

Syllabus

Diploma in Elementary Education (D.El.Ed)

Two Years Course



(Implemented w.e.f. Session 2012-13)

STATE INSTITUTE OF EDUCATION
Sector-32, UT Chandigarh

INTRODOCTION

This curriculum has been adapted and developed as per the local educational needs by State Institute of Education (SIE), UT Chandigarh in line with the suggestive curriculum of NCTE for two years D.El.Ed. course. The curriculum is based on several new perspectives within education, foundational disciplines that inform education and interdisciplinary knowledge domains. The curriculum is aimed at engaging student-teachers with subject content in a larger socio-political and cultural frame. This new endeavor will surely endow the prospective teachers with capacities and a repertoire of skills to organize learning and create an ethos of learning for all children. One of the objectives of the proposed curriculum is to facilitate the prospective teachers in questioning one's own assumptions about learners, knowledge and the learning process as envisaged in NCFTE-2009. The curriculum aspires to promote dispositions of collaborative working, independent thinking with positive attributes and attitudes.

The efforts to develop this ambitious document would not have been possible without the active support and involvement of faculty of SIE, UT Chandigarh, faculty of different teacher education institutes from the tri-city and educational administrators of the elite teacher education institutes in the region namely Govt. College of Education, Sector-20, Regional Institute of English, Sector-32, Dev Samaj College of Education, Sector-36, BYTC, Sector-19 and Chitkara University, Punjab. All the resource persons/specialists from above mentioned institutes met several times through workshops and meetings at various levels to prepare the final draft. We place on record the co-operation received from all the above resource persons and institutes.

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STATE INSTITUTE OF EDUCATION, UT CHANDIGARH

Diploma in Elementary Education (D.El.Ed.)
1st Year Syllabus

Sr. No.	Paper Code	Course Title	Periods per week	Hours week	per	Maximum Marks			Duration of Examination
						Ext.	Int.	Total	
1	101	Development and Understanding of the Learner	5	4 hrs 10 mins		70	30	100	3 hrs
2	102	Contemporary Indian Society	5	4 hrs 10 mins		70	30	100	3 hrs
3	103	Education Society, Curriculum and Learner	5	4 hrs 10 mins		70	30	100	3 hrs
4	104	Pedagogy Across the Curriculum	3	2 hrs 30 mins		35	15	50	1 hrs 30 mins
5	105	Understanding Language and Early Literacy	5	4 hrs 10 mins		70	30	100	3 hrs
6	106	Mathematics Education for the Primary School Child	5	4 hrs 10 mins		70	30	100	3 hrs
7	107	Proficiency in English	3	2 hrs 30 mins		35	15	50	1 hrs 30 mins
Practicum									
8	108	Creative Drama , Fine Arts and Education	2	1 hrs 40 mins		*	40	40	*
9	109	Children's Physical and Emotional Health, School Health and Education	2	1 hrs 40 mins		20	10	30	*
10	110	Work and Education	2	1 hrs 40 mins		20	10	30	*
11	111	School Internship (30 to 35 days)	*	*		*	100	100	*
Total Marks						460	340	800	

PAPER CODE - 101

DEVELOPMENT AND UNDERSTANDING OF THE LEARNER

Maximum Marks: 100 (External - 70, Internal - 30)

Rationale and Aim

The course on Development and understanding of the learner is visualized as the first systematic introduction of the D.El.Ed student-teacher to the study of childhood and children. This course is necessarily the foundation upon which subsequent courses and practicum related to school internship would be based. The purpose of this course is to equip the student-teacher with the background knowledge that he/she needs to develop an understanding of the elementary school child and his/her socio-cultural contexts. Building upon the above, the aim is to build sensitivity towards children's developmental needs and capabilities. Students should be encouraged to explore and develop a greater insight into their life's strengths and weaknesses and dynamics of foundation of identity and true individuality. The course is aimed at equipping the student' with knowledge of personality, intelligence and creativity that help in facilitating the development of the learner as a balanced individual.

Specific Objectives

1. To makes student-teacher understand educational psychology so as to help in brining changes in the learner's behavior.
2. To acquaint student-teacher with the development process of the learner at various stages of development.
3. To develop an understanding of different aspects of a learners' physical, intellectual, social, emotional development.
4. To provide hands-on experiences to interact with learners, and training in methods of Educational Psychology to understand aspects of the development of learner.
5. To acquaint the student-teachers with the concept of personality, intelligence and creativity, so as to identify the individual differences in the learners.
6. To enable the student- teachers to apply the knowledge of various psychological aspects to study the learner.

UNIT-1: Educational Psychology

- Definition, Nature and Scope
- Methods of Educational Psychology
 - a) Introspection b) Observation c) Experimental d) Case study

UNIT-2 : Growth and Development

- Concept, Principles of Development, Factors affecting growth and development
- Intellectual, Physical, Social and Emotional development during Childhood and Adolescence

UNIT-3: Intelligence

- Definition and Meaning of Intelligence
- Measurement of Intelligence Tests: Verbal, Non-Verbal and Performance Tests.

UNIT-4: Personality

- Definition, Meaning, Dimensions and Factors affecting personality

- Assessment of Personality-Subjective, Objective and Projective Techniques

UNIT-5: Creativity

- Concept, characteristics, identification of creative potential
- Creative Process and Educational programmes for developing creativity

PRACTICUM

1. Preparation of a Case Profile Approach to study different aspects of Development of a learner.
2. Preparation of SWOT (Strength, Weakness, Opportunities and Threat) Analysis Report of Self.
3. Prepare a practical record for tests from the areas specified below:
 - Personality Test
 - Intelligence Test
 - Test for Creativity

BOOKS RECOMMENDED

1. Cole, M. Cole, S.R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
2. Newman, B.M. and Newman, P.H (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, Publishers. Chapter 1: Introduction.
3. Papalia, D.E. and Olds, S.W. (2003). *Human Development*, New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood
4. Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications. Chapter 4: Theoretical Frameworks in Cross-Cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
5. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialoguing*, Vol. 2 (1), 5-29
6. Hurlock, E.R. *Developing Psychology*, Mc. Graw Publishing Housing
7. Chauhan, S.S. (2002) *Advanced Educational Psychology*, Vikas Publishing House.
8. Kulshreshtha, S.P. (1997) *Educational Psychology*, R.Lall Book Depot, Meerut
9. Aggarwal, J.C. (1999) *Elementary Educational*, Doaba House, Delhi.
10. Manal, S.K. (1992) *Educational Psychology*, Parkash Brothers, Ludhiana
11. Aggarwal, J.C. (2004) *Essentials of Educational Psychology*, Vikas Publishing House
12. Sharma, R.A. (2002) *Fundamentals of Educational Psychology*, R.Lall Book Depot, Meerut
13. Gupta, V.K. (2003) *Psychology of Learning and Development*, Ankur Gupta, Vinod Publications
14. Dandapani, S. (2000), *A Textbook of Advanced Educational Psychology*, New Delhi : Anmol Publications
15. Kakkar, S.B. (2001), *Educational Psychology*, New Delhi, Prentice Hall of India
16. Mangal, S.K. (2002), *Advanced Educational Psychology*, New Delhi : Prentice Hall of India
17. Maslow, A.H. (1970), *Motivation and Personality*, 2nd Ed., New York: Harper & Row.
18. Dash (1991) M: *Educational Psychology*, New Delhi: Deep and Deep

19. Gulati, S. (1995) Education for Creativity, NCERT.
20. Kundu, C.L. and Tutoo, D.N. (2000) Educational Psychology, New Delhi: Sterling Publishers Pvt. Ltd.
21. Mathur, S.S.: Shiksha Manovigyan, Lyal Book Depot, Meerut.
22. Pal. H.R. (2006) Advanced Educational Psychology (Hindi) New Delhi, Hindi Medium Implementation Directorate, Delhi University

PAPER CODE - 102

CONTEMPORARY INDIAN SOCIETY

Maximum Marks: 100 (External - 70, Internal - 30)

Design of the Course

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

Rationale and Aim

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

Specific Objectives

- to be familiar with the interdisciplinary analysis of concepts, ideas and concerns
- to familiarize with the socio-political economic dimensions of Indian Society and appreciating its diversity
- to develop and understanding of the trends, issues, and challenges facing contemporary Indian Society

Units of Study

Unit-1: India: Emergence from the freedom Struggle

- Impact of colonialism on Indian society, economic and polity
- Anti-colonial struggle (Freedom Struggle) and different visions about independent India with respect to Social, Political and Economic Aspects.
- Institutional structures of the Indian state during Colonial Period-Judiciary, Legislature and Executive.

Unit 2 : Constitution of India and Education

- Constitutional vision of independent India: then and now-Concepts and Amendments
- Constitution and Education: Concurrent status of education
- Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
- National Knowledge Commission Formation and Vision
- Equality and Justice in the Indian Constitution, different school system and the idea of common neighborhood school
- Right to Education Act-2009

Unit 3: Democracy in India

- Institutional Structures: The centre and the State, the Judiciary, Legislature and Executive (Systems)
- Democracy-Concepts and types, Party system and Electoral Politics and Pressure groups (Concepts Types and Role)
- Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment)
- Chipko Movement
- Challenges to deepen Indian democracy in relation to inequities of caste, class, gender and religious and linguistic identities.

Unit 4: Indian Economy

- Education as Investment-Concepts and Need
- Sectors of Indian Economy
 - Agriculture
 - Industrial
 - Services

Role of Education in their Growth and Development
- Sustainable Development in Indian Economy (Its Need)
- Issues and Debates on Globalization, Liberalization and Privatization of economy
- Development and Environmental concerns

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

- 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,
- Marginalization and education of children from slums and distress migration
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other Visual mediums.
- Organization of Literacy Programmes (Night School/Classes) for adults and continuing education among Youths (A Pilot Project).
- Causes and Poverty and Eradication of Slum Areas/ Rural Areas.

Essential Readings

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

Documentaries/ DVDs for Discussion

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

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

Readings for Discussion

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

Advanced Readings

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

PAPER CODE – 103

EDUCATION, SOCIETY, CURRICULUM AND LEARNERS

Maximum Marks: 100 (External - 70, Internal - 30)

Design of the Course

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

Rationale and Aim

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

Specific Objectives

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

Units of Study

Unit 1: Philosophical Understanding of Education

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

Unit 2: Education, Politics and Society

- Prominent characteristics of education in India during colonial rule
- India's Contemporary Education: continuities with and shifts from colonial legacy

- Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion
- Political nature of education
- Teacher and society: A critical appraisal of teacher's status

Unit 3: Learning, Learner and Teaching

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

Unit 4: Knowledge and Curriculum

- Child's construction of knowledge: attaining knowledge through activity and Experience
- 'Body of knowledge' and children's construction of knowledge
- Concepts of Belief, Information, Knowledge and Understanding
- Bodies of knowledge: different kinds of knowledge and their validation processes
- Processes and criteria for curriculum selection and construction

Mode of Transaction

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

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

CDs / DVDs for Discussion

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

Readings for Discussion

1. Badheka, G. (1999). *Montessori Paddhati*. Chapter 5: Montessori Shala ka Vatavaran. Bikaner: Vaagdevi Prakashan.
2. Dewey, J. (2009). *School aur Samaj*. Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) *The School and Society* Cosimo: New York).
3. Krishnamurti, J. (2006). *Krishnamurti on Education*. Part I: Talks to Students: Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussion with Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.
4. Rousseau, Jacques J. (1979). *Emile or on Education*, translated by Allan Bloom Basic. 7-18.
5. Sykes, M. (1988). *The Story of Nai Taleem*, Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: The Seed Germinates, Chapter 4: Basic National Education, (Also available in Hindi *Nai taleem Ki Kahani* Translation: RRCEE)
6. Thakur, R. (2004). *Ravindranath ka Shikshadarshan* Chapter 1: Tote ki Shiksha, Chapter 7: Aashram Shiksha, New Delhi: Granthshipli.

Advanced Readings

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

PAPER CODE – 104

PEDAGOGY ACROSS THE CURRICULUM

Maximum Marks: 50 (External - 35, Internal - 15)

Design of the Course

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

Rational and Aim

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

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

Specific Objective

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

Unit of Study

Unit 1: Pedagogy and the Process of Learning

- **Critical review of educational practices and ‘child-centred’ learning**

Critical examination of terminology and practices associated with standard teacher centred pedagogy (‘chalk and talk’) as well as child-centred learning (‘learning by discovery’; ‘joyful learning’; ‘playway method’; ‘activity-based learning’; ‘projectbasedlearning’)

- Critical examination of notions of learner capacity and tendencies associated with labelling children as intelligent, slow learners, ‘educable’ etc.

Unit 2: Critical Study of ICTs and Developing Capacities

- Critical examination of the role of ICT in contemporary education
- Capacity development in the use of ICTs- Internet as a resource creating effective presentation

- ICT-based teaching-learning approaches in schools and for teacher professional development.

Unit 3: Skills in Teaching

- Concept of Micro Teaching (Skill of writing Instructional Objectives, Skill of using Black-Board, Skill of Introducing the Lesson, Skill of Explanation, Skill of Fluency in Questioning, Skill of Stimulus Variation)
- Concept of Simulated Teaching
- Lesson Planning-Need, Importance and Steps in Lesson Planning

Mode of Transaction

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

Essential Readings

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

Readings for Discussion

1. Delpit, Lisa D. (1988). The Silenced Dialogue: Power and Pedagogy in Educating Other People Children. *Harvard Educational Review* 58 (3), 280-298.
2. Holt, J. (1964). *How Children Fail*. USA: Pitman Publishing Corporation.
3. Johnson, D.W.and Johanson, R.T (1999). *Learning Together and Alone: Cooperative Competitive and Individualistic learning*. (5th edition). Boston: Allyn & Bacom.
4. Kamii, C. (1974). Pedagogical Principles Derived from Piaget theory: Relevance for Educational Practice. In Milton Schwebel and Jane Raph. (eds.) *Piaget in Classroom*. London: Routledge and Kegan Paul, 199-215. (Available in Hindi: Translation-RRCEE).
5. NCERT (2006). 1.2 *Position paper, National Focus Group on Teaching of Mathematics*. New Delhi: NCERT.
6. Sarangapani, P (2003) *Construction of School Knowledge*. New Delhi: Sage Publications

Advanced Readings

1. Donovan, M.S and Bransford, J.D (Ed) (2005). *How students learn*. Washington DC: The National Academies Press, Chapter 1: Introduction 1-26, Chapter 13: Pulling Threads 596-590.
2. Ghai, A. And Anima, S. (1991) Play and the Mentally Handicapped child. *Digest*, Vol.4 (1) 13-14.
3. Pollard, A (2002). *Reflective Teaching*. London: Continuum, Chapter 3 : Developing and Evidence-informed Classroom.42-60

PAPER CODE – 105

UNDERSTANDING LANGUAGE AND EARLY LITERACY

Maximum Marks: 100 (External - 70, Internal - 30)

Design of the Course

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

Rationale and Aim

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

Specific objectives

To help the students understand

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

Units of Study

Unit 1: Nature of Language

- Rule governed system and language
- Relationship of Language and Society: Identity, power and discrimination
- Multilingualism: Nature and Scope
- Challenge of teaching language in a diverse classroom

Unit 2: Language Acquisition

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

Unit 3: Language across the Curriculum

- Function of Language: In the classroom, outside the classroom
- Language in Education and Curriculum
- Challenges of teaching language in a diverse classroom
- Critiquing National policy on Language and Education

Unit 4: The Classroom Practices and Possibilities

- Prevalent language teaching practices and their critique
- Role of literature in language learning
- Learner's active role in understanding literature
- Using children's literature across curriculum

Unit 5: Assessment

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

Mode of Transaction

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

Essential Readings

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

Readings for Discussion

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

Books in Classroom, Tucson, USA: Good Year Books.

Advanced Readings

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

PAPER CODE – 106

MATHEMATICS EDUCATION FOR THE PRIMARY SCHOOL CHILD

Maximum Marks: 100 (External - 70, Internal - 30)

Design of the Course

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

Rationale and Aim

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

Specific Objectives

- To enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level and secondary 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

Units of Study

Unit 1: Pedagogical Content Knowledge

- Numbers: Number Concept, Counting, Place value, Arithmetic operations, Fractions, Decimals
- Measurement: The idea of unit and concepts of length, area and volume
- Data Handling: Sorting, Classification, Tabling, Reading information from simple graphs

Unit 2: Perspective about Mathematical Knowledge

- Objectives of Teaching Mathematics at the Elementary School Stage,

- Methods of teaching Mathematics – Play way Method, Inductive Method, Deductive Method, Project Method
- Techniques of Teaching Mathematics—Oral Work, Written Work, Drill Work

Unit 3: Children’s Conceptualisation of Mathematics

- Theory of mathematics learning: Piaget
- Life History of three Mathematicians Aryabhata, Ramanujan, Bhaskar

Unit 4: Aspects of Teaching Mathematics

- Planning for teaching (Stages of Teaching)
- Lesson Planning—Its need, Importance and Characteristics

Unit 5: Evaluation

- Evaluation of performance (Formative and Summative)
- Evaluation tools (Academic Performance Indicators : Scholastic Areas, Co- Scholastic Areas-Life Skills : Thinking Skills, Social Skills, Emotional Skills, Attitudes and Values)
- Grading System

Suggested Sectionals for Internal Assessment

- Prepare a PPT on any Topic of your choice from elementary level.
- Prepare a working model
- Construct a geometrical shape through paper folding and cutting
- Prepare a write up about one of the Indian Mathematician and its contribution
- Prepare an activity based chart based on Number Series and Number Pattern
- Prepare a Continuous Comprehensive report card of a child during Teaching Practice

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

Essential Readings

1. Haylock, D. (2006). *Mathematics Explained for Primary teachers*. New Delhi: Sage Publication, Chapter 22: Measurement, 247-263.
2. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. London: Penguin.
3. Skemp, Richard R. *Mathematics in the Primary School*. London: Roulledge. Chapter 3: The formation of Mathematical Concepts, Chapter 4: The Construction of Mathematical Knowledge, Chapter 5: Understanding Mathematical Symbolism, 49- 71, 72-89, 90-108.

4. Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods*. California: Allyn and Bacon, Chapters 1, Chapter 4, Chapter 5, Chapter 6, and Chapter 7.
5. Zevenbergen, R., Dolley, S. And Wright Robert J., (2005), *Teaching Mathematics in Primary Schools*. Australia: Allen & Unwin; (First South Asian Edition). Chapter 2, Chapter 3, Chapter 7 and Chapter 9.

Readings for Discussion

1. Carraher, T. N., Schliemann A. D. and Carraher, D. W. (1988). Mathematical concepts in everyday life. In G. B. Saxe & M. Gearhart (Eds.). *Children's mathematics. New Directions for Child Development*. San Francisco: Jossey-Bass, 71-87.
2. IGNOU, AMT – 01 *Teaching of Primary School Mathematics*. New Delhi: IGNOU.
3. IGNOU, LMT – 01, *Learning Mathematics*. New Delhi: IGNOU.
4. Wood, D. (1998). The Mathematical Mind. In *How Children Think and Learn*. UK: Blackwell Publishing, Chapter 8, 225-255. Two –Year Elementary Teacher Education Programme NCTE 27

Advanced Readings

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

PAPER CODE – 107

PROFICIENCY IN ENGLISH

Maximum Marks: 50 (External - 35, Internal - 15)

Design of the Course

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

Rationale and Aim

The purpose of this course is to enhance teacher's confidence in the classroom. 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.

Running Thread of the Course

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

Units of Study

Unit 1: Nature of English Language

- What is a Language: EFL & ESL- Characteristics of Learner
- Language Acquisition Vs Language Learning
- Functions of the Language: Inside and Outside the Classroom.
- Linguistic Principles
- Role of Literature in Language Learning (cultural,Linguistics etc)

Unit 2: Listening and Speaking

- Listening with Comprehension –Techniques of inculcating listening skills in children
- Speaking: Meaning, Mechanics, Correct Speech
- Pronunciation: R.P, Phonology,Speech organs,vowels,diphthongs and consonant
- Stress, Rhythm & Intonation
- Phonic Drills, Minimal Pairs

- Using Dictionary, Language Labs for Listening and Speaking
- Organizing listening and speaking activities in classroom

Unit 3: Reading

- Different types of Texts
- Reading with Comprehension
- Inferences, Analysis, Extrapolation
- Encyclopedia, Internet
- Reading Methods, Strategies
- Types of Reading
- Activities-Making Presentations, Scanning, Skimming, Extracting relevant Information from the Books

Unit 4: Writing

- Mechanics of Writing-Choice of script
- Dictation: Definition, types& procedure advantages and disadvantages.
- Methods of teaching spelling to young learners
- Different forms of writing-Letters, Paragraphs, Reports, Notice, E- mails, Messages, Posters and Articles

Unit 5: Grammar

- Tenses, Parts of Speech
- Nouns,Prnouns,Verbs,Adverbs,Preposition,Conjunctions,Interjection &Adjectives

Mode of Transaction

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

Essential Readings

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

Advanced Readings

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

PAPER CODE – 108

DRAMA, FINE ARTS AND EDUCATION

Maximum Marks: 40 (Internal - 40)

Creative Drama:

Rationale and Aim

There are two broad aims of creative drama for education.

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

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

Specific Objectives

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

Focus on Teaching

- The Role Play or Drama, should completely related with the Subject / lesson of teaching from syllabus to be taught and it should considered as a teaching aid.
- The Drama should contain One Act Play, Voice Play, Sound Play, Mono Acting and the contents should be derived from subject of teaching.

Creative Drama: Focus Areas -

- In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as „open improvisations.
- 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.
- Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognize contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
- 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.
- Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
- Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one’s own and group’s progress in class.

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

Participative learning using role play, hot seating, building stories/songs, making and analysing a „character’s diary, personal belongings (objects) of characters. Make short plays that can be performed by student-teachers with aim to study school student’s responses during school contact programmes. Help build a set of skills so the class can organize role plays as well as larger school play that is built on students creativity rather than following a given script.

SPECIFIC CONTENTS TO BE TAUGHT IN D.EL.ED IN 1st YEAR IN THE AREA OF DRAMA:

- Understanding the Drama as a medium of instructions and its role in effective teaching. It should be based on the lesson from particular subjects of teaching like Math, Science, Social Science, English etc. Drama, One Act Play, Skit, Mono Acting, Voice Play, Story Board etc. should be used as one of the effective teaching aid.
- The prospective teacher will prepare minimum **two** lessons through drama based on the contents of particular subject.

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 like **Painting, Printing, Clay Modeling, Photography,** 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

- Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.
- Develop a perspective and appreciation of art, nature, human existence relationship.
- To help the student to develop Aesthetic sense and sensitize the students to respond to beauty in forms, movement and sound.
- Understand the range of traditional art forms and working with hands.
- Develop an appreciation for diverse forms of art like Dance, Drama, Film, Music and visual Art and the role of these in human cultures.
- Create and present pieces of art: using visual arts and crafts
- Create and present pieces of performance art using music and movement
- Evolve collective art projects incorporating different art media – into a public festival/event.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Evaluate the students to discover his own preferences through exposure to a variety of new mediums and materials.
- To equip the teacher to make the teaching effective by using all these mediums of Drama, Music, Visual Art etc. through preparing jingles, Sounds, 3D models, Transparencies, Charts etc through computer or by hand.

Fine Arts: Focus Areas

- **Art, Art appreciation and Art education:** visit to places like crafts museums, Bal Bhavan, art galleries of Local & National repute. Organise art, craft and music exercises with small groups followed by critical discussions and presentation. Any local exhibition

or art event can be used as precursor for the session.

- **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: different kind of paper and water colors, crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions, Texture, Rhythm, Poster 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.

SPECIFIC CONTENTS TO BE TAUGHT IN D.EL.ED IN 1st YEAR IN THE AREA OF FINE ARTS:

- Using a range of medium: different kind of paper and colors like water colors, crayon, color pencils during both outdoor and indoor sketching. Free Hand writing of the teaching Aids in all three languages i.e. English, Hindi, Punjabi. The prospective teacher will prepare minimum **two** teaching aids in Fine Arts based on the content of particular subject.
- The prospective teacher should prepare various kind of Transparences, Write slogans in free hand writing and block letters, Poster on different subjects set.
- The prospective teachers will acquire the basic knowledge of Line, Texture, Rhythm, Balance, Form, Design and other art related terms.

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.

SPECIFIC CONTENTS TO BE TAUGHT IN D.EL.ED IN 1st YEAR IN THE AREA OF MUSIC:

- Understanding the music as a medium of instructions and its role in effective teaching. Understanding the role of different kind of musical tunes, like voice of birds, sunrise, waterfall, excitement, sadness etc. Adding the readymade sound clips to the lesson plan as teaching aid. It should be based on the lesson from particular subjects of teaching like Math, Science, Social Science, English etc.
- The prospective teacher will learn how to use sound clips in the lesson plan as teaching aid. They will also learn preparation of lesson plan on Power Point/ MS Word.

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.

SPECIFIC CONTENTS TO BE TAUGHT IN D.EL.ED IN 1ST YEAR IN THE AREA OF CINEMA AND ELECTRONIC MEDIA:

- The prospective teacher should be shown educational films/cartoon films to sensitize them by creating understanding of burning social issues.
- In first year the prospective teacher will create a story board in order to make animation film on computer using the sketches, photos or illustration and sound etc. The contents will be based on the subject he/she is going to teach in class room.

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.

SPECIFIC CONTENTS TO BE TAUGHT IN D.El.Ed IN 1ST YEAR IN THE AREA OF LITERARY ARTS:

- Understanding the medium and its role in effective teaching. The prospective teacher will learn how effectively use the medium in the effective teaching as an teaching to the particular subject to be taught in the class room.
- The prospective teacher should read/ recite a poem, storey etc. to invite complete attention of the class.
- The prospective teacher will learn to use the various pace of the voices to attain the meaning or importance of the words as well stance.

PAPER CODE – 109

CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH, SCHOOL HEALTH AND EDUCATION

Maximum Marks: 30 (External – 20, Internal – 10)

Design of the Course

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

Rationale and Aim

The relationship between education and health forms the core *rationale* behind this course. While the role of education on health has been widely acknowledged, the impact of health on education is often not recognized adequately. This course unfolds the reciprocal relationship between health and education. Health is a necessary condition for learning apart from being a basic right of every child. Enrolment, retention, concentration and learning outcomes in the classroom have a strong linkage with a child's physical and emotional health 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. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio- economic background. It is possible to address issues of teacher attitudes, Engagement and willingness to accept diversity in their classroom. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense. Instead of speaking of teacher attitudes alone, the course gives student-teachers a chance to understand unequal and multiple kinds of childhood that children experience.

Specific Objectives

- 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.
- To understand the role of the teacher and possible ways of engaging with health concerns.
- 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.

Units of Study

Unit 1: Understanding Health and Well- Being

- The meaning of health and well-being

- Understanding the linkages between poverty, inequality and health
- Health hazards of different pollution-air pollution, water pollution and noise pollution.

Unit 2: Understanding Childrens' Health Needs

- Reciprocal Linkage between Health and Education
- Personal hygiene-importance of personal hygiene- care of eye, teeth, ear and hair, importance of different parts of body
- Morbidity Mapping- Methods, observation, daily notes

Unit 3: Health of Children in the Context of School

- Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger
- Measuring the Health of the School-issues of toilets, sanitation and water
- Role of the teacher and engagement with the programmes
- Capturing children's perceptions on food and mid day meal

Suggested Project Topics/Themes

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

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

Essential Readings

1. *Aao Kadam Uthaein: Ek Sahayak Pustika*, USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)
2. Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in
3. Rama V. Baru (ed.) *School Health Services in India: The Social and Economic*

PAPER CODE – 110

WORK AND EDUCATION

Maximum Marks: 30 (External – 20, Internal – 10)

Specific Objective

1. To make the pupil teacher understand the value concept, need and importance and scope of work experience.
2. To acquaint pupil teacher to understand different methods in skill development.
3. To develop the Practical Skill among students.
4. To plan suitable activities, select appropriate resource, organize group activities
5. To develop the skills in planning a lesson.
6. To acquaint Pupil Teachers to understand the aims and the objectives of Work Experience.

Unit-I

- Nature scope of work experience at Elementary Stage.
- Need & Importance of work experience, Aims & objectives of work experience.

Practical Work

- Pen/Pencil stand
- Utility box with cardboard
- Making items from scrap of wood
- Making different items of out of waste
- Greeting Card
- Making file cover & Decorate it
- Fabric painting on sheet or cloth.
- Book Mark
- Scrap file- Feathers, Leaves and different stitches
- 6 charts of each teaching subject
- Make item from Ice-Cream Sticks, Match Box
- Use of drill machine
- Importance of Hammer & their uses
- Different types of Hammer
- Use of different tools
- Screw Driver, Plier, Cutter

PAPER CODE – 111

SCHOOL INTERNSHIP

Maximum Marks: 100 (Internal – 100)

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

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

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

Interns will

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

Year I

Specific Objectives

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children.
- To evaluate school textbooks and other resource material critically in the context of

- children's development and pedagogic approach used.
- To develop a repertoire of resources which can be used by the intern later in her teaching - textbooks, children's literature, activities and games, excursions
- To reflect critically on practice by visiting a learning centre

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

	Weightage in Marks
• Developing ATR <i>(The student-teacher is required to prepare ATR of two subjects).</i>	30
• Critical analysis of texts and material <i>(NCERT Book-review, Analysis of Magazine/ Newspaper Articles that involve issues of parenting and childhood)</i>	20
• Developing resource material - Any two <i>(Puzzles, Games, Literature including poetry, short stories, Teaching Aids)</i>	20
• Visiting a learning centre and reporting <i>(Student-teacher will make visits to any two learning centers, one of which should be children with special needs).</i>	20
• 10 days microteaching	10
	Total - 100 Marks

STATE INSTITUTE OF EDUCATION, UT CHANDIGARH

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

2nd Year Syllabus

Sr. No.	Paper Code	Course Title	Periods per week	Hours per week	Maximum Marks			Duration of Examination
					Ext.	Int.	Total	
1	201	Learning in Socio –Cultural Context	5	4 hrs. 10mins	70	30	100	3 hrs
2	202	Teacher Identity and School Culture	3	2 hrs. 30 mins	35	15	50	1 hr. 30 mins
3	203	School Culture, Leadership and Change	3	2 hrs. 30 mins	35	15	50	1 hr. 30 mins
4	204	Teaching of Environmental Studies	5	4 hrs. 10 mins	70	30	100	3 hrs.
5	205	Teaching of English	5	4 hrs. 10 min	70	30	100	3 hrs.
6		<i>Optional Teaching Course (any one)</i>	5	4 hrs. 10 mins	70	30	100	3 hrs.
	206.1	Teaching of Social Science						
	206.2	Teaching of Hindi						
	206.3	Teaching of Punjabi						
	206.4	Teaching of Mathematics						
	206.5	Teaching of Science						
7	207	Diversity, Gender and Inclusive Education	3	2 hrs. 30 mins	35	15	50	1 hr. 30 mins
Practicum								
8	208	Creative Drama , Fine Arts and Education	3	2 hrs. 30 mins	*	60	60	*
9	209	Children’s Physical and Emotional Health, School Health and Education	2	1 hr. 40 mins	30	10	40	*
10	210	School Internship (50 to 55 days)	*	*	*	250	250	*
Total Marks					415	485	900	

PAPER CODE - 201

LEARNING IN SOCIO CULTURAL CONTEXT

Maximum Marks: 100 (External - 70, Internal - 30)

Rationale and Aim

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

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

Specific Objectives

- To understand the process of learning in children through different theories/perspectives and reflect on their relevance in the teaching-learning process.
- To understand how different perspectives/theories contribute to an overall understanding of development of the child.
- To bring the implications of theory into the centre of the study of children.
- To enable the student teacher to visualize the linkages with theory in the real life interactions with children.
- To understand the present approach on education of children with special needs.
- To eradicate barriers in learning by studying the educational programmes for children with special needs.
- To explore and understand the possibility of change through Guidance and Counselling.

Units of Study

Unit- 1: Learning

- Concept and factors affecting learning
- Learning Theories: Thorndike's theory of Trial and Error, Pavlov's theory of Classical Conditioning, B.F.Skinner's theory of Operant Conditioning, Kohler's theory of theory of Learning by Insight and Educational implications of these theories.
- Vygotsky's theory- Introduction, the general genetic law, concept of zone of proximal development, tools and symbols in development, implications for teaching
- Kohelberg Theory of learning

Unit-2: Play

- Meaning of Play, characteristics, kinds and types of Play

- Play and its functions: linkages with the physical, social, emotional, cognitive, language and motor development of children
- Cross-cultural and socio-economic differences in children's play

Unit-3: Special Children

- Identification of special children needs (Gifted, Backward/ Slow Learners, Delinquent)
- Needs of special education
- Educational programmes for children with special needs

Unit 4: Defence Mechanisms and Adjustment

- Defence Mechanisms- Concept, Factors
- Adjustment- Concept, Factors, Causes of Maladjustment
- Role of teachers in the process of adjustment

Unit 5: Guidance and Counseling

- Concept and differences of Guidance and Counseling
- Principles of Guidance and Counseling
- Types of Guidance and Counseling

PRACTICUM

-Peep into the Child' world

-Perform the given tasks and prepare a report of each:

TASK -1

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

TASK-2

Student-teachers identify a movie or a cartoon that is popular among school age children. They construct an interview schedule (to interview children) and observation checklist to look at the finer nuances of the movie or cartoon (what attracts children to the same) and critically analyze the varying aspects.

TASK-3

Preparation of Anecdotal Record of a child with special needs.

BOOKS RECOMMENDED

1. Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222- 253.
2. 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.
3. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
4. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.
5. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage.

PAPER CODE - 202

TEACHER IDENTITY AND SCHOOL CULTURE

Maximum Marks: 50 (External - 35, Internal - 15)

Design of the Course

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

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

Rationale and Aim

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

Units of Study Specific Objectives

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

Units of Study

Unit 1: Developing a Vision of Education

Objectives

- To develop personal vision as a teacher
- To develop an understanding of the characteristics of an educator
- Understanding the teachers' role in the contemporary context Workshop Themes
- Exploring the personal vision of education and teaching and learning process
- Learning from the vision of leading educational thinkers-Montessori, Krishnamurthi, Aurobindo

- Understanding the psychological attitudes and skills of a good facilitator/ educator
- Learning from ones own experiences of being taught/reflecting on characteristics of teachers who were role models
- Understanding the teacher's role, rights and responsibilities/ethics in the contemporary context.

Unit 2: Gender and upbringing

Objective

- 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

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

Unit-3: 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

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

Unit-4: The Power of myth

Objectives

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

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

Unit- 5: Deconstructing the messages of advertising (in the audio-visual media)

Objectives

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

Suggested workshop themes

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

Essential Readings

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

Readings for Discussion

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

Advanced Readings

1. Batra, P. (2009). Teacher Empowerment: the Educational Entitlement-Social Transformation Traverse, *Contemporary Education Dialogue*, 6(2), 121-156.

2. Friere, P. (1992). *Pedagogy of Hope*. London, UK: Continuum pub. Co.
3. Gilligan, C. (1982). *In a Different Voice*. Cambridge, USA: Harvard University Press.
4. Holt, J. (1995). *How Children Fail*. Addison-Wesley Pub. Co.
5. Illich, I. (1970). *Deschooling Society*, London, UK: Marion Boyars.
6. Krishnamurti, J. (2000). *Life Ahead, To parents, teachers and students*, OjaiCalifornia,USA: Krishnamurti Foundation Trust.
7. Kumar, K. (2005). *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*. New Delhi: Sage Pub.
8. Kumar, K. (2008). *A Pedagogue's Romance: Reflections on schooling*. New Delhi: Oxford University Press.
9. Partho, *Integral Education*, Pondicherry: Sri Aurobindo Society.
10. Pollard, A. et al, (2006). *Reflective Teaching*, (3nded.) London: Viva Continuumedition.
11. Rogers, C. (1983). *Freedom to Learn In the 80s*, USA: Charles R. Merrill Pub. Co.
12. The Mother, (1999). *On Education*, Pondicherry, India: Sri Aurobindo Ashram.
13. Wood, D. (2000). Narrating Professional Development: Teacher's stories as texts for improving practice. *Anthropology and Education Quarterly*, 31(4), 426-448.

Audio-visual Resources

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

Web Links

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

Journals

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

PAPER CODE - 203

SCHOOL, CULTURE, LEADERSHIP AND CHANGE

Maximum Marks: 50 (External - 35, Internal - 15)

Design of the Course

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

Rationale and Aim

The purpose of education is to enable happy, meaningful learning environments for all children. Between the „idea of education“ and the implementation of an educational programme is a long journey that witnesses a range of dynamics amongst several important players. These include teachers, parents, school heads, district and block level education functionaries, academics, educators, the community, government planners and policy makers, and children. How are schools organized? What roles do government functionaries perform to help schools provide quality education? What kind of leadership enables effective school education? How are educational standards defined? What are the processes of change facilitation in education? This course brings together pieces of the puzzle that constitute effective school education. Through workshops, discussions, readings, field-based project work and project presentations, students will develop an understanding of the range of factors that enable school organization and management.

Specific Objectives

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

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

Unit 1: Structures and Processes of the Indian Education System

- Types of schools within different administration bodies
 - 1). Govt. School- Central Level and State Level
 - 2). Public-Private Partnerships School-Aided School
- Roles and responsibilities of Education Functionaries
 - 1). Director, Primary Education
 - 2). Principal/Headmaster/Headmistress
 - 3). Class Incharge
- Relationships between support organizations and the school
 - 1). Community

- 2). PTA
- 3). NGO
- Understanding and interpreting educational policies that impact schools (Impact of RTE)

Unit 2: School Effectiveness and School Standards

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

Unit 3: School Leadership and Management

- Administrative Leadership
- Team Leadership
- Pedagogical Leadership
- Leadership for change (Qualities of good Teacher)

Unit 4 : Change facilitation in Education

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

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

Essential Readings

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

Readings for Discussion

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

PAPER CODE - 204

TEACHING OF ENVIRONMENTAL STUDIES

Maximum Marks: 100 (External - 70, Internal - 30)

Design of the Course

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

Rationale and Aim

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

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

Specific objectives

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

Unit 1: Concept of Environment Studies

- Meaning, scope, importance of EVS, Its evolution as a curricular at primary level
- Curriculum Organization:
 - a) Basic principles in developing curriculum in EVS
 - b) Different approaches to construction and transaction of curriculum at primary level
 - c) EVS as an integrated area of study that draws upon understanding from Science, Social Science and Environmental Education
 - d) EVS as EVS (Science) and EVS (Social Science)

Unit 2: Understanding Children's Ideas

- Characteristics of Children's Ideas with respect to the developmental stage of the Piaget.

Unit 3: Classroom Transaction and Assessment

- Ways of conducting inquiry: activities, discussion, and small group work, field visits, project, surveys, experimentation etc.
- Process Skills in EVS -Student-teachers organize simple activities for children like

experiments to see what floats and what sinks in water, visit to nearby clinic, pond, stable, market, grouping flowers, seeds, leaves, analysis of newspapers reports by children. (This will give them a chance to understand how children engage with ideas, make linkages, classify, analyse, kind of questions they ask, express themselves).

- Evaluation: Concept and importance of evaluation, types of tests – essay type, short answer type and objective type tests, Preparation of Blue Print.
- Evaluation Tools : Academic performance indicators – scholastic areas, co-scholastic areas and grading system
- Life Skills: Thinking skills , social skills, emotional skills, Attitudes and Values
- Different ways of assessment and reporting assessment for further learning. Student-teachers use multiple ways of assessment using children's photographs, drawings, narratives, children's discussion and sociometric test while teaching in school.

Unit 4: Planning for Teaching

- Considerations in concept maps and thematic web charts.
 - i) Types of concepts maps and thematic web charts
 - ii) Classroom implication of the concept maps and thematic web charts
- Concept, use and construction of Unit Plan . (These can be discussed with peer groups.)
- Resource pool of materials:
 - community resources,
 - developing, maintaining and utilizing other resources - newspaper reports, films, pictures, photographs, collections-seeds, flowers etc, iconic maps and local area maps

Some suggested projects/ field study: Any three

Students study different syllabi to see how curricular vision takes the shape of syllabus

- Engaging with debates around issues like water, forest, fuel and their distribution. (discussions can take place around readings, films and documentaries)
- Review of different curricular material including textbooks of different boards
- Research on children's ideas- Preconceptions, Alternate Conceptions and Misconceptions
- Preparation of Question paper based on Blue Print
- Collection of samples of leaves, soil, insects, flowers to study their characteristics.

Essential Readings

Unit 1

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

Unit 2

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

Unit 3

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

Unit 4

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

Readings for Discussion

Unit 1

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

Unit 2

1. Driver, R. (1981). Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
2. Driver, R., Squires, A., Rushworth, P. and Wood-Robinson, V. (2006). *Making Sense of Secondary Science: Research into Children's Ideas*, London: Routledge Falmer.
3. George, Alex M. (2007). *Children's Perception of Sarkar- A critique of Civics Text books*, Bhopal: Eklavya.
4. NCERT, (2008). *Source Book on Assessment for Classes I–V*. Chapter 2: Environmental Studies, New Delhi: NCERT.
5. Piaget, J. (1930). *The Child's Conception of Physical Causality*. London: Kegan Paul, Trench, Trubner & Co. Ltd

Advanced Readings

Unit 2

1. Ausubel, David P. (1969). Some Psychological and Educational Limitations of Learning by Discovery in Anderson, Hans O. (Ed.), *Readings in Science Education for the Secondary School*, Macmillan, 97-113.
2. Bruner, Jerome S. (1960). *The Process of Education*, New Delhi: Atma Ram & Sons.
3. Gilbert, J. K. Osborne, R. J. and Fensham, P. J. (1982). Children's Science and Its Consequences for Teaching. *Science Education*. John Wiley & Sons, Inc. 66(4), 623-33.

4. Rieber, Robert W. And Carton, Aaron S. (1987), *The collected works of L.S. Vygotsky Volume I*, Ch. 6-Development of scientific concepts in childhood, 167-242.

Unit 3

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

Unit 4

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

- EVS textbooks for primary grades from
- Digantar, Jaipur
- Eklavya, Madhya Pradesh
- Sangati, Avehi Abacus, Mumbai
- NCERT (2007) Environmental Studies-Looking Around, Textbooks for class III-V, New Delhi.

PAPER CODE – 205

TEACHING OF ENGLISH

Maximum Marks: 100 (External - 70, Internal – 30)

Design of the Course

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

Rationale and Aim

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

The theoretical perspective of this course is based on a constructivist approach to language learning. This course enable the student-teacher to create a supportive environment which encourages the learners to experiment with language learning.

Specific Objectives

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

Running Thread of the Course

The course is designed to be very practical in nature and includes equipping the student-teacher with numerous teaching ideas to try out in the classroom. It is important to make a constant theory-practice connection for the student-teachers.

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

- Issues of learning English in a Multi-Lingual/Multi-Cultural society; the Multi-Lingual nature of India
- Teaching English as a second and foreign language factors affecting second language acquisition
- Perspectives on the appropriate age for beginning the teaching of English: teaching English to young learners.

Unit 2: Approaches to the Teaching of English (Field based).

- Behaviouristic and Structural Approaches: Grammar-Translation Method, Audio-Lingual, Direct, Bi-lingual, Structural- Situational Approach, Communicative language Teaching.

Unit 3: Teaching Strategies

- The textbook; Role of textbook, critical study of existing NCERT textbooks

Listening and Speaking Skills

- Reducing teacher talk time in the classroom
- Total Physical response Listening and speaking activities for classroom
- Receptive and Active Vocabulary, Vocabulary Development
- Methods of teaching pronunciation
- Methods and strategies of teaching Writing
- Types of writing : Controlled, Guided and free with examples
- Grammar-Types, Methods of Teaching Grammar
- Vocabulary: Different types and methods of teaching vocabulary in Primary classes

Unit 4: Learner Assessment (Field based)

- Assessing Speaking and Listening - using Interviews, Story-Telling, Re-telling
- Continuous and Comprehensive Assessment: **meaning and Techniques i.e observation, portfolio, checklist**
- Review of Current Assessment Procedure

Unit 5: Planning and Material Development

- Integrating teaching of English with other subjects
- Micro Lesson Planning (Any 5 important micro teaching skills)
- Teaching Aids Meaning, Importance Type and Preparation of Low Cost Teaching Aids

Essential Readings

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

Readings for Discussion

Unit 3

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

pp. 59-62.

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

Unit 5

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

Advanced Readings

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

PAPER CODE – 206.1

TEACHING OF SOCIAL SCIENCE

Maximum Marks: 100 (External - 70 Internal – 30)

Rationale and Aim

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

Specific Objectives

This course would help the learner to:

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

Units of Study

Unit 1: Nature of Social Sciences

- Meaning and difference between social science and social studies
- Nature and scope of social science with different perspectives
- Aims and objectives of Social science and social studies
- Role of social science in developing children understanding of the social realities like Awareness about their rights and duties towards their society, social evils like corruption unemployment, poverty, drug addiction.
- Different approaches to organize social sciences:concentric,topical,integrated social studies and interdisciplinary social science.

Unit 2: Important Concepts of Social Sciences

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

- Society: social structure, social stratification, community and groups
- Civilization: history, culture(Indus valley Civilization)

- State: Nation, Nation-state and citizen
- Region: resources, space and people.
- Market: Stock Exchange.

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

Children’s Understanding

- Concept formation among the children in middle/upper primary classes with reference to their age and socio-cultural context.
- Importance of concept formation in Social Science.

Teaching-Learning Materials

- Different types of teaching-learning materials for social sciences including community and local resources; analysis of different textbooks of social sciences to understand the perspective about the subject.

Unit 4: Lesson planning Pedagogy and Assessment

- Micro teaching skills
- Principles and steps of lesson planning
- Evaluation: Concept and importance of evaluation, types of tests – essay type, short answer type and objective type tests, Preparation of Blue Print

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

- Critique a historical film/serial or novel from the view point of authenticity. Use variety of other sources like for movies, books, newspaper article, exhibitions, and museums to appraise on authenticity. Understand the complex nature of „facts“, their construction and their differences from „opinion“.
- Map any locality based on the distance and directional relationship from your educational institution. Mark out institutions, historical monuments, banks, local market, and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location. Try to see the linkages between various institutions that exist in this locality.
- Explore and collect some books, movies, cartoons, magazines and journals of 1950s and the present times. Study them carefully to grasp the issues of a common person. Show the changes that can be witnessed in the concerns and in the lives of a common person. Can the reasons for these changes be traced to the economics, polity, history and socio-cultural circumstances of our nation? Present your understanding in the form of a report/ poem/ collage/ narratives/ drama, or any other medium you wish to use.
- Through field visits, understand a slum in terms of its economics, subsistence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.

- Trace two final consumer products from their raw form. Study the processes that are involved in changing it to the final, finished product. Study how various factors of geography, economics, politics and history have influenced them. Also see the intermeshed relationship that exists between them
- Around any particular social science theme, event, date or a phenomenon, weave an oral history project. Through interviews and conversations, understand and give space to the voice of people, and their interpretation and understanding of your subject. Analyze their reliability by comparing these versions from other sources. Use this project to understand the plural versions of history that are available. Also study how certain versions become dominant while cornering other ones.
- Study the transport needs of a community by analyzing different kinds of vehicles people own. Examine their relation with the gender and the socio-economic standards. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing. Also assess the economic and environmental aspects of various forms of transport.
- Explore how cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical film/serial/novel and so on be used in the teaching of social science

Essential Readings

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

Readings for Discussion

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

6. *Social science Textbooks for classes VI – VIII*, Madhya Pradesh: Eklavya.

Advanced Readings

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

PAPER CODE – 206.2

हिन्दी शिक्षण

Maximum Marks: 100 (External - 70, Internal - 30)

१. विद्यार्थियों को हिन्दी भाषा के शुद्ध रूप को जानने के साथ-साथ भाषा का व्यावहारिक प्रयोग सिखाना |
२. विद्यार्थियों के मानसिक स्तर को विकसित करना एवं स्तरानुकूल भाषा की विविधता एवं प्रयोग को विकसित करने की कला सिखाना |
३. विद्यार्थियों में हिन्दी भाषा के द्वारा सांस्कृतिक विरासत को समझने की कला विकसित करना तथा उसे सहेज कर रखने और हस्तांतरित करने की कला का विकास करना |
४. हिन्दी भाषा और विभिन्न प्रकार के वातावरण के संबंधों को समझना तथा वातावरण के अनुसार भाषा का प्रयोग करना सिखाना |
५. कक्षा कक्ष की भाषा एवं व्यवहार की भाषा में उचित सामंजस्य करना सिखाना |
६. हिन्दी भाषा के द्वारा लोक व्यवहार को समझना / ज्ञान प्राप्त करना एवं तदनु रूप आचरण करना सिखाना |
७. विद्यार्थियों को मातृभाषा हिन्दी, राष्ट्रभाषा हिन्दी एवं उनके व्यावहारिक प्रयोग के विषय में जानकारी देना तथा इनके सामर्थ्य से परिचित कराना |
९. विद्यार्थियों को हिन्दी भाषा के सामान्य व्याकरण, उसकी भाषिक संरचना, भाषा ज्ञान की प्रक्रिया एवं उससे समाज के संबंधों के विषय में जानकारी देना |
१०. विद्यार्थियों को भाषा और समाज के संबंधों की जानकारी देना व उनमें भाव सृजन की योग्यता का विकास करना |
११. विद्यार्थियों में भाषा के प्रति चिंतन - मनन की प्रवृत्ति को बढ़ावा देना |
१२. विद्यार्थियों में हिन्दी भाषा के माध्यम से नैतिक, चारित्रिक सद्वृत्तियों का विकास करना | भाषा व साहित्य के सौन्दर्यबोध से परिचित कराना एवं अभिव्यक्ति की योग्यता विकसित करना तथा साहित्य एवं अभिव्यक्ति के कुशल प्रयोग को सिखाना |
१३. पूर्व स्कूल स्तर एवं स्कूल (विद्यालय) के आरंभिक दिनों में सामंजस्य करते हुए भाषा के स्वरूप को समझना |
१४. विद्यार्थियों में रचनात्मक, कौशलात्मक एवं समीक्षात्मक प्रवृत्तियों का विकास करने की कला विकसित करना |
१५. भाषा के अध्ययन - अध्यापन हेतु विभिन्न प्रकार की विधियों एवं उचित प्रयोग की कला को विकसित करना |
१६. हिन्दी भाषा शिक्षण के माध्यम से हिन्दी साहित्य की विभिन्न विधाओं से परिचित कराना |
१७. हिन्दी भाषा शिक्षण के माध्यम से हिन्दी भाषा के अध्ययन -अध्यापन हेतु विभिन्न प्रकार की शिक्षण तकनीकों की जानकारी देना |
१८. हिन्दी भाषा शिक्षण के माध्यम से सतत एवं समग्र मूल्यांकन की कला सिखाना |
१९. हिन्दी भाषा शिक्षण के माध्यम से प्राप्त किए ज्ञान को व्यवहार में प्रयोग करना सिखाना |

पहली इकाई

- भाषा के विविध रूप - व्यक्ति बोली, बोली प्रादेशिक भाषा, मातृभाषा, राजभाषा, राष्ट्रभाषा, राज्यभाषा, अंतर्राष्ट्रीय भाषा इत्यादि।
- देवनागरी लिपि - गुण, दोष एवं सुधार के उपाय।

दूसरी इकाई

- साहित्य की विभिन्न विधाओं का शिक्षण एवं इनकी शिक्षण विधियाँ - कविता, कहानी, नाटक, निबंध, रचना।
- त्रिभाषा सूत्र और हिन्दी।

तीसरी इकाई

- हिन्दी शिक्षण के उद्देश्य - मातृभाषा और राष्ट्रभाषा के रूप में।
- भाषा कौशल शिक्षण - उद्देश्य, महत्व, विधियाँ, मूल्यांकन, दोष, सुधार (श्रवण कौशल, भाषण कौशल, पठन कौशल, लेखन कौशल)
- व्याकरण शिक्षण एवं इसकी शिक्षण विधियाँ।

चौथी इकाई

- पाठययोजना - उद्देश्य, महत्व एवं प्रकार।

पाँचवी इकाई

- नए संदर्भों में भाषा (हिन्दी) शिक्षक - कर्तव्य, गुण, दोष एवं सुधार के उपाय।
- नए संदर्भों में भाषा शिक्षण का मूल्यांकन - अर्थ, उद्देश्य, महत्व, विधियाँ, क्षेत्र।

छठी इकाई

- पाठ्य पुस्तक - आवश्यकता, उद्देश्य, पाठ्यक्रम में स्थान, गुण।
- पुस्तकालय - महत्व, आवश्यकता, प्रबंध, भवन, दशा, पुस्तकालय के प्रति रुचि का विकास।

सातवीं इकाई

- वाक्य-विचार (अर्थ के आधार पर, रचना के आधार पर)
- विराम चिह्न - आवश्यकता, महत्व, प्रयोग, प्रकार।

आठवीं इकाई

- व्यावहारिक व्याकरण - विलोम शब्द, लिंग, वचन, उपसर्ग एवं प्रत्यय, मुहावरे एवं लोकोक्तियाँ।
- अलंकार (शब्दालंकार - अनुप्रास, यमक, श्लेष)
(अर्थालंकार - अतिशयोक्ति, उत्प्रेक्षा, बहुव्रीहि, अन्योक्ति)

हिन्दी शिक्षण प्रायोगिक कार्य

१. प्रत्येक विद्यार्थी से पाठ योजना एवं सूक्ष्म पाठ योजना से सम्बन्धित पाठ योजना फाइल बनवाई जाए जिसमें पांच दैनिक पाठ एवं पांच सूक्ष्म पाठ योजनाएँ (पाठ्यक्रम में दिए कौशलों के आधार पर) बनवाई जाए तथा उसमें सुधार कर पाठ योजना के शुद्ध रूप से परिचित कराया जाए ।
२. सूक्ष्म पाठ योजना के विभिन्न कौशलों पर पाठ प्रशिक्षण सिखाया जाए तथा उन्हें अभिप्रेरित किया जाए ।
३. पाठ योजना से सम्बन्धित कम से कम ५ प्रदर्शन पाठ अध्यापक द्वारा प्रस्तुत किए जाएं ।
५. शिक्षण - प्रशिक्षण कार्य के दौरान विषय में छात्रों द्वारा की गई त्रुटियों की पहचान की जाए उनकी सूची बने जाए एवं समाधान प्रस्तुत किया जाए । तत्पश्चात कुछ प्रमुख (विद्यालयी) कक्षाकक्षीय समस्याओं को ध्यान में रखते हुए कम से कम एक क्रियात्मक अनुसन्धान करवाया जाए ।
६. शिक्षण अभ्यास कार्य के दौरान मात्र तीस दैनिक पाठ योजनाओं पर अभ्यास कार्य करवाए जाए जिनका क्रम इस प्रकार हो- गद्य (५) पद्य (५) व्याकरण (५) रचना (५) कहानी (५) सामान्य (५)

ਪੰਜਾਬੀ ਦਾ ਅਧਿਆਪਨ ਸ਼ਾਸਤਰ

Maximum Marks: 100 (External - 70, Internal - 30)

ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਦੇ ਉਦੇਸ਼:

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕਿਰਤੀ ਸਮਝ ਕੇ ਵਿਵਹਾਰਕ ਰੂਪ ਵਿਚ ਉਪਯੋਗ ਕਰਨ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
2. ਭਾਸ਼ਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਮੁਢਲੀ ਜਾਣਕਾਰੀ ਦੇਣਾ।
3. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਸੰਬੰਧੀ ਉਦੇਸ਼ਾਂ ਦੀ ਸਮਝ ਵਿਕਸਤ ਕਰਨਾ।
4. ਭਾਸ਼ਾਈ ਕੌਸ਼ਲਾਂ ਦੀ ਵਰਤੋਂ ਅਤੇ ਅਭਿਆਸ ਕਰਨ ਦੀ ਯੋਗਤਾ ਵਿਕਸਤ ਕਰਨਾ।
5. ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ ਦੀ ਵਰਤੋਂ ਅਤੇ ਅਭਿਆਸ ਕਰਨ ਦੀ ਯੋਗਤਾ ਵਿਕਸਤ ਕਰਨਾ।
6. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਚ ਵਿਚਾਰ ਗ੍ਰਹਿਣ ਕਰਨ ਅਤੇ ਪ੍ਰਗਟਾਉਣ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
7. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਸ਼ੁੱਧ ਰੂਪ ਵਿਚ ਪੜ੍ਹਨ ਅਤੇ ਲਿਖ ਸਕਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
8. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਵਿਭਿੰਨ ਸਾਹਿਤ ਰੂਪਾਂ ਅਤੇ ਉਹਨਾਂ ਦੇ ਵਿਸ਼ਿਆਂ ਨੂੰ ਜਾਣਨ ਤੇ ਸਮਝਣ ਦੀ ਸਮਰੱਥਾ ਪੈਦਾ ਕਰਨਾ।
9. ਪੰਜਾਬੀ ਸਾਹਿਤ ਰੂਪਾਂ ਨੂੰ ਉਹਨਾਂ ਦੀ ਪ੍ਰਕਿਰਤੀ ਅਨੁਸਾਰ ਪੜ੍ਹਨ ਅਤੇ ਮਾਣ ਸਕਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
10. ਵਿਆਕਰਨ ਦੇ ਸਿਧਾਂਤਕ ਅਤੇ ਵਿਹਾਰਕ ਰੂਪਾਂ ਵਿਚ ਆਪਸੀ ਤਾਲਮੇਲ ਸਥਾਪਤ ਕਰ ਸਕਣ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
11. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਸੱਭਿਆਚਾਰ ਪ੍ਰਤਿ ਸਮਝ ਪੈਦਾ ਕਰਕੇ, ਭਾਸ਼ਾ ਅਤੇ ਸੱਭਿਆਚਾਰਕ ਕਦਰਾਂ ਕੀਮਤਾਂ ਨਾਲ ਜੁੜੇ ਰਹਿਣ ਅਤੇ ਸਹੇਜਣ ਪ੍ਰਤਿ ਪ੍ਰੇਰਤ ਕਰਨਾ।
12. ਸਮਾਜਕ ਪ੍ਰਸਥਿਤੀਆਂ ਅਨੁਸਾਰ ਭਾਸ਼ਾ ਦੇ ਉਪਯੋਗ ਦੀ ਸਮਝ ਪੈਦਾ ਕਰਨਾ।
13. ਪੰਜਾਬੀ ਵਿਚ ਸੂਚਨਾ ਅਤੇ ਸੰਚਾਰਨ ਤਕਨਾਲੋਜੀ ਦੇ ਅਨੁਕਲਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
14. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਅਤੇ ਮੁਲਾਂਕਣ ਦੀ ਅਜੋਕੀ ਹਾਲਤ ਦੇ ਸੁਧਾਰ ਲਈ ਯਤਨ ਕਰਨਾ।
15. ਸਵੈ ਅਧਿਐਨ ਅਤੇ ਪੁਸਤਕਾਲਾ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋਂ ਪ੍ਰਤਿ ਪ੍ਰੇਰਤ ਕਰਨਾ।

ਇਕਾਈ -1 ਭਾਸ਼ਾ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ

-ਭਾਸ਼ਾ, ਸਿੱਖਿਆ ਅਤੇ ਸਮਾਜ ਦਾ ਸੰਬੰਧ : ਭਾਸ਼ਾ ਅਤੇ ਸਮਾਜ, ਬੋਲਚਾਲ ਤੇ ਟਕਸਾਲੀ ਭਾਸ਼ਾ, ਮੌਖਿਕ ਤੇ ਲਿਖਤ ਭਾਸ਼ਾ, ਭਾਸ਼ਾ ਪਹਿਲੀ ਤੇ ਦੂਜੀ ਭਾਸ਼ਾ ਦੇ ਰੂਪ ਵਿਚ, ਮਾਤ ਭਾਸ਼ਾ, ਰਾਸ਼ਟਰੀ ਭਾਸ਼ਾ ਅਤੇ ਵਿਦੇਸੀ ਭਾਸ਼ਾ

-ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਮੁਢਲੀ ਜਾਣਕਾਰੀ ਅਤੇ ਅਜੋਕਾ ਸਰੂਪ

-ਗੁਰਮੁਖੀ ਲਿਪੀ: ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ

- ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਸਰੂਪ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਈ ਅਨੁਕੂਲਤਾ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ: ਸਿਧਾਂਤ ਅਤੇ ਸਿੱਖਿਆ ਸੂਤਰ

ਇਕਾਈ -II ਸੁਣਨ, ਬੋਲਣ, ਪੜ੍ਹਨ ਅਤੇ ਲਿਖਣ ਕੌਸ਼ਲ

- ਸੁਣਨਾ: ਸੁਣਨ ਪ੍ਰਕਿਰਿਆ, ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਸੰਬੰਧ, ਸੁਣਨ ਦਾ ਮਹੱਤਵ, ਸਹੀ ਸੁਣਨ ਲਈ ਸ਼ਰਤਾਂ, ਚੰਗੇ ਸਰੋਤੇ ਦੇ ਗੁਣ
- ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ: ਬੋਲਚਾਲ ਪ੍ਰਕਿਰਿਆ, ਬੋਲਣ ਦਾ ਮਹੱਤਵ, ਚੰਗੇ ਵਕਤਾ ਦੇ ਗੁਣ
- ਉਚਾਰਨ ਦੀ ਸਿੱਖਿਆ: ਸ਼ੁੱਧ ਅਤੇ ਅਸ਼ੁੱਧ ਉਚਾਰਨ, ਅਸ਼ੁੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ
- ਪੜ੍ਹਨਾ: ਪੜ੍ਹਨ ਪ੍ਰਕਿਰਿਆ, ਪੜ੍ਹਨ ਦਾ ਮਹੱਤਵ, ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੇ ਢੰਗ
- ਪੜ੍ਹਨ ਦੀਆਂ ਕਿਸਮਾਂ: ਸੂਖਮ ਪੜ੍ਹਾਈ ਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ
- ਲਿਖਣਾ: ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ
- ਲਿਖਣ ਦਾ ਅਭਿਆਸ (ਵੇਖ ਕੇ ਲਿਖਣਾ, ਬੋਲ ਲਿਖਤ, ਸੁਲੇਖ, ਸੁੰਦਰ ਲਿਖਾਈ ਮੁਕਾਬਲੇ ਆਦਿ)
- ਅਸ਼ੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ

ਇਕਾਈ -III ਵਿਆਕਰਨ

- ਵਿਆਕਰਨ: ਪਰਿਭਾਸ਼ਾ, ਲੋੜ ਅਤੇ ਭਾਸ਼ਾ ਨੂੰ ਸਿੱਖਣ ਵਿਚ ਸਿਧਾਂਤਕ ਅਤੇ ਵਿਹਾਰਕ ਵਿਆਕਰਨ ਦੀ ਭੂਮਿਕਾ
- ਸਵਰ ਅਤੇ ਵਿਅੰਜਨ, ਲਗਾਂ ਅਤੇ ਲਗਾਖਰ
- ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ: ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ, ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ, ਸੰਬੰਧਕ, ਯੋਜਕ, ਵਿਸਮਕ ਅਤੇ ਨਿਪਾਤ
- ਵਾਕ ਦੀਆਂ ਕਿਸਮਾਂ (ਸਧਾਰਨ, ਸੰਯੁਕਤ ਅਤੇ ਮਿਸ਼ਰਤ)
- ਲਿੰਗ, ਵਚਨ, ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਬਹੁ-ਆਰਥਕ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ
- ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ
- ਅਖਾਣ ਅਤੇ ਮੁਹਾਵਰੇ

ਇਕਾਈ -IV ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਅਤੇ ਮੁਲਾਂਕਣ

- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿਚ ਸਾਹਿਤ ਅਤੇ ਬਾਲ ਸਾਹਿਤ ਦੀ ਭੂਮਿਕਾ
- ਕਵਿਤਾ ਦਾ ਅਧਿਆਪਨ: ਉਦੇਸ਼, ਵਿਧੀਆਂ, ਪ੍ਰਾਇਮਰੀ ਅਤੇ ਮਿਡਲ ਪੱਧਰ 'ਤੇ ਕਵਿਤਾ ਦਾ ਅਧਿਆਪਨ
- ਵਾਰਤਕ ਦੇ ਵੱਖ ਵੱਖ ਰੂਪਾਂ ਦਾ ਅਧਿਆਪਨ: ਉਦੇਸ਼, ਵਿਧੀਆਂ, ਪ੍ਰਾਇਮਰੀ ਅਤੇ ਮਿਡਲ ਪੱਧਰ 'ਤੇ ਵਾਰਤਕ ਦਾ ਅਧਿਆਪਨ
- ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ: ਵਿਆਕਰਨ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ

-ਮੁਲਾਂਕਣ: ਅਰਥ ਤੇ ਪਰਿਭਾਸ਼ਾ, ਮੁਲਾਂਕਣ ਤੇ ਪਰੀਖਿਆ ਵਿਚ ਅੰਤਰ, ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦੇ ਮੁਲਾਂਕਣ ਦੇ ਢੰਗ, ਅਧਿਆਪਨ ਸਿੱਖਣ ਪ੍ਰਕਿਰਿਆ ਵਿਚ ਮੁਲਾਂਕਣ ਦੀ ਭੂਮਿਕਾ, ਪਰੀਖਿਆ ਲਈ ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ, ਚੰਗੇ ਮੁਲਾਂਕਣ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ,

ਇਕਾਈ -V ਪਾਠ ਯੋਜਨਾ ਅਤੇ ਸ਼੍ਰੇਣੀ ਅਭਿਆਸ

- ਪਾਠ ਯੋਜਨਾ: ਅਰਥ, ਉਦੇਸ਼, ਅਤੇ ਮਹੱਤਵ
- ਪਾਠ ਯੋਜਨਾ ਦੀਆਂ ਕਿਸਮਾਂ, ਸਥੂਲ ਅਤੇ ਸੂਖਮ ਪਾਠ ਯੋਜਨਾ ਵਿਚ ਅੰਤਰ
- ਸ਼੍ਰੇਣੀ ਅਧਿਆਪਨ ਅਤੇ ਸਿਧਾਂਤਾਂ ਵਿਚਕਾਰ ਸੰਬੰਧ: ਪ੍ਰਦਰਸ਼ਨ ਪਾਠ, ਸੂਖਮ ਅਧਿਆਪਨ, ਪਰਿਚਰਚਾ ਪਾਠ
- ਪਾਠ ਯੋਜਨਾ ਦਾ ਵਿਹਾਰਕ ਰੂਪ: ਪਾਠ ਯੋਜਨਾਵਾਂ ਨੂੰ ਤਿਆਰ ਕਰਨਾ
- ਅਧਿਆਪਨ ਸਹਾਇਕ ਸਾਧਨ (ਸਮਗਰੀ): ਲੋੜ, ਕਿਸਮਾਂ ਤੇ ਸੁਚੱਜੀ ਵਰਤੋਂ ਦੇ ਢੰਗ
- ਸ਼੍ਰੇਣੀ ਕਮਰਾ ਇੱਕ ਸਾਧਨ ਵਜੋਂ
- ਪੰਜਾਬੀ ਵਿਚ ਸੂਚਨਾ ਅਤੇ ਸੰਚਾਰਨ ਤਕਨਾਲੋਜੀ ਦਾ ਅਨੁਕੂਲਨ

ਹਦਾਇਤਾਂ: ਕੁੱਲ 100 ਅੰਕਾਂ ਵਿਚੋਂ ਲਿਖਤ ਪਰੀਖਿਆ ਦੇ 70 ਅੰਕ ਹੋਣਗੇ ਅਤੇ 30 ਅੰਕ ਪ੍ਰਸਤਾਵਿਤ ਕਾਰਜ ਲਈ ਹੋਣਗੇ। ਪ੍ਰਸਤਾਵਿਤ ਕਾਰਜਾਂ ਦਾ ਮੁਲਾਂਕਣ ਅੰਦਰੂਨੀ ਹੋਵੇਗਾ। ਲਿਖਤ ਪਰੀਖਿਆ ਲਈ ਪਾਠਕ੍ਰਮ ਨੂੰ ਪੰਜ ਇਕਾਈਆਂ ਵਿਚ ਵੰਡਿਆ ਗਿਆ ਹੈ:

1. ਛੇ ਵਿਚੋਂ ਪੰਜ ਪ੍ਰਸ਼ਨ ਤਿੰਨ-ਤਿੰਨ ਅੰਕ ਦੇ ਹੱਲ ਕਰਨੇ ਹੋਣਗੇ, ਹਰੇਕ ਇਕਾਈ ਵਿਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਜਰੂਰ ਚੁਣਿਆ ਜਾਵੇਗਾ।
2. ਪੰਜ ਵਿਚੋਂ ਚਾਰ ਪ੍ਰਸ਼ਨ ਪੰਜ-ਪੰਜ ਅੰਕ ਦੇ ਪੁੱਛੇ ਜਾਣਗੇ, ਹਰੇਕ ਇਕਾਈ ਵਿਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਜਰੂਰ ਚੁਣਿਆ ਜਾਵੇਗਾ।
3. ਛੇ ਵਿਚੋਂ ਪੰਜ ਪ੍ਰਸ਼ਨ ਸੱਤ-ਸੱਤ ਅੰਕ ਦੇ ਹੱਲ ਕਰਨੇ ਹੋਣਗੇ, ਹਰੇਕ ਇਕਾਈ ਵਿਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਜਰੂਰ ਚੁਣਿਆ ਜਾਵੇਗਾ।

ਪ੍ਰਸਤਾਵਿਤ ਕਾਰਜ:

ਅੰਕ:30

1. ਕੰਪਿਊਟਰ ਦੀ ਉੱਚਿਤ ਵਰਤੋਂ ਲਈ ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਲਿਪੀ, ਕੰਪਿਊਟਰ ਅਤੇ ਟਾਈਪ ਦੀ ਸਮਝ
2. ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ ਦੀ ਜਾਣਕਾਰੀ ਅਤੇ ਵਰਤੋਂ
3. ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਦੀ ਜਾਣਕਾਰੀ ਅਤੇ ਵਰਤੋਂ
4. ਹਵਾਲਾ ਕੋਸ਼ਲਾਂ ਦਾ ਅਭਿਆਸ:ਡਿਕਸ਼ਨਰੀਆਂ, ਕੋਸ਼ਾਂ, ਵਿਸ਼ਵ ਕੋਸ਼, ਹਵਾਲਾ ਪੁਸਤਕਾਂ, ਪੀ. ਡੀ. ਐਫ. ਦਸਤਾਵੇਜ਼ਾਂ ਅਤੇ ਇੰਟਰਨੈੱਟ ਦੀ ਵਰਤੋਂ

5. ਸਕੂਲ ਪੱਧਰ 'ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਵੱਲੋਂ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਉਚਾਰਨ, ਲਿਖਾਈ ਅਤੇ ਸ਼ਬਦ ਜੋੜਾਂ ਦੀਆਂ ਗਲਤੀਆਂ ਦੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ
6. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿਚ ਨਿਮਨਲਿਖਤ ਸਹਾਇਕ ਸਾਧਨਾਂ ਦੀ ਵਰਤੋਂ:
 - (i) ਸਸਤੇ ਮੁੱਲ ਦੇ ਅਧਿਆਪਨ ਸਹਾਇਕ ਸਾਧਨ ਤਿਆਰ ਕਰਨਾ
 - (ii) ਓਵਰਹੈੱਡ ਪ੍ਰੋਜੈਕਟਰ ਦੀ ਵਰਤੋਂ, ਪਾਰਦਰਸ਼ੀ ਸ਼ੀਟ ਤਿਆਰ ਕਰਨਾ
 - (ii) ਕੰਪਿਊਟਰ ਅਤੇ ਮਲਟੀ ਮੀਡੀਆ: ਪੀ.ਪੀ.ਟੀ., ਫਿਲਮੀ ਤੇ ਨਾਟਕੀ ਅੰਸ਼ਾਂ ਦੀ ਵਰਤੋਂ, ਅਵਾਜ਼ਾਂ ਦੀ ਰਿਕਾਰਡਿੰਗ

ਪੁਸਤਕ ਸੂਚੀ

1. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਡਾ. ਜਸਵੰਤ ਸਿੰਘ ਜਸ
2. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਮਰੱਥਾ, ਡਾ. ਹਰਚੰਦ ਸਿੰਘ ਬਰਾੜ
3. ਭਾਖਾ ਸੰਜਮ ਵਾਲਿਊਮ 3 ਅੰਕ 1-2, 1970 ਵਾਲਿਊਮ 12, 1980 ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ: ਵਿਆਕਰਨ ਤੇ ਬਣਤਰ, ਸੁਰਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ
5. ਪੰਜਾਬੀ ਸਿਖਸ਼ਣ ਕਲਾ, ਬਲਦੇਵ ਰਾਜ ਗੁਪਤਾ ਅਤੇ ਤਿਪਤ ਸਿੰਘ ਭੱਟੀ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ
6. ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਅਤੇ ਸਿਧਾਂਤ, ਕੇ. ਭਾਟੀਆ ਅਤੇ ਬੀ. ਡੀ. ਭਾਟੀਆ, ਅਨੁਵਾਦਕ ਟੀ. ਆਰ. ਸ਼ਰਮਾ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ
7. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ-ਮੱਧ ਕਾਲ), ਡਾ. ਜਗਬੀਰ ਸਿੰਘ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ ਅੰਮ੍ਰਿਤਸਰ
8. ਪੰਜਾਬੀ ਬਾਰੇ, ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ਪਟਿਆਲਾ
9. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ, ਦੁਨੀ ਚੰਦ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ਚੰਡੀਗੜ੍ਹ
10. ਪੰਜਾਬੀ ਸੰਚਾਰ ਯੋਗਤਾ ਅਭਿਆਸ, ਪੰਜਾਬੀ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁਕ ਬੋਰਡ
11. ਪ੍ਰਮਾਣਿਕ ਪੰਜਾਬੀ ਵਿਆਕਰਨ, ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁਕ ਬੋਰਡ
12. ਅਜੋਕੀ ਪੰਜਾਬੀ ਦਾ ਵਿਆਕਰਨ ਅਤੇ ਲੇਖ ਰਚਨਾ, ਪੰਜਾਬੀ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ ਮੋਹਾਲੀ ਮੁਹਾਵਰਾ ਅਤੇ ਅਖਾਣ ਕੋਸ਼,

PAPER CODE – 206.4

TEACHING OF MATHEMATICS

Maximum Marks: 100 (External - 70, Internal - 30)

Design of the Course

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

Rationale and Aim

At the primary level children learn how to use mathematical knowledge in a systematic way when they deal with the world around them. At the same time children come across symbolic aspects of mathematical knowledge and learn how to relate to concepts and procedures in mathematics. For further development of mathematical knowledge it is necessary that children become aware of key aspects of mathematics such as abstraction and generalization, mathematical ways of arguing, necessity for use of symbols. They need to learn mathematical ways of problem solving, relating to space, making sense of the information. This course attempts to provide deeper insight, develop skills, and enhance sensitivity towards mathematical rigor by looking at fundamental domains of mathematics: Algebra, Geometry, and Data Handling.

Specific Objectives

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

Units of Study

Unit 1: Mathematical Reasoning

- Application of formulas (for eg: $(a+b)^2$, $(a-b)^2$, (a^2-b^2) , Sum of interior angles of a triangle is 180° ;
- Structure of Mathematics: Axioms, Definitions.
- Problem solving in mathematics – a process
- Inculcating Creative thinking in Mathematics (through Mathematics Puzzles, Riddles and Mental Maths)

Unit 2: Algebra Thinking

- Functional relations (Formation of equation in one variable, 2 variables and applications)
- When and why we use variables
- Forming and solving simple linear equations

Unit 3: Practical Arithmetic and Handling Data

- Collection, classification and interpretation of data
- Presentation of collected data (Formation of Frequency Table, Histogram, Bar Graph)

- Elementary statistical techniques (Mean)
- Time-tabling including railway time tables
- Percentage
- Interest

Unit 4: Geometric ways of looking at space and shapes

- Simple two and three dimensional shapes – geometric Vocabulary (Area and Volume)
- Congruency and similarity
- Construction of the geometrical shapes using geometric equipment. (up to VIIIth standard)

Unit 5: Communicating Mathematics

- The role of text books in the teaching-learning process of mathematics
- Mathematics Laboratory/Resource Room
- Feed back to students about errors committed in their work (Diagnostic Testing and Remedial Teaching)
- Mathematics phobia and coping with failure

Unit 6: Issues about Evaluation in Mathematics (CCE- Continuous and Comprehensive Evaluation)

- Open-ended questions and problems (Using Brain Storming , Discussion Techniques)
- Evaluation for conceptual understanding (Development of Achievement Test)
- Evaluation of skills such as communication and reasoning (Skill of Writing Instructional Objectives, Skill of Using Black Board, Skill of Fluency in Questioning)

List of suggested Activities for Sessional work for Internal assessment

- Development of Achievement Test
- Prepare a content based assignment on any topic up to VIIIth standard
- Prepare a stencil of any geometrical shape
- Compilation of mathematical puzzles
- Identification of learning difficulties experienced by students in a lesson and evaluation of the remedial strategies adopted by the teacher
- Planning and implementation of remedial instructional strategies based on an analysis of students responses to questions in a achievement test.

Mode of Transaction

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

Essential Readings

1. Haylock, D. (2006), *Mathematics explained for Primary Teachers*, New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321.
2. IGNOU (2007). *Learning Mathematics (LMT)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*. Australlia: Angus and Robertson. Chapters 2.
5. Zevenbergen, R., Dole, R., Wright R. J. (2004). *Teaching Mathematics in Primary Schools*. Allen & Unwin; (First South Asian Edition). Chapter 12 and Chapter 14.

Advanced Readings for Faculty

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

Expertise/ Specialization Required

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

PAPER CODE – 206.5
TEACHING OF SCIENCE

Maximum Marks: 100 (External - 70, Internal – 30)

Design of the Course

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

Rationale and Aim

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

Specific objectives

- To encourage students to revisit their own conceptual understanding of science
- To engage students with various aspects of the nature of science.
- To help students understand children's ideas in relation to cognitive development and Childrens' understanding of scientific concepts.
- To help students select and use appropriate teaching-learning and assessment strategies.
- To enable students to view science as an inclusive and a democratic enterprise.
- To co-relate science with other subjects and day-to-day life.
- To select and use of different kinds of instructional material.
- To evaluate the textbooks and organize various co-curricular activities.
- To organize the practical work and improvise science apparatus.
- To explain the concept of evaluation and construct blue print of a question paper.
- To enable student- teacher plan Lessons in science according to Herbartian approach.

Running Thread of the course

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

Units of Study

Unit 1: Understanding science and children's ideas in science

Nature of science

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

Children's ideas related to science concepts

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

Unit 2: Classroom Transaction

- *Objectives of Pedagogy of Science Education*
 - i) Bloom's Taxonomy
 - ii) Robert Mager's Approach of writing behavioural approach

Methods of Teaching Science

- Lecture cum Demonstration Method
 - Heuristic Method
 - Problem Solving Method
 - Computer Assisted Instructions
 - Project Method
 - Inductive and deductive Method
 - Concept Mapping
- *Lesson Planning*
Concept, Need, Importance, Herbertian Steps of Lesson Planning

Unit 3: Learning Resources

<i>Curriculum-</i>	Meaning, Place of Science in School Curriculum
<i>Science Text Book-</i>	Characteristics of good text book, Evaluation of Science text book
<i>Science Teacher-</i>	Qualifications, Qualities and Professional Growth of Teachers
<i>Teaching Aids-</i>	Classification of Teaching Aids, Effective use of multimedia for teaching of science, Improvisation of Teaching Aids

Unit 4: Organisation and Management

<i>Science Laboratory-</i>	Structure and design, Organisation and Maintenance of Science Lab, Maintenance of registers, Storage of Chemicals, Organisation of Practical Work, Lab Safety Measures and First Aid Apparatus, Improvisation of Apparatus
<i>Co-curricular Activities in Science-</i>	Organisation of Science Club, Science Exhibitions, Field Trips and Excursions, Science Quiz, Wall Magazine

Unit 5: Evaluation

- Concept, types of evaluation- formative and summative
- Preparation of blue print
- Continuous Comprehensive Evaluation
- National Talent Search Examination
- Science Olympiad

Sessional Work

The student- teacher is required to perform any three sessional work from the given list:

1. Preparation of 5 lesson plans using different methods of teaching.
2. Critical Analysis of a Text Book using Vogel's Check List/ Book Review
3. Preparation of 5 different teaching aids and giving write up of each.
4. Preparation of an Improvised Apparatus.
5. Conducting co-curricular activities in science and writing a report.

6. Preparation of Literature/ game/ puzzle/ activity for explanation of science concept.
7. Preparation of 10 Lab manuals (reference Science Practicals- NCERT)
8. Study of 5 scientists
9. Preparation of an Achievement Test
10. Preparation of blue print and a question paper

Essential Readings

Unit 2

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

Unit 3

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

Readings for Discussion

Unit 2

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

Unit 4

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

Advanced Readings

Unit 2

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

Science and Scientific Inquiry. *Science Education*. 88(4), 610 – 645.

Unit 3

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

Unit 4

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

Textbooks, Magazines and Reports

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

PAPER CODE - 207

DIVERSITY, GENDER AND INCLUSIVE EDUCATION

Maximum Marks: 50 (External -35, Internal - 15)

Design of the Course

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

Rationale and Aim

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

Specific Objectives

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

Units of Study

Unit 1: Inclusive Education

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

Unit 2: Children with Special Needs

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

Unit 3: Gender, School and Society

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

Mode of Transaction

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

Essential Readings

1. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.
2. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sag
3. Frostig, M, and Maslow, P. (1973). *Learning Problems in the Classroom: Prevention and Remediation*. New York: Grune & Stratton.
4. Giffard-Lindsay, Katharine (2007). *Inclusive Education in India: Interpretation, Implementation, and Issues*. CREATE PATHWAYS TO ACCESS Research MonographNo 15,September.NewDelhi:
<http://eprints.sussex.ac.uk/1863/01/PTA15.pdf>
5. Jeffery, P. and Jeffery R. (1994). Killing My Heart's Desire: Education and Female autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust, 125-171.

Readings for Discussion

1. Ghai, A. (2001). Marginalization and Disability: Experiences from the Third World in M. Priestly (ed.) *Disability and the Life Course: Global Perspectives* Delhi: Cambridge University Press.
2. Ghai, A. and Sen, A. (1991). Play and the Mentally Handicapped Child. *Digest*, Vol. 4 (1).
3. Kumar, K. (2008). Anusuchit Jatiyon aur Janjatiyon ka Shaekshik Anubhav in

Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshipli (also available in English *Sociological Perspectives in Education: A Reader*)

4. Kumar, K. (1988). *What is Worth Teaching?* New Delhi: Orient Longman. Chapter 6: Growing up Male. 81-88.
5. Razzack, A. (1991). Growing Up Muslim. *Seminar, Identity: A Symposium on Definitions of the Self*, 387, 30-34.

Advanced Readings

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

CREATIVE DRAMA, FINE ARTS AND EDUCATION

Maximum Marks: 60 (Internal - 60)

Rationale and Aim of the Practicum

Components of fine art and creative drama as it connects with work experience and health education. Work experience is a space where working transcends vocational skills and aims to create a whole experience of being fully present and working with all of one's faculties and being in relationship with others and nature. Art education aims to help connect these two with the inner aspects of ones being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them; we can hope to create harmonious individuals and a harmonious world.

It is not about beautification- applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.

Creative Drama:

Rationale and Aim

There are two broad aims of creative drama for education

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

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

Specific Objectives

- To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
- Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.
- Identify and develop one's own creative potential.
- Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an

image act as a starting point for an exploration?

- Recognise the role of drama as **education** in the elementary school
- Learn to identify areas that are best suited for drama exploration
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- Explore the role of the teacher as creative guide in learning that is drama driven.

The Role Play or Drama, should completely related with the Subject / lesson of teaching from syllabus to be taught and it should considered as a teaching aid but in different medium and it should suit to the lesson.

The Drama should contain One Act Play, Voice Play, Sound Play, Mono Acting and the contents should be derived from subject of teaching.

Running Thread of the Course

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

Creative Drama: Focus Areas

- 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
- . 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.
- 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.
- Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
- Change as a principle of life. Identifying it within drama work; the repercussions

of change, who does it affect, why and how?

- Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

Mode of Transaction

Games to help loosen up, sharpen reflexes, have fun while building imagination in different ways. Build imagination within games and exercises. Add conditions to games to draw together and harness different physical, emotional, mental faculties. Use theatrical exercises to awaken sensory awareness and transformation. Devise preparatory games and physical exercises to build imagination. Refine physical actions and integrate the physical with other faculties. Exercises in observation, communication, associative thinking; building situations with imaginary objects and people. Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students. Some examples would include the use of an image (photo, painting) as a stimulus for exploration; still photographs of students themselves leading to tracking a line of thought about some issue. Participative learning using role play, hot seating, building stories/songs, making and analysing a „character's diary, personal belongings (objects) of characters. Make short plays that can be performed by student-teachers with aim to study school student's responses during school contact programmes. Help build a set of skills so the class can organize role plays as well as larger school play that is built on students creativity rather than following a given script.

SPECIFIC CONTENTS TO BE TAUGHT IN D.El.Ed IN 2nd YEAR IN THE AREA OF DRAMA:

- The prospective teacher will prepare minimum TWO lessons plans using Drama as a teaching aid. The contents will be from or based on the lesson to teach in the class. It should be in place of regular teaching aids used so far.

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 like **Painting, Printing, Clay Modeling, Photography**, 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

- Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.
- Develop a perspective and appreciation of art, nature, human existence relationship.
- To help the student to develop Aesthetic sense and sensitize the students to respond to beauty in forms, movement and sound.

- Understand the range of traditional art forms and working with hands.
- Develop an appreciation for diverse forms of art like Dance, Drama, Film, Music and visual Art and the role of these in human cultures.
- Create and present pieces of art: using visual arts and crafts
- Create and present pieces of performance art using music and movement
- Evolve collective art projects incorporating different art media – into a public festival event.
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.
- Evaluate the students to discover his own preferences through exposure to a variety of New mediums and materials.

Running Thread of the Course

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

Fine Arts: Focus Areas

- **Art, Art appreciation and Art education:** visit to places like Craft museums, Bal Bhavan, art galleries of Local & National repute. Organise art, craft and music exercises with small groups followed by critical discussions and presentation. Any local exhibition or art event can be used as precursor for the session.
- **Visual Art:** Opportunities to experiment and create pieces of art using differentmedium. Focus on colours, textures, composition and thematic content. Using a range of medium: different kind of paper and water colors, crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions, Texture, Rhythm, Poster 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.

SPECIFIC CONTENTS TO BE TAUGHT IN D.El.Ed IN 2ND YEAR IN THE AREA OF FINE ARTS:

- Prospective Teacher will learn the Black Board writing in a broad meaning, like optimum use of the space.
- The prospective teacher should prepare various kind of Posters, 3D Models, Story Board etc. as teaching aids using the different mediums of colors, collage block Printing etc.

Music

Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one newforms: 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.

SPECIFIC CONTENTS TO BE TAUGHT IN D.El.Ed IN 2nd YEAR IN THE AREA OF MUSIC:

- Optimum and effective use of music clips towards the effective teaching
- The prospective teacher will prepare minimum **two** aids using the music on Power Point/ MS Word or any other software of liking or of optimum use.

Cinema and Electronic Media

Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, its impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimisation of violence; age appropriate viewing and selection of films

SPECIFIC CONTENTS TO BE TAUGHT IN D.El.Ed IN 2nd YEAR IN THE AREA OF CINEMA AND ELECTRONIC MEDIA:

- The prospective teachers should be shown realistic educational film or cartoon film and prepare them to react in oral and written manner
- The prospective teacher will be given project to make Power Point Slide show using Pictures, small animations, between text of lesson, sound and music.

Literary Arts:

linkage 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.

SPECIFIC CONTENTS TO BE TAUGHT IN D.El.Ed IN 2nd YEAR IN THE AREA OF LITERARY ARTS

- The prospective teachers would understand the literary medium and its role in making the teaching learning interesting and effective .
- Should create own story to make the students understand the contents of the lesson if required.
- The prospective teacher should learn the art of reading/ reciting a poem, story by emphasizing/ stressing to the different meaningful pace of the voice.

PAPER CODE – 209

**CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH,
SCHOOL HEALTH AND EDUCATION**

Maximum Marks: 40 (External – 30, Internal – 10)

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

Case Studies of Health Education approaches - eg: Eklavya, Madhya Pradesh, FRCH,

- Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc.
- School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya,
- SHEP, FRCH, Unicef (Nali kali Strategy- School Sanitation and Hygiene Education)

Unit 2: Knowledge and Skills Development for Health Education:

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

Practical Work: Based on Units 1 and 2

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

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

Unit 3: Understanding Emotional Health Needs, Diversity and Inclusion

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

Unit 4: Physical Education as integral to health and education

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

Practical Work based on Unit 4:

To be learnt/conducted at the DEI.Ed., Basic Exercises and movements, Drill and Team Games (Kho-Kho, Kabaddi, Throw ball, Volley Ball, Football etc.) The student teacher must learn techniques and procedures to conduct these. As a practical activity during the student internship² it is suggested that student teachers observe the physical education (play, exercise) related activities taking place in the school. Is there a space to play? What equipment is available? What is being played by whom (girls/boys)? And what is the culture of play? Is the teacher actively engaged? Are there children being left out? What about children with special needs? Also student teachers are encouraged to document the unrecognized and indigenous games/play that students engage in. It is suggested that student teachers share their findings in the form of a short report.

After the SIP, the course facilitator can also guide the class through a discussion of findings to re-emphasize the actual objectives of physical education for education and health and to also recognize the constraints operating in school in terms of lack of space, no sports equipment, ways of innovating etc..

Essential Readings

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

Readings for Discussion

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

Advanced Readings

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

PAPER CODE - 210
SCHOOL INTERNSHIP

Maximum Marks: 250 (Internal: 250)

Specific Objectives:-

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

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

	Weightage in Marks
• Planning (<i>Observation of 2 Demonstration Lessons, 2 Discussion Lessons</i>)	20
• Lesson Planning and Teaching (Lesson Plan-No. of days x No. of Subjects)	60
• Reflective Journal and Record Keeping (Student- teachers are required to prepare a Teacher's Diary comprising of the following things: <ul style="list-style-type: none">• Self Attendance Record• Students' Attendance Record• Topic of Lessons delivered per subject during Internship• Method of teaching used per lesson• Teaching Aid used/ Activity demonstrated• Test record of the students• Any activity conducted• Morning Assembly)	20

Final Lessons- 3 Teaching Subjects

(50X3=150)

150

Total-250 marks

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

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

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

Scheme / Guidelines for D.El.Ed Examination

The theory papers in the two years' D.El.Ed. course have been classified as under:

Theory Paper Marks	Paper Codes		Division of Marks	Duration of external Theory Paper
	First Year	Second Year		
100 Marks	101, 102, 103, 105 & 106	201, 204, 205 & 206.1 to 206.5	External -70 Internal -30	3 hours
50 Marks	104 & 107	202, 203 & 207	External -35 Internal -15	1 hour 30 mins

Scheme of Examination and distribution of 70 marks in Theory Paper (External)

There will three Sections namely - **A, B & C** in the 70 marks Theory Paper (External) as given below:

Section – A **3 Marks x 5 Questions = 15 Marks**
Six questions will be given. Candidates will have to **attempt any five**. Each question carries 3 marks

Section – B **5 Marks x 4 Questions = 20 Marks**
Five questions will be given. Candidates will have to **attempt any four**. Each question carries 5 marks

Section – C **7 Marks x 5 Questions = 35 marks**
Six questions will be given. Candidates will have to **attempt any five**. Each question carries 7 marks.

Scheme of Examination and distribution of 35 marks in Theory Paper (External)

There will two Sections namely - **A & B** in the 35 marks Theory Paper (External) as given below:

Section – A **3 Marks x 5 Questions = 15 Marks**
Six questions will be given. Candidates will have to **attempt any five**. Each question carries 3 marks

Section – B **5 Marks x 4 Questions = 20 Marks**
Five questions will be given. Candidates will have to **attempt any four**. Each question carries 5 marks

Note:

- The questions given in the theory paper shall cover the entire syllabus of each subject.
- **Internal assessment** in each subject shall be given by the concerned teacher according to their criteria of assignments, projects, case studies, field visits etc. *Criteria for internal assessment shall be displayed well in advance on the notice board by the concerned teacher.*

Experts who contributed in the development of the D.El.Ed syllabus:

Dr. Surender S. Dahiya, Director, State Institute of Education, UT Chandigarh

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42	Mr.Vinod Kumar Sharma	Research Associate	Punjab University

Participants attended the D.El.Ed. Syllabus review meeting on 19-07-2011 in State Institute of Education, Sector-32, Chandigarh

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5. Ms. Vandana Lunyal, Associate Professor, RIE, UT Chandigarh
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Committee members for the revision of present D.El.Ed Syllabus:

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6. Mr. Satinderjit Singh, Master SIE, UT Chandigarh
7. Ms. Jyotsna, Assistant Professor, BYTC, UT Chandigarh
8. Ms. Megha Garg, Assistant Professor, BYTC, UT Chandigarh

**REGISTRAR EXAMINATION
STATE INSTITUTE OF EDUCATION
SECTOR 32, UT CHANDIGARH**

OFFICE ORDER

In supersession of all previous orders, the D.El.Ed. syllabus has been revised and approved. The same will be implemented from the current session i.e. 2012-13.

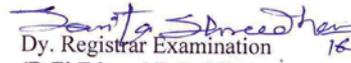
DR. SURENDER S. DAHIYA
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State Institute of Education
UT Chandigarh

Endst. No. SIE/RE/Exam/2012/02-03

Dated: 16.11.2012

A copy of the D.El.Ed. syllabus (Hard copy as well as CD) is forwarded to the following for information and further necessary action please:

1. The Principal, BYTC, Sector 19, Chandigarh.
2. The Director, State Institute of Education, Sector 32, Chandigarh.


Dy. Registrar Examination
(D.El.Ed. and D.E.C.Ed.)
State Institute of Education
UT Chandigarh
16/11/12