

Arihant Education Foundation's

Name of the College: **ARIHANT COLLEGE OF EDUCATION**

Name of the Student: **JESSICA PATHAK**

Roll No: **09**

DECLARATION

My self Jessica Pathak Roll No. 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of Prof. Vansha Kulkarni. There is no ambiguity of any kind. In case of any discrepancies occurred in my practical. I will be solely responsible for the consequences. The college will not be, in any kind of responsible for my failure.

Signature of the Student: J Pathak

Date: **04-05-23**

**B.Ed. 202 Knowledge and curriculum, Language across curriculum
Practical: PRESENTATION OF SUBJECT CONTENT IN THE FORM OF
DIAGRAMMATIC PRESENTATION.
EVALUATION SCHEME**

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Criteria	5	4	3	2	1
1.	Selection of topic.		✓			
2.	Accuracy of content.	✓				
3.	Description of content.	✓				
4.	Inclusion of content.		✓			
5.	Use of various diagrams, pictures, images etc.		✓			
6.	Development of graphical organiser		✓			
7.	Creativity			✓		
8.	Presentation of content in chart and report.	✓				
9.	Exhibition and Poster presentation		✓			
10.	Overall effect.		✓			
Total Marks out of 50		15 + 24 + 3 = 42				

Name of Guide: Asst. Prof.

Sign of Guide with date:

Vansha
04/05/23

PRESENTATION OF CONTENT IN REPORT

SELECTION OF TOPIC

Learning through dialogue involves on going talk between teacher and students, not just teacher presentation. Through dialogue teachers can elicit student's everyday common sense perspectives engage with their developing ideas and help them encourage misunderstandings.

I chose the topic 'learning through dialogue' because it is a crucial part of everyday classroom activities and sessions.

Everyday teacher must familiarise herself with the in and outs of learning through dialogue so the teacher can encourage maximum

participation and feedback from
the students.

after the completion of
practical I will be able to
know the methods, merits,
demerits and steps of proper
dialogue method which will
help me in effective classroom
teaching.

LEARNING THROUGH DIALOGUE

MEANING

This approach is based on the thought that we cannot merely learn through books. There is a need that teachers and students learn about themselves in the process of teaching and learning. Here the exchange of ideas moves the inspiration to acquire more knowledge.

The dialogue method enables the students to keep on educating themselves and become co-creators of knowledge along with the teachers. Learning becomes a mutual responsibility. Thus in dialogue method there is less of teacher control and the student is given more freedom.

CONCEPT

1. EXPLORATORY TALK

Here, the students generally work in groups, exchange of ideas and opinions and build up shared knowledge considering and evaluating each other's ideas. Exploratory talk is like thinking aloud, hypothesizing and speculating about the answer by listening to each other, the teacher and considering their responses. Exploratory talk is related with how students think but needs to be guided by the teacher.

2. INTER THINKING

This refers to making your thoughts clear to yourself so that you can explain them to your partners. You should be able to engage with your own thought critically and deal with alternative suggestions given by your partners. This is a stage of joint engagement with each other's ideas and makes a mutual meaning acceptable to both.

3. PROBLEM SOLVING

This is essential so as to make the students apply their knowledge to new situations. Problem solving in groups enables the students to engage in collaborative talk. It makes the student look at a particular problem from various angles or perspectives and hence develop a better insight into it.

In dialogue method, the students are posed with problems on which they converse and try to find the solution. There is a liberty in thinking given to the students that making them take a passive acceptance.

The students are engaged in the process of enquiry which results in real learning. Learning results through conscious action. Dialogue is an opportunity to educate oneself by encountering others.

The best teachers encourage all students to participate and value all contributions, incorporating as many as possible into an extended conversation around the topic.

FEATURES

- ▶ Every student is engaged in the dialogue.
- ▶ Student talk is more than the teacher talk.
- ▶ It is reciprocal and students try to build on / add on what has been said earlier.
- ▶ Students are ready to challenge opposing ideas of each other in a constructive manner.
- ▶ Students show higher level thinking.
- ▶ Students are ready to accept and change their points of view if justified.
- ▶ Mutual respect and open communication.

ROLE OF TEACHERS

- Teacher has to be ready to ask rich higher order level questions.
- Teacher should ask questions related with the content or the activities planned during the session.
- Teacher should give sufficient time for the students to respond.
- Use appropriate group work strategies.
- Supervise and monitor the dialogue.
- Give prompts for continuation or correction in the conversation.
- Acknowledge the efforts taken by the students.

ROLE OF STUDENTS

- ♦ Actively participate in the dialogue.
- ♦ Be able to justify the point of view or accept the other's views graciously.
- ♦ Take efforts to gather knowledge or evidence to support their point of view.
- ♦ Engage in higher order thinking with respect to a particular issue.

BENEFITS

- Students become co-creators of knowledge along with the teacher.
- Students remain active.
- It helps to make the students reflect, develop and extend their thinking.
- It gives opportunity to the students to apply their knowledge to new situations.
- Students learn to show mutual respect and participate in communication with an open mind.

| प्रज्ञा पतिव्यापन |

LIMITATIONS

- Difficult method to be used for younger students.
- Success depends on the language development of the students.
- Readiness to participate in the dialogue is an essential requirement which all students may not have.
- Acceptability of the views of others can prove to be a great challenge for some students.

Dialogue Method

BENEFITS

Exploratory
Talk

Inter-
Thinking

Problem-
Solving

Students become
co-creators of
knowledge

Students remain
active

Makes students reflect
develop and extend
their thinking

It involves ongoing talk
between teacher & student and
not just teacher presentation.

MEANING

Student engaged
in dialogue

Student talk >
teacher talk

Mutual Respect

Open-
Communication

FEATURES

Teacher

Student

ROLES

LIMITATION

Difficult to use
for younger
students

Success depends
on language
development of
students

Acceptability of views
can be a challenge
for some.

Use group
work
strategy

supervise and
monitor

give prompts
for
contribution

Active
participation

Identify / accept
other point of
views

Engage in
higher order
thinking

Name of the Student: Jessica PathakRoll No: 09Unit no. and Name of unit: 1.2 Sources of knowledgeName of the sub-unit: Scientific Methods, Tradition, Authority, Educ Imp.

B.Ed. 202: Knowledge, Curriculum and Language across curriculum

Practical: - Presentation of any sub-unit of 202 Course.

EVALUATION SCHEME

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

No.	Criteria	5	4	3	2	1
1	Preparation of PPT					
1.1	Relevancy of the content-valid, adequate and logical	✓				
1.2	Creation and transition of slides	✓				
1.3	Animation, hyperlink, design and use of multimedia		✓			
1.4	Use of various clipart, diagrams, pictures, images, background, references etc	✓				
1.5	Creativity/ originality and complete organisation		✓			
2	Presentation of PPT					
2.1	Presentation style, body language, eye contact, confidence	✓				
2.2	Discussion and defense	✓				
3	Report Writing of presentation					
3.1	Justification of choosing the topic,			✓		
3.2	Generation and description of content +PPT Handouts + References (Handwritten)	✓				
3.3	Reflection on the experience			✓		
	Total Marks (50)	30 + 8 + 6 = 44				

Name of Guide: Vaisha KulkarniSign of Guide with date: Vaishak
07/11/22

Declaration

My self Jessica Pathak Roll No. 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of Prof. Vaisha Kulkarni. There is no ambiguity of any kind. In case of any discrepancies occurred in my practical. I will be solely responsible for the consequences. The college will not be, in any kind of responsible for my failure.

Date: 07-11-22Signature of the Student: J PathakGlinha
18/1/23

JUSTIFICATION OF CHOOSING THE TOPIC

The topic from my 202 practical presentation on any sub-unit of 202 is Sources of knowledge: Scientific Methods, Tradition, Authority and Educational Implications. Sources of knowledge refer to the means through which a person is acquiring knowledge.

Knowledge means skills, facts, or information acquired by any person, through experience or education. If someone is curious, then he will look for some sources for knowledge to clear things out. Similarly, if a person has any doubt about any topic, s/he will search for answers in various ways. These ways act as sources of knowledge.

The reason I chose this topic to present is because sources of knowledge are the core of any learning activity.

It is important to know the various sources of knowledge if want to acquire any information. I chose this topic because I want to be enlightened on the so diff. ways I can broaden my knowledge and information.

SOURCES OF KNOWLEDGE

[Scientific methods, Tradition, Authority & Educational Implications]

1. SCIENTIFIC METHODS

[A] EMPIRICISM

1. It is a sensory experience.
2. It implies relying on what our senses tell us.
3. Senses provide us knowledge which is permanent and based on practical aspects.
4. Primary knowledge is gained from sensory experiences.
5. Through a combination of hearing and seeing, we come to know the sound of a train i.e. through these two senses, we learn

to associate specific sounds with specific objects.

5. The most meaningful and memorable experiences take place when more than one of our senses are engaged.

Example: The aroma and taste of Biriyani.

[2] RATIONALISM

1. It includes mental reflection.

2. Reason is the chief source of knowledge.

3. It places emphasis on ideas rather than material substances.

4. If we see logical interconnectedness between two or more things, we accept those reasons.

5. Rationalist statements are true with the use of senses.

Eg. If A is greater than B and B is greater than C, then A is greater than C.

6. Cause and effect: Eg. If a man insults his neighbour (cause) then his neighbour will become angry (effect).

3. FIDEISM

1. It implies the use of our beliefs, emotions or gut reactions including religion.
2. We believe in God because our parents told us even though we have not sensed God nor concluded that his existence is logically proved.
3. These are unproven and untested and hence unreliable.
4. Eg: 1. Causing of a black crow in one's house forecasts the arrival of guests.
2. If a black cat crosses your path, it is regarded as bad luck.

2. TRADITION

1. Human beings easily accept many of the traditions of their cultures or forefathers.
2. Long established customs or practices are popular sources of acquiring knowledge.

3. This is also known as denial implies holding onto a perspective without any consideration of alternatives.

4. Transmitted through generation.

5. Eg: a) Eating with hands.
b) Touching the feet of elders.
c) Passing the knowledge of wear Paithani.

3. AUTHORITY

1. Human beings refer to an authority who he thinks know more than him.

2. Seeks his/her advice.

3. Authorities can be of different kind.

4. For a small child his parents his teachers can be the authority.

Eg: a) If a child has a difficulty in learning a particular subject he/she will consult his subject teacher.

b) An employee will seek advice of his team leader or boss.

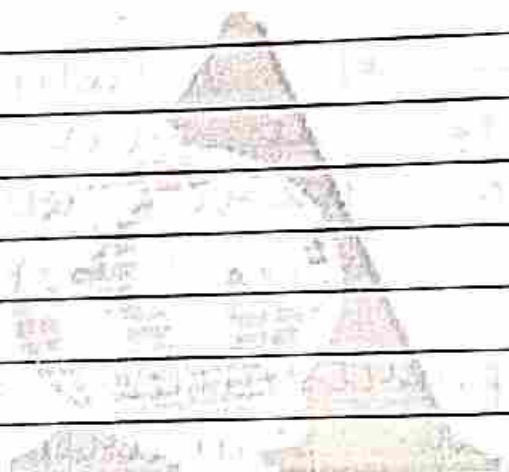
EDUCATIONAL IMPLICATIONS

1. Develop lesson plans based on reliable sources considering the objectives you wish to achieve.
2. Make use of variety of methods / techniques so that you make their knowledge more reliable and to transmit it effectively.
3. Give opportunities to students to refer to primary and secondary sources of knowledge.
4. Use different teaching aids and make use of children's sensory organs to make learning more permanent.
5. Give examples to the students to be aware of the relationship between facts, concepts, principles and theories.
6. Give the students experiences for enabling them to understand, explain, analyse, control and predict situations.

7. Inculcate critical thinking, reasoning and logical thinking skills.

8. Make students realise the difference between reliable and unreliable sources of knowledge.

9. Become a source of authority for students so that they seek you as a source of knowledge.





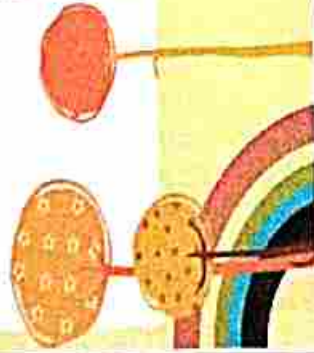
202

KNOWLEDGE, CURRICULUM AND LANGUAGE ACROSS CURRICULUM

NAME: JESSICA PATHAK

STD: S.Y.B.ED

ROLL NO: 09



1.2 SOURCES OF KNOWLEDGE

(Scientific methods, Tradition, Authority &
Educational Implications)



PRIMARY SOURCES

- First hand account
- Created by someone who experienced the event.

Diaries

Songs

Paintings

Photographs

Letters



SECONDARY SOURCES

- Second hand account
- Created by someone who did NOT experience the event.

Textbooks

Encyclopedias

Biographies

Documentaries



SCIENTIFIC METHODS



1. EMPIRICISM

- **SENSORY EXPERIENCE**
- It implies relying on what our senses tell us.
- Senses provide us knowledge which is permanent and based on practical aspects.
- Primary knowledge is gained from sensory experiences.



- Through a combination of hearing and seeing we come to know the sound of a train i.e. through these two senses, we learn to associate specific sounds with specific objects.
- The most meaningful and memorable experiences take place when more than one of our senses are engaged.
- Example: The aroma and taste of Biryani.



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- Reason is the chief source of knowledge.
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- These are unproven and untested and hence unreliable.

• Eg.

1. Cawing of a black crow in one's house, forecasts the arrival of guests.
2. If a black cat crosses your path, it is regarded as bad luck.



TRADITION



TRADITION

- Human beings easily accept many of the traditions of their cultures or forefathers.
- Long established customs or practices are popular sources of acquiring knowledge.
- This is also known as tenacity which implies holding onto a perspective without any consideration of alternatives.



- Transmitted through generation.

- Eg. a) Eating with hands.

- b) Touching the feet of elders

- c) Passing the knowledge of weaving Paithani.



AUTHORITY

- Human beings refer to an authority who he thinks know more than him.
- Seeks his / her advice.
- Authorities can be of different kind.
- For a small child his parents or his teachers can be the authority.



Eg. If a child has a difficulty in learning a particular subject, he/ she will consult his subject teacher.

An employee will seek advice of his team leader or boss.



AUTHORITY

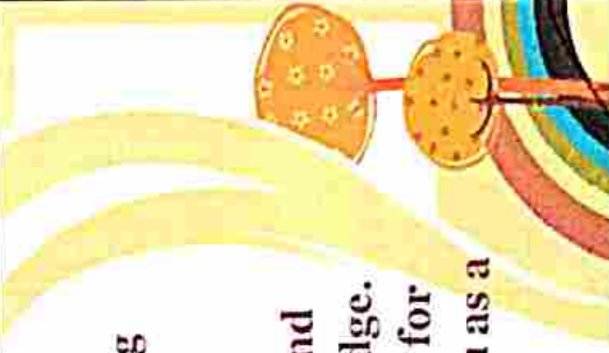


EDUCATIONAL IMPLICATIONS



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- Inculcate critical thinking, reasoning and logical thinking skills.
- Make students realise the difference between reliable and unreliable sources of knowledge.
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REFERENCES

- Reference Book - Dr. Lalita Vautak
Knowledge and Curriculum and Language
across Curriculum
- SY B.Ed knowledge and Education
- <https://youtu.be/3KgFVex5yyw>
- Shri Prakashan - Course 202 knowledge
and Curriculum, language across the
curriculum.
- britannica.com ✓

Co-Scribe

REFLECTION ON THE EXPERIENCE

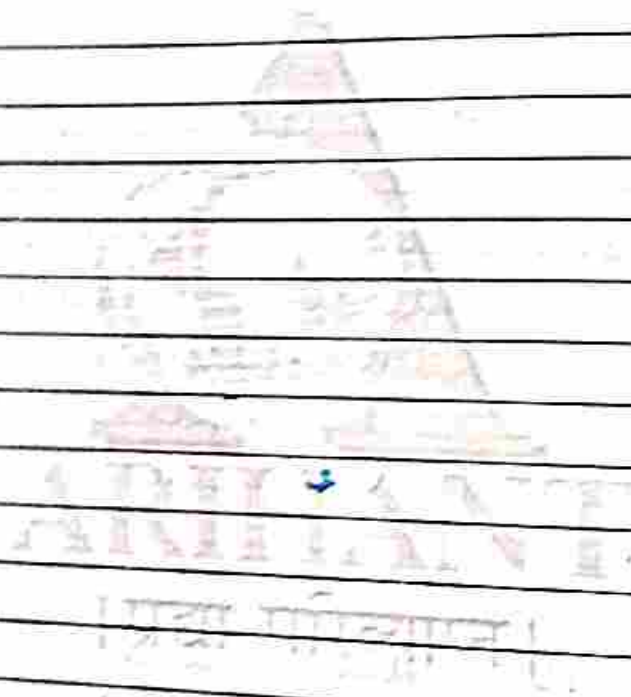
After completing my practical, that is the presentation of my unit - Sources of knowledge: Scientific methods, Traditions, Authority and Educational Implications, I got to know the multiple ways I could acquire information from these sources.

It also taught me how we can learn different things from different sources. It refers to getting information outside the traditional textbook method. As a teacher, I can make my students aware of these sources so that they can acquire knowledge outside the textbook.

I am grateful that I got a chance to present this topic for my presentation in front of the class.

Together we discussed how we
can utilize these sources in the
classroom and the different
educational implications. Overall
was a wonderful learning experi

1/1/23



ABHANT EDUCATION FOUNDATION

NAME OF COLLEGE: ABHANT Place: of Education
 EXAMINATION: WINTER Year: 19
 COURSE NO.: 202 Section: 10
 COURSE NAME: Knowledge, Language and Communication

Q. NO.	01	02	03	04	05	06	07	08	09	10	Internal	Internal	Grand Total
Mark obtained	12	12	12	12	12						60	12	72

(Start Writing From This Page)

Q1. KNOWLEDGE
 Knowledge is being aware of reality. It means applying reason in reality. Knowledge consists of facts, theories and concepts. Knowledge can be considered as knowledge if it is justified, true, belief.
 - justified knowledge can be considered as knowledge if it is valid, proven.
 - true knowledge has to be true, genuine and authentic.
 - belief knowledge can be considered as knowledge if one has faith and belief in it. You cannot know something if you don't believe in it.
 Hence it is defined as "justified, true belief". It consists of having clear, solid understanding of the reality.

SOURCES OF KNOWLEDGE

PRIMARY SOURCE

SECONDARY SOURCE

1. PRIMARY SOURCES

Primary sources are first hand evidences of an event, object, person, place etc. It is original and written by the person who has experienced the event.

Examples: Books, Auto-biographies, historical papers, letters, Mona-lisa painting. These sources provide true, genuine and authentic information.

2. SECONDARY SOURCES

Secondary sources are second-hand evidences of an event, place, person etc. It is based on primary sources. When primary sources are used by someone who has not written the primary source, it is called secondary sources.

Example: Book reviews, movie reviews, articles written in newspapers, journal reports on research done by someone.

SOURCES OF KNOWLEDGE

RELIABLE

They are proven correct, tested and genuine.

UNRELIABLE

They are unproven, untested and no authentic source prove their existence.

* SCIENTIFIC SOURCES

1. Empiricism

It is a sensory experience. Makes use of our senses to acquire information. Combines two or more sources, eg. the sound of a train and seeing it.

When we hear and see the train, we associate it with 'train'. It provides primary and permanent knowledge.

2. Rationalism

It includes mental reflection. We don't need to see something to believe it. Mental thought, ideas are given more importance than material substances.

Eg: 1) Rationalist statements are true.

eg: If A is greater than B and

B is greater than C then $A > C$.

We don't need to see it to believe it.

2) Cause and effect.

3. Experience
They say 'experience is the best teacher'. Our past experiences provide us scope / foundation for new things / knowledge. We always learn from our past.

4. Authority
A person before someone as authority who he thinks knows more than him. That person becomes his source of knowledge. He will seek his / her advice and he will be his role model.

Eg: For a child, his parents or teachers are authority.

1) For employees, their boss may be their authority.

It is different for everyone.

5. Tradition / Beliefs / Ideism.

Traditions have been a source of knowledge for a long time. Customs / beliefs / traditions / religion provide knowledge. It is unreliable and hence, not proven. Many skills are acquired through this source.

Eg: tradition of passing skills of weaving of pashami.

* CORE - RELATION BETWEEN KNOWLEDGE AND SKILL.

Knowledge and skill are closely related. Knowledge includes facts, theories, information from which we learn and acquire something meaningful.

Skill is applied knowledge. Where knowledge is theoretical, skill is practical.

But one cannot know skills unless he has knowledge about it.

Example: If a person is good at playing football and has necessary skills, he cannot play the game unless he has complete knowledge about football like its rules, time, players etc.

Hence knowledge and skill go hand in hand. To put knowledge into practice skill is important. There is no use knowing something unless you can use it.

Q2.

Ans: 2.

CONCEPT OF CURRICULUM

Curriculum is a written document that includes all the activities that a school carries out throughout the year. It provides guidelines for the syllabus. It is systematic and planned and has a broad concept.

It includes all the activities that a course is supposed to complete in an academic year.

* PRINCIPLES OF CURRICULUM DEVELOPMENT

1. Principle of learner-centered education
A curriculum is designed for a student. It is important to take into account the needs, interest, ability and capacity of learners. It should also take into consideration the developmental stages of a learner, the level of the learner etc.

Eg: If a curriculum is being designed for III grade students, it should include colourful textbooks, various activities and should provide more play time since students are small and their attention capacity is less.

2. Principle of activity-centered education
A curriculum should include creative and innovative activities. It should provide a shift from rote learning and lecture methods. The learner should remain engaged.

Eg: A curriculum for pre-primary level should have different games, songs, dances so students remain active and not passive.

3. Principle of ^{utilities of} creative and constructive powers

A curriculum should be designed in such a way that it makes use of students' creativity. Every student is unique, hence, a curriculum should be able to cater to everyone's abilities and give them scope to grow and bring out their talents.

Eg: A curriculum should have many

4. Principle of planning for leisure
extracurricular activities like dancing, singing, art, music which brings out different talents of students.

4. Principle of relation with life

A curriculum should always be relevant to the life of the learner. The learner should be able to connect and relate his/her life to what he/she is learning and build connections.

between them. It will help them to retain knowledge and build problem-solving, practical skills.

Eg: A curriculum should show current affairs so that the learner knows what is happening in the world.

History / Geography should include all races, cultures, religions so students can relate.

5. Principle of Interrelation

The curriculum should be designed in a way that helps students to relate what he is learning in other subjects too. He should be able to build connections between the subjects he is learning.

Eg: If a student is learning history of different mathematicians he should be able to recognize them when he is learning maths.

Eg: If he is learning about dryabhar in history, in maths he should know that 'D' is given by $\frac{1}{2}$.

6. Principle of Flexibility and Variation

A curriculum should be flexible and should have variety of subjects, elections and

vocational training areas so that a student can learn what he loves and is good at.

Eg: A curriculum should have different optional subjects in languages eg. French, German, Sanskrit.

1. Principle of planning for leisure.

A curriculum should combine work and play. A child should be able to ~~to~~ apply what he is learning while playing too. He should be able to learn while he is playing too.

Eg: Maths should have different activities that combine games and mental maths so that even though the child is playing, he's learning something too.

Q3]
Ans 3]

Multiculturalism
Multiculturalism means involving different cultures, races, religions, backgrounds in the classroom learning and teaching.

In short, a child learns about multiple cultures belonging to different states and countries and learns to respect them.

* Role of a Teacher.

1. A teacher should have cross-cultural connections.
2. A teacher should herself respect all cultures and know about them.
3. A teacher should make herself knowledgeable on different cultures by reading literature books.
4. A teacher should have friends from different races.
5. He / She should understand and accept that her students belong to different races, cultures and socio-economic backgrounds. She should not be biased.

6. He/She should make use of that knowledge and utilise it as a vehicle for learning.

7. He/She should be able to incorporate different cultures in her teaching and make connections to them.

* Skills Required

1. A teacher should have knowledge and skills of different cultures.

2. Should be able to conduct and plan cultural activities in school and classroom.

3. Should be able to make students understand and respect their own cultures.

4. Make student use of technology in an effective way so as to make cultural learning more rich.

* Teaching - Learning Strategies

1. Contribution

2. Additive

3. Transaction / Transformation

4. Social Action

1. CONTRIBUTION

A teacher should tell about the different accomplishments and contributions of different heroes belonging to different cultures of different countries.
Eg: A teacher while teaching history should tell about unsung heroes of different cultures too.

2. ADDITIVE

A teacher should add knowledge which is unknown to learners about a topic which they already know. In simple words, adding to learner's previous knowledge.

Eg: Teacher should tell students how festivals are celebrated in different countries like Hornbill festival in Nagaland. She can tell how Christmas is celebrated in different cultures and countries.

3. TRANSFORMATION

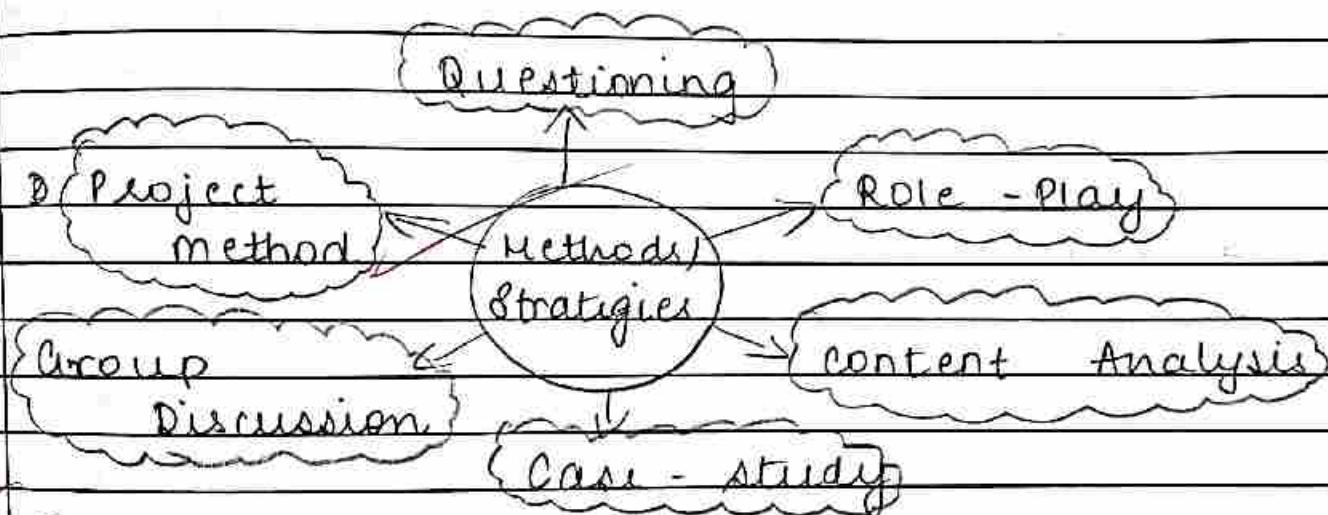
A teacher should transform the knowledge students have learnt and students are made aware of the cultures and their problems in society. Students

learn about cultural biases existing in society.

11. Social Action

Here, the students take it one step further. Students not only learn about different cultural problems but study and work towards solving them. They try to bring about Social Change.

Based on the above strategies, the following methods can be used.



Q4]
Ans: 11]

READING STRATEGIES

Reading strategies are those techniques, methods that facilitate easy and effective understanding of a written content.

→ There are three reading strategies

1. Split Reading
2. Essay or Model
3. PowerPoint Presentation

* SPLIT READING

As the name suggests, the content is divided into sub-parts. Reading comprehension, long texts are divided into small sections and given to students to sequence them in order.

→ Steps:

1. The teacher will choose a content.
2. She will make the students read the full content.
3. She will then divide the content into parts.
4. She will give them to the students.
5. The students will then arrange into a logical and proper sequence.

(Teacher provides a content for reading)



(She divides it into different parts and gives to students)



(Student will arrange them in a sequence)

Example: If I am teaching students History ~~English~~, I will give them to read the events leading to Independence. Then I will divide the content and give it to students. The students will then arrange the events properly according to their correct date sequence.

FRAYER METHOD

25

This method makes use of a graphic organizer. It divides the content into definition, examples, facts, non-examples and characteristics/feature for easy understanding of the content. It also revises previous knowledge. The teacher will make use of the previous knowledge to build her new topic on.

Figure of Frayer Graphic organizer.

DEFINITION	CHARACTERISTICS/ FACTS	
	NON-EXAMPLES	
EXAMPLES		

Example:

If I am teaching students
Adjectives of Quality, I will
make the following Graphic Organizer

DEFINITION

Adjectives of
Quality describes the
different qualities
of a noun. How
they look, walk,
talk etc.

CHARACTERISTICS / FACTS

- 1) They modify
nouns.
- 2) It comes before or
after nouns.
- 3) They are called
describing words.

EXAMPLES

1. adorable
2. thin
3. narrow
4. beautiful
5. Sweet

NON-EXAMPLES

1. full
2. some
3. few
4. empty
5. daily

2

$5 + 3 + \frac{b}{3} + \frac{c}{3} + \frac{e}{3} = 12$
ARIHANT EDUCATION FOUNDATION

NAME OF COLLEGE: arihant College of Education
 EXAMINATION: Written Test
 COURSE NO.: 202
 COURSE NAME: _____
 ROLL NO.: 09
 DATE: 11-04-2023
 INVIGILATOR'S SIGN.: _____

Q.NO.	01	02	03	04	05	06	07	08	09	10	Total Marks (In- Figures)	Total Marks (In- Words)	Signature
Marks Obtained													

(Start Writing From This Page)

- Q5] Answer the following questions:
- Ans b] National Curriculum Framework [NCF] 2005
- * Characteristics
1. The NCF used the 'Learning Without Burden' 1993 report as a base and a vision of envisaged Constitution of India and social values like egalitarianism, pluralism, equality etc.
 2. It is a constructivist approach to learning.
 3. ~~Students~~ It provides for flexibility in examinations.
 4. There is a shift from rote learning.

6. It provides for all-round development of the child.
6. Activity based learning instead of just rote learning.
7. Students discover and explore knowledge.
8. They then re-construct and expand this knowledge and apply it to novel situations.
9. Connecting knowledge of textbook to outside world. life oriented.
10. Experiential learning, dialogue learning, discovery learning, activity based learning is facilitated.
11. It allows for flexibility and creativity.
12. Mother Tongue / Home language is given importance and included in the curriculum.

Ans: C)

THOUGHTS OF RABINDRANATH TAGORE ON TEACHING METHODS.

1. Rabindranath Tagore strongly

- criticised knowledge. bookish (and exam-oriented)
2. He advocated activity based learning, spirit of play and creativity.
 3. He felt that students should not be kept in a cage $\rightarrow$ (classroom) but they should learn in nature / beyond the classroom.
 4. Students should be allowed to speak their mind, use their creativity and fulfil their aesthetic, spiritual and creative senses.
 5. Students should be allowed maximum freedom and should not be suppressed by authority.
 6. Children should be given vocational training.
 7. Teaching methods should be student-centered.

Discussion Method.

This method facilitates argumentation and allows students to discuss, talk and find solutions.

* MERITS

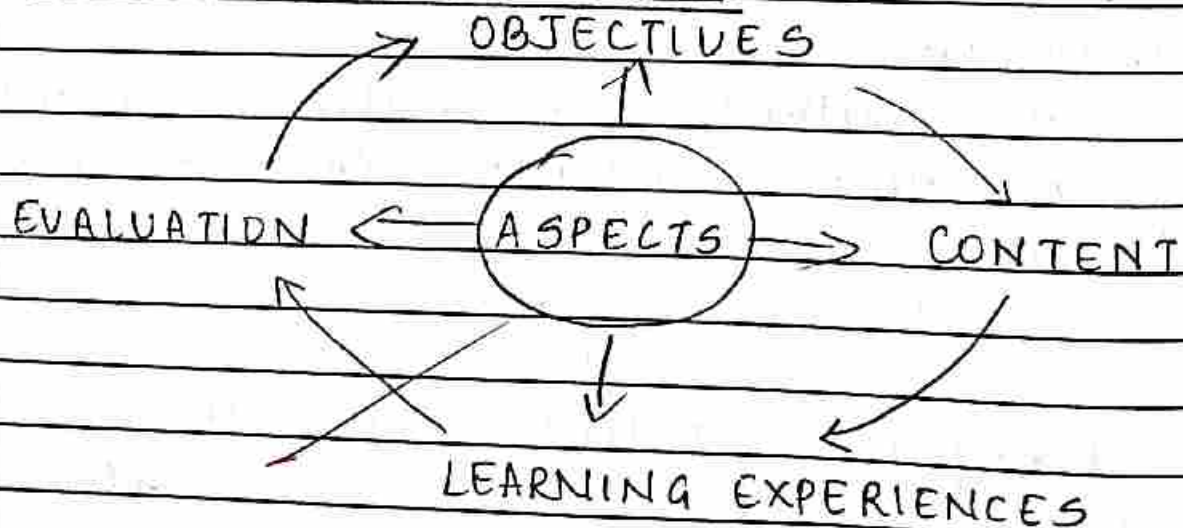
1. It engages students in the classroom.
2. It brings different creative ideas of

- students together.
3. Increases learner's self-confidence.
 4. Students learn to respect other's opinions and perspectives.
 5. Builds team-work and group work.
 6. Facilitates co-operative learning.

* Demerits :

1. Class discipline and management might become a problem.
2. There might be more criticism than learning.
3. It is not possible to evaluate and give feedback to everyone.
4. Time and space constraints is a problem.
5. Everyone might not get a chance to participate.
6. It cannot be used for all subjects.

Ques e) ASPECTS OF CURRICULUM



1. OBJECTIVES

According to the needs, interests and capacities of the learner, the objectives are decided and selected. They must be attainable and should be able to achieve by all students.

2. CONTENT.

Based on the objectives, the content is selected. It should be selected according to the level, needs and interests of the learner.

3. LEARNING EXPERIENCES

According to the content, the teacher decides the best and appropriate learning experiences and methods. She might use dialogue, activity, discovery methods of learning to fulfil the objectives of the lesson.

4. EVALUATION

The last step is assessment/evaluation. The teacher evaluates the students using different techniques/methods to see if her objectives are achieved. If they are not, she will make certain changes in her plan and teach again.