



Run by: Maa Rewati Educational and Welfare Society
MAA REWATI COLLEGE OF EDUCATION

(Recognised by: N.C.T.E. & Affiliated to R.D.V.V. Jabalpur)
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Metric 2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Value added courses

EPC 1 READING AND REFLECTING ON TEXTS

OBJECTIVES

- To enable the students to read and response to a Variety of text in different ways
- To develop Meta cognitive awareness
- To enhance the capacities as readers and writers by becoming participants in the process of reading
- To enable the student teachers to work on the field and make predictions and check their predictions and then to summarize.

UNIT I Reading Skills

- Creating environment for reading – reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different texts types like stories, poems, riddles, jokes, and instructions for games

UNIT II Reading with comprehension


- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet
- Using ideas of critical literacy to analyse chapters from textbooks .
- Acquisition of Reading Skills


UNIT III Types of text

- Narrative text
- Expository
- Autobiographical Narratives
- Field Notes
- Ethnographies
- Addressing different types of skills and strategies

Mode of Transaction

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.


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Chairman, Board of Studies
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Dr. S. S. Singh




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- Text analysis of school textbooks to improve skills in critical literacy.
- Reflecting on one's own learning to make connections with pedagogy.

Essential Readings

1. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers* (2nd ed.). Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvulcri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
4. Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

Advanced Readings

1. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press

EPC 2: DRAMA AND ART IN EDUCATION

INTRODUCTION

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to Class X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitized to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

OBJECTIVES

- Understanding basics of different Art forms – impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

COURSE CONTENT

UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.

UNIT 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

UNIT 3: APPRECIATION OF ARTS

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Pratishtha

Pratishtha

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education
- What is the difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- Indian festivals and its artistic significance.

Project Work (Units 1 and 2)

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths / Social Sciences/Languages etc.) while integrating different art forms.

Workshop

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

PRACTICAL PART

1. **BODY MOVEMENT**- Different theatre games, Exercises, Martial Arts, Folk Dances.
2. **MEDITATION**- Focus, Concentration.
3. **SCRIPT WRITING**- characterization, dialogue, time and space, beginning, middle, end.
4. **POETRY RECITATION**- Rigved Mantras, Vaachik Abhinay.
5. **SELECTION OF PLAY FOR CHILDREN.**
6. **CASTING.**

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 Dr. Ravindra Kumar
 Chairman, Board of Studies
 Education, Mandla

Rajendra Singh
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 Head, Department of Education
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Principals
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7. **BUILDING OF A CHARACTER.**
8. **PARTS OF SPEECH-** Volume, Pitch, Speed, clarity, Audibility, Diction, Intonation, Feel and Toner Quality, Projection.
9. **DESIGN OF A PRODUCTION.**
10. **PRODUCTION-** Poster Making, Audience, Execution of Different Aspects of Production, Analysis of Increase in Understanding of Children through Drama.

Suggested Approach for Teaching-learning Process

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility.

A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.

Applications of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation (CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals. The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.

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MAA REWATI COLLEGE OF EDUCATION MANDLA

B.ED IST SEMESTER ASSIGNMENT QUESTION

Subject: - Language Across The Curriculum (CC3)

प्रश्न-1 कहानी का अर्थ समझाइए? कहानी के तत्व, प्रकर, एवं कहानी शिक्षण के अंग बताइए और हास्यास्पद आवरण रहित कहानियों का निर्माण क्यों आवश्यक है?

What do you understand by Story Teaching? Explain the factors, types and parts of story. Write about the short note of well-produced comic scripts stories?

प्रश्न-2 रचना शिक्षण से आप क्या समझते हैं, रचना शिक्षण के उद्देश्य, महत्व एवं रचना शिक्षण की विधियाँ लिखिए।

What do you understand by Composition Teaching? Write about the aims and importance of composition teaching and write the methods of composition teaching.

(Mrs. Sudhir Yadav)

Subject: - Curriculum Development and School (CC4)

प्रश्न-1 अध्यापक शिक्षा क्या है? भारत में अध्यापक शिक्षा की आवश्यकता पर चर्चा कीजिए?

What is the Teacher Education? Explain the importance of Teacher Education in India.

प्रश्न-2 कोठारी शिक्षा आयोग द्वारा निर्धारित पाठ्यक्रम के स्वरूप का वर्णन करते हुए उनकी समीक्षा प्रस्तुत कीजिए?

Explain the review of Kothari Education commission by describing its curriculum determination structures.

(Miss Nanda Limkar)

B ED (FIRST SEMESTER)
INTERNAL EXAMINATION 2023

Paper- CC-4

CURRICULUM DEVELOPMENT and School

Time Allowed : Three hours Maximum Marks: 75

नोट- सभी खण्ड अनिवार्य हैं। खण्ड - अ में पाँच प्रश्न दिये गये हैं। प्रत्येक प्रश्न 1 अंक का है। सभी प्रश्नों के उत्तर दीजिए। खण्ड-ब में से किन्हीं 10 प्रश्नों के उत्तर दीजिए। प्रत्येक प्रश्न 5 अंक का है। शब्द सीमा 100-150 शब्द खण्ड-स में से किन्हीं 2 प्रश्नों के उत्तर दीजिए। प्रत्येक प्रश्न 10 अंकों का है शब्द सीमा 400-500 शब्द।

(Note: All Section are Compulsory. Section -A consists of 5 objective type questions. Attempt all questions. Each questions carries 1 mark. Attempt any 10 question from section-B. Each question carries 5 marks (Word limit 100-150 words) Attempt any 2 questions from section-C. Each question carries 10 marks (word limit 400-500 words)

खण्ड 'अ' (Section-A)

5*1=5

वस्तुनिष्ठ प्रश्न

(Objective type Questions)

1. सही उत्तर का चयन कीजिए।
1. पाठ्यक्रम वास्तविकता का शैक्षिक जीवन में संचार करता है पाठ्यक्रम की बारे में यह विचार दिया है-
(a) फिलिपेटिक (b) कनिंघम (c) सैयडन (d) कोनबर्ग
2. पाठ्यक्रम का उद्देश्य होता है-
(a) बुद्धि का विकास (b) शैक्षिक वातावरण का सृजन (c) मानवीय मूल्यों की शिक्षा (d) उपरोक्त सभी
3. पाठ्यक्रम निर्माण का मुख्य सिद्धांत नहीं है-
(a) सहसम्बन्ध (b) बाल केन्द्रियता (c) व्यावसायीकरण (d) खेल एवं कार्य
4. वैज्ञानिक प्रकृति द्वारा पाठ्यक्रम की निर्धारण पर बल दिया है-
(a) जॉन डीवी (b) हर्बर्ट स्पेन्सर (c) मुन्रो ने (d) रॉस ने
5. की वक्राकृतिन आयोजन द्वारा निर्धारित शिक्षा का स्वरूप है-
(a) सामान्य शिक्षा (b) उच्च शिक्षा (c) व्यावसायिक शिक्षा (d) उपरोक्त सभी

Choose the correct answer.

1. Curriculum communicates reality into Education life this idea about curriculum is give by
a) Kilpatrick b) Syeden c) Cunningham D) Konenberg *Konenberg*
2. The Objective of the Curriculum is
a) Development of intelligence b) creation of education environment
b) Education of human Values d) All of the above
3. Is not the main principle of curriculum development
a) Correlation b) Commercialization c) child Centrality d) Sports and activities
4. Emphasis has been laid on determination of curriculum by scientific inclination.
a) By John dewey b) Herbert Spence c) Munro *bas-d* d) Rass has *Ross*
5. Nature of Education Determined by Dr. Radhakrishnan Commission
a) General Education b) Liberal Education c) professional Education d) All

Herbert Spence

खण्ड 'ब' (Section-B)

10*5=50

लघु उत्तरीय प्रश्न

(Short Answer type Questions)

नोट- किन्हीं दस प्रश्नों के उत्तर दीजिए। प्रत्येक प्रश्न 5 अंकों का है। प्रत्येक उत्तर अधिकतम 100-150 शब्दों में देना है।

1. पाठ्यक्रम निर्माण हेतु उद्देश्यों के स्रोत कौन-कौन से हैं?
(what are the different sources of objectives for the construction of curriculum)
2. पाठ्यक्रम और पाठ्यवर्ग में अन्तर स्पष्ट कीजिए।
(Explain the difference between syllabus and Curriculum)
3. पाठ्यपुस्तकों से क्या तात्पर्य है? इसकी आवश्यकता एवं महत्व को समझाइए।
(what do you mean by text books? Explain its necessity and importance)
4. कोर पाठ्यक्रम की सीमाओं को स्पष्ट कीजिए।
(Explain the limitations of core curriculum)
5. पाठ्यक्रम प्रतिमान से आप क्या समझते हैं।
(what do you understand by model of curriculum)
6. पाठ्यक्रम मूल्यांकन की विभिन्न प्रविधियाँ कौन-सी हैं।
(Name the different techniques of curriculum evaluation)
7. गुरुकुल शिक्षा प्रणाली में पाठ्यक्रम का संगठन किस प्रकार से किया गया।
(how Curriculum organization has been made in Gurukul's Education Systme)
8. मुक्त विश्वविद्यालय की व्यूह रचना समझाइए।



Principal

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- (Explain Strategy of open university)
 9. हिल्डा-ट्यूब मॉडल से पाठ्यक्रम विकास की रूपरेखा बनाइये।
 (Draw an out line of curriculum development by Hilda tube model)
 10. लक्ष्य एवं उद्देश्यों में अन्तर लिखिये।
 (write the difference between aims and objective)
 11. विभिन्न प्रकार की पाठ्योत्तर क्रियाओं को लिखिए।
 (write the different types of co-curriculum activities)
 12. अच्छे मूल्यांकन की विशेषताएँ लिखिए।
 (write the characteristics of good evaluation)
 13. विषय केन्द्रित और कार्य केन्द्रित पाठ्यचर्यों को समझाइए।
 (Explain Subject centered curriculum and task centered curriculum)

खण्ड 'स' (Section-B)

2*10=20

दीर्घ उत्तरीय प्रश्न

(long Answer type Questions)

नोट- किन्हीं दो प्रश्नों के उत्तर दीजिए। शब्द सीमा 400-500 शब्दों में।

14. पाठ्यचर्या निर्माण की प्रक्रिया समझाइए।
 (Explain the process of Curriculum Construction)
 15. पाठ्यक्रम के विभिन्न प्रकार, वर्गीकरण एवं संगठन की विस्तृत व्याख्या कीजिए।
 (Describe in detail different types classification and organization of curriculum)
 16. गूडलैण्ड द्वारा प्रस्तुत पाठ्यक्रम संगठन का विश्लेषण कीजिए।
 (Analyse the Curriculum organization by goodland)
 17. खुले विश्वविद्यालय से क्या तात्पर्य है? खुले विश्वविद्यालय का शिक्षण प्रतिमान बताइये।
 (What is meant by open University? Explain education model of open Universities)

MAA REWATI COLLEGE OF EDUCATION, MANDLA ASSIGNMENT QUESTIONS

B.ED 2nd SEMESTER

CC1-LEARNING AND TEACHING (अधिगम एवं शिक्षण)

प्रश्न-1 अधिगम किसे कहते हैं, अर्थ परिभाषा, विशेषता एवं थार्नडाइक, रिव्कर, पाव्लव, कोहलर, के सिद्धांत को समझाइए।

प्रश्न-2 शिक्षण का अर्थ, परिभाषा एवं विशेषतायें समझाइए? शिक्षण एवं शिक्षा में क्या अंतर है?

CC2- LANGUAGE ACROSS THE CURRICULUM PART-2 (पाठ्यक्रम में परिभाषा)

प्रश्न1- दृश्य एवं श्रव्य रूप में घटकों के प्रस्तुतीकरण की योजना तैयार करने की प्रक्रिया योजना का वर्णन कीजिये।

प्रश्न2- निबंध या चयनित विषय वस्तु के विश्लेषण की प्रक्रिया को कौन-कौन से सोपानों के रूप में प्रस्तुत किया जाना चाहिए। समझाइए?

PC-I & PC-II

(COMMON ASSIGNMENT QUESTIONS FOR ALL OPTIONAL SUBJECT)

प्रश्न-1 पाठ योजना से आप क्या समझते हैं? उद्देश्य और महत्व बताइए?

What do you understand by lesson plan? Explain the objects and importance of lesson plan?

प्रश्न-2 शिक्षण विधियों के बारे में संक्षेप में समझाइए।

Explain the Teaching Methods?

06/feb/2020
MAA REWATI COLLEGE OF EDUCATION MANDLA M.P.

B.ED 4TH Semester Assignment Question

CC1 – Gender, School And Society

Note:- Attempt both question in all subject.

प्रश्न 1- लिंग शैक्षिक मुद्दों की प्रमुख अवधारणाएँ विशेषताएँ एवं लिंगों के प्रकार की व्याख्या कीजिए ?

Describe the concept of Gender? Explain the Characteristics and type of Gender.

प्रश्न 2- जीवन कौशल का अर्थ, परिभाषा एवं महत्व बताइए। जीवन कौशल के विविध पक्षों में लैंगिकता का विवरण दीजिए ?

Describe the meaning, definition and importance of the sexuality in Various aspects of Life skills.

(Mrs. Sushma William)

CC2- Educational Technology and ICT

प्रश्न-1 कम्प्यूटर का अर्थ, परिभाषा, और विशेषताएँ समझाइए ? एवं इनपुट आउटपुट डिवाइस को उदाहरण सहित समझाइए ?

What is Computer? Explain the meaning, Definition and characteristics of Computer? Explain the Input and Output device with example.

प्रश्न-2 इंटरनेट, मल्टीमिडिया और वायरस को समझाइए ?

What is Internet, Multimedia and Virus, Explain it?

(Mrs. Diksha Kachhwah)