

BOARD OF SCHOOL EDUCATION HARYANA, BHIWANI

CURRICULUM

DIPLOMA IN EDUCATION (D.Ed.)

2012

(THIRD & FOURTH SEMESTER)

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- SEP-III & IV Semester School Experience Programme

NOTE : Pupil-Teachers who are pursuing D.Ed. shall opt for Pedagogy of Hindi Teaching (DE 305) and Pupil-Teachers who are pursuing D.Ed. (Urdu) shall opt for Pedagogy of Urdu Teaching (DE 306). Other courses are compulsory for all.

SCHEME OF STUDIES FOR DIPLOMA IN EDUCATION (D.Ed.) COURSE

Semester-III

Sr.No.	Course Code	Course Title	External	Internal	M.M.	Students Contacts Hours
1	DE 301	Cognition, Learning and the Socio-Cultural Context	70 50 Theory 20 Practicum	30	100	140
2	DE 302	School Culture, Leadership and Change	35	15	50	70
3	DE 303	Diversity, Gender and Inclusive Education	35	15	50	70
4	DE 304	Pedagogy of Environmental Studies	70	30	100	140
5	DE 305	Pedagogy of Hindi Teaching	35	15	50	70
6	DE 306	Pedagogy of Urdu Teaching	35	15	50	70
PRACTICUM						
7	DE 351	Children's Physical and Emotional Health, School Health and Education II	20	20	40	50
8	DE 352	Towards Self-understanding and Evolving an Educational Vision II	25	25	50	70
9	SEP III	School Experience Programme	40	20	60	80
Total			330	170	500	690

Note : Since, Student-Teachers are required to opt either DE 305 or DE 306, the numbers and contact hours of one course are included in Total.

Semester-IV

Sr.No.	Course Code	Course Title	External	Internal	M.M.	Students Contacts Hours
1	DE 401	Pedagogy of English Language	70	30	100	120
2	DE 402	Pedagogy of Social Science Education	70	30	100	120
3	DE 403	Pedagogy of Mathematics Education	70	30	100	120
4	DE 404	Pedagogy of Science Education	70	30	100	120
PRACTICUM						
5	DE 451	Creative Drama, Fine Arts and Education	30	30	60	60
6	SEP IV	School Experience Programme Teaching Practice of English, Social Science (EVS-1), Science (EVS-2), Mathematics Note : one of them must be from elementary Classes	100 (25x4)	40 (10x4)	140	100
Total			410	190	600	640

Semester-III

Course Code - DE 301 Cognition, Learning and the Socio-Cultural Context		Students Contact Hours (External & Internal) =140 Hours	Ext.70 Marks (50 Th.+20 Practicum) Int. 30 Marks
Unit -1	Learning and Cognition	36 hrs.	16 marks
Unit -2	Play	20 hrs.	10 marks
Unit -3	Language and Communication	24 hrs.	14 marks
Unit -4	Self and Moral Development	20 hrs.	10 marks
Viva (Internal)	As per syllabus	Included unit wise	30 marks
Practicum (External)	Task 1	8hrs.	4 marks
	Task 2	25hrs.	12 marks
	Task 3	7hrs.	4 marks

Course Code - DE 302 School Culture, Leadership and Change		Students Contact Hours (External & Internal) =70 Hours	Ext.35 Marks Int. 15 Marks
Unit -1	Structures and Processes of the Indian Education System	20 hrs.	10 marks
Unit -2	School Effectiveness and School Standards	20 hrs.	10 marks
Unit -3	School Leadership and Management	10 hrs.	05 marks
Unit -4	Change Facilitation in Education	20 hrs.	10 marks
Internal Assessment	As per syllabus	Included unit wise	15 marks

Course Code - DE 303 Diversity, Gender and Inclusive Education		Students Contact Hours (External & Internal) =70 Hours	Ext.35 Marks Int. 15 Marks
Unit-1	Inclusive Education	22 hrs.	10 marks
Unit-2	Children with special needs	26 hrs.	15 marks
Unit-3	Gender, School and Society	22 hrs.	10 marks
Internal Assessment	As per syllabus	Included unit wise	15 marks

Course Code - DE 304 Pedagogy of Hindi Teaching		Students Contact Hours (External & Internal) =70 Hours	Ext.35 Marks Int. 15 Marks
Unit -1	mPp i.kfKfed Lrj ij fgluh f'k{k.k	20 ?k.V	10 vD
Unit -2	I Eik.k dksky	15 ?k.V	08 vD
Unit -3	0; kdj.k f'k{k.k	20 ?k.V	10 vD
Unit -4	izu&i= fuekzk , oaf'k{k.k vf/kxe I kexh dk fuekzk	15 ?k.V	07 vD
vkrfjd eV; kdu	iB;-Øekud kj	bdkb; ka ea l feefyr	15 vD

Course Code - DE 305 Pedagogy of Environmental Studies		Students Contact Hours (External & Internal) =140 Hours	Ext.70 Marks Int. 30 Marks
Unit -1	Concept of Environment Studies	40 hrs.	20 marks
Unit -2	Understanding Children's Ideas	36 hrs.	18 marks
Unit -3	Class Room Transaction and Assessment	32 hrs.	16 marks
Unit-4	Planning for Teaching	32 hrs.	16 marks
Internal Assessment	As per syllabus	Included unit wise	30 marks

Course Code - DE 351 Children's Physical and Emotional Health, School Health and Education II		Students Contact Hours (External & Internal) =50 Hours	Ext.20 Marks Int. 20 Marks
Unit -1	Developing a critical Perspective towards Health Education and Pedagogical aspects of Teaching Health	15 hrs.	06 marks
Unit -2	Knowledge and Skill Development for Health Education	15 hrs.	06 marks
Unit -3	Understanding Emotional Health needs, Diversity and Inclusion	10 hrs.	04 marks
Unit-4	Physical Education as Integral to Health and Education	10 hrs.	04 marks
Internal Assessment	As per syllabus	Included unit wise	20 marks

Course Code - DE 352 Towards Self-understanding and Evolving an Educational Vision II		Students Contact Hours (External & Internal) =70 Hours	Ext.25 Marks Int. 25 Marks
Strand -A	Journal writing Writing Tasks	30 hrs.	10 marks
Strand -B	Workshop (1-6) Seminar (1-4)	40 hrs.	15 marks
Internal Assessment	As per syllabus	Included Strand wise	25 marks

Course Code - SEP – III School Experience Programme		Students Contact Hours (External & Internal) =80 Hours	Ext.40 Marks Int. 20 Marks
Planning		60 hrs.	05 marks
Reflective Journal and Record Keeping			10marks
Internal Assessment(Planning, Reflective Journal and Record Keeping)			10 marks
Teaching practice Hindi/Urdu (external) (internal)		20 hrs.	25 marks 10marks

Semester-IV

Course Code - DE 401 Pedagogy of English Language		Students Contact Hours (External & Internal)=120 Hours	Ext.70 Marks Int. 30 Marks
Unit -1	Issues of Teaching of English at the Elementary Stage	25 hrs.	14 marks
Unit -2	Approaches to the Teaching of English	25 hrs.	16 marks
Unit -3	Teaching Strategies	30 hrs.	16 marks
Unit-4	Learner Assessment	20 hrs.	12 marks
Unit-5	Planning and Material Development	20 hrs.	12 marks
Internal Assessment	As per syllabus	Included unit wise	30 marks

Course Code - DE 402 Pedagogy of Social Science Education		Students Contact Hours (External & Internal)=120 Hours	Ext.70 Marks Int. 30 Marks
Unit -1	Nature of Social Sciences	26 hrs.	18 marks
Unit -2	Important Concepts of Social Sciences	26 hrs.	18 marks
Unit -3	Children's Understanding, Teaching Learning Materials and Classroom processes	24 hrs.	16 marks
Unit -4	Pedagogy and Assessment	24 hrs.	18 marks
Unit-5	Field-based Project : Some suggested projects (Any two) For Internal	20 hrs.	
Internal Assessment	As per syllabus	Included unit wise	30 marks
Course Code - DE 403 Pedagogy of Mathematics Education		Students Contact Hours (External & Internal)=120 Hours	Ext.70 Marks Int. 30 Marks
Unit -1	Mathematical reasoning	24 hrs.	14 marks
Unit -2	Algebra thinking	20 hrs.	12 marks
Unit -3	Practical Arithmetic and Handling data	24 hrs.	14 marks
Unit -4	Geometric ways of looking at space and shapes	20 hrs.	12 marks
Unit- 5	Communicating Mathematics	18 hrs.	10marks
Unit-6	Issues about assessment in Mathematics	14 hrs.	08 marks
Internal Assessment	As per syllabus	Included unit wise	30 marks

Course Code - DE 404 Pedagogy of Science Education		Students Contact Hours (External & Internal)=120 Hours	Ext.70 Marks Int. 30 Marks
Unit -1	Understanding Science and Children's ideas in Science	20 hrs.	12 marks
Unit -2	Revisiting school science concepts	50 hrs.	30 marks
Unit -3	Classroom Transaction and Assessment	35 hrs.	20 marks
Unit -4	Science for all	15 hrs.	08 marks
Internal Assessment	As per syllabus	Included unit wise	30 marks
Course Code - DE 451 Creative Drama, Fine Arts and Education		Students Contact Hours (External & Internal)=60 Hours	Marks(60)
Same as it is given in the curriculum.		60 hrs.	60 marks (30 Ext. + 30 Int.)

Course Code - SEP IV School Experience Programme IV		Students Contact Hours (External & Internal)=100 Hours	Marks(140)
School Experience Programme Teaching Practice of English, Social Science (EVS-1), Science (EVS-2), Mathematics Note : one of them must be from elementary Classes		100 hrs.	140marks (100 Ext. + 40 Int.)

1. DE 301 Cognition, Learning and the Socio-Cultural Context

Maximum Marks: 100

External: 70 (Theory 50, Practicum 20)

Internal : 30

Student Contact Hours: 140

Rationale and Aim

The course is aimed towards helping student-teachers understand various theories about learning and cognition. This would lead student-teachers to construct an understanding of learning for their own selves which they would be able to use in the classroom. This, it is hoped would help the teacher become more of a supporter and facilitator rather than an instructor. Another pertinent aim is to enable the students to develop an understanding of the research methods employed to understand children in their multiple contexts. It is envisaged that the students 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 and critical perspectives: principles of behaviorism, cognitive development, information processing, constructivist, socio-constructivist and cross cultural positions. To reflect on their relevance in the teaching-learning process.
- To understand that 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.
- To allow for opportunities such that the student teacher is able to visualize the linkages with theory in the real life interactions with children, through activities such as play, art, 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

36 Hours

16 Marks

- Learning: basic ideas of behaviorism 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; children's thinking; implications for teaching-learning.
- Vygotsky's theory- Introduction, the general genetic law, concept of zone of proximal development, tools and symbols in development, implications for teaching.
- Information processing approaches: basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval), knowledge organisation and learning as change in declarative memory; schema change or conceptual change; 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

20 Hours

10 Marks

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

Unit 3: Language and Communication

24 Hours

14 Marks

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

Unit 4: Self and Moral Development

20 Hours

10 Marks

- 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

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

40 Hours, 20 Marks

Task 1:

08 Hours, 04 Marks

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.

OR

The student conducts a Piaget-style, free flowing clinical interview of a few children to understand "naïve" theories of phenomena such as "why does it rain" or "why does everything fall downwards?"

Task 2:**25 Hours 12 Marks**

The student-teacher does observation of children at play and maintain records – 2 hours across 4 observations; observations can be carried out in playgrounds in the neighborhood or schools. The students could identify different games that children play; Individual and group behavior 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 behavior, 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.

Task 3:**07 Hours 04 Marks**

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.

OR

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.”

Mode of Transaction

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

Essential Readings

- 1 Papalia, D. E. et. al. (2008) *Human Development*. McGraw Hill Higher Education: New York. Chapters 5, 7, 9: sections on cognitive development.
- 2 Crain, W. (1992) *Theories of Development: Concepts and Applications*. (3rd Edition). Prentice Hall: New Jersey. Chapter 7: Kohlberg's Stages of Moral Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory
- 3 Snowman, B. R. and J. Snowman (1996) *Psychology Applied to Teaching*. Houghton Mifflin: Boston. 8th edition. Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.
- 4 Vygotsky, L. S. (1997) Interaction between Learning and Development in Gauvian, M. and M. Cole. (ed.) *Readings on the Development of Children*. W. H. Freeman: New York.
- 5 Piaget J. (1997) Development and Learning. In Gauvian, M. and M. Cole. (ed.) *Readings on the Development of Children*. W. H. Freeman: New York.
- 6 Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's*

handbook. Taylor & Francis: New York. Chapter 7: The beginnings of Language Development

- 7 Lefrancois, G. (1991) *Psychology for Teaching*. Wadsworth Publishing Co: California. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
- 8 Mukunda, Kamala, V. (2009) *What Did You Ask at School Today? A Handbook on Child Learning*. Harper Collins: Noida. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, pp 117-146.

Readings for Discussion

1. Bodrova, E. and D. Leong (1996) *Tools of the Mind*. Merrill: New Jersey. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
2. Donaldson, M. (1986) *Children's Minds*. Harper Collins Publishers Ltd: UK. Chapter 1: The School Experience, Chapter 2: The Ability to Decentre.
3. Gilligan, Carol (1977) In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517.
4. Holt, John (1967) *How Children Learn*. Penguin: London..
5. Siegler, R. and M. W. Alibali (2005) *Children's Thinking*. Prentice Hall: New Jersey. 4th edition. . Chapter 1: An introduction to children's thinking, Chapter 3: Information-processing theories of development, Chapter 5: Sociocultural theories of development, Chapter 9: The development of social cognition.

Advanced Readings

1. Gardner, Harvard (1985) *Frames of Mind: The Theory of Multiple Intelligences*. Paladin Books: London.
2. Piaget, Jean (1926) *Psychology of Intelligence*. Basic Books: New York.
3. Pollard, A. and A. Flier (1996). *The Social World of Children's Learning*. Cassell: London.
4. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. : Harvard University Press: Massachusetts. Chapter 1: Tool and Symbol in Child Development, Chapter 6: Interaction between Learning and Development, Chapter 7: The Role of Play in Development
5. Wood, David. (1988) *How Children Think and Learn*. Blackwell: Oxford. Introduction
6. Elkind, David (1976) *Child Development and Education*. Oxford University Press: Oxford.

References

- 1 Bettelheim, Bruno. (1987) The Importance of Play. *The Atlantic Monthly*, March.
- 2 Bodrova, E. and J. Leong Deborth (1996). *Tools of the Mind*. Merrill: New Jersey. Chapter 3: The Vygotskian Framework and other Theories of Child Development,

Chapter 10: Play as a leading activity.

- 3 Cox Maureen (2005). *The Pictorial World of the Child*. Cambridge University Press: New York.
- 4 Erikson, Eric, H. (1972). *Play and Development*. W.W. Norton: New York.
- 5 Garvey, C. (1990) *Play*. Harvard University Press: Cambridge.
- 6 Sahi, J. and R. Sahi (2009) *Learning Through Art*. Eklavya: Bhopal Chapter 1: Introduction.
- 7 Vygotsky, Lev. S. (1978). *Mind in Society*. Harvard University Press: Cambridge. Chapter 7: Role of Play.

2. DE 302 School Culture, Leadership and Change

Maximum Marks: 50

External: 35

Internal: 15

Student Contact Hours: 70

Rationale and Aim

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

Specific Objectives

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

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

Units of Study

Unit 1: Structures and Processes of the Indian Education System

20 Hours 10 Marks

- 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? What is the role of school activities such as assemblies, annual days etc in the creation of school culture.

Unit 2: School Effectiveness and School Standards**20 Hours 10 Marks**

- 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**10 Hours 05 Marks**

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

Unit 4: Change Facilitation in Education**20 Hours 10 Marks**

- 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

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

Mode of Transaction

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

Essential Readings

- 1 Batra, Sunil (2003) From School Inspection to School Support. In N. Sood (ed) *Management of School Education in India.*: NIEPA: New Delhi.
- 2 Early, P. and D. Weindling (2004) A changing discourse: from management to leadership. In Early, P. and D. Weindling (ed) *Understanding School Leadership*, Paul Chapman Publications: UK.
- 3 Fullan, M. (1993) Why Teachers Must Become Change Agents. In *Educational Leadership*, 50 (6).
- 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.
- 6 Majumdar, S. (1990). Infrastructure and Educational Administration. In
- 7 Mukhopadhyay and Parkar, *Indian Education: development since independence* Vikas Publications: New Delhi
- 8 Jha, Madan Mohan (2002) *School Without Walls* Heinemann: New Delhi pp 24-40; 128 – 155
- 9 Marzano, R, Waters and McNulty (2005) *School Leadership that Works* ASCD: Virginia pp 13-27; 41-64

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*, NB: London. pp 27-58.

3. DE 303 Diversity, Gender and Inclusive Education

Maximum Marks: 50

External: 35

Internal: 15

Student Contact Hours: 70

Rationale and Aim

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

Specific Objectives:

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

Units of Study

Unit 1: Inclusive Education

22 Hours 10 Marks

- 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

26 Hours 15 Marks

- 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

22 Hours

10 Marks

- 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

Essential Readings

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

Readings for Discussion

1. Ghai, Anita (2006). Education in a globalising era: Implications for disabled girls, *Social Change*, 36 (3) pp 161-176
2. Ghai, A. and Sen, A. (1991) Play and the Mentally Handicapped Child. *Digest*, Vol. 4 (1).
3. Singh, Renu (2009), The wrongs in the Right to Education Bill, *The Times of India*, 5 July.

4. Kumar, Krishna (1988). *What is Worth Teaching?* New Delhi: Orient Longman.
Chapter 6: Growing up Male. 81-88.

Advanced Readings

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

4. DE 304

Pedagogy of Environmental Studies

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 140

Rationale and Aim

The main aim of this course is to prepare teachers who understand the philosophical and epistemological basis of EVS as a composite area of study that draws upon sciences and social sciences. The content related to concepts in science and social science is embedded within the course. As students understand children's ideas, it is also an opportunity for the teacher educator to help them revisit and challenge their own conceptual understanding, identify misconceptions and advance towards a better understanding. This course along with the courses in Child studies and Contemporary Studies will help the future teachers gain a deeper understanding of the ways in which children make sense of their physical and social environment and this insight will enrich their classroom teaching and learning.

Specific objectives

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

Units of Study

Unit 1: Concept of Environment Studies

40 Hours

20 Marks

- Scope of EVS as a curricular area at the primary level
- Curriculum Organization – two perspectives:
 - (a) EVS as an integrated area of study that draws upon understanding from Science and Social Science
 - (b) EVS as EVS (Science) and EVS (Social Science)Students study different syllabi (e.g. NCERT 2006 and Delhi, SCERT 2004) to see how curricular vision takes the shape of syllabus
- Environmental Studies and Environmental Education

Unit 2: Understanding Children's Ideas

36 Hours

18 Marks

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

Unit 3: Classroom Transaction and Assessment

32 Hours 16 Marks

- Ways of conducting inquiry: observation, activities, discussion, and small group work, field visits, project, surveys and experimentation; importance of these in teaching-learning EVS.
- Process Skills in EVS: understand how children engage with ideas, make linkages, classify, analyse, kind of questions they ask, express themselves.
- Different ways of assessing and using assessment for further learning

Unit 4: Planning for Teaching

32 Hours 16 Marks

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

Essential Readings

Unit 1

1. Jaithirtha, Kabir (2003) Relating with the Earth: an exploration of the possibilities in teaching Geography. *Journal of the Krishnamurti Schools*.
<http://www.journal.kfionline.org/article.asp?issue=7&article=6>.
2. NCERT, (2005) *Syllabus for Elementary Classes- Volume I*. NCERT: New Delhi.
3. Orr, D.W. (2007) Is Environmental Education an Oxymoron? *Journal of the Krishnamurti Schools*. <http://www.journal.kfionline.org/article.asp?issue=11&article=3>.
4. Phatak, K. (2009) Walks: to nurture the Natural. *Journal of the Krishnamurti Schools*.
<http://www.journal.kfionline.org/article.asp?issue=13&article=3>.
5. Seminar Proceedings (1995-96) Seminar on EVS organized by Vidya Bhawan, Udaipur.
6. Sarabhai, V.K. et.al. (2007) *Tbilisi to Ahmadabad- The Journey of Environmental Education: A Source book*, Centre for Environment Education: Ahmedabad.

Unit 2

1. Driver, Rosalind, et. al. (2006) *Making Sense of Secondary Science: Research into Children's Ideas*. Routledge Falmer: London Introduction pp.1-13; Chapter 1, pp.17- 25; Chapter 12, pp.98-103; pp. Chapter 13, pp. 104-111.
2. Guesene, E. and A. Tberghiem (1985) *Children's Ideas in Science*, Open University Press: Milton Keynes.
3. Piaget, Jean (1930). *The Child's Conception of Physical Causality*. Kegan Paul, Trench, Trubner & Co. Ltd: London Chapter. 1 pp. 3-31; Chapter 5. pp.114-132

Unit 3

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

Unit 4

1. Pollard, Andrew (2002). *Reflective Teaching*. Continuum: London.

Readings for Discussion

Unit 1

1. Agnihotri, Ramakant et. al. (1994) *Prashika*, Eklavya's Innovative Experiment in Primary Education. Eklavya: Bhopal.
2. Mishra, Anupam (2004) *Aaj bhi Kharein hai Talaab*, Gandhi Peace Foundation: New Delhi. 5th Edition.
3. Raina, V. and D. P. Singh (2001) What is Science? *Dispatch*, October-December.

Unit 2

1. Driver, Rosalind (1981) Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
2. George, Alex M. (2007). *Children's Perception of Sarkar- A critique of Civics Text books*, Eklavya: Bhopal.
3. NCERT, (2008) *Source Book on Assessment for Classes I–V*. Chapter 2: Environmental Studies. NCERT: New Delhi.

Unit 3

1. Bodrova, E. and D. Leong (1996) *Tools of the Mind: The Vygotskian Approach to Early Childhood and Education*. Merrill: New Jersey. Chapter 9.

Advanced Readings

Unit 1

1. Batra, Poonam (ed) (2010) *Social Science Learning in Schools: Perspectives and Challenges*. Sage: New Delhi.
2. Parker, W.C. (ed.) (2010) *Social Studies Today: Research and Practice* Routledge: New York. .
3. Sainath, P. (1996) *Everybody Loves a Good Drought- Stories from India's Poorest Districts*, Penguin Books: New Delhi.
4. Shiva, Vandana. (2000) *Stolen Harvest: The Hijacking of Global Food Supply*. South End Press: Cambridge, UK.

Unit 2

1. Ausubel, David P. (1969) Some Psychological and Educational Limitations of Learning by Discovery in Anderson, Hans O. (Ed.), *Readings in Science Education for the Secondary School*, Macmillan: India pp 97-113.
2. Brophy, J. and J. Alleman (2005) Primary grade students' knowledge and thinking about families, *Journal of Social Science Research*, Spring 2005.
3. Bruner, Jerome S. (1960) *The Process of Education*. Atma Ram & Sons: New Delhi
4. Carey, S. (1985) *Conceptual Change in Childhood*, MA: Bradford Books, MIT Press: Cambridge.
5. Driver, Rosalind, et.al. (2006) *Making Sense of Secondary Science: Research into Children's Ideas*. : Routledge Falmer: London. Introduction, pp.1-13 Chap 1, p.17- 25; Chap12, pp.98-103; Chap 13, p. 104-111.
6. Gilbert, J. et. al. (1982). Children's Science and Its Consequences for Teaching *Science Education*. John Wiley & Sons, Inc: London. 66(4), 623-33.
7. Piaget, Jean (1930). *The Child's Conception of Physical Causality*. Kegan Paul, Trench, Trubner & Co. Ltd: London.
8. Rieber, Robert W. and Aaron S. Carton (1987) *The collected works of L.S. Vygotsky Volume I*, Ch. 6-Development of scientific concepts in childhood. pp. 167-242.

Unit 3

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

Unit 4

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

School Textbooks

1. EVS textbooks for primary grades from the following NGOs:
 - Digantar, Todi Ramjanipura, Kho Nagoraniya Road, Jagatpura, Jaipur
 - Eklavya, E 10 Shankar Nagar, B.D.A Colony, Shivaji Nagar, Bhopal, Madhya Pradesh
 - Sangati, AVEHI-ABACUS Project Third floor, K.K. Marg Municipal School, Saat Rasta, Mahalaxmi, Mumbai- 400 011
2. NCERT (2007) *Looking Around Environmental Studies*, Textbooks for class III-V, New Delhi.
3. Ramadas Jayshree (ed) (2004) *Small Science: textbooks and workbooks* (developed by: Homi Babha Centre for Science Education (HBCSE), Oxford University Press: Mumbai.
4. All Text Books for classes VI, VII, and VIII prescribed by the Board of School Education Haryana Bhiwani and NCERT.

5. DE 305

Pedagogy of Hindi Teaching
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Maximum Marks: 50
(35 External + 15 Internal)
Student Contact Hours: 70

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- 3- i<uk fl [kkuk%& i<us fl [kus dse[rfyQ+rjhds vls I jxfez ka
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- 5- cqu; knh egkjra dk vki I h rkvkyl+

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- 6- bz'ka dh rnjhl ds rjhds

bdkbz 3- mnw tcku o vnc vls mnw dk eqfVye

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- 4- rnjhl h ol kbÿ vls I jxfež ka
- 5- I ebž o cl jh ol kbÿ vls I jxfež ka

bdkbž 5- ful kc vls ge ful kch I jxfež ka

- 1- ful kc dk rI ōoj vls evkuh o eQge
- 2- ful kc dh fdLea
- 3- rnohusful kc ds vke ml wy
- 4- rnjhl h d[ŕ] [kic; kavls [kfe; ka
- 5- ge ful kch I jxfež kavls mudk bubdln
- 6- rnjhl smñweage ful kch I jxfež ka dh vgeh; r

bdkbž 6- rkvk; ōs dnj

- 1- bdrI kch vey dk rkvk; ōs dnj
- 2- rkvk; ōs dnj dh vgeh; r vls t: jr
- 3- rkvk; ōs dnj dsekuh o eQge
- 4- ekstmk bErgkuh futke dh [kic; kavls [kfe; ka
- 5- vPNs V&V dh [k] ōl ; kr
- 6- eđ yl y vls tkes tkp (I h&I h&bž)
- 7- rgI hyh vkt ekbžk dk fjdkMZ

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6- mnŭ rnjhl

dkŭ 346

7- mnŭ tŕku o dŕkbŕ fgLI k vŕŕky o nke

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7. DE 351

Children's Physical & Emotional Health, School Health & Education II

Maximum Marks: 40

External: 20

Internal: 20

Student Contact Hours: 50

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

**15Hours 12 Marks
(06 External + 06 Internal)**

- 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:

15 Hours 12 Marks
(06 External + 06 Internal)

- 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

10Hours 08 Marks
(04 External + 04 Internal)

- 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

10 Hours 08 Marks
(04 External + 04 Internal)

- 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, Kirti (2008) *A look at Inclusive Practices in Schools*. Source: RRCEE, Delhi University,
4. Sen, S. (2009), *One size does not fit all children*, Children First, New Delhi. (Hindi and English)
5. Shukla, A. and Phadke, A. (2000). Chapter- 2, 3, 4, 6 and 8. *Swasthya Sathi: Bhag 1*, Pune: Cehat.
6. VHAI (Voluntary Health association of India, 2000). *Mahamari ka roop le sakne wali beemariyan/swasthya samasyaen*, New Delhi: VHAI. (Hindi and English Versions).

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.

8. DE 352

Towards Self-understanding and Evolving an Educational Vision II

Maximum Marks: 50

External: 25

Internal: 25

Student Contact Hours: 70

Strand A

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

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

Strand B

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

Rationale and Aim

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

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

Strand A

30 Hours 20 Marks
(10 External + 10 Internal)

3. Journal Writing

Objectives

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

Mode of Transaction

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

4. Writing Tasks

Objectives

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

Suggested Tasks

- Essay: Identify one social issue/problem of key significance, and reflect on:
 - a) ways in which current forms of ‘schooling’ may be contributing to sustaining this, and
 - b) how ‘school education’ and ‘classroom practice’ may be realigned to ameliorate this. (first month)
- Taking into account one’s ‘Educational biography’, ‘statement of aspirations’ and ‘aims of

education', critically evaluate oneself as a 'prospective teacher'. (final month)

Strand B

40 Hours 30 Marks
(15 External + 15 Internal)

Workshop 1: *The Power of myth*

Objectives

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

Suggested workshop themes

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

Workshop 2: *Gender and upbringing*

Objectives

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

Suggested workshop themes

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

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

Objectives

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

kind)

Suggested workshop themes

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

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

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

Suggested workshop themes

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

Workshop 5: *Art and education*

Objectives

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

Suggested workshop themes

- Organise art, craft and music exercises with small groups followed by discussion and presentation using local exhibition or art event as precursor for the session.
- Specific task could include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper.
- Connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects.
- Identifying a specific age group of children and the relevant theme and design an art based project for them which should span over a period of time for example- a heritage walk to nearby monument and a public event about it.

Workshop 6: *Visualizing a ‘School from Scratch’ – alternatives in education*

Objectives

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

Suggested workshop themes

- Visualizing individual conceptions of a ‘school from scratch’
- Working in groups to develop a collective conception of a ‘school from scratch’
- Presenting to the larger group each conception of ‘school from scratch’ along with the process of arriving at this and the justifications for its various elements; for each case documenting the discussion, questions raised, and issues arising
- Observing a few films of schools that represent alternatives in education

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

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

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

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

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

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

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

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

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

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

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

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

Evaluation

Internal: This should be based on

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

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

NOTE:

Suggested Resources

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

Audio-visual Resources

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

1. DE 401

Pedagogy of English Language

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 120

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

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

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

Units of Study

Unit 1: Issues of Teaching of English at the Elementary Stage 25 Hours 14 Marks

- 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

25 Hours 16 Marks

- 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

30 Hours 16 Marks

- 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.
- Using writing frames and guided writing strategies

Unit 4: Learner Assessment

20 Hours 12 Marks

- 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.
- Using assessment rubrics

Unit 5: Planning and Material Development

20 Hours 12 Marks

- 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. Creating differentiated resources and tasks for different learning levels

Mode of Transaction

- Use of Essential Readings as an introduction to units. The remaining readings can be given for self reading to students and also used for assignments. Advanced readings are optional and intended for teacher educators.
- Field units to focus on developing and trying out various resources, techniques, activities and games for learning English
- Text analysis of school text books for English – state-produced and by private publishers
- Analysing and reviewing teaching-learning material

Essential Readings

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

Unit 3

- 1 Fogarty, R. (2006) *Literacy Matters: Strategies Every Teacher Can Use*. USA: Corwin Press: USA pp. 59-62.

- 2 Wyse, D. and R. Jones (2001) *Teaching English, Language and Literacy*. Routledge Falmer: New York. pp. 169-175.

Unit 5

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

Advanced Readings

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

2. DE 402 Pedagogy of Social Science Education

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 120

Rationale and Aim

The contents of social science 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, syllabi and textbooks. It asks and suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships. Engaging with the nature of diverse disciplinary would form the basis to understand that its purposes are historical and social in character. Analysis of textbooks and curriculum may help students understand how various perspectives about society, children and social science shape these documents and pedagogic devices and how they may be alternatively conceived and transacted in classroom. Reading how children conceptualize and understand the subject matter of different social science components and the ways in which different textbooks and teaching methods allow or obstruct development of abilities for individual/collective reflection would provide a meaningful avenue for student teachers to develop their own understanding of social sciences and appropriate pedagogies.

Specific Objectives

This course would help the learner to

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

Units of Study

Unit 1: Nature of Social Sciences

26 Hours

18 Marks

Social sciences and social studies: scope and nature; role of social sciences 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.

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

Unit 2: Important Concepts of Social Sciences

26 Hours 18 Marks

Understanding change and continuity, interconnections, time perspective and chronology in India from the earliest times to the present, experiences and perspectives of marginalized groups, gender, diversity of experiences, different sources of knowledge, historical imagination; socio-spatial interaction through the following (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.

It is suggested that any three consecutive chapters each from history, geography and social and political life sections of classes VI, VII and VIII from the NCERT and Board of school education Haryana Bhiwani be used for detailed class room work on important concepts of social Sciences

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

24 Hours 16 Marks

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.

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

Unit 4: Pedagogy and Assessment

24 Hours 18 Marks

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.

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

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

20 Hours

- 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 (A chapter "bidi or bidi Banane wale" in Eklavya's class VII social science civics textbook and forest village Pahawadi in class VI seen together can be read as an example)
- 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. (Adharshila School, Sendhwa, Madhya Pradesh (MP) has published a book on drought in the area developed through interviews. Eklavya in Madhya Pradesh has select CDs on oral history projects done in a few southern states, Udaan magazine has articles on local history such as a local mela, a village history from Babai, and a study on gender in Hoshangabad (MP), available in Sandarbha, an educational journal published by Eklavya. Sandarbha has articles on the history of a school near Indore developed through conversations with the teachers.
Learning Curve, a newsletter, published by Azim Premji foundation has published a special issue on Social Sciences in schools).
- 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

Unit 1

1. Batra, Poonam (2010) Introduction in Poonam Batra (ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, Sage: New Delhi pp. 3-41.
2. Bhattacharya, Neeladhari (2009). Teaching History in Schools: The Politics of Textbooks in India. *History Workshop Journal*. 67(1), pp. 99-110.
3. Chakravarty, Uma (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*, Tulika Books: New Delhi Chapter on: History as Practice: Introduction, pp. 16-30.
4. Eklavya, (1994), *Samajik Adhyayan Shikshan: Ek Prayog*, Eklavya: Hoshangabad.
5. Jain, Manish (2005). Social Studies and Civics: Past and Present in the Curriculum, *Economic and Political Weekly*, 60(19), pp. 1939-1942.
6. NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. NCERT: New Delhi. pp. 1-19.
7. Sunny, Yemuna (2009) *Legitimised Knowledge: Political Connotations in Geography* in Ravi S Singh (ed) *Indian Geography in the 21st Century: The Young Geographer's Agenda*, Cambridge Scholars' Publishing: UK 2009, pp. 108-127.
8. Sunny, Yemuna (2010) *Sveekrat Gyan: Bhoogol Mein Nihit Rajneitik Sanketaarth*, *Sandarbha* Sept- Oct. 2010, pp. 59-76.

Unit 2

1. Social Science Textbooks for classes VI, VII and VIII, New Delhi: NCERT 2006-2008.
2. Social science Textbooks for classes VI, VII and VIII, Madhya Pradesh: Eklavya.1993-2004.

Unit 3

1. Tolstoy, Lev (1987) *Shikshashaastriya Rachnayein*, Pragati Prakashan, 1987; excerpts on experiences of history teaching in *Sandarbha*, 20, Nov.-Dec.1997, pp. 79-89.
2. Tolstoy, Lev (1987) *Shikshashaastriya Rachnayein*, Pragati Prakashan, 1987; excerpts on geography teaching in *Sandarbha*, 26, Nov. 1998-April, 1999, pp. 85-93.
3. George, Alex M. (2004) Children's Perceptions of *Sarkar*: The Fallacies of Civics Teaching, *Contemporary Educational Dialogue* 1: 2, 228-257.
4. Sunny, Yemuna. (2008) Experience and Science in Geography Education, *Economic and Political Weekly*, June 14, 2008, pp. 45-49.
5. Eklavya Team (2010) Dynamics of Knowledge and Praxis: A View from the Field in Batra, Poonam (ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, Sage: New Delhi. pp. 265-286.

6. George, A. and A. Madan (2009) *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. Sage: New Delhi. pp. 31-57.
7. Articles on Social Science Education in *Sandarbha* (available as a separate collection from Eklavya, Bhopal):
 - a. Paliwal Rashmi and Yemuna Sunny (1994) Aaya Samajh Mein. *Sandarbha 1*, September 1994, pp. 20-25; *Sandarbha 2*, November-December, 1994, pp. 43-47.
 - b. Madan, Amman (1995) Naagrik Shaastra ki Pustakon Mein Naagrikon ki Chhavi. *Sandarbha 5*, May-June 1995, pp. 88-94.
 - c. Paliwal, Rashmi (1995) Jo Gaurishankar ki Samajh Mein na Aaye. *Sandarbha7*, September-October, 1995. pp. 47-52.
 - d. Sunny, Yemuna (1996) Bhoogol, Schooli Kitaabein aur Kuchha Anubhav. *Sandarbha 8-9*, November-February, 1995-96, pp. 51-58.
 - e. Paliwal, Rashmi (1996) Ek Kitaab Nai Bhi Purani Bhi. *Sandarbha 1*, March- pril, 1996, pp. 82-94.
 - f. Paliwal, Rashmi (1997) Paryaavaran Kyaa, Kyaa Nahin. *Sandarbha 19*, September-October, 1997 pp. 47-56.

Unit 4

1. Batra, Poonam and Disha Nawani (2010) Social Science Texts: A Pedagogic Perspective in Batra, Poonam. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, Sage: New Delhi. pp. 197-262.
2. Paliwal, R. (2010) Assessment of Social Science in Schools: Our Experiences, Experiments and Learning, *Learning Curve*, Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp. 95-105.
3. Jayashree. (2010) Beyond Retention: Meaningful Assessment in Social Science, *Learning Curve*, Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp.106-110.
4. Sriparna (2010) Role of Projects, Field-work and Discovery in Assessment, *Learning Curve*, Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp.118-120.

Advanced Readings

1. Kumar, Krishna. (1996) *Learning from Conflict*, Orient Longman: New Delhi pp.25-41 and 79-80.
2. Ratnagar, Shireen.(2001) *Bhartiya Itihaas Ke Srote. Bhag 1*, Eklavya: Bhopal.
3. Pathak, Avijit (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers: Delhi. Ch: Sociology of School Knowledge: Texts and Ideology pp. 109-148.
4. Pathak, Avijit (2009) *The Moral Quest in Education*,
5. Balagopalan, Sarada (2009) Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State in S. Vandiyar et. al. (ed.) *Thinking Diversity, Building Cohesion: a transnational dialogue on education*, Rozenburg Publications: Amsterdam..
6. Billinge, M., et al. (ed) (1984). *Recollections of a Revolution: Geography as spatial science*, Macmillan: London. .
7. Carr, E. H. (1961). *What is History?* Penguin: England. .

8. Geetha, V., Selvam S., Bhog D. (2009). *Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu*, Nirantar: Delhi.
9. Hursh, W., D. and E. Wayne Ross, (2000). *Democratic Social Education: Social Studies for Social Change*, Falmer Press: New York. Ch 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, pp 135-148.
10. Mehlinger, Howard D. (ed.) (1981) *UNESCO Handbook of Social Studies*. UNESCO Publications: France.
11. Ross, E. Wayne (ed.) (2006) *The Social Studies Curriculum: Purposes, Problems, and Possibilities*. Albany: State University of New York Press: New York, Ch 1: The Struggle for the Social Studies Curriculum, pp 17-36.
12. Paliwal, Rashmi and C.N. Subramaniam, (2006) Contextualizing the Curriculum, *Contemporary Education Dialogue*, Volume 4:1, Monsoon 2006, pg. 25-51
13. Shiksha Vimarsha Itihaas Shikshan: *Visheshank*, November-December 2008, Digantar, Jaipur.

3. DE 403

Pedagogy of Mathematics Education

Maximum Marks: 100

External: 70

Internal: 30

Student Contact Hours: 120

Rationale and Aim

At the elementary 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 about and develop appreciation for algebraic thinking.
- To develop understanding of geometrical concepts.
- To develop facility in estimation of quantities (weights and sizes of small and large objects encountered in daily life; quantities encountered in mathematical computations)
- To develop facility in data handling, reading of graphs and schematic diagrams (including road maps and railway maps); designing one's own schematic diagrams.
- To familiarise student-teachers with statistical ways of dealing with information and some mathematical concepts that help in the process.
- To familiarize student-teachers with the use of the computer for doing mathematics; e.g., software for doing geometry, like *GeoGebra*; or the use of spreadsheets to do exploratory work. To *enhance* the capabilities of the prospective teachers to reflect on processes relating to communicating formal mathematics to children.
- To develop an interest in keeping in touch with what is being discussed and transacted in the area of mathematics education elsewhere in the world or country, through exposure to good journals in the subject, and to good websites and blogs.
- To develop an interest in reading expository books in mathematics, particularly authors who give a sense of the historical side and the aesthetic side and the "play" side of mathematics

Units of Study

Unit 1: Mathematical reasoning

24 Hours

14 Marks

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

Unit 2: Algebra thinking

20 Hours

12 Marks

- Number Patterns that help in appreciating the use of unknowns in expressing the generalisation resulting from the pattern.
- Algebraic formulation of number patterns helps in understanding those patterns –in accounting for them, and in anticipating new patterns
- Playing with commonly encountered sequences like: square numbers, triangular numbers, powers of 2, Fibonacci numbers; occurrences of some of these in counting problems and various other contexts
- 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

24 Hours

14 Marks

- Collection, classification and interpretation of data
- Presentation of collected data
- Elementary statistical techniques, understanding concepts like mean and median, upper and lower quartile, index numbers as used in the newspapers and mass media; also the use of simple graphs
- Time-tabling including railway time tables
- Percentage
- Ratio and proportion
- Interest and discount as applications of percentages and ratio/proportion

Unit 4: Geometric ways of looking at space and shapes

20 Hours

12 Marks

- Geometric thinking levels – the levels according to Van Hiele
- Simple two and three dimensional shapes – geometric vocabulary
- Congruency and similarity
- Transformations and geometric Shapes
- Measurement and geometric shapes

- Construction of the geometrical shapes using geometric equipment.
- Working with dynamic geometry software such as *GeoGebra* – creating simple patterns, demonstrating properties of familiar geometric figures
- Working with straw models of polyhedral; understanding the notion of a Platonic solid (cube, tetrahedron, octahedron)

Unit 5: Communicating mathematics

18 Hours 10 Marks

- Curriculum and Classroom Practices
- The role of text books in the teaching-learning process of mathematics
- Reading pieces written by great expositors of the subject, and some pieces on the history of mathematics
- Familiarizing oneself with resources available on the Web – websites and blogs
- 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

14 Hours 08 Marks

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

Mode of Transaction

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

Essential Readings

1. Eves Howard (1983) *Great Moments in Mathematics (Volume 1)*, The Mathematics Association of America Chapter 2, 3, 4, 8, 9, 11, 12; pp2 to 42, 70 to 95, 110 to 134.
2. Gardener Martin (1969) *Mathematical Puzzles and Diversions* Penguin: New York. Chapter 4 and 14; pp 42 to 49 and 126 to 132
3. Harold, Jacobs (1994) *Mathematics, A Human Endeavour*, Chapter 1 to 5; pp 1 to 238
4. Haylock, D. (2006) *Mathematics explained for Primary Teachers*, Sage: New Delhi Ch 27: Mathematics reasoning. pp. 305-321.
<http://www.flipkart.com/mathematician-s-delight-w-sawyer-book-0486462404>
<http://www.flipkart.com/mathematics-harold-jacobs-human-endeavor-book-0716743604>
<http://www.flipkart.com/vision-elementary-mathematics-w-sawyer-book-048642555x>
5. IGNOU (2007) *Learning Mathematics (LMT)* 1-6. School of Sciences, IGNOU:New Delhi

6. NCTM (2000) *Principles and Standards for School Mathematics*, National Council of Teachers Mathematics: USA
7. Pedoe, Dan (1973) *The Gentle Art of Mathematics* Dover Publications New York Ch 1; pp11 to 37
8. Polva, George (1973) *How to Solve It*, Princeton University Press: Princeton, New Jersey.
9. Post, Thomas R., (1992) *Teaching Mathematics in Grades K-8: Research-Based Methods*. Allyn and Bacon: Washington D.C. Ch8 and Ch 15
10. Sawyer, W W (1991) *Mathematicians' Delight*, Penguin: USA
11. Sawyer, W W (2003) *Vision in Elementary Mathematics* Dover Publication: USA. Chapter 1, 2, 9, 10; pp 8 to 39, and 186 to 269.
12. Shirali, S A. *A Primer in Number Sequences*, University's press. Chapter 1 to 4; pp. 1-53
13. Shirali, S A. *Adventures in Iteration (Volume 1)*, Chapter 1 to 8; pp. 1-45
14. Shirali, S A. (1984) *First Steps in Number Theory* MIR Publishers, Moscow Chapters 3, 4 and 5. pp 9 to 42,
15. Stewart, I. (1970) *Making Mathematics Live: A hand book for primary teachers*. Angus and Robertson: Australia Chapter 2.
16. Zevenbergen, R. et.al. (2004) *Teaching Mathematics in Primary Schools*. Allen & Unwin; (First South Asian Edition). Chapter 12 and 14.

Advanced Readings

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

4. DE 404 Pedagogy of Science Education

Maximum Marks: 100

Internal: 70

External: 30

Student Contact Hours: 120

Rationale and Aim

The aim of this course is to encourage students to engage with the nature of science and relate it with inquiry in this area. This will involve challenging students' misconceptions related to concepts in science and help them advance towards a better understanding. They will need a space to freely express their ideas about various aspects of the nature of science and reflect on classroom practices based on this understanding. The students should be able to critically reflect on issues of gender and inclusive space in science education. This course builds on the science helps student-teachers to reflect on the nature of the discipline of science and its implications for classroom transaction.

Specific objectives

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

Units of Study

Unit 1: Understanding science and children's ideas in science 20 Hours 12 Marks

Nature of science

- Subject matter in sciences and social sciences
- Why do we teach Science?
- 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 2: Revisiting school science concepts 50 Hours 30 Marks

1. The World of the Living: Diversity; basic unit of life; life processes; reproduction; heredity and evolution

2. Matter: Its nature; basic units of matter; their structure
3. Natural Phenomena: Force and motion; gravitation; magnetism; electricity
4. Natural Resources: Air, water, soil and their conservation; sources of energy

Unit 3: Classroom transaction and assessment **35 Hours** **20 Marks**

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

Unit 4: Science for all **15 Hours** **08 Marks**

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

Issues such as availability of water, indigenous people and their knowledge base, loss of habitat and endangered species, energy conservation and climate change can be taken up for literature survey, discussions, campaigning through posters, public hearing, talks by concerned people like farmers and also experts in the field

Essential Readings

Unit 1

1. Bloom, J. W. (2006) *Creating a Classroom Community of Young Scientists* Routledge: New York.
2. Driver, Rosalind, et. al. (1994) *Making Sense of Secondary Science: Research into Children's Ideas*. Routledge Falmer: New York.

Unit 2

1. Bloom, J. W. (2006) *Creating a Classroom Community of Young Scientists* Routledge: New York.

Unit 3

2. Harlen, W. (2006) *Teaching, Learning and Assessing Science 5 – 12*. Sage: UK.
3. Harlen, W. and J. Elstgeest (1992). *UNESCO Source Book for Science in the Primary School*, NBT: New Delhi.
4. Martin, D. J. (2009) *Elementary Science Methods- A Constructivist Approach*. Thomson Wadsworth: Belmont CA. 5th Edition.

Readings for Discussion

Unit 1

1. Driver, Rosalind. (1996) *Young People's Images of Science*, Milton Keynes- Open University

Press: London.

2. Rampal, Anita (1992) Images of Science and Scientists a study of School Teachers' Views. I. Characteristics of Scientists. *Science Education*. 76(4), 415-436.

Unit 3

1. Griffin, J. (2004) Research on students and Museums: Looking More Closely at the students in School Groups. *Science Education*, 88(suppl. 1), S59-S70.
2. Wellington, J. J. and Osborne, J. (2001) *Language and Literacy in Science Education*. Open University Press: California. Chapter 6: Discussion in School Science: Learning Through Talking, Chapter 5: Writing for Learning Science.
3. NCERT, (2006) *Position Paper on Science Education*, NCERT: New Delhi.

Unit 4

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

Advanced Readings

Unit 1

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

Unit 3

1. Liewellyn, D. (2005) *Teaching High School Science through Inquiry – A Case Study Approach*. Corwin Press and NSTA Press: California
2. Osborne Jonathan F. (1996) Beyond Constructivism. *Science Education*. 80(1), 53-82

Unit 4

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

Textbooks and Reports

1. Bal Vigyanik, *Text books for Science*,
2. Centre for Science and Environment, *Citizen's reports*, New Delhi.
3. NCERT, (2005). *Syllabus for Classes at the Elementary Level*. vol. I, NCERT: New Delhi.
4. NCERT, (2008). *Text books for Science, Class VI – VIII*. NCERT: New Delhi.

5. DE 451 Creative Drama, Fine Arts and Education

Maximum Marks: 60

External: 30

Internal: 30

Student Contact Hours: 60

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 internalized and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student-teacher, building her/his creative capacities through theatre.

Specific Objectives

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

Creative Drama: Focus Areas

30 Hours 30 Marks

(15 External + 15 Internal)

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 recognize 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.

Fine Arts: Focus Areas

30 Hours 30 Marks
(15 External+ 15 Internal)

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

Essential Readings

1. Dodd, Nigel and Winifred Hickson (1971/1980). *Drama and Theatre in Education*. London: Heinmann.
2. Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
3. Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. New

Delhi: NBT.

4. McCaslin, Nellie (1987). *Creative Drama in the Primary Grades. Vol I and In the Intermediate 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.

SEP-III School Experience Programme - III

(For Semester III)

Student Contact Hours: 80

Maximum Marks: 60 (40 External + 20 Internal)

Course Code - SEP – III School Experience Programme	Students Contact Hours (External & Internal) =80 Hours	Ext.40 Marks Int. 20 Marks
Planning	60 hrs.	05 marks
Reflective Journal and Record Keeping		10marks
Internal Assessment(Planning, Reflective Journal and Record Keeping)		10 marks
Teaching practice Hindi/Urdu (external) (internal)	20 hrs.	25 marks 10marks

SEP-IV

School Experience Programme - IV

(For Semester IV)

Student Contact Hours: 100

Maximum Marks: 140 (100 External + 40 Internal)

Course Code - SEP IV School Experience Programme IV	Students Contact Hours (External & Internal)=100 Hours	Marks(140)
School Experience Programme Teaching Practice of English, Social Science (EVS-1), Science (EVS-2), Mathematics Note : one of them must be from elementary Classes	100 hrs.	140marks (100 Ext. + 40 Int.)

Rationale and Aim

The purpose of SEP is to provide the pupil-teacher 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 Teacher Education Institutions. The pupil-teacher must function as a regular teacher and therefore be immersed in all aspects of the school but with the provision that the pupil teacher is enabled to be creative in his/her role as a practitioner. This can be accomplished by providing him/her the necessary physical space as well as pedagogical freedom to innovate. For this it is necessary to negotiate with the school focusing on the benefit that will accrue to the school by the proposed partnership model. The programme will be largely field-based so that the pupil teacher will get to experience the real problems that a practitioner has to deal with.

To achieve the aim of the programme the pupil teacher will need to integrate his/her knowledge base, his/ her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills she has developed in order for him/her to become a reflective practitioner. SEP is a 2-year programme but with different expectations of what the pupil-teacher is supposed to achieve in each year. The focus in the first year will be on introducing the pupil teacher to the school, its environment, some understanding of children and the teaching learning process. In the second year the pupil-teacher will function as a regular teacher but with the support of the teacher education institution in the form of guidance from and dialogue with faculty supervisors.

Specific Objectives

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.

The School Experience Programme (only Teaching Practices) could include visits by the Pupil Teachers to centers of innovative pedagogy and learning, wherever feasible; undertaking classroom-based research projects; developing and maintaining resources in the Internship schools. SEP should be designed for Pupil Teachers to teach for 20 days.

The practice of teaching during SEP would include 8 Lesson Plans per subject for Classes I-VIII (English, Hindi, Social Science (EVS-I), Science (EVS-II), Mathematics. Planning of the Lesson Plans 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 Pupil Teacher will necessarily have supervisory support from the faculty in the form of general and subject supervision, who will also assess the Pupil Teacher. The Pupil Teachers will be required to develop lesson plans for which they must choose and design appropriate activities. A record of these plans must be maintained. The Pupil Teacher is also expected to maintain a daily reflective journal in which the Pupil Teacher will reflect on his/her practice and also attempt to draw linkages between pedagogy and the theory courses he/she has studied.

School Experience Programme: Guidelines for the Teacher Educator

The SEP starts with observation of classes where the pupil teachers are going to teach. Observation is of students' interests, needs and levels, as well as of the classroom practices and materials used. Discussions with supervisor and journal documentation are necessary part of the learning process.

Based on these observations and using a constructivist paradigm, certain themes/concepts are then planned. Learning goals must be clearly developed for all students, with a detailed description of how learning is organized (for eg., is the mode discussion, small group or individual work). The process should involve students in assessing their own learning.

Create democratic ethos, where student autonomy is enhanced and all students are treated with fairness and with respect.

Feedback may be provided by the supervisor in areas such as Pupil Teacher's knowledge base

Building on student's prior knowledge, life experiences by asking appropriate questions.

Use of appropriate instructional strategies to respond to diverse needs.

Facilitate a learning experience for all students that promotes critical thinking, choice, interaction and autonomy across subjects.

Reducing the learners' dependence on authority (text-books, teachers, elders) by referring to alternative sources (peers, books, internet) .

Effective use of time.

Drawing connections between classroom observation and the coursework of the D.Ed. programme.

Supervisor's Role

One supervisor may work closely with 4-6 students. In addition to above, he/she prepares the partner school through constant dialogue. For the pupil teachers to be able to identify problems and come up with their own creative solutions, they must understand limitations and strengths of individual schools, and learn how to negotiate to try out new ideas. A healthy

complimentarily can be brought about as against reducing SEP period to a temporary ritual or leaving a feeling of using the schools as laboratories for pupil teachers.

The supervisor may sit unobtrusively in the class and may arrive early and stay beyond to see how students are engaging in the work, to understand the broader context of the class room. Feedback should be given as soon as possible and interns should be encouraged to respond to the comments made. The school supervisor can visit 5 times in primary teaching and twice in middle school. The subject supervisor must visit the students twice in the primary and twice in the middle school.

Journals

Journals include some description, more reflection and analysis. Description will focus on individual students, pedagogy, management issues, psychological and social issues. Maximum marks: 15.

Analysis will allow for reflection on what the intern did in class and why. For example, did the pupil teacher engage with developmental theories of children along with socio-cultural influences. Focus is on growth of the intern over a period of time e.g., responding to supervisors comments and qualitative improvement, regularity in submission etc. Maximum marks: 25.

Timeline

Observation: 1 week

Teaching: 4 days x 12weeks (9 weeks for primary and 3 for middle school) = 48 days

Pupil Teachers can be at school from Tuesday-Friday, and Monday can be used to interact with the supervisors for getting feedback on the plans prepared during the weekend.