

مولانا آزاد نیشنل اردو یونیورسٹی

MAULANA AZAD NATIONAL URDU UNIVERSITY

(A Central University established by an Act of Parliament in 1998)

(Accredited "A" Grade by NAAC)



Two Year D.El.Ed. Programme

D.El.Ed. Syllabus - 2015

SCHOOL OF EDUCATION AND TRAINING

Gachibowli, Hyderabad – 500 032.

**Rules and Regulations of D.El.Ed. Course offered at
Maulana Azad National Urdu University, Gachibowli, Hyderabad, Telangana.
(Based on NCTE Regulations 2014)**

**Applicable to the Students admitted from the academic year
2015-2016 onwards for Two year D.El.Ed. Degree Course in Education.**

All the rules and regulations, hereinafter, specified should be read as a whole for the purpose of interpretation.

I. Eligibility for Admission

A candidate for admission to Two year D.El.Ed.Course has to qualify at the D.El.Ed.Common Entrance Test conducted by Maulana Azad National Urdu University for the concerned academic year. The Candidates will be admitted strictly in accordance with the merit secured at the entrance examination, keeping in view the rules in force in respect of the statutory reservation of seats under various categories of candidates.

II. General Objectives of the D.El. Ed. Programme

To enable the student teacher to:

1. Understand the elementary school and elementary school child;
2. Examine the issues in elementary education in the context of the socio-economic realities of the contemporary Indian Society;
3. integrate content, processes and context of learning and organize curricular experiences;
4. construe education of elementary school children in continuum and establish organic linkages with the early childhood teacher education and secondary teacher education programmes;
5. understand the importance of conceptual blending of theoretical understanding available in several cognate disciplines and to appreciate the gestalt! Emerging from the conceptual blending!
6. integrate the emerging gender, disability, environment perspectives in teaching and learning.
7. understand various perspectives of learning and of how knowledge is constructed by an elementary school child;
8. Develop an understanding of the various child friendly and child –sensitive approaches and strategies of transacting learning experiences in different curricular and co-curricular areas at the elementary level;
9. Develop skills and competencies of organizing learning experiences;

10. Foster the integrated and holistic development of student teachers through life enrichment and development of self;
11. Get acquainted with the structure and dynamics of school organization and its interaction with the community;
12. Develop an appreciation of the role of the teacher in the prevailing socio-cultural and political system in general and the educational system in particular;
13. integrate the emerging ICT perspectives in teaching and learning;
14. internalize civic, democratic and constitutional values and participate in day-to-day life with civic responsibilities and humanistic values.

III. Curriculum Transaction

The duration of D.El.Ed.Course will be of Two years i.e., Four Semesters. For Each Semester the breakup of curriculum transaction is as follows:

Total number of working days -100 days per Semester. (Excluding days earmarked for Admissions and Theory Examinations)

Programme Implementation

The institution shall meet the following specific demands of a professional programme of study:

- (i) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronized with the academic calendar of the school.
- (ii) Make an arrangement with at least ten schools indicating their willingness to allow the Internship as well as other school based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/Block office of the State Education Department may allot schools to different TEIs.
- (iii) Initiate discourse on education by periodically organizing seminars, debates, lectures, and discussion groups for students and faculty.
- (iv) Organize academic enrichment programmes including interactions with faculty from parent disciplines; encourage faculty members to participate in academic pursuits and pursue research especially in elementary schools. Provisions of leave shall be made for faculty to undertake research/ teaching in Universities and

schools.

- (v) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and comprehensive evaluation reports observation records and reflective journals, which provide opportunities for reflective thinking.
- (vi) The students shall select the optional pedagogy course for Upper primary school teaching.
- (vii) The development of resources for the schools must be emphasized and a partnership between the Teacher Education institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institution.
- (viii) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for grievance redressal.
- (ix) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

Curricular Areas of the Teacher Education Programme

This curriculum represents an effort to strengthen quality in elementary teacher education while building on the good practices contained in previous frameworks.

The curriculum includes the following three components:

Content: comprises the subject matter of the curriculum, the goals and objectives for children's learning.

Processes: This component is the pedagogy of learning, how teachers teach, and the ways in which children achieve the goals and objectives of the curriculum.

Context: includes the setting, the environment in which learning takes place.

Teacher education institutes must provide an opportunity for student teachers to integrate and implement these three components in classroom settings. Spaces must also be created for the perspective building of student teachers.

IV. The Two Year D.El.Ed.Program

The courses with 4 credits carry 100 marks each, out of which 30 marks for internal assessment and 70 marks are earmarked for semester-end examinations conducted by the university. The courses with 2 credits carry 50 marks each, 15 marks for internal assessment and 30 marks for semester-end examinations.

D.EL.ED Curriculum: Programme Structure

The curriculum of the Diploma in Elementary Teacher Education Programme is organized around four curricular areas, each area having a specific focus.

I: Child Studies

II: Education and Contemporary Studies

III: Curriculum and Pedagogy Studies

IV: Additional Value Added Courses for Holistic Development

Child Studies is designed to develop an understanding of how children's development and learning takes place in different cultural, educational and social contexts. It attempts to engage student teachers with understanding the theories of child development, notions of childhood and examine how these differ in different socio cultural contexts.

Education and Contemporary Studies examines the wider context in which learning occurs. It is aimed at enabling student teachers to analyze the linkages between education and society, develop a critical understanding of the factors that have been, and continue to contribute to social and educational exclusion. Discussion on diversity is expected to deepen the learner's understanding of the relationship between teachers, learners, contexts and the nature of learning.

Language and Early Language Development is focused on bringing out the influences of social and cultural contexts on learning and development in early years and discusses ways in which young children's language and literacy and development can be supported in formal settings.

Perspectives on gender and inclusion are running threads across the curriculum to empower student teachers and sensitize them. However a separate course is also introduced to bring together the theoretical understandings and the practical experience gained through school internship and practice teaching. Therefore while transacting this course, opportunities for reflections are to be provided for student teachers to enable them to integrate these learnings.

Understanding Self will enable student teachers to understand their own biases, so that through a reflective process, they can actively foster skills and commitment for improving themselves as individuals and professionals. The course also provides student teachers opportunities to critically read and comprehend texts that are relevant to their professional development, some of which may include the suggested advanced readings in the curriculum document.

Curriculum and Pedagogic Studies are aimed at developing a critical understanding of knowledge, learning and curriculum. The pedagogy courses integrate content knowledge to help student teachers gain pedagogic content knowledge and acquire a repertoire of approaches related to the subjects they will be teaching for classes 1 & 2, classes 3 to 5 and classes 6 to 8, to

meet the needs of diverse learners. The student teachers will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects to gain deeper understanding of disciplinary knowledge. A course on general pedagogy and ICT integration is also included.

Additional Value Added Courses for Holistic Development are to enable student teachers to participate in creative work and understand the importance of work and associated values. They would also facilitate use of various forms of arts in education and help them understand Children's Physical and Emotional Health including School Health Education.

English language proficiency is included to equip student teachers to meet the current parental aspirations of their wards being proficient in the language. Yoga Education is included for holistic development to harmonize mind and body. These two courses are add-on courses.

Distribution of Courses across Semesters

First Semester

Course No.	Course Title	Marks
1	Childhood, Child Development & Learning	100
2	Society Education and Curriculum	100
3.	Understanding Language and Early Language Development	50
4.	Pedagogy across Curriculum and ICT Integration	100
5.	Arts in Education	100
6.	Understanding Self - I	50
Total		500

Add-on Course(Optional)

Course No.	Course Title	Marks
21.	Advanced Course in YOGA EDUCATION-I	50

Second Semester

Course No.	Course Title	Marks
7.	Pedagogy of Urdu	100
8.	Pedagogy of English language	100
9.	Pedagogy of Mathematics	100
10.	Pedagogy of Environmental Studies	100
11.	Yoga Education & Children's Physical and Emotional Health - I	50
12.	Classroom and School Observation	50
Total		500

Add-on Course(Optional)

Course No.	Course Title	Marks
22.	Proficiency in English Language- I	50

Third Semester

Course No.	Course Title	Marks
13.	Optional Pedagogy for Classes 6 to 8 (Any one elective: 13A. Regional Language Education 13B. English Language Education 13C. Mathematics Education 13D. Science Education 13E. Social Science Education)	100
14.	School Internship and Practice Teaching (Early Primary, Middle Primary &Upper Primary)	400
Total		500

Add-on Course(Optional)

Course No.	Course Title	Marks
23.	Advanced Course in YOGA EDUCATION-II	50

Fourth Semester

Course No.	Course Title	Marks
15.	Education in contemporary Indian Society	100
16.	Integrating gender and inclusion perspectives in education	100
17.	Early Childhood care and Early Education	100
18.	Work and Education	100
19.	Yoga Education & Children's Physical and Emotional Health - II	50
20.	Understanding Self - II	50
Total		500

Add-on Course(Optional)

Course No.	Course Title	Marks
24.	Proficiency in English Language- II	50

Semester-wise Distribution of Courses with scheme of Examination

The courses included in the curriculum of the 2-year Programme under broad categories along with suggested teaching periods per week and maximum marks in the final examination for the purpose of certification are given below in Tabular form.

Semester- I (Credits

=20) (Marks = 500)

Minimum of 100 working days per semester and a minimum of 36 hours in a week.

Course No.	Course Title	Marks	Theory Credit	No. of hours *	Practicum Credit	No. of hours *	Internal Assessment (Marks)	External Assessment (Marks)
1	Childhood, Child Development & Learning	100	3	48	1	32	30	70
2	Society Education and Curriculum	100	3	48	1	32	30	70
3.	Understanding Language and Early Language Development	50	1	16	1	32	15	35
4.	Pedagogy across Curriculum and ICT Integration	100	2	32	2	48	30	70
5.	Arts in Education	100	1	16	3	96	100	00
6.	Understanding Self - I	50	1	16	1	32	50	00
Total		500	11	176	9	272	255	245



In addition to the number of hours mentioned in the table above , time has to be provided for library work, self study, planning, field visits, taking up add-on courses and so on.

Add-on Course(Optional)

Cour se No.	Course Title	Marks	Theory Credit	No. of hours *	Practicum Credit	No. of hours *	Internal Assessment (Marks)	External Assessment (Marks)
21.	Advanced Course in	50	1	16	1	32	50	0

	YOGA EDUCATION-I							
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Semester- II


(Credits =20) (Marks = 500)

Minimum of 100 working days per semester and a minimum of 36 hours in a week.

Course No.	Course Title	Marks	Theory Credit	No. of hours *	Practicum Credit	No. of hours*	Internal Assessment (Marks)	External Assessment (Marks)
7.	Pedagogy of Urdu	100	3	48	1	32	30	70
8.	Pedagogy of English language	100	3	48	1	32	30	70
9.	Pedagogy of Mathematics	100	3	48	1	32	30	70
10.	Pedagogy of Environmental Studies	100	3	48	1	32	30	70
11.	Yoga Education & Children's Physical and Emotional Health - I	50	1	16	1	32	50	00
12.	Classroom and school observation (Early Primary, Middle Primary & Upper Primary)	50	0	0	2	64	50	00
Total		500	13	208	7	224	220	280

Add-on Course (Optional)


Course No.	Course Title	Marks	Theory Credit	No. of hours *	Practicum Credit	No. of hours *	Internal Assessment (Marks)	External Assessment (Marks)
22.	Proficiency in English Language- I	50	1	16	1	32	50	0

 **In addition to the number of hours mentioned in the table above, time has to be provided for library work, self study, planning, field visits, take up add-on courses and so on.**

Semester- III
(Credits =20) (Marks = 500)

Minimum of 100 working days per semester and a minimum of 36 hours in a week.

Course No.	Course Title	Marks	Theory Credit	No. of hours *	Practicum Credit	No. of hours *	Internal Assessment (Marks)	External Assessment (Marks)
13.	Optional Pedagogy for Classes 6 to 8 (Any one elective: 13A.Regional Language Education 13B.English Language Education 13C.Mathematics Education 13D.Science Education 13E. Social Science Education)	100	3	48	1	32	30	70
14.	School Internship and Practice Teaching	400	1	16	15 (5 Credits each for Early Primary, Middle Primary & Upper Primary)	480	400	00
Total		500	4	64	16	512	430	70

 **In addition to the number of hours mentioned in the table above , time has to be provided for library work, self study, planning, field visits, take up add-on courses and so on.**

Add-on Course (Optional)


Course No.	Course Title	Marks	Theory Credit	No. of hours*	Practicum Credit	No. of hours *	Internal Assessment (Marks)	External Assessment (Marks)
23.	Advanced Course	50	1	16	1	32	50	0

	in YOGA EDUCATION-II							
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Semester-IV
(Credits =20) (Marks = 500)

Minimum of 100 working days per semester and a minimum of 36 hours in a week.

Course No.	Course Title	Marks	Theory Credit	No. of hours *	Practicum Credit	No. of hours *	Internal Assessment (Marks)	External Assessment (Marks)
15.	Education in contemporary Indian Society	100	3	48	1	32	30	70
16.	Integrating gender and inclusion perspectives in education	100	3	48	1	32	30	70
17.	Early Childhood care and Early Education	100	3	48	1	32	30	70
18.	Work and Education	100	1	16	3	96	50 + 50 (Showcasing of Work)	
19.	Yoga Education & Children's Physical and Emotional Health - II	50	1	16	1	32	50	00
20.	Understanding Self - II	50	1	16	1	32	50	00
Total		500	12	192	8	256	290	210

 **In addition to the number of hours mentioned in the tables below, time has to be provided for library work, self study, planning, field visits, take up add-on courses and so on.**

Add-on Courses (Optional)

Course No.	Course Title	Marks	Theory Credit	No. of hours *	Practicum Credit	No. of hours *	Internal Assessment (Marks)	External Assessment (Marks)
24.	Proficiency in English Language- II	50	1	16	1	32	50	0

IX. Rules of Attendance

1. The Diploma in Elementary of Education shall be conferred on a candidate who, after getting admission into the D.El.Ed.course as specified above, has pursued a “Regular course of study” as herein prescribed and fulfilled the conditions laid-down for the attendance of students and passed the prescribed examination both in theory and practical.
2. The minimum attendance of student-teachers shall have to be 80% for all course work and 90% for practicum i.e., Teaching Practice and School Internship. In special cases the Vice-Chancellor may condone deficiency of attendance not exceeding 10% on the recommendation of the HOD/ Principal, based on medical certificate by an authorized medical officer. A monthly consolidated attendance statement will be displayed on the institution notice board on 5th of every month and the same be sent every month to the Dean, School of Education and Training, MANUU, Hyderabad.
3. Students who are continuously absent for ten days or more, a notice will be served stating that he/she has to forfeit his/her seat, if he/she fails to report to the college immediately.
4. The Candidates whose attendance is below 70% and more than 40% may be given readmission with in a period of two consecutive years with complete fee but without appearing at the Entrance Examination and in such a case the candidate has to fulfill all the rules and regulations which are followed by a fresh candidate. Otherwise such candidate should appear at the subsequent entrance exam and seek admission. Any request for readmission will be considered in the subsequent academic year only.
5. The students who do not have adequate attendance will not be considered for the award of any scholarship or any kind of financial aid by the University or any other government or quasi government agency.
6. Attendance shall be reckoned from the date of admission to the last instructional day as per the almanac.

X. General Rules for Examination

1. Applications for permission to appear for an Examination shall be made on the prescribed form, accompanied by three passport size full face photographs (not profile) along with the necessary certificates regarding attendance, practical work etc. The prescribed fee should be submitted on or before the date fixed for this purpose. The HOD/Principal, after verifying the eligibility of the candidate, shall forward the application to the Examination Branch of the University.

2. When a candidate's application is found to be in order, the Controller of Examinations shall send the attested Hall Ticket with the photograph of the candidate affixed to it, to the HOD/ Principal. The HOD/ Principal will then ensure that the candidate has complied with all the conditions regarding eligibility criteria and only then, issue the Hall Ticket to him / her. Hall Ticket thus issued to the candidate shall have to be produced by the candidate before he / she can be admitted to the premises where the Examination is held.
3. A candidate who has been allowed to appear at the examination of the University once, but has not been able to appear or has failed to pass the examination may be permitted to appear at the same examination again without putting in any further attendance, provided he/she does not change the subject or subjects originally selected by him/ her.

XI. Transitory Rules:

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall take the examination subsequently according to the changed Syllabus / Regulations.

XII. Grades, Credits, SGPA and CGPA

The Two-Year D.El.Ed.Programme proposes to implement Cumulative Grade Point Average (CGPA) in continuous evaluation system of Two-Year D.El.Ed.Programme.

Grades, Credits, SGPA and CGPA

After receiving the marks of the student teachers from the HOD, the Examination Branch of the University shall prepare Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) Memos by incorporating the marks obtained by the students in the semester end university examinations as described below. As 40% is the minimum required for pass in the examinations, the student teachers should obtain at least 28 marks (out of 70) in courses which carry 100 marks and 14 marks (out of 35) in courses which carry 50 marks in the University examinations. However, there is no minimum for internal assessment.

Award of Grades

After obtaining the marks from University Examinations, tabulation of marks should be commenced to get the total marks obtained in each course including internal assessment marks. The total marks thus obtained for each course will be converted into grade points as shown below.

GRADING SYSTEM

Range of Total Marks Obtained	Grade Points	Category

□ 90	10	O
80-89	9	A
70-79	8	B
60-69	7	C
50-59	6	D
40-49	5	E
□ 40	FAIL	0

In case of courses, which carry 50 marks, may be multiplied with 2 to fit into the grade point table shown above. Under the practical component also similar principal may be followed either by enhancing / reducing the marks to hundred for conversion of marks into grade points. For example, in some cases the total marks may be 25, which is to be raised to 100 by multiplying with 4 and convert the marks into grade. Similarly if the total marks for a practical component is 50, which is to be raised to 100 by multiplying with 2 and convert the marks into grade. In case of 125 marks, it is reduced to 100 by multiplying with 4/5 and convert the marks into grade.

XIII. Improvement of Grade

1. Paper – wise Improvement:

- (a) When a candidate has passed in one or more papers / subjects in the first attempt in the regular * examination (s) conducted by the University for his / her batch, paper – wise improvement is permissible only in those papers.
- (b) A candidate is permitted to appear for paper-wise improvement only once for a semester examination.
- (c) A candidate who wishes to improve his / her performance may be permitted to do so if he / she appears in the immediate next regular examination conducted by the University. Paper – wise improvement not permissible for any backlog ** completed paper.
- (d) A candidate appearing for paper – wise improvement is permitted to have the better of the two awards for the purpose of award of division.

*Note: * Regular examination means, an examination conducted at the end of the semester for which the candidates were admitted and had undergone instruction.*

*** Backlogs means: (i) the papers / subjects in which the candidate registered for examination but either absented or failed, or (ii) papers / subjects for which the candidate has not registered for the examination along with his / her batch of students.*

2. Improvement in Aggregate:

Improvement in aggregate is permitted only after the candidate exhausts the chances of paper – wise improvement as per the following conditions:

- (a) Aggregate improvement is permissible only when a candidate appears in all papers / subjects (including practicals if any as per scheme) but not piece – meal or a semester. Further, the candidate has to appear for improvement examination as per the scheme of examination and syllabus in vogue at the time of taking his / her examination.
- (b) When a candidate appears for improvement in any semester / semesters, he / she may be permitted to have the better of the two aggregates i.e., the original or improvement.
- (c) The candidate is allowed for improvement in aggregate by appearing not more than two times for any semester. Further, aggregate improvement is limited to a period of one (1) year after passing the final semester examination for two (2) year course.

Note: Candidate who appear for improvement of performances under the above two categories are not eligible for the award of Distinction / Prizes / Medals / Merit Certificates etc.

XIV. Appearance and Reappearance for the Examination

1. Candidates who have put in the required attendance both in Theory and Practicum and those who have completed practical work and submitted records specified in the curriculum alone are eligible to appear for theory and practical examinations of D.El.Ed.course.
2. No candidate without the completion of teaching practice and school internship, projects and practical record work will be allowed for final university level theory/ practical examinations.
3. The HOD/Principal of the college of Education should not allow any candidate to appear for the final theory examination if their practical work as prescribed is not satisfactory or incomplete at the time of forwarding the application for examination to the university. Such candidates should seek fresh admission or readmission in the subsequent year to complete their practical work.
4. A candidate who fails in the theory part of the examination may be allowed to reappear either in the concerned theory course(s) in which he / she failed or in all the theory courses, at any subsequent examination without putting in further attendance, provided he / she does not change the subjects originally studied by him / her.
5. In case of teaching practice-cum-internship and other practical projects / records are not satisfactorily completed, the candidate will be permitted to appear for the final examination only after completing such practical work after seeking re-admission to D.El.Ed.as a casual student and producing thereafter, certificates of satisfactory work in the required areas.
6. Attendance at N.C.C. / N.S.S. Camps or Inter-Collegiate or Inter University or Inter-State or National or International matches or Debates, youth festivals or educational excursions if they form the part of the curriculum, or attendance at such other inter-university, inter-college activities, as approved by the university, will not be treated as absence. However, the aggregate of such absence should not exceed four weeks in the entire course of two years or four semesters.

XV. Moderation Board

1. Projects, activities and records are part of the D.El.Ed.programme which requires objective evaluation for awarding marks/ grades. All the practical work will be moderated by the Moderation Board duly constituted by the University drafting the senior Faculty members from the School of Education and Training. The committee will consist of three members. The same moderation committee will moderate all the programs offered by School of Education and Training. Moderation will be done at the end of the fourth semester.

2. Moderation Board will examine a minimum of 20% of the total practical records / work randomly selected.
3. The Moderation Board will scrutinize the internal assessment marks in each course and practical work (Activities, Projects, Methods Records, etc.) of the candidates and ensure that evaluation standards are uniformly maintained in the department. They will also check any significant difference in the assessment by constituent colleges and moderate to maintain a uniform standard of assessment among them.
4. The Moderation Board, after due review shall declare the appropriate marks to be awarded. The Moderation Board has the authority to reduce or enhance the marks awarded by teacher educators/ subject teachers/ Heads of the Schools.
5. The HOD should submit all the practical records of their Department to the Dean, School of Education and Training for moderation.
6. Moderation Board shall forward these recommendations to the concerned HOD to effect the changes and request them to submit soft and hard copies of the same to the Dean, School of Education and Training. The Dean, School of Education and Training shall forward the duly revised award lists to the Chairman, Board of Studies in Education for onward transmission to the Controller of Examinations, MANUU, Hyderabad.
7. Recommendations of the Moderation Board are final and are not subject to review or revision.

XIX. Teaching Faculty as Mentors

1. It is envisaged to continue the practice of the concept of “**Mentorship**” in the Colleges of Teacher Education.
2. Each Teacher Educator in the Department will act as a mentor, who will be responsible for monitoring the overall progress of the student teacher i.e., attendance, preparation of projects, teaching practice-cum-Internship and his overall participation in the programme.
3. Each mentor will be allotted minimum of 7-8 student teachers from each batch and he / she will take care of his / her progress and participation in the D.El.Ed.Programme.
4. Each mentor, besides providing overall guidance, is also responsible for resolving of any problems faced by the students. Mentor will authenticate the reports prepared by student – teachers and conduct of various projects of the D.El.Ed.Programme.
5. The HOD/Principal of the Colleges of Teacher Education has to submit the list of mentors and the students allotted to each mentor to the Dean, School of Education and Training immediately after commencement of the D.El.Ed.program.

XVI. Guidelines for School Head Masters / Head Mistresses

The Head Masters / Head Mistresses of Practicing/Cooperating Schools are expected to:

1. Maintain the attendance of student teachers both for the forenoon and afternoon sessions in the school during the teaching practice/Internship.
2. Give strict instructions to supervisor teachers to follow the instructions given by the teacher educators and monitor the classroom performance of the student teachers. Also instruct the supervisor teachers to record their observations in the lesson plan records of the student teachers.
3. Instruct all the student teachers to stay in the school from morning first bell to evening last bell, during the school internship
4. Instruct the student teachers to participate in School Assembly and also to present different value added activities in the assembly sessions.
5. Assign any activity to the student teachers related to clean and green programme, eco-club, conducting science fairs, exhibitions, festivals, debates, elocution, quiz, cultural and literary programmes, decoration activities, remedial classes, parent-teacher meetings, field trips, excursions, etc.
6. Sign on the records / project reports carried out by the student teachers during their stay in the school.

XVII. Instructions to Paper Setters

In preparation of Question Papers for the University Examinations, the Question Paper setter should be instructed to set Four Short Answer Questions from Each Unit in case of courses which carry 70 marks and Two Short Answer Questions from Each Unit in case of courses which carry 35 marks as the syllabus of all the courses is consisting of five units. The Essay Type of Questions can be distributed over these five units. The Model Questions Papers are given below.

Model Paper
MAULANA AZAD NATIONAL URDU UNIVERSITY
Model Paper
Faculty of Education
D.El.Ed.Semester Examination

Subject

Paper

Time: 3 Hours

Max. Marks: 70

Section – A (10 x 5 = 50 marks)

Note :

1. Part A – consists of **10** short answer type questions with **Internal choice** covering all the units.
2. The candidate is expected to answer each question by following internal choice in about one page not exceeding 15 lines.
3. Each question carries 5 marks.

Section – B (2 x 10 = 20 marks)

Note :

1. Part B – consists of **2** essay type questions with **Internal choice**.
2. The candidate is expected to answer each question by following internal choice in about 4 pages not exceeding 40 lines per page.
3. Each question carries 10 marks.

Model Paper
MAULANA AZAD NATIONAL URDU UNIVERSITY
Model Paper
Faculty of Education
D.El.Ed.Semester Examination

Subject

Paper

Time: 1 1/2 Hours

Max. Marks: 35

Section – A (5 x 5 = 25 marks)

Note :

1. Part A – consists of 5 short answer type questions with **Internal choice** covering all the units.
2. The candidate is expected to answer each question by following internal choice in about one page not exceeding 15 lines.
3. Each question carries 5 marks.

Section – B (1 x 10 = 10 marks)

Note :

1. Part B – consists of 1 essay type question with **Internal choice**.
2. The candidate is expected to answer the question by following internal choice in about 4 pages not exceeding 40 lines per page.
3. The question carries 10 marks.

Course No: 1(First Sem.).

(DLED101CCT) Childhood, Child Development, and Learning

No. of Credits: 4

(Theory: 3 credits; Practicum: 1credit)

Maximum Marks:

100 (External: 70 marks Internal: 30 marks)

Rationale and Aim

The elementary school teachers need to have a complete and deep understanding about the children they are expected to teach. This course is visualized as the first systematic introduction of the student teacher to the study of childhood and development of children. It is necessarily the foundation upon which subsequent courses and practicum related to school internship is based. The purpose of this course is to equip the student teacher with the background knowledge that he/she needs to have about the elementary school child and his/her socio-cultural contexts. This background includes a critical engagement with theories, as well as socio-cultural issues in the world of children and childhood. Building upon the above, the aim is to build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.

The course encompasses various aspects of development in the light of changing notions of child, childhood and learning. As a discipline of study it provides ample scope for a teacher to strengthen her understanding of children, various aspects of their development and the processes underlying development and learning of various types of skills and concepts/ideas. Being an adult especially as a teacher one tends to take decisions on behalf of children. These are, more or less, based on our own experiences, which are gained from observation. Therefore all of us, and especially teachers have some intuitive sense of child development. The introduction to child development would aim to equip teachers to delve deeper into theoretically sound and nuanced understanding of children and their intellectual and social-emotional development. It hopes to give teachers the ability to take appropriate decisions while organizing spaces, curriculum, knowledge and learning; which earlier might have been purely based on popular beliefs about children and at times might have been contrary to a theorized and grounded understanding of children.

This is more so the case as the discipline has seen significant shifts and changes over the last few decades in understanding children: moving from heredity accounts to behaviorism to constructivism

and social constructivism. From a very universal biologically driven account of children's development, we have come to realize the importance of understanding children in their specific contexts. This has been possible largely due to the influence of various other disciplines like sociology, anthropology, and linguistics on psychology. One of the aims of this paper will be to try and help student teachers in understanding children as growing in their socio-economic contexts. Thus this course will provide an opportunity to understand and appreciate diversities among children and help the student teacher to structure their classroom accordingly.

Course Objectives

- To introduce general conceptions about child and childhood (specifically with reference to the Indian social context)
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development
- To understand the developmental processes of children with diverse abilities
- To understand the process of thinking and learning in children through different perspectives

Units of Study

Unit 1: Childhood

- Constructs of childhood: Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed in the Indian Context; Constructs of childhood in the context of globalization
- Childhood & socialization: Social, economic and cultural differences in socialization; Parenting, family and adult-child relationships, child rearing practices; Child labour, Child abuse; childhood in the context of poverty
- Schooling as a context of socialization: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner

Unit 2: Perspectives in Development

- Introduction to development: Concept of growth, development and maturation; Development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous; socio-cultural contexts influencing development

- ☐ Physical - Motor Development; Growth and maturation
- ☐ Social, Emotional and Language development: Role of family, peers and school; Basic understanding of emotions and their development; Development of speech and language
- ☐ Play and development: Meaning of Play and its functions: linkages with the physical, social, emotional, cognitive, language, moral and motor development of children; Types and kinds of play; Games and group dynamics: rules of games and how children learn to negotiate differences and resolve conflict
- ☐ A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control

Unit 3: Cognition and Cognitive Development

- ☐ Perception , Conception, Thinking, Reasoning, Meta-cognition; Creativity; Intelligence – Multiple intelligences
- ☐ Cognitive Development: Social Contexts; Individual differences in the context of learning
- ☐ Facilitating concept formation: Building on children's existing ideas, making connections, meaning making, relationships, big ideas; Using graphic organizers and concept maps; Experiential learning

Unit 4: Learning

- ☐ Contexts of learning: Home, School, Environment
- ☐ Factors influencing learning: Maturation, Emotions, Learning environment, Personality
- ☐ Perspectives of learning and their implications for classroom teaching: Brief introduction to current theories of learning; Role of repetition & practice, Guided Inquiry, Integrated projects, Collaborative & Cooperative learning – diverse resources for learning, Group work, Classroom discussions, Learner autonomy, Role of teacher as facilitator
- ☐ Learning disabilities; Children with Special Needs (disabilities): Importance of early intervention, IEP, Differentiated learning
- ☐ Creating inclusive learner friendly environment: Importance, Need for multiple resources, Ways and means of adapting to diverse needs, Flexible planning, Classroom management, Inclusive schools

Suggested Mode of Transaction:

- ☐ Classroom discussions and dialogues
- ☐ Active questioning
- ☐ Scaffolding reading of suggested readings
- ☐ Integrated projects, Guided inquiries and Field based projects
- ☐ Close and critical reading, as well as analysis of various articles, policy documents,

texts, documentaries, movies

- ☐ Use of narratives and case studies
- ☐ Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc)
- ☐ Group work, Pair work
- ☐ Seminars, Panel discussions, Workshops
- ☐ Individual and group presentations of issues and concerns raised in classroom/assignments; theoretical and practical activities/exercises/investigations/projects; analysis and interpretation of collated observations and data

Suggested Practicum Tasks:

Task 1:

Student teachers collate about ten newspaper articles that involve parenting and childhood, analyze these and hold discussions.

Task 2:

Hands-on Experience of Methods of Studying Children and Varying Contexts in Childhood.

The student teachers can identify any child to understand 5-14 year old children in diverse contexts and use case profile approach* to study him/ her. The teacher educator could organize the class in such a manner that different students' profile children from varied socio-economic backgrounds. This would allow for a wide range of data which could be subsequently analyzed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learners; first- generation school goers, street children and children living in slums; children with special needs.

*Case Profile Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

Task 3:

Students watch a movie to be identified collectively by teacher educators and student teachers, and reflect on portrayal of children in the same (for instance Salaam Bombay, Blue Umbrella, Tare Zameen Par or other regional language movies). Discussion could be held around depiction of children from varying backgrounds, constructs of childhood.

Task 4:

Student teachers conduct interviews with 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles and present their reports in class

Task 5:

Student teachers can take data from an elementary school with regard to the growth of height and weight of children and analyze this data and present their report.

Task 6:

The student teachers ask four children in the age group 4-7 years to draw on different themes they choose. The children are then encouraged to talk about their drawing. The students try and understand what the drawing communicates by talking to the child and looking for aspects of symbolic thought as

expressed in the drawing. Also, the student-teacher arrives at the patterns that emerge across the various drawings that children have made. Student teachers could also organize other such simple activities for children. They conduct these activities with children and maintain records of children's responses.

Task 7:

Student teachers observe children at play and maintain records. Observations can be carried out in playgrounds in the neighborhood or schools. Student teachers could identify different games that children play; Individual and group behaviour in play; friendships and social relationships. The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behaviour, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This assignment is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.

Task 8:

Student teachers identify a movie or a cartoon that is popular among children. They construct an interview schedule (to interview children) and observation checklist to look at the finer nuances of the movie or cartoon (what attracts children to the same) and critically analyze the varying aspects. Other methods of looking at TV viewing habits, child's ability to distinguish fantasy from reality could also be explored by the student teachers.

Task 9:

Student teachers identify a video game that is popular among children. They construct an interview schedule and observation checklist to "Understand aggression in a video game that is popular among children and also critically look at aspects of the game itself."

Suggested mode of assessment (Continuous and Comprehensive Assessment)

- ☐ Participation in classroom discussions
- ☐ Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources
- ☐ Reflective essays
- ☐ Worksheets (on reading assignments, field work etc.)
- ☐ Paper pencil tests

- Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

Essential Readings:

- Brooks & Brooks. 1999. *The case for constructivism*. Virginia: ASCD
- NCERT. (2005). *National Curriculum Framework*. Chapter 2
- Balagopalan, S. (2002): Constructing indigenous childhoods: colonialism, vocational education and the working child. *Childhood*, Vol. 9.
- Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins.
- Budheka, G. (1990). Divasvapna. New Delhi: National Book Trust India.
- Csikszentmihalyi, M. (2005). *Thoughts about Education*. www.newhorizons.org
- Danger school. (1996). Mapusa, Goa, India: Other India Press.
- Dewey, J. (1952). *The School and the Child*. New York: The Macmillan Company.
- Erikson, E. H. (1972). *Play and Development*. New York: W.W. Norton.
- Holt, J. (1995). *How Children Fail*. Addison-Wesley Pub. Co.
- Kuranyangi, T. (1993). Totochan. New Delhi, India: National Book Trust.
- Neill, A S. (1992). Summerhill School – A new view of childhood. New York: St. Martin's Griffin.
- Sahi, J. and Sahi, R. (2009). *Learning Through Art*. Eklavya. Chapter 1: Introduction.
- Holt, J. (1967). *How Children Learn*. London: Penguin.

Advanced Readings:

- Antoine de Saint-Exupery. (1995): *The Little Prince*. UK: Wordsworth Edition. Translated by Irene Testot-ferry (available in Hindi)
- Ginsburg, H. (1997): *Entering the Child's Mind: the clinical interview in psychological research and practice*. Cambridge University Press. Chapter 1: The need to move beyond standardized methods, Chapter 2: What is the clinical interview? Chapter 3: What happens in the clinical interview? And Appendix.
- Aries, P. (1965): *Centuries of Childhood-A social history of the family life*. Random House Inc: New York. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
- Harris, M. and Butterworth, G. (2002) *Developmental Psychology: a student's handbook*. Taylor & Francis: New York. Chapter 1: A Brief History of Developmental Psychology.
- Kauffman et al (1993), *Exceptional Children*. Allyn & Bacon: Boston, USA. 6th Edition.

- Kakkar, Sudhir (1978). *Indian Childhood: Cultural Ideas, And Social Reality*. Oxford: New Delhi.

□

- Nambissan, Geetha (2010) Exclusion and Discrimination in Schools: Experiences of Dalit Children; *Working paper series* vol. 01, (01), Indian Institute of Dalit Studies and UNICEF: Delhi.
- Kakkar Sudhir (1991) *The Inner World: A Psycho-analytic Study of Childhood and Society in India*. Oxford University Press: Delhi.
- Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (Ed). *The Psychology of Women*. Harvard University Press: Cambridge. pp 206-226.
- Weiner, Myron. (1991) *the State and the Child in India: Child Labour and Education Policy in Comparative Perspective*. Princeton University Press: Princeton.
- Balagopalan Sarda (2008) Memories of Tomorrow: Children, Labor and The Panacea of Formal Schooling. *Journal of the History of Childhood and Youth*. Johns Hopkins University Press.
- Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.
- Elkind, D. (1976). *Child Development and Education*. Oxford University Press.
- Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
- Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
- Snowman, B. R. and Snowman, J. (1996). *Psychology Applied to Teaching*. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory
- Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517.
- Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.

- Siegler, R. and Alibali, M.W. (2005). *Children's Thinking*. (4th edition). New Jersey, USA: Prentice Hall. Chapter 1: An introduction to children's thinking, Chapter 3: Information-processing theories of development, Chapter 5: Sociocultural theories of development, Chapter 9: The development of social cognition.
- Vygotsky, L. S. (1997). Interaction between Learning and Development in Gauvian,
- M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.

- Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences*. London: Paladin Books.
- Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books.
- Pollard, A. and Filer, A. (1996). *The Social World of Children's Learning*. London: Cassell.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*.
Cambridge, Massachusetts: Harvard University Press. Chapter 1: Tool and Symbol in Child Development, Chapter 6: Interaction between Learning and Development, Chapter 7: The Role of Play in Development
- Wood, D. (1988). *How Children Think and Learn*. Oxford: Blackwell.
- Bettelheim, B. (1987). The Importance of Play. *The Atlantic Monthly*, March.
- Bodrova, E. and Deborah J. Leong (1996). *Tools of the Mind*. New Jersey: Merrill
Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
- Cox M. (2005). *The Pictorial World of the Child*. New York: Cambridge University Press.
- Erikson, Eric, H. (1972). *Play and Development*. New York: W.W. Norton.
- Garvey, C. (1990). *Play*. Cambridge: Harvard University Press.
- Vygotsky, Lev. S. (1978). *Mind in Society*. Cambridge: Harvard University Press.

Documentaries/ DVDs for Discussion

- Srinivasan, Anupama 'I wonder', A film on childhood and experiences of schooling in different parts of India, 60 minutes/
- Mishra, Samina (2001) Stories of Girlhood, The film explores the lives of girl children in three different parts of India to understand what awaits girl children, how they struggle to make their way through life and how borders are drawn to limit their future, 68 min.
- Do Flowers Fly: National Institute of Design, NID

Course No: 2 (First Sem.).

(DLED102CCT) SOCIETY, EDUCATION AND CURRICULUM

Course Credits: 4
(Theory: 3; Practicum: 1)
Maximum Marks: 100
(External: 70, Internal: 30)

Rationale and Aim

Future teachers need to have a sound knowledge of the core concepts and principles of education. This course introduces student teachers to the philosophical perspectives of education. This would enable them to inquire and discuss on significant questions pertaining to education in India. The course provides student teachers with an understanding of educational aims, processes and practices and linkages between policies, education and individuals.

Teachers also need to understand the interface between education and society to deal with the issues of prevalent societal inequality and conflict, and address the demands for equity, justice, freedom, dignity and diversity. The philosophical, sociological and historical understanding of educational aims, processes and practices fulfills this need by critically looking the linkages that exists between education, knowledge and power. Such an understanding will help student teachers understand the basic assumptions about human nature, learning, knowledge and curriculum.

Course Objectives

- ☐ To explore the meaning, aims, purposes of education
- ☐ To identify and question one's own long-established presumptions on knowledge, school and education
- ☐ To understand the linkage between knowledge, power and curriculum
- ☐ To expose student teachers to divergent educational perspectives and practices to realize the aims of education

Unit 1: Aims and Purposes of Education

- ☐ Relationship between schooling and education, and exploring various educative processes in human societies

- Aims and values of education: Constitutional values; NPE 1986; NCF 2005
- Education ideas of the following thinkers
- Swami Vivekananda, M.K.Gandhi, Rabindranath Tagore, J. Krishnamurthi, Gijubhai Bhadekha, Jyothibha Phule, Pandit Madan Mohan Malaviya, Sri Aurobindo and The Mother, Sant Kabir, John Dewey, Montessori, Prof.J.P.Naik, Prof. D.S.Kothari

Unit 2: Education, Politics and State

- Political nature of education: Power and Ideologies and how they structure aims of education
- Role of State in education: Creating institutions; Curriculum development and textbooks; Pedagogic and assessment practices; Culture of schooling; Preparing and recruiting teachers
- Teacher's status in society: Public perception; Systemic issues – bureaucratization, lack of autonomy
- Role of community and civil society organizations in education: A critical appraisal

Unit 3: Knowledge and Understanding

- Concepts of Belief, Information, Knowledge and Understanding: Knowledge as distinct from information; Knowledge as construction of experience; Methods of enquiry
- Bodies of knowledge: different kinds of knowledge and their validation processes
- Knowledge and power: Dominance of one kind over another; Textual knowledge vs experiential knowledge
- Children's construction of knowledge: What and How; Alternative frameworks of children's thinking

Unit 4: Curriculum and Learning

- Processes and criteria for curriculum selection and construction
- Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks
- Hidden curriculum: School culture, Schooling processes; Beliefs and Practices of teachers
- Curriculum, Pedagogy and Assessment of Children: Connections among knowledge, curriculum, textbooks and learners; Inclusive learner friendly classrooms; Continuous assessment for learning
- Designing and implementing curricula for a multicultural, multilingual society: Realising the aims of education - Meeting diverse needs through partnerships with communities; Ensuring learning for ALL

Mode of Transaction:

Critical thought and questioning should be the basis for the transaction.

Close reading of text material, papers, articles, case studies.

Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode.

Teachers should incorporate seminars, discussions, movie appraisals, group-work, field works, projects and the close reading of articles, policies and documents.

Medium of art- such as role-play

Suggested Practicum Tasks:

Task 1:

What does it mean to be 'educated' in contemporary India?

Presenting multiple perspectives on the expectations from education in India based on interviews and some research, and based on their own reflections.

Task 2:

Educational thinkers who have had the most impact on me: Presentations with 'first person' accounts by student teachers, followed by questions

Task 3:

What ought to be the aims of education in India today?

Debate and discussions, to generate a range of orientations to education in India, representing different ideologies and emphases

Task 4:

Visiting different types of schools in the neighbourhood schools (of different managements with different ideological backgrounds): Student teachers to study their aims, school culture, classroom practices. To prepare and present a report.

Task 5:

Comparing curricula and textbooks of different states governments and private organizations: Assumptions on knowledge and learning; learning experiences provided; contextual relevance of examples, analogies and so on; assessment practices.

Suggested mode of assessment (Continuous and Comprehensive Assessment)

- ☐ Participation in classroom discussions
- ☐ Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources
- ☐ Reflective essays

- Worksheets (on reading assignments, field work etc)
- Paper Pencil Tests
- Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

ESSENTIAL READINGS

- Badheka, G (2001). *Baal Shikshan aur Shikshak*. Bikaner: Vaagdevi Prakashan.
- Dewey, John. (1952). *The School and the Child*, New York: The Macmillan Company, (Also available in Hindi *School aur Bachche* Translation: RRCEE)
- IGNOU Materials
- DSERT. 2015. Education as Practice: D.Ed II year Source Book. Government of Karnataka
- Kumar, Krishna (1988). *What is Worth Teaching*. New Delhi: Orient Longman. (Also Available in Hindi *Shaekshik Gyan aur Varchasav*. New Delhi: Granthshilpi.)
- Palmer, Joy A. et. al (2001). *Fifty Major Thinkers on Education From Confucious to Dewey*, USA: Routledge.
- NCERT. (2006). *National Focus Group Position Paper on Aims of Education*. New Delhi NCERT
- Sibia, A. (2006). *Life at Mirambika: A free progress school*. New Delhi: NCERT

Advanced readings:

- Acharya, P. (1996). 'Indigenous Education and Brahminical Hegemony in Bengal', and Shahidullah, Kazi 'The Purpose and Impact of Government Policy on Pathshala: Gurumohashays in Nineteenth Century Bengal'. In Nigel Crook (ed.) *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics*. New Delhi: Oxford University Press, 98-118.
- Badheka, Giju (1999). *Montessori Paddhati*. Chapter 5: Montessori Shala ka Vatavaran. Bikaner: Vaagdevi Prakashan.
- Chanana, Karuna (2008). Bharat main Prathmik Shiksha main Langik Asamnata: Manavadhikar Paripekshya in *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshilpi)
- Dewey, John. (2009). *School aur Samaj*. Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) *The School and Society* Cosimo: New York).
- Krishnamurti, J. (2006). *Krishnamurti on Education*. Part I: Talks to Students: Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussion with Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.
- Kumar, K., Oesterheld, J. and Amin, N. (2007). 'Introduction'; 'Education and Culture: India's Quest for a Secular Policy'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia*. New Delhi: Orient Longman.

- Kumar (Eds.) (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications.
- Nambissan Geetha. B. (2000). 'Identity, Exclusion and the Education of Tribal Communities'. In Rekha Wazir (Ed.) *The Gender Gap in Basic Education: NGOs as Change Agents*. New Delhi: Sage
- Nambissan, Geetha. B. (2003). 'Social Exclusion, Children's Work and Education: A View from the Margins'. In Naila Kabeer, Geetha B. Nambissan and Ramya Subrahmanian (eds.) *Child Labour and the Right to Education in South Asia*, 109- 142. New Delhi: Sage.
- Nath, N. (2007). 'Stories of Struggle for Survival: Slum Children's Lives and Voices'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia*. New Delhi: Pearson.
- Rousseau, Jacques J. (1979). *Emile or on Education*, translated by Allan Bloom Basic. 7-18.
- Saxena, Sadhana (2007). 'Education of the Masses in India: A Critical Enquiry'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia*. New Delhi: Orient Longman.
- Sykes, M. (1988). *The Story of Nai Taleem*, Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: The Seed Germinates, Chapter 4: Basic National Education. (Also available in Hindi *Nai taleem Ki Kahani* Translation: RRCEE)
- Thakur, R. (2004). *Ravindranath ka Shikshadarshan*. Chapter 1: Tote ki Shiksha, Chapter 7: Ashram Shiksha, New Delhi: Granthshipli.
- Venkateswar, S. (2007). 'Robbed of Childhood: Child Labour and Domestic Service in South Asia'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia*. New Delhi

CDs/DVDs for Discussion

1. CIET/NCERT CD ROM *Four Educational Riddles* by Krishna Kumar
2. Debrata Roy DVD *The Poet & The Mahatma*
3. Krishnamurthy Foundation India DVD *The Brain is Always Recording*
4. NCERT CD ROM *Battle For School* by Shanta Sinha
5. NCERT CD ROM *Globalisation and Education*
6. Sri Aurobindo Ashram Trust DVD *India and Her Future*

Course No: 3(First Sem.).

Understanding Language and Early Language Development

Course Credits: 2
(Theory: 1; Practicum: 1)
Maximum Marks: 50
(External: 35, Internal: 15)

Rationale and Aim

Language is not only the means of communication but an integral part of human life. There is a porous relationship between thinking, language and learning; and education is one of the major ways that gives them coherence. Language is not confined to the language classroom. It pervades all aspects, subjects and activities of a school and society at large.

The course aims to make student teachers aware of the dynamics language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation. The course hopes to make student teachers understand language in all its ramifications: what does it mean when we say 'language'? What is the relationship between language, mind and society?

The course enables student teachers to understand language learning as the outcome of biological, social and individual factors and that human beings develop distinctive ways of representing experience through the language of make-believe play, gesture, image making and speech. Language learning is essentially a form of apprenticeship.

Course Objectives

- ☐ Understand the nature of language
- ☐ Aware of the interplay of language and society
- ☐ Recognize different genres of literary texts
- ☐ Understand the processes of language acquisition and learning
- ☐ Appreciate the significance and acquisition of early literacy in the larger context of school curriculum

Unit 1 Language and Society

- ☐ Nature of Language: language is a living dynamic form; language has varied functions; language is a way to express experience; language is a rule-governed activity

- Language includes culture, cognition and communication; the meaning of words themselves is conveyed by the context and the understanding of the speaker's intention
- Language and Society: multilingual diversity in India; socio-political-economic power associated with languages; critical understanding of notions of 'standard' and 'non-standard' forms of language

Unit 2: Early Language acquisition and language learning

- Animals and humans share pre-linguistic capabilities to communicate
- Language acquisition and Language Learning: Infants, Toddlers, Pre-school and early school years; Language learning as the outcome of biological, social and individual factors; Language learning as a form of apprenticeship; Significance of play, stories and songs
- Literacy: as more than decoding and encoding; learning to read and write as a dynamic and evolving process; multiple kinds of literacy
- Significance of early literacy in the context of current schooling: Importance of play and stories; valuing home language and giving diverse and fear-free atmosphere to learn and communicate in school language

Unit 3: Enabling language learning

- Language across curriculum: Function of language in the classroom, outside the classroom; Learning language and learning through language
- Language learning needs of children with special needs: Diagnosis and early language intervention
- Importance of children's talk: Self talk, peer interactions; Talk as a resource for language learning
- Role of literature in language learning : Types of texts; narrative and expository literature, Engaging with a text; Using literature across the curriculum

Essential Readings

- Agnihotri, R.K. (2007). *Towards a pedagogical paradigm rooted in multilinguality*. International Multilingual Research Journal, Vol.(2) 1-10
- Kumar, K. (2000). *Child's language and the teacher*. New Delhi: National Book Trust
- NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT
- NCERT. (2006). Position Paper on Teaching of Indian Languages. New Delhi: NCERT
- Reading Development Cell, NCERT (2008). *Reading for meaning*. New Delhi: NCERT

Advanced Readings

- Agnihotri, R.K. (2007). *Hindi: An essential grammar*. London: Routledge
- Agnihotri, R.K. and Vandhopadhyay , P.K. (ed.) (2000). *bhasha, bhubhashita or hindi: Ek anth samvaad*, New Delhi: Shilalekh
- Agnihotri, R.K. & Khanna, A.L.(eds.) (1994). *Second language acquisition*. New Delhi: Sage Publications

- Agnihotri, R. K. (1999). *bachchon ki bhashaa seekhne ki kshamata*, bhag 1 or 2. *ShakshikSandarbh*. Bhopal: Eklavya
 - Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press Inc.
 - Yule, G. (2006). *The study of language*. Delhi: Cambridge University Press.
 - Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University.
 - Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) *Handbook of Research on the Education of Young Children*, New York: Macmillan. 137-150.
 - Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? *Language Arts*. 57(4).
 - Tompkins, Gail E. (1994). *Teaching Writing: Balancing Process and Product*. Macmillan; California
 - Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, *Children's Literature in the Reading Programme*. Michigan: International Reading Association.
 - Richards, Jack C. and Theodore S. Rodgers (1986). *Approaches and Methods in Language Teaching: A description and Analysis*. India: Cambridge University Press.
-

Suggested Mode of Transaction:

- Classroom discussions and dialogues
- Active questioning
- Scaffolding reading of suggested readings
- Integrated projects, Guided inquiries and Field based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies
- Use of narratives and case studies
- Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc)
- Group work, Pair work
- Seminars, Panel discussions, Workshops
- Individual and group presentations of issues and concerns raised in

classroom/assignments; theoretical and practical
activities/exercises/investigations/projects; analysis and interpretation of collated
observations and data

Suggested Practicum Tasks:

Task 1:

Observe children while at play and record their use of language. Prepare and present a report.

Task 2:

Study children across a range of socio economic strata and observe their use of language. Prepare and present a report.

Task 3:

Observe children while they are interacting with parents, teachers, peers, strangers and note the difference in use of language. Prepare and present a report.

Task 4:

Observe how infants, toddlers and preschoolers use language for self talk, communicating with others and expressing themselves. Prepare and present a report.

Task 5:

Collect and collate local children's literature including poems, stories, drama etc. Analyse any two of these resources for specific stereotypes, biases, assumptions, beliefs and the values they represent. Present a report.

Task 6:

Plan how you will use the resources collected for Task 5 for facilitating language learning among young children. Present the plan and use during internship.

Suggested mode of assessment (Continuous and Comprehensive Assessment)

- ☐ Participation in classroom discussions
- ☐ Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources
- ☐ Reflective essays
- ☐ Worksheets (on reading assignments, field work etc)
- ☐ Paper pencil tests
- ☐ Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

Course No: 4 (First Sem.).

Pedagogy across Curriculum and ICT Integration

No. of Credits: 4
(Theory: 2; Practicum: 2)
Maximum Marks: 100
(External: 70 Internal: 30)

Rationale and Aim

The purpose of pedagogic study is to understand school subjects and their pedagogic approaches in the larger context of the school and society and the specific context of learners and processes of learning.

This engagement prepares prospective teachers to undertake the teaching of integrated courses and

thematic learning approaches as well.

This course will attempt to bring together constructs and issues associated with the nature of knowledge, school curriculum, contextualized understanding of learners and the process of learning in order to evolve pedagogic perspective and approach.

ICT integration is meant for integrating ICT in educational processes and is NOT meant as a course on or about ICT. This course is activity oriented and provides adequate opportunity for hands-on learning and open-ended exploration of ICT applications in teaching and learning. Software piracy and plagiarism is explicitly denounced and discouraged. Creation of original content, taking pride in creation and duly recognizing others' contribution, is promoted. This course emphasizes on the optimum use of available infrastructure and resources with cooperative and collaborative learning, working and developing together.

There will be a focused attempt to equip the prospective teacher with conceptual clarity, pedagogic perspective and ICT capacities to teach all children. Inter-linkages with the rest of the courses have to be strongly made while transacting this course.

Course Objectives

- Understand children and their varying socio-cultural, economic and political contexts.
- Interrogate existing terminologies, constructs and notions of pedagogic practice, such as child-

centered learning, discovery learning, activity-based learning, intelligence (IQ) etc.

- ☐ Develop capacities to reflect, reason and make discerning judgment and conceptual understanding of pedagogic practice and processes of learning
- ☐ Select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process
- ☐ Design learning experiences integrating interactive multimedia resources
- ☐ Explore newer ways of integrating ICT with educational processes

UNITS OF STUDY

Unit 1: Pedagogy - Conceptions and Perspectives

- ☐ Learner, learning, Knowledge, curriculum, schooling: Inter-linkages and relationships; why and what of teaching learning
- ☐ Critical examination of terminologies and notions associated with child-centered education such as Activity based learning, Joyful learning, CCE, IQ, Merit
- ☐ Critical understanding of various methods and approaches of teaching learning; Facilitating learning; Teacher as reflective practitioner
- ☐ Concerns of inclusive education: Gender, Marginalized groups, Children with special needs

Unit 2: Pedagogy - Resources and Practice

- ☐ Designing inclusive learner friendly environment: Identifying and understanding socio-cultural, linguistic and biological diversity among children; Valuing diversity as a resource; Flexible planning for meeting diverse needs; Adapting a range of approaches and resources; Building relationships with parents and community
- ☐ Resources: Home; Community; Children's talk, play, work; Stories; Children's literature; School building and surroundings; Textbooks; Nature; Art; Local culture and heritage; Range of physical resources and objects; Digital resources; Films and media etc.
- ☐ Classroom organization and management: Changing pedagogies and classroom management, Facilitating classroom for small group, large group and individual learning; Behavior management – Alternate approaches; Time & resource management; Role of teacher in organizing and managing vibrant classrooms
- ☐ Assessment: Purposes, Approaches and Tools; Continuous and Comprehensive assessment; Assessing tasks and children's work; Feedback and reporting; Portfolios

Unit 3: ICT - Introduction

- Computer hardware; Internet; Creating content in various formats like text documents, Presentations and spreadsheets; OERs; Hand-held devices; Netiquettes
- ICT based learning processes and resources: Creating learning environments, ICT supporting pedagogic practices; Educational games

Unit 4: ICT - Integration

- Exploration of ICT resources: (appropriate hardware - CD/DVD, projectors, interactive boards, appropriate software - audio, video, multimedia, animations, games and simulations etc. in computer lab.); Evaluation and adoption of available ICT resources
- Pedagogical analysis to determine content (what) and methods (how) and mapping it with suitable ICT, Finding alternative methods and ICTs; Using ICT tools, techniques and resources to create scaffolding; Classroom organization for ICT integrated lessons
- ICT integration with assessment: Mapping of Assessment tools; Portfolio assessment; Rubrics; Managing Data
- Planning lesson integrating ICT (in workshop mode)

Suggested Mode of Transaction:

- Classroom discussions and dialogues
- Critical readings of specific texts
- Use of narratives and case studies
- Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc)
- Workshops
- Individual and group presentations of issues and concerns raised in classroom/assignments; theoretical and practical activities/exercises/investigations/projects; analysis and interpretation of collated observations and data

Essential Readings

- Batra, Sunil (2003) From School Inspection to School Support. In N. Sood (Ed)
- *Management of School Education in India*. NIEPA: New Delhi.

- Early, P. and D. Weindling (2004) A changing discourse: from management to leadership. In Early, P. and D. Weindling (Ed) *Understanding School Leadership*,
- Paul Chapman Publications: UK.

- Fullan, M. (1993) Why Teachers Must Become Change Agents. In *Educational Leadership*, 50
- (6). Govinda, R. (2001) *Capacity Building for Educational Governance at Local Levels*. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
- Majumdar, S. (1990). Infrastructure and Educational Administration. In Mukhopadhyay and Parkar, *Indian Education: development since independence* Vikas Publications: New Delhi
- Jha, Madan Mohan (2002) *School without Walls* Heinemann: New Delhi pp 24- 40; 128 – 155
- Marzano, R, Waters and McNulty (2005) *School Leadership that Works* ASCD: Virginia pp 13-27; 41-64
- NCERT, Educational Statistics of India, New Delhi (issues of the last decade)
- Senge, P. (2000). The Industrial Age System of Education. In *Schools that Learn*, NB: London. pp 27-58.

Useful Websites

(A) Student Response System:

Socrative and Mentimeter are smart student response systems that empower teachers to engage their classrooms through a series of educational quizzes, games and exercises via smartphones

- [Socrative | How It Works](#)
- www.socrative.com/how-it-works
- <https://www.mentimeter.com/>
- <http://www.socrative.com/>
- <http://www.infuselearning.com/>

(B) Relevant Software available FREE of cost:

1. **LibreOffice Suite** is a powerful and easy to use office suite; has clean interface and powerful tools to create documents, spreadsheets, presentations and drawings. It is free and open source software with 6 application components. It can be used as a basic document or presentation creation software. It also provides data security by way of password protection for the individual files created. It has the provision to convert from open format to MS-Office formats and PDF at the click of a mouse. The six components included are

- a. **Writer**, the word processor,
- b. **Calc**, the spreadsheet application to create tables, graphs and pie charts,

- c. **Impress**, the presentation engine,
- d. **Draw**, the drawing and flow-charting application, can be used to create simple drawings for example, Water Cycle, Rainfall on Windward and Leeward side of a mountain range, Solar Eclipse, etc.
- e. **Base**, the database and database front-end, and
- f. **Math** for editing mathematical symbols and formulae.

2. **Windows Movie Maker** is freeware video editing software by **Microsoft**. It is a part of **Windows Essentials** software suite and offers the ability to create and edit videos as well as to publish them in various formats.
3. **Inkscape** is a professional vector graphics editor for Windows, Mac OS X and Linux. It's free and open source.
4. **Audacity** is a free, easy-to-use, multi-track audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems. You can use Audacity to record live audio, cut, copy, splice or mix sounds together and change the speed or pitch of a recording.
5. **Mobile Media Converter** is a free audio and video converter for converting between popular desktop audio and video formats like MP3, Windows Media Audio (wma), Ogg Vorbis Audio (ogg), Wave Audio (wav), MPEG video, AVI, Windows Media Video (wmv), Flash Video (flv), QuickTime Video (mov).
6. **Firefox Web browser** is a free web-browser to surf the internet. The default search-engine on this browser is **Google**.

(C) **Additional subject specific software available:**

1. **GeoGebra** is a free and open source, multi-platform dynamic mathematics software for all levels of education. It joins geometry, algebra, tables, graphing, statistics and calculus in one easy-to-use package.
2. **GChemPaint** is a 2D chemical structures editor for the Linux OS. It is a very useful tool to learn abstract Chemistry concepts.
3. **Jmol** is an open-source Java viewer for chemical structures in 3D, with features for chemicals, crystals, materials and bio-molecules.
4. **Kturtle** has a built-in programming language that is loosely based on the **Logo** programming language. It is one of the few programming languages that teaches the logic of programming in an understandable form. The programming commands are translated to the human language of the programmer.
5. **GIMP** for preparing flash-cards, images, diagrams, flowcharts, cartoon strips, etc.
6. **Synfig** and **Blender** to create 2D or 3D animation videos.
7. **Moodle** for assessment and user management.
8. All of these, except Synfig and Moodle, are available on the Spoken Tutorial website <http://spoken-tutorial.org>

(D) **Hot Potatoes**

This is a freeware useful for evaluation and test construction. The complete version of the programs is available for free, from the [Downloads](#) section from the <http://hotpot.uvic.ca/> The free version of Hot Potatoes for Windows is version 6.3, and the Java version is 6.1. More details available at

- ☐ <http://hotpot.uvic.ca/>
- ☐ <http://hotpot.uvic.ca/tutorials6.php>

(E) **For Open Educational Resources:** Best

Sites for Free Educational Resources

- ☐ http://www.refseek.com/directory/educational_videos.html
- ☐ <http://www.marcandangel.com/2010/11/15/12-dozen-places-to-self-educate-yourself-online/>
- ☐ <http://www.jumpstart.com/parents/resources>
- ☐ <http://opensource.com/education/13/4/guide-open-source-education>

(F) **Additional Reference Material & Resource Repositories**

- ☐ <http://www.edlproject.eu/>
- ☐ <http://books.google.com/googlebooks/library.html>
- ☐ <http://www.wikipedia.org/>
- ☐ <http://www.oercommons.org>
- ☐ <http://www.loc.gov/>
- ☐ <http://www.nasa.gov/>
- ☐ <http://wikieducator.org/Learning4Content>
- ☐ <http://www.eduworks.com/index.php/Publications/Learning-Object-Tutorial.html>
- ☐ <http://oscar.iitb.ac.in/aboutOscar.do>
- ☐ http://wikieducator.org/Funding_proposals/Reusable_and_portable_content_for_New_Zealand_schools
- ☐ <http://www.eduworks.com/index.php/Publications/Standards.html>
- ☐ <http://www.wbnsou.com/Quality/default.htm>
- ☐ <http://science.pppst.com/physics.html>
- ☐ <http://oedb.org/library/features/80-oer-tools>
- ☐ <http://arvindguptatoys.com/>

Toys from Trash (Photos)

Toys from Trash (Films many Languages)

Books (English, Hindi, Marathi,Combination)

- ☐ <http://www.math-play.com/>

Grade wise activities and games

- Elementary
- Middle school
- Classroom
- Interactive
- Algebra
- Geometry

□ <http://www.vocabulary.co.il/english-language-games/>

Grade wise activities and games

Suggested Practicum Tasks:**Task 1:**

Analyse school textbooks to construct and discuss pedagogic elements. Presentation of analysis

Task 2:

Develop concept maps to design subject based and thematic based curriculum materials

Task 3:

Observe, document and interpret classroom discourses. Prepare and present a report.

Task 4:

Investigate perspectives in children's literatures and other teaching learning resources. Prepare and present a report.

Task 5:

- i. Plan and conduct one lesson in each of the five school subjects integrating relevant and suitable interactive multi-media OERs of your choice from WWW using available suitable ICTs during the second term of school internship. Receive the feedback from your mentor and modify subsequent lessons.
 - ii. Form a Google group of minimum of 5 friends from your class to work with you on a project to be presented using PPT in your D. El. Ed. class. Inform them by e mail, objective of this collaborative work, to be shared on line by all those involved. Ask each one to prepare five slides with at least one link to audio/video material
 - iii. Select at least 3 multimedia OERs and integrate them in the lesson plan selecting a topic of your choice from your most favorite subject in the school.
 - iv. Using hot potatoes or any suitable available ICT, prepare a test with twenty different types of questions including multiple choice items on a topic of your choice. Administer it on your class and prepare the result sheet using spreadsheet.
 - v. Using internet, find and suggest at least five live links, providing information on a topic of your choice, for the children of Standard VII, to refer for self-study. Ask them to prepare a write up of a page using word processor software - office word.
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Course No: 5(First Sem.).

Arts in Education

**No. of Credits: 4 Maximum Marks:
100 (Internal marks: 100 External
Marks: 0)**

Rationale and Aim of the Practicum

This practicum includes two critical areas of focus:

1. Creative drama
2. Visual and Performing arts

Along with the well being and fulfillment of student teachers, the major objective of the course is to empower student teachers to integrate art in education.

Art in education also aims to help appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them, we can hope to create harmonious individuals and a harmonious world. It is not about beautification- applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.

The rationale and aim, objectives and focus areas are given under each of the two focus areas.

1. Creative Drama

Rationale and Aim

Creative Drama: There are two broad aims of creative drama for education. One is for the student-teachers to use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it. The second aim is to train, enhance some theatre skills that will later help them be creative and enlightened teachers. A process that draws our physical, emotional, intellectual and other faculties together in a moment (eg. life itself) make for worthwhile, far-reaching, holistic learning. Drama is one such experience and should therefore have a central place in school education.

It is important to stress that drama is not about the self-alone or self-expression alone. The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalized and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student teacher, building her/his creative capacities through theatre.

Objectives

1. To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
2. Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
3. Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathize.
4. Identify and develop one's own creative potential.
5. Bring the arts into the center of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration?
6. Recognize the role of "drama as education" in the elementary school
7. Learn to identify areas that are best suited for drama exploration
8. Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
9. Explore the role of the teacher as creative guide in learning that is drama driven

Theatre techniques are used to help stretch, enhance and challenge the student teacher in terms of her/his body, imagination and perceptions. By participating in group drama explorations structured and guided by the teacher, the student-teachers would enhance their critical awareness of the world and themselves in it. The focus is not the self alone but the social world that the self lives in.

Focus Areas

1. In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as "open improvisations".
2. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the other? What does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.
3. Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating

situations. Develop the capacity to look at same situation from different perspectives. Learning to recognise contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.

4. Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance,

the case of a marginalized, Dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.

5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
6. Learning to continuously reflect on and analyze classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

Mode of Transaction

Games to help loosen up, sharpen reflexes, have fun while building imagination in different ways. Build imagination within games and exercises. Add conditions to games to draw together and harness different physical, emotional, mental faculties. Use theatrical exercises to awaken sensory awareness and transformation.

Devise preparatory games and physical exercises to build imagination. Refine physical actions and integrate the physical with other faculties. Exercises in observation, communication, associative thinking; building situations with imaginary objects and people.

Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students. Some examples would include the use of an image (photo, painting) as a stimulus for exploration; still photographs of students themselves leading to tracking a line of thought about some issue.

Participative learning using role-play, hot seating, building stories/songs, making and analyzing a „character's" diary, personal belongings (objects) of characters.

Make short plays that can be performed by student teachers with aim to study school student's responses during school contact programmes. Help build a set of skills so the class can organize role plays as well as larger school play that is built on students' creativity rather than following a given script.

2. Fine Arts

Rationale and Aim

The aim of the Fine Arts component of the practicum is to understand interconnections between art, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognize beauty and harmony as essential aspects of a life of quality.

Specific Objectives

1. Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.
2. Develop a perspective and appreciation of art, nature, and human existence relationship.

3. Critique the current trends in art education and develop a possible scenario for art for change
4. Understand the range of traditional art forms and working with hands.
5. Develop an appreciation for diverse music forms and the role of music in human cultures.
6. Create and present pieces of art: using visual arts and crafts
7. Create and present pieces of performance art using music and movement
8. Evolve collective art projects incorporating different art media – into a public festival/event.
9. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.

The course is based on the premise that aesthetic needs are fundamental to all human beings and that through the medium of creative drama and fine arts opportunities can be created to develop harmonious individuals.

Focus Areas

1. Art, Art appreciation and Art education: visit to places like crafts museums, bal bhavan, art galleries. Organize art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
2. Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.
3. Music: Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (Eg. lullabies from different language cultures, harvest songs, songs during the freedom struggle etc; create musical pieces with others; design and run sessions on music with children
4. Cinema and Electronic Media: Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, it's impact on our psyche and aesthetics; orientation with an expert on films providing a

background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimization of violence; age appropriate viewing and selection of films

5. Literary Arts: linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.
6. Architecture and spatial Design: develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these vis-a-vis architecture and design; spaces for children in a city.
7. Designing a Project for School Children: Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example – a heritage walk to a nearby monument and a public event about it – including art exhibition, plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect.

Essential Readings

- Dodd, Nigel and Winifred Hickson (1971/1980). *Drama and Theatre in Education*. London: Heinemann.
- Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
- Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. New Delhi: NBT.
- McCaslin, Nellie (1987). *Creative Drama in the Primary Grades. Vol I and In the Intermediate Grades, Vol II*, New York/London: Longman.
- Mishra, A. (2004). *Aaj bhi Kharein hai Talaab*, Gandhi Peace Foundation, 5th Edition.
- Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], *The Selected Works of Gandhi: The Voice of Truth*, Vol. 6, Navajivan Publishing House.
- NCERT, (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT.
- Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.
- Prasad, Devi (1998). *Art as the Basis of Education*, NBT, New Delhi.
- Sahi, Jane and Sahi, R., *Learning Through Art*, Eklavya, 2009.

Course No: 6(First Sem.).

Understanding Self - I

No. of Credits: 2

Maximum Marks: 50 (Internal: 50; External: 0)

Rationale and Aim

The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Student teachers are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and individuality. Student teachers also develop sensitivity, effective communication skills and ways to create harmony within one's own self and society. This course is also aimed at equipping the student teachers with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.

Course Objectives

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Mode of Transaction

There is no standard prescribed material for this course. Facilitators are expected to engage with the student teachers with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student

teachers' lives and contemporary realities. It is suggested that the student teachers be given space to explore and articulate their beliefs, notions on learning, knowledge, children, their own self; life and issues. They can be encouraged to think afresh on issues that most closely concern them as teachers and individuals and use creativity and imagination to develop a perspective on them. The suggested

activities and readings are expected to assist in this process. The resource materials can also include newspaper/magazine articles, autobiographies, biographies and stories, letters/diary entries, movies/documentaries, other audio-visual materials, digital resources on the Web.

Design of the Course

This is not intended as a standard 'course' with specific units of study. Instead it may be thought of as two parts. Activities under Part 1 are to be taken up by all teacher **educators throughout the D.El.Ed programme.**

Activities under Part 2 to be transacted as part of this course, may be designed as a series of workshops and seminars with carefully chosen themes. It is recommended that there be around **4-6 one-day or two-day workshops** in each academic year, and **2-4 half-day or one-day seminars**. It is recommended that the workshops are conducted by outside resource persons (from organizations working in related areas of personal development). The workshops should be experiential, and provide occasions for active participation and reflection. One teacher educator will need to be associated with the external resource person to take up the overall responsibility of the course. In addition, the faculty should organize seminars that involve student-teachers in taking responsibility for making presentations and holding discussions that bring out multiple perspectives on key issues of life and education.

Part 1: On-going activities

An on-going strand during the two year course, to be coordinated and shared by the faculty, would include

- ☐ Journal writing by student teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated teacher educator as mentor.
- ☐ Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations.
- ☐ Reading and Reflecting on texts has to be facilitated by all teacher educators throughout the programme. Student teachers have to be guided to critically read, discuss and reflect on the essential readings listed in all the courses.
- ☐ Carefully framed writing tasks towards the beginning and end of each year, which enable student teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.

- Student teachers need guidance in questioning their beliefs, understanding and reflecting on their own processes of transformation as professionals and individuals. Teacher educators need to be sensitive and supportive in this process and mutually learn.

Part 2: Suggested Themes

- ☐ Awareness of self, Understanding oneself
- ☐ Aims and purposes of life
- ☐ Mindfulness
- ☐ Becoming sensitive
- ☐ Accepting and celebrating differences
- ☐ Harmony in relationships
- ☐ Peace and coexistence
- ☐ Conflict resolution
- ☐ Stress management
- ☐ Nurturing life skills among children

Suggested Resources

- Batra, Poonam (2005). Voice and Agency of Teachers: The missing link in the National Curriculum Framework 2005, *Economic and Political Weekly*, Vol. 11, 4347-4356.
- *Danger school*, (1996). Mapusa, Goa, India: Other India Press.
- DSERT, 2015. D.Ed II Year. *Education for Peace*. Source book material. Bangalore: GoK
- Friere, Paul (1992). *Pedagogy of Hope*. London, UK: Continuum pub. Co.
- Gupta, Latika (2008). Making of a Teacher, *Seminar*, No. 592, 22-27.
- Krishnamurti, J. (2000). *Life Ahead, To parents, teachers and students*, Ojai, California, USA: Krishnamurti Foundation Trust.
- Wood, David (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. *Anthropology and Education Quarterly*, 31(4), 426- 448.

Audio-visual Resources

- *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani
<http://www.kabirproject.org/>
 - *Teacher's Journey*: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director- Deepak Verma, Azim Premji Foundation. For copies contact - madhumita@azimpremjifoundation.org.
 - *Where Knowledge is Free*: A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981.
<http://www.dalitstudies.org.in>.
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Course No: 7(Second Sem.).
Pedagogy of Urdu
(for Classes 1& 2 and Classes 3 to 5)

No. of Credits: 4
(Theory: 3; Practicum: 1)
Maximum Marks: 100
(External: 70 Internal: 30)

Respective States/Universities are expected to develop this course

Course No: 8(Second Sem.).

Pedagogy of English Language
(For Classes 1& 2 and Classes 3 to 5)

No. of Credits: 4
(Theory: 3; Practicum: 1)
Maximum Marks: 100
(External: 70 Internal: 30)

PART-I: For Classes 1 & 2

Rationale and Aim

This course focuses on the teaching of English to learners at the elementary level. The aim is also to expose the student-teacher to contemporary practices in English Language Teaching (ELT). The course also offers the space to critique existing classroom methodology for ELT.

The theoretical perspective of this course is based on a constructivist approach to language learning. This course will enable the student teacher to create a supportive environment, which encourages their learners to experiment with language learning. The course will also focus on developing an understanding of second language learning.

Specific Objectives

- Equip student-teachers with a theoretical (ESL) perspective on English as a „Second Language
- Enable student-teachers to grasp general principles in language learning and teaching
- Understand young learners and their learning context
- Grasp the principles and practice of unit and lesson planning for effective teaching of English
- Develop classroom management skills; procedures and techniques for teaching language
- Examine and develop resources and materials for use with young learners for language teaching and testing.
- Examine issues in language assessment and their impact on classroom teaching.

The course is designed to be very practical in nature and includes equipping the student-teacher with numerous teaching ideas to try out in the classroom. Of course, all practical ideas must be related to

current theory and best practice in the teaching of young learners. It is important to make a constant theory-practice connection for the student-teachers.

Units of Study

Unit 1: Issues of Teaching of English at the Elementary Stage

- 1.1. Issues of learning English in a multi-lingual/multi-cultural society: the multi-lingual nature of India, English as the language of prestige and power; the politics of teaching English in India; key factors affecting second language acquisition
- 1.2. Teaching English as a second language: developmental, socio-economic and psychological factors;
- 1.3. The nature of language – learning versus acquisition; the pedagogy of comprehensible input
- 1.4. Collaboration in language learning; Zone of Proximal Development; Multiple Intelligences,

Unit 2: Understanding of Textbooks and Approaches to the Teaching of English

- 2.1. A historical view of English as a Second Language (ESL).
- 2.2. Philosophy and guiding principles for the development of English textbooks.
- 2.3. Selection of themes and unit structure.
- 2.4. Academic standards and learning indicators.
- 2.5. Approach- Theory- Method – strategies and techniques; Behavioristic and Structural Approaches: grammar-translation method, audio- lingual method , communicative approach, suggestopedia, silent way
- 2.6. The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes etc, socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration)
- 2.7. Activities

Seminars, presentations, on various topics related to language and language pedagogy

Unit 3: Classroom Transaction Process

- 3.1. The Modular transaction – Pre-reading, Reading and Discourse construction and editing
- 3.2. Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses
- 3.3. Reading – objectives; the micro-process of reading comprising individual, collaborative reading; extrapolating the text; graphic reading for the beginners
- 3.4. Post-reading- Objectives, Process of discourse construction; individual writing, refining through collaboration; graphic writing for the beginners

3.5.Editing the written discourses

3.6.Publishing children's products

3.7.Dealing with textual exercises (vocabulary, grammar, study skills, project work

Unit 4: Planning and Material Development

- 4.1. Introduction, What is planning; its importance
- 4.2. Year plan, unit plan and period plan; Teacher reflections
- 4.3. Material development; preparation of material for young learners
- 4.4. Developing and trying out various resources, techniques, activities and games for learning English
- 4.5. Text analysis of school text books for English – state-produced and by private publishers
- 4.6. Analyzing and reviewing teaching-learning material
- 4.7. Activities
 - ☐ Critical examination of lesson plans prepared by teachers
 - ☐ Preparation of year, unit and period plans
 - ☐ Conducting workshop for preparation of materials for young learners

Unit 5: Learner Assessment

- 5.1. Review of current assessment procedures
- 5.2. What is ASSESSMENT, Why, How and When; Continuous and Comprehensive Assessment
- 5.3. Formative assessment ; assessment “ as learning” and assessment “for learning”– tools and strategies; evidences of assessment;
- 5.4. Summative assessment – tools, assessment of learning; recording assessment
- 5.5. Grading indicators for formative and summative assessment both for oral and written products
- 5.6. Recording and reporting.
- 5.7. Assessment and feedback.
- 5.8. Activities
 - ☐ Analyzing formative and summative question papers
 - ☐ Analyzing answer scripts of learners
 - ☐ Critical examination of grading indicators

Essential Readings

- ☐ Anandan. K.N. (2006) Tuition to Intuition , Transcend , Calicut
- ☐ Brewster, E., Girard, D. and Ellis G. (2004). The Primary English Teacher's Guide. Penguin. (New Edition)
- ☐ Ellis, G. and Brewster, J. (2002), Tell it again! The new Story-telling Handbook for Teachers. Penguin.
- ☐ NCERT, (2005). National Curriculum Framework, 2005. New Delhi: NCERT.
- ☐ NCERT, (2006). Position Paper National Focus Group on Teaching of English. New Delhi: NCERT

- Scott, W. A. and Ytreberg, L. H. (1990). Teaching English to Children. London: Longman.

- Slatterly, M. and Willis, J. 2001, English for Primary Teachers: A Handbook of Activities and Classroom Language, Oxford: Oxford University Press.

Readings for Discussion

For Unit 3

- Fogarty, R. (2006). Literacy Matters: Strategies Every Teacher Can Use. USA:Corwin Press pp. 59-62.
- Wyse, D. and Jones, R. (2001). Teaching English, Language and Literacy. New York: RoutledgeFalmer, pp. 169-175.

For Unit 5

- Browne, A. (2007). Teaching and Learning Communication, Language and Literacy.London, UK: Paul Chapman, 175-210.
- Sahi, J. and Sahi, R. (2008). Learning through Art. Eklavya, Bangalore, 125-137

Advanced Readings

- Cameron, L. (2001) Teaching Languages to Young Learners, Cambridge: Cambridge University Press.
- Curtain, H. A. and Dahlberg, C. A. (2004). Languages and Children: Making the Match. Boston: Pearson.
- Tomlinson, B. (Eds.) (1998). Materials Development in Language Teaching. United Kingdom: Cambridge University Press.

Course No: 8(Second Sem.). continued

PART II : Pedagogy of English Language For Primary (CLASSES 3 to 5)

Rationale and Aim

The course aims at exposing the teacher to the contemporary practices in English Language Teaching (ELT). It also offers the space to critique the existing classroom methodology for ELT. The theoretical perspective of this course is based on the constructivist approach to language learning as envisaged in NCF 2005 and SCF 2011. This course will enable the student-teacher to create a supportive environment which encourages the learners to experiment with language learning. The course will also focus on developing an understanding of second language learning.

Specific Objectives

- To equip the teachers with theoretical perspective on language and language teaching and 'English as a Second Language' (ESL)
- To develop critical awareness among the teachers about the scenario of contemporary ELT
- To develop in them a perspective on English language teaching
- To help them understand the young learners and their learning context
- To equip them with competencies which help them in understanding the classroom and classroom processes and to design the class accordingly
- To help them examine and develop resources and materials for use with young learners for language teaching

Unit 1: Approaches to Teaching of English and the Shift in Approaches

1.1 Shift from the Behavioral to Cognitive Assumptions - Implications

1.2 Skill-based Approach to Knowledge Based Approach

1.3 Fragmentary (letters/words, sentences, etc.) to Holistic Treatment of Language in Terms of Discourses

1.4 Linear to Spiral (cyclic) Mode of Teaching and Learning

1.5 Repetition to Recurrence

1.6 Teacher –Centred to Learner /Learning Centred

1.7 Information to Knowledge

1.8 The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners

– classes 3 to 8, teaching large classes etc, socio- psychological factors (attitude, aptitude, motivation, needs, level of aspiration)

Unit 2: Pedagogical Implication of SLA Theories

2.1. Second Language Acquisition Theories (Stephen Krashen, Steven Pinker; Vivian Cook)

2.2. The pedagogy of Comprehensible Input

2.3. The pedagogy of reading- Critical reading

2.4. Activities

Seminars, presentations, on various topics related to language and language pedagogy

Unit 3: Classroom Transaction Process

3.1. The Modular transaction – Pre-reading, Reading and Discourse construction and editing

3.2. Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses

3.3. Reading – objectives; the micro-process of reading comprising individual, collaborative reading; extrapolating the text; graphic reading for the beginners

- 3.4. Post-reading- Objectives, Process of discourse construction; individual writing, refining through collaboration; graphic writing for the beginners
- 3.5. Editing the written discourses
- 3.6. Publishing children's products
- 3.7. Dealing with textual exercises (vocabulary, grammar, study skills, project work)
- 3.8. Strategies for addressing the problems of Low Proficient learners

Unit 4: Curriculum and Textbooks

- 4.1. What is curriculum- The need and Importance of Curriculum revision
- 4.2. NCF 2005, APSCF 2011, NCFTE: The Guiding Principles
- 4.3. The Position Papers -Language Across Curriculum
- 4.4. Present Curriculum – SCF 2011 – The Position Papers – paradigm shift in ELT
- 4.5. Syllabus Designing
- 4.6. Academic Standards and Learning indicators
- 4.7. Textbook development process
- 4.8. Features of New English textbooks
- 4.9. Classroom transaction
- 4.10. Pre-reading- Reading and Post-reading
- 4.11. Grammar in Textbooks; Contextualized Grammar
- 4.12. Addressing Issues of Low proficient Learners

Unit 5: Planning

- 5.1. Need and Importance of Planning
- 5.2. What is Planning - Why Planning – Who Should Plan?
- 5.3. Planning at Various Levels
- 5.4. Planning for Creating English Ambience at School
- 5.5. Teacher's Planning Components of a Teaching Plan ;Year Plan, Unit cum Period Plan, Format of a Teaching Plan

Unit6: Learner Assessment

6.1.Assessment and Evaluation 6.2.Need

and Importance of Assessment

6.3.Implications of Assessment - For the Learner, for the Teacher and for the Community

6.4.Continuous and Comprehensive Assessment (CCE)

6.5.Types and Tools of Assessment

6.5.1. Formative assessment - tools for assessment ; recording and evidences

6.5.2. Summative assessment- tools – recording

6.5.3. Assessment and feedback

Unit 7 : State Specific Initiatives to Improve the Language Learning

7.1.Paradigm shift in English language teaching and learning

7.2.Narrative as a pedagogical tool

7.3. Discourse oriented pedagogy

References

- Chard, S. C. (1998). *The Project approach: Making curriculum come alive, Practical guide 1*. Scholastic.
 - Nagaraj, G. (1996). *English language teaching: Approaches, methods, techniques*. Calcutta: Orient Longman.
 - NCERT (2005). *National curriculum framework*. New Delhi: NCERT.
 - NCERT (2006). *Position paper on teaching of English (1.4)*. New Delhi: NCERT.
 - NCERT (2008). *Source book on assessment for classes I – V: Language – English*. New Delhi: NCERT.
 - Nunan, D. (2004). *Task-based language teaching*. Cambridge UK : Cambridge University Press.
 - Parrot, M. (1993). *Tasks for language teachers: A resource book for training and development*. Cambridge UK: Cambridge University Press.
 - Pinker, S. (1997). *The language instinct*. London: Penguin Books.
 - Prabhu, N.S. (1987). *Second language pedagogy*. New Delhi: Oxford University Press.
 - Tomlinson, B. (2013). (Ed.), *Applied linguistics and materials development*. New York: Bloomsbury.
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Course No: 9(Second Sem.).

Pedagogy of Mathematics Education (for Classes 1 to 5)

No. of Credits: 4
(Theory: 3; Practicum: 1)
Maximum Marks: 100
External: 70 Internal: 30

Rationale and Aim

All young children, using their home language, categorize, compare, sort etc. Objects found in their everyday environment without explicit awareness that they are reasoning and using quantities and measures and actually doing mathematics. The aim of early mathematics education must be to make explicit the connection between the everyday logical-mathematical activities and the school mathematics (symbols, textbooks and topics) by encouraging talk in classrooms; developing concepts by manipulating concrete objects; using pictorial and symbolic representations and models; and enabling children to reason and justify their mathematics. This will enable students to develop their number and spatial sense, conceptually understand the domain of early mathematics and enjoy doing mathematics.

The NCF 2005 position paper on mathematics (NCERT, 2006) points out that mathematics, in the early years, should not be limited to arithmetic. It must include shapes, spatial understanding, patterns, measurement and data handling. If children are introduced to pattern identification in the early years it begins to lay the foundation for algebraic thinking. Simple data handling in the primary years can help children connect to statistics in the higher classes. Shapes and spatial reasoning must move beyond just stating properties and enable children to think about the relationships between shapes, which helps them grasp geometry in the higher classes more easily. The NCF 2005 document has also made a shift in the process of learning to focus on the **learning environment** rather than the content per se. This means that more emphasis needs to be given to instruction and classroom processes and not merely acquiring the content in the textbook, but actively doing and learning mathematics.

The aim of this course is to enable student-teachers to develop deeper insights into the domain of early mathematics education and pedagogy to prepare them to make mathematics classrooms free from fear,

the learning process fun, enjoyable and exciting for children. Teachers must understand that *all* children have the capacity to learn mathematics and engage with deep and challenging ideas of

mathematics, although individual children's learning methods and speeds may vary. In order to make early mathematics enjoyable children should have opportunities to play and explore and be challenged with appropriate questions. Teachers must in advance develop learning objectives and appropriate materials to engage children with the materials and activities and use appropriate strategies to direct children's attention and interest towards the learning objectives in an inclusive manner to engage all children.

Objectives

- To develop confident early mathematics teachers by enabling student teachers to
 - Develop deeper insights into the content areas of mathematics at the primary level
 - Develop pedagogies to facilitate conceptual understanding by learning to engage children in mathematics using concrete objects and a variety of representations and activities.
 - Sensitize and develop strategies to create an inclusive mathematics classroom
 - Engage children in mathematics talk in classrooms
 - Develop mathematical reasoning and problem solving capabilities in children
 - Develop the ability to understand the pedagogic intent of textbooks and mathematics resources
 - Learn to use different forms of assessment to facilitate children's learning, improve their own instruction and the evaluation process
 - Learn to communicate precisely in mathematics and thereby enabling children to build their mathematics communication skills

Mode of Transaction

Student teachers in a collaborative manner

- Solve mathematics problems, learn to communicate the solutions by sharing, justifying and discussing them in the class. Create a portfolio of all the problems solved with reflective notes on the experiences involved in problem solving.
- Read, discuss readings and observe classes (1 to 5) to enable understanding of theory and making connections with practice.
- Analysis of Textbooks to understand the pedagogical intent of the textbook and build materials and resources to enhance and compliment the textbook material.
- Visit the local community and understand mathematical practices of the local community and how they connect to the school mathematics.

- ☐ Discuss and prepare activities, resources that engage all children, including differently-abled children

1. Unit 1 : Introduction to Early School Mathematics

- 1.1. Understanding the character of early school mathematics, unpacking its 'abstract' nature.
- 1.2. Mathematics as one of the core and essential school subjects.
- 1.3. Early Mathematics: concepts, processes [computing; problem solving & reasoning; communicating] and symbols.
- 1.4. The relationship between mathematics and the spoken language and its importance in early mathematical development.
- 1.5. Engaging with stereotypical notions (difficult, fearful, and vague) of school mathematics. Enjoying teaching and learning of mathematics.

2. Unit 2 : School Mathematics Topics and Processes

- 2.1. Number Sense & Arithmetic - understand small numbers & quantities in students everyday environment; count, order, compare, read and write numbers; understand place value; computation - addition, subtraction, multiplication & division using whole numbers; understand simple fraction and decimal quantities.
- 2.2. Measurement & Geometry - understand shapes in students everyday environment; locate and measure simple units in space; understand the concept of time and the units to measure it; identify attributes of plane and solid geometric figures; classify shapes and see relationships by their geometric attributes ; determine length, area, volume of simple geometric figures.
- 2.3. Early Mathematical Reasoning - Classifying ; sorting; ordering; comparing; pattern recognition; data collection, organisation and analysis; interpret number & shape relationships; modelling and problem-solving; and justifying
- 2.4. Early Mathematical Communication - Communicate precisely about quantities, logical relationships and describe objects and their properties through oral, pictorial (pictures, number-line, charts and graphs) and written (use of signs and symbols, tables, grids) forms.

3. Unit 3: Teaching of School Mathematics

- 3.1. The role of an early school mathematics teacher
- 3.2. Developing conceptual understanding using concrete objects, pictorial and symbolic representations
- 3.3. Developing mathematical reasoning skills
- 3.4. Developing communication skills in mathematics
- 3.5. Organising and facilitating early mathematics classrooms that includes *all* children

4. Unit 4: Mathematics Manipulatives and Resources

- 4.1. Manipulatives - description; role and usage in teaching and learning.
- 4.2. Activities - designing, creating and transacting.
- 4.3. Textbook - understanding its pedagogical intent; learning to transact it in classrooms

5. Unit 5: Mathematics Assessment and Evaluation

- 5.1. Forms of Assessment, Oral & Written - usage and transaction.
- 5.2. Assessment of conceptual understanding and mathematical reasoning abilities
- 5.3. Assessment of mathematical communication abilities
- 5.4. Formal Assessment, Formative & Summative - need, purpose, structure & tools.
- 5.5. Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.

Essential Readings

- Ediger, M. (2011). Teaching Mathematics in Elementary Level. Discovery Publishing House.
- Haylock, D. (2006) *Mathematics Explained for Primary teachers*. Sage: New Delhi. Ch 22: Measurement pp 247-263.
- IGNOU (1996). Teaching of Primary School Education (AMT 01-05) 1996. New Delhi: IGNOU
- IGNOU (2002). Different Aspects of Learning Mathematics (LMT 01-05) 2002. New Delhi: IGNOU
- Kapoor, J.N. (1988). Vidhayalaya ganit ke liye samprayog. New Delhi: Arya Book Dipo
- Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. Penguin: London.
- Mishra, L. (2008). Teaching of Mathematics. APH Publishing Corporation
- NCERT (2005). National Curriculum Framework 2005. New Delhi: NCERT
- NCERT (2005). Position paper on Mathematics Education 2005. New Delhi: NCERT

Suggested Readings

- Olson, T. A. *Mathematics through Paper Folding*. Arvind Gupta's toys book Gallery. <http://gyanpedia.in/tft/Resources/books/paperfolding.pdf>
 - Post, Thomas, R. (1992) *Teaching Mathematics in Grades K-8, Research-Based Methods*. California: Allyn and Bacon, Chapters 1, 4, 5, & 6.
 - Saxena, K.K. (2008). Ganit shikshan. University Book House
 - Skemp, Richard R. (1989) *Mathematics in the Primary School*. Roulledge: London Chapter 3: The formation of Mathematical Concepts, pp 49-71 Chapter 4: The Construction of Mathematical Knowledge, pp 72-89 Chapter5: Understanding Mathematical Symbolism, 90-108.
 - Srinivasan P K *Number Fun with a Calendar*, Arvind Gupta's toys book Gallery. <http://gyanpedia.in/tft/Resources/books/calender.pdf>
 - Srinivasan P K *Romping in Numberland*, National Book Trust: New Delhi. <http://gyanpedia.in/tft/Resources/books/rompinginnnumberlandeng.pdf>
 - Srinivasan P. K. *Math Club Activities*, Arvind Gupta's toys book Gallery <http://gyanpedia.in/tft/Resources/books/pkshindu.pdf>.
 - Zevenbergen, R., et al. (2005), *Teaching Mathematics in Primary Schools*. Allen & Unwin: Australia (First South Asian Edition). Chapter 2, 3, 7 and 9.
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Course No: 10(Second Sem.).

Pedagogy of Environmental Studies (for Classes 1 to 5)

No. of Credits:

**4 (Theory: 3;
Practicum: 1)**

Maximum Marks:

**100 (External: 70;
Internal: 30)**

Rationale and Aim

Environmental Studies is concerned with the exploration, investigation and development of an understanding of the natural, human, social and cultural dimensions of local and wider environments. It provides opportunities to engage in active learning, to use a wide range of skills, and to acquire open, critical and responsible attitudes.

The main aim of this course is to prepare student-teachers for the current challenges in elementary education and to equip them with theoretical and practical understanding of the nature and content of the subject. This course provides an opportunity for them to understand the philosophical and epistemological basis of EVS as a composite area of study that draws upon sciences, social sciences and environmental education. It will help them to correlate their theoretical understanding related to child's learning with classroom processes and interaction, leading to better understanding and effective classroom transactions. This course also provides opportunities to understand and explore children's ideas which will help them to revisit and challenge their own conceptual understanding, identify preconceptions and advance towards better understanding.

Course objectives

- To help student-teachers understand the scope of EVS and internalise different perspectives of curriculum organization.
- To facilitate student-teachers to probe children's ideas in science and social science

- To prepare student-teachers to plan for and carry out classroom at the level of lower primary level(Class I-V)
- To prepare teachers to practice appropriate methods and approaches of teaching environmental studies emphasizing child centred and child friendly experience based , activity based and competency based approaches to teaching.
- To prepare student-teachers to assess children's learning using different pathways.

Unit 1: Understanding EVS/ Concept of EVS

- 1.1 Introduction
- 1.2 Meaning, Scope and Importance of EVS, its Evolution as a Curricular Area at Primary Level.
- 1.3 Different Perspectives on EVS: NCF-2005, APSCF-2011, Prashika program (Eklavya's Innovative Experiment in Primary Education)- To see how curricular vision takes the shape of syllabus.
- 1.4 EVS as an Integrated Area of Study: Drawing upon Understanding from Science, Social Science and Environmental Education.

Unit 2: Understanding Children's Ideas

- 2.1 Introduction.
- 2.2 Knowledge that a 5-12 Year Child Has (Ideas and alternative conceptions)
- 2.3 How this knowledge is acquired? (How Children Learn?)
- 2.4 Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget)

Unit 3: Teaching of EVS/ Classroom Transaction

- 3.1 Process Approach in EVS: Process Skills- simple experiments, observations, classification, proving questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.
- 3.2 Map-Picture Differentiation, Map Reading
- 3.3 Ways of conducting inquiry: Activities, Discussions, Group work, Field visits, Survey, Experimentations, etc.
- 3.4 Using Children's Ideas as a Tool for Learning.
- 3.5 Role of Teacher in Classroom Transaction.
- 3.6 Integration of Subjects (Language and Mathematics)
- 3.7 Use of ICT in the Classroom.

Unit 4: Understanding of textbooks and pedagogy

- 4.1. Philosophy and guiding principles for the development of EVS textbooks.
- 4.2. Content, approaches and methods of teaching EVS – Interactive and

participatory

methods, teacher as facilitator.

4.3. Themes, structure of the unit, nature of exercises and its

implications. 4.4. Academic standards and indicators of learning.

4.5. Learning resources for effective transaction of EVS curriculum.

Unit 5: Planning for Teaching EVS

- 5.1. Why planning?
- 5.2. Some examples of a good EVS class
- 5.3. Addressing children's alternative conceptions: Some experiences
- 5.4. Concept map and thematic Web charts
- 5.5. Evolving a Unit Plan Framework and Use
- 5.6. Resource Pool of Materials
- 5.7. Locally available Materials
- 5.8. Audio-visuals and Electronic Materials
- 5.9. Lab/ Science Kit
- 5.10. Library
- 5.11. Peer Group Learning (using children's ideas)

Unit 6: Classroom Planning and Evaluation

- 6.1. Teaching Readiness: Planning of Teaching EVS, Year plan, Unit plan and Period plan
- 6.2. Evaluation of Planning
- 6.3. Understanding Reflective Teaching and Learning
- 6.4. Concept and Importance of Evaluation, CCE
- ☐ 6.5. Preparation and Selection of Reflective Questions
- ☐ 6.6. Different Ways of Assessment and Reporting of Assessment for Further Learning
- ☐ 6.7. Assessment and evaluation – Definition, need and importance
- ☐ 6.8. Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.

Suggested mode of assessment (Continuous and Comprehensive Assessment)

- ☐ Participation in classroom discussions
- ☐ Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources
- ☐ Reflective essays
- ☐ Worksheets (on reading assignments, field work etc)

- Tests
- Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

Essential Readings

- CEE (1987). *Joy of Learning: Handbook of Environmental Education Activities*:
- CEE Bhurucha E. (2004). *Textbook for Environmental Studies*:
- Harlen, W. and Elstgeest, J. (1998). *UNESCO Source Book for Science in the Primary School*, New Delhi: NBT
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT
- NCERT (2005). *Syllabus for Elementary Classes- Volume I*. New Delhi: NCERT
- NCERT (2007/2013). *Looking Around Us*, EVS Textbooks (3-5), New Delhi: NCERT
- NCERT (2008). *Source Book on Assessment for Classes I – V*, Environmental Studies, New Delhi: NCERT
- R.K. Agnihotri et al. (1994). *PRASHIKA: Eklavya's Innovative Experiment in Primary Education*: RatnaSagarPrakashan
- Sarabhai V. K. et al. (2007). *Tbilisi to Ahmadabad– the Journey of Environmental Education– A Source book*, Centre for Environment Education, Ahmedabad
- SCERT (2012/2013). *We-Our environment*, EVS Textbooks (3-5): Andhra Pradesh
- Seminar Proceedings (1995-96). *Seminar on EVS*, organized by Vidya Bhawan, Udaipur
- Springer (2006). *Science Literacy in Primary Schools and Pre-Schools*
- The Green teacher (1997). *Ideas, Experiences and Learning in Educating for the environment*: Centre for Environment Education
- UNESCO (1988). *Games and Toys in Teaching of Science and Technology*: UNESCO
- UNESCO (1990). *An Environmental Education Approach to the Training of Middle Level Teachers: A Prototype Program*: UNESCO, UNEP International EE Program

Advanced Reading:

- Ausubel, David P. (1969) Some Psychological and Educational Limitations of Learning by Discovery in Anderson, Hans O. (Ed.), *Readings in Science Education for the Secondary School*, Macmillan: India pp 97-113.
- Batra, Poonam (Ed) (2010) *Social Science Learning in Schools: Perspectives and Challenges*.

Sage: New Delhi.

- Bodrova, E. and D. Leong (1996) *Tools of the Mind: The Vygotskyan Approach to Early Childhood and Education*. Merrill: New Jersey. Chapter 9.
- Brophy, J. and J. Alleman (2005) Primary grade students' knowledge and thinking about families, *Journal of Social Science Research*, spring 2005.

- Carey, S. (1985) *Conceptual Change in Childhood*, MA: Bradford Books, MIT Press: Cambridge.
- Devereux, J. (2000) *Primary Science*. Paul Champman Publishing: London.
- Douglas P. Newton (1988). *Talking Sense in Primary Science: Helping Children Understand through Talk*: RoutledgeFalmer
- Driver, Rosalind (1981) Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
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- Shiva, Vandana. (2000) *Stolen Harvest: The Hijacking of Global Food Supply*. South End Press: Cambridge, UK.
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School Textbooks

- Sangati, AVEHI-ABACUS Project Third floor, K.K. Marg Municipal School, Saat Rasta, Mahalaxmi, Mumbai- 400 011
 - Eklavya, E 10 Shankar Nagar, B.D.A Colony, Shivaji Nagar, Bhopal, Madhya Pradesh
 - EVS textbooks for primary grades from the following NGOs: Digantar, Todi Ramjanipura, Kho Nagoraniya Road, Jagatpura, Jaipur
 - NCERT (2007) *Looking around Environmental Studies*, Textbooks for class III-V, New Delhi.
 - Ramadas Jayshree (ed) (2004) *Small Science*: textbooks and workbooks (developed by: Homi Babha Centre for Science Education (HBCSE), Oxford University Press: Mumbai.
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Course No: 11(Second Sem.).

**Yoga Education
&
Children's Physical and Emotional Health - I**

**No. of Credits: 2
(Theory:1; Practicum: 1)
Maximum Marks: 50
(Internal: 50; External:0)**

Rationale and Aim

This course is designed to be one component of a practicum course to be covered in both years of study. It offers the scope to engage critically with systems and practices related to health of children and school health. Two sets of practicum are provided for the first and the second year of study. The rationale, aim objectives of this practicum presented below refers to both practicum courses.

The relationship between education and health forms the core rationale behind this course. While the role of education on health has been widely acknowledged, the impact of health on education is often not recognized adequately. This course unfolds the reciprocal relationship between health and education. Health is a necessary condition for learning apart from being a basic right of every child. Enrolment, retention, concentration and learning outcomes in the classroom have a strong linkage with a child's physical and emotional health.

A holistic understanding of health implies a perspective on health that is not merely freedom from germs and disease but an understanding of the social, economic, mental/emotional and physical aspects of health. It becomes essential for the teacher to locate the social determinants of health and to root any health communication/education in the socio-economic and cultural context of the child. This forms an essential foundational and theoretical component of the course. This approach will lead away from the „hygiene-education“ focus of health education which stresses behavioural changes and puts the

responsibility of health on the child. Instead, the course aims to equip the teacher with a perspective that helps both the teacher and the children understand health issues as determined by socio-economic contexts. This will enable them to move beyond a solely behavioural change model to an approach that seeks to address larger health determinants. This is not to deny the importance of healthy habits but it is important to recognize that to tell a child to „bathe every day“ or „eat nutritious

foods" is not sufficient. The teacher will have to locate health messages and ideas in the lived reality of the children they teach so as to meaningfully engage with the issue.

It is important to see the role of the teacher as one that includes within it the perspective of a health worker. This does not in any way mean an additional workload. However we see this as inherent in her work itself. Here there is a clear overlap of ideas with the course on Child Studies. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio-economic background. It is possible to address issues of teacher attitudes, engagement and willingness to accept diversity in their classroom. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense. Instead of speaking of teacher attitudes alone, the course gives student-teachers a chance to understand unequal and multiple kinds of childhood that children experience.

Course Objectives

- ☐ To build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants framework.
- ☐ To understand the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns.
- ☐ To examine specific programmes related to children's health operating in schools.
- ☐ To build knowledge and skills on teaching health and physical education and integration of their themes with other curricula areas of teacher education and school subjects.
- ☐ To link theoretical and conceptual learning with actual school/classroom realities through practical work.

The most important thread running through the course is the need for the student teacher to understand that health and education are reciprocally linked and she must in various ways engage with the health needs of children. The thread of gaining a holistic understanding of health and seeing it as located in a social reality runs across the course and connects issues like physical health, emotional health and „health“. A life of the school and well-being in a holistic sense is a right of every child. A teacher sensitive to the social context of children can play the crucial role in achieving this right. Theory and

practical units are closely knitted together and the idea is a constant process of reflection.

Units of Study:

The sections on Units of Study include ideas on the mode of transacting each course as the courses have inbuilt theoretical study as well as practical work.

Unit 1: Understanding Health and Well- Being

- ☐ The meaning of health and well-being
- ☐ Biomedical versus social health models
- ☐ Understanding the linkages between poverty, inequality and health
- ☐ Web of causation; Social determinants of health- stratification structures, food, livelihood, location, sanitation, access to health services etc

Unit 2: Understanding Children's Health Needs

- ☐ Reciprocal Linkage between Health and Education
- ☐ Childhood Health Concerns, Hunger and Malnutrition- meaning and measures and
- ☐ country/state data
- ☐ Morbidity Mapping- Methods, observation, daily notes
- ☐ Methods to understand children's health perceptions and self assessment of health

Unit 3: Yoga and health

- ☐ Concept and dimensions of health
- ☐ Concept of pancakoś
- ☐ Potential causes of ill health according to yoga
- ☐ Yoga as a preventive and promotive health care
- ☐ Yogic principles Āhāra, āra, Āavihra, vicofāra healthyra and Vyavah living:
- ☐ Yogic concept of holistic health and wellness
- ☐ **Main practices in yoga**

Unit 4: Yoga and Physical Development

- ☐ The Integrated Approach to Yoga
- ☐ Characteristics of Physical Development
- ☐ Yoga practices for Flexibility
- ☐ Yoga practices for Stamina

- ☐ Yoga practices for Endurance
- ☐ Yoga practices for Lung Capacity
- ☐ Yoga practices for Longevity

Unit 5: Health of Children in the Context of School

- ☐ Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger
- ☐ Measuring the 'Health of the School': Issues of Water, sanitation, toilets etc.
- ☐ Concept of 'Culture of the Programmes'
- ☐ Role of the teacher and engagement with the programmes
- ☐ Capturing children's perceptions on food, work, play, Mid Day Meal etc

Practical Work based on Units 1, 2 and 3: Three hours before school internship and six hours after school internship through Projects. The practical work is visualized through integration with School Internship Programme¹ (SIP). This involves discussion, guidance and inputs to undertake these projects before the SIP and is followed by reflective sessions where students share their projects after SIP. These post SIP sessions are to be organized in a workshop mode with a stress on collective reflection and discussion. Given below are some themes/ideas for projects and these topics are allocated across the students. As mentioned above before going for the SIP, sessions are held discussing the idea and rationale behind each theme and learning/developing appropriate research methods and tools. Each student prepares a project plan inclusive of tools before going for the SIP.

Suggested Project Topics/Themes

- ☐ The exercise undertaken in the School Internship Programme (SIP), of making a profile of a child and understanding his/her social context during the internship needs to also connect to the health of the child and understanding all possible determinants. The student teacher is to observe and find out about the child's health conditions. The child's health profile is to explore the possible health determinants operating in the child's life. Issues of settlement/housing, livelihood of families, poverty and deprivation, food habits, water access and safety etc are explored through observations, informal group discussions and visits to the community. The teacher educator prior to the SIP will guide the student teachers on methods and ethical issues, sensitivity during questioning.
- ☐ Morbidity Mapping Exercise to be conducted. In this the student teacher tracks children's attendance and tries to find out reasons for children's absenteeism. She records illnesses she observes or as reported by children/peers and develops a healthreport card.
- ☐ The student teacher develops a report card for the 'health of the school'. She surveys parameters like water, toilets, sanitation, building, playground etc during the SIP. The idea is to encourage the student teachers to explore multiple dimensions of each parameter that impacts on children's health in school. For eg: It is not sufficient to just

ask if there is toilet. It is important to explore, is it functional? Is it clean? Is there water available for the toilets etc.

- Student teachers record observations using tools developed as well as creative methodologies to capture children's perceptions regarding Mid Day Meal to reflect on the health programmes operating in school. The idea is to observe and comment on various aspects of the MDM programme such as quantity, quality, distribution system, 'culture of the programme' and also give legitimacy to children's perceptions on the MDM. For e.g.; What they like, don't like of

the MDM, what they eat before school, are they able to study if they are feeling hungry etc. These are explored not through interviews but through creative worksheets which the children fill out. Such methodologies are part of the readings mentioned for Unit III and should be made with the guidance of the teacher educator before SIP.

- Visit any Yoga center and write a report on the activities conducted at the center.
- Interview any one Yoga Practitioner and write a report on benefits experienced by him/her.
- Collect information on Yoga Asana by reviewing authoritative sources on Yoga and write a report on it.
- Demonstrate before your peer group any five Asana and write a report on them.

Practical Work can be divided across groups of students and must be followed by each group sharing with the larger class of ETE teachers. This sharing should be facilitated by the faculty to reflect on health observations, methods used, findings and a discussion on the culture of programmes, possible action a teacher can take etc. The idea of the project is not to just collect a lot of information on health aspects but to begin a process of exploration and inculcate sensitivity towards health and its linkage with learning processes.

Essential Readings

- *Aao Kadam Uthaein: Ek Sahayak Pustika*, USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)
- Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.
- CSDH, (2008), *closing the gap in a generation*, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.
- Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU
- Midday Meals- A Primer, (2005). *Right to Food Campaign*, Delhi.
- Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage

Readings for Discussion

- Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, *Chapter 36-Childhood Illnesses*, Orient Longman: Chennai..
- Deshpande, M. et al. (2008). The Case for Cooked Meals: Concerned Regarding

Proposed Policy Shifts in the Mid-day Meal and ICDS Programs in *Indian Paediatrics*, pp. 445-449

- Dasgupta, R., et.al. . (2009) *Location and Deprivation: Towards an Understanding of the Relationship between Area Effects and School Health*, Working Paper,: USRN-JNU: New Delhi.

- Samson, M., Noronha, C., and De, A., (2005) Towards more benefit from Delhi's Mid-Day Meal Scheme; in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, Sage: New Delhi..
- Zurbrigg, S., (1984), *Rakku's Story- Structures of Ill Health And Sources of Change*, Centre for Social Action, Bangalore, 19-41, and Chapters 1 and 2.

Advanced Readings for Faculty:

- Ben-Shlomo, Y. and D. Kuh (2002) A Life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives in *International Journal of Epidemiology*, No. 31, 285 and figure 1 on page 286 to be discussed.
- Dreze, Jean. And A. Goyal (2003) The Future of Mid-Day Meals, *Economic and Political Weekly*, November 1.
- Frost, J. et. al. , (2005) *Play and Child Development*, Prentice Hall.
- Jones, L. (1994), *The Social Context of Health and Health Work*, McMillan Press. Chapter 1, pp. 1-6, 11-17, 18-20, 32-36.

Course No: 12(Second Sem.).

Class Room and School Observation (64Hrs)
(Early Primary, Middle Primary & Upper Primary)

No. of Credits: 2
(Theory:0; Practicum: 2)
Maximum Marks: 50
(Internal: 50; External:0)

Rationale and Aim

Observation is an important part of learning how to teach. Much of what beginner teachers need to be aware of can not be learned solely in the college class. Therefore classroom observation presents an opportunity to see real-life teachers in real-life teaching situations. In their reflections, many of our teacher friends mention their observations and how these observations influence the way they plan and teach. Teachers are forever reflecting and making decisions, and when they see someone else in action, in as much as they are seeing someone else, they are almost simultaneously seeing themselves. This means that observation is important at every stage of a teacher's career.

Classroom observation describes the practice of sitting in on another teacher's class to observe, learn and reflect. Various aspects of the class can be examined, such as routines, use of time, schedule, participation, teaching strategies, management strategies, learner interest, and much more. A teacher will naturally look for support on an issue that is difficult for him or her, but it is often a great method of being exposed to a new and different approach to teaching.

For a teacher at the beginning of their career, there are some general issues that the teacher would need to observe and identify. The focus would be on general pedagogic knowledge, which includes issues such as classroom management, differentiation and instructional strategies.

However, with training and experience teachers would need to progress to focus on other issues,

which can be categorized as Pedagogic Content Knowledge (PCK). In this case, the teachers

would focus on the overlap between pedagogic knowledge and content knowledge and specifically with an interest in what takes place in a classroom.

Classroom observation can often help expose teachers to new methods of teaching that might not have occurred to them beforehand. It may be threatening to be subject to peer observation since teachers might feel territorial and defensive in their classroom and protective of their resources and ideas. However, when it is done in a considerate and respectful fashion, observation can be beneficial for both the observing teacher and the teacher being observed. Below are some benefits of observation in the classroom.

Benefits for the observer...

- Observe new techniques, strategies, ideas and resources
- Gain insight into one's own strategies and techniques
- Observe student reactions from a different perspective
- Help create a professional learning community with the best interests of the students in mind
- Personal Professional Development and growth

Benefits for the observed...

- Chance to see class through someone else's eyes
- Chance to re-evaluate the classroom from a different perspective
- Chance to receive input (suggestions, ideas, resources) from a colleague
- Creation of a professional learning community with the best interests of the students in mind
- Personal Professional Development and growth

Best practices involve the sharing of resources, techniques and strategies. Allowing another teacher into one's classroom allows for sharing between both of them; it also allows for self-reflection by all involved. Student teachers are responsible for their own growth and development, and observation is an excellent alternative to the traditional Professional Development seminars.

One of the main challenges for observation is knowing what to look for.

Some specific things that one can look for when observing include how the teacher structures an activity; how questioning, dialogue happening; interactions between teachers and students; student –student interactions; communication between students and teachers; classroom culture; and teaching –learning practices; student and teacher behavior ; and how the curriculum

transaction is taking place.

A classroom observation is a formal or informal observation of teaching while it is taking place in a classroom or other learning environment. Classroom observations are often used to provide student teachers with constructive critical feedback aimed at improving their understanding of children, children-children interactions, children play and activities, classroom management and instructional techniques. Classroom observations may be called learning walks, teacher observations, walkthroughs, and many other things, and they may be conducted for shorter or longer periods of time—from a few minutes to a full class period or school day.

Student teachers may use a wide variety of classroom-observation methods—some may be models developed by educational experts, while others may be homegrown processes created by the student teachers themselves. Observation notes need to be recorded using common templates or guidelines that describe what observers should be looking for or what the observed teacher would like feedback on. Student teachers may be encouraged to record classroom observations using digital and online technologies—such as smartphones, tablets, and subscription-based online systems—that can provide student teachers with observational functionality and data analytics that would not be possible if paper-based processes were used. Generally speaking, classroom observations could be considered a de-facto teacher - improvement strategy, since they are typically intended to improve instructional quality and teaching effectiveness, whether they are conducted by student teachers, fellow teachers or by administrators.

Since teachers often work in relative isolation from their colleagues—e.g., they may create courses and lessons on their own, or teach behind the closed doors of a classroom without much feedback from colleagues—teaching styles, educational philosophies, and academic expectations often vary widely from class to class, as does the effectiveness of lessons and instructional techniques. Classroom observations arose in response to these common trends, and they are

often used as a form of professional development intended to foster greater collaboration and more sharing of expertise and insights among teachers in a school.

Specific Objectives

1. To observe children and the teaching learning process in a systematic manner.
2. To learn to relate to and communicate with children.
3. To evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.
4. To develop a repertoire of resources which can be used by the intern later in her teaching - textbooks, children's literature, activities and games, excursions
 - ☐ To reflect critically on practice by visiting a learning centre.

These objectives can be achieved by the following components of the programme, with the proposed weightage for each:

- ☐ Developing student profiles 10%
- ☐ Critical analysis of texts and material 15%
- ☐ Developing resource material 30%
- ☐ Interacting with and observing students 30%
- ☐ Visiting a learning centre and reporting 15%

Practicum tasks: Guidelines for the Teacher Educator

1. Profile the students and school to understand their specific characteristics: language, socio-eco-cultural background, interests, special learning needs, health status, midday meal, school health programs and infrastructure. Profiles will be assessed separately as part of the "Teaching Health and Physical Education Practicum".
2. Critically study any resource material (including text books) before using it in the classroom. Text Analysis will examine stereotypes related to gender, religion, caste, and community.
3. Develop their own repertoire of material, including children's literature, books, publishers, resources and ideas.
4. Visit an alternative school of repute and critically study practices, focusing on classroom and school environment issues such as psychological, physical and social contexts, children's interactions, teacher's pedagogic practices. Alternatively the study can be organized with the help of invited practitioners, documents and AV films of such institutions.
5. Plan and execute student interactions. Two student teachers may be placed in a classroom: while one interacts the other can observe and record observations in the journals. This will be followed by post-contact sessions with the supervisors, who will observe at least half the interactions. Journals will be maintained to help interns understand themselves, their stereotypes about learners and social contexts.

Assessment

Assessment should be developmental in nature, with clear emphasis on growth of the intern.

e.g. instead of averaging scores from each observation he or she may credit the intern's improvement. Such procedures of assessment may then become a part of the intern's own practice later.

Course No: 13A (Third Sem.).

Pedagogy of Urdu

(For Classes 6-8)

No. of Credits: 4

(Theory: 3; Practicum: 1)

Maximum Marks: 100

(Internal: 30; External: 70)

Respective States/Universities are expected to develop this course

Course No: 13B(Third Sem.).

Pedagogy of English Language Education (For Classes 6 to 8)

No. of Credits: 4
(Theory: 3; Practicum: 1)
Maximum Marks: 100
(Internal: 30; External: 70)

Rationale and Aim

This course focuses on the acquisition of content area literacy at upper primary level. Reading and comprehending expository texts or texts of content area involves entirely different strategies and processes as compared to narrative texts. Along with developing skills to read contextually and cognitively demanding texts, children at this stage must also develop an aesthetic sense to appreciate and respond to narrative texts such as poem, stories etc.

Course Objectives

To help the students understand the significance of:

- Skills of reading critically
- Responding to and interpreting independently various narrative texts
- Appreciating diversity of language as reflected in narrative texts.
- Acquiring different registers related to various subject disciplines and domains.
- Unlimited and diverse sources of materials for a language class beyond textbooks.
- Handling aspects of grammar not in isolation but by creatively integrating it with text.

Unit 1: English Language Classroom

- ☐ Introduction
- ☐ Aims and Objectives of English Language Teaching
- ☐ Current English Language Teaching-learning Processes and their Analysis
- ☐ Organizing English Language Classroom
- ☐ Role of the Teacher
- ☐ Role of Errors

Unit 2: Developing English Language Skills – I

- ☐ Introduction
- ☐ Listening and Speaking
- ☐ What does Listening Mean
- ☐ What does Speaking Mean
- ☐ Developing Listening and Speaking skills: Dialogue, Story telling, Poem Recitation, Short play

Unit 3: Developing Language Skills –II

- ☐ Introduction
- ☐ Literacy and Reading
 - Reading an expository texts; strategies; comprehension; activating schema; building schema; reading to learn; acquisition of registers
 - Ways of reading; pre-reading and post reading activities.
 - Beyond the textbook: diverse forms of texts as materials for language.
 - Relationship of Language and Society: Identity, power and discrimination
 - Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics
 - Critiquing state policies on language and education
 - Helping Children to become Good Readers
- ☐ What is writing and relationship between Reading and Writing
- ☐ Developing Writing Skills
 - Linkages between reading and writing
 - Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts
 - Assessment of writing

Unit 4: Literature

- ☐ Types of texts; narrative and expository reader's response to literature, schemas and interpretation of texts.
- ☐ Engaging with a text
- ☐ Various literary genres such as poem, story, biography etc.
- ☐ Using literature across the curriculum.

Unit 5: Understanding of textbooks and pedagogy

- ☐ Philosophy and guiding principles for the development of English language textbooks.
- ☐ Content, approaches and methods of teaching English language – Interactive and participatory methods, teacher as facilitator.
- ☐ Themes, structure of the unit, nature of exercises and its implications.
- ☐ Academic standards and indicators of learning.
- ☐ Learning resources for effective transaction of language curriculum.

Unit 6: Classroom Planning and Evaluation

- ☐ Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan
- ☐ Evaluation of Planning
- ☐ Assessment and evaluation – Definition, need and importance
- ☐ Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.

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- ☐ Agnihotri, R.K. & Khanna, A.L.(eds.) (1994). *Second language acquisition*. New Delhi: Sage Publications
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- ☐ Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University.
- ☐ Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press Inc.
- ☐ Kumar, K. (2000). *Childs language and the teacher*. New Delhi: National Book Trust

Advanced Readings

- ☐ Mason, J. M. and Sinha, S. (1992). *Emerging Literacy in the Early Childhood Years*. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) *Handbook of Research on the Education of Young Children*, New York: Macmillan. 137-150.
- ☐ NCERT. (2005). *National Curriculum Framework (NCF)*. New Delhi: NCERT
- ☐ Reading Development Cell, NCERT (2008). *Reading for meaning*. New Delhi: NCERT

- Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? Language Arts. 57(4).
- Tompkins, Gail E. (1994). Teaching Writing: Balancing Process and Product. Macmillan; California
- Yule, G. (2006). *The study of language*. Delhi: Cambridge University Press.

Readings for Discussion

- Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.
- Richards, Jack C. and Theodore S. Rodgers (1986). Approaches and Methods in Language Teaching: A description and Analysis. India: Cambridge University Press.

Course No: 13C (Third Sem.).

Pedagogy of Mathematics Education (for Classes 6 to 8)

No. of Credits: 4
(Theory: 3; Practicum: 1)
Maximum marks: 100
(Internal: 30 External: 70)

Rationale and Aim

Current dominant pedagogies of mathematics focus on computation, mechanical problem solving using algorithms and formulae and do not provide an enabling environment for students to conceptually understand topics and deeply construct and develop mathematical ideas. The NCF 2005 espouses a constructivist learning theory with an aim to facilitate students to construct their own mathematics knowledge. Mathematization is one of the goals of the NCF 2005 as espoused in the position paper on mathematics (NCERT, 2006). This means that students should be enabled to understand and solve real problems in mathematical terms. The processes of mathematisation include communicating, reasoning, argumentation, justifying, generalizing, representing, problem solving, and connecting.

The aim of this course is to enable student teachers to develop deeper insights into the domain of upper primary mathematics education and pedagogy to prepare them to facilitate the mathematisation processes. Teachers must understand that *all* children have the capacity to learn mathematics and engage with deep and challenging ideas of mathematics, although individual children's learning methods and speeds may vary. In order to make upper primary mathematics enjoyable and engaging, children must have opportunities to develop their mathematical reasoning, conceptually understand the topics, develop algebraic and geometric thinking, be able to problem solve, model and validate their solutions. Mathematics classrooms must be transformed into spaces where children have opportunities to collaboratively solve problems, justify and make conjectures. Teachers must develop their

own conceptual understanding of the various topics and be able to develop strategies to facilitate classes that enable students to mathematize.

Course Objectives

- ☐ develop deeper insights into the content areas of mathematics at the upper primary level including algebraic and geometric thinking
- ☐ understand constructivism in relation to mathematics learning.
- ☐ analyse research-based practices for improving mathematics instruction
- ☐ develop pedagogies to facilitate conceptual understanding by learning to engage children in activities and problem solving
- ☐ sensitize and develop strategies to create an inclusive mathematics classroom
- ☐ develop capabilities to engage children in mathematisation processes - communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving, and connecting.
- ☐ develop the ability to understand the pedagogic intent of textbooks and mathematics resources
- ☐ learn to use different forms and strategies of assessment to facilitate children's learning, improve their own instruction and the evaluation process
- ☐ learn to communicate precisely in mathematics and thereby enabling children to build their mathematics communication skills
- ☐ explore technology enabled tools enhance teaching learning processes

Unit 1: Introduction to Upper Primary School Mathematics

- ☐ Transition from early school mathematics to upper primary school mathematics.
- ☐ Meaning and processes of mathematical reasoning - justifying, conjecturing and generalising; inductive and deductive reasoning; algebraic & geometric thinking.
- ☐ Validation Processes - informal & intuitive; visual proofs and formal proof.
- ☐ Constructivism and mathematics learning.

Unit 2: School Mathematics Topics and Processes

- ☐ Number Sense & Systems - compare, order and compute with whole numbers, positive fractions, positive decimals, and positive and negative integers; solve problems involving fractions, ratios, proportions and percentages; simple and compound interest; factoring of numerators and denominators and properties of exponents and powers; different representations of fractional numbers (fractions, decimals, percents) and changing one to another ;square roots and cube roots
- ☐ Measurement & Geometry - Students can know how to measure the circumference and area of a circle; perimeter, area of different two dimensional shapes; surface area, and volume of basic three-dimensional figures; using mathematical instruments to construct and measure shapes and angles; symmetry; lines and angles, congruent triangles; quadrilaterals - classification and properties
- ☐ Statistics, Data Analysis and Probability - collecting and organising data; understand the

concepts of mean, median, and mode of data sets and how to calculate the range; graphs;

- Algebra - Usage of letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression; algebra expressions and identities; solving linear equations;

Unit 3: Teaching of Mathematics for Classes 6 to 8

- ☐ The role of a upper primary school mathematics teacher
- ☐ Developing conceptual understanding using multiple representations to teach a topic
- ☐ Developing the processes of mathematisation - communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving, and connecting
- ☐ Organising and facilitating Upper Primary school mathematics classrooms that support mathematisation processes
- ☐ Mathematics phobia and addressing it

Unit 4: School Mathematics Activities and Resources

- ☐ Activities - designing, creating and transacting.
- ☐ Modelling real world problems in mathematics
- ☐ Textbook - Philosophy and guiding principles for the development of Maths textbooks ; understanding its pedagogical intent; learning to transaction it in classrooms
- ☐ Mathematics Laboratory/Resource Room
- ☐ Learning resources for effective transaction of Mathematics curriculum

Unit 5: Mathematics Assessment and Evaluation

- 1.1. Assessment tools - types of tests; preparation and use of tests; development and use of rubrics; creating, maintaining and assessing through portfolios
- 1.2. Misconceptions in Upper Primary school mathematics topics
- 1.3. Assessment of conceptual understanding and mathematical reasoning abilities
- 1.4. Continuous Comprehensive Evaluation - Formative & Summative
- 1.5. Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.

Mode of Transaction

Student teachers in a collaborative manner

- ☐ Solve mathematics problems, learn to communicate the solutions by sharing, justifying and discussing them in the class. Create a portfolio of all the problems solved with reflective notes on the experiences involved in problem solving.
- ☐ Read, discuss readings and observe classes (6 to 8) to enable understanding of theory and making connections with practice.
- ☐ Analysis of Textbooks to understand the pedagogical intent of the textbook and build materials and resources to enhance and compliment the textbook material.
- ☐ Discuss and prepare activities, resources that engage all children , including differently-abled children

Essential Readings

- Australia: Angus and Robertson. Chapters 2.5. Zevenbergen, R., Dole, R., Wright R. J. (2004). Teaching Mathematics in Primary Schools. Allen &Unwin; (First South Asian Edition).Chapter 12 and Chapter 14.
- Haylock, D. (2006), Mathematics explained for Primary Teachers, New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321.
- IGNOU (2007). Learning Mathematics (LMT)1-6, School of Sciences, New Delhi 3. Post, Thomas R., (1992). Teaching Mathematics in Grades K-8: Research-Based Methods. Washington D.C.: Allyn and Bacon. Chapters 8 and Chapter 15 4. Stewart, I. (1970). Making Mathematics Live: A hand book for primary teachers.

Advanced Readings for Faculty

- Moses, B. (Ed.) (1999). Algebraic Thinking, Grades K-12.USA: National Council of Teachers of Mathematics.
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Course No: 13D(Third Sem.)

Pedagogy of Science Education (for Classes 6 to 8)

No. of Credits: 4
(Theory: 3; Practicum: 1)
Maximum Marks: 100
(Internal: 30; External: 70)

Rationale and Aim

The aim of this course is to challenge student teachers' misconceptions related to concepts in science and help them advance towards a better understanding. The student teachers should be encouraged to grapple with the nature of science and relate it with inquiry in this area. They will need a non-threatening space to freely express their ideas about various aspects of the nature of science and reflect on classroom practices based on this understanding. The student teachers should be able to critically reflect on issues of gender and inclusive practices in science education.

Course objectives

- ☐ To encourage student teachers to revisit their own conceptual understanding of science
- ☐ To engage student teachers with various aspects of the nature of science.
- ☐ To help student teachers understand children's ideas in relation to cognitive development and children's understanding of scientific concepts.
- ☐ To help student teachers select and use appropriate teaching-learning and assessment strategies.
- ☐ To enable student teachers to view science as an inclusive and a democratic enterprise.

This course builds on the Pedagogy of EVS papers and helps student teachers to reflect on the nature of the discipline of science and its implications for classroom transaction.

Units of Study

Unit 1: Nature and Scope of Science and Children's Ideas in Science

- ☐ Subject matter in sciences and social sciences; is inquiry in different domains of knowledge different?

- ☐ Science as information or inquiry.
- ☐ What do scientists look like?
- ☐ Values associated with science.
- ☐ Children's ideas related to science concepts
- ☐ Probing, documenting and analyzing children's ideas related to science concepts.

Unit 2: Revisiting School Science

- Investigating different themes and interdisciplinary concepts using children's questions.

How do clouds form?

How do plants and animals utilize their food? How does an electric bell work? Where all does the rain water go?

Why does a candle become short on burning? How do babies develop inside mothers?

For doing the above, students will study available literature, conduct simple activities and experiments, record observation, discussions with peers and teacher, reflect on how they arrived at questions, why they choose certain ways of conducting inquiry etc. This exercise needs to be facilitated by their teachers.

Unit 3: Teaching and Learning of Science

- Aims & Objectives of teaching Science
- Approaches to facilitate concept and skill development: Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts; Projects, Surveys, Open-ended investigations, 5E model
- Science- museums, field trips, projects and exhibition.
- Preparing Unit plans based on concept maps.
- Identifying, creating and using a variety of learning resources
- Assessing teaching-learning resources such as books, films, multimedia packages for their relevance and age appropriateness.

Unit 4: Science for All

- Issues of gender, language, culture and equity in science classes
 - Critiquing textbooks and resources
 - Introduction to science and society interface
- Do all people get enough water for domestic purposes and agriculture? Green revolution and sustainable farming practices.
- What has led to farmer suicides?
- Indigenous knowledge practices- metallurgy, heritage crafts. Loss of habitat and endangered species.
- Indigenous people and issues of survival.
- Many such issues can be taken up for literature survey, discussions, campaigning through

poster, public hearing, talks of concerned people like farmers and also experts in the field.

Unit 5: Assessment and Evaluation

- Connecting teaching, learning and assessment
- Developing different assessment strategies for individual and group assessment: Annotated drawings, pictures, illustrations, graphic organizers, probes, K-W-L charts, task based assessments, worksheets, reasoning questions for paper pencil tests, portfolios
- Assessing process skills
- Use of Rubrics, Rating scale, Checklist, Observation schedule
- Planning and preparation for evaluation: Blue print, scoring rubrics, designing tests, grading and reporting.

Suggested mode of Transaction

- Classroom based group discussions highlighting different perspectives on nature, purpose, scope, key concepts of science with activities involving process skills
- Reading and analysis of different types of sources- primary and secondary
- Guided inquiry activities for developing deep understanding of important concepts, generating in-depth discipline based knowledge; individual and collaborative tasks
- Explanation and modeling by teacher educators for using different teaching strategies and analyzing content
- Opportunities for engaging in questioning, hypothesizing, discussions
- Taking up integrated theme projects

Suggested Tasks

- Interview a local scientist to understand how s/he works.
- Study the impact of mobile phone on individuals from different walks of life.
- Take up a design and technology project integrating work, local empirical knowledge with science and technology.
- Observe a child learn a concept/perform a task in science class. Prepare and present a report.
- Design and conduct guided inquiry lessons for children.

Essential Readings

- Bloom, J. W. (2006). *Creating a Classroom Community of Young Scientists*. New York: Routledge.
- DSERT(2015). D.Ed II Year. *Facilitating Learning of Science*. Source Material for D.Ed Student teachers. GoK.
- Feynman, Richard (1997). *Surely you're joking, Mr. Feynman!*. W. W. Norton & Company
- Harlen, W. Elstgeest, J. (1992). *UNESCO Source Book for Science in the Primary School*. New Delhi: NBT.
- IGNOU. 2014 D.El.Ed Teaching of Science. Course Material. BES 019
- Karen Hydock. *Why do we have problems learning and teaching Science? and Why do we have problems learning and teaching Science?* www.arvindguptatoys.com
- Martin, D. J. (2009). *Elementary Science Methods- A Constructivist Approach*. Belmont CA: Thomson Wadsworth. 5th Edition.

Textbooks, Magazines and Reports

- Bal Vigyanik, Text books for Science, Class VI – VIII. Madhya Pradesh: Eklavya
- Centre for Science and Environment, Citizen's reports, New Delhi.
- Down to Earth, Centre for Science and Environment.
- NCERT, (2005). Syllabus for Classes at the Elementary Level. vol. I, New Delhi: NCERT.
- NCERT, (2008). Text books for Science, Class VI – VIII. New Delhi: NCERT.
- Wellington, J. J. and Osborne, J. (2001). *Language and Literacy in Science Education*. California: Open University Press. Chapter 6: Discussion in School Science: Learning Through Talking,

Advanced Readings

- Aikenhead, G. (2001). Integrating Western and Aboriginal Sciences: Cross Cultural Science Teaching. *Research in Science Education*, 31(3), 337-355
- Brickhouse, N. (2001). Embodying Science: A Feminist Perspective. *Journal of Research in Science Teaching*, 38(3), 282-295.
- Choksi, B. & Natarajan, C. (2007). *The epiSTEME Reviews- Research Trends in Science, Technology and Mathematics Education*. New Delhi: Macmillan India.
- Driver, R. (1996). *Young People's Images of Science*, Milton Keynes-London: Open University Press.
- Kang, S et al (2004). *Nature Examining of Science Students: Results from Korean 6th, 8th and 10th Grades*, *Science Education*, 89(2). 314– 334.
- Kurth, A., Anderson, W.C., Palincsar, S. (2002). The Case of Calra: Dilemmas of helping all students to understand Science, *Science Education*, 86, 287-313.
- Liewellyn, D. (2005). *Teaching High School Science through Inquiry – A Case Study Approach*, California: Corwin Press and NSTA Press
- McComas, William F. (ed.) (1998). *The Nature of Science in Science Education*:

Rationales and Strategies, Netherlands : Kluwer Academic Publishers

- NCERT, (2005). Focus group paper on Science Education, Position Paper. New Delhi: NCERT.

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- Okasha, S. (2002). *Philosophy of Science— A very short Introduction* UK: Oxford University Press.
 - Osborne Jonathan F. (1996). *Beyond Constructivism*. *Science Education*. 80(1), 53- 82
 - Rampal, A. (1992). "ImagesViews. ofl. Science and Scientists a study of School Teachers Characteristics of Scientists. *Science Education*. 76(4), 415-436. Unit 4
 - Rampal, A. (1993). *School science in search of a democratic order?* In Kumar, K. (Ed.) *Democracy and Education in India*. New Delhi: NMML.
 - Schwartz, S. Renee et. al. (2004). *Developing Views of Nature of Science in Authentic context: An explicit approach of Bridging the Gap between Nature of Science and Scientific Inquiry*. *Science Education*. 88(4), 610 – 645.
 - Shiva, V. (2002). *Water Wars* Cambridge, USA: South end press.
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Course No: 13E(Third Sem.).

Social Science Education for Upper Primary (for classes VI-VIII)

No. of Credit:

**4 (Theory:3;
practicum: 1)**

Maximum Marks:

**100 (Internal: 30;
External: 70)**

Rationale and Aim

Social Science in a very broad sense is the study of society and human interactions, understanding how humans behave and interact with each other. Social sciences play a pivotal role in the development of society, in helping us understand our society and societies around us. The concerns of social sciences mostly center around issues such as how society functions, how it changes, its impact on individual lives, how we react and adapt to changes and why some things work and others do not. The development of any society reflects its prevailing and past ways of life and trends, which are the culmination of its history, geography and an interaction of its political, social and economic aspects.

The contents of social science as a school subject are based on a certain understanding about their nature and purposes. Instead of treating these as natural and given, this course introduces student teachers to different perspectives about these subjects, yet maintaining that breaking the boundaries between the economic, cultural, social and political spheres is crucial in understanding the society. This course asks and suggests how social science can develop capacities to critically and creatively understands society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

The course examines the possibilities of using strategies and activities that connect children's understanding of the subject matter of different social science components with significant concepts, and apply that understanding to current issues and authentic situations(allowing development of abilities for individual/collective reflection).

Course Objectives

This course will focus on student centered approaches to teaching social sciences, based on students' understanding of the social world. Focus will be on pedagogic approaches that facilitate inquiry based, critical and analytical ways of developing an understanding about social phenomenon.

The course aims at

- developing an understanding of the social world through the disciplines of social science, such as, history, geography, politics, etc. and appreciating their interconnectedness in facilitating such an understanding;
- promoting critical thinking to examine different viewpoints and assumptions and differentiating between fact and opinion and identifying bias and prejudice;
- encouraging use of strategies and approaches facilitating effective inquiry and problem-based teaching in social sciences in a manner that enhances curiosity of children and develops their abilities to critically reflect on the existing society;
- establishing connections between the knowledge gained in the social science classroom to the social world outside;
- building skills at gathering, organising, managing, interpreting and analysing data;
- using varied assessment techniques to assess in depth knowledge and critical abilities.

Unit 1 Introduction to Social Science

- Concept, nature and scope of social science, different perspectives on nature and scope, social science and its place in school curriculum
- Misconceptions about social sciences
- Significance of history and geography
- Interconnection and relationship between history and geography
- Approaches to organize social sciences- integrated issue based, discipline centered, and interdisciplinary.

Unit 2 Key themes in social science

- Time, continuity and change (history) society and social structure, state, government, power and authority, citizenship (political science.)
- Region, people and resources, relationship between region and resources, interaction between people and resources (geography)
- Market, exchange and labor(economics)

Unit 3 Teaching of Social Sciences

- Unit Planning, classroom management, making classroom inclusive

- Children's understanding of social science concepts, importance of socio-cultural context in understanding social science, constructing social science knowledge in classroom using open ended questions and group activities, difference between facts and opinions
- Inquiry based approach, framing questions/problems, planning group work, field work, collection of data, organization, interpretation and analysis of data, writing report
- Use of timelines, artifacts, official sources documents, records, files, texts, maps, personal letters, diaries, writings, oral history, field trips to museums and archives for teaching history,

significance of the source, making interconnections between sources for reconstructing the past,

- Teaching geography with the help of stories, journey accounts, travel diaries, tables, graphs, texts, maps, role-play, visual images, films, and field trips.
- Integrating ICT for social science teaching within learner's own contextual meaning, using case based reasoning, flowcharts, and concept maps, documentaries, serials, history and geography films.

Unit 4 Assessment in social sciences

- Formative and summative assessment, purpose of assessment, reporting
- Tasks and tests for assessing critical abilities, application of knowledge to new contexts, and transfer of learning
- Variety of assessment teacher observations, teacher designed tasks and tests, work sample portfolios, projects
- Use of authentic contexts, case studies, complex problem solving for assessment
- Using resource materials, novel(new) materials for thinking and reflection
- Problem solving rubrics

Unit 5 Challenges and issues in teaching elementary social science (to be transacted through

discussions amongst student teachers)

- Resources for teaching social science, primary and secondary sources, translated materials, ICT-based resources, open sources
- Teacher knowledge -deep and thoughtful understanding, using instructional methods and assessment strategies in different settings,
- Developing students' interest and engagement, using children's prior understandings to connect with the present
- Social and cultural issues in teaching social science

Suggested mode of transaction

- Classroom based group discussions highlighting different perspectives on nature, purpose, scope, key concepts of social science with activities questioning presumptions and encouraging self-reflection
- Reading and analysis of different types of sources primary and secondary, data, maps, charts drawing from different domains history, geography, political science, economics understanding significance of sources and making interconnections, asking relevant questions to the sources,

- Discipline based inquiry for developing deep understanding of important concepts, generating in-depth discipline based knowledge, individual and collaborative tasks
- Explanation and modeling from teacher educators for using different teaching strategies and analyzing content

- Opportunities for engaging in question answers, debate, discussion to understand different perspectives underlying understanding of social science.

Suggested Tasks

- Choose a few regions in the country and draw up a list of different festivals celebrated in those regions. Which are these celebrations are shared by different regional and religious communities? Find out how the historical and geographical factors have influenced the diversity found there. Explore the connections between the historical and geographical factors.
- Discuss the most significant technological, economic, social and cultural changes taking place in the town/village in which you live, in a group. Which sources will you use to find out about these changes after a period of twenty years? What questions will you frame? Which sources are likely to reveal more? Write your findings in the form of a report.
- You are a historian. Choose the economic/social/political history of your region and discuss how you will teach it to your students.
- Find out where records are kept in your village/city. What are the types of records? Who writes these records and who are the people who use them?
- Make a weather calendar for one-week collecting data from newspapers. Use pictures or symbols to show different types of weather. Analyse the data and present your findings with the help of charts and diagrams.
- Prepare a project about an issue connected with the working of your State Government like an education programme, any law and order issue, midday meal scheme, etc. Collect stories, interviews, poems, case studies, newspaper reports. Read the collected material and write your observations, analyzing and evaluating the programme.
- Think of a common thing we use, example, tea, milk, sugar, paper, etc. Represent, in a visual form, the chain of events that takes place before it reaches you. Discuss the concepts of market, labour and exchange in this process and think of a suitable teaching strategy to teach these concepts to your students.

Essential Readings

1. Batra, P. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, New Delhi: Sage.
2. Chakravarty, U. (2006). *Everyday Lives, Everyday Histories: Beyond the kings and*

Brahmanas of 'Ancient' 'India', New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.

3. George, A. and Madan, A. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
4. Kumar, K. (1996). *Learning From Conflict*. Delhi: Orient Longman, pp. 25-41, 79-80.
5. NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. New Delhi: NCERT, 1-19.

Readings for Discussion

1. Bhattacharya, N. (2009). Teaching History in Schools: The Politics of Textbooks in India'. *History Workshop Journal*. 67(1), 99-110.
2. Eklavya, (1994), *Samajik Adhyayan Shikshan: Ek Prayog*, Hoshangabad: Eklavya.
3. George, Alex M. (2004), Children's Perceptions of Sarkar: The Fallacies of Civics Teaching, *Contemporary Educational Dialogue* 1:2, 228-257.
4. Jain, M. (2005). Social Studies and Civics: Past and Present in the Curriculum, *Economic and Political Weekly*, 60(19), 1939-1942.
5. NCERT Social Science Textbooks for Classes VI-VIII, New Delhi: NCERT.
6. *Social Science Textbooks for classes VI-VIII*, Madhya Pradesh: Eklavya.

Advanced Readings

1. Balagopalan, S. (2009). Chapter 7: Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyar et al (eds.) *Thinking diversity, building cohesion: a transnational dialogue on education*, Amsterdam: Rozenburg Publications.
2. Billinge, M., Gregory, D., Martin, R. (eds) (1984). *Recollections of a revolution: Geography as spatial science*, London: Macmillan.
3. Carr, E. H. (1961). *What is History?* England: Penguin.
4. Geetha, V., Selvan S., Bhog D. (2009). *Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu*, New Delhi: Nirantar.
5. Hursh, W., D. and E. Wayne Ross, (2000). *Democratic Social Education Social Studies for Social Change*, New York: Flamer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, 135-148.
6. Mehlinger, Howard D. (ed.) (1981). *UNESCO Handbook of Social Studies*. France: UNESCO Publications.
7. Ross, E. Wayne (ed.) (2006). *The Social Studies Curriculum: Purposes, Problems, and Possibilities*. Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36.

Course No: 14(Third Sem.).

School Internship and Practice Teaching(SIPT)

(Early Primary, Middle Primary &Upper Primary)

Credits: 16

(Theory: 1; Internship: 15)

Maximum Marks: 400

(Internal: 400, External: 0)

School Internship and Practice Teaching(SIPT) shall be conducted in the following three phases

- 1. SIPT for Early Primary Classes (Class I-II)- 5 Credits**
- 2. SIPT for Middle Primary Classes (Class III-V)- 5 Credits**
- 3. SIPT for Pre-Primary Classes (Class VI-VIII)- 5 Credits**

The school-based activities are designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. During the school-internship the student-teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management. The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self development and professionalization of teaching practice.

The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the third semester. The activities undertaken during the internship period will be presented in Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. The entries of Reflective Journals will be

analytical answering 'what' is new and different

from their previous understandings, 'why' certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and 'how' these observations might lead to a criticism and change in their practice. The students will be assessed on the basis of entries made in Portfolios and Reflective Journals.

The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the DIET. The intern must function as a regular teacher and therefore be immersed in all aspects of the school but with the provision that the intern is enabled to be creative in her role as a practitioner. This can be accomplished by providing her the necessary physical space as well as pedagogical freedom to innovate. For this it is necessary to negotiate with the school focusing on the benefit that will accrue to the school by the proposed partnership model.

The programme will be largely field-based so that the intern will get to experience the real problems that a practitioner has to deal with. To achieve the aim of the programme the intern will need to integrate her knowledge base, her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills she has developed in order for her to become a reflective practitioner.

The practicum tasks in the semester 1 and semester 2 will be on introducing the intern to the school, its environment, some understanding of children and the teaching learning process. In the second year the intern will function as a regular teacher but with the support of the teacher education institution in the form of guidance from and dialogue with faculty supervisors.

Specific Objectives

1. To experience the school in its totality; activities in addition to classroom

teaching include school activities and interaction with parents.

2. To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.

3. To be able to innovate within existing systemic limitations.
4. To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
5. To critically reflect on her own school experiences and keep records of the same.
6. To learn to assess different aspects of children's learning without a focus only on achievement.

These objectives require the following components in the programme with the stated weightage:

Weightage in Marks

Planning 25%

Teaching 50%

Reflective Journal and Record Keeping 25%

The School Internship Programme could include visits by the interns to centres of innovative pedagogy and learning, wherever feasible; undertaking classroom-based research projects; developing and maintaining resources in the Internship schools.

The practice of teaching during school internship would include not more than 4 Unit Plans per subject. Planning of the Units would include a critical engagement with content from multiple sources including the school textbook, organization and presentation of subject-matter, formulating questions specifically to: (a) assess knowledge base and understanding of students; (b) further the process of knowledge construction and meaning-making in the learning classroom; and (c) assess students improve pedagogic practice and further enhance learning.

The intern will necessarily have supervisory support from the faculty in the form of general and subject supervision, who will also assess the intern. The intern will be required to develop unit plans for which she must choose and design appropriate activities. A record of

these plans must be maintained. The intern is also expected to maintain a daily reflective journal in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses she has studied.

Structure of 16 weeks school Internship:

The internship starts with observation of classes where the interns are going to teach. Observation is of students' interests, needs and levels, as well as of the classroom practices and materials used. Discussions with supervisor and journal documentation are necessary part of the learning process.

Based on these observations certain themes/concepts are then planned. Learning goals must be clearly developed for all students, with a detailed description of how learning is organized (for eg. is the mode discussion, small group or individual work). The process should involve students in assessing their own learning.

Create democratic ethos, where student autonomy is enhanced and all students are treated with fairness and with respect.

The supervisor in areas such as may provide feedback

- ☐ Intern's knowledge base
- ☐ Building on student's prior knowledge, life experiences by asking appropriate questions.
- ☐ Use of appropriate instructional strategies to respond to diverse needs.
- ☐ Facilitate a learning experience for all students that promotes critical thinking, choice, interaction and autonomy across subjects.
- ☐ Reducing the learners' dependence on authority (text-books, teachers, elders) by referring to alternative sources (peers, books, and internet).
- ☐ Effective use of time.
- ☐ Drawing connections between classroom observation and the coursework of the D.El.Ed programme

Supervisor's Role: One supervisor may work closely with students. In addition to above, she prepares

the partner school through constant dialogue. For the interns to be able to identify problems and come up with their own creative solutions, they must understand limitations and strengths of individual schools, and learn how to negotiate to try out new ideas. A healthy complementarity can be brought

about as against reducing internship period to a temporary ritual or leaving a feeling of using the schools as laboratories for interns.

The supervisor may sit unobtrusively in the class and may arrive early and stay beyond to see how students are engaging in the work, to understand the broader context of the classroom. Feedback should be given as soon as possible and interns should be encouraged to respond to the comments made. The school supervisor can visit 5 times in primary teaching and twice in middle and upper primary school. The subject supervisor must visit the students twice in the primary and twice in the middle school and twice in Upper Primary Classrooms

Journals

Journals include some description, more reflection and analysis. Description will focus on individual students, pedagogy, management issues, and psychological and social issues.

Analysis will allow for reflection on what the intern did in class and why. For example, did the intern engage with developmental theories of children along with socio-cultural influences Focus is on growth of the intern over a period of time e.g., responding to supervisors comments and qualitative improvement, regularity in submission etc.

Course No: 15(Fourth Sem.).

Education in Contemporary Indian Society

No. of Credits: 4

(Theory: 3 credits; Practicum: 1credit)

Maximum Marks:

100 (External: 70 marks Internal: 30 marks)

Rationale and Aim:

This course involves an understanding of the events and issues that have influenced and continue to shape the lives of people in India. The student teachers are expected to enrich their understanding of education by relating and integrating the discussions on the historical, political, economic trajectories of Indian society discussed in the course. The course aims to examine the larger issues in Indian society within which educational structures, policies and provisions get shaped.

We have a heritage in education drawing upon many sources. It is upon this heritage that further developments directed towards building understanding in education and its processes needs to be built. Here again, perspectives from different social science disciplines have been drawn to enable the student teachers to acquire analytical frameworks to examine developments in education, connecting with the past and looking ahead. This course forms the basis to think critically. A questioning outlook is required from students teachers which can help them challenge their own presumptions regarding the nature of Indian society, issues and challenges and it's influence on the processes, content and structure of education.

Objectives

- ☐ To familiarize student teachers with an understanding of the historical and socio-economic trends of Indian society in order to be able to appreciate the interrelatedness of education and the wider context
- ☐ To develop critical understandings of the diversity and heritage of Indian society
- ☐ To examine inequalities that plague Indian society and challenges of achieving social

justice

- To understand the relationship between the public context of education and the Indian Constitution in a democratic country like ours, especially in shaping the aims of equity, quality, justice and inclusion in education
- To observe and examine the nature of manifestation of social diversity in classrooms, revisit one's general presumptions and reflect on one's role as a teacher
- To build a robust vision of a school, community and society from a liberal, humane perspective

Unit 1: Colonial and nationalist ideas on education

- Colonial education, indigenous education, debate over education policy (Orientalists, Anglicists) development of English education, impact on content, pedagogy and the school system.
- Nationalist Movement - Rise of national consciousness, education reforms and legacy, influence of these ideas in shaping nationalist discourse in education.
- Social Movements in pre-independent India– Voices of the marginalized and their struggles for equal participation in education

Unit 2: Indian Constitution and Provisions for Education

- Constitution and Education: Constitutional vision of independent India, Directive Principles of State Policy and education
- Panchayati Raj Institutions and Education
- Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
- Equality and Justice in the Indian Constitution; Reservation as an egalitarian policy: Equalisation of educational opportunities

Unit 3: Inequalities in Contemporary Indian Society

- Changing social structures and education: Caste, Class and Social Exclusion
- Power, Ideology and Merit in Education: differential school system and the idea of common neighborhood school; Debates around growing influence of English language
- New Economic Reforms and their impact on Education
- Public Education Vs Private Education and Privatisation of Public Education
- Globalisation and its impact on education; Environmental degradation, Consumption patterns and issues of sustainable development; Loss of indigenous knowledge systems including languages

Unit 4: Vision of an Inclusive and Democratic Indian Society

- Democratisation of Education
- Peasant, Dalit and Feminist Movements and their implications to Education
- Education of Disabled, Marginalised and Socially Disadvantaged
- Right to Education Act 2009
- Role of state, school and teacher in building an Inclusive and Democratic Indian Society

Suggested Practicum Tasks

Task 1:

Student teachers discuss in groups Gandhi's vision of Basic education and its implications for school curriculum.

Task 2:

Student teachers can collect autobiographies, biographies, short stories focussing on education to analyse the nature of schooling in colonial and post independent India.(Om Prakash Valmiki's "Joothan", Rabindranath Tagore's "The Parrot's Training", for instance)

Task 3:

Student Teachers take up case studies of social movements in the region, for instance, Women, Dalit and Tribal movements, Displacement, Land Rights, Human Rights and examine issues such as education as social action, role of education in breaking the cycle of poverty and increasing opportunity.

Task 4:

Student teachers take up group projects on themes such as First generation school goers – issues and concerns; Education of children from slums, migrant children and other children in difficult situations– documenting experiences; Education of children with special needs – challenges and opportunities

Task 5:

Student teachers view films (such as Satyajit Ray's Apu Trilogy) to discuss issues like deprivation and formal schooling, drawing from their own experiences in school.

Task 6:

Student teachers research, reflect and present their points of view on alternative visions of Indian democracy: presenting multiple perspectives on the expectations from democracy in India, and the institutions and attitudes of mind needed to give expression to these.

Suggested Mode of Transaction

- ☐ Classroom discussions on student teachers' prior understanding of concepts such as Democracy, Equality, Social Justice, Inclusion, Access, Success, Stagnation, Dropout dealing with deprivation and learning experiences and
- ☐ Reflective assignments to engage student teachers in challenging their presumptions regarding India's diversity and legacy
- ☐ Close and critical reading, as well as analysis of education policy documents, texts, and articles
- ☐ Dialogue, discussions and analysis based on classroom observations, interpretation and analysis of primary and secondary data on learning conditions and experiences of children in school and its impact on meaningful, participatory learning.

Suggested mode of assessment (Continuous and Comprehensive Assessment)

- ☐ Participation in classroom discussions
- ☐ Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources
- ☐ Reflective essays
- ☐ Worksheets (on reading assignments, field work etc)
- ☐ Paper pencil tests
- ☐ Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

Essential Readings

- ☐ Government of India (GOI) (1986/92) New Education Policy, MHRD: New Delhi.
- ☐ IGNOU FHS 01 Block 3 Emergence of independent India. IGNOU: New Delhi. Unit 10: Indian National Movement I.
- ☐ Kashyap, S C (2009) The Constitution of India. National Book Trust: New Delhi.
- ☐ Naik, J.P. (1979.) *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*. Macmillan: Delhi
- ☐ NCERT Class VIII Textbook (2006-2008) Social and Political Life III NCERT: New Delhi Unit 1, 2, 3, 4, & 5.
- ☐ NCERT Class XII History Textbook (2006) Themes in Indian History II, Theme 3 NCERT: New Delhi
- ☐ NCERT Class XII History Textbook (2006) Themes in Indian History III Theme 3 NCERT: New Delhi.
- ☐ NCERT Textbook (2006) Democratic Politics 1, NCERT: New Delhi Chapter 3, 4, & 5.
- ☐ NCERT textbook (2006) Social and Political Life 1, NCERT: New Delhi. Unit 3.
- ☐ Nurullah, S. and Naik, (1964) *A Student's History of Education in India: 1800-1965*. Macmillan
- ☐ Raina, Vinod (2009) Right to Education, Seminar 593

Advanced Readings

- ☐ Chandra, Bipin (1997) Nationalism and Colonialism, Orient Longman: Hyderabad. Chapter 1.
- ☐ Famous Speeches of Gandhiji : Speech On The Eve of The Last Fast January 12, 1948.
- ☐ Government of India (GOI) Right to Education Act 2009, MHRD: New Delhi. <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- ☐ Jain, L. C. (2010). *Civil Disobedience*. Book Review Literary Trust: New Delhi. Select

Chapters.

- Kashyap, Subhash C. (1992). *Our Parliament*. National Book Trust: New Delhi
- LalChaman (2007) Bhagat Singh, The Jail Notebook and other Writings, Leftword Publication: Delhi.

- Sadgopal, Anil (2000). *Shiksha Main Badlav ka Sawaal: Samajik Anubhavo se Niti Tak*. GranthShilpi: Delhi
- Sadgopal, Anil (2009). *Muft aur anivarya Shiksha Adhikaar Vidheyak* 2008. Vimarsh, Vol.1.
- The leaflet thrown in the Central Assembly, New Delhi-8th April, 1929
<http://www.shahidbhagatsingh.org/index.asp?link=april8>

Documentaries/ DVDs for Discussion

- Baburaj and C. Saratchandran, *The Bitter Drink: Chronicles of the struggle of a tribal community, against a mighty global multinational company; also discusses the issue of the ownership of natural resources, mainly water*, 27 min.
 - Bharadwaj Ajay (2007) *Rabba hum kee kariye*. This film traces a shared history of pre-partition Punjab - a culture, language and a way of life. Captures the film-maker's encounters with feelings of guilt and remorse about the genocidal violence of partition.
 - Bhardwaj, Ajay (2007) *So Shall You Reap: a film on genetically engineered (GE) seeds with specific reference to India for environment and development*, 35 min.
 - Bose, Krishnendu (2001) *Cry of the Forest*, A film on the politics of conservation, it tries to look into a more holistic meaning of conservation where people also are part of the forest and animals, 30 min.
 - Mehta Deepa (1999) *1947 Earth*.
 - *The Slow Poisoning of India* is a 26-minute documentary film directed by Ramesh Menon and produced by the New Delhi-based The Energy and Resources Institute (TERI).
 - *Which Language? Who's Language?* Is a 10 minute film developed by NIAS, Bangalore as part of their District Quality Education Project. It focuses on the challenges faced by the Soliga (a Tribal group) children in having to study in Kannada which is the regional language, while their own dialect is not understood or accepted by the teachers.
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Course No: 16(Fourth Sem.).

Emerging Gender and Inclusive Perspectives in Education

No. of Credits: 4
(Theory: 3; Practicum: 1)
Maximum Marks: 100
(External: 35 Internal: 15)

Rationale and Aim

This course addresses the complex relationship that exists between diversity, inequity, and education. It aims to sensitize students to the diversity of life experiences and learning needs of different kinds of children. Children with special needs, those from marginalized communities as well as girls have been traditionally excluded from education. Inclusive education, as understood today, must give a place to all children, while specifically addressing the above. This becomes even more significant in the light of the Right to Education Act 2009. While critically looking at our education through this lens, this course also tries to explore certain possibilities by addressing the nature of inclusive education as well as the sensibilities and skills that it demands from the teacher.

This course pertains to the study of new perspectives that have emerged in education. The need to promote inclusive education is increasingly being felt all over the world to integrate children with disabilities, at all levels of education as equal partners, to prepare them for normal development, and to enable them to face life with courage and confidence. The teachers are largely inadequately prepared to address such challenges in the classroom, and hence, fail to understand their needs and facilitate learning for them. Same can be said about the children who come from socially and economically deprived backgrounds, Scheduled Castes, Scheduled Tribes, minority and other communities, girls and children with diverse learning needs. There is a dire need to equip the teachers to overcome their biases in this regard and to develop professional capacities to address these challenges.

Development of positive gender perspective is another expectation from school education to address widespread discrimination and injustice at all levels in society. It requires not only a pedagogic approach but also a linkage between theory and real life situations to promote respect for women and reach gender equity. Another major concern is an increasing violence and polarization, both within

children and between them, being caused primarily by increasing stress in society. The classroom teaching can play a crucial role by constructing and endorsing values and life skills in students to prepare them for meeting the demands and challenges of everyday living and by promoting values of peace based on equal respect of self and others. Similarly, to meet the ecological crisis, promoted by extremely commercialized and competitive lifestyles, teachers and children need to be educated to change their consumption patterns and the way they look at natural resources.

Thus, an engagement with emerging educational perspectives will enable teachers to contextualize education and evolve desired curriculum, subject- content and pedagogy, and can become catalysts of change both at individual and institutional level.

Objectives

- ☐ Develop a comprehensive and critical understanding on disability, marginalization and inclusive education.
- ☐ Understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.
- ☐ Focus on the structures (implicit and explicit) in our schools that serve as a hindrance to the inclusion of all students.
- ☐ Deliver pedagogy, curricula that engages all students, including those with disabilities to address inequality and diversity in Indian classroom.
- ☐ Integrate learnings on gender and inclusion across all courses

Units of Study

Unit 1: Inclusive Education

- ☐ Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- ☐ Meaning of Inclusive Education
- ☐ Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns
- ☐ Understanding and exploring the nature of assessment for inclusive education

Unit 2: Children with Special Needs

- ☐ Historical and contemporary perspectives to disability and inclusion
- ☐ Range of learning difficulties

- ☐ Disability identification, assessment and interaction
- ☐ Approaches and skills for teaching children with learning difficulties

Unit 3: Gender, School and Society

- Social construction of masculinity and femininity
- Patriarchies in interaction with other social structures and identities
- Reproducing gender in school: Curriculum, text-books, classroom processes and student-teacher interactions
- Working towards gender equality in the classroom

Unit 4: Integration of gender and inclusion perspectives

- ☐ Reflection on personal growth vis-à-vis beliefs, assumptions and stereotypes
- ☐ Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices
- ☐ Developing a vision of an inclusive society and school and ways and means of achieving it

Mode of Transaction

- The Practicum and the Theory courses of the entire programme are to be integrated into a solid platform for this course. In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices
- Dialogues, discussions and reflections have to be the key for the transaction of this course
- Critical readings and discussions on selected texts

Suggested mode of assessment (Continuous and Comprehensive Assessment)

- ☐ Participation in classroom discussions
- ☐ Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources
- ☐ Reflective essays
- ☐ Worksheets (on reading assignments, field work etc)
- ☐ Tests
- ☐ Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

Suggested Readings

- ☐ Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human*

Development: Theory, Research and Applications in India. Sage: New Delhi.

- Geetha, V . (2007) *Gender*. Stree: Calcutta.

- Ghai, A. (2005) Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & Shalini Sikka (Eds.) *School, Society, Nation: Popular Essays in Education* New Delhi, Orient Longman
- Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K.Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi
- Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.
- Kumar, K. (2004) 'Growing up Male' in *What is Worth Teaching* New Delhi: Orient Black Swan
- NCERT. (2006). *National Focus Group Position Paper on Gender Issues in Education*.
- NCERT. (2006). *National Focus Group Position Paper on Education with Special Needs Inclusive Education*.
- NCERT. (2006). *National Focus Group Position Paper on Problems of Scheduled Caste and Scheduled Tribe children*.

Advanced Readings

- Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent* Routledge: UK.
- Epstein, C. (1984) *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc.
- Frostig, M, and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. Grune & Stratton: New York .
- Gabel, Susan L. (ed.), (2005) *Disability Studies in Education, Readings in Theory and Method*, Oxford: London.
- Ghai, A. and Sen, A. (1991) Play and the Mentally Handicapped Child. *Digest*, Vol. 4 (1).
- Ghai, Anita (2006). Education in a globalising era: Implications for disabled girls, *Social Change*, 36 (3) pp 161-176
- Macdonald, M. (1980) Schooling and the Reproduction of Class and Gender Relations. In L. Barton, R. Meighan and S. Walker. (ed.) *Schooling, Ideology and the Curriculum*. Lewes, The Falmer Press: UK pp 29-49.
- Manjrekar, N. (2003) 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?' *Economic and Political Weekly*, 38 (43), 4577-4582
- Singh, Renu (2009), The wrongs in the Right to Education Bill, *The Times of India*, 5 July.

Course No: 17(Fourth Sem.).

Early Childhood Care and Early Education

No. of Credits: 4
(Theory:3; Practicum:1)
Maximum Marks: 100
(External: 70 Internal: 30)

Rationale and Aim

Early Childhood Care and Education (ECCE) is globally emerging as an area of high priority in view of recent neuroscience research which has established that 90 percent of the brain's growth occurs by the time the child is 5 years old and this growth is influenced not only by the nutritional and health of the child, but also the psycho social experiences the child is exposed to during these years. With large numbers of first generation learners coming into the school system now from homes with less than adequate learning environments, the schools are globally facing an early learning crisis so that many children are going up the school ladder without learning basics of reading, writing and mathematics. A significant factor identified is that children are coming in directly into school with inadequate school readiness experiences which can provide them the required conceptual and language base. Research has now demonstrated that sound ECCE experiences at age appropriate levels can effectively narrow this equity gap.

ECCE which was earlier covering children upto six years in age, is now being globally defined as education and care of children from birth to eight years, thus including the first two to three years of primary schooling also within this stage. The rationale for this is that (a) as per Child Development theory, the 6 to 8 year olds are more akin in their developmental characteristics and interests to younger children and have similar needs. As a result, the ECCE play and activity based methodology has been observed to be most appropriate for them as well. (b)Integrating preschool and early primary years as a common stage or a unit thus helps in maintaining continuity in the learning process for the child, allows for flexible and individually paced learning of basics and facilitate's a smooth transition

to formal learning. The early childhood education stage thus includes within it two sub-stages i.e. the preprimary stage (3 to 6 years) and early primary stage or Grades 1 and 2 (6-8 years).

Course Objectives

- ☐ Understand the definition and importance of early childhood years as foundation for life long learning and development.
- ☐ Develop sensitivity regarding stage wise differences in developmental needs and characteristics of children in early, middle and late childhood years and implications for elementary stage of education.
- ☐ Understand principles and methods of developmentally appropriate ECCE curriculum and its significance for school education.
- ☐ Understand the importance of Home School and community links in early childhood care and education.

Unit 1. Definition, Nature and Significance of Early Childhood Care and Education

- ☐ Definition and objectives of holistic ECCE curriculum.
- ☐ Significance of ECCE as critical period for life long learning and development,
- ☐ Rationale for extending ECCE to 8 years for smooth transition.
- ☐ Early learning challenges in schools and concept of school readiness.

Unit 2 Principles and Methods of Developmentally appropriate ECCE Curriculum

- ☐ How Children Learn: Stage wise distinctions from early to middle to late childhoods,
- ☐ Importance of Play and Active learning methods for early years learning.
- ☐ Domains and Activities for holistic development of children.
- ☐ Emergent literacy and numeracy in early years.

Unit 3 Planning and management of ECCE curriculum

- ☐ Principles of planning a balanced and contextualized curriculum
- ☐ Long and short term objectives and planning
- ☐ Project Method and Thematic approach
- ☐ Maintaining a developmentally appropriate and inclusive class environment

Unit 4 Assessing Children's progress

- ☐ Early learning and development standards

- ☐ Observing and Recording children's progress
- ☐ Reporting Children's Progress
- ☐ Ensuring home school linkage

Essential Readings

- Berk, L. Child Development; (Indian Edition) (2013) PHI Learning Private Limited , Delhi, India
- Kaul V. et al, (1999) The Primary Years. NCERT , New Delhi
- Kaul, V and Sankar, D.(2009) Early Childhood Care and Education in India, NEUPA, New Delhi.
- Kaul, V, et al. (2014). 'Readiness for School', Impact of Early Childhood Education Quality, CECED, AUD, New Delhi.
- Kaul, V. (2010). Early Childhood Education Programme NCERT , New Delhi
- Kaul, V., Ramachandran C. & Upadhyay G.C. (1994). Impact of Early Childhood Education on Retention in Primary Grades: A longitudinal study, NCERT, New Delhi.

Suggested Readings

- Lightfoot C. Cole, M. and Cole, S. The Development of Children; Worth Publishers; NY 2009
 - MHRD (1986). National policy on education. New Delhi: Govt. of India.
 - MHRD (1992), Programme of Action, New Delhi, Government of India.
 - MHRD, (2010). Gazette of India, GOI, 'The Right of Children to Free and Compulsory Education (RTE) Act, 2009', New Delhi.
 - MWCD, (2013). National Early Childhood Care and Education (ECCE) Policy, Ministry of Women and Child Development, Government of India, New Delhi.
 - MWCD, (2013). Quality Standards for ECCE, Govt. of India, New Delhi.
 - NCERT, (2006). Position paper: National Focus Group on ECE, New Delhi.
 - Shonkoff, J.P. and. Phillips, D.A.(*Editors*) **From Neurons to Neighborhoods: The Science of Early Childhood Development: Committee on Integrating the Science of Early Childhood Development; National Research Council and Institute of Medicine ; NATIONAL ACADEMY PRESS 2014 Washington, D.C.**
 - World Bank, (2004). 'Reaching Out to the Child', HDS, New Delhi.
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Course No: 18(Fourth Sem.).

Work and Education

No. of Credits: 4
(Theory: 1; Practicum: 3)
Maximum Marks: 100
(Internal: 100; External: 0)

Rationale and Aim

Work not only contributes towards an effective functioning of social life but also enriches each individual's life and opens up new dimensions of appreciation and enjoyment. Work inculcates discipline, self control, focus, interdependence alongside physical skills. As an educational activity, it promotes meaning making and knowledge construction and has an inherent potential for inclusion. Within the teacher education programme, this course can help bring in a strong sense of work ethics. The course has to be intelligently interwoven across curriculum, with the involvement of all teacher educators. Care has to be taken not to reduce it to SUPW or stand along community service, as was hitherto being done.

Course Objectives

This course facilitates student teachers in:

- ☐ Understanding the broad conception of work and work ethics.
- ☐ Getting awareness about the precautions to be taken while including work within school.
- ☐ Appreciating the importance of teachers in actively participating in all work assigned to children.

Units

Theory

- ☐ Precautions to be taken while including work within school - Care against reinforcing socialised discriminatory practices; Strictly avoiding division of labour along gender/caste; Never exploiting children

- Orientation towards work and education

Practicum

Taking up any four work based units.

Each unit would require student teachers to learn the skills related to the chosen work; come out with a finished product; and design a basic module for using this work as a pedagogic medium in helping children acquire knowledge, develop values and form multiple skills.

An indicative list of possible works that can be taken up is given. However teacher education institutes are free to take up any other work depending on interest, local resources, including required expertise.

- ☐ Cooking and nutrition with stress on local cuisine
- ☐ Processing & preserving foods, including traditional methods
- ☐ Tailoring, stitching, embroidery, knitting
- ☐ Repair & maintenance of household gadgets
- ☐ Preparation of soaps & detergents
- ☐ Preparation of herbal medicines, aromatics and cosmetics
- ☐ Nursery & Gardening
- ☐ Clay work/Pottery
- ☐ Carpentry
- ☐ Metal work
- ☐ Plumbing
- ☐ Electrical fittings
- ☐ Making of bricks, tiles
- ☐ Making of toys, language, Science & Math kits
- ☐ Animal care
- ☐ Repairing of bicycle
- ☐ Fisheries
- ☐ Poultry
- ☐ Organic farming
- ☐ Bakery
- ☐ Spinning, weaving, dyeing of cotton
- ☐ Curing, processing, dyeing & products using leather
- ☐ Preservation & maintenance of old artifacts/museum specimens

- ☐ Creating & maintaining libraries/reading rooms
- ☐ House safety & maintenance

- ☐ Testing of water, Air, Soil
- ☐ Printing on various materials
- ☐ Book binding
- ☐ Graphic designing
- ☐ Making of heritage crafts

Suggested mode of transaction

- ☐ Hands – on activities
- ☐ Discussions & Reflections
- ☐ Readings & Reflections

Mode of assessment

- ☐ Planning, Designing and Finished product
- ☐ Module preparation

Special Expertise

A teacher educator in collaboration with an expert in the chosen area of work

Suggested Readings

- ☐ NCERT. (2005). *National Curriculum Framework. – Work and Education* (pp 58 to 64). New Delhi: NCERT.
 - ☐ NCERT. (2006). *Position paper on Work and Education* (pp 58 to 64). New Delhi: NCERT.
 - ☐ Sykes, M. (2009). *The story of Nai Talim*. New Delhi: NCERT.
 - ☐ Illaiah Kancha. *Turning the pot, tilling the Land: Dignity of Labour in our times*. Navayana
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Course No: 19(Fourth Sem.).

**Yoga Education
&
Children's Physical and Emotional Health - II**

**No. of Credits: 2
(Theory: 1; Practicum: 1)
Maximum Marks: 50
(Internal: 50; External: 0)**

Rationale and Aim

This course is designed to be one component of a practicum course to be covered in both years of study. It offers the scope to engage critically with systems and practices related to health of children and school health. Two sets of practicum are provided for the first and the second year of study. The rationale, aim objectives of this practicum presented below refers to both practicum courses.

The relationship between education and health forms the core rationale behind this course. While the role of education on health has been widely acknowledged, the impact of health on education is often not recognized adequately. This course unfolds the reciprocal relationship between health and education. Health is a necessary condition for learning apart from being a basic right of every child. Enrolment, retention, concentration and learning outcomes in the classroom have a strong linkage with a child's physical and emotional health.

A holistic understanding of health implies a perspective on health that is not merely freedom from germs and disease but an understanding of the social, economic, mental/emotional and physical aspects of health. It becomes essential for the teacher to locate the social determinants of health and to root any health communication/education in the socio-

economic and cultural context of the child. This forms an essential foundational and theoretical component of the course. This approach will lead away from the „hygiene-education“ focus of health education, which stresses behavioral changes and puts the responsibility of health on the child. Instead, the course aims to equip the teacher with a perspective that helps both the teacher and the children understand health issues as determined by

socio-economic contexts. This will enable them to move beyond a solely behavioral change model to an approach that seeks to address larger health determinants. This is not to deny the importance of healthy habits but it is important to recognize that to tell a child to „bathe“ or „eat nutritious food“ is not sufficient. The teacher will have to locate health messages and ideas in the lived reality of the children they teach so as to meaningfully engage with the issue.

It is important to see the role of the teacher as one that includes within it the perspective of a health worker. This does not in any way mean an additional workload. However we see this as inherent in her work itself. Here there is a clear overlap of ideas with the course on Child Studies. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio- economic background. It is possible to address issues of teacher attitudes, engagement and willingness to accept diversity in their classroom. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense. Instead of speaking of teacher attitudes alone, the course gives student-teachers a chance to understand unequal and multiple kinds of childhood that children experience.

Course Objectives

1. To build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants framework.
2. To understand the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns.
3. To examine specific programmes related to children's health operating in schools.
4. To build knowledge and skills on teaching health and physical education and integration of their themes with other curricula areas of teacher education and school subjects.
5. To link theoretical and conceptual learning with actual school/classroom realities through practical work.

Course Description

Unit 1: Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health

- Critical Reflection on the concept of Health Education Behaviour Change models v/s Health Communication approach
- Case Studies of Health Education approaches - eg: Eklavya, Madhya Pradesh, FRCH, Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc.

- School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya, SHEP, FRCH, Unicef (Nali kali Strategy- School Sanitation and Hygiene Education)

Unit 2: Knowledge and Skills Development for Health Education:

- Food and Nutrition;
- Communicable Diseases;
- Understanding One's body, Alternative systems of health and healing;
- First Aid (Workshop Mode);
- Child Abuse: This sub theme explores the meaning of abuse; its various forms and impacts; legal provisions. It also covers issues of corporal punishment and child sexual abuse. The idea is to build awareness/reflection as well as equip with basic skills/information to be able to respond to such situations as a teacher.
- **Principles and benefits of Yoga**

Practical Work: Based on Units 1 and 2: Before going for the School Internship Programme student teachers must develop materials/activities/strategies based on select health themes and try to do this by integrating with another subject. A Health Education lesson plan is prepared by the student teacher and the chosen theme/concept is transacted during the SIP. The ideas and materials developed related to the health theme, research done to make sure information and content is correct and the actual transaction in class all form a part of the reflective report to be prepared. This report forms a part of Internal Assessment.

- **Focus on Yoga- learning its principles and basic asanas.**
- Athletics
- Organizing of tournaments, marking of courts etc.
- Demonstrate **Pranayama** before your peer group and write a report on those.
- Survey and find out people who got cured through **yoga practice** and write a report on it.
- Learn any one type of **meditation** and write a report on your experiences.

Unit 3: Understanding Emotional Health Needs, Diversity and Inclusion

- Understanding Emotional Health- self reflective journey
- Emotional Health- Physical Health- Cognition linkages
- School Practices and what these do to a child's emotional well-being
- Diversity in the classroom- different learners, different needs and the concept of inclusion
- Learning Disabilities and engagement in the classroom

Unit 4: Physical Education as integral to health and education

- Need for Physical Education; Linkages to health and education

- Physical Education and 'Play'
- Supervising and guiding children
- Development of team spirit, coordination, cooperation
- Diversity in capabilities and interests

Practical Work based on Unit 4: To be learnt/conducted at the DIET, Basic Exercises and movements, Drill and Team Games (Kho-Kho, Kabaddi, Throw ball, Volley Ball, Football etc.) The student teacher must learn techniques and procedures to conduct these. As a practical activity during the student internship² it is suggested that student teachers observe the physical education (play, exercise) related activities taking place in the school. Is there a space to play? What equipment is available? What is being played by whom (girls/boys)? And what is the culture of play? Is the teacher actively engaged? Are there children being left out? What about children with special needs? Also student teachers are encouraged to document the unrecognized and indigenous games/play that students engage in. It is suggested that student teachers share their findings in the form of a short report. After the SIP, the course facilitator can also guide the class through a discussion of findings to re-emphasize the actual objectives of physical education for education and health and to also recognize the constraints operating in school in terms of lack of space, no sports equipment, ways of innovating etc..

Essential Readings

- Agarwal, P. (2009). Creating high levels of learning for all students together, *Children First*, New Delhi. (Hindi and English).
- Ashtekar, S. (2001), *Health and Healing: A Manual of Primary Health Care*, Chapters 1, 3, 7, 8, 40. Chennai: Orient Longman.
- Iyer, Kirti (2008) *A look at Inclusive Practices in Schools*. Source: RRCEE, Delhi University,
- Sen, S. (2009), *One size does not fit all children*, Children First, New Delhi. (Hindi and English)
- Shukla, A. and Phadke, A. (2000). Chapter- 2, 3, 4, 6 and 8. *Swasthya Sathi: Bhag 1*, Pune: Cehat.
- VHA (Voluntary Health association of India, 2000). *Mahamari ka roop le sakne wali beemariyan/swasthya samasyaein*, New Delhi: VHA. (Hindi and English Versions).

Readings for Discussion

- *Chhodo Re Chhadi*, (2007). Plan India, Delhi. (Resource book on Corporal Punishment)
- Infocus Vol 2, No 2, March, 2009, *Zero Tolerance for Corporal Punishment*. Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.
- Infocus, Vol 2, No 3, August, 2009, *more guidelines to stop Corporal Punishment*. Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.

Advanced Readings

- Gupta, A. Deshpande, M. Balasubramaniam, R. and Anil, C. (2008), Innovations in Health Education Curriculum in Schools: Towards an Art of the Possible in Rama V. Baru (ed.)

School Health Services in India: The Social and Economic Contexts, New Delhi: Sage, 155-201.

- Jalan, D. (2000) The diverse learning needs of children. Seminar No. 546
 - Werner, D. (1994), *Disabled Village Children*, Chapters 5, 10-13, 16, 17 and 24, New Delhi: VHA.
-

Course No: 20(Fourth Sem.).

Understanding Self - II

No. of Credits: 2
(Theory: 1; Practicum: 1)
Maximum Marks: 100
(Internal: 50; External: 0)

Rationale and Aim

The main aim of this course is to facilitate the development of individuals who can take responsibility for their own learning and give a conscious direction to their lives. Students are encouraged to explore and develop through self-reflection a greater insight into their aims of life, strengths and weaknesses and dynamics of formation of identity and a true individuality. Students also develop a capacity for social-relational sensitivity, effective communication skills and ways to create harmony within one's own self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.

Course Objectives

- ☐ To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- ☐ To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- ☐ To develop the capacity to facilitate personal growth and social skills in their own students

Mode of Transaction

A series of workshops and seminars with carefully chosen themes are to be organised. It is recommended that there be around **4-6 one-day or two-day workshops** in each academic year, and **2-4 half-day or one-day seminars**. Themes may be chosen from the suggested list. It is recommended that the

workshops are conducted by outside resource persons (from organizations working in related areas of personal development). The workshops should be experiential, and provide occasions for active participation and reflection. One regular faculty member from the field of psychology will need to be associated with the external resource person to take up the overall responsibility of the course. In

addition the faculty should organize seminars that involve student-teachers in taking responsibility for making presentations and holding discussions that bring out multiple perspectives on key issues of life and education.

Suggested workshop topics:

Workshop 1: *The Power of myth*

Objectives

- ☐ Re-appraisal of myths as representations of a culture's world-view and embedded values
- ☐ To appreciate the reach of the mythic imagination
- ☐ Develop critical awareness of 'modern myths' that implicitly shape our lives

Suggested workshop themes

- Reading and analysis of myths from different cultures
- Distinction between myth as 'false stories' or 'imaginative pre-scientific accounts' and myth as an implicit and culturally shared 'structure of apprehending reality' and a 'basis of feeling and thinking'
- Exposure to manifestations of mythical thinking in contemporary life
- The mythical basis and imagery of 'modern science' and 'modern economics'
- Becoming cognizant of the myths that shape one's worldview and values

Workshop 2: *Gender and upbringing Objectives*

- ☐ Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living
- ☐ Awareness of factors that shape gendered roles in Indian society
- ☐ Developing a critical perspective on gender-based discrimination and its effects

Suggested workshop themes

- Telling our own 'gendered' stories
- En-culturing 'gendered' roles in upbringing within different kinds of families – case studies
- Gender issues in school education – case studies
- Gender issues manifest in contemporary public spaces – case studies
- Responding to various forms of gender discrimination

Workshop 3: *Deconstructing the messages of advertising (in the audio-visual media)*

Objectives

- To appreciate the impact of television advertising on children and adults
- To analyze the 'constructed' imagery and overt as well as subliminal messages communicated through advertisements
- To enable a critical distance from the power of advertising (especially of the audio-visual kind)

Suggested workshop themes

- The expanding role of advertising in contemporary life
- Sharing favorite advertisements and their impact on us
- Looking from the other side: how psychology, research, technology and imagination combine to create a 'targeted commercial'
- Viewing and analyzing a series of advertisements
- Constructing an effective advertisement (group task)
- How to be a critical and media-literate viewer of advertisements

Workshop 4: *Theatre for awareness of body, self and the other* Objectives

- ☐ To explore body-awareness, movement, coordination and cooperation
- ☐ To develop awareness of non-verbal modes of communication with self and others
- ☐ Exposure to effective use of speech and communication through theatre exercises

Suggested workshop themes

Sensitize students about their inherent potentialities. Components—activities related to body and mind, senses, emotions, imagination, concentration, observation, introspection.

Workshop 5: *Visualizing a 'School from Scratch' – alternatives in education*

Objectives

- To think through, in discussion with others, the conception of a 'school from scratch' – its intentions, essential ingredients and essential processes (ie. aims, curriculum, pedagogy)
- To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case

Suggested workshop themes

- ☐ Visualizing individual conceptions of a 'school from scratch'
- ☐ Working in groups to develop a collective conception of a 'school from scratch'
- ☐ Presenting to the larger group each conception of 'school from scratch' along with the process of arriving at this and the justifications for its various elements; for each case documenting the discussion, questions raised, and issues arising
- ☐ Observing a few films of schools that represent alternatives in education

Suggested Seminar topics

Seminar 1: *Glimpses of different childhoods in India*

Format: Student-teachers present, via different media – narrative, photographs, audio-visual presentation, illustrated poster etc - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion

Preparation: Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation, the opportunities and constraints of an imaginary or real child from this circumstance; photographs, interviews etc. may be used.

Seminar 2: *Selection of short readings and dialogue*

Format: A selection of short but provocative readings on issues of life and education, to be read together, followed by exploratory dialogue in small groups

Preparation: Making a careful selection of readings that lend themselves to a non- polemic discussion and exploration

Seminar 3: *Education and environmental crises*

Format: Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education

Preparation: Selection of a contemporary documentary or audio-visual presentation

Mode of Assessment

This should be based on

- ☐ Qualitative grading for Journal writing – periodicity and quality of entries.
- ☐ Qualitative grading for participation in seminars – quality of preparation and presentation/participation.
- ☐ Marking of periodic writing tasks (four in number) – by faculty mentor.

Add-on Courses

Add-on Course**Course No: 22 Second Sem. & 24 Fourth Sem.****Proficiency in English Language-I&II
Syllabus for Two Semesters-(For Second and Fourth Semester)**

Total Credits: 4(Second Semester2 and Fourth Semester 2)
 Maximum Marks 100 : 50 in Second Semester and 50 in Fourth
 Semester (External: 0+0 ; Internal: 50 +50)

Note: *Teacher Educators handling “ Proficiency in English Language-I&II” are expected to tailor-made this course by considering the background knowledge of student teachers in English language and individual differences between students. And distribute the content and practice sessions in two semesters(Second and Fourth) as per the requirements of the student teachers.*

Rationale and Aim

The purpose of this course is to enable the student teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself, as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to using simple translation or guidebooks for teaching English.

This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach on proficiency in usage and proficiency in classroom teaching.

Specific Objectives

- Strengthen the student teachers own English language proficiency.
- Brush up their knowledge of grammatical, lexical and discourse systems in English.
- Enable students to link this with pedagogy.

- Re-sequence units of study for those who may have no knowledge of English.

This course will attempt to use a variety of resources, tasks and activities to enable the student-teacher to develop/increase her proficiency in English. The focus will not be on learning and memorizing aspects of grammar and pure linguistics. Instead, the aim will be to enjoy learning English and to constantly reflect on this learning to link it with pedagogical strategies.

Unit 1: Status of English

- 1.1 Introduction
- 1.2 English around us
- 1.3 English as a global language
- 1.4 Constitutional provision; English as an Associate Official Language
- 1.5 English as a Second/ Foreign Language

Unit 2: Understanding Language – Listening to and producing oral discourses

- 2.1 Introduction
- 2.2 Listening with comprehension
- 2.3 Analyzing discourse features
- 2.4 Analyzing the supra-segmental features
- 2.5 Making oral presentations and constructing different oral discourses
- 2.6 Opportunities to use language in context.
- 2.7 Activities:
 - ☐ Theme-based interaction
 - ☐ Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
 - ☐ Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
 - ☐ Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features
 - ☐ Using classroom theatre (drama, choreography) as a pedagogical tool

Unit 3: Critical Reading

- 3.1 Reading different types of texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features
- 3.2 Reading for global and local comprehension
- 3.3 Extrapolating the texts through making inferences, analysing, reflecting
- 3.4 Understanding the theoretical postulates of critical reading
- 3.5 Understanding the process of critical reading
- 3.6 Activities:
 - ☐ Identifying the features of various discourses they have read

- ☐ Interpreting tables, graphs, diagrams, pictures, etc.
 - ☐ Reviewing any book/article
 - ☐ Using reading as a tool for reference skills i.e. use of dictionary, Encyclopaedia and internet

Unit 4: Creative Writing

4.1 Introduction

4.2 Writing for specific purposes and specific audience and understand writing as a process

4.3 Experience the classroom process of writing (individual, collaborative, editing)

4.3. Writing texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features

4.4. Recognising errors as a part of learning process

4.5. Editing the written texts in terms of discourse features, syntax, morphology and writing conventions

4.6. Activities

- ☐ Brainstorming on the theme and the type of text, the audience, etc.
- ☐ Concept mapping on the content and organization of the text
- ☐ Writing individually and refining through collaboration
- ☐ Reading related texts for refinement of the written work in terms of discourse features and theme
- ☐ Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing

Unit 5: Vocabulary and Grammar in Context

5.1 Introduction – what is grammar

5.2 Problems with traditional prescriptive grammars

5.3 Classification of words (closed word classes and open word classes)

5.4 Lexical, phrasal and clausal categories

5.5 Elements of a sentence (nuclear and optional)

5.6 Classification of clauses based on structure, function and finiteness

5.7 Auxiliary system (Tense, Modals, Perfective and Progressive Aspects, Passive)

5.8 Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, embedding, agreement)

5.9 Word formation (prefix, suffix, compounding)

5.10 Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms

5.11. Activities

- ☐ Reading passages and analyzing the distribution of linguistic elements
- ☐ Making generalizations on syntactic and morphological properties
- ☐ Checking the generalizations in the light of new passages
- ☐ Writing discourses and editing them individually and also through collaboration, feedback

- Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions
-

References

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 - **Cook, G, Guy (1989)** *Discourse*, Oxford University Press , Great Clarendon Street, Oxford OX2 6DP
 - Craven, M. (2008). *Real listening and speaking -4*. Cambridge: Cambridge University Press.
 - Driscoll, L. (2008). *Real speaking*. Cambridge: Cambridge University Press.
 - Elboun, S. N. (2010). *Grammar in context 3*. Heinley ????????????
 - Grellet, F. (1981). *Developing reading skills* UK: Cambridge University Press.
 - Haines, S. (2008). *Real writing*. Cambridge: Cambridge University Press
 - Hedge, T. (1988). *Writing*. Oxford: Oxford University Press.
 - IGNOU. (1999). *Reading comprehension* (material for Course ES-344 Teaching of English). New Delhi: IGNOU.
 - Lelly, C. Gargagliano, A. (2001). *Writing from within*. Cambridge, UK: Cambridge University Press.
 - 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.
 - Morgan, J. and Rinvoluceri, M. (1983). *Once upon a time: Using stories in the language classroom*, Cambridge: Cambridge University Press.
 - Radford, A. (2014) *English Syntax* Cambridge University Press
 - Seely, J. (1980). *The Oxford guide to writing and speaking*. Oxford: Oxford University Press.
 - Slatterly, M. and Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press.
 - Thornbury, Scout (2005) *Beyond the Sentence- Introducing discourse analysis*
 - Wright, A. (1989). *Pictures for language learning*, Cambridge: Cambridge University Press.
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Add-on Course**Course No: 21 First Sem. & 23 Third Sem.****Advanced****Course in****YOGA EDUCATION-I &II****(This course is designed based on the NCTE Resource Material)****Syllabus for Two Semesters-(For First and Third Semester)**

Total Credits: 4(First Semester2 and Third Semester 2)

Maximum Marks: 50 in First Semester and 50 in Third
Semester (External: 0+0 ; Internal: 50 +50)

Note: *Teacher Educators handling “ Advance Course in YOGA EDUCATION-I&II” are expected to tailor-made this course by considering the background knowledge of students teachers in Yoga and individual differences between students teachers. And distribute the content and practice sessions in two semesters as per the requirements of the student teachers.*

Rationale & Aim

Yoga is a perfect practical system of self-culture. Yoga is an exact science. It aims at the harmonious development of the body, the mind and the soul. Yoga is the turning away of the senses from the objective universe and the concentration of the mind within. Yoga is eternal life in the soul or spirit. Yoga aims at controlling the mind and its modifications. The path of Yoga is an inner path whose gateway is your heart.

Yoga is the discipline of the mind, senses and physical body. Yoga helps in the co-ordination and control of the subtle forces within the body. Yoga brings in perfection, peace and everlasting happiness. Yoga can help you in your business and in your daily life. You can have calmness of mind at all times by the practice of Yoga. You can have restful sleep. You can have

increased energy, vigour, vitality, longevity and a high standard of health. Yoga transmutes animal nature into divine nature and raises you to the pinnacle of divine glory and splendor.

The practice of Yoga will help you to control the emotions and passions and will give you power to resist temptations and to remove the disturbing elements from mind. It will enable you to keep a balanced mind always and remove fatigue. It will confer on you serenity, calmness and wonderful concentration. It will enable you to hold communion with the Lord and thus attain the *summum bonum* of existence. (SRI SWAMI SIVANANDA)

Course Objectives:

1. To enable student teachers to generate an understanding of the principles of yogic practices so as to improve quality of life.
2. To develop the ability to perform appropriate yogic asanas so as to improve physical and mental conditions and emotional equilibrium.
3. To help youngsters improve psychological functions, e.g. awareness, concentration, will power.
4. To foster co-operation amongst youth.
5. To develop appreciation for Indian cultural practices that support meaningful and relevant educational strategies.
6. To create opportunities to develop ideals, social skills and strengths.
7. To develop a comprehensive view on philosophical concepts of Yoga Philosophy.
8. To understand the importance of Yoga and its implications to human life.
9. To understand the concept of Yoga and practice of various systems of yoga.
10. To develop an insight into Patanjali, Aurobindo, Bhagavad-Gita's yoga systems.
11. To get a holistic view on therapeutic value of yoga practice.
12. To gain insights into the yoga system and its spiritual sanctity.

Unit 1: Introduction to Yoga and Yogic Practices

- 1.1 Origin of yoga
- 1.2 Yoga: meaning and initiation
- 1.3 Principles of yoga and yogic practices (Do's & don'ts)
- 1.4 Introduction to schools of yoga
- 1.5 Yogic practices for healthy living

Unit 2: Introduction to yoga texts

- 2.1: Introduction to yoga texts
- 2.2: Ha+ha texts
- 2.3: A+§°ga yoga of pata_jali
- 2.4: Ha+hayogic

practices

Unit 3: Yoga and health

- 3.1 Concept and dimensions of health
- 3.2 Concepts of pancako
- 3.3 Potential causes of ill health according to yoga
- 3.4 Yoga as a preventive and promotive health care
- 3.5 Yogic principles of heāāara, lthyācviāara, living: vicāara and Vyavah
- 3.6 Yogic concept of holistic health and wellness
- 3.7 **Main practices in yoga**

Unit 4: Applied Yoga for Elementary Education

- 4.1. What is personality development?
- 4.2. Yoga practices for concentration development
- 4.3. Yoga practices for memory development
- 4.4. Yoga practices for eye sight improvement
- 4.5. Yoga practices for voice culture

Unit 5: Yoga & Cognitive, Affective Development

- 5.1. IQ Development cognition self-regulation and IQ development
- 5.2. Development of Creativity
- 5.3. Emotional Quotient
- 5.4. Anger Management

Unit 6: Yoga and Physical Development

- 6.1. The Integrated Approach to Yoga
- 6.2. Characteristics of Physical Development
- 6.3. Yoga practices for Flexibility
- 6.4. Yoga practices for Stamina
- 6.5. Yoga practices for Endurance
- 6.6. Yoga practices for Lung Capacity
- 6.7. Yoga practices for Longevity

Unit 7: Practicum

7.1 General guidelines for yoga practices for the beginners

- A. Guidelines for the practice of *kriyas*
- B. Guidelines for the practice of *asanas*
- C. Guidelinesāṇāymafor the practice of pr
- D. Guidelines for the practice of kriya yoga
- E. Guidelines for the practice of meditation

7.2 Postures for Prānāyama

- A. Vajrāsana
- B. Siddhāsana (for men)/ Siddhāsana (for women)
- C. Sukhāsana
- D. Padmāsana
- E. Mudrās for Pranayama and Meditation

7.3 Guidelines for yogic practices for memory development

- A. Breathing exercises
- B. Vajrasana
- C. Cleaning Breath (Kapālabhāti Kriya)

7.4 Guidelines for yogic practices for concentration development

7.5 Guidelines for yogic practices for eye sight improvement

- A. Cleaning practices
- B. Eye muscles strengthening practice
- C. Relaxation techniques – palming, blinking and winking (inter spaced although the practices)

7.6 Guidelines for yogic practices for voice culture

- A. Breathing exercises
- B. Tongue massaging
- C. Lip stretch
- D. Karna shakti vikasaka
- E. Mukha dhouti
- F. Laughter

- G. Mouth twisting
- H. Tongue twisting
- I. Head rolling
- J. Vak shakti vikasaka

7.7 Guidelines for yogic practices for IQ development

- A. Sithilikarana vyayama
- B. Breathing practices
- C. Yogasana
- D. Kriyas
- E. Pranayama
- F. Laughter

7.8 Meditation

7.9 Guidelines for yogic practices for creativity

7.10 Guidelines for yogic practices for anger management

7.11 Yoga practices for flexibility

Essential Readings :

1. YOGA EDUCATION FOR D.El.Ed Students , NCTE-, MHRD-Govt OF INDIA

Suggested Readings :

- B.K.S. IYENGAR: 1. Light on yoga [yoga Dipika], 2. Light on Pranayama, Harper Collins publishers Daryaganj, New Delhi, India 2000.
- Bengali Baba, Yoga Sutra of Patanjali, Motilal Banarsidass Publishers, and New Delhi, 1998.
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- Swami Kuvalayananda: ASANAS Kaivalyadhama, Lonavla, Pune Dist, and Maharastra.
- Swami Satyananda Saraswathi: A systematic course in the Ancient tantric techniques of YOGA AND KRIYA Pub. Bihar School of yoga, Munger, Bihar, India 1981.
- Swami Satyananda Saraswati, Four Chapter on Freedom, Bihar School of Yoga, Munger, India, 2000.
- Swami Sivananda: All About Hinduism, pub Divine life society Risikesh.
- Swami Vishnu – Devananda: The complete Illustrated Book of Yoga pub. Harmony Books, a division of crown publishers, New York 10022.
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- Trevor Leggett, Sankara on the Yoga Sutras, Motilal Banarsidass Publishers, New Delhi, 1992.
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APPENDIX

The D.El.Ed. curriculum framework construes education of elementary school children in continuum and establishes organic linkages with the early childhood teacher education and secondary teacher education programmes. This framework construes elementary teacher education in three sub-stages:

1. Early Elementary Teacher Education
2. Middle Elementary Teacher Education, and
3. Upper Elementary Teacher Education.

The Elementary stage of education, unlike all other stages, is exceptional in terms of its composition, since it contains within it three sub stages of child development i.e. the early childhood which corresponds to the early primary grades; the middle childhood i.e. the middle primary stage and the late childhood, which links to the upper primary stage. Although all these sub-stages are along a developmental continuum, the characteristics of children within each of these stages vary in terms of What they can learn, how they learn, and what interests them. It is important therefore for an elementary teacher to be sensitized to these stage wise differences, since these have specific implications for designing curriculum and classroom practice in a more age appropriate and contextualized manner.

This curriculum therefore offers educators a vision of what an age- appropriate program looks like and also provides a framework to them for making decisions about how to achieve that vision. This framework believes that a curriculum designed on the basis of the developmental stages of children would be able to enable teachers to bring in more child-centered and developmentally appropriate practices into the elementary classrooms leading to meaningful quality education at this foundation stage for all children. Recognizing the importance of addressing stage specific process of growth and development of children, this curriculum creates three pedagogic structures and teaching practice arrangements to address the different needs and abilities of children. It introduces distinct curricular approaches for addressing the educational needs of children of the following three sub-

stages.

I. Children in Early-Elementary Grades I & II

During these early grades, children are generally still in what is known as the upper end of the early childhood phase. They are in a period of transition from percepts" bound thinking to concept based thinking and reasoning, through concrete activities and experiences. Logical thinking is emerging but more in relation to concrete experiences. Play and activity therefore still serve as very potent modes of reaching out to children and scaffolding their learning. The need to be autonomous and to learn and proudly demonstrate their learning and win appreciation is high. They are at a stage when their potential for learning languages is significant, and they can learn without pressure provided they are immersed in an enriched language environment.

Children by age 7 and 8 are still very young and need personal care, affection and protection and expect a teacher to be like a surrogate parent. Physically their bones and muscles are still developing and sitting for a long duration at any one activity is uncomfortable for them and also not conducive to their relatively short attention span. Their gender identity begins to emerge, and unlike the younger child, children between ages five and eight, begin to broaden their peer context, and engage in cooperative play and in games with rules and form enduring friendships. Social comparison is heightened at this time, and taking other people's perspective begins to play a role in how children relate to people, including peers.

In accordance with these characteristics, the teaching-learning process for this sub stage should have a balanced mix of structured and free play activities, the content of which should be of interest and meaning for children. While the structured activities are directed towards specific and planned learning objectives, free play activities like art, dramatization, constructive play and devising their own games with rules foster creativity and critical thinking in children. Classrooms with activity corners and open ended play and learning materials, with shorter and more varied and interesting learning activities, and a balance of indoor/ outdoor and whole and small group activities, facilitated by an interactive teacher are some hall marks of a stimulating developmentally appropriate learning environment for this age group

The teacher should have the freedom, once trained, to devise his/her teaching learning sequence and activities and experiences to accomplish the overall educational objectives at this stage. Being the

foundation stage , the focus needs to be on designing the curriculum for all round development of the child, with a focus on early literacy and numeracy, leading to interest and ability to read and write with meaning and comprehension and develop understanding of mathematical concepts. Understanding of the natural and social environment needs to form an integral part of language and mathematics curriculum by locating it thematically in spaces that are contextually familiar to children and have meaning for them. Enabling children to experience the environment to the extent possible, whether physical, biological, social, or cultural, should be the teacher" s priority rather than teaching from a text book.

The language used and teaching content should be gender sensitive. Teaching methods should be activity based, including stories, songs, language games, problem solving, art and role play activities using dialogic teaching -learning methods. The language and learning content for children should be gender sensitive and not perpetuate any gender stereotypes.. . There should be no formal assessment. The teachers" own observations of the child should form the assessment that is shared with the child" s guardians. The progress card of the child should be of a formative nature and should make qualitative observations on the child" s strengths and areas needing support; his/her interests, abilities, skills, status of health and other aspects of the child.

II. Children in Middle Elementary Grades III,IV & V.

Recent theorists have recognized the importance of middle childhood for the development of cognitive skills, personality, motivation, and inter-personal relationships. During middle childhood children learn the values of their societies. Thus, the primary developmental task of middle childhood could be called integration, both in terms of development within the individual and of the individual within the social context.

Physical and cognitive development in middle childhood is slow and steady. Children in this stage are building upon skills gained in early childhood and preparing for the next phase of their cognitive development. Children's reasoning is still very rule based as they are learning

skills and forming hypotheses although not yet at an abstract level.. While they are cognitively more mature now than previously, children in this stage still require concrete, hands-on learning activities.

Middle childhood is a time when children are more likely to gain enthusiasm for learning and for work and sense of achievement can become a motivating factor as they work toward building competence and self-esteem. Physically they are stronger and the focus along with outdoor activities is on fine motor skill development. Therefore they focus more on how things work rather than why they work.

Middle childhood is also a time when children develop competence in interpersonal and social relationships. Gender identity gets stabilized and children have a growing peer orientation; yet they are strongly influenced by their family. The social skills learned through peer and family relationships, and children's increasing ability to participate in meaningful interpersonal communication, provide a necessary foundation for the challenges of adolescence. Best friends are important at this age, and the skills gained in these relationships may provide the building blocks for healthy adult relationships.

For Classes III to V, the teaching-learning process may be more structured, but should still continue to maintain a balance of free and structured activities though increasing in complexity. Activity based teaching is still important to enable conceptual understanding at a concrete level. Enabling children to move towards becoming more autonomous and confident learners through self learning exercises, encouraging team work and cooperative learning in groups, identifying and nurturing individual strengths and attributes while supporting the weak aspects; fostering leadership are all important features of a developmentally appropriate classroom practice. The assessment should aim at gaining greater insight into various aspects of the child's learning: language comprehension, reading ability, articulation, ability to work with hands and in groups, skills of observation, classification, drawing, and the other skills which constitute learning at this stage. Classroom arrangement needs to be interactive and flexible that allows easy interaction among children and with the teacher and not in the traditional teacher centered mode. (NCF-2005)

III. Children in Upper Elementary Grades VI,VII,& VIII

Pre-adolescents are in the process of establishing their own identity, increasing their independence from their parents and other adults and increasing their dependence on their peer group. They are more able to understand the natural facts surrounding them and the human feelings. During this period most children will begin a rapid phase of transition from childhood to adolescence. Although some children will begin the changes of puberty before age 9, most will begin the process of rapid growth and physical change in the years between 9 and 12. For some children, noticeable changes do not begin to

occur until age 13 or in rare cases until age 14 or later. On average, girls will begin puberty at age 10 or 11 and boys will begin at age 11 or 12. There are a number of noticeable physical signs that a boy or girl has begun puberty. Overall physical growth will accelerate with some boys and girls growing several inches taller per year.

The biological aspects of puberty, while certainly profound, tell only half the story. The emotional/psychological aspects of puberty (many of which are linked to biological maturation: e.g. increases in testosterone) are equally significant, particularly as they relate to sexuality. As they go through puberty, it is typical for young people to develop a heightened, at times seemingly obsessive, preoccupation with their physical appearance. Anxiety over physical appearance can lead to feelings of inadequacy. Relationships with peers are also likely to change. Whereas, in the years leading up to puberty, there is a tendency for children to interact mostly with same sex peers, as youth approach the teen years they begin to increase social interaction with the opposite sex.

At the upper primary stage, Social Studies need to draw its content from History, geography, political science and economics. History should take into account developments in different parts of India, with sections on events or developments in other parts of the world. Geography can help develop a balanced perspective related to issues concerning the environment, resources and development at different levels, from local to global. In Political Science, students should be introduced to the formation and functioning of governments at local, state, and central levels and the democratic processes of participation. The economics component should enable students to observe economic institutions like the family, the market and the state. (NCF-2005).

In the light of this, it is necessary to design stage specific instructional processes and teaching-learning strategies and activities suitable to different stages of childhood and child development stages and prepare student- teachers accordingly.

