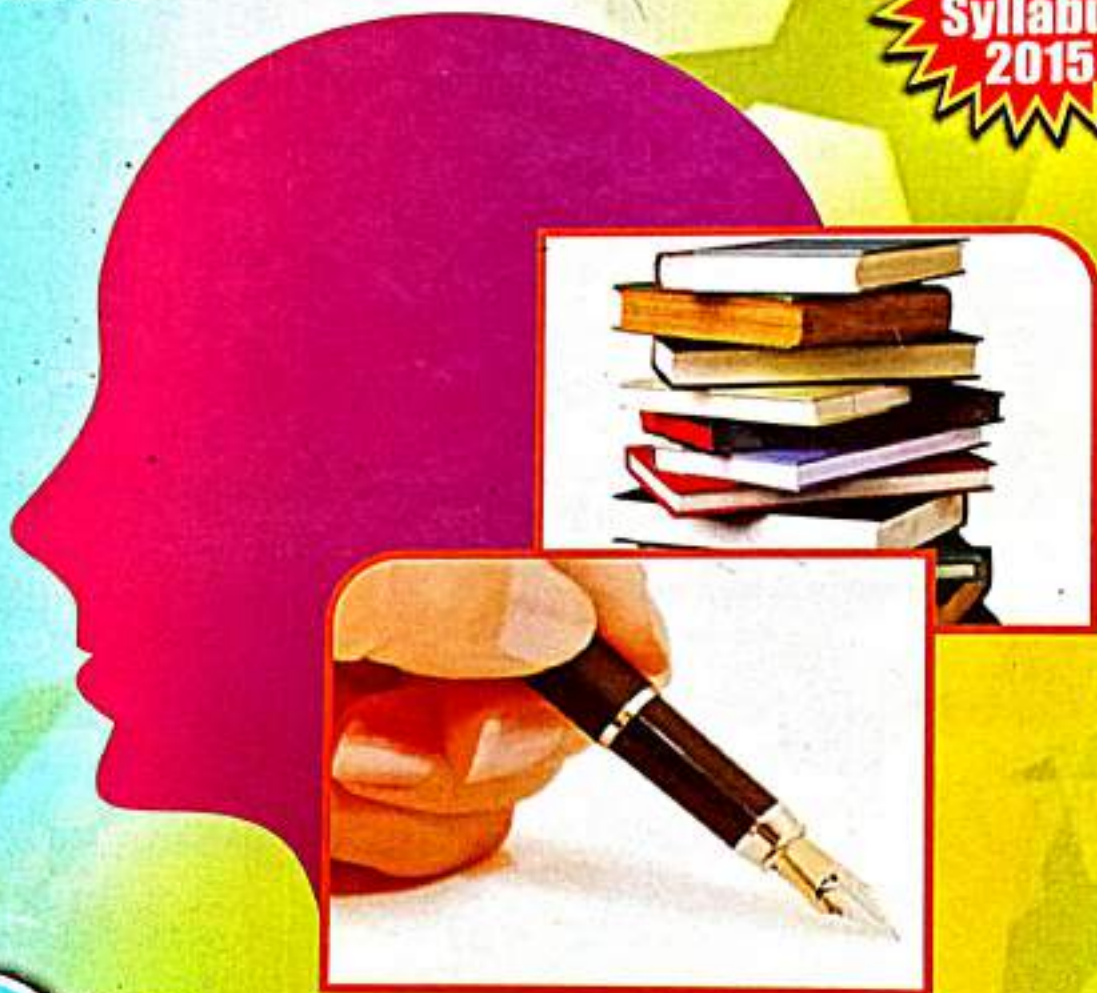
- 1) Time saving experience.
- 2) Can simulate the situation.
- 3) It is helpful to develop imagination power.
- 4) It also helps for the creativity of the Teacher.

KNOWLEDGE AND CURRICULUM AND LANGUAGE ACROSS CURRICULUM

B.Ed.- II Paper-202

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4) Raises the levels of cognitive growth:

Honing these skills by progressively fostering advanced-level communicative and cognitive abilities in the classroom is the goal of first-languages education. From Class III several studies have shown that bilingual proficiency raises the levels of cognitive growth, social tolerance, divergent thinking and scholastic achievement. Societal or national-level multilingualism is a resource that can be favourably compared to any other national resource. 38 onwards, oracy and literacy will be tools for learning and for developing higher-order communicative skills and critical thinking.

5) Improvement of language skills:

Though children come equipped with basic interpersonal communicative skills, they need to acquire at school cognitively advanced levels of language proficiency. Basic language skills are adequate for meeting situations that are contextually rich and cognitively undemanding such as peer-group interaction; advanced-level skills are required in situations that are contextually poor and cognitively demanding such as writing an essay on an abstract issue. It is also now well established that higher-level proficiency skills easily transfer from one language to another. It is thus imperative that we do everything we can to strengthen the sustained learning of Indian languages at school. Language education is not confined to the language classroom.

At the primary stage, child's languages must be accepted as they are, with no attempt to correct them. By Class IV, if rich and interesting exposure is made available, the child will herself acquire the standard variety and the rules of correct orthography, but care must be taken to honour and respect the child's home languages /mother tongues. It should be accepted that errors are a necessary part of the process of learning, and that children will correct themselves only when they are ready to do so. Instead of focusing attention on errors and 'hard spots', it would be much better to spend time providing children comprehensible, interesting and challenging inputs. It is indeed hard to exaggerate the importance of teaching home languages at school.

4.1.8. Standard Language and Dialects:

A standard language is a variety of language that is used by governments, in the media, in schools and for international communication. A dialect is not the same as an accent. An accent refers to the way we pronounce words and the standard dialect of a language can be spoken with different accents.

A) Standard language:

Standard language also known as standard dialect or standardised dialect is a language variety used by a group of people in their public discourse or communication. Many prominent languages like English, German, Serbo-Croatian, French, Portuguese and Spanish has standard and dialect.

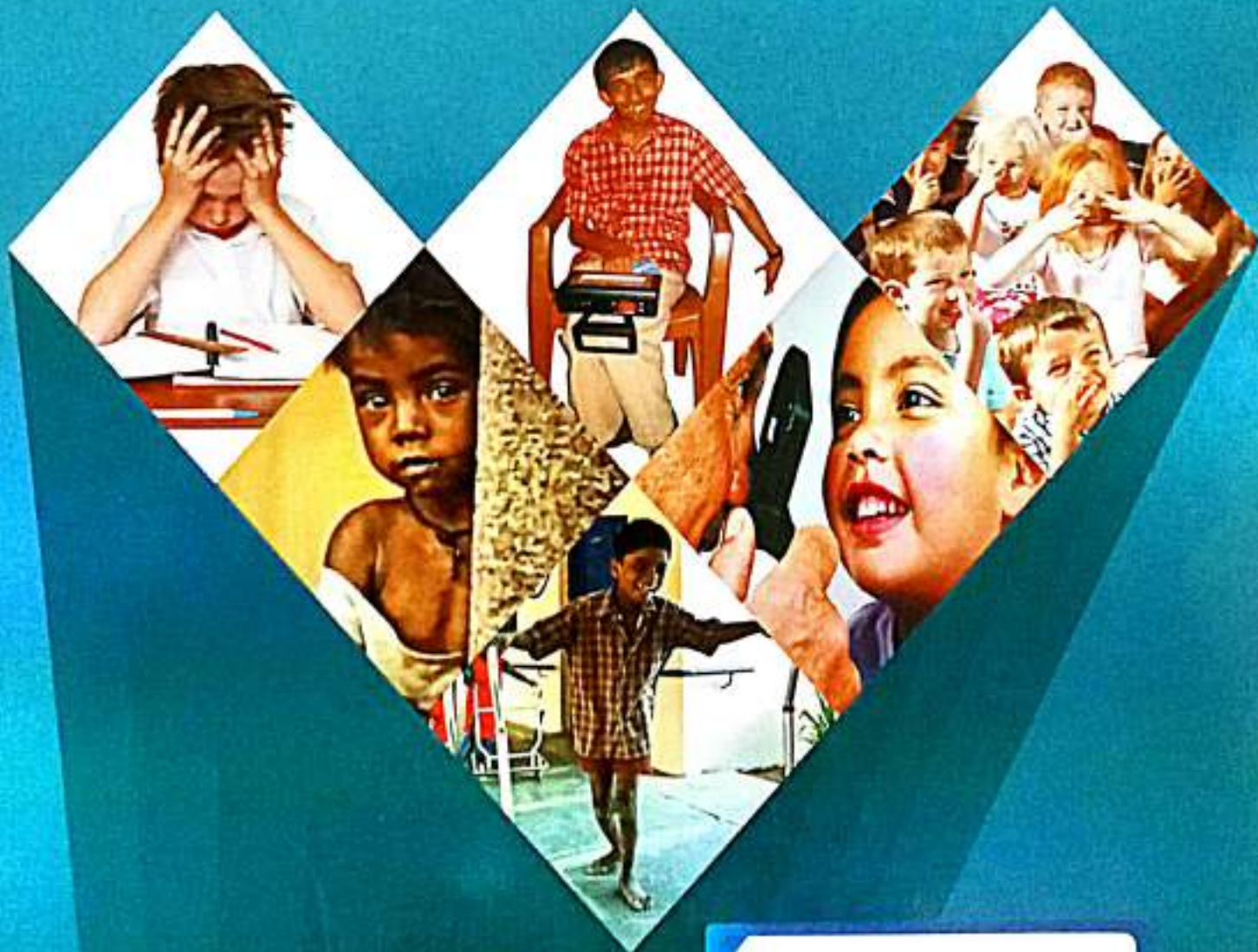
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School and Inclusive School

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Asst. Prof. Bharat Ram Salwe



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3) Quality and Management of School Subject Education
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- (v) It lays down the norms and standards relating to, inter alia, Pupil Teacher Ratios (PTRs), buildings and infrastructure, school working days, teacher working hours.
- (vi) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is practically no urban-rural imbalance in teacher postings. It also prohibits deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- (vii) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite training and academic qualifications.
- (viii) For children in 6-14 age group it prohibits (i) physical punishment and mental harassment, (ii) screening procedures for admission, (iii) capitation fees, (iv) private tuition by teachers, (v) running of schools without recognition,
- (ix) It provides for the following penalties:
- For charging capitation fee: fine upto 10 times the capitation fee charged;
 - For resorting to screening during admission: Rs 25,000 for first contravention; Rs 50,000 for each subsequent contravention; and
 - For running a school without recognition: fine upto Rs one lakh, and in case of continuing contravention Rs 10,000 for each day during which the contravention continues.
- (x) It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.
- (xi) It provides for protection and monitoring of the child's right to free and compulsory education and redressal of grievances by the National and State Commissions for Protection of Child Rights, which shall have the powers of a civil court.

The Act contains several provisions that require to be put in place in order to ensure its proper implementation, including, inter alia, systems for age appropriate enrolment, mechanisms for school and habitation mapping, recruitment and re-deployment of teachers to ensure that the pupil teacher ratio is maintained in every school, enhancing the quality of the entire teacher workforce to a common national standard and training of 'untrained' teachers, reviewing the content and process of curriculum, undertaking ongoing and continuous evaluation, establishing school management committees and ensuring management and supervision of schools with community support.

III. RTE-SSA Committee

Currently, SSA is implemented as one of India's flagship programmes for universalizing elementary education. Its overall goals include universal access and retention, bridging of gender and social category gaps in elementary education, and enhancement in learning levels of children. SSA provides for a variety of interventions, including, inter alia,

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conscience, minority opinion advocate, question framer, summarizer, focuser, and gate keeper." d. Problem solving: Providing students with opportunities to solve simple problems at the beginning will help them refine the skills they need to solve more complex problems in the future.

e. Feedback and debriefing: Because evaluation and reflection are a crucial component of experiential learning, the instructor must ensure that feedback and debriefing occurs. "Insisting on quality feedback time early in the course sets an expectation for continuation during the latter sessions" (Warren, 1995, p. 251).

Other Ways of Learning through activity

1. Card Game - Game Theory.
2. Case Study - Several Topics.
3. Deal or No Deal - Prospect Theory or Risk.
4. Communication Pyramid - Business Communication.
5. Penny Slide - Quality Control/Control Charts.
6. M & M's Production Activity - Quality and Inspection.
7. Organizing Data Exercise - Balanced Scorecard.
8. Self Assessments - Several Topics.
9. Current Events - Several Topics.
10. SWOT Activity - Internal and External Strategy Analysis.
11. Videos - Several Topics.

- **Application of 'Whole brain approach' and 'Experiential learning' in education.**

A) Application of 'Whole brain approach' in education.

An understanding about learning styles requires knowledge of brain functioning. The "whole-brain" approach to teaching is an appropriate one because it enhances intra/inter-neural connectivity in the brain, which has a significant positive outcome on learning. Lessons that incorporate a variety of learning modalities in unison are more stimulating and beneficial for students than the ones that focus exclusively on one or two learning modalities. Although this is an established fact, teachers are still faced with the challenge of covering contents within a specified time frame (we still teach at schools that are bound by traditional views of teaching and learning). Teachers are constantly running out of time to complete the "syllabus" and in the process, find it difficult to employ the "whole-brain" approach that considers students as individuals with different preferences and styles in learning. Recommend five concrete ways to enable a teacher to use the "whole-brain" approach to