

**Curriculum**  
**For**  
**2-year Diploma in Elementary Education**  
**(Developed in October, 2011)**

**(Developed as per the guidelines & draft syllabus of National  
Council for Teacher Education)**

**STATE COUNCIL OF EDUCATIONAL RESEARCH &  
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KAHILIPARA, GUWAHATI-19**

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## Ten Point Oath for Teachers

- ❖ First and foremost, I will love teaching. Teaching will be my soul.
- ❖ I realize that I am responsible for shaping not just students but ignited youth who are the most powerful resource under the earth, on the earth and above the earth. I will be fully committed to the great mission of teaching.
- ❖ I will consider myself to be a great teacher only when I am capable of elevating the average student to the high performance.
- ❖ I will organize and conduct my life, in such a way that my life itself is a message for my students.
- ❖ I will encourage my students and children to ask questions and develop the spirit of enquiry, so that they blossom into creative enlightened citizens.
- ❖ I will treat all the students equally and will not support any differentiation on account of religion, community or language.
- ❖ I will continuously build the capacities in teaching so that I can impart quality education to my students.
- ❖ I realize by being a teacher, I am making an important contribution to the efforts of national development.
- ❖ I will constantly endeavour to fill my mind, with great thoughts and spread the nobility in thinking and action among my students.
- ❖ I will always celebrate the success of my students.

- Dr. A. P. J. Abdul Kalam

## **Curricular Areas: 2-yr. Diploma in Elementary Education (2-yr. D. El. Ed)**

### **(A) Child studies: Two courses**

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

### **(B) Educational studies: Four Courses**

1. Educational Society, Curriculum and Learners
2. Towards understanding the self
3. Teacher identity and School Culture
4. School Culture, Leadership and Change

### **(C) Contemporary studies: Two Courses**

1. Contemporary Indian Society with special reference to Assam
2. Diversity, Gender and Inclusive Education

### **(D) Curriculum and pedagogic studies: FIVE Courses**

1. Understanding Languages and Early Literacy
2. Proficiency in English
3. Pedagogy across the curriculum
4. Pedagogy of Environmental Studies.
5. Mathematics education for the primary school child

### **(E) Optional Pedagogy Courses: TWO from FIVE Courses**

[For LP: MIL & English

For UP: Either, Social Science & English OR Social Science & MIL OR, Science & Mathematics, OR English & MIL].

1. Teaching of Social Science
2. Teaching of Science
3. Teaching of Mathematics
4. Teaching of MIL
5. Teaching of English

### **(F) Practicum**

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

### **(G) School Internship**

## Curriculum Paradigm

Sl	Course Title	Periods/ week	Marks
<b>S E M E S T E R – I</b>			
	<b>Theory:</b>		
1	<u>Child studies:</u> Childhood and the Development of Children (Part-A)	4 -5	50
2	<u>Contemporary studies:</u> Contemporary Indian Society with special reference to Assam (Part-A)	4 – 5	50
3	<u>Educational studies:</u> Educational Society, Curriculum and Learners (Part-A)	4 – 5	50
4	<u>Educational studies:</u> Towards Understanding the self (Part-A)	2 – 3	25
5	<u>Pedagogic studies:</u> Pedagogy across the Curriculum (Part-A)	2 – 3	25
6	<u>Pedagogic studies:</u> Understanding Languages and Early Literacy (Part-A)	4 – 5	50
7	<u>Pedagogic studies :</u> Mathematics Education for the primary school child (Part-A)	4 – 5	50
8	<u>Pedagogic studies :</u> Proficiency in English (Part-A)	2 – 3	25
	<b>Practicum:</b>		
1	Creative Drama, Fine Arts and Education (Part-A)	2 – 3	25
2	Children’s Physical and Emotional Health, School Health and Education (Part-A)	1 – 2	25
3	Work and Education (Part-A)	1 - 2	25
4	School Internship: 10 -15 days		50
	Total marks		<b>450</b>
<b>S E M E S T E R – II</b>			
	<b>Theory:</b>		
1	<u>Child studies:</u> Childhood and the Development of Children (Part-B)	4 -5	50
2	<u>Contemporary studies:</u> Contemporary Indian Society with special reference to Assam (Part-B)	4 – 5	50
3	<u>Educational studies:</u> Educational Society, Curriculum and Learners (Part-B)	4 – 5	50
4	<u>Educational studies:</u> Towards Understanding the self (Part-B)	2 – 3	25
5	<u>Pedagogic studies:</u> Pedagogy across the Curriculum (Part-B)	2 – 3	25
6	<u>Pedagogic studies:</u> Understanding Languages and Early Literacy (Part-B)	4 – 5	50
7	<u>Pedagogic studies:</u> Mathematics education for primary school child (Part-B)	4 – 5	50
8	<u>Pedagogic studies:</u> Proficiency in English (Part B)	2 – 3	25
	<b>Practicum:</b>		
1	Creative Drama, Fine Arts and Education (Part-B)	2 – 3	25
2	Children’s Physical and Emotional Health, School Health and Education (Part-B)	1 – 2	25
3	Work and Education (Part-B)	1 - 2	25
4	School Internship: 10 – 15 days		50
	Total marks		<b>450</b>
	<b>TOTAL OF SEMESTER - I &amp; II</b>		<b>900</b>

**S E M E S T E R – III**

	<b>Theory:</b>		
1	<u>Child studies:</u> Cognition, Learning and the Socio-Cultural Context (Part-A)	4 -5	50
2	<u>Educational studies:</u> Teacher Identity and School Culture (Part-A)	4 – 5	25
3	<u>Educational studies:</u> School Culture, Leadership and Change (Part-A)	2 - 35	25
4	<u>Pedagogic studies:</u> Pedagogy of Environmental Studies (Part-A)	2 – 3	50
5	<u>Pedagogic studies:</u> Optional Pedagogic Courses (TWO) – <u>For Lower Primary:</u> MIL (Part-A) & English (Part A)  <u>For Upper Primary:</u> Any one combination- Either, (a) Social Science (Part A) & MIL (part A) OR, (b) Mathematics (Part-A) & Science (Part-A) OR, (c) Social Science (Part-A) & English (Part-A) OR, (d) MIL (Part-A) & English (Part-A)	4 – 5	50 + 50
6	<u>Contemporary studies:</u> Diversity, Gender and inclusive Edn (Part-A)	2 - 3	25
	<b>Practicum:</b>		
1	Creative Drama, Fine Arts and Education (Part-C)	4 - 5	25
2	Children’s Physical and Emotional Health, School Health and Education (Part-C)	3 - 4	25
3	Work and Education	1 - 2	25
4	School Internship: 15 – 20 days		100
	Total marks		<b>450</b>

**S E M E S T E R – IV**

	<b>Theory:</b>		
1	<u>Child studies:</u> Cognition, Learning and the Socio-Cultural Context (Part-B)	4 -5	50
2	<u>Educational studies:</u> Teacher Identity and School Culture (Part-B)	4 – 5	25
3	<u>Educational studies:</u> School Culture, Leadership and Change (Part-B)	2 - 3	25
4	<u>Pedagogic studies:</u> Pedagogy of Environmental Studies (Part-B)	2 – 3	50
5	<u>Pedagogic studies:</u> Optional Pedagogic Courses (TWO) – <u>For Lower Primary:</u> MIL (Part-B) & English (Part-B)  <u>For Upper Primary:</u> Any one combination- Either, (a) Social Science (Part-B) & MIL (part-B) OR, (b) Mathematics (Part-B) & Science (Part-B) OR, (c) Social Science (Part-B) & English (Part-B) OR, (d) MIL (Part-B) & English (Part-B)	4 – 5	50 + 50
6	<u>Contemporary studies:</u> Diversity, Gender and Inclusive Edn (Part-B)	2 - 3	25
	<b>Practicum:</b>		
1	Creative Drama, Fine Arts and Education (Part-D)	4 - 5	25
2	Children’s Physical and Emotional Health, School Health and Education (Part-D)	3 - 4	25
3	Work and Education	1 - 2	25
4	School Internship: 15 – 20 days		100
	Total Marks		<b>450</b>
<b>TOTAL OF SEMESTER - III &amp; IV</b>			<b>900</b>
<b>GRAND TOTAL OF FOUR SEMESTERS (I, II, III &amp; IV)</b>			<b>1800</b>

## SEMESTER -I

**Paper-I**  
**Childhood and the Development of Children (Part-A)**

Marks : 50  
Theory : 35  
(External : 35, Internal : 15)  
Student Contact Hour : 50

**Course design:**

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

**Rational and Aim:**

- The two courses on Child Studies are visualized as the first systematic introduction of the ETE Student to the study of childhood and children. These courses are necessarily the foundation upon which subsequent courses and practicum related to school internship would be based.
- The purpose of these courses is to equip the student with the background knowledge that she need to develop an understanding of the elementary school child and his/her socio-cultural context. This background includes a critical engagement with theories, as well as socio-cultural issues in the world of children and childhood. Building upon the above, the aim is to build sensitivity toward children's development needs and capabilities, within their socio-cultural context.

**Specific Objectives**

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

**Expected Outcomes:**

- The student develops an understanding of construct of childhood from a socio-cultural perspective. Several issues pertaining to development are raised and addressed so as to encourage students to look at and appreciate pluralistic perspectives.
- The student is also equipped with a clear understanding of special needs and issues of inclusion. Social, economic and cultural differences in socialization are looked at critically so as to enable the students to gain insights into factors influencing children.

- The student will understand the significance of activities like play, art, story telling etc. as implications along with the units on physical motor development, cognition and language development respectively.

## **Units of Study :**

### **Unit 1 : Perspectives in Development (15)**

1. Introduction to development: concept and perspectives in development, humanistic psychology and developmental theory.
  - 1.1 Introduction to development: concept
  - 1.2 Major theoretical perspectives in development
    - 1.2.1 The psychodynamic perspective
    - 1.2.2 The Humanistic Perspective
    - 1.2.3 The contextual perspective
2. Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways of development-continuous/discontinuous; socio-cultural contexts influencing development.
  - 2.1 Development as multidimensional and plural
  - 2.2 Development : continuous change versus Discontinuous change
  - 2.3 Influence of Nature and Nurture on Development
3. Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.
  - 3.1 Gathering data about Children
    - 3.1.1 Naturalistic Observation
    - 3.1.2 Case study
    - 3.1.3 Reading reflective journals about children
    - 3.1.4 Survey Method
    - 3.1.5 Clinical Methods with reference to Piaget.

### **Unit 2 : Physical – Motor Development (5)**

1. Growth and maturation; Gross and fine motor development skills in infancy and preschool children; Role of parents and teachers in providing opportunities for physical-motor development e.g. play.
  - 1.1 Patterns of Physical Development
  - 1.2 Principles of Physical Growth and Maturation
  - 1.3 Motor Development in Infancy
  - 1.4 Motor Development in Preschool Children
  - 1.5 Importance of Play
  - 1.6 Role of Parents and Teachers in providing opportunities for physical & motor development

### **Unit 3 : Social and Emotional Development (15)**

1. Basic understanding of emotion, how differential gender socialization occurs.
2. Personality development : Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.

3. Social theories and gender development : meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
  - 3.1 Social Development
    - 3.1.1 Infant's Social Skills
    - 3.1.2 Preschool Stage
    - 3.1.3 Gender Identity : Social Learning Approaches
4. Development of Emotion : functions of emotion.
  - 4.1 Emotional Development
  - 4.2 Emotional Development in Different Stages
  - 4.3 Fear of Strangers
  - 4.4 Separation Anxiety
  - 4.5 Controlling Emotion
  - 4.6 Functions of Emotion.

**Mode of Transaction :**

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

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Practicum: Peep into the Child' world: What and How – I (15)**

***Total Number of hours: 15 (in the field + maintaining records and classroom discussion)***

**Task 1:** Hands-on Experience of Methods of Studying Children and Varying Contexts in Childhood.

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

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

**Contact Hours: 5**

**Hours on the field/self study: 10**

**Essential Readings, readings for discussion & advanced readings :** Given as tail ender of the same paper of semester – II

**Paper II**  
**Contemporary Indian Society with special reference to Assam (Part-A)**

Marks : 50

External : 35

Internal : 15

Student Contact Hours : 40-50

**Course Design:**

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

**Rationale and Aim :**

This course involves an understanding of the events and issues that have influenced and continue to shape the lives of people in India. The students would gain a perspective on historical, political, economic trajectories of Indian society. Through the study of polity, institutions, economy, society and policies within India, this course exposes students to significant issues in the contemporary Indian setting. A critical understanding of our contemporary Indian society becomes indispensable for a teacher, who needs to respond to the social context of children and their diverse life experience.

**Specific Objectives:**

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

**Expected Outcomes:**

- A meaningful understanding of the political, economic, historical, social and cultural issues of contemporary India.
- The student will develop critical thinking by developing a sociological, critical questioning outlook.

**Units of Study :**

**Unit 1 : India and Assam since the time of the Freedom Struggle (5)**

1. Impact of colonialism on Indian society, economy and polity with special reference to Assam.
2. Anti-colonial struggle in India with special reference to Assam.
  - 2.1 Partition of Bengal and Swadeshi Movement
  - 2.2 Non-Cooperation Movement
  - 2.3 Civil-Disobedience Movement
  - 2.4 Quit India Movement
3. Assam in post-independence era – from 1947 to present
  - 3.1 Popular Movements in the Post-Colonial period of Assam

## Unit 2 : Constitution of India and Education

(10)

1. The Indian Constitution
  - 1.1 The Preamble and Education
  - 1.2 Amendment of the Indian Constitution
2. Constitutional Provisions on Education.
  - 2.2 Fundamental Rights
  - 2.2 The Directive Principles of State Policy
  - 2.3 Some Articles of the Constitution on Education
3. Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender and other deprived and challenged children)
4. Reservation as an egalitarian policy
5. Right to Education Act 2009, Right to Education Rules, 2011; Assam

## Unit 3 : Democracy in India

(10)

- Institutional Structures: The central and the state govt, the Judiciary, Legislature and Executive
- Democracy, Party system and Electoral Politics
- Decentralization and Panchayati Raj (specifically through 73<sup>rd</sup> and 74<sup>th</sup> amendment)
- Grass-root social and political movements and Indian democracy

## Unit 4 : Suggested Projects on Contemporary Indian Issues (Any 2 projects) (5 x 2 = 10)

- First generation learner in school
- Children with disability and inclusive education
- Construct of the child and school in RTE Act
- Linguistic and religious diversity of India and Assam
- Educational status, opportunities and experiences of Tea-tribes, Tribals, different ethnic groups and Religious minorities including people of char areas of Assam.
- Education of children from slums and distress migration

### Mode of Transaction :

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

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential Readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-II

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**Paper III**  
**Education, Society, Curriculum and Learners (part-A)**

Marks : 50  
External : 35  
Internal : 15  
Student Contact Hours : 40-50

**Course Design:**

- At least one unit of study to be field-based
- Each unit of study has 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 inquires 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

**Expected Outcomes:**

- The Student will develop sociological, philosophical and historical understanding of education.
- The student will understand the basic assumptions about human nature, learning, knowledge and the diverse points of view intermingle through out the course.
- The student will develop a critical understanding of these facets through the linkage between education, knowledge and power incorporated in the units of study.

## **Units of Study :**

### **Unit 1 : Philosophical Understanding of Education (20)**

1. Meaning and Relationship between schooling and education and exploring various educative processes in human societies
2. Schooling and Education as visualized by different western and Indian thinkers : Rousseau, Dewey, Froebel, Montessori, Gandhi, Tagore, Radhakrishnan, Gijubhai, Aurobindo, Kothari, Yash Pal etc.

### **Unit 2 : Aims of education**

1. Meaning, types and determinants of aims of education
2. Aims of Education with respect to major schools of philosophy

### **Unit 3 : Education, Politics and Society (15)**

1. Prominent characteristics of education in India and Assam during colonial rule
2. India's Contemporary Education : continuities with and shifts from colonial legacy
3. Political nature of education

## **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

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential Readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-II

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**Paper IV**  
**Towards Understanding the Self (part-A)**

Marks : 25  
External : 15  
Internal : 10  
Student Contact Hours : 25

**Course Design:**

This course is designed in the format of workshops. These could be scheduled as either 4 day or 8 half day workshops spread over the academic session. 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. The workshop will include interactive sessions, discussion of issues in pairs and groups, presentations, buzz sessions, role-plays, case studies etc.

**Rationale and Aim :**

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

**Specific Objectives**

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

**Expected Outcomes:**

- The student will develop an attitude of knowing the unknown to foster their professional growth.
- The student will be equipped with sound communication skills and ways to establish peace and harmony.

## **Units of Study :**

### **Unit 1 : Exploring the Aim of Life**

(5)

#### *Objectives*

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

#### *Workshop Themes*

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

### **Unit 2 : Discovering one's True Potential**

(5)

#### *Objectives*

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

#### *Workshop Themes*

1. Understanding one's strengths and weaknesses through self observation exercises
2. Taking responsibility for one's own actions
3. Developing positivity, self esteem and emotional integration
4. Exploring fear and trust; competition and cooperation

### **Unit 3 : Developing Sensitivity**

(5)

#### *Objectives*

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

#### *Workshop Themes*

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

### **Mode of Transaction :**

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

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential Readings, readings for discussion & advanced readings:** Given as tail ender of the same paper of semester-II

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**Paper V**  
**Pedagogy across the Curriculum (part- A)**

Marks : 25  
External : 20  
Internal : 05  
Student Contact Hours : 20-25

**Course Design:**

- Each unit of study to have a field-based assignment. .

**Rationale and Aim :**

The purpose of pedagogic study is to understand school subjects and their pedagogic approaches in the larger context of the school and society and the specific context of learners and processes of learning. A study of the nature of broad disciplinary paradigms of the sciences, social sciences, languages and mathematics is crucial for students 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 students with questions of pedagogic approach, theory and practice as they unfold within the classroom and in school settings.

**Specific Objectives**

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

**Expected Outcomes:**

- The student will be equipped with pedagogic perspective and approach by bringing together the constructs and issues associated with the nature of knowledge, school curriculum, contextualised understanding of learners and the process of learning.
- The student will be equipped with conceptual clarity, pedagogic perspective and capacities to teach all children.

**Units of Study :**

**Unit 1 : Pedagogic practice and the process of learning**

**(12)**

2. Child centered Education
3. Understanding pedagogic methods: concept formation, enquiry-based learning project-based learning etc.
4. Interrogating disciplinary practices, creating non-threatening learning environment.

## **Unit 2 : Designing Learning Experiences**

**(8)**

5. Planning a unit, lesson, Annual scheme
6. Individualized attention
7. Alternative activities to meet different needs of children
8. Challenging children to think
9. Development of knowledge and competencies
10. Collaborative learning

### **Mode of Transaction :**

- Critical readings of specific texts to develop conceptual clarity
- Analysis of school textbooks 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

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential Readings, readings for discussion & advanced reading:** Given as tail ender of the same paper of semester-II.

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**Paper VI**  
**Understanding Language and Early Literacy (part-A)**

Marks : 50  
External : 35  
Internal : 15  
Student Contact Hours : 40-50

**Course Design:**

- 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. Language is not confined to the language classroom. It pervades all aspects, subjects and activities of a school and society at large. The key issues need a systematic study. The primary objective of the paper is to make teachers aware of the dynamics language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation. To draw connections with theory while planning for instruction is another significant aim of this paper.

**Specific objectives :** To help the students 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.

**Expected Outcomes:**

- The student will understand the perspective that any good pedagogy must be mindful of an understanding of the nature of the discipline, the learner and the learning processes in socio-cultural and political contexts.

**Units of Study :**

**Unit 1 : Nature of Language**

**(15)**

11. Rule governed system and language
12. Relationship of Language and Society: Identity, power and discrimination
13. Nature of multilingualism: Differential status of Indian language classroom, Transition from mother tongue to school language.
14. State policies on language and education

**Unit 2 : Language Acquisition****(10)**

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

**Unit 3 : Language across the Curriculum****(10)**

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

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential Readings, readings for discussion & advanced readings:** Given as tail ender of the same paper of semester- II

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**Paper VII**  
**Mathematics Education for the primary school child (PART-A)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 50

**Course Design:**

- 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 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.

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.

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

**Specific Objectives :**

- To enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level
- To make student-teachers aware of factors that impact on the process of acquisition of mathematical knowledge
- To sensitize student-teachers about the ways in which children respond to mathematical knowledge
- To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children’s learning

### **Expected Outcomes:**

- The students will understand that student's learning is dependent on the learning of the content by the teacher as well as the ways children perceive and respond to mathematical knowledge.

### **Units of Study**

#### **Unit 1: Pedagogical Content Knowledge (15)**

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

#### **Unit 2: Perspective about Mathematical Knowledge (10)**

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

#### **Unit 3: Children's Conceptualisation of Mathematics (10)**

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

### **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
- Use of examples and non-examples while explaining mathematical ideas
- Critical analysis of text-books from the view point of thinking

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential Readings, readings for discussion & advanced readings:** Given as tail ender of the same paper of semester- II

**Paper VIII**  
**Proficiency in English (PART-A)**

Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 20-25

**Course Design:**

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

**Rationale and Aim:**

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

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

**Specific Objectives:**

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

**Expected Outcomes:**

- The students will develop/increase her proficiency in English.
- The students will be able to enjoy learning English and to constantly reflect on this learning to link it with pedagogical strategies.

**Units of Study**

**Unit 1: Nature of Language**

(6)

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

## Unit 2: Listening and Speaking

(7)

### *Developing/Improving Listening and Speaking Skills*

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

### *Teaching Listening and Speaking Skills*

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

## Unit 3: Reading

(7)

### *Acquisition of Reading Skills*

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

### *Teaching Reading Skills*

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

## 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.

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential Readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-II.

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**Paper IX**  
**Children's Physical and Emotional Health,**  
**School Health and Education (Part-A)**

Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 15-20

**Course Design:**

This course is designed to be one component of a practicum course to be covered in all the four semesters of study. It offers the scope to engage critically with systems and practices related to health of children and school health. Practicum are provided for the first (semester-I & II) and the second year (semester-III & IV) of study. The rationale, aim objectives of this practicum presented below refers to both practicum courses.

**Rationale and Aim:**

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

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

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

**Specific Objectives :**

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

**Expected Outcomes:**

- The students will understand that health and education are reciprocally linked.
- The students will be able to engage him/her in various ways with the health needs of children & understanding the issues like physical health, emotional health and "health of the school".
- The students will understand that a life of health and well-being in a holistic sense is a right of every child.

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

**Unit 1: Understanding Health and Well- Being (10)**

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

**Unit 2: Understanding Children's Health Needs (10)**

- Reciprocal Linkage between Health and Education
- Childhood Health Concerns, Hunger and Malnutrition- meaning and measures and country/state data
- Morbidity Mapping- Methods, observation, daily notes

**Practical Work based on Units 1, 2 : (5)**

Three hours before school internship and six hours after school internship through Projects. The practical work is visualized through integration with School Internship Programme (SIP). This involves discussion, guidance and inputs to undertake these projects before the SIP and is followed by reflective sessions where students share their projects after SIP. These post SIP sessions are to be organized in a workshop mode with a stress on collective reflection and

discussion. As mentioned above before going for the SIP, sessions are held discussing the idea and rationale behind each theme and learning/developing appropriate research methods and tools. Each student prepares a project plan inclusive of tools before going for the SIP.

**Suggested Work:** (any one)

1. The exercise undertaken in the School Internship Programme (SIP), of making a profile of a child and understanding his/her social context during the internship needs to also connect to the health of the child and understanding all possible determinants. The student teacher is to observe and find out about the child's health conditions. The Child's health profile is to explore the possible health determinants operating in the Child's life. Issues of settlement/housing, livelihood of families, poverty and deprivation, food habits, water access and safety etc are explored through observations, informal group discussions and visits to the community. The teacher educator prior to the SIP will guide the student teachers on methods and ethical issues, sensitivity during questioning.
2. Children health 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.

**Essential readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-IV.

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**Paper-X**  
**Creative Drama, Fine Arts and Education (Part-A)**

Marks: 25  
To be assessed internally  
Student Contact Hours: 10-15

**Rationale and Aim of the Practicum:**

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

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

**Creative Drama: Rationale and Aim:**

Creative Drama: There are two broad aims of creative drama for education. One is for the student-teachers to use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it. The second aim is to train, enhance some theatre skills that will later help them be creative and enlightened teachers. A process that draws our physical, emotional, intellectual and other faculties together in a moment (e.g. 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.

**Creative Drama: Focus Areas**

1. In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as, open improvisations.
2. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions,

- and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. “How should I look at the other? What does that reveal about me?” Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.
3. Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognise contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
  4. Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
  5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?

### **Mode of Transaction**

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 students with aim to study school Student’s responses during school contact programmes. Help build a set of skills so that school children are enabled to play creativity rather than following a given script.

Suggested activities:

1. Staging dramas in different groups with participation of all students.
2. Role play – one will play the role of other such as caste, gender, religion, age, livelihood etc
3. Creation of situation such as – cultural environment, natural atmosphere etc.
4. Playing drama for universal relationship, gender biasness, laws etc.

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**Paper XI**  
**Work and Education (Part-A)**

Marks: 25  
External: 10  
Internal: 15  
Student Contact Hours: 15-20

**Course Design:**

This course is designed to be one component of a practicum course to be covered in four semesters of study. It offers the scope to engage critically with works and practices related to the broad aims of education. Four sets of practicum are provided for the semesters-I, II, III & IV.

**Rationale and Aim:**

One of the goals of education in operational term is that school education must attempt to empower the child to be a worker. Any activity an individual takes up is not work. Planned activities to produce, maintain, improve, innovate or transform materials, facilities, living conditions or services with the specific purpose of meeting needs of conservation or extension in socially approved ways are works.

In curriculum framework, work education is an integral component of education. As such it would provide both knowledge and skills through well-structured and graded programmes, which would help them on their entry into the world of work. Work education is a distinct curricular area for providing children with opportunities for participation of social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and procedures involved in different types of work. The productive manual work situations were to be drawn from the area of health and hygiene, food, shelter, clothing, recreation and community service. The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need based life activities. Pre-vocational courses should get a prominent place at this stage.

Work education aims at restoring dignity and respect to all types of manual work, promoting self-reliance in meeting one's daily needs and those of one's family and community, increasing productivity through the development of proper work skills and values, and promoting commitment to the welfare of the society through suitable programme of social work or community service.

The relationship between education and work forms the core *rationale* behind this course.

**Specific Objectives :**

1. To build a holistic understanding of the concept of work, learning, growth and development.
2. To understand the role of the teacher and possible ways of engaging children in works.
3. To examine specific programmes related to work education in school.
4. To build knowledge and skills on pursuing works in schools, and integration of these with other curricula areas of teacher education and school subjects.
5. To link theoretical and conceptual learning through work.

**Expected Outcomes:**

- The students will understand that work education fosters all-round development in children.
- The students will be able to engage him/her in various ways with the works befitting the curriculum and understand the issues like physical health, emotional health and “health of the school”.
- The students will understand that a life of health and well-being in a holistic sense is a right of every child.

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

**Unit 1: Understanding work education (10)**

- The meaning of work and its place in education.
- Views of Mahatma Gandhi, Rousseau regarding work education.
- Purpose of work education as an activity approach in the elementary school curriculum.
- Difference between work education & Vocational education.
- Philosophical, psychological & sociological bases of work education.
- Four pillars of education foundation as determined by the UNESCO’s international commission on education chaired by Jacques Defors (1996): Learning to know, learning to do, learning to live together and learning to be – work education integrates all these four pillars.
- Objectives of work education in schools

**Practical Work based on Unit 1: (any three) (5 x 3 = 15)**

List of works is given below:

- Help in preparation and distribution of mid-day meal/snacks in schools.
- Preparation of toys and other play materials for primary classes.
- Helping institute in organizing exhibitions, picnics, tours and excursions, cultural-literary functions etc., and then presenting report on that.
- First aid activities like counting of pulse, taking of temperature and bandaging of wounds after cleaning them.
- Helping traffic police in the regulation of traffic.
- Plantation of shady/fuel/ornamental/avenue trees.
- Preparation of family budget and maintenance of daily household accounts.
- Participation in adult literacy programme.

**Essential readings;**

1. Work experience in general education by N. P. Banerjee

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## School Internship

Marks: 50  
To be internally assessed  
10 – 15 days

### Rationale and Aim:

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

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

The internship is a 2-year programme but with different expectations of what the intern is supposed to achieve in each year. The focus in the first year (semester- I & II) will be on introducing the intern to the school, its environment, some understanding of children and the teaching learning process. In the second year (semester – III & IV) 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.

### Specific Objectives

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

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

	<u>Weightage in Marks</u>
• Developing student profiles	20
• Critical analysis of texts and material	30
	Total = 50

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## SEMESTER-II

**Paper-I**  
**Childhood and the Development of Children (Part-B)**

Marks : 50  
Theory : 35  
(External : 35, Internal : 15)  
Student Contact Hour : 50

**Units of Study :**

**Unit 4 : Children as Diverse learners (15)**

Concept of Individual Difference; Areas of Individual Differences - Socioeconomic Background, Cultural Diversity, Linguistic Diversity, Learning Style and Cognitive Style Diversity; Nature vs. Nurture Controversy; Childhood in a modern States

- 4.1 Concept of Individual Difference
- 4.2 Areas of Individual Differences
  - 4.2.1 Socioeconomic Background
  - 4.2.2 Cultural Diversity
  - 4.2.3 Linguistic Diversity
  - 4.2.4 Learning Style and Cognitive Style Diversity
- 4.3 Nature vs. Nurture Controversy
- 4.4 Childhood in a Modern State

**Unit 5 : Contexts of Socialization (20)**

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

**Mode of Transaction :**

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

***Total Number of hours: 10 (in the field + maintaining records and classroom discussion)***

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

**Contact Hours: 2**

**Hours on the field/self-study: 4**

**Task 2: Students** watch a movie (for instance: Salaam Bombay) collectively and reflect on the portrayal of children in the same. Discussion could be held around depiction of children from varying backgrounds, construct of childhood etc.

**Contact Hours: 4**

**Essential Readings for both semesters-I & II:**

2. Sampurna Shiksha: L. H. Das
3. A textbook of Education, Part- I & II: L. H. Das.
4. Educational psychology: S. P. Chaube
5. Psychological foundation: N. K. Dutta
6. Fundamental of child development & child care: Poonam Sharma & Lata Gairola, Sterling publ
7. Educational psychology: C. E. Skinner, Prentice Hall of India
8. Prarambhik Shiksha Monovigyan and parisangkhy: J. Barua, Lawyer's bookstall
9. Shiksha tatva adhyayan: J. Barua, Lawyer's bookstall
10. Education – a study of its principles and psychology: B. C. Kar, Bina Library
11. Shiksha Monovigyan: Gauhati University
12. Resource Materials-I & II for D. El. Ed. Course, 2012 publ: SCERT; Assam
13. Study materials for D. El. Ed. Course: KKHSU
14. Study materials for D. El. Ed. Course: IGNOU

**Advanced readings for both semesters-I & II :**

1. Kakkar, S. (1978). *Indian Childhood: Cultural Ideas, And Social Reality*. New Delhi: Oxford.
2. Kakkar S. (1991). *The Inner World: A Psycho-analytic study of childhood and society in India*. Delhi: Oxford University Press.

**Paper II**  
**Contemporary Indian Society with special reference to Assam (Part-B)**

Marks : 50  
External : 35  
Internal : 15  
Student Contact Hours : 40-50

**Units of Study :**

**Unit 5 : Indian Economy including economy of Assam (15)**

- Basic features of Indian economy and post-independent policy in India
- Issues and Debates on Globalization, Liberalization and Privatization of economy
- Agrarian economy : key features, land ownership, landlessness, agricultural production, market and credit
- Basic features of the economy in Assam: Role of agriculture in the economy of Assam, problem of poverty & unemployment in Assam and the measures to address it.

**Unit 6: Cultural heritage of Assam (10)**

- A brief history of Assam
- Land and the people
- Language and literature
- Art and architecture
- Music and dance
- Religion and philosophy
- Contribution of Mahapurush Shrimanta Shankardeva and Madhabdeva.

**Unit 7 : Some Suggested Projects on Contemporary Indian Issues (Any two) (5 x 2 = 10)**

- Role of Media in Democracy
- Education for Peace
- Language within school
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums

**Mode of Transaction :**

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

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

### **Essential Readings for both the semesters-I & II:**

1. Sampurna Shiksha: L. H. Das
2. A textbook of Education, Part- I & II: L. H. Das.
3. A constitutional history of India: A. Chaturvedi
4. History of Education: S. Saikia
5. Samaj Vignan: SEBA
6. RTE, 2009: SCERT; Assam
7. Panchayat: Gyan Vignan Samitee
8. Shaiksha Samal: SCERT; Assam
9. Asomiya Sahityar Samikkhatmak Itibritta: S. N. Sharma, Soumar prakash
10. Asomiya Sangaskritir Ruprekha: Dr. M. Neog
11. Purani Asomiya samaj aru Sangaskriti: Dr. M. Neog
12. Asomiya Sahityar chaneki, part-I, II, III & IV: H. C. Goswami, Bani Mandir
13. Bharatar Shiksha Buranji: Ajanta Dutta Bordoloi
14. Shanti Siksha: SCERT; Assam
15. Resource Materials-I & II of D. El. Ed. Course, 2012 publ: SCERT; Assam
16. Study materials for D. El. Ed. Course: KKHSU
17. Study materials for D. El. Ed. Course: IGNOU
18. NCERT (2006) *Social and Political Life-I*. Class VI Textbook. Unit 2 and 3.
19. NCERT (2007) *Social and Political Life-II*. Class VII Textbook, Chap-1 and 2.
20. NCERT (2008) *Social and Political life-III*. Class VIII Textbook, Unit 1, 2 & 4.

### **Readings for Discussion for both the semesters-I & II:**

1. *Right to Education Act 2009, RTE Rules, 2011; Assam.*
2. Kashyap, Subhash C. (1992). *Our Parliament*. New Delhi: National Book Trust.

### **Advanced Readings for both the semesters-I & II:**

1. Kapila, U. (2009). *Indian Economy Since Independence*, New Delhi: Academic Foundation. Chapter 1: Indian Economy at independence.
2. Thapar, R. (2000). *India: Another Millennium*. New Delhi: Penguin

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**Paper III**  
**Education, Society, Curriculum and Learners (part-B)**

Marks : 50  
External : 35  
Internal : 15  
Student Contact Hours : 40-50

**Units of Study :**

**Unit 3 : Learning, Learner and Teaching (15)**

- Learning : concept and nature
- Meaning of teaching and its relationship with learning and learner
- Changing the role of teacher in society
- Need of professional development of teachers
- Teaching as a profession: autonomy and accountability.

**Unit 4 : Knowledge and Curriculum (20)**

- Child's construction of knowledge : attaining knowledge through activity and experience
- Concepts of Belief, Information, Knowledge and Understanding
- Processes and criteria for curriculum selection and construction

**Mode of Transaction :**

- Critical thought and questioning should be the basis for the transaction
- 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 units must be sought

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential Readings**

1. Siksha tatva Adyayan: L. Das
2. A textbook of Education, Part-I & II: L. Das
3. NCF-2005: NCERT
4. Resource Materials-I & II for D. El. Ed. Course, 2012 publ; SCERT; Assam
5. Study materials for D. El. Ed. Course: KKHSU/IGNOU
6. Dewey, J. (1952). *The School and the Child*, New York: The Macmillan Company
7. Palmer, Joy A. et. al (2001). Jean –Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori *Fifty Major Thinkers on Education From Confucious to Dewey*, USA: Routledge.

**Readings for Discussion**

1. Rousseau, Jacques J. (1979). *Emile or on Education*, translated by Allan Bloom Basic. 7-18.

**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)

**Paper IV**  
**Towards Understanding the Self (part-B)**

Marks : 25  
External : 15  
Internal : 10  
Student Contact Hours : 25

**Units of study:**

**Unit 4 : Peace, Progress and Harmony (7)**

*Objectives*

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

*Workshop Themes*

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

**Unit 5 : Facilitating Personal Growth : Applications in Teaching (8)**

*Objectives*

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

*Workshop Themes*

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

**Mode of Transaction :**

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

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

### **Essential Readings**

1. Resource Materials-I & II of D. El. Ed. Course, 2012 publ: SCERT; Assam
2. Study materials for D. El. Ed. Course: KKHSU
3. Study materials for D. El. Ed. Course: IGNOU
4. Peace Education: SCERT; Assam
5. Jivan Kaushal, SSA, Assam
6. Krishnamurti, J. (1953). *Education and the Significance of Life*, Ojai, California, USA: Krishnamurti Foundation Trust.
7. NCERT, (2006). *Education for Peace*, Position Paper. New Delhi: NCERT.

### **Readings for Discussion**

1. Joshi, K. (1996). *Education for Character Development*. Dharam Hinduja International Centre for Indic Research.
2. UNESCO, (2001). *Learning the Way of Peace: A Teachers' Guide to Peace Education*. New Delhi: UNESCO.

### **Suggested Audio-Visual Resources**

1. *Aim of Life* by Kireet Joshi (DVD) for DVD/facilitation contact mothersinstitute@hotmail.com
2. *Personality Development* (Interactive CD, Computer Only) With Yoga and Guided Meditation Modules, Indus Quality Foundation
3. *The House on Gulmohar Avenue* by Samina Mishra ([www.cultureunplugged.com](http://www.cultureunplugged.com))

### **Advanced Readings**

1. Csikzentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*. New York: Harper Collins.
2. Sri Aurobindo and The Mother, (1956). *The Science of Living*. In „On Education’, Pondicherry, India: Sri Aurobindo Ashram.
3. *Yuva School Lifeskills Programme*, (2008) Handbook for Teachers, Department of Edn and SCERT, Govt. of NCT of Delhi. Draft Vols. 1, 2, 3,4.

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**Paper V**  
**Pedagogy across the Curriculum (part-B)**

Marks : 25  
External : 20  
Internal : 05  
Student Contact Hours : 20-25

**Units of Study :**

**Unit 3 : Reflection on role of teachers** **(10)**

- Teacher as a manager, communicator and problem solver
- Time planning and classroom management
- Criteria for choosing technology for teaching-learning
- Effective Parent-teacher relationship
- Action research: purpose, aims, meaning and the procedure.

**Unit 4 : Role of ICT in Education** **(5)**

- Meaning and concept of ICT
- Capacity development in the use of ICTs
- Adopting ICT-based teaching-learning approaches in schools and for teacher professional development

**Unit 5: Assessment and Evaluation** **(5)**

- Purpose of assessment and evaluation
- Formative and summative evaluation
- Tools for evaluation
- Evaluation of scholastics and co-scholastic aspects
- Reforms in evaluation: CCE, Peer assessment, self-assessment, using assessment as feedback for planning teaching

**Mode of Transaction :**

- Critical readings of specific texts to develop conceptual clarity
- Analysis of school textbooks 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 T-L Materials

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

## Essential Readings

1. NCF-2005
2. SSA publns
3. Siksha tatva Adyayan: L. Das
4. Resource Materials-I & II of D. El. Ed. Course, 2012 publ: SCERT; Assam
5. Study materials for D. El. Ed. Course: KKHSU
6. Study materials for D. El. Ed. Course: IGNOU
7. Nature of Educational technology: V. K. Rao, R. S. Reddy
8. Methods of teaching- English, Language, Mathematics, EVS, Science, Soc. Science: Any relevant book
9. Reflective teacher: NCERT
10. Batra, P. (Ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage.
11. Ghai, A. (1992). Play and the Mentally Handicapped Child. New Delhi: *Sankalp*. September.
12. Holt, J. (1990). *Learning All the Time*. New York: Addison-Wesley Publishing Co.

## Readings for Discussion

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

## Advanced Reading

1. Ghai, A. and Anima, S. (1991). Play and the Mentally Handicapped child. *Digest*, Vol. 4 (1) 13-14.
2. Pollard, A. (2002). *Reflective Teaching*. London: Continuum, Chapter 3: Developing an Evidence-informed Classroom. 42-69.

**Paper VI**  
**Understanding Language and Early Literacy (part-B)**

Marks : 50  
External : 35  
Internal : 15  
Student Contact Hours : 40-50

**Units of Study :**

**Unit 4 : The classroom practices and possibilities (20)**

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

**Unit 5 : Assessment of Language Acquisition (15)**

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

**Mode of Transaction :**

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

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential Readings**

1. Asomiya Matribhasha Shiksha Paddhati: Holi Ram Das
2. Matribhasha Shikshan; J. N. Goswami
3. Asomiya bhasha shaikshan paddhati: Madan Sharma
4. Asomiya bhashar samikhyatmak itibrittya: S. N. Sharma
5. Bhasha Vigyan: U. N. Goswami
6. Language Disadvantage - The Learning challenge in primary education: Dhir Jhingran, APH publ.
7. Bangla Porano: P. R. Sen
8. Bangla poranor rhiti o' paddhati: Prof. S. G. Mishra
9. Glimpses of Academic achievement: Dr. U. Deka, Om sons publ
10. Perspective in Educational Evaluation: V. K. Rao, R. S. Reddy
11. Resource Materials-I & II of D. El. Ed. Course, 2012 publ: SCERT; Assam
12. Study materials for D. El. Ed. Course: KKHSU

13. Study materials for D. El. Ed. Course: IGNOU
14. Kumar, K. (2007). *The Child's Language and the Teacher*. India: NBT.
15. 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.

### **Advanced Readings**

1. 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.
2. Sinha, S. (2009). Rosenblatt's Theory of Reading: Exploring Literature. *Contemporary Education Dialogue*. 6(2), 223-237.

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**Paper VIII**  
**Mathematics education for the primary school child (Part-B)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 50

**Units of Study**

**Unit 4: Importance of teaching mathematics (10)**

- Importance of mathematics in everyday life
- Aims & Objectives and educational values of teaching mathematics
- Making mathematics teaching joyful

**Unit 5: Aspects of Teaching Mathematics (10)**

- Beliefs about teaching-learning processes
- Planning for teaching

**Unit 6: Assessment (15)**

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

**Mode of Transaction:**

- Prospective teachers to be engaged in discussions on observed children's work in order to acquire an understanding how children respond to mathematical knowledge
- Prospective teachers in groups develop concept maps to understand linkages and relationship between various mathematical concepts and to imbibe the importance of team work.
- Collecting historical samples of mathematical knowledge (such as ways to multiply in different cultures) and reflecting on them
- Preparing mathematical models, particularly geometric

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential readings:**

- Textbooks on mathematics for classes VI – X: SEBA, SCERT; Assam
- Teaching mathematics: Kocchar
- Ganit Shikshan: H. K. Sharma
- Ganit Shikshan: Dr. B. K. Dev Sharma
- Teaching mathematics: Kocchar
- Upper primary Teacher's training module on Maths, 2011: SCERT; Assam
- Resource materials-II: SCERT; Assam
- Study materials for D. El. Ed. Course: KKHSU/IGNOU

**Readings for discussion:**

1. IGNOU. AMT -01 teaching pf primary school mathematics, New Delhi: IGNOU
2. IGNOU.LMT- 01 Learning Mathematics, New Delhi: IGNOU

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**Paper VIII**  
**Proficiency in English (PART-B)**

Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 20-25

**Units of Study**

**Unit 4: Writing**

**(10)**

*Teaching Writing Skills*

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

*Improving Writing Skills*

- Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases
- Different forms of writing – letters (application, complaint, permission, invitation), messages, notices and posters

**Unit 5: Grammar**

**(5)**

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

**Unit 6: Assessment and evaluation**

**(5)**

- CCE in English
- Assessing listening & speaking; reading comprehension & writing skills
- Assessing skills in grammar

**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.

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential Readings**

1. Methods & Techniques of teaching English: S. K. Kocchar
2. The English teaching handbook: T. C. Barua
3. English Grammar book: Any publ
4. Resource Materials-I & II of D. El. Ed. Course, 2012 publ: SCERT; Assam
5. Study materials for D. El. Ed. Course: KKHSU/IGNOU
6. English Textbooks of SEBA & SCERT; Assam

**Advanced Readings**

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

**Paper IX**  
**Children's Physical and Emotional Health,**  
**School Health and Education (Part-B)**

Marks: 25  
External: 10  
Internal: 15

Student Contact Hours: 15-20

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

**Unit 3: Health of Children in the Context of School (10)**

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

**Practical Work based on Unit 3: (15)**

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

**Suggested Project Topic/Theme (any one)-**

1. 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 e.g.: 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.
2. 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. Teacher's training in physical education: R. Paul, Crescent publ
3. Training module on Mid-day meal: SCERT; Assam (for DEE, Assam)
4. AssamBaru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.
5. Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU
6. Midday Meals- A Primer, (2005). *Right to Food Campaign*, Delhi.
7. Resource Materials-I & II of D. El. Ed. Course, 2012 publ: SCERT; Assam
8. Study materials for D. El. Ed. Course: KKHSU
9. Study materials for D. El. Ed. Course: IGNOU

### **Readings for Discussion**

1. Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, *Chapter 36- Childhood Illnesses*, Chennai: Orient Longman.
2. Deshpande, M. R. Dasgupta, R.V. Baru and A. Mohanty, (2008). The Case for Cooked Meals: Concerned Regarding Proposed Policy Shifts in the Mid-day Meal and ICDS Programs in *Indian Paediatrics*, 445-449

### **Advanced Readings for Faculty:**

1. Ben-Shlomo, Y. and Kuh, D. (2002), A Life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives in *International Journal of Epidemiology*, No. 31, 285 and figure 1 on page 286 to be discussed.

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**Paper X**  
**Creative Drama, Fine Arts and Education (Part-B)**

Marks: 25  
To be assessed internally  
Student Contact Hours: 10-15

**Fine Arts: Rationale and Aim**

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

**Fine Arts: Focus Areas**

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

**Suggested activities:**

1. Visit to places – craft museum, art galleries, meeting artist (to know his/her works)
2. Organize exhibition, cultural competition such as music, art and drama.

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**Paper XI**  
**Work and Education (Part-B)**

Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 15-20

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

**Unit 2: Behavioural changes expected out of the programme of work education (10)**

- Development of attitude
- Acquisition of skills
- Gaining of knowledge.

**Practical Work based on Unit 2 : (any three) (5 x 3 = 15)**

- Raising of flowers, vegetables, plant and their seedlings in nurseries.
- Repair and maintenance of equipment for plant protection.
- Development of plants by vegetative propagation-budding, grafting, cutting, layering etc.
- Food preservation-making of jam, jelly, tomato ketchup, pickles..
- Mushroom cultivation for consumption, preservation or sale.
- Cookery skills.
- Preparation of stationery items such as files, file boards, registers, writing pads, stamping ink, etc.

**Essential readings;**

1. Work experience in general education by N. P. Banerjee
2. Karma Abhigyata: SEBA
3. Resource Materials-I & II of D. El. Ed. Course, 2012 publ'n: SCERT; Assam
4. Study materials for D. El. Ed. Course: IGNOU

**Readings for discussion & advanced readings:**

1. Gandhi on Education

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## School Internship

Marks: 50  
To be internally assessed

### Specific Objectives:

6. To observe children and the teaching learning process in a systematic manner.
7. To learn to relate to and communicate with children.
8. To evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.
9. 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
10. To reflect critically on practice by visiting a learning centre

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

	<u>Weightage in Marks</u>
• Developing resource material	20
• Interacting with and observing students	20
• Visiting a learning centre and reporting	10
	Total = 50

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## **SEMESTER-III**

**Paper I**  
**Cognition, Learning and the Socio-Cultural Context (part-A)**

Marks: 50  
Theory: 35  
(External: 35 Internal: 15)  
Student Contact Hours: 50

**Course Design:**

- Several field-based units throughout the course.
- Practicum to go in tandem with the theory course so that field-based data forms the basis of reflection on the theory. Readings for each task in the practicum are also suggested to facilitate theory-praxis linkages.

**Rationale and Aim:**

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

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

**Specific Objectives :**

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

**Expected Outcomes:**

- The students develop a critical understanding of different approaches to children's development and learning within a socio-historical perspective: principles of behaviourism, cognitive development, information processing, constructivist, socio-constructivist and cross-cultural positions.
- The students will understand the essence of child-centered pedagogy with the physical, socio-cultural, emotional and cognitive worlds of children
- The students will understand the roles of activities like play, art, storytelling etc. as implications on physical motor development, cognition and language development respectively.

## Units of Study

### **Unit 1: Learning and Cognition**

(25)

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

### **Unit 2: Play**

(10)

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

### **Mode of Transaction:**

- Classroom discussions for developing conceptual understanding.
- Individual and group presentations of issues and concerns raised in assignments

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

(15)

*Total Number of hours: 12 (in the field + maintaining records and classroom discussion)*

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

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

**Task 2:** Student-teachers identify a TV serial that is popular among school age children. They construct an interview schedule (to interview children) and observation checklist to look at the finer distinguishing features of the serial (what attracts children to the same) and critically analyze the varying aspects.

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

**Essential Readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester –IV.

**Paper II**  
**Teacher Identity and School Culture (part-A)**

Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 25

**Course Design:**

This course is designed in the format of workshops. These could be scheduled as either 4 day or 8 half day workshops spread over the academic session from July to March in year I. Some of the workshops may have small project/fieldwork components which can be undertaken during the school internship programme, to be followed by presentations. To conduct the workshops, outsourcing is proposed. For this purpose, resource persons may be invited from organizations working in the area of personal development. One regular faculty member from the field of psychology will need to be associated with the external resource person to take up the overall responsibility of the course.

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

**Rationale and Aim:**

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

**Specific Objectives:**

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

**Expected Outcomes:**

- The students will be able to develop a vision for education
- The students will understand the contemporary context of education and explore the alternatives in education
- The students will understand the educational vision of leading educational thinkers and innovations in education for moving towards a conscious creation of an evolving personal perspective on education.
- The students will be able to transform the quality of classroom interactions through application of professional attitudes and capacities
- The students will be equipped with preliminary research skills in education

## **Units of Study**

### **Unit 1: Developing a Vision of Education**

**(10)**

#### *Objectives*

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

#### *Workshop Themes*

- Exploring the personal vision of education and teaching and learning process
- Learning from the vision of leading educational thinkers
- Understanding the psychological attitudes and skills of a good facilitator/ educator
- Understanding the teacher's role, rights and responsibilities/ethics in the contemporary context.

### **Unit 2: Understanding the Contemporary Context of Education**

**(5)**

#### *Objectives*

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

#### *Workshop Themes*

- Helping students to examine contextual factors that influence education: cultural-historical and political factors, the role of community and family
- Role of teachers in the abolition of on gender-stereotyping, socio-economic inequities, prejudice against communities on the basis of caste, language, religion, differently-abled persons
- Undertaking short case studies/fieldwork to understand the above.

### **Unit 3: Exploring Alternatives in Education**

**(5)**

#### *Objective*

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

#### *Workshop Themes*

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

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-IV.

**Paper III**  
**School Culture, Leadership and Change (Part-A)**

Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 22

**Course Design:**

- 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

**Expected Outcomes:**

- The students will develop an understanding of the system of education, how it operates, the role and functions of each of the different levels of the school system; its

- relationship with school curriculum and its impact on pedagogic processes in the classroom.
- The students will be able to provide insight into the constraints of a system and the specific role and space that teachers and school leadership can claim to initiate change.

### **Units of Study**

#### **Unit 1: Structures and Processes of the Indian Education System (8)**

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

#### **Unit 2: School Effectiveness and School Standards (12)**

- 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

#### **Mode of Transaction**

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

*[Internal marks will be given on the basis of the activities incorporated/indicated under 'Mode of transaction']*

**Essential readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-IV

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**Paper IV**  
**Pedagogy of Environmental Studies (Part-A)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 40-50

**Course Design:**

- 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.

**Expected Outcomes:**

- The students will gain a deeper understanding of the ways in which children make sense of their physical and social environment.
- The students will be able to enrich their classroom teaching and learning with this insight.

**Units of Study**

**Unit 1: Concept of Environment Studies (15)**

- Scope of EVS as a curricular area at the primary level
- Curriculum Organization :
  - a) EVS as an integrated area of study that draws upon understanding from Science, Social Science and Environmental Education
  - b) EVS as EVS (Science) and EVS (Social Science)
- Engaging with debates around issues like water, forest, fuel and their distribution.

**Unit 2: Understanding Children's Ideas (15)**

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

**Unit 3: A look into textbook**

**(5)**

- Mapping competencies of EVS textbook of any class and analyse its compatibility with the aim set in the curriculum

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the unit]*

**Essential readings, readings for discussions & advanced readings:** Given as tail ender in the same paper of semester-IV.

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**Paper V**  
**Languages Teaching - MIL (Part-A)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 40-50

**Course Design:**

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

**Rationale and Aim:**

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

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

**Specific objectives :**

To help the students understand the significance of:

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

**Expected Outcomes:**

- The students will understand that a language involves the ability to understand and appreciate language in various concrete, abstract and creative forms.
- The students will be able to use language effectively and effortlessly in a variety of situations and according to different needs.

## **Units of Study**

### **Unit 1: Social context and Language**

**(05)**

- Oral literacy; objectives of teaching mother tongue; Role of mother tongue in education; child development and its relationship with mother tongue;
- Nature of language – its nature, characteristics;
- Elements of mother tongue – sound system, vocabulary, scripts, spelling system, writing system

### **Unit 2: Constitutional provision of teaching mother tongue**

**(05)**

- Myths associated with L1 and L2
- Relationship between L1 & L2

### **Unit 3: Reading**

**(10)**

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

### **Unit 4: Writing**

**(10)**

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

### **Unit 3: A look into textbook**

**(5)**

- Mapping competencies of language textbook of any class and analyse its compatibility with the aim set in the curriculum

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the unit]*

**Essential readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-IV.

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**Paper VI**  
**English Teaching (Part-A)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 35-40

**Course Design:**

- In this unit the maximum time must be spent on discussing specific strategies for teaching English
- Specific readings are suggested for use in discussion groups enabling a close reading of each text

**Rationale and Aim:**

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

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

**Specific Objectives :**

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

**Expected Outcomes:**

- The students will be equipped with numerous teaching ideas to try out in the classroom.
- The students will be able to relate the current theory and best practice (constant theory-practice connection) in the teaching of young learners.

**Units of Study**

**Unit 1: Issues of Teaching of English at the Elementary Stage (5)**

- Issues of learning English in a multi-lingual/multi-cultural society: the multi-lingual nature of India, English as the language of ‘prestige’ and power
- Teaching English as a first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching English in India; key factors affecting second language acquisition

**Unit 2: Approaches to the Teaching of English (15)**

- A historical view of English as a Second Language (ESL)
- Behaviouristic and Structural Approaches: grammar-translation method, audio-lingual method

- The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes etc, socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration)
- Communicative language teaching: focusing on meaning, role of textbooks and other resources, role of a teacher and classroom management

**Unit 3: Approaches to Teaching English (10)**

- Introducing learners to historical view of English in India
- Theories of language learning
- Grammar translation method
- Direct approach
- Reading approach
- Structure method
- Communicative language teaching

**Unit 4: Teaching Strategies (10)**

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

**Unit 5: A look into textbook (5)**

- Mapping competencies of English textbook of any class and analyse its compatibility with the aim set in the curriculum

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the unit]*

**Essential readings, readings for discussions & advanced readings:** Given as tail ender in the same paper of semester-IV.

**Paper VII**  
**Social Science Teaching (Part-A)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 40-50

**Course Design:**

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

**Rationale and Aim:**

The contents of social Science/social studies as a school subject are based on a certain understanding about their nature and purposes. Instead of treating these as natural and given, this course introduces students 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 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

**Expected Outcomes:**

- The students will understand the different perspectives about the nature of history, geography, political science, economics and sociology.
- The students will understand that the subject may be conceived in different ways and its purposes are historical and social in character.
- The students will understand the various perspectives about society, children, social science and pedagogic devices and how they may be alternatively conceived and transacted in classroom through T/book & curriculum analysis.
- The students will be able to develop their own understanding of social sciences and appropriate pedagogies.
- The students will be able to know how children conceptualize and understand the subject matter of different social science components and the ways in which different textbooks and teaching methods allow or obstruct development of abilities for individual/collective reflection.

## **Units of Study**

### **Unit 1: Nature of Social Sciences**

**(15)**

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

### **Unit 2: Important Concepts of Social Sciences**

**(15)**

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

### **Unit 3: A look into textbook**

**(5)**

- Mapping competencies of Soc. Sc. textbook of any class and analyse its compatibility with the aim set in the curriculum

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the unit]*

**Essential readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-IV.

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**Paper VIII**  
**Mathematics Teaching (Part-A)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 40-50

**Course Design:**

- 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 further, 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 enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level
- To make student-teachers aware of factors that impact on the process of acquisition of mathematical knowledge
- To sensitize student-teachers about the ways in which children respond to mathematical knowledge
- To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children's learning
- To 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

**Expected Outcomes:**

- The students will understand that student's learning is dependent on the learning of the content by the teacher as well as the ways children perceive and respond to mathematical knowledge.
- The students will understand the building blocks of mathematical thinking and the ways to communicate them through reflective thinking.

## Units of Study

### **Unit 1: Mathematical Reasoning (5)**

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

### **Unit 5: Algebra Thinking (10)**

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

### **Unit 6: Practical Arithmetic and Handling Data (15)**

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

### **Unit 7: A look into textbook (5)**

- Mapping competencies of Mathematics textbook of any class and analyse its compatibility with the aim set in the curriculum

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the unit]*

### **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, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-IV.

**Paper IX**  
**Science Teaching (Part-A)**

Marks: 50  
External: 35  
Internal: 15  
Total Contact Hours: 40-50

**Course Design:**

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

**Rationale and Aim:**

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

**Specific objectives:**

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

**Expected Outcomes:**

- The students will be able to reflect on the nature of the discipline of science and its implications for classroom transaction.

**Units of Study**

**Unit 1: Science in school curriculum (10)**

- Nature of science
- Need of teaching science in primary and upper primary level
- Important concepts of science
- Children's idea related to science concepts, probing, documenting, and analyzing children's idea related to science concepts.

**Unit 2: Classroom transaction (20)**

- Teaching science in different disciplines
- Approach and methods of teaching science –teaching of physics, teaching of chemistry and teaching of biology
- Preparing Unit plans based on concept maps.
- Different ways of conducting inquiry; setting up simple experiments and investigation in different contexts: Enquiring (e.g. How do clouds form? How do plants and animals utilize their food? How does an electric bell work? Where all

does the rainwater go? Why does a candle become short on burning?), Activity method, problem solving, and project preparation; Unit plan and lesson plan; ICT in science & technology

**Unit 3: A look into textbook**

**(5)**

- Mapping competencies of Science textbook of any class and analyse its compatibility with the aim set in the curriculum

**Unit 4: Experimentation**

**(5 x 3 = 15)**

**Suggested list of experiment:**

- a) Laws of Reflection of light
- b) Laws of Refraction of light
- c) Parts of a complete flower
- d) Photosynthesis
- e) Transportation of nutrients in plants

*[Internal marks will be given by the TEIs on the basis of the experiments]*

**Essential readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-IV.

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**Paper X**  
**Diversity, Gender and Inclusive Education (Part-A)**

Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 25- 35

**Course Design:**

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

**Rationale and Aim:**

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

**Specific Objectives :**

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

**Expected Outcomes:**

- Students will be equipped with the skills of dealing with children with diverse needs.
- Students will be able to incorporate the related issues regarding the children with diverse needs his/her teaching-learning processes.

## **Units of Study**

### **Unit 1: Inclusive Education**

**(10)**

- 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**

**(10)**

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

### **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

*[Internal marks will be given by the TEIs on the basis of activities incorporated/indicated under 'Mode of instruction']*

**Essential readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-IV.

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**Paper XI**  
**Children's Physical and Emotional Health,**  
**School Health and Education (Part-C)**

Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 30  
(plus practical work during SIP)

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

**Unit 3: Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health** (10)

- Critical Reflection on the concept of Health Education Behaviour Change models v/s Health Communication approach
- Case Studies of Health Education approaches – e.g.: NRHM, Assam.
- School Health Curriculum Areas - SCERT (Elementary) & SEBA (Secondary)

**Unit 4: Knowledge and Skills Development for Health Education:** (10)

- Food and Nutrition;
- Communicable Diseases;
- Understanding One's body, Alternative systems of health and healing;
- First Aid (Workshop Mode);
- Child Abuse: Issues of corporal punishment in school.
- Principles and benefits of Yoga

**Practical Work: Based on Units 3 and 4** (5)

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.

**Essential readings, readings for discussion & advanced readings:** Given as tail ender in the same paper of semester-IV

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**Paper XII**  
**Creative Drama, Fine Arts and Education (Part-C)**

Marks: 25  
To be assessed internally  
Student Contact Hours: 10-15

- 1. Visual Art:** Opportunities to experiment and create pieces of art using different Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.
  
- 2. 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. (e.g. harvest songs, songs during the freedom struggle etc; create musical pieces with others; design and run sessions on music with children.

**Suggested activities:**

1. Drawing – still life drawing by pencil; drawing by own imagination; free hand drawing; colour by crayon, acrylic, oil pastel and oil paper canvas
2. Music – folk song (solo & group), traditional musical instrument, Knowing/collecting information about folk culture of the locality.

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**Paper XIII**  
**Work and Education (Part-C)**

Marks: 25  
External: 10  
Internal: 15  
Student Contact Hours: 15-20

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

**Unit 3: Curricular integration** (5)

- How are work projects related with other curricular subjects
- Need of involvement of Head Teacher, other teachers and the parents

**Unit 4: Selection of works** (5)

- Criteria of selecting works in urban schools, rural schools
- Utilisation of human & material resources
- Difficulties in implementing work projects.

**Practical Work based on Units 3, 4 : (any three)** (5 x 3 = 15)

- Garment making.
- Preparing electric extension boards for use in home/school or for sale.
- Preparing paper out of waste paper.
- Preparation of decoration pieces of a more sophisticated nature out of plaster of paris.
- Mat and carpet weaving.
- Doll making.
- Hand embroidery.
- Running a cooperative store.
- NCC, NSS, Scouting and Guiding.

*[Internal marks will be given by the TEIs on the basis of practical works/assignments]*

**Essential readings;**

1. Work experience in general education by N. P. Banerjee

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## School Internship

Marks: 100  
To be internally assessed

### Specific Objectives:

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

These objectives require the following components with the stated weightage:

	<u>Weightage in Marks</u>
• Planning	40
• Teaching	60
	Total= 100

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

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

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

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## SEMESTER-IV

**Paper I**  
**Cognition, Learning and the Socio-Cultural Context (part-B)**

Marks: 50  
Theory: 35  
(External: 35 Internal: 15)  
Student Contact Hours: 50

**Units of Study**

**Unit 3: Language and Communication (25)**

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

**Unit 4: Self and Moral development (10)**

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

**Mode of Transaction**

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

**Practicum: Peep into the Child' world: What and How II (15)**

*Total Number of hours: 13 (in the field + maintaining records and classroom discussion)*

**Task 1:** The student-teacher does observation of children at play and maintain records-2 hours across 4 observations; observations can be carried out in playgrounds in the neighbourhood or schools. The students could identify different games that children play; Individual and group behaviour in play; friendships and social relationships. The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behaviour, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This assignment is to be followed by post-assignment discussions during contact hours to arrive at linkages between play and social, emotional, cognitive, language and motor development of children.

**Contact Hours: 5; Hours on the field/ self-study: 8**

### **Essential Readings**

1. Resource Materials-II of D. El. Ed. Course, 2012 publn: SCERT; Assam
2. Study materials for D. El. Ed. Course: KKHSU
3. Study materials for D. El. Ed. Course: IGNOU
4. A textbook on education, Part-I & II: L. Das
5. Sampurna Shiksha; L. Das
6. Language Disadvantage – A learning challenge in primary Education: Dhir Jhingran, APH publishing cooprn
7. Education – a study of its principles and psychology: B. C. Kar, Bina Library
8. Glimpses of academic achievement: Dr. U. Deka, Om sons Publ'n
9. Psychological foundation: N. K. Duuta
10. Educational psychology: S. P. Chaube
11. Elkind, D. (1976). *Child Development and Education*. Oxford Univ. Press.
12. Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.

### **Readings for Discussion**

1. Holt, J. (1967). *How Children Learn*. London: Penguin.
2. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.

### **Advanced Readings**

1. Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books.
2. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, Massachusetts: Harvard Univ. Press.

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**Paper II**  
**Teacher Identity and School Culture (part-B)**

Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 25

**Units of Study**

**Unit 4: Creating a Positive Classroom Culture (15)**

*Objective*

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

*Workshop Themes*

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

**Unit 5: Developing Research Skills (5)**

*Objectives*

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

*Workshop Themes*

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

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the unit]*

**Essential Readings**

2. Resource Materials-II of D. El. Ed. Course, 2012 publn: SCERT; Assam
3. Study materials for D. El. Ed. Course: KKHSU
4. Study materials for D. El. Ed. Course: IGNOU
5. A textbook of Education, part-I & II: L. Das
6. 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.
7. Dewey, J. (1897). *My Pedagogic Creed*, School Journal, Vol. 54.
8. Gupta, L. (2008). Making of a Teacher, *Seminar*, No. 592, 22-27.
9. Sri Aurobindo and The Mother, (1956). *On Education*, Pondicherry, India: Sri Aurobindo Ashram.
6. *The Good Teacher and the Good Pupil*, (1988). Auroville, India: Sri Aurobindo International Institute of Educational Research.

## Readings for Discussion

1. Kuranyangi, T. (1993). *Totochan*. New Delhi, India: National Book Trust.
2. Anjum, S. (2006). *Life at Mirambika: a Free Progress School*, New Delhi: NCERT.
3. Huppes, N. (2001). *Psychic Education: A Workbook*, Pondicherry, India: Sri Aurobindo Ashram.

## Advanced Readings

1. Batra, P. (2009). Teacher Empowerment: the Educational Entitlement-Social Transformation Traverse, *Contemporary Education Dialogue*, 6(2), 121-156.
2. Holt, J. (1995). *How Children Fail*. Addison-Wesley Pub. Co.
3. Krishnamurti, J. (2000). *Life Ahead, To parents, teachers and students*, Ojai, California, USA: Krishnamurti Foundation Trust.
4. Kumar, K. (2005). *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas*. New Delhi: Sage Pub.
5. Kumar, K. (2008). *A Pedagogue's Romance: Reflections on schooling*. New Delhi: Oxford University Press.
6. Partho, *Integral Education*, Pondicherry: Sri Aurobindo Society.

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**Paper III**  
**School Culture, Leadership and Change (Part-B)**

Maximum Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 22

**Units of Study**

**Unit 3: School Leadership and Management (10)**

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

**Unit 4: Change facilitation in Education (10)**

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

**Mode of Transaction**

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

**Project work : (5)**

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

**Suggested topics:**

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

**Mode of Transaction**

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

## 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. Resource Materials-II of D. El. Ed. Course, 2012 publ: SCERT; Assam
3. Study materials for D. El. Ed. Course: KKHSU
4. Study materials for D. El. Ed. Course: IGNOU
5. A textbook of Education, part I & II: L. Das
6. Fullan, M. (1993). Why Teachers Must Become Change Agents. In *Educational Leadership*, 50 (6).
7. 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.
8. 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.

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**Paper IV**  
**Pedagogy of Environmental Studies (Part-B)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 40-50

**Units of Study**

**Unit 4: Classroom Transaction and Assessment (20)**

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

**Unit 5: Planning for Teaching (15)**

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

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the units]*

**Essential Readings**

1. Resource Materials-II of D. El. Ed. Course, 2012 publ: SCERT; Assam
2. Study materials for D. El. Ed. Course: KKHSU
3. Study materials for D. El. Ed. Course: IGNOU
4. NCERT, (2005). *National Curriculum Framework*. New Delhi: NCERT.
5. NCERT, (2005). *Syllabus for Elementary Classes- Volume I*. New Delhi: NCERT.
6. Textbooks of EVS: SCERT; Assam
7. Teaching of Science: R. C. Das
8. Raina, V. and Singh, D. P. (2001). What is Science. *Dispatch*, Oct-Dec.
9. 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*.

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

### **Readings for Discussion**

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 2<sup>nd</sup> Report.
3. Mishra, A. (2004). *Aaj bhi Kharein hai Talaab*, Gandhi Peace Foundation, 5th Edition.
4. George, Alex M. (2007). *Children's Perception of Sarkar- A critique of Civics Text books*, Bhopal: Eklavya.
5. NCERT, (2008). *Source Book on Assessment for Classes I–V*. Chapter 2: Environmental Studies, New Delhi: NCERT.
6. Piaget, J. (1930). *The Child's Conception of Physical Causality*. London: Kegan Paul, Trench, Trubner & Co. Ltd.

### **Advanced Readings**

1. Journals of National Science Congress
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.
5. Parkinson. J. (2004). *Reflective Teaching of Science 11-18*. London: Continuum.

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**Paper V**  
**Language Teaching- MIL (Part-B)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 40-50

**Units of Study**

**Unit 5: Literature (15)**

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

**Unit 6: Assessment (15)**

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

**Unit 7: A look into textbook (5)**

- Mapping competencies of EVS textbook of any class and analyse its compatibility with the aim set in the curriculum

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the unit]*

**Essential Readings**

1. Resource Materials-II of D. El. Ed. Course, 2012 publ: SCERT; Assam
2. Study materials for D. El. Ed. Course: KKHSU
3. Study materials for D. El. Ed. Course: IGNOU
4. Kumar, K. (2007). *The Child's Language and the Teacher*. India: NBT.
5. Sinha, S. (2000). Acquiring Literacy in Schools. *Redesigning Curricula: A symposium on working a framework for School education*. September, 493.
6. Tompkins, Gail E. (1994). *Teaching Writing: Balancing Process and Product*. Macmillan; California
7. Perspective in educational evaluation: V. K. Rao, R. S. Reddy
8. SSA, Publns

**Readings for Discussion**

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

**Paper VI**  
**English Teaching (Part-B)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 35-40

**Units of Study**

**Unit 5: Learner Assessment (20)**

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

**Unit 6: Planning and Material Development (15)**

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

**7: A look into textbook (5)**

- Mapping competencies of EVS textbook of any class and analyse its compatibility with the aim set in the curriculum

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the unit]*

**Mode of Transaction**

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

**Essential Readings**

1. Resource Materials -II of D. El. Ed. Course, 2012 publ: SCERT; Assam
2. Study materials for D. El. Ed. Course: KKHSU
3. Study materials for D. El. Ed. Course: IGNOU
4. English Teaching: T. C. Barua
5. Teaching of English: S. L. Kocchar
6. NCERT, (2005). National Curriculum Framework, 2005. New Delhi: NCERT.
7. NCERT, (2006). Position Paper National Focus Group on *Teaching of English*. New Delhi: NCERT
8. Source book: NCERT

## **Readings for Discussion**

1. Fogarty, R. (2006). *Literacy Matters: Strategies Every Teacher Can Use*. USA: Corwin Press pp. 59-62.
2. 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. Tomlinson, B. (Eds.) (1998). *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press.

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**Paper VII**  
**Social Science Teaching (Part-B)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 40-50

**Units of Study**

**Unit 4: Methods and approaches of teaching social science (20)**

**Teaching methods:**

- Story telling/narration
- Dramatization / role play
- Dialogue and discussion
- Project method
- Use of audio-visual aids such as films, documentaries/recorded interview, cartoons etc.
- Use of TLM
- Field visits, tools, museums, historical monuments etc.
- Use of community resources of Assam such as Namghars, Satra, Mosque, Maqtab, Madrassa, Temples, Buddha Bihar, Church etc.

**Unit 5: Assessment and evaluation in social science (10)**

- CCE
- Tools of evaluation (oral questions, quizzes, assignments, problem solving, exercises, observation, discovery, project work, written test, group assignment, experience sharing etc)
- Different methods of testing

**Unit 6: A look into textbook (5)**

- Mapping competencies of EVS textbook of any class and analyse its compatibility with the aim set in the curriculum

**Unit 7: Field-based Project: Some Suggested Projects (any three) (5 x 3 = 15)**

1. To study the Ahom rule in Assam and its contribution in building modern Assam.
2. Map any locality based on the distance and directional relationship from your educational institution. Mark out institutions, historical monuments, banks, local market, and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location. Try to see the linkages between various institutions that exist in this locality.
3. 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.
4. 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.
5. 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.
6. 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.
  7. 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.

*[Internal marks will be given by the TEIs on the basis of above field-based projects]*

### **Essential Readings**

1. Soc. Science textbooks, classes VI -X: SEBS, SCERT; Assam
2. Batra, P. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, New Delhi: Sage.
3. 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.
4. George, A. and Madan, A. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
5. Resource Materials-II of D. El. Ed. Course, 2012 publ: SCERT; Assam
6. Study materials for D. El. Ed. Course: KKHSU
7. Study materials for D. El. Ed. Course: IGNOU
8. Teaching of Soc. Studies: Kocchar
9. NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. New Delhi: NCERT, 1-19.

### **Readings for Discussion**

1. NCERT Social Science Textbooks for classes VI – VIII, New Delhi: NCERT.
2. *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. Rozenburg Publications.

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**Paper VIII**  
**Mathematics teaching (Part-B)**

Marks: 50  
External: 35  
Internal: 15  
Student Contact Hours: 40-50

**Units of Study**

**Unit 8: Geometric ways of looking at space and shapes (15)**

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

**Unit 9: Communicating Mathematics (10)**

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

**Unit 10: Issues about Assessment in Mathematics (10)**

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

**Mode of Transaction**

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

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the unit]*

**Essential Readings**

- Textbooks on mathematics for classes VI – X: SEBA, SCERT; Assam
- Teaching mathematics: Kocchar
- Ganit Shikshan: H. K. Sharma
- Ganit Shikshan: Dr. B. K. Dev Sharma
- Upper primary Teacher's training module on Maths, 2011: SCERT; Assam
- Resource materials-II: SCERT; Assam
- Study materials for D. El. Ed. Course: KKHSU/IGNOU
- IGNOU (2007), *Learning Mathematics (LMT)1-6*, School of Sc., New Delhi

**Advanced Readings for Faculty**

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

**Paper IX**  
**Science Teaching (Part-B)**

Marks: 50  
External: 35  
Internal: 15  
Total Contact Hours: 40-50

**Units of Study**

**Unit 3: Science for All** **(20)**

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

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

**Unit 4: Assessment and evaluation in science** **(15)**

- CCE in science
- Types of test – essay and objectives
- Developing different assessment strategies including appropriate questions for paper-pencil test
- Assessing teaching-learning materials such as books, films, multimedia packages for their relevance and age appropriateness.

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the unit]*

**Essential Readings**

1. Textbooks on Science for classes VI- X: SEBA, SCERT; Assam
2. Resource materials-II, 2012 publn: SCERT; Assam
3. Study materials for D. El. Ed. Course: KKHSU
4. Study materials for D. El. Ed. Course: IGNOU
5. Teaching of Science: R. C. Sharma
6. Teaching of Science: R. C. Das
7. Bloom, J. W. (2006). *Creating a Classroom Community of Young Scientists*. New York: Routledge.
8. Harlen, W. (2006). *Teaching, Learning and Assessing Science 5 – 12*. UK: Sage.
9. Harlen, W. Elstgeest, J. (1992). *UNESCO Source Book for Science in the Primary School*, New Delhi: NBT.
10. Position paper on Science: NCERT
11. Source book: NCERT
12. Martin, D. J. (2009). *Elementary Science Methods- A Constructivist Approach*. Belmont CA: Thomson Wadsworth. 5th Edition.

## Readings for Discussion

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

## Advanced Readings

1. McComas, William F. (ed.) (1998). *The Nature of Science in Science Education: Rationales and Strategies*, Netherlands : Kluwer Academic Publishers
2. Okasha, S. (2002). *Philosophy of Science– A very short Introduction* UK: Oxford University Press.
3. NCERT, (2005). *Focus group paper on Science Education*, Position Paper. New Delhi: NCERT.
4. Rampal, A. (1993). School science in search of a democratic order? In Kumar, K. (Ed.) *Democracy and Education in India*. New Delhi: NMML.

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**Paper X**  
**Diversity, Gender and Inclusive Education (Part-B)**

Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 25- 35

**Units of Study**

**Unit 3: Gender, School and Society (10)**

- 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

**Unit 4: Human rights, peace and value education (10)**

- What are human rights
- Need of human rights
- Basic principles of peace education
- Value education: meaning, concept and need

**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

*[Internal marks will be given by the TEIs on the basis of internal works assigned from the unit]*

**Essential Readings**

1. Resource materials-II, 2012 publ: SCERT; Assam
2. Study materials for D. El. Ed. Course: KKHSU/ IGNOU
3. SSA publns
4. Baquer, A. and Sharma, A. *Disability Vs Challenges*. N. Delhi: Can Publishers.
5. Bhattacharjee, N. (1999). *Through the looking-glass: Gender Socialization in a Primary School* in T. S. Saraswathi (ed.) New Delhi: Sage.

**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.

**Advanced Readings**

1. Stakes, R. and Hornby, G. (2000). *Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers* (2nd ed).

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**Paper XI**  
**Children's Physical and Emotional Health,**  
**School Health and Education (Part-D)**

Maximum Marks: 25  
External: 20  
Internal: 05  
Student Contact Hours: 30  
(plus practical work during SIP)

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

**Unit 5: Understanding Emotional Health Needs, Diversity and Inclusion** (10)

- 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 6: Physical Education as integral to health and education** (10)

- 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 5 & 6:** (5)

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 internship<sup>2</sup> 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

10. Resource materials-II, 2012 publn: SCERT; Assam
11. Study materials for D. El. Ed. Course: KKHSU
12. Study materials for D. El. Ed. Course: IGNOU
13. *Aao Kadam Uthaein: Ek Sahayak Pustika*, USRN-JNU, New Delhi. (A resource tool/ book for schools to address issues of health infrastructure and programmes)
14. Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.
15. Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU
16. Midday Meals- A Primer, (2005). *Right to Food Campaign*, Delhi.

## Readings for Discussion

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

## Advanced Readings for Faculty:

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

**Paper XII**  
**Creative Drama, Fine Arts and Education (Part-D)**

Marks: 25

To be assessed internally

Student Contact Hours: 10-15

**1. 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.

**2. 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.

**3. Architecture and spatial Design:** develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Ahom, Mughal, Sultanate period, Post Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these viz.-a-viz. architecture and design; spaces for children in a city.

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

**Expertise/Specialization required to conduct this course**

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

**Suggested Activities:**

1. Creative drama – Staging creative drama, recitation, one-act play
2. Literary art – story writing, poem writing, play developing
3. Architecture design – Know architecture design of various heritage such as Mughal, Ahom, British era etc. by showing photograph, video etc.
4. Project developing – Prepare project of cultural heritage, educational development of an area, collect traditional local song, play, musical instruments etc.

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**Paper XIII**  
**Work and Education (Part-D)**

Marks: 25  
External: 10  
Internal: 15  
Student Contact Hours: 15-20

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

**Unit 5: Assessment** **(10)**

- Short coming in the Present system
- Tools for evaluation

**Practical Work based on Unit 5 : (any three)** **(5 x 3 = 15)**

**Activity 1 :** Studying the nutrition and health status of people in a village/city slum/tribal area.

- Distributing families among members of the project team for door-to-door contact and preparing a time schedule for door-to-door contact programmes, explaining the importance of desirable practices for better nutrition, health and sanitation and recording the practices present in the family in the checklist of desirable practices.
- Discussing the problems encountered by the team members after every 3 contacts, analyzing why a particular desirable practice is not achieved, finding out possible solution to reinforce the programme.
- Consolidation the records of desirable practices on the first and last contact programme for the entire community and seeing the impact of the programme on the basis of improvement in practice percentage.
- Assessing individual performance of the project team members on the basis of their integrity and honesty and improvement in practice percentage in the families assigned to them.

**Activity 2:** Preparation of materials for Classroom Use.

**Activity 3:** Studying implementation of MDM in school

*[Internal marks will be given by the TEIs on the basis of practical works assigned from the unit]*

**Essential readings;**

1. Work experience in general education by N. P. Banerjee
2. Resource materials-II, 2012 publ: SCER; Assam

## SCHOOL INTERNSHIP

Marks: 100  
To be internally assessed

### Specific Objectives:

7. To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
8. 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.
9. To be able to innovate within existing systemic limitations.
10. To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
11. To critically reflect on her own school experiences and to keep records.
12. To learn to assess different aspects of children's learning without a focus only on achievement.

These objectives require the following components with the stated weightage:

### Weightage in Marks

- Reflective Journal and Record Keeping 100

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

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

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

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