State Council of Educational Research & Training, Punjab

Curriculum

Of

Diploma in Elementary Education

Curriculum for D.El.Ed

STRUCTURE

Sr. no.	Course Title	Maximum Marks
Year 1	Theory	
1	Childhood and Development of Children	100
2	Contemporary Indian Society	100
3	Education , Society, Curriculum and Learners	100
4	Pedagogy Across the curriculum	50
5	Pedagogy of Environmental Studies	100
6	Learning Mother Tongue and other Languages-In and outside the school	100
7	Pedagogy of Mathematics	100
8	Proficiency in English	50
	Practicum	
	Creative Drama, Fine Arts and Education	40
	Children's Physical and Emotional Health and Education	30
	Work and Education	30
	School Internship 25-35 days	100
	Total Marks	900

Sr. No.	Course Title	Maximum Marks
Year II	Theory	
1	Cognition, Learning and the Socio-Cultural Context	50
2	Teacher Identity and School Culture	50
3	Towards Self-understanding and Evolving an Educational Vision	50
4	Pedagogy of Social Science Education	100
5	Pedagogy of English Language	100
6	Pedagogy of Science Education	100
7	Pedagogy of Punjabi Language	50
8	Pedagogy of Hindi	50
9	Diversity, Gender and Inclusive Education	50
	Practicum	
	Children's Physical and Emotional Health and Education	40
	Creative Drama, Fine Arts and Education	60
	School Internship: 45-55 days	200
	Total Marks	900
	Grand Total	1800

Childhood and the Development of Children

Design of the Course
- Five theory units and three field-based practicum units.
- Practicum to go in tandem with the theory so that field-based data forms the basis of reflection on the theory. Readings for each task in the practicum are also suggested to facilitate theory-praxis linkages. The practicum tasks are suggestive and not prescriptive. It is hoped that the teacher educators would frame tasks according to the units of study.

Rationale and Aim

The two courses on Child Studies are visualized as the first systematic introduction of the ETE student-teacher to the study of childhood and children. These courses are necessarily the foundation upon which subsequent courses and practicum related to school internship would be based.

The purpose of these courses is to equip the student-teacher with the background knowledge that she needs to develop an understanding of 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 and conceptual clarity and perspective 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 and political context.
- To encourage interaction with children, and training in methods of child study.

Units of Study
Unit 1: Perspectives in Development

- Introduction to development: 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

Unit 2: 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. For example, play

Unit 3: Social and Emotional Development

- Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality. Attachment–Bowlby, Ainsworth.
- Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions and the ability to regulate them.

Unit 4: Childhood

- Childhood as a modern construct; 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 the Indian context.

Unit 5: Contexts of Socialization

- Concept of socialization: family and adult-child relationships; parenting - Baumrind, child rearing practices
- Separation 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 from early childhood to adolescence.
- Social, economic and cultural differences in socialization: learning and behavioural difficulties; implications for inclusion.

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
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data.

Essential Readings
1. Papalia, D. E.et.al. (2008) *Human Development*. McGraw Hill Higher Education: New York. Part 1 to Part 5, covering physical and psychosocial development from infancy to middle childhood. Ten chapters. *Omit sections in Chapters 5, 7, 9 relating to cognitive development; these will be read in the second year Child Studies course*.
2. Saraswathi, T.S. (ed) (1999) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
3. Vasanta, D. (2004) Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue,* Vol. 2(1), 5-29.
4. Mukunda, K. V. (2009) *What Did You Ask at School Today? A Handbook on Child Learning.* Noida: Harper Collins. Chapter 4: Child Development, 79-96.

Readings for Discussion
1. 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.
2. Harris, M. and Butterworth, G. (2002) *Developmental Psychology: a student's handbook.* Taylor & Francis: New York. Chapter 1: A Brief History of Developmental Psychology.
3. Kauffman et al (1993), *Exceptional Children.* Allyn & Bacon: Boston, USA. 6th edition
4. ते_सुकोकु रोयानागी, (1996). *तो_ोे-चान* , (अनुवादक: पूवायाि__क कु शवाहा). नेशनलबुक __ट: नई िद!ली
5. हो!ट जॉन (2008). बचपन सेपलायन (अनुवादक:पूवायाि__क कु शवाहा). एकल%य: भोपाल अ'याय 1: बा!याव_था की सम_या, अ'याय 2: बा!याव_था की सं_था,अ'याय 7: ब,च-की .मताएं.

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Advanced Readings

1. Kakkar, Sudhir (1978). *Indian Childhood: Cultural Ideas, And Social Reality.* Oxford: New Delhi. .
2. Nambissan, Geetha (2010) Exclusion and Discrimination in Schools: Experiences of Dalit Children; *Working paper series* vol. 01, (01), Indian Institute of Dalit Studies and UNICEF: Delhi.
3. Kakkar Sudhir (1991) *The Inner World: A Psycho-analytic Study of Childhood and Society in India.* Oxford University Press: Delhi.
4. Sandra, L. Bem (1987).Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (ed). *The Psychology of Women.* Harvard University Press: Cambridge. pp 206-226.
5. Weiner, Myron. (1991) *The State and the Child in India*: *Child Labour and Education Policy in Comparative Perspective*. Princeton University Press: Princeton.
6. Balagopalan Sarda (2008) Memories of Tomorrow: Children, Labor and The Panacea of Formal Schooling. *Journal of the History of Childhood and Youth*. Johns Hopkins University Press.

Practicum: Peep into the Child' world: What and How – I

Task 1: Students collate about ten newspaper articles that involve issues of parenting and childhood, analyse these and hold discussions.

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 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 analysed 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.

Task 3: Students watch a movie (for instance: Salaam Bombay) collectively and reflect on the portrayal of children in the same. Discussion could be held around depiction of children from varying backgrounds, construct of childhood etc.

Essential Readings

1. Antoine de Saint-Exupery. (1995) *The Little Prince.* Wordsworth: UK Edition. Translated by Irene Testot-ferry (*available in Hindi*)
2. Balagopalan, Sarda. (2002) Constructing indigenous childhoods: colonialism, vocational education and the working child. *Childhood*, Vol. 9.
3. Ginsburg, Herbert P. (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.

Contemporary Indian Society

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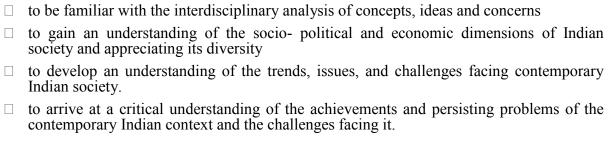
Maximum Marks: 100
External: 75
Internal: 25

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Design of the Course
- Each unit has a set of readings and these must be linked with other units.
- The last unit of study has field-based engagement and is to be related with the other four units
- Specific readings are suggested for discussion and essential readings should be used for a deeper and closer understanding of each unit of study.

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 and to understand the implications of education within political, economic and social structures. 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. The course should enable 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 gain an understanding of the socio- political and economic dimensions of Indian society and appreciating its diversity
- to develop an understanding of the trends, issues, and challenges facing contemporary Indian society.
- to arrive at a critical understanding of the achievements and persisting problems of the contemporary Indian context and the challenges facing it.

Units of Study
Unit 1: India: The Freedom Struggle and Independence

- Impact of colonialism on Indian society, economy and polity
- Anti-colonial struggle and different visions about independent India
- Institutional structures of the Indian nation state: Continuities and Breaks with the colonial apparatus

Unit 2: 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 neighborhood school
- Right to Education Act 2009

Unit 3: Democracy in India

- Democratic Systems and Institutional Structures: Party system and electoral Politics. The centre and the State, the Judiciary, Legislature and Executive
- Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment)
- Grass root social and political movements and Indian democracy
- Inequities of caste, class, gender and religious and linguistic identities

Unit 4: Indian Economy

- Issues and Debates on Globalization, Liberalization and Privatization of economy
- Development and Environmental concerns
- Unorganised sector and migrant labor (to be studied with the help of a project based on locally done field work)

Unit 5: Some Suggested Projects on Contemporary Indian issues (Any two projects)

- 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 mobilisation
- 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
 • Problem of drugs and female foeticide
 ☐ 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

Essential Readings
Unit 1
1. Guha, Ramchandra (2007) India After Gandhi: the history of the world's largest democracy. Macmillon: Delhi. Select Chapters.
2. IGNOU FHS 01 Block 3 *Emergence of Independent India*. IGNOU: New Delhi. Unit 10: Indian National Movement I.
3. NCERT Class XII History Textbook (2006) *Themes in Indian History II, Theme 3* NCERT: New Delhi
4. NCERT Class XII History Textbook (2006) *Themes in Indian History III Theme 3* NCERT: New Delhi
 Unit 2
1 Government of India (GoI) (1966) *National Education Commission (1964-66),* Ministry of Education: New Delhi.
2 Government of India (GoI) (1986/92) *New Education Policy*, MHRD: New Delhi.
3 Kashyap, S C (2009) *The Constitution of India'*, National Book Trust: New Delhi. latest edition

4   NCERT Class VIII Textbook (2006-2008) *Social and Political Life III* NCERT: New Delhi
     Unit 1, 2, 3. 4 & 5
5   NCERT Textbook (2006) *Democratic Politics 1*, NCERT: New Delhi Chapter. 3, 4 & 5.
  6   NCERT textbook (2006) *Social and Political Life I*, NCERT: New Delhi. Unit 3.
  7   Raina, Vinod (2009) Right to Education, *Seminar* 593

Unit 3

1   Dubey, S. C (2001) *Indian Society,* National Book Trust: New Delhi,

2   Indira Gandhi National Open University (IGNOU) > School of Social Sciences >
     Master of Arts (Political Sciences) > Democratisation and changing nature of Indian
     Society, Diversity and pluralism, UNIT 4

3   Indira Gandhi National Open University (IGNOU) > School of Social Sciences >
     Master of Arts (Political Sciences) > MPS003 India: Democracy and Development >
     Book I

4   Indira Gandhi National Open University (IGNOU) > School of Social Sciences >
     Master's Degree in Sociology > MPS003 India\ UNIT 17 Identity politics in India
     (Caste, religion, language and ethnicity)

5   Indira Gandhi National Open University (IGNOU) School of Social Sciences >
     Master of Arts (Political Sciences) > MPS003

6   NCERT textbook (2006) *Social and Political Life II*, NCERT: New Delhi. Unit,3,

7   NCERT textbook (2006) *Social and Political Life I*, NCERT: New Delhi. Unit 1,2,

8   NCERT textbook (2006) *Democratic Politics1*, NCERT: New Delhi. Chapters 1, 2, 5,
     6.

Unit 4

1   Amartya Sen, and Jean Dreze (1997) *India: Economic development and social
     Opportunity*, Oxford India: Delhi. Select Chapters.

2   Chakravarty, Sukhamoy (1987) *Development Planning: The Indian Experience*
     Oxford University press: New Delhi.

3   Vaidyanathan, A. (1995) *The Indian Economy: Crisis, Response and Prospects.*
     Tracts of the Times. Orient Longman Publications: New Delhi.

Readings for Discussion

1. Famous Speeches of Gandhi ji: Speech On The Eve of The Last Fast January 12, 1948.
2. Government of India (GoI) *Right to Education Act 2009*, MHRD: New Delhi.
    http://www.gandhi-manibhavan.org/gandhicomesalive/speech8.htm
    http://www.mkgandhi.org/speeches/speechMain.htm
3. Jain, L C (2010) Civil Disobedience, Book Review Literary Trust: New Delhi. Select
    chapters.
4. Kashyap, Subhash C. (1992). *Our Parliament*. National Book Trust: New Delhi
5. Sadgopal, Anil (2000). *Shiksha Main Badlav ka Sawal: Samajik Anubhavo se Niti Tak.*
    Granth Shilpi : Delhi
6. Sadgopal, Anil (2009). Muft aur Anivarya Shiksha Adhikaar Vidheyak 2008.
    Vimarsh, Vol. 1.
7. *The leaflet thrown in the Central Assembly*, New Delhi-8th April, 1929
    http://www.shahidbhagatsingh.org/index.asp?link=april8

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 children in three different parts of India to understand what awaits grl children, how they struggle to make their way through life and how borders are drawn to limit their future, 68 min.
7. 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.
8. 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 chatroom, 94 min.

Advanced Readings

Unit 1

1 Chandra, Bipin (1997) *Nationalism and Colonialism* , Orient Longman: Hyderabad. Chapter 1.
2 Lal Chaman (2007) *Bhagat Singh, The Jail Notebook and other Writings,* Leftword Publication: Delhi.
3 Valerian Rodrigues (ed) (2004) *The Essential Writings of B. R. Ambedkar*, Oxford University Press: Oxford.
4 Khilnani, Sunil (1999) The Idea Of India, Introduction, Penguin: New Delhi. Chapter 1& 4

Unit 3

1 Deshpande, Satish. (2004). *Contemporary India: A Sociological View*. Penguin: New Delhi. Chapter 5: Caste inequalities in India Today.
2 Maharajan, Gurpreet (1998) *Identities and Rights: Aspects of Literal Democracy in India.* Oxford University Press: Delhi. Select Chapters
3 Thapar, Romila (2000*), India another millennium*, Penguin: New Delhi. Select Chapters

Unit 4

1. Deaton A and Jean Dreze (2008-2009*) Poverty and Inequality in India* in Raj Kapila and Uma Kapila (Ed) in Indian Economy since Independence. Oxford University Press: New Delhi.
2. Jalan, Bimal, (1992) *The Indian Economy, Role and Prospects*, Viking: New Delhi. Select Chapters
3. Patnaik, Prabhat (2004) *Retreat to Unfreedom*, Tulika: New Delhi
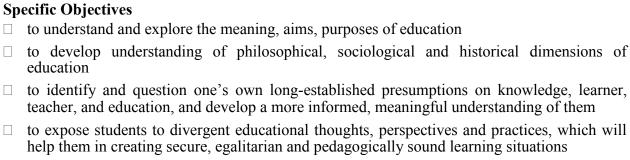
Education, Society, Curriculum and Learners

Design of the Course
- At least one unit of study to be field-based
- For each unit of study to build the linkage with the existing practices (inside and outside schools)
- Specific readings as suggested in discussion, and essential readings should be used for a deeper and closer understanding of each unit

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 education's aims, processes and practices fulfils this need by critically elucidating the linkage that exists between education, knowledge and power.

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

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
- Understanding the basic assumptions about human nature, society, learning, and aims of education

Unit 2: 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 3: 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 4: 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

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 four units must be sought

□ The units are to be studied by keeping the socio-historical-political context in mind

Essential Readings

1. Badheka, Guji. (2001). *Baal Shikshan aur Shikshak.* Bikaner: Vaagdevi Prakashan.

2. Chanana, Karuna. (2008). Bharat main Prathmik Shiksha main Langik Asamnata: Manavadhikar Paripekshya in Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshipli (also available in English S. Shukla and Krishna. Kumar (Eds.) *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications, 1985.)

3. Dewey, John. (1952). *The School and the Child,* New York: The Macmillan Company, (Also available in Hindi *School aur Bachche* Translation: RRCEE)

4. Kumar, Krishna. (1988). *What is Worth Teaching.* New Delhi: Orient Longman. Chapter 1: What is Worth Teaching? Chapter 2: Origins of the Textbook Culture, Chapter 9: Listening to Gandhi (Also Available in Hindi *Shaekshik Gyan aur Varchasav.* New Delhi: Granthshilpi.)

5. Palmer, Joy A. et. al (2001). Jean –Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori *Fifty Major Thinkers on Education From Confucious to Dewey*, USA: Routledge.

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*

Readings for Discussion

1. Badheka, Giju (1999). *Montessori Paddhati*. Chapter 5: Montessori Shala ka Vatavaran. Bikaner: Vaagdevi Prakashan.

2. Dewey, John. (2009). *School aur Samaj.* Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) *The School and Society* Cosimo: New York).

3. Krishnamurti, J. (2006). *Krishnamurti on Education*. Part I: Talks to Students: Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussion with Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.

4. Rousseau, Jacques J. (1979). *Emile or on Education*, translated by Allan Bloom Basic. 7-18.

5. Sykes, M. (1988). *The Story of Nai Taleem,* Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: The Seed Germinates, Chapter 4: Basic National Education, (Also available in Hindi *Nai taleem Ki Kahani* Translation: RRCEE)

6. Thakur, R. (2004). *Ravindranath ka Shikshadarshan.* Chapter 1: Tote ki Shiksha, Chapter 7: Aashram Shiksha, New Delhi: Granthshipli.

Advanced Readings

1. Acharya, P. (1996). 'Indigenous Education and Brahminical Hegemony in Bengal', and Shahidullah, Kazi 'The Purpose and Impact of Government Policy on Pathshala: Gurumohashays in Nineteenth Century Bengal'. In Nigel Crook (ed.) *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics*. New Delhi: Oxford University Press, 98-118.

2. Kumar, K., Oesterheld, J. and Amin, N. (2007). 'Introduction'; 'Education and Culture: India's Quest for a Secular Policy'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia.* New Delhi: Orient Longman.

3. Nambissan, Geetha. B. (2000). 'Identity, Exclusion and the Education of Tribal Communities'. In Rekha Wazir (Ed.) *The Gender Gap in Basic Education: NGOs as Change Agents.* New Delhi: Sage

4. Nambissan, Geetha. B. (2003). 'Social Exclusion, Children's Work and Education: A View from the Margins'. In Naila Kabeer, Geetha B. Nambissan and Ramya Subrahmanian (eds.) *Child Labour and the Right to Education in South Asia,* 109-142. New Delhi: Sage.

5. Nath, N. (2007). 'Stories of Struggle for Survival: Slum Children's Lives and Voices'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia.* New Delhi: Pearson.

6. Saxena, Sadhana (2007). 'Education of the Masses in India: A Critical Enquiry'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia.* New Delhi: Orient Longman.

7. Venkateswar, S. (2007). 'Robbed of Childhood: Child Labour and Domestic Service in South Asia'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia.* New Delhi:

Pedagogy across the Curriculum

Max Marks: 50
External: 35
Internal: 15

Design of the Course:
- Each unit of study has a field-based assignment/practicum task
- Specific readings need to be used to introduce themes

Rationale and Aim

The purpose of this course is to engage student-teachers with key issues of organizing schools and learning environments and of visualizing and selecting appropriate pedagogic approaches. The course should enable them to link their understanding of children, of their social contexts and of curricular knowledge, to practical steps in organizing, motivating and assessing learning. While engagement with subject matter is the chief aim of pedagogic courses specific to disciplines, this course focuses on generic aspects of pedagogy that cut across various school subjects. It intends to widen their awareness of pedagogic possibilities, and to enrich their 'pedagogic imagination', so that student-teachers can think beyond standard approaches, and try to fit their pedagogic approaches with their aims of teaching and learning, while creating non-threatening learning environments.

Units of Study
Unit 1: Frameworks for Teaching and Learning
- *Learning Environments in School Contexts*

    Classroom spaces, laboratory, resource room, library, outdoor spaces; idea of building as a learning aid.

Ways of Organizing Schools, Classrooms and Learning Process

    Organization of non-graded or multi-grade, multi level schools and classrooms: Individual tasks; small group activities; peer supported learning; individualized learning programmes and the place and purpose of these.

    Organizing grade-based classrooms: Whole class teaching, individual tasks, pair-work, small group activities, cooperative learning in groups and the place and purpose of these

Planning for teaching

    Need for (and approaches to) planning for the year or term, unit plans, planning for specific classroom sessions, planning for specific students

    Key considerations in planning I: learners and their background knowledge; everyday concepts and situated cognition; learning objectives and learning experience; visualizing grouping of students

Key considerations in planning II: selecting and organising subject-matter; selecting formats of teaching-learning for enabling construction of knowledge; use of textbooks, other resource materials; expositions, task-setting, project planning

Key considerations in planning III: formulating questions to assess readiness levels; to facilitate conceptualisation and reflection and to assess grasp and learning amongst students

Specific Units can be selected in each of the school subjects to concretise the experience of planning classroom teaching

Managing classroom learning

Managing teaching-learning materials and resources;
Managing teaching-learning time and phases in a lesson;
Managing students (in a group and individually)

Questioning current disciplinary practices; creating attention, motivation and discipline in a non-threatening learning environment

Critical review of educational practices and 'child-centred' learning

Critical examination of terminology and practices associated with standard teacher-centred pedagogy ('chalk and talk') as well as child-centred learning ('learning by discovery'; 'joyful learning'; 'playway method'; 'activity-based learning'; 'project-based learning')

Critical examination of notions of learner capacity and tendencies associated with labelling children as intelligent, slow learners, 'educable' etc.

Unit 2: Role of Assessment in Teaching and Learning
Distinguishing Assessment for Learning and Assessment of Learning

Modes of Assessment – a range from informal to formal modes
Place of assessment and feedback in the learning process
Understanding Formative Assessment and Summative Assessment
Who assesses? Implications of assessments led by students

Strategies for Assessment

Strategies for formative assessment; assessment as a continuum, creating learning profiles, including portfolios; error analysis; developing and using assessment rubrics
Strategies for summative assessment; designing effective tests

Critical review of teaching and assessment practices based solely on tests and examinations

Unit 3: Use of Library, Audio-visual and ICT Resources
☐ *Managing and Using the School Library*

Using library as a resource in planning for teaching

Educating students to use the library for non-guided reading (for pleasure)
Guiding students to use the library as a resource for reference
Critical review of current library practices

Use of Audio-visual Resources

Critical review of the impact of audio-visual media on students
Strategies for using audio-visual media – films, documentaries – in furthering learning

ICT in Teaching-Learning

Critical examination of the role of ICT in contemporary education

Capacity development in use of ICTs – internet as a resource; creating effective presentations

ICT-based teaching-learning approaches in schools and teacher professional development

Modes of Transaction

Critical reading and discussion of specific texts/articles to broaden exposure and develop conceptual clarity *(For Units 1, 2 & 3)*

Critical observation of schools and classrooms to understand alternative ways of organizing these; appreciate the elements that make for 'learning environments'

Observing, documenting and interpreting classroom interactions; analyse situations that reflect a distinction between learning experiences and learning outcomes and understand key ingredients of a sound pedagogy

Analysis of content and presentation in school textbooks, for visualizing understanding perspective and for pedagogic elements required for their usage in a classroom

Develop (a) concept maps and activities for theme based curriculum design, and (b) teaching plans for a selected topic/concept in a subject. *(All the above for Unit 1)*

Develop a portfolio of assessment tools and designing assessments for the above.
(For Unit 2)

Practical exercises for developing competence in use of library, audio-visual and ICT resources.*(For unit 3)*

Essential Readings
Unit 1
1 Badheka Gijubhai (2006) *Diwaswapna.* Montessori Bal Shikshan Samiti: Churu, Rajaldesar.
2 Brown George and E.C. Wragg (1993) *Questioning*, Routledge: UK
3 Brown George and E.C.Wragg (1993), *Explaining*, Routledge : UK.
4 Elisabeth Dunne and Bennet Neville (1990) *Talking and Learning in Groups.* Routledge .
5 Holt, John (1990) Learning All the Time. Addison-Wesley Publishing Co: New York
6 Michael Marland (Indian Edition, 2005) *Craft of the Classroom: A Survival Guide*, Heinemann Educational, Chapter 1: Starting Points, Chapter 2: Relationships of the Classroom, Chapter 3: The Classroom Environment, Chapter 7: The Rhythm of Teaching
7 Johnson, D.W. and R.T. Johanson (1999) *Learning Together and Alone: Cooperative Competitive and individualistic learning. (5th edition).* Allyn & Bacom: Boston
8 Pollard, Andrew (2002) *Reflective Teaching*. Continuum: London, Chapter 3: Developing an Evidence-informed Classroom, pp 42-69: excerpts on 'Organization: How are we Managing the Classroom? Behaviour: How are we Managing the Class?' Teaching, How are we Developing Our Strategies?'; Assessment: How are Monitoring

Learning and Performance?'; and 'Social Inclusion: What are the consequences of classroom practice?'

Unit 2

1. Freeman, Richard & Lewis, Roger (Indian reprint, 2005), *Planning and Implementing Assessment*, Routledge Falmer (Part One: Principles of Assessment, 4. and 5, Part Two: The methods toolbox, 9. and 10., Part Three: Sources of Assessment 11. 12. Part Four: Using Assessment Methods 14. 15. 16. 17, 18. 19. 20; Part Six: Assessment Issues 25., 26

Unit 3

1. Mukunda Usha (2008) *Inculcating and enhancing the reading habit.* Excerpt from a training manual for librarians in the southern region as part of an NCERT workshop in January 2008.
2. Mukunda Usha (2011) Guide to setting up an open library in Primary Schools.
3. Articles from Magazines and Journals for Teachers:

☐ *Teacher Plus,* A 15, Vikrampuri, Secunderabad-500 009. www.teacherplus.org
☐ *Journal of Krishnamurti Schools* (available online)
☐ *Learning Curve,* News Letter, Ajim Premji Foundation.
☐ *Sandarbha* : Journal from Eklavya, Madhya Pradesh

Readings for Discussion

1. Angella, W Little (Ed) (2006) Education for All and Multi-grade Teaching: Challenges and Opportunities, Springer: Netherlands, chapter 2: Learning Opportunities for All: pedagogy in multigrade and monograde classrooms in the Turks and Caicos Islands, pp: 27-46; chapter 14: Multigrade Lessons for EFA: a synthesis, pp. 300-348.
2. Bill A (2001) *To Teach* Billings Publishers: UK
3. Bruner, Jerome (1996) In *The Culture of Education*. Harvard University Press: Cambridge. Chapter2: Folk Pedagogy, pp 44-65.
4. Dewey, John (1897) *My Pedagogic Creed*. School Journal, Vol. 54. *(Available in Hindi: Translation-RRCEE)*
5. Holt, John (1964) *How Children Fail*. Pitman Publishing Corporation: USA
6. Kamii, C. (1974) Pedagogical Principles Derived from Piaget's theory: Relevance for Educational Practice. In Milton Schwebel and Jane Raph. (eds.) *Piaget in Classroom*. London: Routledge and Kegan Paul, 199-215.
7. Sarangapani, Padma (2003) *Construction of School Knowledge*. New Delhi: Sage Publications. Select Chapters.
8. Sylvia Ashton Warner (2004) *Adhyapak* Granth Shilpi: New Delhi. (Available in English as well).

Advanced Reading

1. Danielson Charlotte (2007) *Enhancing Professional Practice, A Framework for Teaching* Assn for Supervision & Curriculum: USA.

Pedagogy of Environmental Studies

Maximum Marks: 100
External: 70
Internal: 30

Design of the Course

8. Each unit of study to have a field-based assignment.

9. Specific readings are to be used for discussion in groups enabling a close reading of texts.

Rationale and Aim

The main aim of this course is to prepare teachers who understand the philosophical and epistemological basis of EVS as a composite area of study that draws upon sciences and social sciences.

The content related to concepts in science and social science is embedded within the course. 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.

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.

Specific objectives

☐ To help student-teachers understand the scope of EVS and examine 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 transaction in the light of various theoretical viewpoints of learning and children's ideas

☐ To prepare student-teachers to assess children's learning using different modes.

Units of Study
Unit 1: Concept of Environment Studies
- Scope of EVS as a curricular area at the primary level
- Curriculum Organization – two perspectives:

  EVS as an integrated area of study that draws upon understanding from Science and Social Science

  EVS as EVS (Science) and EVS (Social Science)

- Environmental Studies and Environmental Education

Unit 2: Understanding Children's Ideas
- Perspectives in EVS Learning – Piaget, Vygotsky, Bruner, and Ausubel.
- Research on Children's Ideas – Preconceptions, Alternative Conceptions;
- Implications of understanding children's ideas for classroom transaction.
- Analysing school textbooks for age appropriateness, relevance, based on the above.

Unit 3: Classroom Transaction and Assessment
- Ways of conducting inquiry: observation, activities, discussion, and small group work, field visits, project, surveys and experimentation; importance of these in teaching-learning EVS
- Process Skills in EVS: understand how children engage with ideas, make linkages, classify, analyse, kind of questions they ask, express themselves.
- Different ways of assessing and using assessment for further learning

Unit 4: Planning for Teaching
- Concept maps and thematic web charts.
- Evolving a Unit Plan framework.
- Resource pool of materials.
- Reflecting on classroom practices.

Essential Readings
Unit 1

1. Jaithirtha, Kabir (2003) Relating with the Earth: an exploration of the possibilities in teaching Geography. *Journal of the Krishnamurti Schools*.
   http://www.journal.kfionline.org/article.asp?issue=7&article=6.
2. NCERT, (2005) *Syllabus for Elementary Classes*- Volume I. NCERT: New Delhi.
3. Orr, D.W. (2007) Is Environmental Education an Oxymoron? *Journal of the Krishnamurti Schools.*
   http://www.journal.kfionline.org/article.asp?issue=11&article=3.
4. Phatak, K. (2009) Walks: to nurture the Natural. *Journal of the Krishnamurti Schools.*
   http://www.journal.kfionline.org/article.asp?issue=13&article=3.
5. Seminar Proceedings (1995-96) Seminar on EVS organized by Vidya Bhawan, Udaipur.
6. Sarabhai, V. K. et.al. (2007) *Tbilisi to Ahmadabad– The Journey of Environmental Education: A Source book*, Centre for Environment Education: Ahmedabad.

Unit 2

- Driver, Rosalind, et. al. (2006) *Making Sense of Secondary Science: Research into Children's Ideas*. Routledge Falmer: London Introduction pp.1-13; Chapter 1, pp.17-25; Chapter 12, pp.98-103; pp. Chapter 13, pp. 104-111.
- Guesene, E. and A. Tberghiem (1985) *Children's Ideas in Science*, Open University Press: Milton Keynes.
- 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

Unit 3

1. Harlen, W. and J. Elstgeest (1998). *UNESCO Source Book for Science in the Primary School*. NBT: New Delhi.
2. NCERT, (2008). *Source Book on Assessment for Classes I – V*, Environmental Studies. NCERT: New Delhi.

Unit 4

1. Pollard, Andrew (2002). *Reflective Teaching*. Continuum: London.

Readings for Discussion
Unit 1

1. Agnihotri, Ramakant et. al. (1994) *Prashika*, Eklavya's Innovative Experiment in Primary Education. Eklavya: Bhopal.
2. Mishra, Anupam (2004) *Aaj bhi Kharein hai Talaab,* Gandhi Peace Foundation: New Delhi. 5th Edition.
3. Raina, V. and D. P. Singh (2001) What is Science? *Dispatch*, October-December.

Unit 2

1. Driver, Rosalind (1981) Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
2. George, Alex M. (2007). *Children's Perception of Sarkar- A critique of Civics Text books*, Eklavya: Bhopal.
3. NCERT, (2008) *Source Book on Assessment for Classes I–V*. Chapter 2: Environmental Studies. NCERT: New Delhi.

Unit 3

1. Bodrova, E. and D. Leong (1996) *Tools of the Mind: The Vygotskyan Approach to Early Childhood and Education.* Merrill: New Jersey. Chapter 9.

Advanced Readings
Unit 1

1. Batra, Poonam (ed) (2010) *Social Science Learning in Schools: Perspectives and Challenges.* Sage: New Delhi.
2. Parker, W.C. (ed.) (2010) *Social Studies Today: Research and Practice* Routledge: New York. .

3. Sainath, P. (1996) *Everybody Loves a Good Drought- Stories from India's Poorest Districts*, Penguin Books: New Delhi.

4. Shiva, Vandana. (2000) *Stolen Harvest: The Hijacking of Global Food Supply*. South End Press: Cambridge, UK.

Unit 2

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

2. Brophy, J. and J. Alleman (2005) Primary grade students' knowledge and thinking about families, *Journal of Social Science Research*, Spring 2005.

3. Bruner, Jerome S. (1960) *The Process of Education*. Atma Ram & Sons: New Delhi

4. Carey, S. (1985) *Conceptual Change in Childhood*, MA: Bradford Books, MIT Press: Cambridge.

5. Driver, Rosalind, et.al. (2006) *Making Sense of Secondary Science: Research into Children's Ideas*. : Routledge Falmer: London. Introduction, pp.1-13 Chap 1, p.17-25; Chap12, pp.98-103; Chap 13, p. 104-111.

6. Gilbert, J. et. al. (1982). Children's Science and Its Consequences for Teaching. *Science Education*. John Wiley & Sons, Inc: London. 66(4), 623-33.

7. Piaget, Jean (1930). *The Child's Conception of Physical Causality*. Kegan Paul, Trench, Trubner & Co. Ltd: London.

8. Rieber, Robert W. and Aaron S. Carton (1987) *The collected works of L.S. Vygotsky Volume I*, Ch. 6-Development of scientific concepts in childhood. pp. 167-242.

Unit 3

1. Devereux, J. (2000) *Primary Science*. Paul Champman Publishing: London.

2. Harlen, W. (2006) *Teaching, Learning and Assessing Science 5 – 12*. Sage: London.

3. Howe, A. C. and L. Jones (1998) *Engaging children in Science*. Prentice Hall: New Jersey.

Unit 4

1 Fensham Peter J. et. al (eds.) (1994) *The content of science; A Constructivist approach to its Teaching and learning*. The Falmer Press, Taylor and Francis Inc: London.

2 Gilbert, J. (2004) *The Routledge Falmer Reader in Science Education*, Routledge London.

3 Mintzes, Joel J et.al. (1998) *Teaching science for Understanding: A Human Constructivist View*. Academic press: California.

4 Parkinson. J. (2004). *Reflective Teaching of Science 11-18*. Continuum: London.

School Textbooks

1. EVS textbooks for primary grades from the following NGOs:

    ☐ Digantar, Todi Ramjanipura, Kho Nagoraniya Road, Jagatpura, Jaipur

    ☐ Eklavya, E 10 Shankar Nagar, B.D.A Colony, Shivaji Nagar, Bhopal, Madhya Pradesh

    ☐ Sangati, AVEHI-ABACUS Project Third floor, K.K. Marg Municipal School, Saat Rasta, Mahalaxmi, Mumbai- 400 011

2. NCERT (2007) *Looking Around* Environmental Studies, Textbooks for class III-V, New Delhi.

3. Ramadas Jayshree (ed) (2004) *Small Science*: textbooks and workbooks (developed by: Homi Babha Centre for Science Education (HBCSE), Oxford University Press: Mumbai.

Learning Mother Tongue and other
Languages-In and outside the school

Maximum Mar:100
External:70
Internal: 30

Design of the Course
- Each unit of study to have a field-based assignment.
- Specific readings are to be used for discussion in groups enabling a close reading of texts.

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 represent 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.

Specific objectives
To 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.

Running Thread of the Course

The overall framework of the paper is marked by 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. Each unit is linked sequentially to highlight this perspective.

Units of Study
Unit 1: Nature of language
- Rule governed system and language
- Relationship of Language and Society: Identity, power and discrimination
- Nature of multilingualism: Differential status of Indian language classroom
- Critiquing state policies on language and education

Unit 2: Language Acquisition
- Language Acquisition and Language Learning: pre-school and early school years Children's background and School Experience.

Unit 3: Language across the Curriculum
- Function of Language: In the classroom, outside the classroom
- Language in Education and Curriculum
- Learning language and Learning through Language

Unit 4: The classroom practices and possibilities
- Perspectives on recording and writing
- Prevalent language teaching practices and their critique
- Connections between classroom instruction and theories
- Role of literature in language learning
- Learner s active role in understanding literature
- Using Children s literature across curriculum.

Unit 5: Assessment
- Assessment as a continuum
- Use of multiple sources for comprehensive assessment
- Ways of assessment- observation, records, maintaining profiles, etc.

Mode of Transaction
- Close and critical readings of selective texts under 'Discussion' Readings in small groups.
- Participatory transaction by building them around responses of students.
- Giving Students opportunities to go through experiential process for transacting some topics such as process writing.

Essential Readings

1. Anderson, R.C. (1984). Role of the Reader's Schema in Comprehension, Learning and Memory. In R.C. Anderson, J. Osbon & R.J. Tierney (Eds.) *Learning to Read in American schools: Based Readers and content texts.* Hillsdole, NJ: Lawrance Erlbaum Associates.

2. Armbruster, Bonnie B. (1984). The Problem of "Inconsiderate Text" In Duffy, G. G. (eds.) *Comprehension Instruction, Perspectives and Suggestions.* Longman Chapter 14.

3. Kumar, K. (2007). *The Child's Language and the Teacher.* India: NBT.

4. Labov, W. (1972). The logic of Non- Standard English. In *Language in Education.* Prepared by Language and Learning course Team. London: Routledge. 198-211.

5. Monson, R. J. (1991). Charting a New Course with Whole Language. *Education Leadership.* 48(6), 51-53.

6. Sinha, S. (2000). Acquiring Literacy in Schools. *Redesigning Curricula: A symposium on working a framework for School education.* September, 493.

Readings for Discussion

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Sieruhn and P. Pluddemonn (Eds.) *Multilingual education for South Africa.* Johannesburg, South Africa: Heinemann. 3-7.

2. Butler, A. and Turnbill, J. (1984). *Towards Reading-Writing Classroom.* New York: Primary English Teaching Association Cornell University, Chapter 2 and Chapter 3.

3. 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.

4. Pinnell, G.S. (1985). Ways to Look at the Functions of Children's Language. In A. Jaggar, M. Trika and Smith-Burke (eds.) *Observing the language learner.* Newark, DE: International Reading Association, 57-72.

5. Rhodes, L. K. and Shanklin N. L. (1993). *Windows into Literacy.* UK: Heinemann, The University of Michigan. Chapter 4: Assessing Language Systems and Strategies in Reading.

6. Rothleen, L. and Meinbach A. M. (1991). *The Literature Connection: Using Children's Books in Classroom,* Tucson, USA: Good Year Books.

Advanced Readings

1. Freedman S. W. and Dyson A. H. (2003). Writing in Flood J. et. al. Handbook of Research on Teaching English Language Arts: New Jersey, USA: Lawrence Erlbaum Associates Inc.

2. Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.)

   Handbook of research on the education of young children. New York: Macmillan, 137-150.

3. Purves, Alan C. (1988). The Aesthetic Mind of Louise Rosenblatt. *Reader 20.* 68-77.

4. Sinha, S. (2009). Rosenblatt's Theory of Reading: Exploring Literature. *Contemporary Education Dialogue.* 6(2), 223-237.

5. Teals, W. and Sulzby, E. (1986). Introduction: Emergent Literacy as a perspective for Examining how young Children Become Writers and Readers. In W. Teals, E. Sulzby (eds.) *Emergent Literacy: Writing and Reading.* New Jersey: Norwood, pp. vii-xxv.

Pedagogy Of Mathematics

Maximum Marks: 100
External: 70
Internal: 30

Design of the Course

- Each unit of study focuses on the specific aspect of mathematics education relevant at that stage

- Several Hands-on activities are part of each unit of study

Rationale and Aim

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 theirinternalized 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 sothat 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

Thread Running through the Course

The units have been conceptualised 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 tomathematical knowledge

Units of Study
Unit 1: Pedagogical Content Knowledge
- Numbers: Number Concept, Counting, Place value, Arithmetic operations, Fractions, Decimals. Odd, even, prime, composite, co-primes, twin-primes, L.C.M. and H.C.F. of numbers, divisibility test upto 11, representation of numbers on number-line. Roman system.

- Measurement: The idea of unit, length, area, volume, weight, time, money, temperature and their conversion into smaller and bigger units.

Unit 2: Algebra Thinking
- Number Patterns that help in appreciating the use of unknowns in expressing the generalisation resulting from the pattern.
- 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
- Percentage
- Ratio and proportion
- Interest
- Discount

Unit 4: Geometric ways of looking at space and shapes

- Space and Shape: Geometric shapes , construction of geometric shapes through paper folding, Symmetry

- Simple two and three dimensional shapes – geometric Vocabulary
- Congruency and similarity
- 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: 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 7: Assessment
- Purpose of assessment
- Planning assessment
- Assessment tools
- Evaluation of performance

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

Essential Readings

1. Haylock, D. (2006). *Mathematics Explained for Primary teachers.* New Delhi: Sage Publication, Chapter 22: Measurement, 247-263.

    2. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers.* London: Penguin.
- Skemp, Richard R. *Mathematics in the Primary School.* London: Rouledge. Chapter

    The formation of Mathematical Concepts, Chapter 4: The Construction of Mathematical Knowledge, Chapter 5: Understanding Mathematical Symbolism, 49-71, 72-89, 90-108.

    4. Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods.* Callifornia: Allyn and Bacon, Chapters 1,Chapter 4, Chapter 5, Chapter 6, and Chapter7.

5. Zevenbergen, R., Dolley, S. And Wright Robert J., (2005), *Teaching Mathematics in Primary Schools.* Australia: Allen & Unwin; (First South Asian Edition). Chapter 2, Chapter 3, Chapter 7 and Chapter 9.

Advanced Readings for Faculty

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

Readings for Discussion

    1. Carraher, T. N., Schliemann A. D. and Carraher, D. W. (1988). Mathematical concepts in everyday life. In G. B. Saxe & M. Gearhart (Eds.). *Children's mathematics. New Directions for Child Development.* SanFrancisco: Jossey-Bass, 71-87.

2. IGNOU, AMT – 01 *Teaching of Primary School Mathematics.* New Delhi: IGNOU.

3. IGNOU, LMT – 01, *Learning Mathematics.* New Delhi: IGNOU.

    4. Wood, D. (1998). The Mathematical Mind. In *How Children Think and Learn.* UK: Blackwell Publishing, Chapter 8, 225-255.

Proficiency in English

Design of the Course
- Each unit of the course will be linked to student-teachers reflecting on their own proficiency in English – what strategies helped them improve their own proficiency.
- Specific readings, resources and tasks to help student-teachers improve their own proficiency.

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.

Running Thread of the Course

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.

Units of Study
Unit 1: Nature of Language
- What is a language: first, second and foreign language?
- Language as a means of communication and thinking
- Communicative language teaching
- Understanding the importance of a language-rich classroom.

Unit 2: Listening and Speaking
Developing/Improving Listening and Speaking Skills
- Listening with comprehension to follow simple instructions, public announcements, telephonic conversations, classroom discussions, radio, T.V news, sports commentary etc
- Sound system of language – phonology & prosody

- Stress – word stress and sentence stress in connected speech
- Using dictionary for correct pronunciation and stress

Teaching Listening and Speaking Skills

Phonemic drills (with the use of minimal pairs eg., bit, beat etc.)

Organizing listening and speaking activities: rhymes, chants, songs, use of stories, poems, role play and dramatization

Unit 3: Reading

Acquisition of Reading Skills

Reading with comprehension different types of texts

Reading for global and local comprehension

Inferences, analysis and extrapolation

Discourse analysis

Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet

Using ideas of critical literacy to analyse chapters from textbooks

Teaching Reading Skills

Creating environment for reading – reading clubs, class libraries

Reading aloud and silent reading

Scaffolding: concept and activities

Reading different texts types like stories, poems, riddles, jokes, and instructions for games

Unit 4: Writing

Improving Writing Skills

Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases
- Different forms of writing – letters (application, complaint, permission, invitation), messages, notices and posters
- Doing the above to experience the process of writing: brainstorming, drafting, editing, conferencing, modifying, revising, publishing

Teaching Writing Skills

Mechanics of writing(strokes and curves, capital and small, cursive and print script, punctuation)

Controlled/guided writing(verbal and visual inputs)

Free and creative writing

Unit 5: 1 Grammar

2. Parts of speech; Phrases; Verbs
3. Kinds of sentences; Subject-verb agreement; Tenses
4. Non-finites; Voices; Narration

Mode of Transaction

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.
- Text analysis of school textbooks to improve skills in critical literacy.
- Reflecting on one s own learning to make connections with pedagogy.

Essential Readings

1. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press

2. Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.).* Cambridge: Cambridge University Press.

3. Morgan, J. & Rinvolucri, M. (1983). *Once upon a time: Using stories in the language classroom.* Cambridge:. Cambridge University Press.

4. Wright, A. (1989). *Pictures for Language Learning.* Cambridge: Cambridge University Press.

Advanced Readings

1. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press

2. Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms.* Cambridge: Cambridge University Press

3. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language.* Oxford: Oxford University Press

Cognition, Learning and the Socio-Cultural Context

<div align="right">
Maximum Marks: 50
Theory: 40
(External: 30 Internal: 10)
Practicum: 10
</div>

Design of the Course

- Several field-based units throughout the course.
- Practicum to go in tandem with the theory course so that field-based data forms the basis of reflection on the theory. Readings for each task in the practicum are also suggested to facilitate theory-praxis linkages.
- Specific readings suggested for use in discussion groups enabling reflective reading of each text.

Rationale and Aim

The course is aimed towards helping student-teachers understand various theories about how children learn and how learning and cognition are understood by various theorists. This would lead student-teachers to construct an understanding of 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 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.

Running Thread of the Course

The student-teacher develops a critical understanding of different approaches to children s development and learning within a socio-historical perspective: principles of behaviourism, 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, story telling etc. as implications along with the units on physical motor development, cognition and language development respectively.

Units of Study

Unit 1: Learning and Cognition

- Learning: Concept of learning; processes of children s learning, basic ideas of Behaviourism and its critique.

- 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.

- Information processing approaches: basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval), knowledge organisation and learning as change in declarative memory; schema change or conceptual change; how these develop in a continuous fashion.

Unit 2: Play

- 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.

Unit 3: Language and Communication

- How do children communicate?
- 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.

- Bilingual or Trilingual children: implications for teachers- multilingual classrooms; story telling as a pedagogic tool.

Unit 4: Self and Moral development
- A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control.
- Moral development: 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; and analysis

interpretation of collated observations, systematic data.

Essential Readings

1. Crain, W. (1992). *Theories of Development:Concepts and Applications.* (3rd Edition). New Jersey:Prentice Hall. Chapter 7: Kohlberg's Stages of Moral Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.

2. Elkind, D. (1976). *Child Development and Education.* Oxford University Press.

3. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook.* New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.

4. Lefrancois, G. (1991). *Psychology for Teaching.* Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.

5. Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning.* Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222-253.

6. 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.

Readings for Discussion

1. Bodrova, E. and Leong, D. (1996). *Tools of the Mind.* New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.

2. Donaldson, M. (1986). *Children's Minds.* UK: Harper Collins Publishers Ltd. Chapter 1: The School Experience, Chapter 2: The Ability to Decentre.
3. Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review,* 47 (4), 481-517.
4. Holt, J. (1967). *How Children Learn.* London: Penguin.
5. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children.* New York: W. H. Freeman.
6. Siegler, R. and Alibali, M.W. (2005). *Children's Thinking.* (4th edition). New Jersey, USA: Prentice Hall. Chapter 1: An introduction to children's thinking, Chapter 3: Information-processing theories of development, Chapter 5: Sociocultural theories of development, Chapter 9: The development of social cognition.
7. 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.

Advanced Readings

1. Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences.* London: Paladin Books.
2. Piaget, J. (1926). *Psychology of Intelligence.* New York: Basic Books.
3. Pollard, A. and Filer, A. (1996). *The Social World of Children's Learning.* London: Cassell.
4. 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
5. Wood, D. (1988). *How Children Think and Learn.* Oxford: Blackwell.

Practicum: Peep into the Child' world: What and How II

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.

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 neighbourhood 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 and social, emotional, cognitive, language and motor development of children.

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.

<div align="center">**Or**</div>

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."

Essential Readings

1. Bettelheim, B. (1987). The Importance of Play. *The Atlantic Monthly,* March.

2. Bodrova, E. and Deborath J. Leong (1996). *Tools of the Mind.* New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.

3. Cox M. (2005). *The Pictorial World of the Child.* New York: Cambridge University Press.

4. Erikson, Eric, H. (1972). *Play and Development.* New York: W.W. Norton.

5. Garvey, C. (1990). *Play.* Cambridge: Harvard University Press.

6. Sahi, J. and Sahi, R. (2009). *Learning Through Art.* Eklavya. Chapter 1: Introduction.

7. Vygotsky, Lev. S. (1978). *Mind in Society.* Cambridge: Harvard University Press. Chapter 7: Role of Play.

Towards Self-understanding and Evolving an Educational Vision

<div align="right">

Maximum Marks: 50
External: 25
Internal: 25

Student Contact Hours: 50

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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 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 behavior, 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: *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 4: *Celebration of an iconic cultural figure*
(eg Kabir/Tagore/Narayan Guru/Meerabai/Akka Mahadevi/ Jnaneswar/ Basava/ Thyagaraj/ A Sufi saint : depending on region and culture)
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 emerge 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

Workshop 5: *Deconstructing the messages of advertising (in the audio-visual media)*
Objectives
- To appreciate the impact of television advertising on children and adults
- To analyse 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
1. The expanding role of advertising in contemporary life
2. Sharing favourite advertisements and their impact on us
3. Looking from the other side: how psychology, research, technology and imagination combine to create a 'targeted commercial'
4. Viewing and analyzing a series of advertisements
5. Constructing an effective advertisement (group task)
6. How to be a critical and media-literate viewer of advertisements

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 (ie. aims, curriculum, pedagogy)
- To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case

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

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

School Culture, Leadership and Change

<div align="right">

Maximum Marks: 50
External: 35
Internal: 15

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Design of the Course
- At least one unit of study to be field-based
- Specific readings suggested for use in discussion groups enabling a close reading of each text

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.

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

Running Thread of the Course

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?

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

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
1. managing the classroom
2. the role of the school head
3. interactions with support organizations
4. school improvement plan
5. change facilitation processes

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

Essential Readings
1. Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India.* New Delhi: NIEPA.
2. Early, P. and Weindling, D. (2004). A changing discourse: from management to leadership. In Early, P. and Weindling, D. (eds) *Understanding School Leadership,* UK: Paul Chapman Publications,
3. Fullan, M. (1993). Why Teachers Must Become Change Agents. In *Educational Leadership,* 50 (6).
4. Govinda, R (2001) *Capacity Building for Educational Governance at Local Levels.* Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
5. Majumdar, S. (1990). Infrastructure and Educational Administration . In Mukhopadhyay and Parkar, *Indian Education: development since independence.* New Delhi: Vikas Publications.

Readings for Discussion
1. NCERT, Educational Statistics of India, New Delhi (issues of the last decade)
2. Senge, P. (2000). The Industrial Age System of Education. In *Schools that Learn,* London: NB, 27-58.

Social Science Education

Design of the Course

☐ Unit 3 includes a field-based assignment of observing the teaching of social sciences; analysis and reflection on the observations in consultation with peers and faculty.

☐ Unit 4 also has a field-based assignment with the aim to orient the prospective teacher to the process of using concepts and skills in generating content from local contexts and the direct use of source materials.

☐ The educator can choose at least 4 to 5 readings from the list of essential readings for discussion in groups enabling a close reading of texts and debates on perspectives. The remaining can be given for self reading to students and also used for assignments. Advanced readings are optional and intended for teacher educators.

☐ In-depth work on selected chapters /units of recommended textbooks is to be conducted by the teacher educators to enable a strengthening of content-knowledge as well as providing a model for working with subject content to the prospective teachers. As far as possible, a different set of topics from recommended textbooks and other resource books is to be used for school internship work and assessment related exercises, so that the prospective teacher has extensive opportunity to revisit and work on subject knowledge.

Rationale and Aim

The contents of social science as a school subject are based on a certain understanding about their nature and purposes. Instead of treating these as natural and given, this course introduces student-teachers to different perspectives about these subjects. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabi 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.

Engaging with the nature of diverse disciplinary would form the basis to understand that 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 a meaningful 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 we live in and the individual-society interface, by drawing upon the disciplines of sociology, history, geography, political science, economics and psychology.
- 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

Units of Study
Unit 1: Nature of Social Sciences

Social sciences and social studies: scope and nature; role of social sciences 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: Important Concepts of Social Sciences

Understanding change and continuity, interconnections, time perspective and chronology in India from the earliest times to the present, experiences and perspectives of marginalized groups, gender, diversity of experiences, different sources of knowledge, historical imagination; 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.

It is suggested that any three consecutive chapters each from history, geography and social and political life sections of classes VI, VII and VIII from the PSEB books be used for detailed class room work on important concepts of social sciences

Unit 3: Children's Understanding, Teaching-Learning Materials and Classroom Processes

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

1   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'.

2   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

3 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.

4 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.

5 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 (A chapter 'bidi or bidi Banane wale" in Eklavya's class VII social science civics textbook and forest village Pahawadi in class VI seen together can be read as an example)

6 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. (Adharshila School, Sendhwa, Madhya Pradesh (MP) has published a book on drought in the area developed through interviews. Eklavya in Madhya Pradesh has select CDs on oral history projects done in a few southern states, Udaan magazine has articles on local history such as a local mela, a village history from Babai, and a study on gender in Hoshangabad (MP), available in Sandarbha, an educational journal published by Eklavya. Sandarbha has articles on the history of a school near Indore developed through conversations with the teachers. Learning Curve, a newsletter, published by Azim Premji foundation has published a special issue on Social Sciences in schools).

7 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.

8 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
Unit 1
1. Batra, Poonam (2010) Introduction in Poonam Batra (ed) (2010) *Social Science Learning in Schools: Perspective and Challenges,* Sage: New Delhi pp. 3-41.
2. Bhattacharya, Neeladhari (2009). Teaching History in Schools: The Politics of Textbooks in India. *History Workshop Journal*. 67(1), pp. 99-110.

3. Chakravarty, Uma (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*, Tulika Books: New Delhi Chapter on: History as Practice: Introduction, pp. 16-30.

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

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

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

7. Sunny, Yemuna (2009) *Legitimised Knowledge: Political Connotations in Geography* in Ravi S Singh (ed) *Indian Geography in the 21st Century: The Young Geographer's Agenda,* Cambridge Scholars' Publishing: UK 2009, pp. 108-127.

8. Sunny, Yemuna (2010) Sveekrat Gyan: Bhoogol Mein Nihit Rajneitik Sanketaarth, *Sandarbha* Sept- Oct. 2010, pp. 59-76.

Unit 2

1. Social Science Textbooks for classes VI, VII and VIII, New Delhi: NCERT 2006-2008.

2. Social science Textbooks for classes VI, VII and VIII, Madhya Pradesh: Eklavya.1993-2004.

Unit 3

1. Tolstoy, Lev (1987) Shikshashaastriya Rachnayein, Pragati Prakashan, 1987; excerpts on experiences of history teaching in *Sandarbha*, 20,Nov.-Dec.1997, pp. 79-89.

2. Tolstoy, Lev (1987) Shikshashaastriya Rachnayein, Pragati Prakashan, 1987; excerpts on geography teaching in *Sandarbha,* 26, Nov. 1998-April, 1999, pp. 85-93.

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

4. Sunny, Yemuna. (2008) Experience and Science in Geography Education, Economic and Political Weekly, June 14, 2008, pp. 45-49.

5. Eklavya Team (2010) Dynamics of Knowledge and Praxis: A View from the Field in Batra, Poonam (ed) (2010) *Social Science Learning in Schools: Perspective and Challenges,* Sage: New Delhi. pp. 265-286.

6. George, A. and A. Madan (2009) *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. Sage: New Delhi. pp. 31-57.

7. Articles on Social Science Education in *Sandarbha* (available as a separate collection from Eklavya, Bhopal):

   a. Paliwal Rashmi and Yemuna Sunny (1994) Aaya Samajh Mein. *Sandarbha 1,* September 1994, pp. 20-25; *Sandarbha 2*, November-December, 1994, pp. 43-47.

   b. Madan, Amman (1995) Naagrik Shaastra ki Pustakon Mein Naagrikon ki Chhavi. *Sandarbha 5*, May-June 1995, pp. 88-94.

   c. Paliwal, Rashmi (1995) Jo Gaurishankar ki Samajh Mein na Aaye. *Sandarbha 7*, September-October, 1995. pp. 47-52.

   d. Sunny, Yemuna (1996) Bhoogol, Schooli Kitaabein aur Kuchha Anubhav. *Sandarbha 8-9*, November-February, 1995-96, pp. 51-58.

e. Paliwal, Rashmi (1996) Ek Kitaab Nai Bhi Purani Bhi. *Sandarbha 1,* March-April, 1996, pp. 82-94.

f. Paliwal, Rashmi (1997) Paryaavaran Kyaa, Kyaa Nahin. *Sandarbha* 19, September-October, 1997 pp. 47-56.

Unit 4

1. Batra, Poonam and Disha Nawani (2010) Social Science Texts: A Pedagogic Perspective in Batra, Poonam. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges,* Sage: New Delhi. pp. 197-262.

2. Paliwal, R. (2010) Assessment of Social Science in Schools: Our Experiences, Experiments and Learning, *Learning Curve*, Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp. 95-105.

3. Jayashree. (2010) Beyond Retention: Meaningful Assessment in Social Science, *Learning Curve*, Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp. 106-110.

4. Sriparna (2010) Role of Projects, Field-work and Discovery in Assessment, *Learning Curve,* Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp. 118-120.

Advanced Readings

1. Kumar, Krishna. (1996) *Learning from Conflict*, Orient Longman: New Delhi pp. 25-41 and 79-80.

2. Ratnagar, Shireen.(2001) *Bhartiya Itihaas Ke Srote. Bhag 1*, Eklavya: Bhopal.

3. Pathak, Avijit (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers: Delhi. Ch: Sociology of School Knowledge: Texts and Ideology pp. 109-148.

4. Pathak, Avijit (2009) *The Moral Quest in Education*,

5. Balagopalan, Sarda (2009) Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State in S. Vandiyar et. al. (ed.) *Thinking Diversity, Building Cohesion: a transnational dialogue on education*, Rozenburg Publications: Amsterdam..

6. Billinge, M., et al. (ed) (1984). *Recollections of a Revolution: Geography as spatial science*, Macmillan: London. .

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

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

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

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

11. Ross, E. Wayne (ed.) (2006) *The Social Studies Curriculum: Purposes, Problems, and Possibilities*. Albany: State University of New York Press: New York, Ch 1: The Struggle for the Social Studies Curriculum, pp 17-36.

12. Paliwal, Rashmi and C.N. Subramaniam, (2006) Contextualizing the Curriculum, *Contemporary Education Dialogue*, Volume 4:1, Monsoon 2006, pg. 25-51

13. Shiksha Vimarsha *Itihaas Shikshan: Visheshank*, November-December 2008, Digantar, Jaipur.

<div align="right">

Maximum Marks: 100
External: 70
Internal: 30

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Design of the Course

- Units 3, 4 and 5 to be field-based
- In these units the maximum time must be spent on discussing specific strategies for teaching English
- Specific readings are suggested for use in discussion groups enabling a close reading of each text

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.

Running Thread of the Course

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
- Teaching English as a first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching English in India; key factors affecting second language acquisition
- Perspectives on the „appropriate age for beginning the teaching of English: teaching English to young learners.

Unit 2: Approaches to the Teaching of English

- A historical view of English as a Second Language (ESL)
- Behaviouristic and Structural Approaches: grammar-translation method, audio-lingual method
- 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)
- Communicative language teaching: focusing on meaning, role of text books and other resources, role of a teacher and classroom management

Unit 3: Teaching Strategies

- The text book: Critical literacy, personal response to poems and stories, adapting the textbook
- Beyond the textbook: including children s literature in the classroom (poems, stories, songs etc)
- Listening and Speaking Skills: seeing talk as valuable, reducing teacher-talk time in the classroom, total physical response – simple instructions, story-telling etc., using pair-work and group-work meaningfully to encourage speaking and participation – children as researchers, some activities for the classroom: poems, songs, chants, story-telling, role-play, situational conversations etc., vocabulary development: using pictures, flow-charts, word walls; teaching pronunciation, rhythm, stress and intonation.
- Reading: beginning reading - the alphabet method, phonetic method, environmental print, reading with meaning, reading aloud by teacher, using the word-wall; stages of Reading - pre-reading, while-reading and post-reading activities; comprehension skills - guessing meaning from context, word-attack skills; types of reading - Independent reading, setting up reading corners; guided reading and shared reading – making reading buddies; reading aloud and silent reading.
- Writing: providing triggers for writing – brainstorming, discussions, reading; writing as a process - brain storming, drafting, conferencing, publishing/sharing; controlled,

guided, and free writing; writing – letters, daily diary/ journals, logs (responding to something read or observed), using pictures.

- Teaching grammar to strengthen language acquisition: teaching grammar as „knowledge about language , making grammar meaningful and fun.

Unit 4: Learner Assessment

- Assessing, speaking and listening - using interviews, story-telling, re-telling
- Assessing reading comprehension-using miscue analysis, meta-linguistic awareness
- Teacher s diary – anecdotal records, assessing writing - informal feedback from teacher, measuring progress
- Responding to content and form, using portfolios for subjective assessment, continuous and comprehensive assessment
- Attitude towards errors and mistakes in second language learning
- Review of current assessment procedures - cursive writing, dictation, cloze, questions and answers, utilisation of feedback.

Unit 5: Planning and Material Development

- Integrating the teaching of English with other subjects
- Unit planning for a learner-centered classroom
- Preparation of low-cost teaching aids
- Using the classroom as a resource.

Mode of Transaction

- Close reading of theoretical concepts in language learning and ESL
- 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

Essential Readings

7. Brewster, E., Girard, D. and Ellis G. (2004). *The Primary English Teacher's Guide.* Penguin. (New Edition)

8. Ellis, G. and Brewster, J. (2002), *Tell it again! The new Story-telling Handbook for Teachers.* Penguin.

9. NCERT, (2005). National Curriculum Framework, 2005. New Delhi: NCERT.

10. NCERT, (2006). Position Paper National Focus Group on *Teaching of English.* New Delhi: NCERT

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

12. 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

1. Fogarty, R. (2006). *Literacy Matters: Strategies Every Teacher Can Use.* USA: Corwin Press pp. 59-62.

2. Wyse, D. and Jones, R. (2001). *Teaching English, Language and Literacy.* New York: Routledge Falmer, pp. 169-175.

Unit 5

3. Browne, A. (2007). *Teaching and Learning Communication, Language and Literacy.* London, UK: Paul Chapman, 175-210.

4. Sahi, J. and Sahi, R. (2008). *Learning through Art.* Eklavya, Bangalore, 125-137

Advanced Readings

1. Cameron, L. (2001) *Teaching Languages to Young Learners,* Cambridge: Cambridge University Press.

2. Curtain, H. A. and Dahlberg, C. A. (2004). *Languages and Children: Making the Match.* Boston: Pearson.

3. Tomlinson, B. (Eds.) (1998). *Materials Development in Language Teaching.* United Kingdom: Cambridge University Press.

Science Education

Design of the Course
☐ Each unit of study to have a field-based assignment.
☐ Specific readings are to be used for discussion in groups enabling a close reading of texts.

Rationale and Aim
The aim of this course is to encourage students to engage with the nature of science and relate it with inquiry in this area. This will involve challenging students' misconceptions related to concepts in science and help them advance towards a better understanding. They will need a 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.

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

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.

Units of Study
Unit 1: Understanding science and children's ideas in science

Nature of science
☐ Subject matter in sciences and social sciences
☐ Why do we teach Science?
☐ 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 2: Revisiting school science concepts

1. The World of the Living**:** Diversity; basic unit of life; life processes; reproduction; heredity and evolution
2. Matter: Its nature; basic units of matter; their structure
3. Natural Phenomena: Force and motion; gravitation; magnetism; electricity
4. Natural Resources: Air, water, soil and their conservation; sources of energy

Unit 3: Classroom transaction and assessment

☐ Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts
☐ How to wrap up an inquiry-based learning session
☐ 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

Issues such as availability of water, indigenous people and their knowledge base, loss of habitat and endangered species, energy conservation and climate change can be taken up for literature survey, discussions, campaigning through posters, public hearing, talks by concerned people like farmers and also experts in the field
List of proposed Practicum

1 To find the volume and density of solid (stone) by using measuring cylinder.2 To separate salt, sand and iron particles from the mixture. 3 To separate the mixture of sand and Ammonium chloride. 4 To study different parts of flower. 5 To study digestive and

circulatory system through models. 6 To prove that matter (solid and liquid) expand on heating. 7 To prove that medium is necessary for the propagation of sound. 8 To prove the laws of reflection by taking a plain mirror and pins. 9 To trace the course of rays through glass slab and to prove that incident ray and emergent ray are parallel to each other. 10 To trace the course of ray through glass prism 11 To prepare Hydrogen gas and study its physical properties. 12 To prepare CO_2 gas and study its physical properties. 13 To prepare Oxygen gas and study its physical properties.14 To study main parts of compound microscope. 15 To prepare temporary mount of onion peel and study its parts. 16 To prepare temporary mount of leaf peel to show its stomata. 17 To prepare a voltaic cell and find its voltage. 18 To prepare a Leclanche cell and measure its voltage 19 To study different parts of human eye.20 To measure the temperature of hot water as it cools and plot a temperature time graph.

Essential Readings Unit 1
1. Bloom, J. W. (2006) *Creating a Classroom Community of Young Scientists* Routledge: New York.
2. Driver, Rosalind, et. al. (1994) *Making Sense of Secondary Science: Research into Children's Ideas.* Routledge Falmer: New York.

Unit 2
1. Bloom, J. W. (2006) *Creating a Classroom Community of Young Scientists* Routledge: New York.

Unit 3
2. Harlen, W. (2006) *Teaching, Learning and Assessing Science 5 – 12*. Sage: UK.
3. Harlen, W. and J. Elstgeest (1992). *UNESCO Source Book for Science in the Primary School*, NBT: New Delhi.
4. Martin, D. J. (2009) *Elementary Science Methods- A Constructivist Approach.* Thomson Wadsworth: Belmont CA. 5th Edition.

Readings for Discussion
Unit 1
1. Driver, Rosalind. (1996) *Young People's Images of Science*, Milton Keynes- Open University Press: London.
2. Rampal, Anita (1992) Images of Science and Scientists a study of School Teachers' Views. I. Characteristics of Scientists. *Science Education.* 76(4), 415-436.

Unit 3
1. Griffin, J. (2004) Research on students and Museums: Looking More Closely at the students in School Groups. *Science Education*, 88(suppl. 1), S59-S70.
2. Wellington, J. J. and Osborne, J. (2001) *Language and Literacy in Science Education.*
   Open University Press: California. Chapter 6: Discussion in School Science: Learning Through Talking, Chapter 5: Writing for Learning Science.
3. NCERT, (2006) *Position Paper on Science Education*, NCERT: New Delhi.

Unit 4

1. Brickhouse, N. (2001) Embodying Science: A Feminist Perspective. *Journal of Research in Science Teaching,* 38(3), 282-295.
2. Kurth, A., et. al. (2002) The Case of Calra: Dilemmas of helping all students to understand Science, *Science Education*, 86, 287-313.
3. Shiva, V. (2002) *Water Wars* South end press.: Cambridge, USA

Advanced Readings

Unit 1

1   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.
2   McComas, William F. (ed.) (1998) *The Nature of Science in Science Education: Rationales and Strategies*, Kluwer Academic Publishers: Netherland
3   Okasha, S. (2002) *Philosophy of Science– A very short Introduction* Oxford University Press: UK.
4   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

1. Liewellyn, D. (2005) *Teaching High School Science through Inquiry – A Case Study Approach*.Corwin Press and NSTA Press: California
2. Osborne Jonathan F. (1996) Beyond Constructivism. *Science Education.* 80(1), 53-82

Unit 4

1. Aikenhead, G. (2001) Integrating Western and Aboriginal Sciences: Cross Cultural Science Teaching. *Research in Science Education,* 31(3), 337-355
2. Choksi, B. & Natarajan, C. (2007) *The epiSTEME Reviews- Research Trends in Science, Technology and Mathematics Education.* Macmillan : New Delhi
3. Rampal, A. (1993).School science in search of a democratic order? In Kumar, K. (Ed.) *Democracy and Education in India*. NMML: New Delhi.

Textbooks and Reports

1. Bal Vigyanik, *Text books for Science, Class VI – VIII.* Madhya Pradesh: Eklavya
2. Centre for Science and Environment, *Citizen's reports*, New Delhi.
3. NCERT, (2005). *Syllabus for Classes at the Elementary Level.* vol. I, NCERT: New Delhi.
4. NCERT, (2008). *Text books for Science, Class VI – VIII.* NCERT: New Delhi.

pMjwbI BwSw AiDAwpn(Pedagogy of Punjabi Language)

ਉਦੇਸ

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕਿਰਤੀ ਸਮਝ ਕੇ ਵਿਵਹਾਰਕ ਰੂਪ ਵਿਚ ਉਪਯੋਗ ਕਰਨ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

2. ਭਾਸ਼ਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਮੁਢਲੀ ਜਾਣਕਾਰੀ ਦੇਣਾ।

3. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਸੰਬੰਧੀ ਉਦੇਸ਼ਾਂ ਦੀ ਸਮਝ ਵਿਕਸਤ ਕਰਨਾ।

4. ਭਾਸ਼ਾਈ ਕੌਸ਼ਲਾਂ ਦੀ ਵਰਤੋਂ ਅਤੇ ਅਭਿਆਸ ਕਰਨ ਦੀ ਯੋਗਤਾ ਵਿਕਸਤ ਕਰਨਾ।

5. ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ ਦੀ ਵਰਤੋਂ ਅਤੇ ਅਭਿਆਸ ਕਰਨ ਦੀ ਯੋਗਤਾ ਵਿਕਸਤ ਕਰਨਾ।

6. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਚ ਵਿਚਾਰ ਗ੍ਰਹਿਣ ਕਰਨ ਅਤੇ ਪ੍ਰਗਟਾਉਣ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

7. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਸ਼ੁੱਧ ਰੂਪ ਵਿਚ ਪੜ੍ਹਨ ਅਤੇ ਲਿਖ ਸਕਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

8. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਵਿਭਿੰਨ ਸਾਹਿਤ ਰੂਪਾਂ ਅਤੇ ਉਹਨਾਂ ਦੇ ਵਿਸ਼ਿਆਂ ਨੂੰ ਜਾਣਨ ਤੇ ਸਮਝਣ ਦੀ ਸਮਰੱਥਾ ਪੈਦਾ ਕਰਨਾ।

9. ਪੰਜਾਬੀ ਸਾਹਿਤ ਰੂਪਾਂ ਨੂੰ ਉਹਨਾਂ ਦੀ ਪ੍ਰਕਿਰਤੀ ਅਨੁਸਾਰ ਪੜ੍ਹਨ ਅਤੇ ਮਾਣ ਸਕਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

10.ਵਿਆਕਰਨ ਦੇ ਸਿਧਾਂਤਕ ਅਤੇ ਵਿਹਾਰਕ ਰੂਪਾਂ ਵਿਚ ਆਪਸੀ ਤਾਲਮੇਲ ਸਥਾਪਤ ਕਰ ਸਕਣ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

11.ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਸੱਭਿਆਚਾਰ ਪ੍ਰਤਿ ਸਮਝ ਪੈਦਾ ਕਰਕੇ, ਭਾਸ਼ਾ ਅਤੇ ਸੱਭਿਆਚਾਰਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਨਾਲ ਜੁੜੇ ਰਹਿਣ ਅਤੇ ਸਹੇਜਣ ਪ੍ਰਤਿ ਪ੍ਰੇਰਤ ਕਰਨਾ।

12.ਸਮਾਜਕ ਪ੍ਰਸਥਿਤੀਆਂ ਅਨੁਸਾਰ ਭਾਸ਼ਾ ਦੇ ਉਪਯੋਗ ਦੀ ਸਮਝ ਪੈਦਾ ਕਰਨਾ। 13.ਪੰਜਾਬੀ ਵਿਚ ਸੂਚਨਾ ਅਤੇ ਸੰਚਾਰਨ ਤਕਨਾਲੋਜੀ ਦੇ ਅਨੁਕਲਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

14. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਅਤੇ ਮੁਲਾਂਕਣ ਦੀ ਅਜੋਕੀ ਹਾਲਤ ਦੇ ਸੁਧਾਰ ਲਈ ਜਤਨ ਕਰਨਾ।

15. ਸਵੈ ਅਧਿਐਨ ਅਤੇ ਪੁਸਤਕਾਲਾ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋਂ ਪ੍ਰਤਿ ਪ੍ਰੇਰਤ ਕਰਨਾ।

ਇਕਾਈ-1 ਭਾਸ਼ਾ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਿਖਿਆ

-ਭਾਸ਼ਾ, ਸਿੱਖਿਆ ਅਤੇ ਸਮਾਜ ਦਾ ਸੰਬੰਧ : ਭਾਸ਼ਾ ਅਤੇ ਸਮਾਜ, ਬੋਲਚਾਲ ਤੇ ਟਕਸਾਲੀ ਭਾਸ਼ਾ, ਮੌਖਿਕ ਤੇ ਲਿਖਤ ਭਾਸ਼ਾ, ਭਾਸ਼ਾ ਪਹਿਲੀ ਤੇ ਦੂਜੀ ਭਾਸ਼ਾ ਦੇ ਰੂਪ ਵਿਚ, ਮਾਤ ਭਾਸ਼ਾ, ਰਾਸ਼ਟਰੀ ਭਾਸ਼ਾ ਅਤੇ ਵਿਦੇਸੀ ਭਾਸ਼ਾ
-ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਮੁਢਲੀ ਜਾਣਕਾਰੀ ਅਤੇ ਅਜੋਕਾ
ਸਰੂਪ -ਗੁਰਮੁਖੀ ਲਿਪੀ: ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ

–ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਸਰੂਪ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਈ ਅਨੁਕੂਲ

–ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ: ਸਿਧਾਂਤ ਅਤੇ ਸਿੱਖਿਆ ਸੂਤਰ

ਇਕਾਈ-2 ਸੁਣਨ ਬੋਲਣ ਪੜ੍ਹਨ ਲਿਖਣ ਕੌਸਲ

–ਸੁਣਨਾ: ਸੁਣਨ ਪ੍ਰਕਿਰਿਆ, ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਸੰਬੰਧ, ਸੁਣਨ ਦਾ ਮਹੱਤਵ, ਸਹੀ ਸੁਣਨ ਲਈ ਸ਼ਰਤਾਂ, ਚੰਗੇ ਸਰੋਤੇ ਦੇ ਗੁਣ
–ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ: ਬੋਲਚਾਲ ਪ੍ਰਕਿਰਿਆ, ਬੋਲਣ ਦਾ ਮਹੱਤਵ, ਚੰਗੇ ਵਕਤਾ ਦੇ ਗੁਣ –ਉਚਾਰਨ ਦੀ ਸਿੱਖਿਆ: ਸ਼ੁੱਧ ਅਤੇ ਅਸ਼ੁੱਧ ਉਚਾਰਨ, ਅਸ਼ੁੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ
–ਪੜ੍ਹਨਾ: ਪੜ੍ਹਨ ਪ੍ਰਕਿਰਿਆ, ਪੜ੍ਹਨ ਦਾ ਮਹੱਤਵ, ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੇ ਢੰਗ
–ਪੜ੍ਹਨ ਦੀਆਂ ਕਿਸਮਾਂ: ਸੁਖਮ ਪੜ੍ਹਾਈ ਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ –ਲਿਖਣਾ: ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ
–ਲਿਖਣ ਦਾ ਅਭਿਆਸ (ਵੇਖ ਕੇ ਲਿਖਣਾ, ਬੋਲ ਲਿਖਤ, ਸੁਲੇਖ, ਸੁੰਦਰ ਲਿਖਾਈ ਮੁਕਾਬਲੇ ਆਦਿ)
–ਅਸ਼ੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ
ਇਕਾਈ-3- ਵਿਆਕਰਨ
ਵਿਆਕਰਨ: ਪਰਿਭਾਸ਼ਾ, ਲੋੜ ਅਤੇ ਭਾਸ਼ਾ ਨੂੰ ਸਿੱਖਣ ਵਿਚ ਸਿਧਾਂਤਕ ਅਤੇ ਵਿਹਾਰਕ ਵਿਆਕਰਨ ਦੀ ਭੂਮਿਕਾ
–ਸਵਰ ਅਤੇ ਵਿਅੰਜਨ, ਲਗਾਂ ਅਤੇ ਲਗਾਖਰ
–ਸ਼ਬਦ ਸ੍ਰੇਣੀਆਂ: ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ, ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ, ਸੰਬੰਧਕ, ਯੋਜਕ, ਵਿਸਮਕ ਅਤੇ ਨਿਪਾਤ
–ਵਾਕ ਦੀਆਂ ਕਿਸਮਾਂ (ਸਧਾਰਨ, ਸੰਯੁਕਤ ਅਤੇ ਮਿਸ਼ਰਤ)
–ਲਿੰਗ, ਵਚਨ, ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਬਹੁ-ਆਰਥਕ ਸ਼ਬਦ, ਬਹਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ
–ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ –ਅਖਾਣ
ਅਤੇ ਮੁਹਾਵਰੇ
ਇਕਾਈ-4 ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਅਤੇ ਮੁਲਾਂਕਣ
–ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿਚ ਸਾਹਿਤ ਅਤੇ ਬਾਲ ਸਾਹਿਤ ਦੀ ਭੂਮਿਕਾ
–ਕਵਿਤਾ ਦਾ ਅਧਿਆਪਨ: ਉਦੇਸ਼, ਵਿਧੀਆਂ, ਪ੍ਰਾਇਮਰੀ ਅਤੇ ਮਿਡਲ ਪੱਧਰ 'ਤੇ ਕਵਿਤਾ ਦਾ ਅਧਿਆਪਨ
–ਵਾਰਤਕ ਦੇ ਵੱਖ ਵੱਖ ਰੂਪਾਂ ਦਾ ਅਧਿਆਪਨ: ਉਦੇਸ਼, ਵਿਧੀਆਂ, ਪ੍ਰਾਇਮਰੀ ਅਤੇ ਮਿਡਲ ਪੱਧਰ 'ਤੇ ਵਾਰਤਕ ਦਾ ਅਧਿਆਪਨ
–ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ: ਵਿਆਕਰਨ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ
–ਮੁਲਾਂਕਣ: ਅਰਥ ਤੇ ਪਰਿਭਾਸ਼ਾ, ਮੁਲਾਂਕਣ ਤੇ ਪਰੀਖਿਆ ਵਿਚ ਅੰਤਰ, ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦੇ

ਮੁਲਾਂਕਣ ਦੇ ਢੰਗ, ਅਧਿਆਪਨ ਸਿੱਖਣ ਪ੍ਰਕਿਰਿਆ ਵਿਚ ਮੁਲਾਂਕਣ ਦੀ ਭੂਮਿਕਾ, ਪਰੀਖਿਆ ਲਈ ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ, ਚੰਗੇ ਮੁਲਾਂਕਣ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ, ਇਕਾਈ–5 ਪਾਠ ਯੋਜਨਾ ਅਤੇ ਸ਼੍ਰੇਣੀ ਅਭਿਆਸ

–ਪਾਠ ਯੋਜਨਾ: ਅਰਥ, ਉਦੇਸ਼, ਅਤੇ ਮਹੱਤਵ

–ਪਾਠ ਯੋਜਨਾ ਦੀਆਂ ਕਿਸਮਾਂ, ਸਥੂਲ ਅਤੇ ਸੂਖਮ ਪਾਠ ਯੋਜਨਾ ਵਿਚ ਅੰਤਰ

–ਸ਼੍ਰੇਣੀ ਅਧਿਆਪਨ ਅਤੇ ਸਿਧਾਂਤਾਂ ਵਿਚਕਾਰ ਸੰਬੰਧ: ਪ੍ਰਦਰਸ਼ਨ ਪਾਠ, ਸੂਖਮ ਅਧਿਆਪਨ, ਪਰਿਚਰਚਾ ਪਾਠ

–ਪਾਠ ਯੋਜਨਾ ਦਾ ਵਿਹਾਰਕ ਰੂਪ: ਪਾਠ ਯੋਜਨਾਵਾਂ ਨੂੰ ਤਿਆਰ ਕਰਨਾ

–ਅਧਿਆਪਨ ਸਹਾਇਕ ਸਾਧਨ (ਸਮਗਰੀ): ਲੋੜ, ਕਿਸਮਾਂ ਤੇ ਸੁਚੱਜੀ ਵਰਤੋਂ ਦੇ ਢੰਗ

–ਸ਼੍ਰੇਣੀ ਕਮਰਾ ਇੱਕ ਸਾਧਨ ਵਜੋਂ

–ਪੰਜਾਬੀ ਵਿਚ ਸੂਚਨਾ ਅਤੇ ਸੰਚਾਰਨ ਤਕਨਾਲੋਜੀ ਦਾ
 ਅਨੁਕਲਨ ਪ੍ਰਸਤਾਵਤ ਕਾਰਜ

1. ਕੰਪਿਊਟਰ ਦੀ ਉੱਚਿਤ ਵਰਤੋਂ ਲਈ ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਲਿਪੀ, ਕੰਪਿਊਟਰ ਅਤੇ ਟਾਈਪ ਦੀ ਸਮਝ

2. ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ ਦੀ ਜਾਣਕਾਰੀ ਅਤੇ ਵਰਤੋਂ

3. ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਦੀ ਜਾਣਕਾਰੀ ਅਤੇ ਵਰਤੋਂ

4. ਹਵਾਲਾ ਕੌਸ਼ਲਾਂ ਦਾ ਅਭਿਆਸ: ਡਿਕਸ਼ਨਰੀਆਂ, ਕੋਸ਼ਾਂ, ਵਿਸ਼ਵ ਕੋਸ਼, ਹਵਾਲਾ ਪੁਸਤਕਾਂ, ਪੀ. ਡੀ. ਐੱਫ. ਦਸਤਾਵੇਜ਼ਾਂ ਅਤੇ ਇੰਟਰਨੈੱਟ ਦੀ
ਵਰਤੋਂ

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5. ਸਕੂਲ ਪੱਧਰ 'ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਵੱਲੋਂ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਉਚਾਰਨ, ਲਿਖਾਈ ਅਤੇ ਸ਼ਬਦ ਜੋੜਾਂ ਦੀਆਂ ਗ਼ਲਤੀਆਂ ਦੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ

6. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿਚ ਨਿਮਨਲਿਖਤ ਸਹਾਇਕ ਸਾਧਨਾਂ ਦੀ ਵਰਤੋਂ:

(f) ਸਸਤੇ ਮੁੱਲ ਦੇ ਅਧਿਆਪਨ ਸਹਾਇਕ ਸਾਧਨ ਤਿਆਰ ਕਰਨਾ (ii) ਓਵਰਹੈੱਡ ਪ੍ਰੋਜੈਕਟਰ ਦੀ ਵਰਤੋਂ, ਪਾਰਦਰਸ਼ੀ ਸ਼ੀਟ ਤਿਆਰ ਕਰਨਾ

(ii) ਕੰਪਿਊਟਰ ਅਤੇ ਮਲਟੀ ਮੀਡੀਆ: ਪੀ.ਪੀ.ਟੀ., ਫ਼ਿਲਮੀ ਤੇ ਨਾਟਕੀ ਅੰਸ਼ਾਂ ਦੀ ਵਰਤੋਂ, ਅਵਾਜ਼ਾਂ ਦੀ ਰਿਕਾਰਡਿੰਗ

ਪੁਸਤਕ ਸੂਚੀ

1. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਡਾ. ਜਸਵੰਤ ਸਿੰਘ ਜਸ

2. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਮਰੱਥਾ, ਡਾ. ਹਰਚੰਦ ਸਿੰਘ ਬਰਾੜ

3. ਭਾਖਾ ਸੰਜਮ ਵਾਲਿਊਮ 3 ਅੰਕ 1-2, 1970 ਵਾਲਿਊਮ 12, 1980 ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ

4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਵਿਆਕਰਨ ਤੇ ਬਣਤਰ, ਸੁਰਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ

5. ਪੰਜਾਬੀ ਸਿਖਸ਼ਣ ਕਲਾ, ਬਲਦੇਵ ਰਾਜ ਗੁਪਤਾ ਅਤੇ ਤਿਪਤ ਸਿੰਘ ਭੱਟੀ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ

6. ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਅਤੇ ਸਿਧਾਂਤ, ਕੇ. ਭਾਟੀਆ ਅਤੇ ਬੀ. ਡੀ. ਭਾਟੀਆ, ਅਨੁਵਾਦਕ ਟੀ. ਆਰ. ਸ਼ਰਮਾ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ

7. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ-ਮੱਧ ਕਾਲ), ਡਾ. ਜਗਬੀਰ ਸਿੰਘ, ਗੁਰੂ ਨਾਨਕ

ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ

10. ਪੰਜਾਬੀ ਬਾਰੇ, ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ

11.ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ, ਦੂਨੀ ਚੰਦ੍ਰ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜੁ

10.ਪੰਜਾਬੀ ਸੰਚਾਰ ਯੋਗਤਾ ਅਭਿਆਸ, ਪੰਜਾਬੀ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁਕ ਬੋਰਡ

11. ਪ੍ਰਮਾਣਿਕ ਪੰਜਾਬੀ ਵਿਆਕਰਨ, ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁਕ ਬੋਰਡ

12.ਅਜੋਕੀ ਪੰਜਾਬੀ ਦਾ ਵਿਆਕਰਨ ਅਤੇ ਲੇਖ ਰਚਨਾ, ਪੰਜਾਬੀ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ ਮੋਹਾਲੀ
ਮੁਹਾਵਰਾ ਅਤੇ ਅਖਾਣ ਕੋਸ਼,

पाठ्यक्रम की रूप रेखा सैद्धांतिक पक्ष

कुल अंकः 50

बाह्य 35

टांतरिक 15

उद्देश्यः—

• भाषा के शुद्ध उच्चारण तथा शुद्ध वर्तनी चिह्नों से परिचित कराना।

• भाषा शिक्षण के स्तर को समुन्नत करने के लिए भाषिक एवं साहित्यिक ज्ञान से परिचित कराना।

• विचारों को सुनकर या पढ़कर ग्रहण करने की योग्ताविकसित करना।

• विचारों को मौखिक एवं लिखित रूप में प्रभावशालीढंग से व्यक्त करने की योग्यता विकसित करना।

• सौन्दर्य बोध, चिन्तन एवं सर्जनात्मक योग्यता विकसित करना।

• पठन, श्रवण, कथन एवं लेखन कौशल की योग्यता विकसित करना।

• शब्द भण्डार में वृद्धि करना। शिक्षण की
योग्यता विकसित करना।

इकाई—1. भाषायी कौशल :— सुनना, बोलना, लिखना, पढ़ना

श्रवण कौशल — श्रवण का अर्थ व महत्त्व, उद्देश्ये, विधियाँ, श्रवण दोष के कारण व
सुधार।
कथन कौशल — परिभाषा, महत्त्व, कथन की विधियाँ, विभिन्न सोपान जैसे — प्रश्नोत्तर, चित्र
वर्णन, घटना वर्णन, नाटक, भाषण, समाचार

वाचन, टेलीफोन वार्ता आदि।

लेखन कौशल – लेखन की प्रकृति, आवश्यकता व महत्त्व, लेखन की विधियाँ, लेखन के विभिन्न सोपान जैसे – अनुलेख, श्रुतलेख, सुलेख, श्यामपट्टलेखन, लेखन दोष, कारण एवं निवारण, आदि।

पठन कौशल – पठन की प्रकृति, महत्त्व, विभिन्न सोपान, प्रकार तथा पठन कौशल की विधियाँ आदि।

इकाई–2. व्याकरण शिक्षण की विधियाँ वर्ण – परिभाषा एवं भेद

शब्द – परिभाषा एवं भेद संधि – परिभाषा एवं भेद

उपसर्ग–प्रत्यय, विकारी एवं अविकारी पद, उच्चारण व वर्तनी इकाई–3. रचना शिक्षण की विधियाँ

रचना का अर्थ, महत्त्व एवं उद्देश्य – रचना के लिखित रूप

जैसे – पत्र, निबंध, अनुच्छेद, कहानी, संवाद, सार संक्षेपण व रिपोर्ट लेखन आदि।

इकाई–4. साहित्यिक विधाओं का परिचय

कविता, कहानी, निबंध, जीवनी, आत्मकथा एवं एकांकी का सामान्य परिचय।

पठन हेतु संदर्भित पुस्तकें :–

- उदयवीर सक्सेना,   विनोद पुस्तक मन्दिर, आगरा–हिन्दी   शिक्षण

- शारदा प्रकाशन,   नई दिल्ली–हिन्दी व्याकरण

- पांडे राम शुक्ल, विनोद पुस्तक मन्दिर, आगरा–हिन्दी शिक्षण

- उमा मंगल, आगरा पुस्तक भण्डार – हिन्दी शिक्षण

- केशव प्रसाद, धनपत राय एंड सन्स, दिल्ली – हिन्दी   भाष शिक्षण

Diversity, Gender and Inclusive Education

Design of the Course

- This course must engage with other courses of the programme, and should not be taught in a solitary fashion
- Each unit of study must have some kind of field-based engagement
- Specific readings as suggested in discussion, and essential readings should be used for a deeper and closer understanding of each unit

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.

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

Running Thread of the Course

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.

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
1. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges.* New Delhi: Can Publishers.

2. Bhattacharjee, N. (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.* New Delhi: Sage.

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

4. Giffard-Lindsay, Katharine (2007). *Inclusive Education in India: Interpretation, Implementation, and Issues.* CREATE PATHWAYS TO ACCESS Research NUEPA. Monograph No 15, September. New Delhi: http://eprints.sussex.ac.uk/1863/01/PTA15.pdf

5. Jeffery, P. and Jeffery 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, 125-171.

Readings for Discussion

1. Ghai, A. (2001). Marginalization and Disability: Experiences from the Third World in M. Priestly (ed.) *Disability and the Life Course: Global Perspectives* Delhi: Cambridge University Press.

2. Ghai, A. and Sen, A. (1991). Play and the Mentally Handicapped Child. *Digest,* Vol. 4 (1).

3. Kumar, K. (2008). Anusuchit Jatiyon aur Janjatiyon ka Shaekshik Anubhav in Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh.* Delhi: Granthshipli (also available in English *Sociological Perspectives in Education: A Reader)*

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

5. Razzack, A. (1991). Growing Up Muslim. *Seminar, Identity: A Symposium on Definitions of the* Self, 387, 30-34.

Advanced Readings

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

2. Nambissan, Geetha B. (2004). „Integrating Gender Concerns . *Seminar, Are We Learning?* Vol. 536, April, 2004.

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

4. Subrahmanian, R. Sayed, Y. Balagopalan, S. and Soudien, C. (Eds.) (2003). Education inclusion and exclusion: Indian and South African perspectives, *IDS Bulletin,* 34(1).

1. Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L. Barton, R. Meighan and S. Walker. (eds.) *Schooling, Ideology and the Curriculum.* Lewes, UK: The Falmer Press. 29-49.

2. Stakes, R. and Hornby, G. (2000). *Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers* (2nd ed).

Maximum Marks: 30
External: 20
Internal: 10

Area of Study: *Practicum*

Design of the Course

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.

Rationale and Aim

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

Running Thread of the Course

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 Before school internship and 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

1. 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.

2. 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.

3. 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

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1 This practical aspect is suggested to be integrated with the framework developed for the School Internship Programme under Objective 1 of Year 1.

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.

4. 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.

Essential Readings

1. *Aao Kadam Uthaein: Ek Sahayak Pustika,* USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)

2. Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts,* New Delhi: Sage publication, 142-145.

3. CSDH, (2008), *Closing the gap in a generation,* Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.

4. Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness,* Working Paper, New Delhi: USRN-JNU

5. Midday Meals- A Primer, (2005). *Right to Food Campaign,* Delhi.

6. Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts,* New Delhi: Sage

Readings for Discussion

1. Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, *Chapter 36- Childhood Illnesses,* Chennai: Orient Longman.

2. Deshpande, M. R. Dasgupta, R.V. Baru and A. Mohanty, (2008). The Case for Cooked Meals: Concerned Regarding Proposed Policy Shifts in the Mid-day Meal and ICDS Programs in *Indian Paediatrics,* 445-449

3. Dasgupta, R., Baru, R.V. Deshpande, M. and Mohanty, A. (2009). *Location and Deprivation: Towards an Understanding of the Relationship between Area Effects and School Health,* Working Paper, New Delhi: USRN-JNU.

4. Samson, M., Noronha, C., and De, A., (2005). Towards more benefit from Delhi s Mid- Day Meal Scheme; in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts,* New Delhi: Sage.

5. Zurbrigg, S., (1984), *Rakku's Story- Structures of Ill Health And Sources of Change,* Centre for Social Action, Bangalore, 19-41, and Chapters 1 and 2.

Advanced Readings for Faculty:

1. Ben-Shlomo, Y. and Kuh, D. (2002), A Life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives in *International Journal of Epidemiology,* No. 31, 285 and figure 1 on page 286 to be discussed.

2. Dreze, J. and Goyal A., (2003), The Future of Mid-Day Meals, *Economic and Political Weekly, November 1.*

3. Frost, J. Wortham S.C; Riefel, R.S, (2005), *Play and Child Development,* Prentice Hall.

4. Jones, L. (1994), *The Social Context of Health and Health Work,* McMillan Press. Chapter 1, pp. 1-6, 11-17, 18-20, 32-36.

Children's Physical and Emotional Health, School Health and Education Year 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 internship[2] it is suggested that student teachers observe the physical education (play, exercise) related activities taking place in the school. Is there a space to play? What equipment is available? What is being played by whom (girls/boys)? And what is the culture of play? Is the teacher actively engaged? Are there children being left out? What about children with special needs? Also student teachers are encouraged to document the unrecognized and indigenous games/play that students engage in. It is suggested that student teachers share their findings in the form of a short report.

After the SIP, the course facilitator can also guide the class through a discussion of findings to re-emphasize the actual objectives of physical education for education and health and to also recognize the constraints operating in school in terms of lack of space, no sports equipment, ways of innovating etc..

Essential Readings

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

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2 This needs to be integrated with the School Internship Programme.

Readings for Discussion

1. *Chhodo Re Chhadi,* (2007). Plan India, Delhi. (Resource book on Corporal Punishment)

2. Infocus Vol 2, No 2, March, 2009, *Zero Tolerance for Corporal Punishment.*
   Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.

3. Infocus, Vol 2, No 3, August, 2009, *More guidelines to stop Corporal Punishment.*
   Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.

Advanced Readings

1. Gupta, A. Deshpande, M. Balasubramaniam, R. and Anil, C. (2008), Innovations in Health Education Curriculum in Schools: Towards an Art of the Possible in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts,* New Delhi: Sage, 155-201.

2. Jalan, D. (2000) The diverse learning needs of children. Seminar No. 546

3. Werner, D. (1994), *Disabled Village Children,* Chapters 5, 10-13, 16, 17 and 24, New Delhi: VHAI.

Maximum Marks: Year I: 40
Year II: 60
To be assessed internally

Design 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.

Rationale and Aim of the 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

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

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

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

4. Identify and develop one s own creative potential.

5. 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?

6. Recognise the role of „drama as education" in the elementary school

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

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

9. Explore the role of the teacher as creative guide in learning that is drama driven

Running Thread of the Course

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

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

3. Critique the current trends in art education and develop a possible scenario for art for change

4. Understand the range of traditional art forms and working with hands.

5. Develop an appreciation for diverse music forms and the role of music in human cultures.

6. Create and present pieces of art: using visual arts and crafts

7. Create and present pieces of performance art using music and movement

8. Evolve collective art projects incorporating different art media – into a public festival/event.

9. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.

Running Thread of the Course

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 colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.

3. **Music:** Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new

   forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (eg. lullabies from different language cultures, harvest songs, songs during the freedom struggle etc; create musical pieces with others; design and run sessions on music with children

4. **Cinema and Electronic Media:** Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, it s impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimisation 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.

Essential Readings

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

School Internship

Rationale and Aim

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

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

	Weightage in Marks
• 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
	Total 100

Year II
Specific Objectives

1. To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.

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

3. To be able to innovate within existing systemic limitations.

4. To learn to conduct meaningful classroom activities by careful selection and organization of such activities.

5. To critically reflect on her own school experiences and keep records of the same.

6. To learn to assess different aspects of children s learning without a focus only on achievement.

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

	Weightage in Marks
• Planning	60
• Teaching	80
• Reflective Journal and Record Keeping	60
	Total 200

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. School Internship should be designed for interns to teach for 4 consecutive days per week for a minimum period of 12-20 weeks, including an initial phase of observing a regular classroom.

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.