Curriculum Framework of

DIPLOMA IN ELEMENTARY TEACHER EDUCATION (D.EL.ED.) PROGRAMME

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NCTE

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PREAMBLE

In India, the system of Teacher education comprises teacher education programmes meant for preparing teachers for different stages of school education or for different curricular areas across stages. The teacher education programme leading to the Diploma in Elementary Education (D.El.Ed.) aims at preparing teachers for the elementary stage of education, that is, classes I-VIII. This stage covers children of 6-14 years for whom education became a fundamental right as per the 86th amendment of Indian Constitution in 2002, which incorporated Article 21A in the constitution guaranteeing right of compulsory and free education to all children of 6-14 years. In order to implement the constitutional amendment, 'Right of Children of 6-14 years to Free and Compulsory Education Act (RTE Act)' was enacted as a Central Act in 2009. The Act highlights the need and importance of having well qualified and professionally trained teachers to facilitate realisation of the goals of RTE. The Diploma in Elementary Education (D.El.Ed.) programme, which is an initial teacher preparation programme for elementary education, has the potential to realise the RTE goals if it is conceived and designed on sound professional imperatives.

What are professional imperatives for designing the Elementary Teacher Education Programme? The educational background of the entrants to the programme shall obviously be one of the important considerations for designing the curriculum of the programme. The tasks to be performed by elementary school teachers and the understandings, competencies, skills and attitudes required to perform the expected tasks shall have to be the major bases for the designing of curriculum. The elementary teacher is called upon to engage with children of 6-14 years in a variety of socio-cultural contexts. The purpose of engagement is to facilitate children's learning and development, for which the teacher must have thorough understanding of the child and his process of learning and development and also of problems and rights of children. Needless to say that the teacher is expected to develop the requisite understandings through his/her own observation, experimentation and reflection. Every child grows in a particular socio-cultural context, which impacts his/her acquisition of knowledge skills, attitudes, etc. This makes it imperative for the teacher to understand the social set up in which the child is placed and the demands it puts on the child as well as on the teacher.

In addition to developing understanding of the child's development in various contexts, the teacher is also expected to facilitate acquisition of knowledge and skills by the students in different curricular areas, for which he/she must have the competence to use appropriate pedagogies, which may be subject-specific or general pedagogy relevant and appropriate for different areas of school curriculum. For instance, the utility of ICT, Arts and Crafts and Community resources and folk arts as pedagogical tools is well established for different areas of school curriculum. This implies that the inclusion of all these pedagogical tools in the curriculum of a teacher education programme will enhance the effectiveness and quality of teacher preparation.

The school knowledge at the elementary stage is organised in the form of subjects like

mathematics, Science, Social Studies, environmental Studies, etc. A teacher is required to organise activities and experiences around the content of these subjects. But the teacher's task is not restricted to the teaching or transmission of the content of a few subjects. The goal of any teacher education programme ought to be preparation of Reflective Practitioner, that is, the teachers who are capable of reflecting on the 'why' and 'how' of the educational policies, programmes and practices. As a result of his participation in the teacher education programme, the teacher should develop the competence to generate new knowledge and insights about children' development and learning on the basis of his own engagement with them. The teacher is expected to undertake classroom research leading to new insights and innovative approaches and practices.

A reflective teacher should have the inclination to question the current premises about different educational matters and should develop the ability to evolve his/her own vision about various issues of educational theory and pedagogy such as justification for the removal or inclusion of certain areas in school curriculum or for the use of some pedagogical approaches or tools. However to develop such abilities among prospective teacher, the teacher education institutions shall have to make planned efforts through appropriate curricular interventions.

The present curriculum of Elementary Teacher Education Programme makes an attempt to address the above mentioned concerns and imperatives by incorporating appropriate curricular areas, which have been organised under four broad areas, namely, (i) Child Studies (ii) Educational and Contemporary Studies, (iii) Curriculum and Pedagogic Studies(including Teaching Practice and school Internship) and (iv)Other Value Added Courses for Holistic Development. The courses included in the category of 'Child Studies' aim at developing understanding about the 'child' i.e. rights, problems, difficulties, process of development and learning. The study of courses included in the category of Educational and Contemporary studies shall equip the prospective teachers to understand the contemporary Indian Society and the type of education needed to meet the emerging needs and aspirations of the Society. This shall also prepare the teachers to work for bringing about social change through the instrumentality of education. Recognising the importance of linkages between Early Childhood Education and Primary Education, and suitability of the Early Childhood Education methodology for the early years of Primary Schooling, a course on Early Childhood care and Education has been included in the curriculum. The Study of the course title as 'Towards Self understanding and Evolving Vision', shall equip the prospective teachers to understand themselves, that is, their strengths and weaknesses and shall enable them to develop their viewpoint regarding various issues and challenges of contemporary Indian education.

The present day Indian Society is a technology driven Society and is on the way of becoming a learning society. The increasing use of Information and Communication Technologies (ICT) has brought about a sea change in the generation and transmission of knowledge. This has empowered the learners for self learning. The programme envisages the use of ICT as a pedagogical tool for all areas of school curriculum at the elementary stage. Besides ICT, fine arts, music, dance, theatre and crafts have immense potential for

being used as a medium for the teaching of various areas of school curriculum like Science, Mathematics, Social Studies, Environmental Studies, etc. The inclusion of Arts and Crafts in the curriculum shall not only equip the prospective teachers to appreciate our rich cultural heritage in the field of Arts, but will also prepare them to exploit their potential as pedagogical tools for the education of different areas of school curriculum.

The Contemporary Indian Society is a multi-lingual Society. The official policy regarding teaching languages in schools envisages the study of three languages by every child in the school. Earlier, the study of English was introduced in upper Primary classes in most of the States but with the increasing use and importance of English, its study now starts from class I itself. Every teacher in Primary Classes is required to teach two or three languages, therefore, courses in the pedagogy of English and Regional language have been assigned an important place in the curriculum of the Elementary Teacher Education Programme.

NCTE -2009 emphasized that we need teachers who:

- *Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems, and treat all children equally.*

- *Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.*

- *Critically examine curriculum and textbooks, contextualize curriculum to suit local needs.*

- *Do not treat knowledge as a 'given', embedded in the curriculum and accepted without question.*

- *Organize learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.*

- *Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.*

- *Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.*

This can only be achieved if teacher education curriculum provides appropriate and critical opportunities for student teachers to:

- *Observe and engage with children, communicate with and relate to children.*

- *Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.*

- *Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.*

- *Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.*

- *Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.*

Each of the above stated opportunities can be provided through a carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers' experiential knowledge. (NCFTE-2009)

The D.El.Ed. Programme aims to prepare teachers who are able to continuously assess and improve their professional practice as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and who can engage with context and subject matter that they will be teaching. The student-teachers will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects, familiarized with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of all their learners in diverse and plural settings of elementary classrooms.

CONCEPTUAL BACKGROUND OF THE FRAMEWORK

This curricular framework represents an effort to strengthen quality in elementary teacher education while building on the best practices contained in previous frameworks. Some of the important characteristics of this framework are presented below.

1. This framework organizes curriculum by including the following three components:

    Content: This component is 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: This component is the setting, the environment in which learning takes place.

    This curriculum provides an opportunity for student teachers how to integrate and implement these three components in classroom settings

2. This framework emphasizes the emerging perspectives within education and other disciplines of knowledge and creates spaces for the perspective building of student teachers.

3. This framework construes education of elementary school children in continuum and establishes organic linkages with the early childhood teacher education and secondary teacher education programmes.

4. This framework construes elementary teacher education in three sub-stages:

    i)   Early Elementary Teacher Education
    ii) Middle Elementary Teacher Education, and
    iii) 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 which 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.

5. This framework emphasizes the importance of conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct gestalt 'emerging from the conceptual blending', making it sufficiently specified. It further emphasizes the importance of an integrated and correlated approach to the teaching of concepts in teacher education. (NCF-2005 & NCFTE-2009).

6. This framework proposes to introduce a course on "Early Childhood Care and Education (ECCE)", which 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 up to 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 facilitates a smooth transition to formal learning. The early childhood education stage thus includes within it two sub-stages i.e. the pre-primary stage (3 to 6 years) and early primary stage or Grades 1 and 2 (6-8 years).

7. This framework highlights the importance of empowering student- teachers in how to integrate technology in education. Learning is a continuous process. ICT today has provided easy access to learning and learning resources through tools like computers, laptops and tablets, mobile phones, internet, etc. and their varied applications. Children learn with or without teacher/mentor. However, machines cannot replace teachers, particularly at the tender age of the learner development. Teacher is needed to facilitate and guide learning, growth and development of the child. But teacher needs to be empowered for performing this task in such a complex and fluid situation when everyday newer technologies and ICT applications are added.

   Teacher should know and have capacity of using these ICTs. They provide teacher, access to the unlimited open educational resources, all over the world, for better learning. But our teachers are not trained in accessing and using ICTs in varied learning settings. It is therefore necessary to induct a course on how to integrate ICT in pedagogical practices in the program-preparing teachers for facilitating learning. Such a course will empower the teachers to select and use the various available and accessible alternative ICTs and resources in to teaching-learning processes for facilitation of effective learning.

8. This framework designs content-based-pedagogy courses by drawing disciplinary substance from different school subjects. Since the criteria for identifying the content at the primary stage are relevance, meaningfulness and interest to the child, it is felt desirable to create space for the content that provide opportunities to deal with the real and concrete world of the children, rather than a formal abstract world.

   In this context NCFTE-2009 emphasizes, "It is important to engage prospective teachers with the conceptual knowledge they have gained through general education. Most teacher education courses focus exclusively on the methodology of teaching individual school subjects. It is assumed that the teacher trainees have the subject-content knowledge, which they would draw upon when required. Hence, teacher education curricula do not engage teacher trainees with subject-content. However, if we want to prepare teachers to present subject-content in developmentally appropriate ways and with critical perspectives it is essential that several theoretical concepts learnt during general education in school and college be revisited and reconstructed. This course also aims to engage student teachers with epistemological and ideological assumptions about knowledge, learner and learning; their implications for curriculum, pedagogy and assessment in school education". Learning from NCFTE-2009, this curriculum designs content-based pedagogy courses in some

selected school subjects like environmental science, science, social studies, mathematics and languages.

9. This framework supports a variety of content-appropriate teaching methods that engage students actively in the learning process. Some of them include, writing projects, debates, simulations, role playing, dramatizations, and cooperative learning are encouraged, as is the use of technology to supplement reading and classroom activities and to enrich the teaching of school subjects. Video resources such as video programs and laser discs, computer software, OERs and newly emerging forms of educational technology can provide invaluable resources for the teaching of school subjects.

10. This framework encourages the development of civic and democratic values as an integral element of good citizenship. Space is created for students to learn the kind of behavior that is necessary for the functioning of a democratic society. Whenever possible, opportunities would be available for participation and for reflection on the responsibilities of citizens in a free society.

11. This framework incorporates a multicultural and multilingual perspective across the courses of the curriculum. It enables teachers to recognize that the history of community, state, region, nation, and world must reflect the experiences of men and women and of different racial, religious, caste and ethnic groups. India has always been a nation of many different cultural groups. The experiences of all these groups are to be integrated at every grade level in the curriculum. The framework embodies the understanding that the national identity, the national heritage, and the national creed are pluralistic and that our national history is the complex story of many peoples and one nation, and of an unfinished struggle to realize the ideals of the Indian Constitution.(NCF-2005)

12. This framework supports the study and discussion of the fundamental principles embodied in the Constitution of India. Whether studying Indian history or world history, students should be aware of the presence or absence of the rights of the individual, the rights of minorities, the right of the citizen to participate in government, the right to speak or publish freely without governmental coercion, the right to freedom of religion, the right to trial by jury, the right to form trade unions, and other basic democratic rights.

13. This framework incorporates the following key competences:

- Communication in the mother tongue
- Communication in English language.
- Mathematical competence
- Basic competences in science and technology
- Digital competence
- Learning to learn
- Social and civic competences

- Sense of initiative and entrepreneurship
- Cultural awareness and expression

14. This framework underlines the importance of continuous and sustained engagement with student teachers and systematic organization of curricular process and activities.

15. This framework provides an opportunity for student teachers to learn how to design holistic learning environment by involving parents, community and civil society organizations. The quality of the environment has a very important impact on learning. Children's success is deeply affected by the quality of the environment. Schools create the best possible physical, psychological and social environment for the development of learning and teaching. A favorable learning environment is interactive, stimulating and secure, reflecting the diverse identities and needs of children. It is flexible and evolves according to the changing themes and child's development.

16. This framework proposes that critical thinking skills be integrated and critical pedagogical practices be included in all the curricular transaction processes of the elementary teacher education programme.

    Opportunities be created for student teachers to learn to detect bias in print and visual media; recognize illogical thinking; guard against propaganda; avoid stereotyping of group members; to reach conclusions based on solid evidence; and to think critically, creatively, and rationally.

17. This framework emphasizes on the importance of continuous and comprehensive assessment and evaluation. It is essential that all those involved in elementary education have a good knowledge of the development of skills, competences and attitudes as well as how to achieve learning outcomes. Relevant information and judgments concerning children's development are used to guide future planning. Observation, assessment and evaluation provide feedback, which helps children; parents and teachers know how the children are developing, what they are able to do and where they go next.

18. This framework emphasizes the importance of sensitizing student-teachers in understanding diversity, differential classroom spaces and gender. Respecting the diversity of children and promoting gender equality are key elements of the Elementary Education Curriculum. This means special support for children whose development, growth and learning have been affected by illness, disability, reduced functional ability, psychological problems or exceptional talent. In early education the school has a crucial role in timely recognition of learning difficulties. In this context it is important to work closely with the parents to identify the strengths and weaknesses of the child, to plan measures and actions needed to be taken. This framework stress the need for extending steps of support for differentiated teaching and learning within the class; teaching and learning in small groups simultaneously in the class, and teaching and learning out of the class in small groups or individually.

19. This framework 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.

20. This framework emphasizes the need to promote inclusive education which is increasingly being felt important 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.

21. This framework strongly believes that development of positive gender perspective is important 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.

22. This framework would enable student teachers to

- express the values, virtues and expectations of successful professionals challenging learners to fulfill their potential and enjoy learning

- secure a strong subject knowledge and critical appreciation of the curriculum and pedagogy across the relevant Key Stages

- plan, teach and reflect upon successful teaching and learning strategies and their impact on pupil progress

- anticipate and respond to the different learning, motivation and personal abilities and needs of individuals, groups and classes

- develop effective classroom management techniques which promote good behavior

- assess the progress pupils make and the ways in which this can be enriched

- establish an understanding of a range of whole-school issues, the values and assumptions that underpin them, and their application to school and classroom practice

- meet the professional requirements for conduct and practice as set out by the NCTE.

23. **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 first and second year as specified.

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.

D.EL.ED CURRICULUM: PROGRAMME STRUCTURE

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

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

Group I   : Child Studies
Group II   : Education and Contemporary Studies
Group III : Curriculum and Pedagogy Studies
Group IV   : Other Value Added Courses for Holistic Development

The set of two Courses in the Group-I, **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 the learners with understanding the theories of children's social, cognitive and emotional development and to enable them to examine how these differ from the cultural practices and notions of parenting and socialization in different contexts. The courses discuss the connect between theories of development and the pedagogic practices in formal settings.

The group-II courses under, **Education and Contemporary Studies**, comprises of ten courses and examines the wider context in which learning occurs .It is aimed at enabling the learners to analyze the linkages between education and society. An objective here is that the learners 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. The course on "*Understanding 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, as teachers, as a social practice in formal settings. Courses on "*Self Understanding and Development"* will enable the learners to understand their strengths and areas for growth and development, so that through a reflective process, they can actively foster skills and commitment for improving their professional practice and learning experiences of children.

The third set of courses in Group-III, **Curriculum and Pedagogic Studies,** are aimed at developing an understanding of learning at the elementary level so that the learners can appropriately select the approaches to pedagogy related to the subjects they will be teaching at the primary and upper primary level. The learners will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects so that they can use teaching strategies that are responsive to diverse settings.

The fourth set of curricular courses in Group-IV, are designed under the category, **Other Value Added Courses for Holistic Development.** The main purpose of this set of courses is to enable student teachers to participate in creative work and understand the importance of work and associated values. Also facilitate their work in Creative Drama, Fine Arts and Education and enable them to understand Children's Physical and Emotional Health including School Health Education.

Mode of Transaction would include:

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers.
- Individual and group presentations of issues and concerns raised in assignments, and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data.
- Teachers should incorporate discussions, projects, documentaries, movies and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed
- In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- Dialogue and discussions has to be the key for the transaction of this course

TWO-YEAR D.EL.ED PROGRAMME: CURRICULAR AREAS

I. Child Studies

1. Childhood and the Development of Children
2. Cognition, Learning and the Development of Children

II. Educational and Contemporary Studies

3. Education in Contemporary Indian Society
4. Understanding Society, Education and Curriculum
5. School Culture, Change and Teacher Development
6. Understanding Languages and Early Language Development
7. Early Childhood Care and Early Education
8. Emerging Gender and Inclusive Perspectives in Education
9. Towards Self-Understanding (First Year)
10. Towards Self-Understanding (Second Year)

III. Curriculum and Pedagogic Studies

A) Compulsory Value Added Courses

11. Proficiency in English-I (First Year)
12. Proficiency in English-II (Second Year)
13. Yoga Education-I (First Year)
14. Yoga Education-II (Second Year)
15. Pedagogy and ICT integration across the Curriculum-I (First Year)
16. Pedagogy and ICT integration across the Curriculum-II (Second Year)

B) Compulsory Pedagogic Courses:

17. Pedagogy of Regional Language/Mother Tongue (for Early Primary and Primary School Child)
18. Pedagogy of English Language (for Early Primary and Primary School Child)
19. Pedagogy of Mathematics Education (for Early Primary and Primary School Child)
20. Pedagogy of Environmental Studies (for Primary Child)

C) Optional Pedagogy Courses (Any one Elective for teaching at Upper Primary School)

21.1 Language Education (Regional Language& English Language)
21.2 Mathematics Education
21.3 Science Education
21.4 Social Science Education

D) 22. Teaching Practice and School Internship

IV. Other Value Added Courses for Holistic Development

23. Creative Drama, Fine Arts and Cultural Education
24. Children's Physical and Emotional Health, School Health Education
25. Work Education

D.El.Ed. Curriculum Structure: FIRST YEAR

Sl. No.	Course Title	Suggested Periods Per Week (Minim.)	No. of Credits 12Hrs. = One Credit (It includes Classroom Instruction/ Attendance and Self-Study)	Maximum Marks End-Term (70%) and Internal Assessment (30%) Practicum may include (1.Classroom Participation, 2. Individual and Group Assignments Presentations, 3. Projects/Field Experiences 4. Observation Records 5. Diaries/Reflective Journals 6.Any Other Innovative Practices)
1.	Childhood and the Development of Children	4	5	70+30=100
2.	Education in Contemporary Indian Society	4	5	70+ 30= 100
3.	Early Childhood Care and Education Early (Pre-Primary & Early Primary Education)	4	5	70+30=100
4.	Understanding Language and Early Language Development	2	3	25+25= 50
5.	*Towards Self-Understanding -I (First Year)*	2	3	0+50 =50(Only Practicum)
6.	*Proficiency in English Language - I(First Year)*	2	3	25+25=50
7.	*Yoga Education -I (First Year)*	2	3	25+25=50
8.	*Pedagogy and ICT integration across the Curriculum –I (First Year)*	2	3	25 + 25 =50
9.	Pedagogy of Regional Language/Mother Tongue (for Early Primary and Primary School Child)	4	5	70+30=100
10.	Pedagogy of English Language (for Early Primary and Primary School Child)	4	5	70+30=100

11.	Pedagogy of Mathematics Education (for Early Primary and Primary School Child)	4	5	70+30=100
12.	Creative Drama, Fine Arts and Education-I	2	3	0+50=50(Only Practicum)
13.	Children's Physical and Emotional Health, School Health Education-I	2	3	0+50= 50(Only Practicum)
14.	Teaching Practice &Internship IN Early Primary and Primary Schools (20 weeks of which 4weeks would be dedicated to classroom observations)	20 Weeks (All School Working Days of 20 weeks duration)	12	250
	TOTAL	40 periods + 20 weeks of Internship	66 Credits	1200

D.El.Ed. Curriculum Structure: SECOND YEAR

Sl. No.	Course Title	Suggested Periods Per Week	Credits	Maximum Marks
1.	Cognition, Learning and the Development of Children	**4**	**5**	**70+30= 100**
2.	Understanding Society, Education and Curriculum	4	5	70+30=100
3.	Emerging Gender and Inclusive Perspectives in Education	4	5	70+30=100
4.	School Culture, Change and Teacher Development	4	5	70+30=100
5.	*Towards Self- Understanding-II*	2	3	0+50= 50
6.	*Proficiency in English Language-II*	2	3	25+25=50
7.	*Yoga Education-II*	2	3	25+25=50
8.	*Pedagogy and ICT integration across the Curriculum-II*	2	3	25+25=50
9.	Pedagogy of Environmental Studies (for Primary Child)	4	5	70+30=100
10.	**Optional Pedagogy Courses (Any one Elective for Upper Primary School Child)** 1. Social Science Education 2. Language Education (Regional Language English Language) 3. Mathematics Education 4. Science Education	6	8	70+30=100
11.	Creative Drama, Fine Arts and Cultural Education	2	3	0+50=50
12.	Children's Physical and Emotional Health, School Health Education	2	3	0+50=50
13.	Work and Education	2	3	0+50=50
14.	Teaching Practice &Internship IN Primary and Upper Primary Schools for 20 weeks	20 Weeks	12	250
	TOTAL	40 periods per week and 20 weeks of Internship	66 Credits	1200

Child Studies
CHILDHOOD AND DEVELOPMENT OF CHILDREN

Maximum Marks: 100
(Year End Exam: 70, Sessional: 30)

Rationale and Aim

The elementary school teachers need to have a complete and deeper understanding about the children they are expected to teach. This course is visualized as the first systematic introduction of the ETE student -teacher to the study of childhood and development of children. This course is necessarily the foundation upon which subsequent courses and practicum related to school internship would be 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.

Specific Objectives

➢ To review general conceptions about child and childhood (specifically with reference to the Indian social context); develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood.

➢ To develop an understanding of different aspects of a child's physical, motor, social and emotional development.

➢ To understand the developmental process of children with diverse abilities in social, cultural context.

➢ To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children

Child development, Childhood and Learning 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. It is true that the physical, cognitive, social and, emotional development that take place in early years of a child's life sets the foundation for future learning. Therefore it is important for teachers to have clear understanding of children, childhood and how children think, reason and learn. 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. Children learn in a variety of ways and all children are naturally motivated to learn and make sense of the world. This motivation may not be there for the learning of school subjects though. 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 would hope 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 teacher trainees in understanding children as growing in their socio-economic contexts. Thus this paper will provide an opportunity to understand and appreciate diversities among children and help the student teacher to structure their classroom accordingly.

Units of Study

Unit 1: Perspectives in Development

- Introduction to development: Concept of growth, development and maturation; concept and introduction to perspectives in development, humanistic psychology and developmental theory.

- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous?; socio-cultural contexts influencing development.

- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.

- Inclusion: introduction and perspective, brief historical background, concept and notions associated with it.

Unit 2: Physical – Motor Development

- Physical – Motor Development; Growth and Maturation.
- Gross and fine motor development skills in infancy and preschool children.
- Role of parents and teachers in providing opportunities for physical-motor development e.g. Play.

Unit 3: Social, Emotional and Language Development

- Social development:
  - Role of family, peers and school in social development
  - Role of competition, discipline, reward and punishment in social development

- Basic understanding of emotions,
- Development of emotions, functions of emotions, attachment-Bowl by
- Development of Speech and Language

  ➢ Pre-lingual communication

  ➢ Language development in different ages

  ➢ Stages of language development

  ➢ Factors in language development

  ➢ Uses of language: Turn taking, interactions, and conversations, listening.

  ➢ Socio-cultural variations in language: accents, differences in communication, linguistic variation, implications for a multicultural classroom.

  ➢ Bilingual or multilingual children: implications for teachers- multilingual classrooms; storytelling as a pedagogic tool.

Unit 4: Context of Socialization

- Concept and processes of socialization.
- Social, economic and cultural differences in socialization.
- Parenting, family and adult-child relationships, child rearing practices, separation of children from parents, children in crèches; children in orphanages.
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner.
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying during childhood.
- How differential gender socialization occurs.
- Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.

Unit 5: Childhood

- Child labour, childhood abuse; childhood in the context of poverty, globalisation and adult culture.
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to Indian context.
- Gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.

Mode of Transaction

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers.

- Individual and group presentations of issues and concerns raised in assignments, and
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data.

Practicum

Peep into the Child' World: What and How-I
Total Number of hours: 25 (in the field + maintaining records and classroom discussion)

Note: *Any three of the following practicums.*

Task 1

Students collate about ten newspaper articles that involve issues of parenting and childhood analyze these and hold discussions.

Contact Hours (Total 6 hours): 2 Hours on the field and 4 hours for self-study.

Task 2

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

The students can identify any child to understand 5-14 year old children in diverse contexts and use case profile method 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 learner; first-generation learners, street children and slum children; 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.

Contact Hours (Total 15 hours): 5 Hours on the field and 10 hours for self-study.

Task 3

Students watch a movie for instance Salaam Bombay or Tare Zameen Per or any other movie relevant movie to be identified collectively by teachers and students, and reflect on portrayal of children in the same. Discussion could be held around depiction of children from varying backgrounds, constructs of childhood.

Contact Hours (Total 4 hours): Watching the Movie 2hours and 30 minutes and Discussion 1 hour and 30minutes.

Task 4

Students 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

Contact Hours (Total 4 hours): Conduct of interviews 3 hours, and classroom discussion 1 hour.

Task 5

Students 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

Contact Hours (Total 5 hours): Recording/photo copying of data 1 hours, analyses of data and Report writing 4 hours.

Task 6

Students can be asked to compile data relating to developmental norms during infancy/babyhood/ early childhood/late childhood.

Contact Hours (Total 10 hours): library work and browsing of internet 8 hours and report writing 2 hours.

SUGGESTED READINGS

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Balagopalan, S. (2002). Constructing indigenous childhoods: colonialism, vocational education and the working child. *Childhood,* Vol. 9.

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.

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Child Studies
COGNITION, LEARNING AND THE DEVELOPMENT OF CHILDREN

Maximum Marks: 100
(Year End Exam: 70, Sessional: 30)

Rationale and Aim

The course is aimed towards helping student-teachers understand the psychological foundations of teaching and learning. This would help them to construct an understanding of teaching-learning for their own selves which they would be able to use in the classroom. This, it is hoped would help the teacher become more of a supporter and facilitator rather than an instructor.

Another pertinent aim is to enable the students develop an understanding of the research methods employed to understand children in their multiple contexts. It is envisaged that the students would use some of these methods not only to hone their skills in the same but also in learning about reflection and analysis on the data gathered through these means. This implies strengthening linkages between theory and practice through various field-based assignments.

Specific Objectives

- To facilitate student teachers understanding of the psychological basis of teaching and learning.
- To understand the process of thinking and learning in children through different theories/ perspectives and reflect on their relevance in the teaching-learning process.
- To understand how different perspectives/theories contribute to an overall understanding of development and the child as a socio-cultural universal.
- To bring the implications of theory into the centre of the study of children; to provide for opportunities such that the student teacher is able to visualize the linkages with theory in the real life interactions with children.
- To enable the student teacher to visualize the linkages with theory in the real life interactions with children.
- To understand the learner and learning processes.
- To enable student teachers in understanding the principles and maxims of teaching.
- To provide an understanding of factors that facilitate and hinder learning.
- To enable the student teacher to understand the learning theories and their implications for curriculum planning and curriculum transaction.

The student teacher develops a critical understanding of different approaches to children's development and learning within a socio-historical perspective: principles of behaviorism, cognitive development, information processing, constructivist, socio-constructivist and cross-cultural positions. The essence of child-centered pedagogy is to

be in tandem with the physical, socio-cultural, emotional and cognitive worlds of children within the Indian context.

An attempt has been made to include the implications for each aspect of development with the unit itself. For instance, there has been a conscious effort to include activities like play, art, storytelling etc. as implications along with the units on physical motor development, cognition and language development respectively.

Units of Study

Unit 1: Concept and Process of Learning

- Learning: concept and type of learning (Gagne's Classification)
- Processes of children's learning
- Transfer of learning.
- Basic ideas of Behaviorism and their implications.
- Concept and types of learning difficulties
- Individual and socio-cultural differences in learning

Unit 2: Concept Formation and Thinking in Childhood

- Concept formation:
  - Meaning of concept
  - Mental processes in concept formation
  - Factors affecting development of concepts in childhood
  - Development of concept of self, time, space, causation
  - Bruner's model of concept learning
  - Piaget's and other psychologists views on concept formation

- Thinking and reasoning:
  - Concept and nature of thinking
  - Instruments of thinking: perception, image, concept, symbols, signs, formulae
  - Favorable and unfavorable conditions in thinking
  - Linkages between thinking and learning.

Unit 3: Cognition and Learning

- *Constructivism:* Introduction to the concept; Piaget's theory: what is learning, structures and processes of cognitive development, cognitive conflict characteristics of thought in different stages, implications for teaching-learning.
- *Vygotsky"s theory:* Introduction, the general genetic law, concept of ZPD, tools and symbols in development, implications for teaching.
- *Information processing approaches:* basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval), knowledge organization and learning as change in declarative memory; schema change or conceptual change; how these develop in a continuous fashion.

- *Individual and socio-cultural differences in cognition:* Understanding-learning difficulties, terms of exclusion and inclusion and impact.

Unit 4: Language and Communication

- How do children communicate?
- Perspectives in language development (with references to how children acquire
- language at early age): Skinner; social learning theory of Bandura and Walters;
- Nativist-Chomskian perspective.
- Comparison of these theoretical approaches to arrive at a critique of behaviourism.
- The uses of language: Turn taking, interactions, conversations, listening.
- Socio-cultural variations in language: accents, differences in communication, linguistic variation, implications for a multicultural classroom. Two –Year Elementary Teacher Education Programme NCTE.
- Bilingual or Trilingual children: implications for teachers- multilingual classrooms; story telling as a pedagogic tool.

Unit 5: Play, Self and Moral Development

- Meaning of Play, characteristics, kinds and types of play.
- Play and its functions: linkages with the physical, social, emotional, cognitive, language and motor development of children; cross-cultural and socio-economic differences in children's 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.
- Moral development: perspective of Kohlberg and Carol Gilligan s critique; cultural variations in moral reasoning.

Mode of Transaction

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/papers
- Individual and group presentations of issues and concerns raised in assignments
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data.

Practicum: Peep into the Child' world: What and How-II
Total Number of hours: 25 (in the field + maintaining records and classroom discussion)

Task 1

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.

Contact Hours: 2; Hours on the field/ self-study: 4

Task 2

The student-teacher does observation of children at play and maintain records - 2 hours across 4 observations; observations can be carried out in playgrounds in the neighborhood or schools. The students 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.

Contact Hours: 6; Hours on the field/ self-study: 8

Task 3

Student-teachers identify a movie or a carton that is popular among school age 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.

Contact Hours: 2; Hours on the field/ self-study: 5

Or

Task 4

Student-teachers identify a video game that is popular among school age 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."

Contact Hours: 2; Hours on the field/ self-study: 5

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Pollard, A. and Filer, A. (1996). *The Social World of Children's Learning.* London: Cassell.

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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.

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.

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.

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EDUCATION IN CONTEMPORARY INDIAN SOCIETY

Maximum Marks: 100
(External: 70, Internal: 30)

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 students would gain a perspective on historical, political, economic trajectories of Indian society. Through the study of polity, institutions, economy, society and policies within India, this course exposes students to significant issues in the contemporary Indian setting. A critical understanding of our contemporary Indian society becomes indispensable for a teacher, who needs to respond to the social context of children and their diverse life experiences. This course, therefore, has been structured into themes and draws upon different social science disciplines to facilitate a broad understanding of the complex nature of issues and topics under discussion. This course enables students and teachers to think critically and to be able to situate their personal and general assumptions within a broader sociological framework.

Specific Objectives

➢ To be familiar with the interdisciplinary analysis of concepts, ideas and concerns.
➢ To familiarize with the socio-political economic dimensions of Indian Society and appreciating its diversity.
➢ To develop an understanding of the trends, issues, and challenges facing contemporary Indian Society.
➢ To understand the relationships between specific political institutions, economic policies, and social structures in order to comprehend the achievements, persistent problems and challenges facing contemporary Indian society.

The units of the course cover the political, economic, historical, social and cultural issues of contemporary India. For the transaction of the course, the interweaving of all these factors must be kept in mind. All the units are intermeshed in one another, and a meaningful understanding of the contemporary India can be developed only by keeping all these facets at the background. This course forms the basis to think critically as a sociological, critical questioning outlook is required from all student teachers. Students are expected to analyze and go beyond their own general presumptions.

Unit 1: State, Politics and Indian Education

- State and Education
- Political nature of education
- New Economic Reforms and their impact on Education
- Public Education vs. Private Education
- Privatisation of Public Education
- Education of Marginalised and Socially Disadvantaged

Unit 2: Perspectives on Society and Schooling

- Social Structure and Education with special reference to Class, Caste, Religion, Family, and Polity in India
- Culture and Education
- Modernization, Social Change and Education

Unit 3: Inequalities in Indian Society

- Nature and Causes of Inequality
- Inequalities in ancient, medieval and modern education
- Equality, Equity and Democratization of Quality Education
- Power, Ideology and Merit in Education
- Caste, Class and Social Exclusion
- Equalization of Educational Opportunities in India.

Unit 4: Contemporary Issues and Concerns in Education

- Democracy and Education
- Liberalization and Education
- Privatization and Education
- Globalization and Education
- Peasant, Dalit and Feminist Movements and their implications to Education

Unit 5: Constitution of India and Education

- Constitutional vision of independent India: then and now
- Constitution and Education: Concurrent status of education
- Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
- Reservation as an egalitarian policy
- Equality and Justice in the Indian Constitution, differential school system and the idea of common neighbourhood school
- Right to Education Act 2009

Unit 6: Teacher as Social Transformer

- Teacher as an Organic Intellectual
- Role and Responsibilities of Teacher
- Teacher Ethics
- Teachers and Community Development
- Teacher as an Agent of Social Change

Some Suggested Projects on Contemporary Indian issues

- Critical appraisal of Constitutional values as practiced in an Educational Institution
- Comparative study of different workplaces
- Conflicts and Social Movements in India: Women, Dalit and tribal movements, Displacement, Land, Human Rights, Communal mobilization.
- Displacement and Development

- Educational debates and movements
- First generation learners in school
- Children with disability and inclusive education
- Role of Media in Democracy
- Understanding childhood in India
- Analysis of contemporary debates in media
- Education for Peace
- Construct of the child and school in RTE act
- Language within school
- Tracing any farm/industrial product to its origin
- Role of state and international political economy in producing and addressing marginalization
- Linguistic and religious diversity of India
- Significance of minority rights
- Educational status, opportunities and experiences of Dalits, Tribals and Religious minorities in India
- Marginalization and education of children from slums and distress migration
- Challenges of pluralist education in the context of conflict
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums

Mode of Transaction

- Teachers should incorporate discussions, projects, documentaries, movies and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed
- In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- Dialogue and discussions has to be the key for the transaction of this course

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Famous Speeches of Gandhi ji: Speech On The Eve of The Last Fast January 12, 1948.

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Documentaries/ DVDs for Discussion

1. Srinivasan, Anupama 'I wonder', A film on childhood and experiences of schooling in different parts of India, 60 minutes.

2. 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.

3. 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.

4. 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.

5. Mehta Deepa (1999). 1947 Earth.

6. Mishra, Samina (2001). Stories of Girlhood, The film explores the lives of girl

7. 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.

8. P. 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.

9. Vohra, Paromita (2002). Unlimited Girls, a feminist tale told through conversations with cabdrivers, activists, yuppies, cop scriptwriters, teachers, colleges students and a cast of oddly named and unseen women in a chat room, 94 min.

UNDERSTANDING SOCIETY, EDUCATION AND CURRICULUM

Maximum Marks: 100
(External: 70, Internal: 30)

Rationale and Aim

As future teachers and educators, students (i.e. student teachers) need to have a solid foundation in the core principles and core concepts of education. This paper introduces the philosophical, the sociological, and the historical perspectives on education with a view to initiate inquiries and discussions on significant facets, themes and questions regarding education in India. The present century demands the 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 equality, justice, freedom, dignity and diversity. The philosophical, sociological and historical understanding of educational aims, processes and practices fulfills this need by critically elucidating the linkage that exists between education, knowledge and power.

As future teachers and teacher educators, student-teachers need to have a sound knowledge of the core concepts and principles of education. This paper introduces the student-teachers to the philosophical perspective of education with the aim to encourage inquiry and discussion on significant questions pertaining to education in India. This provides them understanding of educational aims, processes and practices to fulfill their requirements and understanding of linkages between policies, education and individuals.

Specific Objectives

➢ To understand and explore the meaning, aims, purposes of education.
➢ To develop understanding of philosophical, sociological and historical dimensions of education.
➢ To identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them.
➢ To expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations.

The sociological, philosophical and historical understanding of education can serve to be a backdrop for the entire course. This base will help the students to understand the basic assumptions about human nature, learning and knowledge that will vary as the course presents diverse points of view. The critical understanding of these facets will also emerge as the course presents the linkage between education, knowledge and power. All these units would enable a learner to develop an informed understanding of various significant aspects of Indian education.

Units of Study

Unit 1: Philosophical Understanding of Education

- Exploring, and inquiring into the nature and need of education in human societies
- Relationship between schooling and education, and exploring various educative processes in human societies
- Schooling and Education as visualized by different western and Indian thinkers: Rousseau, Dewey, Montessori, Gandhi, Tagore, Krishnamurthi, Gijubhai, Aurobindo, Phule, Karl Marx
- Understanding the basic assumptions about human nature, society, learning, and aims of education

Unit 2: Aims of Education

- Concept of Development and Development of Children
- Aims and goals of education (aims and values)
- Education for social change and social transformation.
- Understanding the following basic concepts in relation to education of children

  a) Social Diversity and Equality, Inequality in allocation of resources, opportunities and availability of basic needs.
  b) Equity
  c) Discrimination on the basis of gender, caste and discriminatory practices in the schools and community.
  d) Quality
  e) Rights and duties
  f) Human and Child Rights
  g) Social Change and Social Development
  h) Social Justice: Understanding the Preamble and basic concepts in Indian Constitution, role of education to ensure Fundamental Rights.

Unit 3: Education, Politics and Society

- Prominent characteristics of education in India during colonial rule
- India's Contemporary Education: continuities with and shifts from colonial legacy
- Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion
- Political nature of education
- Teacher and society: A critical appraisal of teacher's status

Unit 4: Learning, Learner and Teaching

- Learning: concept and nature
- Learning, knowledge and skills: different ways of learning
- Meaning of teaching and its relationship with learning and learner

- Socialization and learning: understanding influences and factors that shape learner's identity
- Learners in Context: Situating learner in the socio political and cultural context
- Constructs of childhood: critical examination of the universal construct of childhood

Unit 5: Knowledge and Curriculum

- Child's construction of knowledge: attaining knowledge through activity and experience
- 'Body of knowledge' and children's construction of knowledge
- Concepts of Belief, Information, Knowledge and Understanding
- Bodies of knowledge: different kinds of knowledge and their validation processes
- Processes and criteria for curriculum selection and construction
- Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks
- Dominant Knowledge vs. Marginalized Knowledge
- Indigenous knowledge Vs. Scientific knowledge Vs. Religious Knowledge
- School knowledge Vs. Everyday Knowledge / Informal and Out of School Knowledge
- Approaches to Curriculum Organization and Development
- Development of Children and Organization of Curricular Experiences
- Curriculum, Pedagogy and Assessment of Children

Mode of Transaction

- Critical thought and questioning should be the basis for the transaction as well as should be further honed
- 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, documents
- The connections between all the five units must be sought
- The units are to be studied by keeping the socio-historical-political context in mind **Essential**

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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*

SCHOOL CULTURE, LEADERSHIP AND TEACHER DEVELOPMENT

Maximum Marks: 100
(External: 70, Internal: 30)

Rationale and Aim

The purpose of education is to enable happy, meaningful learning environments for all children. Between the „idea of education‟ and the implementation of an educational programme is a long journey that witnesses a range of dynamics amongst several important players. These include teachers, parents, school heads, district and block level education functionaries, academics, educators, the community, government planners and policy makers, and children.

How are schools organized? What roles do government functionaries perform to help schools provide quality education? What kind of leadership enables effective school education? How are educational standards defined? What are the processes of change facilitation in education? This course brings together pieces of the puzzle that constitute effective school education. Through workshops, discussions, readings, field-based project work and project presentations, students will develop an understanding of the range of factors that enable school organization and management.

The systems of education around the world are changing. With the start of the new millennium many societies are engaging in serious promising educational reforms. Professional development of teachers is one of the key elements in most of these reforms. Societies are finally acknowledging that teachers are not only one of the 'factors' that need to be changed in order to improve their education systems, but they are also the most significant change agents in these reforms. This double role of teachers in educational reforms – being both subjects and objects of change – makes the field of Teacher Development a growing and challenging area, and one that has received major attention during the past few years. This new emphasis has been welcomed by teachers and educators in general as it represents a much needed appreciation of teachers' work, and also promotes the concept of Teacher Development.

Teacher Development is a broad area which includes Teacher Education, Teacher Training and any other effort that the teacher makes to develop his/her competencies as a teacher. It is a lifelong process which begins with the initial preparation that teachers receive and continues until retirement. Hence this course helps in studying models of teachers' initial preparation, as well as models of in-service 'training' and other learning experiences that enhance teachers' practices and professionalism through their lives.

This course also enables the participants to critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.

Specific Objectives

The overall objective of this course is to enable students to develop a holistic understanding of the range of issues and dynamics that constitute school education. The specific objectives are:

- To familiarize students with the structures and processes of the Indian education system.
- To help students develop a critical understanding of the notion of school organization and management in the context of the structures and processes of the education system.
- To enable students develop a comprehensive understanding of context-specific notions of school effectiveness.
- To enable students to develop an understanding of school leadership and change management.
- To help students make overt connections between field-based project work, educational leadership and change facilitation.

This course enables student teachers to develop an understanding of the system of education, how it operates, the role and functions of each of the different levels of the school system; its relationship with school curriculum and its impact on pedagogic processes in the classroom. This is likely to provide insight into the constraints of a system and the specific role and space that teachers and school leadership can claim to initiate change.

Units of Study

Unit 1: Structures and Processes of the Indian Education System

- Types of schools within different administration bodies
- Roles and responsibilities of education functionaries
- Relationships between support organizations and the school
- Understanding and interpreting educational policies that impact schools
- What is school culture, organization, leadership and management? What is the role of school activities such as assemblies, annual days etc., in the creation of school culture

Unit 2: School Effectiveness and School Standards

- What is school effectiveness and how it is measured?
- Understanding and developing standards in education
- Classroom management and the teacher
- Lesson plans, preparation for transaction and inclusive education
- Communication in the classroom and multiple learning levels in the classroom

Unit 3: School Leadership and Management

- Administrative leadership
- Team leadership

- Pedagogical leadership
- Leadership for change
- Change management

Unit 4: Change Facilitation in Education

- Sarva Shiksha Abhiyan (SSA) experiences
- Equity in education
- Incentives and schemes for girl children
- Issues in educational and school reform
- Preparing for and facilitating change in education

Unit 5: Understanding Teacher Development

- Concepts of Teacher Development, Teacher Education and Teacher Training
- Impact of Teacher Development on Teachers, Students, Organisations and Community
- A brief introduction to development of Teacher Education in India
- Changing Context of Teacher Education in the Global Scenario
- Pre-Service and In-service Teacher Education: concept, nature, objectives and scope
- Recommendations of various commissions and committees concerning Teacher Education system
- Impact of NPE, 1986 and its POA on Teacher Education system
- Role and functions of IASEs, DIETs, CTE
- Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT etc.
- Accountability and Continuous Professional Development

Project work: The practicum component of this course is meant to help students make specific connections between field observations, class discussions, analytical presentations and participation in change visualization.

Suggested Topics

- Managing the classroom
- The role of the school head
- Interactions with support organizations
- School improvement plan
- Change facilitation processes

Mode of Transaction

- Close reading of specific texts
- Observation and documentation of school organizational processes
- Field visits: centers of innovation, different school types

ESSENTIAL READINGS

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

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UNDERSTANDING LANGUAGE AND EARLY LANGUAGE DEVELOPMENT

Maximum Marks: 100
(External: 70, Internal: 30)

Rationale and Aim

Language is not only the means of communication it is also a medium through which most of the knowledge is acquired. It is a system that structures the reality around us and represents it in our minds. Language is not confined to the language classroom. It pervades all aspects, subjects and activities of a school and society at large. The key issues need a systematic study. The primary objective of the paper is to make teachers aware of the dynamics language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation. To draw connections with theory while planning for instruction is another significant aim of this paper.

There is no doubt about the fact that language is important for all of us. It is not only essential for communication but it is also a medium through which the knowledge of various fields is acquired. Thinking, decision making, arguing etc. are all possible because of language. Saying that we act through and with language would not be wrong. It is a system that structures the reality around us and represents it in our mind. It is not confined to the language classroom. It pervades in all aspects, subjects and the activities of a school and society at large. The primary objective of this paper is to make the teacher understand the language phenomenon i.e. what does it mean when we say 'language'? What all comes under language? What are the functions of language? What is the relationship between language, mind and society?

Specific Objectives

- To help the participants in the course understand the nature and structure of language.
- To help them in understanding the relation between language, mind and society.
- To discuss with them process of language acquisition and learning.
- To make them aware of the functions of language.
- To help them understand the different language skills and how to develop these.

Also help the students to understand

- the nature of language
- interplay of language and society
- the process of language acquisition
- function of Language and how children use them as a tool
- significance and acquisition of early literacy in the larger context of school curriculum
- ways of handling aspects of grammar not in isolation but by creatively integrating it with text.

The perspective that any good pedagogy must be mindful of an understanding of the nature of the discipline, the learner and the learning processes in socio-cultural and political contexts marks the overall framework of the paper.

Unit 1: What is Language?

- Introduction
- Language, Mind and Society
- Difference between Animal and Human Communication
- Features of Language
- Structure of Language
- Language and Power

Unit 2: Language Diversity and Multilingualism

- Introduction
- Constitutional Provisions about Language
- Language Diversity: In the Context of India
- Multilingualism as a Resource and a Strategy
- Multilingual Classroom: A Case Study

Unit 3: Language Acquisition and Learning

- Introduction
- Language and the Child
- Acquisition and Learning
- First Language Acquisition
- Second and Foreign Language Learning

Unit 4: Language Classroom

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

Unit 5: Developing Language Skills-I

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

Unit 6: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 7: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 8: Understanding of textbooks and pedagogy

- Philosophy and guiding principles for the development of language textbooks
- Content, approaches and methods of teaching languages – 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 9: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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Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? Language Arts. 57(4).

Tompkims, 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.

EARLY CHILDHOOD AND EARLY EDUCATION

Maximum Marks: 100
(External: 70, Internal: 30)

Introduction

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 pre-primary stage (3 to 6 years) and early primary stage or Grades 1 and 2 (6-8 years).

COURSE DESCRIPTION

Objectives

➢ Understand the definition and importance of early childhood years as foundation for lifelong 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 lifelong 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

SUGGESTED READING LIST FOR COURSE ON ECCE FOR DLED /BLED

Berk, L. Child Development; (Indian Edition) (2013). PHI Learning Private Limited, Delhi, India

Kaul, V. (2010). Early Childhood Education Programme NCERT, New Delhi.

Kaul V. et al, (1999). The Primary Years. NCERT, New Delhi.

Kaul, V, et al. (2014). 'Readiness for School', Impact of Early Childhood Education Quality, CECCED, AUD, 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.

Lightfoot C. Cole, M. and Cole, S. (2009). The Development of Children; Worth Publishers; NY.

Kaul, V. and Sankar, D. (2009). Early Childhood Care and Education in India, NEUPA, New Delhi.

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)* (2014). **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, Washington, D.C.

World Bank, (2004). 'Reaching Out to the Child', HDS, New Delhi.

EMERGING GENDER AND INCLUSIVE PERSPECTIVES IN EDUCATION

Maximum Marks: 100
(External: 70, Internal: 30)

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.

➢ Recognize the need of integrating and inculcating life skills and values in school curriculum and its implementation.

➢ Generate sensitivity towards local and global environment to emphasize living in harmony within oneself and with natural and social environment.

The historical and contemporary forces and processes that have resulted in cornering children with no voice and choice can be traced in all the units of study. The courses in Child Studies and Educational Studies will be helpful in developing a sound understanding of this course. This course will also gain important insights from the field experience that will come from the practicum courses, and the school internship programme. With this, the conceptual understanding built by this course would be fruitful in the field during internship, while dealing with children with diverse needs. Instead of seeing them as a problem and challenge, the student teacher would be able to incorporate them in his/her teaching-learning processes.

Specific Objectives

➢ To understand the present approach on education of children with special needs (Instead of blaming an individual for his/her failure, the need is to understand how barriers to learning arise from various discriminatory practices, curriculum, teaching) approaches, school organization, and various other social and cultural factors

➢ To focus on the structures (implicit and explicit) in our schools that serves as a hindrance to the inclusion of all students

➢ To explore and understand the possibility of change through inclusive education

➢ To develop a comprehensive and critical understanding on disability, marginalization and inclusive education.

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

Mode of Transaction

- The Practicum and the Theory courses of the programme to develop a solid platform for this paper.
- In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices
- The practicum courses of the programme, with the present course should help students in exploring spaces for inclusion in schools
- Dialogue and discussions has to be the key for the transaction of this course

ESSENTIAL 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.

Frostig, M, and Maslow, P. (1973). *Learning Problems in the Classroom: Prevention and Remediation.* Grune & Stratton: New York.

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 Jefferey, R. (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.

Readings for Discussion

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

Kumar, Krishna (1988). *What is Worth Teaching?* New Delhi: Orient Longman. Chapter 6: Growing up Male. 81-88.

Singh, Renu (2009), The wrongs in the Right to Education Bill, *The Times of India,* 5 July.

Advanced Readings

Manjrekar, N. (2003). 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?' *Economic and Political Weekly*, 38 (43), 4577-4582

Epstein, C. (1984). *Special Children in Regular Classrooms.* Virginia: Reston Publishing Company, Inc.

Alur Mithu and Michael Bach, (2009). *The Journey For Inclusive Education In The Indian Sub-Continent* Routledge: UK.

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.

Gabel, Susan L. (ed.), (2005). *Disability Studies in Education**, Readings in Theory and Method,* Oxford: London.

TOWARDS SELF-UNDERSTANDING
(FIRST YEAR)

Maximum Marks: 50
(Internal)

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.

Specific 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 these workshops. The professional experts are expected to engage with the students 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's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials, which should be contextualized and updated periodically.

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 strands that run parallel through the two year duration of the D Ed programme.

Strand A

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

1. 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 faculty mentor

2. 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.

Strand B

The other strand of the 'course' would 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 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.

Rationale and Aim

"*Teachers teach what they know, they educate what they are.*" This maxim suggests that more than any other profession, education and teaching require the whole being of the teacher to be engaged with the life and learning of their students. This course aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for their own learning as also the learning of their students. Such self-understanding would involve critical reflection on factors that have shaped one's identity and personality, an awareness of one's thought-patterns, motivations and behaviour, and openness to learn and renew oneself. This would then reflect in a capacity for social-relational sensitivity, a search for harmony within and without, and a deeper level of communication with students, colleagues and others.

This course also intends to initiate student-teachers into a process of original thinking about their wider educational concerns and the conscious development of an evolving perspective on education. In beginning to develop their own educational vision they would gain the impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools that are coherent with their evolving values. It is

through such an agency of teachers that any kind transformation in themselves, their students and society at large, may begin.

Strand A

1.   Journal Writing

Objectives

- To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection
- To allow for an individual contact and interaction between faculty and student

Mode of Transaction

- Each student-teacher should be asked to maintain a regular Journal, in which he/she may write: a) short reflective accounts of significant experiences b) observations of life situations that evoke questions and responses c) questions on education, learning or teaching that he/she is grappling with.
- The Journal should be periodically shared (once a fortnight is recommended) with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

2. Writing Tasks

Objectives

- To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors that have shaped their aspirations and expectations
- To synthesize their experiences and learning over a period of time

Suggested Tasks

- Writing an 'Educational autobiography' (at the beginning of the D Ed course)
- Writing a reflective statement of aspirations and expectations, based on one's learning so far in the course (after six months in the course).

Strand B

Workshop 1: *A significant event or experience in life*

Objectives

- To make student-teachers aware of some key shaping factors in their lives
- To enable an exploration of one significant event or experience
- To share and learn from each other's experiences

Suggested workshop themes

- Representing key events and experiences – as timeline, mind-map, pictorial poster, any other

- Investigating the texture of one key event/experience (working with partners) –

  - ✓ 'what did it look like?'; 'what did it feel like?'; 'What did it mean?' 'What does it feel like today?'

- Sharing and assimilating a range of experiences

Workshop 2: *Learning to Observe (and to Listen)*

Objectives

- Sensitizing student-teachers to the 'difficulty' of openness in observation and listening
- Enabling them to become aware of the nature of their judgments and 'quick' interpretation and opinion (that 'filters' or 'distorts' observation and listening)

Suggested workshop themes

- Observation of nature; observation of persons; observation of (and listening to) situations
- Exercises in observation and listening to uncover one's judgments and interpretations (and slow these down, to allow for richer perceptions)
- Multiple views on a variety of situations: classroom situations, and human situations in a school context

Workshop 3: *Mindfulness in the classroom*

Objectives

- Making student-teachers aware of mind-body connections
- Introducing approaches to mindfulness
- Appreciating the effects of mindfulness on learning and action

Suggested workshop themes

- Sitting quietly and inviting mindfulness
- Individual breathing exercises and self-awareness of body and mind
- Exploring group exercises for mindfulness
- Mindfulness through the day, in classrooms, in stressful contexts
- Mindfulness and emotional well-being
- Mindfulness and decision-making
- Mindfulness in cognitive learning

Workshop 4: *Understanding working in groups*

Objectives

- Enabling an understanding of patterns of behaviour in groups
- Developing skills for and appreciating the importance of working in groups

Suggested workshop themes

- Exploring structural situations that promote competition or cooperation

- Exploring hierarchies and role-taking in group situations
- Exploring inclusion and exclusion in groups
- Facilitation of group working – everyone has a part to play
- Exercises for learning to work in groups (*Modes of Transaction would include 'role-plays' and 'enactments' followed by   discussions*)

Workshop 5: *Viewing and analyzing film(s)*

Objectives

- Viewing films with social and educational content
- Learning to analyse and derive personal meaning from this
- Sharing different points of view on a film

Suggested workshop themes

- Purposive film viewing
- Ways of analyzing themes
- Detailed observation of a key scene and discussion
- Ways of seeing situations in the film
- Writing a film review

Workshop 6: *Celebration of an iconic cultural figure* (*e.g. Kabir/Tagore/ Narayan Guru/Meerabai/Akka Mahadevi/Jnaneswar/Basava/Thyagaraj/ A Sufi saint: depending on region and culture*) Two-Year Elementary Teacher Education Programme NCTE Review Committee, 12 May 2011 19

Objectives

- Rich exposure to cultural forms around an iconic figure of the region – stories, music, arts, etc

- To participate in celebrating cultural roots and absorbing the ideas and expressions that emerges from these.

Suggested workshop themes

- Authentic performance by a practitioner
- Participation in learning and celebrating (in appropriate media)
- Discussion of cultural world-view and contemporary relevance of the icon
- Writing based on the above

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: *The Role of science and religion in Society*

Format: Debate and Discussion

Preparation: Topic to be formulated to allow for different perspectives; some texts to be identified as resources; student-teachers prepare in groups

Seminar 4: *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

Evaluation

Internal: This should be based on:

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

External: This should be based on qualitative grading for quality of participation in a series of workshops – by resource persons for each workshop

SUGGESTED RESOURCES

Books, articles, films, organizations, and resource persons could be need for specific workshops and seminars. This list may be added to over time.

An Inconvenient Truth a documentary film directed by Davis Guggenheim, looks at former Vice President Al Gore's fervent crusade to halt global warming's deadly progress by exposing the myths and misconceptions that surround it. In this intimate portrait of Gore and his "travelling global warming show," Gore comes across as never before in the media - funny, engaging, open and intent on alerting citizens to this "planetary emergency" before it's too late.

Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug- Dharam Vir Bharati, Tughlaq: Girish Karnad.

Orr, David W. (2007). Is Environmental Education an Oxymoron? *Journal of the Krishnamurti Schools.* www.kfionline.org

David (2004). All Education is Environmental Education *The Learning Curve, Issue 226.*

Omvedt, Gale (2009). Seeking Begumpura, Navanya: New Delhi.

TOWARDS SELF-UNDERSTANDING
(SECOND YEAR)

Maximum Marks: 50
(Internal)

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.

Specific 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 these workshops. The professional experts are expected to engage with the students 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's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials, which should be contextualized and updated periodically.

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 strands that run parallel through the two year duration of the D Ed programme.

Strand A

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 faculty mentor

- 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.

Strand B

The other strand of the 'course' would 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**. 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.

Rationale and Aim

"*Teachers teach what they know, they educate what they are.*" This maxim suggests that more than any other profession, education and teaching require the whole being of the teacher to be engaged with the life and learning of their students.   This course aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for their own learning as also the learning of their students. Such self-understanding would involve critical reflection on factors that have shaped one's identity and personality, an awareness of one's thought-patterns, motivations and behaviour, and openness to learn and renew oneself. This would then reflect in a capacity for social-relational sensitivity, a search for harmony within and without, and a deeper level of communication with students, colleagues and others.

This course also intends to initiate student-teachers into a process of original thinking about their wider educational concerns and the conscious development of an evolving perspective on education. In beginning to develop their own educational vision they would gain the impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools that are coherent with their evolving values. It is

through such an agency of teachers that any kind transformation in themselves, their students and society at large, may begin.

Strand A

3. *Journal Writing*

Objectives

- To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection
- To allow for an individual contact and interaction between faculty and student

Mode of Transaction

- Each student-teacher should be asked to maintain a regular Journal, in which he/she may write: a) short reflective accounts of significant experiences b) observations of life situations that evoke questions and responses c) questions on education, learning or teaching that he/she is grappling with.

- The Journal should be periodically shared (once a fortnight is recommended) with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

4. *Writing Tasks*

Objectives

- To enable student-teachers to reflect on their aims of education
- To enable student-teachers to critically assess their own learning

Suggested Tasks

- Essay: Identify one social issue/problem of key significance, and reflect on: a) ways in which current forms of 'schooling' may be contributing to sustaining this, and b) how 'school education' and 'classroom practice' may be realigned to ameliorate this. (first month)
- Taking into account one's 'Educational biography', 'statement of aspirations' and 'aims of education', critically evaluate oneself as a 'prospective teacher'. (final month)

Strand B

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 favourite 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

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

Workshop 5: *Art and education*

Objectives

- To understand children's (and older persons') need for visual expression and creative work and the developmental processes that are stimulated by these
- To explore the creative process in drawing, painting, and other forms of visual representation or construction
- To appreciate both 'the place of art in education' and 'art, as a basis for education'

Suggested workshop themes

- Organise art, craft and music exercises with small groups followed by discussion and presentation using local exhibition or art event as precursor for the session.
- Specific task could 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.
- 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.
- Identifying a specific age group of children and the relevant theme and design an art based project for them which should span over a period of time for example- a heritage walk to nearby monument and a public event abut it.

Workshop 6: *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 (i.e. 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

Seminar 1: *What does it mean to be 'educated' in contemporary India?*

Format: Presenting multiple perspectives on the expectations from education in India: Discussion and debate

Preparation: Presentations to be based on interviews and some research, but reflecting the views of participating student-teachers. A few readings as resources could be collected and suggested.

Seminar 2: *Alternative visions of Indian democracy... looking 25 years hence*

Format: Discussion and debate, presenting multiple perspectives on the expectations from democracy in India, and the institutions and attitudes of mind needed to give expression to these.

Preparation: Student-teachers research, reflect and write short points of view; resources around socio-political themes to be gathered and made available.

Seminar 3: *Educational thinkers who have had the most impact on me*

Format: Presentations with 'first person' accounts by student-teachers, followed by questions.

Preparation: A set of original writings of educational thinkers to be made available.

Seminar 4: *What ought to be the aims of education in India today?*

Format: Debate and discussion, to generate a range of orientations to education in India, representing different value-frameworks and emphases

Preparation: Formulation of topic that allows for multiple perspectives on educational aims; debate to be conducted among individuals, loosely grouped into teams.

Evaluation

Internal: This should be based on:

1. Qualitative grading for Journal writing – periodicity and quality of entries

2. Qualitative grading for participation in seminars – quality of preparation and presentation/participation

3. Marking of periodic writing tasks (four in number) – by faculty mentor

External: This should be based on qualitative grading for quality of participation in a series of workshops – by resource persons for each workshop

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.

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

1. *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani http://www.kabirproject.org/

2. *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.

3. *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.

PROFICIENCY IN ENGLISH
(for FIRST & SECOND YEAR)

Maximum Marks: 100
(External: 70, Internal: 30)

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 guide-books 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

➢ To strengthen the student-teacher s own English language proficiency.
➢ To brush up their knowledge of grammatical, lexical and discourse systems in English.
➢ To enable students to link this with pedagogy.
➢ To 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 memorising 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

- Introduction
- English around us
- English as a global language
- Constitutional provision; English as an Associate Official Language
- English as a Second/ Foreign Language

Unit 2: Understanding Language – Listening to and Producing Oral Discourses

- Introduction
- Listening with Comprehension
- Analysing Discourse Features
- Analyzing the Suprasegmental Features

- Making Oral Presentations and Constructing Different Oral Discourse**s**
- Opportunities to Use Language in context
- 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

- 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
- Reading for Global and Local Comprehension
- Extrapolating the Texts through making Inferences, Analysing, Reflecting
- Understanding the Theoretical Postulates of Critical Reading
- Understanding the Process of Critical Reading
- 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

- Introduction
- Writing for specific purposes and specific audience and understand writing as a process
- Experience the classroom process of writing (individual, collaborative, editing)
- 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
- Recognising errors as a part of learning process
- Editing the written texts in terms of discourse features, syntax, morphology and writing conventions
- 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

- Introduction – What is Grammar
- Problems with traditional prescriptive grammars
- Classification of words (closed word classes and open word classes)
- Lexical, phrasal and clausal categories
- Elements of a sentence (nuclear and optional)
- Classification of clauses based on structure, function and finiteness
- Auxiliary system (Tense, Modals, Perfective and Progressive Aspects, Passive)
- Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, embedding, agreement)
- Word formation (prefix, suffix, compounding)
- Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms
- 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

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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.

Elboum, 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 Rinvolucri, 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.

YOGA EDUCATION
(FIRST YEAR)

Total Weight: 4 Periods of Week
(Two Theory and Two Practical periods per week)

Aims:

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.

COURSE STRUCTURE

Unit 1: Introduction to Yoga

Meaning and definition of yoga – Scope of Yoga – Aims and Objectives of Yoga – Misconceptions about yoga – Schools of Yoga. Characteristics of a practitioner of Yoga. Yoga for integrated personality development and spiritual enlightenment. Introduction to the Physiology and Endocrinology and Yoga.

Historical perspective on Yoga – Yoga before the time of Patanjali: (Indus valley civilization, Vedas, Brahmnas, Upanishads, Epics, Puranas) – Samkhya and Yoga – Buddhism and Yoga – Jainism and Yoga.

Unit 2: Patanjali Yoga and Post-Patanjali Developments

Systematisation of yoga by sage Patanjali: Eight limbs of Yoga, Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhayana, and Samadhi. Patanjalis contributions to the Yoga.

Post Patanjali 's developments in yoga – various commentaries on yoga sutras- Tantra yoga – Yogavasistha – Hathayogic traditions (Nathcult and Tamil siddhars) – Western influences and modern renaissance in yoga.

Contemporary yoga – research in Yoga- contribution of different yoga institutions like Kaivalyadhama of Lonavala, Bihar School Of Yoga and Swami Vivekananda Yoga, Anusandhana Snmasthana – modern trends and development in the field of Yoga.

Unit 3: Education and Other Important systems of Yoga and Meditation

Integral Yoga of Sri Aurobindo Gosh: Panchakosa and Super mind concept Aims, Philosophy and Principles of integral yoga of Sri Aurobindo.

Bhagavad Gita: Bhakti, Karma and Jnana marga – Meditation Chapter – VI (Verse (10) Yogi Yungeetha Statam to Verse (36) Asmaytha Atmanaa Yogo Thusparapa) – Japa Meditation, Ajapa Meditation, Hatha Yoga meditation – Kundalini (Chakras, Nadis, Granthis) – Obstacles to Meditation.

Jain School of Yoga and Meditation – Preksha Meditation: What is Preksha – Aim – Pre Conditions – Kayotsarga (Body awareness) – Perception of body & breathing.

Buddhist traditions of yoga and Vippasana Meditation – Anapana Sati (Breath Concentration) –Sila (Precepts) – Samadhi (Concentration) – Panna (Wisdom) – Five Obstacles – Metta (Universal Love) – Karuna (Compassion) – Mudita (Joy in others) – Uppekkha (Equanimity)

Importance of Yoga in school curriculum.

Unit 4: Physiology and Psychology of Yoga and its importance in Play, Sports and Stress Management

Yoga Supplemental Exercises – Yoga Compensation Exercises – Yoga Regeneration Exercises – Power of Yoga

Role of Yoga in psychological preparation of children as athletes: Mental Wellbeing, Anxiety, Depression, Concentration, and Self Actualization.

Effect of Yoga on Physiological System: Circulatory, Skeletal, Digestive, Nervous, Respiratory and Excretory Systems.

Unit 5: Practicum and Suggested Activities

- 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, and
- Students are expected to learn and perform the following:

PRACTICAL–I

ASANAS AND PRANAYAMAS

UNIT-I

Meditative Asanas:
Sukhasana, Ardha Padmasana (or) Padmasana,
Siddhaasana (or) Siddhayoniasana,
Vajrasana

Relaxative Asanas:
Shavasana, Advasana, Makarasana, Jyestikasana

UNIT-II

CULTURAL ASANAS

Standing Types:

Tadasana, Pada Hastasana, Vrksasana, Trikonasana, Garudasana
Uttanasana, Ardha Katti Chakarasana, Ardha chakarasana, Utkattasana, Parivrutha Trikonasana, Virabhadrasana
Pada Angustasana

Sitting Postures:

Baddha Konasana ,Vakrasana, Paschimottasana, Sasangasana
Gomukhasana–I, Veerasana, Maricyasana, Janu Sirshasana Ustrasana, Yoga Mudra, Gomukhasana–II, Supta Vajrasan

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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.

Tent Book of Yoga – by Georyfeuer – stein, Rider and company, London 1975.

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Yoga as Depth – Psychology and Para – Psychology (Vol-I): Historical Background by Dr. C.T. Kenghe, Bharata Manisha, Varanasi, India 1976.

Yoga Mimamsa Journal / (Back Volumes) Kaivalyadhama, Lonavla, Pune dist, Maharashtra.

YOGASANAS: A TEACHER'S GUIDE NCERT (1983). New Delhi.

YOGA EDUCATION
(SECOND YEAR)

Total Weight: 4 Periods of Week
(Two Theory and Two Practical periods per week)

Aims:

1. To enable young people 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. T o 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 Metaphysical 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.

COURSE STRUCTURE

Unit 1: Principles of Yogic Practices

Concept of Yogic Practices – Kinds of Yogic Practices; Asana, Pranayama, Kriya, Mudra, Bandha, Dhyana. Asana: Definition, Scope and Limitations of Asanas – Classification of Asanas – Meditative Asanas – Relaxative Asanas – Cultural Asanas: Standing, Sitting, Supine, & Prone – Step by Step Performance of Asanas – Surya Namaskars, Safety Measures and Precautions while performing Asanas.

Unit 2: Pranayama

Pranayama: Meaning – Different Phases in Pranayama Practice: Puraka (Inhalation), Kumbhaka (Retention) and Recaka (Exhalation) – Breathing Ratio in Pranayama Practice – Major Pranas: Apana, samana, udana vyana, & prana – Upa Pranas: naga, koorma, krikara, devadatta, & dhananjaya – Safety Measures and Precautions.

Unit 3: Bandha, Mudra and Kriyas

Meaning & Benefits of Bandha – Different Bandhas: Jalandhra Bandha, Uddiyana Bandha, and Mula Bandha.

Meaning of Mudra – Types of Mudra: Chin Mudra, Chinmaya Mudra, Adi Mudra, Brahma Mudra, Shambavi Mudra, Nasikagra Drishti Mudra, Yoga Mudra, &, Ashwini Mudra.

Practicing Methods and Benefits of Kriyas – Meaning – Types of Kriyas: Kaphalabhathi. Trataka. Neti: Jala Neti, Sutra Neti. Dhauthi: Vamana Dhauthi, Danda Dhauti, and Vastra Dhauti.

Unit 4: Meditation and Education

Meaning & concept of Meditation – Yogic practices and physical exercise. Yoga Practices and Other Systems of Exercises – Asanas Vs. Muscular Exercises – Pranayama Vs Deep Breathing Exercises – Importance of Nerve Culture in Yoga - Yoga and Competition – Yoga and Modern Education.

Unit 5: Practicum and Suggested Activities

- 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.
- Students are expected to learn and perform the following:

a) Prone Type Postures:

Bhujangasana, Salabhasana, Naukasana
Ardha Salabhasana, Sarpasna, Dhanurasana

Supine Type

Uttana Padasana, Sethu Bandhasana, Sarvangasana, Ardha Halasana, Jathara Parivratanasana, Chakrasana-I

Pawanamuktasana, Viparitha karani, Matsyasana, Halasana,

Supta padaanustansan, Chakrasana-II

b) Preparatory for Pranayama:

Kapalabhathi, Bhastrika

Sectional Breathing

Abdominal, Clavicular, Thoracic, Full Yogic Breathing.

c) Pranayamas:

Chandra Anuloma Viloma, Chandra Bhedana Pranayama

Nadi Shodhana, Ujjyai, Sitali Pranayama,

Bhramari pranayama, Surya Anuloma Viloma,

Surya Bhedana Pranayama, Nadi Suddhi (1: 2: 2 ratio),

Bhastrika, Sitkari Pranayama

d) Preparation for Meditation [sitting in Meditative Asanas with concentration on Tip of the Nose and center of eye brow) Pranadharana (body awareness)- Yoga Nidra.

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PEDAGOGY AND ICT INTEGRATION ACROSS THE CURRICULUM
(for FIRST AND SECOND YEARS)

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. A study of the nature of broad disciplinary paradigms of the sciences, social sciences, languages and mathematics is crucial for student-teachers to gain epistemological insights and an understanding of specific methods of enquiry. This engagement prepares prospective teachers to undertake the teaching of integrated courses and thematic learning approaches as well.

The aim of this course is to engage student-teachers with questions of pedagogic approach, theory and practice as they unfold within the classroom and in school settings. While engagement with subject matter is the chief aim of pedagogic courses specific to disciplines, this course focuses on generic issues and concerns in pedagogy that cut across various school subjects.

Specific Objectives

➢ To help student-teachers develop an understanding of the nature of young learners and their varying socio-cultural, economic and political contexts.
➢ To interrogate existing terminology, constructs and notions of pedagogic practice, such as child-centered learning, discovery learning, activity-based learning, intelligence (IQ) etc.
➢ To engage student-teachers with epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.
➢ To develop capacities to reflect, reason and make discerning judgment and conceptual understanding of pedagogic practice and process of learning.

Guiding Principles of the Syllabus

1. This is a course on integration of ICT in educational processes and NOT the ICT course, introducing a wide range of technological applications in educational processes as a part of the D. El. Ed. Curriculum which is designed to realize the goals of NCF and NCFTE

2. This course is activity oriented and based on constructivist pedagogy principles and practices. It provides adequate opportunity for hands-on learning and open-ended exploration of ICT applications in teaching and learning. Sharing of learning and critical continuous evaluation of the learning is its integral part.

3. Software piracy and plagiarism is explicitly denounced and discouraged. Creation of original content, taking pride in creation and duly recognizing others' contribution, is promoted.

4. This course emphasizes on the optimum use of available infrastructure and resources with cooperative and collaborative learning, working and developing together.

5. Those who are already proficient in ICT can complete the course faster.

Expected Course Outcomes

The purpose of this course is to initiate the prospective elementary teacher to various ICT devices for use in teaching learning processes. After studying this course a student teacher will be able to –

1. select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process

2. communicate through e-mail, chat, social networks, mobile phones etc.

3. search, evaluate, select, organize and use digital educational resources in the class, using internet

4. demonstrate skills in creating useful teaching-learning material using ICT tools such as presentations, text documents, pictures, charts, cartoons etc.

5. use skillfully online story-design tools to develop and stories

6. design learning experiences integrating interactive multimedia resources

7. plan for blended classroom integrating classroom activities and ICT resources

8. use ICT for making classroom processes more effective for better learning

9. explore newer ways of integrating ICT with educational processes

10. become a part of teachers' network and function as effective professional

Running Thread of the Course

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. There will be a focused attempt to equip the prospective teacher with conceptual clarity, pedagogic perspective and ICT capacities to teach all children.

Units of Study

Module 1: Introduction to ICT in Education

Learning Outcomes:

After learning this module, D. El. Ed. student teacher will be able to select suitable computer applications in classroom teaching / learning, in order to

É prepare text documents
É prepare presentation slides

- É create simple graphics using free images
- É search internet to find, evaluate and collect relevant OERs
- É use internet for communication through e-mail, chat, and social networks
- É use mobile technology to communicate and support learner
- É design learning experiences integrating interactive Multimedia Learning Resources

Sub-units:

1.1 Computer hardware

- Performing Basic computer operations like:
  - ˝ data storage and back up
  - ˝ connecting peripherals and troubleshooting

1.2 Internet

- Use the internet tools to search, connect, download, and archive
- Know about safe practices about internet such as: security, identity and hacking

1.3 Creating content in various formats like:

- Text documents using tools like Open Office and Libre Office (Free) and MS Word (Paid)
- Presentation slides using tools - Open Office and Libre Office (Free) and MS Power Point (Paid)
- Spread sheets to store and analyze data like class result using tools like Open Office and Libre Office (Free) and MS Excel (Paid)

1.4 Uses and limitations of ICT tools and techniques like

- Spoken Tutorials (see www.spoken-tutorial.org)
- Story design tools for developing stories
- Hot Potatoes – 6 for CCE

1.5 Open Educational Resources (OERs)

- Awareness and usage of OERs- Searching, identifying and adopting, copying, saving, sending and sharing different types of relevant multimedia open educational resources for learning specific topics
- Integrating OERs in teaching- learning process, Sharing these OERs with other teachers, evaluating its utility

1.6 Netiquettes, Ethics and values:

- Following proper protocol and observing copyrights
- Appreciating and acknowledging OERs by others
- Seeking appropriate permission for copyright material
- Avoiding plagiarism and misuse of digital resources

1.7 Handheld devices

- Get acquainted with various devices available such as tablet computers and mobile phones

- Operating various functions of Mobile phones like texting, calling, photographing, VIDEO SHOOTING, interacting with others, for supporting learning, giving feedback to learner etc.

- Updating knowledge about features of open source platforms like Android

Module 2: ICT Based Learning Processes and Resources

Learning Outcomes:

After learning this module, D. El. Ed. student teacher will be able to identify different learning processes and select and use:

- appropriate educational games for learners

- available simulations for learners

- interactive OERs in classrooms

- best suited subject specific software for learning like Google maps

- different tools and techniques, blending with pedagogical practices for effective learning

Sub-units:

2.1 Modern theories of learning

- Learner autonomy – learning based on individual needs and choices
- Brain based learning- BBL
- e learning

2.2 Creating Learning Environments

- ICT for alternative ways of learning - Individual and group learning

- Interaction with, media, people, tools and techniques

- Self-study: Learning to learn- learning by doing-activity based, reflection, Blended learning, Flipped class.

- Planning Co-operative Learning environments using ICT

2.3 ICT supporting Constructivist pedagogy principles and practices

- Group learning -L3 groups of learners and teachers

- Integrating ICTs for Co-operative Learning, working and developing together with creativity and co-creation of product-SUPW.

- Creation of L3 groups, like google groups, learning communities for networked learning ICT for inclusive education

2.4 Mass Personalization and Resource based learning

- using multimedia, Open Educational Resources like the ones developed at NCERT, IIT- B, HBSCE, MKCL etc. and others available on internet.

2.5 Simulations: Free online simulations like

- Science experiments
- Role-play and Dramatization for language learning

2.6 Educational Games: Free online educational games like

- Language games
- Mathematics games, etc.

Module 3: ICT Integration with Pedagogy Practices

Learning Outcomes:

After learning this module, D.El.Ed. student teacher will be able to:

- explore ICT resources
- evaluate ICT resources
- identify and choose appropriate ICT resources
- create learning resources using different ICTs
- use appropriate ICT resources-videos, games, simulations etc. in the class
- plan and conduct a lesson using constructivist approach and appropriate OERs

Sub-units:

3.1 Modern methods of instruction

3.2 Exploration of ICT resources (educational tools and applications) for integrating available ICT into lessons (appropriate hardware – CD/DVD, projectors, interactive boards, appropriate software – audio, video, multimedia, animations, games and simulations etc. in computer lab.)

3.3 Evaluation and adoption of available ICT resources, relevant for teaching specific content

3.4 Pedagogical analysis to determine content (what) and methods (how) and mapping it with suitable ICT, Finding alternative methods and ICTs

3.5 Designing lesson plans using 5 E's of constructivism: Engage, Explore, Explain, Elaborate and Evaluate, for any content with proper ICT integration

3.6 Using ICT tools, techniques and resources to create scaffolding.

3.7 Classroom organization for ICT integrated lessons (Teacher centered, asking for more Self-learning, and participation in group activities)

Module 4: ICT Integration with Evaluation Procedures

Learning Outcomes:

After learning this module, D.El.Ed. student teacher will be able to:

- explore the various software tools for evaluation and assessment
- select appropriate software tool for particular form of evaluation
- use online generator tools suitable for different forms of assessment
- use appropriate software for managing data- analysis, result and feedback

Sub-units:

4.1 Exploration of software tools for different forms of evaluation

4.2 Mapping of Assessment tools for different aspects of CCE – scholastic and co-scholastic aspects like life skills, all round development etc.

4.3 Tests/Quizzes

- Using appropriate software for constructing tests / quizzes (Hot Potato, Survey Monkey etc.)
- Using Moodle for Question Bank - all types of Questions. Also Libre office (free)
- Apps for creating Mobile-based Quizzes
- Apps for conducting online examinations- SOCRATIVE

4.4 Portfolio assessment

- Developing e-portfolio using free software like hpage, carbonmade, shown'd etc. for continuous comprehensive evaluation
- Presentation software for creating portfolio

4.5 Evaluation Rubrics

- Using appropriate software for constructing evaluation rubrics -online rubric generators such as Rubi star, irubric, etc.

4.6 Managing Data

- Using appropriate software, like Excel, for managing data, analysis of results, tracking student achievement etc.
- Data analysis – inferences, diagnostics, feedback and remedial learning alternatives

Module 5: Planning Lesson Integrating ICT (in workshop mode)

Learning Outcomes:

After learning this module, D.El.Ed. student teacher will be able to:

- explore the various software tools to be used in a lesson
- plan and conduct lessons using different ICTs and OERs
- assess and create record of learner performance

Sub-units:

5.1 Lesson planning with integration of ICT and education processes – discussion

5.2 Workshop on steps involved in planning and conducting a lesson integrating ICT

- Selecting a unit of teaching
- Content analyzing
- Preparing a Concept map
- Specifying learning outcomes
- Identifying learning processes
- Identifying relevant pedagogical processes
- Identifying effective ICTs
- Criteria for selecting ICT – relevance, availability and accessibility, safety, free of cost, OER, interesting, usability- user friendly,
- Select the ICTs for use in the lesson
- Decide how to use the selected ICT to facilitate the identified learning process to obtain the expected learning outcomes
- Design the activities for teacher and students to perform- individually and in groups.
- Sharing it with others online and get feedback from the learners, peers, friends and mentor etc. and finalize the lesson
- Conduct the lesson and receive feedback from learners, peers, supervisors and mentor for improving subsequent lessons.

Assignments:

Complete assignment 1 and **any one** of the assignments from 2 to 5 as assignment 2 and submit for assessment before the end of the 3rd term:

1. 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.

2. 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

3. 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.

4. 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.

5. 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.

REFERENCE MATERIAL

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 Cached
- 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

PEDAGOGY OF ENGLISH LANGUAGE
(for EARLY PRIMARY AND PRIMARY)

Maximum Marks: 100
(External: 70, Internal: 30)

For Early Primary (Class I & II)

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 perspective on English as a "Second Language (ESL)
➢ Enable student-teachers to grasp general principles in language learning and teaching
➢ To understand young learners and their learning context
➢ To grasp the principles and practice of unit and lesson planning for effective teaching of English
➢ To develop classroom management skills; procedures and techniques for teaching language
➢ To examine and develop resources and materials for use with young learners for language teaching and testing.
➢ To 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

- 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

- Teaching English as a second language: developmental, socio-economic and psychological factors;

- The nature of language – learning versus acquisition; the pedagogy of comprehensible input

- Collaboration in language learning; Zone of Proximal Development; Multiple Intelligences,

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

- A historical view of English as a Second Language (ESL).

- Philosophy and guiding principles for the development of English textbooks.

- Selection of themes and unit structure.

- Academic standards and learning indicators.

- Approach- Theory- Method – strategies and techniques; Behaviouristic and Structural Approaches: grammar-translation method, audio-lingual method, communicative approach, suggestopedia, silent way

- 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)

- *Activities*
  - ➢ Seminars, presentations, on various topics related to language and language pedagogy

Unit 3: Classroom Transaction Process

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

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

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

- Post-reading- Objectives, Process of discourse construction; individual writing, refining through collaboration; graphic writing for the beginners

- Editing the written discourses

- Publishing children's products

- Dealing with textual exercises (vocabulary, grammar, study skills, project work)

Unit 4:Planning and Material Development

- Introduction, What is planning; its importance
- Year plan, unit plan and period plan; Teacher reflections
- Material development; preparation of material for young learners
- Developing and trying out various resources, techniques, activities and games for learning English
- Text analysis of school text books for English – state-produced and by private publishers
- Analysing and reviewing teaching-learning material
- *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

- Review of current assessment procedures
- What is ASSESSMENT, Why, How and When; Continuous and Comprehensive Assessment
- Formative assessment; assessment "as learning" and assessment "for learning" – tools and strategies; evidences of assessment;
- Summative assessment – tools, assessment of learning; recording assessment
- Grading indicators for formative and summative assessment both for oral and written products
- Recording and reporting.
- Assessment and feedback.
- *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.

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

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.

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.

PEDAGOGY OF ENGLISH LANGUAGE FOR PRIMARY

Maximum Marks: 100
(External: 70, Internal: 30)

For Primary (Classes III, IV &V)

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

- Shift from the Behavioral to Cognitive Assumptions – Implications
- Skill-based Approach to Knowledge Based Approach
- Fragmentary (letters/words, sentences, etc.) to Holistic Treatment of Language in Terms of Discourses
- Linear to Spiral (cyclic) Mode of Teaching and Learning
- Repetition to Recurrence
- Teacher-Centred to Learner /Learning-Centred
- Information to Knowledge
- 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

- Second Language Acquisition Theories (Stephen Krashen, Steven Pinker; Vivian Cook)
- The pedagogy of Comprehensible Input
- The pedagogy of reading- Critical reading
- *Activities*
  - ➢ Seminars, presentations, on various topics related to language and language pedagogy

Unit 3: Classroom Transaction Process

- The Modular transaction – Pre-reading, Reading and Discourse construction and editing
- Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses
- Reading – objectives; the micro-process of reading comprising individual, collaborative reading; extrapolating the text; graphic reading for the beginners
- Post-reading – Objectives, Process of discourse construction; individual writing, refining through collaboration; graphic writing for the beginners
- Editing the written discourses
- Publishing children's products
- Dealing with textual exercises (vocabulary, grammar, study skills, project work)
- Strategies for addressing the problems of Low Proficient learners

Unit 4: Curriculum and Textbooks

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

Unit 5: Planning

- Need and Importance of Planning
- What is Planning – Why Planning – Who Should Plan?
- Planning at Various Levels
- Planning for Creating English Ambience at School

- Teacher's Planning Components of a Teaching Plan ;Year Plan, Unit cum Period Plan, Format of a Teaching Plan

Unit 6:Learner Assessment

- Assessment and Evaluation
- Need and Importance of Assessment
- Implications of Assessment - For the Learner, for the Teacher and for the Community
- Continuous and Comprehensive Assessment (CCE)
- Types and Tools of Assessment

  - Formative assessment – tools for assessment; recording and evidences
  - Summative assessment- tools – recording
  - Assessment and feedback

Unit 7:State Specific Initiatives to Improve the Language Learning

- Paradigm shift in English language teaching and learning
- Narrative as a pedagogical tool
- Discourse oriented pedagogy

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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.

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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.

PEDAGOGY OF MATHEMATICS LANGUAGE
(for EARLY PRIMARY AND PRIMARY)

Maximum Marks: 100
(External: 70, Internal: 30)

Rationale and Aim

A young learner starts using mathematical language; symbols while doing systematic form of mathematics. Furthermore, they must develop understanding and thinking in abstraction, generalization, estimation, quantification, mathematical way of reasoning, when they are taught concepts in the classroom. A teacher must be aware of these processes with conceptual knowledge, the teaching techniques and all other aspects of learning math. This paper gives a deeper insight into the fundamental domains of mathematics which require developing Algebraic Thinking, Visualization of Space, Number Sense and Data Handling.

For decades, mathematics has been indispensable subject in the elementary schools, but it has unable to create much significant space in the life of children. Children struggle to relate their preschool mathematical knowledge with the systematic mathematics taught in the classrooms, and end up in conflict. In order to check this, teachers must understand not only mathematics per say but also processes of learning mathematics used by children while doing mathematics. Engagement with this paper will make prospective teachers, aware of the pedagogical alternatives that have to be taken in alignment to nature of the subject and child learning processes. This paper will enable them to use prior mathematical knowledge of children while teaching, dealing with their errors and thus will help to bridge the prevalent gaps in the student's mind to promote independent learning.

When children come to school, they are already familiar with mathematics and are using it in their own ways. In school they come across a systematic treatment of mathematics which at times is in conflict with their internalized processes. It is important for teachers to understand these conflicts and differences for effective learning.

In the Position Paper produced by the National Focus Group on Teaching of Mathematics (NCERT, 2006) it was said, "Mathematics education relies very heavily on the preparation that the teacher has, in her own understanding of mathematics, and in her bag of pedagogic techniques". Every teacher needs to develop her understanding of mathematics afresh from the point of view that takes in account the processes in which learning takes place in children's mind. Teachers need to be aware of the ways in which students think so that they can design and adapt their teaching approaches to deal with the alternative conceptions of mathematical knowledge of young learners.

The aim of the course is to sensitize prospective teachers that, not only do they need to reflect on their own knowledge of mathematical content taught at the primary level but they also need to connect to children and their experiences. Engagement with this course

should enable prospective teachers to learn and reflect on what research has to say about children and their mathematics education and use it to promote learning.

Specific Objectives

➢ To enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level
➢ To make student-teachers aware of factors that impact on the process of acquisition of mathematical knowledge
➢ To sensitize student-teachers about the ways in which children respond to mathematical knowledge
➢ To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children's learning
➢ To build student teacher's confidence in learning and teaching Mathematics meaningfully.
➢ To develop skills and understanding in student teacher's about mathematical concepts mainly related to number and space and use it with children while teaching.
➢ To make them enable to think and reason mathematically.
➢ To make them able to pursue assumptions to their logical conclusion and use it with students in the classroom.
➢ To equip them with knowledge and skills that helps them in designing appropriate activities for children.

The units have been conceptualized to help prospective teachers understand that student's learning is dependent on the learning of the content by the teacher as well as the ways children perceive and respond to mathematical knowledge

Mode of Transaction

• Prospective teachers to be engaged in discussions on observed children's work in order to acquire an understanding how children respond to mathematical knowledge

• Prospective Teachers in groups develop concept maps to understand linkages and relationships between various mathematical concepts and to imbibe the importance of team work

• Reading of texts (suggested as discussion) with dialogue to understand theory from the point of view of issues raised

• Collecting historical samples of mathematical knowledge (such as ways to multiply in different cultures) and reflecting on them

• Preparing mathematical models, particularly geometric

• Critically examining teaching-learning materials through presentations

Unit 1: Introduction to Mathematics

- What is Mathematics and Where it is Found in Life?
- Why we teach Mathematics?
- What is the Need and Importance of Mathematics in Daily life?
- Aspects of Mathematics: Concept, Process, Symbol and Language
- Mathematisation

Unit 2: Mathematics: Teaching Principles and Teaching Methods

- Understanding the learners
- Understanding the learning processes
- Learning and teaching errors
- Methods of Mathematics learning and teaching - Induction & deduction, specialization and generalization, theories of Mathematics

Unit 3: Counting, Numbers and its Operations

- Pre-number Concepts
- Understanding Numbers and Presentation of Numbers
- Digit and Number
- Counting and Place value
- Concept of Fractions and its Presentation
- Mathematical Operations of Numbers

Unit 4: Geometrical Shapes and Pattern

- Types of Shapes - 2D & 3D
- Understanding of Shapes - Definition, Need and Difference
- Understanding of Different Shapes in Mathematics
- Patterns – Definition, Need and Types
- Understanding of Patterns in Numbers and Shapes

Unit 5: Understanding of Textbooks and Pedagogy

- Philosophy and guiding principles for the development of Maths textbooks.
- Content, approaches and methods of teaching Mathematics – 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 Mathematics curriculum.

Unit 6: Classroom Planning and Evaluation

- Teaching Readiness: Planning of Teaching Mathematics, 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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Haylock, D. (2006). *Mathematics Explained for Primary teachers*. Sage : New Delhi. Ch 22: Measurement pp 247-263.

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PEDAGOGY OF ENVIRONMENTAL STUDIES
(for EARLY PRIMARY AND PRIMARY)

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 National Policy on Education, 1986 and the subsequent educational policies like National Curriculum Framework for School Education (NCFSE) 2000, National Curriculum Framework (NCF) 2005, and Andhra Pradesh Science Curriculum Framework (APSCF) 2011 have given Environmental Studies (EVS) an explicit place in school education. EVS at the primary education is introduced as a composite area of study with insights drawn from sciences, social sciences and environmental education and visualized as "child-centered".

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.

This course along with the course in 'Child Development' will help the future teachers gain a deeper understanding of the ways in which children make sense of their world and these insight will enrich their classroom teaching and learning.

The main aim of this course is to prepare teachers who understand the philosophical and epistemological basis of Environmental studies as a composite area of study that draws upon sciences, social sciences and environmental education. They should be able to ground their classroom transaction in the theoretical understandings related to child's learning that they acquire during the course. The content related to concepts in science and social science is embedded within the paper. As students understand children's ideas, it is also an opportunity for the teacher educator to help them revisit and challenge their own conceptual understanding, identify misconceptions and advance towards a better understanding.

Specific 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.

This course along with the courses in Child studies and Contemporary Studies will help the future teachers gain a deeper understanding of the ways in which children make sense of their physical and social environment and this insight will enrich their classroom teaching and learning.

Unit 1: Understanding EVS/ Concept of EVS

- Introduction
- Meaning, Scope and Importance of EVS, its Evolution as a Curricular Area at Primary Level.
- 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.
- EVS as an Integrated Area of Study: Drawing upon Understanding from Science, Social Science and Environmental Education.

Unit 2:Understanding Children's Ideas

- Introduction
- Knowledge that a 5-12 Year Child Has (Ideas and alternative conceptions)
- How this knowledge is acquired? (How Children Learn?)
- Concept of space, time (historical time).
- Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget)
- A Review (analysis) of Different Sets of Curricular Materials Including Textbooks (For age appropriateness, Relevance based on the above)

Unit 3:Teaching of EVS/ Classroom Transaction and Assessment

- 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.
- Map-Picture Differentiation, Map Reading
- Ways of conducting inquiry: Activities, Discussions, Group work, Field visits, Survey, Experimentations, etc.

- Using Children's Ideas as a Tool for Learning.
- Role of Teacher in Classroom Transaction.
- Integration of Subjects (Language and Mathematics)
- Use Of ICT in the Classroom.
- Different ways of assessing and using assessment for further learning

Unit 4: Planning for Teaching EVS

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

Unit 5: Understanding of Textbooks and Pedagogy

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

Unit 6: Classroom Planning and Evaluation

- Teaching Readiness: Planning of Teaching EVS, Year plan, Unit plan and Period plan
- Evaluation of Planning
- Understanding Reflective Teaching and Learning
- Concept and Importance of Evaluation, CCE
- Preparation and Selection of Reflective Questions
- Different Ways of Assessment and Reporting of Assessment for Further Learning
- 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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Essential Readings

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Unit 2

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Piaget, Jean (1930). *The Child's Conception of Physical Causality.* Kegan Paul, Trench, Trubner & Co. Ltd: London Chapter. 1 pp. 3-31; Chapter 5. pp.114-132.

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Harlen, W. and J. Elstgeest (1998). *UNESCO Source Book for Science in the Primary School.* NBT: New Delhi.

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Unit 4

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Readings for Discussion

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Unit 1

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School Textbooks

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LANGUAGE EDUCATION FOR UPPER PRIMARY
(for CLASSES VI-VIII)

Maximum Marks: 100
(External: 70, Internal: 30)

Rationale and Aim

We largely remain a country of non-readers primarily due to the fact that the role of language in the entire educational enterprise is not recognized. It is a well accepted fact now that language is used as a tool to understand concepts in different content area such as Social Sciences, Sciences or Mathematics. Continuing with the role of language across the curriculum introduced in the first year course: "Understanding Language and Early Literacy , this paper 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.

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.

To know a language involves (a) the ability to understand and appreciate language in various concrete, abstract and creative forms and (b) to use language effectively and effortlessly in a variety of situations and according to different needs. This forms the common background of all the units of the paper.

There is no doubt about the fact that language is important for all of us. It is not only essential for communication but it is also a medium through which the knowledge of various fields is acquired. Thinking, decision making, arguing etc are all possible because of language. Saying that we act through and with language would not be wrong. It is a system that structures the reality around us and represents it in our mind. It is not confined to the language classroom. It pervades in all aspects, subjects and the activities of a school and society at large. The primary objective of this paper is to make the teacher understand the language phenomenon i.e. what does it mean when we say 'language'? What all comes

under language? What are the functions of language? What is the relationship between language, mind and society?

Specific Objectives

➢ To help the participants in the course understand the nature and structure of language.

➢ To help them in understanding the relation between language, mind and society.

➢ To discuss with them process of language acquisition and learning.

➢ To make them aware of the functions of language.

➢ To help them understand the different language skills and how to develop these.

Unit 1: What is Language?

- Introduction
- Language, Mind and Society
- Difference between Animal and Human Communication
- Features of Language
- Structure of Language
- Language and Power

Unit 2: Language Diversity and Multilingualism

- Introduction
- Constitutional Provisions about Language
- Language Diversity: In the Context of India and
- Multilingualism as a Resource and a Strategy
- Multilingual Classroom: A Case Study

Unit 3: Language Acquisition and Learning

- Introduction
- Language and the Child
- Acquisition and Learning
- First Language Acquisition
- Second and Foreign Language Learning

Unit 4: Language Classroom

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

Unit 5: Developing 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 6: 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 7: 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 8: Understanding of Textbooks and Pedagogy

- Philosophy and guiding principles for the development of language textbooks.
- Content, approaches and methods of teaching languages – 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 9: 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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Readings for Discussion

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MATHEMATICS EDUCATION FOR UPPER PRIMARY
(for CLASSES VI-VIII)

Maximum Marks: 100
(External: 70, Internal: 30)

Rationale and Aim

At the primary level children learn how to use mathematical knowledge in a systematic way when they deal with the world around them. At the same time children come across symbolic aspects of mathematical knowledge and learn how to relate to concepts and procedures in mathematics. For further development of mathematical knowledge it is necessary that children become aware of key aspects of mathematics such as abstraction and generalization, mathematical ways of arguing, necessity for use of symbols. They need to learn mathematical ways of problem solving, relating to space, making sense of the information.

This course attempts to provide deeper insight, develop skills, and enhance sensitivity towards mathematical rigor by looking at fundamental domains of mathematics: Algebra, Geometry, and Data Handling.

Specific Objectives

➢ To develop insight into ways of reasoning mathematically.
➢ To create awareness and appreciation about algebraic thinking.
➢ To develop understanding of geometrical concepts.
➢ To familiarise student-teachers with statistical ways of dealing with information and some mathematical concepts that help in the process
➢ To enhance the capabilities of the prospective teachers to reflect on processes relating to communicating formal mathematics to children

Prospective teachers are engaged in reflective thinking that enables them to understand the building blocks of mathematical thinking and the ways to communicate them.

Units of Study

Unit 1: Mathematical Reasoning

- Processes of generalisation; pattern recognition and inductive reasoning process that enable formation of hypothesis.
- Structure of Mathematics: Axioms, Definitions, Theorems
- Validation process of mathematical statements: Proof; Counter-Example; Conjecture.
- Problem solving in mathematics – a process
- Creative thinking in Mathematics

Unit 2: Algebra Thinking

- Number Patterns that help in appreciating the use of unknowns in expressing the generalisation resulting from the pattern.
- Functional relations
- When and why we use variables
- Forming and solving simple linear equations
- Mathematical investigations/puzzles that rely on algebraic thinking

Unit 3: Practical Arithmetic and Handling Data

- Collection, classification and interpretation of data
- Presentation of collected data
- Elementary statistical techniques
- Time-tabling including railway time tables
- Percentage
- Ratio and proportion
- Interest
- Discount

Unit 4: Geometric ways of Looking at Space and Shapes

- Geometric thinking Levels - Van Hieles
- Simple two and three dimensional shapes – geometric Vocabulary
- Congruency and similarity
- Transformations and geometric Shapes
- Measurement and geometric shapes
- Construction of the geometrical shapes using geometric equipment.

Unit 5: Communicating Mathematics

- Curriculum and Classroom Practices
- The role of text books in the teaching-learning process of mathematics
- Mathematics Laboratory/Resource Room
- Feed back to students about errors committed in their work
- Mathematics phobia and coping with failure

Unit 6: Issues about Assessment in Mathematics

- Open-ended questions and problems
- Assessment for conceptual understanding
- Assessment for evaluation of skills such as communication and reasoning Mode of Transaction
- Use of examples and non-examples while explaining mathematical ideas
- Critical analysis of text-books from the view point of thinking
- Emphasis on understanding mathematical vocabulary and its role in development of mathematical understanding

Unit 7: Understanding of Textbooks and Pedagogy

- Philosophy and guiding principles for the development of Maths textbooks.
- Content, approaches and methods of teaching Mathematics – 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 Mathematics curriculum.

Unit 8: Classroom Planning and Evaluation

- Teaching Readiness: Planning of Teaching Mathematics, 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.

ESSENTIAL READINGS

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

Post, Thomas R. (1992). Teaching Mathematics in Grades K-8: Research-Based Methods. Washington D.C.: Allyn and Bacon. Chapters 8 and Chapter 15

Stewart, I. (1970). Making Mathematics Live: A hand book for primary teachers. Australlia: Angus and Robertson. Chapters 2.

Zevenbergen, R., Dole, R., Wright R. J. (2004). Teaching Mathematics in Primary Schools. Allen &Unwin; (First South Asian Edition).Chapter 12 and Chapter 14.

Advanced Readings for Faculty

Moses, B. (Ed.) (1999). Algebraic Thinking, Grades K-12.USA: National Council of Teachers of Mathematics.

SCIENCE EDUCATION FOR UPPER PRIMARY
(for CLASSES VI-VIII)

Maximum Marks: 100
(External: 70, Internal: 30)

Rationale and Aim

The aim of this course is to challenge students' misconceptions related to concepts in science and help them advance towards a better understanding. The students 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 students should be able to critically reflect on issues of gender and inclusive space in science education.

Specific Objectives

➢ To encourage students to revisit their own conceptual understanding of science.
➢ To engage students with various aspects of the nature of science.
➢ To help students understand children's ideas in relation to cognitive development and children's understanding of scientific concepts.
➢ To help students select and use appropriate teaching-learning and assessment strategies.
➢ To enable students 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: Revisiting School Science Concepts

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 2: Understanding what is Science and Children's Ideas in Science

Nature of 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?

Children's ideas related to science concepts

- Probing, documenting and analyzing children's ideas related to science concepts.

Unit 3: Classroom Transaction and Assessment

- Different ways of conducting inquiry: setting up simple experiments and investigations in different contests
- Science-museums, field trips, projects and exhibition.
- Developing different assessment strategies including appropriate questions for paper pencil tests.
- Preparing Unit plans based on concept maps.
- Assessing teaching-learning materials 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 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: Understanding of Textbooks and Pedagogy

- Philosophy and guiding principles for the development of Science textbooks.
- Content, approaches and methods of teaching Science – 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 Science curriculum.

Unit 6:Classroom Planning and Evaluation

- Teaching Readiness: Planning of Teaching Science, 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.

ESSENTIAL READINGS

Unit 2

Bloom, J.W. (2006). Creating a Classroom Community of Young Scientists. New York: Routledge.

Driver, R., Squires, A., Rushworth, P. and Wood-Robinson, V. (1994). Making Sense of Secondary Science: Research into Children's Ideas. New York: Routledge Falmer.

Unit 3

Education. California: Open University Press. Chapter 6: Discussion in School Science: Learning Through Talking, Chapter 5: Writing for Learning Science.

Griffin, J. (2004). Research on students and Museums: Looking More Closely at the students in School Groups. Science Education, 88(suppl. 1), S59-S70.

Harlen, W. (2006). Teaching, Learning and Assessing Science 5-12. UK: Sage.

Harlen, W. Elstgeest, J. (1992). UNESCO Source Book for Science in the Primary School, New Delhi: NBT.

Martin, D. J. (2009). Elementary Science Methods- A Constructivist Approach. Belmont CA: Thomson Wadsworth. 5th Edition.

Wellington, J. J. and Osborne, J. (2001). Language and Literacy in Science.

Readings for Discussion

Unit 2

Driver, R. (1996). Young People's Images of Science, Milton Keynes-London: Open University Press.

Rampal, A. (1992). Images of Science and Scientists a study of School Teachers Views. I. Characteristics of Scientists. Science Education. 76(4), 415-436.

Unit 4

Brickhouse, N. (2001). Embodying Science: A Feminist Perspective. Journal of Research in Science Teaching, 38(3), 282-295.

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.

Shiva, V. (2002). Water Wars Cambridge, USA: South end press.

Advanced Readings

Unit 2

Kang, S. et al (2004). Examining Students' Views on Nature of Science: Results from Korean 6th, 8th and 10th Grades, Science Education, 89(2). 314-334.

McComas, William F. (ed.) (1998). The Nature of Science in Science Education: Rationales and Strategies, Netherlands : Kluwer Academic Publishers

Okasha, S. (2002). Philosophy of Science – A Very Short Introduction, UK: Oxford University Press.

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.

Unit 3

Liewellyn, D. (2005). Teaching High School Science through Inquiry – A Case Study Approach, California: Corwin Press and NSTA Press.

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

Osborne Jonathan F. (1996). Beyond Constructivism. Science Education. 80(1), 53-82.

Unit 4

Aikenhead, G. (2001). Integrating Western and Aboriginal Sciences: Cross Cultural Science Teaching. Research in Science Education, 31(3), 337-355

Choksi, B. & Natarajan, C. (2007). The epiSTEME Reviews- Research Trends in Science, Technology and Mathematics Education. New Delhi: Macmillan India.

Rampal, A. (1993). School science in search of a democratic order? In Kumar, K. (Ed.) Democracy and Education in India. New Delhi: NMML.

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.

Tehelka Magazine.

SOCIAL SCIENCE EDUCATION FOR UPPER PRIMARY
(for CLASSES VI-VIII)

Maximum Marks: 100
(External: 70, Internal: 30)

Rationale and Aim

Teaching of Social Science starts from higher primary standard and to tenth. It is being taught as one of the subjects. This subject is different from other subjects because from this we not only study about society in scientific method but also imagine ideal social system. In fact, the review of modern society in Social Science subject will help in understanding Social phenomenon and determined the route to new system vested. The nature of this subject is related to the imagination of future society, that's why different type of Social interference are there in its teaching. We hope that from this subject, student teacher will be capable in understanding these interference and role.

In this curriculum student teachers acquired with characteristics of Social Science subject and will study introduction of specific nature of subjects like- History, Geography, Social-Economic and Social-Political life. Enough studies and discussions were made on what to teach and how to teach under Social Science at school level, of which student teacher has to be familiar. What are the experiences in teaching Social Science to the students and what we can learn from this is also a subject to study.

This is also an expectation from student teachers that, they should prepare important concepts of Social Studies with the help of textbooks and reference material, so that they can be familiar with textbooks and concepts.

Evaluation of children in Social Studies in very complicated because in this we want that children present their experience, taught and ideas, not to reproduction of important points of the lesson. In the course of time, what will be the measures of evaluation and how will be the process of evaluation, also is included in this curriculum.

The contents of social Science/social studies 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. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It asks and suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

Different perspectives about the nature of history, geography, political science, economics and sociology would form the basis of this course to understand that the subject may be conceived in different ways and its purposes are historical and social in character. Analysis of textbooks and curriculum may help students understand how various

perspectives about society, children and social science shape these documents and pedagogic devices and how they may be alternatively conceived and transacted in classroom. Reading how children conceptualize and understand the subject matter of different social science components and the ways in which different textbooks and teaching methods allow or obstruct development of abilities for individual/collective reflection would provide another avenue for student teachers to develop their own understanding of social sciences and appropriate pedagogies.

Specific Objectives

This course would help the learner to:

➢ develop knowledge and skills to critically understand and analyse the society in which we live by drawing upon the disciplines of history, geography, political science, economics and sociology
➢ build skills to gather, interpret and analyse data
➢ critically analyse social science school curriculum, syllabus and textbooks
➢ know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner
➢ develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values

The main aim of this course is to prepare teachers who understand the philosophical and epistemological basis of Environmental studies as a composite area of study that draws upon sciences, social sciences and environmental education. They should be able to ground their classroom transaction in the theoretical understandings related to child's learning that they acquire during the course. The content related to concepts in science and social science is embedded within the paper. As students understand children's ideas, it is also an opportunity for the teacher educator to help them revisit and challenge their own conceptual understanding, identify misconceptions and advance towards a better understanding.

The contents of social Science/social studies 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. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It asks and suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

This course along with the courses in Child studies and Contemporary Studies will help the future teachers gain a deeper understanding of the ways in which children make sense

of their physical and social environment and this insight will enrich their classroom teaching and learning.

This course would also enable the learner to:

- develop knowledge and skills to critically understand and analyse the society in which we live by drawing upon the disciplines of history, geography, political science, economics and sociology
- build skills to gather, interpret and analyse data
- critically analyse social science school curriculum, syllabus and textbooks
- know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner
- develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values

Different perspectives about the nature of history, geography, political science, economics and sociology would form the basis of this course to understand that the subject may be conceived in different ways and its purposes are historical and social in character. Analysis of textbooks and curriculum may help students understand how various perspectives about society, children and social science shape these documents and pedagogic devices and how they may be alternatively conceived and transacted in classroom. Reading how children conceptualize and understand the subject matter of different social science components and the ways in which different textbooks and teaching methods allow or obstruct development of abilities for individual/collective reflection would provide another avenue for student teachers to develop their own understanding of social sciences and appropriate pedagogies.

Units of Study

Unit 1: Nature of Social Sciences

Social sciences and social studies: scope and nature; role of social studies in developing children's understanding of their social context and social realities; different perspectives on nature and scope of history, role of historian, perspectives, sources and evidence in history; elitist/status-quoist and activist/social transformation perspectives on civics; different approaches to geography; different approaches to organize social sciences: discipline centered, issue-centered, integrated social studies and interdisciplinary social science.

Unit 2: Nature and History of Social Sciences, Structure of History, Geography, Economics and Civics. Civics Vs Social and Political Life

Unit 2: Curriculum of Social Sciences and Important Concepts

Understanding change and continuity, cause and effect, time perspective and chronology, socio-spatial interaction through the following (i) Society: social structure, social stratification, community and groups, (ii) Civilization: history, culture, (iii) State: authority, nation, nation-state and citizen, (iv) Region: resources, space and people (v) Market: Exchange.

Unit 3: Children's Understanding, Teaching-Learning Materials and Classroom Processes, Challenges at UP Level

Cognitive development of and concept formation among the children in middle/upper primary classes with reference to their age and socio-cultural context; significance of these factors for curriculum and pedagogy; case studies of children's understanding of concepts; children, construction of social science knowledge and classroom interaction; different types of teaching-learning materials for social sciences including community and local sources; analysis of different textbooks of social sciences to understand the perspective about the subject that informs them and how do they position children (look at use of case studies, pictures, story/narration, dialogue and discussion, experiments, comparison, development of concepts); Observation of classrooms to understand and critically evaluate the transaction of the social science curriculum.

Unit 4: Pedagogy and Assessment

Teaching methods: heuristics/discovery method, project method, use of narration, comparisons, observations, dialogue and discussion in social science; concept of data, its sources and evidence in different social science disciplines; difference between fact and opinion, identifying bias and prejudices; use of personal/experiential knowledge for critical thinking; dominant method of evaluation in social sciences based on information recall; alternative ways to evaluate learning: basis of evaluation, types of questions, use of open book examination etc.

Unit 5: Understanding of textbooks and pedagogy

- Philosophy and guiding principles for the development of Social Studies textbooks.
- Content, approaches and methods of teaching Social Studies – 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 Social Studies curriculum.

Unit 6: Classroom Planning and Evaluation

- Teaching Readiness: Planning of Teaching Social Studies, 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.

Unit 7: Field-based Project: Some Suggested Projects (any two)

- Critique a historical film/serial or novel from the view point of authenticity. Use variety of other sources like for movies, books, newspaper article, exhibitions, and museums to appraise on authenticity. Understand the complex nature of „facts‟, their construction and their differences from „opinion‟.

- Map any locality based on the distance and directional relationship from your educational institution. Mark out institutions, historical monuments, banks, local market, and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location. Try to see the linkages between various institutions that exist in this locality

- Explore and collect some books, movies, cartoons, magazines and journals of 1950s and the present times. Study them carefully to grasp the issues of a common person. Show the changes that can be witnessed in the concerns and in the lives of a common person. Can the reasons for these changes be traced to the economics, polity, history and socio-cultural circumstances of our nation? Present your understanding in the form of a report/ poem/ collage/ narratives/ drama, or any other medium you wish to use.

- Through field visits, understand a slum in terms of its economics, subsistence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.

- Trace two final consumer products from their raw form. Study the processes that are involved in changing it to the final, finished product. Study how various factors of geography, economics, politics and history have influenced them. Also see the intermeshed relationship that exists between them

- Around any particular social science theme, event, date or a phenomenon, weave an oral history project. Through interviews and conversations, understand and give space to the voice of people, and their interpretation and understanding of your subject. Analyze their reliability by comparing these versions from other sources. Use this project to understand the plural versions of history that are available. Also study how certain versions become dominant while cornering other ones.

- Study the transport needs of a community by analyzing different kinds of vehicles people own. Examine their relation with the gender and the socio-economic standards. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing. Also assess the economic and environmental aspects of various forms of transport.

- Explore how cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical film/serial/novel and so on be used in the teaching of social science.

ESSENTIAL READINGS

Batra, P. (ed.) (2010). Social Science Learning in Schools: Perspective and Challenges, New Delhi: Sage.

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.

George, A. and Madan, A. (2009). Teaching Social Science in Schools: NCERT's New Textbook Initiative. New Delhi: Sage.

Kumar, K. (1996). Learning From Conflict. Delhi: Orient Longman, pp. 25-41, 79- 80.

NCERT, (2006). Position Paper National Focus Group on Teaching of Social Sciences. New Delhi: NCERT, 1-19.

Readings for Discussion

Bhattacharya, N. (2009). Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal, 67(1), 99-110.

Eklavya (1994). Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad: Eklavya.

George, Alex M. (2004). Children's Perceptions of Sarkar: The Fallacies of Civics Teaching, Contemporary Educational Dialogue 1:2, 228-257.

Jain, M. (2005). Social Studies and Civics: Past and Present in the Curriculum, Economic and Political Weekly, 60(19), 1939-1942.

NCERT Social Science Textbooks for Classes VI- VIII, New Delhi: NCERT.

Social Science Textbooks for Casses VI-VIII, Madhya Pradesh: Eklavya.

Advanced Readings

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.

Billinge, M., Gregory, D., Martin, R. (eds) (1984). Recollections of a revolution: Geography as spatial science, London: Macmillan

Carr, E. H. (1961). What is History? England: Penguin.

Geetha, V., Selvam S., Bhog D. (2009). Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu, New Delhi: Nirantar.

Hursh, W., D. and E. Wayne Ross, (2000). Democratic Social Education Social Studies for Social Change, New York: Falmer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, 135-148.

Mehlinger, Howard D. (ed.) (1981). UNESCO Handbook of Social Studies. France: UNESCO Publications.

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.

TEACHING PRACTICE & SCHOOL INTERNSHIP

(45 days each in First and Second Year)
(100 Marks in Each Year)

Rationale and Aim

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 first and second year as specified.

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 internship is a 2-year programme but with different expectations of what the intern is supposed to achieve in each year. The focus in the first year 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.

YEAR I

Specific Objectives

➢ To observe children and the teaching learning process in a systematic manner.
➢ To learn to relate to and communicate with children.
➢ To evaluate school textbooks and other resource material critically in the context of Children's development and pedagogic approach used.
➢ 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.
➢ To participate in teaching school subjects for the children of Class I to V.

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%

Year I

Interns will

School Internship: 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 organised with the help of invited practitioners, documents and AV films of such institutions.

5) Plan and execute student interactions. Two interns 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 (1/10,3/10,8/10) 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.

YEAR II

Specific Objectives

➢ To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
➢ 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.
➢ To be able to innovate within existing systemic limitations.
➢ To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
➢ To critically reflect on her own school experiences and keep records of the same.
➢ To learn to assess different aspects of children's learning without a focus only on achievement.
➢ **To participate in teaching school subjects for the children of Class VI to VIII.**

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

- Planning   30%
- Teaching   30%
- Reflective Journal and Record Keeping   40%

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 classroom; and (c) assess students learning to 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.

Year II

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 and using a constructivist paradigm, 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, internet).
- ✓ Effective use of time.
- ✓ Drawing connections between classroom observation and the coursework of the D.Ed programme

Supervisor's Role

One supervisor may work closely with 4-6 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 class room. 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 school. The subject supervisor must visit the students twice in the primary and twice in the middle school.

Journals

Journals include some description, more reflection and analysis. Description will focus on individual students, pedagogy, management issues, psychological and social issues. Maximum marks: 15.

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. Maximum marks: 25.

Timeline

Observation: 1 week Teaching: 4 days × 12weeks (9 weeks for primary and 3 for middle school) = 48 days

Interns can be at school from Tuesday-Friday, and Monday can be used to interact with the supervisors for getting feedback on the plans prepared during the weekend.

CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH, SCHOOL HEALTH EDUCATION

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.

Specific 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 of the school‟. A life of health 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: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 health report 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.

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.

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Readings for Discussion

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CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH, SCHOOL HEALTH EDUCATION-II

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.

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.

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Readings for Discussion

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Advanced Readings

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CREATIVE DRAMA, FINE ARTS AND EDUCATION

Rationale and Aim of the Practicum

This practicum includes three critical areas of focus: creative drama, fine arts and work and education. All three components are to be covered through the two years of the DEd programme. Weightage for each is given separately. The rationale, aim and objectives of each focus area are also given separately to facilitate the detailed design and transaction of this practicum.

The well being and fulfillment of an individual's potentials is the common thread of the components of fine art and creative drama as it connects with work experience and health education. Work experience is a space where working transcends vocational skills and aims to create a whole experience of being fully present and working with all of one's faculties and being in relationship with others and nature. Health education goes beyond general advice on hygiene and nutrition, placing health within the social and community realm; helps appreciate the interconnectedness of an individual's physical, emotional health with that of social, environmental health of the human and natural community.

Art education aims to help connect these two with the inner aspects of one's being and to 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.

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) makes 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 internalised 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.

Specific Objectives

➢ To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.

➢ Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.

➢ Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.

➢ Identify and develop one's own creative potential.

➢ Bring the arts into the centre 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?

➢ Recognise the role of „drama as education‟ in the elementary school.

➢ Learn to identify areas that are best suited for drama exploration.

➢ Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students.

➢ 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.

Creative Drama: 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 marginalised 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 analyse 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 analysing 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.

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 recognise beauty and harmony as essential aspects of a life of quality.

Specific Objectives

➢ 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.

- Develop a perspective and appreciation of art, nature, human existence relationship.
- Critique the current trends in art education and develop a possible scenario for art for change
- Understand the range of traditional art forms and working with hands.
- Develop an appreciation for diverse music forms and the role of music in human cultures.
- Create and present pieces of art: using visual arts and crafts
- Create and present pieces of performance art using music and movement
- Evolve collective art projects incorporating different art media – into a public festival/event.
- 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.

Fine Arts: Focus Areas

1) *Art, Art Appreciation and Art Education:* Visit to places like crafts museums, bal bhavan, art galleries. Organise 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 colours, paper and crayon, colour pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colours, 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 viz a viz 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.

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FROM NCF-2005

NCF-2005 Understands Elementary School Stage as:

The period of elementary school (from Class I to Class VIII) is now also recognized as the period of compulsory schooling vide the constitutional amendment making education a fundamental right. The beginning of this period marks the formal introduction of the child to reading, writing and arithmetic, culminating in the introduction of the formal disciplines such as the sciences and the social sciences towards the end of elementary school. This period of eight years is one of tremendous cognitive development, shaping reason, intellect and social skills, as well as the skills and attitudes necessary for entering the work place.

As the effort to achieve UEE is stepped up, the elementary school classes now cater to many children of school-going age coming from diverse backgrounds. Plurality and flexibility without compromising on standards need to become the hallmark of education for this period. Education during this period must be of an integrated character, enabling children to acquire facility in language and expression and to grow in self- confidence as learners, both within and outside school.

The first concern of the school is on the development of the child's language competence: issues related to articulation and literacy, and the ability to use language to create, to think and to communicate with others. Special stress is needed to ensure that there are maximum opportunities for those who wish to study in their mother tongue, including tribal languages and linguistic pockets, even if the number of students is small. The ability of the system to promote and nurture these options, along with working out mechanisms to ensure that future options remain open, should become a marker of its ability to provide for quality education.

To achieve this, there must be a creative and concerted effort to maintain the multilingual genius of Indians and implement the three-language formula. While English may be taught during this period, it must not be at the expense of learning Indian languages.

The development of mathematical thinking, beginning with learning numeracy and moving towards the enjoyment of and facility with more abstract ideas, needs to be supported with concrete experiences and work with manipulations. It is in the early years, up to Class IV, that efforts at diagnosing learning difficulties and addressing remedial work in language and mathematics must be directed.

Such concrete experiences are also essential in the introduction to the integrated study of the environment through which children's intuitive knowledge of the world is integrated into school knowledge. Over the years, this study should move towards a more disciplinary approach, but with integrative themes, within which there are located opportunities to develop concepts and learn the vocabulary and methods of the discipline.

The study of arts and crafts is essential for developing not only the aesthetic sensibility but also for learning how to manipulate materials and developing attitudes and skills essential for work. The curriculum must expose children to practical life skills and work experiences of varied kinds. Physical development through sports activities is also a must. A variety of activities at this stage of schooling should be made available, including participating in cultural programmes, organizing events, travelling to places outside the school, providing experiences to develop socially and emotionally into creative and confident individuals sensitive to others, and capable of taking initiative and r responsibility. Teachers with a background in guidance and counseling can design and lead activities to meet the developmental needs of children, thus laying the foundation for the necessary attitudes and perceptions towards the self and the world of work. They can also provide the needed support and guidance to children belonging to various strata of society for their sustenance through the elementary school years. The approach to the whole curriculum should be process oriented rather than outcome oriented. All these arenas of development should be made available to all children. Care must be taken to ensure that the curriculum does not reinforce stereotypes about preferences, choices and capabilities of different groups. In this context, the gradual inclusion of vocationally oriented skills as a part of exposure to work would be an important aspect of an inclusive curriculum.

ECCE and Classes I and II of the Elementary Stag e : At this stage, assessment must be purely qualitative judgements of children's activities in various domains and an assessment of the status of their health and physical development, based on observations through everyday interactions. On no account should they be made to take any form of test, oral or written.

Class III to Class VIII of the Elementary Stage: A variety of methods may be used, including oral and written tests and observations. Children should be aware that they are being assessed, but they must see this as a part of the teaching process and not as a fearful constant threat. Grades or marks along with qualitative judgments of achievement and areas requiring attention are essential at this stage. Children's own self-evaluation can also be a part of the report card from Class V onwards. Rather than examinations, there could be short tests from time to time, which are criterion based. Term-wise examinations could be commenced from Class VII onwards when children are more psychologically ready to study large chunks of material and, to spend a few hours in an examination room, working at answering questions. Again, the progress card must indicate general observations on health and nutrition, specific observations on the overall progress of the learner, and information and advice for the parents.

Engagement of Learners in Elementary Teacher Education Programme:

With a view to move away from theoretical discourses and lectures, the student teachers will be required to be engaged in various kinds of learning experiences. Every course in the teacher education programme provides specific engagements that are spelt out under each course. However, the nature of engagement of the student teachers will be of the following kinds:

- *Lecture-Discussion Session: The teacher educator provides a platform for review of experiences, develop insights into the disciplinary knowledge base and relate them to the school realities.*

- *Focused Reading and Reflection: Student teachers would be led into focused readings on various themes with questions inviting reflections either individually or in small groups.*

- *Observation-Documentation-Analysis: Simulated and real school/community experiences would be arranged for the student teachers to observe, document in the form of record/journal/diary and analyze with an intention to revisit their own understandings or develop new insights.*

- *Seminar: Students will undertake thematic/topical study, prepare write-up and make seminar presentation followed by open-house discussion with a view to enhance their knowledge base and repertory of skills in the area of presentation.*

- *Case Study: An in-depth and comprehensive study of a single or few cases would be taken up as per the guidelines provided and submit a study report.*

- *School Based Practical: Observing an experienced practitioner, planning-implementing-receiving feedback from peers and supervisor and reflection on one's own performance would influence development of insights, beliefs and attitudes necessary for a teacher. Learning experiences would be provided through several school based practicum for development of certain professional qualities and competencies. The conceptual and theoretical learning made under various courses would not transfer to the real classroom/school context unless one makes specific attempts at applying them in relevant contexts. The school based practical would also include opportunities for planning and implementation of learning experiences and strategies and reflecting on their appropriateness and effectiveness.*

- *Workshop: A series of learning experiences in a given performance area would be provided in the form of workshop engaging them in modeling-practice-feedback sequence with a view to develop specified competencies required for a teacher*

Modes of Assessment

Pre-service teacher education programme provides inputs that are to be internalized through an active process of assimilation and accommodation. Hence, assessment needs to be formative and summative, quantitative and qualitative by nature. The modes of assessment would consist of

- *Written tests and assignments for assessing conceptual understandings and clarity.*
- *Products of planning and preparation activities such as lesson plan, unit plan, assessment tools, and learning resources.*
- *Observation of teaching performance using schedules and rating scales, both in simulated and real classroom contexts, for assessing performance skills and competencies.*

- *Records/Reports/Reflective Journals and Diaries maintained by the student teacher of their school based experiences and project work related to different courses.*

- *Seminar presentations for assessing ability to review, record, reorganize and present their work on thematic/topical study.*

- *Laboratory journals/ Activity records for assessing ability to plan and implement laboratory activities on subject specific skills under various pedagogical content courses.*

- *Observation of the student teachers in various contexts of teacher education such as their participation in seminar, professional attitudes and dispositions.*

The above spirit of NCF-2005 has been incorporated across the courses of this D.El.Ed. curriculum.