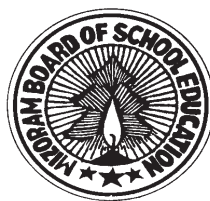


Curriculum
for
Diploma in Elementary Education
(D.El.Ed.)

w.e.f
2014



MIZORAM BOARD OF SCHOOL EDUCATION
AIZAWL : 796 012

₹ 100/-

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Dated Aizawl, the 03rd July, 2017

NOTIFICATION

No. MBSE/Acad(S) 1/2014-2015/125 : It is hereby notified for the information of all concerned that a new Curriculum & Syllabus for the 2-year D.El.Ed. programme has been developed after incorporating some modifications. The modified Curriculum & Syllabus is made in conformity with the NCTE Regulations, 2014. This has been followed from 2015 academic session and will continue to be followed until further order (s).

Sd/- F. LIANHMINGTHANGA
Secretary

Memo No. MBSE/Acad(S) 1/2014-2015/125(A) :: Dated Aizawl, the 03rd July, 2017
Copy to :

1. The Secretary to the Govt. of Mizoram, School Education Department & Controlling Authority of MBSE, Aizawl.
2. Director of School Education, Govt. of Mizoram, Aizawl.
3. Director, SCERT, Chaltlang, Aizawl.
4. All Principals, DIET, Mizoram for information.
5. Guard File No. 10

David Lallawmkima Fanai
(DAVID LALLAWMKIMA FANAI)
DL Director (Academic)

FOREWORD

Mizoram Board of School Education has brought out a new curriculum and syllabus for the 2 year D.Ed programme in Mizoram. The changing educational scenario and the new frameworks that have emerged recently have called for this new and improved curriculum and syllabus which is in line with the National Curriculum Framework for Teacher Education (NCFTE), 2009.

The development of the NCFTE, 2009, was guided by two significant developments - the National Curriculum Framework, 2005 and the Right of Children to Free and Compulsory Education Act, 2009. As such, the NCFTE, 2009 elaborates that the concerns and vision of teacher education and school education are inter-linked and developments in both these areas mutually underline the concerns necessary for qualitative improvements within education as a whole, including teacher education as well. Having been designed and prepared in line with the NCFTE, 2009, the new D.Ed curriculum and syllabus addresses the new concerns of the school curriculum and it is expected that it would bring about improvement of educational methods.

The new D.Ed curriculum and syllabus has been developed and prepared through a series of workshops in which the resources and expertise of subject experts from Mizoram University, State Council of Educational Research and Training, Institute of Advanced Study in Education and the DIETs (Aizawl and Lunglei) were utilized. MBSE is indebted to all their respective departments for permitting us to utilize their resources and personnel whenever required.

It is hoped that all involved in the teaching-learning process would benefit from this curriculum and, in turn, contribute towards its effective implementation and success.

Dr. Lalchungnunga
Chairman

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Curricular Areas: Four Semester D.Ed Programme

Child Studies : Two Courses

1. Childhood and the Development of Children
2. Cognition, Learning and the Socio-Cultural Context

Educational Studies : Four Courses

1. Education, Society, Curriculum and Learners
2. Towards Self-Understanding and Evolving an Educational Vision I
3. Towards Self-Understanding and Evolving an Educational Vision II
4. School Culture, Leadership and Change

Contemporary Studies : Two Courses

1. Contemporary Indian Society
2. Diversity, Gender and Inclusive Education

Curriculum and Pedagogic Studies: Eleven Courses

1. Proficiency in English
2. Pedagogy across the Curriculum
3. Understanding Language, Early Literacy and Language Education
4. Mathematics Education for the Primary School Child
5. Pedagogy of Environmental Studies
6. Pedagogy of English Language
7. Pedagogy of Social Science
8. Pedagogy of Mizo
9. Pedagogy of Science
10. Pedagogy of Mathematics
11. Proficiency in Hindi

Practicum

1. Creative Drama, Fine Arts and Education
2. Children's Physical and Emotional Health, School Health and Education
3. Work and Education

Internship

1. Pre-Internship
2. School Internship

Semester Break-up and Curriculum Structure

Sl. No	Course Title	Suggested periods per week	Maximum Marks
I Semester	Theory		
1	Childhood and the Development of Children	4-5	100
2	Contemporary Indian Society	4-5	100
3	Education, Society, Curriculum and Learners	4-5	100
4	Cognition, Learning and the Socio-Cultural Context	4-5	100
5	Proficiency in English	4-5	50
		Total Marks	450
II Semester	Theory		
1	Towards Self-Understanding and Evolving an Educational Vision I	2-3	50
2	Pedagogy across the Curriculum	2-3	50
3	Mathematics Education for the Primary School Child	4-5	100
4	Proficiency in Hindi	2-3	50
	Practicum		
5	Work and Education	2-3	50
6	Children's Physical and Emotional Health, School Health and Education	4-5	100
	Pre Internship: 2 weeks		50
		Total Marks	450

Sl. No	Course Title	Suggested periods per week	Maximum Marks
III Semester	Theory		
1	Pedagogy of Environmental Studies	4-5	100
2	Pedagogy of Mizo	4-5	100
3	Towards Self-Understanding and Evolving an Educational Vision II	2-3	50
4	Understanding Language, Early Literacy and Language Education	4-5	100
5	Diversity, Gender and Inclusive Education	4-5	100
		Total Marks	450
IV Semester	Theory		
1	School Culture, Leadership and Change	4-5	100
2	Optional Courses (Any One) i. Pedagogy of English Language ii. Pedagogy of Science iii. Pedagogy of Social Science iv. Pedagogy of Mizo	4-5	100
	Practicum		
3	Creative Drama, Fine Arts and Education	2-3	50
4	School Internship: 16 weeks		200
		Total Marks	450
		Grand Total	1800

CHILDHOOD AND THE DEVELOPMENT OF CHILDREN

Maximum Marks: 100
Theory: 70
(External: 50 Internal: 20)
Practicum: 30

Design of the Course

- Five theory units and three field-based practicum units.
- 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. The practicum tasks are suggestive and not prescriptive. It is hoped that the teachereducators would frame tasks according to the units of study.
- Specific readings suggested for use in discussion groups enabling reflective reading of each text.

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 this course is to equip the student-teacher with the background knowledge that he/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 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 provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.

UNITS OF STUDY

UNIT 1: Perspectives in Development

- Introduction to development: Concept and introduction to perspectives in development, humanistic psychology and developmental theory.
- Principles of growth and development: Heredity and environment as factors affecting child development.
- Gathering data about children from different contexts; naturalistic observations; interviews, reflective journals about children; anecdotal records and narratives.

UNIT 2: Physical - Motor Development

- Growth and maturation.
- Gross and fine motor development skills in infancy and pre-school children.
- Role of parents and teachers in providing opportunities for physical-motor development eg: Play, run, jump.

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: Functions of emotions and the ability to regulate them.

UNITS 4: Childhood

- Childhood in the modern world. How poverty, globalization and adult culture affect the child.
- Commonalities and diversities within the notion of childhood. How multiple childhoods are constructed with particular reference to the Indian context.

UNITS 5: Contexts of Socialization

- Concept of Socialization: family and parent-child relationships; parenting, 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 co-operation, 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 and interpretation of collated observations

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 ChildStudies 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

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 him/her. The teacher educator could organize the class in such a manner that different students profile children from varied socio-economic backgrounds. This would allow for a wide range of data which could be subsequently 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 for Practicum

1. Antoine de Saint-Exupery. (1995). *The Little Prince*. UK: Wordsworth 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

Maximum Marks: 100

External : 70

Internal : 30

Design of the Course

- At least one unit of study must be field-based and to be understood in linkage with each other.
- The last unit of study to have field based engagement and to be related with the other four units.
- Specific readings as suggested for discussion and essential readings should be used for a deeper and closer understanding of each unit.

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 be familiar with the socio-political economic dimensions of Indian Society and appreciating its diversity
- To develop an understanding of the trends, issues and challenges facing contemporary Indian Society
- To 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

- 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.
- Unorganized 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, Displacements, Land, Human Rights, Communal mobilization
- Displacement and Development
- 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 and field-based projects.
- Close and critical reading, as well as analysis of various articles and texts should be developed.
- In a group, student-teacher should conduct field-based projects, and be able to analytically document their findings.
- Dialogue and discussions have 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' 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) (1996) *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 VII Textbook (2006-2008) *Social and Political Life III* NCERT: New Delhi Unit 1, 2, 3, 4 & 5
5. NCERT Textbook (2006) *Democratic Politics I*, 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. Unit1,2,
8. NCERT textbook (2006) *Democratic Politics I*, 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/gandhicomelive/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 prepartition Punjab - a culture, language and a way of life. Captures the filmmaker'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 girl 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

Maximum Marks: 100

External : 70

Internal : 30

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 thinkers: Western - Rousseau, Dewey, Montessori; Indian - Gandhi, Tagore, Aurobindo.
- Understanding the basic assumptions about human nature and aims of education.

UNIT 2: Education, Politics and Society

- 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, 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

UNIT 4: Knowledge and Curriculum

- Child's construction of knowledge: attaining knowledge through activity and experience.
- 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: 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.
- Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode.
- Teachers should incorporate seminars, discussions, group work, field work, 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, G. (2001). *Baal Shikshan aur Shikshak*. Bikaner: Vaagdevi Prakashan.
2. S.Shukla and K. Kumar (Eds.) *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications, 1985.)
3. Dewey, J. (1952). *The School and the Child*, New York: The Macmillan Company, (Also available in Hindi School aur Bachche Translation: RRCEE)
4. Kumar, K. (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, G. (1999). *Montessori Paddhati*. Chapter 5: Montessori Shala ka Vatavaran. Bikaner: Vaagdevi Prakashan.
2. Dewey, J. (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, G. 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, G. 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, S. (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:

COGNITION, LEARNING AND THE SOCIO - CULTURAL CONTEXT

Maximum Marks: 100

External: 70

Internal: 30

Design of the Course

- Four theory units and two field-based practicum units.
- 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. The practicum tasks are suggestive and not prescriptive. It is hoped that the teacher educators would frame tasks according to the units of study.
- Specific readings suggested for use in discussion groups enabling reflective reading of each text.

Rationale and Aim

This course is aimed towards helping student-teachers understand various theories about learning and cognition. 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 a facilitator rather than an instructor.

Another pertinent aim is to enable the students to develop an understanding of the research methods employed to understand children in their multiple contexts. It is envisaged that the students should 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 and critical perspectives: principles of behaviourism, cognitive development, information processing, constructivist, socio-constructivist and crosscultural positions. To reflect on their relevance in the teaching-learning process.
- To understand that the essence of child-centred pedagogy is to be in tandem with the physical, socio-cultural, emotional and cognitive worlds of children within the Indian context.
- To allow for opportunities such that the student teacher is able to visualize the linkages with theory in the real life interactions with children, through activities such as play, art, storytelling 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; basic ideas of Behaviourism and its critique.
- Constructivism: Introduction to the concept
- Piaget's theory: Stages and processes of cognitive development, cognitive conflict characteristics of thought in different stages; children's thinking; implications for teaching-learning.
- Vygotsky's theory: Introduction, concept of Zone of Proximal Development (ZPD), tools and symbols in development, implications for teaching.
- Individual and socio-cultural differences in cognition: understanding learning difficulties, terms of exclusion and inclusion and impact.

UNIT 2: Play

- Meaning of Play, characteristics, kinds and types of Play
- Functions of play: 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 conflicts.

UNIT 3: Language and Communication

- Meaning and functions of language.
- Perspectives in language development (with special reference to how children acquire language at early age): social learning theory of Bandura.
- The uses of language ; interactions, conversations and listening.
- Socio-cultural variations in language: accents, differences in communication, linguistic variation.
- Bilingual children: implications for teachers - multilingual classrooms; story telling as a pedagogic tool

UNIT 4: Self and moral development

- A sense of self: self-concept, self-esteem.
- Moral development: perspective of Kohlberg; 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 assignment.
- Theoretical and practical activities/exercises/investigations, analysis and interpretation of collated observations.

Essential Readings

1. Papalia, D. E. et. al. (2008) *Human Development*. McGraw Hill Higher Education: New York Chapters 5, 7, 9: sections on cognitive development.
2. Crain, W. (1992) *Theories of Development: Concepts and Applications*. (3rd Edition). Prentice Hall: New Jersey. Chapter 7: Kohlberg's Stages of Moral Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory
3. Snowman, B. R. and J. Snowman (1996) *Psychology Applied to Teaching*. Houghton Mifflin: Boston. 8th edition. Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.
4. Vygotsky, L. S. (1997) Interaction between Learning and Development in Gauvian, M. and M. Cole. (ed.) *Readings on the Development of Children*. W. H. Freeman: New York.
5. Piaget J. (1997) Development and Learning. In Gauvian, M. and M. Cole. (ed.) *Readings on the Development of Children*. W. H. Freeman: New York.
6. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. Taylor & Francis: New York. Chapter 7: The beginnings of Language Development
7. Lefrancois, G. (1991) *Psychology for Teaching*. Wadsworth Publishing Co: California. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
8. Mukunda, Kamala, V. (2009) *What Did You Ask at School Today? A Handbook on Child Learning*. Harper Collins: Noida. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, pp 117-146.

Readings for Discussion

1. Bodrova, E. and D. Leong (1996) *Tools of the Mind*. Merrill: New Jersey. 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*. Harper Collins Publishers Ltd: UK. Chapter 1: The School Experience, Chapter 2: The Ability to Decentre.
3. Gilligan, Carol (1977) In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517.
4. Holt, John (1967) *How Children Learn*. Penguin: London..
5. Siegler, R. and M. W. Alibali (2005) *Children's Thinking*. Prentice Hall: New Jersey. 4th edition. . 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.

Advanced Readings

1. Gardner, Harvard (1985) *Frames of Mind: The Theory of Multiple Intelligences*. Paladin Books: London.
2. Piaget, Jean (1926) *Psychology of Intelligence*. Basic Books: New York.
3. Pollard, A. and A. Flier (1996). *The Social World of Children's Learning*. Cassell: London.
4. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. : Harvard University Press: Massachusetts. 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, David. (1988) *How Children Think and Learn*. Blackwell: Oxford. Introduction
6. Elkind, David (1976) *Child Development and Education*. Oxford University Press: Oxford.

Practicum: Peep into the Child's 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, observation can be carried out in playgrounds in the neighborhood 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. This assignment is to be followed by post-assignment discussions during contact hours to arrive at the linkages between play and social, emotional, cognitive, language and motor development of children.

References

1. Bettelheim, B. (1987). The Importance of Play. *The Atlantic Monthly*, March.
2. Bodrova, E. and Deborah J. Leong (1996). *Tools of the Mind*. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.

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.

PROFICIENCY IN ENGLISH

Maximum Marks: 50

External : 35

Internal : 15

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 to 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.

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. The aim will be to enjoy learning English and to constantly reflect on this learning to link it with pedagogical strategies.

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 with this pedagogy
- To re-sequence units of study for those who may have no knowledge of English

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
- Constructing knowledge in the classroom
- 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
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet

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 and publishing.
- Using writing frames and guided writing processes

Teaching Writing Skills

- Writing as process
- 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: Grammar

- Parts of speech; Phrases; Verbs
- Kinds of sentences ; subject- verb agreement; Tenses; Clauses and connectors
- Non-finites; Voices; Narration

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 on the core areas of reading, writing, speaking and listening;

Essential Readings

1. Goodman, Sharon (1996) '*Visual English*' 38-59 in *Redesigning English: New text, new identities* Sharon Goodman and David Graddol Routledge: London.
2. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford University Press: Oxford.
3. Maley, A. and A. Duff (1991) *Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.)*. Cambridge University Press: Cambridge.
4. Morgan, J. and Rinvulcri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge University Press: Cambridge.
5. Wright, A. (1989).. *Pictures for Language Learning*. Cambridge University Press: Cambridge.
6. <http://www.usingenglish.com/handouts/>
7. Sullivan, Mary (2008) *Lessons for Guided Writing*. Scholastic

Advanced Readings

1. Hunsaker, R.A. (1990) *Understanding and developing the skills of oral communication: speaking and listening*, 2nd ed. New York, NY: Harper Collins.
2. Parrot M. (1993) *Tasks for language teachers* Cambridge: .Cambridge University Press: Cambridge.
3. Richards, J. & and C. Lockhart, C. (1994) *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press: Cambridge.
4. S latterly, M. & and J. Willis, J. (2001) *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press: Oxford

TOWARDS SELF-UNDERSTANDING AND EVOLVING AN EDUCATIONAL VISION I

Maximum Marks : 50

External : 30

Internal : 20

Design of the Course

This is not intended as a standard 'course' with specific units of study. Instead it may be thought of as two strands that run parallel through the two year duration of the D.Ed. programme.

Strand A

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

1. Journal writing by student-teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated faculty mentor
2. Carefully framed writing tasks towards the beginning and end of each year, which enable student-teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.

Strand B

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

Rationale and Aim

"Teachers teach what they know, they educate what they are." This maxim suggests that more than any other profession, education and teaching require the whole being of the teacher to be engaged with the life and learning of their students.

This course aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for

their own learning as also the learning of their students. Such self-understanding would involve critical reflection on factors that have shaped one's identity and personality, an awareness of one's thought-patterns, motivations and 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: *Mindfulness in the classroom*

Objectives

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

Suggested workshop themes

- Sitting quietly and inviting mindfulness
- Individual breathing exercises and self-awareness of body and mind
- Exploring group exercises for mindfulness

- Mindfulness through the day, in classrooms, in stressful contexts
- Mindfulness and emotional well-being
- Mindfulness and decision-making
- Mindfulness in cognitive learning

Workshop 4: *Understanding working in groups*

Objectives

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

Suggested workshop themes

- Exploring structural situations that promote competition or cooperation
- Exploring hierarchies and role-taking in group situations
- Exploring inclusion and exclusion in groups
- Facilitation of group working - everyone has a part to play
- Exercises for learning to work in groups

(Modes of Transaction would include 'role-plays' and 'enactments' followed by discussions)

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

Objectives

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

Suggested workshop themes

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

Workshop 6: *Celebration of an iconic cultural figure*

(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

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 nonpolemic discussion and exploration

Seminar 3: *The Role of science and religion in Society*

Format: Debate and Discussion

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

Seminar 4: *Education and environmental crises*

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

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

Evaluation

Internal: This should be based on:

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

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

Resources

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

1. *An Inconvenient Truth* a documentary film directed by Davis Guggenheim, looks

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

2. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.
3. Orr, David W. (2007) Is Environmental Education an Oxymoron? *Journal of the Krishnamurti Schools*.
www.kfionline.org
4. Orr David (2004). All Education is Environmental Education *The Learning Curve, Issue 226*.
5. Omvedt, Gale (2009) Seeking Begumpura, Navanya: New Delhi

PEDAGOGY ACROSS THE CURRICULUM

Maximum Marks : 50

External : 30

Internal : 20

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, Vikrampur, 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.

MATHEMATICS EDUCATION FOR THE PRIMARY SCHOOL CHILD

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 their internalized processes. It is important for teachers to understand these conflicts and differences for effective learning.

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

The aim of the course is to sensitize prospective teachers that, not only do they need to reflect on their own knowledge of mathematical content taught at the primary level but they also need to connect to children and their experiences. Engagement with this course should enable prospective teachers to learn and reflect on what research has to say about children and their Mathematics education and use it to promote learning.

Specific Objectives

To help student-teachers:

- reflect on what is mathematics, by actually "doing" mathematics - spotting and exploring patterns in a calendar, a multiplication table and other such number matrices
- reflect on why we need to learn mathematics
- reflect on the fact that mathematics is a subject that everyone can do and enjoy

- develop deeper insights into the content areas of mathematics at the primary level
- become aware of factors that impact on the process of acquisition of mathematical knowledge
- acquire sensitive student-teachers about the ways in which children respond to mathematical knowledge
- become aware of the historical roots of the subject, and of great problems that mathematicians have grappled with in past centuries, which have served as guide posts in the development of the subject; to make student-teachers aware of the fact that mathematics is a human endeavour
- become aware of the exploratory nature of the subject, and the fact that mathematics is "work in progress" and not a "finished product"
- gain awareness of the aesthetic and fun side of mathematics, and its rootedness in pattern, rhythm and play, through exposure to mosaic, rangoli, kolam, number games and puzzles
- gain facility in hand-on activities such as paper folding and model making
- develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children's learning

UNITS OF STUDY

UNIT 1: Pedagogical Content Knowledge

- Numbers: Number Concept, Counting, Place value, Arithmetic operations, Fractions, Decimals, using paper folding to show operations on fractions
- Space and Shape: Geometric shapes, construction of geometric shapes through paper folding, Symmetry, Polyhedra, Tessellations, Mosaic, (optional - *rangoli, kolam*)
- Measurement: The idea of unit, length, area, volume, weight, time, money, temperature
- Data Handling: Sorting, Classification, Tabling, Reading information from simple graphs

UNIT 2: Perspective about Mathematical Knowledge

- Aspects of mathematical knowledge: Conceptual and Procedural
- Vergnaud's framework for acquisition of concepts with respect to mathematical knowledge

UNIT 3: Children's Conceptualisation of Mathematics

- Theories of mathematics learning: Piaget, Dienes, Skemp
- Role of language of communication in a Mathematics classroom
- Effect of socio-cultural background of children on mathematical knowledge

UNIT 4: Aspects of Teaching Mathematics

- Methods of teaching Mathematics
- Beliefs about teaching-learning processes
- Planning for teaching; Annual plan, Unit plan, Lesson plan
- Hidden curriculum: Social justice, gender differences, individual differences, Inclusive environment

UNIT 5: 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 on 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.
- Performing simple mathematical experiments and investigations, with numbers or geometric shapes.
- Preparing mathematical models, particularly geometric - paper folding, straw or string models of polyhedra, tessellations, etc.
- Critically examining teaching-learning materials through presentations.

Essential Readings

1. Haylock, D. (2006) *Mathematics Explained for Primary teachers*. Sage : New Delhi. Ch 22: Measurement pp 247-263.
2. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. Penguin: London.
3. Olson, T. A. *Mathematics Through Paper Folding*. Arvind Gupta's toys book Gallery.
<http://gyanpedia.in/tft/Resources/books/paperfolding.pdf>
4. Post, Thomas, R. (1992) *Teaching Mathematics in Grades K-8, Research-Based Methods*. California: Allyn and Bacon, Chapters 1, 4, 5, & 6.
5. Skemp, Richard R.(1989) *Mathematics in the Primary School*. Roulledge:

London Chapter 3: The formation of Mathematical Concepts, pp 49-71 Chapter 4: The Construction of Mathematical Knowledge, pp 72-89 Chapter 5: Understanding Mathematical Symbolism, 90-108.

6. Srinivasan P K *Romping in Numberland*, National Book Trust: New Delhi.
<http://gyanpedia.in/tft/Resources/books/rompinginnumberlandeng.pdf>
7. Srinivasan P K *Number Fun With a Calendar*, Arvind Gupta's toys book Gallery.
<http://gyanpedia.in/tft/Resources/books/calender.pdf>
8. Srinivasan P. K. *Math Club Activities*, Arvind Gupta's toys book Gallery
<http://gyanpedia.in/tft/Resources/books/pkshindu.pdf>.
9. Zevenbergen, R., et al. (2005), *Teaching Mathematics in Primary Schools*. Allen & Unwin: Australia (First South Asian Edition). Chapter 2, 3, 7 and 9.

Readings for Discussion

1. Carraher, T. N., et al. (1988) Mathematical concepts in everyday life. In G. B. Saxe & M. Gearhart (ed) *Children's mathematics. New Directions for Child Development*. Jossey-Bass: San Francisco. pp 71-87.
2. IGNOU, AMT - 01 *Teaching of Primary School Mathematics*. IGNOU: New Delhi.
3. IGNOU, LMT - 01, *Learning Mathematics*. IGNOU: New Delhi.
4. NCERT (2005) *NCF 2005 Position Paper on Mathematics* NCERT: New Delhi
5. Paul Lockhart, *Lackhart's Lament*
<http://www.maa.org/devlin/LockhartsLament.pdf>
6. Skemp, R. (1978) Relational understanding and instrumental understanding. *Arithmetic Teacher*, 9-15
7. Wood, David. (1998). The Mathematical Mind. In *How Children Think and Learn*. Blackwell Publishing: UK. Chapter 8, pp 225-255.

Advanced Readings

1. Ball, D. Let. al. (2008). Content Knowledge for Teaching: What Makes It Special? *Journal of Teacher Education*, 59(5),
2. Briggs, M. and Davis, S. (2007). *Creative Teaching: Mathematics in the early years and primary classroom*, Routledge: UK. pp 89-407.
3. Douglas, H. Clements, Julie, S. (2009). *Learning and Teaching Early Math: The Learning Trajectories Approach* Routledge: UK
4. Nunes, T. and P. Bryant, (ed) (1996). *Children doing mathematics*. Blackwell : UK
5. Orton A. (2004). *Learning Mathematics, issues, theory and classroom practice*. Continuum: London. pp. 1-26, 156-174, 175-193.
6. Richard R.S. (2002) *Understanding mathematical symbolism in Mathematics In Primary Schools*. Routledge: UK.

PROFICIENCY IN HINDI

Maximum marks : 50

External : 35

Internal : 15

Design of the Course

- Specific readings, resources and tasks to help student-teachers improve their own proficiency.

Specific Objectives

- To acquaint students with the Devanagiri script and develop simple receptive and productive skills.
- To enable students to construct simple sentences.
- To enable students to acquire essential vocabulary for self expression.

UNIT I: Courses:

- Hindi Consonants
- Hindi Vowels and Signs
- Consonants with their half forms.
- Three forms of consonant

Note: The above topics should be taught with the help of simple words and sentences along with their uses.

- Speaking knowledge & practice on stressing the following points:
 - i. Use of pronouns
 - ii. Verbs - Simple & Order forms with main Tenses.
 - iii. Use of Gender and Numbers
 - iv. Conversation Exercises based on each lesson of the Textbook

UNIT II: Speaking Practice & Exercises:

Teaching of simple words and sentences in conversational terms;

- Family members
- Days/Weeks/Months
- Fruits and vegetables
- Colours
- Everyday items

UNIT III: Paragraph and Letter Writing

UNIT III: Numerals: 1 - 100 (in figures and words)

Mode of Transaction

- Participating in tasks and activities to improve proficiency in the receptive and productive skill of Hindi.

Essential Readings

SCERT, (2017). Jyotimay (Textbook in Hindi for Class V). SCERT:Mizoram

SCERT, ((2017).Jyotimay (Textbook in Hindi for Class VI). SCERT:Mizoram

WORK AND EDUCATION

Maximum Marks: 50
To be assessed internally;
Student contact hours 40

Design of the Course

This course is designed to be conducted in the workshop/seminar mode. To conduct the workshop/seminar, outsourcing is possible where the institution does not have an expert. In such cases, resource persons may be invited from outside and faculty incharge will take up the overall responsibility and act as a coordinator as well as a participant.

Rationale and Aim

The pedagogic potential of work as a pedagogic medium in knowledge acquisition, developing values and multiple skill formation needs to be realized through the curriculum. Work is an arena for learning for children and beneficial work that is in keeping with the child's normal growth and development, when introduced into children's lives can serve to enable children to learn values, basic scientific attitudes, skills and creative expression. This paper introduces the concept of work and education and the practical work included in each unit aims to bring about the realization of the benefits and value of a work-centred pedagogy.

Specific Objectives

At the end of the course the prospective teachers will:

- Realize the value of work and the dignity of labour
- Realize the value of productive work as a pedagogic medium for knowledge acquisition, developing values and multiple-skill formation
- Understand that Work Education lays the foundation for Vocational Education and Training at the higher level of school
- Understand that the acquisition of skills enables a person to become a socially useful and a contributing member of society

UNITS OF STUDY

UNIT I: Work Education - Theory

1. Concept of Work Education and its importance
2. Aims of Work Education in Schools for the development of:-
 - creativity
 - values, work ethics
 - social skills
 - work skills

- interactive and participative skills
3. Practical Application of Work Education
 - across the curriculum
 - work experience
 - project work:
 - group and individual
 - environmental projects
 - social science projects
 - vocational projects

UNIT II: Work Experience

Tailoring/Carpentry/Gardening/Mushroom cultivation

- Scope and importance for daily living
- Techniques, tools and materials
- Uses and care of tools and materials
- Practical activities of work item

UNIT III: Practical Work

1. Traditional crafts: using cane, bamboo, wood, clay, and other indigenous materials
2. Paper craft: envelopes, masks, greeting cards, papier mache, flowers, origami, etc.
3. Stitching/knots/crochet/macramé
4. Group Work:
 - i) Organizing annual crafts exhibition
 - ii) Working with Community
5. Report writing of practical work by student trainee

UNIT IV: Assessment of Work Education

- Assessment of work education
- Tools and techniques for assessment of work education
- Assessment of group and individual work

Mode of transaction:

Unit II:

- i) One (1) item of the list of work provided will be chosen by a DIET
- ii) Practical activities of the work item chosen by the Institution will be decided by the concerned Instructor/Lecturer in consultation with the Principal

iii) Student trainees will make a minimum of two (2) items

Unit III:

- i) Practical activities will be done as far as practicable in the Institution itself
- ii) Student trainees should make a minimum of two items each from sl. nos I, 2, & 3.

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

Maximum Marks: 100

External: 70

Internal: 30

Design of the Course

This course is designed to be one of the practicum courses offered in DIET. It offers the scope to engage critically with systems and practices related to health of children and school health.

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 behavioral changes and puts the responsibility of health on the child. Instead, the course aims to equip the teacher with a perspective that helps both the teacher and the children understand health issues as determined by socio-economic contexts. This will enable them to move beyond a solely behavioral change model to an approach that seeks to address larger health determinants. This is not to deny the importance of healthy habits but it is important to recognize that to tell a child to 'bathe every day' or 'eat nutritious foods' is not sufficient. The teacher will have to locate health messages and ideas in the lived reality of the children they teach so as to meaningfully engage with the issue.

It is important to see the role of the teacher as one that includes within it the perspective of a health worker. This does not in any way mean an additional workload. However we see this as inherent in her work itself. Here there is a clear overlap of ideas with the course on Child Studies. Understanding a child necessarily includes

understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio-economic background. It is possible to address issues of teacher attitudes, engagement and willingness to accept diversity in their classroom. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense. Instead of speaking of teacher attitudes alone, the course gives student-teachers a chance to understand unequal and multiple kinds of childhood that children experience.

Specific Objectives

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

UNITS OF STUDY

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-concept
- Morbidity Mapping-Methods, observations, 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

- Role of the teacher and engagement with the programmes
- Capturing children's perceptions on food, work, play, Mid Day Meal

Practical Work based on Units 1, 2 and 3: Three hours before school internship and six hours after school internship through Projects. The practical work is visualized through integration with Pre Internship Programme. This involves discussion, guidance and inputs to undertake these projects before the Pre Internship Programme and is followed by reflective sessions where students share their project after Pre Internship Programme. These post Pre Internship Programme sessions are to be organized in a workshop mode with a stress on collective reflection and discussion. Given below are some themes/ideas for project and these topics are allocated across the students. As mentioned above before going for the Pre Internship Programme, 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 Pre Internship Programme.

Suggested Project Topics/Themes

1. The exercise undertaken in the Pre Internship Programme, 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 Pre Internship Programme 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. He/She records illnesses he/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'. He/She surveys parameters like water, toilets, sanitation, building, playground etc during the Pre Internship Programme. The idea is to encourage the student-teachers to explore multiple dimensions of each parameter that impacts on children's health in school. For eg.; It is not sufficient to just ask if there is a 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 the 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 Pre Internship Programme.

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.

UNIT 4: 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.
- School Health Curriculum Areas-CBSE, Other thematic outlines (eg: Eklavya, SHEP, FRCH, UNICEF (Nali kali Strategy-School Sanitation and Hygiene Education))

UNIT 5: 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.

Practical Work: Based on Units 4 and 5: Before going for the Pre Internship Programme student-teachers must develop materials/activities/strategies based on select health themes and try to do this by integrating with another subject. 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.

- Athletics
- Organizing of tournaments, marking of courts etc.

UNIT 6: Understanding Emotional Health Needs, Diversity and Inclusion

- Understanding Emotional Health
- 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 concepts of inclusion
- Learning Disabilities and engagement in the classroom

UNIT 7: 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 interest

Practical Work based on unit 7: 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, 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 lacks of space, no sports equipment, ways of innovating etc.

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

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.
6. *Chhodo Re Chhadi*, (2007). Plan India, Delhi. (Resource book on Corporal Punishment)
7. 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.

8. 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 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.
5. 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.
6. Jalan, D. (2000) The diverse learning needs of children. Seminar No. 546
7. Werner, D. (1994), *Disabled Village Children*, Chapters 5, 10-13, 16, 17 and 24, New Delhi: VHAI.

PRE-INTERNSHIP

Maximum marks: 50

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 his/her role as a practitioner. This can be accomplished by providing him/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 his/her knowledge base, his/her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills he/she has developed in order for him/her to become a reflective practitioner.

The internship is a 2-semester programme but with different expectations of what the intern is supposed to achieve in each year. The focus in the second semester will be on introducing the intern to the school, its environment, some understanding of children and the teaching learning process. In the fourth semester the intern will function as a regular teacher but with the support of the teacher education institution in the form of guidance from and dialogue with faculty supervisors.

Specific Objectives

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

Students may be formed into groups and each group may be placed under a faculty-in-charge who will guide and supervise the group during the entire School Internship programme.

Pre-Internship

To be conducted during the II Semester.

Components of the programme with weightage of marks:

	<u>Weightage of Marks</u>	
1. Micro-Teaching	15	} 5 days
2. Critical analysis of texts and material	5	
3. Developing resource material	10	
4. Interacting with and observing students and teachers in the school environment	10	5 days
5. Reporting	10	

(Duration of Pre-Internship 2 weeks)

PEDAGOGY OF ENGLISH LANGUAGE

Maximum Marks : 100

External: 70

Internal: 30

Design of the Course: Select units of study to be field-based

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.
- To be familiar with multiple assessment strategies for the language teacher.

UNITS OF STUDY

UNIT 1: Teaching of English at the Elementary Stage

- English as a means of global communication
- Teaching English as a Second language and foreign language: developmental, socio-economic & psychological factors, 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

- Behaviouristic & 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 textbooks and other resources, role of a teacher and classroom management

UNIT 3: Teaching Strategies

- Listening and Speaking Skills: reducing teacher talk-time in the classroom, total physical response- simple instruction, storytelling etc, using pair-work and group work meaningfully to encourage speaking and participation children as researchers, some activities for the classroom: poems, songs, storytelling, role play, situational conversations etc, vocabulary development: using pictures, flow charts; teaching pronunciation, stress, rhythm and intonation.
- Reading: Beginning reading - the alphabet method, phonetic method, reading with meaning, reading aloud by the teacher, comprehension skills - guessing meaning from the context, word attack skills; types of reading - independent reading, setting up reading corner, guided and shared reading, reading aloud and silent reading
- Writing: Providing triggers for writing - brainstorming, discussions, reading; writing as a process - brainstorming, 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.
- The textbook: Critical literacy
- Using writing frames and guided writing strategies

UNIT 4: Learner assessment

- Assessing speaking and listening - using interviews, story-telling, re-telling
- Assessing reading comprehension - using miscue analysis, meta-linguistic awareness
- 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, utilization of feedback

UNIT 5: Planning and Material Development

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

Mode of Transaction

- Field units to focus on developing and trying out various resources, techniques, activities and games for learning English
- Text analysis of school text books for English.
- Analysing and reviewing teaching-learning material

Essential Readings

1. Brewster, E., et.al. (2004) *The Primary English Teacher's Guide*. Penguin. :London.(New Edition)
2. Ellis, G. and J. Brewster (2002) *Tell it again! The new Story-telling Handbook for Teachers*. Penguin: UK.
3. Krashen, S (1982) *Principles and Practices of Second Language Acquisition*. Pergamon Press: Oxford
4. NCERT, (2005). *National Curriculum Framework, 2005*. NCERT: New Delhi.
5. NCERT, (2006). *Position Paper National Focus Group on Teaching of English NCERT*: New Delhi.
6. Slatterly, M. and J. Willis (2001) *English for Primary Teachers: A Handbook of Activities and Classroom Language*. Oxford University Press: Oxford.
7. Tomlinson, Carol Ann (2001) *How to Differentiate Instruction in a Mixed Ability Classroom* ASCD: USA

Unit 3

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

Unit 5

1. Browne, A. (2007). *Teaching and Learning Communication, Language and Literacy*. Paul Chapman: London, UK, pp175-210.
2. Sahi, J. and R. Sahi, (2008). *Learning through Art*. Eklavya: Bhopal. pp 125-137

Advanced Readings

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

PEDAGOGY OF SCIENCE

Maximum Marks : 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

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 what is Science and Children's Ideas in Science

- Subject matter in Sciences and Social Sciences
 - i. Scope
 - ii. Branches
 - iii. Educational Values
 - iv. Importance of Science education for developing society.
 - v. Problems and Remedies
- Why do we teach Science?
- Science and other subjects(their relationship, interdependence and correlation)

- Science as information or enquiry (Critical understanding)
- Qualities of a good Science teacher
- Development of scientific attitude.

UNIT 2: Revisiting School Science Concepts

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

UNIT 3: Class-room 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
- Critical study of Science curriculum in Elementary Schools in Mizoram.
- 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 (especially locally relevant) 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

Mode of Transaction

- Discussion
- Activities and experiments, recording of observation
- Survey
- Close reading of prescribed Science textbooks for Classes VI, VII & VIII

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

1. Harlen, W. (2006) *Teaching, Learning and Assessing Science 5 - 12*. Sage: UK.
2. Harlen, W. and J. Elstgeest (1992). *UNESCO Source Book for Science in the Primary School*, NBT: New Delhi.
3. 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.

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

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

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

Specific Objectives

- To develop insight into ways of reasoning mathematically.
- To create awareness and appreciation about algebraic thinking.
- To develop understanding of geometrical concepts.
- To develop facility in estimation of quantities (weights and sizes of small and large objects encountered in daily life; quantities encountered in mathematical computations)
- To develop facility in data handling, reading of graphs and schematic diagrams (including road maps and railway maps); designing one's own schematic diagrams
- To familiarize student-teachers with statistical ways of dealing with information and some mathematical concepts that help in the process
- To enhance the capabilities of the prospective teachers to reflect on processes relating to communicating formal Mathematics to children
- To develop an interest in keeping in touch with what is being discussed and transacted in the area of mathematics education elsewhere in the world or

country, through exposure to good journals in the subject, and to good websites and blogs.

- To develop an interest in reading expository books in mathematics, particularly authors who give a sense of the historical side and the aesthetic side and the "play" side of mathematics.

UNITS OF STUDY

UNIT 1: Mathematical Reasoning

- Processes of generalisation; pattern recognition and inductive reasoning process that enable formation of hypothesis. Study of counting problems and number patterns that show concretely how hypotheses are formulated and tested.
- Structure of Mathematics: Axioms, Definitions, Theorems
- Validation process of mathematical statements: Proof; Counter-Example; Conjecture; Recognizing the invalidity of wrong arguments; Simple fallacies
- Problem solving in Mathematics - a process (experiencing this process in a live manner, by engaging in actual problem solving: solving cryptarithms, coin puzzles, logic puzzles; analyzing games like Naughts and Crosses; exploring magic squares)
- Creative thinking in Mathematics

UNIT 2: Algebra Thinking

- Number Patterns that help in appreciating the use of unknowns in expressing the generalisation resulting from the pattern.
- Algebraic formulation of number patterns helps in understanding those patterns - in accounting for them, and in anticipating new patterns
- Playing with commonly encountered sequences like: square numbers, triangular numbers, powers of 2, Fibonacci numbers; occurrences of some of these in counting problems and various other contexts
- 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, understanding concepts like mean, median and mode, index numbers as used in the newspapers and mass media; also the use of simple graphs
- Time-tabling, including railway time tables
- Percentage
- Ratio and proportion
- Interest and discount as applications of percentages and ratio/proportion

UNIT 4: Geometric ways of looking at space and shapes

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

UNIT 5: Communicating Mathematics

- Curriculum and Classroom Practices
- The role of textbooks in the teaching-learning process of Mathematics
- Familiarizing oneself with resources available on the Web - websites and blogs (optional)
- Mathematics Laboratory/Resource Room
- Feed back to students about errors committed in their work
- Mathematics phobia and coping with failure

UNIT 6: Issues about Assessment in Mathematics

- Open-ended questions and problems
- Assessment for conceptual understanding
- Assessment for evaluation of skills such as communication and reasoning
- Awareness of the criticality of methods of assessment, of the strengths and weaknesses of the various instruments commonly used for assessment

Mode of Transaction

- Use of examples and non-examples while explaining mathematical ideas.
- Critical analysis of text-books from the view point of thinking.
- Emphasis on understanding mathematical vocabulary and its role in development of mathematical understanding.

Essential Readings

1. Eves Howard (1983) *Great Moments in Mathematics* (Volume 1), The Mathematics Association of America Chapter 2, 3, 4, 8, 9, 11, 12; pp2 to 42, 70 to 95, 110 to 134.
2. Gardner Martin (1969) *Mathematical Puzzles and Diversions Penguin*: New York. Chapter 4 and 14; pp 42 to 49 and 126 to 132
3. Harold, Jacobs (1994) *Mathematics, A Human Endeavour*, Chapter 1 to 5; pp 1 to 238

4. Haylock, D. (2006) *Mathematics explained for Primary Teachers*, Sage: New Delhi Ch 27: Mathematics reasoning. pp. 305-321.
<http://www.flipkart.com/mathematician-s-delight-w-sawyer-book-0486462404>
<http://www.flipkart.com/mathematics-harold-jacobs-human-endeavor-book-0716743604>
<http://www.flipkart.com/vision-elementary-mathematics-w-sawyer-book-048642555x>
5. IGNOU (2007) *Learning Mathematics (LMT) 1-6*. School of Sciences, IGNOU: New Delhi
6. NCTM (2000) *Principles and Standards for School Mathematics*, National Council of Teachers Mathematics: USA
7. Pedoe, Dan (1973) *The Gentle Art of Mathematics* Dover Publications New York Ch 1; pp11 to 37
8. Polva, George (1973) *How to Solve It*, Princeton University Press: Princeton, New Jersey.
9. Post, Thomas R., (1992) *Teaching Mathematics in Grades K-8: Research-Based Methods*. Allyn and Bacon: Washington D.C. Ch8 and Ch 15
10. Sawyer, W W (1991) *Mathematicians' Delight*, Penguin: USA
11. Sawyer, W W (2003) *Vision in Elementary Mathematics* Dover Publication: USA. Chapter 1, 2, 9, 10; pp 8 to 39, and 186 to 269.
12. Shirali, S A. *A Primer in Number Sequences*, University's press. Chapter 1 to 4; pp. 1-53
13. Shirali, S A. *Adventures in Iteration* (Volume 1), Chapter 1 to 8; pp. 1-45
14. Shirali, S A. (1984) *First Steps in Number Theory* MIR Publishers, Moscow Chapters 3, 4 and 5. pp 9 to 42,
15. Stewart, I. (1970) *Making Mathematics Live: A hand book for primary teachers*. Angus and Robertson: Australia Chapter 2.
16. Zevenbergen, R. et.al. (2004) *Teaching Mathematics in Primary Schools*. Allen & Unwin; (First South Asian Edition). Chapter 12 and 14.

Advanced Readings

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

TOWARDS SELF-UNDERSTANDING AND EVOLVING AN EDUCATIONAL VISION II

Maximum Marks : 50

External : 30

Internal : 20

Design of the Course

This is not intended as a standard 'course' with specific units of study. Instead it may be thought of as two strands that run parallel through the two year duration of the D Ed programme.

Strand A

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

1. Journal writing by student-teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated faculty mentor
2. Carefully framed writing tasks towards the beginning and end of each year, which enable student-teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.

Strand B

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

Rationale and Aim

"Teachers teach what they know, they educate what they are." This maxim suggests that more than any other profession, education and teaching require the whole being of the teacher to be engaged with the life and learning of their students.

This course aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for

their own learning as also the learning of their students. Such self-understanding would involve critical reflection on factors that have shaped one's identity and personality, an awareness of one's thought-patterns, motivations and 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

3. Journal Writing

Objectives

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

Mode of Transaction

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

4. Writing Tasks

Objectives

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

Suggested Tasks

- Essay: Identify one social issue/problem of key significance, and reflect on:
 - a) ways in which current forms of 'schooling' may be contributing to sustaining this, and

- b) how 'school education' and 'classroom practice' may be realigned to ameliorate this. (first month)
- Taking into account one's 'Educational biography', 'statement of aspirations' and 'aims of education', critically evaluate oneself as a 'prospective teacher'. (final month)

Strand B

Workshop 1: The Power of myth

Objectives

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

Suggested workshop themes

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

Workshop 2: Gender and upbringing

Objectives

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

Suggested workshop themes

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

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

Objectives

- To appreciate the impact of television advertising on children and adults

- To 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

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

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

Objectives

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

Suggested workshop themes

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

Workshop 5: Art and education

Objectives

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

Suggested workshop themes

- Organise art, craft and music exercises with small groups followed by discussion and presentation using local exhibition or art event as precursor for the session.
- Specific task could include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper.
- Connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects.

- Identifying a specific age group of children and the relevant theme and design an art based project for them which should span over a period of time for example- a heritage walk to nearby monument and a public event about it.

Workshop 6: Visualizing a 'School from Scratch' - alternatives in education

Objectives

- To think through, in discussion with others, the conception of a 'school from scratch' - its intentions, essential ingredients and essential processes (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: What does it mean to be 'educated' in contemporary India?

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

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

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

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

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

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

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

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

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

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

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

Evaluation

Internal: This should be based on

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

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

Suggested Resources

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

Audio-visual Resources

1. *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani
<http://www.kabirproject.org/>
2. *Teacher's Journey*: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director- Deepak Verma, Azim Premji Foundation. For copies contact -
madhumita@azimpremjifoundation.org.
3. *Where Knowledge is Free*: A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981.
<http://www.dalitstudies.org.in>.

UNDERSTANDING LANGUAGE, EARLY LITERACY AND LANGUAGE EDUCATION

Maximum Marks: 100

External : 70

Internal : 30

Design of the Course

- At least one 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 understand

- the nature of language
- interplay of language and society
- the developmental 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.

UNITS OF STUDY

UNIT 1: Nature and Acquisition of language

- Rule governed system and language
- Relationship of Language and Society: Identity, power & discrimination
- Language acquisition and language learning: pre-school & early school years
- Children's background and school experience
- Critiquing State policies on language and education

UNIT 2: 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 3: The Classroom practices and possibilities

- Perspectives on recording and writing
- Connections between classroom instruction and theories
- Role of literature in language learning
- Prevalent language teaching practices and their critique

UNIT 4: Reading and Writing

- Reading an expository text; strategies; comprehension; activating schema; building schema; reading to learn; acquisition of registers
- Ways of reading; pre-reading and post-reading activities
- Beyond the textbook; diverse forms of texts as materials for language
- Linkages between reading and writing
- Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts
- Assessment of writing

UNIT 5: Assessment

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

Mode of Transaction

- 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*. Hillsdale, NJ: Lawrence 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.
7. Butler, A. and Turbill, J. (1984) *Towards Reading-Writing Classroom*. Primary English Teaching Association Cornell University: New York.
8. 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*. Macmillan: New York. pp . 137-150.
9. Rosenblatt, Louise M. (1980) What Fact Does This Poem Teach? *Language Arts*. 57(4).
10. Sinha, Shobha (2009).. Rosenblatts' Theory of Reading: Exploring Literature, *Contemporary Education Dialogue* Vol 6 (2), pp 223-237.
11. Tompkins, Gail E. (1994) *Teaching Writing: Balancing Process and Product*. Macmillan: California.

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.
7. 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.

8. Richards, Jack C. and Theodore S. Rodgers (1986). *Approaches and Methods in Language Teaching: A description and Analysis*. India: Cambridge University Press.

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 ENVIRONMENTAL STUDIES

Maximum Marks : 100

External: 70

Internal: 30

Design of the Course

- Select units of study to have a field-based assignment
- Specific readings are to be used for discussion in groups enabling a close reading of the 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 Environmental Studies

- Scope of EVS as a curricular area at the Primary level
- Curriculum Organization :
 - (a) EVS as an integrated area of study that draws upon understanding from Science and Social Science
 - (b) EVS as EVS (Science) and EVS (Social Science).

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 transactions.

UNIT 3: Class-room Transaction and Assessment

- Ways of conducting inquiry: observation, activities, discussion, and small group work, field visits, project, surveys, experimentation etc.
- Process skills in EVS
Student-teachers organize simple activities for children like experiments to see what floats and what sinks in water, visit to nearby clinic, pond, stable, market, grouping flowers, seeds, leaves, analysis of newspaper reports by children. This will give them a chance to understand how children engage with ideas, make linkages, classify, analyze, kind of questions they ask, express themselves.
- Different ways of assessment and reporting assessment for further learning.
Student-teachers use multiple ways of assessment using children's photographs, drawings, narratives, children's discussions etc while teaching in school.
They prepare students' portfolios and report children's progress on various indicators such as expression, concern for justice, equality etc.

UNIT 4: Planning for teaching

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

UNIT 5: Understanding of Textbooks and Pedagogy

- Content, approaches and methods of teaching EVS - Interactive and participatory methods, teacher as facilitator.
- Themes, structure of the unit, nature of exercises and its implications.
- Indicators of Learning

Mode of Transaction

- Classroom discussions for developing conceptual understanding.
- Individual and group presentations of issues and concerns raised in assignments.
- Teachers should organize discussions, projects and field-based projects.
- When evolving a Unit Plan framework, peer group discussions can be held.

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

1. 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.
2. Guesene, E. and A. Tberghiem (1985) *Children's Ideas in Science*, Open University Press: Milton Keynes.
3. 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 Textbooks*, 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 Vygotskian 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, MadhyaPradesh
 - 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.

PEDAGOGY OF SOCIAL SCIENCE

Maximum Marks: 100

External: 70

Internal: 30

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/social studies as a school subject are based on a certain understanding about their nature and purposes. Instead of treating these as natural and given, this course introduces student-teachers to different perspectives about these subjects. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It asks and suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

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

- Scope and Nature of Social Studies.
- Role of Social Studies in developing children's understanding of their social context and social realities.

It is suggested that the readings be given to students to study at home and then read together and discussed in class by the teacher educator.

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

- Society: social structure, social stratification, community and groups,
- Civilization: history, culture,
- State: authority, nation, nation-state and citizen,
- Region: resources, space and people
- 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 NCERT and/or the Eklavya 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 and concept formation among children of upper primary classes and significance of these factors for curriculum and pedagogy.
- Construction of Social Science knowledge and classroom interaction.
- Different types of teaching - learning materials for Social Sciences including community and local sources.
- Analysis of Social Science textbooks to understand the perspective about the subject.

It is suggested that the readings be given to students to study at home and then read together and discussed in class by the educator.

UNIT 4: Pedagogy and Assessment

- Teaching Methods: Discovery, projects, narrations, comparisons, observation, dialogue and discussion.
- Concept of data, its sources and evidence in different social science disciplines.
- Dominant methods of evaluation and alternative ways to evaluate learning.

It is suggested that the readings be given to students to study at home and then read together and discussed in class by the educator.

UNIT 5: Field-based Project (Any two)

- 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.
- Through field visits, understand a slum in terms of its Economics, Subsistence, Politics and Historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
- Trace two final consumer products from their raw form. Study the processes that are involved in changing it to the final, finished product. Study how various factors of geography, economics, politics and history have influenced them. Also see the intermeshed relationship that exists between them.

- Around any particular social science theme, event, date or a phenomenon, weave an oral history project. Through interviews and conversations, understand and give space to the voice of people, and their interpretation and understanding of your subject. Analyze their reliability by comparing these versions from other sources. Use this project to understand the plural versions of history that are available. Also study how certain versions become dominant while cornering other ones.
- Study the transport needs of community by analyzing different kinds of vehicles people own. Examine their relation with the gender and Socio Economic standard. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing, also assess the economic and environmental aspects of various forms of transport.
- Explore how cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical film/serial/novel and so on can be used in the teaching of social science.

Mode of Transaction

- Teachers should organize discussions, group work, projects and field-based projects.
- Individual and group presentations of issues and concerns raised in assignments.
- Classroom discussions.
- Students will select any textbook from Classes VI-VIII Social Science textbooks for content analysis.

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 Class room, 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.

PEDAGOGY OF MIZO

Maximum Marks : 100

External : 70

Internal : 30

Design of the Course

- Units of study thenkhatte hi field-based assignment nei thei tura buatsaih a ni.

Rationale and Aim

He course in a tum ber chu mother-tongue zirtir dan leh student-teacher te Mizo tawng thiam beltir a, naupangte kaihruai thei tura buatsaih a ni. Mizo tawng thiam a pawimawh avangin dik taka chhiar a, ziak thiam tura buatsaih hi subject dang an zirna atan pawh a pawimawh tak meuh a ni.

Specific Objectives

- Naupangten Mizo tawng an thiam a pawimawhna leh tulna hriattir.
- Mizo tawnga mi thusawi dawngsawng thiam tura naupangte kaihruai thei tura buatsaih
- Dik tak leh nal taka tawng thiamtir a, chutiang tura naupangte kaihruai dan thiamtir
- A thluk dik tak leh ngaihnawm taka Mizo tawng chhiar thiam tura buatsaih.
- Mizo tawng endik dan kawng hrang hrangte thiamtir a, hmantir
- Hnam inpumkhatna thinlung puttir a, mahni mihringpuite hriatthiamna neihtir

UNITS OF STUDY

UNIT 1: Mother Tongue: Mizo

- Mother tongue awmzia hrilhfiahna leh Mother tongue zirtirna-in a tum (Aims and Objectives)
- Tawng leh naupang than dan inlaichinna leh zirnaa Mother tongue pawimawhna
- Tawng zir thiamna bulpui pali: (1) Tawng thiam (2) Ngaihthlak thiam (3) Chhiar thiam (4) Ziak thiam leh ziak zirtir dan bulpui (Fundamental writing skills)
- Mizo tawng lam rik dan chi hrang hrang, a thluk a zira a awmze danglam dan (Tonic language) leh tunlaia Mizo tawng ziak dik loh (Common mistakes in writing)

UNIT 2: Teaching Strategies

- Prose leh Poetry zirtir: A tum leh zirtir dan kalphung
- Grammar zirna: Grammar zirtir tulna leh a zirtir dan
- Prose leh Poetry hmanga hnam nun ro hlu leh ngaihhlut tur dik zirtir
- Essay, Report leh Composition zirtir dan
- Thawnthu leh lemchan hmanga tawng zirtir

UNIT 3: Learner Assessment

- Thawnthu sawi, inbiakna leh thusawi endikna
- Mizo tawng chhiar thiamna leh a thu awmze hriatna enfiah
- Zirtirtu diary leh Portfolio hmanga naupangte sulhnu endikna
- Chhum lo chat lova endikna (CCE in Mizo)
- Tawngkam hman dik loh tihdikna
- Tuna assessment hman lai mek zir chianna (review)- dictation, cloze procedure, zawhna leh chhanna, feedback

UNIT 4: Planning

- Lesson Plan pawimawhna
- Lesson Plan siam dan chi hrang hrang
- Teaching Aids awmzia
- Teaching Aids hmanga zirtir tangkaina leh pawimawhna. Teaching Aids hman tangkai theih (Low Cost/ No Cost/ locally available Teaching Aids)

UNIT 5: Content Analysis

- Content Analysis awmzia leh a pawimawhna
- Content analyse dan
- Content Analysis (Zirlai bu zir chianna). Pawl III atanga Pawl VIII Mizo zirlaibua zirlai engpawh analyse tura thlan theih a ni ang.

Mode of transaction

- Zirtirtuin sawihona leh project te a hmang tangkai tur a ni.
- Content analysis atan Mizo tawng zirlai bu hman ni se.

DIVERSITY, GENDER AND INCLUSIVE EDUCATION

Maximum Marks: 100

External: 70

Internal: 30

Design of the Course

- 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.

UNITS OF STUDY

UNIT 1: Inclusive Education

- Meaning of Inclusive Education
- Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- 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 intervention.
- Approaches and skills for teaching Children with Special needs.

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, textbooks, classroom process 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.
- Dialogue and discussions have to be the key for the transaction of this course.

Essential Readings

1. Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
2. Frostig, M, and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. Grune & Stratton: New York .
3. Geetha, V. (2007) *Gender*. Stree: Calcutta.
4. Ghai, A. (2005) Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & Shalini Sikka (Eds.) *School, Society, Nation: Popular Essays in Education* New Delhi, Orient Longman
5. Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K.Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi
6. Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.

Readings for Discussion

1. Ghai, Anita (2006). Education in a globalising era: Implications for disabled girls, *Social Change*, 36 (3) pp 161-176
2. Ghai, A. and Sen, A. (1991) Play and the Mentally Handicapped Child. *Digest*, Vol. 4 (1).
3. Singh, Renu (2009), The wrongs in the Right to Education Bill, *The Times of India*, 5 July.
4. Kumar, Krishna (1988). *What is Worth Teaching?* New Delhi: Orient Longman. Chapter 6: Growing up Male. 81-88.

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. Epstein, C. (1984) *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc.
3. Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent* Routledge: UK.
4. Macdonald, M. (1980) Schooling and the Reproduction of Class and Gender Relations. In L. Barton, R. Meighan and S. Walker. (ed.) *Schooling, Ideology and the Curriculum*. Lewes, The Falmer Press: UK pp 29-49.
5. Gabel, Susan L. (ed.), (2005) *Disability Studies in Education, Readings in Theory and Method*, Oxford: London.

SCHOOL CULTURE, LEADERSHIP AND CHANGE

Maximum marks : 100

External : 70

Internal : 30

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.
- Teacher educators could divide readings amongst the class to promote shared reading sessions

Rationale and Aim

This course focuses on the organisation and structures of the school system. 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.
- Sensitize students to the creation of school culture and the role of school rituals in the formation of school culture.
- To enable students to 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.

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
- What is school culture, organization, leadership and management? What is the role of school activities such as assemblies, annual days etc in the creation of school culture?

UNIT 2: School Effectiveness and School Standards

- What is school effectiveness and how it is measured?
- Class room management and the teacher
- Lesson plans, preparation for transaction and inclusive education
- Communication in the classroom and teaching learning levels in the classroom.

UNIT 3: School Leadership and Management

- Administrative leadership
- Change management
- Leadership for change

UNIT 4: Change facilitation in Education

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

UNIT 5: Understanding Teacher Development

- Concepts of Teacher Development and Teacher Education.
- Pre-service and In-service Teacher Education: concept, nature, objectives and scope
- Recommendations of Commissions concerning Teacher education System - Kothari Commission, Education Reforms Commission, Chattopadhyaya

Project work: Field observations, class discussions, analytical presentations and participation in change visualization.

Mode of Transaction

- Observation and documentation of school organizational processes.
- Field visits: centres of innovation, different school types.

Essential Readings

1. Batra, Sunil (2003) From School Inspection to School Support. In N. Sood (ed) *Management of School Education in India.*: NIEPA: New Delhi.
2. Early, P. and D. Weindling (2004) A changing discourse: from management to leadership. In Early, P. and D. Weindling (ed) *Understanding School Leadership*, Paul Chapman Publications: UK.
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.
6. Mukhopadhyay and Parkar, *Indian Education: development since independence* Vikas Publications: New Delhi
7. Jha, Madan Mohan (2002) *School Without Walls* Heinemann: New Delhi pp 24-40; 128 - 155
8. Marzano, R, Waters and McNulty (2005) *School Leadership that Works* ASCD: Virginia pp 13-27; 41-64

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.

CREATIVE DRAMA, FINE ARTS AND EDUCATION

Maximum marks: 50
To be assessed internally

Design of the Practicum

This practicum includes two critical areas of focus: creative drama and fine arts. Both components are to be covered within the fourth semester of the D.Ed. programme. The rationale, aim and objectives of each focus area are 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 his/her creative capacities through theatre.

Specific Objectives

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

I. Creative Drama: Focus Areas

- Orientation to the concept of creative drama; mime; play script; characterization; stage; stage props; stage movements; stage costumes; stage lighting; one-act play.
- Relevance of drama in the teaching learning process.
- Provide opportunity to select a play from school textbooks/ outside textbooks

and perform the play in group.

- In drama exploration, the overall context presented to students is to understand life and learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and outcome is generated by participants in the process. The experience and reflection on that, is the learning.
- 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.
- Develop the capacity to look at same situation from different perspectives. Learning to recognize contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
- Change as principle of life. Identifying it with drama work, the repercussions of change, who does it affect, why and how?
- Learning to continuously reflect on and analyze classroom exploration and their connection with events and situations to world outside. Evaluating one's own and group's progress in class.

Fine Arts: Rationale and Aim

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

Specific Objectives

- Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.
- Develop a perspective and appreciation of art, nature, human existence relationship.
- Critique the current trends in art education and develop a possible scenario for art for change
- Understand the range of traditional art forms and working with hands.
- Develop an appreciation for diverse music forms and the role of music in human cultures.
- Create and present pieces of art: using visual arts and crafts.
- Create and present pieces of performance art using music and movement
- Evolve collective art projects incorporating different art media into a public festival/ event.
- Deepen understanding, appreciation and skills in one chosen medium through

self work and evaluate self as an artist and art educator.

II. Fine Arts: Focus Areas

- *Art, Art appreciation and Art education:* Visit to places like Museums, Bal Bhavan and Art Galleries followed by discussions and presentation.
- *Visual Art:* Opportunities to experiment and create pieces of art using different medium. Focus on colors, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, student-teachers would learn about lines, forms, compositions, colors, space divisions, etc. Specific tasks would include free drawing, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, newspapers etc.
- *Music:* Orientation to different forms of music; practicing basic notes and tones; collating music/songs from a community/within the family for special occasions or themes.
- *Cinema and Electronic Media:* Develop appreciation for cinema as an art and understand the impact of the electronic media, its impact on our psyche and aesthetics; age appropriate viewing and selection of films.
- *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 performance around it.
- *Designing art-based project.*

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.

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

Maximum Marks: 200

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 his/her role as a practitioner. This can be accomplished by providing him/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 his/her knowledge base, his/her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills he/she has developed in order for him/her to become a reflective practitioner.

The internship is a 2-semester programme but with different expectations of what the intern is supposed to achieve in each year. The focus in the second semester was on introducing the intern to the school, its environment, some understanding of children and the teaching learning process. In the fourth semester the intern will function as a regular teacher but with the support of the teacher education institution in the form of guidance from and dialogue with faculty supervisors.

Specific Objectives

- To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
- To be able to innovate within existing systemic limitations.
- To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
- To critically reflect on his/her own school experiences and keep records of the same.
- To learn to assess different aspects of children's learning without a focus only on achievement.

Internship

To be conducted during the IV Semester

	<u>Weightage of marks</u>
<u>Planning</u>	
• Micro Teaching (two weeks)	20
• In - house Practical teaching (two weeks)	20
• Planning (two weeks)	20
<u>Practical</u>	
• Practice Teaching in Elementary School (two weeks)	60
• Internship in Elementary School (six weeks) (Head of the Institute = 20 marks; Supervisor = 20 marks)	40 (20+20)
<u>Post Internship</u>	
• Reflective Journal and Record Keeping	40