Syllabus

Diploma in Elementary Education

(D.El.Ed.)

(Implementation w.e.f session 2023-2024)

राज्य शैक्षिक अनुसंधान और प्रशिक्षण परिषद्
STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SECTOR-32 UT CHANDIGARH

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

FIRST YEAR

CREDIT DISTRIBUTION AND MARKS

Sr. No.	Paper Code	Paper		Periods per week	Credits	Maximum Makrs		
						External	Internal	Total
1	301	Childhood and the Development of Children	Theory	4	5	70	30	**100**
2.	302	Education in Contemporary Indian Society		4	5	70	30	**100**
3.	303	Early Childhood Care and Early Education		4	5	70	30	**100**
4.	304	Understanding Language and Early Language Development		2	3	25	25	**50**
5.	305	Towards Self-Understanding -I		2	3	0	50	**50**
6.	306	Proficiency in English Language -I		2	3	25	25	**50**
7.	307	Yoga Education -I		2	3	25	25	**50**
8.	308	Pedagogy and ICT integration across the Curriculum –I		2	3	25	25	**50**
9.	309	Pedagogy of Regional Language-Hindi (for Early Primary and Primary School Child)		4	5	70	30	**100**
10.	310	Pedagogy of English Language (for Early Primary and Primary School Child)		5	5	70	30	**100**
11.	311	Pedagogy of Mathematics Education (for Early Primary and Primary School Child)		5	5	70	30	**100**
12.	312	Creative Drama, Fine Arts and Education-I	Practicum	2	3	0	50	**50**
13.	313	Children's Physical and Emotional Health, School Health Education-I		2	3	0	50	**50**
14.	314	School Internship (04 weeks)		**	12	0	250	**250**
	TOTAL			**40**	**63**	**520**	**680**	**1200**

PAPER CODE- 301
CHILDHOOD AND THE DEVELOPMENT OF CHILDREN

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

Rationale and Aim

The elementary school teachers need to have a complete and deeper understanding about the children they are expected to teach. This course is visualized as the first systematic introduction of the ETE student -teacher to the study of childhood and development of children. This courseis necessarily the foundation upon which subsequent courses and practicum related to school internship would be based. The purpose of this course is to equip the student-teacher with the background knowledge that he/she needs to have about the elementary school child and his/her socio-cultural contexts. This background includes a critical engagement with theories, as well as socio-cultural issues in the world of children and childhood. Building upon the above, the aim is to build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.

Specific Objectives

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

Child development, Childhood and Learning encompasses various aspects of development in the light of changing notions of child, childhood and learning. As a discipline of study it provides ample scope for a teacher to strengthen her understanding of children, various aspectsof their development and the processes underlying development and learning of various types of skills and concepts/ ideas. It is true that the physical, cognitive, social and, emotional development that take place in early years of a child's life sets the foundation for future learning. Therefore it is important for teachers to have clear understanding of children, childhood and how children think, reason and learn. Being an adult especially as a teacher one tends to take decisions on behalf of children. These are, more or less, based on our own experiences which are gained from observation.; Therefore all of us, and especially teachers have some intuitive sense of child development. Children learn in a variety of waysand all children are naturally motivated to learn and make sense of the world. This motivation may not be there for the learning of school subjects though. The introduction to child development would aim to equip teachers to delve deeper into theoretically sound and nuanced understanding of children and their intellectual and social-emotional development. It would hope to give teachers the ability to take appropriate decisions while organizing spaces, curriculum, knowledge and learning; which earlier might have been purely based on popular beliefs about children and at times might have been contrary to a theorized and grounded understanding of children.

This is more so the case as the discipline has seen significant shifts and changes over the last few decades in understanding children: moving from heredity accounts to behaviorism to constructivism and social constructivism. From a very universal biologically driven account of children's development, we have come to realize the importance of understanding children in their specific contexts. This has been possible largely due to the influence of various other disciplines like sociology, anthropology, and linguistics on psychology. One of the aims of this paper will be to try and help teacher trainees in understanding children as growing in their socio-economic contexts. Thus this paper will provide an opportunity to understand and appreciate diversities among children and help the student teacher to structure their classroom accordingly.

Unit-I Perspectives in Development.

- Principles of Development, Perspectives in development (Factors affecting growth and Development). Introduction to humanistic Psychology and Theories of Development
- Gathering data about children from different contexts:
    - Naturalistic observations
    - Interviews
    - Case study
    - Clinical methods with reference to Piaget
    - Survey techniques (offline and online) tools -Google forms and Questionnaire

Unit-II Physical-Motor Development; during childhood and Adolescent

- Physical-Motor Development; growth and Maturation. Gross and fine motor Development skills during childhood.
- Role of Parents and teachers in providing opportunities for physical-motor development e.g. Play.

Unit-III Social, Emotional and Language development

- Social Development during childhood and Adolescent. Role of family (discipline); peers (competition) and school (reward and punishment) in social development.
- Emotional Development during childhood and Adolescent.
- Language Development during childhood-
    - Language Development in different ages
    - Factors in Language Development
    - Socio-Cultural variation in Language
    - NCF approach to Language Education and Literacy in Foundational Stage

Unit-IV Context of Socialization

- Concept and Processes of socialization, factors affecting socialization.
- Agencies of socialization
    - Parenting, family and adult child relationships, child rearing practices, separation of children from parents, children in crèches, children in orphanages.
    - Schooling: peer influence, school culture, relationships with teachers, teacher expectations and school achievement; being out of school (Dropouts)
    - How differential gender socialization occurs.
    - Meaning of gender roles, Influences of gender roles, stereotypes.

Unit-V Childhood

- Child Labour
- Child abuse
- Childhood in the context of poverty
- Juvenile Delinquency

Practicum

Task-I

Students collect about 10 articles from newspaper /magazine that involve issues of parenting and childhood, analyse these and hold discussions.

Task-II

PRASHAST - 'A Disability Screening Checklist for Schools' booklet and mobile app covers the 21 disabilities, including the benchmark disabilities as per the RPwD Act 2016. It facilitates early screening, leading to certification of Children with disabilities, as per the provisions of Samagar Shiksha. It is a small step towards realising the vision of Equitable and Inclusive Education, of NEP 2020, RPwD Act, 2016, RTE Act, 2009 and Goal 4 of the Sustainable Development Goals.

Students need to write 4-5 pages report on PRASHAST APP

Task-III

Students conduct interviews with 4-5 parents from different socio-cultural and economic background with regard to the child rearing practices and practicing styles and present their reports in class.

Suggested 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. Aries, P. (1965): *Centuries of Childhood-A social history of the family life.* Random House Inc: New York. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
5. Harris, M. and Butterworth, G. (2002) *Developmental Psychology: a student's handbook*. Taylor & Francis: New York. Chapter 1: A Brief History of Developmental Psychology.
6. Kauffman et al (1993), *Exceptional Children.* Allyn & Bacon: Boston, USA. 6thEdition.
7. Kakkar, Sudhir (1978). *Indian Childhood: Cultural Ideas, And Social Reality.* Oxford: New Delhi.
8. Nambissan, Geetha (2010) Exclusion and Discrimination in Schools: Experiences of Dalit Children; *Working paper series* vol. 01, (01), Indian Institute of Dalit Studies and UNICEF: Delhi.
9. Kakkar Sudhir (1991) *The Inner World: A Psycho-analytic Study of Childhood and Society in India.* Oxford University Press: Delhi.
10. Sandra, L. Bem (1987).Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (ed). *The Psychology of Women.*Harvard University Press:Cambridge. pp 206-226.
11. Weiner, Myron. (1991) *The State and the Child in India*: *Child Labour and Education Policy in Comparative Perspective*. Princeton University Press: Princeton.
12. Balagopalan Sarda (2008) Memories of Tomorrow: Children, Labor and the Panacea of Formal Schooling. *Journal of the History of Childhood and Youth*. Johns Hopkins University Press

Online Resources:

https://ciet.ncert.gov.in/prashast

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

https://ncf.ncert.gov.in/
http://dsel.education.gov.in/nipun-bharat

PAPER CODE - 302
EDUCATION IN CONTEMPORARY INDIAN SOCIETY

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

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

Specific Objectives

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

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

Unit I: State, Politics and Indian Education

- State and Education
- New Economic Reforms and their impact on Education
- Public Education Vs Private Education
- Education of Marginalised and Socially Disadvantaged
- National Education Policy 2020
- Types of education- formal, informal and non-formal
- Role and functions of education in individual and national life

Unit II: Perspectives on Society, Schooling and Teacher as Social Transformer

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

- Culture and Education
- Modernization, Social Change and Education
- Teacher as an organic intellectual agent of social change
- Teacher's ethics, roles and responsibilities
- Role of teacher in inculcating values.

Unit III: Inequalities in Indian Society

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

Unit IV: Contemporary Issues and Concerns in Education

- Democracy and Education
- Liberalization and Education
- Privatization and Education
- Globalization and Education
- Comparative study of education in G20 countries

Unit V: Constitution of India and Education

- Constitutional vision of independent India: then and now
- Constitution and Education: Concurrent status of education
- Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
- Equality and Justice in the Indian Constitution, differential school system and the idea of common neighbourhood school
- Right to Education Act 2009
- Contemporary Indian Schools: Types, functioning
- Samagra Shiksha Abhiyan (SSA)

Some Suggested Projects on Contemporary Indian issues

- Critical appraisal of Constitutional values as practiced in an Educational Institution
- Comparative study of different workplaces
- Conflicts and Social Movements in India: Women, Dalit and tribal movements, Displacement, Land, Human Rights, Communal mobilization.
- Displacement and Development
- Educational debates and movements
- First generation learners in school
- Children with disability and inclusive education
- Role of Media in Democracy
- Understanding childhood in India
- Analysis of contemporary debates in media
- Education for Peace
- Construct of the child and school in RTE act
- Language within school

- Tracing any farm/industrial product to its origin
- Role of state and international political economy in producing and addressing marginalization
- Linguistic and religious diversity of India
- Significance of minority rights
- Educational status, opportunities and experiences of Dalits, Tribals and Religious minorities in India
- Marginalization and education of children from slums and distress migration
- Challenges of pluralist education in the context of conflict
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums

Mode of Transaction

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

Suggested Readings

1. Guha, Ramchandra (2007) India after Gandhi: the history of the world's largest democracy. Macmillon: Delhi. Select Chapters.
2. IGNOU FHS 01 Block 3 Emergence of Independent India. IGNOU: New Delhi. Unit 10: Indian National Movement I.
3. NCERT Class XII History Textbook (2006) Themes in Indian History II, Theme 3 NCERT: New Delhi
4. NCERT Class XII History Textbook (2006) Themes in Indian History III Theme 3 NCERT: New Delhi
5. Government of India (GoI) (1966) National Education Commission (1964-66), Ministry of Education: New Delhi.
6. Government of India (GoI) (1986/92) New Education Policy, MHRD: New Delhi.
7. Kashyap, S C (2009) The Constitution of India', National Book Trust: New Delhi. latest edition
8. NCERT Class VIII Textbook (2006-2008) Social and Political Life III NCERT: New Delhi Unit 1, 2, 3. 4 & 5
9. NCERT Textbook (2006) Democratic Politics 1, NCERT: New Delhi Chapter. 3, 4 & 5.
10. NCERT textbook (2006) Social and Political Life I, NCERT: New Delhi. Unit 3.
11. Raina, Vinod (2009) Right to Education, Seminar 593 Unit 3
12. Dubey, S. C (2001) Indian Society, National Book Trust: New Delhi,
13. Indira Gandhi National Open University (IGNOU) > School of Social Sciences > Master of Arts (Political Sciences) > Democratisation and changing nature of
14. Indian Society, Diversity and pluralism,
15. Indira Gandhi National Open University (IGNOU) > School of Social Sciences > Master of Arts (Political Sciences) > MPS003 India: Democracy and Development > Book I
16. Indira Gandhi National Open University (IGNOU) > School of Social Sciences > Master's Degree in Sociology > MPS003 India\ UNIT 17 Identity politics in India (Caste, religion, language and ethnicity)
17. Indira Gandhi National Open University (IGNOU) School of Social Sciences > Master of Arts (Political Sciences) > MPS003
18. NCERT textbook (2006) Social and Political Life II, NCERT: New Delhi. Unit,3,
19. NCERT textbook (2006) Social and Political Life I, NCERT: New Delhi. Unit 1,2,
20. NCERT textbook (2006) Democratic Politics1, NCERT: New Delhi. Chapters 1, 2, 5, 6.

21. Amartya Sen, and Jean Dreze (1997) India: Economic development and social Opportunity, Oxford India: Delhi. Select Chapters.
22. Chakravarty, Sukhamoy (1987) Development Planning: The Indian Experience Oxford
23. University press: New Delhi.
24. Vaidyanathan, A. (1995) The Indian Economy: Crisis, Response and Prospects. Tracts of the Times. Orient Longman Publications: New Delhi. Readings for Discussion
25. Famous Speeches of Gandhi ji: Speech On The Eve of The Last Fast January 12, 1948.
26. Government of India (GoI) Right to Education Act 2009, MHRD: New Delhi. http://www.gandhi- manibhavan.org/gandhicomesalive/speech8.htm
27. http://www.mkgandhi.org/speeches/speechMain.htm
28. Jain, L C (2010) Civil Disobedience, Book Review Literary Trust: New Delhi. Select chapters.
29. Kashyap, Subhash C. (1992). Our Parliament. National Book Trust: New Delhi
30. Sadgopal, Anil (2000). Shiksha Main Badlav ka Sawal: Samajik Anubhavo se Niti
31. Tak. Granth Shilpi : Delhi
32. Sadgopal, Anil (2009). Muft aur Anivarya Shiksha Adhikaar Vidheyak 2008. Vimarsh, Vol. 1.
33. The leaflet thrown in the Central Assembly, New Delhi-8th April, 1929 http://www.shahidbhagatsingh.org/index.asp?link=april8
34. Chandra, Bipin (1997) Nationalism and Colonialism , Orient Longman: Hyderabad. Chapter 1.
35. Lal Chaman (2007) Bhagat Singh, The Jail Notebook and other Writings, Leftword Publication: Delhi.
36. Valerian Rodrigues (ed) (2004) The Essential Writings of B. R. Ambedkar, Oxford University Press: Oxford.
37. Khilnani, Sunil (1999) The Idea Of India, Introduction, Penguin: New Delhi. Chapter 1& 4
38. Deshpande, Satish. (2004). Contemporary India: A Sociological View. Penguin: New Delhi. Chapter 5: Caste inequalities in India Today.
39. Maharajan, Gurpreet (1998) Identities and Rights: Aspects of Literal Democracy in India. Oxford University Press: Delhi. Select Chapters
40. Thapar, Romila (2000), India another millennium, Penguin: New Delhi. Select Chapters
41. Deaton A and Jean Dreze (2008-2009) Poverty and Inequality in India in Raj Kapila and Uma Kapila (Ed) in Indian Economy since Independence. Oxford University Press: New Delhi.
42. Jalan, Bimal, (1992) The Indian Economy, Role and Prospects, Viking: New Delhi. Select Chapters
43. Patnaik, Prabhat (2004) Retreat to Unfreedom, Tulika: New Delhi

Documentaries/ DVDs for Discussion

1. Srinivasan, Anupama 'I wonder', A film on childhood and experiences of schooling in different parts of India, 60 minutes
2. Bharadwaj Ajay (2007) Rabba hum kee kariye. This film traces a shared history of pre- partition Punjab - a culture, language and a way of life. Captures the film- maker's encounters with feelings of guilt and remorse about the genocidal violence of partition.
3. Bhardwaj, Ajay (2007) So Shall You Reap: a film on genetically engineered (GE) seeds with specific reference to India for environment and development, 35 min.
4. Bose, Krishnendu (2001) Cry of the Forest, A film on the politics of conservation, it triesto look into a more holistic meaning of conservation where people also are part of the forest and animals, 30 min.
5. Mehta Deepa (1999) 1947 Earth.
6. Mishra, Samina (2001) Stories of Girlhood, The film explores the lives of girl children in three different parts of India to understand what awaits grl children, how they struggle to make their way through life and how borders are drawn to limit their future, 68 min.
7. P. Baburaj and C. Saratchandran, The Bitter Drink: Chronicles of the struggle of a tribal community, against a mighty global multinational company; also discusses the issue of the ownership of natural resources, mainly water, 27 min.
8. Vohra, Paromita (2002) Unlimited Girls, a feminist tale told through conversations with cabdrivers, activists, yuppies, cop scriptwriters, teachers, colleges students and a cast of oddly named and unseen women in a chat room, 94 min.

https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

PAPER CODE- 303

EARLY CHILDHOOD CARE AND EARLY EDUCATION

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

Rationale and Aim:

Early Childhood Care and Education (ECCE) is globally emerging as an area of high priority in view of recent neuroscience research which has established that 90 percent ofthe brain's growth occurs by the time the child is 5 years old and this growth is influenced not only by the nutritional and health of the child, but also the psycho social experiences the child is exposed to during these years. With large numbers of first generation learners coming into the school system now from homes with less than adequate learning environments, the schools are globally facing an earl y learning crisis so that many children are going up the school ladder without learning basics of reading, writing and mathematics. A significant factor identified is that children are coming in directly into school with inadequate school readiness experiences which can provide them the required conceptual and language base. Research has now demonstrated that sound ECCE experiences at age appropriate levels can effectively narrow this equity gap.

ECCE which was earlier covering children upto six years in age, is now being globally defined as education and care of children from birth to eight years, thus including the first two to three years of primary schooling also within this stage. The rationale for this is that (a) as per Child Development theory, the 6 to 8 year olds are more akin intheir developmental characteristics and interests to younger children and have similar needs. As a result, the ECCE play and activity based methodology has been observed tobe most appropriate for them as well. (b)Integrating preschool and early primary years as a common stage or a unit thus helps in maintaining continuity in the learning process for the child, allows for flexible and individually paced learning of basics and facilitate's a smooth transition to formal learning. The early childhood education stage thus includes within it two sub-stages i.e., the preprimary stage (3 to 6 years) and early primary stage or Grades 1 and 2 (6-8 years).

Specific Objectives

- Understand the definition and importance of early childhood years as foundation for lifelong learning and development.
- Develop sensitivity regarding stage wise differences in developmental needs and characteristics of children in early, middle and late childhood years and implications for elementary stage of education.
- Understand principles and methods of developmentally appropriate ECCE curriculum and its significance for school education.
- Understand the importance of Home School and community links in early childhood care and education.

Unit I Definition, Nature and Significance of Early Childhood Care and Education

- ECCE in National Education Policy, 2020
- Definition and objectives of holistic ECCE curriculum
- Significance of ECCE as critical period for lifelong learning and development
- Linkage of ECCE with primary education
- Early learning challenges in schools and concept of school readiness
- VIDYAPRAVESH- School Preparation Module

Unit II Principles of Developmentally appropriate ECCE Curriculum

- How Children Learn: Stage wise distinctions from early to middle to late childhoods
- How Children Learn at the foundational stage
- Importance of Play and Active learning methods for early years learning
- Domains of development of children as per NCF for foundational stage, 2022

Unit III Planning of ECCE curriculum

- Principles of planning a balanced and contextualized curriculum
- Long and short term objectives and planning
- Project Method and Thematic approach

Unit IV Assessing Children's progress

- Guiding Principles of Assessment
- Methods and Tools of Assessment
- Observing, Recording and analysing Child's Response for effective teaching learning
- Reporting Children's Progress
- Documenting and Communicating Assessment
- Ensuring home school linkage

Unit V Methods and Management of ECCE Curriculum

- NCF for Foundational Stage- Curriculum Goals, Competencies and Learning Outcomes (3-6 years)
- Activities for holistic development of children
- Emergent literacy and numeracy in Early years
- Maintaining a developmentally appropriate and inclusive class environment
- Leveraging technology NCF

Suggested Reading List for Course on ECCE for D.El.Ed

1. Berk, L. Child Development; (Indian Edition) (2013) PHI Learning Private Limited , Delhi, India
2. Kaul, V. (2010). Early Childhood Education Programme NCERT , New Delhi
3. Kaul V. et al, (1999) The Primary Years. NCERT, New Delhi
4. Kaul, V, et al. (2014). 'Readiness for School', Impact of Early Childhood Education Quality, CECCED, AUD, New Delhi.
5. Kaul, V., Ramachandran C. & Upadhyay G.C. (1994). Impact of Early Childhood Education on Retention in Primary Grades: A longitudinal study, NCERT, New Delhi.
6. Lightfoot C. Cole, M. and Cole, S. The Development of Children; Worth Publishers; NY 2009
7. Kaul, V and Sankar, D.(2009) Early Childhood Care and Education in India, NEUPA, New Delhi.
8. MHRD (1986). National policy on education. New Delhi: Govt. of India.
9. MHRD (1992), Programme of Action, New Delhi, Government of India.
10. MHRD, (2010). Gazette of India, GOI, 'The Right of Children to Free and Compulsory Education (RTE) Act, 2009', New Delhi.
11. MWCD, (2013). National Early Childhood Care and Education (ECCE) Policy, Ministry of Women and Child Development, Government of India, New Delhi.
12. MWCD, (2013). Quality Standards for ECCE, Govt. of India, New Delhi.
13. NCERT, (2006). Position paper: National Focus Group on ECE, New Delhi.
14. Shonkoff, J.P. and. Phillips, D.A.(*Editors)* **From Neurons to Neighborhoods: The Science of Early Childhood Development:** *Committee on Integrating the Science of Early Childhood Development***;** *National Research Council andInstitute of Medicine* **;** NATIONAL ACADEMY PRESS 2014 Washington, D.C.
15. World Bank, (2004). 'Reaching Out to the Child', HDS, New Delhi.
16. National Education Policy, 2020
17. National Curriculum Framework for Foundational Stage

PAPER CODE- 304
UNDERSTANDING LANGUAGE AND EARLY LANGUAGE DEVELOPMENT

Maximum Marks : 50
External (Theory): 25
Internal: 25

Rationale and Aim

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

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

Specific Objectives

- To help the participants in the course understand the nature and structure oflanguage.
- To help them in understanding the relation between language, mind and society.
- To discuss with them process of language acquisition and learning.
- To make them aware of the functions of language.
- To help them understand the different language skills and how to develop these.
- also help the students to understand
- the nature of language
- interplay of language and society
- the process of language acquisition
- function of Language and how children use them as a tool
- Significance and acquisition of early literacy in the larger context of school curriculum.
- Ways of handling aspects of grammar not in isolation but by creatively integrating itwith text.

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

Unit I: Language Acquisition and Learning

- Language – Process of language learning, imitation
- Language and the Child
- Acquisition and Learning
- Relationship of Language & Society

Unit II: Language Classroom

- Role and importance of mother tongue in teaching learning process
- Aims and Objectives of Language Teaching
- Role of the Teacher in Language Classroom
- Multilingualism: Definition, Nature & Scope

Unit III: Developing Language Skills

- Developing Listening and Speaking Skills: Dialogue, Storytelling, Poem Recitation, Short play, role play
- Developing Reading and Writing Skills
- Developing critical and creative thinking through Fiction and Non-fiction literature
- Ways of reading – pre reading and post reading (Novels, Newspaper, Blogs, Research Articles)
- NCF for Foundational Stage- Language and Literacy Development: Curriculum Goals, Competences and Learning Outcomes (6-8 Years)

Unit IV: Literature and Language Learning

- Role of Literature in Language learning
- Using Children literature across the curriculum

Unit V: Assessment and Evaluation in Language

- Competency based assessment in language
- Continuous and Comprehensive Evaluation (CCE): Formative and Summative Assessment
- School Based Assessment

References

1. National Education Policy, 2020- **https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf**
2. NCF for Foundational stage, 2022- **https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf**
3. National Initiative for Proficiency in Reading with Understanding and Numeracy- NIPUN Bharat - **https://www.education.gov.in/sites/upload_files/mhrd/files/nipun_bharat_eng1.pdf**
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PAPER CODE- 305

TOWARDS SELF-UNDERSTANDING-I

Maximum Marks: 50
Internal:50

Rationale and Aim

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

Specific Objectives

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

Mode of Transaction

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

Design of the Course

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

Strand A

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

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

Strand B

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

Rationale and Aim

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

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

Section-A

1. Journal Writing

Objectives

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

Mode of Transaction

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

2. Writing Tasks

Objectives

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

Suggested Tasks

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

Section B

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

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

Suggested workshop themes

- Representing key events and experiences – as timeline, mind-map, pictorial poster, any other
- Investigating the texture of one key event/experience (working with partners) –
- 'what did it look like?'; 'what did it feel like?'; 'What did it mean?' 'What does it feel like today?'
- Sharing and assimilating a range of experiences

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

- Sensitizing student-teachers to the 'difficulty' of openness in observation and listening Enabling them to become aware of their natural surroundings and explorations

Suggested workshop themes

- Observation of nature; observation of natural surroundings, Exploration of herbal garden and kitchen gardens of the premises observation of different plants
- Exercises in natural surroundings observation and listening to uncover one's judgments andinterpretations (and slow these down, to allow for richer perceptions)
- Multiple views on a variety of situations: classroom situations, and human situations in a school context

Workshop 3: *Mindfulness in the classroom* Objectives

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

Suggested workshop themes

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

Workshop 4: *Understanding working in groups* Objectives

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

Suggested workshop themes

- Exploring structural situations that promote competition or cooperation
- Exploring hierarchies and role-taking in group situations
- Exploring inclusion and exclusion in groups
- Facilitation of group working – everyone has a part to play
- Exercises for learning to work in groups (*Modes of Transaction would include 'role-plays'and 'enactments' followed by discussions)*
- Mindfulness and emotional well-being Mindfulness and decision-making Mindfulness in cognitive learning

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

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

Suggested workshop themes

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

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

Objectives

- Rich exposure to cultural forms around an iconic figure of the region – stories, music, arts, etc
- To participate in celebrating cultural roots and absorbing the ideas and expressions that emerge from these

Suggested workshop themes

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

SECTION C- SEMINAR

Seminar 1: *Glimpses of different childhoods in India* Format: Student-teachers present, via different media – narrative, photographs, audio-visual presentation, illustrated poster etc - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion

Preparation: Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation, the opportunities and constraints of an imaginary or real child from this circumstance; photographs, interviews etc. may be used.

Seminar 2: *Selection of short readings and dialogue* Format: A selection of short but

provocative readings on issues of life and education, to be read together, followed by exploratory dialogue in small groups **Preparation**: Making a careful selection of readings that lend themselves to a non- polemic discussion and exploration

Seminar 3: ***The Role of science and religion in Society*** **Format:** Debate and Discussion **Preparation**: Topic to be formulated to allow for different perspectives; some texts to be identified as resources; student-teachers prepare in groups

Seminar 4: ***Education and environmental crises*** **Format:** Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education **Preparation**: Selection of a contemporary documentary or audio-visual presentation **valuation** ***Internal:*** This should be based on:

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

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

Resources

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

1. *An Inconvenient Truth* a documentary film directed by Davis Guggenheim, looks at former Vice President Al Gore's fervent crusade to halt global warming's deadly progress by exposing the myths and misconceptions that surround it. In this intimate portrait of Gore and his "travelling global warming show," Gore comes across as never before in the media - funny, engaging, open and intent on alerting citizens to this "planetary emergency" before it's too late.
2. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: AndhaYug- Dharam Vir Bharati, Tughlaq: Girish Karnad.
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PAPER CODE- 306
PROFICIENCY IN ENGLISH LANGUAGE-I

Maximum Marks: 50
External (Theory): 25
Internal: 25

Rationale and Aim

The purpose of this course is to enable the student-teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to using simple translation or guide-books for teaching English.

This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach on proficiency in usage and proficiency in classroom teaching.

Specific Objectives

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

This course will attempt to use a variety of resources, tasks and activities to enable the student-teacher to develop/increase her proficiency in English. The focus will not be on learning and 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.

Unit I: Status of English

- Introduction
- English around us
- English as a global language

Unit II: Understanding Language - Listening to and producing oral discourses

- Introduction
- Listening with comprehension
- Features of a good discourse
- Phonetic (Vowels and Consonants) and Pronunciation with Transcription

Activities:

- Theme-based interaction
- Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, advertisements, TED Talks etc.)
- Using classroom theatre (drama, choreography, Jazz Chants) as a pedagogical tool

Unit III: Critical Reading

- Reading different types of texts such as descriptions, dialogues, narratives, biographical sketches, plays, essays, poems, letters, reports, news reports, editorial articles, reviews, notices, advertisement brochures, etc. and identifying their features

- Reading for global and local comprehension

Activities:

- Identifying the features of various discourses, they have read
- Interpreting tables, graphs, diagrams, pictures, etc.

Unit IV: Creative Writing

- Introduction
- Writing for specific purposes and specific audience and understand writing as a process
- Experience the classroom process of writing (individual, collaborative, editing)

Activities:

- Brainstorming on the theme and the type of text, the audience, etc.
- Writing individually and refining through collaboration
- Reading related texts for refinement of the written work in terms of discourse features and theme
- Cursive handwriting

Unit V: Vocabulary and Grammar in Context

- Grammar - Definition
- Problems with traditional prescriptive grammars
- Classification of words (closed word classes and open word classes)
- Word formation (prefix, suffix)
- Synonyms, antonyms, idioms
- Punctuation, Parts of Speech, Types of Sentences

Activities

- Reading passages and analyzing the distribution of linguistic elements

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3. Driscoll, L. (2008). *Real speaking.* Cambridge: Cambridge University Press. Elboum, S. N. (2010).*Grammar in context 3.*Heinley
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PAPER CODE- 307

YOGA EDUCATION-I

Maximum Marks: 50
External (Theory): 25
Internal: 25

Specific Objectives

- To enable student teachers to generate an understanding of the principles of yogic practices so as to improve quality of life.
- To develop the ability to perform appropriate yogic asanas so as to improve physical and mental conditions and emotional equilibrium.
- To help youngsters improve psychological functions, e.g. awareness, concentration, will power.
- To foster co-operation amongst youth.
- To develop appreciation for Indian cultural practices that support meaningful and relevant educational strategies.
- To create opportunities to develop ideals, social skills and strengths.
- To develop a comprehensive view on philosophical concepts of Yoga Philosophy.
- To understand the importance of Yoga and its implications to human life.
- To understand the concept of Yoga and practice of various systems of yoga.
- To develop an insight into Patanjali, Aurobindo, Bhagavad-Gita's yoga systems.
- To get a holistic view on therapeutic value of yoga practice.
- To gain insights into the yoga system and its spiritual sanctity.

Course Structure

Unit-I: Introduction to Yoga and Yogic Practices

- Introduction, Meaning, origin (initiation) & Objectives of Yoga
- Yoga: meaning and initiation
- Principles of yoga and yogic practices (Do's & Don't's)
- Various schools of yoga
- Importance of Yoga for healthy living
- Classification of Yoga and Yogic Text

Unit-II Introduction to Yogic Texts

- Astanga Yoga of Patanjali
- Yogic Texts
- Astanga Yoga of Patanjali
- Shatkarma Kiriyas for Shudhikaran-Jalneti, Sutra Neti, Basti, Tratak
- Asanas-Standing Posture, Sitting Posture

Unit-III Yoga and Health

- Introduction to Dimensions of Health
- Concept of Panchkosa
- Potential causes of ill health according to yoga
- Yogic principles of healthy living: Ahara, Vihara, and Vyavadhara

Unit-IV Applied Yoga for Elementary Education

- Introduction to Pranayama
- Yogic Practices-Bhastrika, kapalbhati, Bahya Pranayama Agnisar Kiriya, Ujaayi Pranayama, Anulom-Vilome Bhramri, Udgeed, pranav Dhayana
- Yoga practice for voice culture

Unit-V Yoga and Physical development

- Integration of yoga with other subjects (at elementary level)
- Yoga objectives for Flexibility, Stamina, Endurance, Lung Capacity Longevity
- Yoga as a Preventive & Promotive Health Care

Practicum:

- **Suryanamaskara**
- **Breathing Practices**: Rabbit Breathing, Shashankasana Breathing, Hands Stretch Breathing, Ankle Stretch Breathing.
- **Yogasana**:
  - Standing Postures: Ardhakati Chakrasana, Trikonasana, Parivritta Trikonasana
  - Sitting Posture: Paschimottanasana, Ushtasana, Vakrasana, Ardh Matsyendrasana
  - Prone Posture: Bhujangasana, Shalabhasana
  - Supine Posture: Halasana, Chakrasana, Deep Relaxation Techniques
  - Relaxative Asana: Makarasana, Shavasana
- **Paranayama:**
  - Surya Anuloma Viloma Pranayama
  - Nadishuddhi Paranayama
  - Shitali Paranayama
- **Shatkriya:**
  - Kapalbhati Kriya
  - Traatak
- **Bandh:**
  - Jalandhar Bandh
- **Mudra:**
  - Chin Mudra, Cinmaya Mudra
- **Meditation**

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PAPER CODE- 308

PEDAGOGY AND ICT INTEGRATION ACROSS THE CURRICULUM-I

Maximum Marks: 50
External (Theory): 25
Internal: 25

Rationale and Aim

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

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

Specific Objectives

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

Guiding Principles of the Syllabus:

1. This is a course on integration of ICT in educational processes and NOT the ICT course, introducing a wide range of technological applications in educational processes as a part of the D. El. Ed. Curriculum which is designed to realize the goals of NCF and NCFTE
2. This course is activity oriented and based on constructivist pedagogy principles and practices. It provides adequate opportunity for hands-on learning and open- ended exploration of ICT applications in teaching and learning. Sharing of learning and critical continuous evaluation of the learning is its integral part.
3. Software piracy and plagiarism is explicitly denounced and discouraged. Creation of original content, taking pride in creation and duly recognizing others' contribution, is promoted.
4. This course emphasizes on the optimum use of available infrastructure and resources with cooperative and collaborative learning, working and developing together.
5. Those who are already proficient in ICT can complete the course faster.

Expected Course Outcomes:

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

- select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process
- communicate through e-mail, chat, social networks, mobile phones etc.
- search, evaluate, select, organize and use digital educational resources in theclass, using internet.
- demonstrate skills in creating useful teaching-learning material using ICTtools such as presentations, text documents, pictures, charts, cartoons etc.
- use skilfully online story-design tools to develop and stories
- design learning experiences integrating interactive multimedia resources
- plan for blended classroom integrating classroom activities and ICT resources
- use ICT for making classroom processes more effective for better learning
- explore newer ways of integrating ICT with educational processes
- become a part of teachers' network and function as effective professional

Running Thread of the Course

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

Learning Outcomes:

Students teacher will be able to select suitable computer applications in classroom teaching / learning, in order to

- prepare text documents
- prepare presentation slides
- create simple graphics using free images
- search internet to find, evaluate and collect relevant OERs
- use internet for communication through e-mail, chat, and social Networks
- use mobile technology to communicate and support learner
- design learning experiences integrating interactive Multimedia Learning Resources
- use appropriate educational games for learners
- use available simulations for learners
- use interactive OERs in classrooms
- use best suited subject specific software for learning like Google maps
- use different tools and techniques, blending with pedagogical practices for effective learning

Unit-I: Introduction to ICT in Education

a) Computer hardware

- Performing Basic computer operations like:
- Data storage and back up
- Connecting peripherals and troubleshooting

b) Internet

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

c) Creating content in various formats like:

- Text documents using tools like Open Office and Libre Office (Free)
- Presentation slides using tools - Open Office and Libre Office (Free)
- Spread sheets to store and analyze data like class result using tools like Open Office and Libre
- Office (Free)

d) Uses and limitations of ICT tools and techniques like

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

e) Open Educational Resources (OERs)

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

f) Netiquettes, Ethics and values:

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

g) Handheld devices

- Get acquainted with various devices available such as tablet computers and mobile phones
- Operating various functions of Mobile phones like texting, calling, photographing, video shooting, interacting with others, for supporting learning, giving feedback to learner etc.
- Updating knowledge about features of open source platforms like Android
- Video making on Laptop / Desktop /Android

Unit-II: ICT Based Learning Processes and Resources

a) Cyber Safety & Security

a. Safe use of internet
b. Cyber crime- Legal Provision and redressal mechanism, Identification and prevention
c. Digital Parenting- Need and importance

b) Modern theories of learning

a. Learner autonomy – learning based on individual needs and choices
b. Brain based learning- BBL
c. E-learning

c) Creating Learning Environments:

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

b. Interaction with, media, people, tools and techniques
c. Self-study: Learning to learn- learning by doing-activity based, reflection, Blended learning, Flipped class.
d. Planning Co-operative Learning environments using ICT

d) ICT supporting Constructivist pedagogy principles and practices

a. Group learning -L3 groups of learners and teachers
b. Integrating ICTs for Co-operative Learning, working and developing together with creativity and co-creation of product-SUPW.
c. Creation of L3 groups, like google groups, learning communities for networked learning ICT for inclusive education

e) Simulations: Free online simulations like

a. Science experiments.
b. Role-play and Dramatization for language learning

f) Educational Games: Free online educational games like

a. Language games
b. Mathematics games, etc.

ASSIGNMENTS:

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

1. Plan and conduct one lesson in each of the five school subjects integrating relevant and suitable interactive multi-media OERs of your choice from WWW using available suitable ICTs during the second term of school internship. Receive the feedback from your mentor and modify subsequent lessons.
2. Form a Google group of minimum of 5 friends from your class to work with you on a project to be presented using PPT in your D. El. Ed. class. Inform them by e mail, objective of this collaborative work, to be shared on line by all those involved. Ask each one to prepare five slides with at least one link to audio/video material
3. Select at least 3 multimedia OERs and integrate them in the lesson plan selecting a topic of your choice from your most favorite subject in the school.
4. Using hot potatoes or any suitable available ICT, prepare a test with twenty different types of questions including multiple choice items on a topic of your choice. Administer it on your class and prepare the result sheet using spreadsheet.
5. Using internet, find and suggest at least five live links, providing information on a topic ofyour choice, for the children of Standard VII, to refer for self-study. Ask them to prepare a write up of a page using word processor software - office word.

REFERENCE MATERIAL

(a) Student Response System:

Socrative and Mentimeter are smart student response systems that empower teachers to engage their classrooms through a series of educational quizzes, games and exercises via smart phones

- **Socrative** How It Works www.**socrative**.com/how-it-works
- https://www.mentimeter.com/
- http://www.socrative.com/
- http://www.infuselearning.com/

(b) Relevant Software available FREE of cost:

1. **Libre Office Suite** is a powerful and easy to use office suite; has clean interface and powerful tools to create documents, spreadsheets, presentations and drawings.It is free and open source software with 6 application components. It can be used as a basic document or presentation creation software. It also provides data security by way of password protection for the individual files created. It has the provision to convert from open format to MS-Office formats and PDF at the clickof a mouse. The six components included are
    a. **Writer**, the word processor,
    b. **Calc**, the spreadsheet application to create tables, graphs and pie charts,
    c. **Impress**, the presentation engine,
    d. **Draw**, the drawing and flow-charting application, can be used to create simple drawings for example, Water Cycle, Rainfall on Windward and Leeward side of a mountain range, Solar Eclipse, etc.
    e. **Base**, the database and database front-end, and
    f. **Math** for editing mathematical symbols and formulae.

2. **Windows Movie Maker is** freeware video editing software by **Microsoft**. It is a part of **Windows Essentials** software suite and offers the ability to create and edit videos as well as to publish them in various formats.
3. **Inkscape** is a professional vector graphics editor for Windows, Mac OS X and Linux. It's free and open source.
4. **Audacity** is a free, easy-to-use, multi-track audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems. You can use Audacity to record live audio, cut, copy, splice or mix sounds together and change the speed or pitch of a recording.
5. **Mobile Media Converter** is a free audio and video converter for converting between popular desktop audio and video formats like MP3, Windows Media Audio (wma), Ogg Vorbis Audio (ogg), Wave Audio (wav), MPEG video, AVI, Windows Media Video (wmv), Flash Video (flv), QuickTime Video (mov).
6. **Firefox Web browser** is a free web-browser to surf the internet. The default search-engine on this browser is **Google**.

(c) Additional subject specific software available:

1. **Geo Gebra** is a free and open source, multi-platform dynamic mathematics software for all levels of education. It joins geometry, algebra, tables, graphing, statistics and calculus in one easy-to- use package.
2. **G Chem Paint** is a 2D chemical structures editor for the Linux OS. It is a very useful tool to learn abstract Chemistry concepts.
3. **Jmol** is an open-source Java viewer for chemical structures in 3D, with features for chemicals, crystals, materials and bio-molecules.
4. **Kturtle** has a built-in programming language that is loosely based on the **Logo** programming language. It is one of the few programming languages that teaches the logic of programming in an understandable form. The programming commands are translated to the human language of the programmer.
5. **GIMP** for preparing flash-cards, images, diagrams, flowcharts, cartoon strips, etc.
6. **Synfig** and **Blender** to create 2D or 3D animation videos.
7. **Moodle** for assessment and user management.
8. All of these, except Synfig and Moodle, are available on the Spoken Tutorial website http://spoken-tutorial.org

(d) Hot Potatoes

This is a freeware useful for evaluation and test construction. The complete version

of the programs is available for free, from the Downloads section from the http://hotpot.uvic.ca/The free version of Hot Potatoes for Windows is version 6.3, and the Java version is 6.1. More details available at

- http://hotpot.uvic.ca/
- http://hotpot.uvic.ca/tutorials6.php

(e) For Open Educational Resources:

Best *Sites* for *Free Educational* Resources

- http://www.refseek.com/directory/educational_videos.html
- http://www.marcandangel.com/2010/11/15/12-dozen-places-to-self-educate-yourself-online/
- http://www.jumpstart.com/parents/resources
- http://opensource.com/education/13/4/guide-open-source-education

(f) Additional Reference Material & Resource Repositories

- http://www.edlproject.eu/
- http://books.google.com/googlebooks/library.html
- http://www.wikipedia.org/
- http://www.oercommons.org
- http://www.loc.gov/
- http://www.nasa.gov/
- http://wikieducator.org/Learning4Content
- http://www.eduworks.com/index.php/Publications/Learning-Object-Tutorial.html
- http://oscar.iitb.ac.in/aboutOscar.do land schools
- http://www.eduworks.com/index.php/Publications/Standards.html
- http://www.wbnsou.com/Quality/default.htm
- http://science.pppst.com/physics.html
- http://oedb.org/library/features/80-oer-tools

References

1. **Cyber Safety- https://ciet.nic.in/flipbook/Final-E-Handbook-for-Children-Digital-Safety-2-/index.html#page=2**
2. **Digital Safety- https://ciet.nic.in/flipbook/200-COPY-Cyber-Safety-Pocket-Book-EGLISH-W-3-5inch-X-H-5inch/index.html#page=1**
3. **Digital Parenting- https://ciet.nic.in/upload/Digital%20Parenting-Hindi_compressed-min%20(1).pdf**

PAPER CODE- 309
PEDAGOGY OF REGIONAL LANGUAGE- HINDI
(for Early Primary and Primary School Child)

Unit – I o.kZ ,oa “kCn fopkj

- o.kZ] /ofu] o.kZekyk] ek=k,a
- mŭpkj.k ,oa mŭpkj.k LFkku
- “kCn dh ifjHkk’kk
- “kCn ds Hksn
  - vFkZ dh n`f’V ls]
  - mRifRr dh n`f’V ls]
  - iz;ksx dh n`f’V ls]

Unit-II jk’Vªh; f”k{kk uhfr ,oa Hkk’kk f”k{k.k

- jk’Vªh; f”k{kk uhfr 1986
- la”kksf/kr jk’Vªh; f”k{kk uhfr&1992
- jk’Vªh; ikB~;p;kZ dh :ijs[kk&2005
- jk’Vªh; f”k{kk uhfr 2020
- f”k{kk dk vf/kdkj vf/kfu;e&2009

vk/kqfud f”k{k.k fof/k;ka ,oa Hkk’kk f”k{k.k

- MkYVu f”k{k.k fof/k
- [ksy fof/k
- izk;kstuk fof/k

Unit-III dkS”ky vk/kkfjr Hkk’kk vf/kxe ,oa f”k{k.k

- Jo.k dkS”ky
  - egRo
  - mn~nss”;
  - fof/k;ka
  - fodkl ds mik**;**
- Hkk’k.k dkS”ky
  - egRo]
  - mn~nss”;
  - fof/k;ka
  - fodkl ds mik;

Unit -IV fganh f”k{k.k esa ikB~; iqLrd ,oa x`g&dk;Z

- Lo:i
- egRo
- mi;ksfxrk
- fo”ks’kr k,a

Unit -V fganh esa funku / mipkj f”k{k.k ,oa dgkuh f”k{k.k

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

- egRo
- mn~nss";
- fof/k;ka

- **dgkuh f"k{k.k**

- egRo]
- mn~nss";]
- fof/k;ka

PAPER CODE- 310
PEDAGOGY OF ENGLISH LANGUAGE
(for Early Primary and Primary School Child)

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

Rational and Aim

This course focuses on the teaching of English to learners at the elementary level. The aimis also to expose the student-teacher to contemporary practices in English Language Teaching (ELT). The course also offers the space to critique existing classroom methodology for ELT. The theoretical perspective of this course is based on a constructivist approach to language learning. This course will enable the student-teacher to create asupportive environment which encourages their learners to experiment with language learning. The course will also focus on developing an understanding of second language learning.

Specific Objectives

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

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

Unit I: Issues of Teaching of English at the Elementary Stage

- Issues of learning English in a multi-lingual/multi-cultural society: the multi-lingual nature of India, English as the language of prestige and power; the politics of teaching English in India; key factors affecting second language acquisition
- Teaching English as a second language: developmental, socio-economic andpsychological factors;
- The nature of language – learning versus acquisition; the pedagogy of comprehensible input

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

- A historical view of English as a Second Language (ESL).
- Philosophy and guiding principles for the development of English textbooks.
- Selection of themes and unit structure.
- NCF for foundation stage 2020- Approach to Language Education and Literacy in the Foundational Stage
- Integrated Teaching Approach
- Learning outcomes at foundational Stage as per NCF-FS 2022

Activities

Seminars, presentations, on various topics related to language and language pedagogy

- Teaching of Alphabet through phonic sounds
- Introduction to poem recitation (with tone and intonation)
- Poetic Devices: Personification, Simile, Metaphor, Onomatopoeia, paradox, oxymoron, rhyme scheme, anaphora etc.
- Bag less Days- Activities

Unit III: Classroom Transaction Process

- The Modular transaction – Pre-reading, Reading and Discourse construction and editing
- Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses
- Reading – objectives; the micro-process of reading comprising individual, collaborative reading; extrapolating the text; graphic reading for the beginners
- Post-reading- Objectives, Process of discourse construction; individual writing, refining through collaboration; graphic writing for the beginners
- Publishing children's products
- Dealing with textual exercises (vocabulary, grammar, study skills, project work)
- Introduction to ICT tools, softwares and games to teach language (i.e. Wordwall, Audacity, OLabs etc.)

Unit IV: Planning and Material Development

- Introduction, what is planning; its importance
- Year plan, unit plan and period plan; Teacher reflections
- Micro and macro lesson planning
- Developing and using various resources and activities for learning English
- Text analysis of school text books for English

Activities

- Critical examination of lesson plans prepared by teachers
- Preparation of year, unit and period plans
- Conducting workshop for preparation of materials for young learners

Unit V: Learner Assessment

- Review of current assessment procedures
- Guiding principles for assessment methods and tools assessment
- Assessment for learning, Assessment as learning, Assessment of learning – Tools and Strategies,
- School Based Assessment
- Bloom's Taxonomy
- Evidences of assessment; (achievement & Diagnostic tests)
- Assessment and feedback

Activities for learners

- Critical examination of lesson Plans
- Languages games for assessment (Foundational and Preparatory Stage)

Essential Readings

1. Anandan . K.N. (2006) Tuition to Intuition, Transcend , Calicut
2. Brewster, E., Girard, D. and Ellis G. (2004). The Primary English Teacher's Guide.Penguin. (New Edition)
3. Ellis, G. and Brewster, J. (2002), Tell it again! The new Story-telling Handbook for Teachers.Penguin.
4. NCERT, (2005). National Curriculum Framework, 2005. New Delhi: NCERT.
5. NCERT, (2006). Position Paper National Focus Group on Teaching of English. New Delhi: NCERT

6. Scott, W. A. and Ytreberg, L. H. (1990). Teaching English to Children. London: Longman.
7. Slatterly, M. and Willis, J. 2001, English for Primary Teachers: A Handbook of Activities and Classroom Language, Oxford: Oxford University Press.

Readings for Discussion

Unit III

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

Unit V

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

Advanced Readings

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

PAPER CODE- 311
PEDAGOGY OF MATHEMATICS EDUCATION
(for Early Primary and Primary School Child)

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

Rationale and Aim

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

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

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

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

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

Specific Objectives

- To enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level
- To make student-teachers aware of factors that impact on the process of acquisition

of mathematical knowledge

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

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

Mode of Transaction

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

Unit I: Introduction to Mathematics

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

Unit II: Mathematics: Teaching Principles and Teaching Methods

- Understanding the learners
- Strategies for numeracy as per NCF for foundation stage, 2022 (Missing in signed syllabus)
- Learning outcomes at foundational stage
- Understanding the learning processes
- Learning and teaching errors
- Methods of Mathematics learning and teaching - Induction & deduction, specializationand generalization, theories of Mathematics (Applying Piaget's theory of cognitive development in mathematics education)

Unit III: Counting, Numbers and its operations

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

Unit IV: Geometrical Shapes and Pattern

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

Unit V: Understanding of textbooks and class room planning pedagogy

- Philosophy and guiding principles for the development of Maths textbooks.
- Content, approaches and methods of teaching Mathematics – Interactive and participatory methods, teacher as facilitator.
- Themes, structure of the unit, nature of exercises and its implications.
- Learning resources for effective transaction of Mathematics curriculum.
- Teaching Readiness: Planning of Teaching Mathematics, Year plan, Unit plan and Period plan
- Assessment for learning, Assessment as learning, Assessment of learning, tools of Assessment –Documenting and communicating Assessment, School Based Assessment, Weightage tables Essential Readings

1. Haylock, D. (2006) *Mathematics Explained for Primary teachers*. Sage : New Delhi. Ch 22: Measurement pp 247-263.
2. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. Penguin: London.
3. Olson, T. A. *Mathematics Through Paper Folding*. Arvind Gupta's toys book Gallery. http://gyanpedia.in/tft/Resources/books/paperfolding.pdf
4. Post, Thomas, R. (1992) *Teaching Mathematics in Grades K-8, Research-Based Methods.* California: Allyn and Bacon, Chapters 1, 4, 5, & 6.
5. Skemp, Richard R.(1989) *Mathematics in the Primary School.* Rouledge: London Chapter 3: The formation of Mathematical Concepts, pp 49-71 Chapter 4: The Construction of Mathematical Knowledge,pp 72-89 Chapter5: Understanding Mathematical Symbolism, , , 90-108.
6. *Srinivasan P K Romping in Numberland, National Book Trust: New Delhi. http://gyanpedia.in/tft/Resources/books/rompinginnumberlandeng.pdf*
7. **Srinivasan P K *Number Fun With a Calendar,* Arvind Gupta's toys book Gallery. http://gyanpedia.in/tft/Resources/books/calender.pdf**
8. Srinivasan P. K. *Math Club Activities,* Arvind Gupta's toys book Gallery http://gyanpedia.in/tft/Resources/books/pkshindu.pdf.
9. Zevenbergen, R., et al. (2005), *Teaching Mathematics in Primary Schools*. Allen & Unwin: Australia (First South Asian Edition). Chapter 2, 3, 7 and 9.

References

- NCERT (2005). *National Curriculum Curriculum 2005.* New Delhi: NCERT
- NCERT (2005). *Position paper on Mathematics Education 2005.* New Delhi: NCERT
- IGNOU (1996). *Teaching of Primary School Education (AMT 01-05) 1996.* New Delhi: IGNOU

- IGNOU (2002). *Different Aspects of Learning Mathematics (LMT 01-05) 2002.* New Delhi: IGNOU
- Kapoor, J.N. (1988). *vidhayalaya ganit ke liye samprayog*. New Delhi: Arya Book Dipo
- Saxena, K.K. (2008). *ganit shikshan.* University Book House
- Mishra, L. (2008). *Teaching of Mathematics*. APH Publishing Corporation
- Ediger, M. (2011). *Teaching Mathematics in Elementary Level*. Discovery Publishing House.

PAPER CODE- 312
CREATIVE DRAMA, FINE ARTS AND EDUCATION-I

Maximum Marks: 50
(Only Practicum)

Rationale and Aim of the Practicum

This practicum includes three critical areas of focus: creative drama, fine arts and work and education. All three components are to be covered through the two years of the D.El.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.

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

Art education aims to help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them, we can hope to create harmonious individuals and a harmonious world. It is not about beautification- applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.

Creative Drama: Rationale and Aim

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

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

Specific Objectives

- To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- Build imagination and concentration of the body and mind. Structured exercises for

coordinating, enhancing and translating imagination into physical expression.

- Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.
- Identify and develop one's own creative potential.
- Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration?
- Recognise the role of drama as education" in the elementary school
- Learn to identify areas that are best suited for drama exploration
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- Explore the role of the teacher as creative guide in learning that is drama driven

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

Unit- I

- Art Integrated learning- Role and responsibilities of the Art Teacher, using form of arts as pedagogy, discovering concepts of Mathematics and EVS through arts, planning activities for preprimary and primary
- Alphabets (Blocks with colours)

Unit-II

- Role of drama and music in classroom: Role play, short play, mono acting in primary classes
- Drama as a problem solving process, Understanding Social and Environmental issues through Drama and Art in education and to take up issues related to environment
- Drama for enhancing language skills

Unit- III

- Understanding local culture through drama and art
- Birds and Animals with colours

Unit-IV

- Visual Art and movies
- Flowers and Butterflies with colours

Activities for Practicum

1. Group activities to sensitize prospective teacher to see the good in self and others, to appreciate cooperation, team work, team spirit, empathy, verbal communication
2. Role play
3. Dramas
4. Puppet making
5. Regional/ Folk (Group Dance)
6. Art work (use of colours and drawing)
7. Best out of waste

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 lookat the other? What does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.
3. Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognise contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
4. Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
6. Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one"s own and group's progress in class.

Mode of Transaction

Games to help loosen up, sharpen reflexes, have fun while building imagination in different ways. Build imagination within games and exercises. Add conditions to games to draw together and harness different physical, emotional, mental faculties. Use theatrical exercises to awaken sensory awareness and transformation.
Devise preparatory games and physical exercises to build imagination. Refine physical actions and integrate the physical with other faculties. Exercises in observation, communication, associative thinking; building situations with imaginary objects and people.

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

Participative learning using role play, hot seating, building stories/songs, making and analyzing 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 aspectsof a life of quality.

Specific Objectives

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

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

Fine Arts: Focus Areas

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

2. Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.
3. Music: Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (eg. lullabies from different language cultures, harvest songs, songs during the freedom struggle etc; create musical pieces with others;design and run sessions on music with children
4. Cinema and Electronic Media: Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, it's impact on our psyche and aesthetics; orientation with an expert on films providinga background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimization of violence; age appropriate viewing and selection of films
5. Literary Arts: linkage between language, literature and performing arts; appreciation of

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

6. Architecture and spatial Design: develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these viz a viz architecture and design; spaces for children in a city.
7. Designing a Project for School Children: Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example – a heritage walk to a nearby monument and a public event about it – including art exhibition , plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect.

Essential Readings

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

PAPER CODE- 313
CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH, SCHOOL HEALTH EDUCATION-I

Maximum Marks: 50
(Only Practicum)

Rationale and Aim

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

The relationship between education and health forms the core rationale behind this course. While the role of education on health has been widely acknowledged, the impact of health on education is often not recognized adequately. This course unfolds the reciprocal relationship between health and education. Health is a necessary condition for learning apart from being a basic right of every child. Enrolment, retention, concentration and learning outcomes in the classroom have a strong linkage with a child's physical and emotional health. A holistic understanding of health implies a perspective on health that is not merely freedom from germs and disease but an understanding of the social, economic, mental/emotional and physical aspects of health. It becomes essential for the teacher to locate the social determinants of health and to root any health communication/education in the socio-economic and cultural context of the child. This forms an essential foundational and theoretical component of the course. This approach will lead away from the „hygiene-education" focus of health education which stresses behavioural changes and puts the responsibility of health on the child. Instead, the course aims to equip the teacher with a perspective that helps both the teacher and the children understand health issues as determined by socio-economic contexts. This will enable them to move beyond a solely behavioural change model to an approach that seeks to address larger health determinants. This is not to deny the importance of healthy habits but it is important to recognize that to tell a child to „bathe every day" or „eat nutritious foods" is not sufficient. The teacher will have to locate health messages and ideas in the lived reality of the children they teach so as to meaningfully engage with the issue.

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

Specific Objectives

1. To build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants curriculum.

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.

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 I: Understanding Health and Well- Being

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

Unit II: Understanding Children' s Health Needs

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

Unit III: Health of Children in the Context of School

- School Health and Wellness Programme under Ayushman Bharat
- Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger
- Measuring the 'Health of the School': Issues of Water, sanitation, toilets etc.
- Nutritional needs and health of school going children
- Anemia: causes, prevention and management

Unit IV: Emotional wellbeing and mental health

- Importance of Mental Health and Wellbeing
- Interpersonal relations
- Prevention and management of substance misuse
- Promotion of healthy lifestyle
- Specific Mental Health Conditions and Challenges in Early and Middle Childhood

Practical Work based on Units 1, 2 and 3,4: Three hours before school internship and six hours after school internship through Projects. The practical work is visualized through integration with School Internship Programme1 (SIP). This involves discussion, guidance and inputs to undertake these projects before the SIP and is followed by reflective sessions where students share their projects after SIP. These post SIP sessions are to be organized in a workshop mode with a stress on collective reflection and discussion. Given below are some themes/ideas for projects and these topics are allocated across the students. As mentioned above before going for the SIP, sessions are held discussing the idea and rationale behind each theme and learning/developing appropriate research methods and tools. Each student prepares a project plan inclusive of tools before going for the SIP.

Suggested Project Topics/Themes

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

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

Essential Readings

- *Aao Kadam Uthaein: Ek Sahayak Pustika,* USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)
- 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.
- 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.
- Deshpande, M., R.V . Baru and M. Nundy, (2009). *Understanding Children' s Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU
- Midday Meals- A Primer, (2005). *Right to Food Campaign*, Delhi.
- 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

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

Advanced Readings for Faculty:

1. Ben-Shlomo, Y. and D. Kuh (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, Jean. and A. Goyal (2003) The Future of Mid-Day Meals, *Economic and Political Weekly, November 1*.
3. Frost, J. et. al. , (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.

Practicum for SIP

1. Preparing health profile of child during school internship
2. Report on Mid Day Meal (MDM)programme in schools covering 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.
3. Articles on Promoting healthy lifestyle among school going children, improving interpersonal relations.

Reference:
CBSE_MH_Manual.pdf (education.gov.in)

PAPER CODE- 314
SCHOOL INTERNSHIP

Maximum Marks: 250

The school-based activities are designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. During the school-internship the student-teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management. The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school-community- parent interface, and reflections on self development and professionalization of teaching practice.

The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the first and second year as specified.

The activities undertaken during the internship period will be presented in Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. The entries of Reflective Journals will be analytical answering 'what' is new and different from their previous understandings, 'why' certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and 'how' these observations might lead to a criticism and change in their practice. The students will be assessed on the basis of entries made in Portfolios and Reflective Journals.

The purpose of the internship programme is to provide the 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/his knowledge base, her/his 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

a. To observe children and the teaching learning process in a systematic manner.
b. To learn to relate and to communicate with children.
c. To evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.
d. To develop a repertoire of resources which can be used by the intern later in her/his teaching - textbooks, children's literature, activities, games and excursions
e. To reflect critically on practice by visiting a learning centre.
f. To participate in teaching school subjects for the children of Class I to V.

Bifurcation of weightage for various components

	Weightage in Marks
• Developing ATR	20
• Developing student profiles	20
• Critical analysis of texts and material (Two) *(NCERT Book-review, Analysis of Magazine Newspaper Articles Involving parenting and childhood issues)*	30
• Developing resource material-Any two *(Teaching Aids, Puzzles, Puppets, Games, Writing Short stories or Poem)*	40
• Interacting with and observing students (Maintaining daily dairy, Observations Proformas, Feedback)	60
• Visiting two learning centres and reporting 15%	40
• Micro Teaching session for Two weeks	40
Total Marks	**250**

School Internship: Guidelines for the Teacher Educator

1. Profile the students and school to understand their specific characteristics: language, socio-eco-cultural background, interests, special learning needs, health status, midday meal, school health programs and infrastructure. Profiles will be assessed separately as part of the "Teaching Health and Physical Education Practicum".
2. Critically study any resource material (including text books) before using it in the classroom. Text Analysis will examine stereotypes related to gender, religion, caste, and community.
3. Develop their own repertoire of material, including children's literature, books, publishers, resources and ideas.
4. Visit an alternative school of repute and critically study practices, focusing on classroom and school environment issues such as psychological, physical and social contexts, children's interactions, teacher's pedagogic practices. Alternatively the study can be organised with the help of invited practitioners, documents and AV films of such institutions.
5. Plan and execute student interactions. Two interns may be placed in a classroom: while one interacts the other can observe and record observations in the journals. This will be followed by post-contact sessions with the supervisors, who will observe at least half the interactions. Journals will be maintained to help interns understand themselves, their stereotypes about learners and social contexts.

Guidelines for prospective teachers

The prospective teachers will maintain

- Observation Proformas
- Daily diary during the four weeks of Internship.
- Developing ATR
- Developing student profiles
- Time table
- Daily/Weekly Plan
- List of students
- Health status
- Mid Day Meal Report

Supervisor's Role

Supervisor/mentor will assess the development of prospective teacher on the basis of

- Class room management
- Preparation of lesson plans
- Maintenance of teacher's diary
- Regularity/Punctuality
- Use of innovative techniques
- Feedback from school authorities
- Teaching 3-4 neo literates under the age of 15 years

Timeline

The school internship programme will be of **four weeks** for 1st year students alongwith 2nd year students to observe their lessons and to take up the other assignments under internship programme

Interns will be at school from **Monday to Friday** as per the schedule of the school.However, the interns along with the supervisor will stay for two hours after the schoolhours for getting feedback on the assignment undertaken.

Assessment
Assessment should be developmental in nature, with clear emphasis on growth of the intern. e.g. instead of averaging scores from each observation (1/10,3/10,8/10) he or she may credit the intern's improvement. Such procedures of assessment may then become a part of the intern's own practice later.

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

SECOND YEAR

CREDIT DISTRIBUTION AND MARKS

Sr. No.	Paper Code	Paper		Periods Per Week	Credits	Maximum Marks		
						External	Internal	Total
1	401	Cognition, Learning and the Development of Children	Theory	4	5	70	30	100
2	402	Understanding Society, Education and Curriculum		4	5	70	30	100
3	403	Emerging Gender and Inclusive Perspectives in Education		4	5	70	30	100
4	404	School Culture, Leadership and Teacher Development		4	5	70	30	100
5	405	Towards Self- Understanding -II		2	3	0	50	50
6	406	Proficiency in English Language-II		2	3	25	25	50
7	407	Yoga Education-II		2	3	25	25	50
8	408	Pedagogy and ICT integration across the Curriculum –II		2	3	25	25	50
9	409	Pedagogy of Environmental Studies (for Primary School Child)		4	5	70	30	100
10	410.1 (a) 410.1 (b) 410.1 (c) 410.2 410.3 410.4	**Pedagogy Courses** (for teaching at UpperPrimary School) Students will select one of the following: Language Education- English Language Education- Hindi Language Education- Punjabi Mathematics Education Science Education Social Science Education		6	8	70	30	100
11	411	Creative Drama, Fine Arts and Education-II	Practicum	2	3	0	50	50
12	412	Children's Physical and Emotional Health, School Health Education-II		2	3	0	50	50
13	413	Work and Education		2	3	0	50	50
14	414	School Internship (16 Weeks)		*	12	0	250	250
		Total		**40**	**66**	**495**	**705**	**1200**

PAPER CODE- 401
COGNITION, LEARNING AND THE DEVELOPMENT OF CHILDREN

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

Rationale and Aim

The course is aimed towards helping student-teachers understand the psychological foundations of teaching and learning. This would help them to construct an understanding of teaching- learning for their own selves which they would be able to use in the classroom. Thus it would help the teacher to become more of a supporter and facilitator rather than an instructor. Another pertinent aim is to enable the students develop an understanding of the research methods employed to understand children in their multiple contexts. It is envisaged that the students would use up some of these methods not only to hone their skills in the same but also in learning about reflection and analysis on the data gathered through these means. This implies strengthening linkages between theory and practice through various field-based assignments.

Specific Objectives

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

The student teacher develops a critical understanding of different approaches to children's development and learning within a socio-historical perspective: principles of behaviorism, cognitive development, information processing, constructivist, socio- constructivist and cross- cultural positions. The essence of child-centered pedagogy is to be in tandem with the physical, socio-cultural, emotional and cognitive worlds of children within the Indian context.

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

Unit I: Concept and Process of Learning

- Learning: concept and process of learning, types of learning
- Theories of learning.
- Transfer of learning
- Basic ideas of Behaviorism and their implications.
- Types of learning difficulties, National Curriculum Framework for Foundational Stage, 2022 recommendations for addressing developmental delay and disability
- Individual and socio-cultural differences in learning

Unit II: Concept Formation and Thinking in Childhood

- **Concept formation:**
  a) Meaning of concept
  b) Mental processes in concept formation
  c) Factors affecting development of concepts in childhood
  d) Development of concept of self, time, space, causation
  e) Bruner's model of concept learning
  f) Piaget's and other psychologists views on concept formation
- **Thinking and reasoning**
  a) Concept and nature of thinking
  b) Instruments of thinking: perception, image, concept, symbols, signs, formulate
  c) Favourable and unfavourable conditions in thinking
  d) Linkages between thinking and learning.

Unit III: Cognition, Learning and Language Development

- Piaget's Cognitive theory
- Vygotsky's theory
- Individual and socio-cultural differences in cognition: Understanding-learning difficulties
- Perspective in language development (with reference to how children acquire language at early age), Skinner; social learning theory of Bandura and Walters; Nativisit-Chomskian perspective

Unit IV: Play, Self and Moral development

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

Unit V: Personality and intelligence

- Meaning of concept and characteristics of intelligence
- Intelligence theories
  a. Spearman's two factors theory
  b. Thurston group factors theory
  c. Guilford's SOI model
  d. Gardner's theory
  e. Thorndike's multiple factor theory
- Meaning of concept and characteristics of intelligence

- Personalities
    a. Trait theories
    b. R.B. Cattell
    c. Eysenck's theory
    d. Freud's psycho-analytical theory

Mode of Transaction

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

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

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

Task 1:

The student teachers ask four children in the age group 3-8 years to draw on different themes they choose. The children are then encouraged to talk about their drawing. The students try and understand what the drawing communicates by talking to the child and looking for aspects of symbolic thoughtas expressed in the drawing. Also, the student-teacher arrives at the patterns that emerge across the various drawings that children have made. Student-teachers could also organize other such simple activities for children. They conduct these activities with children and maintain records of children's responses.

Task 2:

The student-teacher does observation of children at play and maintain records - 2 hours across 4 observations; observations can be carried out in playgrounds in the neighborhood or schools. The students could identify different games that children play; Individual and group behaviour in play; friendships and social relationships. The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behaviour, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This assignment is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.

Task 3:

The student – teacher apply psychometric tool GMATC-SS (General Mental Ability Test for Children) by Dr. R.P. Srivastava, Dr. Kiran Saxena) to assess intelligence of 7-11 years school going children)

Task 4:

The student –teacher select a topic from Manodarpan app, initiated by MHRD aims to provide psycho-social support to students for their mental health and wellbeing and give a brief report.

Suggested Readings

1. Crain, W. (1992). *Theories of Development: Concepts and Applications.* (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.
2. Elkind, D. (1976). *Child Development and Education.* Oxford University Press.
3. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook.* New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
4. Lefrancois, G. (1991). *Psychology for Teaching.* Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
5. Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning.* Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117- 146; Chapter 10: Emotions, Learning and Emotional Health, 222- 253.
6. Snowman, B. R. and Snowman, J. (1996). *Psychology Applied to Teaching.* 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory
7. Bodrova, E. and Leong, D. (1996). *Tools of the Mind.*New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality.
   Harvard Educational Review, 47 (4), 481-517.
8. Holt, J. (1967). *How Children Learn.* London: Penguin.
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13. Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences.* London: Paladin Books.
14. Piaget, J. (1926). *Psychology of Intelligence.* New York: Basic Books.
15. Pollard, A. and Filer, A. (1996). *The Social World of Children's Learning.* London: Cassell.
16. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes.* Cambridge, Massachusetts: Harvard University Press. Chapter 1: Tool and Symbol in Child Development, Chapter 6: Interaction between Learning and Development, Chapter 7: The Role of Play in Development
17. Wood, D. (1988). *How Children Think and Learn.* Oxford: Blackwell.
18. Bettelheim, B. (1987). The Importance of Play. *The Atlantic Monthly*, March.
19. Bodrova, E. and Deborath J. Leong (1996). *Tools of the Mind.* New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
20. Cox M. (2005). *The Pictorial World of the Child.*New York: Cambridge University Press.
21. Erikson, Eric, H. (1972). *Play and Development.*New York: W.W. Norton.

22. Garvey, C. (1990). *Play*. Cambridge: Harvard University Press
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PAPER CODE- 402
UNDERSTANDING SOCIETY, EDUCATION AND CURRICULUM

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

Rationale and Aim

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

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

Specific Objectives

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

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

Unit I: Philosophical Understanding of Education

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

- Comparative study of Indian Education with other G-20 countries

Unit II: Aims of Education

- NEP, 2020: Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable, and Engaging
- Concept of Development and Development of Children.
- Aims and goals of education (aims and values).
- Education for social change and social transformation.
- Understanding the following basic concepts in relation to education of children
  a) Social Diversity and Equality, Inequality in allocation of resources, opportunities and availability of basic needs.
  b) Equity
  c) Quality
  d) Rights and duties
  e) Human and Child Rights
  f) Social Change and Social Development
  g) Social Justice: Understanding the Preamble and basic concepts in Indian Constitution, role of education to ensure Fundamental Rights.

Unit III: Education, Politics and Society

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

Unit IV: Learning, Learner and Teaching

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

Unit V: Knowledge and Curriculum

- National Curriculum Framework for Foundational Stage, 2022:
  - Developing a Syllabus
  - Principles of Content Selection
  - Ways of Organizing Content
  - Teaching-Learning Materials (TLM)
  - Books and Textbooks
- 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

- Different kinds of knowledge and their validation processes
- Processes and criteria for curriculum selection and construction
- Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks
- Indigenous knowledge Vs. Scientific knowledge Vs. Religious Knowledge
- School knowledge Vs. Everyday Knowledge /Informal and Out of School Knowledge
- Approaches to Curriculum Organization and Development
- Curriculum, Pedagogy and Assessment of Children
- Integrated and experiential learning.

Mode of Transaction

- Critical thought and questioning should be the basis for the transaction as well as should be further honed
- Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode
- Teachers should incorporate seminars, discussions, movie appraisals, group-work, field works, projects and the close reading of articles, policies, documents
- The connections between all the five units must be sought
- The units are to be studied by keeping the socio-historical-political context in mind **Essential**

Readings

Badheka, Guji. (2001). *Baal Shikshan aur Shikshak.* Bikaner: Vaagdevi Prakashan. Chanana, Karuna. (2008). Bharat main Prathmik Shiksha main Langik Asamnata: Manavadhikar Paripekshya in Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshipli (also available in English S. Shukla and Krishna. Kumar (Eds.) *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications, 1985.)

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

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

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.

Readings for Discussion

- Badheka, Giju (1999). *Montessori Paddhati*. Chapter 5: Montessori Shala ka Vatavaran. Bikaner: Vaagdevi Prakashan.
- Dewey, John. (2009). *School aur Samaj.* Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) *The School and Society* Cosimo: New York).
- 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.
- Rousseau, Jacques J. (1979). *Emile or on Education*, translated by Allan Bloom Basic. 7-18.
- 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)
- Thakur, R. (2004). *Ravindranath ka Shikshadarshan.* Chapter 1: Tote ki Shiksha, Chapter 7: Aashram Shiksha, New Delhi: Granthshipli.

- 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.
- 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.
- Nambissan, Geetha. B. (2000). 'Identity, Exclusion and the Education of Tribal Communities'. In Rekha Wazir (Ed.) *The Gender Gap in Basic Education: NGOs as Change Agents.* New Delhi: Sage
- Nambissan, Geetha. B. (2003). 'Social Exclusion, Children's Work and Education: A View from the Margins'. In Naila Kabeer, Geetha B. Nambissan and Ramya Subrahmanian (eds.) *Child Labour and the Right to Education in South Asia,* 109- 142. New Delhi: Sage.
- 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.
- Saxena, Sadhana (2007). 'Education of the Masses in India: A Critical Enquiry'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia.* New Delhi: Orient Longman.
- 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:

CDs/DVDs for Discussion

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

PAPER CODE -403
EMERGING GENDER AND INCLUSIVE PERSPECTIVES IN EDUCATION

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

Rationale and Aim

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

This course pertains to the study of new perspectives that have emerged in education. The need to promote inclusive education is increasingly being felt all over the world to integrate children with disabilities, at all levels of education as equal partners, to prepare them for normal development, and to enable them to face life with courage and confidence. The teachers are largely inadequately prepared to address such challenges in the classroom, and hence, fail to understand their needs and facilitate learning for them. Same can be said about the children who come from socially and economically deprived backgrounds, Scheduled Castes, Scheduled Tribes, minority and other communities, girls and children with diverse learning needs. There is a dire need to equip the teachers to overcome their biases in this regard and to develop professional capacities to address these challenges.

Development of positive gender perspective is another expectation from school education to address widespread discrimination and injustice at all levels in society. It requires not only a pedagogic approach but also a linkage between theory and real life situations to promote respect for women and reach gender equity. Another major concern is an increasing violence and polarization, both within children and between them, being caused primarily by increasing stress in society. The classroom teaching can play a crucial role by constructing and endorsing values and life skills in students to prepare them for meeting the demands and challenges of everyday living and by promoting values of peace based on equal respect of self and others. Similarly, to meet the ecological crisis, promoted by extremely commercialized and competitive lifestyles, teachers and children need to be educated to change their consumption patterns and the way they look at natural resources.

Thus, an engagement with emerging educational perspectives will enable teachers to contextualize education and evolve desired curriculum, subject- content and pedagogy, and can become catalysts of change both at individual and institutional level.

Specific Objectives

- To develop a comprehensive and critical understanding on disability, marginalization and inclusive education.
- To understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.

- To focus on the structures (implicit and explicit) in our schools that serve as a hindrance to the inclusion of all students.
- To deliver pedagogy, curricula that engages all students, including those with disabilities to address inequality and diversity in Indian classroom.
- To recognize the need of integrating and inculcating life skills and values in school curriculum and its implementation.
- To generate sensitivity towards local and global environment to emphasize living in harmony within oneself and with natural and social environment.

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

Specific Objectives

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

Unit I: Inclusive Education

- Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- Meaning of Inclusive Education
- Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns
- Understanding and exploring the nature of assessment for inclusive education
- Equitable and quality education for Socio-Economically disadvantaged Groups (SEDGs)

Unit II: Children with Special Needs

- Historical and contemporary perspectives to disability and inclusion
- Range of learning difficulties
- Disability identification, assessment and interaction
- Approaches and skills for teaching children with learning difficulties
- NCERT screening Tools: PRASHAST

Unit III: Gender, School and Society

- Social construction of masculinity, femininity and Transgender
- Patriarchies in interaction with other social structures and identities
- Reproducing gender in school: Curriculum, text-books, classroom processes and student-teacher interactions

- Working towards gender equality in the classroom

Mode of Transaction

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

Unit IV: Gender, School and Society

- Legislative provisions and policies initiatives for Education of Girl child
- Socio-Economic concerns of Educational in equity and gender disparity
- Constitutional provisions for inclusion of CWSN, RPWD, 2006
- Social and Cultural inclusion

Practicum

- Prepare a case study on a special child (learning disabled, hearing impaired or visual impaired) or a school drop out
- Prepare a low cost teaching aid to educate. Children with special needs (with the technique of Role Play, Puppet Show, story- telling with the help of charts)
- Visit a nearby vocational centre for special children and prepare a report.

References:

1. Elementary Education in India (Status, issues & concerns) by D. Jaganatta Rao (201)
2. Perspectives in Special Education by Dr. M.Manivannan (201)

Essential Readings

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

Readings for Discussion

1. Ghai, Anita (2006). Education in a globalising era: Implications for disabled girls, *Social Change*, 36 (3) pp 161-176
2. Ghai, A. and Sen, A. (1991) Play and the Mentally Handicapped Child. *Digest*, Vol. 4 (1).

3. Singh, Renu (2009), The wrongs in the Right to Education Bill, *The Times of India*, 5 July.
4. Kumar, Krishna (1988). *What is Worth Teaching?* New Delhi: Orient Longman. Chapter 6: Growing up Male. 81-88.

Advanced Readings

1 Manjrekar, N. (2003) 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?' *Economic and Political Weekly*, 38 (43), 4577-4582
2 Epstein, C. (1984) *Special Children in Regular Classrooms.* Virginia: Reston Publishing Company, Inc.
3 Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent* Routledge: UK.
4 Macdonald, M. (1980) Schooling and the Reproduction of Class and Gender Relations. In L. Barton, R. Meighan and S. Walker. (ed.) *Schooling, Ideology and the Curriculum.* Lewes, The Falmer Press: UK pp 29-49.
5 Gabel, Susan L. (ed.), (2005) *Disability Studies in Education, Readings in Theory and Method,* Oxford: London.

PAPER CODE- 404
SCHOOL CULTURE, LEADERSHIP AND TEACHER DEVELOPMENT

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

Rationale and Aim

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

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

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

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

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

Specific Objectives

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

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

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

Unit I: Structures and Processes of the Indian Education System

- Understanding and interpreting educational policies that impact schools
- Relationships between support organizations and the schools
- School Culture: Role of School Activities / co-curricular activities in development of School Culture.
- Constituent Elements of School Culture
- Developing an Enabling Learning Environment

Unit II: School Effectiveness and School Standards

- School Effectiveness: Need, Scope and measurement
- Shala Sidhi: Concept, Features and vision
- Understanding and developing standards in education.
- Classroom management and the teacher classroom practices
- Communication in the classroom and multiple learning levels in the classroom.
- Classroom requisites- Activity corner, classroom library, students'/ teachers' storage
- Projects initiated by non-government associations- Problem Based Learning (PBL), Zero Investment Innovations for Education Initiatives (ZIIEI) etc.
- Development of Values and Dispositions

Unit III: School Leadership and Management

- School leadership.
- Team leadership.
- Pedagogical leadership.
- Leadership for change.

Unit IV: Change Facilitation in Education

- Samagra Shiksha Abhiyan
- Equity in education.
- Incentives and schemes for girl child.
- Preparing for and facilitating change in education.
- Ensuring student safety

Unit V: Understanding Teacher Development

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

- Accountability and Continuous Professional Development
- Teacher Development with reference to NPST – National Professional Standards for teachers

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

Suggested Topics

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

Mode of Transaction

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

Essential Readings

1. Batra, Sunil (2003) From School Inspection to School Support. In N. Sood (ed) *Management of School Education in India.*: NIEPA: New Delhi.
2. Early, P. and D. Weindling (2004) A changing discourse: from management to leadership. In Early, P. and D. Weindling (ed) *Understanding School Leadership,* Paul Chapman Publications: UK.
3. Fullan, M. (1993) Why Teachers Must Become Change Agents. In *Educational Leadership,* 50 (6).
5. Govinda, R. (2001) *Capacity Building for Educational Governance at Local Levels.* Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
6. Majumdar, S. (1990). Infrastructure and Educational Administration. In Mukhopadhyay and Parkar, *Indian Education: development since independence* Vikas Publications: New Delhi
8. Jha, Madan Mohan (2002) *School Without Walls* Heinemann: New Delhi pp 24- 40*;* 128 – 155
9. Marzano, R, Waters and McNulty (2005) *School Leadership that Works* ASCD: Virginia pp 13-27; 41-64
10. NCERT, Educational Statistics of India, New Delhi (issues of the last decade)
11. Senge, P. (2000). The Industrial Age System of Education. In *Schools that Learn,* NB: London. pp 27-58.

PAPER CODE- 405
TOWARDS SELF- UNDERSTANDING -II

Maximum Marks: 50
Internal: 50

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'sown self and society. The workshops are also aimed at equipping the students with positive attitudes, attributes and skills that help in facilitating the personal growth of their own students while teaching.

Specific Objectives

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

Mode of Transaction

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

Design of the Course

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

Strand A

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

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

1. Journal Writing

Objectives

- To enable student-teachers to become more conscious of their responses to

experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection

- To allow for an individual contact and interaction between faculty and student

Mode of Transaction

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

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

Strand B

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

Rationale and Aim

"*Teachers teach what they know, they educate what they are*." This maxim suggests that more than any other profession, education and teaching require the whole being of the teacher to be engaged with the life and learning of their students. This course aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for their own learning as also the learning of their students. Such self-understanding would involve critical reflection on factors that have shaped one's identity and personality, an awareness of one's thought- patterns, motivations and behavior, and openness to learn and renew oneself. This would then reflect in a capacity for social-relational sensitivity, a search for harmony within and without, and a deeper level of communication with students, colleagues and others. This course also intends to initiate student- teachers into a process of original thinking about their wider educational concerns and the conscious development of an evolving perspective on education. In beginning to develop their own educational vision they would gain the impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools that are coherent with their evolving values. It is through such an agency of teachers that any kind transformation in themselves, their students and society at large, may begin.

Workshop 1: *The Power of myth* Objectives

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

Suggested workshop themes

- Reading and analysis of myths from different cultures
- Distinction between myth as 'false stories' or 'imaginative pre-scientific accounts' and myth

as an implicit and culturally shared 'structure of apprehending reality' and a 'basis of feeling and thinking'
- The mythical basis and imagery of 'modern science' and 'modern economics'

Workshop 2: *Gender and upbringing* Objectives
- Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living
- Awareness of factors that shape gendered roles in Indian society
- Developing a critical perspective on gender-based discrimination and its effects

Suggested workshop themes
- Telling our own 'gendered' stories
- Gender issues in school education – case studies
- Responding to various forms of gender discrimination

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

Objectives
- To appreciate the impact of television advertising on children and adults
- To analyze the 'constructed' imagery and overt as well as subliminal messages communicated through advertisements
- To enable a critical distance from the power of advertising (especially of the audio-visual kind)

Suggested workshop themes
- The expanding role of advertising in contemporary life
- Sharing favourite advertisements and their impact on us
- Viewing and analyzing a series of advertisements
- Constructing an effective advertisement (group task)
- How to be a critical and media-literate viewer of advertisements

Workshop 4: *Theatre for awareness of body, self and the other* Objectives
- To explore body-awareness, movement, coordination and cooperation
- To develop awareness of non-verbal modes of communication with self and others
- Exposure to effective use of speech and communication through theatre exercises

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

Workshop 5: *Art and education* Objectives
- To understand children's (and older persons') need for visual expression and creative work and the developmental processes that are stimulated by these
- To explore the creative process in drawing, painting, and other forms of visual representation or construction
- To appreciate both 'the place of art in education' and 'art, as a basis for education'

Suggested workshop themes
- Organise art, craft and music exercises with small groups followed by discussion and presentation using local exhibition or art event as precursor for the session.
- Specific task could include free drawing, developing narratives in visuals, composition of an imagined situation , telling a story through comic strips, creating a collage using images, bits cut

out from old magazines, news paper.

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

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

Objectives

- To think through, in discussion with others, the conception of a 'school from scratch' – its intentions, essential ingredients and essential processes (i.e. aims, curriculum, pedagogy)
- To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case

Suggested workshop themes

- Visualizing individual conceptions of a 'school from scratch'
- Working in groups to develop a collective conception of a 'school from scratch'

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

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

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

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

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

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

Seminar 3: ***Educational thinkers who have had the most impact on me*** **Format**: Presentations with 'first person' accounts by student-teachers, followed by questions

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

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

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

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

Evaluation

Internal*:* This should be based on

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

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

Suggested Resources

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

Audio-visual Resources

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

PAPER CODE- 406
PROFICIENCY IN ENGLISH LANGUAGE-II

Maximum Marks: 50
External (Theory): 25
Internal: 25

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 proficiencyin classroom teaching.

Specific Objectives

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

This course will attempt to use a variety of resources, tasks and activities to enable the student-teacher to develop/increase her proficiency in English. The focus will not be on learning and 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.

Unit I: Status of English and its Historical perspective in India

- Constitutional provision; English as an Associate Official Language
- English as a Second Language in India
- English as a Foreign Language

Activities

- Seminar on constitutional provisions related to languages
- Group Discussion on usage of English as second & foreign language in India

Unit II: Understanding Language - Listening to and producing oral discourses

- Analyzing the suprasegmental features
- Making oral presentations and constructing different oral discourses
- Listening with comprehension

  Activities
  - Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
  - Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features

Unit III: Critical Reading

- Extrapolating the texts through making inferences, analysis, reflection
- Understanding the theoretical postulates of critical reading
- Understanding the process of critical reading

Activities

- Reviewing any book/article/movie
- Jigsaw Reading
- Using reading as a tool for reference skills i.e. use of dictionary, Encyclopaedia and Internet
- Introduction to various literacy genres / teaching of various genres (NCERT English books from class I to V
- Making an ICT integrated Lesson plan (complete ICT based and partial)
- Introduction of MOOCs: Various platforms which offer MOOCs
- Workshop on social media as an education tool.

Unit IV: Creative Writing

- Writing texts such as descriptions, conversations/dialogue writing, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, editorial articles, reviews, notices, advertisement, brochures, etc. and identifying their features
- Recognizing errors as a part of learning process
- Editing the written texts in terms of discourse features, syntax, morphology and writing conventions

Activities

- Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing

Unit V: Vocabulary and Grammar in Context

- Tense (Perfective and Progressive Aspects)
- Part of speech: Nouns, Pronouns, verbs, adverb, Prefix, Suffix, conjunction, interjection and adjective
- Elements of sentences
- Homophones, homographs, homonyms, phrasal verbs

Activities

- Writing discourses and editing them individually and also through collaboration, feedback Critical reading of specific areas of grammar as discussed in a few popular grammar books andreaching at conclusions

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

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

Radford, A*. (2014) English Syntax Cambridge University Press*

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

Thornbury, Scout (2005) Beyond the Sentence- Introducing discourse analysis

Wright, A. (1989). *Pictures for language learning,* Cambridge: Cambridge University Press.

PAPER CODE- 407

YOGA EDUCATION-II

Maximum Marks: 50
External (Theory): 25
Internal: 25

Specific Objectives

- To enable young people to generate an understanding of the principles of yogic practices to improve quality of life.
- To develop the ability to perform appropriate yogic asanas so as to improve physical and mental conditions and emotional equilibrium.
- To help youngsters improve psychological functions, e.g. awareness, concentration, will power.
- To foster co-operation amongst youth.
- To develop appreciation for Indian cultural practices that support meaningful and relevant educational strategies.
- To create opportunities to develop ideals, social skills and strengths.
- To develop a comprehensive view on Metaphysical concepts of Yoga Philosophy.
- To understand the importance of Yoga and its implications to human life.
- To understand the concept of Yoga and practice of various systems of yoga.
- To develop an insight into Patanjali, Aurobindo, Bhagavad-Gita's yoga systems.
- To get a holistic view on therapeutic value of yoga practice.
- To gain insights into the yoga system and its spiritual sanctity.

Course Structure

Unit-I: Introduction to Yoga and Yogic Practices

- Yoga Practices for Healthy Living
- Suksham Vyayaam

Unit-II Introduction to Yogic Texts

- Haṭha Yoga texts
- Need to study Yoga as a discipline
- Introduction to Shatkarmas-Basti, Tratak, Kunjal

Unit-III Yoga and Health

- Concept of disease according to Yoga Vasiṣtha
- Rules and regulations of acara and vicara
- Yogic concept of holistic health and wellness

Unit-IV Applied Yoga for Elementary Education

- Personality Development through yoga
- Yoga Practices for Voice Culture
- Yoga practices for concentration development
- Yoga practices for memory development

Unit-V Yoga and Physical development

- Concept of Creativity & its Development
- Different mudras and bandh
- Emotional quotient, its culturing & practices
- Anger Management & its practices

Practicum

- **Yogasana**
  - Standing Postures: Vaikshasana, Garudasana, Ardhakatiasana, Trikonasana
  - Sitting Posture: Suptvarjrasana, Gomukhasana, Vakrasana, Ardh Matsyendrasana
  - Prone Posture: Makarasana, Shalab hasana, Ardh-Dhanurasana
  - Supine Posture: Pawanmuktasnana, Sarvaangasana, Halasanana
  - Relaxative Asana: Makarasana, Shavasana
- **Shatkriya**
  - Nauli Kriya
  - Dhauti Kriya
- **Bandh**
  - Udiyaan Bandh
- **Mudra**
  - Nasika Mudra, Yoga Mudra, Brahma Mudra
- **Meditation**

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3. Swami Sivananda: All About Hinduism, pub Divine life society Risikesh.
4. Swami Vishnu – Devananda: The complete Illustrated Book of Yoga pub. Harmony Books, a division of crown publishers, New York 10022.
5. Yoga as Depth – Psychology and Para – Psychology (vol – I): Historical Background by Dr. C.T.Kenghe, Bharata Manisha, Varanasi, India 1976.
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PAPER CODE-408
PEDAGOGY AND ICT INTEGRATION ACROSS THE CURRICULUM –II

Maximum Marks: 50
External (Theory): 25
Internal: 25

Rationale and Aim

The purpose of pedagogic study is to understand school subjects and their pedagogic approaches in the larger context of the school and society and the specific context of learners and processes of learning. A study of the nature of broad disciplinary paradigms of the sciences, social sciences, languages and mathematics is crucial for student-teachers to gain epistemological insights and an understanding of specific methods of enquiry. This engagement prepares prospective teachers to undertake the teaching of integrated courses and thematic learning approaches as well.
The aim of this course is to engage student-teachers with questions of pedagogic approach, theory and practice as they unfold within the classroom and in school settings. While engagement with subject matter is the chief aim of pedagogic courses specific to disciplines, this course focuses on generic issues and concerns in pedagogy that cut across various school subjects.

Specific Objectives

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

Guiding Principles of the Syllabus:

1. This is a course on integration of ICT in educational processes and NOT the ICT course, introducing a wide range of technological applications in educational processesas a part of the D. El. Ed. Curriculum which is designed to realize the goals of NCF and NCFTE
2. This course is activity oriented and based on constructivist pedagogy principles and practices. It provides adequate opportunity for hands-on learning and open-ended exploration of ICT applications in teaching and learning. Sharing of learning and critical continuous evaluation of the learning is its integral part.
3. Software piracy and plagiarism is explicitly denounced and discouraged. Creation of original content, taking pride in creation and duly recognizing others' contribution, is promoted.
4. This course emphasizes on the optimum use of available infrastructure and resources with cooperative and collaborative learning, working and developing together.
5. Those who are already proficient in ICT can complete the course faster.

Expected Course Outcomes:
The purpose of this course is to initiate the prospective elementary teacher to various ICT

devices for use in teaching learning processes. After studying this course a student teacher will be able to –

- select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process
- communicate through e-mail, chat, social networks, mobile phones etc.
- search, evaluate, select, organize and use digital educational resources in the class, using internet.
- demonstrate skills in creating useful teaching-learning material using ICT tools such as presentations, text documents, pictures, charts, cartoons etc.
- use skilfully online story-design tools to develop and stories
- design learning experiences integrating interactive multimedia resources
- plan for blended classroom integrating classroom activities and ICT resources
- use ICT for making classroom processes more effective for better learning
- explore newer ways of integrating ICT with educational processes
- become a part of teachers' network and function as effective professional

Unit-I: ICT Integration with Pedagogy Practices

Learning Outcomes:

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

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

Sub-units:

- Modern methods of instruction
- Exploration of ICT resources (educational tools and applications) for integrating available ICT into lessons (appropriate hardware – CD/DVD, projectors, interactive boards, appropriate software – audio, video, multimedia, animations, games and simulations etc. in computer lab.)
- Designing lesson plans using 5 E's of constructivism: Engage, Explore, Explain, Elaborate and Evaluate, for any content with proper ICT integration
- Using ICT tools, techniques and resources to create scaffolding.
- Classroom organization for ICT integrated lessons (Teacher centered, asking for more Self-learning, and participation in group activities)

Unit-II: ICT Integration with Evaluation Procedures

Learning Outcomes:

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

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

Sub-units:

- Exploration of software tools for different forms of evaluation
- Mapping of Assessment tools for different aspects of CCE – scholastic and co-scholastic aspects like life skills, all round development etc.
- Tests/Quizzes
  - Using appropriate software for constructing tests / quizzes (kahoot, Hot Potato, Survey Monkeyetc.)
  - Using Moodle for Question Bank - all types of Questions. Also Libre office (free)
  - Apps for creating Mobile-based Quizzes
  - Apps for conducting online examinations- SOCRATIVE

a) Portfolio assessment

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

b) Evaluation Rubrics

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

c) Managing Data

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

Unit-III: Planning Lesson Integrating ICT (in workshop mode)

Learning Outcomes:

- After learning this module, D.El.Ed. student teacher will be able to:
  - explore the various software tools to be used in a lesson
  - plan and conduct lessons using different ICTs and OERs
  - assess and create record of learner performance

Sub-units:

- Lesson planning with integration of ICT and education processes – discussion
- Workshop on steps involved in planning and conducting a lesson integrating ICT
  - Selecting a unit of teaching
  - Content analyzing
  - Preparing a Concept map
  - Specifying learning outcomes
  - Identifying learning processes
  - Identifying relevant pedagogical processes
  - Identifying effective ICTs
  - Criteria for selecting ICT – relevance, availability and accessibility, safety, free of cost, OER, interesting, usability- user friendly,
  - Select the ICTs for use in the lesson
  - Decide how to use the selected ICT to facilitate the identified learning process to obtain the expected learning outcomes
  - Design the activities for teacher and students to perform- individually and in groups.

Assignments:

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

- Select at least 3 multimedia OERs and integrate them in the lesson plan selecting a topic of your choice from your most favorite subject in the school.
- Using hot potatoes or any suitable available ICT, prepare a test with twenty different types of questions including multiple choice items on a topic of your choice. Administer it on your class and prepare the result sheet using spreadsheet.
- Using internet, find and suggest at least five live links, providing information on a topic of your choice, for the children of Standard VII, to refer for self-study. Ask them to prepare a write up of a page using word processor software - office word

Reference Material

(A) Student Response System:

Socrative and Mentimeter are smart student response systems that empower teachers to engage their classrooms through a series of educational quizzes, games and exercises via smart phones

- **Socrative** How It Works www.**socrative**.com/how-it-works
- https://www.mentimeter.com/
- http://www.socrative.com/
- http://www.infuselearning.com/

(B) Relevant Software available FREE of cost:

1. **Libre Office Suite** is a powerful and easy to use office suite; has clean interface and powerful tools to create documents, spreadsheets, presentations and drawings. It is free and open source software with 6 application components. It can be used as a basic document or presentation creation software. It also provides data security by way of password protection for the individual files created. It has the provision to convert from open format to MS-Office formats and PDF at the click of a mouse. The six components included are
   a. **Writer**, the word processor,
   b. **Calc**, the spreadsheet application to create tables, graphs and pie charts,
   c. **Impress**, the presentation engine,
   d. **Draw**, the drawing and flow-charting application, can be used to create simple drawings for example, Water Cycle, Rainfall on Windward and Leeward side of a mountain range, Solar Eclipse, etc.
   e. **Base**, the database and database front-end, and
   f. **Math** for editing mathematical symbols and formulae.

2. **Windows Movie Maker is** freeware video editing software by **Microsoft**. It is a part of **Windows Essentials** software suite and offers the ability to create and edit videos as well as to publish them in various formats.
3. **Inkscape** is a professional vector graphics editor for Windows, Mac OS X and Linux. It's free and open source.
4. **Audacity** is a free, easy-to-use, multi-track audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems. You can use Audacity to record live audio, cut, copy, splice or mix sounds together and change the speed or pitch of a recording.
5. **Mobile Media Converter** is a free audio and video converter for converting between popular desktop audio and video formats like MP3, Windows Media Audio (wma), Ogg Vorbis Audio (ogg), Wave Audio (wav), MPEG video, AVI, Windows Media Video (wmv), Flash Video (flv), QuickTime Video (mov).
6. **Firefox Web browser** is a free web-browser to surf the internet. The default search-engine on this browser is **Google**.

(C) Additional subject specific software available:

1. **GeoGebra** is a free and open source, multi-platform dynamic mathematics software for all levels of education. It joins geometry, algebra, tables, graphing, statistics and calculus in one easy-to-

use package.

2. **GChemPaint** is a 2D chemical structures editor for the Linux OS. It is a very useful tool to learn abstract Chemistry concepts.
3. **Jmol** is an open-source Java viewer for chemical structures in 3D, with features for chemicals, crystals, materials and bio-molecules.
4. **Kturtle** has a built-in programming language that is loosely based on the **Logo** programming language. It is one of the few programming languages that teaches the logic of programming inan understandable form. The programming commands are translated to the humanlanguage of the programmer.
5. **GIMP** for preparing flash-cards, images, diagrams, flowcharts, cartoon strips, etc.
6. **Synfig** and **Blender** to create 2D or 3D animation videos.
7. **Moodle** for assessment and user management.
8. All of these, except Synfig and Moodle, are available on the Spoken Tutorial website http://spoken-tutorial.org

Hot Potatoes

This is a freeware useful for evaluation and test construction. The complete version of the programs is available for free, from the Downloads section from the http://hotpot.uvic.ca/The free version of Hot Potatoes for Windows is version 6.3, and the Java version is 6.1. More details available at

- http://hotpot.uvic.ca/
- http://hotpot.uvic.ca/tutorials6.php

(E) For Open Educational Resources:

Best *Sites* for *Free Educational* Resources

- http://www.refseek.com/directory/educational_videos.html
- http://www.marcandangel.com/2010/11/15/12-dozen-places-to-self-educate-yourself-online/
- http://www.jumpstart.com/parents/resources
- http://opensource.com/education/13/4/guide-open-source-education

(F) Additional Reference Material & Resource Repositories

- http://www.edlproject.eu/
- http://books.google.com/googlebooks/library.html
- http://www.wikipedia.org/
- http://www.oercommons.org
- http://www.loc.gov/
- http://www.nasa.gov/
- http://wikieducator.org/Learning4Content
- http://www.eduworks.com/index.php/Publications/Learning-Object-Tutorial.html
- http://oscar.iitb.ac.in/aboutOscar.do
- http://wikieducator.org/Funding_proposals/Reusable_and_portable_content_for_New_Zealand_schools
- http://www.eduworks.com/index.php/Publications/Standards.html
- http://www.wbnsou.com/Quality/default.htm
- http://science.pppst.com/physics.html
- http://oedb.org/library/features/80-oer-tools

PAPER CODE- 409
PEDAGOGY OF ENVIRONMENTAL STUDIES
(For Primary School Child)

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

Rationale and Aim

Environmental Studies is concerned with the exploration, investigation and development of an understanding of the natural, human, social and cultural dimensions of local and wider environments. It provides opportunities to engage in active learning, to use a wide range of skills, and to acquire open, critical and responsible attitudes.

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

The main aim of this course is to prepare student-teachers for the current challenges in elementary education and to equip them with theoretical and practical understanding of the nature and content of the subject. This course provides an opportunity for them to understand the philosophical and epistemological basis of EVS as a composite area of study that draws upon sciences, social sciences and environmental education. It will help them to correlate their theoretical understanding related to child's learning with classroom processes and interaction, leading to better understanding and effective classroom transactions. This course also provides opportunities to understand and explore children's ideas which will help them to revisit and challenge their own conceptual understanding, identify preconceptions and advance towards better understanding.
This course along with the course in 'Child Development' will help the future teachers gain a deeper understanding of the ways in which children make sense of their world and these insight will enrich their classroom teaching and learning.
The objectives of this course to prepare teachers who understand the philosophical and epistemological basis of Environmental studies as a composite area of study that draws upon sciences, social sciences and environmental education. They should be able to ground their classroom transaction in the theoretical understandings related to child's learning that theyacquire during the course. The content related to concepts in science and social science is embedded within the paper. As students understand children's ideas, it is also an opportunity for the teacher educator to help them revisit and challenge their own conceptual understanding, identify misconceptions and advance towards a better understanding.

Specific objectives

- To help student-teachers understand the scope of EVS and internalize different perspectives of curriculum organization.
- To facilitate student-teachers to probe children's ideas in science and social science
- To prepare student-teachers to plan for and carry out classroom at the level of lower primary level (Class I-V)

- To prepare teachers to practice appropriate methods and approaches of teachingenvironmental studies emphasizing child centered and child friendly experience based, activity based and competency based approaches to teaching.
- To prepare student-teachers to assess children's learning using different pathways.

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

Unit I: Understanding EVS/ Concept of EVS

- Introduction
- Meaning, Scope and Importance of EVS, its Evolution as a Curricular Area at Primary Level.
- Different Perspectives on EVS: NCF-2005, NCF- FS 2022, Prashika program (Eklavya's Innovative Experiment in Primary Education)- To see how curricular vision takes the shape of syllabus.
- EVS as an Integrated Area of Study: Drawing upon Understanding from Science, Social Science and Environmental Education.
- Concept of Environment, Components of Environment, Concept of Population and Community
- Environmental Problems-Global Warming, greenhouse effect, Acid rain, ozone layer depletion

Unit II: Understanding Children's Ideas

- Acquisition of knowledge (5-12 years)
- Making children critical and creative thinkers
- Making Children aware of Environment
- Using Children's Ideas as a Tool for Learning.
- Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget)
- A Review (analysis) of Different Sets of Curricular Materials Including Textbooks (For age appropriateness, Relevance based on the above)
- Programmes in schools for Strengthening Environment Education in School System.

Unit III: Teaching of EVS/ Classroom Transaction and Assessment

- Process Approach in EVS: Process Skills- simple experiments, observations, classification, proving questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.
- Types of Maps, Symbols and Map Reading
- Ways of conducting inquiry: Activities, Discussions, Group work, Field visits, Survey, Experimentations, etc.
- Role of Teacher in Classroom Transaction.
- Integration of Subjects (Language and Mathematics)
- Role of Mass media in Environmental Education

Unit IV: Planning and Evaluation

- Planning- Concept Need and Importance
- Planning of Teaching EVS, year plan, unit plan, period plan, some examples of a good EVS plan: Evaluation of planning
- Concept map and thematic Web charts
- Addressing children's alternative conceptions: Some experiences
- Resource Pool of Materials: Locally available Materials, Audio-visuals and Electronic Materials, Lab/ Science Kit, Library
- Understanding Reflective Teaching and Learning, Preparation and Selection of Reflective Questions
- Assessment and evaluation – Definition, need and importance, Assessment as Learning, Assessment for Learning, Assessment of Learning, formative and summative, feedback and reporting procedures, records and registers.

Unit V: Understanding of textbooks and pedagogy

- Philosophy and guiding principles for the development of EVS textbooks.
- Themes, structure of the unit, nature of exercises and its implications.
- Learning resources for effective transaction of EVS curriculum.
- Approaches- Concentric, Child centered, Toy based pedagogy, Experiential, Art integrated method, Cooperative learning approach
- Learning outcomes and key competencies

References

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- NCERT (2005).*Syllabus for Elementary Classes- Volume I*. New Delhi: NCERT Seminar Proceedings (1995-96).*Seminar on EVS*, organized by Vidya Bhawan, Udaipur
- Sarabhai V. K. et al. (2007). *Tbilisi to Ahmadabad– The Journey of Environmental Education–A Source book*, Centre for Environment Education, Ahmedabad
- R.K. Agnihotri et al. (1994). *PRASHIKA*: *Eklavya's Innovative Experiment in Primary Education*:RatnaSagar Prakashan
- J.S. Rajput (1994). *Experience and Expectations in Elementary Education*: AnamikaPrakashan
- Guesene E. and Tberghiem, A. (1985). *Children's Ideas in Science,* Milton Keynes: Open University Press
- Harlan J. McMillan (1995).*Science Experience for the Early Childhood Years*: New York SCERT (2011).*paryavaranadhyayanaurvigyanshikshan*, D.El.Ed.-ODL Course: Chhattisgarh NCERT (2007/2013).*Looking Arround Us,* EVS Textbooks (3-5), New Delhi: NCERT SCERT (2012/2013).*We-Our environment*, EVS Textbooks (3-5): Andhra Pradesh
- The Green teacher (1997).*Ideas, Experiences and Learning in Educating for the environment*: Centre for Environment Education ???
- Douglas P. Newton (1988). *Talking Sense in Primary Science*: *Helping Children Understand throughTalk*: RoutledgeFalmer
- UNICEF (2008). *Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools*: UNICEF
- Unesco (1990).*An Environmental Education Approach to the Training of Middle Level Teachers*: A Prototype Program: UNESCO, UNEP International EE Program
- Springer (2006).*Science Literacy in Primary Schools and Pre-Schools*
- UNESCO (1988).*Games and Toys in Teaching of Science and Technology*: UNESCO
- Harlen, W. and Elstgeest, J. (1998).*UNESCO Source Book for Science in the Primary School,* New
- Delhi: NBT
- NCERT (2008).*Source Book on Assessment for Classes I – V*, Environmental Studies, New Delhi:

NCERTLofthouse B. and Conner C. (1985).The Study of Primary Education: A Source Book: Vol-1: The Falmer Press CEE (1987). Joy of Learning: Handbook of Environmental Education Activities: CEE Bhrucha E. (2004). Textbook For Environmental Studies: UGC, New Delhi and BhartiVidyapeeth-Institute of Environmental Education and Research, Pune

PAPER CODE 410.1 (a)
LANGUAGE EDUCATION- ENGLISH
(For Upper Primary School Child)

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

Rationale and Aim

This course focuses on the teaching of English to learners at the elementary level. The aim is also to expose the student-teacher to contemporary practices in English Language Teaching(ELT). The course also offers the space to critique existing classroom methodology for ELT. The theoretical perspective of this course is based on a constructivist approach to language learning. This course will enable the student-teacher to create a supportive environment which encourages their learners to experiment with language learning. The course will also focus on developing an understanding of second language learning.

Specific Objectives

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

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

Unit I: Approaches to teaching of English and the Shift in Approaches

- Understanding of behaviourist, innatist, cognitive and socio-cultural approaches to teaching of English as Second Language - implications
- Skill based approach to knowledge based approach.
- Fragmentary (letter / words, sentences etc.) to holistic treatment of language in terms ofdiscourse
- Linear and spiral (cyclic) mode of teaching and learning
- Teacher centered to learner/learning centered
- The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – classes 3 to 8, teaching large classes etc, socio- psychological factors (attitude, aptitude, motivation, needs, level of aspiration)
- ICT integrated lesson plan

- Learning Styles
- Stages of Second Language Acquisition

Unit II: Pedagogical implications of SLA theories

- Second Language acquisition theories: Stephen Krashen, Steven Pinker, Noam Chomsky
- Scaffolding, ZPD (Zone of proximal development), reducing affective filter
- Communicative language teaching approach (CLT)

Activities

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

Unit III: Teaching strategies

- Vocabulary: types, kinds of words, methods of teaching vocabulary
- Methods of teaching pronunciation
- Teaching reading prose, extensively and intensively, difference between teaching of prose and poetry
- Grammar in text books, contextualized grammar
- Teaching writing: methods of teaching creative writing
- Use of social media as a teaching aid

Unit IV: Curriculum and text books (05 topics in signed syllabus)

- Curriculum - need and importance of curriculum revision
- An overview of NCF - School Education 2023: Language Education
- Features of New English text books
- Addressing issues of low proficient learner

Unit V: Planning and learners' assessment

- Planning for creating English ambience at school
- Teacher's planning components of a teaching of plan; year plan, unit cum period plan. Format of a teaching plan
- Assessment and Evaluation
- Need and Importance of Assessment
- Implications of Assessment - For the Learner, for the Teacher and for the Community
- Continuous and Comprehensive Assessment (CCE)
- Assessment of speaking and listening skill: using interview, storytelling, re-telling
- Formative assessment - tools for assessment; recording and evidences
- Summative assessment- tools – recording

Activities:

- Developing Language games for class 6^{th}, 7^{th} and 8^{th} (online and offline) mapped with learning outcomes

Essential Readings

- Anandan . K.N. (2006) Tuition to Intuition , Transcend , Calicut
- Brewster, E., Girard, D. and Ellis G. (2004). The Primary English Teacher's Guide. Penguin. (New Edition)
- Ellis, G. and Brewster, J. (2002), Tell it again! The new Story-telling Handbook for Teachers Penguin.

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- Scott, W. A. and Ytreberg, L. H. (1990). Teaching English to Children. London: Longman.
- Slatterly, M. and Willis, J. 2001, English for Primary Teachers: A Handbook of Activities and Classroom Language, Oxford: Oxford University Press.

Readings for Discussion

a. Fogarty, R. (2006). Literacy Matters: Strategies Every Teacher Can Use. USA: Corwin Press pp. 59-62.
b. Wyse, D. and Jones, R. (2001). Teaching English, Language and Literacy. New York: Routledge Falmer, pp. 169-175. Unit 5
c. Browne, A. (2007). Teaching and Learning Communication, Language and Literacy. London, UK: Paul Chapman, 175-210.
d. Sahi, J. and Sahi, R. (2008). Learning through Art. Eklavya, Bangalore, 125-137

Advanced Readings

a. Cameron, L. (2001) Teaching Languages to Young Learners, Cambridge: Cambridge University Press.
b. Curtain, H. A. and Dahlberg, C. A. (2004). Languages and Children: Making the Match. Boston: Pearson.
c. Tomlinson, B. (Eds.) (1998). Materials Development in Language Teaching. United Kingdom: Cambridge University Press.

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- Tomlinson, B. (2013). (Ed.), *Applied linguistics and materials development*. New York: Bloomsbury.
- Teaching and Learning English (M.L. Tickoo).

PAPER CODE 410.1 (b)
LANGUAGE EDUCATION- HINDI
(For Upper Primary School Child)

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PAPER CODE 410.1 (c)
LANGUAGE EDUCATION- PUNJABI
(For Upper Primary School Child)

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

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9) gzikph ;kfjs o{gK B{z T[jBK dh gqfesh nB[;ko gVQB ns/ wkD ;eD d/ :'r pDkT[Dk.
10) ftnkeoB d/ f;XKse ns/ ftjkoe o{gK ftu nkg;h skbw/b ;Ekgs eo ;eD dh :'rsk dk ftek; eoBk.
11) gzikph GkPk s/ ;ZfGnkuko gqfs ;wM g?dk eoe/, GkPk ns/ ;ZfGnkukoe edoK fewsK Bkb i[V/ ojD ns/ ;j/iD gqfs gq/os eoBk.
12) ;wkie gq;fEshnK nB[;ko GkPk d/ T[g:'r dh ;wM g?dk eoBk.
13) gzikph ftu ;{uBk ns/ ;zukoB seBkb'ih d/ nB[ebB d/ :'r pDkT[Dk.
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^ gzikph GkPk L w[Ybh ikDekoh ns/ ni'ek ;o{g

^ r[ow[yh fbgh L fBek; s/ ftek;

^ r[ow[yh fbgh dk ;o{g ns/ gzikp GkPk bJh nB[e{bsk

^ gzikph GkPk dk nfXnkgB L f;XKs ns/ f;Zfynk ;{so

fJekJh 2 ;[DB, p'bD, gVQB ns/ fbyD e"Pb

^ ;[DBk L ;[DB gqfefonk, ;[DB ns/ ;wMD dk ;zpzX, ;[DB dk wZjst, ;jh ;[DB bJh PosK, uzr/ ;o's/ d/ r[D

^ p'bukb dh f;Zfynk L p'bukb gqfefonk, p'bD dk wZjst, uzr/ tesk d/ r[D

^ T[ukoB dh f;Zfynk L P[ZX bs/ nP[ZX T[ukoB, nP[ZX T[ukoB d/ ekoB ns/ ;[Xko

^ gVQBk L gVQQB gqfefonk, gVQB dk wZjst, gVQBk f;ykT[D d/ Yzr

^ gVQB dhnK fe;wK L ;{yw gVQkJh s/ ;E{b gVQkJh, T[FZuh gkm ns/ w"B gkm

^ fbyDk L fbyDk f;ykT[D dhnK nt;EktK

^ fbyD dk nfGnk; (t/y e/ fbyDk, p'b fbys, ;[b/y, ;[zdo fbykJh w[ekpb/ nkfd)

^ nP[ZX Ppd i'VK d/ ekoB ns/ ;[Xko

fJekJh 3 ftnkeoB

^ ftnkeoBL gfoGkPk, b'V ns/ GkPk B{z f;ZyD ftu f;XKse ns/ ftjkoe ftnkeoB dh G{fwek

^ ;to ns/ ftnziB, brK ns/ brkyo

^ Ppd Pq/DhnKL BKt, gVBKt, ftP/PD, fefonk ftP/PD, ;zpzXe, :'ie, ft;we ns/ fBgks

^ tke dhnK fe;wK (;XkoB, ;z:'es ns/ fwPos)

^ fbzr, tuB, ;wkBkoEe Ppd, pj[^nkoEe Ppd, pj[s/ PpdK dh EK fJZe Ppd

^ ft;okw fuzBQ

^ nykD ns/ w[jkto/

fJekJh 4 GkPk nfXnkgB ftXhnK ns/ w[bKeD

^ GkPk f;Zfynk ftu ;kfjs ns/ pkb ;kfjs dh G{fwek

^ eftsk dk nfXnkgBL T[d/P, ftXhnK, gqkfJwoh ns/ fwvb gZXo s/ eftsk dk nfXnkgB

^ tkose d/ tZy tZy o{gK dk nfXnkgBL T[d/P, ftXhnK, gqkfJwoh ns/ fwvb gZXo s/ tkose dk nfXnkgB

^ ftnkeoB dh f;Zfynk L ftnkeoB f;Zfynk dhnK ftXhnK

^ w[bKeD L noE s/ gfoGkPk, w[bKeD s/ gohfynk ftu nzso, GkPk :'rsktK d/ w[bKeD d/ Yzr, nfXnkgB f;ZyD gqfefonk ftu w[bKeD dh G{fwek, gohfynk bJh gqPBK dhnK fe;wK, uzr/ w[bKeD dhnK ftP/PsktK

fJekJh ^5 gkm :'iBk ns/ Pq/Dh nfGnk;

^ gkm :'iBkL noE, T[d/P, ns/ wZjst

^ gkm :'iBk dhnK fe;wK, ;E{b ns/ ;{yw gkm :'iBk ftu nzso

^ Pq/Dh nfXnkgB ns/ f;XKsK ftueko ;zpzXL gqdoPB gkm, ;{yw nfXnkgB, gfououk gkm

^ gkm :'iBk dk ftjkoe o{gL gkm :"iBKtK B{z fsnko eoBk

^ nfXnkgB ;jkfJe ;kXB (;wroh)L b'V, fe;wK s/ ;[Zuih tos'A d/ Yzr

^ Pq/Dh ewok fJZe ;kXB ti'A

^ gzikph ftu ;{uBk ns/ ;zukoB seBkb'ih dk nB[ebB

jdkfJsKL e[Zb 100 nzeK ftu'A fbys gohfynk d/ 70 nze j'Dr/ ns/ 30 nze gq;skfts ekoi bJh j'Dr/. gq;skfts ekoiK dk w[bKeD nzdo{Bh j't/rk. fbys gohfynk bJh gkmeqw B{z gzi fJekJhnK ftu tzfvnk frnk j?L

1) S/ ftu'A gzi gqPB fszB^fszB nze d/ jZb eoB/ j'Dr/, jo/e fJekJh ftu'A fJZe gqPB io{o u[fDnk ikt/rk.
2) gzi ftu'A uko gqPB gzi^gzi nze d/ g[ZS/ ikDr/, jo/e fJekJh ftu'A fJZe gqPB io{o u[fDnk ikt/rk.
3) S/ ftu'A gzi gqPB ;Zs^;Zs nze d/ jZb eoB/ j'Dr/, jo/e fJekJh ftu'A fJZe gqPB io{o u[fDnk ikt/rk.

gq;skfts ekoi L **nzeL30**

1) ezfgT[No dh TF[Zfus tos'A bJh gzikph GkPk, fbgh, ezfgT{No ns/ NkfJg dh ;wM
2) GkPk g[;sekbk dh ikDekoh ns/ tos'A
3) GkPk gq:'rPkbK dh ikDekoh ns/ tos'A
4) jtkbk e"PbK dk nfGnk;L fvePBohnK, e'PK, ftPt e'P, jtkbk g[;seK, gh a vh a n?c a d;skt/IK ns/ fJzNoB?FZN dh tos'A
5) ;e{b gZXo s/ ftfdnkoEhnK tZb'A ehshnK iKdhnK T[ukoB, fbykJh ns/ Ppd i'VK rbshnK dh fog'oN fsnko eoBk
6) gzikph GkPk nfXnkgB ftu fBwBfbys ;jkfJe ;kXBK dh tos'AL

- ;;s/ w[Zb d/ nfXnkgB ;jkfJe ;kXB fsnko eoBk
- Utoj?FZv gq'i/eNo dh tos'A, gkodoPh PhN fsnko eoBk
- ezfgT{No ns/ wbNh whvhnkL gh agh aNh a, fcbwh s/ BkNeh nzPK dh tos'A, nktkIK dh foekofvzr

g[;se ;{uh

1) wks GkPk dh f;Zfynk ftXh, vk a i;tzs f;zx i;
2) wks GkPk dh ;woZEk, vk a jouzd f;zx pokV
3) Gkyk ;ziw tkfbT{w 3 nze 1^2, 1970 tkfbT{w 12,1980 gzikph :{fBtof;Nh gfNnkbk
4) gzikph GkPkL ftnkeoB s/ pDso, ;[fozdo f;zx yfjok, gzikph :{fBtof;Nh gfNnkbk

5) gzikph f;yPD ebk, pbd/t oki r[gsk ns/ fsgs f;zx GZNh, gzikph :{fBtof;Nh gfNnkbk
6) nfXnkgB ftXhnK ns/ f;XKs, e/ a GkNhnk ns/ ph a vh a GkNhnk, nBPtkde Nh a nko a Powk gzikph :{fBtof;Nh gfNnkbk
7) gzikph ;kfjs dk fJfsjk; (nkfd ekb^wZX ekb), vk a irpho f;zx, r[o{ BkBe d/t :{fBtof;Nh nzfwqs;o
8) gzikph pko/, vk a joehos f;zx, gzikph :{fBtof;Nh gfNnkbk
9) gzikph GkPk dk ftek;, d[Bh uzdq, gzikp :{fBtof;Nh uzvhrVQ
10) gzikph ;zuko :'rsk nfGnk;, gzikph ;N/N :{fBtof;Nh N?e;N p[e p'ov
11) gqwkfDe gzikph ftnkeoB, vk a joehos f;zx, gzikph ;N/N :{Bhtof;Nh N?e;N p[e p'ov
12) ni'eh gzikph dk ftnkeoB ns/ b/y ouBk, gzikph ;e{b f;Zfynk p'ov w'jkbh w[jktok ns/ nykD e'P

PAPER CODE 410.2
MATHEMATICS EDUCATION
(For Upper Primary School Child)

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

Rationale and Aim

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

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

Specific Objectives

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

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

Unit 1: Mathematical Reasoning

- Structure of Mathematics: Axioms, Definitions, Theorems
- Problem solving in mathematics – a process
- Creative thinking in Mathematics: Understanding children's thinking and reasoning patterns.
- Develop Mathematical thinking and ability to communicate mathematical ideas

Unit II: Algebra Thinking

- Functional relations (formation of equation in one and two variables)
- When and why we use variables
- Solving simple linear equations
- Mathematical investigations/puzzles that rely on algebraic thinking

Unit III: Practical Arithmetic and Handling Data

- Collection, classification and interpretation of data
- Presentation of collected data
- Elementary statistical techniques (mean median and mode) at elementary level
- Percentage
- Ratio and proportion
- Interest
- Discount
- Perimeter and areas for 2 D shapes

Unit IV: Geometric ways of looking at space and shapes

- Geometric thinking Levels - Van Hieles
- Congruency and similarity
- Transformations and geometric Shapes
- Construction of the geometrical shapes at elementary level

Unit V: Communicating Mathematics and Issues about Assessment in Mathematics

- The role of text books in the teaching-learning process of mathematics
- Mathematics Laboratory/Resource Room
- Feed back to students about errors committed in their work (Diagnostic tossing andremedial teaching)
- Mathematics phobia and coping with failure
- Open-ended questions and problems
- Assessment for conceptual understanding development of achievement test
- Critical analysis of text-books from the view point of thinking
- Emphasis on understanding mathematical vocabulary and its role in development of mathematical understanding
- Development of mathematical ideas over human history and contribution of Indian mathematicians

Activities: Tools to teach Mathematics (Geo-gebra, wordwall etc.)

Essential Readings

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

Advanced Readings for Faculty

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

PAPER CODE 410.3
SCIENCE EDUCATION
(For Upper Primary School Child)

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

Rationale and Aim

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

Specific objectives

- To encourage students to revisit their own conceptual understanding of science
- To engage students with various aspects of the nature of science.
- To help students understand children's ideas in relation to cognitive development and children understands of scientific concepts.
- To help students select and use appropriate teaching-learning and assessment strategies.
- To enable students to view science as an inclusive and a democratic enterprise.

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

Unit 1: Revisiting School Science Concepts

- Investigating different themes and interdisciplinary concepts using children's questions. How do clouds form?
- How do plants and animals utilize their food?
- Where all does the rain water go?
- Why does a candle become short on burning?
- For doing the above, students will study available literature, conduct simple activities and experiments, record observation, discussions with peers and teacher, reflect on how they arrived at questions, why they choose certain ways of conducting inquiry etc. This exercise needs to be facilitated by their teachers.
- Food and its components, Functions of different body systems

Unit II: Understanding what is Science and Children's Ideas in ScienceNature of science

- Subject matter in sciences and social sciences
- Science as information or inquiry
- Children's ideas related to science concepts
- Probing, documenting and analyzing children's ideas related to science concepts.
- Aims and objectives of Teaching Science- Blooms' Taxonomy of Educational Objectives (revised form also)

Unit III: Classroom Transaction and Assessment

- Different ways of conducting inquiry: setting up simple experiments and investigations in different contests
- Science- museums, field trips, projects and exhibition.
- Developing different assessment strategies including appropriate questions for paper pencil tests.
- Preparing Unit plans based on concept maps.
- Assessing teaching-learning materials such as books, films, multimedia packages for their relevance and age appropriateness.
- MOOC platforms for Science Education and their relevance for teachers and students

Unit IV: Science for All

- Issues of gender, language, culture and equity in science classes Introduction to science and society interface
- Green revolutionand sustainable farming practices.
- Loss of habitat and endangered species
- Indigenous people and issues of survival
- Reasons of farmer suicides
- Many such issues can be taken up for literature survey, discussions, campaigning through poster, public hearing, talks of concerned people like farmers and also experts in the field.
- E-learning : Concept and use of e-books, e-journals in science education
- Innovation in Science Education : Meaning, Importance and Programmes for promotion of innovations in Science Education (Such as Science Exhibition, Inspire Awards, Science Olympiads)

Unit V: Understanding of textbooks and pedagogy

- Philosophy and guiding principles for the development of Science textbooks.
- Content, approaches and methods of teaching Science – Interactive and participatory methods, Toy based pedagogy, Experiential learning, Art integrated approach
- Teacher as facilitator.
- Themes, structure of the unit, nature of exercises and its implications.
- Learning resources for effective transaction of Science curriculum.
- Learning outcomes and key competencies

Essential Readings

Unit I

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

Unit II

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

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

Readings for Discussion

Unit II

1. Driver, R. (1996). Young People's Images of Science, Milton Keynes-London: Open University Press.
2. Rampal, A. (1992). Images of Science and Scientists a study of School Teachers Views. I. Characteristics of Scientists. Science Education. 76(4), 415-436. Unit 4
3. Brickhouse, N. (2001). Embodying Science: A Feminist Perspective. Journal of Research in Science Teaching, 38(3), 282-295.
4. Kurth, A., Anderson, W.C., Palincsar, S. (2002). The Case of Calra: Dilemmas of helping all students to understand Science, Science Education, 86, 287-313.
5. Shiva, V. (2002). Water Wars Cambridge, USA: South end press.

Advanced Readings

Unit II

1. Kang, S et al (2004). Examining Students‟ Views on Nature of Science: Results from Korean 6th, 8th and 10th Grades, Science Education, 89(2). 314– 334.
2. Mc Comas, William F. (ed.) (1998). The Nature of Science in Science Education: Rationales and Strategies, Netherlands : Kluwer Academic Publishers
3. Okasha, S. (2002). Philosophy of Science– A very short Introduction UK: Oxford University Press.
4. Schwartz, S. Renee et. al. (2004). Developing Views of Nature of Science in Authentic context: An explicit approach of Bridging the Gap between Nature of Science and Scientific Inquiry. Science Education. 88(4), 610 – 645.

Unit III

1. Liewellyn, D. (2005). Teaching High School Science through Inquiry – A Case Study Approach, California: Corwin Press and NSTA Press
2. NCERT, (2005). Focus group paper on Science Education, Position Paper. New Delhi: NCERT.
3. Osborne Jonathan F. (1996). Beyond Constructivism. Science Education. 80(1), 53- 82

Unit IV

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

Democracy and Education in India. New Delhi: NMML.

Textbooks, Magazines and Reports

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

PAPER CODE-410.4

SOCIAL SCIENCE EDUCATION
(For Upper Primary School Child)

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

Rationale and Aim

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

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

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

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

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

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

Specific Objectives

This course would help the learner to:

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

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

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

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

This course would also enable the learner to:

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

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

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

Unit 1: Nature of Social Sciences

Social sciences and social studies:

- Nature and Scope
- role of social studies in developing children's understanding of their social context and social realities;
- different approaches to geography; different approaches to organize social sciences:discipline centered, issue-centered, integrated social studies and interdisciplinary social science.

Unit II: Curriculum of Social Sciences and Important Concepts

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

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

Unit III: Children's Understanding, Teaching-Learning Materials and Classroom Processes, Challenges at Upper Primary Level

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

Unit IV: Pedagogy and assessment

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

Unit V: Understanding of textbooks and pedagogy

- Philosophy and guiding principles for the development of Social Studies textbooks.
- Content, approaches and methods of teaching Social Studies – Interactive and participatory methods, teacher as facilitator.
- Learning resources for effective transaction of Social Studies curriculum.
- Teaching Readiness: Planning of Teaching Social Studies, Year plan, Unit plan and Period plan
- Evaluation of Planning
- Assessment and evaluation – Definition, need and importance
- Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.

Essential Readings

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

Readings for Discussion

1. Bhattacharya, N. (2009). Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal.67(1), 99-110.
2. Eklavya, (1994), SamajikAdhyayanShikshan: EkPrayog, Hoshangabad: Eklavya.
   George, Alex M. (2004), Children‟s Perceptions of Sarkar: The Fallacies of Civics
3. Teaching, Contemporary Educational Dialogue 1:2, 228-257.
4. Jain, M. (2005). Social Studies and Civics: Past and Present in the Curriculum,
5. Economic and Political Weekly, 60(19), 1939-1942.
6. NCERT Social Science Textbooks for classes VI – VIII, New Delhi: NCERT. 6. Social science Textbooks for classes VI – VIII, Madhya Pradesh: Eklavya.

Advanced Readings

1. Balagopalan, S. (2009). Chapter 7: Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyar et al (eds.) Thinking diversity, building cohesion: a transnational dialogue on education, Amsterdam: Rozenburg Publications.
2. Billinge, M., Gregory, D., Martin, R. (eds) (1984). Recollections of a revolution: Geography as spatial science, London: Macmillan
3. Carr, E. H. (1961). What is History? England: Penguin
4. Geetha, V., Selvam S., Bhog D. (2009). Textbook Regimes: A Feminist Critique of
5. Nation and Identity, Tamilnadu, New Delhi: Nirantar.
6. Hursh, W., D. and E. Wayne Ross, (2000). Democratic Social Education Social
7. Studies for Social Change, New York: Falmer Press, Chapter 9: Not only by our Words:

Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, 135-148.
8. Mehlinger, Howard D. (ed.) (1981). UNESCO Handbook of Social Studies. France: UNESCO Publications.
9. Ross, E. Wayne (ed.) (2006). The Social Studies Curriculum: Purposes, Problems, and Possibilities. Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36.

PAPER CODE- 411
CREATIVE DRAMA, FINE ARTS AND EDUCATION-II

Maximum Marks: 50
(Only Practicum)

Rationale and Aim of the Practicum

This practicum includes three critical areas of focus: creative drama, fine arts and work and education. All three components are to be covered through the two years of the D.El.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.

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

Creative Drama: Rationale and Aim

Creative Drama: There are two broad aims of creative drama for education.

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

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

Specific Objectives

- To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
- Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.
- Identify and develop one‟s own creative potential.

- Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration?
- Recognise the role of „drama as education" in the elementary school
- Learn to identify areas that are best suited for drama exploration
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- Explore the role of the teacher as creative guide in learning that is drama driven

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

Creative Drama: Focus Areas

- 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
- The Drama should contain One Act Play, Voice Play, Sound Play, Monoacting and the Contents should be derived from subject of teaching.
- Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
- Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
- 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.
- 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.
- 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 studentscreativity rather than following a given script.

Specific Objectives

- Develop an understanding of art and craft, the need to appreciate it in different forms; the scope

and purpose of art education and art as the basis of education.

- Develop a perspective and appreciation of art, nature, human existence relationship.
- Understand the range of traditional art forms and working with hands.
- Develop an appreciation for diverse music forms and the role of music in human cultures.
- Create and present pieces of art: using visual arts and crafts
- Create and present pieces of performance art using music and movement
- Evolve collective art projects incorporating different art media – into a public festival/event.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.

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

Fine Arts: Focus Areas

- **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.
- **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 a**nd **Water Colors, Paper** and **Crayon, Color Pencils, Acrylic, Oil Paint** and **Canvass,** student- teachers would learn about lines, forms, compositions, colors, space divisions etc. **Specific tasks would include free drawing**, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, **creating a collage using images**, **bits cut out from old magazines, news paper** etc.
- **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
- **Cinema and Electronic Media:** Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, it's impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimization of violence; age appropriate viewing and selection of films
- **Literary Arts**: linkage between language, literature and performing arts; appreciation of **poetry** as performance art, **play** reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to **readings in different language traditions**: **Hindi, English** other regional languages and dialectics drawing upon local traditions.
- **Architecture and spatial Design:** develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural

resources and access to these viz a viz architecture and design; spaces for children in a city.

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

Note: EVALUATION SHOULD BE BASED ON THE PRACTICAL DONE IN THE CLASS ITSELF

Essential Readings

1. Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Theatre in Education. London: Heinmann.
2. Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: klavya.
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
5. Grades, Vol II, New York/London: Longman. . 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*
7. *Selected Works of Gandhi*: *The Voice of Truth*, Vol. 6, Navajivan Publishing House.
8. NCERT, (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT.
9. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.
10. Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi.
11. Sahi, Jane and Sahi, R., *Learning Through Art*, Eklavya, 2009.

PAPER CODE- 412
CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH, SCHOOL HEALTH EDUCATION-II

Maximum Marks: 50
(Only Practicum)

Rationale and Aim

This course is designed to be one component of a practicum course to be covered in both years of study. It offers the scope to engage critically with systems and practices related to health of children and school health. Two sets of practicum are provided for the first and the second year of study. The rationale, aim objectives of this practicum presented below refers to both practicum courses.
The relationship between education and health forms the core rationale behind this course. While the role of education on health has been widely acknowledged, the impact of health on education is often not recognized adequately. This course unfolds the reciprocal relationship between health and education. Health is a necessary condition for learning apart from being a basic right of every child. Enrolment, retention, concentration and learning outcomes in the classroom have a strong linkage with a child's physical and emotional health.
A holistic understanding of health implies a perspective on health that is not merely freedom from germs and disease but an understanding of the social, economic, mental/emotional and physical aspects of health. It becomes essential for the teacher to locate the social determinants of health and to root any health communication/education in the socio-economic and cultural context of the child. This forms an essential foundational and theoretical component of the course. This approach will lead away from the, hygiene-education" focus of health education which stresses behavioural changes and puts the responsibility of health on the child. Instead, the course aims to equip the teacher with a perspective that helps both the teacher and the children understand health issues as determined by socio-economic contexts. This will enable them to move beyond a solely behavioural change model to an approach that seeks to address larger health determinants. This is not to deny the importance of healthy habits but it is important to recognize that to tell a child to „bathe every day" or „eat nutritious foods" is not sufficient. The teacher will have to locate health messages and ideas in the lived reality of the children they teach so as to meaningfully engage with the issue.
It is important to see the role of the teacher as one that includes within it the perspective of a health worker. This does not in any way mean an additional workload. However we see this as inherent in her work itself. Here there is a clear overlap of ideas with the course on Child Studies. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio- economic background.It is possible to address issues of teacher attitudes, engagement and willingness to accept diversity in their classroom. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense. Instead of speaking of teacher attitudes alone, the course gives student-teachers a chance to understand unequal and multiple kinds of childhood that children experience.

1. To build a holistic understanding of the concept of health and well-being and understand

children's health needs using a social determinants curriculum.

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.

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: Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health

- Critical Reflection on the concept of Psycho Health Education Behaviour Change models v/s Health
- Communication approach
- Case Studies of Health Education approaches - eg: Eklavya, Madhya Pradesh, FRCH,
- Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc.
- School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya, SHEP, FRCH, Unicef (Nali kali Strategy- School Sanitation and Hygiene Education)

Unit II: Knowledge and Skills Development for Health Education:

- Food and Nutrition;
  Communicable Diseases;
- Understanding One's body, Alternative systems of health and healing; First Aid (Workshop Mode);

Child Abuse: This sub theme explores the meaning of abuse; its various forms and impacts; legal provisions. It also covers issues of corporal punishment and child sexual abuse. The idea is to build awareness/reflection as well as equip with basic skills/information to be able to respond to such situations as a teacher.

Practical Work: Based on Units 1 and 2 Before going for the School Internship Programme student teachers must develop materials/activities/strategies based on select health themes and try to do this by integrating with another subject. A Health Education lesson plan is prepared by the student teacher and the chosen theme/concept is transacted during the SIP. The ideas and materials developed related to the health theme, research done to make sure information and content is correct and the actual transaction in class all form a part of the reflective report to be prepared. This report forms a part of Internal Assessment.

- Athletics
- Organizing of tournaments etc.

Unit III: Understanding Emotional Health Needs, Diversity and Inclusion

- Understanding Emotional Health- self reflective journey
- Emotional Health- Physical Health- Cognition linkages
- School Practices and what these do to a child's emotional well-being
- Diversity in the classroom- different learners, different needs and the concept of inclusion
- Learning Disabilities and engagement in the classroom

Unit IV: Physical Education as integral to health and education

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

Practical Work based on Unit 4: To be learnt/conducted at the DIET, Basic Exercises and movements, Drill and Team Games (Kho-Kho, Kabaddi, Throw ball, Volley Ball, Football etc.) The student teacher must learn techniques and procedures to conduct these. As a practical activity during the student internship2 it is suggested that student teachers observe the physical education (play, exercise) related activities taking place in the school. Is there a space to play? What equipment is available? What is being played by whom (girls/boys)? And what is the culture of play? Is the teacher actively engaged? Are there children being left out? What about children with special needs? Also student teachers are encouraged to document the unrecognized and indigenous games/play that students engage in. It is suggested that student teachers share their findings in the form of a short report. After the SIP, the course facilitator can also guide the class through a discussion of findings to re-emphasize the actual objectives of physical education for education and health and to also recognize the constraints operating in school in terms of lack of space, no sports equipment, ways of innovating etc..

Essential Readings

- Agarwal, P. (2009). Creating high levels of learning for all students together, *Children First*, New Delhi. (Hindi and English).
- Ashtekar, S. (2001), *Health and Healing: A Manual of Primary Health Care*, Chapters 1, 3, 7,
- 8, 40. Chennai: Orient Longman.
- Iyer, Kirti (2008) *A look at Inclusive Practices in Schools*. Source: RRCEE, Delhi University,
- Sen, S. (2009), *One size does not fit all children*, Children First, New Delhi. (Hindi and English)
- Shukla, A. and Phadke, A. (2000). Chapter- 2, 3, 4, 6 and 8. *Swasthya Sathi: Bhag 1*, Pune:

Cehat.

- VHAI (Voluntary Health association of India, 2000). *Mahamari ka roop le sakne wali beemariyan/swasthya samasyaein,* New Delhi: VHAI. (Hindi and English Versions).

Readings for Discussion

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

Advanced Readings

- Gupta, A. Deshpande, M. Balasubramaniam, R. and Anil, C. (2008), Innovations in Health Education Curriculum in Schools: Towards an Art of the Possible in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage, 155-201.
- Jalan, D. (2000) The diverse learning needs of children. Seminar No. 546
- Werner, D. (1994), *Disabled Village Children*, Chapters 5, 10-13, 16, 17 and 24, New Delhi: VHAI.

PAPER CODE- 413
WORK AND EDUCATION

Maximum Marks: 50
(Only Practicum)

Specific objectives

- To make the pupil teacher understand the value concept, need and importance and scope of work education
- To acquaint pupil teacher to understand different methods in skill development
- To develop the practical skill among students
- To plan suitable activities, select appropriate resource, organize group activates
- To acquaint pupil teachers to understand the aims and the objectives of work education.

Unit-I

- Write down the definition of work education
- Write down the aims and objectives of work education

Unit-II

- Nature, scope of work education
- Need and importance of work education

Unit-III

- Lesson planning
- Principles of lesson planning

PRACTICAL WORK

- **Paper work**
- making cards for different occasions, file covers, Flowers of different types, envelops and decorative paper cutting for festivals
- **Printing**
- Block printing, vegetable printing, spray printing, leaf printing, finger printing and colours
- **Card Board**
- Pencil/Pen stand models as TLM for different subjects, wall hangings, utility boxes etc.
- **Use of scrap of wood**
- Using ice cream sticks, broomsticks and wood pieces
- **Painting-fabric painting on pillow cover/on pot**

- **Use of simple Tools**
  - Use of drill machine
  - Importance of Hammer and their uses
  - Screw Driver, Plier, Cutter
  - Scrap file :
    Different flowers, Different leaves

Note: Prepare two or three from each headings.

PAPER CODE- 414
SCHOOL INTERNSHIP
D.El.Ed. IInd Year

Maximum Marks: 250

Rationale and Aim

The school-based activities are designed to enable the student-teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education within which their previously acquired knowledge and practices can be systematized and structured to enable them to teach effectively. During the school-internship the prospective teacher is expected to observe classroom teaching of mentors/ peers, to get insights into student behavior, instructional practices, student learning, learning environments and classroom management. The student-teacher is expected to critically reflect and discuss these practices and engage in activities like maintenance of records and registers, preparation of lesson and unit plans using different artifacts and technology, classroom management, activities related to school-community- parent interface, and reflectionson self development and professionalization of teaching practice.

The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the first and second year as specified.

The activities undertaken during the internship period will be presented in Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. The entries of Reflective Journals will be analytical answering 'what' is new and different from their previous understandings, 'why' certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and 'how' these observations might lead to a criticism and change in their practice. The students will be assessed on the basis of entries made in Portfolios and Reflective Journals.

The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. 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.

The internship starts with observation of classes where the interns are going to teach. Observation is of students' interests, needs and levels, as well as of the classroom practices and materials used. Discussions with supervisor and journal documentation are necessary part of the learning process.
Based on these observations and using a constructivist paradigm, certain themes/concepts are then planned. Learning goals must be clearly developed for all students, with a detailed description of how

Learning is organized (for e.g. is the mode discussion, small group or individual work). The process should involve students in assessing their own learning. Create democratic ethos, where student autonomy is enhanced and all students are treated with fairness and with respect.

Specific Objectives

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

Bifurcation weightage of components:

- Planning : 30%
- Teaching : 30%
- Reflective journal and record keeping : 40%

Guidelines for the prospective teachers:

The prospective teachers shall undertake the following activities during the internship period

- Daily Lesson Planning
- Unit Planning
- Class Room Teaching
- Developing and using learning teaching material
- Preparation of Diagnostic tests and identifying learning difficulties
- Organizing all types of curricular activities e.g. Sports and Games, Debate , Songs, Art, Music and Painting
- Interaction with parents
- Teacher's Diary
- Time Table
- Journals

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.

Journals

Journals include some description, more reflection and analysis. Description will focus on individual students, pedagogy, management issues, psychological and social issues. Maximum marks: 15.
Analysis will allow for reflection on what the intern did in class and why. For example, did the intern engage with developmental theories of children along with socio-cultural influences? Focus is on growth of the intern over a period of time e.g., responding to supervisors comments and qualitative improvement, regularity in submission etc. Maximum marks: 25.

Supervisor's / Mentor's Role

The supervisor / mentor may provide feedback

- Intern's knowledge base
- Building on student's prior knowledge, life experiences by asking appropriate questions.
- Use of appropriate instructional strategies to respond to diverse needs.
- Facilitate a learning experience for all students that promotes critical thinking, choice, interaction and autonomy across subjects.
- Reducing the learners' dependence on authority (text-books, teachers, elders) by referring to alternative sources (peers, books, internet).
- Effective use of time.
- Drawing connections between classroom observation and the coursework of the D.El. Ed. programme

Diploma in Elementary Education (First and Second Year)

Scheme of Examination

Total Marks: 70
Time: 3 Hours

Section- A
Six questions will be given. Candidate will have to attempt any five. **15 Marks**
Each question carries three (3) marks.

Section- B
Five questions will be given. Candidate will have to attempt any four. **20 Marks**
Each question carries five (5) marks.

Section- C
Six questions will be given. Candidate will have to attempt any five. **35 Marks**
Each question carries Seven (7) marks.

Total
Marks: 25
Time: 1½
Hours

Section- A
Six questions will be given. Candidate will have to attempt any five. **10 Marks**
Each question carries two (2) marks.

Section- B
Four questions will be given. Candidate will have to attempt any three. **15 Marks**
Each question carries five (5) marks.

Note:

- The questions given in the theory paper shall cover the entire syllabus
- Internal assessment in each subject shall be given by the concerned teacher according tostudents assignments, project, case study etc.
- Criteria for internal assessment shall be displayed well in advance on the notice board by theconcerned teacher.