



D.E.L.ED. CURRICULUM

MEGHALAYA
(2015)

Directorate of Educational Research and Training
Government of Meghalaya
Shillong

UNDERSTANDING CHILDHOOD AND THE DEVELOPMENT OF CHILDREN

Maximum: 100 Marks

Theory: 70 Marks

Practicum: 30 Marks

Student Contact Hours: 80-100

Area of Study: Child Studies

Total Number of Courses: Two

Understanding Childhood and the Development of Children

Understanding the Child as a Learner

Course Design

- The course comprises of four theory units with two sets of practicum.
- Practicum is in tandem with each theory unit; this enables field based data forming the basis of reflection on theory.
- Readings are suggested for each unit. The practicum task for the first unit is suggestive and not prescriptive. However, the combined practicum for the second and fourth unit of the course may facilitate theory- practice linkages and help in a holistic understanding of children.

Rationale and Aim

Student teachers need to be prepared to observe, understand, interact with and be sensitive to the needs of children. In order to achieve these goals, courses in child studies must prepare the teacher with theoretical knowledge about the development of children. Hands-on experience in observing children and methods of studying children are essential preparation in order to build meaningful interactions with children. Discussions, debates and practicum should be carried out to build sensitivity about children's socio-cultural backgrounds. As far as feasible, the discussions and debates around aspects of knowing children and childhood should be situated in Meghalaya and in the context of matrilineal families.

The rationale of placing this course in the first year is to help the teacher understand childhood, children in context and the developmental processes. Knowledge and understanding of developmental theories will enable the teacher to gain insightful knowledge about children's developmental characteristics and needs within specific socio-cultural contexts.

Course Objectives

The course is aimed to help the student-teachers to:

- Understand how children develop.

- Understand conceptions about the child and childhood, with specific reference to local contexts; develop sensitive and critical understanding of the different social/ educational/ cultural realities while exploring childhood.
- Prepare teachers to be sensitive to the needs of children from diverse contexts/ communities, and to situate the understanding of children and childhood in the context of Meghalaya
- Understand different theoretical perspectives about the development of children: humanistic, constructivist and socio-cultural.
- Understand notions and conceptions of children with special needs- inclusion, marginalization and integration
- Acquire capacities for observing and studying children

Unit-1: Perspective of Human Development:

Units of Study: Themes in understanding development: Development is life long process, Development has many dimensions, Development is situated in socio-cultural contexts, Development is continuous, Development as multi-dimensional and plural influence of socio-cultural factors on the development of children; Aspects of understanding Development: Physical–Motor Development, Cognition and Language, Social- Emotional, Moral Development;

Psychosocial perspectives in Development: Stages in life span approach, Critical reflections on Erik Erikson’s theory and Kohlberg’s Theory of moral development (including Carol Gilligan’s critique); gender development – Gender and sex, gender socialization and stereotypes; Methods and tools of Child Study: Naturalistic and participant Observation; Case profiles; Reflective journals; Anecdotal records; Narratives; Piaget’s clinical method of child study; Critical analysis of Psychometric approach in understanding children

Essential Readings

1. Gilligan, Carol (1977) *In a Different Voice: Women's Conception of Self and Morality*. Harvard Educational Review, 47 (4), 481-517.
2. Mukunda K.V. (2009) *What Did you Ask at school Today? A handbook on child Learning*. Noida: Harper Collins. Chapters 4 (pp 71-96), 6 (pp. 117-146), 10, (pp. Pages 222-253).
3. Papalia, D. E., Olds, S. W., Feldman, R. D., & Gross, D. L. (2001). *Human Development*. McGraw Hill. In part I-IV, Chapter 1-4,6,8,10,11,12.
4. Ranganathan, N. (2000) *The Primary School Child, Development and Education*. New Delhi: Orient Longman Limited: Chapters 2,3,4,6,pp.29-79, 113-135.

Advanced Reading

1. Crain, W. (1992). Kohlberg's Stages of Moral Development. In *Theories of Development: Concepts and Applications*. (3rd Edition). Prentice Hall: New Jersey.
2. NCERT. (2004). Knowing your child. The Primary Teacher vol. xxix (1). pp. 78-89

Unit-2: Children in Socio- Cultural Contexts

Units of Study: Child and Family in Meghalaya: Socialization in matrilineal families; Specific aspects of Garo, Khasi, Jaintia child-rearing practices; Children of Jhumming farmers; Children who have experienced conflict; Difficult terrains and children of such regions and issues relating to migrant children; Situated cognition.; Socialisation and Adult-Child Relationship: Concept of socialisation: family and adult-child relationship, parenting and child rearing practices: Attachment theory (Ainsworth)- Issues of parenting children of alcoholic parents—abusive parents; unemployed parents; Domestic violence and its influence on children; Work and the child—working children, child labour, farming; Social, economic and cultural differences in socialisation including rural/ urban differences; Schooling: peer influences school culture, relationship with teachers, being out of schools, friendships and gender, competition and cooperation, aggression and bullying amongst children.

Essential Readings

1. Chattopadhyay, S.K. (1985). Tribal Institutions of Meghalaya (Garo Customary Laws and Inheritance by Julius L.R.Marak).Guwahati: Spectrum Publications. Pages 269-276.
2. Nongkynrih A.K. (2002). *Khasi Society of Meghalaya, A sociological Understanding*. Indus Publishing Company, New Delhi.
3. Phadke Sindhu (2008) Women's Status in North Eastern India. Chapter 4.247-260. New Delhi: Decent Books.
4. Rogoff, B. (1996). *Developmental transitions in children's participation in socio cultural activities*. In A. Samer off & M. Haith (Eds.), *The five to seven year shift: The age of reason and responsibility* (pp. 273-294). Chicago: University of Chicago Press.
5. Saraswathi, T. S. (ed) (1999) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi. Chapter 4. Theoretical Frameworks in Cross-cultural Psychology.

Readings for Discussion

1. Bareh, H. (1974). Meghalaya. Chapter 3, 4, 5, 6, 10. Delhi: R.K. Printers,
2. Exupery, A.D.S. (1995). *The Little Prince*. Wordsworth: UK. Edition. Translated by Irene Testot-ferry.
3. Kuroyanagi, T. (1982). *Totto Chan The Little Girl at the Window*.

Advanced Reading

1. Catherine Shadap Sen .Origin and Early History of the Khasi Synteng People(Ph.D.Thesis)
2. Playfair Major.The Garos Section I,II,III,IV
3. Sangma, M. (1981).*History and Culture of the Garos*. Oriental Publishers. Chapter 2,3,6,7

Unit-3: Self and Understanding Self development

Units of Study: Understanding Self and the development of Self: Self-concept, self-esteem, how statements made by significant adults can effect “self” in children; Diversity in the classroom and children’s sense of self-worth.; Understanding Diversity with Specific Reference to Tribal identities: Belongingness to tribal identity, knowing about cultural history, child’s participation in festivals, rituals, affinity towards music, food habits, (Readings on Khasi, Garo, Jaintia Customary Laws, newspaper articles, interviews and observations to understand this). A comparison with Nairs of Kerala; Stereotyping, Marginalization, Difference: Special focus on Meghalaya and North East- identity, children with special needs Understanding disability, understanding mainstreaming, integration and inclusion, barriers to inclusion.

Essential Readings

1. Bareh, H. (1974). *History and Culture of the Khasi People*, Spectrum Publishers
2. Chattopadhyay S.K. (1985) Tribal Institutions of Meghalaya (Garo Customary Laws and Inheritance by Julius L.R.Marak) Spectrum Publications, Guwahati. Pages 269-290.
3. Papalia, D. E., Olds, S. W., Feldman, R. D., & Gross, D. L. (2001). *Human Development*. McGraw Hill. Part III, Chapter VIII The Developing Self – Self Concept and Cognitive Development 269-272
4. Ranganathan, N. (2000). *The Primary School Child, Development and Education*. Orient Longman Limited: New Delhi. Chapter 7
5. Rao, B.V.L.N., and Agrawal, R. (2007).*Education for Disabled Children*. Delhi: Shipra Publications. Omit chapter 2.

Advanced Reading

1. Chattopadhyay, S.K. (1985) *The Tribal Institutions of Meghalaya*. Spectrum Publications, Guwahati. Chapter 24. Khasi Jaintia Indigenous Institutions – An Unseen Feature. Pages 321-337
2. Chattopadhyay S.K. (1985) *The Tribal Institutions of Meghalaya*. Spectrum Publications, Majumdar. D.N. Garo Family, Changes in its Structure and Function- Pages 291-306.
3. Chattopadhyay S.K. (1985) *The Tribal Institutions of Meghalaya*. Spectrum Publications, V. Venkata Rao. Development of Local Self Government in Meghalaya. Pages 310-320

Unit-4: Childhood

Units of Study: Childhood as a modern construct; childhood in the context of poverty, socio-cultural contexts and globalization; communalities and diversities within the notion of childhoods and how multiple childhood are constructed with special reference to the Indian and local context.

Essential Readings

1. Aries, P. (1965). *Centuries of Childhood: A social history of the family life*. Chapter 1, 2 and conclusion.
2. Vasanta, D. (2004) *Childhood, Work and Schooling*. Some Reflections Contemporary Education Dialogue, Vol. 2(1), 5 - 29.

Practicum

1. A Study of the daily life of a child in Meghalaya - rural child; urban child; comparative study of children from different family incomes Tools: observation, establish interaction with children, anecdotal records, autobiography and narratives; Analysis and reflection on Documentary films on working children.

Mode of Transaction

- Classroom discussion for developing conceptual understanding
- Close reading of text material /related documents/Reference materials.
- Individual and group presentation of issues and concerns raised in assignment
- Practical activities/project works and case studies.

EDUCATION, SOCIETY, CURRICULUM AND LEARNER

Maximum: 100 Marks

External: 70 Marks

Internal: 30 Marks

Student Contact Hours: 80-100

Area: Educational Studies

Total Number of Courses: Four

Education, Society, Curriculum and Learners

Teacher Identity and Vision of Education

School Leadership and Change

Elementary Education in Meghalaya

Design of the Course

Units 1 and 2 engage with philosophical, historical and sociological perspectives on education. Units 3 and 4 engage with the relationship between learner, knowledge and society. The last Unit is a field based study on the above mentioned four units. Specific readings are suggested for a clear understanding of each unit.

Rationale and Aim

As future teachers, students need to have a solid foundation in the core concepts and ideas of education. They need to understand the philosophical, sociological, and historical perspectives on aims, processes and practices of education. Prospective teachers in modern times need to develop an informed perspective on critical issues of society such as inequality, conflict, diversity, justice, freedom and dignity. Through such engagements student-teachers will be prompted to develop a critical understanding of the dynamic interface between education and society.

Course Objectives

The course is aimed to help the student-teachers to:

- Understand the meaning, aims and processes of education.
- Understand and reflect on the philosophical, sociological and historical perspectives on education in India with specific reference to the North East region.
- Understand Identify the relationship among learning, knowledge, curriculum and society.
- Understand child's construction of knowledge situated in socio-cultural context
- Identify and critically understand one's own conception of knowledge.

Unit-1: Philosophical Perspectives on Education

Objectives

The course is aimed to help the student-teachers to:

- i. Understand the nature and aims of education.
- ii. Develop theoretical constructs associated with philosophical perspectives of education from India and outside India.

Units of Study: Relationship between schooling, society and education in the light of perspectives drawn from different thinkers in Education: Rousseau; John Dewey; Maria Montessori; M.K.Gandhi; Krishnamurti; Gijubhai; Tagore

Essential Readings

1. Badheka, G. (2006). *Diwaswapna*. Churu, R., Montessori Bal Shikshan Samiti.
2. Dewey, J. (1897). *My Pedagogic Creed*. School Journal. Vol. 54.
3. Dewey, J. (1952). *The School and Society*. New York: The Macmillan Company.
4. Krishnamurti, J. (2006). *Krishnamurti on education*. Chennai: Krishnamurti Foundation of India.
5. NCERT. (2006). *Position paper on Aims of Education*. New Delhi: NCERT.
6. Palmer, J. A. et. al. (2001). Rousseau, J. J., John, D., Tagore, R., Gandhi, M. K., & Montessori, M. *Fifty Major Thinkers on Education from Confucious to Dewey*. USA: Routledge.
7. Tagore, R. (1921). My School. In *Personality: Lectures delivered in America*. London: Macmillan and Co.

Unit-2: Sociological Perspectives on Education

Objectives:

The course is aimed to help the student-teachers to:

- i. Engage on issues relating to the theory and practice of education.
- ii. Engage with the contemporary Indian education system with special reference to Meghalaya.
- iii. Develop an understanding of education in relationship with issues of class, caste, gender, religion and other social diversities.

Unit of Study: Understanding society, diversity, inclusion and exclusion, equity, inequality and social justice; Understanding of the contemporary Indian society with specific reference to Meghalaya; Caste, gender, religion and other social diversities; Social change, Social mobility and the role of Education

Essential Readings

1. Anderson, C. A. et. al. (1967). *Education, economy and society*. New York: Free Press.
2. Dubey, L. (1997). Caste and Women. In M. N. Srinivas (ed) *Caste: Its Twentieth Century Avatar*. New Delhi: Penguin Books.
3. Durkheim, E. (1956). *Education and Sociology*. New York: Free Press.
4. Kamat, A. R. (1985). *Education and Social change in India*. New Delhi: Somaya publications Pvt. Ltd.
5. Kumar, K., and Shukla, S. C. (eds.) (2005). *Sociological prospective in education*. Delhi: Chanakya publications.
6. Srinivas, M. N. (1972). *Social Change in Modern India*. Hyderabad: Orient Longman.

Unit-3: Learner and Society

Objectives

The course is aimed to help the student-teachers to:

- i. Understand the learner in the contemporary socio-cultural context.
- ii. Examine the relationship between socialization and learning.
- iii. Examine the relationship between school culture and learning.

Unit of Study: Concept of learning and its relationship with society; learning in the socio-cultural and political context of learner; Socialization process of learner and learning; Construct of childhood

Essential Readings

1. Holt, J. (1967). *How Children Learn*. Penguin: London.
2. Saraswathi, T. S. (ed). (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
3. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*. Vol. 2(1), 5-29.

Unit-4: Knowledge and Curriculum

Objectives:

The course is aimed to help the student-teachers to:

- i. Probe into philosophical and sociological perspectives of knowledge.
- ii. Comprehend connections between knowledge, curriculum and learners.

Unit of Study: Child's construction of knowledge in socio-cultural context; knowledge, power and politics; different kinds of knowledge and their validation processes; connections between knowledge, curriculum, and learners; processes and criteria for selection and construction of curriculum.

Essential Readings

1. Dewey, J. (1952). *Experience and Education*. New York: Macmillan.
2. Dewey, J. (1902). *The Child and the Curriculum*. Chicago. University of Chicago press.
3. Kumar, K. (1988). *What is worth teaching?* New Delhi: Orient Longman
4. NCERT. (2006). *Position paper on curriculum, syllabus and textbook*. New Delhi: NCERT.
5. NCERT, (2006). *National Curriculum Framework 2005*. New Delhi: NCERT.

Unit 5: Field Based Assignments

Objectives:

The course is aimed to help the student-teachers to:

- i. Observe and reflect on educational practice.
- ii. Conduct a case study on socialization process and learning.

Choose any one from the following:

- Discussion on 'How does an Educational thinker (Rousseau/John Dewey/Maria Montessori/M.K.Gandhi/Krishnamurti/Gijubhai) visualize schooling, society and education and the relationship between them?'
- Visit a school that may be based on the educational ideas of Rousseau/John Dewey/ Montessori/M.K.Gandhi/Krishnamurti/Gijubhai and reflect on the educational practices in the school
- Observe a community/locality in Meghalaya and report on the influences of education on class, caste, gender, religion and vice versa
- Observe a community/locality in Meghalaya and report on the influences of education on Social Change and Social mobility and vice versa
- Develop a case study of a young student capturing process of his/her socialization and learning

Advanced Readings

1. Bertrand, R. (1985). The collected papers of Bertrand Russell. Vol.-I. Cambridge Essays: 1888-99. London: Routledge.
2. Dewey, J. (1916). *Democracy and Education*. New York: Macmillan.
3. Nambissan, G. B. (2000). Identity, Exclusion and the Education of Tribal Communities. In Wazir, R. (ed.). *The Gender Gap in Basic Education*. New Delhi: Sage.

Mode of Transaction

- Engage student-teachers in critical thinking and questioning
- Engage student-teachers in dialogue and discussion
- Field based Group work comprising assignments, projects, reflection on readings
- Engage student-teachers with research articles, policy documents and other print or electronic material.

ELEMENTARY EDUCATION IN MEGHALAYA

Maximum: 50 Marks

External: 35 Marks

Internal: 15 Marks

Student Contact Hours: 40-50

Area: Educational Studies

Total Number of Courses: Four

Education, Society, Curriculum and Learners

Teacher Identity and Vision of Education

School Leadership and Change

Elementary Education in Meghalaya

Course design

- Units can be considered for field based assignment
- Essential and advanced readings will be used for discussion and self-learning to strengthen content knowledge.

Rationale and Aim

Elementary education in Meghalaya in its current form and status has been the result of various efforts and initiatives of the State Government and others working in the field of education over the years with the purpose to achieve quality education for all. Therefore, it is important for student teachers to be able to understand how these changes have come about. And at the same time to also critically analyse various issues and challenges involved and to understand how far the goals of UEE have been achieved, across the country in general and in the state of Meghalaya in particular.

Course Objectives

This course will help student-teachers to:

- Analyse the growth and development of Elementary Education in Meghalaya
- Critically analyse the role of various factors in achieving the goal of UEE.
- Understand the finer aspects of achieving UEE such as debates about quality, access and learning.

Unit-I: History of Elementary Education in Meghalaya

Objectives:

The course is aimed to help the student-teachers to:

- i. Understand how elementary education evolved in Meghalaya.

- ii. Analyse the role played by different sectors in universalizing elementary education in Meghalaya

Unit of Study: Historical background of elementary education in Meghalaya in Pre-colonial, colonial, post – colonial period; role of indigenous learning, missionary schools and Government initiated programmes.

Essential Readings

1. Dkhar, E.W. (2010). *The History of Primary Education*. Shillong: Shandora Press.
2. Sangma, M.S. (1974). *History of Education in Garo Hills Bareh, H Meghalaya*. Delhi: R.K. Printers. pp. 93-100.
3. Sangma, M.S. (1981). *History and Culture of the Garos*. New Delhi: Oriental publishers. pp 254-266.
4. Tiwari, R.P. (1983). *Problems of Education in North East India*. Ludhiana: u/s Prakash Brother. pp. 33-36/pp. 42-45.

Advanced Readings

1. Lyndem, B., & Bhattacharjee, D. S. (2005). *Elementary and mass education in North East India: a study of Meghalaya & Sikkim*. Guwahati: DVS Publishers.
2. Rao, B. D. (1996). *Encyclopaedia of Education for all the Indian Scenario*. Vol-V.

Readings for Discussion

1. Nongbri, B. (2007). *Primary Education in Rural Areas of East and West Khasi Hills District: A Critical Study*. Un-published Thesis/Dissertation. Department of NEHU. Shillong. pp. 8-31, pp. 145-166.
2. Rodborne, T. (1992). *Ki Khanatang Na Ri War*; Rodborne, H. Shillong. pp. 49-57
3. Rodborne, T. (2000). *U Khasi*. H. Rodborne. Shillong. pp. 119-123.
4. Roy, J. (2004). *The North East Elementary Education*. New Delhi: Gyan Publishing House. pp. 17-40, pp.55-68.
5. Tiwari, R.P. (1983). *Problems of Education in North East India*. Pp. 63-70, pp. 71-76.

Unit-II: Universalising Elementary Education: Policy Initiatives, Issues and Concerns

Objectives:

The course is aimed to help the student-teachers to:

- i. Assess the different policy initiatives and programmes towards achieving goals of U.E.E in Meghalaya.
- ii. Analyse the gaps in achieving the goals of U.E.E. in Meghalaya.
- iii. Understand policy initiatives and the gaps therein towards achieving goals of UEE in Meghalaya with special reference to

Unit of Study: Understanding and analysing various policies and perspectives in universalising elementary education with a focus on: access: physical and social (based on caste, gender, community); enrolment; retention and learning achievement; community involvement; teacher availability, preparation and professional support; curriculum development and resources; teaching-learning process in a school; assessment and evaluation; monitoring and research; state co-ordination and networking; and funds allocation. Government reports for the policy and implementation of UEE with special reference to the state of Meghalaya may be referred.

Essential Readings

1. D.P.E.P. (1999). Innovations and Experiments in District Primary Education Programme.
2. IGNOU. (2009). Elementary Education; Its context and Linkage (MESE-067): IGNOU. New Delhi. pp. 31-37; pp. 45-73.
3. Kumar, K., Priyam, M., & Saxena, S. (2001). Looking beyond the Smokescreen: DPEP and Primary Education in India. *Economic and Political Weekly*, 36(7), 560–568.
4. MHRD. (2000). Sarva Shiksha Abhiyan- Framework for Implementation. Department of Elementary Education and Literacy. New Delhi.
5. S.R.C. (2006). Tryst with Literacy-Meghalaya Experience; Shillong.

Readings for Discussion

1. Bhatt, K. (2014). Review of Elementary Education Policy in India. *Economic and Political Weekly*, 49(43-44), 100–107. <http://www.epw.in/special-articles/review-elementary-education-policy-india.html>
2. MHRD (2005). Sarva Shiksha Abhiyan- Manual for Planning and Appraisal. Department of Elementary Education and Literacy. New Delhi.

3. MHRD. (2013-14). Joint Review Mission Reports.

4. S.S.A.S.E.M.A.M. (2013-14). Annual Working Plan and Budget (AWP & B). Shillong.

Unit-III: Right to Education: History, Context and Concerns

Objectives:

The course is aimed to help the student-teachers to:

- i. Understand the background of RTE Act 2009; debates and critical reflections.
- ii. Interpret the different features of RTE Act 2009
- iii. Understand the issues, concerns and debates related to achieving universalisation in the context of RTE, quality of education, public and private provisioning.

Essential Readings

1. IGNOU. (2009). Elementary Education; Indian Constitution and Status of Elementary Education (MESE-067): IGNOU. New Delhi. pp. 1-17.
2. NCERT. (2014). What is RTE? Some Ways of Making Education Accessible- A Handbook for Teachers. New Delhi: NCERT. pp. 20-21.
3. Raina, V. (2009). Right to education. *Seminar*, (593). Retrieved from <http://www.india-seminar.com/2009/593.htm>
4. UNICEF. (2001). The Right of Children to Free and Compulsory Education (RTE) Act 2009 popular version-Assam 2001. UNICEF.
5. UNICEF. (2010). Frequently Asked Questions on RTE Act 2009.

Readings for Discussion

1. GoM. (2011). The Meghalaya Right of Children to free and compulsory education. Department of Education: Government of Meghalaya.

Practicum

- Document analysis (Meghalaya Act – 1988, Guidelines of DIET, Govt. of India, 1989, Official Gazette of RTE Act 2009, Meghalaya State Rules on

RTE, 2009, etc); Government of India Reports on the first, second and third year of RTE implementation.

- Discussing critical readings, brainstorming and Group Discussion.
- Seminar workshop and field projects.
 - a) Organising seminars on key debates in education
 - b) Field projects – discussion with the educational functionaries (DSEO, SDSEO, BMC, BRP, CRC, Head of Schools, Teachers, SMC members etc.) at the district level on matters relating to education in the district
- Examining district/state plans critically and compare with Joint Review Mission reports on Meghalaya
- Analysing DISE data of the state of Meghalaya and interpreting it with reference to All India figures in terms of the aspect mentioned in the 3rd unit of study.

Note: The tasks mentioned above are suggestive. Additional tasks, which are appropriate to the course, can be suggested.

Mode of Transaction

- Engage student-teachers in critical thinking and questioning
- Engage student-teachers in dialogue and discussion
- Field based Group work comprising assignments, projects, reflection on readings
- Engage student-teachers with research articles, policy documents and other print or electronic material
- Engage students in workshops/seminars on issues in education

CONTEMPORARY INDIAN SOCIETY WITH SPECIAL REFERENCE TO MEGHALAYA

Maximum: 100 Marks

External: 70 Marks

Internal: 30 Marks

Student Contact Hours: 80-100

Area: Contemporary Studies

Total Number of Courses in this Area: Two

Contemporary Indian Society with special Reference to Meghalaya
Gender, Diversity, Inequity and Inclusive Education

Design of the Course

- Each unit has a set of readings and all the units must be linked with each other.
- The last unit is a field based study.
- Essential Readings are suggested for each unit and Advance Readings should be used for a deeper and closer understanding of each unit of study.

Rationale and Aim

The course involves an understanding of the events and issues that have influenced and continue to shape the lives of people in India. 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 contemporary Indian society becomes indispensable for a teacher, who needs to respond to the social context of children and their diverse life experiences and to understand the implications of education within political economic and social structures. The course should enable the student to apply and evaluate and situate their personal and general assumptions within the broader sociological framework.

Course Objectives

The course is aimed to help the student-teachers to:

- Develop an understanding of contemporary Indian realities through a study of key historical, political, socio-cultural and economic issues.
- Study the major contemporary concerns of education, childhood, poverty and reservation policy.
- Examine aspects of Indian economy in relation to issues of globalization, liberalization, privatization and environmental concerns.

Unit-I: The Freedom struggle and Independence

Objectives:

The course is aimed to help the student-teachers to:

- i. Understanding of India's freedom struggle and attainment of independence
- ii. Understand how Meghalaya emerged as a state.

Units of Study: Impact of British rule on India: Economic, Social and Cultural. (1757- 1857); India's Freedom struggle (1857 to 1947), Revolt of 1857; Quit India Movement, Anti- Colonial Struggle: Visions of Gandhi, Tagore and others; Emergence of Meghalaya as a state.

Essential Readings

1. Guha, R. (2007). Part One-picking up the pieces: Freedom and Parricide. In *India after Gandhi: The history of the world's largest democracy*. Picador.
2. Jalan, B. (2004). *The Indian Economy: Problems and Prospects*. New Delhi: Penguin India.
3. Kyndiah, P. R. (1990). *Meghalaya, Yesterday and Today*. Vikas publishing house: Delhi. Chapter-I pp. 17-26.

Reading for Discussion

1. Gandhi, M. K. (1942). *The Quit India Speeches*. Retrieved from <http://www.mkgandhi.org/speeches/qui.htm>

Unit-II: The Constitution of India and Education**Objectives:**

The course is aimed to help the student-teachers to:

- i. Develop an understanding of the Indian Constitution and provisions related to education.
- ii. Study the rights and privileges enshrined in the Constitution with regard to various sections of Indian society.

Units of Study: The Indian Constitution: Making of the Indian Constitution, Rights in the Indian Constitution; The Constitution and Education: The concurrent status of education, Educational provisions in the Constitution, Reservation for Backward Classes; Provisions related to education and children with special reference to their contexts - class, caste, tribe, religion, language and PWD; Policies and Acts: Education For Equality, Right to Education Act 2009, Right to Education (State model Rules) of the state of Meghalaya; Democratic Classroom: Meaning and Strategies.

Essential Readings

1. Dean, C. B., Hubbell, E. R., Pitler, H., & Stone, and B. (2012). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student*

Achievement (2 edition). Alexandria: Association for Supervision & Curriculum Development.

2. GoI. (1992). National Policy on Education 1986/92: Part IV.
3. GoI. (2009). The Right of Children to Free and Compulsory Education Act.
4. NCERT. (1970). Report of the Education Commissions: 1964-66. Delhi: NCERT.
5. NCERT. (2006). *Democratic Politics II: Textbook in Political Science for Class X*. Delhi: NCERT.
6. NCERT. (2006). *Democratic Politics-I: Textbook in Political Science for class IX*. Delhi: NCERT.
7. NCERT. (2006). *Social and Political Life II*. Delhi: NCERT. Unit-1, 4 & 5.
8. NCERT. (2006). *Social and Political Life III*. Delhi: NCERT. Unit-1
9. Sharma, B. A. V., & Reddy, K. M. (Eds.). (1982). *Reservation policy in India*. Light & Life. pp. 135-161.

Unit-III: Democracy in India

Objectives:

The course is aimed to help the student-teachers to:

- i. Develop an understanding of the democratic nature of the Indian Constitution.
- ii. Develop a democratic outlook in one's approach.

Units of Study: The Indian Electoral System; The three branches of the Government: Executive, Legislative, Judicial; Decentralization: The 6th Schedule and Tribal Autonomy (The Autonomous District Councils.); Social and Political Movements: Chipko Movement 1973, The Silent Valley Project 1978, Narmada Bachao Andolan 1985; Inequities of caste, class, gender and religion and linguistic (National picture as well as state people).

Essential Readings

1. Democratic Politics-II, Textbook in Political Science for Class X. (NCERT).
2. Kumar, D. S. Functioning of Autonomous District Councils in Meghalaya. New Delhi.
3. Kyndiah, P. R. (1993). *Rev. J.J.M. Nichols Roy: Architect of district council autonomy*. Sanchar Pub. House. pp. 53-64
4. Narula, T. S. Principles of Political Science. New Delhi: Ashajanak publications. pp. 220-293.

5. NCERT. (2006) *Social and Political life III*. New Delhi: NCERT. Unit 1, 2, 3, 4 & 5.
6. NCERT. (2006). *Democratic Politics I: Textbook in Political Science for class IX*. Delhi: NCERT. Chapter-3, 4 & 5.
7. NCERT. (2006). *Social and Political life I*. New Delhi: NCERT. Unit-1, 2.
8. NCERT. (2006). *Social and Political life II*. NCERT. New Delhi. Unit-3.
9. Rahman, S. A., & Verma, B. (2006). *The Beautiful India - Meghalaya*. Reference Press. pp. 295-339

Unit-IV: Indian Economy

Objectives:

The course is aimed to help the student-teachers to:

- i. Engage with various issues related to the economy of India and of the state of Meghalaya.
- ii. Critically understand the development and its impact on the environment.

Units of Study: Privatization with special reference to Meghalaya; Economic Development of Meghalaya: Issues and Challenges; Development and Environmental concerns with special reference to coal mining and Deforestation in Meghalaya; Impact of Globalization in India.

Essential Readings

1. Bareh, H. (2001). *The economy of Meghalaya: tradition to transition*. Spectrum Publications.
2. Nayak, P., and Thomas, E. D. (2007). *Human Development and Deprivation in Meghalaya*. New Delhi: Akansha.
3. Sen, A., and Dreze, J. (1997). *Public Action and Social Inequality*. In *India: Economic Development and Social Opportunity*. Delhi: Oxford India.
4. Vaidyanathan, A. (1995). *The Indian Economy: Crisis, Response and prospects*. Tract of the Times. New Delhi: Orient Longman Publications.

Unit-V: Suggested Projects

Objectives:

The course is aimed to help the student-teachers to:

- i. Become independent workers, critical thinkers, and lifelong learners by closely examining issues in real life context.

- ii. Investigate issues and topics addressing real-world problems while integrating subjects across the curriculum.
- iii. Undertake an in-depth investigation of a real-world topic worthy of student-teachers attention and effort.

Guidelines

1. Any one project to be carried by a group of 3-4 students.
2. The project is a field based study and is to be reported in not less than 800 words.
3. The report should be based on realities and not perceptions.
 - Role of school in Social, Emotional or National Integration.
 - Endemic ways of preserving the Environment.
 - Effects of substance abuse among the Garo/Khasi/Jaintia society.
 - Parental awareness and involvement in RTE Act in Meghalaya.
 - Child labour in Meghalaya – issues and concerns.
 - Impact of insurgent activities on socio-economic development of Meghalaya.
 - Impact of electronic media on children.
 - Inter-Ethnic relations in Meghalaya.
 - Privatization of Education in the state.
 - Reservation as an egalitarian policy.

Advanced Readings

1. Chandra, B. (1984). *Nationalism and colonialism in modern India*. New Delhi: Orient Blackswan.
2. Douglas, A. H. H., & Douglas, J. (1972). *India's Democracy* (First Edition). New Delhi, India: Vikas Publishing House Pvt Ltd.
3. NCERT (2006). *Themes in Indian History: Part-I*. Theme III. New Delhi: NCERT
4. Phira, J. M. (1996). *Public Administration in Meghalaya-A Tribal State in North Eastern India*. Shillong: Techno-quip. Chapter-I. pp. 1-32.

Mode of Transaction

- Teacher educators 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, and movies should be developed.

Dialogue and discussion has to be the key for the transaction of this course.

PROFICIENCY IN ENGLISH

Maximum: 50 Marks

External: 35 Marks

Internal: 15 Marks

Student Contact Hours: 40-50

Design of the Course

Each Unit of the course will be linked to student-teachers reflecting on their proficiency in English and strategies to help them improve their proficiency in the language. Specific reading material, resources and tasks to help student teacher improve their own proficiency.

Rationale and Aim

The purpose of this course is to enable student teachers to improve their own proficiency in English language. Enabling student-teachers to improve their proficiency in English will have a positive impact on their self-perception and, in turn, enhance student learning outcomes. As such, this course focuses on the development of different language skills – listening, speaking, reading, writing and thinking - which will help student teachers to master the language and hence they will be able to transact the curriculum effectively. The role of the teacher educator would be to enable student teachers to participate in various tasks that connect the skills of language and enable students to use language purposively and as a whole. The student teachers could also be encouraged to bring texts (stories, poems or informative texts) to the classroom to share with peers.

Course Objectives

The course is aimed to help the student-teachers to:

- Strengthen the student-teacher's own English language proficiency.
- Reacquaint them with the basic grammatical structures and language functions and to enable student teachers to link this with pedagogy.
- Enable student teachers to participate in language tasks to learn, think, and express themselves.

Unit-I: Oral language development

Objectives:

The unit is aimed to help the student-teachers to:

- Enable the student teachers to participate in various oral language tasks to enable them to discuss, share and express opinion orally in English.
- Enable student teachers to participate in classroom talk as a very important means of learning.

Unit of Study: Participating in group and whole class activities to share ideas and express themselves; Get an experience of Total Physical Response (TPR) as an example oral language activity for people with limited English.; Enabling talk to form an understanding of the world and share it in classroom; Listening with comprehension to follow simple instructions, telephonic conversation, classroom discussions, radio, TV news, sports commentary, films, classroom lectures (note taking).

Student teachers can be encouraged to listen to radio programmes/discussions, watch TV documentaries/interview/discussions and film clips. These clips can be used for the following tasks – summarizing, analyzing, critiquing, giving opinion. These clips can also be used to look for discourse markers that enable persuasive speech. This will enable student teachers to develop their oral language, particularly for opinion building.

Unit-II: Reading for meaning

Objectives:

The unit is aimed to help the student-teachers to:

- Enable student teachers to read various kinds of reading materials – literature and informative texts – to enable them to become better readers.
- Involve the student teachers in different reading strategies.
- Help the student teachers to create a proper environment for reading and understand its importance in language learning

Unit of Study: Reading across the curriculum: Reading with comprehension, inferencing, analyzing – essays, etc.; Reading strategies (skimming, scanning, in depth, extensive, intensive reading, & word attack strategy); Using reading as a tool for reference skills , i.e. use of dictionary, encyclopedia and internet; Reading and responding aesthetically to narrative texts- stories, poems, novels; Creating an environment for reading – reading clubs, class libraries; Reading different types of texts like stories, poems, plays, riddles, jokes, and instructions for games

For this unit, student teachers must get many opportunities to read different types of texts for various purposes. This can include short stories, poems and at least one novel. The classroom will be the place where the student teachers will respond to these narrative texts to see how they comprehend individually and in small groups. The student teachers can also be encouraged to read and comprehend non-narrative texts, such as newspaper reports, magazine articles and their own readings from the pedagogy paper. This will enable them to reflect on their own struggles and growth as readers. (For example, article by Bonnie Armbruster will be used to analyze aspects of expository texts.)

Unit-III: Writing to Learn

Objectives:

The unit is aimed to help the student-teachers to:

- i. Involve the student teachers in different forms of writing with a sense of purpose and audience
- ii. See writing as a process and not just a product.

Units of Study: Writing with a sense of purpose and audience- across the curriculum; Different forms of writing letters (application, complaint, permission, invitation), messages, notices, posters & slogans; Persuasive writing; Different forms of expressive writing – stories, poetry, dialogues, essay, and drama; Controlled, guided, free & creative writing

This unit will create a space to enable student teachers to write in their own voice for a specific audience. This will enable them to see writing as an extension of talk – which is constructive. Allowing student teachers to select their own topics for writing, giving them opportunities to write in response to a text or write an opinion piece to persuade will be important aspect of this unit. (Article by Bonnie Armbruster can be used to enable student teachers to do content area writing which is purposive.)

Unit-IV: Knowledge about language (Grammar)

Objectives:

The unit is aimed to help the student-teachers to:

- i. Reacquaint the student teachers with different grammatical concepts

- ii. Enable student teachers to use their own languages as a resource for understanding linguistic structures in English.
- iii. Enable student teachers to see grammar as contextual and not as isolated structures.

Units of Study: Parts of Speech; Persons, Tenses, Narration, Voices,; Kinds of sentences; subject-verb agreement; phrases and clauses; This unit will enable student teachers to reflect on grammatical structures in English in the context of the functional use of language in the earlier units. The aim is not to make student teachers into structural linguists or to memorize rules of grammar. As such, the student teachers' own languages (Khasi, Garo, Assamese) can be used as resources to see parallels and differences in structures and hence draw out rules.

Mode of Transaction:

- Classroom discussions for developing conceptual understanding
- Close reading text materials/research papers
- Individual and group presentation on assignments/class works
- Theoretical and practical activities/exercises/investigations on the core ideas of reading, writing, speaking and listening.

Essential Readings

1. Hunsaker, R.A. (1990) *Understanding and developing the skills of oral communication: speaking and listening*. 2nc ed. New York, NY: Harper Collins.
2. Maley, A. & Duff, A. (2003). *Drama Techniques: A resource book of communication activities for language teachers*. Cambridge Handbooks for language teachers. Cambridge University Press: Cambridge.
3. Morgan, J. and Rinvolucri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge University Press: Cambridge.
4. Parrot, M. (1993) *Tasks for Language Teachers*. Cambridge: Cambridge University Press: Cambridge.
5. Sullivan, Mary (2008) *Lessons for Guided Writing*. Scholastic.
6. Wright, Andrew (2004) *Pictures for language learning* Cambridge University Press. Cambridge.

Besides these, selections of stories, poems, plays and expository texts are to be read in the classroom for oral or written response.

Readings for discussion:

1. Children's Literature - Poems, nursery rhymes and stories (Folk Tales & Fairy Tales)
2. Literature for adults – stories, essays, biographies, plays, poems, etc.
3. Authentic reading materials : Newspapers & Journals

Advanced Readings:

1. Crystal, D. (1999).The Cambridge Encyclopedia of the English Language. Cambridge University Press: Cambridge.
2. Crystal, D. (2003).The Cambridge Encyclopedia of Language. Cambridge University Press: Cambridge.
3. Goodman, S. & Graddol, D. (1996) Redesigning English: New texts, new identities. Chapter II – Visual English – Sharon Goodman The Open University.
4. Lightbown, P.M. & Spada, N. (2005) How Languages are learnt. Oxford Handbooks for Language Teachers. Oxford University Press

PEDAGOGY OF MATHEMATICS IN ELEMENTARY EDUCATION

Maximum: 100 Marks

External: 70 Marks

Internal: 30 Marks

Student Contact Hours: 80- 100

Area of Study: Pedagogic Studies

Total number of courses in this Area: Eight

Pedagogy of the First Language I

Pedagogy of the First Language II

Pedagogy of Mathematics Education at the Elementary Education

Mathematics Education

Pedagogy of Environmental Studies

Pedagogy of Science

Pedagogy of English Language

Pedagogy of Social Studies

Course Design

This course has five units of study. Each unit of study focuses on specific aspects of mathematics at primary level. Unit I is focused on revisiting mathematics content knowledge. Unit II and Unit III focus on nature of mathematics and theories of learning mathematics. Unit IV and Unit V focus on teaching–learning strategies and assessment in mathematics.

Rationale and Aim

To understand school subjects and their pedagogic approaches in the context of the school and the learner is a prerequisite to become an effective teacher. The main goal of mathematics education in school is the mathematization of the child's thinking (as explained in NCF-2005 Position Paper on Teaching of Mathematics) which relies very heavily on the preparation that the teacher has, in her own understanding of mathematics, of the nature of mathematics, and of pedagogy. Teacher must understand the processes in which mathematics learning takes place in children's mind and the ways in which students think. The prospective teachers should reflect on their own knowledge of mathematical content as well as must be able 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's learning of mathematics and how to use it to promote mathematics learning.

Course Objectives

The course is aimed to help the student-teachers to:

- Reflect on the need of learning mathematics
- Reflect on the fact that mathematics is a subject that everyone can do and enjoy
- Develop deeper insights of the content areas of elementary mathematics
- Understand and reflect on the nature of mathematics and its relationship with school mathematics
- Understand and reflect on theories of mathematics learning and the factors affecting the learning of mathematics
- Be equipped with effective teaching-learning strategies, accessing and utilizing teaching-learning resources and assessment tools and techniques in mathematics at elementary level

Unit-1: Revisiting Mathematics Content Knowledge

Units of Study: Numbers: number concept, counting, place value, arithmetic operations, fractions, decimals; space and shape: geometric shapes, construction of geometric shapes through paper folding, symmetry, polyhedra, tessellations; measurement: the idea of unit, length, area, volume, weight, time, money, temperature; data handling: sorting, classification, tabling, reading information from simple graphs.

Essential Readings

1. Liebach, P. (1984). How children learn Mathematics: A Guide to Parents and Teachers. (Chapter 2-19). London: Penguin.
2. Haylock, D. (2006). Mathematics Explained for Primary Teachers. New Delhi: Sage. (Chapter-22).Measurement.pp. 247-263.
3. Stewart, I. (1970). *Making Mathematics Live: A Handbook for Primary Teachers*. Angus and Robertson. (Chapter-2).pp. 84-95.
4. Olson, A. T. (1975). *Mathematics Through Paper Folding*. Reston: National Council of Teachers of Mathematics.
5. Zevenbergen, R. et.al. (2005). Teaching Mathematics in Primary Schools, Allen & Unwin: Australia (First South Asia Edition).(Chapter-9).

Unit-2: Perspective about Mathematical knowledge.

Units of Study: Nature of mathematics: precision, abstraction, hierarchical/ sequential, patterning, art, logic, generalization; aspects of mathematical knowledge: conceptual and procedural; everyday mathematics and its relationship with school mathematics, effect of socio-cultural background of children on mathematical knowledge; mental mathematics: mathematical games and puzzles.

Essential Readings

1. Carraher, T. N., Schliemann, A. D., Carraher, D. W. (1988). Mathematical concepts in everyday life. In Saxe, B. G., and Gearhart, M. (Eds). *Children's Mathematics*. San Francisco (London): Jossey B. Inc. publishers., Page 71-87
2. Hiebert, J. (Ed.). (1986). *Conceptual and Procedural Knowledge: The Case of Mathematics*. Hillsdale, NJ: Routledge. (Chapter-1, 5, 7 & 10).
3. Mukherjee, A. (2010). The Nature of mathematics and its relation to school education. *Learning Curve XIV*, pp. 16-22.
4. Zevenbergen, R. et.al. (2005). Teaching mathematics in primary schools, Allen & Unwin: Australia (First South Asia Edition). (Chapter-7).

Unit-3: Learning Mathematics

Units of Study: Theories of mathematics learning: Piaget, Dienes, Bruner, Skemp; language and mathematics, effect of language on mathematical knowledge; mathematics and second language learners, word problems- understanding relationship between language and mathematics; children's thinking: alternate strategies of solving algorithms, careless mistakes, errors while solving problems – analysis and timely feedback.

Essential Readings

1. Liebach, P. (1984). How children learn Mathematics: A guide to parents and teachers. (Chapter-21). London: Penguin.
2. Portman, J., and Richardson, J. (2001). *The Maths Teacher's Handbook*. New Delhi: Vikas Publishing House.
3. Wood, D. (1998). The Mathematical Mind. In *How Children Think and Learn*. Blackwell Publishing: UK. (Chapter-7). pp. 225-255.
4. Zevenbergen, R. et.al. (2005). Teaching Mathematics in Primary Schools, Allen & Unwin: Australia (First South Asia Edition).(Chapter 2-3).

Unit-4: Teaching-Learning Strategies

Units of Study: Teaching – learning mathematics: objectives, materials and their improvisations, strategies; planning for teaching (unit plans); use of games and play, activity, inductive-deductive; reasoning, project, discovery, analytic & synthetic approach in teaching-learning; mathematics kits - analysis and use, math lab, and ICT resources.

Essential Readings

1. DERT (2010). Teaching of Mathematics. CCPE. Shillong: DERT
2. IGNOU (2005). Teaching of Mathematics. CPE-2. Block-1. IGNOU: New Delhi
3. NCERT. (2010). Manual of Upper Primary Mathematics kits. New Delhi: NCERT.
4. Srinivisan, P. K. (2010). *Resource Material for Mathematics Club Activities*. New Delhi: NCERT.

Unit-5: Assessment in Mathematics.

Units of Study: Assessment: Need, purpose, planning and tools; understanding of continuous and comprehensive assessment (CCA) in mathematics and developing tools for it; addressing mathematics phobia.

Essential Readings

1. NCERT. (2006). *Position Paper on Mathematics*. New Delhi: NCERT.
2. NCERT. (2014). Training Package for Upper Primary Teachers of North Eastern Region. Pedagogy, Science and Mathematics. In *Source Book on Assessment*. New Delhi: NCERT.
3. Post, T. R. (Ed.) (1992). Teaching Mathematics in Grades K-8: Research Based Methods. In Underhill, R. *Mathematical Evaluation & Remediation*. Washington DC: Allyn and Bacon.

Advanced Readings

1. NIOS. (2013). Learning Mathematics at Elementary level. 504. Block 2. NIOS. Noida, UP.
2. Sawyer, W.W.(1967). *Mathematician's Delight*. Penguin Books, Baltimore, Maryland (Chapter 1 – 3).
3. Skemp, R. R. (1976). Relational understanding and instrumental understanding. *Mathematics teaching*, 77, 20-26.
4. Skemp, R. R. (1989). *Mathematics in the Primary School*. Roulledge: London. (Chapters 3 – 5).
5. Srinivasan, P. K. (1988). *Number Fun with a Calendar*. Madras: Alarsri. Retrieved from <http://www.arvindguptatoys.com/arvindgupta/calendar-1.pdf>.
6. Srinivasan, P. K. (n.d.). *Romping in Numberland*. Delhi: National Book Trust.

Mode of transaction

- Prospective teachers to be engaged in discussions on observed children's work in order to acquire an understanding how children respond to mathematical knowledge.
- Prospective teachers in groups develop concept maps to understand linkages and relationship between various mathematical concepts and to imbibe the importance of team work.
- Reading of texts (suggested as discussion) with dialogue to understand theory from the point of view of issues raised.
- Collecting historical samples of mathematical knowledge in different cultures and reflecting on them.
- Preparing teaching learning materials.
- Use of relevant examples while explaining mathematical ideas.
- Preparing tools for continuous & comprehensive assessment.

PEDAGOGY OF FIRST LANGUAGE-I: EARLY READING AND WRITING

(Garo, Khasi, Assamese, Bengali & Hindi)

Maximum: 50 Marks

External: 35 Marks

Internal: 15 Marks

Student Contact Hours: 40-50

Area of Study: Pedagogic Studies

Total Number of Courses: Eight

Pedagogy of the First Language I

Pedagogy of the First Language II

Pedagogy of Mathematics Education at the Elementary Education

Mathematics Education

Pedagogy of Environmental Studies

Pedagogy of Science

Pedagogy of English Language

Pedagogy of Social Studies

Rationale

Language is not merely a means of communication but also a medium through which most of the knowledge is acquired. The primary objective of the paper is to make student teachers aware of the dynamics of language learning in the classroom, in children's homes, in the society and across the nation.

First language is defined variously as native language or the language that the child acquires during the critical period. In that sense, it is often the language that a person speaks the best. The mother tongue, on the other hand, might be the language of the community and not necessarily the child's first language. In many bilingual or multi-lingual contexts the first language might not remain the dominant language of a speaker.

The first language is deeply connected to the personal, social and cultural identity of the speaker. As more and more states adopt English as the medium of learning even in the primary grades, it is important for the student teacher to grasp the politics of that. In the early grades, it is important that children acquire literacy in their first language. This paper will enable student teachers to form an understanding of literacy acquisition in the first language and all the complexities associated with it.

Course Objectives

The course is aimed to help the student-teachers to:

- Understand the nature and place of the first language in the process of schooling.
- Understand how language enables us to construct the world around us.
- Understand the developmental process of language acquisition in children
- Form an understanding of the pedagogy of literacy as a very important goal of schooling
- Understand the complexity of the processes through which children become readers and writers.
- Appreciate and value the child's own language, identity and culture.
- See the role of grammar within the context of a functional approach to language.

Unit-I: Nature of oral language acquisition

Objectives

The unit is aimed to help the student-teachers to:

- i. Understand the nature of children's language acquisition at home and in school.
- ii. Relate the pre-requisite language skills of the child with the present school language.

Unit of Study: Language: Home language of the child vs. school language; language as a medium to understand and construct the world around us; Functions of language – in and outside the classroom; Acquisition of language – home versus school language; Oral language development - the value of talk in the classroom.

Essential Readings

1. Butler, A. & Turnbull, J. (1984). *Towards a Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University. Ch.2 and 3.
2. Pinnell. G.S.(1985). Ways to look at the Functions of Children's Language. In A. Jaggard, M. Tripp and Smith-Burke (ed). *Observing the Language Learner*. Newark, DE: International Reading Association. Pp 57-72.

Unit-II: The Social context of language

Objectives

The unit is aimed to help the student-teachers to:

- i. Familiarize them with the sociolinguistic aspects of language learning
- ii. Critically analyse the status of regional languages in education in the state of Meghalaya and in India
- iii. Appreciate the multi-lingual nature of classrooms in India.

Units of Study: Child's mother tongue/home language; Multilingual nature of the classroom/ language diversity in India; Standard language and dialects– Khasi, Garo and other languages in Meghalaya; Sensitivity towards dialects- to create awareness of one's own dialect; Status of Mother tongue as another form of diversity in India.

Essential Readings

1. Agnihotri, R.K. (1995). Multilingualism as a Classroom Resource. In K. Heugh, A.Sieruhn and P.Pluddemonn (ed). *Multilingual Education for South Africa*. Johannesburg: Heinemann. Pp 3-7.
2. Eller, R.G. (1989). Johnny Can't Talk, Either: The Perpetuation of the Deficit Theory in Classrooms. In *The Reading Teacher*. Vol.42, No.9. pp.670-674.
3. Labov, W. (1972). The Logic of Non-Standard English. In *Language in Education*. London: Routledge. Pp 198-211.

Unit-III: Early Reading and Writing.

Objectives

The unit is aimed to help the student-teachers to:

- i. Understand the developmental nature of literacy acquisition.
- ii. Develop an understanding of Emergent Literacy as a theoretical perspective on literacy acquisition

Units of Study: Oral language development - encouraging oral language in the classroom and talk in the classroom; through stories, role plays, songs, rhymes, poems, language games and chants. (Level I- Class I and II); Developmental stages of reading and writing – Using children's literature, picture books, wordless picture books; reading aloud by the teacher; environmental print (print awareness); creating print rich classrooms; Examining the role of primers in early reading.; Understanding the nature of approximations in early reading and writing.

Essential Readings

1. Sinha, S. (2012). *Reading without Meaning: The Dilemma of Indian Classrooms. Language and Language Teaching*, 1(1), 22-26.
2. Sinha, Shobha (2000). Acquiring Literacy in School. In *Redesigning curricula: A Symposium on working a framework for school Education Seminar* 493.
3. Sipe, L. R. (2002). Talking back and taking over: Young children's expressive engagement during storybook read-alouds. *The Reading Teacher*, 476-483.

Other reference materials

Collections of children's literature in Khasi, Garo, Assamese, Bengali and Hindi

Collections of primers in Khasi, Garo, Assamese, Bengali and Hindi

Khasi

1. Gatphoh, P.G. (2009). *Ki Phawar Sara*. Nursery Rhymes. Published by A.Dkhar.
2. Gatphoh, P.G. (2010). *U Nongrep*. Khasi Primer. Published by A.Dkhar.
3. Tham, Soso (2010). *Ka Duitara Ksiar*. Collection of Poems. Published by A.Dkhar.

Garo

1. Shira, Lindrid D. – A.chikni Poraiani Ki.tap –VI, MBOSE
2. Shira, Lindrid D.-Poraiani Ki.tap VIII, MBOSE

Hindi

1. Hindi Sahityakasubodhitihās: Babu Gulabrai, Lakshminarayan Agrawal, Agra.

Bengali

1. Bidyasagar Ishwar Chandra; Barnaparichay (to know the alphabets)
2. Roy Sukumar: HA-JA-BA-RA-LA (rhymes). Kolkata: Shishu Sahitya Samsad.
3. Tagore Rabindranath: Sahaj Path (1 to 8). Bishwa Bharati Publications.

Assamese

1. Bordoloi, Nirmalprava: Asomiya Umola Geet, Banalata, Guwahati, 1998.

Essential Readings for the Course

1. Kumar, K. (2006). *The child's language and the Teacher*. New Delhi: National Book Trust India.
2. NCERT (2005). National Curriculum Framework. 2005. New Delhi: NCERT
3. NCERT (2006). *Position Paper National Focus Group on Teaching of Indian Languages*. New Delhi: NCERT

Advanced Readings

1. Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted in multilinguality. In *International Multilingual Research Journal*, 1(2), pp 1-10.

2. Bhatt, H. (Translated by Sharada Jain). *The Diary of a School teacher, An Azim Premji University Publication*. Bangalore: Azim Premji University.
3. Butler, A. & Turnbull, J. (1984). *Towards a Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University.
4. Crystal, D. *The Cambridge Encyclopedia of Language*.
5. Hunsaker, R.A (1990). *Understanding and Developing the Skill of Oral Communication, Speaking and Listening*. 2nd ed. New York: Harper Collins.
6. Mason, J. M., & Sinha, S. (1992). *Emerging Literacy in the Early Childhood Years: Applying a Vygotskian Model of Learning and Development*.

Advanced readings for the course in the Regional Languages

1. Meghalaya Government- Vernacular Act 2005.
2. Nongbri, A.- Standardization of Khasi Language.
3. Pryse, William – An Introduction to Khassia Language.
4. Roberts, H.- A Grammar of the khasi Language
5. Sangma Milton – History of Garo Literature.
6. Singh, Nissor –Hints on the study of Khasi Language.
7. Sten, H.W- Shaphang ka Ktien.
8. War, B. – Ki Sur Sawa bad ki Sur kyntien jong ka Ktien.

Khasi

1. Bachiarello, J.– Ki Dienjat jong ki Longshwa.
2. Rodborne, B.M.- Ki khyannah Tipsni.
3. Rynjah, Sweetymon – Na Sla Sohmyndur.
4. Tham, Soso,-ki Phawer U Aesop.

Hindi

1. Chaturvedi, Ramswaroop, *Hindi Sahitya Aur Samvedna Ka Vikas*, Lok Bharti Prakashan, Allahabad.
2. Singh, LalSaheb, *Hindi Sahityaka Naveen Itihas*, Vishwavidyalaya Prakashan, Varanasi.

Assamese

1. Bora, Satyanath;(1992) *Bahal Byakaran*, Barua Agency, Guwahati, (Assamese Grammar)
2. Das, Haliram;(2007) *Asomiya Matribhaxa Sikhana Padhati*, Bhumi publishing Company, Kolkatta,(Teaching of Assamese language)
3. Goswami, Upendranath(1998); *Asomiya Bhaxar Udvab Samridhi Aru Bikash*, barua Agency, Guwahati,(History of Assamese Language)
4. Neog,M(ed.) (2004)(*Adhunik Asomiya Abhidhan*, Assam Prakashan Parishad, Guwahati, (Assamese Dictionary)
5. Sarma, S.N.(2004)*Asomiya Sahityar Samikhatmokitbitto*, Aronodoi Press, Guwahati, (History of Assamese literature)

PEDAGOGY OF ENVIRONMENTAL STUDIES (E.V.S)

Maximum: 100 Marks

External: 70 Marks

Internal: 30 Marks

Student Contact Hours: 80-100

Area of Study: Pedagogic Studies

Total Number of Courses: Eight

Pedagogy of the First Language I

Pedagogy of the First Language II

Pedagogy of Mathematics Education at the Elementary Education

Mathematics Education

Pedagogy of Environmental Studies

Pedagogy of Science

Pedagogy of English Language

Pedagogy of Social Studies

Design of the Course

Each unit of study should include field-based assignments, classroom discussions, and activities related to the unit of study. Specific readings are to be used for discussion in groups enabling a close reading of text.

Rationale and Aim

The main aim of this course is to prepare student teachers who are able to realize the importance of Environmental Studies (EVS) and understand EVS as an integrated course of science, social science and environment education.

The course aims at helping the student teachers understand how children learn concepts in EVS so as to gain a better understanding of the world around them. This insight will help student teachers to plan for teaching – learning process using multiple resources. Simple ways of conducting inquiry, which forms an important part of learning EVS, and its significance have been included in the course. Basic ideas on assessment in EVS have been incorporated in the course so as to help the student teachers manage during teaching of EVS.

Course Objectives

The course is aimed to help the student-teachers to:

- Understand the meaning, scope and importance of EVS
- Probe children's ideas in different science and social science concepts.
- Prepare the student teacher to plan and carry out classroom transaction in the light of various theoretical viewpoints on learning and children's ideas.
- Understand the process of assessing children's learning using different modes of assessment.

Unit-I: Introduction to Environmental Studies

Units of Study: Scope and importance of EVS as a curricular area at the primary level; Curriculum organization of EVS: Two different perspectives: (i) EVS as an area of study - integrating science, social science and environment, (ii) EVS as science and EVS as social science; Differentiating Environmental studies from that of Environment education.

Essential Readings

1. Batra, P. (2010). Introduction in Poonam Batra (ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, Sage: New Delhi pp. 3-41.
2. Bharucha, E. (2014). *Textbook for Environment studies*, New Delhi: UGC (available at http://collegesat.du.ac.in/UG/Environmental20%Studies_ebook.pdf).pp. 1-13.
3. Jaithirtha, K. (2003). Related with the Earth: an exploration of the possibilities in teaching Geography. Journal of the Krishnamurthi Schools. (<http://www.journal.kfionline.org/article.asp?issue=7&article=6>)
4. NCERT, (2005) Syllabus for Elementary Classes- Volume I. NCERT: New Delhi.
5. Wadhwa, D. and Kalyani, K. (2012). Environment Education for Sustainable Development in Saxena, V. (Ed) *Contemporary Trends in Education*. Delhi: Pearson. pp. 78 – 109.

Unit-II: Understanding teaching and learning EVS from the perspective of learners

Units of Study: Children's ideas and conceptions in science; the implications of understanding children's ideas for classroom transaction; perspectives in EVS learning: Piaget, Vygotsky, Bruner, Ausubel. Implications of these theories for classroom transaction.

Essential Readings

1. Driver, R. (1981). Pupils' Alternative Framework in Science. *European Journal of Science Education*, 3:1, 93-101.
2. Driver, R. (1985). *Children's Ideas in Science*. Milton Keynes Buckinghamshire; Philadelphia: Open University Press. Chapter 1, 9, 10.
3. Driver, R.et.al. (2000). Making sense of secondary science: Research with children's Ideas. London: Routledge Falmer. pp. 1-13; pp. 17-25; pp. 98-103; pp. 104-111.

Unit-III: Classroom Transaction and Assessment

Units of Study: Importance of conducting inquiry in learning EVS; ways of conducting inquiry: Observations, Activities, discussion, group work, field visits, project, survey, experimentation and importance of all these in teaching and learning EVS; process skills in EVS – understand how children engage with ideas, make linkages, classify, analyze, kinds of questions they ask, express themselves; different ways of assessment and reporting it to further learning; purpose of assessment (formative, summative continuous and comprehensive assessment).

Essential Readings

1. Harlen, W. and J. Elstgeest (1998). UNESCO. Source Book for Science in the Primary School, New Delhi: NBT. Introduction, Chapters 1, 2, 3, 8.
2. NCERT. (2008). Source Book on Assessment for Classes I-V, Environmental Studies. NCERT: New Delhi. (Chapter 4 and 5)
3. NCERT. (n.d.). CCE Package: Primary Stage. NCERT. Retrieved from http://www.ncert.nic.in/departments/nie/dee/publication/pdf/CCE_Primary.pdf

Unit-IV: Planning for Teaching

Units of Study: Concept maps/thematicweb charts/maps; Preparing a framework for unit plans; Making use of available resource materials like community resources, newspapers, films, photographs, collections (seeds, leaves, stamps, stones), local maps; Reflecting on classroom practices.

Essential Readings

1. Pollard, A. (2002). Reflective Teaching. Continuum: London. Chapters – 1,8,9.
2. Teaching as leadership.org/site/default/files/Related Readings/IPD-Ch. 4-2011.Pdf.

Unit-V: Practicum

A list of suggestive practicum is as follows:

- Studying biodiversity in the local context and identifying rich biodiversity in the area. Analysing how construction is affecting biodiversity in the region. Identifying endangered species, exploring ways for conservation of biodiversity.
- Nature Walk: Visit to a nearby park, observing and recording different plants, animals and birds in the environment.
- Field based assignment on Air/Water/Soil/industrial pollution, waste disposal method in Meghalaya. Exploring ways through which community including school children's participation probably will reduce pollution in the area.
- Critical comparison of different curricular material and textbooks in EVS like 'Small science' developed by Homi Bhabha Centre for Science Education, Khushi – Khushi developed by Eklavya, NCERT's EVS textbook
- Debates around water, forest, fuel and their distribution can be organised. (Centre for Science and Environment, Citizens Report (2nd Report) New Delhi can be referred)
- A group of children aged 8 to 14 years can be probed for their misconceptions on any concept like Government, democracy, Earth, Heat, photosynthesis. Strategies for addressing these alternate conceptions can be developed and tried on them.
- Activities for developing skills like observation, question raising, classification, predicting, hypothesizing can be developed.
- Thematic teaching units around central theme such as water, food, travel can be developed to understand how social, political, historical, economic, scientific and cultural aspects can be integrated.
- Small projects on recording and studying weather reports over a period of time. Weather of different places can be compared.
- Talking/ interviewing people in community for tracing oral local history and specificity of an area.
- Mapping the neighbourhood and places around school like garden, lake, church, museums or any other area of interest. Building understanding iconic maps, local area maps can be undertaken to develop insights on how children learn to make maps.
- Developing and maintaining pool of resources – films, newspaper reports, pictures, photographs, and collections and understanding how these can be used in teaching of EVS.

Essential Readings

1. Geography of Meghalaya, Text with Instant Notes. (2005).pp. 1-3, Zimba Publication. Maya Villa Kench's Trace Bishnupur, Shillong-793004.
2. Shiva, V. (2008). *Soil not oil: environmental justice in a time of climate crisis*. South End Press.

Advanced Readings

1. Basu, S. K. Environment Education Global issues and policies. Banik S. D.Vol-I. APH publishing corporation, Ansari Road, Darya Ganj, New Delhi-110002. Chapter-XI, pp. 225-246.
2. Bodrova, E. and Leong,D. (1996). Tools of the Mind: the Vygotskian Approach to Early Childhood and Education. Merrill: New Jersey. (Chapter 9).
3. Piaget, J. (1930). The Child's conception of physical causality Kegan Paul Trench, Trubner & Co. Ltd: London. Chapter-1, pp. 3-31; chapter-5, pp. 114-132.

CREATIVE DRAMA, FINE ARTS AND EDUCATION

Maximum: 100 Marks

External: 50 Marks

Internal: 50 Marks

Student Contact Hours 80-100

Area of Study: Practicum

Total Number of Courses: Two

Creative Drama, Fine Arts and Education

Children's Physical and Emotional health and Education

Course Design

The design of the practicum is focused on performing arts, visual arts, craft and education. The specific objectives of each focus area are also given separately to facilitate the detailed design and transaction of this practicum.

Rationale and Aim

This course aims to connect 'art education' as curricular area and 'art' as the basis of education. Art education will encourage divergent thinking, foster 'out of the box thinking' and encourage multiple solutions to a single problem. Making arts the basis of all education, will make the student teachers active learners and improve their cognitive abilities. Art, therefore, will help in understanding and internalising content in all areas of the curriculum. It will help them appreciate and create beauty and harmony within and outside. Aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them, we can hope to create harmonious individuals and a harmonious world. It is not about beautification-applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms relations and character. The main aim of creative drama, fine art and work and education is to draw our physical, emotional, intellectual and other faculties together in a moment (for e.g. life itself) to make for worthwhile, far reaching, holistic learning.

Creative Drama

Drama is an experience that involves oneself in the physical, emotional, intellectual, intuitive and other potentialities with others around and should have a central place in education. It is important to stress that drama is not about self alone or self-expression alone. The process of drama is a social experience. It is about richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalised and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student teacher, building her/his creative capacities sensitivities and sensibilities through theatre.

Rationale and Aim

- The student teachers will use drama processes to examine their present self and to generate new knowledge, understanding and perceptions of the world and themselves in it.
- To train, enhance theatre skills that will help them to be creative and enlightened teachers. A process that draws our physical, emotional, intellectual and other faculties together in a moment (i.e. life itself and the inner self) makes it worthwhile, far reaching, holistic learning.

Specific Objectives

The course is aimed to help the student-teachers to:

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

Focus Areas

1. The main focus of drama exploration is to help student teachers to understand life and to learn from life. The drama exercises are structured by the teacher, but the experience and its outcome is generated by the student teachers in the process. The experience and reflection on that is the learning. However it is mandatory for the teacher to plan and structure the exercises and not to leave it to the students to improvise on their own.
2. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle etc. and how these differences influence actions, decisions, and relationships of people. Learn to place oneself in the context of other: cultural communities, rural/urban settings, disadvantaged/marginalised sections of the society etc. "How should I look at others?" "What does that reveal about me?"
3. Develop the ways to see situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at the same situation from different

perspectives and recognise contradictions within situations for a better understanding of the same rather than wanting to look for solutions.

4. Finding connections between the particular and the universal. How larger processes and contexts play out in specific context of daily life situations and vice versa. For example, a tribal student seeking for admission in centralised institution is connected with the larger world of state responsibility and educational policy.
5. Change as a way of life. Identifying it within drama work; the repercussions of change, does it affect, why and how?
6. Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in the world outside. Evaluating one's own and group's progress in class.

Mode of Transaction

- **Games:** Games that harness different physical, emotional, mental faculties can be planned and structured to loosen up, sharpen reflexes and have fun while building imagination in different ways. Use theatrical exercises to awaken sensory awareness and transformation. Exercises in observation, communication, associative thinking, building situations with imaginary objects and people.
- **Drama:** Planned and structured drama exploration exercises are designed to first experience and then, deepen social awareness of students. Some examples would include the use of an image (photo, painting) as a stimulus for exploration; still photographs of students themselves leading to tracking a line of thought about some issue. Participative Learning using role play, building stories/ songs, making and analysing 'character's' diary, personal belongings (objects) of characters.

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

(Game, plays and dramas which have contextual relevance can be chosen)

Fine Arts

Rationale and Aim

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

Specific Objectives

The course is aimed to help the student-teachers to:

- Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.

- Develop a perspective and appreciation of art, nature, human existence relationship.
- Critique the current trends in art education and develop a possible scenario for art for change.
- Understand the range of traditional art forms and working with hands.
- Develop an appreciation for diverse music forms and the role of music in human culture
- Create and present piece of art: using visual arts and crafts
- Create and present piece of performing art using music and movement (dance)
- Evolve collective art projects incorporating different art media- into a public festival/event
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.

Focus Area

- 1. Art, Art Appreciation and Art Education:** Organise art, craft and music exercises with small groups followed by discussions and presentations. Any local exhibition or art event can be used as precursor for the session. The session should involve some art for a while followed by a reflection on the experience and then connect it to their own school days. Display of good examples of arts and crafts in the school library, classrooms, reading rooms, and corridors can help in art appreciation by students. If original objects are not obtainable, their good photographs and reproductions should be displayed.
- 2. Visual Art:** Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colours, paper and crayon, colour pencils, acrylic, oil paint and canvass, student–teachers would learn about lines, forms, compositions, colours, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, newspaper etc.
- 3. Music:** Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones, experimenting with one new forms: folk songs/ music from the Khasi, Garo, Jaintia and other communities (such as lullabies, harvest songs, patriotic songs, etc.). Create musical pieces with others (fusion), design and run sessions on music with children.

4. **Literary Arts:** Linkage between language, literature and performing arts; appreciation of poetry as performing art, play reading and reading; literature as an art, selection of poetic pieces and developing performances around it. exposure to readings in local or regional languages and dialects.

5. **Architecture and Spatial Design:** Develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post Independence etc. through heritage works, political dynamics of space and its changing trends: cultural social connections with architecture and town/ city planning connection to natural resources and access to this vis- a vis architecture and design space for children in a city.

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

Essential readings

1. Prasad, D. (1998). *Art: The basis of education*
2. Sahi, J., and Sahi, R. (2009). *Learning through Arts*. Eklavya.
3. Kanna, S. (1992). *Joy of making Indian Toys, Popular Science*. New Delhi: NBT
4. NCERT. (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*. New Delhi: NCERT.
5. NCERT. (2010-2011). *Training Package on Arts Education for Primary Teachers By DEAA*. New Delhi: NCERT
6. Sharma, C. (2003) Creative Drama for Development of Children in Primary Schools. *The Primary Teacher*, Vol. XXVIII(3). pp. 15-26.
7. Arora, G.C. (1995). *Child Centered Education for Learning Without Burden*. Gurgaon: Krishna Publishing Company.
8. Rathore, M. S. (2005) Aesthetic Significance of Art Education. *The Primary Teacher*, Volume XXX (3-4). Pp. 50-54.

UNDERSTANDING THE CHILD AS A LEARNER

Maximum: 100 Marks

Theory: 70 Marks

Practicum & assignment: 30 Marks

Student Contact Hours: 80-100

Area of Study: Child Studies

Total Number of Courses: Two

Understanding Childhood and the Development of children

Understanding Child as a Learner

Course Design

- The course design contains three theoretical units and two sets of practicum
- Practicum is in tandem with each theory unit so that field based data forms the basis of reflection on theory

Rationale

The major aim of this course is to critically engage the student teacher in understanding the most crucial periods of children's development and the psycho-social relationships of children with their peers and other significant adults in and out of school. Another aim of this course is to help student-teachers understand what motivates children to learn and how they think and learn.

Objectives

The course is aimed to help the student-teachers to:

- Understand the process of thinking and learning in children through different theories and critical perspectives: principles of behaviorism, information processing, constructivist and social-constructivist approaches drawing upon theories of Piaget, Bruner and Vygotsky. To reflect on the relevance and application of theoretical concepts in the teaching – learning process.
- Understand that the essence of child centered pedagogy is to be in tandem with the physical, socio-cultural, emotional and cognitive worlds of children within the Meghalaya and North- East Context
- Allow for opportunities such that a student teacher is able to visualize the linkages with theory in real life, interactions with children through activities such as play, art, storytelling etc as implications along with the units on cognition and language development respectively.

Unit-1: Learning and Cognition

Units of Study: How Children think and learn, how they explore their concepts of time, natural, social and historical phenomena; Basic ideas of behaviorism and its

critique; Information processing approaches: Concepts of working memory, long term memory, attention, encoding and retrieval; knowledge organization and learning as change in declarative memory; schema change or conceptual change; how these develop in a continuous fashion; Piaget's Constructivism: what is learning? relationship between learning and development; structures and processes of cognitive development; cognitive conflict characteristics of thought in different stages; children's thinking; implications for teaching learning; Vygotsky's socio-constructivism: concept of zone of proximal development and cooperative learning; tools and symbols in development, interaction between learning and development, implications for teaching; Individual and socio- cultural differences in cognition: understanding learning difficulties, terms of exclusion and inclusion and impact with specific reference to local contexts.

Essential Readings

1. Papalia, D.E. et. Al, (2008) Human Development. Mc Graw Hill Higher Education: new York. Part 2,3,4 Chapter 5 (Page 147), 7 (page 238), 9 (Page 307)
2. Mukunda, K. (2010). *What Did You Ask at School Today*. Harper Collins. Chapters 2, 9, 10.
3. George, A. M. (2007). *Children's Perception of Sarkar: A Critique of Civics Textbooks*. Hoshangabad: Eklavya.
4. Bodrova, E., & Leong, D. (2007). *Tools of the Mind: The Vygotskian Approach to Early Childhood Education*. Pearson/Merrill Prentice Hall.
5. Siegler, R. and M. W. Alibali (2005). *Children's Thinking*. Prentice Hall: New Jersey. 4th edition. . Chapter 1: An introduction to children's thinking, Chapter 3: Two –Year Elementary Teacher Education Programme NCTE Review Committee, 12 May 2011 40 Information-processing theories of development, Chapter 5: Socio cultural theories of development, Chapter 9: The development of social cognition.
6. Holt, J. (1967). *How Children Learn*. Penguin: London.

Readings for Discussion

1. Vygotsky. (1978). Interaction between learning and development in Mind and Society. Ch. 4

Unit-2: Language and Communication

Units of Study: How do children communicate? Perspectives in language development (with reference to how children acquire language at early age): Critical reading of Skinner, social learning theory of Bandura and Walters; and the Nativist perceptions of Noam Chomsky; Comparison of theoretical approaches to arrive at a critique of behaviourism; Socio-cultural variations in language: accents, differences in communication, language variation, implication for a multi cultural classroom; Bi-lingual or multi-lingual children: Implications for teachers- multi lingual classrooms, story-telling as a pedagogic tool.

Essential Readings

1. Holt, J. (1967). *How Children Learn?* London: Penguin.
2. Holt, J. (1967). *Learning All The Time*
3. IGNOU. *Understanding the Primary School Child, Basic Issues in Child Development 2* .unit 6.
4. Warner, S. (2004) Adhyapak. Granth Shilpi: New Delhi

Readings for Discussion

1. Crain, W. C. (2005). *Theories of Development: Concepts and Applications*. Pearson/Prentice Hall. Chapter 9 Bandura's Social Learning Theory.
2. Crain, W. C. (2005). *Theories of Development: Concepts and Applications*. Pearson/Prentice Hall. *Theory of Language Development* (Pages 351)
3. Ernst M. Randal & Blair- Broeker T. Charles (2003). *Thinking About Psychology- The Science of Mind and Behaviour*. Worth Publishers. Pages 63-68, 76,77, 84,85,86,664,668.
4. Kumar, K. (2000). *Child's Language and the Teacher*. New Delhi: NBT.
5. Sinha, S. (2009). Rosenblatts' Theory of Reading: Exploring Literature. *Contemporary Education Dialogue* 6(2). pp 223-237.

Unit-3: Play and Peer Relationship

Units of Study: Meaning of Play, characteristics, kinds and types of play, functions of Play- linkages with the physical, social, emotional, cognitive, language and motor development of children(Social Dimensions of play, How gender influences play, how culture influences play; Cross-cultural and socio-economic differences in children's play; games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict

Essential Readings

1. Vygotsky, L. S. (1997) Interaction between Learning and Development in Gauvian, M. and M. Cole. (ed.) *Readings on the Development of Children*. W. H. Freeman:
2. New York. Mukunda, K.V. (2009) *What did you Ask at school Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 10, 177-187.

- Papalia, D. E., Olds, S. W., Feldman, R. D., & Gross, D. L. (2001). *Human Development*. McGraw Hill. Chapter viii, p. 281-284

Advanced Readings

Unit-1

- Ginsburg, H. (1997). *Entering the Child's Mind: The Clinical Interview In Psychological Research and Practice*. Cambridge University Press. Chapter 1 and 2
- Wood, D. (1998). *How Children Think and Learn*. UK: Wiley. Chapter 8, pp 225-255.

Unit-2

- IGNOU. *Understanding the Primary School Child, Basic Issues in Child Development*. Cognitive and language development, Multilingualism, Unit 3.4, Unit 3.5, 3.6

Practicum

Total number of hours: 25 (in the field + maintaining records and classroom discussion)

Task1: The student teachers observe children at play and maintain records- 2 hours across 4 observations can be carried out in playgrounds in the school. The students could identify different games that children play; individual and group behaviour in play; friendships and social relationships. The analysis could include the following aspects: motor skills, language used during the play, group structure and interactions, arriving at rules and following them, gender behaviour, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This task is to be followed by post assignment discussions during contact hours to arrive at linkages between the social, emotional, cognitive, language and motor development of children.

Suggested Practicum

Problem-Solving and Moral Dilemmas

Objectives

- To study the nature of children's process of conceptualization in the context of a specific problem-solving task.
- To investigate and understand the nature and development of moral reasoning among children.
- To enhance skills of interviewing young children in order to understand their development and their world.

Task and Time Frame

(i) Problem-Solving Task: The Hanoi Tower – A Piagetian Task

Students will administer the task individually to at least three children in the age-groups of 5-6 years, 8-9 years and 11-12 years. Detailed guidelines explaining the procedure of conducting the task, recording responses and analysis, will be provided by the supervisor.

Record Keeping

Students will be required to record the initial instructions given to the child any additional instructions given during the execution of the task. The questions asked, and the responses of individual children. Students will then analyse the observations with respect to the level of “cognizance” the children have attained. The framework given by Piaget can be used.

Readings

1. Piaget, J. (1977). *The Grasp of Consciousness*. Routledge and Kegan Paul: London. The Hanoi Tower pp. 287-299

(ii) Moral Dilemmas: Piagetian and Kohlberg

Students will identify four children, two each in the age-group of 5-6 years and 8-10 years respectively, and present the moral dilemmas to the children one at a time, in an interesting story-telling manner. Students will then ask the children a number of questions in order to get a thorough insight into the child’s understanding of morality and ethics. Detailed guidelines explaining the procedure of conducting the task, recording responses and analysis will be provided by the supervisors.

Record Keeping

Students will be required to maintain a record of basic information such as the child’s name, accurate age, sex and socio-economic status. The entire interview protocol would be recorded verbatim, indicating the questions asked and the responses given (verbal or through gestures) both of the interviewer and the child. Students will be expected to analyse the responses of children in terms of Piaget’s theoretical framework of moral judgment and the stages of moral development as given by Kohlberg.

Readings

1. Gilligan, C. (1977). *In a Different Voice: Women's Conception of Self and Morality*. *Harvard Educational Review*, 47 (4), 481-517.

Suggested Readings

1. Ginsburg, H. (1997). *Entering the Child's Mind: The Clinical Interview In Psychological Research and Practice*. Cambridge University Press. Chapter 1: The need to move beyond standardized methods, Chapter 2: What is the clinical interview?

SCHOOL LEADERSHIP AND CHANGE

Maximum: 50 Marks

External: 35 Marks

Internal: 15 Marks

Student Contact Hours: 40-50

Area of Study: Educational Studies

Total Number of Courses: Four

Education, Society, Curriculum and Learners

Teacher Identity and the Vision of Education

School Leadership and Change

Elementary Education in Meghalaya

Rationale and Aim

Students of education need to understand critically the system of education and policy in the country and their state. They need to understand the interconnections amongst various institutions involved in the process of education beside their relationship with the community, state and the market; dynamics and tension between state and private education. Schools can be seen as subsystems of the larger system. The students should have a vision of education and capacity to try to implement it. This engagement can help in identifying students' own role as catalysts of reflection and change.

Since the focus is on leadership, students should be able to study needs of various stakeholders and be exposed to the process - identify, analyze problems, study underlying causes, and address issues in school creatively and also document the same.

The course attempts to expose the students towards the potential of collaboration and professional learning communities.

Course Objectives

The course is aimed to help the student-teachers to:

- Study structures, processes and systemic issues of the Indian education system and the state of Meghalaya.
- Critically examine educational institutions and policies that govern the system (e.g. RTE, public private partnership etc) as well as areas of contestations.
- Develop a critical understanding of different school organization and management types and their place in the State's education system; issues of regulation.
- Develop capacity towards creation of a school culture that ensures learning amongst all children; examine the role of rituals in the formation of school culture.
- Develop a comprehensive understanding of context-specific notions of school effectiveness, equity and inclusive learning environments.

- Enable students to take up leadership roles as change facilitators.
- Help students make overt connections between field-based project work, educational leadership and change facilitation.

Unit-1: Structures and Processes of the Indian Education System and the State of Meghalaya

Units of Study: Understanding and interpreting educational policies that impact education; Types of Schools- administration bodies (National and State level); National Perspective: for instance, Kendriya Vidyalaya and Navodaya Schools; their purpose, strengths and challenges; state Level Schools: govt, govt – aided (deficit pattern/adhoc), private; Roles and responsibilities of Education Functionaries; who develops school curriculum; Support Organisations and schools; Micro to macro scenario – understanding indicators used by researchers and policy makers to study status; challenges of access, retention, learning achievement.

Essential Readings

1. GoM. (1981). Meghalaya School Education Act. Department of Education: Government of Meghalaya. Retrieved from <http://megeeducation.gov.in/circulars/2013/Acts/The%20Meghalaya%20School%20Education%20Act%201981.pdf>
2. Majumdar, S., & Mark, T. (2000). Educational Administration in Meghalaya: Structures, Processes and Future Prospects. New Delhi: NIEPA Publication.
3. National Policy on Education, 1986 (As modified in 1992). New Delhi: MHRD.
4. RTE: Meghalaya Resource Handbook (2012). Shillong: SEMAM.
5. Zaidi, S.M.I.A. (1997). Modules on District Planning in Education: Indicators of Educational Development, Module No. 6. New Delhi: NIEPA (Unpublished).
6. Govinda, R., & Bandyopadhyay, M. (2008). Access to Elementary Education in India. Project Report. *Consortium for Research on Educational Access, Transitions and Equity* (CREATE). Falmer. UK.

Unit-2: School Effectiveness and School Standards

Units of Study: What is school effectiveness and how is it measured v/s alternative approaches to understand school effectiveness; understanding and developing standards in education vis a vis the learner; What is school culture? What is the role of school activities such as assemblies, annual days etc. in the creation of school culture? Creating an environment to facilitate meaningful learning in the classroom; Unit plans, preparation for transaction and inclusive education; Communication in the classroom and the challenges of multiple learning levels in the classroom, first generation learners, multilingual classrooms, social diversities;

Essential Readings

1. Botha, R. J. (2010). School Effectiveness: Conceptualising Divergent Assessment Approaches. *South African Journal of Education*, 30(4), pp 605-620.
2. GoI. (2009). The Right of Children to Free and Compulsory Education Act.

3. Hall, G. E., and Shirley, S. M. H. (2011). *Implementing Change: Patterns, Principles and Potholes*. New York: Pearson.
4. Pitler, H., & Stone, B. J. (2012). *A Handbook for Classroom Instruction that Works*. Ascd.
5. Sergiovanni, T. J. (1998). Leadership as Pedagogy, Capital Development and School Effectiveness, *International Journal of Leadership in Education* 1(1): 37–46.

Unit-3: School and Change Leadership

Units of Study: Administrative and academic leadership; support systems and mechanisms for the professional and personal development of teachers; Team leadership, culture of professional learning and Communities of Practice; Pedagogical leadership. (Teachers' attitudes, dispositions towards children from Economically Weaker Section/diverse social groups; how do we decide about textbooks for children (NCERT/ private publishers); Leadership for change. (authoritarian/democratic Leadership); change management, encouraging and facilitating teachers to organize seminars/ study sessions/culture of learning.

Essential Readings

1. Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed). *Management of School Education in India*. NIEPA: New Delhi.
2. Early, P., and Weindling, D. (2004). A Changing Discourse: From Management to Leadership. In Early, P. and Weindling, D. (ed). *Understanding School Leadership*. Paul Chapman Publications: UK.
3. Fullan, M. (1993). Why Teachers Must Become Change Agents. In *Educational Leadership*, 50 (6).
4. Marzano, R. W., and McNulty. (2005). *School Leadership that Works*. ASCD: Virginia. pp. 13-27; pp.41-64
5. Webb, R. (2004). Leading Teaching and Learning in the Primary School: From 'Educative Leadership' to 'Pedagogical Leadership' *Educational Management Administration & Leadership*. Vol. 33(1). pp. 69–91.

Unit-4: Change Facilitation in Education

Units of Study: Sarva Shiksha Abhiyan (SSA) experiences and facts; Quality, Equity in education: social, economic, political and pedagogical challenges of disparity; Issues of children with special needs, ideas and practice of inclusive education; incentives and schemes for girl children. Critical understanding of educational and school reform: debates, contestations and impact of reform; Facilitating change in education: understanding change and identifying its parameters.

Essential Readings

1. 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.
2. Hall, G. E., and Shirley, S. M. H. (2011). *Implementing Change: Patterns, Principles and Potholes*. New York: Pearson.
3. Jha, M. M. (2002). *School without Walls*. Heinemann: New Delhi, pp. 24-40; pp. 128 – 155.
4. Majumdar, M., and Jos, M. (2011). *Education and Inequality in India: A Classroom View*. Routledge: London.
5. Majumdar, S. (1990). Infrastructure and Educational Administration. In Mukhopadhyay and P. *Indian Education: Development since Independence*. Vikas Publications: New Delhi.

Action Research Project

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

Suggested Topics

- Managing the classroom
- The role of the school head
- Interactions with support organizations
- School improvement project for a School Development Plan
- Change facilitation processes and role of Communities of Practice

Mode of Transaction

The course transaction should facilitate inquiry, analysis and reflection on contemporary educational issues through the following:

- School Projects
- Group Presentations
- Photo-essays
- Observation and documentation of school organizational processes

- Action research
- Field visits to centres of innovation, different school types, etc.
- Reading of specific texts
- Case Studies

GENDER, DIVERSITY, INEQUITY AND INCLUSIVE EDUCATION

Maximum: 100 Marks

External: 70 Marks

Internal: 30 Marks

Student Contact Hours: 80-100

Area of Study: Contemporary Studies

Total Number of Courses: Two

Contemporary Indian Society with special reference to Meghalaya.

Gender, Diversity and Inclusive Education

Course Design

- Each unit of this course must have some kind of field-based engagement.
- The suggested discussions should be carried out for deeper and closer understanding of each unit.

Rationale

The aim of this course is to address issues of gender by introducing students to an understanding of gender as a social construct. The paper explores schools as sites of gender socialization. It is attempted to position gender as a lens with which to view and understand inequality and representation, marginalization. The paper also specifically deals with issues and concerns of linguistic pluralism, inclusion and disability; and how teachers can be prepared to contribute to the building of a more inclusive environment within their classrooms and school. The paper attempts to posit teacher education as the space for social change, where student teachers develop skills and sensibilities that are essential in exploring and realising the possibilities of inclusive education.

Course Objectives

The course is aimed to help the student-teachers to:

- Understand, observe and analyse manifestations of gender inequities in the process of schooling and to develop strategies for intervention.
- Throw a light on the states matrilineal system which is different from the rest of the country and how it has influenced in totality to the role of socialization in creating gender differences.
- Focus on the structures (implicit and explicit) in our schools that serve as hindrance to the inclusion of all students
- Develop a comprehensive and critical understanding on disability, marginalization and inclusive education
- Explore and understand the possibility of change through inclusive education

Unit-I: Gender and Schooling

Objectives:

The course is aimed to help the student-teachers to:

- i. Understand gender socialisation and stereotyping.
- ii. Examine the gender concerns in education based on a reflection of gender socialization.

Units of Study: Social construction of gender: gender roles and stereotypes; how stereotypes limit the range of opportunities available to both men and women; socialisation, family and gender identity, representation in media; Experiences of growing up as a girl/ boy in Meghalaya: Matrilineal system; Gender and Schooling: schools as sites of gender socialisation, organisation of schooling, gender as it gets represented in textbooks, curriculum; hidden curriculum (attitudes, classroom interactions, peer culture)

Essential Readings

1. Bhasin, K. (n.d.) *Primer on Gender*. Kali for Women
2. 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.
3. Kumar, Krishna (1988). *Growing up Male*. In *What is worth teaching?* New Delhi: Orient Longman. p. 81-88.

Suggested Projects

Discussion on students' experiences of growing up as a boy/girl based on a self -reading of Kumar Krishna (1992) 'Growing up male' in 'What is worth Teaching', Orient Longman, Delhi.

Films

- Kanyashala, Ganga Mukhi, 2007, 30 Min.
- Gender Unpack, Anjali Monteiro & K.P. Jayasankar, 28 Min
- Accsex, Shweta Ghosh, 52 mins, English 2013 (PSBT)

Unit-II: Diversity and Pluralism

Objectives:

The course is aimed to help the student-teachers to:

- i. To introduce meanings attributed to equality, pluralism and inclusion in education
- ii. To examine educational exclusion faced by specific social groups and their aspirations, opportunities and challenges.

Units of Study: Equality and Opportunity; Education, Exclusion and Inclusion: Tribes, Caste, Class, Disability; Pluralism as a constitutional value; education and pluralism

Suggested projects

To critically look at representation of North Eastern states in the national media.

Essential Readings

1. Nambissan, Geetha (2010) Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series vol. 01, (01), Indian Institute of Dalit Studies and UNICEF:
2. Nawani, D. (2014). North-east Indians and Others. *Economic and Political Weekly*, 49(24), 19–21.
3. Parnack Winch, C (2011). 'Civic Education, Pluralism and the Indispensable Role of the State', in K. N. Panikkar and M. Bhaskaran Nair (eds.) *Emerging Trends in Higher Education in India: Concepts and Practices*, Pearson Education India: New Delhi
4. Razzack, Azra. (1991). Growing up Muslim. *Seminar*. 387. 30-33.

Films

- Facing the Sun, Rajat Ghose, 26 min, English, 2012
- Looking inwards: A Primer on North Easterners, Cyril Towle, 26 mins
- Stalin, P. (2007). *India Untouched*. Documentary. Hindi, 108 Minutes.

Unit-III: Multi-lingualism in Meghalaya

Objectives:

The course is aimed to help the student-teachers to:

- i. Engage with the social context of languages and its impact on the learner
- ii. Encourage an appreciation of diversity of languages and dialects in Meghalaya

Units of Study: Understanding Multilingualism in Meghalaya; Developing a multilingual classroom, pedagogic practice and teachers' role; Issues related to the medium of education, school language and Mother tongue

Essential Readings

1. Agnihotri, R (2008) Multi-linguality in India available at http://www.india-seminar.com/2008/590/590_rama_kant_agnihotri.htm
2. Agnihotri, R. K. (2007). Towards a pedagogical paradigm rooted in multilinguality. *International Multilingual Research Journal*, 1(2), 79–88.
3. Dattaray B (1989), Tribal Identity and Tension in North-East India India; Chapter II to V Ethnocultural situation in North-East India, Omsons Publications, New Delhi. P7 to 57.

4. NCERT (2006). *Position Paper on gender issues in curriculum*. New Delhi: NCERT.
5. Kumar BB (1995), *Tension and Conflict in North-East India*; Language publish in North-East India, Cosmo Publications New Delhi, Page 57 to 80

Unit-IV: Disability and Inclusion

Objectives:

The course is aimed to help the student-teachers to:

- i. Build a perspective on needs and concerns of children with disability; and the approach to inclusion.

Units of Study: Understanding disability and inclusion: Historical and contemporary perspectives; Challenges to inclusive education (barriers, laws, policies, systemic support); Range of learning difficulties, pedagogical and curriculum concerns; Approaches and skill for teaching children with learning difficulties

Essential Readings

1. Chib, M. (2011). *One little finger*. New Delhi: Sage.
2. 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
3. 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
4. NCERT (2006) *Position Paper on Education of Children with Special Needs*. New Delhi: NCERT

Films

- *Children of a lesser God*, Randa Haines 1986, 119 min
- *Smile Pinky*, Megan Mylan, 2008, 39 min
- *Grit, Guts and Going places*, Sopan Muller, 2012, 52 min,

Mode of Transaction

- The practicum of the program with the present course should help students in exploring spaces for inclusion in schools.
- Dialogue and discussions has to be the key for the transaction of this course. Suggested films and other relevant material could be used within the classroom.

PEDAGOGY OF FIRST LANGUAGE-II: LANGUAGE ACROSS THE CURRICULUM

(Garo, Khasi, Assamese, Bengali & Hindi)

Maximum Marks: 50 Marks

External: 35 Marks

Internal: 15 Marks

Student Contact Hours: 40-50

Area of Study: Pedagogic Studies

Total Number of Courses: Eight

Pedagogy of the First Language I

Pedagogy of the First Language II

Pedagogy of Mathematics Education at the Elementary Education

Mathematics Education

Pedagogy of Environmental Studies

Pedagogy of Science

Pedagogy of English Language

Pedagogy of Social Studies

Unit I: Reading across the curriculum:

Objectives

The unit is aimed to help the student-teachers to:

- i. Understand the role of language as a medium in other content areas.
- ii. Understand the nature of reading for information and learning
- iii. Understand the role of schemas in comprehension.

Units of Study: Reading of expository texts – language as a medium in other content areas; Comprehension and meaning making: schema theory; Schemas: role of schema, activating schema, building schema; Reading strategies in the content areas: KWL, SQ3R, note-making, summarizing, skimming, scanning, think alouds by teacher to demonstrate meaning-making.

Essential Readings:

1. Anderson, R.C. (1984). Role of the Reader's schema in Comprehension, Learning and Memory. In R.C.Anderson, J.Osborn & R.J.Tierney (ed) *Learning to Read in American Schools. Basal Readers and content texts*. New Jersey: Hillsdale, Lawrence Erlbaum Associates.
2. Armbruster, B. B. (1984). The problem of "inconsiderate text." *Comprehension instruction: Perspectives and suggestions*. Pp. 202-217.

3. Davey, B. (1983). Think aloud: Modeling the cognitive processes of reading comprehension. *Journal of Reading*, pp. 44-47.
4. Murphy, S. (1998). Remembering that reading is “a way of happening”. *The Clearing House*. 72(2), 89-96.
5. Newman, J (1985). What about reading? In *Reading for Meaning: A collection of writings on the process of reading*. New Delhi: NCERT

Selection of Literature

Khasi

1. Jyrwa. W.D.(2010)- Ki Drama Lyngkot. *U Kpieng Mawlynnai*. (Play).pp 13-30
2. Khongdup, D.S (2002)- Ha ki Sngi U Syiem, *Ka Wangnub*. (Folktale) pp 67-75
3. Rodborne, B.M. (1985) – Ki Khynnah Tipsngi, *Ka Ri jong ngi*, (Poem) Published by B.M.Rodborne. pp 5-7.
4. Rynjah, Sweetymon –Na Sla Sohmyndur, *Ka Longiing Longsem, Ka Shlem jong ka jaitbynriew Khasi*. (Essay). Published by S.Rynjah. Pp 40-45
5. Swer, Elken. (1985)- Ki Mawlyngkniap, *_U Mawnguid Briew*, (poem). Published by E.Swer. pp 13-16.
6. Tham,Soso (2010) – Ki Phawer u Aesop, *Ka Kynthei bad ka Langbrot*, (Fable). Published by A.Dkhar. pp 4.

Garo

1. Shira, L.D- Skul Master (Drama)
2. Aesopni Golporang – Tura Book Room
3. Nengminja, D.S –Seokgimin Poetryrang – ‘Pring’ by Kosan G. Momin (Poem)

Hindi

1. Aao Milkar Bachae – by Nirmala Putul, Aaroh, Part I, NCERT, pp.179-184
2. Bharat Mata - by Jawaharlal Nehru, Aaroh,part I, NCERT,pp.112-117
3. Champak- by Ramkumar Varma, Panch Ekanki, Rajpal and sons, Delhi ,pp13-29
4. Galta Loha – by Shekhar Joshi, Aaroh, Part I, NCERT, pp.54-67
5. Ham to ek ek kari jana – by Kabir, Aaroh, Part I, NCERT,pp.129-134

6. Namak Ka Daroga – by Premchand, Aaroh, , Part I, NCERT, pp.3-19
7. Ve Aakhen – by Sumitranandan Pant, Aaroh, Part I, NCERT, pp.145-150

Assamese:

1. Bezbaroa, Lakhinath(1911); *Buri Air Xadhu* (Folk Tale), Banalata Prakash, Guwahati,
2. Bezbaroa, Lakhinath;(1999) *Pachani* (Play), Banalata prakash, Guwahati.
3. State council of educational, Research and Training (SCERT) Text Book : class VIII ,Govt. of Assam.(Selection of stories, Poems, Essay, Plays from Assamese Language). Selected Pieces:
 - a) Lonkar Sombad Ki? (Story)
 - b) Jugomiya Saraighat (Prose)
 - c) Asomor Jati Aru Janajati (Narrative)
 - d) Srikrishnar Bonbhoj (Poem)
 - e) Jiban Jeuti (Poem)
 - f) Janmobhumi (Poem)
4. Saikia, Bhabendranath;(1988) *Moromor Deuta*, Nayantara Prakashan, Guwahati,(Children Literature)

Bengali

Selection of stories, poems, plays, essays of first language Bengali

1. Uccho Madhyamik Paath Sankalan (MBOSE), Selected Pieces :
 - a) Banaful – Dudher Dam (humanity) Story
 - b) Tagore Rabindranath – Daakghar (Children nature and Psychology) Play
 - c) Maharaj Shanku - Shillonge Rabindranath (Narrative)
 - d) AliSayed Muztafa - TotaKahani (Narrative)
 - e) Chottopadhya Biren – Janmabhumi Aaj (Poem)
 - f) Tagore Rabindranath - OraKajKore (Poem)
 - g) Dutta Michael Madhusudan - BangaBhasha (Poem)
2. Sarkar Jogindranath - Chora O Chabi (Rhymes) Shishu Sahitya Samsad (Book based on Bengali Rhymes).
3. Tagore Rabindranath - Sahaj Path : Part I, II Vishwa Bharati Publication (Children Literature)
4. Mishra Ashok; Bangla Bhasa Shikhshan. Paddati; BamaPrakashani, Kolkata

Unit II: Writing across the curriculum

Objectives

The unit is aimed to help the student-teachers to:

- i. Create a link between reading and writing.

- ii. Generate originality in writing; keeping in mind the different categories of audience and the purpose of writing.

Units of Study: Understanding the process of writing; Writing with a sense of audience and purpose; Creative writing – writing to share our real-life experiences; Writing with a voice; Writing to learn – engaging with ideas, expository writing and expressive writing; Evaluating current product-oriented practices in writing – question-answer responses, focus on formats, writing for the teacher and for assessment.

Essential Readings:

1. Tompkins, Gail E. (1982) Seven reasons while children should write stories. *Language Arts*. Vol 57, No 7, Oct 1982, pp. 718-721.
2. Tompkins, Gail E. (1994). The Writing Process. In *Teaching Writing: Balancing Process and Product*. California: Macmillan.

Hindi

1. Prayojanmulak Hindi – Vijaypal Singh, Hindi Book Centre, Delhi.
2. Ur Penny – A course in language teaching. (Practice and Theory). Cambridge Teacher Training and Development.
3. Vyavaharik Hindi, Ramkishor Sharma, Lokbharti Prakashan Allahabad.

Assamese

1. Kakati, Banikanta;(1962)*Assamese; Its formation and development*, Lawyers Book Stall, Guwahati,
2. Ur Penny- A course in language teaching (Practice and Theory)

Bengali

1. Bhasar Itibritta – Sukumar Sen
2. Tompkins, Gail E. (1994) *Teaching Writing: Balancing Process and Product*. Macmillan, California.
3. Kumar Krishna (1986) - *The Child Language and the Teacher*

Unit III: Response to literature.

Objectives

The unit is aimed to help the student-teachers to:

- i. Critically reflect on the place of literature in a constructivist classroom.
- ii. Understand the nature of a response-oriented classroom.

Units of Study: Current practices in the teaching of literature; Reader's response theory – classroom practices and assessment; Classroom discussions and the teacher's questions in a response-oriented classroom; Reading-writing connections

Essential readings

1. Rosenblatt, L. M. (1980). What facts does this poem teach you? *Language Arts*, 386-394.
2. Sinha, Shobha (2009). Rosenblatt's Theory of Reading: Exploring Literature. *Contemporary Education Dialogue*. Vol 6, No 2 Spring 2009.

Khasi:

1. Elias. Fr.H. (SDB)- Na Mihngi sha Sepngi. "*Ka Lama Lai Rong*". 1986.

Garo:

1. Position paper, National Focus group on Teaching of Indian Languages – NCERT
2. Sangma, Dr. M.S. History of Literary Criticism

Hindi

1. Position Paper, National Focus group on Teaching of Indian Languages – NCERT
2. Rashtriya Pathyacharya ki ruprekha – 2005, NCERT.

Assamese

1. Borkotoky, Upen(1998): *Asomiya Sishu Sahityar Sankhipta Itihas*, Students` Store, Guwahati,

Bengali

1. Kumar Krishna (1986) - The Child Language and the Teacher
2. Sipe Lawrence: An Essay
3. Sinha Subha: An Essay
4. Bhattacharjee Tapadhir; Pratichyer Sahityer Tatta (foreign literary theories); Pathak Pratkriyabad (Readers Response Theory) Published by - Amritlok Publisher – Kolkata

Unit IV: Assessment

Objectives

The unit is aimed to help the student-teachers to:

- i. Form an understanding of assessment in a constructivist classroom

- ii. Form an understanding of assessing the process rather than product in a process-oriented language classroom.

Units of Study: Assessment practices to provide feedback on children's progress in language and literacy learning; Continuous and Comprehensive Assessment (CCE); Student teachers will critically analyse current product-oriented assessment practices in the Indian classroom – dictation, close-ended questions, grammar worksheets; Student teachers will read about and discuss alternative assessment practices such as observations, check-lists, rubrics and portfolios; Standardized testing

Essential readings

1. NCERT (2006). *Sourcebook on Assessment for classes 1 – 5 (Indian languages)*. New Delhi: NCERT

Essential Readings for the Course

1. Kumar, K. (2006) *The Child's Language and the Teacher*. New Delhi: National Book Trust.
2. NCERT (2006) Syllabus for classes at the elementary level. New Delhi: NCERT

Advanced Readings

1. Anderson, R. C., Osborn, J., & Tierney, R. J. (Eds.). (1984). *Learning to read in American schools: Basal readers and content texts*. Psychology Press.
2. Crystal, D. *The Cambridge Encyclopedia of Language*.
3. Kamil, M et al (2010). *Handbook of Research on Reading* Vol. IV Routledge
4. Lightbown, P. M., Spada, N., Ranta, L., & Rand, J. (1993). *How languages are learned*. (Vol. 2). Oxford: Oxford University Press.
5. Purves, A. C., & Beach, R. (1972). *Literature and the Reader: Research in Response to Literature, Reading Interests, and the Teaching of Literature*.
6. Rhodes, L. K., & Shanklin, N. L. (1993). *Windows into Literacy: Assessing Learners, K-8*. Heinemann, 361 Hanover St., Portsmouth, NH 03801-3912.

Advanced readings for the course in the regional languages

1. Meghalaya Government- Vernacular Act 2005.
2. Nongbri, A.- Standardization of Khasi Language.
3. Pryse, William – An Introduction to Khassia Language.
4. Roberts, H.- A Grammar of the khasi Language

5. Sangma Milton – History of Garo Literature.
6. Singh, Nissor –Hints on the study of Khasi Language.
7. Sten, H.W- Shaphang ka Ktien.
8. War, B. – Ki Sur Sawa bad ki Sur kyntien jong ka Ktien.

Khasi

1. Bachiarello, J. – Ki Dienjat jong ki Longshwa.
2. Rodborne, B.M.- Ki khyannah Tipsni.
3. Rynjah, Sweetymon – Na Sla Sohmyndur.
4. Tham, Soso,-ki Phawer U Aesop.

Hindi

1. Chaturvedi, Ramswaroop, Hindi Sahitya Aur Samvedna Ka Vikas, Lok Bharti Prakashan, Allahabad.
2. Singh, LalSaheb, Hindi Sahityaka Naveen Itihas, Vishwavidyalaya Prakashan, Varanasi.

Assamese

1. Bora, Satyanath;(1992) *Bahal Byakaran*, Barua Agency, Guwahati, (Assamese Grammar)
2. Das, Haliram;(2007) *Asomiya Matribhaxa Sikhana Padhati*, Bhumi publishing Company, Kolkatta, (Teaching of Assamese language)
3. Goswami, Upendranath(1998); *Asomiya Bhaxar UdvabSamridhi Aru Bikash*, barua Agency, Guwahati,(History of Assamese Language)
4. Neog,M(ed.) (2004)(*Adhunik Asomiya Abhidhan*, Assam Prakashan Parishad, Guwahati, (Assamese Dictionary)
5. Sarma, S.N.(2004)*Asomiya Sahityar Samikhatmok Ittibitto*, Aronodoi Press, Guwahati, (History of Assamese literature)

Bengali

1. Roy Annada Shankar - History of Bengali Literature, Modern Publisher
2. Sen Sukumar - Bhasar Itibritta (History of Language) by Sahitya Samsad
3. Bandopadhaya Asit kumar - Bangla Sahityer Sampurna Itibritta (History of Bengali Literature), Published by Modern Book Agency, Kolkata - 73
4. Tagore Rabindranath - Golpaguccha (Part I), Vishwa Bharati Publications
5. Dey Piyush – Bani Bichitra (Book of Bengali Grammar and Composition) Published by Bani Prakashan, Guwahati, Silchar
6. Vidyasagar Ishwar Chandra – Borno Parichoy (Early Reading and Writing)
7. Roy Choudhury Upendra Kishore – Tuntunir Golpa (Children Literature) Published by – Sishu Sahitya Sangsad, Kolkata

8. Mishra Ashok - Bangla Bhasa Sikshan Paddhati (Teaching of Bengali Language) Published by Bama Prakashan, Kolkata
9. Bhattacharjee Tapadhir; Pratichyer Sahityer Tatta (foreign literary theories); Pathak Pratkriyabad Published by - Amritlok Publisher – Kolkata

TEACHER IDENTITY AND VISION OF EDUCATION

Maximum: 100 Marks

Theory: 70 Marks

Practicum & assignment: 30 Marks

Student Contact Hours: 80-100

Weights in percentage will be assigned to all Workshop Activities

Area: Educational Studies

Total Number of Courses: Four

Education, Society, Curriculum and Learners

Teacher Identity and Vision of Education

School Leadership and Change

Elementary Education in Meghalaya

Design of the Course

The course will be offered through a series of workshops; duration of each workshop will be a minimum of 2 days; 5 to 6 workshops spread over the academic year; Resource Persons will be invited for specialized areas.

Rationale and Aim

This course will focus on two critical aspects of becoming a teacher:

- a) Using the development of students and teachers as individuals engaged in self-understanding and take responsibilities their own learning and the learning of their students. This would include critical reflection on their own identity, thinking, belief and behaviour and openness to learn and act.
- b) Conscious development of original thinking about their concern education and an evolving perspective in education.

Workshops will be designed to address both aspects to engage with the vision of leading educational thinkers and innovations in education and move towards a conscious creation of an evolving personal perspective on education. The Workshops will also provide the space to experiment with ways to translate the vision of education into a workable curriculum rooted in the contemporary Indian reality and develop the professional capacities and attitudes that will facilitate this process.

Course Objectives

- To enable student-teachers to develop self-understanding, an openness of thought and a proactive disposition.
- To enable student teachers to develop a vision for education
- To enhance student teacher's understanding of the contemporary context of education and explore alternatives ideas in education

- To help student teachers to develop a sense of agency to transform the quality of classrooms through application of professional attitudes, sensibilities and capacities

Workshop 1: Learning to Observe and to listen

Objectives:

- i. Sensitizing student teachers to the ‘difficulty’ of openness in observation and listening
- ii. Enabling them to become aware of the nature of their judgments and ‘quick’ interpretation and opinion (that ‘filters’ or ‘distorts’ observation and listening)
- iii. Quietening the mind

Suggested Workshop Themes

- Observation of nature; observation of persons; observations 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, human situations in a classroom school context

Workshop 2: Significant Event or Experience in Life

Objectives:

- i. To help student-teachers examine and understand key factors that shape their lives.
- ii. To enable an exploration of one significant event or experience
- iii. To share and learn from each others’ experiences.

Suggested Workshop Themes:

- Representing key events and experiences as –timeline, mind map, pictorial poster, any other.
- Investigating the texture of one key event/experiences (working with partners), “what did it look like?”; “what did it mean?”; “what does it feel like today?”
- Sharing and assimilating a range of experiences.

Workshop 3: Viewing and Analyzing Film(s)

Objectives:

- i. Viewing short, documentary films with social and educational content.

- ii. Learning to analyze and derive personal meaning to develop self understanding from this.
- iii. Sharing different points of views 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

Resources: Examples or Films:

- *Teacher's Journey*: An observational film on teaching methodologies of a primary school teacher in a single teacher school in MP, India. Director- Deepak Verma. Azim Premji Foundation. For copies contact – madhumita@azimpremjifoundation.org.
- *Where Knowledge is Free*: A documentary film about children branded by caste and excluded from education. Director Binitesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Extension, New Delhi-16.<http://www.dalistudies.org.in>
- Srinivasan, Anupama 'I wonder', A film on childhood and experiences of schooling in different parts of India, 60 minutes/
- Bharadwaj Ajay (2007) *Rabba hum keekariye*. This film traces a shared history of pre-partition Punjab - a culture, language and a way of life. Captures the filmmaker's encounters with feelings of guilt and remorse about the genocidal violence of partition.
- Bhardwaj, Ajay (2007) *So Shall You Reap*: a film on genetically engineered (GE)seeds with specific reference to India for environment and development, 35 min.
- Bose, Krishnendu (2001) *Cry of the Forest*, A film on the politics of conservation, it tries to look into a more holistic meaning of conservation where people also are part of the forest and animals, 30 min.
- Mehta Deepa (1999) *1947 Earth*.
- Mishra, Samina (2001) *Stories of Girlhood*, The film explores the lives of girl children in three different parts of India to understand what awaits girl children, how they struggle to make their way through life and how borders are drawn to limit their future, 68 min.

- P. Baburaj and C. Saratchandran, *The Bitter Drink: Chronicles of the struggle of a tribal community, against a mighty global multinational company; also discusses the issue of the ownership of natural resources, mainly water*, 27 min.
- Vohra, Paromita (2002) *Unlimited Girls*, a feminist tale told through conversations with cabdrivers, activists, yuppies, cop scriptwriters, teachers, colleges students and a cast of oddly named and unseen women in a chat room, 94min.

Workshop 4: Celebration of an Iconic Cultural Figure.

Include national and regional icons. These can be selected from a pool of suggestions. The pool can vary over the years. For example: Kabir, Tagore, Togan Nengminza, U Tirot Sing, U Kiang Nangbah, Captain Williamson A Sangma, U Sosotham and significant other icons of the state)

Objectives:

- i. Student responses to issues around an iconic figure of the region. Understanding cultural and contextual factors; examining the relevance and criticality of their ideas in the contemporary context.

Workshop Themes

- Authentic performance by a practitioner about the iconic figure.
- Participation in learning and celebrating.
- Discussions on the contemporary relevance of the icon and the context of space and time.
- Writing about the above.

Workshop 5: Developing a Vision of Education

Objectives:

- i. To develop understanding of diverse thinkers of education.
- ii. To examine their ideas in the cotemporary context-national and regional.

Workshop Themes

- Constitutional values and education
- Leading educational thinkers (J. Krishnamurti, Tagore, Sri Aurobindo, Dewey, Gandhi, Montessori, Gijubhai, Vivekanand)-group of students could choose different thinkers
- Characteristics of an educator/teacher

Read Resources

- Ambedkar B. R. (1970). *Who were the Shudras*. Bombay: Thackers.
- Batra, P. (2005).Voice and Agency of Teachers: The missing link in the National Curriculum Framework 2005, *Economic and Political Weekly*. Vol. 11, 4347-4356.

- Dewey, J. (1897). My Pedagogic Creed. *School Journal*. Vol. 54.
- Gijubhai, B. (2006). *Diwaswapna*. Montessori Bal Shikshan Samiti: Churu.
- Gupta, L. (2008). Making of a Teacher. Seminar, No. 592, 22-27.
- Krishnamurti, J. (1974). *On Education*. Ojai, California, USA: Krishnamurti. Foundation Trust.
- Montessori, M. (1972). The secret of childhood. New York: Ballantine Books.
- NCERT. (2006). position paper on aims of education. New Delhi: NCERT
- Preamble to the Constitution of India concerning values for teachers.
- Sri Aurobindo. and the Mother. (1956). *On Education*. Pondicherry, India: Sri Aurobindo Ashram.
- Sykes, M. (1988). *The Story of Nai Taleem*. Nai Taleem Samiti, Sevagram: Vardha. (Chapter-3). The Seed Germinates.(Chapter-4). Basic National Education.
- Tagore, R. (1921). My School. In *Personality: Lectures delivered in America*. London: Macmillan and Co.
- Vivekananda (1897). The education that India needs: Written to Saralâ Ghosal, Darjeeling: Bhârati,

Advanced Reading

- Clark, C. M. (1993). The Good Teacher. *English Teachers' Journal* (Israel). No. 46, pp. 29-34.
- Darling-H. L., & Bransford, J. (2005). *Preparing Teachers for a Changing World: What teachers should learn and be able to do*. San Francisco: Jossey-Bass.

Workshop 6: Visualizing a 'School from Scratch'- evolving a vision

Objectives:

The course is aimed to help the student-teachers to:

- Think through, in discussion with others, the conception of a 'school from scratch' – its intentions, essential ingredients and processes (ie. aims, curriculum, pedagogy addressing courses of diversity, inclusion, competition/ cooperation)
- Discusses the justification for each conception, and identify the educational and practical dilemmas arising in each case.

Suggested Workshop Themes

- Visualizing individual conception of a 'School from scratch'
- Working in groups to develop a collective conception of 'school from scratch'

- Presenting to the larger group each conception of 'school from scratch' along with the process of arriving at this and the justification for its various elements; with detailed documentation process.
- Observing a few films on schools that represent alternative visions of education.

Write a reflective journal that brings together all the different insights gained while studying different subjects. This can be autobiographical in nature and can contain past experiences, present insights and future plans as an evolving personal and educational vision.

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

To be Assessed internally

Maximum: 50 Marks

Area of Study: Practicum

Total Number of Courses in this Area: Two

Creative Drama, Fine Arts and Education

Children's Physical and Emotional Health, School Health and Education

Design of the Course

This course is designed to be a practicum course and offers the scope to engage critically with systems and practices related to health of children and school health.

Rationale and Aim

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

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

It is important to see the role of the teacher as one that includes within it the perspective of a health worker. This does not in any way mean an additional workload. However we see this as inherent in her work itself. Here there is a clear overlap of ideas with the course on Child Studies. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio- economic

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

Specific Objectives

The course is aimed to help the student-teachers to:

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

Running Thread of the Course

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

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

Unit-1: Understanding Health and Well- Being

Unit of Study: The meaning of health and well-being; biomedical versus social health models; understanding the linkages between poverty, inequality and health; web of causation; social determinants of health- stratification structures, food, livelihood, location, sanitation, access to health services etc.

Unit-2: Understanding Children’s Health Needs

Unit of Study: Reciprocal linkage between health and education; childhood health concerns, hunger and malnutrition- meaning and measures and country/state data; morbidity mapping- methods, observation, daily notes; methods to understand children’s health perceptions and self assessment of health

Unit-3: Health of Children in the Context of School

Unit of Study: Mid Day Meal programme: rationale, objectives, components, functioning, concept of classroom hunger; measuring the ‘health of the school’: issues of water, sanitation, toilets etc.; concept of ‘culture of the programmes’; role of the teacher and engagement with the programmes; capturing children’s perceptions on food, work, play, Mid Day Meal etc.

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

Suggested Project Topics/Themes

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

¹ This practical aspect is suggested to be integrated with the framework developed for the School Internship Programme.

illnesses she observes or as reported by children/peers and develops a health report card.

3. The student teacher develops a report card for the 'health of the school'. She surveys parameters like water, toilets, sanitation, building, playground etc during the SIP. The idea is to encourage the student teachers to explore multiple dimensions of each parameter that impacts on children's health in school. For eg: It is not sufficient to just ask if there is toilet. It is important to explore, is it functional? Is it clean? Is there water available for the toilets etc.
4. Student teachers record observations using tools developed as well as creative methodologies to capture children's perceptions regarding Mid Day Meal to reflect on the health programmes operating in school. The idea is to observe and comment on various aspects of the MDM programme such as quantity, quality, distribution system, 'culture of the programme' and also give legitimacy to children's perceptions on the MDM. For e.g.: What they like, don't like of the MDM, what they eat before school, are they able to study if they are feeling hungry etc. These are explored not through interviews but through creative worksheets, which the children fill out. Such methodologies are part of the readings mentioned for Unit III and should be made with the guidance of the teacher educator before SIP.

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

Essential Readings

1. Baru, R. V. (2008). School Health Services in India: An Overview in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication. Pp. 142-145.
2. CSDH. (2008). *Closing the gap in a generation*, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.
3. Deshpande, M., Baru, R. V., and, Nundy, M. (2009). *Understanding Children's Health Needs and Programme Responsiveness*. Working Paper. New Delhi: USRN-JNU.
4. Jalan, D. (2005). The diverse learning needs of children. *Seminar*, 546. Retrieved from <http://www.india-seminar.com/2005/546/546%20divya%20jalan.htm>
5. Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage

6. Right to Food Campaign. (2005). Midday meals: A primer. Right to Food Campaign. Retrieved from www.righttofoodindia.org/data/mdmprimer.doc
7. USRN-JNU. (n.d.). *Aao Kadam Uthaein: Ek Sahayak Pustika*. New Delhi: USRN-JNU. (A resource tool/book for schools to address issues of health infrastructure and programmes)

Readings for Discussion

1. Ashtekar, S. (2001). Childhood Illness in *Health and Healing: A Manual of Primary Health Care*. Chennai: Orient Longman.
2. Dasgupta, R., et.al. (2009). *Location and Deprivation: Towards an Understanding of the Relationship between Area Effects and School Health*. Working Paper. USRN-JNU: New Delhi.
3. Deshpande, M., Dasgupta, R., Baru, R., & Mohanty, A. (2008). The case for cooked meals concerns regarding the proposed policy shifts in the mid-day meal and ICDS programs. *Indian Pediatrics*, 45(6), 445–449.
4. Samson, M., Noronha, C., and De, A., (2005) Towards more benefit from Delhi's Mid- Day Meal Scheme in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*. New Delhi: Sage.
5. Zurbrigg, S., (1984), *Rakku's Story: Structures of Ill Health And Sources of Change*. Bangalore: Centre for Social Action. Pp.19-41. Chapters 1 and 2.

Advanced Readings

1. Goyal, A., & Dreze, J. (2003). Future of Mid-Day Meals. *Economic and Political Weekly*. Retrieved from <http://www.epw.in/special-articles/future-mid-day-meals.html>
2. Jones, L. (1994), *The Social Context of Health and Health Work*, McMillan Press. Chapter 1, pp. 1-6, 11-17, 18-20, 32-36.

SOCIAL SCIENCE EDUCATION

Maximum: 100 Marks

External: 70 Marks

Internal: 30 Marks

Student Contact Hours: 80-100

Area of Study: Pedagogic Studies

Total Number of Courses: Eight

Pedagogy of the First Language I

Pedagogy of the First Language II

Pedagogy of Mathematics Education at the Elementary Education

Mathematics Education

Pedagogy of Environmental Studies

Pedagogy of Science

Pedagogy of English Language

Pedagogy of Social Studies

Course Design

Units of study include field-based assignments. Opportunities are provided to student-teachers to generate content from local contexts and to use local source materials; engage teachers with content knowledge and a variety of resources to help develop capacity to work with subject content; draw issues from local contexts for discussions and building an understanding about social issues, concerns and constructs.

Rationale and Aim

Education aims at making children and young people capable of becoming active, responsible, productive and caring members of society. Social science is necessary for fulfilling the Constitutional goals and as a school subject it is based on a certain understanding about their nature and purpose. Instead of treating these as natural and given, this course introduces students-teachers to different perspectives about these subjects. It asks and suggests how social science can develop capacities to critically understand society and social reality with reference to time, space and power, structures, institutions, processes and relationships.

Engaging with the nature of diverse social science disciplines would form the basis to understand that its purposes are historical and social in character. Student-teachers also need to develop deeper insight into the nature and method of social science; how social science can be used to understand social reality and develop dispositions and capacities to learn.

Therefore, this paper aims at preparing future social science teachers with the necessary conceptual understanding, skills, values, attitudes, dispositions and the

capacity to reflect and reason so that they can inculcate the same in the young children they teach.

Course Objectives

The course is aimed to help the student-teachers to:

- Understand the meaning, nature and scope of social science.
- Distinguish between social studies and social science.
- Understand learners within their social, cultural, economic and political contexts, their beliefs and developing willingness to treat all children equally and as per their individual and social needs.
- Develop conceptual understanding in social science.
- Develop capacity to design creative learning experiences based on various approaches and strategies of teaching social science.
- Develop capacities to promote values such as peace, democratic disposition, equality, justice, liberty, fraternity and secularism among themselves as teachers and among children.
- Prepare and use various resources for the teaching of social science.

Unit-1: Nature and Scope of Social Science

Objectives

- i. Understand the meaning, nature and scope of social science
- ii. Discern conceptual differences between social studies and social science
- iii. Understand learners in the diverse social, cultural, economic and political contexts.

Unit of Study: Meaning of and difference between social studies and social science; nature and scope of social science with different perspectives on history, reconstruction of history through evidence, approaches on geography and political science, social and political life; role of social science in developing children's understanding of their social context and social realities.

Essential Readings

1. Batra, P. (2008). Introduction. In P. Batra (Ed.), *Social Science Learning in Schools: Perspective and Challenges*. SAGE Publications India. Pp. 3-41

2. Eklavya Team. (1994). *Samajik Adhyayan Shikshan: Ek Prayog*. Eklavya: Hoshangabad.

3. NCERT. (2006). Position Paper National Focus group on teaching of Social Sciences. NCERT, New Delhi. pp. 1-19.

Readings for Discussion

1. Bahttacharya, N. (2009). Teaching History in School: The Politics of Textbook in India. *History Workshop. Journal* 67(1). pp. 99-110.
2. Batra, P. (2010). The Contested Terrain of School Social Science. *Learning Curve*. Bangalore: Azim Premji Foundation.
3. George, M. A. (2004). *Children's perception of Sarkar: The Fallacies of Civics Teaching*. Sage: New Delhi.
4. Jain, M. (2005). Social Studies and Civics: Past and Present in the curriculum. *Economic and Political Weekly*, 60 (19), 1939-1942.
5. Sunny, Y. (2009). Legitimized Knowledge: Political Connotations in Geography in Ravi Singh, S. (ed). *Indian Geography in 21st Century: The young geographer's Agenda*. Cambridge Scholars Publishing: UK. pp. 108-127.

Unit-2: Key Concepts in Social Science

Objectives:

The course is aimed to help the student-teachers to:

- i. Engage with major concepts of social science with special reference to civilization, state, society and region.

Unit of Study: Social structure, social stratification, community and groups; civilization: history, culture and diversity; state: authority, nation, nation-state and citizen; region: resources, space and people.

Essential Readings

1. Batra, P. (ed). (2010). *Social science learning in schools: Perspectives and challenges*. Sage: New Delhi.
2. NCERT. (2006-2008). *Social science textbooks* for classes VI, VII and VIII. New Delhi: NCERT.
3. Eklavya. (1993-2004). *Social science textbooks* for classes VI, VII and VIII. Madhya Pradesh: Eklavya.

Readings for Discussion

1. NCERT and Eklavya books can be used for detailed classroom work on important concepts of social sciences.

2. NCERT. (2005). *National Curriculum Framework (NCF)*, 2005. NCERT: New Delhi.
3. NCERT. (2006). *Position Paper on the Teaching of Social Sciences*. NCERT, New Delhi.

Unit-3: How Children Learn; Classroom Processes and Teaching-Learning Materials

Objectives:

The course is aimed to help the student-teachers to:

- i. Understand how children develop concepts and perspectives of social phenomena, society, diversity and social relations.
- ii. Identify and design different types of learning approaches and learning resources for the teaching of social science.
- iii. Explore different researches on how children understand social phenomena; conduct short researches to enquire into how children construct various social concepts, constructions and perspectives.

Unit of Study: Understanding and designing different types of teaching-learning materials, including community and local resources such as oral histories; use of case studies, pictures, stories, dialogue and discussion, brain storming, critical pedagogy, concept mapping, problem solving, dramatization, debate, co-operative learning, experiential learning such as organising field trips, play, etc.; discovery method, project method, observations, oral histories, concept of date and its sources and evidence in different social science disciplines.

Essential Readings

1. Eklavya Team. (2010). Dynamics of Knowledge and Praxis: A view from the field in Batra, P. (ed). (2010). *Social science learning in schools: Perspective and challenges*. Sage: New Delhi. pp. 265-286.
2. George, A. M. (2004). Children's Perception of Sarkar: The Fallacies of Civics Teaching. *Contemporary Education Dialogue*, 1(2), 228–257. doi: 10.1177/097318490400100205
3. Tolstoy, L. (1987). Shikshashaastriya Rachnaginein. Pragati Prakashan, 1987; Excerpts on experiences of history teaching in *Sandarbha*, 20, Nov-Dec. 1997, pp. 79-89.
4. Tolstoy, L. (1987). Shikshashaastriya Rachnaginein, Pragati Prakashan, 1987; Excerpts on geography teaching in *Sandarbha*. 26, Nov 1998-April 1999.

Readings for Discussion

1. George, A., & A. Madan (2009). *Teaching of Social Science in School. NCERT's new text-book initiative*. Sage: New Delhi. 31-57.
2. Articles on Social Science Education in *Sandarbha* (available as a separate collection from Eklavya, Bhopal).

Unit-4: Engagement with Social Science Knowledge

Objectives:

The course is aimed to help the student-teachers to:

- i. Critically review the main events of India's National struggle for freedom
- ii. Analyze the role of freedom fighters of Meghalaya in India's struggle for freedom
- iii. Identify and understand the physiographic divisions and the role of climate in life in Meghalaya.
- iv. Study and reflect on the salient features of the Constitution of India, the preamble and fundamental rights

Units of Study: Review the traditional institutions of Meghalaya, including those that exist even today. For example: Nokma, Syiemship, Doloi, District Council; Role of Freedom Fighters – Tirot Sing, Kiang Nangbah and Pa Togan Sangma-their contributions in India's struggle for freedom; Revolt of 1857, foundation of Indian National Congress (INC) Swadeshi Movement 1905-11, Non-cooperation Movement Civil disobedience, Quit India Movement; Learning to read maps – types, essential features, scale, enlargement and reduction of maps and finding out directions

Essential Readings

1. NCERT. (2006-2008). Class IX, X, XI and XII Social Science Textbooks. NCERT, New Delhi.
2. Bareh, H. (1974). Meghalaya. R.K. Printers, New Delhi.
3. Chandra, B. (2009). History of Modern India. Orient Blackswan Private Limited, New Delhi.
4. IGNOU. (2000). Teaching of social studies (B.Ed). New Delhi.
5. Sangma, S. M. (1981). History and culture of the Garos. Oriented publishers, New Delhi.
6. Wiegand, P. (2006). *Learning and teaching with maps*. London ; New York: Routledge.

Reading for Discussion

1. Lamare, N. S. (2001). Resistance Movements in North East India - The Jaintias of Meghalaya. 1860-63. Regency Publication, New Delhi. 41-126.

Unit-5: Assessment for Social Science Learning

Units of Study: Evaluation and Assessment - meaning, critical perspective, importance and types; Understanding continuous and comprehensive assessment in social science learning; Learning processes and outcomes and learning indicators in social science learning; Tools and techniques of assessment for learning; Recording and reporting of assessment outcomes.

Essential Readings

1. Batra, P., and Nawani, D. (2010). Social Science Texts: A Pedagogic Perspective in Batra, P. (ed). (2010). *Social science learning in schools: Perspective and challenge*. Sage: New Delhi. pp. 197-262.
2. DERT. (2014). Handbook on Continuous and Comprehensive Evaluation. DERT, Shillong.
3. Paliwal, R. (2010). Assessment of social science in schools: Our Experiences, Experiments and Learning, *Learning Curve*. Issue XV. August 2010. Azim Premji Foundation: Bangalore. pp. 95-105.
4. Sriparna. (2010). Role of Projects, field work and Discovery in assessment, *Learning Curve*. Issue XV. August 2010. Azim Premji Foundation: Bangalore. pp. 18-120.

Readings for Discussion

1. DERT. (2014). Sample tools and techniques on Continuous and Comprehensive Evaluation. DERT, Shillong.
2. IGNOU. (2000). Teaching of social studies (B.Ed). New Delhi.
3. Jayashree. (2010). Beyond Retention: Meaningful Assessment in social science, *Learning curve*. Issue XV. August 2010. Azim Premji Foundation: Bangalore, pp. 106-110.
4. NCERT. Source Book on Assessment. New Delhi.

Mode of Transaction

- Classroom activities: seminar/paper presentation, group/peer discussing readings, problem solving, brainstorming, library based assignment, use of ICT, adopting pedagogical techniques.

- Outdoor activities: observation, demonstration, experimentation, inquiry, developing and studying oral histories games, field visit, projects.
- Creative expressions: Debate, storytelling, teaching media/materials, role play.
- Teachers to understand the content through peer learning activities, using pedagogical content knowledge, library based assignments.

Advanced Readings

1. Billinge, M. et. al. (ed). (1984). *Recollection of a Revolution: Geography as a spatial, Science*. Macmillan: London.
2. George, A. & Madan, A. (2009). *Teaching of Social Science in School: NCERT New text-book Initiative*. New Delhi: Sage. pp. 31-57.
3. Hursh, W. D., and Ross, E. W. (2000). *Democratic Social Education Social Studies for Social Change*. New York: Falmer Press. Chapter 9: Not only by our words: connecting the pedagogy of Paulo Freire with Social Studies classroom. pp. 135-148.
4. Mehlinger, H. D. (ed). (1981). *UNESCO Handbook of Social Studies*. France: UNESCO Publications.
5. Sharma, S. (2006). *Constructivist Approaches to Teaching and Learning: Handbook for Teachers of Secondary stage*. NCERT, New Delhi.
6. Skeel, D. J. (1995). *Elementary social studies: challenges for tomorrow's world*. Orlands: Harcourt Brace & Co.

Field-based Projects/Practicum (any two)

- Critical comparison of social science text books, newspaper articles, films, use a variety of other sources like movies, exhibitions, museums, etc. to appraise on authenticity.
- Map any locality based on the distance and directional relationship from the educational institution. Mark out institutions, historical monuments, and other points of interest. Also speak with residents and other people who inhabit the same space to explore oral history and distinctiveness of the particular location. Try to see the linkages between various institutions that exists in that locality.
- Explore how stamps, newspapers, magazines, documentaries, maps, play, globes, historical film/serial, etc. can be use in the teaching of Social Science.
- Explore and create oral histories though interviews with communities.

- To gather first-hand experience of the natural world surroundings the following can be taken up:
 - Walk in the nearby area and draw attention towards plants, birds and animals in the immediate environment. Discussion about the sizes, names, food, habitation, etc. Assigned tasks to group work based on observations.
 - Observe different types of terrain, vegetation, crops and soil. Try to see the linkages in order to understand the pattern of cultivation that people are engaged with.
 - Observation and exploration of the complex relationship between humans, animals and geographic space (determined and compounded by socio-economic and political aspects of a region).
- To infuse school curriculum with a sense of reality, class-room should have a mini-museum – pictures of old monuments, antiques, ruins, sculpture, etc. will impress that history deal with real people, real places and real things. The specimens of rocks, seeds, soil, various types of maps, models, etc. will create interests in the subject. The preamble to our Constitution, Bill of Rights, constituent assembly debates in knowing the efforts of human being in gaining independence and a better way of life. Children can participate in collating, creating and classifying these.
- A number of activities can be designed to teach social science: Mock parliament/mock elections; Games to engage students with several ideas, such as conservation of resources; Puzzle games-map of State with Districts/Map of any country with States/ historical map; Conducting oral history projects on diverse themes.

Note: The above mentioned activities are flexible and suggestive in nature.

PEDAGOGY OF ENGLISH LANGUAGE

Maximum: 100 Marks

External: 70 Marks

Internal: 30 Marks

Student Contact Hours: 80-100

Area of Study: Pedagogic Studies

Total number of courses in this Area: Eight

Pedagogy of the First Language I

Pedagogy of the First Language II

Pedagogy of Mathematics Education at the Elementary Education

Mathematics Education

Pedagogy of Environmental Studies

Pedagogy of Science

Pedagogy of English Language

Pedagogy of Social Studies

Design of the Course

Assessment of units 3, 4, 5 and 6 will be field-based.; in these units, maximum time will be spent on making connection between practice and theory; Specific readings are suggested for use in discussion groups enabling a close reading of each text

Rationale and Aim

This course focuses on the teaching of English to learners at the elementary level. The theoretical perspective of this course is based on a constructivist approach to language learning. This course will enable the student-teachers to understand how second language learning can be made more meaningful and purposive rather than mechanical and product-oriented. It will also create awareness about making connections between the child's language inside and outside the classroom. This will enable an understanding and learning of the English language in a meaningful way. **It would also be valuable for teacher educators to make connections between this course and the Proficiency in English course.** This will create a meta-linguistic awareness in the student teacher to enable reflection on the process of language learning and language use.

Course Objectives

The course is aimed to help the student-teachers to:

- See continuity of the child's home language and the languages learnt in school

- See connection between the language classroom and other subject areas
- See language from a constructivist perspective

Unit-I: Functional aspects of language

Objectives

The unit is aimed to help the student-teachers to:

- Know and understand how children construct language in different situations
- Understand the functional aspects of language
- Make connections between how language is acquired at home and in school

Units of Study: What is language?; Language to know the world around us- understand how children construct the world around them through language.; Functions of language – in and around the classroom; Acquisition of language – home v/s school language

Essential Reading

- Butler, A. and Turnbull, J. (1984). *Towards Reading-Writing Classroom. Primary English Teaching Association.* Cornell University: New York. Brian Cambourne Ch.2 and 3.
- Pinnell, G.S. (1985). Ways to look at the functions of children's language. In A. Jaggar, M.Trika and Smith-Burke (ed.) *Observing the Language Learner.* International Reading Association: Newark, DE. pp 57-72.

Unit-II: The Social context of language

Objectives

The unit is aimed to help the student-teachers to:

- Understand the influence of mother tongue on language learning
- Familiarize with the multilingual nature of our classrooms
- Understand the concept of standard language and dialects and their influence on language learning
- Know about the status of English language in India

Units of Study: Child's mother tongue/home language as a part of his/her identity; Multilingual nature of the classroom/ language diversity in India; World Englishes and standard English – language varieties and overcoming the domination of the standard; Status of English in India– Politics and policies at the national level and in Meghalaya

Essential Readings

1. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Sieruhn and P. Pluddemonn (ed.) *Multilingual education for South Africa*. Heinemann: Johannesburg. pp 3-7.
2. Eller, R.G. (1989). Johnny Can't Talk, Either: The Perpetuation of the Deficit Theory in Classrooms. In *The Reading Teacher*. Vol.42, No.9. pp.670-674.
3. Graddol, David (2010). *English Next India: The future of English in India*. British Council.
4. Labov, W. (1972) The logic of Non- Standard English. In *Language in Education. Prepared by Language and Learning course Team*. Routledge: London. 198-211.
5. NCERT (2006). *Position paper on Teaching of Indian language*. New Delhi: NCERT.
6. NCERT (2006). *Source Book on Assessment for English and Indian languages*. New Delhi: NCERT.

Unit-III: Early Literacy

Objectives

The unit is aimed to help the student-teachers to:

- i. Acquaint themselves on how language can be developed through oral, reading and writing activities
- ii. Equip them with the skills of creating a print rich classroom
- iii. Familiarize them with phonemic aspects and usage of English language for meaningful purpose

Unit of Study: Oral language development - encouraging oral language in the classroom and talk in the classroom; through oral requests and commands, stories, role plays, songs, rhymes, poems, language games and chants; Developmental stages of reading and writing – Using children's literature, picture books, wordless picture books; reading aloud by the teacher; environmental print (print awareness), creating print rich classroom; Phonemic awareness – letters and sounds, recognizing small print letters; Using English for meaning making- tools which are meaningful and purposive.

Essential Readings

1. Rothleen, L. and A. M. Meinbach (1991). The Reading – Writing Connection. In *The Literature Connection: Using Children's Books in Classroom*. Tucson, USA: Good Year Books. pp 317-328.

2. Sinha, S. (2000). Acquiring Literacy in School. In *Redesigning Curricula: A symposium on working a framework for school education. Seminar* 493.
3. Slatterly, M & Willis, J. (2001). *English for Primary Teachers: A handbook for activities and classroom language*. Oxford: Oxford University Press.
4. Trelease, J. (1989). Jim Trelease speaks on Reading Aloud. In *The Reading Teacher*, Vol. 43. No.3. Pp.200-206.

Unit-IV: Reading

Objectives

The unit is aimed to help the student-teachers to:

- i. Know how reading takes place inside and outside the classroom and beyond the curriculum
- ii. Understand the role of schemas in reading
- iii. Distinguish between first language and second language reading
- iv. Understand the value of children's literature in the second language classroom

Unit of Study: Reading in the classroom – reading aloud by teacher, shared reading, guided reading; Reading across the curriculum – content areas and narrative texts; Role of schema, building schemas, activating schemas; Reading beyond the text books – children's literature and authentic materials; Difference between first language reading and second language reading

Essential Readings

1. Armbruster, B.M. (1984). The Problem of "Inconsiderate Text". In Duffy, G.G. (eds) *Comprehension Instruction, Perspectives and Suggestions*. Longman.
2. Boyle and Peregoy (1990). Literacy Scaffolds: Strategies for the first- and second-language readers and writers. *The Reading Teacher*, Vol.44, No 3.
3. Murphy, S. Remembering that Reading Is "A Way of Happening". *Clearing House*. Taylor & Francis Ltd.
4. Newman, J (1985). What about reading? In *Reading for Meaning: A collection of writings on the process of reading*. (NCERT).

Unit-V: Writing

Objectives

The unit is aimed to help the student-teachers to:

- i. Understand the process and purpose of writing
- ii. Understand the link between reading and writing

Units of Study: Writing with a sense of audience, purpose; Writing with a voice; Writing – as a process rather than product; Summarizing, inferencing, persuasive writing – writing across the curriculum and writing to learn; Composition; Making reading and writing connections

Essential Readings

1. Denne-Bolton, Sara (2013). The dialogue journal: A tool for building better writers. *English Teaching Forum*. Vol. 51, No 2.
2. Tompkins, Gail E. (1994). *Teaching Writing: Balancing Process and Product*. California: Macmillan.

Unit-VI: Assessment

Objectives

The unit is aimed to help the student-teachers to:

- i. Familiarize them with different modes of assessment in language in the light of CCE
- ii. Understand assessment in a constructivist, process-oriented classroom

Units of Study: Ability to respond to content rather form and structures; Using portfolios for subjective assessment; Continuous and comprehensive assessment.

Essential Reading

NCERT (2006). *Source Book on Assessment for English and Indian languages*. New Delhi: NCERT.

Mode of Transaction

- Use of Essential Readings as an introduction to units.
- Developing and trying out various resources, techniques, activities and games for learning English
- Analyzing and reviewing teaching-learning material.

Essential Readings for the course

1. Kumar, K. (2006). *The child's language and the Teacher*. New Delhi: National Book Trust India.
2. NCERT (2005). National Curriculum Framework. 2005. New Delhi: NCERT
3. NCERT (2006). *Position Paper National Focus Group on Teaching of English*. New Delhi: NCERT
4. NCERT (2006). *Source Book on Assessment for English and Indian languages*. New Delhi: NCERT.

5. NCERT Syllabus for Primary and Upper Primary
6. Slatterly, M & Willis, J. (2001). *English for Primary Teachers: A handbook for activities and classroom language*. Oxford: Oxford University Press.

Advanced Readings

1. Advani, S. (2009). *Schooling and the national imagination: Education, English and the Indian modern*. OUP.
2. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge: Cambridge University Press.
3. Crystal, D. (2003). *The Cambridge Encyclopedia of English Language*. Cambridge: Cambridge University Press.
4. Curtain, H.A. and Dahlberg. (2004). *Languages and Children: Making the Match*. Boston: Pearson.
5. Dewey, J. (1952). *The School and the Child*. New York: The Macmillan Company,

MATHEMATICS EDUCATION

Maximum: 100 Marks

External: 70 Marks

Internal: 30 Marks

Student Contact Hours: 80-100

Area of Study: Pedagogic Studies

Total Number of Courses: Eight

Pedagogy of the First Language I

Pedagogy of the First Language II

Pedagogy of Mathematics Education at the Elementary Education

Mathematics Education

Pedagogy of Environmental Studies

Pedagogy of Science

Pedagogy of English Language

Pedagogy of Social Studies

Course Design

This course has five units of study. Each unit of study focuses on specific aspects of mathematics-mathematical reasoning, geometrical thinking, algebraic thinking, data handling and arithmetic understanding. Unit V deals with role of textbooks, teaching learning materials, ICT, etc. in pedagogy of mathematics.

Rationale and Aim

To understand school subjects and their pedagogic approaches in the context of the school and the learner is a prerequisite to become an effective teacher. The main goal of mathematics education in school is the mathematization of the child's thinking (as explained in NCF-2005 Position Paper on Teaching of Mathematics) which relies very heavily on the preparation that the teacher has, in her own understanding of mathematics, of the nature of mathematics, and of pedagogy. Teacher must understand the processes in which mathematics learning takes place in children's mind and the ways in which children think. Students at upper primary stage should also be given opportunities to justify their own conclusions with less formal, but nonetheless convincing, arguments and their spatial reasoning and visualization skills need to be enhanced. The prospective teachers should reflect on their own knowledge of mathematical content as well as must be able to connect with children and their experiences. Engagement with research relating to different aspects of children's learning in mathematics education is important for developing capabilities of the prospective teachers to reflect on processes relating to communicating formal mathematics to children.

Course Objectives

The course is aimed to help the student-teachers to:

- Develop mathematical reasoning and algebraic thinking
- Develop understanding of the geometrical concepts
- Attain the skills in geometrical construction
- Familiarize with statistical ways of dealing with information
- Develop a conceptual understanding about percentage, interest, discount, ratio & proportion
- Familiarize with the use of computer for doing mathematics for instance, software for doing geometry like geo-gebra
- Enhance their capabilities to reflect on pedagogy practice

Unit-I: Mathematical Reasoning

Units of Study: Processes of generalization; pattern recognition and inductive reasoning; structure of mathematics: axioms, definitions, theorems; validation process of mathematical statements: proof; example, counter-example; conjecture; problem solving in mathematics—a process; creative thinking in mathematics.

Essential Readings

1. Shirali, S. (2010). *A Primer on Number Sequences*. Hyderabad: University Press. (Chapter-1)
2. Skemp, R. R. (1989). *Mathematics in the Primary School*. London: Routledge. (Chapter -4).pp. 72-89.
3. Zevenbergen, R. et.al. (2005). *Teaching Mathematics in Primary Schools*. Allen & Unwin: Australia (First South Asia Edition).(Chapter-7).

Unit-II: Understanding Geometry

Units of Study: Geometrical thinking levels: the levels according to Van Hiele; simple two and three-dimensional shapes—geometric vocabulary; congruency and similarity; measurement and geometric shapes; transformations and geometric shapes; understanding about a line, ray, line segment; understanding about angle; bisecting a line segment, angle; construction of geometric shapes using geometric equipment; geometrical construction (angles, triangles, quadrilaterals).

Essential Readings

1. NCTM. (2013). *Developing Essential Understanding of Geometry for Teaching Mathematics in Grades 6-8*.
2. NIOS. (2013). *Learning Mathematics at Elementary Level*. Block-2. Noida: NIOS.
3. Post, T. R. (1992). *Teaching Mathematics in Grades K-8: Research Based Methods*. Allyn and Bacon: Washington DC. (Chapter-8).pp. 249-277.
4. Stewart, I. (1970). *Making Mathematics Live: A Handbook for Primary Teachers*. Angus and Robertson. (Chapter-2). pp. 84-95.

Unit-III: Practical Arithmetic and Handling Data

Units of Study: Collection, organisation, grouping and interpretation of data; representation of data: pictographs, bar graphs, histograms, pie charts or any other form; elementary statistical techniques – range, mean, median, mode, quartile; percentage, ratio, proportion; interest, discount and, profit & loss.

Essential Readings

1. NCERT. (2014). Training Package for Upper Primary Teachers of North Eastern Region. Pedagogy, Science and Mathematics. New Delhi: NCERT.
2. NCTM. (2013). Developing Essential Understanding of Statistics for Teaching Mathematics in Grades 6-8
3. NIOS. (2013). Learning Mathematics at Elementary Level. Block-2. NIOS. Noida, UP.
4. Zevenbergen, R. et.al. (2005). Teaching Mathematics in Primary Schools, Allen & Unwin: Australia (First South Asia Edition). (Chapter-14).

Unit-IV: Algebraic Thinking

Units of Study: Number patterns (help in appreciating the use of unknowns in expressing the generalization resulting from the pattern); when and why we use variables; formation of algebraic expression; finding values of expression; algebraic identities and their verification by geometrical representation; forming and solving linear equations; mathematical investigations/puzzles that rely on algebraic thinking.

Essential Readings

1. NIOS. (2013). Learning Mathematics at Elementary Level. Block-2. NIOS. Noida, UP.
2. Zevenbergen, R. et.al. (2005). Teaching Mathematics in Primary Schools, Allen & Unwin: Australia (First South Asia Edition). (Chapter-12).

Unit-V: Communicating Mathematics

Units of Study: Curriculum and classroom practices; role of textbooks in the teaching-learning process of mathematics; mathematics laboratory/resource room, maths Kits, ICT tools, geometric software-Geo Gebra; gender and mathematics.

Essential Readings

1. IGNOU. (2007). *Learning Mathematics (LMT) 1 – 6*. School of Sciences. IGNOU: New Delhi
2. NCERT (2010). *Manual of Upper Primary Mathematics kits*. New Delhi: NCERT.
3. NCERT. (2006). *Position Paper on Teaching of Mathematics*. New Delhi: NCERT.

Mode of transaction

- Prospective teachers to be engaged in discussions on observed children's work in order to acquire an understanding how children respond to mathematical knowledge.
- Prospective teachers in groups develop concept maps to understand linkages and relationship between various mathematical concepts and to imbibe the importance of team work.
- Use of relevant examples while explaining mathematical ideas.
- Critical analysis of textbooks from the view point of thinking.
- Emphasis on understanding mathematical vocabulary and its role in development of mathematical understanding.

Advanced Readings

1. Eves, H. (1983). *Great Moments in Mathematics. (Volume I)*. The Mathematics Association of America. Chapter 2-4, 8, 9, 11, 12. pp. 2-42, pp. 70-95, pp. 110-134.
2. Gardener, M. (1969). *Mathematical Puzzles and Diversions*. Penguin: New York. Chapter 4 & 14. pp 42-49, pp. 126-132.
3. Kulshrestha, A. K. (2003). *Teaching of Mathematics*. Meerut: R. Lall Book Depot.
4. Mangal, S. K. (2012). *Teaching of Mathematics*. Ludhiana: Tandan Publications.
5. Pedoe, D. (1973). *How to Solve It*. Princeton University Press: Princeton. New Jersey.
6. Sharma, S. (2008). *Constructivist Approaches to Teaching and Learning: Handbook for Teachers of Secondary Stage*. New Delhi: NCERT.

PEDAGOGY OF SCIENCE

Maximum: 100 Marks

External: 70 Marks

Internal: 30 Marks

Student Contact Hours: 80-100

Area of Study: Pedagogic Studies

Total Number of Courses: Eight

Pedagogy of the First Language I

Pedagogy of the First Language II

Pedagogy of Mathematics Education at the Elementary Education

Mathematics Education

Pedagogy of Environmental Studies

Pedagogy of Science

Pedagogy of English Language

Pedagogy of Social Studies

Design of the course

The course has five units of study. Specific readings are to be used for discussion in groups enabling a close reading of texts. There will be a focus on content/concept enrichment based on school textbook and readings for discussions. There will be a focus on actual science experiment/hands-on activities to be planned and organized in classrooms/science laboratories.

Rationale

The aim of this course is to encourage student teachers to engage with nature of science and relate it with inquiry in the area. This will involve challenging students' conceptions related to the concepts in science and their everyday experience and to help them advance towards a better understanding by conducting and designing inquiry independently. Student teachers will need a space to freely express their ideas about various aspects of the nature of science, scientific inquiry and reflect on classroom practices based on their understanding of science.

The course will provide enough opportunity to student teachers to validate the scientific concepts and move towards innovation by conducting actual experiments. The student teachers will be able to critically reflect on issues of gender equity and inclusion in science education and finally will be able to develop a robust scientific temper.

Course Objectives

The course is aimed to help the student-teachers to:

- Understand the nature of science
- Revisit concepts related to science at the elementary level
- Plan for and carry out classroom transaction effectively
- Understand how to guide the students to design and conduct science experiments independently
- Understand the tools and techniques required for assessing student's performance in science by integrating with learning process
- View science as an inclusive and democratic enterprise; and
- Improvise and use locally available resources for teaching and learning scientific concepts.

Unit-I: Nature of Science

Unit of Study: Nature of science-scientific inquiry, scientific knowledge as tentative, empirical and socially and culturally embedded; science as information or inquiry; debate over 'myth of the scientific method' vs. multiplicity of methods in a scientific inquiry; understanding how scientific concepts have evolved over a period of time using some instances from history of science like concept of atom, periodic table; children's conceptions of scientists; scientists as human beings with biases and preferences

Essential Readings

1. Bloom, J. W. *Creating classroom community of young Scientist (second Edition)*. New York: Routledge. (Chapter-3), pp. 35-70.
2. Lynn, F. What Is Science? (College of Du Page): <http://www.cod.edu/people/faculty/fancher/Science.htm>

Unit-II: Revisiting School Science Concepts

Unit of Study: Revisiting conceptual understanding using examples like: Motion-Aristotelian vs. Newtonian view of motion; concept of heat: heat as a substance vs. as process; difference of heat from that of temperature-its transfer in solids, liquids and gases; light- shadow formation, transparent, translucent and opaque object; electricity-elements in an electric circuit, series and parallel resistance in circuits; living and non-living things; plant cell & animal cell; nutrition in plants and animals; respiration in plants and animals; locomotion and movement in plants and animals; water-properties and its importance in our daily life; air as mixture of gases, properties and its importance in our daily life

Note: The above-mentioned concepts will change according to the school textbooks from time to time.

Essential Readings

1. NCERT. *Science and Technology for VI to VIII*,

Unit-III: Classroom Transactional Strategies

Unit of Study: Understanding scientific inquiry, debates around the scientific method; different ways of conducting inquiry: daily life observations, designing and setting up simple experiments, investigation with hands on activities; analyzing and reflecting on processes on inquiry undertaken in classrooms; analysis and use of resources: textbook, kits, films, news papers, ICT (software and web resources), science centre; setting up science laboratory in school using simple kits; organizing field trip, projects, science exhibition, science club, science fair, etc; preparing Teaching Learning Materials using locally available resources or low cost materials; preparing unit plans based on concept maps

Essential Readings

1. Bass, J. E., Contant, T. L., Carin, A. A., &Carin, A. A. (2004). *Teaching science as inquiry* (10th ed.). New York: Prentice Hall.
2. Fulton, L.& Campbell, B. (2003). *Science notebooks: Writing about inquiry*. Portsmouth, NH: Heinemann

Unit-IV: Assessment of Students' Performance

Unit of Study: Understanding the formative and summative nature of assessment in science; understanding the continuous and comprehensive nature of assessment in Science; recording and reporting assessment data in Science teaching and mechanism of providing timely feedback; designing remedial teaching; different assessment strategies (Paper- Pencil test, observation etc), assignment, setting up experiment.

Essential Readings

1. Atkin, J. M, Coffey, J. E., Moorthy, S., Sato, M., & Thibeault, M. (2005). *Designing everyday assessment in the science classroom*. New York: Teachers College Press.
2. DERT. (2013). *Handbook on CCE*. Shillong: DERT.
3. Harlen, W. (2006). *Teaching, learning and assessing science 5-12* (3rd ed). London ; Thousand Oaks, Calif: SAGE. (Chapter-8), pp. 108-120; (Chapter-10), pp. 142-152; (Chapter-13), pp. 210-212.
4. NCERT. (2006) *Position paper on Science Education*. New Delhi: NCERT.
5. NCERT. (n.d.). CCE Package: Primary Stage. NCERT. Retrieved from http://www.ncert.nic.in/departments/nie/dee/publication/pdf/CCE_Primary.pdf

Unit-V: Science for All

Unit of Study: Understanding science and society interface using examples such as: do all people get enough water for domestic purposes and agriculture, indigenous knowledge practices and their legitimization, loss of habitat and endangered species, indigenous people and issues of survival; Issues of gender, language, culture, disability and equity in science classroom

Essential Readings

1. Bhatia, S. K. (2002). *A Meghalaya Tribe, its environment land and people*. New Delhi: Reliance publishing house.
2. Harlen, W. (2006). *Teaching, learning and assessing science 5-12* (3rd ed). London; Thousand Oaks, Calif: SAGE (Chapter-2), pp. 12-24.
3. Joshi, H. G. (2004). *Meghalaya: Past and Present*. New Delhi: Mittal Publications. (chapter-8, 9 & 10).
4. Khasi National celebration committee (1994) *Lest we forget, Indigenous Peoples year 1993.*: Seven Huts Enterprise Shillong
5. Mawrie, B. L. (2000-2009). *The khasis& their natural Environment*. SDB Published by Vendrame Institute Publication (VIP), Mawlai. (Chapter-5 & 6).

Mode of Transaction

- Classroom discussions for developing conceptual understanding
- Close reading of text materials/papers
- Individual and group presentations of issues and concern raised in assignments
- Theoretical and practical activities/exercises/investigation and analysis

Practicum

- Field visit to nearby park/ museum/ Science Centre; Field visit should be based upon its relevance to the subject. For instance field visit to science centre should focus on understanding the underlying principle in activities.
- Making some working models using the locally available materials for instance using balloons and plastic pipe making a model of how lungs expand and contract; studying the response to stimuli in animals and plants by using a cardboard and a potted plant; observing the transport of materials in plants by using balsam plant or any other plants with white flowers with the kerosene or red inks.
- Hands on activities for water is a universal solvent; comparing mixtures and compounds; for finding acidity and basicity of some common household items;

Note: *These practicum are taken from the text books used by the School at the elementary level*

Advanced Readings

1. Borathakur, K. (2009). *Encyclopaedia of Meghalaya (Vol. I & II)*. New Delhi, India: Anmol Publisher.
2. Callahan, C., Kitchell, H., Pierce, P., O'Brien, P., & Hall, J. S. (1998). *Organizing wonder: Making inquiry science work in the elementary classroom*. Portsmouth, NH: Heinemann.
3. Duschl, R. A. (1983). *Science teacher's belief about the nature of science and the selection, implementation and development of instructional tasks: a case study* dissertation Abstracts international, 45(2), 422-A.
4. Gardner, J. (2005). *Assessment and learning*. Thousand Oaks, CA: Sage Publications.
5. Hales, M. (1982). *Science or society?* London: Pan Books.
6. Hassard, J. (1999). *Science as inquiry: Active learning, project-based, web-assisted, and active assessment strategies to enhance student learning*. Tucson, AZ: Good Year Books.
7. Hein, G. E., & Price, S. (1994). *Active assessment for active science: A guide for elementary school teachers*. Portsmouth, NH: Heinemann
8. Lederman, N. G. & Zeidler, D. L. (1987). *Science Teachers Conceptions of the nature of Science. Do they really influence teaching behavior?* Science Education 70(1), 3-19.
9. Lewis, J. (1981). *Science in society*. London: Heinemann Educational Books.
10. Millar R.H. (1989). *What is "scientific method" and can it be taught?* In J. Wellington (Ed), *Skills and processes in Science Education*. London: Routledge.
11. Mintzes, J. J., Wandersee, J. H., & Novak, J. D. (Eds.). (2000). *Assessing science understanding: A human constructivist view*. San Diego: Academic Press. [Cited here: Novak, J. D., Mintzes, J. J., & Wandersee, J. H. *Learning, teaching, and assessment: A human constructivist perspective*.]
12. Quammen, D. (1996). *Natural acts: A sidelong view of science and nature*. New York: Avon Books.
13. Roth, W.-M. (1995). *Authentic school science: Knowing and learning in open-inquiry science laboratories*. Boston: Kluwer Academic Publishers chapter no
14. Schwartz, S. R. et. al. (2004). *Developing Views of Nature of Science in Authentic context: An explicit approach of Bridging the gap between nature of Science and scientific Inquiry*. Science Education. 88(4), 610-645.
15. Stevenson, L., & Byerly, H. (1995). *The many faces of science: An introduction to scientists, values, and society*. Boulder, CO: West view Press.
16. William, M. C. (1998). *The nature of science in science Education Rationales and Strategies*.(ed.). Netherlands: Kluwer Academic Publishers.
17. Wolpert, L. (2000). *The unnatural nature of science*. Cambridge, MA: Harvard University Press

INFORMATION AND COMMUNICATION TECHNOLOGY

To be Assessed internally through Grading System

Course Design:

The course is designed to be conducted as a series of workshops focussing on developing capacities of student-teachers. Workshops will also engage student-teachers with critical readings associated with the use of information and communication technology in education.

Rationale and Aim

Information and Communication Technology (ICT) has come to occupy an important role in teaching learning processes. However, a nuanced and critical understanding of ICT is imperative for it to be a useful resource. It is therefore important for a prospective teacher to understand the importance of ICTs in education, their use, and also to critically engage with the use of technology in education. This is a practice-based course for prospective teachers to develop knowledge, understanding and skills in using ICT to support and improve teaching and learning. The transaction of the course should be cognizant that the student teacher engages with ICT not as a stand-alone aspect but in close conjunction with the various pedagogy courses and the issues dealt with in them. Student-teachers must be encouraged to draw these connections through the course.

Course Objectives

- Capacity to use computer hardware, software, internet services and digital resources
- Practice safe, ethical and legal ways of using ICT
- Develop critical understanding of the benefits, limitations and impact of technology use in education.
- Use ICT in teaching-learning process
- Use ICT to assess students' performance

Unit-I: Introduction to ICT

Objectives

The course is aimed to help the student-teachers to:

- i. Understand the basic knowledge of ICT and its application and use
- ii. Use internet for its application to teaching – learning process

Units of Study: Basic knowledge of computer hardware and software; connecting input and output devices: printers, scanners, webcam, digital camera, sound recorder, projector, headphone; using storage devices and optical disk; connecting to the internet: modem, data card, Wi-Fi, LAN, bandwidth and connection speeds

Unit-II: Introduction to Internet Resources

Objectives:

The course is aimed to help the student-teachers to:

- i. Browse internet and search, retrieve information and resources
- ii. Understand how to browse internet and download resources for using in the teaching – learning process, upload and share information.
- iii. Create their own email ID and learn to receive, send and handle attachments

Units of Study: Internet browsers and search engines; search and retrieval of information and resources; downloading information and resources; uploading and sharing information; learning to create an email ID, send and receive emails, handle attachments, maintain address books and form or join email forums; how to participate in discussion forums, wikis, video and audio conferencing, social networks, and blogging

Unit-III: Use of ICTs in Teaching-Learning

Objectives:

The course is aimed to help the student-teachers to:

- i. Use office tools for teaching –learning process.
- ii. Collaborate, communicate and access information with wider social networking, blogging etc.

Units of Study: Use of open office tools in Teaching-Learning; use of network resources to help students collaborate, access information, and communication (online archivals, digital library, e-books, blogs, wikipedia, social networking; Open Education Resources (e.g. NROER)

Unit-IV: Assessment with ICT

Objective

- i. The students will be able to utilize online assessment facilities, software for assessing and spreadsheets for analyzing performance data of students.

Units of Study: Online assessment facilities; open source softwares for assessment; spreadsheets to analyse performance data; use of document reviewing, blogs, email, for formative assessment

Unit-V: Issues with ICT

Objective

- i. Develop critical understanding of the benefits, limitations and impact of technology use in education.

Units of Study: pros and cons of use of technology in education; role of teacher in the use of ICT; Impact of technology on learning in contemporary world

Essential Readings

1. Gurusurthy, A. and Chami N. (2014). *How digital pathways can work for inclusive local governance: Insights from the Women-gov project of IT for Change*. Bangalore:
2. Abbott, C. (2000). *ICT: Changing Education*. Routledge.
3. British Computer Society. (2002). *The ICT in Education Yearbook 2002*.
4. Khirwadkar, A. (2005). *Information Communication Technology in Education: Interactive Multimedia Instructional Strategies for Teaching-Learning Process*. Sarup & Sons.
5. NCERT. (2006). National Focus Group Paper on Educational Technology. New Delhi: NCERT. Accessed from: http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/educational_technology.pdf
6. Norton, P. (2006). *Introduction to Computers*. Tata McGraw Hill Education.
7. UNESCO. (2011). Transforming Education: The Power of ICT policies. <http://unesdoc.unesco.org/images/0021/002118/211842e.pdf>
8. Vallikkad, S. (2009). *Information Communication Technology for Teacher Education*. New Delhi: Kanishka Publishers.

Mode of Transaction

- Engaging the student-teachers in discussion and dialogue
- Practice in ICT Lab
- ICT Lab based group work comprising assignments, projects, presentations etc.
- Engaging student-teachers with research articles, policy documents and other print or electronic material.

SCHOOL INTERNSHIP

To be assessed internally through Grading system.

Maximum no of days:

Year I – 15 to 20 days.

Year II – 30 to 36 days.

Internship Design

School Internship is designed for the intern to undergo a meaningful experience to connect between the school, the classroom and the D.El.Ed programme of innovative pedagogy and learning. It includes an in-depth engagement with schools, as well as exposure to innovative centres of learning. The programme is envisioned to be an opportunity for collaborative partnership between the school and the Teacher Education Institute. The student-teacher will participate in school activities through various resources and experience, conduct classroom based/need-based research projects that will be undertaken as a part of the Internship Programme.

The two year Internship programme includes observation, teaching and participating in other activities of the school. In the 1st year, interns will be introduced to the school and its environment, understanding children, classroom activities, understanding and engaging with curriculum and different modes of assessment.

In the 2nd year, interns will get hands-on experience of classroom activities, and learning environment with the support and guidance from faculty members.

Rationale and Aim

The internship is designed to prepare teachers not only for their roles limited to classroom teaching, but to participate as professionals in all kinds of school activities, including site-based decision making, coordinating their work with other school teachers and in turn meeting the needs of children in schools. During the Internship programme, both schools and the DIET will work closely together to support and facilitate the interns as they progress. The internship needs to be worked in a partnership mode with the school where schools and teacher education institutes will be working together to benefit each other.

The programme allows learning through a variety of methods that encourage active and reflective learning. Innovative and varied teaching methodologies are to be used, including classes in small and large groups. All these are required to develop teaching capabilities in various subjects, at the same time developing skills in a variety of interpersonal interactions with students, teachers, and parents required for teaching and learning.

Year - I

General Objectives: (for 1st year)

- To learn to observe, relate and communicate with children in order to understand them as individuals situated in their socio-politico-cultural context.
- To prepare student-teachers to lead and manage school activities in a dynamic and evolving environment
- To understand the process of creating an environment in the classroom that encourages students to express themselves without fear
- To address the diversity within the classroom as a resource through innovative teaching pedagogies.
- To develop critical and analytical thinking skills and the capacity to reflect deeply on one's own self, educational aims and teaching pedagogies.

First Year: (15-20 days)

I. School and Classroom observations

- Familiarise oneself with the home language of children, socio-eco-cultural background, interests, special learning needs of learners.
- Critically examine the physical and emotional health of children, midday meal, school health programme and infrastructure of the school.
- Observe school processes and relationships among the head of the institution, teachers and students and in the larger education system.

A Case Study of any one or related aspects mentioned above to be done and presented as group activity.

II. Textbook Analysis

- Undertake an analysis a textbook from either subject which is currently being used in the state. (Science, Maths, Language across different elementary grades)

- Write an analytical book review of any book suggested in the curriculum.
- Undertake a comparative analysis of school textbooks across publications, such as, MBOSE, NCERT, and others)

Students will be expected to write a detailed report or the text analysis undertaken.

III. Maintain School Records and Organise School Activities

- Prepare School Registers, keep records, develop a Time-table, design a calendar of school activities and design a report card.

Students will be expected to write a detailed report of the work undertaken.

- Organise School Assembly, Annual School Sports, School Day and Weekly Teaching Plan and conduct an excursion educational visit to Educational Centres, Museum and Zoo etc.
- Undertake a study of the flora and fauna around the school, interview a local vendor, vegetable seller, farmer etc. to find the skills and capacities that they have developed in their profession.

Student will be expected to undertake activities and make group presentations.

IV. Maintain Portfolios of Students

- Maintain detailed records of learners' processes of learning and performance on specific tasks.
- Assess Children's learning in accordance with their own performance during earlier terms.
- Share reflections about learners and their development among other student-teachers

Year – II

General Objectives: (2nd year)

- Function as a regular teacher for a continuous period of 12 weeks [teaching for 4 consecutive days per week].
- Student-teachers will teach Primary Classes (I- V) for a period ranging between 5-7 weeks and Upper Primary Classes (VI-VIII), 3-5 weeks, preferably in government schools.
- Critically reflect on their teaching experiences and keep a record of the same through a weekly reflective journal. (Reflective journal must emphasize reflections of student-teachers rather than mere description of what and how they taught)

INTERNSHIP IN PRIMARY CLASSES I-V

I-Planning

- Prepare Unit plans; choose and design activities, design classroom management strategies. This could be undertaken in continuous dialogue with the faculty supervisors.
- Develop a maximum of 3 Unit plans in each of the following subjects: Language (First and second language), Mathematics, EVS including Science & Social Science

II-Teaching (5-7 weeks)

- Teach in Classes I-V followed by discussion with faculty supervisors every week.
- Write weekly reflective journals.
- Assess progress of learners in the concerned subjects with the help of assessment portfolios designed for the purpose.

INTERNSHIP IN UPPER PRIMARY CLASSES VI-VIII

I- Planning

- Prepare Unit plans choose and design activities, design classroom management strategies. This could be undertaken in continuous dialogue with the faculty supervisors.
- Develop a maximum of 3 Unit plans in any 3 optional subjects.

II-Teaching (3-5 Weeks)

- Teach in Classes VI-VIII followed by discussion with faculty supervisors for foundation courses as well as subject teachers.
- Write weekly reflective journals.
- Assess progress of learners in the concerned subjects.

Activities common for primary and upper primary teaching

Maintaining Reflective Journals and Portfolios

- Keep records of teaching experiences through the weekly reflective journal.
- Keep records of feedback gained through interaction sessions with faculty supervisors.
- Maintain profiles of children on different aspects including self-development, content knowledge, physical education and creative arts. Student profiles may be used to assess children's individual levels of learning in a progressive manner.

Mode of Transaction

The school internship programme for the 1st year is meant for observation, interaction with school students and teachers and to gain field experience of the school its activities and procedure in order to develop their own understanding of the realities of working with children in school. The intern will need to be in the school for a period of fifteen to twenty days over a period of 3 months - July to September.

During the school observation, it is envisioned that the Intern will:

- Become familiar with the school facilities, policies, and daily routine.
- Observe students, and identify their individual educational needs especially students from the diverse ethnic or cultural backgrounds, or have special needs.
- Observe classroom teaching and learning; understand individual students.
- Feel confident in taking spontaneous decisions for the classroom and the school.
- Identify effective classroom management approaches for the students and be able to maintain dynamic, enriching, trustworthy environment in the classroom.
- Review and engage with the teaching-learning materials, textbooks and other resources.
- Participate in school activities.
- Work with individual student and groups of students.
- Engage in the process of planning for teaching.

The school internship programme for the 2nd year will include not more than 3 Unit Plans per school subject. The intern will receive support from their faculty supervisors from foundation courses and the concerned subject, who will also assess the intern. The in class experience during school internship will be for a period of 12 weeks (4 consecutive days a week in school) and on the 5th day the interns will attend the institute to interact with faculty for discussing reflective journals and teaching plans for the following weeks. Student-interns will engage with the following:

- Plan to teach one part of the unit each day of the week (students will have the autonomy to revise/alter plans as per the classroom situations).
- Identify topics for units and gather resources and plan lessons.
- Receive feedback from faculty supervisor on daily teaching
- Begin planning for subsequent weeks.
- Participate in a variety of classroom and school activities.
- When appropriate, create opportunities to talk with parents alongside the cooperating teacher.
- Address the strengths and needs of all students in the classroom effectively, appropriately, and consistently.

ROLE OF THE INTERN

In the process of becoming a teacher, the phase of internship is usually the most exciting and intense time in the teacher preparation programme. It is the time to:

- Engage with children and facilitate their learning; encourage democratic practices in the classroom so that children can express themselves with confidence. Plan, implement and assess students and the process of teaching-learning as well.
- Apply educational theory and sound teaching practices in a directed/supervised classroom environment;
- Learn from experience, constructive criticism and example;
- Develop communication with students, professional colleagues and parents and/or guardians; and
- Develop an understanding of the school environment and the symbiotic relationships among stakeholders of the school and the larger community.

The internship is, in short, the capstone activity of the teacher preparation process.

Role of Supervisor

The role of supervisors in the internship phase is that of a real mentor and guide. They will oversee and facilitate the intern in different aspects and stages of their practice teaching. They will also observe and assess the learning of student-teachers and their progress as a teacher. The supervisor is required to observe and assess through their regular meetings with the intern and at least 5 classroom observations.

The supervisor will have to guide the intern as follows:

- In planning the unit systematically to ensure that the plan is in accordance with the learning objectives to be achieved.
- Observing interns' classes and providing timely and detailed feedback.
- The faculty supervisors are responsible for conducting pre and post conferences with schools. During pre-conference, faculty supervisors are to encourage the Interns, inquire and observe about the process of curriculum transaction and create an atmosphere to facilitate the intern. In the post-conference, the faculty supervisor will discuss with the intern in a reflective manner, their strong and weak points. This will help them to assess themselves as per their potential and seek support. Finally they should provide feedback and help interns to improve their teaching.
- One supervisor may work closely with 6-10 students or as per their intake capacity.
- Faculty supervisors may guide the interns in their case study as per their needs and choice.
- Faculty supervisors are to provide space for innovative practices by the Interns and be flexible in their approach.
- Faculty supervisors are also responsible to take the Interns to any Innovative centres of pedagogy and learning and also to assess them on their performance through Report writing, Reflective Journal, Teaching plans and Classroom Observations.

Assessment

Each intern will be assessed internally by the faculty supervisors based on the following grading system:

The Grades /descriptions/percentage obtained shall be determined as below:

Grades	Description	Percentage
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A+	Outstanding	90 to 99
A	Excellent	80 to 89
B+	Very Good	70 to 79
B	Good	60 to 69
C+	Fair	50 to 59
C	Average	40 to 49
D	Unsatisfactory	Below 40

Essential Readings

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Benevolence alone will not make a teacher,
nor will learning alone do it.
The gift of teaching is a peculiar talent,
And implies a need and a craving in the teacher himself
-John Jay Chapman