

CODE: DEED-601

Cognition, Learning and the Socio-Cultural Context

Maximum Marks: 100

Theory: 70 Marks

Practical: 30 Marks(Internal 10 Marks External 20 Marks)

Design of the Course

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

Rationale and Aim

The course is aimed towards helping student-teachers understand various theories about how children learn and how learning and cognition are understood by various theorists. This would lead student-teachers to construct an understanding of learning for their own selves which they would be able to use in the classroom. This, it is hoped would help the teacher become more of a supporter and facilitator rather than an instructor.

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

Specific Objectives

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

Running Thread of the Course

The student-teacher develops a critical understanding of different approaches to children's development and learning within a socio-historical perspective: principles of behaviourism, cognitive development, information processing, constructivist, socio-constructivist and cross-cultural positions. The essence of child-centered pedagogy is to be in tandem with the physical, socio-cultural, emotional and cognitive worlds of children within the Indian context. An attempt has been made to include the implications for each aspect of development with the unit itself. For instance, there has been a conscious effort to include activities like play, art, 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

Marks 25

- Learning: Concept of learning; processes of children's learning, basic ideas of Behaviourism with reference B.F.Skinner and Clark Hulls Learning Models ; educational implications and its critique.
- Constructivism: Introduction to the concept; Piaget's theory: what is learning, structures and processes of cognitive development, cognitive conflict characteristics of thought in different stages, implications for teaching-learning.
- Vygotsky's theory- Introduction, the general genetic law, concept of ZPD (Zone of Proximal Development) tools and symbols in development, implications for teaching.
- Information processing approaches: basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval), knowledge organisation and learning as change in declarative memory; schema change or conceptual change (CC) how these develop in a continuous fashion.(CCT and TT : concept change text and tradition text)
- Individual and socio-cultural differences in cognition: Understanding learning difficulties, terms of exclusion and inclusion and impact.

Unit 2: Play

Marks 10

- Meaning of Play, characteristics, Theories,kinds and types of Play
- Play and its functions: linkages with the physical, social, emotional, cognitive, language and motor development of children; cross-cultural and socio-economic differences in children's play.
- Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.
- Educational implications of Play in teaching learning process

Unit 3: Language and Communication

Marks 20

- How do children communicate?
- Perspectives in language development (with references to how children acquire language at early age): Skinner; social learning theory of Bandura and Walters ; Nativist- Chomskian perspective.
- Comparison of these theoretical approaches to arrive at a critique of behaviourism
- The uses of language: Relationship of language and thought .Turn taking, interactions, conversations, listening.
- Socio- cultural variations in language: accents, differences in communication, linguistic variation, implications for a multicultural classroom.
- Bilingual or Trilingual children: implications for teachers- multilingual classrooms; story telling as a pedagogic tool.
- Critique of existing management strategies used by teachers in multilingual class room
- Problems that arise in the multilingual classroom and strategies likely to succeed in addressing these problems.

Unit 4: Self and Moral development

Marks 15

- Self concept : self-description, self-recognition ; self-esteem; social comparison; internalization and self-control. (Lawrence)
- Moral development: Concept of moral development and its stages with special reference to Kohlberg and Carol Gilligan theories ; cultural variations in moral reasoning
- Comparison of eastern model of self with western model

Mode of Transaction

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

Expertise/ Specialization required to teach this course

Masters in Psychology/Child Development

Essential Readings

1. Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.
2. Elkind, D. (1976). *Child Development and Education*. Oxford University Press.
3. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
4. Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
- Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222- 253.
5. Snowman, B. R. and Snowman, J. (1996). *Psychology Applied to Teaching*. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.

Readings for Discussion

1. Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
2. Donaldson, M. (1986). *Children's Minds*. UK: Harper Collins Publishers Ltd. Chapter 1: The School Experience, Chapter 2: The Ability to Decentre.
3. Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517.
4. Holt, J. (1967). *How Children Learn*. London: Penguin.
5. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.)

Readings on the Development of Children. New York: W. H. Freeman. 6. Siegler, R. and Alibali, M.W. (2005). *Children's Thinking*. (4th edition). New Jersey, USA: Prentice Hall. Chapter 1: An introduction to children's thinking, Chapter 3: Information-processing theories of development, Chapter 5: Sociocultural theories of development, Chapter 9: The development of social cognition.

7. Vygotsky, L. S. (1997). Interaction between Learning and Development in Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.

Advanced Readings

1. Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences*. London: Paladin Books.
2. Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books.
3. Pollard, A. and Filer, A. (1996). *The Social World of Children's Learning*. London: Cassell.
4. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, Massachusetts: Harvard University Press. Chapter 1: Tool and Symbol in Child Development, Chapter 6: Interaction between Learning and Development, Chapter 7: The Role of Play in Development
5. Wood, D. (1988). *How Children Think and Learn*. Oxford: Blackwell.

Practicum Marks 30 : Peep into the Child' world: What and How II *Total Number of hours: 25 (in the field + maintaining records and classroom discussion)*

Task 1: The student-teachers ask four children in the age group 4-7 years to draw on different themes they choose. The children are then encouraged to talk about their drawing. The students try and understand what the drawing communicates by talking to the child and looking for aspects of symbolic thought as expressed in the drawing. Also, the student-teacher arrives at the patterns that emerge across the various drawings that children have made. Student-teachers could also organize other such simple activities for children. They conduct these activities with children and maintain records of children's responses.

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

Task 2: The student-teacher does observation of children at play and maintain records - 2 hours across 4 observations; observations can be carried out in playgrounds in the neighbourhood or schools. The students could identify different games that children play;

Individual and group behaviour in play; friendships and social relationships. The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behaviour, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This assignment is to be followed by post-assignment discussions during contact hours to arrive at linkages between play and social, emotional, cognitive, language and motor development of children.

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

Task 3: Student-teachers identify a movie or a carton that is popular among school age children. They construct an interview schedule (to interview children) and observation checklist to look at the finer nuances of the movie or cartoon (what attracts children to the same) and critically analyse the varying aspects. Other methods of looking at TV viewing habits, child's ability to distinguish fantasy from reality could also be explored by the student-teachers.

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

Or

Task 4: Student-teachers identify a video game that is popular among school age children. They construct an interview schedule and observation checklist to “Understand aggression in a video game that is popular among children and also critically look at aspects of the game itself.”

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

Essential Readings

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.

CODE: DEED-602

Teacher Identity and School Culture

Maximum Marks: 50

Theory: 35 Marks

Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Design of the Course

This course is designed in the format of workshops. These could be scheduled as either 7 day or 14 half day workshops spread over the academic session from November to October in case of winter zone and July to March in case of summer zone. Some of the workshops may have small project/fieldwork components which can be undertaken during the school internship programme, to be followed by presentations. To conduct the workshops, outsourcing is proposed. For this purpose, resource persons may be invited from organizations working in the area of personal development. 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 order to meet the objectives, a number of innovative approaches/techniques/strategies in workshop mode need to be used. This includes interactive sessions, discussion of issues in pairs and groups, presentations, buzz sessions, role plays and case studies and various other activities suitable for the particular workshop.

Rationale and Aim

The workshops on professional expertise are aimed at initiating a process of original thinking in students about their vision of education. The workshops also create a psychological space to individually engage with the educational vision of leading educational thinkers and innovations in education and move towards a conscious creation of an evolving personal perspective on education. The workshops also provide the space to experiment with ways to translate the vision of education into a workable curriculum rooted in the contemporary Indian reality, and develop the professional capacities and attitudes that will facilitate this process.

Specific Objectives

- To enable students to develop a vision for education
- To understand the contemporary context of education and explore the alternatives in education
- To help students to transform the quality of classroom interactions through application of professional attitudes and capacities
- To develop preliminary research skills in education

Units of Study

Unit 1: Developing a Vision of Education

Marks 10

Objectives

- To develop personal vision as a teacher
- To develop an understanding of the characteristics of an educator
- Understanding the teacher's role in the contemporary context

Workshop Themes

- Exploring the personal vision of education and teaching and learning process

- Learning from the vision of leading educational thinkers (Plato ; Dr. Iqbal , Gandhi, Frobel)
- Understanding the psychological attitudes and skills of a good facilitator/ educator
- Learning from one's own experiences of being taught/reflecting on characteristics of teachers who were role models
- Understanding the teacher's role, rights and responsibilities/ethics in the contemporary context.

Unit 2: Understanding the Contemporary Context of Education Marks 08

Objectives

- To facilitate an understanding of the factors that influence education in the contemporary context.
- To develop an understanding of the hidden curriculum (curriculum not described by curriculum planners or teachers as explicit aim of instruction even though it results from deliberate practices and organisational structures; to bring attention to elementary school learning that results from students experience of the conditions of classroom life. Student's success depends on how to live in crowded class) including student learning; personal beliefs and assumptions and challenge the attitudes and structures which contribute towards maintaining inherent contradictions and weaknesses of the system.

Workshop Themes

- Helping students to examine contextual factors that influence education: cultural- historical and political factors, the role of community and family
- Hidden agenda in the education curriculum: reflections on gender-stereotyping, socio- economic inequities, prejudice against communities on the basis of caste, language, region religion, differently-abled persons and role of the teacher etc.
- Undertaking short case studies/fieldwork to understand the above during school internship

Unit 3: Exploring Alternatives in Education Marks 05

Objective

- To acquaint students with innovative experiments in the field of education and engage imaginatively with curriculum development and pedagogic approaches.

Workshop Themes

- Introduce students to the innovations in the field of education and encourage them to reflect on various possibilities.
- A visit to a centre of innovative learning/Role of NGO's: A case study
- *Critiquing* educational practices, envisioning curriculum, and approaches of transaction.
Introduction to reflective practices in teaching Education

Unit 4: Creating a Positive Classroom Culture Marks 05

Objective

- To understand and observe the dynamics of education within the classroom and develop the attitude and skills that can foster a positive psychological climate.
- To engage with issues of creating a positive classroom and school culture

- *Workshop Themes*
- Classroom dynamics and issues of fear and trust; competition and co-operation; freedom and discipline; individual differences and grouping
- Examining Issues of power equations between teachers and students.
- Interrogating issues of superstition, conventional religion, rationality, morality and the science of spirituality
 - Peace and conflict resolution
 - Children's Rights as envisaged in UN charter ; Right to Education -national and state contexts /Implications in Education

Unit 5: Developing Research Skills

Marks 07

Objectives

- To enable students to undertake action research and get engaged in systematic study.

Workshop Themes

- Understanding action research: Identifying a problem, reviewing relevant related material, formulating hypotheses and collecting data during school internship.
- Undertaking a small action research during school internship and sharing it
 - Writing a short action research report

Essential Readings

1. Batra, P. (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. Dewey, J. (1897). *My Pedagogic Creed*, *School Journal*, Vol. 54.
4. Gupta, L. (2008). Making of a Teacher, *Seminar*, No. 592, 22-27.
5. Krishnamurti, J. (1974). *On Education*, Ojai, California, USA: Krishnamurti Foundation Trust.
6. Sri Aurobindo and The Mother, (1956). *On Education*, Pondicherry, India: Sri Aurobindo Ashram.
7. *The Good Teacher and the Good Pupil*, (1988). Auroville, India: Sri Aurobindo International Institute of Educational Research.
 8. Educational Thinkers Atlantic Publishers and Distributors, Rajori gardens New Delhi
 9. UN Children's Rights
 10. Action Research: Handbook for Primary Teachers ;2003 NCERT New Delhi

Readings for Discussion

1. Ashton, S. Warner (1986). *Teacher*, Baker City: Touchstone Books.
2. Kuranyangi, T. (1993). *Totochan*. New Delhi, India: National Book Trust.
3. Anjum, S. (2006). *Life at Mirambika: a Free Progress School*, New Delhi: NCERT.
4. Huppes, N. (2001). *Psychic Education: A Workbook*, Pondicherry, India: Sri Aurobindo Ashram.
5. Kohn, A. (1986). *No Contest: The Case against Competition*. Boston: Houghton Mifflin
6. K.G.Saidyeen Educational Philosophy of Iqbal NCERT

Advanced Readings

1. Batra, P. (2009). Teacher Empowerment: the Educational Entitlement-Social Transformation Traverse, *Contemporary Education Dialogue*, 6(2), 121-156.
2. Friere, P. (1992). *Pedagogy of Hope*. London, UK: Continuum pub. Co.
3. Gilligan, C. (1982). *In a Different Voice*. Cambridge, USA: Harvard University Press.
4. Holt, J. (1995). *How Children Fail*. Addison-Wesley Pub. Co.
5. Illich, I. (1970). *Deschooling Society*, London, UK: Marion Boyars.
6. Krishnamurti, J. (2000). *Life Ahead, To parents, teachers and students*, Ojai, –Year Elementary Teacher Education Programme California, USA: Krishnamurti Foundation Trust.
7. Kumar, K. (2005). *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*. New Delhi: Sage Pub.
8. Kumar, K. (2008). *A Pedagogue's Romance: Reflections on schooling*. New Delhi: Oxford University Press.
9. Partho, *Integral Education*, Pondicherry: Sri Aurobindo Society.
10. Pollard, A. et al, (2006). *Reflective Teaching*, (3rded.) London: Viva Continuum edition.
11. Rogers, C. (1983). *Freedom to Learn In the 80s*, USA: Charles R. Merrill Pub. Co. 12. The Mother, (1999). *On Education*, Pondicherry, India: Sri Aurobindo Ashram.
12. Wood, D. (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. *Anthropology and Education Quarterly*, 31(4), 426-448.

Audio-visual Resources

1. *A New Education for a New India* (CD ROM) (By Gnostic Centre/NCTE)
2. *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani <http://www.kabirproject.org/>
3. *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.
4. *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>.

Web Links

1. <http://www.bodh.org> (Bodh ShikshaSamiti)
2. <http://www.digantar.org> (Digantar)
3. <http://www.eklavya.in> (Eklavya, Hoshangabad)
4. <http://www.eledu.net> (Delhi University)
5. <http://www.sriurobindoashram.com> (Sri Aurobindo International Centre for Education)
6. <http://www.gnosticcentre.com> (Lavenir School)
7. <http://www.learningnet-india.org> (Ankur, New Delhi)
8. <http://www.mirambika.org> (Mirambika Free Progress school)

9. <http://www.arvindguptatoys.com> (books and films)

Journals

1. Shiksha Vimarsh (Hindi) (Publish by Digantar) <http://www.digantar.org/vimarsh/>
2. Sandarbh (Hindi) (Publish by Eklavya)
http://www.eklavya.in/go/index.php?option=com_content&task=category§ionid=13&id=51&Itemid=72
3. Contemporary Education Dialogue
4. Teacher Plus (English) <http://www.teacherplus.org>

CODE: DEED-603

School Culture, Leadership and Change

Maximum Marks: 50

Theory: 35 Marks

Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Design of the Course

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

Rationale and Aim

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

How are schools organized? What roles do government functionaries perform to help.

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

Specific Objectives

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

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

Running Thread of the Course

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

Units of Study

Unit 1: Structures and Processes of the Indian Education System Marks 07

- types of schools within different administration bodies
- roles and responsibilities of education functionaries with especial reference to the State
- relationships between support organizations and the school

- understanding and interpreting educational policies that impact schools
- What is school culture, organization, leadership and management?

Unit 2: School Effectiveness and School Standards

Marks 07

- School effectiveness and its measurement;
- Understanding and developing standards in education
- Classroom management and the teacher
- lesson plans, preparation for transaction and inclusive education
- communication in the classroom and multiple learning levels in the classroom

Unit 3: School Leadership and Management

Marks 07

- administrative leadership
- team leadership
- pedagogical leadership
- leadership for change
- change management

Unit 4: Change facilitation in Education

Marks 07

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

Unit 5: Project work

Marks 07

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

Suggested topics

1. managing the classroom
2. the role of the school head
3. interactions with support organizations
4. school improvement plan
5. change facilitation processes
6. Interactions in school
7. School as the community development centre

Mode of Transaction

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

Expertise/ Specialization required to teach this course Master's in Education with an understanding of systemic issues and social contexts

Essential Readings

1. Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India*. New Delhi: NIEPA.
2. Early, P. and Weindling, D. (2004). A changing discourse: from management to leadership. In Early, P. and Weindling, D. (eds) *Understanding School Leadership*, UK: Paul Chapman Publications,
3. Fullan, M. (1993). Why Teachers Must Become Change Agents. In *Educational Leadership*, 50 (6).

4. Govinda, R (2001) *Capacity Building for Educational Governance at Local Levels*. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
5. Majumdar, S. (1990). Infrastructure and Educational Administration. In Mukhopadhyay and Parkar, *Indian Education: development since independence*. New Delhi: Vikas Publications.

Readings for Discussion

1. NCERT, Educational Statistics of India, New Delhi (issues of the last decade)
2. Senge, P. (2000). The Industrial Age System of Education. In *Schools that Learn*, London: NB, 27-58.
3. Who moved by Cheese (Dr. Spencer Johnson)

CODE: DEED-604

Pedagogy of Environmental Studies

Maximum Marks: 100

Theory: 70 Marks

Practical: 30 Marks(Internal 10 Marks External 20 Marks)

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 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, social sciences and environmental education. They should be able to ground their classroom transaction in the theoretical understandings related to child's learning that they acquire during the course.

The content related to concepts in science and social science is embedded within the paper. As students understand children's ideas, it is also an opportunity for the teacher educator to help them revisit and challenge their own conceptual understanding, identify misconceptions and advance towards a better understanding.

Specific objectives

- To help student-teachers understand the scope of EVS and internalise different perspectives of curriculum organization.
- To facilitate student-teachers to probe children's ideas in science and social science
- To prepare student-teachers to plan for and carry out classroom transaction in the light of various theoretical viewpoints of learning.
- To prepare student-teachers to assess children's learning using different pathways.

- Running Thread of the course

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.

Units of Study

Unit 1: Concept of Environment Studies

Marks 20

- 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, Social Science and Environmental Education
 - (b) EVS as EVS (Science) and EVS (Social Science)
Students study different syllabi to see how curricular vision takes the shape of syllabus

- Engaging with debates around issues like water, forest, fuel and their distribution. (Discussions can take place around readings, films and documentaries,
 - Reflection on *visits to local National Parks/Wildlife sanctuaries*
 - *Goalman's Concept of Eco-intelligence*
 - *Adoption of neighbourhood villages for Elementary Literacy Surveys*
 - *Project GLOBE : concept and implementation*

Unit 2: Understanding Children's Ideas

Marks 20

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

Unit 3: Classroom Transaction and Assessment

Marks 20

- Ways of conducting inquiry: 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,
 - Pupil teachers *organize Bal Melas, Student Rallies, Cleanliness drives, Organizing Awareness Campaigns, Nature Walks, Tree Talks, Eco Clubs in Schools, maintain Bulletin Boards*
 - *Organize* visit to nearby clinic, pond, stable, market, grouping flowers, seeds, leaves, and analysis of newspapers reports by children. This will give them a chance to understand how children engage with ideas, make linkages, classify, analyse, kind of questions they ask, express themselves.
- Different ways of assessment and reporting assessment for further learning
 - Use of multiple ways of assessment using children's photographs, Newspaper Cuttings ; drawings, narratives, children's discussion *small Projects/Assignments, out of box activities* etc while teaching in school. Teachers prepare students' portfolios and report children's progress on various indicators such as expression, concern for justice, equality, etc.

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

Marks 10

- Considerations in concept maps and thematic web charts.
- Evolving *an inclusive* unit Plan framework. These can be discussed with peer groups.
- Resource pool of materials: community resources, developing, maintaining and utilizing other resources - newspaper reports, films,

- Reports on *Museum Visits, Library Visits* ; pictures, photographs, collections-seeds, flowers etc, iconic maps and local area maps
- Reflecting on classroom practices: maintaining reflective journals of their internship experience in schools.

Expertise/ Specialization required to teach this course

Master's degree in science/social science with an understanding of environmental education.

Essential Readings

Unit 1

1. NCERT, (2005). *National Curriculum Framework*. New Delhi: NCERT.
2. NCERT, (2005). *Syllabus for Elementary Classes- Volume I*. New Delhi: NCERT.
3. Raina, V. and Singh, D. P. (2001). What is Science. *Dispatch*, October-December.
4. Sarabhai, V. K, Pandya, M. and Namagiri, R. (2007). „Tbilisi to Ahmadabad– The Journey of Environmental Education–A Source book□ *Centre for Environment Education, Ahmedabad*.
5. Seminar Proceedings, Seminar on EVS organized by Vidya Bhawan, Udaipur, 1995- 96. *Unit 2*
1. Guesene, E. and Tberghiem, A. (1985). *Children’s Ideas in Science*, Milton Keynes: Open University Press.

Unit 3

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

Unit 4

1. Chiappetta, E. L., Koballa, T. R. and Collette, A. T. (1998). *Science Instruction in Middle and Secondary Schools*, New Jersey: Merrill.
2. Pollard, A. (2002). *Reflective Teaching*, London: Continuum.

Readings for Discussion

Unit 1

1. Agnihotri, R., Khanna, K. and Shukla, A. L. (1994). *Prashika, Eklavya*□s Innovative Experiment in Primary Education.
2. Centre for Science and Environment, *Citizen’s Reports*, New Delhi. especially the 2nd Report.
3. Mishra, A. (2004). *Aaj bhi Kharein hai Talaab*, Gandhi Peace Foundation, 5th Edition.
4. Sainath, P. (1996). *Everybody Loves a Good Drought- Stories from India’s Poorest Districts*, Penguin Books.
5. Shiva, V. (2000). *Stolen Harvest: The Hijacking of Global Food Supply*, Cambridge, UK: South End Press.

Unit 2

1. Driver, R. (1981). Pupils□ Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
2. Driver, R., Squires, A., Rushworth, P. and Wood-Robinson, V. (2006). *Making Sense of Secondary Science: Research into Children’s Ideas*, London: Routledge Falmer.

3. George, Alex M. (2007). *Children's Perception of Sarkar- A critique of Civics Text books*, Bhopal: Eklavya.
4. NCERT, (2008). *Source Book on Assessment for Classes I–V*. Chapter 2: Environmental Studies, New Delhi: NCERT.
5. Piaget, J. (1930). *The Child's Conception of Physical Causality*. London: Kegan Paul, Trench, Trubner & Co. Ltd.

Advanced Readings

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, 97-113.
2. Bruner, Jerome S. (1960). *The Process of Education*, New Delhi: Atma Ram & Sons.
3. Gilbert, J. K. Osborne, R. J. and Fensham, P. J. (1982). Children's Science and Its Consequences for Teaching. *Science Education*. John Wiley & Sons, Inc. 66(4), 623- 33.
4. Rieber, Robert W. And Carton, Aaron S. (1987), *The collected works of L.S. Vygotsky Volume I*, Ch. 6- Development of scientific concepts in childhood, 167-242.

Unit 3

1. Devereux, J. (2000). *Primary Science*, London: Paul Champman Publishing
2. Harlen, W. (2006). *Teaching, Learning and Assessing Science 5 – 12*, London: Sage
3. Howe, A. C. and Jones, L. (1998). *Engaging children in Science*, New Jersey:Prentice Hall.

Unit 4

- 1 Fensham Peter J., Gunstone R. and White Richard T., (eds.) (1994). *The content of science; A Constructivist approach to its Teaching and learning*. London; The Falmer Press, Taylor and Francis Inc.
- 2 Gilbert, J. (2004). *The Routledge Falmer Reader in Science Education*, London: Routledge
- 3 Mintzes, Joel J., Wandersee, James H. and Novak, Joseph D. (1998). *Teaching science for Understanding: A Human Constructivist View*. California: Academic press.
- 4 Parkinson. J. (2004). *Reflective Teaching of Science 11-18*. London: Continuum.

School Textbooks

EVS textbooks for primary grades from Digantar, Jaipur
Eklavya, Madhya Pradesh

- Sangati, Avehi Abacus, Mumbai
- NCERT (2007) Environmental Studies-Looking Around, Textbooks for class III-V, New Delhi.

CODE: DEED-605

Pedagogy of English Language

Maximum Marks: 100

Theory: 70 Marks

Practical: 30 Marks(Internal 10 Marks External 20 Marks)

Design of the Course

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

Rationale and Aim

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

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

Specific Objectives

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

Two –Year Elementary Teacher Education Programme NCTE 48

Running Thread of the Course

The course is designed to be very practical in nature and includes equipping the student- teacher with numerous teaching ideas to try out in the classroom. Of course, all practical ideas must be related to current theory and best practice in the teaching of young learners. It is important to make a constant theory-practice connection for the student-teachers.

Units of Study

Unit 1: Issues of Teaching of English at the Elementary Stage Marks 12

- the multi-lingual nature of J&K state, Issues of learning English in a multi-lingual/multi-cultural society: English as the language of “prestige and power

- Teaching English as a first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching English in the state; key factors affecting second language acquisition ; acquisition barriers

- Perspectives on the appropriate 'age' for beginning the teaching of English to young learners.

Unit 2: Approaches to the Teaching of English

Marks 15

- A historical view of English as a Second Language (ESL)
- Behaviouristic and Structural Approaches: grammar-translation method, audio-lingual method
 - The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes etc, socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration)
- Communicative approaches; focus on learner, : focusing on meaning, role of text books and other resources, role of a teacher and classroom management

Unit 3: Teaching Strategies

Marks 20

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

Unit 4: Learner Assessment

Marks 15

Assessing speaking and listening - using interviews, story-telling, re-telling

Assessing reading comprehension-using miscue analysis, meta-linguistic awareness

- Teacher's diary – anecdotal records, assessing writing - informal feedback from teacher, measuring progress
- Responding to content and form, using portfolios for subjective assessment, continuous and comprehensive assessment
- Attitude towards errors and mistakes in second language learning
- Review of current assessment procedures - cursive writing, dictation, close, questions and answers, utilisation of feedback.

Unit 5: Planning and Material Development

Marks 08

- Integrating the teaching of English with other subjects

- Unit planning for a learner-centred classroom
- Preparation of low-cost teaching aids
- Using the classroom as a resource.

Mode of Transaction

- Close reading of theoretical concepts in language learning and ESL
- Developing and trying out various resources, techniques, activities and games for learning English
- Text analysis of school text books for English – state-produced and by private publishers
- Analysing and reviewing teaching-learning material

Expertise/ Specialization required to teach this course

Master's in English Literature and a research degree in education

Essential Readings

1. Brewster, E., Girard, D. and Ellis G. (2004). *The Primary English Teacher's Guide*. Penguin. (New Edition)
2. Ellis, G. and Brewster, J. (2002), *Tell it again! The new Story-telling Handbook for Teachers*. Penguin.
3. NCERT, (2005). National Curriculum Framework, 2005. New Delhi: NCERT.
4. NCERT, (2006). Position Paper National Focus Group on *Teaching of English*. New Delhi: NCERT
5. Scott, W. A. and Ytreberg, L. H. (1990). *Teaching English to Children*. London: Longman.
6. Slatterly, M. and Willis, J. 2001, *English for Primary Teachers: A Handbook of Activities and Classroom Language*, Oxford: Oxford University Press.
Two –Year Elementary Teacher Education Programme 50

Readings for Discussion

Unit 3

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

Unit 5

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

Advanced Readings

1. Cameron, L. (2001) *Teaching Languages to Young Learners*, Cambridge: Cambridge University Press.
2. Curtain, H. A. and Dahlberg, C. A. (2004). *Languages and Children: Making the Match*. Boston: Pearson.
3. Tomlinson, B. (Eds.) (1998). *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press.
Yule George ; *The Study of Language* (Third Edition) Cambridge University Press

CODE: DEED-606

Social Science Education

Maximum Marks: 100

Theory: 70 Marks

Practical: 30 Marks(Internal 10 Marks External 20 Marks)

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 texts.

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.

Specific Objectives

This course would help the learner to:

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

Running Thread of the course

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

Units of Study

Unit 1: Nature of Social Sciences

Marks 14

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

Unit 2: Important Concepts of Social Sciences

Marks 15

Understanding change and continuity, cause and effect, time perspective and chronology, socio-spatial interaction through the following

- (i) **Society:** social structure, social stratification, community and groups,
- (ii) **Civilization:** history, culture,
- (iii) **State:** authority, nation, nation-state and citizen,
- (iv) **Region:** resources, space and people
- (v) **Market: Exchange.**

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

Marks 15

Processes

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

Unit 4: Pedagogy and Assessment

Marks 10

Teaching methods: heuristics/discovery method, project method, use of narration, *dramatization*; comparisons, *outdoor activities like field trips, visit to Museums & historical places*; observations, dialogue and discussion in social science; concept of data, its sources and evidence in different social science disciplines; difference between fact and opinion, identifying biases and prejudices; use of personal/experiential knowledge for critical thinking.

Dominant method of evaluation in social sciences based on information recall; alternative ways to evaluate learning *including CCE with emphasis on evaluation for learning*: basis of evaluation, types of questions, use of open book examination etc.

Unit 5: Field-based Project: Some Suggested Projects (any two)

Marks 16

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

2. Map any locality based on the distance and directional relationship from your educational institution. Mark out institutions, Museums, historical monuments, banks, places of worship, common land graveyards, Cremation grounds, local market, and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location. Try to see the linkages between various institutions that exist in this locality
3. Explore and collect some books, movies, cartoons, magazines and journals of pre-1947 period and the present times in respect of state. Study them carefully to grasp the issues of a common person. Show the changes that can be witnessed in the concerns and in the lives of a common person. Can the reasons for these changes be traced to the economics, polity, history and socio-cultural circumstances of our state? Present your understanding in the form of a report/ poem/ collage/ narratives/ drama, or any other medium you wish to use.
4. Through field visits, understand a slum in terms of its economics, subsistence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
5. Trace two final consumer products like Pashmina Shawls, Silk garments, handicrafts, *Paper Machie* products, Saffron products jams, Juices etc., 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
6. Around any particular social science theme, event, date or a phenomenon, weave an oral history project. Through interviews and conversations, understand and give space to the voice of people, and their interpretation and understanding of your subject. Analyze their reliability by comparing these versions from other sources. Use this project to understand the plural versions of history that are available. Also study how certain versions become dominant while cornering other ones.
6. Study the transport needs of a community by analysing different kinds of vehicles people own. Examine their relation with the gender and the socio-economic standards. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing. Also assess the economic and environmental aspects of various forms of transport.
7. Explore how cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical films/serials/novels and so on can be used in the teaching of social science

Essential Readings

1. Batra, P. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, New Delhi: Sage.
2. Chakravarty, U. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*, New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.
3. George, A. and Madan, A. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
4. Kumar, K. (1996). *Learning From Conflict*. Delhi: Orient Longman, pp. 25-41, 79- 80.
5. NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. New Delhi: NCERT, 1-19.

Readings for Discussion

1. Bhattacharya, N. (2009). Teaching History in Schools: The Politics of Textbooks in India. *History Workshop Journal*. 67(1), 99-110.
2. Eklavya, (1994), *Samajik Adhyayan Shikshan: Ek Prayog*, Hoshangabad: Eklavya.
3. George, Alex M. (2004), Children's Perceptions of *Sarkar*: The Fallacies of Civics Teaching, *Contemporary Educational Dialogue* 1:2, 228-257.

4. Jain, M. (2005). Social Studies and Civics: Past and Present in the Curriculum, *Economic and Political Weekly*, 60(19), 1939-1942.
5. NCERT Social Science Textbooks for classes VI – VIII, New Delhi: NCERT.
6. *Social science Textbooks for classes VI – VIII*, Madhya Pradesh: Eklavya.

Advanced Readings

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

CODE: DEED-607

Language Education

Maximum Marks: 100

Theory: 70 Marks

Practical: 30 Marks (Internal 10 Marks External 20 Marks)

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

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

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

Specific objectives

To help the students understand the significance of:

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

Running Thread of the Course

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

Units of Study

Unit 1: Reading

Marks 20

- Reading an expository texts; strategies; comprehension; activating schema ; building schema; reading to learn; acquisition of registers
- Ways of reading; pre-reading and post reading activities.
 - Beyond the textbook: diverse forms of texts as materials for language learning.
 - Relationship of Language and Society: Identity, power and discrimination Nature of multilingualism: hierarchical status of State languages and its impact on Classroom dynamics

- Critiquing state policies on language and education

Unit 2: Writing

Marks 10

- Linkages between reading and writing
 - Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts
 - Assessment of writing

Unit 3: Literature

Marks 20

- Types of texts; narrative and expository; reader's response to literature, schemas and Interpretation of texts.

- Engaging with a text

- Various literary genres such as poem, story, biography etc.

- Using literature across the curriculum.

Unit 4: Assessment

Marks 20

- Assessment as a continuum
- Use of multiple sources for Continuous and comprehensive evaluation with special reference to *Assessment for learning ; Assessment as Learning and Assessment of Learning formative*
- Ways of assessment- observation, records, maintaining profiles, etc.

Essential Readings

6. Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University.
7. 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.
8. Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? *Language Arts*. 57(4).
9. Tompkins, Gail E. (1994). *Teaching Writing: Balancing Process and Product*. Macmillan; California

Readings for Discussion

1. 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.
2. Richards, Jack C. and Theodore S. Rodgers (1986). *Approaches and Methods in Language Teaching: A description and Analysis*. India: Cambridge University Press.

CODE: DEED-608
Mathematics Education

Maximum Marks: 100

Theory: 70 Marks

Practical: 30 Marks(Internal 10 Marks External 20 Marks)

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 familiarise student-teachers with statistical ways of dealing with information and some mathematical concepts that help in the process
 - To enhance the capabilities of the prospective teachers to reflect on processes relating to communicating formal mathematics to children

Running Thread of the course

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

Units of Study

Unit 1: Mathematical Reasoning

Marks 12

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

Unit 2: Algebraic Thinking

Marks 12

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

Unit 3: Practical Arithmetic and Handling Data

Marks 12

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

Unit 4: Geometric ways of looking at space and shapes

Marks 12

- Geometric thinking Levels – (Recognition, Visualisation, Analysis, Informal Deduction, Formal Deduction, Rigor)
Characteristics of the levels; 1, Sequential, 2. Intrinsic and Extrinsic, 3. Linguistic, 4. Mismatch and 5. Advancement - Van Hiele
- 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

Marks 12

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

Unit 6: Issues about Assessment in Mathematics

Marks 10

- Open-ended questions and problems
- Assessment for conceptual understanding
 - Assessment for evaluation of skills such as communication and reasoning

Mode of Transaction

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

Essential Readings

1. Haylock, D. (2006), *Mathematics explained for Primary Teachers*, New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321.
2. IGNOU (2007). *Learning Mathematics (LMT) I-6*, School of Sciences, New Delhi
3. Post, Thomas R., (1992). *Teaching Mathematics in Grades K-8: Research-Based Methods*. Washington D.C.: Allyn and Bacon. Chapters 8 and Chapter 15
4. Stewart, I. (1970). *Making Mathematics Live: A hand book for primary teachers*. Australia: Angus and Robertson. Chapters 2.
5. Zevenbergen, R., Dole, R., Wright R. J. (2004). *Teaching Mathematics in Primary Schools*. Allen & Unwin; (First South Asian Edition). Chapter 12 and Chapter 14.
 6. Van Hiel: Levels of Mental Development in Geometry
 7. Software required: Material: Geometric sketchpad (Softwar

CODE: DEED-609

Maximum Marks: 100

Theory: 70 Marks

Practical: 30 Marks(Internal 10 Marks External 20 Marks)

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

The students should be able to critically reflect on issues of gender and inclusive space in science education.

Specific objectives

- To encourage students to revisit their own conceptual understanding of science
- To engage students with various aspects of the nature of science.
- To help students understand children's ideas in relation to cognitive development and children understands 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.
- *To develop critical thinking and scientific attitude among Students*

Running Thread of the course

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.

Units of Study

Unit 1: Revisiting School Science Concepts

Marks 15

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

How do clouds form?

How do plants and animals utilize their food?

How does an electric bell work?

Where does all rain water go?

Why does a candle become short on burning?

How do babies develop inside mothers?

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

Unit 2: Understanding what is Science and what are

Marks 20

children's ideas in Science

Nature of science

- Subject matter in sciences and social sciences
- Is inquiry in different domains of knowledge different?
- Science as information or inquiry?
- What do scientists look like?

Children's ideas related to science concepts

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

Unit 3: Classroom Transaction and Assessment

Marks 20

- Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts
Science- museums, field trips, projects and exhibition.

Reportage on the Science Corner Interaction with local Innovators/ local Scientists, involving children in club activities (Science Clubs, Eco Clubs, Nature Clubs).

- Developing different assessment strategies including appropriate questions for paper pencil tests
- Reporting on Field Trips, Science Events, Group Discussions, Science Quizzes, and Dramas.
Collation of Science related information of daily newspapers Writing popular Science articles
- 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

Marks 15

- **Scientific and Technological Literacy for All**

- Issues of gender, language, culture and equity in science classes
- Introduction to science and society interface

Do all people get enough water for domestic purposes and agriculture?

Green revolution and sustainable farming practices. What has led to farmer suicides?

Indigenous knowledge practices- metallurgy, heritage crafts. Pashmina Shawl, paper mashie, Basoli Art

Loss of habitat and endangered species.

Indigenous people and issues of survival.

Many such issues can be taken up for literature survey, discussions, campaigning through poster, public hearing, talks of concerned people like farmers and also experts in the field.

Expertise/ Specialization required to teach this course Masters degree in science and social sciences.

Essential Readings

Unit 2

1. Bloom, J. W. (2006). Creating a Classroom Community of Young Scientists. New York: Routledge.
2. Driver, R., Squires, A., Rushworth, P. and Wood- Robinson, V. (1994). Making Sense of Secondary Science: Research into Children's Ideas. New York: Routledge Falmer.

Unit 3

1. 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. Harlen, W. (2006). *Teaching, Learning and Assessing Science 5 – 12*. UK: Sage.
3. Harlen, W. Elstgeest, J. (1992). *UNESCO Source Book for Science in the Primary School*, New Delhi: NBT.
4. Martin, D. J. (2009). *Elementary Science Methods- A Constructivist Approach*. Belmont CA: Thomson Wadsworth. 5th Edition.
5. Wellington, J. J. and Osborne, J. (2001). *Language and Literacy in Science Education*. California: Open University Press. Chapter 6: Discussion in School Science: Learning Through Talking, Chapter 5: Writing for Learning Science.

Readings for Discussion

Unit 2

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

Unit 4

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

Advanced Readings

Unit 2

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*, Netherlands : Kluwer Academic Publishers
3. 3 Okasha, S. (2002). *Philosophy of Science– A very short Introduction* UK: Oxford University Press.
4. 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*, California: Corwin Press and NSTA Press
2. NCERT, (2005). *Focus group paper on Science Education, Position Paper*. New Delhi: NCERT.
3. 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*. New Delhi: Macmillan India.

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

Textbooks, Magazines and Reports

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. Down to Earth, Centre for Science and Environment.
3. NCERT, (2005). Syllabus for Classes at the Elementary Level. vol. I, New Delhi: NCERT.
4. NCERT, (2008). Text books for Science, Class VI – VIII. New Delhi: NCERT.
5. Tehelka Magazine.

CODE: DEED-610

Diversity, Gender and Inclusive Education

Maximum Marks: 50

Theory: 35 Marks

Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Design of the Course

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

Rationale and Aim

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

Specific Objectives

- To understand the present approach on education of children with special needs
- Instead of blaming an individual for his/her failure, the need is to understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors
 - To focus on the structures (implicit and explicit) in our schools that serves as a hindrance to the inclusion of all students
 - To explore and understand the possibility of change through inclusive education
 - To develop a comprehensive and critical understanding on disability, marginalization and inclusive education

Running Thread of the Course

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

Units of Study

Unit 1: Inclusive Education

Marks 15

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

Unit 2: Children with Special Needs

Marks 20

- Historical and contemporary perspectives to disability and inclusion
- Concept of children with special needs
- Range of learning difficulties
- Disability identification, assessment and interaction
- Approaches and skills for teaching children with learning difficulties
- National policy of persons with disability 2006 with reference to inclusive education
- Models of disability
 1. The charity Model
 2. Biocentric model or medical model
 3. The functional model
 4. The human rights model

Mode of Transaction

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

Expertise/ Specialization required to teach this course

Masters in social sciences with an understanding of special needs education

Essential Readings

1. Baquer, A. and Sharma, A. (1998). Disability Vs Challenges. New Delhi: Can Publishers.
2. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. New Delhi: Sage.
3. Frostig, M, and Maslow, P. (1973). Learning Problems in the Classroom: Prevention and Remediation. New York: Grune & Stratton.
4. Giffard-Lindsay, Katharine (2007). Inclusive Education in India: Interpretation, Implementation, and Issues. CREATE PATHWAYS TO ACCESS Research NUEPA. Monograph No 15, September. New Delhi: <http://eprints.sussex.ac.uk863/01/PTA15.pdf>

5. Jeffery, P. and Jeffery R. (1994). *Killing My Heart's Desire: Education and Female Autonomy in Rural India*. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust, 125-

Readings for Discussion

1. Ghai, A. (2001). *Marginalization and Disability: Experiences from the Third World* in M. Priestly (ed.) *Disability and the Life Course: Global Perspectives* Delhi: Cambridge University Press.
2. Ghai, A. and Sen, A. (1991). *Play and the Mentally Handicapped Child*. *Digest*, Vol. 4 (1).
3. Kumar, K. (2008). *Anusuchit Jatiyon aur Janjatiyon ka Shaekshik Anubhav* in Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshipli (also available in English *Sociological Perspectives in Education: A Reader*)
4. Kumar, K. (1988). *What is Worth Teaching?* New Delhi: Orient Longman. Chapter 6: *Growing up Male*. 81-88.
5. Razzack, A. (1991). *Growing Up Muslim*. *Seminar, Identity: A Symposium on Definitions of the Self*, 387, 30-34.

Advanced Readings

1. Manjrekar, N. (2003). "Contemporary Challenges to Women's Education: Towards an Elusive Goal?" *Economic and Political Weekly*, 38 (43), 4577-4582.
2. Nambissan, Geetha B. (2004). "Integrating Gender Concerns". *Seminar, Are We Learning?* Vol. 536, April, 2004.
3. Epstein, C. (1984). *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc.
4. Subrahmanian, R. Sayed, Y. Balagopalan, S. and Soudien, C. (Eds.) (2003). *Education inclusion and exclusion: Indian and South African perspectives*, *IDS Bulletin*, 34(1).
5. Macdonald, M. (1980). *Schooling and the Reproduction of Class and Gender Relations*. In L. Barton, R. Meighan and S. Walker. (eds.) *Schooling, Ideology and the Curriculum*. Lewes, UK: The Falmer Press. 29-49.
6. Stakes, R. and Hornby, G. (2000). *Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers* (2nd ed).

CODE: DEED-611

**Children's Physical and Emotional Health,
School Health and Education**

Maximum Marks: 40

Theory: 30 Marks

Practical: 10 Marks (To be assessed internally)

Unit 1: Developing a Critical Perspective towards Health Education Marks 10

and Pedagogical Aspects of Teaching Health

- Critical Reflection on the concept of Health Education Behaviour Change models v/s Health Communication approach
- Case Studies of Health Education approaches - eg: Integrated Child Development Scheme (ICDS) J and K, RBSK, Save Children India Eklavya, Madhya Pradesh, FRCH, Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc.
- School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya, Social Health Education Programme SHEP, Foundation for Research on Community Health FRCH, NICEF (Nali kali Strategy- School Sanitation and Hygiene Education)

Reference: Towards a comprehensive School health Programme

Unit 2: Knowledge and Skills Development for Health Education: Marks 07

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

Practical Work: Based on Units 1 and 2

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

- Focus on Yoga- learning its principles and basic asanas.
- Athletics
- Organizing of tournaments, marking of courts etc.

Unit 3: Understanding Emotional Health Needs, Diversity and Inclusion Marks 07

- Understanding Emotional Health- self-reflective journey
- Emotional Health- Physical Health- Cognition linkages

- School Practices and what these do to a child's emotional well-being
- Diversity in the classroom- different learners, different needs and the concept of inclusion
- Learning Disabilities and engagement in the classroom

Unit 4: Physical Education as integral to health and education **Marks 06**

- Need for Physical Education; Linkages to health and education
- Physical Education and Play
- Supervising and guiding children
- Development of team spirit, coordination, cooperation
- Diversity in capabilities and interests

Practical Work based on Unit 4: To be learnt/conducted at the DIET, Basic Exercises and movements, Drill and Team Games (Kho-Kho, Kabaddi, Throw ball, Volley Ball, Football etc.) The student teacher must learn techniques and procedures to conduct these.

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

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

Expertise/ Specialization required to teach this course

Masters in Home science

Essential Readings

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

Readings for Discussion

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

Advanced Readings

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

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

CODE: DEED-612

Creative Drama, Fine Arts and Education

Maximum Marks: 60

To be assessed practically

Design of the Practicum

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

Rationale and Aim of the Practicum

The wellbeing and fulfilment of an individual's potentials is the common thread of the components of fine art and creative drama as it connects with work experience and health education. Work experience is a space where working transcends vocational skills and aims to create a whole experience of being fully present and working with all of one's faculties and being in relationship with others and nature. Health education goes beyond general advice on hygiene and nutrition, placing health within the social and community realm; helps appreciate the interconnectedness of an individual's physical, emotional health with that of social, environmental health of the human and natural community. Art education aims to help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them, we can hope to create harmonious individuals and a harmonious world. It is not about beautification- applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.

Creative Drama: Rationale and Aim

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

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

Specific Objectives

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

2. Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
3. Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.
4. Identify and develop one's own creative potential.
5. Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration?
6. Recognise the role of „drama as education“ in the elementary school
7. Learn to identify areas that are best suited for drama exploration
8. Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
9. Explore the role of the teacher as creative guide in learning that is drama driven.
- 10. Explore role of teacher in facilitating learning through folk drama like Baand e Pather “(Some improvisations to be made to suit specific needs of the children)**

Running Thread of the Course

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

Creative Drama: Focus Areas

1. In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as „open improvisations.
2. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. “How should I look at the other? What does that reveal about me?” Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.
3. Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognise contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
4. Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised Tribal/nomad woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
6. Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

Mode of Transaction

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

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

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

Participative learning using role play, hot seating, building stories/songs, making and analysing a “character’s” diary, personal belongings (objects) of characters.

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

Fine Arts: Rationale and Aim

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

Specific Objectives

1. Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.
2. Develop a perspective and appreciation of art, nature, human existence relationship.
3. Critique the current trends in art education and develop a possible scenario for art for change
4. Understand the range of traditional art forms and working with hands.
5. Develop an appreciation for diverse music forms and the role of music in human cultures.
6. Create and present pieces of art: using visual arts and crafts
7. Create and present pieces of performance art using music and movement
8. Evolve collective art projects incorporating different art media – into a public festival/event.
9. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
10. Projects like Leaf Zoo, Collection of Stones with Animal Shapes, etc., would nurture creativity.
11. Formation of culture clubs in schools.

Running Thread of the Course

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

Fine Arts: Focus Areas

1. Art, Art appreciation and Art education: visit to places like crafts museums, bal bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.

2. Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.

3. Music: Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (eg. lullabies from different language cultures, harvest songs, songs during the freedom struggle etc; create musical pieces with others; design and run sessions on music with children

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

5. Literary Arts: linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Urdu, Hindi, English other regional languages and dialectics drawing upon local traditions.

6. Architecture and spatial Design: develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post-Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these viz a viz architecture and design; spaces for children in a city.

7. Designing a Project for School Children: Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example – a heritage walk to a nearby monument and a public event about it – including art exhibition, plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt

in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect.

Expertise/Specialisation required to conduct this course

This course needs to be conducted in the mode of workshops by professionals trained in drama, theatre, folk arts, music, fine arts and co-ordinated by a faculty member. A convergence can be had with INTACH Jammu and Kashmir Chapter for Knowledge partnership.

Essential Readings

11. Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Theatre in Education. London: Heinmann.
12. Gupta, Arvind (2003). Kabad se Jugad: Little Science. Bhopal: Eklavya.
13. Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
14. McCaslin, Nellie (1987). Creative Drama in the Primary Grades. Vol I and In the Intermediate Grades, Vol II, New York/London: Longman.
15. Mishra, A. (2004). Aaj bhi Kharein hai Talaab, Gandhi Peace Foundation, 5th Edition.
16. 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.
17. NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
18. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug- Dharam Vir Bharati, Tughlaq: Girish Karnad.
19. Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi.
20. Sahi, Jane and Sahi, R., Learning Through Art, Eklavya, 2009.

CODE: DEED-613

Internship

Maximum Marks: 200

To be practically assessed

Specific Objectives

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

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

Weightage in Marks

- | | |
|---|----|
| • Planning | 60 |
| • Teaching | 80 |
| • Reflective Journal and Record Keeping | 60 |

Total 200

The School Internship Programme could include visits by the interns to centres of innovative pedagogy and learning, wherever feasible; undertaking classroom-based research projects; developing and maintaining resources in the Internship schools. School Internship should be designed for interns to teach for 4 consecutive days per week for a minimum period of 12-20 weeks, including an initial phase of observing a regular classroom.

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

The intern will necessarily have supervisory support from the faculty in the form of general and subject supervision, who will also assess the intern. The intern will be required to develop unit plans for which she must choose and design appropriate activities. A record of these plans must be maintained. The intern is also expected to maintain a daily reflective journal in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses she has studied.

Code: DEED-512
Proficiency in Urdu

Maximum Marks: 50

Theory: 35 Marks

Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Proficiency in Hindi
Code: DEED 513

Maximum Marks: 50

Theory: 35 Marks

Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Code : DEED 514
Proficiency in Kashmiri

Maximum Marks: 50
Theory: 35 Marks
Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Code : DEED 515
Proficiency in Dogri

Maximum Marks: 50

Theory: 35 Marks

Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Code: DEED 516

Proficiency in Punjabi

Maximum Marks: 50

Theory: 35 Marks

Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Code : DEED 614
Teaching of Urdu

Maximum Marks: 50

Theory: 35 Marks

Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Code : DEED 615
Teaching of Hindi

Maximum Marks: 50

Theory: 35 Marks

Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Code : DEED 616
Teaching of Kashmiri

Maximum Marks: 50
Theory: 35 Marks
Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Code :DEED 617
Teaching of Dogri

Maximum Marks: 50

Theory: 35 Marks

Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Code :DEED 618
Teaching of Punjabi

Maximum Marks: 50

Theory: 35 Marks

Practical: 15 Marks (Internal 5 Marks External 10 Marks)

Annexure A

Committee constituted by Govt. for Review of Teacher Education Course

- | | | |
|---|------------------------|----------|
| 1. Secretary JKBOSE | | Convener |
| 2. Prof Anita Rampal | | |
| Centre for Educational studies, University of Delhi | | Expert |
| 3. Dr. Bashir Ahmad Dar (Ex Sec BOSE) | | Expert |
| 4. Mr. Mohd Rafi (Advisor SSA Mission) | | Member |
| Civil Secretariat, Srinagar | | |
| 5. Prof Veena Pandita | (Jt. Sec BOSE) | Member |
| 6. Mr. S. K. Gandotra | Jt. Director SIE Jammu | Member |
| 7. Mr Anil Jain | State Coordinator SSA | Member |

List of Subject Experts

S.No	Name	Designation
1.	Prof. A.G. Madhosh	Ex. H.O.D Deptt, of Education Kashmir University
2.	Mr. G. N. Masoodi	Ex Joint Director, School Education
3.	Dr Ruhi Kanth	Associate Prof. Womens College MA Road Srinagar
4.	Mr. Mushtaq Ahmad Bhat	State Coordinator RMSA
5.	Mr Jagdeep K. Padha	State coordinator RMSA
6.	Professor Neelofar Khan	Director DDE University of Kashmir
7.	Dr. Nahid Ruhee	Associate Professor university of Kashmir
8.	Naseer Ahmad Bhat	Ass. Prof Central university of Kashmir
9.	Dr. Muneer Ahmad Mir	Asstt Prof Women's College M.A. Road
10.	Mr. Tarsem Singh	Sr. Lecturer DIET Samba
11.	Mr. Fazal Illahi	Teacher Govt College of Education
12.	Dr. Tabussum Mehraj	Lecturer DIET Srinagar
13.	Mohammad Javeed	Jt Director SIE
14.	Mr. Jan Mudasar Gul	Lecture GBHSS Pampore
15.	Shaheena Akhter	Lecturer Urdu
16.	Mr. Manzoor Javaid	Principal Govt HSS Devalgam
17.	Mohammad Shafi	Lecturer DIET Srinagar
18.	Mohammad amin Rather	Sr Lecturer SIE Srinagar
19.	Nuzhat Rashid	Lecturer Education
20.	Syed Fayaz	R.O. SIE srinagar
21.	Mrs Sarita Anand	Field Advisor SIE Jammu
22.	Mr. G.A. Bhat	R.O. SIE srinagar
23.	Mr. Paramjeet Singh Bali	Ex director Libraries
24.	Mtr Muneera Fatima	Sr. Lecturer Kashmiri
25.	Nazneen Mehraj	Lecturer Education
26.	Mr. Bashir Ahmad	Lecturer DIET Srinagar

- | | |
|------------------------------|---------------------------|
| 27. Mr. Bashir Ahmad Sheikh | Lecturer DIET Beeru |
| 28. Mr. Fayaz Ahmad Mir | Lecturer Pol.Science |
| 29. Mr. Ruheed Gul Baldev | DRP Anantnag |
| 30. Mtr. Mudasir Yaseen | Teacher GBHS Gassi Mohala |
| 31. Mr Arshad Hussain Zargar | Master GHSS Kulgam |

From Board:

Mr.N.R.Dingra

Director Academics

1. Ms Veena Panditha Joint Secretary
2. Mr. Nazir Ahmad Wani, Liaison Officer
3. Ms. Aliya Qayoom, Academic Officer, Mathematics
4. Dr. Arif Jan, Academic Officer, Biotechnology
5. Dr. Yasir Hamid Sirwal, Academic Officer, Chemistry
6. Mr Ranjeet Singh Manhas Academic Officer, Zoology
7. Ms. Nazia Purra Academic Officer Education (Coordinator D.Course)