

National Council for Teacher Education

Syllabus

Diploma in Elementary Education

Acknowledgement

In order to facilitate the teacher education institutions and examining/affiliating bodies, to revise their teacher education curriculum and organize these programmes in tune with the vision of NCFTE, it was decided to develop the suggestive syllabi for different Teacher Education Programmes at the level of NCTE for their reference. For this purpose a Core Committee was constituted by NCTE consisting of the following:

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The Core committee constituted four Sub-Committees each headed by a coordinator to develop syllabi for ECE, Elementary, Secondary and Post Graduate teacher education programmes. The Syllabus of the Elementary Teacher Training Programme has been developed by the Sub Committee headed by Prof Poonam Batra CIE University of Delhi. *The Council acknowledges the contribution of the members of Core Committee, and the following members of the Sub committee along with other experts who were actively involved in the development of draft of Model Syllabi:*

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- **Educational Studies:** *Education, Society, Curriculum and Learners*
 - Jyoti Dalal, Assistant Professor, Department of Elementary Education, Institute of Home Economics, University of Delhi;
 - Alok Mathur, Faculty, Rishi Valley School, Tamilnadu; Manish Jain, Assistant Professor, Tata Institute, of Social Sciences, Mumbai
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- **Educational Studies:** *Towards Understanding the Self Teacher Identity and School Culture*
 - Poonam Batra, Professor, Central Institute of Education, University of Delhi
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- **Contemporary Studies:** *Diversity, Gender and Inclusive Education*
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 - Alok Mathur, Faculty, Rishi Valley School, Tamilnadu
 - N. Shiva Priya, Project Officer, RRCEE, University of Delhi, Ms. G. Syamala, Executive Director, AADI

- **Pedagogic Studies: *Pedagogy across the Curriculum***
 - Poonam Batra, Professor, Central Institute of Education, University of Delhi;
 - Nargis Panchapakesan, Former Dean, Central Institute of Education, University of Delhi
 - Rashi, Assistant Professor, Department of Elementary Education, Gargi College, University of Delh
- **Pedagogic Studies: *Understanding Language and Early Literacy Language Education***
 - Mukul Priyadarshini, Assistant Professor, Department of Elementary Education, Miranda House, University of Delhi
- **Pedagogic Studies: *English Proficiency and Pedagogy of English Language***
 - Anjali Narohna, Eklavya, Bhopal
 - Prachi Kalra, Assistant Professor, Department of Elementary Education, Gargi College, University of Delhi
- **Pedagogic Studies: *Social Science Education***
 - Manish Jain, Assistant Professor, Tata Institute of Social Sciences, Mumbai;
 - Jyoti Dalal, Assistant Professor, Department of Elementary Education, Institute of Home Economics, University of Delhi.
- **Pedagogic Studies: *Mathematics Education for the Primary School, Child Mathematics Education***
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 - Nargis Panchapakesan, Former Dean, Central Institute of Education, University of Delhi.
- **Pedagogic Studies: *Pedagogy of Environmental Studies and Science Education***
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- **Practicum: *Creative Drama, Fine Arts and Education***
 - Poonam Batra, Professor, Central Institute of Education, University of Delhi
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- **Practicum: *Children's Physical and Emotional Health, School Health and Education***
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 - Nargis Panchapakesan, Former Dean, Central Institute of Education, University of Delhi

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Curricula Areas: Two-Year DEd (ETE) Programme

Child Studies: Two Courses

- 1 Childhood and the Development of Children
- 2 Cognition Learning and the Socio-cultural context

Educational Studies: Four Courses

- 3 Educational Society, Curriculum and Learners
- 4 Towards Understanding the Self
- 5 Teacher Identity and School Culture
- 6 School Culture, Leadership and Change

Contemporary Studies: Two Courses

- 7 Contemporary Indian Society
- 8 Diversity, Gender and Inclusive Education

Curriculum and Pedagogic Studies: Ten Courses

- 9 Proficiency in English
- 10 Pedagogy across the Curriculum
- 11 Understanding Language and Early Literacy
- 12 Mathematics Education for the Primary School Child
- 13 Pedagogy of Environmental Studies
- 14 Pedagogy of English Language

Optional Pedagogy Courses

- 1 Social Science Education
- 2 Language Education
- 3 Mathematics Education
- 4 Science Education

Practicum

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

School Internship

Proposed D Ed Curriculum Structure

S. No.	Course Title	Suggested Periods per Week	Maximum Marks
Year I			
Theory			
1	Childhood and the Development of Children	4-5	100
2	Contemporary Indian Society	4-5	100
3	Education, Society, Curriculum and Learners	4-5	100
4	Towards Understanding the Self	2-3	50
5	Pedagogy across the Curriculum	2-3	50
6	Understanding Language and Early Literacy	4-5	100
7	Mathematics Education for the Primary School Child	4-5	100
8	Proficiency in English	2-3	50
Practicum			
	Creative Drama, Fine Arts and Education	2-3	40
	Children's Physical and Emotional Health, School Health and Education	1-2	30
	Work and Education	1-2	30
	School Internship: 25 - 35 days		100
	Total Marks		850

S. No.	Course Title	Suggested Periods per Week	Maximum Marks
<i>Year II</i>	Theory		
1	Cognition, Learning and the Socio-Cultural Context	4-5	100
2	Teacher Identity and School Culture	4-5	50
3	School Culture, Leadership and Change	2-3	50
4	Pedagogy of Environmental Studies	2-3	100
5	Pedagogy of English Language	4-5	100
6	Optional Pedagogic Courses a) Social Science Education b) Language Education c) Mathematics Education d) Science Education	4-5	100
7	Diversity, Gender and Education	2-3	50
	Practicum		
	Children's Physical and Emotional Health, School Health and Education.	3-4	40
	Creative Drama, Fine Arts and Education	4-5	60
	School Internship: 45-55 days		200
	Total Marks		850
	Grand Total		1700

Childhood and the Development of Children

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

Student Contact Hours: 100 Total Number of Courses in this Area: *Two: one in each year*

Childhood and the Development of Children

Cognition, Learning and the Socio-Cultural Context

Design of the Course

- Several field-based units throughout the course.
- Practicum to go in tandem with the theory course so that field-based data forms the basis of reflection on the theory. Readings for each task in the practicum are also suggested to facilitate theory-praxis linkages. The practicum tasks are suggestive and not prescriptive. It is hoped that the teacher educators would frame tasks according to the units of study.
- Specific readings suggested for use in discussion groups enabling reflective reading of each text.

Rationale and Aim

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

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

Specific Objectives

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

Running Thread of the Course

The student-teacher develops an understanding of construct of childhood from a socio-cultural perspective. Several issues pertaining to development are raised and addressed so as to encourage students to look at and appreciate pluralistic perspectives.

The student- teacher is also equipped with a clear understanding of special needs and issues of inclusion. Social, economic and cultural differences in socialization are looked at critically so as to enable the students to gain insights into factors influencing children. An attempt has been made to include the implications for each aspect of development with the unit itself. For instance, there has been a conscious effort to include activities like play, art, story telling etc. as implications along with the units on physical motor development, cognition and language development respectively.

Units of Study

Unit 1: Perspectives in Development

- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous? ; socio-cultural contexts influencing development
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget
- Inclusion: introduction and perspective, brief historical background, concept and notions associated with it

Unit 2: Physical - Motor Development

- Growth and maturation
- Gross and fine motor development skills in infancy and preschool children
- Role of parents and teachers in providing opportunities for physical-motor development eg. play

Unit 3: Social and Emotional Development

- Basic understanding of emotions, how differential gender socialization occurs
- Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.
- Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions: functions of emotions, attachment-Bowlby.

Unit 4: Childhood

- Childhood as a modern construct; childhood in the context of poverty, globalisation and adult culture
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context.

Unit 5: Contexts of Socialization

- Concept of socialization: family and adult-child relationships; parenting, child rearing practices
- Separation from parents, children in crèches; children in orphanages
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

Mode of Transaction

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

Expertise/ Specialization required to teach this course

Masters in Psychology/Child Development

Essential Readings

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

Readings for Discussion

1. Aries, P. (1965). *Centuries of Childhood-A social history of the family life*. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
2. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.

3. Kauffman et al (1993), *Exceptional Children*. Allyn & Bacon; 6th Ed edition, Boston, USA.
4. तेत्सुको कुरोयानागी, (1996). *तोतो-चान*, (अनुवादक: पूर्वा याज्ञिक कुशवाहा). नेशनल बुक ट्रस्ट
5. होल्ट जॉन (2008). बचपन से पलायन (अनुवादक: पूर्वा याज्ञिक कुशवाहा). एकलव्य. अध्याय 1: बाल्यावस्था की समस्या, अध्याय 2: बाल्यावस्था की संस्था, अध्याय 7: बच्चों की क्षमताएं.

Advanced readings

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

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

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

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

Contact Hours: 2

Hours on the field/self-study: 4

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

The students can identify any child to understand 5-14 year old children in diverse contexts and use case profile method to study her. The teacher educator could organize the class in such a manner that different students’ profile children from varied socio-economic backgrounds. This would allow for a wide range of data which could be subsequently analysed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learner; first-generation learners, street children and slum children; children with special needs.

Case Profile Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

Contact Hours: 5

Hours on the field/ self-study: 10

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

Contact Hours: 4

Essential Readings

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

Contemporary Indian Society

Maximum Marks: 100

External: 75

Internal: 25

Student Contact Hours: 80-100

Area of Study: *Contemporary Studies*

Total Number of Courses in this Area: *Two courses: one in each year*

Contemporary Indian Society

Diversity, Gender, Inequity and Inclusive Education

Design of the Course

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

Rationale and Aim

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

Specific Objectives

- to be familiar with the interdisciplinary analysis of concepts, ideas and concerns
- familiarize with the socio- political economic dimensions of Indian Society 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

Running Thread of the Course

The units of the course cover the political, economic, historical, social and cultural issues of contemporary India. For the transaction of the course, the interweaving of all these factors must be kept in mind. All the units are intermeshed in one another, and a

meaningful understanding of the contemporary India can be developed only by keeping all these facets at the background. This course forms the basis to think critically as a sociological, critical questioning outlook is required from all student teachers. Students are expected to analyze and go beyond their own general presumptions.

Units of Study

Unit 1: India: Emergence from the Freedom Struggle

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

Unit 2: Constitution of India and Education

- Constitutional vision of independent India: then and now
- Constitution and Education: Concurrent status of education
- Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
- Reservation as an egalitarian policy
- Equality and Justice in the Indian Constitution, differential school system and the idea of common neighborhood school
- Right to Education Act 2009

Unit 3: Democracy in India

- Institutional Structures: The centre and the State, the Judiciary, Legislature and Executive
- Democracy, Party system and Electoral Politics
- Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment)
- Grassroot social and political movements and Indian democracy
- Challenges to deepen Indian democracy in relation to inequities of caste, class, gender and religious and linguistic identities

Unit 4: Indian Economy

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

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

- Critical appraisal of Constitutional values as practised in an Educational Institution
- Comparative study of different workplaces
- Conflicts and Social Movements in India: Women, Dalit and tribal movements, Displacement, Land, Human Rights, Communal mobilisation
- Displacement and Development

- Educational debates and movements
- First generation learner 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 field 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

Expertise/ Specialization required to teach this course:

Masters degree in sociology/ political science/ history

Essential Readings

1. NCERT (2006) *Social and Political Life-I*. Class VI Textbook. Unit 2 and 3.
2. NCERT (2007) *Social and Political Life-II*. Class VII Textbook, Chapter 1 and 2.
3. NCERT (2008) *Social and Political life-III*. Class VIII Textbook, Unit 1, 2 and 4.
4. IGNOU Unit 10 Indian national movement in Block-3 *Emergence of Independent India*. In (FHS) Foundations Course in Humanities and Social Sciences.
5. Kasturi, K. (2008). Of Public Purpose and Private Profit. *Seminar* No. 582, February (Special Economic Zones Issue)

Documentaries/ DVDs for Discussion

1. *So Shall You Reap*, 35 min, 2007 by Ajay Bhardwaj (A film on genetically engineered (GE) seeds with specific reference to India)

2. *The Bitter Drink*, 27 min by P. Baburaj & C. Saratchandran (Chronicles the struggle of the tribal community, against the mighty global giant Coca Cola; also discusses the issue of the ownership of natural resources, mainly water.)
3. *Cry of the Forest*, 30 min, 2001 by Krishnendu Bose (Film on the politics of conservation, it tries to look into a more holistic meaning of conservation where people also are part of the forest and animals)
4. *Unlimited Girls*, 94 min, 2002 by Paromita Vohra (A feminist tale told through conversations with cab-drivers, activists, yuppies, cop-scriptwriters, teachers, colleges students and a cast of oddly named and unseen women in a chatroom)
5. *I Wonder*, 60 mins by Anupama Srinivasan (On schooling in India)
6. Movie *1947 Earth* (1999) by Deepa Mehta
7. Movie *Rabba Hun Kee Kariye* by Ajay Bharadwaj

Readings for Discussion

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

Advanced Readings

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

Education, Society, Curriculum and Learners

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 80-100

Area of Study: *Educational Studies*

Total Number of Courses in this Area: *Four Courses: two in each year*

Education, Society, Curriculum and Learners

Towards Understanding the Self

Teacher Identity and School Culture

School Culture, Leadership and Change

Design of the Course

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

Rationale and Aim

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

Specific Objectives

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

Running Thread of the Course

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

Units of Study

Unit 1: Philosophical Understanding of Education

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

Unit 2: Education, Politics and Society

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

Unit 3: Learning, Learner and Teaching

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

Unit 4: Knowledge and Curriculum

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

Mode of Transaction

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

Expertise/ Specialization required to teach this course:

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

Essential Readings

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

CDs/DVDs for Discussion

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

Readings for Discussion

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

4. Rousseau, Jacques J. (1979). *Emile or on Education*, translated by Allan Bloom Basic. 7-18.
5. Sykes, M. (1988). *The Story of Nai Taleem*, Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: The Seed Germinates, Chapter 4: Basic National Education, (Also available in Hindi *Nai taleem Ki Kahani* Translation: RRCEE)
6. Thakur, R. (2004). *Ravindranath ka Shikshadarshan*. Chapter 1: Tote ki Shiksha, Chapter 7: Aashram Shiksha, New Delhi: Granthshipli.

Advanced Readings

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

Towards Understanding the Self

Maximum Marks: 50

External: 35

Internal: 15

Student Contact Hours: 50

Area of Study: *Educational Studies*

Total Number of Courses in this Area: *Four Courses: two in each year*

Education, Society, Curriculum and Learners

Towards Understanding the Self

Teacher Identity and School Culture

School Culture, Leadership and Change

Design of the Course

This course is designed in the format of workshops. These could be scheduled as either 7 day or 14 half day workshops spread over the academic session from July to March in year I. Some of the workshops may have small project/fieldwork components which can be undertaken during the school internship programme, to be followed by presentations. To conduct the workshops, outsourcing is proposed. For this purpose, resource persons may be invited from organizations working in the area of personal development. One regular faculty member from the field of psychology will need to be associated with the external resource person to take up the overall responsibility of the course.

In order to meet the objectives, a number of innovative approaches/techniques/strategies in workshop mode need to be used. This includes interactive sessions, discussion of issues in pairs and groups, presentations, buzz sessions, role plays and case studies and various other activities suitable for the particular workshop.

Rationale and Aim

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

Specific Objectives

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

Units of Study

Unit 1: Exploring the Aim of Life

Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.

Workshop Themes

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

Unit 2: Discovering one's True Potential

Objectives

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

Workshop Themes

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

Unit 3: Developing Sensitivity

Objectives

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

Workshop Themes

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

Unit 4: Peace, Progress and Harmony

Objectives

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

Workshop Themes

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

Unit 5: Facilitating Personal Growth: Applications in Teaching

Objectives

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

Workshop Themes

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

Mode of Transaction

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

Expertise/ Specialization required to teach this course

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

Essential Readings

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

Readings for Discussion

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

Suggested Audio-Visual Resources

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

Advanced Readings

1. Csikzentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*. New York: Harper Collins.
2. Dalal, A.S. (1987). *Living Within*, Pondicherry, India: Sri Aurobindo Ashram Trust.
3. Dalal, A.S. (2001). *A Greater Psychology*. Pondicherry, India: Sri Aurobindo Ashram

Trust.

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

Pedagogy across the Curriculum

Maximum Marks: 50

External: 35

Internal: 15

Student Contact Hours: 40-50

Area of Study: *Pedagogic Studies*

Total Number of Courses: *Ten: five in each year*

Proficiency in English

Pedagogy across the Curriculum

Understanding Language and Early Literacy

Mathematics Education for the Primary School Child

Pedagogy of Environmental Studies

Pedagogy of English Language

Four optional Pedagogy Courses

Design of the Course

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

Rationale and Aim

The 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 judgement and conceptual understanding of pedagogic practice and process of learning.

Running Thread of the Course

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

Unit of Study

Unit 1: Knowledge and Methods of Enquiry

- Knowledge as construction of experience; case examples from school subjects
- Knowledge as distinct from information; case examples from school subjects
- Methods of enquiry, scientific thinking, social scientific thinking, mathematical thinking
- Language, social relations, power, identity and thinking.
- Connections between knowledge, curriculum, textbooks, knowledge and learners

Unit 2: Learner and their Contexts

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

Unit 3: Pedagogic Practice and the Process of Learning

- Critical examination of terminology and notions associated with child-centered education
- Critical understanding of standardised pedagogic methods: concept-formation; enquiry-based learning; project-based learning etc
- Interrogating disciplinary practices, creating non-threatening learning environments.

Unit 4: Critical Study of ICTs and Developing Capacities

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

Mode of Transaction

- Critical readings of specific texts to develop conceptual clarity
- Analysis of school text books to construct and discuss nature and types of knowledge and pedagogic elements
- Collating and analyzing child and adult conceptions of social and natural phenomena
- Developing concept maps to design subject-based and thematic-based curriculum materials

- Observing, documenting and interpreting classroom discourse (teaching-learning episodes)
- Investigating perspectives in children's literature and other teaching-learning materials

Expertise/ Specialization Required

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

Essential Readings

1. Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage.
2. Bruner, J. (1996). In *The Culture of Education*. Cambridge: Harvard University Press, Chapter 2: Folk Pedagogy, 44-65.
3. Dewey, J. (1897). *My Pedagogic Creed*. School Journal, Vol. 54.
4. Driver, R. (1981). Pupils' Alternative Frameworks in Science. *European Journal of Science Education*. 3(1), 93-101.
5. Ghai, A. (1992). Play and the Mentally Handicapped Child. New Delhi: *Sankalp*. September.
6. Holt, J. (1990). *Learning All the Time*. New York: Addison-Wesley Publishing Co.

Readings for Discussion

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

Advanced Reading

1. Donovan, M. S. and Bransford, J. D. (Ed.) (2005). *How students learn*. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 569-590.
2. Ghai, A. and Anima, S. (1991). Play and the Mentally Handicapped child. *Digest*, Vol. 4 (1) 13-14.
3. Pollard, A. (2002). *Reflective Teaching*. London: Continuum, Chapter 3: Developing an Evidence-informed Classroom. 42-69.

Understanding Language and Early Literacy

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 80-100

Area of Study: *Pedagogic Studies*

Total Number of Courses: *Ten: five in each year*

Proficiency in English

Pedagogy across the Curriculum

Understanding Language and Early Literacy

Mathematics Education for the Primary School Child

Pedagogy of Environmental Studies

Pedagogy of English Language

Four optional Pedagogy Courses

Design of the Course

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

Rationale and Aim

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

Specific objectives

To help the students

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

Running Thread of the Course

The overall framework of the paper is marked by the perspective that any good pedagogy must be mindful of an understanding of the nature of the discipline, the learner and the

learning processes in socio-cultural and political contexts. Each unit is linked sequentially to highlight this perspective.

Units of Study

Unit 1: Nature of language

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

Unit 2: Language Acquisition

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

Unit 3: Language across the Curriculum

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

Unit 4: The classroom practices and possibilities

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

Unit 5: Assessment

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

Mode of Transaction

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

Expertise specialization required to teach this course

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

Essential Readings

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

2. Armbruster, Bonnie B. (1984). The Problem of "Inconsiderate Text" In Duffy, G. G. (eds.) *Comprehension Instruction, Perspectives and Suggestions*. Longman Chapter 14.
3. Kumar, K. (2007). *The Child's Language and the Teacher*. India: NBT.
4. Labov, W. (1972). The logic of Non- Standard English. In *Language in Education*. Prepared by Language and Learning course Team. London: Routledge. 198-211.
5. Monson, R. J. (1991). Charting a New Course with Whole Language. *Education Leadership*. 48(6), 51-53.
6. Sinha, S. (2000). Acquiring Literacy in Schools. *Redesigning Curricula: A symposium on working a framework for School education*. September, 493.

Readings for Discussion

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Sieruhn and P. Pluddemonn (Eds.) *Multilingual education for South Africa*. Johannesburg, South Africa: Heinemann. 3-7.
2. Butler, A. and Turnbull, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University, Chapter 2 and Chapter 3.
3. Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, *Children's Literature in the Reading Programme*. Michigan: International Reading Association.
4. Pinnell, G.S. (1985). Ways to Look at the Functions of Children's Language. In A. Jaggard, M. Trika and Smith-Burke (eds.) *Observing the language learner*. Newark, DE: International Reading Association, 57-72.
5. Rhodes, L. K. and Shanklin N. L. (1993). *Windows into Literacy*. UK: Heinemann, The University of Michigan. Chapter 4: Assessing Language Systems and Strategies in Reading.
6. Rothleen, L. and Meinbach A. M. (1991). *The Literature Connection: Using Children's Books in Classroom*, Tucson, USA: Good Year Books.

Advanced Readings

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

Mathematics Education for the Primary School Child

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 100

Area of Study: *Pedagogic Studies*

Total Number of Courses: *Ten: five in each year*

Proficiency in English

Pedagogy across the Curriculum

Understanding Language and Early Literacy

Mathematics Education for the Primary School Child

Pedagogy of Environmental Studies

Pedagogy of English Language

Four optional Pedagogy Courses

Design of the Course

- Each unit of study focuses on the specific aspect of mathematics education relevant at that stage
- Several Hands-on activities are part of each unit of study

Rationale and Aim

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

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

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

Specific Objectives

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

- To sensitize student-teachers about the ways in which children respond to mathematical knowledge
- To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children's learning

Thread Running through the Course

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

Units of Study

Unit 1: Pedagogical Content Knowledge

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

Unit 2: Perspective about Mathematical Knowledge

- Aspects of mathematical knowledge: Conceptual and Procedural
- Vergnaud's framework for acquisition of concepts with respect to mathematical knowledge
- Effect of socio-cultural background of children on mathematical knowledge

Unit 3: Children's Conceptualisation of Mathematics

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

Unit 4: Aspects of Teaching Mathematics

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

Unit 5: Assessment

- Purpose of assessment
- Planning assessment
- Assessment tools
- Evaluation of performance

Mode of Transaction

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

Expertise/ Specialization Required

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

Essential Readings

1. Haylock, D. (2006). *Mathematics Explained for Primary teachers*. New Delhi: Sage Publication, Chapter 22: Measurement, 247-263.
2. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. London: Penguin.
3. Skemp, Richard R. *Mathematics in the Primary School*. London: Roullege. Chapter 3: The formation of Mathematical Concepts, Chapter 4: The Construction of Mathematical Knowledge, Chapter 5: Understanding Mathematical Symbolism, 49-71, 72-89, 90-108.
4. Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods*. Callifornia: Allyn and Bacon, Chapters 1, Chapter 4, Chapter 5, Chapter 6, and Chapter 7.
5. Zevenbergen, R., Dolley, S. And Wright Robert J., (2005), *Teaching Mathematics in Primary Schools*. Australia: Allen & Unwin; (First South Asian Edition). Chapter 2, Chapter 3, Chapter 7 and Chapter 9.

Readings for Discussion

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

Advanced Readings

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

Proficiency in English

Maximum Marks: 50

External: 35

Internal: 15

Student Contact Hours: 40-50

Area of Study: *Pedagogic Studies*

Total Number of Courses in this Area: *Ten: five in each year*

Proficiency in English

Pedagogy across the Curriculum

Understanding Language and Early Literacy

Mathematics Education for the Primary School Child

Pedagogy of Environmental Studies

Pedagogy of English Language

Four optional Pedagogy Courses

Design of the Course

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

Rationale and Aim

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

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

Specific Objectives

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

Running Thread of the Course

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

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

Units of Study

Unit 1: Nature of Language

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

Unit 2: Listening and Speaking

Developing/Improving Listening and Speaking Skills

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

Teaching Listening and Speaking Skills

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

Unit 3: Reading

Acquisition of Reading Skills

- Reading with comprehension different types of texts
- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet
- Using ideas of critical literacy to analyse chapters from textbooks

Teaching Reading Skills

- Creating environment for reading – reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different texts types like stories, poems, riddles, jokes, and instructions for games

- **Unit 4: Writing**

- *Improving Writing Skills*

- Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases

- Different forms of writing – letters (application, complaint, permission, invitation), messages, notices and posters
- Genre writing
- Doing the above to experience the process of writing: brainstorming, drafting, editing, conferencing, modifying, revising, publishing

Teaching Writing Skills

- Writing as process
- Mechanics of writing(strokes and curves, capital and small, cursive and print script, punctuation)
- Controlled/guided writing(verbal and visual inputs)
- Free and creative writing

Unit 5: Grammar

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

Mode of Transaction

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

Expertise/Specialization required to teach this course:

Master’s degree in english literature with a knowledge of linguistics.

Essential Readings

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

Advanced Readings

1. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press

Cognition, Learning and the Socio-Cultural Context

Maximum Marks: 100

Theory: 70

(External: 50 Internal: 20)

Practicum: 30

Student Contact Hours: 100

Area of Study: *Child Studies*

Total Number of Courses in this Area: *Two: one in each year*

Childhood and the Development of Children

Cognition, Learning and the Socio-Cultural Context

Design of the Course

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

Rationale and Aim

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

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

Specific Objectives

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

Running Thread of the Course

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

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

Units of Study

Unit 1: Learning and Cognition

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

Unit 2: Play

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

Unit 3: Language and Communication

- How do children communicate?
- Perspectives in language development (with references to how children acquire language at early age): Skinner; social learning theory of Bandura and Walters; Nativist- Chomskian perspective.
- Comparison of these theoretical approaches to arrive at a critique of behaviourism
- The uses of language: Turn taking, interactions, conversations, listening.
- Socio- cultural variations in language: accents, differences in communication, linguistic variation, implications for a multicultural classroom.

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

Unit 4: Self and Moral development

- A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control.
- Moral development: perspective of Kohlberg and Carol Gilligan's critique; cultural variations in moral reasoning

Mode of Transaction

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

Expertise/ Specialization required to teach this course

Masters in Psychology/Child Development

Essential Readings

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

Readings for Discussion

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

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

Advanced Readings

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

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

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

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

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

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

arrive at linkages between play and social, emotional, cognitive, language and motor development of children.

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

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

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

Or

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

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

Essential Readings

1. Bettelheim, B. (1987). The Importance of Play. *The Atlantic Monthly*, March.
2. Bodrova, E. and Deborah J. Leong (1996). *Tools of the Mind*. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
3. Cox M. (2005). *The Pictorial World of the Child*. New York: Cambridge University Press.
4. Erikson, Eric, H. (1972). *Play and Development*. New York: W.W. Norton.
5. Garvey, C. (1990). *Play*. Cambridge: Harvard University Press.
6. Sahi, J. and Sahi, R. (2009). *Learning Through Art*. Eklavya. Chapter 1: Introduction.
7. Vygotsky, Lev. S. (1978). *Mind in Society*. Cambridge: Harvard University Press. Chapter 7: Role of Play.

Teacher Identity and School Culture

Maximum Marks: 50

External: 35

Internal: 15

Student Contact Hours: 50

Area of Study: *Educational Studies*

Total Number of Courses in this Area: *Four Courses: two in each year*

Education, Society, Curriculum and Learners

Towards Understanding the Self

Teacher Identity and School Culture

School Culture, Leadership and Change

Design of the Course

This course is designed in the format of workshops. These could be scheduled as either 7 day or 14 half day workshops spread over the academic session from July to March in year I. Some of the workshops may have small project/fieldwork components which can be undertaken during the school internship programme, to be followed by presentations. To conduct the workshops, outsourcing is proposed. For this purpose, resource persons may be invited from organizations working in the area of personal development. One regular faculty member from the field of psychology will need to be associated with the external resource person to take up the overall responsibility of the course.

In order to meet the objectives, a number of innovative approaches/techniques/strategies in workshop mode need to be used. This includes interactive sessions, discussion of issues in pairs and groups, presentations, buzz sessions, role plays and case studies and various other activities suitable for the particular workshop.

Rationale and Aim

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

Specific Objectives

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

Units of Study

Unit 1: Developing a Vision of Education

Objectives

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

Workshop Themes

- Exploring the personal vision of education and teaching and learning process
- Learning from the vision of leading educational thinkers
- Understanding the psychological attitudes and skills of a good facilitator/ educator
- Learning from one's own experiences of being taught/reflecting on characteristics of teachers who were role models
- Understanding the teacher's role, rights and responsibilities/ethics in the contemporary context.

Unit 2: Understanding the Contemporary Context of Education

Objectives

- To facilitate an understanding of the factors that influence education in the contemporary context.
- To develop an understanding of the hidden curriculum, including personal beliefs and assumptions and challenge the attitudes and structures which contribute towards maintaining inherent contradictions and weaknesses of the system.

Workshop Themes

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

Unit 3: Exploring Alternatives in Education

Objective

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

Workshop Themes

- Introduce students to the innovations in the field of education and encourage them to reflect on various possibilities.
- A visit to a centre of innovative learning: A case study
- Interrogating educational practice, envisioning curriculum, and approaches of transaction.

Unit 4: Creating a Positive Classroom Culture

Objective

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

Workshop Themes

- Classroom dynamics and issues of fear and trust; competition and co-operation; freedom and discipline; individual differences and grouping
- Examining Issues of power equations between teachers and students.
- Interrogating issues of superstition, conventional religion, rationality, morality and the science of spirituality
- Peace and conflict resolution

Unit 5: Developing Research Skills

Objectives

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

Workshop Themes

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

Essential Readings

1. Batra, P. (2005). Voice and Agency of Teachers: The missing link in the National Curriculum Framework 2005, *Economic and Political Weekly*, Vol. 11, 4347-4356.
2. *Danger school*, (1996). Mapusa, Goa, India: Other India Press.
3. Dewey, J. (1897). *My Pedagogic Creed*, School Journal, Vol. 54.
4. Gupta, L. (2008). Making of a Teacher, *Seminar*, No. 592, 22-27.
5. Krishnamurti, J. (1974). *On Education*, Ojai, California, USA: Krishnamurti Foundation Trust.
6. Sri Aurobindo and The Mother, (1956). *On Education*, Pondicherry, India: Sri Aurobindo Ashram.
7. *The Good Teacher and the Good Pupil*, (1988). Auroville, India: Sri Aurobindo International Institute of Educational Research.

Readings for Discussion

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

Advanced Readings

1. Batra, P. (2009). Teacher Empowerment: the Educational Entitlement-Social Transformation Traverse, *Contemporary Education Dialogue*, 6(2), 121-156.
2. Friere, P. (1992). *Pedagogy of Hope*. London, UK: Continuum pub. Co.
3. Gilligan, C. (1982). *In a Different Voice*. Cambridge, USA: Harvard University Press.
4. Holt, J. (1995). *How Children Fail*. Addison-Wesley Pub. Co.
5. Illich, I. (1970). *Deschooling Society*, London, UK: Marion Boyars.
6. Krishnamurti, J. (2000). *Life Ahead, To parents, teachers and students*, Ojai,

- California, USA: Krishnamurti Foundation Trust.
7. Kumar, K. (2005). *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*. New Delhi: Sage Pub.
 8. Kumar, K. (2008). *A Pedagogue's Romance: Reflections on schooling*. New Delhi: Oxford University Press.
 9. Partho, *Integral Education*, Pondicherry: Sri Aurobindo Society.
 10. Pollard, A. et al, (2006). *Reflective Teaching*, (3rded.) London: Viva Continuum edition.
 11. Rogers, C. (1983). *Freedom to Learn In the 80s*, USA: Charles R. Merrill Pub. Co.
 12. The Mother, (1999). *On Education*, Pondicherry, India: Sri Aurobindo Ashram.
 13. Wood, D. (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. *Anthropology and Education Quarterly*, 31(4), 426-448.

Audio-visual Resources

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

Web Links

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

Journals

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

School Culture, Leadership and Change

Maximum Marks: 50

External: 35

Internal: 15

Student Contact Hours: 45

Area of Study: *Educational Studies*

Total Number of Courses in this Area: *Four Courses: two in each year*

Education, Society, Curriculum and Learners

Towards Understanding the Self

Teacher Identity and School Culture

School Culture, Leadership and Change

Design of the Course

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

Rationale and Aim

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

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

Specific Objectives

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

- To familiarize students with the structures and processes of the Indian education system
- To help students develop a critical understanding of the notion of school organization and management in the context of the structures and processes of the education system
- To enable students develop a comprehensive understanding of context-specific notions of school effectiveness

- To enable students to develop an understanding of school leadership and change management
- To help students make overt connections between field-based project work, educational leadership and change facilitation

Running Thread of the Course

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

Units of Study

Unit 1: Structures and Processes of the Indian Education System

- types of schools within different administration bodies
- roles and responsibilities of education functionaries
- relationships between support organizations and the school
- understanding and interpreting educational policies that impact schools
- what is school culture, organization, leadership and management?

Unit 2: School Effectiveness and School Standards

- What is school effectiveness and how it is measured?
- Understanding and developing standards in education
- Classroom management and the teacher
- lesson plans, preparation for transaction and inclusive education
- communication in the classroom and multiple learning levels in the classroom

Unit 3: School Leadership and Management

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

Unit 4: Change facilitation in Education

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

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

Suggested topics

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

Mode of Transaction

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

Expertise/ Specialization required to teach this course

Master's in Education with an understanding of systemic issues and social contexts

Essential Readings

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

Readings for Discussion

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

Pedagogy of Environmental Studies

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 80-100

Area of Study: *Pedagogic Studies*

Total Number of Courses: *Ten: five in each year*

Proficiency in English

Pedagogy across the Curriculum

Understanding Language and Early Literacy

Mathematics Education for the Primary School Child

Pedagogy of Environmental Studies

Pedagogy of English Language

Four optional Pedagogy Courses

Design of the Course

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

Rationale and Aim

The main aim of this course is to prepare teachers who understand the philosophical and epistemological basis of EVS as a composite area of study that draws upon sciences, social sciences and environmental education. They should be able to ground their classroom transaction in the theoretical understandings related to child's learning that they acquire during the course.

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

Specific objectives

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

Running Thread of the course

This course along with the courses in Child studies and Contemporary Studies will help the future teachers gain a deeper understanding of the ways in which children make sense

of their physical and social environment and this insight will enrich their classroom teaching and learning.

Units of Study

Unit 1: Concept of Environment Studies

- Scope of EVS as a curricular area at the primary level
- Curriculum Organization:
 - (a) EVS as an integrated area of study that draws upon understanding from Science, Social Science and Environmental Education
 - (b) EVS as EVS (Science) and EVS (Social Science)Students study different syllabi to see how curricular vision takes the shape of syllabus
- Engaging with debates around issues like water, forest, fuel and their distribution. (discussions can take place around readings, films and documentaries)

Unit 2: Understanding Children's Ideas

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

Unit 3: Classroom Transaction and Assessment

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

Unit 4: Planning for Teaching

- Considerations in concept maps and thematic web charts.
- Evolving a Unit Plan framework. These can be discussed with peer groups.
- Resource pool of materials: community resources, developing, maintaining and utilizing other resources - newspaper reports, films, pictures, photographs, collections-seeds, flowers etc, iconic maps and local area maps
- Reflecting on classroom practices: maintaining reflective journals of their internship experience in schools.

Expertise/ Specialization required to teach this course

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

Essential Readings

Unit 1

1. NCERT, (2005). *National Curriculum Framework*. New Delhi: NCERT.
2. NCERT, (2005). *Syllabus for Elementary Classes- Volume I*. New Delhi: NCERT.
3. Raina, V. and Singh, D. P. (2001). What is Science. *Dispatch*, October-December.
4. Sarabhai, V. K, Pandya, M. and Namagiri, R. (2007). 'Tbilisi to Ahmadabad– The Journey of Environmental Education–A Source book' *Centre for Environment Education, Ahmedabad*.
5. Seminar Proceedings, Seminar on EVS organized by Vidya Bhawan, Udaipur, 1995-96.

Unit 2

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

Unit 3

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

Unit 4

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

Readings for Discussion

Unit 1

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

Unit 2

1. Driver, R. (1981). Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
2. Driver, R., Squires, A., Rushworth, P. and Wood-Robinson, V. (2006). *Making Sense of Secondary Science: Research into Children's Ideas*, London: Routledge Falmer.
3. George, Alex M. (2007). *Children's Perception of Sarkar- A critique of Civics Text books*, Bhopal: Eklavya.
4. NCERT, (2008). *Source Book on Assessment for Classes I–V*. Chapter 2: Environmental Studies, New Delhi: NCERT.

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

Advanced Readings

Unit 2

1. Ausubel, David P. (1969). Some Psychological and Educational Limitations of Learning by Discovery in Anderson, Hans O. (Ed.), *Readings in Science Education for the Secondary School*, Macmillan, 97-113.
2. Bruner, Jerome S. (1960). *The Process of Education*, New Delhi: Atma Ram & Sons.
3. Gilbert, J. K. Osborne, R. J. and Fensham, P. J. (1982). Children's Science and Its Consequences for Teaching. *Science Education*. John Wiley & Sons, Inc. 66(4), 623-33.
4. Rieber, Robert W. And Carton, Aaron S. (1987), *The collected works of L.S. Vygotsky Volume I*, Ch. 6-Development of scientific concepts in childhood, 167-242.

Unit 3

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

Unit 4

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

School Textbooks

EVS textbooks for primary grades from

- Digantar, Jaipur
- Eklavya, Madhya Pradesh
- Sangati, Aveshi Abacus, Mumbai

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

Pedagogy of English Language

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 70-80

Area of Study: *Pedagogic Studies*

Total Number of Courses in this Area: *Ten: five in each year*

Proficiency in English

Pedagogy across the Curriculum

Understanding Language and Early Literacy

Mathematics Education for the Primary School Child

Pedagogy of Environmental Studies

Pedagogy of English Language

Four optional Pedagogy Courses

Design of the Course

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

Rationale and Aim

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

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

Specific Objectives

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

Running Thread of the Course

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

Units of Study

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

- Issues of learning English in a multi-lingual/multi-cultural society: the multi-lingual nature of India, English as the language of ‘prestige’ and power
- Teaching English as a first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching English in India; key factors affecting second language acquisition
- Perspectives on the ‘appropriate age’ for beginning the teaching of English: teaching English to young learners.

Unit 2: Approaches to the Teaching of English

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

Unit 3: Teaching Strategies

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

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

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

Unit 4: Learner Assessment

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

Unit 5: Planning and Material Development

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

Mode of Transaction

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

Expertise/ Specialization required to teach this course

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

Essential Readings

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

Readings for Discussion

Unit 3

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

Unit 5

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

Advanced Readings

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

Social Science Education

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 80-100

Area of Study: *Pedagogic Studies*

Total Number of Courses: *Ten: five in each year*

Proficiency in English

Pedagogy across the Curriculum

Understanding Language and Early Literacy

Mathematics Education for the Primary School Child

Pedagogy of Environmental Studies

Pedagogy of English Language

Four optional Pedagogy Courses

Design of the Course

- Select Units of study to have a field-based assignment.
- Specific readings are to be used for discussion in groups enabling a close reading of texts.

Rationale and Aim

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

Specific Objectives

This course would help the learner to:

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

Running Thread of the course

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

Units of Study

Unit 1: Nature of Social Sciences

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

Unit 2: Important Concepts of Social Sciences

Understanding change and continuity, cause and effect, time perspective and chronology, socio-spatial interaction through the following (i) Society: social structure, social stratification, community and groups, (ii) Civilization: history, culture, (iii) State: authority, nation, nation-state and citizen, (iv) Region: resources, space and people (v) Market: Exchange.

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

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

Unit 4: Pedagogy and Assessment

Teaching methods: heuristics/discovery method, project method, use of narration, comparisons, observations, dialogue and discussion in social science; concept of data, its sources and evidence in different social science disciplines; difference between fact and opinion, identifying bias and prejudices; use of personal/experiential knowledge for

critical thinking; dominant method of evaluation in social sciences based on information recall; alternative ways to evaluate learning: basis of evaluation, types of questions, use of open book examination etc.

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

1. Critique a historical film/serial or novel from the view point of authenticity. Use variety of other sources like for movies, books, newspaper article, exhibitions, and museums to appraise on authenticity. Understand the complex nature of 'facts', their construction and their differences from 'opinion'.
2. Map any locality based on the distance and directional relationship from your educational institution. Mark out institutions, historical monuments, banks, local market, and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location. Try to see the linkages between various institutions that exist in this locality
3. Explore and collect some books, movies, cartoons, magazines and journals of 1950s and the present times. Study them carefully to grasp the issues of a common person. Show the changes that can be witnessed in the concerns and in the lives of a common person. Can the reasons for these changes be traced to the economics, polity, history and socio-cultural circumstances of our nation? Present your understanding in the form of a report/ poem/ collage/ narratives/ drama, or any other medium you wish to use.
4. Through field visits, understand a slum in terms of its economics, subsistence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
5. Trace two final consumer products from their raw form. Study the processes that are involved in changing it to the final, finished product. Study how various factors of geography, economics, politics and history have influenced them. Also see the intermeshed relationship that exists between them
6. Around any particular social science theme, event, date or a phenomenon, weave an oral history project. Through interviews and conversations, understand and give space to the voice of people, and their interpretation and understanding of your subject. Analyze their reliability by comparing these versions from other sources. Use this project to understand the plural versions of history that are available. Also study how certain versions become dominant while cornering other ones.
7. Study the transport needs of a community by analyzing different kinds of vehicles people own. Examine their relation with the gender and the socio-economic standards. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing. Also assess the economic and environmental aspects of various forms of transport.
8. Explore how cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical film/serial/novel and so on be used in the teaching of social science

Essential Readings

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

Readings for Discussion

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

Advanced Readings

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

Language Education

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 80-100

Area of Study: *Pedagogic Studies*

Total Number of Courses: *Ten: five in each year*

Proficiency in English

Pedagogy across the Curriculum

Understanding Language and Early Literacy

Mathematics Education for the Primary School Child

Pedagogy of Environmental Studies

Pedagogy of English Language

Four optional Pedagogy Courses

Design of the Course

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

Rationale and Aim

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

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

Specific objectives

To help the students understand the significance of:

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

Running Thread of the Course

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

Units of Study

Unit 1: Reading

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

Unit 2: Writing

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

Unit 3: Literature

- Types of texts; narrative and expository reader's response to literature, schemas and interpretation of texts.
- Engaging with a text
- Various literary genres such as poem, story, biography etc.
- Using literature across the curriculum.

Unit 4: Assessment

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

Essential Readings

6. Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University.
7. Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) *Handbook of Research on the Education of Young Children*, New York: Macmillan. 137-150.
8. Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? *Language Arts*. 57(4).
9. Tompkins, Gail E. (1994). *Teaching Writing: Balancing Process and Product*. Macmillan; California

Readings for Discussion

1. Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, *Children's Literature in the Reading Programme*. Michigan: International Reading Association.
2. Richards, Jack C. and Theodore S. Rodgers (1986). *Approaches and Methods in Language Teaching: A description and Analysis*. India: Cambridge University Press.

Mathematics Education

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 80-100

Area of Study: *Pedagogic Studies*

Total Number of Courses: *Ten: five in each year*

Proficiency in English

Pedagogy across the Curriculum

Understanding Language and Early Literacy

Mathematics Education for the Primary School Child

Pedagogy of Environmental Studies

Pedagogy of English Language

Four optional Pedagogy Courses

Design of the Course

- Each unit of study focuses on the specific aspect of mathematics education relevant at that stage
- Several hands-on activities are part of each unit of study

Rationale and Aim

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

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

Specific Objectives

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

Running Thread of the course

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

Units of Study

Unit 1: Mathematical Reasoning

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

Unit 2: Algebra Thinking

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

Unit 3: Practical Arithmetic and Handling Data

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

Unit 4: Geometric ways of looking at space and shapes

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

Unit 5: Communicating Mathematics

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

Unit 6: Issues about Assessment in Mathematics

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

Mode of Transaction

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

Essential Readings

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

Advanced Readings for Faculty

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

Expertise/ Specialization Required

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

Science Education

Maximum Marks: 100

Internal: 70

External: 30

Total Contact Hours: 80-100

Area of Study: *Pedagogic Studies*

Total Number of Courses: *Ten: five in each year*

Proficiency in English

Pedagogy across the Curriculum

Understanding Language and Early Literacy

Mathematics Education for the Primary School Child

Pedagogy of Environmental Studies

Pedagogy of English Language

Four optional Pedagogy Courses

Design of the Course

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

Rationale and Aim

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

Specific objectives

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

Running Thread of the course

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

Units of Study

Unit 1: Revisiting School Science Concepts

- Investigating different themes and interdisciplinary concepts using children's questions.
 - How do clouds form?
 - How do plants and animals utilize their food?
 - How does an electric bell work?
 - Where all does the rain water go?
 - Why does a candle become short on burning?
 - How do babies develop inside mothers?

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

Unit 2: Understanding what is Science and Children's Ideas in Science

Nature of science

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

Children's ideas related to science concepts

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

Unit 3: Classroom Transaction and Assessment

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

Unit 4: Science for All

- Issues of gender, language, culture and equity in science classes
- Introduction to science and society interface
 - Do all people get enough water for domestic purposes and agriculture?
 - Green revolution and sustainable farming practices.
 - What has led to farmer suicides?
 - Indigenous knowledge practices- metallurgy, heritage crafts.
 - Loss of habitat and endangered species.
 - Indigenous people and issues of survival.

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

Expertise/ Specialization required to teach this course

Masters degree in science and social sciences.

Essential Readings

Unit 2

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

Unit 3

1. Griffin, J. (2004). Research on students and Museums: Looking More Closely at the students in School Groups. *Science Education*, 88(suppl. 1), S59-S70.
2. Harlen, W. (2006). *Teaching, Learning and Assessing Science 5 – 12*. UK: Sage.
3. Harlen, W. Elstgeest, J. (1992). *UNESCO Source Book for Science in the Primary School*, New Delhi: NBT.
4. Martin, D. J. (2009). *Elementary Science Methods- A Constructivist Approach*. Belmont CA: Thomson Wadsworth. 5th Edition.
5. Wellington, J. J. and Osborne, J. (2001). *Language and Literacy in Science Education*. California: Open University Press. Chapter 6: Discussion in School Science: Learning Through Talking, Chapter 5: Writing for Learning Science.

Readings for Discussion

Unit 2

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

Unit 4

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

Advanced Readings

Unit 2

- 1 Kang, S et al (2004). Examining Students' Views on Nature of Science: Results from Korean 6th, 8th and 10th Grades, *Science Education*, 89(2). 314– 334.
- 2 McComas, William F. (ed.) (1998). *The Nature of Science in Science Education: Rationales and Strategies*, Netherlands : Kluwer Academic Publishers
- 3 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 3

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

Unit 4

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

Textbooks, Magazines and Reports

1. Bal Vigyanik, *Text books for Science, Class VI – VIII*. Madhya Pradesh: Eklavya
2. Centre for Science and Environment, *Citizen's reports*, New Delhi.
3. *Down to Earth*, Centre for Science and Environment.
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*.

Diversity, Gender and Inclusive Education

Maximum Marks: 50

External: 35

Internal: 15

Student Contact Hours: 50- 70

Area of Study: *Contemporary Studies*

Total Number of Courses in this Area: *Two: One in each year*

Contemporary Indian Society

Diversity, Gender and Inclusive Education

Design of the Course

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

Rationale and Aim

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

Specific Objectives

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

Running Thread of the Course

The historical and contemporary forces and processes that have resulted in cornering children with no voice and choice can be traced in all the units of study. The courses in Child Studies and Educational Studies will be helpful in developing a sound understanding of this course. This course will also gain important insights from the field

experience that will come from the practicum courses, and the school internship programme. With this, the conceptual understanding built by this course would be fruitful in the field during internship, while dealing with children with diverse needs. Instead of seeing them as a problem and challenge, the student-teacher would be able to incorporate them in his/her teaching-learning processes.

Units of Study

Unit 1: Inclusive Education

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

Unit 2: Children with Special Needs

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

Unit 3: Gender, School and Society

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

Mode of Transaction

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

Expertise/ Specialization required to teach this course

Masters in social sciences with an understanding of special needs education

Essential Readings

1. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.
2. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage.

3. Frostig, M, and Maslow, P. (1973). *Learning Problems in the Classroom: Prevention and Remediation*. New York: Grune & Stratton.
4. Giffard-Lindsay, Katharine (2007). *Inclusive Education in India: Interpretation, Implementation, and Issues*. CREATE PATHWAYS TO ACCESS Research Monograph No 15, September. New Delhi: NUEPA. <http://eprints.sussex.ac.uk/1863/01/PTA15.pdf>
5. Jeffery, P. and Jeffery R. (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust, 125-171.

Readings for Discussion

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

Advanced Readings

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

Children's Physical and Emotional Health, School Health and Education Year I

Maximum Marks: 30

External: 20

Internal: 10

Student Contact Hours: 30-40

Area of Study: *Practicum*

Total Number of Courses in this Area: *Three*

Creative Drama, Fine Arts and Education

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

Work and Education

Design of the Course

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

Rationale and Aim

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

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

It is important to see the role of the teacher as one that includes within it the perspective of a health worker. This does not in any way mean an additional workload. However we

see this as inherent in her work itself. Here there is a clear overlap of ideas with the course on Child Studies. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio- economic background. It is possible to address issues of teacher attitudes, engagement and willingness to accept diversity in their classroom. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense. Instead of speaking of teacher attitudes alone, the course gives student-teachers a chance to understand unequal and multiple kinds of childhood that children experience.

Specific Objectives

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

Running Thread of the Course

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

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

Unit 1: Understanding Health and Well- Being

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

Unit 2: Understanding Children's Health Needs

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

Unit 3: Health of Children in the Context of School

- Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger
- Measuring the 'Health of the School': Issues of Water, sanitation, toilets etc.
- Concept of 'Culture of the Programmes'
- Role of the teacher and engagement with the programmes
- Capturing children's perceptions on food, work, play, Mid Day Meal etc

Practical Work based on Units 1, 2 and 3: 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

1. The exercise undertaken in the School Internship Programme (SIP), of making a profile of a child and understanding his/her social context during the internship needs to also connect to the health of the child and understanding all possible determinants. The student teacher is to observe and find out about the child's health conditions. The child's health profile is to explore the possible health determinants operating in the child's life. Issues of settlement/housing, livelihood of families, poverty and deprivation, food habits, water access and safety etc are explored through observations, informal group discussions and visits to the community. The teacher educator prior to the SIP will guide the student teachers on methods and ethical issues, sensitivity during questioning.
2. Morbidity Mapping Exercise to be conducted. In this the student teacher tracks children's attendance and tries to find out reasons for children's absenteeism. She records illnesses she observes or as reported by children/peers and develops a health report card.
3. The student teacher develops a report card for the 'health of the school'. She surveys parameters like water, toilets, sanitation, building, playground etc during the SIP. The

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

- idea is to encourage the student teachers to explore multiple dimensions of each parameter that impacts on children's health in school. For eg: It is not sufficient to just ask if there is toilet. It is important to explore, is it functional? Is it clean? Is there water available for the toilets etc.
4. Student teachers record observations using tools developed as well as creative methodologies to capture children's perceptions regarding Mid Day Meal to reflect on the health programmes operating in school. The idea is to observe and comment on various aspects of the MDM programme such as quantity, quality, distribution system, 'culture of the programme' and also give legitimacy to children's perceptions on the MDM. For e.g.; What they like, don't like of the MDM, what they eat before school, are they able to study if they are feeling hungry etc. These are explored not through interviews but through creative worksheets which the children fill out. Such methodologies are part of the readings mentioned for Unit III and should be made with the guidance of the teacher educator before SIP.

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

Expertise/ Specialization required to teach both courses

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

Essential Readings

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

Readings for Discussion

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

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

Advanced Readings for Faculty:

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

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

Maximum Marks: 40

External: 30

Internal: 10

**Student Contact Hours: 30
(plus practical work during SIP)**

Unit 1: Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health

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

Unit 2: Knowledge and Skills Development for Health Education:

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

Practical Work: Based on Units 1 and 2

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

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

Unit 3: Understanding Emotional Health Needs, Diversity and Inclusion

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

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

Unit 4: Physical Education as integral to health and education

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

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

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

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

Readings for Discussion

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

Advanced Readings

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

Creative Drama, Fine Arts and Education

Maximum Marks: Year I: 40

Year II: 60

To be assessed internally

Student Contact Hours: 40-60

Area of Study: *Practicum*

Total Number of Courses in this Area: *Three*

Creative Drama, Fine Arts and Education

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

Work and Education

Design of the Practicum

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

Rationale and Aim of the Practicum

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

Creative Drama: Rationale and Aim

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

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

Specific Objectives

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

Running Thread of the Course

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

Creative Drama: Focus Areas

1. In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as 'open improvisations'.
2. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the other? What does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.
3. Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations.

- Develop the capacity to look at same situation from different perspectives. Learning to recognise contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
4. Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
 5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
 6. Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

Mode of Transaction

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

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

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

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

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

Fine Arts: Rationale and Aim

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

Specific Objectives

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

3. Critique the current trends in art education and develop a possible scenario for art for change
4. Understand the range of traditional art forms and working with hands.
5. Develop an appreciation for diverse music forms and the role of music in human cultures.
6. Create and present pieces of art: using visual arts and crafts
7. Create and present pieces of performance art using music and movement
8. Evolve collective art projects incorporating different art media – into a public festival/ event.
9. Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.

Running Thread of the Course

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

Fine Arts: Focus Areas

1. **Art, Art appreciation and Art education:** visit to places like crafts museums, bal bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
2. **Visual Art:** Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.
3. **Music:** Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (eg. lullabies from different language cultures, harvest songs, songs during the freedom struggle etc; create musical pieces with others; design and run sessions on music with children
4. **Cinema and Electronic Media:** Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, it's impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimisation of violence; age appropriate viewing and selection of films

5. **Literary Arts:** linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.
6. **Architecture and spatial Design:** develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these viz a viz architecture and design; spaces for children in a city.
7. **Designing a Project for School Children:** Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example – a heritage walk to a nearby monument and a public event about it – including art exhibition , plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect.

Expertise/Specialisation required to conduct this course

This course needs to be conducted in the mode of workshops by professionals trained in drama, theatre, folk arts, music, fine arts and co-ordinated by a faculty member.

Essential Readings

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

School Internship

Maximum Marks: 300
Year I: 100; Year II: 200

To be internally assessed

Rationale and Aim

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

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

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

Year I

Specific Objectives

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

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

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

Year II

Specific Objectives

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

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

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

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

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

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

