

Scheme of Studies
Second Year

S.No	Code	Name of the Subject	Page No	Marks
1.	DEED 601	Cognition learning and the Socio Cultural Context	45-49	100
2.	DEED 602	Teacher Identity and School culture	50-54	50
3.	DEED 603	School Culture, Leadership and Change	55-57	50
4.	DEED 604	Pedagogy of Environmental Studies	58-62	100
5.	DEED 605	Pedagogy of English language	63-65	100
6.	DEED 606	Social Science Education	66-69	100
7.	DEED 607	Language Education	70-71	100
8.	DEED 608	Mathematics Education	72-73	100
9.	DEED 609	Science Education	74-77	100
10	DEED 610	Diversity Gender and Inclusive Education	78-80	50
11	DEED 611	Children's Physical and Emotional Health, School Health and Education	81-83	40
12	DEED 612	Creative Drama, Fine arts and Education	84-88	60
13	DEED 613	School Internship	89-89	200
14	DEED 614	Teaching of Urdu	100-101	50
15	DEED 615	Teaching of Hindi	102-103	50
16	DEED 616	Teaching of Kashmiri	104-105	50
17	DEED 617	Teaching of Dogri	106-107	50
18	DEED 618	Teaching of Punjabi	108-109	50
			Total	900
		Grand Total=Year 1+Year 2 = 900+900=1800		

Note; A student has to opt any one subject from S.no.6 to S.no.9 and any one subject from S.no 14 to 18

CODE: DEED-501
Childhood and the Development of Children

Maximum Marks: 100

Theory:50 Marks

Practical: (Internal 20 Marks External 30 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. The practicum tasks are suggestive and not prescriptive. It is hoped that the teacher educators would frame tasks according to the units of study.
- Specific readings suggested for use in discussion groups enabling reflective reading of each text.

Rationale and Aim

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

The purpose of these courses is to equip the student-teacher with the background knowledge that s/he needs for developing an understanding of the elementary school child and her/his socio-cultural contexts. This background includes a critical engagement with theories, as well as socio-cultural issues in the world of children and childhood. Building upon the above, the aim is to build sensitivity towards developmental needs and capabilities of children within their socio-cultural context.

Specific Objectives

- To review general conceptions about child and childhood; develop a sensitive and critical understanding of the different social/educational/cultural/*economic* realities at the core of the exploration into childhood.
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural, economic and political context.
- To provide hands-on experiences to interact with children, and training in methods to understand different aspects of the development of children.

Running Thread of the Course

The pupil-teacher develops an understanding of construct of childhood from socio-economic and cultural perspective. Several issues pertaining to development are raised and addressed so as to encourage students to look at and appreciate pluralistic perspectives. The student- teacher is also equipped with a clear understanding of children with special needs and issues of inclusion. Social, economic and cultural differences in socialization are looked at critically so as to enable the students to gain insights into the

factors influencing children. 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 I: Understanding how children develop

Marks 20

Objectives:

- To understand how children develop.
- To understand that childhood/adolescence is a cultural construction.
- To understand the aspirations and challenges of young adults in different cultures.

Topics:

- Development is multi-dimensional and continues through different periods of an individual's life span.
How is life experienced differently in different cultures and contexts?
- Childhood as a cultural construct
Who is a child? How a child differs from an adult in different societies? How do adult-child relationships differ in different societies?
- Adolescence: Aspirations challenges an problems, *and agency to change the world*

Projects/ Assignments: Reflective essays.

- Understanding that development occurs in a context: Descriptions of contexts of poverty, street life, rural/ urban/ tribal/ migratory life to be drawn from autobiographies, films and children's literature, etc.
- Gathering data about children from different contexts: naturalistic observations; interviews which allow "listening" to children; writing reflective journals about children at work, in school, at play, etc; anecdotal records and narratives;
- Listening to adolescent's conversations in the canteen / on a Shikara ride / train/ restaurants / parks; bus, workplace and chart out themes of their discussions/ talks.(these could be recorded as observations/ speech)
- Understanding social disadvantages: Interviews of a working child / a child who has experienced a natural calamity or conflict, an orphan/ a street child/ urban poor child/ out of school child / a person who got married as a child
- To develop an appreciation of the various contexts in which children live: Analysis of select films (The White Balloon, Children of Heaven, Boot-polish, Halo; Parzania (2007), Children of a Lesser God (1986), Iqbal (2005),Tahaan, Bum Bum Bole, Taare Zameen par, 3 idiots, Stanley Ka Dabba, Udaan, I am Kalam; Black ; Swades)

Unit II: Learning to be part of society

Marks 15

Objectives:

- To understand how the family and education play a role in socialization;
- To analyse adult-child relationships and understand children growing up in diverse socio-economic and cultural contexts.
- To reflect on the changing roles of young adults in the contemporary society.

Topics:

- Socialization and child rearing practices in different cultures; growing up in tribal/ nomad/ bakerwal /Gaddi communities
- Adult-child relationships: Attachment and bonding as a process, development of security; issues in parenting, children growing up in single parent families,
- Children growing up in orphanages; Experiences of trauma in childhood (conflict; child abuse, violence, death of a parent).
- Peer relationships: Development of friendships and close relationships, peer participations in adolescence - clique formation, sharing and cooperation, bullying, aggression; implications for school
- Adolescence and young adulthood experienced differently in different settings and cultures - changing roles and responsibilities in contemporary society.

Projects/ Assignments: Reflective essays.

- Collecting and analyzing statistics on the girl child with specific reference to the state –gender ratio, education, child labour; etc.
Note:-Sources could be the Human Development Reports, NSSO data, concurrent comparisons with PROBE report ; survey reports like that of Talaash (SSA); Census Report(J& K state) , 2011; Statistics & Economics Reports of state
- Reflections on one’s own pattern/s of bonding and attachment; interviewing peers to look at their patterns of bonding and changes therein over time.

Unit III –Understanding Diversity and Inclusion

Marks 15

Objectives:

This unit focuses on issues of minority; ethnic, linguistic, religious; regional or tribal diversity in the contemporary society. It seeks to encourage an understanding of the specific social situations, aspirations, opportunities and challenges faced by diverse groups in the state and attempts to introduce multiple perspectives related to inclusion within a human rights framework.

Topics:

- Religion, Language, Ethnicity and Culture : The school-society interface; issues of the curriculum (explicit & ‘hidden’)
- Social Exclusion and Inclusion : Ethnic ; linguistic and religious minority communities and contested constructions of citizenship
- Concept of social stratification
- Caste , religion , language; region and culture as a basis for discrimination and diversity: issues of inequality
- Dalits: their political, social, economic and cultural exclusion.
- Social Mobility - Aspirations, opportunities and challenges of education
- Social construction of disability and difference, critique of the medical model of disability; issues of inclusion.

Projects/Reflective Essays:

- Discussions based on Film screening (*Halo; Parzania (2007), Firaag (2008), Sikandar (2009), Children of a Lesser God (1986), Film Goodwill hunting, Iqbal (2005) ,Tahaan, Bum Bum Bole, Taare Zameen par,Stanley Ka Dabba,Udaan, I am Kalam; Black; Swades.*)
- Classroom discussions based on select autobiographical writings (*Jhoothan and Untouchables; Mandela Nelson: Long Walk to Freedom*)

Unit IV- Gender**Marks 10****Objectives:**

This unit focuses on gender and its manifestations in society, to enable the learner in interpreting the experiences of growing up as a male/female, and to explore how school socializes boys and girls. It further attempts to unravel how real lives are experienced at the interface of gender with language; caste, class, region, and religion.

Topics:

- Experiences of growing up as a girl/ boy
- Gender as a social category and the role of patriarchy .Theories of gender development (Kohlberg)
- Gender dynamics in specific contexts: language ; caste, class, religion, region and education
- Schooling, dimensions of the hidden curriculum

Projects/ reflective essays:

1. Discussion on students' experiences of growing up as a boy/girl in different contexts: cultural , rural/urban , socio-economic
2. Evaluation/Analysis of school textbooks from a gender-sensitive perspective
3. Film Screening and discussion – (either of the three) *Charulata (1964)* or *Ghare-Baire (1984)*; Bol

Unit V: Engaging with Media**Marks 10****Objectives:**

- To critically engage with media and its representations: selective portrayal, stereotyping, marginalizing voices
- To understand how individuals participate, respond and react to media

Topics:

- Media: Depiction of children, adolescents and young men and women in television and cinema, reality television, advertisements, young adults' participation in social networks as a new medium of interaction and socialization,

Projects/ Assignments: Reflective essays.

- Children in media: The participants can engage with media's imagination and depiction of children, adolescents and young adults. Critical analysis of women/young adults in serials, reality television, their commodification and marketization.

Note: Materials could be drawn from journalistic writing, newspaper clippings, advertisements and popular culture.

- Watching selected movies and analysis of the changing nature of society and societal expectations from young adults
- Literature for young adults: Looking at what young adults are reading
- Impact of electronic media on children and its educational implications
- Understanding youth culture in the present times ; impact of internet and other visual mediums

Mode of Transaction

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

Expertise/ Specialization required to teach this course
Masters in Psychology/Child Development

Reading List:

- Beteille, A. Matter of Right and of Policy. *Seminar No. 549, May 2005*
- Bhasin, K . 1993. *What is Patriarchy?* New Delhi: Kali for Women
- Bhattacharjee, N (1999) *Through the Looking Glass: gender socialization in a primary school*. In T.S. Saraswathi (Ed.) *Culture, Socialization and human development: Theory, research and applications in India*, p.336-355.New Delhi: Sage Publications
- *Bolti Hai Bhasha* (2002) New Delhi: Nirantar
- Dipta Bhog, (2002) 'Gender and Curriculum', *Economic and Political Weekly 37(17)*, pp. 1638-1642.
- Mukherjee, M. and Mukherjee, A. (ed.) (2002) *Communalisation of Education, The History Textbook Controversy*, Delhi Historians' Group
- Joshi, Sanjay (2010) 'Contesting Histories and Nationalist Geographies: a comparison of school textbooks in India and Pakistan', *South Asian History and Culture*, Vol: 1No: 3,pg:357-377, Routledge-Taylor & Francis Group
- Kishwar, M. 2010. *Aryavrat ki betiyan*. In *Gender aur Shiksha Reader: Part 1*. New Delhi: Nirantar Books
- Mohanty, A., Panda, M , Phillipson, R. and Skutnabb-Kangas, T. (Eds.) (2009) *Multilingual Education for Social Justice: Globalising the Local*. New Delhi: New Delhi: Orient Blackswan (Chapter 17 Overcoming the Language Barrier for Tribal Children)
- Nambissan, G. (2010) *Exclusion and Discrimination in schools: Experiences of Dalit Children*. New Delhi : IIDS and UNICEF Working Paper Series Vol.I Number II (available online at <http://www.dalitstudies.org.in/wp/wps0101.pdf>)
- Rawat, R.S. (2006) *The problem*. *Seminar, No.558* (available online at http://www.india-seminar.com/2006/558/558_the_problem.htm • January 2007)
- Prasad, C.B. *The Brown Man's Counter Apartheid*. *Seminar No. 558* Feb 2006.
- Report of the Sachar Committee. Introduction and first chapter (available online [http://ncm.nic.in/Sachar% 20 Report.pdf](http://ncm.nic.in/Sachar%20Report.pdf))

- Setalvad, T. (1999) “How Textbooks Teach Prejudice”, Communalism Combat, October 1999, available at <http://www.sabrang.com/cc/comold/oct99/index.html>
- Talib, M. (2000) The Granite Reading of a Rainbow, *Seminar*, Vol. 493, (available online at <http://www.india-seminar.com/2000/493.htm>)

Articles for discussion:

- Razzack, A. (1991) Growing Up Muslim', *Seminar* (387), November 1991 issue
- Valmiki, O. (2009) *Jhoothan: A Dalit's Life*. New Delhi: Radhakrishna Prakashan
- Viramma & Rucine, J.L. (1997) *Viramma: Life of a Dalit* (Chapter 1, for unit III). New Delhi: Foundation Books

General readings:

- Cole, M., (1996). The Development of Children. New York: Worth publishers. (see chapter 1, page 1-46 for introduction; chapter 15 & 16, pages 621- 664 , 665 -714 for adolescence)
- Crain, W., (2005). Theories of Development (5th Edition). Pearson
- Holt, J., (1990). How children fail. Penguin books; *Bachche Asafal Kaise Hote Hain*, Eklavya publications.
- Kanga, F., (1991). Trying to Grow. New Delhi : Ravi Dayal Publishers
- Mukunda, K. (2009). What did you ask at school today? Noida: Harper Collins Publishers. (*refer chapter 4: child development , page 77-96, page 22-50*)
- Munsinger, H., (1975) (edited) Readings in Child Development. New York: Holt Rinehart Winson (chapter 7-21, The Stages of Intellectual Development of the Child (Piaget, J, pages 124-130; chapter 10-28)
- Sharma, N., (2003). Understanding Adolescence. New Delhi: NBT
- Wadia, H. Confining childhood in India. Web source: http://infochangeindia.org/index2.php?option=com_content&do_pdf=1&id=8691
- And http://www.morungexpress.com/express_review/63660.html
- Weiner.M.,(1995). The child and the state in India: Child labor and education policies in comparative perspective. Oxford University Press. (for case profiles) Case Profiles: Page 19-32, (case profiles of working children from Sivaskasi, Khurja, Bangalore city market, Secunderabad, Firozabad.);
- Child labour in Jammu and Kashmir (carpet and other handicraft factories; Brick Kilns, walnut factories.)

Audio Visual Resources / Films:

- Children of Heaven 1997. Directed by Majid Majidi. Iran: Miramax Films
- *Dharm*. 2007. Directed by Bhavna Talwar.
- *Salaam Bombay* 1988 Directed by Mira Nair
- Smile Pinky- 2008. Directed by Megan Mylan
- The Blue Umbrella. 2007. Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond)
- The White Balloon. 1995. Directed by Jafar Panahi. Iranian Film

Essential Readings

1. Frere, Paulo , 1972 Pedagogy of the oppressed Harmondsworth ; Penguin books
2. Houtondji , Paulin J. 2006 Global Knowledge ; Imbalances and Current Tasks Mc Graw Hill Publications
3. Cole, M., Cole, S. R. and Lightfoot, C. (2004). The Development of Children. New York: Worth Publishers. Chapter 1: The study of Human Development.
4. Newman, B. M. and Newman, P.H. (2007). Theories of Human Development. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
5. Papalia, D. E. and Olds, S. W. (2003). Human Development. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
6. Saraswathi, T.S. (Ed.) (1999). Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
7. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. Contemporary Education Dialogue, Vol. 2(1), 5-29.
8. Mukunda, K. V. (2009). What Did You Ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 4: Child Development, 79-96.

Readings for Discussion

1. Aries, P. (1965). Centuries of Childhood-A social history of the family life. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
2. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.
3. Kauffman et al (1993), Exceptional Children. Allyn & Bacon; 6th Ed edition, Boston, USA.

Advanced readings

1. Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi Oxford.
2. Nambissan, G. (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.
3. Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India. Delhi: Oxford University Press.
4. Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (ed). The Psychology of Women. Harvard University Press Cambridge, 206-226.
5. Weiner, M. (1991). The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.

Practicum: Marks

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

Total Number of hours: 25 (in the field + maintaining records and classroom discussion)

Contact Hours: 2

Hours on the field/self-study: 4

Task 1: Students collate some ten newspaper articles on parenting and childhood; analyse these and hold discussions.

Task 2: Hands-on Experience of Methods of Studying Children and Varying Contexts in Childhood.

Contact Hours: 5

Hours on the field/ self-study: 10

The students can identify any child to understand 5-14 year old children in diverse contexts and use case profile method to study her. The teacher educator could organize the class in such a manner that profile of different children from varied socio- economic backgrounds is studied. This would allow for a wide range of data which could be subsequently analysed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learner; first- generation learners, street children and slum children; children with special needs; *children of migratory population* Case Profile Approach may include observations and interview as tools to study socio- cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

Task 3: Contact Hours: 4

Students watch movies/ documentaries (for instance: *Local movies with Child issues/themes*) collectively and reflect on the portrayal of children. Discussion could be held around depiction of children from varying backgrounds for construction of childhood etc.

Essential Readings

1. Antoine de Saint-Exupery. (1995). *The Little Prince*. UK: Wordsworth Edition. Translated by Irene Testot-ferry (available in Hindi)
2. Balagopalan, S. (2002). Constructing indigenous childhoods: colonialism, vocational education and the working child. *Childhood*, Vol. 9.
3. Ginsburg, H. (1997). *Entering the Child's Mind: the clinical interview in psychological research and practice*. Cambridge University Press. Chapter 1: The need to move beyond standardized methods, Chapter 2: What is the clinical interview? Chapter 3: What happens in the clinical interview? and Appendix.
4. <http://www.tandfonline.com/loi/hmca20> Routledge ; *Mind, Culture, and Activity*

CODE: DEED-502
Contemporary Indian Society

Maximum Marks: 100

Theory: 70 Marks

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

Design of the Course

Each unit of study must be field-based and to be understood in linkage with each other.

The last unit of study to have field based engagement and to be related with the other four units.

- Specific readings as suggested for discussion, and essential readings should be used for a deeper and closer understanding of each unit

Rationale and Aim

This course involves an understanding of the events and issues that have influenced and continue to shape the lives of people in India. The students would gain a perspective on historical, political, economic trajectories of Indian society. Through the study of polity, institutions, economy, society and policies within India, this course exposes students to significant issues in the contemporary Indian setting. A critical understanding of our contemporary Indian society becomes indispensable for a teacher, who needs to respond to the social context of children and their diverse life experiences. This course, therefore, has been structured into themes and draws upon different social science disciplines to facilitate a broad understanding of the complex nature of issues and topics under discussion.

Specific Objectives

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

Running Thread of the Course

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

Units of study

Unit 1:

Jammu and Kashmir Society:

Marks 20

- i. Prominent Features of the state : Geographical ; economic ; political and cultural
- ii. Freedom Struggle
 - Constitutional Vision- *Naya Kashmir*
 - Constitution and Education: Concurrent status of education Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
 - Reservation as an egalitarian policy
 - Equality and Justice in the Constitution, differential school system and the idea of common neighbourhood school
 - Equality and Justice in constitution
 - Right to Education Act 2009 (national status)
 - J&K State Education (Amendment) Act,2013

Unit 3: Democracy in India

Marks 15

- Institutional Structures: the Judiciary, Legislature and Executive
- Democracy, Party system and Electoral Politics
- Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment) with special reference to J&K Panchayat Raj Act.
- Grassroots social and political movements and Indian democracy
- Challenges to deepen Indian democracy in relation to inequities of caste, class, gender, regional, religious, linguistic and other ethnic identities

Unit 4: Indian Economy

Marks 15

- Issues and Debates on Globalization, Liberalization and Privatization of economy
- Meaning and politics of development and its effects
- Development and Environmental concerns-Sustainable Development
- Agrarian economy: key features, land ownership, landlessness, agricultural production, market and credit *with special reference to J and K State*
- Unorganized sector and migrant labour (to be studied with the help of a project based on locally done field work)

Unit 5: Some Suggested Projects on Contemporary Indian issues

Marks 20

(Any two projects)

- Critical appraisal of Constitutional values (*both J&K and Indian Constitution*) as practised in an Educational Institution
- Comparative study of different workplaces
- Conflicts and Social Movements in India with special reference to Early Socio- Religious Reform and Political Movements in J&K e.g Silk factory workers movement; Youth Movements; Peasant Movement; Dalit ; Movements; Backward Caste/Class Movements ;Women's Movement ;Industrial working class movement; Students Movement; Human Rights and Environmental Movements
- Displacement, Land, Human Rights, Communal mobilisation
- Displacement and Development: Socio-economic implications
- Educational debates and movements

- First generation learner in school
- Tracing any farm/industrial product to its origin (Pashmina Shawls/Paper Mashie/ other handicrafts /Apple Juices and Jams wood carving / Sozin Kari / Kaleen Bafi ; etc)
 - Role of state and international political economy in producing and addressing marginalization
 - Linguistic and religious diversity of J&K State.
 - Significance of minority rights
- Educational status, opportunities and experiences of *different ethnic groups in J&K*.
- Marginalization and education of children from slums and distress migration
- Challenges of pluralist education in the context of conflict

Mode of Transaction

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

Expertise/ Specialization required to teach this course:
Masters degree in sociology/ political science/ history

Essential Readings

1. NCERT (2006) Social and Political Life-I. Class VI Textbook. Unit 2 and 3.
2. NCERT (2007) Social and Political Life-II. Class VII Textbook, Chapter 1 and 2.
3. NCERT (2008) Social and Political life-III. Class VIII Textbook, Unit 1, 2 and 4.
4. IGNOU Unit 10 Indian national movement in Block-3 Emergence of Independent India. In (FHS) Foundations Course in Humanities and Social Sciences.
5. Kasturi, K. (2008). Of Public Purpose and Private Profit. Seminar No. 582, February (Special Economic Zones Issue)
6. Social movements in India by Ghan Shyam Shah
7. Sofi G M D 1996; Kashir Being a History of Kashmir Capital Publishing House Vol I 7 II
8. Rubani G.M 1986 Kashmir , Social and Cultural History Delhi Unmool Publications
9. Bamzai P N K Kashmir & Central Asia 1980 New Delhi Light and Life Publishers

Documentaries/ DVDs for Discussion

1. So Shall You Reap, 35 min, 2007 by Ajay Bhardwaj (A film on genetically engineered (GE) seeds with specific reference to India)
2. The Bitter Drink, 27 min by P. Baburaj & C. Saratchandran (Chronicles the struggle of the tribal community, against the mighty global giant Coca Cola; also discusses the issue of the ownership of natural resources, mainly water.)

3. Cry of the Forest, 30 min, 2001 by Krishnendu Bose (Film on the politics of conservation, it tries to look into a more holistic meaning of conservation where people also are part of the forest and animals)
4. 4. Unlimited Girls, 94 min, 2002 by Paromita Vohra (A feminist tale told through conversations with cab-drivers, activists, yuppies, cop-scriptwriters, teachers, colleges students and a cast of oddly named and unseen women in a chatroom)
5. I Wonder, 60 mins by Anupama Srinivasan (On schooling in India)
6. Movie 1947 Earth (1999) by Deepa Mehta
7. Movie Rabba Hun Kee Kariye by Ajay Bharadwaj

Readings for Discussion

1. The leaflet thrown in the Central Assembly, New Delhi-8th April, 1929 <http://www.shahidbhagatsingh.org/index.asp?link=april8>
2. Speech On The Eve of The Last Fast <http://www.mkgandhi.org/speeches/speechMain.htm>
3. Right to Education Act 2009.
4. Jammu & Kashmir Education(amendment) Act , 2013
5. Kashyap, Subhash C. (1992). Our Parliament. New Delhi: National Book Trust.
6. Sadgopal, A. (2000). Shiksha Main Badlav ka Sawal: Samajik Anubhavose Niti Tak.Delhi: Granth Shilpi.
7. Sadgopal, A. (2009). Muft aur Anivarya Shiksha Adhikaar Vidheyak 2008. Vimarsh, Vol. 1.

Advanced Readings

1. Batra, L. (2008). Deconstructing the World Class City. Seminar, No. 582. (Special Economic Zones Issue).
2. Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin Chapter 5: Caste inequalities in India Today.
3. Jha, S. (2002). Secularism in the Constituent Assembly Debates 1946-1950. Economic and Political Weekly, 27, 3175-3180.
4. Kapila, U. (2009). Indian Economy Since Independence, New Delhi: AcademicFoundation. Chapter 1: Indian Economy at independence.
5. Masani, M. (1977). Bliss Was It in That Dawn: A Political Memoir up to Independence India: Arnold-Heinemann Publishers. Chapter 15.
6. Sen, A. and Dreze, J. (1997). India: Economic development and social Opportunity. Delhi: Oxford India Paperbacks. Introduction, Chapter 1: Radical Needs and Moderate Reforms. Chapter 3: Agrarian Politics and Rural Development in West Bengal, Chapter 5: Morality, Fertility and Gender Bias in India: A District-Level Analysis.
7. Thapar, R. (2000). India: Another Millennium. New Delhi: Penguin.

CODE: DEED-503

Education, Society, Curriculum and Learners

Maximum Marks: 100

Theory: 70 Marks

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

Design of the Course

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

Rationale and Aim

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

Specific Objectives

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

Running Thread of the Course

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

Units of Study

Unit 1: Philosophical Understanding of Education

Marks 20

- Exploring, and inquiring into the nature and need of education in human societies
- Relationship between schooling and education, and exploring various educative processes in human societies
- Schooling and Education as visualized by different national and international thinkers: Rousseau, Dewey, Montessori, Frobel; Aurobindo Gosh, Tagore , Dr Zakir Hussain
- Understanding the basic assumptions about human nature, society, learning, and aims of education

Unit 2: Education, Politics and Society

Marks 20

- Prominent characteristics of education in India during colonial rule with special reference to *Education in J&K. under monarchy*
- India's Contemporary Education: continuities with and shifts from colonial legacy with reference to contemporary education in the state
- Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender, religion , region and language
- Political nature of education
- Teacher and society: A critical appraisal of teacher's status

Unit 3: Learning, Learner and Teaching

Marks 15

- Learning: concept and nature
- Learning, knowledge and skills: different ways of learning
- Meaning of teaching and its relationship with learning and learner
- Socialization and learning: understanding influences and factors that shape learner's identity.
- Learners in Context: Situating learner in the socio political ; *economic* and cultural context
-

Unit 4: Knowledge and Curriculum

Marks 15

- Child's construction of knowledge: attaining knowledge through activity and experience
- Body of knowledge and children's construction of knowledge
- Concepts of Belief, Information, Knowledge and Understanding
- Processes and criteria for curriculum selection and construction
- Hidden Curriculum:
Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks

Mode of Transaction

- Critical thought and questioning should be the basis for the transaction as well as should be further honed
- Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode
- Teachers should incorporate seminars, discussions, movie appraisals, group-work, field works, projects and the close reading of articles, policies, documents

- The connections between all the four units must be sought
- The units are to be studied by keeping the socio-historical-political context in mind

Expertise/ Specialization required to teach this course:

Master's degree in sociology/political science/history/geography and education.

Essential Readings

1. Badheka, G. (2001). Baal Shikshan aur Shikshak. Bikaner: Vaagdevi Prakashan.
2. Chanana, K. (2008). Bharat main Prathmik Shiksha main Langik Asamnata: Manavadhikar Paripekshya in Sureshchandra Shukla and Krishna Kumar (Eds.) Shiksha ka Samajshastriye Sandarbh. Delhi: Granthshipli (also available in English S. Shukla and K. Kumar (Eds.) Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications, 1985.)
3. Dewey, J. (1952). The School and the Child, New York: The Macmillan Company, (Also available in Hindi School aur Bachche Translation: RRCEE)
4. Kumar, K. (1988). What is Worth Teaching
5. . New Delhi: Orient Longman. Chapter 1: What is Worth Teaching? Chapter 2: Origins of the Textbook Culture, Chapter 9: Listening to Gandhi (Also Available in Hindi Shaekshik Gyan aur Varchasav. New Delhi: Granthshilpi.)
6. Palmer, Joy A. et. al (2001). Jean –Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori Fifty Major Thinkers on Education From Confucious to Dewey, USA: Routledge.
7. Philosophy of Education by Zakir Hussain
8. NCERT : Position paper(NCF 2005) on Curriculum; Syllabi and Text Books,

CDs/DVDs for Discussion

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

Readings for Discussion

1. Badheka, G. (1999). Montessori Paddhati. Chapter 5: Montessori Shala ka Vatavaran. Bikaner: Vaagdevi Prakashan.
2. Dewey, J. (2009). School aur Samaj. Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) The School and Society Cosimo: New York).
3. Krishnamurti, J. (2006). Krishnamurti on Education. Part I: Talks to Students: Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussion with Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.
4. Rousseau, Jacques J. (1979). Emile or on Education, translated by Allan Bloom Basic. 7-18.

5. Sykes, M. (1988). *The Story of Nai Taleem*, Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: The Seed Germinates, Chapter 4: Basic National Education, (Also available in Hindi *Nai taleem Ki Kahani* Translation: RRCEE)
6. Thakur, R. (2004). *Ravindranath ka Shikshadarshan*. Chapter 1: Tote ki Shiksha, Chapter 7: Aashram Shiksha, New Delhi: Granthshipli.
7. Nicolas Robert HURST Universidade do Porto *The Hidden Curriculum: issues and angst about cultural content in ELT materials*.

Advanced Readings

1. Acharya, P. (1996). "Indigenous Education and Brahminical Hegemony in Bengal", and Shahidullah, Kazi „The Purpose and Impact of Government Policy on Pathshala: Gurumohashays in Nineteenth Century Bengal'. In Nigel Crook (ed.) *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics*. New Delhi: Oxford University Press, 98-118.
2. Kumar, K., Oesterheld, J. and Amin, N. (2007). Introduction; Education and Culture: India's Quest for a Secular Policy. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia*. New Delhi: Orient Longman.
3. Nambissan, G. B. (2000). Identity, Exclusion and the Education of Tribal Communities. In Rekha Wazir (Ed.) *The Gender Gap in Basic Education: NGOs as Change Agents*. New Delhi: Sage
4. Nambissan, G. B. (2003). Social Exclusion, Children's Work and Education: A View from the Margins. In Naila Kabeer, Geetha B. Nambissan and Ramya Subrahmanian (eds.) *Child Labour and the Right to Education in South Asia*, 109-142. New Delhi: Sage.
5. Nath, N. (2007). Stories of Struggle for Survival: Slum Children's Lives and Voices In Deepak Kumar Behera (Ed.) *Childhoods in South Asia*. New Delhi: Pearson.
6. Saxena, S. (2007). Education of the Masses in India: A Critical Enquiry. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia*. New Delhi: Orient Longman.
7. Venkateswar, S. (2007). Robbed of Childhood: Child Labour and Domestic Service in South Asia. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia*. New Delhi:

CODE: DEED-504

Towards Understanding the Self

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

Specific Objectives

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

Units of Study

Unit 1: Exploring the Aim of Life

Marks 05

Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.

- To develop a holistic understanding of the human self and personality.

Workshop Themes

- Vision of oneself as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

Marks 10

Unit 2: Discovering one's True Potential

Objectives

- To facilitate the personal growth of the students by helping them to identify / recognize their own potential.
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

- Understanding one's strengths and weaknesses through self-observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self-esteem and emotional integration.
- Exploring fear and trust; competition and cooperation
- Developing skills of inner self organization and self-reflection
- Writing a self-reflective journal

Marks 07

Unit 3: Developing Sensitivity

Objectives

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences

Workshop Themes

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, language, religion, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).
- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

Unit 4: Peace, Progress and Harmony

Marks 08

Objectives

- To develop the capacity to establish peace within oneself
- To develop the capacity to establish harmony within a group and methods of conflict resolution
- To understand the meaning of leadership and develop attitudes and skills of a catalyst
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change for social harmony

Workshop Themes

- Establishing peace within oneself: exercises of concentration and meditation
- Understanding group dynamics and communication
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- Exploring the basis of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change

Unit 5: Facilitating Personal Growth: Applications in Teaching

Marks 05

Objectives

- To explore attitudes and methods needed for facilitating personal growth in students
- • To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum

Workshop Themes

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: appreciating social, economic, cultural, linguistic and individual differences in children and relating with them
- • Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

Mode of Transaction

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concerns and movies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualized and updated periodically.

Expertise/ Specialization required teaching this course

Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology

Essential Readings

1. Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
2. Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
3. Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
4. Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
5. Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
6. NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.
7. Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.

Readings for Discussion

1. Bach, R. (1994). Jonathan Livingston Seagull, London, UK: Harper Collins Publications.
2. Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth-Heinemann.
3. Gibran, K. (1996). The Prophet, Calcutta, India: Rupa & Co.
4. Gupta, L. (2008). Growing up Hindu or Muslim: How Early does it Happen. Economic and Political Weekly, 63(6), 35-41.
5. Halder, B. (2006). A Life Less Ordinary. New Delhi: Penguin Books. Translated by Urvashi Butalia.
6. Hall, E. and Hall, C. (1988). Human Relations in Education. London, UK: Routledge.
7. Joshi, K. (1996). Education for Character Development. Dharam Hinduja International Centre for Indic Research.
8. Joshi, P. (2006). Negotiating Identity: Voices of Children with Disabilities in Regular Schools. Contemporary Education Dialogue. 3(2), 1175-195.
9. Kumar, K. (1986). Growing Up Male, Seminar, No. 318.
10. Seminar, Identity. No. 387, November 1991. New Delhi.
11. UNESCO, (2001). Learning the Way of Peace: A Teachers' Guide to Peace Education. New Delhi: United Nations Educational, Scientific and Cultural Organization.
12. Learning the Treasure Within (Learning to Live Together) : UNESCO Dellor Report

Suggested Audio-Visual Resources

1. Aim of Life by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com
2. Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (<http://www.arvindguptatoys.com/films.html>)
3. Personality Development (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation
4. The House on Gulmohar Avenue by Samina Mishra (www.cultureunplugged.com)

Advanced Readings

1. Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.

2. Dalal, A.S. (1987). *Living Within*, Pondicherry, India: Sri Aurobindo Ashram Trust.
3. Dalal, A.S. (2001). *A Greater Psychology*. Pondicherry, India: Sri Aurobindo Ashram Trust.
4. Erikson, E. (1964). *Insight and Responsibility*, New York, USA: Norton.
5. Josselson, R. (1990). *Finding Herself: Pathways to Identity Development in Women*. Oxford, UK: Jossey-Bass Pub.
6. 6. Maslow, A. (1971). *The Farther Reaches of Human Nature*. New York, USA: The Viking Press.
7. 7. Sri Aurobindo and The Mother, (1956). *The Science of Living*. In „On Education’, Pondicherry, India: Sri Aurobindo Ashram.
8. Yuva School Lifeskills Programme, (2008) *Handbook for Teachers*, Department of Education and SCERT, Govt. of NCT of Delhi. Draft Vols. 1, 2, 3 & 4

CODE: DEED-505
Pedagogy across the Curriculum

Maximum Marks: 50

Theory: 35 Marks

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

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

Design of the Course

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

Rationale and Aim

The purpose of pedagogic study is to understand school subjects and their pedagogic approaches in the larger context of the school and society and the specific context of learners and processes of learning. A study of the nature of broad disciplinary paradigms of the sciences, social sciences, languages and mathematics is crucial for student-teachers to gain epistemological insights and an understanding of specific methods of enquiry.

This engagement prepares prospective teachers to undertake the teaching of integrated courses and thematic learning approaches as well.

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

Specific Objectives

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

Running Thread of the Course

This course will attempt to bring together constructs and issues associated with the nature of knowledge, school curriculum, contextualised understanding of learners and the process of learning in order to evolve pedagogic perspective and approach. There will be a focussed attempt to equip the prospective teacher with conceptual clarity, pedagogic perspective and capacities to teach all children.

Unit of Study

Unit 1: Knowledge and Methods of Enquiry

Marks 10

- Knowledge as construction of experience; case examples from school subjects
- Knowledge as distinct from information; case examples from school subjects

- Methods of enquiry, scientific thinking, social scientific thinking, mathematical thinking
- Language, social relations, power, identity and thinking.
- Connections between knowledge, curriculum, textbooks, and learners

Unit 2: Learner and their Contexts

Marks 08

- Alternative frameworks of children's thinking
- Child and adult misconceptions
- Everyday concepts and situated cognition
- Pedagogical perspective and concerns of Inclusive Education

Unit 3: Pedagogical Practice and the Process of Learning

Marks 09

- Critical examination of terminology and notions associated with child-centred education
- Critical understanding of standardised pedagogic methods: concept-formation; enquiry-based learning; project-based learning etc
- Interrogating disciplinary practices e.g corporal punishment, bullying, suspension, rustication etc. and creating non-threatening learning environments.
- Assessment *for* ; of and as Learning: Continuous and Comprehensive Evaluation (CCE)

Unit 4: Critical Study of ICTs and Developing Capacities

Marks 08

- Critical examination of the role of ICT in education and society
- Capacity development in the use of ICTs
- ICT – based teaching-learning approaches in schools; ICT in teacher's professional development.

Mode of Transaction

- Critical readings of specific texts to develop conceptual clarity
- Analysis of school text books to construct and discuss nature and types of knowledge and pedagogic elements
- Collating and analysing child and adult conceptions of social and natural phenomena
- Developing concept maps to design subject-based and thematic-based curriculum materials
- Observing, documenting and interpreting classroom discourse (teaching-learning episodes)
- Investigating perspectives in children's literature and other teaching-learning materials

Expertise/ Specialization Required

Master's degree in psychology and an understanding of sociology of knowledge

Essential Readings

1. Batra, P. (Ed.) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage.
2. Bruner, J. (1996). In The Culture of Education. Cambridge: Harvard University Press, Chapter 2: Folk Pedagogy, 44-65.
3. Dewey, J. (1897). My Pedagogic Creed. School Journal, Vol. 54.
4. Driver, R. (1981). Pupils' Alternative Frameworks in Science. European Journal of Science Education. 3(1), 93-101.

5. Ghai, A. (1992). Play and the Mentally Handicapped Child. New Delhi: Sankalp. September.
6. Holt, J. (1990). Learning All the Time. New York: Addison-Wesley Publishing Co.

Readings for Discussion

1. Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. Harvard Educational Review 58(3), 280-298.
2. Holt, J. (1964). How Children Fail. USA: Pitman Publishing Corporation.
3. Johnson, D.W. and Johnson, R.T. (1999). Learning Together and Alone: Cooperative Competitive and individualistic learning. (5th edition). Boston: Allyn & Bacom.
4. Kamii, C. (1974). Pedagogical Principles Derived from Piaget's theory: Relevance for Educational Practice. In Milton Schwebel and Jane Raph. (eds.) Piaget in Classroom. London: Routledge and Kegan Paul, 199-215. (Available in Hindi: Translation-RRCEE).
5. NCERT (2006). 1.2 Position paper, National Focus Group on Teaching of Mathematics. New Delhi: NCERT.
6. Sarangapani, P. (2003). Construction of School Knowledge. New Delhi: Sage Publications.
7. *National Policy on Education ; 1986 (amended)*
8. *Knowledge Commission Report*
9. *Nicolas Robert HURST The Hidden Curriculum: issues and angst about cultural content in ELT materials. **

Advanced Reading

1. Donovan, M. S. and Bransford, J. D. (Ed.) (2005). How students learn. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.
2. Ghai, A. and Anima, S. (1991). Play and the Mentally Handicapped child. Digest, Vol. 4 (1) 13-14.
3. Pollard, A. (2002). Reflective Teaching. London: Continuum, Chapter 3: Developing an Evidence-informed Classroom.

Understanding Language and Early Literacy

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

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

Specific objectives

To help the pupil teachers in *understanding*

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

Running Thread of the Course

The overall framework of the paper is marked by the perspective that any good pedagogy must be mindful of an understanding of the nature of the discipline, the learner and the learning processes in socio-cultural and political contexts. Each unit is linked sequentially to highlight this perspective.

Units of Study

Unit 1: Nature of language

Marks 20

- Rule governed system and language
- Relationship of Language and Society: Identity, power and discrimination
- Nature of multilingualism: Differential status of Indian language classroom
- Critiquing state policy on language and education with special reference to J and K State

Unit 2: Language Acquisition

Marks 10

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

Unit 3: Language across the Curriculum

Marks 10

- Function of Language: In the classroom, outside the classroom
- Language in Education and Curriculum

- Learning language and Learning through Language

Unit 4: The classroom practices and possibilities

Marks 20

- Perspectives on recording and writing
- Prevalent language teaching practices and their critique
- Connections between classroom instruction and theories
- Role of literature in language learning
- Using Children's literature across curriculum.

Unit 5: Assessment

Marks 10

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

Mode of Transaction

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

Expertise specialization required to teach this course

Master's in language education with an understanding of linguistics.

Essential Readings

1. Anderson, R.C. (1984). Role of the Reader's Schema in Comprehension, Learning and Memory. In R.C. Anderson, J. Osbon & R.J. Tierney (Eds.) Learning to Read in American schools: Based Readers and content texts. Hillsdale, NJ: Lawrence Erlbaum Associates.
2. Armbruster, Bonnie B. (1984). The Problem of "Inconsiderate Text" In Duffy, G. G. (eds.) Comprehension Instruction, Perspectives and Suggestions. Longman Chapter 14.
3. Kumar, K. (2007). The Child's Language and the Teacher. India: NBT.
4. Labov, W. (1972). The logic of Non- Standard English. In Language in Education. Prepared by Language and Learning course Team. London: Routledge. 198-211.
5. Monson, R. J. (1991). Charting a New Course with Whole Language. Education Leadership. 48(6), 51-53.
6. Sinha, S. (2000). Acquiring Literacy in Schools. Redesigning Curricula: A symposium on working a framework for School education. September, 493.
7. Yule George: The Study of Language Cambridge University Press

Readings for Discussion

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Sieruhn and P. Pluddemomm (Eds.) Multilingual education for South Africa. Johannesburg, South Africa: Heinemann. 3-7.
2. Butler, A. and Turnbull, J. (1984). Towards Reading-Writing Classroom. New York: Primary English Teaching Association Cornell University, Chapter 2 and Chapter 3.

3. Martin, Jr. B. (1987). *The Making of a Reader: A Personal Narrative*. In Bernice E. Cullinan, *Children's Literature in the Reading Programme*. Michigan: International Reading Association.
4. Pinnell, G.S. (1985). *Ways to Look at the Functions of Children's Language*. In A. Jaggar, M. Trika and Smith-Burke (eds.) *Observing the language learner*. Newark, DE: International Reading Association, 57-72.
5. Rhodes, L. K. and Shanklin N. L. (1993). *Windows into Literacy*. UK: Heinemann, The University of Michigan. Chapter 4: *Assessing Language Systems and Strategies in Reading*.
6. Rothleen, L. and Meinbach A. M. (1991). *The Literature Connection: Using Children's Books in Classroom*, Tucson, USA: Good Year Books.

Advanced Readings

1. Freedman S. W. and Dyson A. H. (2003). *Writing in Flood J. et. al. Handbook of Research on Teaching English Language Arts: New Jersey, USA: Lawrence Erlbaum Associates Inc.*
2. Mason, J. M. and Sinha, S. (1992). *Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) Handbook of research on the education of young children. New York: Macmillan, 137-150.*
3. Purves, Alan C. (1988). *The Aesthetic Mind of Louise Rosenblatt. Reader 20. 68-77.*
4. Sinha, S. (2009). *Rosenblatt's Theory of Reading: Exploring Literature. Contemporary Education Dialogue. 6(2), 223-237.*
5. Teals, W. and Sulzby, E. (1986). *Introduction: Emergent Literacy as a perspective for Examining how young Children Become Writers and Readers. In W. Teals, E. Sulzby (eds.) Emergent Literacy: Writing and Reading. New Jersey: Norwood, pp. vii-xxv.*

CODE: DEED-507

Mathematics Education for the Primary School Child

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

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

In the Position Paper produced by the National Focus Group on Teaching of Mathematics (NCERT, 2006) it was said, “Mathematics education relies very heavily on the preparation that the teacher has, in her own understanding of mathematics, and in her bag of pedagogic techniques”. Every teacher needs to develop her understanding of mathematics afresh from the point of view that takes in account the processes in which learning takes place in children’s mind. Teachers need to be aware of the ways in which students think so that they can design and adapt their teaching approaches to deal with the alternative conceptions of mathematical knowledge of young learners. The aim of the course is to sensitize prospective teachers that, not only do they need to reflect on their own knowledge of mathematical content taught at the primary level but they also need to connect to children and their experiences. Engagement with this course should enable prospective teachers to learn and reflect on what research has to say about children and their mathematics education and use it to promote learning.

Specific Objectives

- To enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level
- To make student-teachers aware of factors that impact on the process of acquisition of mathematical knowledge
- To sensitize student-teachers about the ways in which children respond to mathematical knowledge
- To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children’s learning

Thread Running through the Course

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

Units of Study

Unit 1: Pedagogical Content Knowledge

Marks 20

- Numbers: Number Concept, Counting, Place value, Arithmetic operations, Fractions, Decimals (Application in day to day life)
- Space and Shape: Geometric shapes, construction of geometric shapes through paper folding, Symmetry, Tessellations
- Measurement: The idea of unit, length, area, volume, weight, time, money, temperature
- Data Handling: Sorting, Classification, Tabling, Reading information from simple graphs; interpreting information in mathematical language

Unit 2: Perspective about Mathematical Knowledge

Marks 10

- School mathematics and everyday mathematics
- Aspects of mathematical knowledge: Conceptual and Procedural

Unit 3: Children's Conceptualisation of Mathematics

Marks 15

- Theories of mathematics learning: Piaget's development theory; Dienes theory of Six stage learning with integers;
- Richard Skemp, Asubel's Higher Order Thinking Skills, assimilation, Vygotsky and social cognition.
- Constructivism and learning maths (Bruner's Theory)
- Effect of socio-cultural background of children on their mathematical knowledge
- Role of language of communication in a mathematics classroom

Unit 4: Aspects of Teaching Mathematics

Marks 10

- Beliefs about teaching-learning processes
- Planning for teaching
- Hidden curriculum: Social justice, gender differences, individual differences, Inclusive environment

Unit 5: Assessment

Marks 15

- Purpose of assessment
- Planning assessment: Continuous and Comprehensive Evaluation
- Assessment tools
- Evaluation of performance

Mode of Transaction

- Prospective teachers to be engaged in discussions on observed children's work in order to acquire an understanding how children respond to mathematical knowledge
- Prospective Teachers in groups develop concept maps to understand linkages and relationships between various mathematical concepts and to imbibe the importance of team work
- Reading of texts (suggested as discussion) with dialogue to understand theory from the point of view of issues raised
- Collecting historical samples of mathematical knowledge (such as ways to multiply in different cultures) and reflecting on them Preparing mathematical models, particularly geometric
- Critically examining teaching-learning materials through presentations

Expertise/ Specialization Required

Master's degree in Mathematics and an understanding of mathematics education at the primary and upper primary level

Essential Readings

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

2. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. London: Penguin.
3. Skemp, Richard R. *Mathematics in the Primary School*. London: Roulledge. Chapter
4. The formation of Mathematical Concepts, Chapter 4: The Construction of Mathematical Knowledge, Chapter 5: Understanding Mathematical Symbolism, 49-71, 72-89, 90-108.
5. Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods*. Callifornia: Allyn and Bacon, Chapters 1, Chapter 4, Chapter 5, Chapter 6, and Chapter 7.
6. Zevenbergen, R., Dolley, S. And Wright Robert J., (2005), *Teaching Mathematics in Primary Schools*. Australia: Allen & Unwin; (First South Asian Edition). Chapter 2, Chapter 3, Chapter 7 and Chapter 9.

Readings for Discussion

1. Carraher, T. N., Schliemann A. D. and Carraher, D. W. (1988). Mathematical Concepts in everyday life. In G. B. Saxe & M. Gearhart (Eds.). *Children's mathematics. New Directions for Child Development*. San Francisco: Jossey-Bass, 71-87.
2. IGNOU, AMT – 01 *Teaching of Primary School Mathematics*. New Delhi: IGNOU.
3. IGNOU, LMT – 01, *Learning Mathematics*. New Delhi: IGNOU.
4. Wood, D. (1998). The Mathematical Mind. In *How Children Think and Learn*. UK: Blackwell Publishing, Chapter 8, 225-255.

Advanced Readings

1. Briggs, M. and Davis, S. (2007). *Creative Teaching: Mathematics in the early years and primary classroom*, UK: Routledge.
2. Ball, D.L., Thames, M.H. and Phelps G. (2008). Content Knowledge for Teaching: What Makes It Special? *Journal of Teacher Education*, 59(5), 389-407.
3. Douglas, H. Clements, Julie, S. (2009). *Learning and Teaching Early Math: The Learning Trajectories Approach*. UK: Routledge
4. Nunes, T. and P. Bryant, (Eds.) (1996). *Children doing mathematics*. UK:Blackwell publishers limited.
5. Orton A. (2004). *Learning Mathematics, issues, theory and classroom practice*. London: Continuum, pp. 1-26, 156-174, 175-193.
6. Richard R.S. (2002). *Understanding mathematical symbolism in Mathematics In Primary Schools*. UK: Routledge.

CODE: DEED-508

Proficiency in English

Maximum Marks: 50

Theory: 35 Marks

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

Design of the Course

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

Rationale and Aim

The purpose of this course is to enable the student-teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself as proficient in English is more likely to use Communicative strategies for teaching English. She is less likely to resort to using simple translation or guide-books for teaching English. This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach on proficiency in usage and proficiency in classroom teaching.

Specific Objectives

- To strengthen the student-teacher's own English language proficiency.
- To brush up their knowledge of grammatical, lexical and discourse systems in English.
- To enable students teachers to link English with pedagogy.
- To re-sequence units of study for those who may have no knowledge of English.

Running Thread of the Course

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

Units of Study

Unit 1: Nature of Language

Marks 05

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

Unit 2: Listening and Speaking

Marks 08

Developing/Improving Listening and Speaking Skills

- Listening with comprehension to follow simple instructions, public announcements, telephonic conversations, classroom discussions, radio, T.V news, sports commentary, *movies* etc.
- Sound system of language – phonology & prosody
- Stress – word stress and sentence stress in connected speech
- Using dictionary for correct pronunciation and stress

Teaching Listening and Speaking Skills

- Phonemic drills (with the use of minimal pairs eg., bit, beat etc.)
- Organizing listening and speaking activities: rhymes, chants, songs, use of stories, poems, role play and dramatization

Unit 3: Reading

Marks 07

Acquisition of Reading Skills

- Reading with comprehension different types of texts
- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet
- Using ideas of critical literacy to analyse chapters from textbooks *Teaching Reading Skills*
- Creating environment for reading – reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different text types like stories, poems, *essays, plays* riddles, jokes, and instructions for games

Unit 4: Writing

Marks 05

- *Improving Writing Skills*
- Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases
- Different forms of writing – letters (application, complaint, permission, invitation), messages, notices and posters
- Genre writing
- Doing the above to experience the process of writing: brainstorming, drafting, editing, conferencing, modifying, revising, publishing
- Writing as a process
- Mechanics of writing(strokes and curves, capital and small, cursive and print script, Punctuation)
- Controlled/guided writing(verbal and visual inputs)
- Free and creative writing

Unit 5: Grammar

Marks 05

- Parts of speech; Phrases; Verbs, *Articles, prepositions*
- *Auxillaries:Primary and Modals*
- Kinds of sentences; Subject-verb agreement; Tenses;

- Clauses and Connectors
- *Simple , Compound and Complex sentences*
- Non-finites; Voices; Narration

Unit 6: Assessment

Marks 05

- Testing proficiency of English
- Testing and evaluation techniques

Mode of Transaction

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

Expertise/Specialization required to teach this course:

Master's degree in English literature with a knowledge of linguistics.

Essential Readings

1. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.)*. Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvolucri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
4. Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

Advanced Readings

1. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press
4. Yule George ; *The Study of Language* Third edition 2006 Cambridge University Press
5. An introduction to linguistics by Pushpinder Sayal
6. A new course of English grammar and composition by Murphy
7. Spoken English by Geeta Nagraj
8. History of English Language by H.G.Longfellow
9. A book on English Grammar by RajinderPaul and Prem Lata Suri

CODE: DEED-509

Creative Drama, Fine Arts and Education

Maximum Marks: Year I: 40

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 teacher as a creative guide in learning that is drama driven; folk Lore/theatre like Bhand Pather, Ladishah, Dastan; Wunwun ; Khatak ; Chenmo ; Kompa; Yaato ; The yak, lion and tashispa dance ; Banghra ,Nukad shows ; Karkan , Bhkhan and Shinjan , etc
10. Explore the role of teacher as a guide in facilitating learning through folk drama

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

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

Running Thread of the Course

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

Fine Arts: Focus Areas

1. **Art, Art appreciation and Art education:** visit to places like crafts museums, Bal Bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
2. **Visual Art:** Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colours, paper and crayon, colour pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colours, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, newspaper 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 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 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.
8. Projects like Leaf Zoo, Collection of Stones with Animal Shapes, etc., for nurturing creativity.
9. Formation of culture clubs in schools.

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.

Partnership with INTACH, RGF, Cultural Academy, Secmol etc. A convergence can be had with INTACH Jammu and Kashmir Chapter for partnership.

Essential Readings

1. Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Theatre in Education. London: Heinemann.
2. Gupta, Arvind (2003). Kabad se Jugad: Little Science. Bhopal: Eklavya.
3. Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
4. McCaslin, Nellie (1987). Creative Drama in the Primary Grades. Vol I and In the Intermediate Grades, Vol II, New York/London: Longman.
5. Mishra, A. (2004). Aaj bhi Kharein hai Talaab, Gandhi Peace Foundation, 5th Edition.
6. Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], The Selected Works of Gandhi: The Voice of Truth, Vol. 6, Navajivan Publishing House.
7. NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
8. Prasad Devi : Education as Art NBT New Delhi India 2002
9. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.
10. Sahi, Jane and Sahi, R., Learning Through Art, Eklavya, 2009.

CODE: DEED-510

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

Maximum Marks: 60

Theory: 40 Marks

Practical: 20 Marks(To be assessed internally)

Design of the Course

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

Rationale and Aim

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

A holistic understanding of health implies a perspective on health that is not merely freedom from germs and disease but an understanding of the social, economic, mental/emotional and physical aspects of health. It becomes essential for the teacher to locate the social determinants of health and to root any health communication/education in the socio-economic and cultural context of the child. This forms an essential foundational and theoretical component of the course. This approach will lead away from the hygiene-education focus of health education which stresses behavioural changes and puts the responsibility of health on the child. Instead, the course aims to equip the teacher with a perspective that helps both the teacher and the children understand health issues as determined by socio-economic contexts. This will enable them to move beyond a solely behavioural change model to an approach that seeks to address larger health determinants. This is not to deny the importance of healthy habits but it is important to recognize that to tell a child to „bathe every day□ or, eat nutritious foods” is not sufficient. The teacher will have to locate health messages and ideas in the lived reality of the children they teach so as to meaningfully engage with the issue.

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

Specific Objectives

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

Running Thread of the Course

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

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

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

Unit 1: Understanding Health and Well- Being

Marks 15

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

Unit 2: Understanding Children's Health Needs

Marks 15

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

Unit 3: Health of Children in the Context of School

Marks 10

- Mid Day Meal Programme, RBSK, Implication of Food Security ordinance : Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger
- Critical analysis of Mid-Day Meal scheme in Jammu and Kashmir
- Measuring the 'Health of the School': Issues of drinking water, sanitation, toilets etc.
- Role of the teacher and engagement with the programmes
- Capturing children's perceptions on food, work, play, Mid-Day Meal etc.

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

Suggested Project Topics/Themes

1. The exercise undertaken in the School Internship Programme (SIP), of making a profile of a child and understanding his/her social context during the internship needs to also connect to the health of the child and understanding all possible determinants. The student teacher is to observe and find out about the child's health conditions. The child's health profile is to explore the possible health determinants operating in the child's life. Issues of settlement/housing, livelihood of families, poverty and deprivation, food habits, water access and safety etc are explored through observations, informal group discussions and visits to the community. The teacher educator prior to the SIP will guide the student teachers on methods and ethical issues, sensitivity during questioning.
2. Morbidity Mapping Exercise to be conducted. In this the student teacher tracks children's attendance and tries to find out reasons for children's absenteeism. She records illnesses she observes or as reported by children/peers and develops a health report card.
3. The student teacher develops a report card for the 'health of the School'. She surveys parameters like water, toilets, sanitation, building, playground etc during the SIP. The idea is to encourage the student teachers to explore multiple dimensions of each parameter that impacts on children's health in school. For eg: It is not sufficient to just ask if there is toilet. It is important to explore, is it functional? Is it clean? Is there water available for the toilets etc.
4. Student teachers record observations using tools developed as well as creative methodologies to capture children's perceptions regarding Mid-Day Meal to reflect on the health programmes operating in school. The idea is to observe and comment on various aspects of the MDM programme such as quantity, quality, distribution system, „culture of the programme and also give legitimacy to children's perceptions on the MDM. For e.g.; What they like, don't like of the MDM, what they eat before school, are they able to study if they are feeling hungry etc. These are explored not through interviews but through creative worksheets which the children fill out. Such methodologies are part of the readings mentioned for Unit III and should be made with the guidance of the teacher educator before SIP.

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

Expertise/ Specialization required to teach both courses

Master's degree in child development/ psychology with an understanding of school and public health.

Essential Readings

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

Readings for Discussion

1. Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, Chapter 36- Childhood Illnesses, Chennai: Orient Longman.
2. Deshpande, M. R. Dasgupta, R.V. Baru and A. Mohanty, (2008). The Case for Cooked Meals: Concerned Regarding Proposed Policy Shifts in the Mid-day Meal and ICDS Programs in Indian Paediatrics, 445-449
3. Dasgupta, R., Baru, R.V. Deshpande, M. and Mohanty, A. (2009). Location and Deprivation: Towards an Understanding of the Relationship between Area Effects and School Health, Working Paper, New Delhi: USRN-JNU.
4. Samson, M., Noronha, C., and De, A., (2005). Towards more benefit from Delhi Mid-Day Meal Scheme; in Rama V. Baru (ed.) School Health Services in India: The Social and Economic Contexts, New Delhi: Sage.
5. Zurbrigg, S., (1984), Rakku's Story- Structures of Ill Health And Sources of Change, Centre for Social Action, Bangalore, 19-41, and Chapters 1 and 2.
- 6.

Advanced Readings for Faculty:

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

CODE: DEED-511

School Internship

Maximum Marks: 100

To be practically assessed

Rationale and Aim

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

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

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

Year I

Specific Objectives

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

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

Weightage in Marks

• Developing student profiles	10
• Critical analysis of texts and material	15
• Developing resource material	30
• Interacting with and observing students	30
• Visiting a learning centre and reporting	15
	Total 100

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.