

GOVERNMENT OF ANDHRA PRADESH
SCHOOL EDUCATION DEPARTMENT

**DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.)
TWO-YEAR PROGRAMME**

**PROPOSED AND TENTATIVE
CURRICULUM & SYLLABUS, 2015**

**STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING
Andhra Pradesh, Hyderabad.**

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Introduction

The teacher education programme leading to the Diploma in Elementary Education (D.El.Ed.) aims at preparing teachers for the elementary stage of education, that is, classes 1 to 8. This stage covers children of 6-14 years for whom education became a fundamental right as per the 86th amendment of Indian Constitution in 2002, which incorporated Article 21A in the constitution guaranteeing right of compulsory and free education to all children of 6-14 years. In order to implement the constitutional amendment, 'Right of Children of 6-14 years to Free and Compulsory Education Act (RTE Act)' was enacted as a Central Act in 2009. The Act highlights the need and importance of having well qualified and professionally trained teachers to facilitate realisation of the goals of RTE. The Diploma in Elementary Education (D.El.Ed.) programme, which is an initial teacher preparation programme for elementary education, has the potential to realise the RTE goals which includes providing education of comparable quality to every child.

The elementary teacher is called upon to engage with children of 6-14 years in a variety of socio-cultural contexts. The purpose of engagement is to facilitate children's holistic learning and development, for which the teacher must have thorough understanding of the child and his/her socio cultural contexts. In addition the teacher must have the competence in different areas of school curriculum and to use appropriate pedagogies. For instance, the utility of ICT, Arts and Crafts, including folk arts and Community resources as pedagogical tools is well established for different areas of school curriculum. This implies that the inclusion of all these pedagogical tools in the curriculum of a teacher education programme will enhance the effectiveness and quality of teacher preparation.

The goal of a teacher education programme is to prepare reflective practitioners, who are capable of reflecting on the 'why' and 'how' of the educational policies, programmes and practices. A reflective teacher must be able to question some of the current premises on schooling and education, develop the ability to evolve his/her own robust vision of a school and take justifiable curricular and pedagogic decisions. However to develop such abilities among prospective teacher, the teacher education institutions shall have to make planned efforts through appropriate curricular interventions.

The present curriculum of Elementary Teacher Education Programme makes an attempt to address the above mentioned concerns and imperatives through courses organised under four broad areas, namely, (i) Child Studies (ii) Educational and Contemporary Studies, (iii) Curriculum and Pedagogic Studies (including Teaching Practice and school Internship) and (iv) Additional Value Added Courses for Holistic Development. The course included in the category of 'Child Studies' aim

at developing understanding about the child, childhood and processes of development and learning. The study of courses included in the category of Educational and Contemporary studies shall equip the prospective teachers to understand the contemporary Indian Society and the type of education needed to meet the emerging needs and aspirations of the society. To forge linkages between Early Childhood Education and Primary Education, and taking cognisance of the imperative of early literacy and numeracy, a course on Early Childhood care and Education has been included in the curriculum. A course such as 'Understanding Self' shall equip the prospective teachers to understand themselves as individuals and professionals. The increasing use of Information and Communication Technologies (ICT) has brought about a sea change in the generation and transmission of knowledge. The programme envisages the use of ICT as a pedagogical tool for all areas of school curriculum at the elementary stage. Art, music, dance, theatre, stories and crafts have immense potential for being used as a medium for the teaching of school curriculum. The Contemporary Indian Society is a multi-lingual Society. It is imperative that the future teacher understand the importance of language and education. The official policy regarding teaching languages in schools envisages the study of three languages by every child in the school. Every teacher is required to teach two or three languages, therefore, courses in the pedagogy of English and Regional language have been assigned an important place in the curriculum of the Elementary Teacher Education Programme. Two add-on courses, Proficiency in English and Yoga Education are also included in both years.

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

The other component of school-based activities to be carried out during internship is delivering the lessons/units of pedagogic courses in the first and second year as specified. The activities undertaken during the internship period will be presented in Portfolios and Reflective Journals. The student-teachers are expected to record their experiences, observations and conclusions regarding all the activities undertaken. The entries of Reflective Journals will be analytical answering 'what' is new

and different from their previous understandings, ‘why’ certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and ‘how’ these observations might lead to a criticism and change in their practice. The students will be assessed on the basis of entries made in Portfolios and Reflective Journals.

The National Curriculum Framework for teacher Education (NCTE, 2009) emphasizes that we need teachers who:

- *Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems, and treat all children equally.*
- *Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.*
- *Critically examine curriculum and textbooks, contextualize curriculum to suit local needs.*
- *Do not treat knowledge as a ‘given’, embedded in the curriculum and accepted without question.*
- *Organize learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.*
- *Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.*
- *Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.*

The D.El.Ed., Programme aims to prepare teachers who are able to continuously assess and improve their professional practice as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and who can engage with context and subject matter that they will be teaching. The student teachers will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects, familiarized with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of all their learners in diverse and plural settings of elementary classrooms.

Programme Objectives:

1. Provide an understanding of the elementary school and elementary school child;
2. Examine the issues in elementary education in the context of the socio-economic realities of the contemporary Indian Society;
3. Provide an opportunity for student teachers how to integrate content, processes and context of learning and organize curricular experiences;
4. Enable student teachers to construe education of elementary school children in continuum and establish organic linkages with the early childhood teacher education and secondary teacher education programmes;
5. Enable student teachers to understand the importance of conceptual blending of theoretical understanding available in several cognate disciplines and to appreciate the gestalt! emerging from the conceptual blending!
6. Empower student teachers in how to integrate the emerging gender, disability, environment perspectives in teaching and learning.
7. Provide an understanding of various perspectives of learning and of how knowledge is constructed by an elementary school child;
8. Develop an understanding of the various child friendly and child –sensitive approaches and strategies of transacting learning experiences in different curricular and co-curricular areas at the elementary level;
9. Develop skills and competencies of organizing learning experiences;
10. Foster the integrated and holistic development of student teachers through life enrichment and development of self;
11. Acquaint the student teachers with the structure and dynamics of school organization and its interaction with the community;
12. Develop an appreciation of the role of the teacher in the prevailing socio-cultural and political system in general and the educational system in particular;
13. Empower student teachers in how to integrate the emerging ICT perspectives in teaching and learning;
14. Provides experiences to student teachers to internalize civic, democratic and constitutional values and make them able to participate in day-to-day life with civic responsibilities and humanistic values.

Duration of the Programme

The D.El.Ed. programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme within a maximum period of three years from the date of admission to the programme.

Working Days

- a) There shall be at least two hundred working days each year exclusive of the period of examination and admission (Total 220 working days)
- b) The institution shall work for a minimum of thirty six (36) hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- c) The minimum attendance of student-teachers shall be 80% for all course work including practicum, and 90% for school internship.

Entry Qualifications/ Eligibility

- a) Candidates with at least 50% of marks in the Inter/ Higher Secondary (+2) or its equivalent examination are eligible for admission.
- b) The reservation and relaxation in marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government, whichever is applicable.

Credit System

The delivery of D.El.Ed. programme is construed in terms of Credits . The course weightage is expressed in terms of credits.

“Credit” (C) is the weightage assigned to a course in terms of Contact hours.

A credit system is a systematic way of describing an educational programme by attaching credits to its components. The definition of credits in higher education systems may be based on different parameters, such as student workload, learning outcomes and contact hours.

In this programme 16 Hours of classroom instruction is considered as one credit for theory courses and 32 Hours of practicum is considered as one credit for practicum courses. The entire Diploma in Elementary Education programme shall be delivered in the form of CREDITS.

This helps the learner to understand the academic effort he/she has to put in, in order to successfully complete a course. Completion of D.El.Ed. programme requires successful clearing of assignments, school internship, practicum, critical reflections on development of self, term-end examinations of each course in a programme and practical components.

Programme Implementation

The institution shall meet the following specific demands of a professional programme of study:

- (i) Prepare a calendar for all activities, including school internship. The school internship and other school contact programmes shall be synchronized with the academic calendar of the school.
- (ii) Make an arrangement with at least ten schools indicating their willingness to allow the Internship as well as other school based activities of the programme. These schools shall form basic contact point for all practicum activities and related work during the course of the programme. The District/Block office of the State Education Department may allot schools to different TEIs.
- (iii) Initiate discourse on education by periodically organizing seminars, debates, lectures, and discussion groups for students and faculty.
- (iv) Organize academic enrichment programmes including interactions with faculty from parent disciplines; encourage faculty members to participate in academic pursuits and pursue research especially in elementary schools. Provisions of leave shall be made for faculty to undertake research/ teaching in Universities and schools.
- (v) Adopt participatory teaching approach in the classroom to help students develop reflective thinking and critical questioning skills. Students shall maintain continuing and

comprehensive evaluation reports observation records and reflective journals, which provide opportunities for reflective thinking.

- (vi) The students shall select the optional pedagogy course for Upper primary school teaching.
- (vii) The development of resources for the schools must be emphasized and a partnership between the Teacher Education institution and the school must be fostered through both the curriculum and the running of the Teacher Education Institution.
- (viii) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty, and for grievance redressal.
- (ix) For school internship, the TEIs and the participating schools shall set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.

Some Important Highlights from
The D.El.Ed. Curriculum Framework:

This curriculum represents an effort to strengthen quality in elementary teacher education while building on the good practices contained in previous frameworks.

1. This curriculum includes the following three components:

Content: Comprises the subject matter of the curriculum, the goals and objectives for children's learning.

Processes: This component is the pedagogy of learning, how teachers teach, and the ways in which children achieve the goals and objectives of the curriculum.

Context: Includes the setting, the environment in which learning takes place.

Teacher education institutes must provide an opportunity for student teachers to integrate and implement these three components in classroom settings. Spaces must also be created for the perspective building of student teachers.

2. The curriculum visualizes the education of elementary school children in a continuum and attempts to establish organic linkages with the early childhood teacher education and secondary teacher education programmes. However, the D.El.Ed unlike other teacher education programmes is exceptional in that it has to cater to the early primary (classes 1 & 2), the middle primary (classes 3 to 5) and the upper primary (classes 6 to 8). Although these are along a developmental continuum, the needs of children tend to vary in terms of what they can learn, how they learn, and what interests them. It is important therefore for an elementary teacher to be sensitized to these variations and specific implications for designing curriculum and classroom practice in a more contextualized manner.
3. This curriculum advocates conceptual blending of theoretical understanding available in several cognate disciplines. However the knowledge base in teacher education does not comprise only an admixture of concepts and principles from other disciplines, but a distinct 'gestalt' emerging from the conceptual blending. It further emphasizes the importance of an integrated and correlated approach to the teaching of concepts in teacher education (NCF-2005 & NCFTE-2009).

4. The curriculum calls for a variety of pedagogies to engage student teachers actively in the learning process. Some of them include writing projects, debates, simulations, role playing, dramatizations, and cooperative learning are encouraged, as is the use of technology to supplement reading and classroom activities and to enrich the teaching and learning of school subjects. Audio video resources, OERs and newly emerging forms of educational technology like podcasts can provide invaluable resources for a teacher education institution.
5. This curriculum seeks to promote civic and democratic values as an integral element of good citizenship. Space must be created for student teachers to learn the kind of behaviour that is necessary for the functioning of a democratic society. Whenever possible, opportunities would be available for participation and for reflection on the responsibilities of citizens in a free, liberal and inclusive society. Continuous and sustained engagement with student teachers and systematic organization of curricular processes and activities is imperative.
6. This curriculum incorporates a multicultural and multilingual perspective across the courses of the curriculum. It enables teachers to recognize that the history of community, state, region, nation, and world must reflect the experiences of men and women and of different racial, religious, caste and ethnic groups. India has always been a nation of many different cultural groups. The experiences of all these groups are to be integrated at every grade level in the curriculum. The framework embodies the understanding that the national identity, the national heritage, and the national creed are pluralistic and that our national history is the complex story of many peoples and one nation, and of a still unfinished struggle to realize the ideals of the Indian Constitution.(NCF-2005)
7. This curriculum calls for student teachers to learn how to design inclusive, child friendly learning environment by involving parents, community and civil society organizations. Such an environment is interactive, stimulating, secure, and caters to the diverse identities and needs of children, including those with special needs. It is flexible and ensures holistic development and meaningful learning of every child.
8. This curriculum proposes that critical thinking skills be integrated and critical pedagogical practices be included in all the curricular transaction processes of the elementary teacher education

programme. Opportunities must be created for student teachers to learn to detect any kind of bias in print and visual media; recognise illogical thinking; guard against ideological propaganda; avoid stereotyping of group members. Student teachers must be encouraged to reach conclusions based on solid evidence; and to think critically, creatively, and rationally.

9. This curriculum emphasizes the importance of continuous and comprehensive assessment and evaluation. It is essential that all those involved in elementary education have a robust knowledge of a variety of tools, techniques and strategies to assess the development of diverse competences and attitudes. Meaningful analyses of the data obtained through multiple means of assessments will help strengthen children's learning and provide relevant feedback to all stakeholders.
10. This curriculum emphasizes the importance of sensitising student teachers in understanding diversity, differential classroom spaces and gender. Respecting the diversity of children and promoting gender equality are key elements of the Elementary Education Curriculum. This means special support for children whose development, growth and learning have been affected by illness, disability, reduced functional ability, psychological problems or exceptional talent. In early education the school has a crucial role in timely recognition of learning difficulties. In this context it is important to work closely with the parents to identify the strengths and weaknesses of the child, to plan measures and actions needed to be taken. Teacher education institutions must support student teachers in organising differentiated teaching and learning within the class; teaching and learning in small groups/pairs/individually both within and out of the class.
11. This curriculum seeks to address the complex relationship that exists between diversity, inequity, and education. It aims to sensitise 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 ensure all children get education of comparable quality, 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. Children with disabilities must be included at all levels of education as equal partners, to enable them to face life with courage and confidence. Student teachers must have opportunities to address their own biases and to develop professional capacities to address needs of diverse groups of children, including the traditionally marginalised and those with special needs.

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

D.EL.ED Curriculum: Programme Structure

The curriculum of the Diploma in Elementary Teacher Education Programme is organized around four curricular areas, each area having a specific focus.

I: Child Studies

II: Education and Contemporary Studies

III: Curriculum and Pedagogy Studies

IV: Additional Value Added Courses for Holistic Development

Child Studies is designed to develop an understanding of how children's development and learning takes place in different cultural, educational and social contexts. It attempts to engage student teachers with understanding the theories of child development, notions of childhood and examine how these differ in different socio cultural contexts.

Education and Contemporary Studies examines the wider context in which learning occurs. It is aimed at enabling student teachers to analyze the linkages between education and society, develop a critical understanding of the factors that have been, and continue to contribute to social and educational exclusion. Discussion on diversity is expected to deepen the learner's understanding of the relationship between teachers, learners, contexts and the nature of learning.

Language and Early Language Development is focused on bringing out the influences of social and cultural contexts on learning and development in early years and discusses ways in which young children's language and literacy and development can be supported in formal settings.

Perspectives on gender and inclusion are running threads across the curriculum to empower student teachers and sensitize them. However a separate course is also introduced to bring together the theoretical understandings and the practical experience gained through school internship and practice teaching. Therefore while transacting this course, opportunities for reflections are to be provided for student teachers to enable them to integrate these learnings.

Understanding Self will enable student teachers to understand their own biases, so that through a reflective process, they can actively foster skills and commitment for improving themselves as individuals and professionals. The course also provides student teachers opportunities to critically read and comprehend texts that are relevant to their professional development, some of which may include the suggested advanced readings in the curriculum document.

Curriculum and Pedagogic Studies are aimed at developing a critical understanding of knowledge, learning and curriculum. The pedagogy courses integrate content knowledge to help student teachers gain pedagogic content knowledge and acquire a repertoire of approaches related to the subjects they will be teaching for classes 1 & 2, classes 3 to 5 and classes 6 to 8, to meet the needs of diverse learners. The student teachers will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects to gain deeper understanding of disciplinary knowledge. A course on general pedagogy and ICT integration is also included.

Additional Value Added Courses for Holistic Development are to enable student teachers to participate in creative work and understand the importance of work and associated values. They would also facilitate use of various forms of arts in education and help them understand Children's Physical and Emotional Health including School Health Education.

English language proficiency is included to equip student teachers to meet the current parental aspirations of their wards being proficient in the language. Yoga Education is included for holistic development to harmonize mind and body. These two courses are add-on courses.

Mode of Transaction would include:

- ✚ Classroom discussions for developing conceptual understanding.
- ✚ Close reading of text material/research papers.
- ✚ Individual and group presentations of issues and concerns raised in assignments, and
- ✚ Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data.
- ✚ Teachers should incorporate discussions; projects, documentaries, movies and fields based projects
- ✚ Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed
- ✚ In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- ✚ Dialogue and discussions has to be the key for the transaction of this course

COURSE OUTLINE DETAILS

D.Ed. 1st Year - Theory and Practicum

Paper No.	Title	Marks				Total	Teaching practice & internship
		External	Practicum				
			Summative exam	Field based project	Assignments/ presentations		
General Papers							
1	Childhood and the Development of Children	70	10	10	10	100	0
2	Society, Education and Curriculum	70	10	10	10	100	0
3	Early Childhood Care and Education (Pre-Primary & Early Primary Education)	70	10	10	10	100	0
Methodology Papers							
4	Pedagogy of Mother Tongue/ First Language at Primary Level (Classes I to V)	70	10	10	10	100	120 (TP+FL)
5	Pedagogy of Maths at Primary Level (Classes I to V)	70	10	10	10	100	120 (TP+FL)
Value Added and Co-curricular Subjects							
6	Pedagogy across Curriculum and ICT Integration	70	10	10	10	100	0
7	Art & Cultural Education	0	10	20	20	50	30 (TP+FL)
8	Yoga, Physical & Health Education	0	10	20	20	50	30 (TP+FL)
Self Development Courses							
9	Towards Self-Understanding-I	0	0	25	25	50	0
10	Proficiency in English Language	0	0	25	25	50	0
Practicum Records							
Records	Assessment Record (CCE) – Telugu	0	0	0	0	0	15
	Assessment Record (CCE) – Maths	0	0	0	0	0	15
	Action Research Record	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - Tel	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - Mat	0	0	0	0	0	10
	School Experience Programme Record	0	0	0	0	0	40
Total		420	80	150	150	800	400

TP: Teaching Practice; FL: Final Lesson;

Details of Internship and Teaching Practice: Maths/ Telugu: Teaching Practice I & II- 40 Marks and III to V- 40 Marks; Final lesson I & II- 20 Marks and III to V- 20 Marks. For Value Added and Co-curricular Subjects, 5 lessons should be taught in each subject.

D.Ed. 2nd Year - Theory and Practicum

Paper No.	Title	Marks				Total	Teaching practice & internship
		External	Practicum				
			Summative exam	Field based project	Assignments/ presentations		
General Papers							
1	Education in Contemporary India	70	10	10	10	100	0
2	Integrating Gender and Inclusive Perspectives in Education	70	10	10	10	100	0
3	School Culture, Leadership and Teacher Development	70	10	10	10	100	0
Methodology Papers							
4	Pedagogy of English at Primary Level (Classes I to V)	70	10	10	10	100	120 (TP+FL)
5	Pedagogy of EVS at Primary Level (Classes III to V)	70	10	10	10	100	60 (TP+FL)
6	Pedagogy of Elementary Level Subject - Optional Telugu/ English/ Maths/ Science/ Social Studies	70	10	10	10	100	60 (TP+FL)
Value Added and Co-curricular Subjects							
7	Work & Education	0	10	20	20	50	20 (TP+FL)
8	Value Education & Life Skills	0	10	20	20	50	20 (TP+FL)
9	Yoga, Physical & Health Education	0	10	20	20	50	20 (TP+FL)
Self Development Courses							
10	Towards Self Understanding-I	0	0	20	30	50	0
Practicum Records							
Records	Assessment Record (CCE) – English	0	0	0	0	0	15
	Assessment Record (CCE) – EVS	0	0	0	0	0	15
	Assessment Record (CCE) – Optional Subject Elementary Level	0	0	0	0	0	15
	Action Research Record	0	0	0	0	0	25
	Classroom Observation and Reflective Journal - English	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - EVS	0	0	0	0	0	10
	Classroom Observation and Reflective Journal - Optional subject	0	0	0	0	0	10
Total		420	90	140	150	800	400

TP: Teaching Practice; FL: Final Lesson;

Details of Internship and Teaching Practice: *English:* Teaching Practice I & II- 40 Marks and III to V- 40 Marks; Final lesson I & II- 20 Marks and III to V- 20 Marks. *EVS:* Teaching Practice III to V- 40 Marks and Final lesson 20 Marks. *Optional subject:* Teaching Practice VI to VIII- 40 Marks and Final lesson 20 Marks. For Value Added and Co-curricular Subjects, 5 lessons should be taught in each subject.

D.El.Ed. PRACTICUM DETAILS

Following are the details of practicums, assignments and internship practices. The details in terms of number of practicums per paper and marks allocation is given hereunder.

The theory papers for first and second year of D.El.Ed. course constitutes external examination conducted by the Board of Secondary Education for 60 marks in each subject and 40 marks for internals i.e. practicums for both general and methodology subjects. The marks distribution for internals per each paper i.e. 40 marks is as follows.

Sl. No.	Item	Marks	Procedure
1	Summative (Internal theory exam)	10	Two summatives i.e. half yearly (October/ November) and pre-final (February/ March). The paper for each exam may be conducted for 50 marks and shall be reduced to 10.
2	Field based projects	20	<p>The projects are given in the syllabus books and as well as in the textbooks under each unit. The trainee must select and perform 3 such projects @1 for during 3 months and report may be presented. 20 marks for each project and average may be recorded. Certain practicums are earmarked with * symbol which are mandatory for each trainee i.e. 1 per subject.</p> <p>The practicums given in the syllabus/ under each unit shall be distributed among the trainees and see that all practicums must be taken up and presented in the classroom.</p>
3	Assignments/ Presentations	10	<p>Two types of assignments are included under this item i.e. (a) reflections, (b) analytical and comprehensive questions for extended learning.</p> <p>(a) Reflections: Reflective expressions based on questions given under each unit of textbooks. The trainee teachers are expected to write answers based on their experience and professional reflections.</p> <p>(b) Analytical and comprehensive questions for extending the learning: Under this, the student teacher must refer the reference books and write the answers.</p> <p>Two (2) questions from each quarter (3 months) should be written as assignments i.e. one under reflective part and the second one library reference based. Out of 10 marks, 5 marks each are to be allotted. The trainee teacher has to present at least one assignment in whole class situation during each quarter. Presentations of the subject. Assignments may be distributed equally in each term.</p> <p>Whatever the questions given under each unit shall be distributed among the trainees and see that all questions must be addressed and presented in the classroom.</p>

Institutional Observations, Internship and Teaching Practice

Following are the details.

Institutions observation

During the first year, the Teacher Trainee (TT) has to visit different educational institutions for 10 days as given hereunder.

Type of institution	No. of days	Procedure	Marks
Government Primary/ Upper Primary	2	The student shall visit the school at the time of beginning of the school and attend school assembly. He should observe school infrastructure, facilities, process of teaching, day schedule, teaching learning material and other resources and interact with teachers and students. The trainee must observe critically all the items above. The teacher education institute i.e. D.Ed./ Private Teacher Training Colleges shall conduct a workshop in their institutes and discuss the purpose and other aspects of various educational institutes to develop a primary understanding on the nature and purpose of institutions to the trainees. The trainee shall visit the school with a check list for observations and recording. The trainee must fill the checklist and also write descriptively about his observations and feelings and present a report.	40
Private recognized schools	2		
KGBV	1		
Pre-primary sections - Private schools	1		
Pre-primary sections - Anganwadi	1		
Residential schools -General	1		
Residential schools -Social Welfare	1		
Residential schools - Gurukulm (BC Welfare/ Special Schools)	1		

Teaching Practice

(a) 1st year D.El.Ed. – Subject-wise details of the teaching practice and days

Teaching Practice - Primary (Telugu/ Urdu/ Maths/ Art & Cultural Education/ Yoga, Physical & Health Education):

Sl. No.	Class	No. of days for internship	No. of periods per day				Procedure
			Tel/ Urdu	Mat	A & CE	Y, H & PE	
1	I & II	20	1	1	1	1	<p>The trainee must take up teaching practice for classes I & II and III, IV, V separately. The teaching practice for classes I & II for both language and Maths shall be completed initially along with 2 periods for co-curricular subjects each. The teaching practice for the classes III, IV, V (2nd spell) shall be taken up after completion of teaching practice for class I & II with one week break as a preparation for 2nd spell. Each day the trainee shall take up 2 periods i.e. 1 for language and 1 for Maths followed by 1 period for co-curricular activities on alternative days.</p> <p>The trainee shall develop teach 2 periods at each level and in each subject and teach using ICT i.e. using film, video, audio, PPT and other audio visual resources/ downloading from the internet.</p> <p>The trainee must observe the teaching of co-trainees for 5 periods of different candidates in each spell during the internship. The trainee shall attend the school at the time of beginning of the school starting with school assembly and stay entire day in the school till closing of the school and participate in all school activities as regular teacher.</p> <p>During the 20 days/ periods, the trainee shall complete 1 or 2 units followed by exercise part under each unit and conduct both Formative and Summative tests. This shall be done during the teaching practice days.</p> <p>Children Assessment Record (CCE) shall be one focusing on the two levels i.e. classes I, II and III, IV, V.</p> <p>The Action Research shall also be conducted during the internship as a part of teaching practice. Action research may be taken up in the subjects of language or Maths. The trainee has to select the subject in which they want to take action research.</p>
2	III, IV & V	20	1	1	1	1	
3	Final lessons	5	1+1 (I, II+III, V, V)	1+1 (I, II+III, V, V)	1 (II, V, V)	1 (II, V, V)	

Note: Tel- Telugu; Mat- Maths; A & CE- Art & Cultural Education; Y, H & PE- Yoga, Health & Physical Education.

Marks distribution for teaching practice and final lesson – 1st Year

Subject	Teaching Practice	Final Lesson	Classroom Observation and Reflective Journal	CCE Record	Total Marks
Telugu/ Urdu	80 marks (40 marks for classes I & II and 40 marks for classes III, IV & V. Marks shall be allocated based on regular progress in lesson plan and teaching.	40 marks (20 marks for classes I & II and 20 marks for classes III, IV & V).	10 marks	15 marks	145
Maths	80 marks (40 marks for classes I & II and 40 marks for classes III, IV & V. Marks shall be allocated based on regular progress in lesson plan and teaching.	40 marks (20 marks for classes I & II and 20 marks for classes III, IV & V).	10 marks	15 marks	145
Art & Cultural Education	15 marks	15 marks	-	-	30
Yoga, Health & Physical Education	15 marks	15 marks	-	-	30
Action Research	-	-	-	-	10
School Experience Programme	-	-	-	-	40
Total	190	105	20	30	400

(b) 2nd year D.El.Ed. – Subject-wise details of the teaching practice and days**Teaching Practice****(i) Primary (English/ EVS/ Value Education & Life Skills/ Work Education/ Yoga, Physical & Health Education):****(ii) Elementary Level - Optional (Telugu/ English/ Maths/ Science/ Social Studies)**

Sl. No	Class	No. of days for internship	No. of periods per day						Procedure
			Eng	EVS	V E & LS	WE	Y, H & PE	Optional – Elementary Level	
1	I & II	20	1	-	1	-	1	-	<p>The trainee must take up teaching practice for classes I & II and III, IV, V separately. The teaching practice for classes I & II for English and co-curricular subjects shall be completed during initial 20 days along with 2 periods for co-curricular subjects each. The teaching practice for the classes III, IV, V (2nd spell) shall be taken up after completion of teaching practice for class I & II with one week break as a preparation for 2nd spell. Each day the trainee shall take up 2 periods i.e. 1 for EVS and 1 for English followed by 1 period for co-curricular activities on alternative days. For optional subject at Elementary Level i.e. classes VI to VIII, separate 20 days has been allocated for teaching practice. During this period the teaching practice for co-curricular subject i.e. Value Education & Life Skills may be taken up.</p> <p>The trainee shall develop teach 2 periods at each level and in each subject using ICT i.e. using film, video, audio, PPT and other audio visual resources/ downloading from the internet.</p>
2	III, IV & V	20	1	1	-	1	1	-	
3	Elementary Level (VI, VII, VIII) Optional	20 (Tel/ Eng/ Mat/ Sci/ SS - Any one)	-	-	1	-	-	1	
4	Final lessons	10	1+1 (I, II + III, IV, V)	1 (III, IV, V)	1 (III, IV, V)	1 (III, IV, V)	1 (III, IV, V)	1 (Elementary subject)	

Sl. No	Class	No. of days for internship	No. of periods per day					Optional – Elementary Level	Procedure
			Eng	EVS	V E & LS	WE	Y, H & PE		
									<p>The trainee must observe the teaching of co-trainees for 5 periods of different candidates in each spell i.e. classes I, II; III to V; VI to VIII during the internship. The trainee shall attend the school at the time of beginning of the school starting with school assembly and stay entire day in the school till closing of the school and participate in all school activities as regular teacher.</p> <p>During the 20 days/ periods, the trainee shall complete 1 or 2 units followed by exercise part under each unit and conduct both Formative and Summative tests. This shall be done during the teaching practice days.</p> <p>Children Assessment Record (CCE) shall be one focusing on the two levels i.e. classes I, II and III to V. Three (3) Assessment Records @1 per subject i.e. English, EVS and optional subject.</p> <p>The Action Research shall also be conducted during the internship as a part of teaching practice. Action research may be taken up in the subjects of English/ optional subject at Upper Primary Level. The trainee has to select the subject in which they want to take action research.</p>

Note: Tel- Telugu; Mat- Maths; A & CE- Art & Cultural Education; Y, H & PE- Yoga, Health & Physical Education

Marks distribution for teaching practice and final lesson – 2nd Year

Subject	Teaching Practice	Final Lesson	Classroom Observation and Reflective Journal	CCE Record	Total Marks
English	80 marks (40 marks for classes I & II and 40 marks for classes III, IV & V. Marks shall be allocated based on regular progress in lesson plan and teaching.	40 marks (20 marks for classes I & II and 20 marks for classes III, IV & V).	10 marks	15 marks	145
EVS	40 marks (40 marks for classes III, IV & V. Marks shall be allocated based on regular progress in lesson plan and teaching.	20 marks (20 marks for classes III, IV & V).	10 marks	15 marks	85
Optional subject (Elementary)	40 marks (40 marks for classes VI to VIII. Marks shall be allocated based on regular progress in lesson plan and teaching.	20 marks (20 marks for classes VI to VIII).	10 marks	15 marks	85
Value Education & Life Skills	10 marks	10 marks	-	-	20
Work Education	10 marks	10 marks	-	-	20
Yoga, Health & Physical Education	10 marks	10 marks	-	-	20
Action Research	-	-	-	-	25
Total	190	110	30	45	400

Following are the detailed procedure for teaching practice.

1. Planning and Teaching

- Before beginning of teaching practice a workshop shall be conducted in the DIET to discuss and develop year plan, lesson plan and period plan. During this workshop, all the trainee teachers should write the year plan, lesson plan and period plans.
- The trainee teacher should go to the allotted school and interact with the concerned subject teacher. The trainee shall observe the classroom teaching of the supervisor and discuss with the supervisor.
- After the school visit, the trainee shall discuss the issues related to classroom teaching in terms of his observations and as well as learnings in the workshop on the development of model plans at DIET.
- The trainee shall develop period plans for each period and get approved by the lecturer/ supervisor.
- At the time of beginning of the teaching practice, the trainee shall develop an annual plan for the subject and lesson plan for the allotted lesson followed by period plans for each period.

During the first year, 40 days have been allotted for teaching for each methodology subject. Each trainee is expected prepare a separate period plan for each period and teach accordingly. He/ she should stay whole day at school and take part in school practices which includes observations, collection of data for the field based practicum records. The data pertaining to all field based practicum shall be collected during the school attachment period.

Awarding the marks under practicum to a student teacher shall be based on his/ her performance in writing the period plans, material collection/ development and undertaking effective teaching in a participatory approach by using appropriate TLM and blackboard usage. (5 marks for planning and 10 marks for teaching)

2. Reflective Journal during teaching practice

Every trainee is expected to write a journal on his experiences during the period of teaching practice in each subject. He/ she reflect on his/ her classroom experiences, children learning, impact of various strategies of teaching, relationship with children and his/ her feelings etc. The Reflective Journal includes the written works of the student teacher based on his/ her experience in teaching and its impact on children learning. The reflection shall be basically on his/ her feelings while teaching and children learning achievement. The participation, feelings of the children etc. need to be included. Further, relative impact of different methods/ strategies of teaching, impact of using TLM, impact of encouragement given to children etc. need to be reflected. The journal must reflect the feelings and professionalism of the student teacher.

The reflective journal includes reflections on the peers practices (lesson observation). Each student teacher must observe @1 period each of five (5) co-trainees in each methodology subject.

3. Children Assessment Record (CCE Record)

This is also called as Scholastic Achievement Test (SAT) record. Under each methodology, the teacher trainee has to teach 1 or 2 entire unit which includes exercise part also. Both Formative and Summative test has to be conducted based on the unit that he/ she taught. The test may be conducted for 100 marks i.e. 50 marks for Formative and 50 marks for Summative.

The Formative marks distribution as given hereunder;

- | | |
|------------------------------------------|----------|
| 1. Children participation and reflection | 10 marks |
| 2. Written works of the children | 10 marks |
| 3. Project works | 10 marks |
| 4. Slip test | 20 marks |

Slip test may be conducted during the teaching practice and Summative may be conducted after completion of entire unit and at the end of teaching practice. The Summative paper should be based on the Academic Standards. The student teacher shall write the CCE Record and Cumulative Record i.e. the cumulative sheets must be enclosed to Children Assessment Record.

The co-curricular activities shall also be conducted and grades may be awarded and to be shown in one of the Children Assessment Record. This has to be done only through observation and there is no formal written test.

4. Final Lesson

20 marks has been allotted for final lesson. The student teacher shall develop period plan and conduct teaching and accordingly marks may be awarded.

Computer Education/ ICT: In this area, the trainee teacher shall develop of multimedia lessons i.e. two (2) multimedia lessons under each methodology paper. (*first year-* classes I and II; *second year-* classes III, IV & V or optional paper).

The trainee teacher has to prepare multimedia lesson and teach. In each methodology, 15marks are allotted for planning and teaching. The remaining 5 marks for Reflective Journal.

Yoga, Physical & Health Education: Under this area, 10 marks each are allotted for Yoga, Physical & Health Education in first and second year. The practice in Yoga includes activities related to yoga. This includes writing the period plan and practice. Under Physical & Health Education, 10 marks shall allotted for writing the plan and undertaking the practice of games and sports. This include 15 marks for planning and teaching. The remaining 5 marks for Reflective Journal writing.

Creative Art, Drama & Cultural Education in First Year: Under this, development of plan and undertaking teaching practice is given 15 marks and writing the reflective journal 5 marks.

Value Education & Life Skills in Second Year: Under this, development of plan and undertaking teaching practice is given 15 marks and writing the reflective journal 5 marks.

1st Year D.El.Ed.**Paper 1****Childhood, Child Development and Learning
(General Paper)****Maximum Marks: 100****External: 60 Marks****Internal: 40 Marks****Rationale and Aim**

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

The course encompasses various aspects of development in the light of changing notions of child, childhood and learning. As a discipline of study it provides ample scope for a teacher to strengthen her understanding of children, various aspects of their development and the processes underlying development and learning of various types of skills and concepts/ ideas. Being an adult especially as a teacher one tends to take decisions on behalf of children. These are, more or less, based on our own experiences, which are gained from observation. Therefore all of us, and especially teachers have some intuitive sense of child development. The introduction to child development would aim to equip teachers to delve deeper into theoretically sound and nuanced understanding of children and their intellectual and social-emotional development. It hopes to give teachers the ability to take appropriate decisions while organizing spaces, curriculum, knowledge and learning; which earlier might have been purely based on popular beliefs about children and at times might have been contrary to a theorized and grounded understanding of children.

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

help the student teacher to structure their classroom accordingly.

Course Objectives

- To introduce general conceptions about child and childhood (specifically with reference to the Indian social context)
- To develop an understanding of different aspects of a child's physical, motor, social, emotional, language and moral development up to the age of early adolescence.
- To understand the developmental processes of children with diverse abilities
- To understand the process of thinking and learning in children through different perspectives

Units of Study

Unit 1: Childhood

- Constructs of childhood: Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed in the Indian Context; Constructs of childhood in the context of globalization; Child labour, Child abuse; childhood in the context of poverty.
- Home & Socialization: Social, economic and cultural differences in socialization; Parenting, family and adult-child relationships, child rearing practices.
- Schooling as a context of socialization: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, over-age learner.
- Gathering data about children from different contexts using different methods, techniques and approaches: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; **Experimental method, Questionnaire, Case Study, Rating Scales, Longitudinal and Cross-Cultural Approaches.**

Unit 2: Perspectives in Development

- Introduction to Development: Concept of Growth, Development and Maturation; Development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous; Heredity & Environment (socio-cultural contexts) influencing development. Developmental Milestones & Hazards.
- Physical - Motor Development; Growth and maturation
- Social Development: Role of family, peers, school, mass media and culture. Role of competition, cooperation, discipline, reward and punishment and conflict, aggression and bullying in Social Development.
- Concept and processes of socialization, Social, economic and cultural differences in socialization, Relationships with peers: friendships and gender; competition and cooperation,

competition and conflict; aggression and bullying during childhood.

- Emotional Development: Basic understanding of emotions and their development, Emotional maturity, Role of family and school in Emotional Development.
- Language development: Development of speech and language, Perspectives in Language Development – Skinner, Bandura and Chomsky.
- Moral Development: Perspective of Kohlberg; cultural variations in moral reasoning.
- Play and development: Meaning of Play and its functions: linkages with the physical, social, emotional, cognitive, language, moral and motor development of children; Types and kinds of play; Games and group dynamics: rules of games and how children learn to negotiate differences and resolve conflict
- A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control
- **Culture and Gender Development**

Unit 3: Cognition and Cognitive Development

- Perception, Conception, Thinking, Reasoning, Meta-cognition, Creativity, Intelligence – Multiple intelligences
- Cognitive Development: Social Contexts; Individual differences in the context of learning
- Perspectives on Cognitive Development – Piaget and Vygotsky.
- Facilitating concept formation: Building on children’s existing ideas, making connections, meaning making, relationships, big ideas; Using graphic organizers and concept maps; Experiential learning

Unit 4: Learning

- Contexts of learning: Home, School, Environment
- Factors influencing learning: Maturation, Emotions, Learning environment, Motivation, Interests, Aptitude, Attitude, Memory and Forgetting, Personality.
- Perspectives of learning and their implications for classroom teaching: Brief introduction to current theories of learning; Role of repetition & practice, Guided Inquiry, Integrated projects, Collaborative & Cooperative learning – diverse resources for learning, Group work, Classroom discussions, Learner autonomy, Role of teacher as facilitator
- Learning disabilities; Children with Special Needs (disabilities): Importance of early intervention, IEP, Differentiated learning
- Creating inclusive learner friendly environment: Importance, Need for multiple resources, Ways and means of adapting to diverse needs, Flexible planning, Classroom management, Inclusive schools

Suggested Mode of Transaction

- Classroom discussions and dialogues
- Active questioning
- Scaffolding reading of suggested readings
- Integrated projects, Guided inquiries and Field based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies
- Use of narratives and case studies
- Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc)
- Group work, Pair work
- Seminars, Panel discussions, Workshops
- Individual and group presentations of issues and concerns raised in classroom/assignments; theoretical and practical activities/exercises/investigations/projects; analysis and interpretation of collated observations and data

Suggested Practicum Tasks

Task 1:

Student teachers collate about ten newspaper articles that involve parenting and childhood, analyze these and hold discussions.

Task 2:

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

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

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

Task 3:

Students watch a movie to be identified collectively by teacher educators and student teachers, and reflect on portrayal of children in the same (for instance Salaam Bombay, Blue Umbrella, Tare Zameen Par or other regional language movies). Discussion could be held around depiction of children from varying backgrounds, constructs of childhood.

Task 4:

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

Task 5:

Student teachers can take data from an elementary school with regard to the growth of height and weight of children and analyze this data and present their report.

Task 6:

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.

Task 7:

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

Task 8:

Student teachers identify a movie or a cartoon that is popular among 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.

Task 9:

Student teachers identify a video game that is popular among 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."

Suggested Mode of Assessment (Continuous and Comprehensive Assessment)

- Participation in classroom discussions
- Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/Learning resources

- Reflective essays
- Worksheets (on reading assignments, field work etc.)
- Paper pencil tests
- Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on).

Essential Readings

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- NCERT. (2005). *National Curriculum Framework*. Chapter 2
- Balagopalan, S. (2002): Constructing indigenous childhoods: colonialism, vocational education and the working child. *Childhood*, Vol. 9.
- Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins.
- Budheka, G. (1990). Divasvapna. New Delhi: National Book Trust India.
- Csikszentmihalyi, M. (2005). *Thoughts about Education*. www.newhorizons.org
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- Dewey, J. (1952). *The School and the Child*. New York: The Macmillan Company.
- Erikson, E. H. (1972). *Play and Development*. New York: W.W. Norton.
- Holt, J. (1995). *How Children Fail*. Addison-Wesley Pub. Co.
- Kuranyangi, T. (1993). Totochan. New Delhi, India: National Book Trust.
- Neill, A S. (1992). Summerhill School – A new view of childhood. New York: St. Martin's Griffin.
- Sahi, J. and Sahi, R. (2009). *Learning Through Art*. Eklavya. Chapter 1: Introduction.
- Holt, J. (1967). *How Children Learn*. London: Penguin.

Advanced Readings

- Antoine de Saint-Exupery. (1995): *The Little Prince*. UK: Wordsworth Edition. Translated by Irene Testot-ferry (available in Hindi)
- Ginsburg, H. (1997): *Entering the Child's Mind: the clinical interview in psychological research and practice*. Cambridge University Press. Chapter 1: The need to move beyond standardized methods, Chapter 2: What is the clinical interview? Chapter 3: What happens in the clinical interview? And Appendix.

- Aries, P. (1965): *Centuries of Childhood-A social history of the family life*. Random House Inc: New York. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
- Harris, M. and Butterworth, G. (2002) *Developmental Psychology: a student's handbook*. Taylor & Francis: New York. Chapter 1: A Brief History of Developmental Psychology.
- Kauffman et al (1993), *Exceptional Children*. Allyn & Bacon: Boston, USA. 6th Edition.
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- Nambissan, Geetha (2010) Exclusion and Discrimination in Schools: Experiences of Dalit Children; *Working paper series* vol. 01, (01), Indian Institute of Dalit Studies and UNICEF: Delhi.
- Kakkar Sudhir (1991) *The Inner World: A Psycho-analytic Study of Childhood and Society in India*. Oxford University Press: Delhi.
- Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (Ed). *The Psychology of Women*. Harvard University Press: Cambridge. pp 206-226.
- Weiner, Myron. (1991) *the State and the Child in India: Child Labour and Education Policy in Comparative Perspective*. Princeton University Press: Princeton.
- Balagopalan Sarda (2008) Memories of Tomorrow: Children, Labor and The Panacea of Formal Schooling. *Journal of the History of Childhood and Youth*. Johns Hopkins University Press.
- Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.
- Elkind, D. (1976). *Child Development and Education*. Oxford University Press.
- Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
- Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
- Snowman, B. R. and Snowman, J. (1996). *Psychology Applied to Teaching*. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory

- Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517.
- Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
- Siegler, R. and Alibali, M.W. (2005). *Children's Thinking*. (4th edition). New Jersey, USA: Prentice Hall. Chapter 1: An introduction to children's thinking, Chapter 3: Information-processing theories of development, Chapter 5: Sociocultural theories of development, Chapter 9: The development of social cognition.
- Vygotsky, L. S. (1997). Interaction between Learning and Development in Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.

1st Year D.El.Ed.**Paper 2**

Society, Education and Curriculum

(General Paper)

Maximum Marks: 100**External: 60 Marks****Internal: 40 Marks****Rationale and Aim**

Future teachers need to have a sound knowledge of the core concepts and principles of education. This course introduces student teachers to the philosophical perspectives of education. This would enable them to inquire and discuss on significant questions pertaining to education in India. The course provides student teachers with an understanding of educational aims, processes and practices and linkages between policies, education and individuals.

Teachers also need to understand the interface between education and society to deal with the issues of prevalent societal inequality and conflict, and address the demands for equity, justice, freedom, dignity and diversity. The philosophical, sociological and historical understanding of educational aims, processes and practices fulfills this need by critically looking the linkages that exists between education, knowledge and power. Such an understanding will help student teachers understand the basic assumptions about human nature, learning, knowledge and curriculum.

Course Objectives

- To explore the meaning, aims, purposes of education
- To identify and question one's own long-established presumptions on knowledge, school and education
- To understand the linkage between knowledge, power and curriculum
- To expose student teachers to divergent educational perspectives and practices to realize the aims of education

Unit 1:Aims and Purposes of Education

- Relationship between schooling and education, and exploring various educative processes in human societies
- Aims and values of education: Constitutional values; NPE 1986; NCF 2005, SCF 2011
- Understanding basic assumption about human nature, society, learning and aims of education.
- Exploring and enquiring in to the nature in to the needs of education in human society.
- Schooling and education as visualized by different Western and Indian thinkers:
- Swami Vivekananda, M.K.Gandhi, Rabindranath Tagore, J. Krishnamurthi, Gijubhai Bhadekha, Jyothibha Phule, Pandit Madan Mohan Malaviya, Sri Aurobindo and The Mother, Sant Kabir, John Dewey, Frobel, Montessori, Prof.J.P.Naik, Prof. D.S.Kothari

Unit 2: Education, Politics and State

- Political nature of education: Power and Ideologies and how they structure aims of education
- Role of State in education: Creating institutions; Curriculum development and textbooks; Pedagogic and assessment practices; Culture of schooling; Preparing and recruiting teachers
- Teacher's status in society: Public perception; Systemic issues – bureaucratization.
- Role of community and civil society organizations in education: A critical appraisal

Unit 3: Knowledge and Understanding

- Construction of knowledge, Knowledge Vs Information
- Concepts of Belief, Information, Knowledge and Understanding: Knowledge as distinct from information; Knowledge as construction of experience; Methods of enquiry
- Bodies of knowledge: different kinds of knowledge and their validation processes (truth criteria)
- Knowledge and power: Dominance of one kind over another; Textual knowledge Vs experiential knowledge
- Children's construction of knowledge: What and How; Alternative frameworks of children's thinking
- Forum of knowledge and problem solving – Maths, Science, Social Science, History, Language, Philosophy etc., Role of the teacher.

Unit 4: Curriculum and Learning

- Curriculum, syllabus and textbooks
- Processes and criteria for curriculum selection and construction
- Representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks
- Hidden curriculum: School culture, Schooling processes; Beliefs and Practices of teachers
- Curriculum, Pedagogy and Assessment of Children: Connections among knowledge, curriculum, textbooks and learners; Inclusive learner friendly classrooms; Continuous assessment for learning
- Designing and implementing curricula for a multicultural, multilingual society: Realising the aims of education - Meeting diverse needs through partnerships with communities; Ensuring learning for ALL, Organization of curricular experiences. Choosing teaching learning methods, Teaching Learning Materials and assessment

Mode of Transaction

- Critical thought and questioning should be the basis for the transaction.
- Close reading of text material, papers, articles, case studies.
- Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode.
- Teachers should incorporate seminars, discussions, movie appraisals, group-work, field works, projects and the close reading of articles, policies and documents.
- Medium of art- such as role-play

Suggested Practicum Tasks

Task1:

What does it mean to be ‘educated’ in contemporary India?

Presenting multiple perspectives on the expectations from education in India based on interviews and some research, and based on their own reflections.

Task2:

Educational thinkers who have had the most impact on me: Presentations with ‘first person’ accounts by student teachers, followed by questions .

Task3:

What ought to be the aims of education in India today? .

Debate and discussions, to generate a range of orientations to education in India, representing different ideologies and emphases

Task4:

Visiting different types of schools in the neighbourhood schools (of different managements with different ideological backgrounds): Student teachers to study their aims, school culture, classroom practices. To prepare and present a report.

Task 5:

Comparing curricula and textbooks of different states governments and private organizations: Assumptions on knowledge and learning; learning experiences provided; contextual relevance of examples, analogies and so on; assessment practices.

Suggested Mode of Assessment (Continuous and Comprehensive Assessment)

- Participation in classroom discussions
- Preparation, Planning, Participation and Presentation of practicum tasks/ Field work/ Case studies/ Learning resources
- Reflective essays
- Worksheets (on reading assignments, field work etc)

- Paper Pencil Tests
- Portfolios of student teachers

Tasks are to be assessed in terms of both products (Reports, Resources and so on) and Processes (Participation, Team work, Reading and so on)

Essential Readings

- Badheka, G (2001). *Baal Shikshan aur Shikshak*. Bikaner: Vaagdevi Prakashan.
- Dewey, John. (1952). *The School and the Child*, New York: The Macmillan Company, (Also available in Hindi *School aur Bachche* Translation: RRCEE)
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- Palmer, Joy A. et. al (2001). *Fifty Major Thinkers on Education From Confucius to Dewey*, USA: Routledge.
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- Sibia, A. (2006). *Life at Mirambika: A free progress school*. New Delhi: NCERT
- State Curriculum Framework (SCF) 2011 – Position Paper on Curriculum, Syllabus and Textbooks.

Advanced Readings

- Acharya, P. (1996). 'Indigenous Education and Brahminical Hegemony in Bengal', and Shahidullah, Kazi 'The Purpose and Impact of Government Policy on Pathshala: Gurumohashays in Nineteenth Century Bengal'. In Nigel Crook (ed.) *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics*. New Delhi: Oxford University Press, 98-118.
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- Chanana, Karuna (2008). Bharat main Prathmik Shiksha main Langik Asamnata: Manavadhikar Paripekshya in *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshilpi)
- Dewey, John. (2009). *School aur Samaj*. Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) *The School and Society* Cosimo: New York).
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- Kumar (Eds.) (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications.
- Nambissan Geetha. B. (2000). 'Identity, Exclusion and the Education of Tribal Communities'. In Rekha Wazir (Ed.) *The Gender Gap in Basic Education: NGOs as Change Agents*. New Delhi: Sage
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from the Margins'. In Naila Kabeer, Geetha B. Nambissan and Ramya Subrahmanian (eds.) *Child Labour and the Right to Education in South Asia*, 109- 142. New Delhi: Sage.

- Nath, N. (2007). 'Stories of Struggle for Survival: Slum Children's Lives and Voices'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia*. New Delhi: Pearson.
- Rousseau, Jacques J. (1979). *Emile or on Education*, translated by Allan Bloom Basic. 7-18.
- Saxena, Sadhana (2007). 'Education of the Masses in India: A Critical Enquiry'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia*. New Delhi: Orient Longman.
- Sykes, M. (1988). *The Story of Nai Taleem*, Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: The Seed Germinates, Chapter 4: Basic National Education. (Also available in Hindi *Nai taleem Ki Kahani* Translation: RRCEE)
- Thakur, R. (2004). *Ravindranath ka Shikshadarshan*. Chapter 1: Tote ki Shiksha, Chapter 7: Aashram Shiksha, New Delhi: Granthshipli.
- Venkateswar, S. (2007). 'Robbed of Childhood: Child Labour and Domestic Service in South Asia'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia*. New Delhi

CDs/DVDs for Discussion

1. CIET/NCERT CD ROM *Four Educational Riddles* by Krishna Kumar
 2. Debrata Roy DVD *The Poet & The Mahatma*
 3. Krishnamurthy Foundation India DVD *The Brain is Always Recording*
 4. NCERT CD ROM *Battle For School* by Shanta Sinha
 5. NCERT CD ROM *Globalisation and Education*
 6. Sri Aurobindo Ashram Trust DVD *India and Her Future*
- The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
 - Cox M. (2005). *The Pictorial World of the Child*. New York: Cambridge University Press.
 - Erikson, Eric, H. (1972). *Play and Development*. New York: W.W. Norton.
 - Garvey, C. (1990). *Play*. Cambridge: Harvard University Press.
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Documentaries/ DVDs for Discussion

- Srinivasan, Anupama 'I wonder', A film on childhood and experiences of schooling in different parts of India, 60 minutes/
- Mishra, Samina (2001) *Stories of Girlhood*, The film explores the lives of girlchildren in three different parts of India to understand what awaits girl children, how they struggle to make their way through life and how borders are drawn to limit their future, 68 min.
- *Do Flowers Fly*: National Institute of Design, NID

1st Year D.El.Ed.**Paper 3****Early Childhood Care and Education
(General Paper)****Maximum Marks: 100****External: 60 marks****Internal: 40 marks****Rationale and Aim**

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

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

Course Objectives

- Understand the definition and importance of early childhood years as foundation for lifelong learning and development.
- Develop sensitivity regarding stage wise differences in developmental needs and characteristics of children in early, middle and late childhood years and implications for elementary stage of education.

- Understand principles and methods of developmentally appropriate ECCE curriculum and its significance for school education.
- Understand the importance of Home School and community links in early childhood care and education.

Unit 1: Definition, Nature and Significance of Early Childhood Care and Education

- The nature and philosophy of ECCE – The ideas of educational philosophers and thinkers on ECCE: John Deewey, Tagore, Rousseau, Frobel, Montessori, Gandhi.
- Definition and objectives of holistic ECCE curriculum – Significance of early years.
- Significance of ECCE as critical period for lifelong learning and development,
- Rationale for extending ECCE to 8 years for smooth transition.
- Early learning challenges in schools and concept of school readiness.
- Critical appraisal of current practices in ECCE centres of government, NGOs, private managements.
- Children needs:
 - Freedom (expression, experimentation, encouragement, challenge);
 - Happiness (support, security and safety, opportunity and guidance)
 - Adoptability (adopting to the number of collective by cooperation, listening, patience, sharing and empathy)
 - Health well being and health habit, nutrition.

Unit 2: Principles and Methods of Developmentally appropriate ECCE Curriculum

- How children learn: Stage wise distinctions from early to middle to late childhoods,
- Nature of the child needs: Freedom, Expression, Experimentation, Encouragement, Challenges
- Importance of Play and Active learning methods for early years learning.
- Guiding principles: Play and art as the basis of learning – Primary of experiencing not expertising
- Domains and activities for holistic development of children – Motor, Sensory, Cognitive, Language, Emotional, Social and Personal domains.
- Emergent literacy and numeracy in early years.
- Components of ECCE and approach to teaching learning (education, care, nutrition, habit formation, custodian)

Unit 3: Planning and Management of ECCE Curriculum

- Principles of planning a balanced and contextualized curriculum
- Long and short term objectives and planning
- Project method and thematic approach
- Maintaining a developmentally appropriate and inclusive class environment
- Resources for effective functioning of ECCE
- The role and function of instructors

Unit 4: Curriculum for 3 to 6 Years of Age Group Children in ECCE

- Language and communication
- Mathematical concepts
- Scientific thinking

Unit 5: Assessing Children's Progress

- Early learning and development standards
- Observing and recording children's progress
- Reporting children's progress
- Ensuring home school linkage

Mode of Transaction

- Presentation and discussions
- Field visits
- Group works
- Pair works
- Read and reflection
- Video films/ cinemas watching and discussion
- Interactions etc.

Suggested Practicums

- Visit a nearby Anganwadi centre and observe the proceedings at the centre and write a critical report on how Anganwadi centres are achieving the objectives of ECCE?
- Visit Anganwadi centres with private/ NGO's ECCE centres and write a critical report.
- Get the opinions from the class I teachers of different managements towards the children's background and their pace of learning.
- List out the problems of ECCE centres/ Anganwadi centres and write a report.

Essential Readings

- Berk, L. Child Development; (Indian Edition) (2013) PHI Learning Private Limited , Delhi, India
- Kaul V. et al, (1999) The Primary Years. NCERT , New Delhi
- Kaul, V and Sankar, D.(2009) Early Childhood Care and Education in India, NEUPA, New Delhi.
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- Kaul, V., Ramachandran C. & Upadhyay G.C. (1994). Impact of Early Childhood Education on Retention in Primary Grades: A longitudinal study, NCERT, New Delhi.

Suggested Readings

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- MHRD, (2010). Gazette of India, GOI, 'The Right of Children to Free and Compulsory Education (RTE) Act, 2009', New Delhi.
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- MWCD, (2013). Quality Standards for ECCE, Govt. of India, New Delhi.
- NCERT, (2006). Position paper: National Focus Group on ECE, New Delhi.
- Shonkoff, J.P. and Phillips, D.A.(*Editors*) **From Neurons to Neighborhoods: The Science of Early Childhood Development: Committee on Integrating the Science of Early Childhood Development; National Research Council and Institute of Medicine ; NATIONAL ACADEMY PRESS 2014 Washington, D.C.**
- World Bank, (2004). 'Reaching Out to the Child', HDS, New Delhi.

Ist Year D.El.Ed.

Paper 4

**Understanding Language and Language Development
at Primary Level (Mother Tongue - Telugu/ Urdu)**

(Methodology Paper)

Maximum Marks: 100

External: 60 Marks

Internal: 40 Marks

Rationale and Aim

Language is not only the means of communication but an integral part of human life. There is a porous relationship between thinking, language and learning; and education is one of the major ways that gives them coherence. Language is not confined to the language classroom. It pervades all aspects, subjects and activities of a school and society at large.

The course aims to make student teachers aware of the dynamics language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation. The course hopes to make student teachers understand language in all its ramifications: what does it mean when we say 'language'? What is the relationship between language, mind and society?

The course enables student teachers to understand language learning as the outcome of biological, social and individual factors and that human beings develop distinctive ways of representing experience through the language of make-believe play, gesture, image making and speech. Language learning is essentially a form of apprenticeship.

Course Objectives

- Understand the nature of language
- Aware of the interplay of language and society
- Recognize different genres of literary texts
- Understand the processes of language acquisition and learning
- Appreciate the significance and acquisition of early literacy in the larger context of school curriculum

Unit 1: Language and Society

- Nature of Language: language is a living dynamic form; language has varied functions; language is a way to express experience; language is a rule-governed activity
- Language includes culture, cognition and communication; the meaning of words themselves is conveyed by the context and the understanding of the speaker's intention

- Language and Society: multilingual diversity in India; socio-political-economic power associated with languages; critical understanding of notions of 'standard' and 'non-standard' forms of language
- Language: The First Language (mother tongue), Second and Third Language, forms of language, dialects, individual language, home language, language in the surroundings, language as a tool for thought and expression, language as a medium of instruction, language for National integration, International understanding, language of the authority.

Unit 2: Early Language acquisition and language learning

- Animals and humans language, pre-linguistic capabilities to communicate
- Language acquisition and Language Learning: Infants, Toddlers, Pre-school and early school years; Language learning as the outcome of biological, social and individual factors; Language learning as a form of apprenticeship; Significance of play, stories and songs
- Literacy: as more than decoding and encoding; learning to read and write as a dynamic and evolving process; multiple kinds of literacy
- Significance of early literacy in the context of current schooling: Importance of play and stories; valuing home language and giving diverse and fear-free atmosphere to learn and communicate in school language
- Role of literature in language learning : Types of texts; narrative and expository literature, Engaging with a text; Using literature across the curriculum with special reference to children literature.
- Language across curriculum: Function of language in the classroom, outside the classroom; Learning language and learning through language
- Language learning needs of children with special needs: Diagnosis and early language intervention

Unit 3: Developing language abilities at Primary Level

(A) Listening and speaking

- Listening and speaking, it's importance
- When children listen? How do we develop listening abilities/ listening comprehension?
- When children speak? Forms speaking, Importance of children's talk: Self talk, peer interactions; Talk as a resource for language learning; How we develop speaking abilities (dialogue, storytelling, poem recitation etc.)

(B) Reading and Writing

- Literacy and reading
- Ways of reading; Types of reading (loud and silent reading); It's importance

- Pre-reading and post reading activities
- Beyond the textbook: diverse forms of texts as materials for language
- Helping children to become good readers – Activities/ tasks
- What is writing and relationship between Reading and Writing
- Developing writing skills – Activities/ tasks for legible writing, writing without mistakes and self writing.

(C) Creativity and Imagination

- Children ability to imagine, creativity, role of the teacher to develop imagination and creativity, tasks for developing imagination creativity (Ex: extension of action songs, rhymes and stories, story writing, letter writing, riddles, quotations etc.)

Unit 4: Understanding of Textbooks and Pedagogy

- Philosophy and guiding principles for the development of language textbooks of early primary and primary classes.
- Content, approaches and methods of teaching languages - Interactive and participatory methods, teacher as facilitator
- Themes, structure of the unit, nature of exercises and its implications
- Academic standards and indicators of learning at 1, 2 classes and 3, 4, 5 classes
- Learning resources for effective transaction of language curriculum

Unit 5: Language Development Programmes in the State

- Children Language Improvement Programme (CLIP).
- Sneha Bala (SLIM Cards – Self learning interactive material for class 1 and 2)
- Children literature (*Vaana Chinukulu, Katha Vachakalu*)
- Early reading programme; Read, Enjoy and Development (READ) Programme.
- Innovations in schools – Children dairy, wall magazine, classroom libraries, school post box etc.

Unit 6: Classroom Planning and Assessment of Language Learning

- Teacher preparation and Teaching Learning Materials
- Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan
- Assessment and evaluation - Definition, need and importance
- Continuous and Comprehensive Evaluation (CCE) - Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.

Suggested Mode of Transaction

- Classroom discussions and dialogues
- Active questioning and brainstorming sessions.
- Scaffolding reading of suggested readings
- Integrated projects, Guided inquiries and Field based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies
- Use of narratives and case studies
- Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc)
- Group work, Pair work
- Seminars, Panel discussions, Workshops
- Individual and group presentations of issues and concerns raised in classroom/ assignments; theoretical and practical activities/exercises/investigations/projects; analysis and interpretation of collated observations and data

Practicums/ Project Works

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1st Year D.El.Ed.**Paper 5****Understanding Mathematics and Early Mathematics Education
at Primary Level
(Methodology Paper)****Maximum Marks: 100
External: 60 Marks
Internal: 40 Marks****Rationale and Aim**

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

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

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

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

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

Specific Objectives

- To enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level.
- To make student-teachers aware of factors that impact on the process of acquisition of mathematical knowledge.
- To sensitize student-teachers about the ways in which children respond to mathematical knowledge.
- To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children's learning.
- To build student teacher's confidence in learning and teaching Mathematics meaningfully.
- To develop skills and understanding in student teacher's about mathematical concepts mainly related to number and space and use it with children while teaching.
- To make them enable to think and reason mathematically.
- To make them able to pursue assumptions to their logical conclusion and use it with students in the classroom.
- To equip them with knowledge and skills that helps them in designing appropriate activities for children.
- The units have been conceptualized to help prospective teachers understand that student's learning is dependent on the learning of the content by the teacher as well as the ways children perceive and respond to mathematical knowledge

Unit 1: Introduction to Mathematics

- What is Mathematics and where and in which form it found in life?
- What is the need and importance of Mathematics in daily life? How it is different from school Maths?
- Why we teach Mathematics?
- Aspects of Mathematics: Concept, process, symbol and language (1, 2 classes and 3 to 5 classes separately)
- Mathematisation

Unit 2: Mathematics: Teaching Principles and Teaching Methods

- Nature of the learner. What he knows and how? Where?
- Understanding the learners – Methods and procedures of learning
- Piaget schemat of cognition in Mathematics in different stages, Vigotsky social learning and its implications learning Mathematics.
- Understanding the learning processes – Natural context, Induction, Deduction
- Learning and teaching errors and how to overcome?
- Methods of Mathematics learning and teaching – Specifications and general theories of Mathematics – Analysis, synthesis

Unit 3: Counting, Numbers and its Operations

- Pre-number concepts
- Understanding numbers and notation
- Digit and representation of numbers
- Counting and place value (with different bases)
- Concept of fractions and its presentation
- Mathematical operations of numbers (N.W.Q.)
- Learning material for above

Unit 4: Visualization of Geometrical Shapes, Spaces, Patterns and Measurements

- Types of Shapes - 2D & 3D
- Understanding of shapes - Definition, need and difference
- Understanding of different shapes in Mathematics
- Spatial understanding
- Area and perimeter
- Measurement (volume and capacity, weight etc.)
- Patterns - Definition, need and types
- Understanding of patterns in numbers and shapes, space
- Learning material for above

Unit 5: Management of Data

- Use of data - Collection, distribution and symbolization
- Representation of data - Table forms, tally marks, graphs (bar graphs, pictorial graphs)

Unit 6: Understanding of Textbooks and Pedagogy

- Philosophy and guiding principles for the development of Maths textbooks.
- Content, approaches and methods of teaching Mathematics - Interactive and participatory methods, teacher as facilitator.
- Areas, structure of the unit, nature of exercises and its implications.
- Academic standards and indicators of learning.
- Learning resources for effective transaction of Mathematics curriculum.

Unit 7: Classroom Planning and Evaluation

- Teaching Readiness: Planning of Teaching Mathematics, collection resources.
- Role of resources in Maths teaching (TLM and ICT)
- Year plan, Unit plan and Period plan (models of teaching)
- Evaluation of planning
- Assessment and evaluation - Definition, need and importance, important methods
- Continuous and Comprehensive Evaluation (CCE) - Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.

Mode of Transaction

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

Suggested Practicums

- Observe 3-years old child and write a report on what Mathematical abilities child possess and how they acquire?
- Observe the children while they are playing and write a report on how do they frame rules of a game or a play? What are the implication in Mathematical learning?
- Analyse the textbook of any one of the Primary classes and write a report on how these new textbooks are child friendly and helps the children to construct the Mathematical concepts?
- Develop a Mathematical resource kit with locally available materials for effective transaction of Mathematical concepts at Primary Level.
- Develop questions for each Academic Standard at Primary Level.
- Observe the children notebooks of Mathematics or answer scripts of Mathematics. Identify the mistakes committed by the children and write a report on what are the reasons for these and how to overcome?
- Observe the Mathematical teaching learning process at Primary Level. Record the language used by the teacher and write a critical report on it.
- Analyse the Mathematics textbooks of Primary classes with identifying some concepts and procedures with problems. Develop some more activities and Teaching Learning Material (TLM) to understand those concepts and write a critical report on it.
- Identify two (2) concepts in each area of Mathematics and construct Academic Standards on those concepts. Write a critical report on it.

- Analyse any 5 problems done by 10 children. Identify strengths and weaknesses of concepts on which students performed. Identify which concepts are formed and which are not formed. Write a critical report on it with reasons.
- Interview 10 children on 'Do this', 'Try this' and 'Think and discuss' exercises on a selected topic. Record all the answers of the children on whether objectives are achieved or not. Write a report on it and suggest remedial activities with TLM if the objectives are not achieved.
- Identify any two (2) concepts and browse different websites to collect 10 activity sheets on the concepts. Conduct a test with the help of activity sheets and analyse the results. Prepare activities and TLM for remedial teaching.
- Identify five (5) verbal problems on a concept at Primary Level. Choose any other than textbook material from market. Ask any five (5) children to read and explain the solutions to the problems. Select other five students and ask them to read the textbook and explain the solutions to the problems. Conduct a group discussion on the doubts raised by the students. Prepare a report.
- Identify about 20 problems on addition and classify them on criteria of processing (aggregation and augmentation). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on subtraction and classify them on criteria of processing (reduction, elimination, difference and counter addition). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on multiplication and classify them on criteria of processing (adding in equal groups, increasing at the same rate, arrays and cross product). Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on division and classify them on criteria of processing (grouping and sharing). Prepare strategies to teach these processes and write a report on your experiences.

Essential Readings

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- Chapter 3: The formation of Mathematical Concepts, pp 49-71 Chapter 4: The Construction of Mathematical Knowledge, pp.72-89 Chapter5: Understanding

- Mathematical Symbolism, 90-108. Srinivasan, P.K. *Number Fun With a Calendar*, Arvind Gupta's toys book Gallery.
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Ist Year D.El.Ed.**Paper 6**

Pedagogy across Curriculum and ICT Integration
(Value Added and Co-curricular Paper)

Maximum Marks: 100**External: 60 Marks****Internal: 40 Marks****Rationale and Aim**

The purpose of pedagogic study is to understand school subjects and their pedagogic approaches in the larger context of the school and society and the specific context of learners and processes of learning. This engagement prepares prospective teachers to undertake the teaching of integrated courses and thematic learning approaches as well.

This course will attempt to bring together constructs and issues associated with the nature of knowledge, school curriculum, contextualized understanding of learners and the process of learning in order to evolve pedagogic perspective and approach.

ICT integration is meant for integrating ICT in educational processes and is NOT meant as a course on or about ICT. This course is activity oriented and provides adequate opportunity for hands-on learning and open-ended exploration of ICT applications in teaching and learning. Software piracy and plagiarism is explicitly denounced and discouraged. Creation of original content, taking pride in creation and duly recognizing others' contribution, is promoted. This course emphasizes on the optimum use of available infrastructure and resources with cooperative and collaborative learning, working and developing together.

There will be a focused attempt to equip the prospective teacher with conceptual clarity, pedagogic perspective and ICT capacities to teach all children. Inter-linkages with the rest of the courses have to be strongly made while transacting this course.

Course Objectives

- Understand children and their varying socio-cultural, economic and political contexts.
- Interrogate existing terminologies, constructs and notions of pedagogic practice, such as child-centered learning, discovery learning, activity-based learning, intelligence (IQ) etc.
- Develop capacities to reflect, reason and make discerning judgment and conceptual understanding of pedagogic practice and processes of learning

- Select and use effectively ICT tools and relevant software applications for specific purpose in teaching learning process
- Design learning experiences integrating interactive multimedia resources
- Explore newer ways of integrating ICT with educational processes

Units of Study

Unit 1: Pedagogy-Conceptions and Perspectives

- Learning - Concept, nature, child abilities before coming to school and its implications (funds of knowledge).
- Learner, learning, knowledge, curriculum, schooling: Inter-linkages and relationships; why and what of teaching learning.
- Critical examination of terminologies and notions associated with child-centered education such as child centered, activity based learning, joyful learning, CCE, IQ, merit.
- Critical understanding of various methods and approaches of teaching learning; facilitating learning; teacher as reflective practitioner, collaborative and cooperative learning.
- Concerns of inclusive education: Gender, marginalized groups, children with special needs.

Unit 2: Pedagogy-Resources and Practice

- Critical pedagogy concept, need and implications in teaching learning.
- Reflections on school of thought and theories: Giju Bhai, Summer Hill, Totochan, Makarenko, John Holt, Paulo Freire, Piaget, Bruner, Vygotsky.
- Inclusive and exclusive practices (Designing inclusive learner friendly environment): Identifying and understanding socio-cultural, linguistic and biological diversity among children; Valuing diversity as a resource; Flexible planning for meeting diverse needs; Adapting a range of approaches and resources; Building relationships with parents and community.
- Resources: Home (funds of knowledge); Community; Children's talk, play, work; Stories; Children's literature; School building and surroundings; Textbooks; Nature; Art; Local culture and heritage; Range of physical resources and objects; Digital resources; Films and media etc.
- Linking pre-school knowledge of the children with learning school subjects.
- Classroom organization and management: Changing pedagogies and classroom management, Facilitating classroom for small group, large group and individual learning; Behavior management – Alternate approaches; Time & resource management; Role of teacher in organizing and managing vibrant classrooms.

- Assessment: Purposes, Approaches and Tools; Continuous and Comprehensive assessment; Assessing tasks and children's work; Feedback and reporting; Portfolios.

Unit 3: Concept and Processes of Learning

- Process of children learning - How children learn?
- Basic ideas of behaviourism and its implications
- Concept formation - Meaning of concept, mental processes in concept formation, Bruner's and Piaget's modes of concept formation.
- Thinking and reasoning, linkage between thinking and learning
- Cognition and learning - Constructivism, process of cognitive development - Its implications of teaching and learning.
- Vygotskian theory - Concept of ZPD - Implications for teaching and learning.
- Critical pedagogy - Concept - Need, Implications to teaching and learning.

Unit 4: ICT - Introduction

- Concept of ICT (Information & Communication Technology).
- Computer hardware; Internet; Creating content in various formats like text documents, Presentations and spreadsheets; OERs; Hand-held devices; Netiquettes.
- Main features of ICT related policies - National Level and State Level.
- ICT based learning processes and resources: Creating learning environments, ICT supporting pedagogic practices; Educational games

Unit 5: ICT - Integration

- Exploration of ICT resources (appropriate hardware - CD/DVD, projectors, interactive boards, appropriate software - audio, video, multimedia, editing, web applications, internet, animations, games and simulations etc. in computer lab.); Evaluation and adoption of available ICT resources
- Pedagogical analysis to determine content (what) and methods (how) and mapping it with suitable ICT, Finding alternative methods and ICTs; Using ICT tools, techniques and resources to create scaffolding; Classroom organization for ICT integrated lessons.
- Cyber law and security: Free wares
- ICT integration with assessment: Mapping of Assessment tools; Portfolio assessment; Rubrics; Managing Data
- Preparation and planning of multimedia lessons in school subjects.
- Activities are to be organized in connection with multimedia lessons: Role of teacher (before, while, after multimedia lessons); Social media and its importance in learning (Twitter, Facebook, Whatsapp etc.)

- Online learning courses for professional development of the teachers (Right to Education Act, subject specific courses etc.).
- Continuous professional development of teachers through connected groups - Subject forums and exchange of ideas, practices, conceptual clarities etc.
- Open Education Resources. Using different ICT platforms- MOOC.

Suggested Mode of Transaction

- Classroom discussions and dialogues.
- Critical readings of specific texts.
- Use of narratives and case studies.
- Integrating ICT (videos, films, documentaries, audio recordings, web based resources etc.)
- Workshops.
- Individual and group presentations of issues and concerns raised in classroom/ assignments; theoretical and practical activities/ exercises/ investigations/ projects; analysis and interpretation of collated observations and data.

Essential Readings

- Batra, Sunil (2003) From School Inspection to School Support. In N. Sood (Ed)
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- Marzano, R, Waters and McNulty (2005) *School Leadership that Works* ASCD: Virginia pp 13-27; 41-64
- NCERT, Educational Statistics of India, New Delhi (issues of the last decade)
- Senge, P. (2000). The Industrial Age System of Education. In *Schools that Learn*, NB: London. pp 27-58.

Useful Websites

(A) Student Response System:

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

- [Socrative | How It Works](#)
- www.socrative.com/how-it-works
- <https://www.mentimeter.com/>
- <http://www.socrative.com/>
- <http://www.infuselearning.com/>

(B) Relevant Software available FREE of cost:

1. **Libre Office Suite** is a powerful and easy to use office suite; has clean interface and powerful tools to create documents, spreadsheets, presentations and drawings. It is free and open source software with 6 application components. It can be used as a basic document or presentation creation software. It also provides data security by way of password protection for the individual files created. It has the provision to convert from open format to MS-Office formats and PDF at the click of a mouse. The six components included are
 - a. **Writer**, the word processor,
 - b. **Calc**, the spreadsheet application to create tables, graphs and pie charts,
 - c. **Impress**, the presentation engine,
 - d. **Draw**, the drawing and flow-charting application, can be used to create simple drawings for example, Water Cycle, Rainfall on Windward and Leeward side of a mountain range, Solar Eclipse, etc.
 - e. **Base**, the database and database front-end, and
 - f. **Math** for editing mathematical symbols and formulae.
2. **Windows Movie Maker** is freeware video editing software by **Microsoft**. It is a part of **Windows Essentials** software suite and offers the ability to create and edit videos as well as to publish them in various formats.
3. **Inkscape** is a professional vector graphics editor for Windows, Mac OS X and Linux. It's free and open source.

4. **Audacity** is a free, easy-to-use, multi-track audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems. You can use Audacity to record live audio, cut, copy, splice or mix sounds together and change the speed or pitch of a recording.
5. **Mobile Media Converter** is a free audio and video converter for converting between popular desktop audio and video formats like MP3, Windows Media Audio (wma), Ogg Vorbis Audio (ogg), Wave Audio (wav), MPEG video, AVI, Windows Media Video (wmv), Flash Video (flv), QuickTime Video (mov).
6. **Firefox Web browser** is a free web-browser to surf the internet. The default search-engine on this browser is **Google**.

(C) **Additional subject specific software available:**

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

(D) **Hot Potatoes**

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

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

(E) **For Open Educational Resources:**

[Best Sites for Free Educational Resources](#)

- http://www.refseek.com/directory/educational_videos.html

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

(F) Additional Reference Material & Resource Repositories

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

Toys from Trash (Photos)

Toys from Trash (Films many Languages)

Books (English, Hindi, Marathi, Combination)

- <http://www.math-play.com/>

Grade wise activities and games

- Elementary
- Middle school
- Classroom
- Interactive
- Algebra
- Geometry

- <http://www.vocabulary.co.il/english-language-games/>

Grade wise activities and games

Suggested Practicum Tasks

Task 1:

Analyse school textbooks to construct and discuss pedagogic elements. Presentation of analysis

Task 2:

Develop concept maps to design subject based and thematic based curriculum materials

Task 3:

Observe, document and interpret classroom discourses. Prepare and present a report.

Task 4:

Investigate perspectives in children's literatures and other teaching learning resources. Prepare and present a report.

Task 5:

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

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1st Year D.El.Ed.**Paper 7**

Art and Art Education
(Value Added and Co-curricular Paper)

Maximum Marks: 50**External: 0****Internal: 50 Marks****Rationale and Aim**

Art is a vehicle for expression and communication of emotions and ideas. Art, as creativity, is something humans do by their very nature. Art is not an action or an object, but an internal appreciation of symmetry, balance and harmony. On the other hand, it is only in Art alone that you can have the 'Negative Capability' of being in confusions and uncertainties without getting irritated. In many cultures, art is used in rituals, performances, dances, as a decoration or symbol. Art serves different objectives at different points of time, but its basic objective always lies within itself, establishing and appreciating harmony, inside and outside.

Considering the above mentioned perspective of art, art education can be perceived as a tool for development of aesthetic sensibility and healthy overall development. Arts like visual arts, dance, theatre are the powerful mediums for the cognitive development of people. The objective of the course is not to give training to become proficient in a given art form but to cultivate certain skills in the learners that would help them engage with life creatively and to provide space for the expression of ideas. The art curriculum includes "learning in the art", i.e. learning the arts as disciplinary subjects, in their unique technique, skills and vocabulary, and 'learning through the arts', i.e., using the art as a medium of expression and communication of ideas in other subjects.

Specific Objectives

- To understand the role of art in overall development of the human being
- To understand the relation between art and education
- To integrate the knowledge of art with daily life and also with other subjects
- To experience free expression of ideas and emotions about different aspects of life. To arouse certain elementary sensitivities and aesthetic towards the environment
- For overall development of the senses through observation, exploration and expression
- To analysis of the basic shape, form, contour, colour of the object

- Perception (understanding the sound of musical notes for them to mean something different from other sound we hear around us), understanding rhythm, understanding references to keys in music, identifying patterns, etc.
- Provide opportunities for developing awareness for folk-arts, local specific arts and other cultural components leading to an appreciation of national heritage and cultural diversity.

Unit 1: What is Art?

- What is Art?
- Art and Its Role in Human Civilization
- Introduction to Different Forms of Arts
- Art and Craft of Andhra Pradesh

Unit 2: Art Education: Perspective of Different Philosophers and Educationist

- Indian Philosophers – Tagore, Gandhi, Devi Prasad.
- Foreign Philosophers – Herbert Read, John Dewey, Howard Gardner, Herbert Spencer, Elliot.

Unit 3: Art education in Primary Classes - Syllabus and Academic Standards

- Relevance of Art Education in Primary classes (theoretical perspective)
- Art Education and Child Development (visualizing role of art education in the building years of child's development)
- Syllabus and Academic Standards
- Suggested Activities for primary classes

Unit 4: Art Education in Middle School

- Role of Art Education in Middle School
- Art – Exploring Histories (Local and Global)
 - Music
 - Dance
 - Painting
 - Theatre
- Suggested Activities for Middle School

Unit 5: Art in Education OR Teaching Through Art

- Art as an educational/pedagogy tool
- Art and other Subjects

Unit 6: Assessment in Art Education

- Objective of Assessing Art
- Criteria to Assess Art

Rationale and Aim of the Practicum

This practicum includes two critical areas of focus:

1. Creative drama
2. Visual and Performing arts

Along with the well being and fulfillment of student teachers, the major objective of the course is to empower student teachers to integrate art in education.

Art in education also aims to help 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.

The rationale and aim, objectives and focus areas are given under each of the two focus areas.

1. 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) make 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.

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 empathize.
4. Identify and develop one's own creative potential.

5. Bring the arts into the center of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaningful; how can an image act as a starting point for an exploration?
6. Recognize 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

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

Focus Areas

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

Mode of Transaction

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

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

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

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

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

2.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 recognize 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, and 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 humancultures.

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 selfwork and evaluate self as an artist and art educator.

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

Focus Areas

1. Art, Art appreciation and Art education: visit to places like crafts museums, Bal Bhavan, art galleries. Organize 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 vis-a-vis 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.
8. Read the syllabus of Art & Cultural Education for classes I to VIII and perform any one art form in the classroom and write a report.
9. List out local art forms and conduct interview with the local artist about the greatness of local art form and present status of the artist - Write a report.
10. Read the reference books pertaining to a local art form and write a review and present.
11. Visit 1 or 2 private/ government schools and observe the implementation of Art & Cultural Education in the schools.

Essential Readings

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

- Prasad, Devi (1998). *Art as the Basis of Education*, NBT, New Delhi. Sahi, Jane and Sahi, R., *Learning Through Art*, Eklavya, 2009.
- National Council for Education and Research Training. (2005). *National Curriculum Framework 2005*. Delhi: NCERT.
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- National Council for Education and Research Training. (2006). *NCF 2005 Position Paper. Heritage of Handicrafts*. Delhi: NCERT.
- State Institute for Education and Research Training. Rajasthan. (2014). *Art and Art Education*. BSTC Course. Udaipur: SIERT.
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- Office of Bilingual Education and Foreign Language Studies. New York. (2010). *Art as a Tool for Teachers of English Language Learners*. The New York State Education Department. The University of the State of New York.
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- Eisner, Elliot W. (2002). *The Arts and the Creation of Mind*. Yale University Press/ New Haven & London.
- Cannatell, Howard. *Education Through Art*. Article accessed from Internet. hcannatell@shaw.ca.
- Upitis, Rena. (June, 2011). *Arts Education for the Development of the Whole Child*. Elementary Teacher's Federation of Ontario. Toronto.
- Prasad, Devi. *Art: The Basis of Education*. http://www.vidyaonline.net/list.php?pageNum_books=2&totalRows_books=62&12=b1%20&11=b1%20&13=b1tp accessed on 25 February 2014, 01:25 AM.

**Yoga, Physical & Health Education - I
(Value Added and Co-curricular Paper)****Maximum Marks: 50****External: 0****Internal: 50 Marks****Rationale and Aim**

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

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

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

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

See this as inherent in her work itself. Here there is a clear overlap of ideas with the course on Child Studies. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio- economic background. It is

possible to address issues of teacher attitudes, engagement and willingness to accept diversity in their classroom. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense. Instead of speaking of teacher attitudes alone, the course gives student-teachers a chance to understand unequal and multiple kinds of childhood that children experience.

Course Objectives

- To build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants framework.
- To understand the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns.
- To examine specific programmes related to children's health operating in schools.
- 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.
- To link theoretical and conceptual learning with actual school/classroom realities through practical work.

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

Units of Study

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

Unit 1: Understanding Health and Well- Being

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

Unit 2: Understanding Children's Health Needs

- Food and nutrition; Communicable diseases; Child abuse in various forms and its impacts; Corporal punishments and its impacts.
- Reciprocal linkage between health and education

- Childhood health concerns, hunger and malnutrition- Meaning and measures: Country/ State data.
- Morbidity Mapping- Methods, observation, daily notes.
- Methods to understand children's health perceptions and self assessment of health.

Unit 3: Physical Education

- Meaning, need and purpose of Physical Education, Olympics, Asian Games, SGF Games, various awards in sports and games.
- Impact of play and games (team spirit, cooperation, tolerance, problem solving, leadership).
- Physical measurements (height, weight, chest) and BMI [Body Mass Index] twice in a year.
- Sports and games (interrelations, sports and games in schools, traditional/ local games, modern games, ground preparation and courts, rules of games and sports).
- Various competitions and tournaments and participation of children.

Unit 4: Yoga and health

- Meaning, concept of yoga.
- Concept of pancakośa
- Potential causes of ill health according to yoga
- Yoga as a preventive and promotive health care
- Yogic principles of healthy living: Āhāra, vihāra, Ācāra, Vicara and Vyavahāra
- Yogic concept of holistic health and wellness
- Preparations and precautions for practice of yoga.

Unit 5: Yoga and Physical Development

- The Integrated Approach to Yoga
- Characteristics of Physical Development
- Yoga practices for Flexibility
- Yoga practices for Stamina
- Yoga practices for Endurance
- Yoga practices for Lung Capacity
- Yoga practices for Longevity

Unit 6: Health of Children in the Context of School

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

Unit 7: Curriculum, Syllabus and Assessment

- Syllabus for Physical & Health Education.
- Academic Standards
- Assessment

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

Suggested Project Topics/ Themes

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

- Collect information on Yoga Asana by reviewing authoritative sources on Yoga and write a report on it.
- Demonstrate before your peer group any five Asana and write a report on them.

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

Essential Readings

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

Readings for Discussion

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

Advanced Readings for Faculty

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

1st Year D.El.Ed.**Paper 9****Understanding Self - I
(Self Development Paper)****Maximum Marks: 50****External: 0****Internal: 50 Marks****Rationale and Aim**

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

Course Objectives

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

Mode of Transaction

There is no standard prescribed material for this course. Facilitators are expected to engage with the student teachers with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student teachers' lives and contemporary realities. It is suggested that the student teachers be given space to explore and articulate their beliefs, notions on learning, knowledge, children, their own self; life and issues. They can be encouraged to think afresh on issues that most closely concern them as teachers and individuals and use creativity and imagination to develop a perspective on them. The suggested activities and readings are expected to assist in this process. The resource materials can also include newspaper/magazine articles, autobiographies, biographies and stories, letters/diary entries, movies/documentaries, other audio-visual materials, digital resources on the Web.

Design of the Course

This is not intended as a standard ‘course’ with specific units of study. Instead it may be thought of as two parts. Activities under Part 1 are to be taken up by all teacher **educators throughout the D.El.Ed programme.**

Activities under Part 2 to be transacted as part of this course, may be designed as a series of workshops and seminars with carefully chosen themes. It is recommended that there be around **4-6 one-day or two-day workshops** in each academic year, and **2-4 half-day or one-day seminars**. It is recommended that the workshops are conducted by outside resource persons (from organizations working in related areas of personal development). The workshops should be experiential, and provide occasions for active participation and reflection. One teacher educator 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.

Part 1: On-going Activities

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

- 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 teacher educator as mentor.
- Engaging with a range of literary texts such as short stories, poetry, novels, biographies, drama, expository texts. Opportunities must be provided to student teachers to share their interpretations.
- Reading and Reflecting on texts has to be facilitated by all teacher educators through-out the programme. Student teachers have to be guided to critically read, discuss and reflect on the essential readings listed in all the courses.
- 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.
- Student teachers need guidance in questioning their beliefs, understanding and reflecting on their own processes of transformation as professionals and individuals. Teacher educators need to be sensitive and supportive in this process and mutually learn.
- Change in assumptions and beliefs in the course of pre-service training in terms of nature of the child, nature of the learning, teaching, school, textbooks, assessment etc.

Part 2: Suggested Themes for Seminars and Workshops

- Awareness of self, Understanding oneself
- Aims and purposes of life
- Mindfulness
- Becoming sensitive
- Accepting and celebrating differences
- Harmony in relationships
- Peace and coexistence
- Conflict resolution
- Stress management
- Nurturing life skills among children
- Writing year plans and lesson plans
- Development of question papers

Note: Out of six (6) workshops, a 2-day workshop may be organized for developing year plan, lesson plan and period plans. Another workshop for developing question papers is the mandatory. The remaining four (4) workshops may be organized for given above suggested themes.

Suggested Resources

- 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.
- *Danger school*, (1996). Mapusa, Goa, India: Other India Press.
- DSERT, 2015. D.Ed II Year. *Education for Peace*. Source book material. Bangalore: GoK
- Friere, Paul (1992). *Pedagogy of Hope*. London, UK: Continuum pub. Co.
- Gupta, Latika (2008). Making of a Teacher, *Seminar*, No. 592, 22-27.
- Krishnamurti, J. (2000). *Life Ahead, To parents, teachers and students*, Ojai,  California, USA: Krishnamurti Foundation Trust.
- 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

- *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani
<http://www.kabirproject.org/>
- *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.
- *Where Knowledge is Free*: A documentary film about children branded by Caste and excluded from education. Director Binutesh 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>.

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Ist Year D.El.Ed.**Paper 10****Proficiency in English
(Self Development Paper)****Maximum Marks: 50****External: 0****Internal: 50 Marks****Rationale and Aim**

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

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

Specific Objectives

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

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

Unit 1: Introduction

- Introduction
- English around us
- English as a global language – Language of opportunities
- Constitutional provision; English as an Associate Official Language
- Importance of language proficiency in classroom transaction.
- Different avenues for development of language proficiency.
- Need and importance of English language proficiency to the elementary teacher.

Unit 2: Understanding Language - Listening to and Producing Oral Discourses

- Introduction
- Listening with comprehension
- Analysing discourse features in Listening and Speaking
- Analyzing the suprasegmental features
- Issues related to oral discourses
- Making oral presentations and constructing different oral discourses
- Opportunities to Use Language in context
- Oral discourse and their features
- Activities:
 - Theme-based interaction
 - Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
 - Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
 - Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features.
 - Using classroom theatre (drama, choreography) as a pedagogical tool

Unit 3: Critical Reading

- Introduction
- Reading for comprehension
- extrapolating the texts through making inferences, analysing, reflecting
- understanding the theoretical postulates of critical reading
- Reading different types of texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features.
- Understanding the process of critical reading
- Indicators for assessing reading
- Activities:
 - Identifying the features of various discourses they have read
 - Interpreting tables, graphs, diagrams, pictures, etc.
 - Reviewing any book/article
 - Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet

Unit 4: Writing and Creative Writing

- Introduction
- Writing for specific purposes and specific audience and understand writing as a process
- Experience the classroom process of writing (individual, collaborative, editing)
- Writing texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads/ matrimonial, brochures etc. and identifying their features
- Recognising errors as a part of learning process
- Editing the written texts in terms of discourse features, syntax, morphology and writing conventions
- Indicators for assessing the written discourses
- Activities:
 - Brainstorming on the theme and the type of text, the audience, etc.
 - Concept mapping on the content and organization of the text
 - Writing individually and refining through collaboration
 - Reading related texts for refinement of the written work in terms of discourse features and theme
 - Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing

Unit 5: Vocabulary and Grammar in Context

- Introduction
- What is grammar; how we learn grammar in mother tongue.
- Problems with traditional prescriptive grammars.
- Classification of words (closed word classes and open word classes).
- Lexical, phrasal and clausal categories.
- Elements of a sentence (nuclear and optional).
- Classification of clauses based on structure, function and finiteness.
- Auxiliary system (Tense, Modals, Perfective and Progressive Aspects, Passive).
- Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, embedding, agreement)
- Word formation (prefix, suffix, compounding)
- Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms

- Activities:
 - Reading passages and analyzing the distribution of linguistic elements.
 - Classification of words in a given sentences.
 - Making generalizations on syntactic and morphological properties.
 - Checking the generalizations in the light of new passages.
 - Writing discourses and editing them individually and also through collaboration, feedback.
 - Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions.
 - Framing questions for different types of texts for reading comprehension/ interaction.

References

- Agnihotri, R.K. and Khanna, A.L. (1996). *Grammar in context*. New Delhi: Ratnasagar. Cook, G, Guy (1989). *Discourse*, Oxford University Press , Great Clarendon Street, Oxford OX2 6DP
- Craven, M. (2008). *Real listening and speaking -4*. Cambridge: Cambridge University Press.
- Driscoll, L. (2008). *Real speaking*. Cambridge: Cambridge University Press. Elbourn, S.N. (2010). *Grammar in context* ^Heinley ?????????? Grellet, F. (1981). *Developing reading skills* UK: Cambridge University Press. Haines, S. (2008). *Real writing*. Cambridge: Cambridge University Press
- Hedge, T. (1988). *Writing*. Oxford: Oxford University Press.
- IGNOU (1999). *Reading comprehension* (material for Course ES-344 Teaching of English). New Delhi: IGNOU.
- Lelly, C. Gargagliano, A. (2001). *Writing from within*. Cambridge, UK: Cambridge University Press.
- Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers* (2nd ed.). Cambridge: Cambridge University Press.
- Morgan, J. and Rinvoluceri, M. (1983). *Once upon a time: Using stories in the language classroom*, Cambridge: Cambridge University Press. Radford, A. (2014) *English Syntax* Cambridge University Press
- Seely, J. (1980). *The Oxford guide to writing and speaking*. Oxford: Oxford University Press.
- Slatterly, M. and Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press. Thornbury, Scout (2005) *Beyond the Sentence- Introducing discourse analysis*. Wright, A. (1989). *Pictures for language learning*, Cambridge: Cambridge University Press.

2nd Year D.El.Ed.**Paper 1****Education in Contemporary Indian Society
(General Paper)****Maximum Marks: 100****External: 60 Marks****Internal: 40 Marks****Rationale and Aim**

This course involves an understanding of the events and issues that have influenced and continue to shape the lives of people in India. The student teachers are expected to enrich their understanding of education by relating and integrating the discussions on the historical, political, economic trajectories of Indian society discussed in the course. The course aims to examine the larger issues in Indian society within which educational structures, policies and provisions get shaped.

We have a heritage in education drawing upon many sources. It is upon this heritage that further developments directed towards building understanding in education and its processes needs to be built. Here again, perspectives from different social science disciplines have been drawn to enable the student teachers to acquire analytical frameworks to examine developments in education, connecting with the past and looking ahead. This course forms the basis to think critically. A questioning outlook is required from students teachers which can help them challenge their own presumptions regarding the nature of Indian society, issues and challenges and its influence on the processes, content and structure of education.

Objectives

- To familiarize student teachers with an understanding of the historical and socio-economic trends of Indian society in order to be able to appreciate the interrelatedness of education and the wider context
- To develop critical understandings of the diversity and heritage of Indian society
- To examine inequalities that plague Indian society and challenges of achieving social justice
- To understand the relationship between the public context of education and the Indian Constitution in a democratic country like ours, especially in shaping the aims of equity, quality, justice and inclusion in education
- To observe and examine the nature of manifestation of social diversity in classrooms, revisit one's general presumptions and reflect on one's role as a teacher
- To build a robust vision of a school, community and society from a liberal, humane perspective

Unit 1: Colonial and nationalist ideas on education

- Colonial education, indigenous education, debate over education policy (Orientalists, Anglicists) development of English education, impact on content, pedagogy and the school system.
- Nationalist Movement - Rise of national consciousness, education reforms and legacy, influence of these ideas in shaping nationalist discourse in education.
- Social Movements in pre-independent India– Voices of the marginalized and their struggles for equal participation in education

Unit 2: Indian Constitution and Provisions for Education

- Constitution and Education: Constitutional vision of independent India, Directive Principles of State Policy and education
- Panchayat Raj Institutions and Education - 73rd & 74th Constitutional Amendments and its implications.
- Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
- Equality and Justice in the Indian Constitution (Understanding the Preamble and basic concepts in Indian Constitution, Role of education to ensure Fundamental Rights); Reservation as an egalitarian policy: Equalisation of educational opportunities, Differential school system and idea of common neighbourhood and school system
- Human and Child Rights

Unit 3: Inequalities in Contemporary Indian Society

- Nature and causes of inequalities - Equality, equity, democratisation of quality education.
- Changing social structures and education: Caste, Class and Social Exclusion
- Power, Ideology and Merit in Education: differential school system and the idea of common neighbourhood school; Debates around growing influence of English language, mother tongue on medium of instruction
- New Economic Reforms and their impact on Education
- Public Education Vs Private Education and Privatisation of Public Education
- Globalisation and its impact on education; Environmental degradation, Consumption patterns and issues of sustainable development; Loss of indigenous knowledge systems including languages
- Education and Human Resource Development

Unit 4: Educational Policies and Programmes in Independent India

- Important features of educational commissions and policies (Basic education and its review, Kothari Commission, NPE-1986, Learning Without Burden Report by Yashpal-2003, NCF-2005, RTE-2009, SCF-2011...)
- Important programmes (APPEP, DPEP, SSA, RMSA, Teacher Education)
- Special programmes: Mid Day Meal, ICT, OBB, MLL.

- Innovations and alternative forms of educations: Eklavya, Diganathar, Rishi Valley, ABL, CLIP, CLAPS, LEP, Children Literature, Classroom Library, Children Diaries, Wall Magazine, M.V. Foundation [Bridge Course Centres] etc.

Unit 5: Vision of an Inclusive and Democratic Indian Society

- Democratisation of Education
- Peasant, Dalit and Feminist Movements and their implications to Education
- Education of Disabled, Marginalised and Socially Disadvantaged
- Role of state, school and teacher in building an Inclusive and Democratic Indian Society

Suggested Mode of Transaction

- Classroom discussions on student teachers' prior understanding of concepts such as Democracy, Equality, Social Justice, Inclusion, Access, Success, Stagnation, Dropout and dealing with deprivation and learning experiences
- Reflective assignments to engage student teachers in challenging their presumptions regarding India's diversity and legacy
- Close and critical reading, as well as analysis of education policy documents, texts, and articles
- Dialogue, discussions and analysis based on classroom observations, interpretation and analysis of primary and secondary data on learning conditions and experiences of children in school and its impact on meaningful, participatory learning.

Suggested Practicum Tasks

Task 1:

Student teachers discuss in groups Gandhi's vision of Basic education and its implications for school curriculum.

Task 2:

Student teachers can collect autobiographies, biographies, short stories focussing on education to analyse the nature of schooling in colonial and post independent India.(Om Prakash Valmiki's "Joothan", Rabindranath Tagore's "The Parrot's Training", for instance)

Task 3:

Student Teachers take up case studies of social movements in the region, for instance, Women, Dalit and Tribal movements, Displacement, Land Rights, Human Rights and examine issues such as education as social action, role of education in breaking the cycle of poverty and increasing opportunity.

Task 4:

Student teachers take up group projects on themes such as First generation school goers – issues and concerns; Education of children from slums, migrant children and other children in difficult situations– documenting experiences; Education of children with special needs – challenges and opportunities

Task 5:

Student teachers view films (such as Satyajit Ray's Apu Trilogy) to discuss issues like deprivation and formal schooling, drawing from their own experiences in school.

Task 6:

Student teachers research, reflect and present their points of view on alternative visions of Indian democracy: presenting multiple perspectives on the expectations from democracy in India, and the institutions and attitudes of mind needed to give expression to these. 

Other Tasks:**Some Suggested Projects on Contemporary Indian issues**

- Critical appraisal of Constitutional values as practiced in an Educational Institution
- Comparative study of different workplaces
- Conflicts and Social Movements in India: Women, Dalit and tribal movements, Displacement, Land, Human Rights, Communal mobilization.
- Displacement and Development
- Educational debates and movements
- First generation learners in school
- Children with disability and inclusive education
- Role of Media in Democracy
- Effects of mass media/ social media on children's education
- Understanding childhood in India
- Analysis of contemporary debates in media
- Education for Peace
- Construct of the child and school in RTE act
- Language within school
- Tracing any farm/industrial product to its origin
- Role of state and international political economy in producing and addressing marginalization
- Linguistic and religious diversity of India
- Significance of minority rights
- Educational status, opportunities and experiences of Dalits, Tribals and Religious minorities in India
- Marginalization and education of children from slums and distress migration

- Challenges of pluralist education in the context of conflict
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums

Essential Readings

- Government of India (GOI) (1986/92) New Education Policy, MHRD: New Delhi.
- IGNOU FHS 01 Block 3 Emergence of independent India. IGNOU: New Delhi. Unit 10: Indian National Movement I.
- Kashyap, S C (2009) The Constitution of India. National Book Trust: New Delhi.
- Naik, J.P. (1979.) *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*. Macmillan: Delhi
- NCERT Class VIII Textbook (2006-2008) Social and Political Life III NCERT: New Delhi Unit 1, 2, 3, 4, & 5.
- NCERT Class XII History Textbook (2006) Themes in Indian History II, Theme 3 NCERT: New Delhi
- NCERT Class XII History Textbook (2006) Themes in Indian History III Theme 3 NCERT: New Delhi.
- NCERT Textbook (2006) Democratic Politics 1, NCERT: New Delhi Chapter 3, 4, & 5.
- NCERT textbook (2006) Social and Political Life 1, NCERT: New Delhi. Unit 3.
- Nurullah, S. and Naik, (1964) *A Student's History of Education in India: 1800-1965*. Macmillan
- Raina, Vinod (2009) Right to Education, Seminar 593

Advanced Readings

- Chandra, Bipin (1997) Nationalism and Colonialism, Orient Longman: Hyderabad. Chapter 1.
- Famous Speeches of Gandhiji : Speech On The Eve of The Last Fast January 12, 1948.
- Government of India (GOI) Right to Education Act 2009, MHRD: New Delhi. <http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>
- Jain, L. C. (2010). *Civil Disobedience*. Book Review Literary Trust: New Delhi. Select Chapters.
- Kashyap, Subhash C. (1992). *Our Parliament*. National Book Trust: New Delhi
- LalChaman (2007) Bhagat Singh, The Jail Notebook and other Writings, Leftword Publication: Delhi.
- Sadgopal, Anil (2000). *Shiksha Main Badlav ka Sawaal: Samajik Anubhavo se Niti Tak*. GranthShilpi: Delhi
- Sadgopal, Anil (2009). *Muft aur anivarya Shiksha Adhikaar Vidheyak 2008*. Vimarsh, Vol.1.
- The leaflet thrown in the Central Assembly, New Delhi-8th April, 1929 <http://www.shahidbhagatsingh.org/index.asp?link=april8>

Documentaries/ DVDs for Discussion

- Baburaj and C. Saratchandran, The Bitter Drink: Chronicles of the struggle of a tribal community, against a mighty global multinational company; also discusses the issue of the ownership of natural resources, mainly water, 27 min.
- Bharadwaj Ajay (2007) Rabba hum kee kariye. This film traces a shared history of pre-partition Punjab - a culture, language and a way of life. Captures the film-maker's encounters with feelings of guilt and remorse about the genocidal violence of partition.

- Bhardwaj, Ajay (2007) So Shall You Reap: a film on genetically engineered (GE) seeds with specific reference to India for environment and development, 35 min.
- Bose, Krishnendu (2001) Cry of the Forest, A film on the politics of conservation, it tries to look into a more holistic meaning of conservation where people also are part of the forest and animals, 30 min.
- Mehta Deepa (1999) 1947 Earth.
- The Slow Poisoning of India is a 26-minute documentary film directed by Ramesh Menon and produced by the New Delhi-based The Energy and Resources Institute (TERI).
- Which Language? Who's Language? Is a 10 minute film developed by NIAS, Bangalore as part of their District Quality Education Project. It focuses on the challenges faced by the Soliga (a Tribal group) children in having to study in Kannada which is the regional language, while their own dialect is not understood or accepted by the teachers.

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2nd Year D.El.Ed.**Paper 2****Integrating Gender and Inclusive Perspectives in Education
(General Paper)****Maximum Marks: 100****External: 60 Marks****Internal: 40 Marks****Rationale and Aim**

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

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

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

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

Objectives

- Develop a comprehensive and critical understanding on disability, marginalization and inclusive education.
- Understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.
- Focus on the structures (implicit and explicit) in our schools that serve as a hindrance to the inclusion of all students.
- Deliver pedagogy, curricula that engages all students, including those with disabilities to address inequality and diversity in Indian classroom.
- Integrate learnings on gender and inclusion across all courses

Units of Study

Unit 1: Inclusive Education

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

Unit 2: Children with Special Needs

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

Unit 3: Inclusion and Classroom Management

- Academic inclusion and support
- Inclusive classrooms
- Mono-grade, multi-grade situation and inclusion
- Multilevel strategies

- Multi-lingualism and inclusion

Unit 4: Gender, School and Society

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

Unit 5: Integration of gender and inclusion perspectives

- Reflection on personal growth vis-à-vis beliefs, assumptions and stereotypes
- Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices
- Developing a vision of an inclusive society and school and ways and means of achieving it

Mode of Transaction

- The Practicum and the Theory courses of the entire programme are to be integrated into a solid platform for this course. In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices
- Dialogues, discussions and reflections have to be the key for the transaction of this course
- Critical readings and discussions on selected texts

Suggested Practicum

- Observe a classroom/ school and write a report on how children are excluded from the school or classroom processes. Write a report and present.
- Identify the out of school children (3 to 5 members) in a village and ask them why they were dropped out from the school. Write a report on reasons for exclusion.
- Collect the admission rules and examination related rules and analyse them whether these rules are affecting children for inclusion or exclusion. Write a report and present.
- Ask the teachers/ Headmaster what entitlements are being given to the children for inclusion of children in the school. Write a report and present.
- List out the children's languages in the school and ask the teachers how they are addressing multi-lingual situation in the class. Write a report and present.
- Ask the class V language teacher about the levels of the children and how he handle the multi level situation in the class. Write a report and present.

- Visit a Primary School (2 or 3 teachers working school) and ask the teachers how they are preparing timetable and handling the classes in multi grade situation. Write a report and present.

Suggested Readings

- Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
- Geetha, V . (2007) *Gender*. Stree: Calcutta.
- Teacher Handbook on Inclusive Education, (Disha) – SCERT and Save the Children, 2013.
- Ghai, A. (2005) Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & Shalini Sikka (Eds.) *School, Society, Nation: Popular Essays in Education* New Delhi, Orient Longman
- Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K.Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi
- Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.
- Kumar, K. (2004) 'Growing up Male' in *What is Worth Teaching* New Delhi: Orient Black Swan
- NCERT. (2006). *National Focus Group Position Paper on Gender Issues in Education*.
- NCERT. (2006). *National Focus Group Position Paper on Education with Special Needs Inclusive Education*.
- NCERT. (2006). *National Focus Group Position Paper on Problems of Scheduled Caste and Scheduled Tribe children*.

Advanced Readings

- Alur Mithu and Michael Bach, (2009), *The Journey For Inclusive Education In The Indian Sub-Continent* Routledge: UK.
- Epstein, C. (1984) *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc.
- Frostig, M, and, P. Maslow (1973) *Learning Problems in the Classroom: Prevention and Remediation*. Grune & Stratton: New York .
- Gabel, Susan L. (ed.), (2005) *Disability Studies in Education, Readings in Theory and Method*, Oxford: London.
- Ghai, A. and Sen, A. (1991) Play and the Mentally Handicapped Child. *Digest*, Vol. 4 (1).
- Ghai, Anita (2006). Education in a globalising era: Implications for disabled girls, *Social Change*, 36 (3) pp 161-176
- 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.
- Manjrekar, N. (2003) 'Contemporary Challenges to Women's Education: Towards an Elusive Goal?' *Economic and Political Weekly*, 38 (43), 4577-4582

- Singh, Renu (2009), The wrongs in the Right to Education Bill, *The Times of India*, 5 July.

2nd Year D.El.Ed.**Paper 3****School Culture, Leadership and Teacher Development
(General Paper)****Maximum Marks: 100****External: 60 Marks****Internal: 40 Marks****Rationale and Aim**

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

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

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

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

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

Specific Objectives

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

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

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

Units of Study

Unit 1: School and School Culture

- The concept and purpose of school (It's an organization/ institution; it has resources/ processes/ outcomes).
- School and community
- School culture and organization
- School ambience and environment and infrastructure

Unit 2: School Level Programmes and Activities

- School timetable/ schedule
- School assembly
- School library
- School Development Plan - Planning, implementation and assessment
- School community relationship
- School games, sports, tournaments
- School level cultural activities
- School level records
- Resources - Human, physical, financial

Unit 3: School Effectiveness and School standards

- School effectiveness and its improvement
- School improvement – Strategies, initiatives
- School performance evaluation: Process and performance indicators
- Understanding developing standards in education (Academic Standards for curricular and co-curricular subjects)

Unit 4: School Management and Leadership

- Concept of school administration, management and leadership
- Types of managements and leadership
- HM as a leader: Delegation, conflict management, maintain relationship (inter personal); administration, team building and team work, school improvement, modeling, resource management, community relationship

Unit 5: Academic Leadership of Headmaster

- Allotment of subjects: Curricular and co-curricular
- Ensuing teacher preparation (lesson plan/ TLM etc.)
- Ensuing effective classroom Teaching Learning Process
- Academic monitoring - Classroom observations, observations of teachers and children records, assessment of children performance and progress.
- Baseline testing and conduct of remedial teaching as a whole school process
- Demonstration of children performance to the parents during SMC meeting (RTE-2009)
- Conducting staff meeting - Review performance, recording the minutes, resolutions, fixing targets.

Unit 6: Teacher and Teacher Development

- Teacher as an organic intellectual, social transformer and social change
- Teacher as a co-learner (learning on a continuous process)
- Roles and responsibilities of teacher and accountability
- Teacher professional ethics
- Teacher and community development
- Concept of a teacher development, teacher education and teacher training
- Current status and practices of teacher development
 - Government/ management initiative programmes
 - Self directed and managed professional development

- Impact of teacher development on students, organization and community.
- Pre-service teacher education: Concept, nature, objectives, scope.
- In-service teacher programme: Purpose and practice of various commissions and recommendations
- **Continuous professional development - Programmes - Initiatives and Strategies:** Read and reflections, reflective practices, journal writing, action research, attending seminars and programmes, career development courses and trainings, membership in professional forums and libraries, using internet and connected learning, resource collection, association with professional institutions i.e. School Complex, MRC, DIET, SCERT, NCERT etc., participation in educational debates and movements
- Roles, functions and networking of institutions like NCERT, NCTE, NUEPA, SCERT, IASE, CTEs, DIETs and their websites.

Mode of Transaction

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

Suggested Practicums

- 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.
- Prepare a School Development Plan (SDP) and present.
- Develop a questionnaire for an HM and write a report on whether he may be a leader or manager.
- Meet 2 or 3 Headmasters of UP/ High School and list out the problems of their schools and its management. Discuss with them about how do they solve the problems. Write a report on your experiences.

Suggested Topics

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

Essential Readings

Batra, Sunil (2003). From School Inspection to School Support. In N. Sood (ed)

Management of School Education in India.: NIEPA: New Delhi. 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. Fullan, M. (1993). Why Teachers Must Become Change Agents. In *Educational*

Leadership, 50 (6).

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. Jha, Madan Mohan (2002). *School without Walls* Heinemann: New Delhi pp 24- □40;

128-155 .

Majumdar, S. (1990). Infrastructure and Educational Administration. In Mukhopadhyay and Parkar, *Indian Education: development since independence*. Vikas Publications: New Delhi.

Marzano, R, Waters and McNulty (2005). *School Leadership that Works* ASCD: Virginia pp 13-27; 41-64.

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

Pedagogy of English at Primary Level (Methodology Paper – Classes I to V)

Maximum Marks: 100

External: 60 Marks

Internal: 40 Marks

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.

The course aims at exposing the teacher to the contemporary practices in English Language Teaching (ELT). It also offers the space to critique the existing classroom methodology for ELT. The theoretical perspective of this course is based on the constructivist approach to language learning as envisaged in NCF 2005 and SCF 2011. This course will enable the student-teacher to create a supportive environment which encourages the learners to experiment with language learning. The course will also focus on developing an understanding of second language learning.

Specific Objectives

- Equip student-teachers with a theoretical perspective on English as a „Second Language“ (ESL)
- To equip the teachers with theoretical perspective on language and language teaching and ‘English as a Second Language’ (ESL)
- To develop critical awareness among the teachers about the scenario of contemporary ELT
- To develop in them a perspective on English language teaching.
- Enable student-teachers to grasp general principles in language learning and teaching.
- To help them understand the young learners and their learning context.
- Grasp the principles and practice of unit and lesson planning for effective teaching of English
- Develop classroom management skills; procedures and techniques for teaching language.
- To equip them with competencies which help them in understanding the classroom and classroom processes and to design the class accordingly.
- To help them examine and develop resources and materials for use with young learners for language teaching.
- Examine and develop resources and materials for use with young learners for language teaching and testing.
- Examine issues in language assessment and their impact on classroom teaching.

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

Units of Study

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

- Issues of learning English in a multi-lingual/ multi-cultural society: Issues related to teacher proficiency; Acquisition of language Vs Preparing children for examination, English as the language of prestige and power; the politics of teaching English in India; key factors affecting second language acquisition
- Teaching English as a second language: developmental, socio-economic and psychological factors;
- The nature of language – learning versus acquisition; the pedagogy of comprehensible input

Unit 2: Teaching Learning Material and Textbooks

- Nature of the teaching learning material at Primary Level – Classes I and II/ Classes III to V.
- Role of big books and theme pictures in teaching English.
- Philosophy and guiding principles for the development of English textbooks - NCF, SCF, RTE, Position of Paper on Teaching of English.
- Selection of themes and unit structure.
- Academic Standards and learning indicators.

Unit 3: Approaches to the Teaching of English

- Approach- Method - Strategies and techniques; Behavioristic and Structural Approaches: grammar-translation method, directive method, communicative approach, suggestopedia.
- The pedagogy of comprehensible input.
- Approaches to teaching of English to young learners.
- Second Language acquisition theories - Stephen Krashen, Steven Pinker, Vivian Cook, Vygotsky.
- 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, home environment/ community/ peer group)
- State specific initiatives - Paradigm shift in teaching and learning; Narrative as a pedagogical tool; Discourse oriented pedagogy.
- **Activities:** Seminars, presentations, on various topics related to language and language pedagogy, analysis of Primary textbooks (I to V) government and private publications.

Unit 4: Classroom Transaction Process

- The Modular transaction – Pre-reading, Reading and Discourse construction and editing; Role of interaction in transaction of different modules in a unit; Steps in teaching.
- Pre-reading – objectives, strategies – theme-related interaction and production of oral discourses
- Reading – objectives; the micro-process of reading comprising individual, collaborative reading; extrapolating the text; graphic reading for the beginners

- Post-reading- Objectives, Process of discourse construction; individual writing, refining through collaboration; graphic writing for the beginners
- Editing the written discourses
- Publishing children’s products
- Dealing with textual exercises (vocabulary, grammar, study skills, project work)
- Strategies for addressing low proficient learners
- Multi grade and multi level teaching strategies.
- **Activities:** Storytelling, team teaching, framing of questions, picture based interaction.

Unit 5: Planning and Material Development

- Introduction, What is planning; its importance.
- Year plan, unit plan and period plan; Teacher reflections.
- Material development; preparation of material for young learners - Picture drawing, cutouts, flash cards.
- Developing and trying out various resources, techniques, activities and games for learning English
- Analyzing and reviewing teaching-learning material
- **Activities:**
 - Critical examination of lesson plans prepared by teachers
 - Preparation of year, unit and period plans
 - Conducting workshop for preparation of materials for young learners

Unit 6: Assessment

- Review of current assessment procedures
- What is assessment, Why, How and When; Continuous and Comprehensive Assessment
- Formative assessment; assessment “as learning” and assessment “for learning”– tools and strategies; evidences of assessment;
- Summative Assessment – Tools, assessment of learning; Test items in Summative Assessment.
- Grading indicators for Formative and Summative Assessment both for oral and written products
- Recording of children performance - CCE Registers, Cumulative Record.
- Assessment and feedback.
- Activities:
 - Formative tools and awarding marks based on certain indicators.
 - Preparation of summative question paper and development of indicators for awarding the marks.
 - Analyzing answer scripts of learners.
 - Critical examination of grading indicators.

Mode of Transaction

- Use of ICT in classroom transaction
- Interactions
- Brainstorming

- Individual and collaborative learning in reading and writing
- Group works and presentations
- Giving feedback
- Demonstration and discussions
- Reflections
- Project work and presentations
- Reflective journals

Project/ Practicum

- How teaching learning is being taken up in Primary classes I and II/ classes III to V and what are the gaps that you have identified between theory and practices.
- Write a report about the material available and its utilization in classrooms for learning English language.
- Write a report on how far the children are following the textbooks and its various components and how effectively teacher following the suggested the classroom process in delivering them.
- Nature of errors committed by children in using the language in spoken and written and how can we overcome those errors?
- Nature of interaction is taking place during the stages of classroom transaction.
- Prepare a Summative Question Paper basing on the Academic Standards.
- Collection of children rhymes/ songs and stories for classes I and II/ classes III to V.
- Develop activities to improve the speaking and writing skills among the students.

Essential Readings

- Anandan. K.N. (2006) *Tuition to Intuition , Transcend* , Calicut.
- Anandan. K.N. (2015) *Freedom from Imperial Shakles*, Mathrubhumi publications, Kozikode, Kerala.
- Brewster, E., Girard, D. and Ellis G. (2004). *The Primary English Teacher's Guide*. Penguin. (New Edition)
- Ellis, G. and Brewster, J. (2002), *Tell it again! The new Story-telling Handbook for Teachers*. Penguin.
- NCERT, (2005). *National Curriculum Framework, 2005*. New Delhi: NCERT.
- NCERT, (2006). *Position Paper National Focus Group on Teaching of English*. New Delhi: NCERT
- Scott, W. A. and Ytreberg, L. H. (1990). *Teaching English to Children*. London: Longman.
- Slatterly, M. and Willis, J. 2001, *English for Primary Teachers: A Handbook of Activities and Classroom Language*, Oxford: Oxford University Press.
- Chard, S. C. (1998). *The Project approach: Making curriculum come alive, Practical guide 1*. Scholastic.
- Nagaraj, G. (1996). *English language teaching: Approaches, methods, techniques*. Calcutta: Orient Longman.
- NCERT (2005). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2006). *Position paper on teaching of English (1.4)*. New Delhi: NCERT.
- NCERT (2008). *Source book on assessment for classes I – V: Language – English*. New Delhi: NCERT.

- Nunan, D. (2004). *Task-based language teaching*. Cambridge UK : Cambridge University Press.
- Parrot, M. (1993). *Tasks for language teachers: A resource book for training and development*. Cambridge UK: Cambridge University Press.
- Pinker, S. (1997). *The language instinct*. London: Penguin Books.
- Prabhu, N.S. (1987). *Second language pedagogy*. New Delhi: Oxford University Press.
 - Tomlinson, B. (2013). (Ed.), *Applied linguistics and materials development*. New York: Bloomsbury.
 - Position Paper on English Language Teaching.

Readings for Discussion

For Unit 3

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

For Unit 5

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

Advanced Readings

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

2nd Year D.El.Ed.

Paper 5

Pedagogy of Environmental Studies at Primary Level (Methodology Paper – Classes III to V)

Maximum Marks: 100

External: 60 Marks

Internal: 40 Marks

Rationale and Aim

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

The main aim of this course is to prepare student-teachers for the current challenges in elementary education and to equip them with theoretical and practical understanding of the nature and content of the subject. This course provides an opportunity for them to understand the philosophical and epistemological basis of EVS as a composite area of study that draws upon sciences, social sciences and environmental education. It will help them to correlate their theoretical understanding related to child's learning with classroom processes and interaction, leading to better understanding and effective classroom transactions. This course also provides opportunities to understand and explore children's ideas which will help them to revisit and challenge their own conceptual understanding, identify preconceptions and advance towards better understanding.

Course Objectives

- To help student-teachers understand the scope of EVS and internalise different perspectives of curriculum organization.
- To facilitate student-teachers to probe children's ideas in science and social science
- To prepare student-teachers to plan for and carry out classroom at the level of lower primary level(Class I-V)
- To prepare teachers to practice appropriate methods and approaches of teaching environmental studies emphasizing child centered and child friendly experience based , activity based and competency based approaches to teaching.
- To prepare student-teachers to assess children's learning using different pathways.

Unit 1: Understanding EVS/ Concept of EVS

- Introduction
- Meaning, Scope and Importance of EVS, its Evolution as a Curricular Area at Primary Level.
- Different Perspectives on EVS: NCF-2005, SCF-2011, Prashika program (Eklavya's Innovative Experiment in Primary Education)- To see how curricular vision takes the shape of syllabus.
- EVS as an integrated area of study: Drawing upon Understanding from Science, Social Science and Environmental Education.
- Objectives/ principles of teaching EVS – NCF-2005.
- NPE-1986 – 10 core elements (Social).

Unit 2: Understanding Children's Ideas

- Introduction.
- Knowledge that a 5-12 Year Child Has (Ideas and alternative conceptions)
- How this knowledge is acquired? (How Children Learn?)
- Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget)
- Innate abilities.

Unit 3: Teaching of EVS/ Classroom Transaction

- Process Approach in EVS: Process Skills- simple experiments, observations, classification, proving questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.
- Map-Picture Differentiation, Map Reading
- Ways of conducting inquiry: Activities, Discussions, Group work, Field visits, Survey, Experimentations etc.
- Activity approach (What is activity? Profile of activity, Primary Education Project principles).
- Using Children's Ideas as a Tool for Learning.
- Role of Teacher in Classroom Transaction.
- Integration of Subjects (Language and Mathematics)
- Use of ICT in the Classroom.

Unit 4: Understanding of textbooks and pedagogy

- Philosophy and guiding principles for the development of EVS textbooks.
- Content, approaches and methods of teaching EVS – Interactive and participatory methods, teacher as facilitator.
- Themes, structure of the unit, nature of exercises and its implications.
- Academic standards and indicators of learning.
- Learning resources for effective transaction of EVS curriculum.

Unit 5: Planning for Teaching EVS

- Why planning?
- Some examples of a good EVS class
- Addressing children's alternative conceptions: Some experiences
- Concept map and thematic Web charts
- Evolving a Unit Plan Framework and Use
- Resource Pool of Materials
- Locally available Materials
- Audio-visuals and Electronic Materials
- Lab/ Science Kit
- Library
- Peer Group Learning (using children's ideas)

Unit 6: Classroom Planning and Evaluation

- Teaching Readiness: Planning of Teaching EVS, Year plan, Unit plan and Period plan
- Planning for multi grade/ multi levels.
- Evaluation of Planning
- Understanding Reflective Teaching and Learning
- Concept and Importance of Evaluation, CCE
- Preparation and Selection of Reflective Questions
- Different Ways of Assessment and Reporting of Assessment for Further Learning
- Assessment and evaluation – Definition, need and importance
- Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools in EVS-Its examples, Summative Assessments, Weightages to Academic Standards (Blueprint), Model questions, Question papers, feedback and reporting procedures, Records and Registers.
- Action research.

Mode of Transaction

- Mind mapping
- Filled experiments and reporting
- Demonstrations
- Discussions and interactions
- Case studies
- Classroom observations
- Group works and presentations

Suggested Practicums

- Reading of Position Papers of NCF-2005, SCF-2011 pertaining to EVS subject and write a report on the purpose and process of the EVS teaching.
- List out questions from children of 3 to 8 years age group on environmental concepts, issues based on observations and interactions.
- Establish that children are naturally curious and possess skills of observation, exploration, question and work collaboratively based on observations of children. Write a report with proper examples.
- Observe a EVS classroom and write a report to what extent transaction is child centered/ process skills oriented and linking outside school.
- Analyse the EVS textbooks and write a report on representation of Academic Standards in the lessons.
- Develop a resource kit for effective transaction of EVS subject with locally available material.
- Develop a model question paper for class V of EVS subject.

Essential Readings

- CEE (1987). *Joy of Learning: Handbook of Environmental Education Activities*:
- CEE Bhurcha E. (2004). *Textbook for Environmental Studies*:
- Harlen, W. and Elstgeest, J. (1998). *UNESCO Source Book for Science in the Primary School*, New Delhi: NBT
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT
- NCERT (2005). *Syllabus for Elementary Classes- Volume I*. New Delhi: NCERT
- NCERT (2007/2013). *Looking Around Us*, EVS Textbooks (3-5), New Delhi: NCERT
- NCERT (2008). *Source Book on Assessment for Classes I – V*, Environmental Studies, New Delhi: NCERTL
- R.K. Agnihotri et al. (1994). *PRASHIKA: Eklavya's Innovative Experiment in Primary Education*: RatnaSagarPrakashan
- Sarabhai V. K. et al. (2007). *Tbilisi to Ahmadabad– the Journey of Environmental Education–A Source book*, Centre for Environment Education, Ahmedabad
- SCERT (2012/2013). *We-Our environment*, EVS Textbooks (3-5): Andhra Pradesh
- Seminar Proceedings (1995-96). *Seminar on EVS*, organized by Vidya Bhawan, Udaipur
- Springer (2006). *Science Literacy in Primary Schools and Pre-Schools*
- The Green teacher (1997). *Ideas, Experiences and Learning in Educating for the environment*: Centre for Environment Education
- UNESCO (1988). *Games and Toys in Teaching of Science and Technology*: UNESCO
- UNESCO (1990). *An Environmental Education Approach to the Training of Middle Level Teachers: A Prototype Program*: UNESCO, UNEP International EE Program

Advanced Readings

- 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.
- Batra, Poonam (Ed) (2010) *Social Science Learning in Schools: Perspectives and Challenges*. Sage: New Delhi.
- Bodrova, E. and D. Leong (1996) *Tools of the Mind: The Vygotskian Approach to Early Childhood and Education*. Merrill: New Jersey. Chapter 9.
- Brophy, J. and J. Alleman (2005) Primary grade students' knowledge and thinking about families, *Journal of Social Science Research*, spring 2005.
- Carey, S. (1985) *Conceptual Change in Childhood*, MA: Bradford Books, MIT Press: Cambridge.
- Devereux, J. (2000) *Primary Science*. Paul Champman Publishing: London.

- Douglas P. Newton (1988). *Talking Sense in Primary Science: Helping Children Understand through Talk*: RoutledgeFalmer
- Driver, Rosalind (1981) Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
- 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.
- 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.
- George, Alex M. (2007). *Children's Perception of Sarkar- A critique of Civics Text books*, Eklavya: Bhopal.
- Gilbert, J. et. al. (1982). Children's Science and Its Consequences for Teaching. *Science Education*. John Wiley & Sons, Inc: London. 66(4), 623-33.
- Guesene E. and Tberghiem, A. (1985). *Children's Ideas in Science*,
- Harlan J. McMillan (1995). *Science Experience for the Early Childhood Years*: New York
- Howe, A. C. and L. Jones (1998) *Engaging children in Science*. Prentice Hall: New Jersey.
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- UNICEF (2008). *Best Practice Guidelines for teaching Environmental Studies in Maldivian Primary Schools*: UNICEF

School Textbooks

- Sangati, AVEHI-ABACUS Project Third floor, K.K. Marg Municipal School, Saat Rasta, Mahalaxmi, Mumbai- 400 011
- Eklavya, E 10 Shankar Nagar, B.D.A Colony, Shivaji Nagar, Bhopal, Madhya Pradesh
- EVS textbooks for primary grades from the following NGOs: Digantar, Todi Ramjanipura, Kho Nagoraniya Road, Jagatpura, Jaipur
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2nd Year D.El.Ed.

Paper 6

Pedagogy of Elementary Level Subject (Optional)
(Methodology Paper)
[A] Pedagogy of English Language Education (Classes VI to VIII)

Maximum Marks: 100

External: 60 Marks

Internal: 40 Marks

Rationale and Aim

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

Course Objectives

To help the students understand the significance of:

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

Unit 1: English Language Classroom

- Introduction
- Aims and objectives of English language teaching.
- State policies on language and education.
- Current English language teaching-learning processes and their analysis: Beliefs and assumptions in English language teaching.
- Multi linguilism as a resource in teaching of English.
- Organizing English language classroom.
- Role of the Teacher; Teacher preparation; Professional development of the teacher; Teacher as a facilitator.
- Errors in language learning: The role of teacher in addressing the errors.
- Paradigm of shift in English language teaching.

Unit 2: Developing English Language Skills – I

- Introduction
- Listening and speaking

- What does listening mean
- Fluency and accuracy in speaking.
- What does speaking mean
- Interaction and its role in developing of listening and speaking: Authentic material for listening
- Developing oral discourses: Description, dialogue, story/ narrative, poem/ song, short play, choreography, debate and discussions, interview, speech etc.
- Indicators for assessing the oral discourses.
- Teaching vocabulary and grammar at Elementary Level.

Unit 3: Developing Language Skills –II

- Introduction

Literacy and Reading

- Reading an expository texts; strategies; comprehension; activating schema; building schema; reading to learn; acquisition of registers
- Ways of reading; pre-reading and post reading activities.
- Individual reading and collaborative reading.
- Beyond the textbook: Diverse forms of texts as materials for language.
- Relationship of language and society: Identity, power and discrimination
- Nature of multilingualism: hierarchical status of Indian languages and its impact on classroom dynamics
- Helping children to become good readers

Writing

- What is writing and relationship between Reading and Writing
- Developing written discourses: Description, narrative/ story, interview, essay, biography, drama/ skit/ notice/ poster etc.
 - Writing as a tool of consolidating knowledge, responding to/ aesthetically relating to narrative texts.
 - Individual writing and collaborative writing.
 - Editing of children writings based on the indicators.
 - Teacher is a facilitator in developing reading and writing among the children.
 - Assessment of writing.
 - Linkages between reading and writing.

Unit 4: Literature

- What is literature; Difference between language and literature.
- Types of texts; narrative and expository reader's response to literature, schemas and interpretation of texts.
- Engaging with a text

- Various literary genres such as poem, story, biography etc.; Analysis and interpretation of various literary texts.
- Using literature across the curriculum.
- Identification of literary features in a given texts from different genres.

Unit 5: Understanding of Textbooks, Pedagogy and Professional Development

- Philosophy and guiding principles for the development of English language textbooks.
- Content, approaches and methods of teaching English language – Interactive and participatory methods, teacher as facilitator.
- Themes, structure of the unit, nature of exercises and its implications, analysis of the textbooks.
- Academic standards and indicators of learning.
- Learning resources for effective transaction of language curriculum.
- Role of ICT in teaching English.
- Action research in ELT, steps in action research.
- Importance and avenues for continuing professional development.

Unit 6: Classroom Planning and Evaluation

- Teaching Readiness: Planning of Teaching language, Year plan, Unit plan and Period plan: Steps in teaching.
- Assessment and evaluation – Definition, need and importance
- Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures.
- Recording the children performance and CCE Register.

Mode of Transaction

- Use of ICT
- Interactions
- Brainstorming
- Individual and collaborative learning
- Group works and presentations
- Demonstration and discussions
- Read and reflections
- Reflective journals
- Giving feedback

Project/ Practicum

- How teaching learning is being taken up in Primary classes VI to VIII and what are the gaps that you have identified between theory and practices.
- Write a report on how far the children are following the textbooks and its various components and how effectively teacher following the suggested classroom process in delivering them.
- Nature of errors committed by children in using the language in spoken and written and what are the strategies to overcome those errors?
- Nature of interaction taking place during the different stages of classroom transaction.

- Prepare a Summative Question Paper and indicators for assessing the children performance.
- Develop activities to improve the speaking and writing skills among the students.
- Write a report on how children are exposing to the language outside the classroom.
- Collect different material from authentic sources and prepare a plan to teach the oral and written skills of the language.
- Write a report on teacher inputs during construction of discourses (oral and written) and editing/ feedback.
- Organizing English language clubs in schools.
- Interact with any 5 teachers and prepare their biographies of their English language learning.

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- SCERT Handbooks: CCE Handbook, HM Handbook, Teacher Handbooks
- SSA, Handbooks in English subject.
- Position Paper in ELT - SCF, NCF

Advanced Readings

- Mason, J. M. and Sinha, S. (1992). *Emerging Literacy in the Early Childhood Years*. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) *Handbook of Research on the Education of Young Children*, New York: Macmillan. 137-150.
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Readings for Discussion

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

[B] Pedagogy of Mother Tongue Education (Classes VI to VIII)

Maximum Marks: 100

External: 60 Marks

Internal: 40 Marks

Rationale and Aim

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

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

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

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

Specific Objectives

- To help the participants in the course understand the nature and structure of language.
- To help them in understanding the relation between language, mind and society.
- To discuss with them process of language acquisition and learning. 0 To make them aware of the functions of language.
- To help them understand the different language skills and how to develop these.
- Skills of reading critically
- Responding to and interpreting independently various narrative texts
- Appreciating diversity of language as reflected in narrative texts.
- Acquiring different registers related to various subject disciplines and domains.
- Unlimited and diverse sources of materials for a language class beyond textbooks.
- Handling aspects of grammar not in isolation but by creatively integrating it with text.

Units of Study

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 $\downarrow \leq < \div \square \cdot T, \downarrow \leq \exists \square^{TM} \langle \cdot T \psi \mid TT \rangle \rangle \exists \nabla \square^{TM} \langle \sigma \mathfrak{S} \sigma \mathfrak{S} \# \langle \theta \cdot T \beta \mid \delta \square \dots \sigma \mathfrak{S} T, \downarrow \leq \sigma \mathfrak{S} \mid \square \mid$
 $\square^{TM} \langle +, \square^{TM} \langle \square \downarrow \leq < \div \square, \triangleright \bullet < \square \leftrightarrow, \mid \square < \square \leftrightarrow \kappa \subseteq \sigma \square + \varepsilon \langle \cdot T, \square \psi \mid \sim \downarrow \leq \cdot T \sigma \square \varphi \langle T \& \square +$
 $\psi \mid TT \rangle \rangle \exists.$

- $\text{---} \cdot \prime \} \not\subseteq \prime \mid \square < \square X \prime \} \prime \prime _ \mid \varepsilon \square \sim \emptyset \langle \square \& \square \downarrow \mid \sigma \square \downarrow \leq \varepsilon TT + < \square T \mid \text{---} \cdot \prime \cdot \oplus \leq \square \mid \square < \square \cdot \downarrow$
 $\leq \sigma \square \square \cdot T \# \mid \beta \subseteq \mid \sigma \square ? \nabla \text{---} \cdot \prime \cdot T \nu \sigma \square \square \cdot T \mu \} \prime \mid \triangleright \bullet \zeta \text{---} \delta \square T \mid + \{ \prime \sigma \mathfrak{S} T ?$
 $\mid \square < \square X \prime \cdot _ \mid \varepsilon \square \sim \emptyset \downarrow \mid \downarrow = \square \square \nu \nu \mid \prime \leftrightarrow \kappa \subseteq \cdot T \nabla \beta \subseteq \sigma \otimes \mathfrak{S} \leftrightarrow \mid \square \vee \delta \square \mid \downarrow \pm \cdot \} \not\subseteq M \{$
 $\mid \downarrow \mid \delta \square + \square + \sim \mid + \cong \theta \nu \nu \mid \prime \leftrightarrow \kappa \subseteq \cdot \mid \square \} \circ \cdot \theta \quad \bar{\exists} \bar{E} \textcircled{R}' \omega \square \Delta \quad \bar{\nu} \varepsilon \triangleright \pm \zeta \square \theta$

- $\psi \square \leftrightarrow \downarrow \leq \sigma \mathfrak{S} \Delta \prime + \varepsilon \langle \cdot T \langle \cong \sim \varepsilon TT + < \square T ? \nu \mid \prime \chi \subseteq ? \psi \square \leftrightarrow \downarrow \leq \sigma \mathfrak{S} \Delta \varepsilon \sqrt{\square} ? \square \& \square \downarrow \mid \sigma$
 $\square \downarrow \leq \varepsilon TT + < \square T \mid \text{---} \cdot \prime \cdot \oplus \leq \square \psi \square \leftrightarrow \downarrow \leq \sigma \mathfrak{S} \Delta \mid \square \} X \prime \textcircled{O} \theta + \square + \geq T + < \square ?$
 $\psi \square \leftrightarrow \downarrow \leq \sigma \mathfrak{S} \Delta + \triangleright \bullet T \mid + \cong H \mid \sigma \mathfrak{S} T \subseteq \downarrow \wp \oplus \leq \square + \& \square \mid \text{---} \cdot \prime \cdot T \nu \mid \prime \omega \square \theta T \mu \} \prime \exists \square \varphi$
 $\mid \sqrt{\Delta \delta \square T \mid H \square \square \sigma \mathfrak{S} T ? \psi \square \leftrightarrow \downarrow \leq \sigma \mathfrak{S} \Delta \prime + \varepsilon \langle \cdot \triangleright \bullet T \mid + \cong \nu \beta \mid \zeta \square^{TM} \cdot T$
 $\psi \square \delta \square \mid \psi \square \cdot T \quad \bar{\psi} \square \leftrightarrow \downarrow \leq \sigma \mathfrak{S} \Delta \prime + \varepsilon \langle \cdot \mid \square \geq \prime \nu \varepsilon \triangleright \pm \zeta \square \theta \downarrow \leq * \varepsilon + \# \langle \& \square + \mu \} \prime ? \quad \bar{\beta} \subseteq$
 $\sigma \otimes \mathfrak{S} \leftrightarrow \mid \square \vee \delta \square \mid \downarrow \pm \} \not\subseteq \prime \psi \square \leftrightarrow \downarrow \leq \sigma \mathfrak{S} \Delta \prime + \varepsilon \langle \cdot \mid \square \} \circ \cdot \theta \quad \bar{\exists} \bar{E} \textcircled{R}' \omega \square \Delta$
 $\bar{\nu} \varepsilon \triangleright \pm \zeta \square \theta$

Unit 6:

- $\nu \ulcorner \chi \subseteq \varepsilon \theta \sigma \mathfrak{S} T : T \bar{\psi} \{ \exists \varphi \mid \sqrt{\cdot} \bullet +, \nu \ulcorner \chi \subseteq _ \int \varepsilon \sim \emptyset \downarrow \pm \sigma \mathfrak{S} \leftrightarrow \mid \downarrow \leq \varepsilon \sqrt{\cdot} : T$
- $\beta \subseteq \sigma \otimes \mathfrak{S} \leftrightarrow \mid \nu \delta \mid \downarrow \pm : T \bar{\sigma} \Delta + \downarrow \varphi \downarrow \Upsilon : \downarrow \leq \delta \nu \mid \text{TM} : T, \beta \subseteq \sigma \otimes : \mid \leftarrow \varepsilon \text{TM} \mid : T, \beta \subseteq \sigma \otimes \leftrightarrow + \Xi \int : \mu + \mid \downarrow \leq,$
 $\exists \omega \varphi \langle T \nu \varepsilon T \rangle \downarrow \leq, \nu \nu \ulcorner \leftrightarrow \kappa \subseteq : T$
 - $\langle \mid \Xi \rangle \leftrightarrow, \mid \Xi \rangle \varepsilon \Delta \kappa \subseteq \varepsilon T \mid \angle$
 - $\psi \mid \sigma \mid \mid \mid \leftarrow \downarrow \leq : T, \psi \mid T \rangle \bullet X \supset \Pi \theta T : T$
 - $\mid \rangle \bullet + \langle \div \mid : \varphi \langle \sqrt{\cdot} : T \bar{\psi} \mid \exists \varphi \mid \sqrt{\cdot} \bullet +$
 - $\nu'' : \kappa \subseteq _ \text{TM} \langle \leftrightarrow +, \nu \langle \theta \mid \nu \mid \sigma \otimes \mathfrak{S} \theta \kappa \subseteq \varepsilon T \mid \angle$
 - $\kappa \subseteq \mid \downarrow \leq \downarrow \leq \varepsilon \nu : T, \downarrow \leq \Rightarrow \ulcorner \pm \sigma \mathfrak{S} T : T, \sigma \mathfrak{S} \# \langle \sigma T T \text{TM} \langle : \mid \delta \varepsilon : T, \kappa \subseteq _ \text{TM} \langle \leftrightarrow \exists \varphi \mid \sqrt{\cdot} \bullet +$
 - $\nu \nu \ulcorner \leftrightarrow \delta \mid H _ \int \varepsilon \sim \emptyset \downarrow \pm \sigma \mathfrak{S} \leftrightarrow \mid \downarrow \leq \varepsilon T + (\downarrow \supset \mid + \rangle \times \mu H \mid \sigma \text{TM} H \mid \psi \mid T + \{ \wedge \mid \beta \mid \mid \rangle \pm \psi \mid T$
 - $\nu \ulcorner \chi \subseteq _ \int \varepsilon \sim \emptyset \exists \theta \sqrt{\text{TM}} \langle \mid \downarrow \pm \sigma \mathfrak{S} \leftrightarrow \mid \downarrow \leq \varepsilon \sqrt{\cdot} : T (\nu \ulcorner \chi \subseteq \psi \mid T \Rightarrow _ : T, \rangle \wp \& \mid \mid \leftarrow \downarrow \leq : T, \sim \theta \# \langle \sigma \mathfrak{S} \leftrightarrow \sigma \varphi \langle T \& \mid +, \nu'' : \downarrow \leq \exists \delta \mid \psi \mid T \Rightarrow _ / H \mid : T, \delta \mid + \equiv \downarrow \leq : \sigma \mathfrak{S} \sqrt{\mid \downarrow \leq : \in \theta, \mid \nu \delta \mid \downarrow \leq \delta \mid M T \downarrow \leq \mid : T \psi \mid T T \rangle \exists).$

Unit 7: $\nu \int'' \chi \subseteq \nu \int \square \leftrightarrow \delta \square \theta + \bar{\square} \infty + \equiv \theta \mid \square \square * \text{TM} \square .: T \bar{\square} \varepsilon \Pi \leftrightarrow \zeta \square \text{TM} .: T$

- $\nu \int'' \chi \subseteq \nu \int \square \leftrightarrow \delta \square \theta + \bar{\square} \mid \square \varepsilon \sqrt{\Delta}'' .: T \bar{\square} \sigma \Psi . \{ \square . \square . 2009$
- $\mu * \psi \mid T + \geq \downarrow \kappa \subseteq \square \sigma \text{TT} \bar{\square} \nu \int'' \chi \subseteq \nu \zeta < \int \square \text{H} \wp < \uparrow \Xi / .: T$
- $\text{TM} \langle \sigma \mathfrak{S} \rangle \bullet \leftarrow \psi \square \downarrow > \pm \kappa \subseteq \sim \int + \# \square * \diamond \theta \kappa \subseteq \varepsilon \text{T} \sigma \square \square \leftrightarrow .: T$
- $\nu \int'' \chi \subseteq \nu \zeta < \int \square \theta \varepsilon \Pi \leftrightarrow \zeta \square \text{TM} .: T \bar{\delta} \square + \mid \square < \square \wp \langle \text{T} \varepsilon \Pi \leftrightarrow \zeta \square \text{TM} .: T, \square < \int \square \text{T} \square \sqsubseteq \varepsilon \Pi \leftrightarrow \zeta \square \text{TM} .: T (\# \langle \sigma \mathfrak{S} \rangle \subseteq .: T, \cup \geq \text{T} \dots \mid \square \theta \text{T} .: T, \mid \square \vee \delta \square \mid \sqsubseteq \delta \square \text{MT} \sqsubseteq \square .: T, \square \psi \mid \sim \sqsubseteq \leq .: T \sigma \square \delta \text{---} \mid \square < \square \mid + \# \langle \& \square +, \sqsubseteq \leq \square \text{TM} \square \leftrightarrow .: T, \mid \square < \square \leftrightarrow \mid \square \sigma \otimes \mathfrak{S} \theta \mid \square < \square \emptyset \leftarrow, \delta \square + \nu \int'' \omega \square \Delta .: \square \sigma \mathfrak{S} \cap \zeta \square \Delta, \sqsubseteq \leq < \div \square \sqsubseteq \leq \div \square \theta +, \kappa \subseteq + \# \sqsubseteq \leftarrow \sqsubseteq \leq \text{TM} \langle \exists \square \wp \mid \sqrt{\bullet} + \bar{\square} \mid \square < \square \sigma \mathfrak{S} \mid \theta \# \langle \sigma \mathfrak{S} \rangle, \text{H} \square \geq \sqsubseteq \Upsilon \sqsubseteq \leq \sigma \mathfrak{S} \Delta \psi \mid \text{TT} \rangle \exists .)$

Unit 8:

$\nu \int'' \chi \subseteq \bar{\nu} \zeta < \int \square \text{H} \square \nu \int \square \leftrightarrow \delta \square \theta \mid \square \mid \sqsubseteq \int \wp \langle \text{T} .: \square \sigma \mathfrak{S} \cap \zeta \square \Delta \bar{\square} \mid \square \Delta'' \sqsubseteq \leq .: T \bar{\square} \mu * \psi \mid T + \geq \downarrow \kappa \subseteq \square \sigma \text{TT}$

- $\square \beta \subseteq < \int \square \leftrightarrow \wp \langle \text{TT} \square \mid \square \Delta'' \sqsubseteq \leq \nu \varepsilon \delta \square \sigma \mathfrak{S} \varepsilon \sqrt{?}$
- $\psi \square \mid \sqsubseteq \leq \mid \square \Delta'' \sqsubseteq \leq \nu + \phi \rangle \cong \exists \text{T} \{ \mid ? \mu \}'' \sigma \mathfrak{S} \sqrt{\beta} \mid + \sim + \# \square * ? \bar{\theta} \varepsilon \text{T} \sqrt{\text{H} \square \psi \square \mid \sqsubseteq \leq \mid \square \Delta'' \sqsubseteq \leq$
- $\beta \subseteq \sigma \otimes \mathfrak{S} \leftrightarrow \mid \square \Delta'' \sqsubseteq \leq \text{TM} \langle \wp \langle \sqrt{\downarrow} \bar{\square} \varepsilon \sqrt{\sigma \mathfrak{S} \text{Z} < \square \sigma \mathfrak{S} \mid \sqsubseteq \pm .: T, \theta \varepsilon \text{T} \sqrt{\text{H} \square} \beta \subseteq \sigma \otimes \mathfrak{S} \leftrightarrow \mid \square \Delta'' \sqsubseteq \leq$
- $\beta \subseteq \sigma \otimes \mathfrak{S} \leftrightarrow \nu \zeta < \int \square \text{H} \square \bar{\kappa} \mid \beta \subseteq \text{H} \square .: T \bar{\square} \mid \square \otimes \rangle \wp \langle \text{T} \& \square \mid \square \Delta'' \sqsubseteq \leq .: T (\square \sqsubseteq \beta \subseteq \sigma \otimes \square \square \sqsubseteq \mid \# \mid + \sim \theta \nu \square \square \mid \square \otimes \rangle \wp \langle \text{T} \Rightarrow \downarrow \oplus \leq \square \theta \varepsilon \text{T} \sqrt{\text{H} \square} \mid \square \otimes \rangle \wp \langle \text{T} \& \square \mid \square \Delta'' \sqsubseteq \leq .: T)$

Unit 9: $\nu \int'' \chi \subseteq \varepsilon \text{T} \sqrt{\}'' \leftrightarrow + \sqsubseteq \theta +$

- $\exists < \square \leftrightarrow \square \nu \nu \int \square \leftrightarrow \delta \square \theta \mid \square \square * \text{TM} \square .: \square \varepsilon \Xi \rangle \leftrightarrow \sqsubseteq \leq \text{TM} \langle$
- $\bar{\square} .: ' .: \nu \nu \int \square \leftrightarrow \delta \square \theta \mid \square \square * \text{TM} \square .: \theta \text{T} \text{TM} \mid .: \text{T} \delta \square \text{T} \sqsubseteq \wp \varepsilon \& \square \square \sqsubseteq \mid \varepsilon \sqrt{\sigma \square \text{Z} .: T \bar{\delta} \square + \mid \square < \square \wp \langle \text{T} \sqsubseteq \leq, \square < \int \square \text{T} \square \sqsubseteq \leq \exists < \int \square \text{H} \square .: T$
- $\text{M} \{ \mid \sqsubseteq \mid \delta \square + \square + \sim \int + \equiv \theta \sqsubseteq \Upsilon .: \sqsubseteq \leq \nu \int'' \varepsilon \theta .: \square \mid \Pi \nu \varepsilon > \pm \zeta \square \theta$
- $\square \sigma \mathfrak{S} + \text{TM} \langle \sigma \mathfrak{S} \delta \square \varepsilon \text{T} \mid > \bullet \varepsilon \text{T} \sqrt{\}'' \leftrightarrow + \sqsubseteq \theta + \bar{\nu} \int'' \varepsilon \theta .: \nu \varepsilon > \pm \zeta \square \theta \bar{\kappa} \subseteq < \int \square \text{H} \square .: T \bar{\square} \sigma \mathfrak{S} \cap \zeta \square \Delta$
- $\square \sigma \square \square \Delta'' \text{TM} \langle \square \sqsubseteq \leq, \delta \square + \mid > \bullet \zeta \square \Delta'' \text{TM} \langle \square \sqsubseteq \leq \varepsilon \text{T} \sqrt{.} .: \leftrightarrow + \sqsubseteq \theta +, \kappa \subseteq < \int \square \text{H} \square .: T \psi \square \{ \mid \nu \varepsilon \text{T} .: T$
- $\mid \square \Xi \rangle \square \mid \square \text{TM} \square .: \text{TM} \langle \wp \langle \sqrt{\downarrow} \bar{\kappa} \subseteq \varepsilon \text{T} \sigma \square \square \leftrightarrow .: \psi \square \downarrow > \pm \nu \int'' \sigma \mathfrak{S} \text{TM} \langle \cap + \bar{\theta} \varepsilon \text{T} \sqrt{\text{H} \square} \mid \square \Xi \rangle \square .: T \bar{\theta} \varepsilon \text{T} \sqrt{\text{H} \square} \mid \square \Xi \rangle \square \mid \square \text{TM} \square .: T$
- $\square \psi \mid \sim \sqsubseteq \leq .: T \sigma \mathfrak{S} \sqrt{\beta} \mid + \sim + \# \langle \& \square +, \delta \text{---} . \delta \text{---} . \square . \mid \sqsubseteq \pm \sigma \mathfrak{S} \text{T} f \sigma \square \wp \langle \text{T} \& \square +$

Unit 10: $\square \beta \subseteq < \int \square \leftrightarrow \wp \langle \text{TT} .: \varepsilon \square \leftarrow \mid \square \sigma \mathfrak{S} \nu _ \int \varepsilon \square \sim \emptyset$

$\varepsilon \square \leftarrow \mid \square \sigma \mathfrak{S} \nu _ \int \varepsilon \square \sim \emptyset$

- $\square \beta \subseteq < \int \square \leftrightarrow \wp \langle \text{TT} .: T \square \sigma \mathfrak{S} + \text{TM} \langle \sigma \mathfrak{S} \nu \nu \int'' \leftrightarrow \delta \square \oplus \leq \square \} \rangle$
- $X'' \otimes \theta \mid \square \sim \int \square \exists \delta \square \mid \square \text{TM} \langle \square \sigma \mathfrak{S} \text{T} \# \langle \text{T} \sqsubseteq \wp \varepsilon \& \square + \bar{\square} \varepsilon \sqrt{\sigma \square \text{Z} .: T$

$\overline{\Gamma} \Pi \sigma \mathfrak{S} \cap, \varepsilon \overline{\Gamma} \langle \leftrightarrow + \rangle^{\text{TM}} \langle \sigma \mathfrak{S} \in \Delta \leq \Delta \rangle : T \quad \overline{\delta} \cap : \in \perp^* \perp \leq, B \sigma \mathfrak{S} \Gamma \perp^* \perp : .$
 $T \quad \overline{\Gamma} \langle \forall \theta \exists \Xi \rangle \subset \sigma \mathfrak{S} \Delta \quad \text{TM} \langle \sigma \mathfrak{S} \rangle \bullet \text{TM} \langle T : T$
 $\overline{v} < \Gamma \langle \leftrightarrow \varphi \rangle T \theta +$
 $\overline{\theta} \overline{\Gamma} \langle \exists < \leftrightarrow \cup \Gamma \rangle \leftrightarrow \delta \square +$
 $\overline{\Gamma} \langle \exists \varphi < \Gamma \theta : T \# \rangle \Gamma \geq \dots \& \square +$
 $\overline{\delta} \cup \Gamma : T, \delta \varepsilon \forall \psi \Gamma \Xi / : T, \perp \pm \sigma \langle \leftrightarrow \Xi / : \Gamma \varphi' \beta \subseteq \Gamma / Z \theta \& \square +$
 $\overline{\exists} \omega \langle \varphi \langle T \square \Gamma \Delta T : T, \perp \leq \varepsilon \nu : T, \perp \leq \Rightarrow \perp \pm \sigma \mathfrak{S} T : \text{TM} \varphi \# \langle \sigma \mathfrak{S} \subset : T$
 $\overline{\sigma \mathfrak{S} \# \langle H \square \psi \square \leftrightarrow \delta \square + \rangle \bullet +}$

$\overline{\kappa} \subseteq \neq \perp \leftarrow \perp \leq \Gamma \langle X \rangle \circ \theta \exists \langle \varphi \langle \sqrt{\rangle \bullet + (v + \text{TM} \langle \sigma \square \diamond : +, < \square \square \Xi \rangle \leftrightarrow \Gamma \Xi \rangle \varepsilon \Delta \kappa \subseteq \varepsilon T$
 $\Gamma \langle \leq, \& \square \square \geq \Gamma \wedge \Gamma \supset \Pi \Gamma \downarrow \dots \rangle$
 $\overline{\exists} \omega \langle \varphi \langle \sqrt{\langle \Gamma \rangle^{\text{TM}} \langle \delta \square + \Gamma \square T + (\delta \square \square \diamond \oplus \leq \square \dots \beta \square \Gamma \sigma \mathfrak{S} +) \Gamma \varphi \beta \subseteq \Gamma / Z \theta \& \square +.}$

Suggested Practicums (| $\beta \subseteq X \supset \oplus \leq \square \dots$ | $\square \theta T : : T$)

1. $v \int \omega \square \bar{\delta} \square \varepsilon \vee \cup +$
 $\langle \square \downarrow | \square \Delta \sim \sigma \square | \chi \subseteq \dots : : \int \chi \subseteq \exists < \int \square H \square : : (\text{language policies})$

| $\square \downarrow \pm \sigma \mathfrak{S} + | \text{---} : : T \cong \sigma \square \eta + \int \chi \mu \square \square v \int \omega \square : : T H \int \sigma \mathfrak{S} T \subset \oplus \leq \square H \square \square \sigma \mathfrak{S} T.$
 $\exists \varepsilon \sigma \square : : T \square \delta \downarrow \leq] + \# \langle + \& \square. \varepsilon T \theta \sigma \square \eta + \int \chi \square \exists < \int \square H \square : : \text{TM} \wp \beta \int * \subset \square \psi \int \sim \downarrow \leq \text{TM} \langle \wp \langle \sqrt{\sigma \mathfrak{S} T \#} \int \wp \langle T + \& \square.$

2. $v \int \chi \subseteq \kappa \subseteq \varepsilon T \sigma \square \square \leftrightarrow : : \theta T v _ \int \varepsilon \square \sim \emptyset | \square \sigma \mathfrak{S} \# \langle \& \square +$
 $(v) \varepsilon \sqrt{\{ \text{---} \& \square \& \square +$
 $\cong \langle \int \square H \square \beta \subseteq \sigma \otimes \mathfrak{S} \Xi / : : \oplus \leq \square \psi \int \Rightarrow \int \downarrow + \& \square. \text{TM} \langle \sigma \mathfrak{S} \rangle \bullet \leftarrow \bullet \sim \int \chi \text{---} : : T \square \delta \cap \# \langle \subset$
 $\leftrightarrow \rangle \pm \varepsilon \sqrt{\{ \text{---} \& \square \text{TM} \langle \text{TH} \square \square \sigma \square ? | \int \square \infty \delta \square T | H \square \square \sigma \square ? | \square \int \square \circ * + \# \langle + \& \square. M \int \int \chi \mu + \text{TM} \langle$
 $\Xi / \text{TM} \langle + \varepsilon T + \sim \varepsilon \sqrt{\{ \text{---} \& \square \bullet : : T \bullet \text{TM} \langle \text{TH} \square \square \sigma \mathfrak{S} T ? \mu + \text{TM} \langle \Xi / \text{TM} \langle + \varepsilon \sqrt{\{ \text{---} \& \square \int \rangle \downarrow \leq \beta \int \text{TM} \langle \text{TH} \square \square$
 $\sigma \mathfrak{S} T ? B \square \downarrow | \int \bullet : : \downarrow \pm \sigma \mathfrak{S} \Delta \text{---} : : \theta T \exists \Xi \otimes \omega \text{---} + \# \langle + \& \square.$
 $\square \psi \int \sim \downarrow \leq \text{TM} \langle \wp \langle \sqrt{\sigma \mathfrak{S} T \#} \int \wp \langle T + \& \square.$

$(\square) \# \langle \square T \varepsilon \& \square +$
 $\angle \varepsilon v \int \wp \Psi T \delta \square \varepsilon T | \int \bullet \kappa \subseteq \xi \text{---} \text{TM} \langle \leftrightarrow + \int \chi \int \beta \subseteq \div \square \exists T \downarrow \leq \infty \downarrow \leq \square \Delta \oplus \leq \square \delta \square + \square + \sim \int + \cong$
 $\theta v + \Xi / : : \theta T \# \langle \square T \varepsilon + \& \square. B \square \square < \int \square \sigma \mathfrak{S} + \rangle \pm | \square \sigma \otimes \mathfrak{S} \theta | \beta \subseteq \sigma \mathfrak{S} + v \int \square \downarrow \pm \sigma \mathfrak{S} \leftrightarrow | \downarrow \leq \varepsilon T + \int \bullet$
 $\sqrt{\int \subset \square \downarrow \leq \square \psi \int \sim \downarrow \leq \text{TM} \langle \wp \langle \sqrt{\sigma \mathfrak{S} T \#} \int \wp \langle T + \& \square.$

$(\square) < \int \square \sigma \square \Rightarrow \int + \rangle \pm \# \langle \square T \varepsilon \& \square + \bar{v} \sigma \mathfrak{S} \square + \# \int \delta \square T \downarrow \wp \varepsilon \& \square +$
 $\text{TM} \int : : T \bullet T \psi \square \# \langle \downarrow \pm \int \chi \int \square \int \beta \subseteq \div \square \exists T \downarrow \wp \theta \square \text{TM} \langle \kappa \subseteq \square \sigma T T \rangle < \int \square \sigma \square \Rightarrow \int + \rangle \pm \# \langle \square T \varepsilon$
 $\& \square + v \int \int \leftrightarrow \kappa \subseteq * \square \int \square \int \square \circ * + \# \langle + \& \square, X \text{---} \text{TM} \square \sigma \mathfrak{S} \sqrt{\beta \int} + \sim + \# \langle + \& \square,$
 $\varepsilon \downarrow Z \downarrow \leq] + \# \langle + \& \square, M \{ \int \square < \int \square \sigma \mathfrak{S} + \rangle \pm \text{---} : : T \cong \psi \int T + \# \int \wp \langle T \bullet : : \sigma \wp \square \psi \int \sim \downarrow \leq \theta T \text{TM} \langle \wp \langle$
 $\sqrt{\sigma \mathfrak{S} T \#} \int \wp \langle T + \& \square.$

$(\square) \sigma \square \wp \langle T \& \square +$
 $| \beta \int \square \int \square \delta \square \sigma \Psi \downarrow \leq \square \omega \square \square \oplus \leq \square \varepsilon \sqrt{\sigma \Psi} \sigma \square \delta \text{---} \theta \text{---} : : T \bar{v} \int \omega \square \bar{\square} \beta \subseteq < \int \square \leftrightarrow \wp \langle T$
 $T : : T \sigma \square \delta \text{---} \theta | \square \vee \delta \square | \downarrow \pm \square \square \# \langle \square T \varepsilon + \& \square. \sigma \square \wp \langle T \& \square + H \int \sigma \mathfrak{S} \in \& \square \square \square$
 $> \bullet T \int + \cong \theta \square \psi \int \sim \downarrow \leq \theta T \text{TM} \langle \wp \langle \sqrt{\sigma \mathfrak{S} T \#} \int \wp \langle T + \& \square.$

$(\square) \int \int K \theta \downarrow \text{TM} / T : : T$
 $| \beta \subseteq \div \square \exists T \downarrow \wp \theta \square \text{TM} \langle \kappa \subseteq \square \sigma T T \int \chi \cong \langle \int \square H \square \square \downarrow \leq \text{TM} \langle \sigma \mathfrak{S} \rangle \bullet \leftarrow \approx \downarrow \leq \div \square \alpha \beta \subseteq \sigma \otimes \square$
 $\leftrightarrow + \Xi / \square \mu + \text{---} \downarrow \leq \# \int \delta \square T \downarrow = \square \downarrow \leq \div \square \theta T \exists \varepsilon] + \# \langle + \& \square. B \square \square < \int \square \sigma \mathfrak{S} + \rangle \pm \delta \square + v \int \omega \square \Delta : :$
 $T \sigma \square \sigma T T + \# \langle + \& \square. \mu \int \text{---} \sigma \square \Xi / \sigma \wp \int \square \int \square \circ * + \# \langle + \& \square. < \wp \chi \subseteq : : T \int \rangle \oplus \leq \square + \& \square \# \int \wp \langle T \& \square \square \downarrow \int \cong$
 $+ \# \int \Xi / \sigma \wp \square \psi \int \sim \downarrow \leq \theta T \text{TM} \langle \wp \langle \sqrt{\sigma \mathfrak{S} T \#} \int \wp \langle T + \& \square.$

$(\int) \text{---} : : \int \int \chi \int \int \square \langle \square X \text{---} \int \text{---} \int \varepsilon \square \sim \emptyset$
 $\psi \square \sigma \square | \square \int \leftarrow \downarrow \leq : : T, \varepsilon \sqrt{\leftrightarrow} \bullet X \supset \int \theta T : : T \int \square \int \square \circ * + \# \langle + \& \square. \int \square \langle \square X \text{---} \int \text{---} \int \varepsilon \square \sim \emptyset \downarrow \int \text{TM}$
 $\wp \& \square \in \& \int 10 v \int \chi \subseteq \int \int Y \& \square : : X \text{---} \text{TM} \square \theta T \text{TM} \langle \wp \langle \sqrt{\sigma \mathfrak{S} T \#} \int \delta \text{---}$
 $\exists \varepsilon] + \# \langle + \& \square.$

$(\square T T) \psi \square \leftrightarrow \downarrow \leq \sigma \mathfrak{S} \Delta \text{---} + \Xi / : : T$

$\text{TM} \vdash : T > \bullet T, \zeta \square'' + B, \square + \perp' \omega \tau \cup \{'' \omega \square \} \zeta' \square \psi \square \downarrow \leq \leftrightarrow \square \sigma \square \square \Delta + \} \zeta \square \square \varphi \langle T \varepsilon \vee \rangle : \theta T \varepsilon \vee$
 $\text{TM} \langle \square \cup \{'' \omega \square \square < \{ \square \sigma \mathfrak{S} + \rangle \pm \vdash \dots : \vdash : \oplus \leq \square \vee \varepsilon > \pm \zeta \square'' \theta$
 $\# \} \varphi \langle T + \& \square. \square \vee \theta T \cup \{ \square \psi \square : \text{TM} \wp \square \downarrow \leq \square \psi \} \sim \downarrow \leq \text{TM} \langle \varphi \langle \sqrt{\sigma \mathfrak{S} T} \# \} \varphi \langle T + \& \square. \square \rangle$
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- $v \int'' \omega \square \bar{\square} < \int \square \sigma \mathfrak{S} \mid \square \mid \text{TM} \langle + 2010, \mu \delta \tau. \delta \text{---} \square. \square \sigma \Psi. \{ \mid .$
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- $\mid \beta \leq < \div \square \exists T \downarrow \wp \theta \square \text{TM} \langle \kappa \leq \square \sigma TT \bar{v} \int'' \chi \leq _ \int \epsilon \square \sim \emptyset \downarrow \pm \sigma \mathfrak{S} \leftrightarrow \mid \downarrow \leq \epsilon T +, \delta \square \sigma \mathfrak{S} \cap \infty \downarrow \square \pm v _ \int \varphi \langle \sqrt{H} \square, 2007.$
- $v v \int \square \leftrightarrow \delta \square H \square _ \int \epsilon \square \sim \emptyset \downarrow \pm \sigma \mathfrak{S} \leftrightarrow \mid \downarrow \leq \epsilon T +, \square \beta \leq < \int \square \leftrightarrow \varphi \langle TT :. \downarrow \leq \sigma \mathfrak{S} B \mid \text{---} \downarrow \leq, \delta \square \sigma \mathfrak{S} \cap \infty \downarrow \square \pm v _ \int \varphi \langle \sqrt{H} \square, 2008.$
- $\theta \sqrt{\text{TM}} \langle \theta \text{TM} \mid :. T > \bullet T \psi \square \# \langle \downarrow \pm :. T \bar{6}, 7 \text{TM} \langle \sigma \mathfrak{S} > \bullet \text{TM} \langle T :. T, \square \beta \leq < \int \square \leftrightarrow \varphi \langle TT :. \downarrow \leq \sigma \mathfrak{S} B \mid \text{---} \downarrow \leq, \mu \delta \tau. \delta \text{---} \square \sigma \Psi. \{ \mid ., 2012.$
- $\theta \sqrt{\text{TM}} \langle \theta \text{TM} \mid :. T > \bullet T \psi \square \# \langle \downarrow \pm :. T \bar{8}, 9 \text{TM} \langle \sigma \mathfrak{S} > \bullet \text{TM} \langle T :. T, \square \beta \leq < \int \square \leftrightarrow \varphi \langle TT :. \downarrow \leq \sigma \mathfrak{S} B \mid \text{---} \downarrow \leq, \mu \delta \tau. \delta \text{---} \square \sigma \Psi. \{ \mid ., 2013.$
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- $\mid \square v \int \square T \text{TM} \langle \cap \square \text{TM} \langle \mid \sigma \mathfrak{S} T \cap :. T \delta \square + K \leftrightarrow 60, \text{TM} \mid \sim 24.10.2013 (\square \sigma \mathfrak{S} + \text{TM} \langle \sigma \mathfrak{S} \delta \square \epsilon T \mid > \bullet \epsilon T \sqrt{\text{TM}} \leftrightarrow + \downarrow \leq \theta + v \epsilon T :. T > \bullet T \mid + \equiv).$
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Readings for Discussion

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

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[C] Pedagogy of Maths Education (Classes VI to VIII)

Maximum Marks: 100

External: 60 Marks

Internal: 40 Marks

Rationale and Aim

Current dominant pedagogies of mathematics focus on computation, mechanical problem solving using algorithms and formulae and do not provide an enabling environment for students to conceptually understand topics and deeply construct and develop mathematical ideas. The NCF 2005 espouses a constructivist learning theory with an aim to facilitate students to construct their own mathematics knowledge. Mathematization is one of the goals of the NCF 2005 as espoused in the position paper on mathematics (NCERT, 2006). This means that students should be enabled to understand and solve real problems in mathematical terms. The processes of mathematisation include communicating, reasoning, argumentation, justifying, generalizing, representing, problem solving, and connecting.

The aim of this course is to enable student teachers to develop deeper insights into the domain of upper primary mathematics education and pedagogy to prepare them to facilitate the mathematisation processes. Teachers must understand that *all* children have the capacity to learn mathematics and engage with deep and challenging ideas of mathematics, although individual children's learning methods and speeds may vary. In order to make upper primary mathematics enjoyable and engaging, children must have opportunities to develop their mathematical reasoning, conceptually understand the topics, develop algebraic and geometric thinking, be able to problem solve, model and validate their solutions. Mathematics classrooms must be transformed into spaces where children have opportunities to collaboratively solve problems, justify and make conjectures. Teachers must develop their own conceptual understanding of the various topics and be able to develop strategies to facilitate classes that enable students to mathematize.

Course Objectives

- develop deeper insights into the content areas of mathematics at the upper primary level including algebraic and geometric thinking
- understand constructivism in relation to mathematics learning.
- analyse research-based practices for improving mathematics instruction
- develop pedagogies to facilitate conceptual understanding by learning to engage children in activities and problem solving
- sensitize and develop strategies to create an inclusive mathematics classroom
- develop capabilities to engage children in mathematisation processes - communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving, and connecting.
- develop the ability to understand the pedagogic intent of textbooks and mathematics resources
- learn to use different forms and strategies of assessment to facilitate children's learning, improve their own instruction and the evaluation process
- learn to communicate precisely in mathematics and thereby enabling children to build their mathematics communication skills
- explore technology enabled tools enhance teaching learning processes

Unit 1: Introduction to Upper Primary School Mathematics

- Nature of Mathematics, nature of child, the purpose of characteristics of Maths in school curriculum at Elementary Level, truth criteria.
- Transition from early school Mathematics to upper primary school Mathematics.
- How to develop Mathematical thinking at Elementary Level (concrete, abstract, specific to general)
- Meaning and processes of mathematical reasoning - justifying, conjecturing and generalising; inductive and deductive reasoning; algebraic & geometric thinking.
- Validation Processes - informal & intuitive; visual proofs and formal proof.
- Constructivism and Mathematics learning.
- History of Mathematics (Aryabhatta, Bhaskera, Brahmagupta, Euclid, Fermat).

Unit 2: School Mathematics Topics and Processes

- Number Sense & Systems - compare, order and compute with whole numbers, positive fractions, positive decimals, and positive and negative integers; solve problems involving fractions, ratios, proportions and percentages; simple and compound interest; factoring of numerators and denominators and properties of exponents and powers; different representations of fractional numbers (fractions, decimals, percents) and changing one to another; factors, multiples, LCM and GCD square roots and cube roots
- Measurement & Geometry - Geometric shapes, geometric vocabulary; perimeter, area of different two dimensional shapes, how to measure the circumference and area of a circle and concept of π ; surface area, and volume of basic three-dimensional figures; using mathematical instruments to construct and measure shapes and angles; symmetry; lines and angles, congruent triangles; quadrilaterals - classification and properties.
- Statistics, Data Analysis and Probability - collecting and organising data; interpretation of ungrouped data; understand the concepts of mean, median, and mode of data sets and how to calculate the range; graphs;
- Algebra-Usage of letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression; algebra expressions and identities; solving linear equations;
- Notion of patterns that helps in appreciating the use of unknown expressing the generalization resulting from the pattern.
- When and why we use variables, functional relations, mathematical investigations, puzzles that relay on algebraical thinking.

Unit 3: Teaching of Mathematics for Classes 6 to 8

- Visit of a good Maths classroom (vision of the classroom), role of the teacher
- The role of a upper primary school mathematics teacher
- Developing conceptual understanding and different approaches/ strategies/ methods to teach a topic
- Developing the processes of mathematisation - Words in the concepts, communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving and connecting
- Organising and facilitating Upper Primary School mathematics classrooms that support mathematisation processes.
- Mathematics phobia and addressing it; Issues, problems in learning Mathematics and action research.

Unit 4: School Mathematics Activities, Resources and Planning

- Aims and objectives of teaching Mathematics.

- Academic Standards and learning indicators.
- Activities - designing, creating and transacting.
- Modelling real world problems in mathematics
- Textbook - Philosophy and guiding principles for the development of Maths textbooks (structure of the unit, nature of exercises, role of the teacher to use textbook effectively); understanding its pedagogical intent; learning to transaction it in classrooms.
- Mathematics Laboratory/ Resource Room/ Mathematical Club/ Mathematical Kit.
- Learning resources for effective transaction of Mathematics curriculum.
- Planning for teaching - Year plan, lesson plan and period plan.

Unit 5: Mathematics Assessment and Evaluation

- Assessment tools - types of tests; preparation and use of tests; development and use of rubrics; creating, maintaining and assessing through portfolios
- Misconceptions in Upper Primary school mathematics topics
- Assessment of conceptual understanding and mathematical reasoning abilities
- Continuous Comprehensive Evaluation - Formative & Summative
- Evaluation - marking or grading, reporting, record maintenance and communicating results to students and parents.

Mode of Transaction

Student teachers in a collaborative manner

- Solve mathematics problems, learn to communicate the solutions by sharing, justifying and discussing them in the class. Create a portfolio of all the problems solved with reflective notes on the experiences involved in problem solving.
- Read, discuss readings and observe classes (6 to 8) to enable understanding of theory and making connections with practice.
- Analysis of Textbooks to understand the pedagogical intent of the textbook and build materials and resources to enhance and compliment the textbook material.
- Discuss and prepare activities, resources that engage all children , including differently-abled children

Suggested Practicum

- Analyse the Mathematics textbooks at Elementary Level and write a report on reflection of Academic Standards.
- Write mathematical problems for each Academic Standard.
- Observe a mathematical classroom at Elementary Level, write a critical report on how these classroom processes helps the children to develop mathematical thinking.
- Develop a Maths question paper for any one of the class at Elementary Level.
- Observe a Maths classroom at Elementary Level while transaction of a unit from introductory part to ‘Do this’, ‘Try these’, ‘Think-Discuss’ and exercises. Write a critical report on teachers role involve children in the classroom process and develop mathematical thinking.
- Take any other publications, textbooks at Elementary Level. Compare the presentation of the content, concepts, exercises etc. Write a critical report on it.

- Analyse the Mathematics textbooks of Upper Primary classes with identifying some concepts and procedures with problems. Develop some more activities and Teaching Learning Material (TLM) to understand those concepts and write a critical report on it.
- Identify two (2) concepts in each area of Mathematics and construct Academic Standards on those concepts. Write a critical report on it.
- Analyse any 5 problems done by 10 children. Identify strengths and weaknesses of concepts on which students performed. Identify which concepts are formed and which are not formed. Write a critical report on it with reasons.
- Interview 10 children on 'Do this', 'Try this' and 'Think and discuss' exercises on a selected topic. Record all the answers of the children on whether objectives are achieved or not. Write a report on it and suggest remedial activities with TLM if the objectives are not achieved.
- Identify any two (2) concepts and browse different websites to collect 10 activity sheets on the concepts. Conduct a test with the help of activity sheets and analyse the results. Prepare activities and TLM for remedial teaching.
- Identify five (5) verbal problems on a concept at Primary Level. Choose any other than textbook material from market. Ask any five (5) children to read and explain the solutions to the problems. Select other five students and ask them to read the textbook and explain the solutions to the problems. Conduct a group discussion on the doubts raised by the students. Prepare a report.
- Identify about 20 verbal problems on ratios and proportions and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- Identify about 20 problems on simple linear equations and classify them on criteria of processing. Prepare strategies to teach these processes and write a report on your experiences.
- How can you copy an angles through constructions? Explain the teaching strategies.
- Explain the teaching strategies in learning the proofs in the geometry. Suggest some activities.
- Visit any Temple/ Mosque/ Church/ Gurudwara/ Palace/ Fort. Identify geometrical shapes used in their construction. Visualize those constructions of geometrical shapes while the construction of said places.

Essential Readings

- Australia: Angus and Robertson. Chapters 2.5. Zevenbergen, R., Dole, R., Wright R. J. (2004). Teaching Mathematics in Primary Schools. Allen &Unwin; (First South Asian Edition).Chapter 12 and Chapter 14.
- Haylock, D. (2006), Mathematics explained for Primary Teachers, New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321.
- IGNOU (2007). Learning Mathematics (LMT)1-6, School of Sciences, New Delhi 3. Post, Thomas R., (1992). Teaching Mathematics in Grades K-8: Research-Based
- Methods. Washington D.C.: Allyn and Bacon. Chapters 8 and Chapter 15 4. Stewart, I. (1970). Making Mathematics Live: A hand book for primary teachers.

Advanced Readings for Faculty

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

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[C] Pedagogy of Science Education (Classes VI to VIII)

Maximum Marks: 100

External: 60 Marks

Internal: 40 Marks

Rationale and Aim

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

Course Objectives

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

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

Units of Study

Unit 1: Nature and Scope of Science and Children's Ideas in Science

- Nature of Science, characteristics of Science, structure of Science, development of Science (historical background)
- Subject matter in sciences and social sciences; is inquiry in different domains of knowledge different?
- Science as information or inquiry.
- What do scientists look like?
- Scientific method.
- Values associated with science.
- Children's ideas related to science concepts
- Probing, documenting and analyzing children's ideas related to science concepts.
- Significance of Science in curriculum at Upper Primary Level (as per NCF-2005, SCF-2011, Position Papers and Syllabus)

Unit 2: Revisiting School Science

- Investigating different themes and interdisciplinary concepts using children's questions.
- How do clouds form?

- How do plants and animals utilize their food?
- How does an electric bell work?
- Where all does the rain water go?
- Why does a candle become short on burning?
- How do babies develop inside mothers?
- Planning for teaching – Living and non living
- Planning for teaching – Heat and temperature
- Planning for teaching – Acid and bases etc.

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

Unit 3: Understanding Science Textbooks and Pedagogy

- Perspective and guiding principles of Science textbooks.
- Themes, structure of the unit, nature of the exercises and its implications.
- Academic Standards and indicators at Elementary Level.
- How to use the textbooks and connecting to children's everyday life experiences?

Unit 4: Teaching and Learning of Science

- Aims & Objectives of teaching Science
- Approaches to facilitate concept and skill development: Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts; Projects, Surveys, Open-ended investigations, 5E model.
- Characteristics of good Science class, Science teacher, role of the teacher.
- Science- museums, field trips, projects and exhibition.
- Preparing Year plans, Unit plans and Period plans based on concept maps.
- Identifying, creating and using a variety of learning resources
- Assessing teaching-learning resources such as books, films, multimedia packages for their relevance and age appropriateness.
- Continuous Professional Development (CPD) of Science teachers (subject forums, connected groups, open learning educational resources, seminars, workshops, reading and reflections etc.)

Unit 5: Science for All

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

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

Unit 6: Assessment and Evaluation

- Connecting teaching, learning and assessment.
- CCE- Concepts, Formative Assessment in Science, processes and tools, Summative Assessment, nature of questions, weightages to Academic Standards, model question papers, indicators for valuation of answer scripts.
- Developing different assessment strategies for individual and group assessment: Annotated drawings, pictures, illustrations, graphic organizers, probes, K-W-L charts, task based assessments, worksheets, reasoning questions for paper pencil tests, portfolios
- Assessing process skills
- Use of Rubrics, Rating scale, Checklist, Observation schedule
- Planning and preparation for evaluation: Blue print, scoring rubrics, designing tests, grading and reporting.

Suggested Mode of Transaction

- Classroom based group discussions highlighting different perspectives on nature, purpose, scope, key concepts of science with activities involving process skills
- Reading and analysis of different types of sources- Primary and Secondary
- Guided inquiry activities for developing deep understanding of important concepts, generating in-depth discipline based knowledge; individual and collaborative tasks
- Explanation and modeling by teacher educators for using different teaching strategies and analyzing content
- Opportunities for engaging in questioning, hypothesizing, discussions
- Taking up integrated theme projects

Suggested Practicums/ Tasks

- Interview a local scientist to understand how s/he works.
- Take up a design and technology project integrating work, local empirical knowledge with science and technology.
- Observe a child learn a concept/perform a task in science class. Prepare and present a report.
- Design and conduct guided inquiry lessons for children.
- Analyse the Science textbooks and write a report on reflection of Academic Standards.
- List out the experiments from the textbooks at Elementary Level.
- Observe a Science classroom and write a critical report on to what extent this classroom processes are reflecting the nature of Science.
- Preparation of a file on development of Science and biographies of scientists.
- Organize a field trip with students and submit a report.
- Preparation of a worksheet for children participation in field investigation activities.
- Visit District Science Centre/ Science Fair/ Exhibition/ INSPIRE and prepare a report on at least five (5) exhibits.
- Preparation of some misconceptions in learning Science (motion, motion of planets, light, heat, gravity).

Essential Readings

- Bloom, J. W. (2006). *Creating a Classroom Community of Young Scientists*. New York: Routledge.
- DSERT(2015). D.Ed II Year.*Facilitating Learning of Science*. Source Material for D.Ed Student teachers. GoK.
- Feynman, Richard (1997). *Surely you're joking, Mr. Feynman!*. W. W. Norton & Company
- Harlen, W. Elstgeest, J. (1992). *UNESCO Source Book for Science in the Primary School*. New Delhi: NBT.
- IGNOU. 2014 D.El.Ed Teaching of Science. Course Material. BES 019
- Karen Hydock. *Why do we have problems learning and teaching Science? and Why do we have problems learning and teaching Science?*www. arvindguptatoys.com
- Martin, D. J. (2009). *Elementary Science Methods- A Constructivist Approach*. Belmont CA: Thomson Wadsworth. 5th Edition.

Textbooks, Magazines and Reports

- BalVigyanik, Text books for Science, Class VI – VIII. Madhya Pradesh: Eklavya
- Centre for Science and Environment, Citizen's reports, New Delhi.
- Down to Earth, Centre for Science and Environment.
- NCERT, (2005). Syllabus for Classes at the Elementary Level.vol. I, New Delhi: NCERT.
- NCERT, (2008). Text books for Science, Class VI – VIII. New Delhi: NCERT.
- Wellington, J. J. and Osborne, J. (2001). *Language and Literacy in Science Education*. California: Open University Press. Chapter 6: Discussion in School Science: Learning Through Talking,

Advanced Readings

- Aikenhead, G. (2001). Integrating Western and Aboriginal Sciences: Cross Cultural Science Teaching. *Research in Science Education*, 31(3), 337-355
- Brickhouse, N. (2001). Embodying Science: A Feminist Perspective. *Journal of Research in Science Teaching*, 38(3), 282-295.
- Choksi, B. &Natarajan, C. (2007). *The epiSTEME Reviews- Research Trends in Science, Technology and Mathematics Education*. New Delhi: Macmillan India.
- Driver, R. (1996). *Young People's Images of Science*, Milton Keynes-London: Open University Press.
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[E] Pedagogy of Social Science Education (Classes VI to VIII)

Maximum Marks: 100

External: 60 Marks

Internal: 40 Marks

Rationale and Aim

Social Science in a very broad sense is the study of society and human interactions, understanding how humans behave and interact with each other. Social sciences play a pivotal role in the development of society, in helping us understand our society and societies around us. The concerns of social sciences mostly center around issues such as how society functions, how it changes, its impact on individual lives, how we react and adapt to changes and why some things work and others do not. The development of any society reflects its prevailing and past ways of life and trends, which are the culmination of its history, geography and an interaction of its political, social and economic aspects.

Social Studies subject is the integrated form of various branches of Social Sciences such as history, geography, political science and economics. It is one of the core subjects at school level.

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, yet maintaining that breaking the boundaries between the economic, cultural, social and political spheres is crucial in understanding the society. This course asks and suggests how social science can develop capacities to critically and creatively understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

This course builds on the pedagogy of EVS paper and helps student teachers to reflect on the nature of the Social Science discipline and its implications for classroom transaction.

The course examines the possibilities of using strategies and activities that connect children's understanding of the subject matter of different social science components with significant concepts, and apply that understanding to current issues and authentic situations (allowing development of abilities for individual/collective reflection).

Course Objectives

This course will focus on student centered approaches to teaching social sciences, based on students' understanding of the social world. Focus will be on pedagogic approaches that facilitate inquiry based, critical and analytical ways of developing an understanding about social phenomenon.

The course aims at

- developing an understanding of the social world through the disciplines of social science, such as, history, geography, politics, etc. and appreciating their interconnectedness in facilitating such an understanding;
- promoting critical thinking to examine different viewpoints and assumptions and differentiating between fact and opinion and identifying bias and prejudice;

- encouraging use of strategies and approaches facilitating effective inquiry and problem based teaching in social sciences in a manner that enhances curiosity of children and develops their abilities to critically reflect on the existing society;
- establishing connections between the knowledge gained in the social science classroom to the social world outside;
- building skills at gathering, organising, managing, interpreting and analysing data;
- using varied assessment techniques to assess in depth knowledge and critical abilities.

Unit 1: Introduction to Social Science

- purpose and significance of social science in school curriculum at Elementary Level (NCF-2005, RTE-2009, SCF-2011).
- Significance of national core elements (NPE-1986) and Social Science curriculum.
- Concept, nature and scope of social science, different perspectives on nature and scope, social science and its place in school curriculum
- Misconceptions about social sciences, true concepts of Social Science and values associated with Social Science.
- Significance of History, Geography, Political Science and Economics.
- Interconnection and relationship between History and Geography
- Approaches to organize Social Sciences- Integrated issue based, discipline centered, and interdisciplinary.
- Constructivism and teaching Social Science

Unit 2 : Key themes in Social Science

- Time, continuity and change (history) society and social structure, state, government, power and authority, citizenship (political science.)
- Region, people and resources, relationship between region and resources, interaction between people and resources (Geography)
- Market, exchange and labor(Economics)
- Contemporary issues and challenges of world as well as Indian society in making global family and world peace.
- Key themes and State syllabus of Social Science textbooks and its implications.

Unit 3 : Understanding Textbooks and Pedagogy

- Philosophy and guiding principles of development of Social Science textbooks.
- Content, approaches and methods of teaching Social Science, interactive and participatory methods teacher as facilitator (Project method, problem solving, debate and discussions, inquiry based approach, activity based approach etc.).
- Themes, structure of the unit, nature of the exercises and its implications.
- Aims of and objectives of teaching Social Science.
- Academic Standards and indicators for learning.

- Learning resources for effective transaction.

Unit 4 : Teaching of Social Sciences

- Classroom management, making classroom inclusive.
- Planning for teaching- Year plan, Unit plan and Period plan.
- Children's understanding of social science concepts, importance of socio-cultural context in understanding social science, constructing social science knowledge in classroom using open ended questions and group activities, difference between facts and opinions
- Inquiry based approach, framing questions/problems, planning group work, field work, collection of data, organization, interpretation and analysis of data, writing report
- Use of timelines, artifacts, official sources documents, records, files, texts, maps, personal letters, diaries, writings, oral history, field trips to museums and archives for teaching history, significance of the source, making interconnections between sources for reconstructing the past,
- Teaching Social Science with the help of stories, journey accounts, travel diaries, tables, graphs, texts, maps, role-play, visual images, films, field trips, survey, simulation, interview etc.
- Integrating ICT for social science teaching within learner's own contextual meaning, using case based reasoning, flowcharts, and concept maps, documentaries, serials, history and geography films.
- Role and responsibility of a good Social Science teacher for transaction of concepts, classroom management, making classroom inclusive.

Unit 5: Teaching Learning and Assessment in Social Science

- Need and importance of reforms in assessment and evaluation, CCE in Social Science.
- Formative and Summative Assessment, purpose of assessment, reporting.
- Tasks and tests for assessing critical abilities, process skills, application of knowledge to new contexts, and transfer of learning.
- Variety of assessment methods and techniques - Teacher observations, teacher designed tasks and tests, work sample portfolios, projects.
- Use of authentic contexts, case studies, complex problem solving for assessment.
- Using resource materials, novel (new) materials for thinking and reflection.
- Problem solving rubrics.
- Planning and preparation for evaluation- Blueprint (weightages for academic standards), model questions, model question paper, indicators for valuation of answer scripts, CCE Record.

Unit 6: Challenges and issues in teaching elementary social science(to be transacted through discussions amongst student teachers)

- Resources for teaching social science, primary and secondary sources, translated materials, ICT based resources, open sources
- Teacher knowledge -deep and thoughtful understanding, using instructional methods and assessment strategies in different settings,

- Developing students' interest and engagement, using children's prior understandings to connect with the present
- Challenges in integration of ICT and other innovative technology in education in teaching Social Science.
- Social and cultural issues in teaching social science
- Vision of a good classroom, Role of the teacher, Continuous Professional Development (CPD) of teachers- subject forums, connected groups, open learning resources, seminars and workshops, reading and reflections.

Suggested Mode of Transaction

- Classroom based group discussions highlighting different perspectives on nature, purpose, scope, key concepts of social science with activities questioning presumptions and encouraging self-reflection.
- Collection, reading and analysis of different types of sources primary and secondary, data, maps, charts drawing from different domains history, geography, political science, economics understanding significance of sources and making interconnections, asking relevant questions to the sources,
- Discipline based inquiry for developing deep understanding of important concepts, generating in-depth discipline based knowledge, individual and collaborative tasks
- Explanation and modeling from teacher educators for using different teaching strategies and analyzing content
- Opportunities for engaging in question answers, debate, discussion to understand different perspectives underlying understanding of social science.

Suggested Tasks

- Choose a few regions in the country and draw up a list of different festivals celebrated in those regions. Which are these celebrations are shared by different regional and religious communities? Find out how the historical and geographical factors have influenced the diversity found there. Explore the connections between the historical and geographical factors.
- Discuss the most significant technological, economic, social and cultural changes taking place in the town/village in which you live, in a group. Which sources will you use to find out about these changes after a period of twenty years? What questions will you frame? Which sources are likely to reveal more? Write your findings in the form of a report.
- You are a historian. Choose the economic/ social/ political history of your region and discuss how you will teach it to your students.
- Find out where records are kept in your village/ city. What are the types of records? Who writes these records and who are the people who use them?
- Make a weather calendar for one-week collecting data from newspapers. Use pictures or symbols to show different types of weather. Analyse the data and present your findings with the help of charts and diagrams.
- Prepare a project about an issue connected with the working of your State Government like an education programme, any law and order issue, midday meal scheme, etc. Collect stories,

interviews, poems, case studies, newspaper reports .Read the collected material and write your observations, analyzing and evaluating the programme.

- Think of a common thing we use, example, tea, milk, sugar, paper, etc.
- Represent in a visual form, the chain of events that takes place before it reaches you. Discuss the concepts of market, labour and exchange in this process and think of a suitable teaching strategy to teach these concepts to your students.
- Observe Social barriers prevailing in your village and suggest possible solutions.
- Prepare a brochure on your village by incorporating historical, geographical, political and economic aspects.
- Conduct Mock Assembly/ Parliament on any one of the important issues of society and write a report.

Essential Readings

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2. Chakravarty, U. (2006). *Everyday Lives, Everyday Histories: Beyond the kings and Brahmanas of 'Ancient' India*, New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.
3. George, A. and Madan, A. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
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5. NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. New Delhi: NCERT, 1-19.
6. SK Mangal & Uma Mangal, *Teaching of Social Studies* (2008), PH1 Learning Pvt. Ltd., New Delhi.

Readings for Discussion

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

Advanced Readings

1. Balagopalan, S. (2009). Chapter 7: Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyar et al (eds.) *Thinking diversity, building cohesion: a transnational dialogue on education*, Amsterdam: Rozenburg Publications.
2. Billinge, M., Gregory, D., Martin, R. (eds) (1984). *Recollections of a revolution: Geography as spatial science*, London: Macmillan.
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2nd Year D.El.Ed.**Paper 7**

Work & Education
(Value Added and Co-curricular Paper)

Maximum Marks: 50**External: 0****Internal: 50 Marks****Rationale and aim**

The relationship between work and education forms the core *rationale* behind this course. While the role of education on work has been widely acknowledged, the integration of work and education and its importance is often not recognized adequately. This course unfolds the reciprocal relationship between work and education and its relevance to our education system. Besides building up proper attitudes towards work, developing values and habits, imparting necessary knowledge related to work, and developing appropriate work skills, work education enable the children to discover their real interests and aptitudes which would be helpful to them in selecting suitable courses of study and occupations later on. This course aims at preparing the teachers in a way that they can understand and implement the integration of work and education in their classrooms.

Specific Objectives

1. To understand the relationship between work and education
2. To develop an understanding of meaning and importance of work in education
3. To identify reasons for isolation between Work and Education and implications of the same
4. To recognize the need to integrate work and education
5. To develop an understanding about different aspects of integration between work and education
6. To provide opportunities for understanding, implementing and exploring different experiments and activities related to work and education
7. To develop an understanding of work and education in the changing scenario
8. To identify the challenges and limitations with regard to implementation of work and education

Units of Study

Unit 1: Work & Education: Meaning & Importance

- Meaning of Work & Education; purpose Work & Education.
- The idea of Mahatma Gandhi.
- Child work Vs Child labour.
- Sense of isolation in work and education and its implications.
- Need of integration in work and education.

Unit 2: Work & Education: Different Aspects of Integration in Work and Education

- Self reliance (economic).
- Sense of Responsibility.
- Respect for work.
- Correlation.

Unit 3: School Curriculum and Work

- Work as a part of school curriculum.
- The role in the work of school curriculum.
- Syllabus and Academic Standards.
- Assessment of Work & Education.

Unit 4: Work & Education - Some Experiments and Activities

- Activities with regard to health and hygiene; food; environment; culture; consumer rights; household management; documentation; preparation of models and goods; population activities etc.
- Conduct of whole activities: Nature and purpose – List of activities.

Unit 5: Changing Scenario of Work & Education

- Relation between work and education
- Problem and limitations in implementation of work and education

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2. Buniyadi Shiksha Ek Nai Koshish (Nov 2007- Jan2008) *Shudh aur swasth jeevan ka abhyass safaai or aarogya shikshakram. Ank 17, (pp 18-26)* Udaipur, Vidya Bhawan Shiksha Sandarbh Kendra.
3. Buniyadi Shiksha Ek Nai Koshish (Nov 2007- Jan2008) *Shiksha me shram ko sthapit karne ka ek jatan. Ank 16, (pp 31-32)* Udaipur, Vidya Bhawan Shiksha Sandarbh Kendra.
4. Central Board of Secondary Education (2004). *Work education in schools*. New Delhi, CBSC.
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2nd Year D.El.Ed.**Paper 8****Value Education & Life Skills
(Value Added and Co-curricular Paper)****Maximum Marks: 50****External: 0****Internal: 50 Marks****Rationale and aim**

The living values of the society and culture of the land need to be transmitted to the next generation is one of the important aim of education. People with character and values leads to sustainable National development. Therefore, education that focus on character and living values is to be given prime importance. The children at young age caught the values with appropriate models and classroom strategies. Therefore, it is felt that the education on values, ethics and life skills must form part of the school curriculum.

Unit 1: The Meaning and Importance of Values and Ethics

- The difference between morals and ethics.
- Why do we need ethics?
- Ethical development.
- Operation of ethics.
- Theories of moral development.
- Importance of value education.

Unit 2: Which Values and Why

- Core values- that focuses on dignity and worth of a person.
- Exploring the universal values and from a personal perspective.
- Democratic and other Constitutional values.
- Harmonious way of living, with one another and nature.
- Learning to live together.
- Aesthetic values.
- Critical and creative thinking values.
- Education for peace.
- Life skills education.

Unit 3: Indian Constitution – Human Rights and Education, Child Rights

- What do we mean by human rights?
- Human rights in India.
- Rights guaranteed by the Constitution of India.
- Role of the school in observation and promoting human rights and child rights.

Unit 4: Life Skills

- What are life skills?
- Need and importance of life skills in human life.
- Life skills education in schools

Unit 5: Value Education and School

- The role of school in developing appropriate values in the children.
- How do teacher model their behaviour for improving the value system among children.
- The nature of programmes and activities in the school to inculcate values.

Unit 6: Value Education, Life Skills

- Syllabus for Value Education & Life Skills.
- Strategies and approach.
- Suggested programmes.
- Role of schools and teacher.
- Assessment of Value Education & Life Skills.

Unit 7: Syllabus of Life Skills and Value Education for Classes I to VIII.

- Academic Standards, Syllabus, Assessment.

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2nd Year D.El.Ed.**Paper 9**

Yoga, Physical & Health Education - II
(Value Added and Co-curricular Paper)

Maximum Marks: 50**External: 0****Internal: 50 Marks****Rationale and Aim**

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

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

A holistic understanding of health implies a perspective on health that is not merely freedom from germs and disease but an understanding of the social, economic, mental/emotional and physical aspects of health. It becomes essential for the teacher to locate the social determinants of health and to root any health communication/education in the socio-economic and cultural context of the child. This forms an essential foundational and theoretical component of the course. This approach will lead away from the „hygiene-education“ focus of health education, which stresses behavioral 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 behavioral 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.

Course 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.

Course Description

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

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

Unit 2: Knowledge and Development of Health Concepts among Children

- Food and nutrition.
- Communicable diseases.
- Understanding one's body, alternative systems of health and healing, safety, precautions of injuries.
- First aid (workshop mode).
- Child abuse: This sub theme explores the meaning of abuse; its various forms and impacts 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.
- Demonstrate **Pranayama** before your peer group and write a report on those.
- Survey and find out people who got cured through **yoga practice** and write a report on it.
- Learn any one type of **meditation** and write a report on your experiences.

Unit 3: Understanding Emotional Health Needs, Diversity and Inclusion

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

Unit 4: Physical Education as integral to health and education

- Need for Physical Education; Linkages to health and education; Concept of a sound mind in a sound body.
- Physical Education and 'Play'
- Supervising and guiding children
- Development of team spirit, coordination, cooperation
- Diversity in capabilities and interests
- National integration through physical activities, games and sports.

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

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- Ashtekar, S. (2001), *Health and Healing: A Manual of Primary Health Care*, Chapters 1, 3, 7, 8, 40. Chennai: Orient Longman.
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Readings for Discussion

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

Advanced Readings

- Gupta, A. Deshpande, M. Balasubramaniam, R. and Anil, C. (2008), Innovations in Health Education Curriculum in Schools: Towards an Art of the Possible in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage, 155-201.
- Jalan, D. (2000) The diverse learning needs of children. Seminar No. 546
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Understanding Self - II (Self Development Paper)

Maximum Marks: 50

External: 0

Internal: 50 Marks

Rationale and Aim

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

Course Objectives

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

Mode of Transaction

A series of workshops and seminars with carefully chosen themes are to be organised. 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.

Suggested Workshop Topics

Workshop 1: *The Power of myth*

Objectives

- Re-appraisal of myths as representations of a culture's world-view and
- To appreciate the reach of the mythic imagination

embedded values

- 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-visual media)*

Objectives

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

Suggested workshop themes

- The expanding role of advertising in contemporary life
- Sharing favorite 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

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

Workshop 5: *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

Suggested Seminar Topics

Seminar 1: *Glimpses of different childhoods in India*

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

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

Seminar 2: *Selection of short readings and dialogue*

Format: A selection of short but provocative readings on issues of life and education, to be read together, followed by exploratory dialogue in small groups

Preparation: Making a careful selection of readings that lend themselves to a non- polemic discussion and exploration

Seminar 3: *Education and environmental crises*

Format: Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education

Preparation: Selection of a contemporary documentary or audio-visual presentation

Mode of Assessment

This should be based on

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