

DELED-01

CHILDHOOD, CHILD DEVELOPMENT AND LEARNING

Maximum Marks: 100

External: 70

Internal: 30

INTRODUCTION

The elementary school teachers need to have good understanding about the children they are expected to teach. This course is visualized as the systematic introduction of the student-teachers to the study of childhood ,development of children and learning in wider and comprehensive context. The curriculum of this paper is necessarily the foundation upon which the student-teacher will understand inter and intra individual differences among children belonging to different sub-strata. The curriculum aims to build sensitivity towards children's development needs and capabilities within their socio-cultural context.

OBJECTIVES

After studying the course content the student-teachers will be able to:

- Understand the concept of growth and development.
- Develop an understanding of different aspects of child's physical, motor social and emotional development.
- Understand developmental tasks of different age groups.
- Understand Piaget's stages of cognitive development upto late childhood stage and its educational implications.
- Understand development of children in diverse socio-cultural context.
- Understand concept of Play and its implications in physical, social, emotional and cognitive development.
- Review conceptions about childhood specially with reference to the Indian's Social context.
- Develop hands-on experiences to interact with children.
- Develop understanding about individual difference among children in the class and organize teaching-learning process accordingly
- Understand the process of thinking and learning in children through different perspective.

BLOCK-I CHILDHOOD

Unit-I Introduction to Childhood

Concept of Childhood; Principles of Growth and Development; Socio-cultural context of Influencing Development

Childhood in Different Contexts: Childhood and Poverty, Child Labour, Child Abuses and Child Protection. Childhood Rearing Practices; Effects of Divorce, Single Parenthood Family; Migration of Families

Unit-II Social Development in Childhood

Concept and Characteristics of Social Development; Role of Family (Parents), Peers, School (Teachers) and Society in Social Development; Role of Motivation, Reinforcement, Competition and Discipline in Social Development of Children

Unit-III Socialization of Children and Childhood

Concept and Process of Socialization; Socialization in Different Cultures; Margaret Mead's Study on Socialization on 'Samoan' Adolescent Girls, Agencies of Socialization; Role of Family (Parents), Peers, School (Teachers) and Society in the Process of Socialization; Aggression, Bullying and Teasing Behaviour during Childhood

Unit-IV Acquiring Knowledge about Children

Understanding children through: Observations, Interviews, Anecdotal Records, Psychological Tests, Narratives, Case Study and Reflective Journals; Longitudinal and Cross-cultural Studies

BLOCK-II PERSPECTIVES IN DEVELOPMENT

Unit-I Physical and Motor Development

Characteristics of Physical Growth at Early Childhood and Late Childhood Stages; Motor Development- Gross and Fine Motor Skills Development upto Late Childhood; Developmental Tasks upto Late Childhood; Developmental Delay and its Remedies; Play: Characteristics, Stages, Types, Importance and its Role in overall Development; Role of Parents and Teachers in Physical and Motor Development of Children

Unit-II Emotional Development

Meaning, Nature, Characteristics and Types of Emotions; Emotional Development in different Socio-cultural Contexts; Understanding Children's Emotions; Factors Affecting Emotional Development; Role of Parents and Teachers in Healthy Emotional Development

Unit-III Language Development

Relationship between Language and Thought; Receptive (Reading and Listening) and Productive (Speaking and Writing) Skills; Stages of Language Development; Factors Affecting Language Development; Guiding Children's Language Skills with Special Reference to Bilingual and Multilingual Classrooms

Language and Socio-Cultural Variations: Accents; Difference in Communication for a Multilingual Classroom; Bilingual and Multilingual Children; Implication for Teachers

Unit 4: Self and Moral Development

A sense of Self: Self concept, self esteem, social comparison

Moral Development: Concept and stages of moral development according to Kohlberg and Piaget

BLOCK-III COGNITION AND COGNITIVE DEVELOPMENT

Unit 1: Attention

Attention: Meaning, nature, distraction, inattention, determinants of attention ,divided attention and span of attention

Sensation and perception: laws of perception

Memory: meaning, types and models

Forgetting: causes, theories and its Educational Implications

Unit 2: Mental Abilities and Cognitive Development

Concept and Classification of Mental Abilities; Concept of Cognitive Development; Piaget's Stages of Cognitive Development upto late childhood and its Educational Implications

Unit 3: Individual Differences and Cognitive development

Introduction of Individual Differences: Intelligence, Multiple Intelligence, Creativity, Interest, Aptitude etc.

BLOCK - IV CONCEPT AND PROCESS OF LEARNING

Unit 1: Introduction to Learning

Concept of Learning, Contexts of Learning: Home, School, Environment; Factors Influencing of Learning

Unit 2: Perspectives of Learning and Its Implication in Classroom Teaching

Behaviorist Perspectives of Learning: Thorandike, Pavlov and Skinner's theories and its application in teaching learning

Cognitive Perspectives of Learning: Piaget theory and its application in teaching learning

Social-Constructivist Perspectives: Vygotsky's theory and its application in teaching learning

Unit 3: Facilitating Concept Formation

Meaning of Concept Mental processes in concept formation, factors affecting development of concepts in childhood, Bruner's model of concept learning,

Unit-IV Attention Deficit and Learning Disabled Children

Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) and Learning Disabled (LD) Children: Characteristics and Identification; Teachers' role in dealing ADD, ADHD and LD children.

Practicum/ Assignment: Students are required to do *any three of the following practicum tasks.*

Task 1:Collect 6-8 newspaper articles that reflect issues of parenting and childhood, analyze these and prepare a report.

Task 2: Identify two children of 7-14 age group belonging to diverse socio-cultural backgrounds and prepare their case profiles by case study approach

Task 3: Conduct interviews of 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles, prepare and present their report in the class.

Task 4:Collect data from an elementary school with regard to the growth of height, weight and eyesight of children, analyze the data and prepare a report for presentation.

Task 5:Collect and compile data relating to developmental norms during infancy/babyhood/early childhood/late childhood.

Any other assignment as per the need and interest of the students may be given by teacher educator.

SUGGESTED READINGS:

- Balagopalan, S. (2008) Memories of Tomorrow: Children, Labor and The Panacea of Formal Schooling. *Journal of the History of Childhood and Youth*. John Hopkins University Press.
- Berk, L.E. (2000) Childhood to Adolescence. London: Mc.Graw Hill Company.
- Berk, L.E. (2007) Development Through the Life Span. New Delhi: Pearson Education.
- Devadas, R.P. and Jaya, N. (2002) A Textbook on Child Development. Madras: Macmillan India Limited.
- Gupta, M.S. (2009) Early Childhood Care and Education. Prantice Hall of India Pvt.Ltd.
- Harris, M. and Butterworth, G. (2002) Developmental Psychology: a Student's Handbook. Taylor & Francis: New York.
- Hurlock, E.B. (2004) Child Growth and Development. New York: Tata Mc.Graw Hill Company.
- Kakkar, S. (1978) Indian Childhood: Cultural Ideas and Social Reality. Oxford: New Delhi.
- Kakkar, S. (1991) The Inner World: A Psycho-analytic Study of Childhood and Society in India. Delhi: Oxford University Press.
- Mead, M. (1953) Coming of Age in Samoa. New York: A Modern Library Book.
- Mohanty, J. and Mohanty, B. (1994) Early Childhood Care and Education (ECCE). New Delhi: Deep and Deep publications.
- Mussen, P.H. et. al. (1984) Child Development and Personality. New York: Harper & Row Publication.
- Nambissan, G. (2010) Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working Paper Series, Vol. 01 (01), Delhi: Indian Institute of Dalit Studies and UNICEF.

- Papalia, D.E. and Olds, S.W. (2005) Human Development. New York: Tata Mc.Graw Hill Company.
- Rao, D.B. (1997) Care the Child, Vol I & II. New Delhi: Discovery Publishing House.
- Sandra, L.B. (1987) Gender schema Theory and its Implications for Child Development:
- Raising Gender a Schematic Children in a Gender Schematic Society, in Walsh, M.R. (ed). *The Psychology of Women*, pp. 206-226, Cambridge: Harvard University Press.
- Santrock, J.W. (2006) Child Development. New Delhi: Tata Mc.Graw Hill Publishing Company.
- Suriakanthi, A. (2005) Child Development. Gandhigram, Tamil Nadu: Kavitha Publications.
- Weiner, M. (1991) The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press.
- Woolfolk, A. (2008) Educational Psychology. New Delhi: Pearson Education Inc.

DELED-02

Education in Contemporary Indian Society

Maximum Marks: 100

External: 70

Internal: 30

INTRODUCTION

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

OBJECTIVES

The course aims at develop critical consciousness about India as society, polity and economy. Therefore, after reflective debates, students are expected to:

- familiarize with the socio- political economic dimensions of Indian Society and appreciating its diversity
- develop an understanding of the trends, issues, and challenges facing contemporary Indian Society
- 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
- Understand and contextualize ideals of the Constitution of India
- Appreciate humanistic agenda of the Constitution of India
- Develop critical awareness about the developments taking place in the country
- Understand and develop positive attitudes towards various forms of exclusions

Running Thread of the Course

The units of the course cover the political, economic, historical, social and cultural issues of contemporary India. For the transaction of the course, the interweaving of all these factors must

be kept in mind. All the units are intermeshed in one another and a Two –Year Elementary Teacher Education Programme NCTE meaningful understanding of the contemporary India can be developed only by keeping all these facets at the background. This course forms the basis to think critically as a sociological, critical questioning outlook is required from all student teachers. Students are expected to analyze and go beyond their own general presumptions.

BLOCK- I UNDERSTANDING ABOUT INDIA

Unit-I: India: Historical Evolution

- Early India: Landscape and people
- India as Ancient civilization: Characteristics
- Perception of the Past
- Ways and sources of understanding the historical past
- India as Political Entity: Change and continuity

Unit-II: India as Geo-political Entity

- Geographical Diversity
- Changing geo-political contours of India: A historical account
- India as geo-political entity during ancient, medieval, colonial, and in contemporary times

Unit-III: India as a Society: Characteristics and Nature

- Society: Meaning and Features
- Social Relations and Social stratification
- Social hierarchies and Inequalities: Features and nature

Unit-IV: India as Cultural Identity

- Linguistic Diversity
- Cultural diversity
- Religious plurality

BLOCK-II INDIA UNDER COLONIALISM

Unit-I: India under British Rule:

- Beginning of colonial rule: A brief historical account
- Impact of colonialism on Indian society, economy and polity
- Constructive and destructive role of British rule: A critical understanding

Unit-II: Education under Colonialism

- British legislations on education: Their motives and impact

- McCauley Minuts-1835
- Woods Despatch-1882

Unit-III: India: Emergence from the Freedom Struggle

- Freedom struggles during British rule: Their diversity and nature
 - Religious reformation movements
 - Anti-caste movements
 - Nationalist movements: Different streams- A brief account

Unit-IV: Freedom struggle and Vision of India

- Anti-colonial struggle and different visions about independent India
- Institutional structures of the Indian nation state: Continuities and Breaks with the colonial apparatus

BLOCK III: CONTEMPORARY INDIA: NORMATIVE VISION

Unit-I: Making of the Constitution of India

- Human Society: Normative Relations
- Indian Society: Multiple Normative Frameworks—A critical understanding
- Modern Indian Society: Constitutional Normative Framework
- Constitution: Meaning and Functions
- Formation of Constituent Assemble: Nature and functions

Unit-II: Constitution of India: Basic Philosophy and Features

- Preamble
- Fundamental Rights and Duties
- Directive Principles of State Policy

Unit-III: Constitution of India and Educational Provisions

- Efforts of Indians during British period for democratization of education
- Debates in constituent assembly on educational and language policies
- Educational provisions in the Constitution of India

Unit-IV: Educational Development since independence: Issues

- Quantitative Expansion: Extent and its social nature
- Quality in school education: Status
- Equality of educational opportunities: Success and failures

Block-IV India: Economy and Democracy

Unit-I: India as Evolving Nation State

- India as an Evolving Nation State: Vision, Nature and Salient Features
- Democratic and secular Polity
- Federal Structure: Implications to Educational Arrangements and responsibilities

Unit-II: India as Developing Economy: Salient Features

- Agrarian economy: key features, land ownership, landlessness, agricultural production, market and credit
- Industrial Sector: Key features
- Service Sector: Key features
- Unorganized sector and migrant labor (to be studied with the help of a project based on locally done field work)
- Globalization-Issues and Debates on Globalization, Liberalization and Privatization of economy

Unit-III: Development Economy of India: Paradoxes and contradictions

- Meaning and politics of development and its effects
- Development and Displacements and migration
- Growing incomes and widening inequalities
- Development and Environmental Degradation

Unit-IV: Democracy in India

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

Some Suggested Projects on Contemporary Indian issues

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

- Educational debates and movements
- First generation learner in school
- Children with disability and inclusive education
- Analysis of contemporary debates in media
- Construct of the child and school in RTE act
- Language within school
- Tracing any farm/industrial product to its origin
- Linguistic and religious diversity of India
- Significance of minority rights
- Educational status, opportunities and experiences of Dalits, Tribals and Religious minorities in India
- Marginalization and education of children from slums and distress migration
- Challenges of pluralist education in the context of conflict
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums

Mode of Transaction

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

Essential Readings

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

Documentaries/ DVDs for Discussion

- *So Shall You Reap*, 35 min, 2007 by Ajay Bhardwaj (A film on genetically engineered (GE) seeds with specific reference to India)
- *The Bitter Drink*, 27 min by P. Baburaj & C. Saratchandran (Chronicles the struggle of the tribal community, against the mighty global giant Coca Cola; also discusses the issue of the ownership of natural resources, mainly water.)
- *Cry of the Forest*, 30 min, 2001 by Krishnendu Bose (Film on the politics of conservation, it tries to look into a more holistic meaning of conservation where people also are part of the forest and animals)
- *Unlimited Girls*, 94 min, 2002 by Paromita Vohra (A feminist tale told through conversations with cab-drivers, activists, yuppies, cop-scriptwriters, teachers, colleges students and a cast of oddly named and unseen women in a chatroom *I Wonder*, 60 mins by Anupama Srinivasan (On schooling in India)
- Movie *1947 Earth* (1999) by Deepa Mehta
- Movie *Rabba Hun Kee Kariye* by Ajay Bharadwaj

DELED-03

Understanding Language and Early Language Development

Maximum Marks: 50

External: 35

Internal: 15

INTRODUCTION

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

The course aims to make student teachers aware of the dynamics language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation. The course hopes to make student teachers understand language in all its ramifications: what does it mean when we say 'language'? What is the relationship between language, mind and society? The course enables student teachers to understand language learning as the outcome of biological, social and individual factors and that human beings develop distinctive ways of representing experience through the language of make-believe play, gesture, image making and speech. Language learning is essentially a form of apprenticeship.

OBJECTIVES

After studying this course content student teacher will be able to :

- understand the nature and structure of language;
- understand the relation between language, mind and society;
- discuss with them process of language acquisition and learning;
- aware of the functions of language;
- understand function of Language and how children use them as a tool; and
- appreciate the significance and acquisition of early literacy in the larger context of school curriculum.

BLOCK - I NATURE OF LANGUAGE

Unit I: What is Language?

- Difference between Animal and Human Communication

- Features of Language
- Structure of Language
- Function of language

Unit II: Language Diversity and Multilingualism

- Constitutional Provisions about Language
- Multilingual diversity in India; socio-political-economic power associated with languages;
- Critical understanding of notions of 'standard' and 'non-standard' forms of Language:

Unit III: Understanding How Language is acquired and developed

- Language and Social Interaction
- Language, mind and Brain
- Process of language development
- Vygotsky and language Acquisition

BLOCK -II LANGUAGE DEVELOPMENT

Unit I: Language Acquisition and Learning

- Language acquisition and Learning: Infants, Toddlers, Pre-school and early school years
- Language learning as the outcome of biological, social and individual factors;
- Language learning as a form of apprenticeship
- First Language Acquisition
- Second Language Learning

Unit II: Literacy and Language Learning

- Literacy as more than decoding and encoding
- Learning to read and write as a dynamic and evolving process
- Significance of early literacy in the context of current schooling

Unit III: Language and Curriculum Transaction

- Function of language in the classroom, outside the classroom
- Learning language and learning through language
- Bilingual or Trilingual Children: Implications for teachers
- Multilingual Classroom: Challenges and Strategies to Cater to Diversity
- Multilingualism as a Resource and a Strategy

Unit IV: Language Development in Classroom:

- Importance of children's talk: Self talk, peer interactions; Talk as a resource for language learning
- Importance of play in language development
- Role of literature in language learning : Types of texts; narrative and expository literature, Engaging with a text; Using literature across the curriculum
- Language learning and children with special needs: Diagnosis and early language intervention

Suggested Readings

- Agnihotri, R.K. (2007). *Towards a pedagogical paradigm rooted in multilinguality*. International Multilingual Research Journal, Vol.(2) 1-10
- Kumar, K. (2000). *Child's language and the teacher*. New Delhi: National Book Trust
- NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT
- NCERT. (2006). Position Paper on Teaching of Indian Languages. New Delhi: NCERT
- Reading Development Cell, NCERT (2008). *Reading for meaning*. New Delhi: NCERT
- Agnihotri, R.K. (2007). *Hindi: An essential grammar*. London: Routledge
- Agnihotri, R.K. and Vandhopadhyay, P.K. (ed.) (2000). *bhasha, bhubhashita or hindi: Ekanthsamvaad*, New Delhi: Shilalekh
- Agnihotri, R.K. & Khanna, A.L.(eds.) (1994). *Second language acquisition*. New Delhi: Sage Publications 37
- Agnihotri, R. K. (1999). *Bachchon ki bhashaaseekhneki kshamata, bhag 1 or 2. Shakshik Sandarbh*. Bhopal: Eklavya
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press Inc.
- Yule, G. (2006). *The study of language*. Delhi: Cambridge University Press.
- Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University.
- 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.

DELED-04

TOWARDS SELF UNDERSTANDING

(PART – I)

Max. Marks: 50

External : 35

Internal : 15

INTRODUCTION

The course intended to facilitate the learners to gaze at the process of formation of the one's own self and identity. The course intended to encourage learners to develop critical understanding of the factors that contributed and conditioned the self and identity. The course, in essence, is 'inward journey' into one's own biography to map one's sociogram.

OBJECTIVES

After undergoing the course, student teachers are expected to:

- Develop critical understanding of the factors of formation of one's self;
- Develop insights into dimensions of the self;
- Cultivate sensitivity towards fellow beings;
- Develop positive attitudes towards children of different contexts;
- Become humane teacher

BLOCK-I: UNDERSTANDING THE SELF

Unit-I: Self: Meaning and Dimensions

- Self: Meaning and its construction
- Various dimensions of self: Physical, Mental, Emotional, Social and Spiritual
- Self: Individual self and social self: Cooperation and conflict
- Self concept: Self Esteem,
- Self realization and actualization

Unit-II: Self and Socialization

- Understanding nature and processes of socialization in:
 - Family
 - Peer group
 - Community
 - Mass media
 - Religion and
 - school
 - interface between home, community and school;
 - inter-linkages with wider socio-cultural context and the impact of socialization on development of self and identity;

Unit-III: Understanding Self Formation

- Self: Its Formation Process
- Determinants of Self Formation: Caste, Gender, Class, Religion, Tribe and others
- Role of culture in the formation of the self
- Influence of peer group, mass-media and social media on the formation of the self

BLOCK-II: SELF AND SCHOOLING

Unit- I: Schooling and Self formation: a critical study

- School as a site of self formation
- The impact of schooling on self formation: school culture and ethos, teaching-learning practices and teacher discourse in the classroom, evaluation practices; value framework and 'hidden curriculum' in schools
- Coping with self conflict: role of education

Unit- II: Evolving a 'constructive self' as a teacher

- The impact of one's own socialization processes; awareness of one's own shifting identities as 'student' and 'teacher learner', and influences that have acted/continue to act on oneself
- Reflections on one's own aspirations in becoming a 'teacher'
- Evolving a constructive identity as a teacher (that is progressive, and open to re-construction)
- Teacher's 'professional identity'

Unit- III: Themes for workshop to become humane teacher

- Workshop on journey towards one's childhood to trace experiences that are helpful in understanding the perspective of child;
- Critical in-ward journey to understand assumptions, attitudes towards children of different and difficult contexts;
- Looking into one self to identify and highlight stereotypes regarding children of marginalized and differently abled children;
- Understand the conflict, if any, between child and adult perspective;
(This workshop needs to be in the form of reflection and sharing sessions)

Suggested Readings

- Amalendu Misra, (2004). Identity and Religion: Foundations of Anti-Islamism in India. Sage publications, New Delhi.
- Bakan, Joel. (2011). Childhood Under Siege. The Bodley Head. London
- Branden. Nathaniel (1985). Honoring the Self. Bantam Books, New York.

- Butler, J. (1990). Gender Trouble: Feminism and the subversion of Identity. Routledge, New York.
- Dipankar Gupta (Ed.,) (2004). Caste in Question: Identity or Hierarchy. Sage Publications, New Delhi.
- IlaiyahKanch, (1996). Why I am Not a Hindu: A Shudra Critique of Hindutva Philosophy, Culture and Political Economy. Samya Publication.
- Kamala Ganesh &UshaThakkar (Ed.,) (2005). Culture and Making of Identity in India, Sage Publications, New Delhi.
- Kukar K. (2001). Prejudice and Pride: School Histories of the Freedom Struggle. Viking/Penguin, New Delhi.
- Mishra, A. (2007). Everyday life in a slum in Delhi. In D. K. Behera (Ed), Childhoods in South Asia. New Delhi: Pearson Education India

- Saraswati, T. S. (Ed) (1999). Culture, Socialization and Human Development. Theory, Research and Applications in India. Sage Publications, New Delhi.
- SenAmartya (2006). Identity and Violence: The Illusion of Destiny. Allen and Lane: Penguin Books India Pvt. Ltd. New Delhi.
- Sharma, R&E. Annamalai. (2003). Indian Diaspora: In search of Identity. CIIL, Mysore.
- Srinivas M. N. (1986). Social Change in Modern India. Allied Publishers, Bombay.
- Delors, Jacques, et al. Learning: The Treasure Within, Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNESCO Publishing, 1996.

DELED-04
TOWARDS SELF UNDERSTANDING
PART - II

Maximum Marks: 50
(Internal:50)

INTRODUCTION

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

OBJECTIVES

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

MODES 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 afresh 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.

Design of the Course

Strand A

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

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

Strand B

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

Rationale and Aim

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

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

Strand A

1. Journal Writing

Objectives

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

Mode of Transaction

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

2. Writing Tasks

Objectives

- To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors that have shaped their aspirations and expectations
- To synthesize their experiences and learning over a period of time
- To enable student-teachers to reflect on their aims of education
- To enable student-teachers to critically assess their own learning

Suggested Tasks

- Writing an 'Educational autobiography' (at the beginning of the D Ed course)
- Writing a reflective statement of aspirations and expectations, based on one's learning so far in the course (after six months in the course)
- Essay: Identify one social issue/problem of key significance, and reflect on:
 - a) ways in which current forms of 'schooling' may be contributing to sustaining this, and b) how 'school education' and 'classroom practice' may be realigned to ameliorate this. (first month)
- Taking into account one's 'Educational biography', 'statement of aspirations' and 'aims of education', critically evaluate oneself as a 'prospective teacher'.

Strand B

Workshop 1: *A significant event or experience in life*

Objectives

- To make student-teachers aware of some key shaping factors in their lives
- To enable an exploration of one significant event or experience
- To share and learn from each other's experiences

Suggested workshop themes

- Representing key events and experiences – as timeline, mind-map, pictorial poster, any other
- Investigating the texture of one key event/experience (working with partners) –
- Sharing and assimilating a range of experiences

Workshop 2: *Learning to Observe (and to Listen)*

Objectives

- Sensitizing student-teachers to the 'difficulty' of openness in observation and listening

- Enabling them to become aware of the nature of their judgments and ‘quick’ interpretation and opinion (that ‘filters’ or ‘distorts’ observation and listening)

Suggested workshop themes

- Observation of nature; observation of persons; observation of (and listening to)
- situations
- Exercises in observation and listening to uncover one’s judgments and interpretations (and slow these down, to allow for richer perceptions)
- Multiple views on a variety of situations: classroom situations, and human situations in a school context

Workshop 3: *Mindfulness in the classroom*

Objectives

- Making student-teachers aware of mind-body connections
- Introducing approaches to mindfulness
- Appreciating the effects of mindfulness on learning and action

Suggested workshop themes

- Sitting quietly and inviting mindfulness
- Individual breathing exercises and self-awareness of body and mind
- Exploring group exercises for mindfulness
- Mindfulness through the day, in classrooms, in stressful contexts
- Mindfulness and emotional well-being
- Mindfulness and decision-making
- Mindfulness in cognitive learning

Workshop 4: *Understanding working in groups*

Objectives

- Enabling an understanding of patterns of behavior in groups
- Developing skills for and appreciating the importance of working in groups

Suggested workshop themes

- Exploring structural situations that promote competition or cooperation
- Exploring hierarchies and role-taking in group situations
- Exploring inclusion and exclusion in groups
- Facilitation of group working – everyone has a part to play
- Exercises for learning to work in groups (*Modes of Transaction would include ‘role-plays’ and ‘enactments’ followed by discussions*)

Workshop 5: *Viewing and analyzing film(s)*

Objectives

- Viewing films with social and educational content
- Learning to analyze and derive personal meaning from this
- Sharing different points of view on a film

Suggested workshop themes

- Purposive film viewing
- Ways of analyzing themes
- Detailed observation of a key scene and discussion
- Ways of seeing situations in the film

- Writing a film review

Workshop 6: Celebration of an iconic cultural figure (e.g. Kabir/Tagore/ Narayan Guru/Meerabai/AkkaMahadevi/Jnaneswar/Basava/Thyagaraj/ A Sufisaint: depending on region and culture)

Objectives

- Rich exposure to cultural forms around an iconic figure of the region – stories, music, arts, etc
- To participate in celebrating cultural roots and absorbing the ideas and expressions that emerges from these.

Suggested workshop themes

- Authentic performance by a practitioner
- Participation in learning and celebrating (in appropriate media)
- Discussion of cultural world-view and contemporary relevance of the icon
- Writing based on the above

Seminar 1: *Glimpses of different childhoods in India*

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

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

Seminar 2: *Selection of short readings and dialogue*

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

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

Seminar 3: *The Role of science and religion in Society*

Format: Debate and Discussion

Preparation: Topic to be formulated to allow for different perspectives; some texts to be identified as resources; student-teachers prepare in groups

Seminar 4: *Education and environmental crises*

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

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

Evaluation

SUGGESTED RESOURCES

Books, articles, films, organizations, and resource persons could be need for specific workshops and seminars. This list may be added to over time.

An Inconvenient Truth a documentary film directed by Davis Guggenheim, looks at former Vice President Al Gore's fervent crusade to halt global warming's deadly progress by exposing the myths and misconceptions that surround it. In this intimate portrait of Gore and his "travelling global warming show," Gore comes across as never before in the media - funny, engaging, open and intent on alerting citizens to this " planetary emergency" before it's too late.

Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug- Dharam Vir Bharati, Tughlaq: Girish Karnad.

Orr, David W. (2007). Is Environmental Education an Oxymoron? *Journal of the Krishnamurti Schools*. www.kfionline.org

David (2004). All Education is Environmental Education *The Learning Curve*, Issue 226.

Omvedt, Gale (2009). Seeking Begumpura, Navanya: New Delhi.

Audio-visual Resources

1. *Had-Anhad: Journeys with Ram and Kabir* by Shabnam Virmani <http://www.kabirproject.org/>

2. *Teacher's Journey*: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director- Deepak Verma, Azim Premji Foundation. For copies contact - madhumita@azimpremjifoundation.org.

3. *Where Knowledge is Free*: A documentary film about children branded by Caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981. <http://www.dalitstudies.org.in>.

DELED-05

UNDERSTANDING SOCIETY, EDUCATION AND CURRICULUM

Maximum Marks: 100

External: 70

Internal: 30

INTRODUCTION

This paper introduces the philosophical and the historical perspectives on education with a view to initiate inquiries and discussions on significant facets, themes and questions regarding education in India. The present century demands the need to understand the interface between education and society to deal with the issues of prevalent societal inequality and conflict, and address the demands for equality, justice, freedom, dignity and diversity. The philosophical, sociological and historical understanding of educational aims, processes and practices fulfills this need by critically elucidating the linkage that exists between education, knowledge and power.

OBJECTIVES

After studying the course content the student-teachers will be able :

- To understand and explore the meaning, aims, and 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

BLOCK- I PHILOSOPHICAL UNDERSTANDING OF EDUCATION

Unit-I Education in Human Societies

- Needs and purposes: A historical analysis
- Relationship between schooling and education
- Various educative processes in human societies: An examination
- Understanding the basic assumptions about human nature, society, learning

Unit-II Schooling and Education as visualized by different Indian thinkers-I

- Gandhi,
- Swami Vivekananda
- Aurobindo Ghosh

Unit-III Schooling and Education as visualized by different Indian thinkers-II

- Rabindranath Tagore
- Gijubhai
- Krishnamurthi

Unit-IV Schooling and Education as visualized by different western thinkers

- Rousseau
- Pestolozzi
- Froebel
- Montessori

BLOCK- II NORMATIVE FOUNDATIONS OF EDUCATION

Unit -I Aims of Education

- Aims and goals of education
- Dualities in Fixing Aims of Education: Their resolution---Individual aim- social aim; utilitarian aim-knowledge aim; instrumental aim-intrinsic aim.
- Education for conformity and education for change
- Education for preservation and education for transformation

Unit-II Aims of Education: Change and Continuity

- Aims of Education in different educational systems in India:
- Vedic Education
- Buddhist Education
- Islamic Education
- Identifying changes and continuities across these systems and their moral foundations.

Unit-III Education, Politics and Society

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

BLOCK- III INDIAN EDUCATION: CONSTITUTIONAL COMMITMENT

Unit-I Education as Right in India: A Brief Historical Journey

- Education as Privilege: Educational Opportunities: A critical note on Indian educational past
- Demand and Efforts for Education as Right: A brief historical inquiry

- Mahatma JyotiroaPhule Efforts
- Gopala Krishna Gokhale Constitutional moves

Unit-II Education as Right in India: A Brief Historical Journey

- Constitutional Journey of Right to Education: Debates in the constituent assembly on Right to Education
- Directive principles of State Policy: Constitutional Provisions on education and language

Unit-III Right to Education Act in India

- Directive Principles of State Policy to RTE-ACT-2009: Brief Journey
- RTE-Act 2009: Salient Features
- Right to Education and Right to Education Act-2009—A Debate

Unit-IV Constitutional Commitment to Education: Concerns and issue

- Understanding the following basic concepts in relation to education of children
 - Social Diversity and Equality, Inequality in allocation of resources, opportunities and availability of basic needs.
 - Equity
 - Discrimination on the basis of gender, caste and discriminatory practices in the schools and community.
 - Quality

BLOCK-IV KNOWLEDGE, CURRICULUM, LEARNER AND LEARNING

Unit-I Understanding Knowledge

- Knowledge: Meaning, characteristics and nature
- Information, Content, Knowledge and Wisdom
- Different ways of knowing
- Bodies of knowledge: different kinds of knowledge and their validation processes

Unit-II Knowledge Selection and Curriculum

- Processes and criteria for curriculum selection and construction
- Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks
- Dominant Knowledge vs. Marginalized Knowledge
- Indigenous knowledge Vs. Scientific knowledge Vs. Religious Knowledge
- School knowledge Vs. Everyday Knowledge / Informal and Out of School Knowledge

Unit-III Curriculum Organization

- Approaches to Curriculum Organization and Development
- Development of Children and Organization of Curricular Experiences
- Curriculum, Pedagogy and Assessment of Children

Unit- IV Curricular Knowledge and Learning

- Learning: concept and nature
- Learning, knowledge and skills: different ways of learning
- Child's construction of knowledge: attaining knowledge through activity and experience
- 'Body of knowledge' and children's construction of knowledge
- Learners in Context: Situating learner in the socio political and cultural context

Modes 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, groupwork, field works, projects and the close reading of articles, policies, documents
- The connections between all the five units must be sought
- The units are to be studied by keeping the socio-historical-political context in mind

SUGGESTED READINGS

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

DELED--06

Emerging Gender and Inclusive Perspectives in Education

Maximum Marks: 100

External: 70

Internal: 30

INTRODUCTION

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.

The teachers are largely inadequately prepared to address such challenges in the classroom, and hence, fail to understand their needs and facilitate learning for them. Same can be said about the children who come from socially and economically deprived backgrounds, Scheduled Castes, Scheduled Tribes, minority and other communities, girls and children with diverse learning needs. There is a dire need to equip the teachers to overcome their biases in this regard and to develop professional capacities to address these challenges. Development of positive gender perspective is another expectation from school education to address widespread discrimination and injustice at all levels in society. It requires not only a pedagogic approach but also a linkage between theory and real life situations to promote respect for women and reach gender equity. Thus, an engagement with emerging educational perspectives will enable teachers to contextualize education and evolve desired curriculum, subject- content and pedagogy, and can become catalysts of change both at individual and institutional level.

OBJECTIVES

After undergoing the course, student teachers are expected to:

- Develop a comprehensive and critical understanding on disability, marginalization and inclusive education.
- Understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.

- Focus on the structures (implicit and explicit) in our schools that serve as a hindrance to the inclusion of all students.
- Deliver pedagogy, curricula that engages all students, including those with disabilities to address inequality and diversity in Indian classroom.
- Integrate learning's on gender and inclusion across all courses

BLOCK -I INCLUSIVE EDUCATION

Unit-I Inclusive Education: An Introduction (I)

- Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- Definition, concept needs and importance of inclusive education

Unit-II Inclusive Education: An Introduction (II)

- Historical perspectives on education of children with diverse needs
- Difference between special education, integrated education and inclusive education
- Policies and legislations for inclusive education and rehabilitation, government scheme and provisions
- Difference between special education, integrated education and inclusive education

Unit-III Children with Diverse Needs (I)

- Definition and characteristics of children with diverse needs
- Sensory (hearing, visual and physically challenged) Disability :identification, assessment and interaction
- Intellectual (gifted, talented and mentally challenged) Disability: identification, assessment and interaction
- Developmental disabilities (autism, cerebral palsy, learning disabilities) Disability :identification, assessment and interaction

Unit-IV Children with Diverse Needs (II)

- Social and emotional problems
- Scholastic backwardness, under achievement, slow learners
- Children with special health problems
- Environmental / ecological difficulties
- Children belonging to other marginal groups

- Role of teachers for meeting the diverse needs of learners

BLOCK- II INCLUSIVE EDUCATION AND ITS PRACTICES

Unit-I Inclusive Education: Instruction and Assessment -I

- Universal Design for Learning(UDL)
- Peer tutoring
- Collaborative instruction
- Self regulated learning

Unit-II Inclusive Education: Instruction and Assessment -II

- team teaching,
- co-teaching,
- E-learning, web based learning and inclusive education
- Alternative Assessment strategies

Unit-III Inclusive Schools

- Infrastructural facilities for an inclusive school
- An ideal inclusive school
- Role of inclusive school in modern times
- Inclusive classroom managements

Unit-IV Teachers Role in Inclusive Education

- Qualities of an inclusive teacher
- Teachers role in shaping inclusive class room
- Inclusive teacher educator in facilitating inclusive education
- Teacher Training programme for inclusive teachers

BLOCK-III GENDER, SCHOOL AND SOCIETY

Unit-I Gender: Concept and Perspectives

- Concept of gender
- Gender related concepts: patriarchy, feminism, equity and equality, sexuality.
- Emergence of gender specific roles: sociological and psychological perspectives.

Unit-II Social Construction of gender identity

- Influence of family, caste, religion, culture, region, the media and popular culture (films, advertisements, songs) on gender identity.
- Gender bias: health and nutrition, education, employment and stereotyping.

BLOCK-IV INTEGRATION OF GENDER AND INCLUSION PERSPECTIVES

Unit 1. Gender and Curriculum Transaction

- Gender issues in schools, curriculum and textbooks;
- Sexual abuse, cyber bullying
- Gender and the hidden curriculum
- Gender Empowerment: the role of curriculum, textbooks classroom process and teachers

Unit 2. Strategies for Change

- Analyses of gender and inclusion perspectives gleaned from rest of the courses in the context of current schooling practices
- Role of media in reinforcing gender parity through the popular culture
- The role of family, religion, etc. in reinforcing gender parity.
- The role of NGOs and women's action groups in striving towards gender equity
- The efforts of the government agencies to achieve gender parity: reservations and legal provisions;

Suggested Readings

- Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
- Ghai, A. (2005) Inclusive education: A myth or reality In Rajni Kumar, Anil Sethi & Shalini Sikka (Eds.) *School, Society, Nation: Popular Essays in Education* New Delhi, Orient Longman
- Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K.Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi

- Jeffery, P. and R. Jefferey (1994) *Killing My Heart's Desire: Education and Female Autonomy in Rural India*. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171.
- Kumar, K. (2004) 'Growing up Male' in *What is Worth Teaching* New Delhi: Orient Black Swan
- NCERT. (2006). *National Focus Group Position Paper on Gender Issues in Education*.
- NCERT. (2006). *National Focus Group Position Paper on Education with Special Needs Inclusive Education*.
- NCERT. (2006). *National Focus Group Position Paper on Problems of Scheduled Caste and Scheduled Tribe children*.

DELED-07

SCHOOL CULTURE, LEADERSHIP AND TEACHER DEVELOPMENT

Maximum Marks: 100 External:

70

Internal: 30

INTRODUCTION

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

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

OBJECTIVES

After learning the course content the student teacher will be able to

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

- develop an understanding of school leadership and change management;
- make overt connections between field-based project work, educational leadership and change facilitation;
- 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;

BLOCK I: STRUCTURES AND PROCESSES OF THE INDIAN

EDUCATION SYSTEM

Unit-I School as a learning Organization

- Concept of organization and Institution
- Vision and Mission of a school
- Objectives
- Functions

Unit -II School Education: Structures and Processes

- Structures of Indian Education System
- Types of schools within different administration bodies
- Relationships between support organizations and the school

Unit-III Developing School Culture

- What is school culture, organization, leadership and management?
- What is the role of school activities such as assemblies, annual days etc., in the creation of school culture
- Organizational Culture in a School to foster a Stress-free Work Environment for the Head ,Teachers, Staff and Students

Unit- IV School Effectiveness and School Standards

- What is school effectiveness
- Characteristics of an effective school
- Determinates of school Effectiveness
- how School effectiveness is measured?
- Understanding and developing standards in education

BLOCK II : SCHOOL LEADERSHIP AND MANAGEMENT

Unit-I School Management

- Meaning, Concept, Scope and Functions of School Management
- Roles Function and Responsibilities School Personnel
- Demands on teachers as School Leader

Unit-II Types of Leadership:

- Administrative leadership

- Team leadership
- Pedagogical leadership
- Collaborative Leadership
- Transformative Leadership
- Leadership for change

Unit-III Transformational Leadership in schools

- Change perspectives in school management
- Transformational Leadership
- Significance of Transformational leadership
- Teacher as a leader
- Transformational leadership in schools

Unit-IV Change Facilitation in Education

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

BLOCK-III: CLASSROOM MANAGEMENT

Unit I: Classroom Management: an Overview

- Dimensions of classroom management
- Positive Classroom management
- Managing a constructivist classroom
- Managing an inclusive classroom
- Characteristics of a good classroom Manger

Unit II: Discipline

- Meaning and Concept of Discipline
- Causes of indiscipline
- Essentials for managing discipline
- Managing individual and group disciplinary problems

Unit III: Managing Behavior

- Cause of misbehavior
- Intervention to deal with misbehavior in school and classroom

BLOCK 4 : TEACHER PROFESSIONAL DEVELOPMENT

Unit-I: Teacher Education: An Overview

- Concepts of Teacher Development, Teacher Education and Teacher Training

- Impact of Teacher Development on Teachers, Students, Organizations and Community
- Changing Context of Teacher Education in the Global Scenario
- Pre-Service Teacher Education: Concept, nature, objectives and scop
- In-service Teacher Education: Concept, nature, objectives and scope

Unit-II: Recommendations of various commissions and committees concerning Teacher Education system

- Impact of NPE, 1986 and its POA on Teacher Education system
- Role and functions of IASEs, DIETs, CTE
- Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT etc.

Unit -III: Professional Ethics and Accountability

- Professional Ethics: Meaning needs and Importance Professional ethics of teachers
- Accountability: Meaning ; Teachers accountability towards one's profession ,students and society

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

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

Suggested Readings

- Batra, Sunil (2003). From School Inspection to School Support. In N. Sood (ed) Management of School Education in India.: NIEPA: New Delhi.
- Early, P. and D. Weindling (2004). A changing discourse: from management to leadership. In Early, P. and D. Weindling (ed) Understanding School Leadership, Paul Chapman Publications: UK.
- Fullan, M. (1993). Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6).
- Govinda, R. (2001). Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
- Jha, Madan Mohan (2002). School without Walls Heinemann: New Delhi pp 24- 40; 128-155

- Majumdar, S. (1990). Infrastructure and Educational Administration. In Mukhopadhyay and Parkar, Indian Education: development since independence. Vikas Publications: New Delhi.
- Marzano, R, Waters and McNulty (2005). School Leadership that Works ASCD: Virginia pp 13-27; 41-64.
- NCERT, Educational Statistics of India, New Delhi (issues of the last decade). Senge, P. (2000). The Industrial Age System of Education. In Schools that Learn, NB: London. pp 27-58.

DELED-08

EARLY CHILDHOOD CARE AND EDUCATION

Maximum Marks-100

External; 70

Internal; 30

INTRODUCTION

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

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

OBJECTIVES

To enable the student- teacher to

- Understand the definition and importance of early childhood years as foundation for lifelong learning and development

- acquire a sound knowledge about the contributions of various philosophers to the cause of early childhood education
- develop an understanding about organizing different types of early childhood education programmes
- acquire knowledge about various instructional strategies to teach young children
- develop an awareness about the various developmental aspects of children
- develop various play way activities for the attainment of various skills
- develop the ability to deal children with minor/major behavioral disorders
- familiarize with various evaluation techniques to assess the performance of preschool children
- Understand the importance of Home, School and Community links in early childhood care and education

BLOCK I: UNDERSTANDING ABOUT ECCE

Unit I Early Childhood Care and Education : An Introduction

- Concept ,Need and Importance of ECCE
- Nature and significance of ECCE as critical period for lifelong learning and development
- Objectives of ECCE
- Policies and Provisions of ECCE
- Problems of ECCE in India.

Unit II Contributions of Philosophers and Thinkers to ECCE

- Contributions of Froebel, Rousseau, Montessori, Piaget, Gandhiji, Tagore and Tara Bai Modak.

Unit III Types of pre-school programmes

- Nursery, Kindergarten, Montessori, pre-basic, Angan Badi and Balwadi.

BLOCK II: UNDERSTANDING LEARNERS AND LEARNING PROCESS

Unit I- Growth and development of child

- Aspects of Child Development: Physical and sensory motor development, intellectual language development, emotional and social development tasks up to later childhood:
- Growth norms and their implications for education

Unit II- Early learning challenges and school Readiness

- How Children Learn: Stage wise distinctions from early to middle to late childhoods
- Early learning challenges in schools,

- Concept of school readiness
- Early literacy and numeracy in early years

Unit III- Common ailments at the Pre-School age

- Common ailments at the Preschool age – types, symptoms, remedies and preventive measures
- Adjustment problems of bedwetting, temper tantrum, anxiety, fear, aggression, crying, withdrawal- Symptoms and Remediation

BLOCK III: PLANNING AND TRANSACTION

Unit I Curriculum Development of ECCE

- Principles of Planning a balanced and contextualized curriculum.
- Theme approach in curriculum construction

Unit II – Developmental activities

- Sense training – Auditory, visual, olfactory, gustatory and tactual
- Method: play way method ,music - story telling - role playing - field trip
- Creative activities.
- Indoor and out door games

Unit III Resources for Development and Learning

- Audio visual aids
- Local specific resources and their integration in curricular activities
- Preparation& use of learning and play materials – principles and characteristics
- Community involvement ineffective implementation of ECCE programmes

Unit- IV Evaluation of children’s competency

- Early learning and development standards.
- Observing and recording of children’s progress.
- Reporting children’s Progress.

BLOCK4: ISSUES RELATED TO ECCE

Unit- I Marinating a developmentally appropriate and inclusive class environment of children

- Organization and administration of Pre - Primary schools for very young children and children with special abilities –Building, furniture and Equipment
- Site Special designs suited for pre-school centers

- Equipments for sensory motor development and play activities

Unit II – Parental involvement in pre-school education

- Role of parents in pre-school education
- Need for parental co-operation
- Concept of parental education
- Need for parental education
- Methods and programmes of parental education.

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DELED-09

PEDAGOGY AND ICT INTEGRATION ACROSS THE CURRICULUM

Max. Marks: 100

External: 70

Internal: 30

INTRODUCTION

Information and Communication technology is a powerful tool to enhance quality of the education sector. It can transcend biases and prejudices prevalent in society. ICT is still most advocated concept to be integrated in all teacher education programmes. The elementary school teachers are supposed to have good understanding about information and communication technology along with content and pedagogy. Under this paper “**PEDAGOGY AND ICT INTEGRATION ACROSS THE CURRICULUM**” efforts has been made to introduce student-teachers with ICT systematically in wider and comprehensive context. The curriculum of this paper is necessarily the foundation upon which the student-teacher will be able to equip and integrate their classrooms with ICT.

OBJECTIVES

After studying the course content the student-teachers will be able to:

- Comprehend the basic concept of communication.
- Use the Internet in teaching learning process.
- Understand concept of ICT and its integration with the curriculum.
- Acquire the knowledge with the basics of computer.
- Apply ICT in curriculum transaction.
- Develop the ability to handle/use the different types of technological gadgets.
- Develop the ability to use different software and internet in teaching learning process.
- Plan and prepare the activities with the help of ICT.
- Develop the skills required for ICT teacher.
- Prepare ICT based Instructional Material

- Deal with the issues and challenges related to ICT.
- Select appropriate software tool for particular form of evaluation
- use online generator tools suitable for different forms of assessment
- use appropriate software for managing data- analysis, result and feedback

BLOCK-I BASICS OF ICT

Unit-I Basic Concepts of Communication

- Meaning, Definition, Characteristics, Types and Models of Communication
- Different Media of Communication
- Barriers of Communication

Unit-II Introduction to Information and communication Technology

- Integration of ICT into the teaching and learning process: Need and Importance
- Stages of ICT integration: Emerging, Applying, Infusing and Transforming
- Planning and preparing activities with ICT
- Practical aspects of using ICT enabled activities
- Skills required for ICT Teacher

Unit-III ICT Based Resources

- Meaning, Need and Classification of Audio-Visual resources
- Use of Audio-Visual resources: LCD Projector, Epidiascope, Slide projector, Filmstrip projector, OHP, Radio, Tape Recorder, T.V, VCR , CCTV, Computer and Mobile Phone.
- Multimedia and Mass media approaches to Teaching Learning Process.

Unit-IV ICT Access and Equity

- Meaning of Access, Range, Equity and Equality
- Access to ICT within, among and outside schools and at home
- Effective models of ICT teaching and learning
- Professional Development for teachers of ICT

BLOCK-II APPLICATIONS OF COMPUTERS

Unit I Basics of Computers

- Structure and Components of Computer: Input, Output devices, processing unit & storage devices.
- Characteristics and application of computers; Hardware, Software and Peripheral Devices
- Computer Languages: Machine Language and Assembly Language.
- Computer Operating System: DOS & Windows.

Unit II Computer Applications

- MS-Office & Application in Education; Main Features and Uses of- (a) MS-Word (b) MS-Excel and (c) MS-PowerPoint.
- Uses of Computer in- teaching learning process, Curriculum Development, Professional Development of Teachers, Educational Management, Educational Evaluation, Research and Publication.

Unit III Application of Internet in Education

- Internet: Concept, Need and Importance
- Search Engines: Concept, Uses and Types
- Internet & its Utilities (a) E-Mail, Chat, Online Conferencing, Blog, Wiki and Internet Forum (b) Information-accessibility & retrieval (c) Social Media and (d) News Groups

Unit IV Individualized Instruction

- Concept, Need, Merits and Limitations of Individualized Instruction
- Types and Structure of Individualized Instruction (CAI, CAL, CMI, CBT, etc.)
- Preparation of ICT based Instructional Material

BLOCK-III ICT BASED TEACHING AND LEARNING

Unit I ICT Based Teaching Learning Strategies

- Concept, Characteristics and Implications of-Mobile Learning, E-learning, Web based learning, Project based learning, Co-operative learning, Collaborative learning, Blended learning

Unit II Innovation in ICT

- Concept, Need, Elements, Merits and Limitations of-Flipped Classroom, Virtual Classroom, Smart Classrooms ,Cloud Computing-E-libraries, E-journals, E-book

- Recreational Aspect of ICT

Unit III Open Educational Resources (OERs)

- Awareness and usage of OERs- Searching, identifying and adopting, copying,saving, sending and sharing different types of relevant
- multimedia open educational resources for learning specific topics
- Integrating OERs in teaching- learning process, Sharing these OERs with other teachers, evaluating its utility

Unit IV Issues and Challenges in ICT Applications

- Computer Illiteracy, Lack of knowledge of different hardware, Lack of skills required for handling the computer and Peripheral Devices
- Viruses and their Management; Copyright and Hacking
- Professional Ethics for ICT users; Netiquettes
- Student safety on Internet; Piracy; Plagiarism

Block IV ICT Integration with Pedagogy and Evaluation Practices

Unit I ICT Integration with Pedagogy Practices- I

- Exploration of ICT resources (educational tools and applications) for integrating available ICT into lessons (appropriate hardware – CD/DVD, projectors, interactive boards, appropriate software – audio, video, multimedia, animations, games and simulations etc. in computer lab.). Evaluation and adoption of available ICT resources, relevant for teaching specific content
- Pedagogical analysis to determine content (what) and methods (how) and mapping it with suitable ICT, Finding alternative methods and ICTs

Unit II ICT Integration with Pedagogy Practices-II

- Designing lesson plans using 5 E's of constructivism: Engage, Explore, Explain, Elaborate and Evaluate, for any content with proper ICT integration
- Using ICT tools, techniques and resources to create scaffolding.
- Classroom organization for ICT integrated lessons (Teacher centered, asking formore Self-learning, and participation in group activities)

Unit II Integration with Evaluation Practices

- Software tools for different forms of evaluation
- Mapping of Assessment tools for different aspects of CCE – scholastic and coscholastic aspects like life skills, all round development etc.
- Tests/Quizzes: software for constructing tests / quizzes (Hot Potato, Survey Monkey)
- Portfolio assessment
- Evaluation Rubrics: Using appropriate software for constructing evaluation rubrics - online rubric generators such as Rubi star, irubric, etc.
- Managing Data: Using appropriate software, like Excel, for managing data, analysis of results, tracking student achievement etc.

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हिन्दी भाषा शिक्षण
Pedagogy of Hindi (First Year)

कुल अंक– 100
बाह्य अंक– 70
आन्तरिक अंक–30

परिचय–

हिन्दी भारत की राष्ट्रभाषा, राजभाषा, सम्पर्क भाषा और अधिकांश लोगों की जनभाषा है। हिन्दी प्रदेशों के अतिरिक्त अहिन्दी प्रदेशों में भी हिन्दी का प्रयोग बहुत लोग करते हैं। भारत के अधिकांश भाषा भाषी संपर्क के लिए हिन्दी का प्रयोग करते हैं। हिन्दी अनेक लोगों की मातृभाषा भी है। हिन्दी का क्षेत्र कश्मीर से कन्याकुमारी तक है। हिन्दी की उत्पत्ति संस्कृत भाषा से हुई है। संस्कृत के अतिरिक्त इसमें भारत की अन्य भाषाओं—मराठी, गुजराती, पंजाबी, बंगला एव बोलियों के शब्द सम्मिलित हैं। हिन्दी का यह रूप “हिन्दुस्तानी” कहलाता है। हिन्दी भारत के स्वतन्त्रता आंदोलन की भाषा है। स्वतन्त्रता आंदोलन के सभी नारे हिन्दी में दिए गए। 14 सितम्बर सन् 1950 में हिन्दी को भारतसंघ की राजभाषा का दर्जा दिया गया। हिन्दी एक अत्यन्त सरल और व्यापक भाषा है।

उद्देश्य–

- I. मातृभाषा के रूप में हिन्दी के स्वरूप को समझपाएंगे।
- II. हिन्दी की उत्पत्ति और उसमें सम्मिलित अन्य भाषाओं के शब्द पहचान सकेंगे।
- III. हिन्दी की ऐतिहासिक व राजनैतिक पृष्ठभूमि से परिचित होंगे।
- IV. हिन्दी की व्यापकता महत्ता और सरलता को जान सकेंगे।
- V. हिन्दी में कौन कौन सा साहित्य (गद्य—पद्य) रचा जा रहा है और उसके रचयिता कौन हैं उन्हें जान पाएंगे।
- VI. कविता और कहानी, निबन्ध और जीवनी में क्या अंतर है समझ सकेंगे।
- VII. हिन्दी की व्याकरण का रूप कैसा है जान पाएंगे।
- VIII. पद्य और गद्य के वाचन में क्या अंतर है समझ पाएंगे।

खण्ड-1-भाषा (उत्पत्ति, क्षेत्र, महत्त्व)

- ईकाई-1 भाषा की उत्पत्ति
- भाषा का अर्थ
 - भाषा की परिभाषा
 - भाषा की विशेषताएँ
- ईकाई-2 हिन्दीकास्वरूप
- 2.1 वर्ण (स्वर-व्यंजन)
 - 2.2 शब्द
 - 2.3 वाक्य
- ईकाई-3 हिन्दी भाषा का क्षेत्र
- 3.1 ग्रामीण
 - 3.2 प्रादेशिक
 - 3.3 राष्ट्रीय
 - 3.4 अन्तर्राष्ट्रिय
- ईकाई-4 हिन्दी भाषा का महत्त्व
- 4.1 बौद्धिकविकास
 - 4.2 संवेगात्मकविकास
 - 4.3 सांस्कृतिकविकास
 - 4.4 आर्थिकविकास

खण्ड-2गद्य एवंपद्य

- ईकाई-1 पद्य शिक्षण
- 1.1 पद्य का अर्थ
 - 1.2 पद्य का प्रकार
 - 1.3 पद्य वाचन (आरोह-अवरोह, यति-गति)
- ईकाई-2 गद्य शिक्षण
- 2.1 गद्य का अर्थ
 - 2.2 गद्य की विधाएँ

2.4 गद्य वाचन

- ईकाई-3 कथाशिक्षण
3.1 कथा का स्वरूप एवं परिभाषा
3.2 कथा के तत्व
3.3 कथा के प्रकार
- ईकाई-4 जीवनीशिक्षण
4.1 जीवनी का अर्थ
4.2 जीवनी की विशेषताएँ
4.3 जीवनी के तत्व

3

खण्ड-3 व्याकरण

- ईकाई-1 व्याकरण शिक्षण
1.1 व्याकरण का अर्थ
1.2 व्याकरण की परिभाषा
1.3 व्याकरण शिक्षण की विधियाँ
- ईकाई- 2 हिन्दी व्याकरण
2.1 संज्ञा
2.2 सर्वनाम
2.3 क्रिया
2.4 विशेषण
- ईकाई- 3 शब्द शिक्षण
3.1 उपसर्ग
3.2 प्रत्यय
3.3 संधि
3.4 समास
- ईकाई-4 वाक्य शिक्षण
4.1 साधारणवाक्य
4.2 मिश्रवाक्य
4.3 संयुक्तवाक्य

खण्ड-4 ,रचना

- ईकाई-1 रचना शिक्षण
1.1 कहानी रचना
- ईकाई- 2
1.2 निबन्ध रचना
- ईकाई-3
1.3 पत्र रचना
- ईकाई-4

संदर्भग्रंथसूची

- (1) मातृभाषा शिक्षण—भाई योगेन्द्रजीत
- (2) मातृभाषा शिक्षण—रामशकल पाण्डेय
- (3) हिन्दी वर्ण और वर्तनी—डॉ. प्रेमभारती
- (4) हिन्दी भाषा—भोलानाथ तिवारी
- (5) हिन्दी भाषा शिक्षण—ओमप्रकाश शर्मा
- (6) हिन्दी व्याकरण—पंडित कामता प्रसाद गुरु

DELED-11

PEDAGOGY OF ENGLISH(First Year)

Maximum Marks-100

External:70

Internal:30

INTRODUCTION

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.

OBJECTIVES

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

The course is designed to be very practical in nature and includes equipping the student- teacher with numerous teaching ideas to try out in the classroom.

Of course, all practical ideas must be related to current theory and best practice in the teaching of young learners. It is important to make a constant theory-practice connection for the student-teachers.

BLOCK- I ISSUES OF TEACHING OF ENGLISH AT THE ELEMENTARY STAGE

Unit-I. Teaching English as a second language:

- Developmental factors
- Socio-economic factors
- Psychological factors

Unit-II. The Nature of language

- Learning versus acquisition;
- The pedagogy of comprehensible input

Unit-III. Language learning

- Collaboration in language learning
- Zone of Proximal Development
- Multiple Intelligences

BLOCK- II APPROACHES IN TEACHING OF ENGLISH

Unit-I. Understanding Learners and Teaching Learning

- Nature and role of learners,
- Different kinds of learners – young learners, beginners,
- Teaching large classes

Unit-II :Approaches for teaching

- Strategies and techniques
- Behaviouristic and Structural Approaches
- Communicative approach
- Silent way
- Total Physical Response

Unit-III-Methods of teaching

- Grammar-translation method
- Audio- lingual method
- Direct method
- Bilingual method

Block-III Pedagogical Shift in Approaches

Unit- I: Shift from Behavioral to Cognitive

- Skill-based Approach to Knowledge Based Approach
- Fragmentary (letters/words, sentences, etc.) to Holistic Treatment of Language in Terms of Discourses

Unit-II :Mode of Teaching and Learning

- Linear to Spiral (cyclic)
- Repetition to Recurrence

Unit-III The Cognitive and Constructivist Approach

- Teacher –Centred to Learner /Learning Centred
- Information to Knowledge

BLOCK-IV : CLASSROOM TRANSACTION PROCESS

Unit I:The Modular transaction

- Pre-reading – objectives, strategies
- Theme-related interaction
- Production of oral discourses

Unit II: Reading

- Objectives
- The micro-process of reading comprising individual, collaborative reading;
- Extrapolating the text;
- Graphic reading for the beginners

Unit III :Post-reading

- Objectives,
- Process of discourse construction;
- Individual writing, refining through collaboration;
- Graphic writing for the beginners.

- Dealing with textual exercises (vocabulary, grammar, study skills, project work)
- Strategies for addressing the problems of Low Proficient learners

Activities

- Critical examination of lesson plans prepared by teachers
- Preparation of year, unit and lesson plans
- Conducting workshop for preparation of materials for young learners
- Analyzing formative and summative question papers
- Analyzing answer scripts of learners
- Critical examination of grading indicators

Suggested Readings

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DELED-12

Pedagogy of Mathematics (First Year)

Max. Marks: 100

External: 70

Internal: 30

INTRODUCTION:-

Mathematics has been indispensable Subject of study on the elementary school stage. This Paper gives a deeper insight into the fundamental domain of mathematics which require developing Mathematization through Algebraic thinking, visualization of space, number sense and data handling .

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.

OBJECTIVE:-

- To enable student-teachers to develop deeper insight into the content areas of mathematics at the primary level.
- To sensitize student-teachers about the ways in which children acquire mathematical knowledge.
- To develop student-teachers confidence in learning and teaching mathematics meaningfully.
- To develop Mathematization.
- To make student-teachers able to pursue assumption to their logical conclusion and deal with students in the class room.
- To equip student-teachers with knowledge and skills that help them in designing appropriate activities for children.

BLOCK-I UNDERSTANDING ABOUT MATHEMATICS

Unit. I Introduction to Mathematics

- Nature of Mathematics
- Mathematics around us
- Features of mathematics
- The need and importance of Mathematics in daily life

Unit II Perspective about Mathematical Knowledge

- Aspects of mathematical knowledge: Conceptual and Procedural
- Effect of socio-cultural background of children on mathematical knowledge
- Mathematization of mind of children
- Integration of Mathematics with other subject

Unit.III Mathematics Learning Process

- Mathematics Teaching Principles
- Understanding the learning Processes
- Mental mathematics
- The joy of Learning Mathematics
- Mathematics as a part of Life experience
- Learning and teaching of errors
- Understanding the leavers drop outs.

BLOCK 2: PLANNING AND TRANSACTION OF MATHEMATICS CURRICULUM

Unit -I Methods of Mathematics learning and teaching

- Induction & deduction,
- Analysis and synthesis
- Problem solving Approach
- Interactive and pupil centered teaching

Unit -II Understanding of Text Books

- Philosophy and guiding principles for the development of Mathematics Text Book
- Themes, Structure of Unit, nature of exercise and its implication.
- Academic standards and indicators.

Unit. III Classroom Planning and Transaction Readiness.

- Planning of teaching mathematics - year Plan, unit plan and period plan.
- Evaluation of Planning

Unit –IV Assessment in Mathematics

- Evaluation and Assessment – Definition, need and importance
- Continuous and Comprehensive Evaluation (CCE) – Assessment of learning, Assessment for learning. Formative and summative assessments,
- tools for assessment,
- Weight age tables, feedback and reporting procedures

BLOCK-3 COUNTING, NUMBERS AND ITS APPLICATION

Unit. I Understanding numbers and representation of numbers

- Counting and numbers
- Digit and Number
- Distinction between number and memorial counting and place value.

Unit 2: Mathematical Operation with numbers-I

- Addition

- Subtraction

Unit 3: Mathematical Operation with numbers- II

- Multiplication
- Division

Unit 4: Fraction and Decimals

- Fraction as a part of a whole
- Operations with fractions
- Decimal

BLOCK 4: SHAPES, PATTERNS AND MEASUREMENT

Unit.I Shapes

- Different familiar shapes in 2-D
- Understanding different shapes and their definitions
- Identifying geometrical shape with things around us.
- Sketching of Some Shapes

Unit. II Patterns

- Patterns – Definition
- Need and Types of Patterns
- Patterns in nature
- Understanding pattern in numbers and shapes.

Unit. III Measurement

- Time
- Weight
- Length

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2. Haylock, D (2006) : Mathematics Exemplars for Primary teachers, sage : New Delhi.
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4. Kapoor, J.N. (1988) : Vidhyalayagainkeliyesamprayas. New Delhi : Arya Book Depo.
5. Lieback, P.(1984) : How children learn Mathematics: a guide for parents and teachers, penguin: London.
6. Mishra, L. (2008) : Teaching of Mathematics, APH publishing corporation
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8. Skemp, Richerd R (1989) : Mathematics in Primary School. Routlage : London.
9. Srinivasan, P.K. : Number fun in a Calendar, Arvind Gupta's toy's Gallery.
10. Zeven Bergen, R. ,etall. (2005) Teaching of Mathematics in Primary Schools. Allen & Unwin: Australia (first South Asian Edition).
11. NCERT Text Books class I to V . NCERT New Delhi.

DELED-13

PEDAGOGY OF ENVIRONMENTAL STUDIES

Maximum Marks: 100

External: 70

Internal: 30

INTRODUCTION

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

The National Policy on Education, 1986 and the subsequent educational policies like National Curriculum Framework for School Education (NCFSE) 2000, and National Curriculum Framework (NCF) 2005 have given Environmental Studies (EVS) an explicit place in school education. EVS at the primary education is introduced as a composite area of study with insights drawn from sciences, social sciences and environmental education and visualized as “child-centered”.

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

This course along with the course in ‘Child Development’ will help the future teachers gain a deeper understanding of the ways in which children make sense of their world and this insight will enrich their classroom teaching and learning.

OBJECTIVES

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

BLOCK-I LEARNING EVS

Unit-I. EVS as a Concept

Need, meaning, scope, objectives and importance of EVS; its evolution as curriculum area; Different perspectives on EVS; NCFSE-2000, NCF-2005, prashikaprogramme and NCERT curriculum at primary level Learning 'for', 'by', and 'about' the environment.

Unit-II. EVS as an integrated area of study

EVS as an integrated area of study drawing upon and understanding from science, social science and environmental education; study of primary level text books of MP, Rajasthan and NCERT in terms of integrated area of study and relevance to local environment.

Unit-III. Understanding Children's Ideas

Children's ideas about things and phenomena around them; Methods of knowing children's ideas, Alternatives conceptions, their causes, characteristics and importance in teaching; Persistence of major alternative frameworks;

Unit-IV. Cognition and learning

Characteristics of cognitive, growth of children and development of concepts of number, length, time, Piagets ideas of characteristics of sensorimotor, Pre-operational and concrete operational stages and their implications for teaching EVS concepts.

BLOCK-II METHODS AND APPROACHES OF TEACHING EVS

Unit-I. Learner centered approaches

Theme based and child centered approaches of teaching; Constructivist and process approaches in teaching EVS; process, skills, simple experiments, observations, classifications, framing, hypothesis, designing experiments, data recording and its analysis, interpretation of results, drawing inference; Elaborations and explanation these with suitable examples.

Unit-II. Strategies of teaching EVS

Ways of conducting inquiry: Activities, group work, project work, field visit, survey, probing questions and experimentations; Using Children's ideas as a basis for learning.

Unit-III. Enhancing learning

Integration of language and mathematics in learning EVS; Encouraging and nurturing curiosity and creativity, Use of poem, drama, collage, newspaper, magazines; Use of symbols; map making and map reading.

Unit-IV. Exemplars of Teaching

Teaching of spreading of malaria, dengue etc., Characteristics of birds with habitat and food habits, water- its importance, use and its conservation, and space exploration.

BLOCK-III EFFECTIVE CLASSROOM INSTRUCTION

Unit-I. Planning and Teaching

Need of Planning, year Plan, unit Plan and lesson plan; Creating learning situation and flexibility in teaching; Teaching readiness , components of a lesson plan, Some exemplars of good EVS classroom transaction; Reflective teaching and learning.

Unit-II. Use of natural resources

Use of locally available resources: trees and other plants, animals-birds insects, mammals etc., water bodies, soil; nature trail, precautions in using resources.

Unit1-III.Man made resources

Use of charts, models, tables, maps, photographs etc. for teaching; ICT in the classroom, Aids lab and science kit, Library, museum and local monuments, aquarium.

Unit-IV.Assessment and Evaluation

Assessment and evaluation – definition, need and importance, different ways of assessment; formative and summative evaluation, Tools used for evaluation; Concept and importance of continuous and comprehensive evaluation, feedback and reporting procedures, records and register.

BLOCK-IV TEACHING CONCERNS

Unit-I. Development of textbook of EVS

Guiding principles for the development; content, approach, language, sequencing, diagrammatic representation, summary, probing exercises and learning indicators; Analysis of a textbook.

Unit-II.EVS for all

Identification of students with different abilities gifted, talented and students with special needs, Dealing with these children; Inclusive education, National and state policies and programmes.

UnitIII.Professional development of teacher

Use of internet for updating knowledge; on-line sharing, action research; reading and writing of articles in journals, newspapers and magazine, Participating in in-service programmes.

Suggested Readings

1. Agnitotn; R.K.et.al. (1994). PRASHIKA: Eklaya's Innovative Experiment in Primary Education: RatnaSagarPrakashan.
2. Driver, Rosalind, et.al. (2006) Making sense of secondary Science: Research into children's Ideas RoutledgeFalmen: dondom Introduction pp 1-13; chapter 1 pp 17-25.
3. Frenshan Peter J.et.al. (eds) (1994). The content of science a constructivist approach to its Teaching and learning The Falmer Press, Taylor and Framas Inc. Landon.
4. Guesere, E and A. Therghiem (1985), Children ideas in Science, Open university press: Milton Keynes.
5. George, Alex M. (2007) Children perception of sarkar.-A critique of civics Text book Eklavya; Bhopal.
6. Harlen J. Macmillan (1995). Science Experience for the Early childhood years: New York.
7. Harlen W. and Elstgust J. (1998). UNESCO Source book for Science in the Primary School, New Delhi : NBT.
8. NCERT (2005) National Curriculum Framework NCERT New Delhi.
9. NCERT (2007/2013) Looking Around , EVS Textbooks(3-5), NCERT New Delhi.
10. Pollard Andrew (2002). Reflecting Teaching Continuum: London.
11. Sarabhai V. K. et. al. (2007). Tbilisito Ahmedabad The Journey of Environmental Education: A source Book centre for Environment Education: Ahmedabad
12. UNESCO (1990), An Environmental Education Approach to the training of Middle Level Teachers: A Prototype Program. UNESCO, UNEP International EE program.

DELED– 14

Pedagogy of Hindi

(Second Year)

हिन्दी भाषा शिक्षण

कुलअंक— 100
बाह्यअंक— 70
आन्तरिकअंक—30

परिचय—

हिन्दीभारत की राष्ट्रभाषा, राजभाषा और संपर्क भाषा है। इसका विकास संस्कृत से हुआ है। यह अन्य भारतीय भाषाओं के भीनिकट है। हिन्दी की लिपि देवनागरी है, हिन्दी के अतिरिक्त यह मराठी, संस्कृत और नेपाली की भी लिपि है। भारत के 60 करोड़ लोग हिन्दी बोलते हैं। भारत के बाहर अन्य देशों में भी हिन्दी बोली और पढ़ाई जाती है। हिन्दी का व्याकरण भी हिन्दी भाषा की तरह ही सरल और लचीला है। हिन्दी में बहुत सा साहित्य उपलब्ध है। हिन्दी साहित्य का अन्य भाषाओं में भी अनुवाद हो रहा है। इसी प्रकार अन्य भाषाओं के साहित्य का भी हिन्दी में अनुवाद हो रहा है। भारत के सभी सरकारी कार्यालयों में हिन्दी में कार्य किया जाता है।

उद्देश्य—

1. प्रथमभाषा, द्वितीय भाषा, तृतीय भाषा के रूप में हिन्दी के स्वरूप, कार्य और उद्देश्य का ज्ञान कराना।
2. हिन्दी के शब्दभण्डार और शब्द संरचना का ज्ञान कराना।
3. हिन्दी की महत्ता और व्यापकता का बोध कराना।
4. हिन्दी की रचनात्मकता का ज्ञान कराना।
5. हिन्दी के ज्ञान को दैनिक और व्यावहारिक कार्यों में उपयोग करने की क्षमता विकसित करना।
6. सुनकर शुद्ध लिखने (श्रुतलेख) की योग्यता प्रदान करना।
7. संवाद एवं सारांश लिखने की योग्यता विकसित करना।

खण्ड-1-

हिन्दीभाषा एवं शिक्षण

- ईकाई-1** मातृभाषा के रूप में हिन्दी
- 1.1 मातृ भाषा का अर्थ और प्रकृति
 - 1.2 मातृभाषा का महत्त्व
 - 1.3 मातृभाषा के रूप में हिन्दी
- ईकाई-2** द्वितीय एवं तृतीय भाषा
- 2.1 द्वितीय भाषा का स्वरूप और प्रकृति
 - 2.2 तृतीय भाषा का स्वरूप और प्रकृति
 - 2.3 त्रिभाषासूत्र योजना उपयोगिता एवं महत्त्व
- ईकाई-3** हिन्दीभाषा ध्वनिविचार
- 3.1 स्वर व व्यंजन
 - 3.2 स्वरों का वर्गीकरण
 - 3.3 व्यंजनों का वर्गीकरण
- ईकाई-4** मानकहिन्दी
- 4.1 मानकता का अर्थ
 - 4.2 मानक भाषा
 - 4.3 मानकता के तत्व
 - 4.4 हिन्दी का मानकीकरण

खण्ड-2 हिन्दी भाषा कौशल

- ईकाई-1** हिन्दी भाषा कौशल
- 1.1 श्रवण (सुनना)
 - 1.2 पद्य
 - 1.3 गद्य
- ईकाई-2** बोलना (वाचन)
- 2.1 सस्वरवाचन (पद्य)
 - 2.2 सस्वरवाचन (गद्य)
 - 2.3 पत्र वाचन
 - 2.4 निबंध, वादविवाद, वार्तालाप
- ईकाई-3** लिखना (लेखन)
- 3.1 लेखन कौशल का विकास
 - 3.2 निबंध, कहानी, कविता लेखन, अनुच्छेद

- ईकाई-4 3.3 वर्तनी और विरामचिह्न
पढ़ना (पठन)
4.1 पठन कौशल का विकास
4.2 निबंध, कहानी, कविता, वार्तालाप

खण्ड-3

- ईकाई-1 पद्य शिक्षण
1.1 पद्य का अर्थ
1.2 पद्य शिक्षण की विधियाँ
1.3 हिन्दी पद्य (भावपक्ष-कलापक्ष)
- ईकाई-2 गद्य शिक्षण
2.1 गद्य का अर्थ
2.2 गद्य शिक्षण की विधियाँ
2.3 हिन्दी गद्य (विचार, तर्क, चिन्तन)
- ईकाई-3 विधाशिक्षण
3.1 कहानी शिक्षण
3.2 निबंध शिक्षण
3.3 जीवनी शिक्षण
3.4 संस्मरण शिक्षण
- ईकाई-4 नाटक शिक्षण
4.1 नाटक शिक्षण
4.2 एकांकी शिक्षण

खण्ड-4 हिन्दी व्याकरण

- ईकाई-1 व्याकरण शिक्षण
1.1 विलोम शब्द
1.2 पर्यायवाची शब्द
1.3 अनेकार्थी शब्द
1.4 समरूपीभिन्नार्थक शब्द
- ईकाई-2 पल्लवन
2.1 पल्लवन का अर्थ
2.2 पल्लवन की विधि
- ईकाई-3 संक्षेपण
3.1 संक्षेपण का अर्थ
3.2 संक्षेपण की विधि
- ईकाई-4 अपठित गद्यांश-पद्यांश
4.1 शीर्षक
4.2 सारांश
4.3 प्रश्नोत्तर

संदर्भग्रंथसूची

- (1) प्रगतहिन्दी शिक्षण—सावित्री सिंह
- (2) सामान्य भाषा विज्ञान—भोलानाथ तिवारी
- (3) हिन्दी भाषा और भाषा विज्ञान—डॉ.अशोक के शाह
- (4) भाषा शिक्षण—रोहित धनकर
- (5) शब्द विचार—डॉ. अर्चना दुबे

DELED-15

Pedagogy of English Language (Second Year)

Maximum Marks: 100

Internal: 30

External: 70

INTRODUCTION

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

OBJECTIVES

To help the student-teacher to 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.

BLOCK- I : LANGUAGE CLASSROOM AND LANGUAGE SKILLS

Unit I: English Language Classroom

- Aims and Objectives of English Language Teaching
- Current English Language Teaching-learning Processes and their Analysis
- Organizing English Language Classroom
- Role of the Teacher
- Role of Errors

Unit II: Developing English Language Skills – I

- Listening and Speaking
- What does Listening Mean
- What does Speaking Mean
- Developing Listening and Speaking skills: Dialogue, Storytelling, Poem Recitation, Short play

Unit III: Developing Language Skills –II

- Literacy and Reading
- Reading expository texts; strategies;
- comprehension
- Activating schema
- Building schema

- Reading to learn
- Acquisition of registers
- Ways of reading; pre-reading and post reading activities.
- Helping Children to become Good Readers

Unit IV: Developing Writing Skills

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

BLOCK -II : LITERATURE IN CLASSROOM

Unit-I: Types of texts;

- Narrative and expository
- Reader's response to literature,
- Schemas and interpretation of texts.

□

Unit- II: Various literary genres

- Poem,
- Story,
- Biography,
- Autobiography,
- One act play

Unit -III:Engaging with poems and stories

- Entry into poem in class
- Ways of teaching poems
- Entry into stories in class
- Ways of teaching stories

Unit- IV: Using language/ literature across the curriculum.

- Concept of language across curriculum
- Use of language in different subjects
- Registers

BLOCK -III : TEXTBOOKS AND BEYOND

Unit- I: Understanding of text books

- Philosophy and guiding principles for the development of English language textbooks.
- Content, approaches and methods of teaching English language – Interactive and participatory methods, teacher as facilitator.
- Themes, structure of the unit, nature of exercises and its implications.

Unit-II: Beyond Text books

- Beyond the textbook
- Diverse forms of texts as materials for language
- Responding to children's magazines

BLOCK IV: PLANNING AND EVALUATION

Unit- I: Planning for teaching -Learning

- Unit Plan,
- Need of lesson plan,
- Elements of lesson plan,
- Need of flexibility in lesson plan,
- According to method of teaching, preparation of some exemplar lesson plans

Unit- II: Basic Concepts of Evaluation

- Academic standards and indicators of learning.
- Assessment and evaluation – Definition, need and importance
- Continuous and Comprehensive Evaluation (CCE) – Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.

Unit III- Evaluation in Practice

- Assessing Listening and Speaking
- Assessing Reading
- Assessing Writing

Suggested Readings

- Mason, J.M. and Sinha, S (1992). Emerging Literacy in the Early Childhood Years. Applying a Vyotskian Model of Learning and development in B.Spodek (Ed) Handbook of Research on the Education of Young Children, New York: Macmillan. 137-150.
- NCERT. (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
- Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.
- Rosenblatt, Louise M. (1980). What Fact This Poem Teach? Language Arts. 57 (4).
- Tompkins, Gail E. (1994). Teaching writing: Balancing Process and Product. Macmillan; California
- Yule, G. (2006). The study of language. Delhi; Cambridge University Press.

DELED-17
संस्कृत भाषा शिक्षण
(Pedagogy of Teaching Sanskrit)

आंतरिक मूल्यांकन 30
बाह्य मूल्यांकन 70
कुल 100

परिचय

निम्न प्राथमिक एवं प्राथमिक स्तर पर संस्कृत भाषा शिक्षण को स्वीकार करने के पश्चात यह आवश्यक हो गया है कि इन स्तरों पर शिक्षण के अनुरूप विशिष्ट कौशलों एवं अनुभवों के विकास पर बल दिया जाए। इन परिस्थितियों पर विचार करते हुये प्रारम्भिक शिक्षा पर डिप्लोमा करने वालों विद्यार्थियों के लिए संस्कृत भाषा के परिचय, शिक्षण के उद्देश्य, सिद्धान्त और संस्कृत भाषा अधिगम के चार कौशलों पर व्यवस्थित सामाग्री—इस स्व-अनुदेशन सामाग्री में की जा रही है।

अंतिम ब्लॉक में संस्कृत के गद्य, पद्य एवं व्याकरण—इन विधाओं का परिचय, शिक्षण के उद्देश्य एवं कुछ विशिष्ट विधियों को स्पष्ट किया गया है। साथ ही इन विधायों के शिक्षण की पाठयोजनाओं की संरचना भी स्पष्ट की गयी है।

पाठ्यक्रम के उद्देश्य

- संस्कृत भाषा का प्राथमिक परिचय प्रदानकरना।
- संस्कृत भाषा के संवर्धन हेतु विशिष्ट शासकीय एवं अशासकीय प्रयंतों का परीचय प्रदान करना।
- प्राथमिक स्तर पर संस्कृत भाषा के शिक्षण के उद्देश्यों को स्पष्ट करना।
- प्राथमिक स्तर पर शिक्षण के व्यावहारिक उद्देश्यों को स्पष्ट करना।
- संस्कृत भाषा अधिगम के श्रवण, संभाषण, पठन एवं लेखन कौशलों पर चर्चा करना।
- संस्कृत कि गद्य, पद्य एवं व्याकरण विधाओं के शिक्षण के उद्देश्य एवं विशिष्ट विधियों का परिचय प्रदान करना।
- संस्कृत भाषा अधिगम के मूल्यांकन की विधिओं को स्पष्ट करना।

प्रथमब्लॉकसंस्कृत भाषा की अवधारणा एवं संवर्धन हेतुप्रयास
प्रथम एकक संस्कृत भाषा की अवधारणा एवं महत्त्व

- संस्कृत साहित्य
- संस्कृत भाषा
- संस्कृत भाषा की प्रकृति

द्वितीय एकक संस्कृत-संवर्धन के लिए विशिष्ट प्रयास

- भाषा, संस्कृति, विज्ञान, समाज, राष्ट्र एवं विश्व की दृष्टि से संस्कृत का महत्त्व
- आधुनिक जीवन में संस्कृत का महत्त्व
- संस्कृत भाषा का अन्य भारतीय भाषाओं के साथ अंतःसंबंध

तृतीय एकक संस्कृत-संवर्धन के लिए विशिष्ट प्रयास

- शासकीय प्रयास प्रथम एवं द्वितीय संस्कृत आयोग,
- संस्कृत विश्वविद्यालय, संस्कृत संस्थान, संस्कृत अकादमी एवं निदेशालय
- अशासकीय प्रयास संघटन, संस्था, परिषद, प्रकाशन

चतुर्थ एकक संस्कृत-संवर्धन के लिए विशिष्ट प्रयास

- त्रिभाषासूत्र और संस्कृत का स्थान
- पाठ्यचर्या रूपरेखाओं में संस्कृत का स्थान
- वर्तमान पाठ्यक्रम में संस्कृत का स्थान

द्वितीय ब्लॉक संस्कृत शिक्षण के उद्देश्य एवं सिद्धान्त

प्रथम एकक संस्कृत शिक्षण के उद्देश्य

- पूर्व-प्राथमिक स्तर पर संस्कृत शिक्षण के उद्देश्य
- प्राथमिक स्तर पर संस्कृत शिक्षण के उद्देश्य
- माध्यमिक स्तर पर संस्कृत शिक्षण के उद्देश्य

द्वितीय एकक संस्कृत शिक्षण के व्यावहारिक उद्देश्य

- व्यावहारिक उद्देश्यों के लेखन की अवधारणा
- व्यावहारिक उद्देश्यों के लेखन की उपयोगिता
- संस्कृत शिक्षण के लिए व्यावहारिक उद्देश्यों का लेखन

तृतीय एकक संस्कृत शिक्षण के सिद्धान्त

- स्वभाविकता
- अभिरुचि
- स्वतन्त्रता
- अनुकरण
- सक्रियता
- अभ्यास

चतुर्थ एकक संस्कृत शिक्षण के लिए श्रव्य-दृश्य उपकरण

- श्रव्य-दृश्य उपकरण की अवधारणा
- संस्कृत शिक्षण के लिए श्रव्य उपकरण
- संस्कृत शिक्षण के लिए दृश्य उपकरण
- संस्कृत शिक्षण के लिए दृश्य-श्रव्य उपकरण

तृतीय ब्लॉक संस्कृत भाषा कौशल

प्रथम एकक श्रवण कौशल

- श्रवण की अवधारणा एवं अंतःसंबंध
- गृह, कक्षा एवं विद्यालय में श्रवणकौशल के विकास के लिए वातावरण निर्माण सामाग्री का विकास एवं विशिष्ट गतिविधियां

द्वितीय एकक संभाषण कौशल

- संभाषण कौशल की अवधारणा एवं अंतःसंबंध
- गृह, कक्षा एवं विद्यालय में संभाषण कौशल के विकास के लिए वातावरण निर्माण सामाग्री का विकास एवं विशिष्ट गतिविधियां

तृतीय एकक पठन कौशल

- पठन कौशल की अवधारणा एवं अंतःसंबंध
- गृह, कक्षा एवं विद्यालय में पठनकौशल के विकास के लिए वातावरण निर्माण सामाग्री का विकास एवं विशिष्ट गतिविधियां

चतुर्थ एकक लेखन कौशल

- लेखनकौशल की अवधारणा एवं अंतःसंबंध
- गृह, कक्षा एवं विद्यालय में लेखनकौशल के विकास के लिए वातावरण निर्माण सामाग्री का विकास एवं विशिष्ट गतिविधियां

चतुर्थ ब्लॉक संस्कृत गद्य, पद्य एवं व्याकरण पाठयोजना एवं मूल्यांकन

प्रथम एकक संस्कृत गद्य योजना

- संस्कृत गद्य का स्वरूप
- संस्कृत गद्य शिक्षण के उद्देश्य
- संस्कृत गद्य शिक्षण के लिए कोश, तुलना, व्याख्या, अन्वय, आगमन एवं निगमन विधि
- संस्कृत गद्य शिक्षण की पाठयोजना

द्वितीय एकक संस्कृत पद्य पाठ योजना

- संस्कृत पद्य का स्वरूप
- संस्कृत पद्य शिक्षण के उद्देश्य

- संस्कृत पद्य शिक्षण के लिए कोश, तुलना, व्याख्या, अन्वय, आगमन एवं निगमन विधि
- संस्कृत पद्य शिक्षण की पाठयोजना

तृतीय एकक संस्कृत व्याकरण पाठ योजना

- संस्कृत व्याकरण का स्वरूप
- संस्कृत व्याकरण शिक्षण के उद्देश्य
- संस्कृत व्याकरण शिक्षण के लिए कोश, तुलना, व्याख्या, अन्वय, आगमन एवं निगमन विधि
- संस्कृत व्याकरण शिक्षण की पाठयोजना

चतुर्थ एकक मूल्यांकन विधि

- मूल्यांकन का अर्थ एवं आवश्यकता
- मूल्यांकन के प्रकार वस्तुनिष्ठ एवं आत्मनिष्ठ, मौखिक एवं लिखित प्रकार
- निर्माणात्मक एवं योगात्मक मूल्यांकन

DELED-18

PEDAGOGY OF SOCIAL SCIENCE EDUCATION

(for Upper Primary Level)

Maximum Marks: 100

External: 70

Internal: 30

INTRODUCTION

Teaching of Social Science starts from Upper Primary Level and it taught up to Class Tenth. Social Science is taught to the students to help them understand social phenomenon and how different subjects like History, Geography, Civics, Socio-political life and Socio-Economic conditions affect human lives. The Student Teachers and Teacher Educators are required to develop clear understanding of difference between social studies and social science, strategies and approaches of teaching to be followed in this subject at upper primary school stage. Further, student teachers are required to develop skills for evaluating children's cognitive, affective and psychomotor skills in social science. Different perspectives about the nature of History, Geography, Civics and Sociology subjects would form the basis of the course to understand purpose of teaching social science at upper primary level.

OBJECTIVES

After studying the course content the student-teachers will be able to:

- Develop knowledge and skills to critically understand and analyze the society in which we live by drawing from the discipline of History, Geography, Civics, Economics and Sociology.
- Critically analyse social science school curriculum, syllabus and textbooks.
- Know and use different pedagogies to transect the curriculum in a manner that enhances curiosity of children to enquire and understand the components of History, Geography, Civics, Economics and Social phenomena.

- Develop in the students capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner.
- Know the Scales and Symbols for drawing a map or graph.
- Develop skills of drawing maps, graphs and their interpretation.
- Develop skills to gather data related to social science subjects, analyse and interpret it, consequently transfer these skills to the students.
- Develop in students capacities to uphold human and constitutional values of freedom, equality, justice and respect for diversity in the society/ community and challenge the social forces that threaten these values.

BLOCK-I SOCIAL SCIENCE IN SCHOOL CURRICULUM

Unit-I Concept of Social Science Education

Meaning of and Difference between Social Science and Social Studies; Natural Science and Social Science; Nature and Scope of Social Science; History and Development of Social Science; Society: Social Structure, Social Stratification, Community and Groups; Understanding society through various Social Sciences (e.g. Culture, Civilization, Rituals, Habitats, Food Habits, Values, Customs, Traditions etc.)

Unit-II Social Science in Elementary Education

Importance of Social Science in developing children’s understanding of realities: awareness about their rights and duties; Social Evils and Superstitions; causes of Unemployment, Poverty and consequences of Drug Addiction; Weightage to Social Science subject in Elementary School Curriculum; Correlation of Social Science with other school subjects.

Unit-III Aims and Objectives of Teaching Social Science

Aims and Objectives of Teaching Social Science; Bloom’s Taxonomy of Educational Objectives (Cognitive, Affective and Psychomotor Domain); Inculcation of Values through Teaching of Social Science; Recommendations of NPE-1986, NCF-2000 and 2005 about teaching of Social Science subjects at Elementary level.

Unit-IV Social Science and Elementary School Curriculum

Formulation of Social Science Curriculum: Areas of Concerns; Principles of organizing curriculum of Social Science; Approaches of Curriculum Construction: Topical, Concentric, Integrated and Interdisciplinary

BLOCK-II PERSPECTIVES OF SOCIAL SCIENCE AT ELEMENTARY STAGE

Unit-I History as a Social Science Subject

Concept and Nature of History: History as a Science, as an Art; as both Art and Science; Scope of History: Ancient, Medieval and Modern; Sources and Evidences in History; Components of History Teaching: Change, Revolution, Chronology over a period of time duration, distance, duration, and continuity; Culture and Major Civilizations.

Unit-II Civics as a Social Science Subject

Concept and Nature of Civics; Need, Importance and Scope of Civics Teaching; Components of Civics Teaching: Constitution; Democracy; Citizenship; Duties and Rights of Citizens; Local Self Governance; State and Central Level Administration.

Unit-III Geography as a Social Science Subject

Concept, Nature, Need, Importance and Scope of Geography teaching; Components of Teaching Geography: Longitude, Latitude, Understanding North and South Poles, Hemispheres, Atmosphere, Hydrosphere, Geographical Regions of the world, Ocean, Continents and Mountains; Rocks, Soil, Rivers, Forests, Plateaus, Climate, Temperature, Rainfall, Natural Resources, Minerals and Ores; Relationship between Geographical Regions and abundance of Natural Resources.

Unit-IV Economics as a Social Science Subject

Concept, Nature, Need, Importance and Scope of Economics subject; Role of Agriculture in Indian economy; Tourism and Economy; Components of Teaching Economics: Barter System, Currency, Production, Consumption, Demand and Supply, Marketing, Export and Import, Inflation and Deflation.

BLOCK-III PEDAGOGY OF SOCIAL SCIENCE

Unit-I Approaches and Methods of Teaching Social Science

Difference between an Approach and Method; Teacher-Centered Approaches and Methods of Teaching Social Science: Lecture Method, Demonstration Method, Source Method and Narration Method; Learner-Centered Approaches and Methods: Constructivist Approach, Project Method, Problem Solving Method, Discussion, Role Playing and Dramatization Methods.

Unit-II Cognition, Learning and Teaching Social Science

Cognition and Learning of Social Science: Skills required for learning of Social Sciences: Reading of Maps, Types of Maps, Globe; Scales and Symbols; Drawing of Maps and Graphs and their Interpretation; Questioning, Divergent type of questioning for promoting Creativity; Brainstorming, Concept Mapping and Observation Techniques; Educational Implications of Bruner, Ausubel and Piaget's theory in teaching social sciences.

Unit-III Teaching Learning Resources for Social Science

Community and Local Resources: Human and Material; Social Science Library, Laboratory and Museum, Organizing Tours and Field Trips, Fairs and Exhibitions; Preparing Charts, Models, Maps; Using Projectors and e-resources; Difficulties in judicious utilization of Resources.

Unit-IV Planning for Effective Teaching of Social Science

Induction for teaching Social Science: Skills of Teaching with specific reference to Social Science; Lesson Plan; Assessment of Student Teachers: Observation of a Lesson and Feedback mechanism; ICT Integrated Lesson Planning in Social Science; Professional Development of Social Science Teachers.

BLOCK-IV EVALUATION IN SOCIAL SCIENCE SUBJECT

Unit-I Basic Concept of Evaluation

Concept of Evaluation; Difference and Relationship between Assessment, Measurement and Evaluation, Purpose of Evaluation in Social Science, Types of Evaluation: Formative and Summative; Tools and Techniques of Evaluation; Criteria of a good Test/ Tool; CCE, Portfolios, Rubrics, Learning Indicators of Social Science Teaching; Feedback to students by Testing and Non testing Techniques

Unit-II Evaluation of Resources in Social Science

Criteria (Qualities) of a good Text Book, Maps, Globes, Charts, Models; Critical Analysis of Social Science Text Book; Observation of Curriculum transaction; Construction of an Achievement Test.

Unit-III Hard Spots in Social Science Teaching

Map Reading and Globe Interpretation, Latitude and Longitude, Solar and Lunar Eclipse, Concept of Inflation and Deflation.

Unit-IV Issues and Challenges before the Society

Growing Population and Gender Imbalance, Declining water level, Impact of Climate change, Deforestation, Consumerism, Self Inflicted Violence; Destruction of Public Property

Suggested Field Based Project:

Students are required to do any two of the following project.

- 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.
- Talk to/ Interview your grandparents/ great grand parents to study the concerns and changes witnessed / experienced in the lives of a common person with reference to the economics, civics, history and socio-cultural circumstances of our nation. Present your understanding in the form of a report.
- Plan field visits to a slum. Collect data/ information in terms of education status, vocations and work areas, jobs, its economics, subsistence and prepare a report. Develop connections between these factors to understand the nature of their present concerns and problems.
- Trace any two final consumer products from their raw form. Study the processes that are involved in changing it to the final, finished product. Study how factors of geography and economics affect them.
- Study the transport needs of a community by observing different kinds of vehicles people own in your locality. Prepare a report examining their relation with the gender and the socio-economic standards.

- Write an essay on use of cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical film/ serial/ novel and so on in the teaching of social science.
- Prepare a collage by selecting a theme from history/ geography/ civics/ economics and write a brief note on it.

Teacher educator may plan any other assignment.

SUGGESTED READINGS:

- Aggarwal, D.D. (2008) Modern Methods of Teaching Geography. New Delhi: Current Publications
- Aggarwal, J.C. (1983) Teaching of History. New Delhi: Vikas Publishing House.
- Aggarwal, J.C. (1993) Teaching of Social Studies: A Practical approach. New Delhi: Vikas Publishing House, Pvt. Ltd.
- Kochhar, S.K. (1988) Teaching of Social Studies. New Delhi: Sterling Publishers Private Ltd.
- Mechlinger, M.D. (1981) UNESCO Handbook of Teaching Social Studies. London: Croom Helm.
- NCERT (1990) Teaching History in Secondary Schools. New Delhi
- Ruhela, S.P. (2009) Techniques of Teaching Social Sciences. Hyderabad: Neelkamal Publications.
- Sahar, N. (2006) Teaching of Social Studies. Hyderabad: Premier Publishing House.
- Singh, K. (2004) ItihasShikshan. Agra: H.P. Bhargava House

DELED-19

PEDAGOGY OF SCIENCE EDUCATION (FOR UPPER PRIMARY LEVEL)

Maximum Marks: 100

External: 70

Internal: 30

INTRODUCTION:-

The aim of this course is to assess 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 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, environmental concerns and inclusive space in science education.

OBJECTIVES:-

After studying the course content the student-teachers will be able :

- To encourage students to revisit their own conceptual understanding of science.
- To engage student teachers with various aspects of the nature of science.
- To help student teachers understand children's ideas in relation to cognitive development and children's understanding of scientific concepts.
- To help students teachers select and use appropriate teaching-learning and assessment strategies.
- To enable student teachers to view science as an inclusive and a democratic enterprise that helps in tackling day to day problems.
- Teaching taking view the preconception that children have, when they come to school.

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

BLOCK-I UNDERSTANDING SCIENCE

Unit-I. Understanding Environment

Air ,water, plants and animals around us; their interrelationship and importance for our survival. Effects of human activities on environment and its consequences; For understanding

these, students will study available literature, conduct simple activities, carry surveys and perform experiments, record observations, discuss with peers and teachers.

Unit-II. Children's ideas of some scientific Concepts

Children's ideas and their development about living – non-living , work, force, light, combustible and non-combustible materials, sun and stars, water cycle, including misconceptions. Methods of knowing children's ideas.

Unit-III.Nature of science and objectives of its teaching

Objectives of teaching Science at upper primary stage; science as process and product; Science as inquiry; Structure of Science in terms of facts, concepts, laws and theories; Assumptions of Science; Scientific method and its steps; scientific temper; Limitations of Science.

Unit-IV.Science and its relationship with other disciplines

Historical development of Science; Relation of Science with language, mathematics, social sciences and environmental education.

BLOCK-II COGNITION AND LEARNING

Unit-I.Cognitive development and implications for learning I –

Piaget's stages of cognitive development, their characteristics and limitations; Implications for teaching with special reference to upper primary stage.

Unit-II.Cognitive development and implications for learning II –

Ideas of Bruner, Ausubel and Vygotsky; implications for teaching at primary stage.

Unit-III.Enhancing Learning

Use of local resources such as pond / water bodies, garden, aquarium, museum etc.; chart, poster, models, computer, internet; Science kit and concept map.

Unit-IV.Methods of Teaching

Demonstration, brain- storming, survey, activity-cum-discussion, inquiry, project; Use of constructivist approach and advance organizer model in teaching.

BLOCK-III CLASSROOM PROCESSES

Unit-I.Planning Teaching

Unit Plan, need of lesson plan, elements of lesson plan, need of flexibility in lesson plan, according to method of teaching, preparation of some exemplar lesson plans using methods in methods of teaching.asmentioned under block II.

Unit-II.Assessment and Evaluation

Assessment and measurement, kinds of evaluation- micro, macro, formative, summative, diagnostic and achievement, Norms referenced and criterionreferenced evaluation.

Unit-III.Evaluation in Practice

Different kinds of test items- subjective and objective test items- multiple choice type, short answer type, fill in the blank type; Making essay type test item more effective; their limitation, continuous and comprehensive evaluation;Designing of blue print and making of question paper, Analysis of question paper, Feedback and reporting procedure, records and registers.

Unit-IV.Dealing with hard spots

Teaching of Newton's laws, structure of atom, writing of chemical equation, combustion, life processes, micro organisms.

BLOCK-IV SCIENCE FOR SOCIETY

Unit-1.Science for all

Issues of gender, equity culture, language in science teaching; teaching differently abled including slow learners, and gifted children; government schemes and programmes.

Unit-2.Environmental Concerns

Impact of human activities, in deteriorating environment – air, water, soil and noise pollution; judicious use of resources, recycling and reuse; Role of various agencies such as Centre for Science and Environment, EPCO, National Green Tribunal.

Unit-3.Professional development of the teacher

In-Service teacher training programme; use of journals, newspapers, magazines and other periodicals for upgrading teacher competency; Participation in seminars, conferences and teacher science congress.

Unit-4.Use of textbook

Effective use of textbook in teaching; Analysis of textbook on the basis of following indicators appropriateness of language; organization of content, tables, graphs and diagrams; In-text and end chapter questions; Approaches to deal with content and linkages with environmental concerns.

SUGGESTED READINGS

1. Balvigyanik, Textbook for Science, Class VI-VIII Madhya Pradesh: Eklaya.
2. Bloom, J.W. (2006). Creating a classroom Community of Young Scientists, New York: Routledge

3. Brickhouse, N. (2001). Embodying Science. A Feminist Perspective. *Journal of Research in Science Teaching*, 36(3), 282-295.
4. Driver, R. Squares, A, Rushwoth, P. and wood- Robinson, V.(1994). *Making Sense of Secondary Science: Research into Children's Ideas*, New York: Routledge Filner.
5. Harlem, W. Stagiast, J.(1992), *UNESCO Source Book for Science in Primary Schools* New Delhi : NBT.
6. Kingset.al. (2004). Examining Student's views on nature of science: Results from Korean 6th, 8th and 10th Grades, *Science Education*, 80(4).314-334.
7. Martin D.J.(2009). *Elementary Science methods – A Constructivist Approach*. Belmont C.A. Thomson Woodsworth : 5thEdition.
8. NCERT, (2005). *Focus Group paper on science education position paper* NCERT New Delhi.
9. NCERT,(2008), *Textbooks for Science, Class VI-VIII* NCERT New Delhi.
10. Okasha, S. (2002). *Philosophy of Science – A Very Short Introduction*, UK: Oxford University Press.
11. Osborne Jonathan F. (1996). *Beyond Constructivism* 80(1), 53-82.
12. Saxena A.B. *VigyanShikshankaAyojan*, (2008), H.P. Bhargava Book House, 4/230, KachahriGhat, Agra.
13. Shiva, V. (2002). *Water Wars*. Cambridge, USA: South End Press.
14. Wellington, J.J. and Osborne J.(2001) *Language and Literacy in Science*.

DELED-20

PEDAGOGY OF MATHEMATICS EDUCATION (SECOND YEAR)

Max. Marks: 100

External: 70

Internal: 30

INTRODUCTION:-

At the Primary level Children learn how to use mathematical Knowledge to deal in the daily life situation. Children need to develop the mathematization skills to enjoy learning of mathematics. Children at this level are ready to use mathematical symbols and start to apply mathematical knowledge to a variety of contexts. For further development of mathematical knowledge it is necessary that children become aware of key aspects of mathematics such as abstraction and generalization, mathematical ways of arguing, necessity for use of symbols. They need to learn mathematical ways of problem solving, relating to space, making sense of the information.

This Course attempts to provide deeper insight, develop skills and enhance sensitivity towards Mathematical concepts by working at Algebra, Geometry and Data Handling.

OBJECTIVE:-

- To develop insight into ways of reasoning mathematical
- To create awareness and appreciation about algebraic thinking.
- To develop Understanding of Geometrical Concepts.
- To familiarize with mathematical Communication.
- To familiarize prospective teachers with the issuer of assessment and evaluation.

BLOCK-I MATHEMATICAL REASONING AND LEARNING

Unit.I Mathematical Reasoning

- Structure of Mathematics: - Axioms, Definition, Theorem.
- Process of generation: Pattern recognition and indicative reasoning process that enables to form hypothesis.
- Proofs : Different types of proofs, counter examples and conjectures

Unit -II Children's Conceptualisation of Mathematics

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

Unit III Learning of Mathematics

- Children 's Conceptualization of Mathematics Ideas
- Problem solving in Mathematics
- Creative thinking in Mathematics

BLOCK -II CLASSROOM PRACTICES IN MATHEMATICS

Unit-I Communicating Mathematics.

- Curriculum and classroom practices.
- The role of text books in teaching – learning process of mathematics.
- Feedback to students about errors committed in their work.
- Fear of failure in mathematics, its remedy

Unit II Building a constructivist Classroom

- Constructivist classroom process
- Features of a constructivist Classroom
- Learning through Activities

Unit III Resources for Mathematics Teaching-Learning

- Use of Local Resources
- Use of Concrete Material
- Mathematic Lab and Corner
- Use of ICT for Mathematics teaching learning

Unit IV Issues about Assessment in Mathematics.

- Open ended question and problems.
- Multiple approaches and their assessment.
- Assessment for conceptual understanding
- Assessment for Evaluation of skills such as communication and searching mode of transaction.
- Use of Examples and non-examples while explaining mathematical ideas
- Critical analysis of text-books from the view point of thinking.

BLOCK 3: ARITHMETIC AND DATA HANDLING

Unit. I The Number System.

- Integers and their properties.
- Rational numbers and their properties.
- Square and square roots of projects squares.
- Estimation.

Unit. II Arithmetic's in daily life.

- Percentage.
- Ratio and proportion : Comparing quantities

Unit III Practical Arithmetic

- Interest: Simple and compound.

- Discount

Unit IV Data Handling

- Importance of Data in everyday life.
- Collection, Classification of Data.
- Presentation of Data.
- Interpretation of Data.
- Elementary Statistical techniques

BLOCK-4 ALGEBRAIC AND GEOMETRIC THINKING

Unit.I Algebra thinking-I

- Number pattern that help in appreciation of the use of the numbers in expressing the generation resulting from patterns.
- Functional relations

Unit.II Algebra thinking-II

- Use of variables
- The importance of using variables
- Forming and Solving Linear Equation
- Mathematical investigations / puzzles that rely on algebraic thinking

Unit.III Geometric ways of looking at space and shapes-I

- Geometric thinking level – Van thieles.
- Shapes in 2-D and 3-D and their geometric vocabulary.
- Congruency of geometrical shapes.

Unit IV Geometric ways of looking at space and shapes-II

- Transformation and Geometric shapes
- Measurement and Geometric Shapes
- Construction of Geometric Shapes using geometric Equipment

Essential Readings:-

- Haylock, D. (2006), *Mathematics explained for Primary Teachers*, New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321.
- 2. IGNOU (2007). *Learning Mathematics (LMT)I-6*, School of Sciences, New Delhi
- Post, Thomas R. (1992) : *Teaching Mathematics in Grade K-8 : Research Based methods* . wastington D.C : Allyn and Bacon
- Stewart, I. (1970) : *Making Mathematics live : A Hand Book for Primary Teachers*.Australia : Angus and Robertson.
- Zevenbergem, R., Dole, R., Wrigat, R.J. (2004) *Teaching Mathematics in Primary Schools*. Allen & Unwin; (first south Indian edition).
- Moses, B. (Ed) (1999). *Algebrai Thinking Grader k-12 USA*; NCTM.

DELED-21

PROFICIENCY IN ENGLISH-I First Year

Maximum Marks-50

External Marks -35

Internal Marks - 15

INTRODUCTION

A teacher is confident in her classroom only when he/she is proficient in a language including English. Otherwise poor command over English shakes a teacher's confidence and results in ineffective teaching and learning. Therefore the teacher's own belief in his/her effectiveness has tremendous impact on classroom transaction. A proficient teacher is more likely to use communicative and other innovative teaching strategies, rather than depending on simple translation and using guide-books for teaching.

This course focuses on the receptive and productive skills in English and combines within each of these, both an approach towards proficiency in usage and classroom teaching

OBJECTIVES

- To enable the student-teacher to improve upon their own proficiency in English.
- To develop competencies of listening, speaking and reading skills in student-teacher.
- To enable the student-teacher to brush-up their knowledge of grammatical, lexical and discourse systems in English and use English in context appropriately.
- To enable the student-teacher to link their knowledge with pedagogic practices.

BLOCK -I DEVELOPMENT OF LISTENING, SPEAKING AND READING SKILLS

UNIT-I LISTENING SKILL

- Understanding Listening Skill and their importance in language learning
- Listening with comprehension to follow simple instructions, announcements, telephonic conversation, discussions, radio, T.V., news, sports commentary etc.

UNIT-II SOUND SYSTEM OF LANGUAGE

- phonology, prosody and phonetics

UNIT-III SPEAKING SKILL

- Understanding Speaking Skill and their importance in language learning
- Constructing and making contextual oral discourses – Use of dictionary

UNIT-IV READING SKILL

- Understanding Reading Skills and its importance in language learning
- Reading with comprehension different types of texts, reading for global and local comprehension
- Importance of reading aloud, silently reading,
- Inferential, analytical and critical reading of different types of texts.

BLOCK-II GRAMMAR AND VOCABULARY DEVELOPMENT – PART I

UNIT-I THE SENTENCE

- Subject and Predicate

UNIT-II PARTS OF SPEECH -I

- Noun: kinds of nouns, Gender, Number, Adjective - comparison of adjectives, Articles, Pronouns – types of pronouns

UNIT-III PARTS OF SPEECH- II

- Verb - person and number
- Tenses – past, present, future and their transformation
- Adverb - comparison of adverbs

UNIT-IV PARTS OF SPEECH- III

- Preposition – words followed by prepositions
- Conjunction and their uses
- Interjection and their uses

Assignment (Practical)

- The students will actively perform the following activities in classroom situations, real and simulated, and will discuss freely on the strategies and importance of each one of them and submit five assignments compulsorily.
- Listening with comprehension to follow simple oral instructions, public announcements, telephonic conversations, classroom discussions, radio, TV news, sports commentary
- Reading aloud text with proper pronunciation, intonation and stress, reciting poems,

story-telling, role-play, situational talk. Silent reading. Reading different text type: Comics, stories, riddles, jokes, instructions for games

- Phonemic drills
- Organizing listening and speaking activities: rhymes, songs, use of stories, poems, role play and dramatization

Suggested Readings

- Anandan. K.N. (2006) Tuition to Intuition , Transcend , Calicut
- Brewster, E., Girard, D. and Ellis G. (2004). The Primary English Teacher's Guide. Penguin.(New Edition)
- Ellis, G. and Brewster, J. (2002), Tell it again! The new Story-telling Handbook for Teachers. Penguin.
- NCERT, (2005). National Curriculum Framework, 2005. New Delhi: NCERT.
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- Fogarty, R. (2006). Literacy Matters: Strategies Every Teacher Can Use. USA:Corwin Press pp.59-62.
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DELED-22

PROFICIENCY IN ENGLISH-II Second Year

Maximum Marks-50

External Marks -35

Internal Marks - 15

INTRODUCTION

The purpose of this course is to enable the student teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself, as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to using simple translation or guidebooks for teaching English. This course focuses on the receptive and productive skills of English and combines within each of these, both an approach on proficiency in usage and proficiency in classroom teaching.

OBJECTIVES

On completion of this course the student teacher will be able to:

- understand the need and importance of writing skill
- Develop competencies in writing skill
- Improve own English language proficiency.
- Brush up their knowledge of grammatical, lexical and discourse systems in English.
- Link this with pedagogy.

BLOCK-I DEVELOPMENT OF WRITING SKILL

UNIT-I WRITING SKILL: AN INTRODUCTION

- Understanding writing skill and its importance in language learning

UNIT-II MECHANISM OF WRITING SKILL

- Strokes and curves, capital and small letters, cursive and print script, punctuations

UNIT-III TYPES OF WRITING AND THEIR EXAMPLES

- Narrative, descriptive, expository, persuasive

UNIT-IV IMPROVING WRITING SKILLS

– writing letters (informal, business, to the editor ,application for a job), e-mails, notices, reports, articles, reviews, advertisements, making notes, writing replies (formal and informal), invitations (formal and informal) and summarization

BLOCK-II GRAMMAR AND VOCABULARY DEVELOPMENT – PART II

UNIT-I SENTENCES:

- Simple, Compound and Complex
- Phrases and Clauses

UNIT-II TRANSFORMATION OF SENTENCES

- Active and Passive voice
- Affirmative, Assertive, Interrogative, Exclamatory, Negative sentences
- Direct and Indirect speech

UNIT-III NON FINITE VERBS –

- Infinitives, Gerund, and Participles
- Agreement of the verb with the subject

UNIT-IV VOCABULARY DEVELOPMENT

- Synonyms, Antonyms, Homophones, Homographs, Phrasal verbs and Idioms

Assignment (Practical)

The students will actively perform the following activities in classroom situations, real and simulated, and will discuss freely on the strategies and importance of each one of them and submit five assignments compulsorily.

- Writing dialogues, speeches, poems, skits, describing events
- Using ideas of critical literacy: looking at the socio-cultural dimensions of literacy, encouraging questioning on the dominant ethos in a society.

Suggested Reading /Reference Material

- Practical English Grammar: Thompson and Martinet
- Intermediate English Grammar :Raymond Murphy
- How Languages are learned, Oxford, OUP : Lightbown,P M & Spade , N (1999)
- English as a Foreign Language : R. A. Close
- Lessons for guided writing scholastic : Sullivan, Mary (2008)

- Pictures for language learning- CUP Wright A (1989)
- Drama techniques in language learning: A Resource book of communication activities for language teachers (2nd edition) –CUP- Maley, A and A Duff (1991)
- English for Primary Teachers : A handbook of activities and classroom language - OUP – Slatternly, M & J. Wallis (2001)
- Handouts : [http://www using English. com](http://www.usingenglish.com)

DELED-23

CREATIVE DRAMA, FINE ARTS AND EDUCATION-I

Maximum Marks :50

Internal:50

INTRODUCTION

Art is particular reflection of one's aesthetic and emotional manifestation. Art in education has its multi-dimensional approaches to development of a being. So, this is most approachable and critical issue to integrate art in the school syllabus. This practicum for prospective teachers includes three critical areas: drama, art and the educational mandates for implementations. All three components are to be covered through the two years programme. The objectives are also given separately. To enhance the professional capacities through art and drama the present practicum is very useful.

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 art education. 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. 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.

Objectives

- Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration?
- Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
- Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives.
- Develop a perspective of artistic and creative expression through experimentation with different tools, techniques and medium in two and three dimensional visual art forms..
- Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- Expose the learner to the cultural diversity of the country through folk art forms, local specific arts and other cultural components leading to an awareness and appreciation of national heritage.
- Make children understand cultural diversity by recognizing different traditional art forms prevalent in the country.
- Make the learners conscious about the good and beautiful in environment, including classroom, school, home and community through an integrated learning approach, which they enjoy.

BLOCK 1 : ART EDUCATION

Unit 1: Background and Objectives of Art Education

- Recommendations of various educational commissions and committees (especially Secondary Education Commission, 1952-53 and Indian Education Commission, 1964-66; NPE, 1986; Yashpal Committee, 1992; NCF, 2005;
- Definition, Nature and Characteristics of Art Education

Unit 2: Art Education and its Integration in School Education

- Art Education Content in School Syllabus
- Co-curricular Activities and their impact for art education

Unit 3:: Teaching Content in Art Education

- Meaning and Nature of Art, a Brief Study of Various Forms of Art- Painting, dance, music.
- Special study of Regional Folk Arts and Formal Arts of Madhya Pradesh.
- Emerging Trends in Various Art Forms.
- Socio-Philosophical Bases of Art Education

Unit 4: Methods of Teaching in Art Education

- Constructivist Approach to Teaching Art Education
- Methods and Techniques- Recitation, modeling, Role-play, Dramatics, Demonstration.
- Methods and Strategies: Project, Case Study, Documentary, Creating Album, Visiting the places of art, exhibitions and cultural festivals, Documentation of best practices, Classroom based activities: Bal-Sabha, Role Playing.

PRACTICES AND ACTIVITIES FOR ART EDUCATION

Practicum

- Drawing: contour line, rendering, sketching, shading, hatching, cross-hatching
- Painting: wet-on-wet, wet-on-dry, sponge, wash, watercolors
- Printmaking: relief, frottage (rubbing)
- Ceramics: pinch and pulled forms, slab, drape mold, coil, surface decoration techniques
- Sculpture: carving, additive, subtractive, modeling, constructing

Sessional Work

- Painting: five selected object studies of drawing in any media
- Drawing: Five selected studies of exercises in any media
- Sculpture: five selected pieces of work prepared
- Craft: any five- Paper folding, Hard sheet Cutting, Wood Carving, Cane Work, Basket Weaving, Clay Work/Pottery, Plaster Work

Suggested Readings

- Devi Prasad (1998) Art: The Basis of Education.

- Devi Prasad (1999) ShikshaKaVahan: Kala (Hindi).
- Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education. London: Heinmann.
- Gupta, Arvind (2003). Kabad se Jugad: Little Science. Bhopal: Eklavya.
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
- Learning Without Burden, Report of National Advisory Committee, Ministry of Human Resource Development, New Delhi. (1993)
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- Narayan, S. (1997). Gandhi views on Education: BuniyadiShiksha [Basic Education], The Selected Works of Gandhi: The Voice of Truth, Vol. 6, Navajivan Publishing House.
- National Curriculum Framework 2000 (NCF). Published (2000), NCERT, New Delhi
- National Curriculum Framework 2005 (NCF). Published (2005) NCERT, New Delhi
- National Policy on Education 1986, Programme of Action 1992. New Delhi: Ministry of Human Resource Development. (1992) Government of India
- National Policy on Education, 1986, New Delhi: Ministry of Human Resource Development (MHRD). (1986): Government of India
- NCERT Committee on Improvement of Art Education, 1966. Published (1967), NCERT, New Delhi
- NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.
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- Position Paper: National Focus Group on Art, Music, Dance and Theatre. Published (2006), NCERT, New Delhi
- Position Paper: National Focus Group on Heritage Crafts. (2005), Published (2006), NCERT, New Delhi.
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- Report of the Education Commission (1964-66): Education and National Development (also known as Kothari Commission). New Delhi: Ministry of Education. (1964-66): Government of India
- Report of the Secondary Education Commission, 1952-53. New Delhi: Ministry of Education. (1954): Government of India
- Sahi, Jane and Sahi, R., Learning Through Art, Eklavya, 2009.
- Teachers' Handbook of Art Education, Class VI. Published (2005), NCERT, New Delhi

DELED-24

CREATIVE DRAMA, FINE ARTS & EDUCATION-II

Maximum Marks: 50 Marks

Internal:50 Marks

INTRODUCTION

This practicum includes two critical areas of focus:: Creative drama and Visual and Performing arts. Along with the well being and fulfillment of student teachers, the major objective of the course is to empower student teachers to integrate art in education. Art in education also aims to help appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them, we can hope to create harmonious individuals and a harmonious world. It is not about beautification- applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.

OBJECTIVES

- Explore the role of the teacher as creative guide in learning that is drama driven.
- Identify and develop one's own creative potential.
- Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives.
- Develop all the senses of children through observation, exploration and expression
- Develop an insight towards sensibility and aesthetic appreciation.
- Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- Expose the learner to the cultural diversity of the country through folk art forms, local specific arts and other cultural components leading to an awareness and appreciation of national heritage.
- Make children understand cultural diversity by recognizing different traditional art forms prevalent in the country.
- Make the learners conscious about the good and beautiful in environment, including classroom, school, home and community through an integrated learning approach, which they enjoy.

BLOCK 1: BACKGROUND AND PEDAGOGY OF DRAMA EDUCATION

Unit 1: Drama and Education

- Concept of Drama and its characteristics
- Drama as social reflection
- Concept of Creative Drama
- Dramatic implications for education

Unit 2: Drama Education and its Integration in School Education

- Definition, Nature and Characteristics of Drama Education
- Co-curricular Activities and their impact for art education
- Drama as a mode is experiential and reflective learning

Unit 3: Drama Education and its Integration in School Education

- Drama exploration to understand life and to learn
- Drama as recognition of differences (among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc.)
- Drama revealing the rural, the disadvantaged and other cultural aspects.

Unit 4: Drama approach and method

- Drama as physical approach to the learning of language, science, math and social science.
- Drama as learning method to exploration and their connection with events and situations national and international issues.

Practicum

- Games on imagination.
- Games using sensory awareness and transformation.
- Devise preparatory games
- Exercises in observation, communication, associative thinking; building situations with imaginary objects and people.
- Planned and structured drama exploration exercises with social awareness
- Activities using an image (photo, painting) as a stimulus for exploration
- Story-telling and story-building
- Make short plays (performed by student-teachers)
- Role plays and Larger school play
- Open Plays with creativity and open script.

Suggested Readings

- Devi Prasad (1998) Art: The Basis of Education.
- Devi Prasad (1999) ShikshaKaVahan: Kala (Hindi).
- Dodd, N. and Winifred, H. (1971/1980). Drama and Theatre in Education. London: Heinmann.
- Gupta, Arvind (2003). Kabad se Jugad: Little Science. Bhopal: Eklavya.
- Khanna, S. and NBT (1992). Joy of Making Indian Toys, Popular Science. New Delhi: NBT.
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- Narayan, S. (1997). Gandhi views on Education: BuniyadiShiksha [Basic Education], The Selected Works of Gandhi: The Voice of Truth, Vol. 6, Navajivan Publishing House.
- National Curriculum Framework 2000 (NCF). Published (2000), NCERT, New Delhi
- National Curriculum Framework 2005 (NCF). Published (2005) NCERT, New Delhi

- National Policy on Education 1986, Programme of Action 1992. New Delhi: Ministry of Human Resource Development. (1992) Government of India
- National Policy on Education, 1986, New Delhi: Ministry of Human Resource Development (MHRD). (1986): Government of India
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- Poetry/songs by Kabir, Tagore, Niralaetc; Passages from Tulsi Das etc; Plays: AndhaYug- DharamVirBharati, Tughlaq: GirishKarnad.
- Position Paper: National Focus Group on Art, Music, Dance and Theatre. Published (2006), NCERT, New Delhi
- Position Paper: National Focus Group on Heritage Crafts. (2005), Published (2006), NCERT, New Delhi.
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- Report of the Secondary Education Commission, 1952-53. New Delhi: Ministry of Education. (1954): Government of India
- Sahi, Jane and Sahi, R., Learning Through Art, Eklavya, 2009.
- Teachers' Handbook of Art Education, Class VI. Published (2005), NCERT, New Delhi

DEIED-25
YOGA, PHYSICAL AND HEALTH EDUCATION

Maximum Marks-100

Internal-100

INTRODUCTION

The association between Yoga, Physical and Health education forms the core justification behind this course. While the role of education on health has been extensively recognized, the impact of health on education is often not acknowledged adequately. This course unfolds the reciprocal relationship between health and education. Health is a vital and 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 health. The course aims to equip the teacher with a perspective that helps both the teacher and the children to understand health issues as determined by socio-economic contexts. This will enable them to move beyond a solely behavioral change model to an approach that seeks to address larger health determinants. This is not to deny the importance of healthy habits but it is important to recognize that to tell a child to „bathe every day“ or „eat nutritious foods“ is not sufficient. The teacher will have to locate health messages and ideas in the lived reality of the children they teach so as to meaningfully engage with the issue. 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 yoga physical 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 children's experience.

Design of the Course

This course is designed to be one component of a practicum course. It offers the scope to engage` critically with systems and practices related to Yoga, Physical and healthof children and school health. Two sets of practicum are provided for the first and the second year of study.

Objectives-

- To introduce student-teacher the philosophical bases of Yoga.
- To introduce tpestudent-teacher s of Yoga & its importance.
- To motivate them to resort to physical activity for the fitness development.
- To enable student teachers to generate an understanding of the principles of yogic practices so as to improve quality of life.
- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education and health.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & health activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce the student teacher with the concept of holistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to health program and its importance.
- To enable them to understand the concept of food and nutrition.
- To make them aware health hazards.

COURSE STRUCTURE

BLOCK1.YOGA AND ITS PERSPECTIVE

Unit-1.Yoga: An Introduction

- Meaning and definition of Yoga
- Scope of Yoga
- Misconceptions about of Yoga
- Characteristics of a practitioner of Yoga

- Yoga for personality development

Unit-2. Historical perspectives on Yoga:

- Yoga before the time of patanjali, (Vedas, Upanishads Puranas)
- Buddhism and Yoga
- Jainism and Yoga

Unit-3. Patanjali's Yoga

- Systematization of Yoga by patanjali: Eight limits of Yoga, Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana Dhyana and Samadhi, Patanjali's Contributions to the Yoga.

Unit-4. Contemporary Yoga

- Contribution of different Yoga Institutions – Bihar School of Yoga -Mangar Bihar, Kaivalyadhama of Lonavala- M.H., Swami Vivekananda Yoga,
- Modern trends and development in the field of Yoga.

BLOCK2. YOGA IN DAILY LIFE

Unit-1. Yogic Practices

- Concept of Yogic Practices - Definition.
- Kinds of Yogic Practices – Asana, Pranayama, Kriya, Mudra, Bandhan, Dhayan
- Scope and Limitations of Asanas.

Unit-2. Meditation

- Meaning and Concept of Meditation.
- Types of meditation
- Japa Meditation.
- Ajapa Meditation.
- Preksha Meditation-Obstacles to Meditation.
- Importance of yoga in school education

Unit-3. Importance of Yoga in School.

- Measures and Precautions while performing asana Pranayama.
- Yoga and Modern Education System.

Unit-4. Bandha, Mudra and Kriyas

- Meaning and benefit of Bandhas, Mudra and Kriyas

- Different Bandhas: Jalandhar bandh, udiyanbandh ,mula Bandha
- Types of Mudras: Chin, brahma, ,Shamavbhi,yoga Mudra
- Kriyas: Jalneti, Kunjal, Dhoti, Vastra, KapalBhati.

Practicum and Suggested Activities

- Prepare procedure for practicing at least five yogasanas, Pranayamas, SuriyaNamaskarams – related to school children.
- Visit any Yoga center and write a report on the activities conducted at the center.
- Interview any one Yoga Practitioner and write a report on benefits experienced by him/her.
- Collect information on Yoga Asana by reviewing authoritative sources on Yoga and write a report on it.
- Demonstrate before your peer group any five Asana and write a report on them
- Project on Yoga, analysis of various textbooks from Health and Physical Education point of view

BLOCK 3: PHYSICAL EDUCATION AS INTEGRAL TO HEALTH AND EDUCATION.

UNIT-1 Physical Education:

- Meaning and importance.
- Need for Physical Education.
- Awareness for Physical Education.

UNIT-2 Physical Education and Play.

- Development of team spirit, Coordination., Cooperation., Self- Confidence.
- Diversity in Capabilities and Interests.
- School practices and physical Education.

UNIT-3 Linkages to Physical Education and Health Education

- Capturing Children Perception on nutrition and physical health.
- Role of Teacher in Physical Education.

Practicum and Suggested Activities

- Preparing a Workbook (project reports of the selected five Asanas, their Physiological, Psychological and Anatomical effects on Human Body, Mind, Senses and Intellect.)
- Preparation of file including the layout of the ground, brief history, fundamentals skills and rules and regulations of Athletics and any one game of the following:
 - i. Basketball.
 - ii. Badminton.
 - iii. Kho-Kho.
 - iv. Volleyball.
 - v. Table Tennis.

- Activities for development of physical fitness, i.e. strength, speed, Endurance, flexibility and body composition (Fundamental Sports Skills);
- Project on Sports, analysis of various textbooks from Health and Physical Education point of view.
- Trip of Gymnasium with a brief report.

BLOCK 4: UNDERSTANDING HEALTH AND WELL- BEING AND CHILDREN'S' HEALTH

UNIT-1 The meaning of health and well-being

- Concept and meaning of Health and Health Education.
- Concept and Meaning of Well Being.
- Health Education: Understanding the Linkage between Poverty, Inequality, and Health.

UNIT-2 Health Hazards

- To Understand Health Hazards.
- Reciprocal Linkage between Health and Education.
- Malnutrition- Health Hazard by malnutrition and its treatment, kinds of malnutrition.
- Pollution Hazards on Health and its remedy.

UNIT-3 Food and Nutrition, Hygiene, Sanitation.

- Meaning and difference between food and Nutrition
- Midday Meal Programme; Justification, Functioning, Role of Teacher.
- Importance of Personal Hygiene; Care of eye, ear, hear and teeth.
- Hygiene for different organs of body and Sanitation, Sanitation & Health maintenance.

UNIT-4 Disease, Morbidity and Mapping

- Communicable Diseases, Non-Communicable Diseases.
- Alternative System of Healing.
- First Aid- and its Utility
- Morbidity Mapping –Methods, Observation, Daily Notes,

Practicum and Suggested Activities

- Organization of days related with health, sports meet, sanitation week, Minor games etc.
- Preparation of chart/poster on any two:
 - Balanced diet,
 - postural deformities,
 - drug abuse,
 - personal hygiene,
 - communicable and non –communicable diseases,
 - various systems of body,

- family welfare,
- safety and first aid,
- road signs.
- Project on Health, analysis of various textbooks from Health and Physical Education point of view.
- Project on various kinds of pollution cousin damage to health and remedies.
- Project on Community Health and Sanitation.
- Food Poisoning - Damage and Control.

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DELED-26

WORK AND EDUCATION

Maximum Marks: 50

Internal:50

INTRODUCTION

Work education provides an opportunity to the students to understand the importance of manual work and its role in setting a sound foundation for different daily life activities. It initiates them to learn handwork and get involved in productive activities. Since a separate teacher is not visualization for ‘work education’, every teacher is expected to be a work education teacher also. This is especially relevant in the case of primary stage and has been designed as a compulsory component of Diploma in Elementary Education(D.El.Ed.)curriculum. It will enable the student teachers to ingrate work education with the teaching of the content areas of language, science, social science, mathematics, art education, health and physical education. It will also make them understand the need for involving community and utilizing community resources for the successful implementation of work education programme.

OBJECTIVES

- appreciate the need, concept, nature and importance of work education at primary level.
- understand the role of Work Education in setting sound foundation of social value system.
- understand the role of community in the organization of Work Education in schools.
- integrate work education with the teaching of other school subjects.

COURSE STRUCTURE

Block-1: Concept and Importance of Work Education

Unit-1: Work education: Concept, need, importance, and objectives at primary and upper primary level, Activity Plan Format for Teaching Work Education, Class-wise skill learning activities with focus on local relevance, Work Education as a pedagogy tool; Work Education activities: nature, type, objectives, relevance for the primary school teachers, students and community, Organization of Work Education.Scope and Areas of Work Education, Myths about Work Education

Unit-2: Manual Work: need and importance, concept of dignity of labour:Manual Work as a source of growth and development of children:Linking Manual Work with vocational readiness: concept, need and its relationship with work education.

Unit-3: Historical perspective of work education: Basic Education, Recommendations of Education Commission, Ishwar Bhai Patel Committee Report, National Policy on Education (1986), National Curriculum Framework 2005.

Block-2: Concept of Skill Learning in Work Education

Unit-1:**Skill Learning:** Concept, Policy Issues Regarding Education, New Skill Learning

Institutions in India, Skills training in different elementary classes. Skill Learning Mission of Govt. of India; Its Objectives, Plans and Programmes, Skill Learning activities, for children with special education needs; Activities of Daily living(ADL): Use of toilets, brushing teeth, maintaining cleanliness; Importance of essential and elective activities for primary level student and community.

Unit-2: **Skill Learning activities in the growth and development of children**; Basic Learning Skills: Plumbing, Electrical Gadgets, Masonry, Computing, Language Skills(Vocabulary, Reading, Writing, Comprehension, Concising), operation of Household Gadgets, School Equipment.

SUGGESTED PRACTICUM

Practicals-1 (10Marks)

List of Compulsory Activities:

- Cleanliness and beautification of classroom and school campus, personal hygiene.
- Gardening: Cleaning open area, picking up dry leaves, plucking, pruning, preparation of nursery beds/pots for plantation, manuring the soil, painting and decoration of pots, raising plants in pots/nursery beds, care of plants, Flower arrangement.
- Preparation of some fruit products : Jam, Jally, Squash, Ketchup and Pickles.
- Water preservation and rain water harvesting, save electricity, source of energy, maintenance of cleanliness and hygiene of neighbourhood surroundings, anti- pollution measures.

Individual portfolio to be maintained and submitted as a record of activities undertaken by student teachers duly signed by the teacher educator.

List of Optional Activities: Any two of the following (10 Marks)

- Coloring Project Work in Drawing and Painting.
- Paper work: Making invitation cards for different occasions, Book markers, Collection of flowers of different types, making envelopes and paper bags, paper folding, paper jewellery, papercraft, Book Binding, preparation of file and other articles using card board, Making of toys using paper, colours, cardboard etc.
- Printing: Block printing, vegetable printing, spray printing, leaf printing, finger printing, and punching with colours.
- Sewing process in making baby clothes.
- Cardboard work and card sheet: Pencil Stand, Pen Stand, Letterbox, Models as TLM for different subjects, wall hangings, utility boxes etc.
- Wood Work: Making articles using ice sticks, broomsticks and wood pieces.
- Clay work: Making pots, fruits, vegetables, animals, birds, household items and beads etc.
- Time Management and Hard Work for Successes and other activities to be identified from the local resources.

At least five of articles (decorated/finished) from each option are to be submitted.

Student teachers to prepare a practical file on optional activities on the following parameters : definition, basic requirements (tools, materials), procedure, safety measures if any, benefits in term of learning experience.

Practicals – 2 (05 Marks)

Design five activities integrating work education in primary and upper primary classes with teaching of different subjects. Prepare a report.

SUGGESTED READINGS

- Namibia, K.K.Vivayan (1984).Work Experience and curricular subjects, Ambala Cantt, Indian Publications.
- SwaminathanIndira(1986). Developing Creativity in Young Children, New Delhi:NCERT.
- Kilzer, I.R. Allied Activities in the Secondary Education, New York, Herper Brothers.
- Gupta, A (2003).Kabad se Jugad: Little Science, Eklavya:Bhopal.
- Khanna, S. (1992). Joy of Making Indian Toys.PopularScience,National Book Trust : New Delhi.
- Lochan, M.Rajiv “Integrating Skills Development and Education” **The Tribune**, August 21, 2015 New Delhi, p.11.

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CORE TRAINING AND PRE-INTERNSHIP

Maximum Marks-50

Internal-50

1. Core training to be conducted at the resource centre. Its components would be following:
 - Probing question
 - Stimulus variation
 - Questioning
 - Reinforcement
 - Role playing
2. Preparation of unit and lesson plans (at least one lesson plan in each offered, teaching subject).
3. Preparation of test items and use of other evaluative practices.
4. Presentation of model lesson in each teaching subject followed by discussion

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INTERNSHIP-I

(At Primary Level: 10 weeks of which 2 weeks would be dedicated to classroom observations)

Maximum Marks-300

External-50

Internal-250

1. Teaching in School

Total duration would be of 8 weeks wherein teacher trainee would teach at least 15 periods in each subjects i.e. maths, environmental studies, hindi/urdu, English at primary level. Atleast 50% lessons taught must be supervised by supervising faculty.

2. Classroom Observation: First Year

A. Classroom observations including at primary and upper primary levels for two weeks. Observation could be done of teachers and/or peers following any such course. Observation would be on the following lines:

- 1) Appropriateness of lesson plan (if available).
- 2) Flexibility in teaching according to situation.
- 3) Understanding of content.
- 4) Dealing with students need.
- 5) Appropriate use of learning resources.
- 6) Students participation in the development of lesson.
- 7) Appropriateness of evaluation question.
- 8) Black board work.
- 9) Use of cooperative learning.
- 10) Innovative teaching practice, if any.

At least two lesson of each teaching subject are required to be observed

B. Observation of other activities:

- 1) Organization of morning assembly.
- 2) Co-curricular activities.
- 3) Field trip / picnic etc.

- 4) Examination and evolution system.
- 5) Implementation of various government schemes in school.

3. School based Activities:

The following assignment would be completed.

- Analysis of one textbook.
- Analysis of one term ending / half yearly / annual examination paper.
- Learning resource such chart, model, collage (at least two) used during teaching.
- Case study of one special student.

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INTERNSHIP-II

(At Upper Primary Level -10 Weeks)

Maximum Marks-250

External-50

Internal-200

1. Internship in Teaching

The duration of internship shall be of ten weeks. At least 25 lessons in each of the teaching subject would be taken in two subject areas as following:

- a) Hindi / English / Any other language, and
- b) Science / Mathematics / Social Science.

Teaching would be done at upper primary level.

Eligibility to choose a teaching subject would be that it should have been studied at senior secondary level.

Criticism lesson and final lesson would be held in different subject areas and these lessons would be taken after 10 and 15 lessons respectively.

2. School based Activities:

Study of students mistakes in Hindi / English.

- Mis concepts held by students in Mathematics / Science / Social Science.
- Article / Radio talk on a topic taught in school.
- Textbook analysis.
- Two teaching aids in each of teaching subjects.

