

DIPLOMA IN ELEMENTARY EDUCATION (D.EL.ED.) – FOURTH SEMESTER

Fourth Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Pedagogy of English Language	5	100
2	Optional Pedagogic Courses (Any one)	5	100
	a. Social Science Education		
	b. Language Education		
	c. Mathematics Education d. Science Education		
3	Diversity, Gender and Inclusive Education	5	100
4	School Internship	7	200
Total		22	

Subject Name: PEDAGOGY OF ENGLISH LANGUAGE

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

- Issues of learning English in a multi-lingual/multi-cultural society: the multi-lingual nature of India, English as the language of „prestige“ and power
- Teaching English as a first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching English in India; key factors affecting second language acquisition
- Perspectives on the „appropriate age“ for beginning the teaching of English: teaching English to young learners.

Unit 2: Approaches to the Teaching of English

- A historical view of English as a Second Language (ESL)
- Behaviouristic and Structural Approaches: grammar-translation method, audio- lingual method
- The Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes etc, socio- psychological factors (attitude, aptitude, motivation, needs, level of aspiration)
- Communicative language teaching: focusing on meaning, role of text books and other resources, role of a teacher and classroom management

Unit 3: Teaching Strategies

- The text book: Critical literacy, personal response to poems and stories, adapting the textbook
- Beyond the textbook: including children“s literature in the classroom (poems, stories, songs etc)
- Listening and Speaking Skills: seeing talk as valuable, reducing teacher-talk time in the classroom, total physical response – simple instructions, story-telling etc., using pair-work and group-work meaningfully to encourage speaking and participation – children as researchers, some activities for the classroom: poems, songs, chants, story-telling, role-play, situational conversations etc.,

vocabulary development: using pictures, flow-charts, word walls; teaching pronunciation, rhythm, stress and intonation.

- Reading: beginning reading - the alphabet method, phonetic method, environmental print, reading with meaning, reading aloud by teacher, using the word-wall; stages of Reading - pre-reading, while-reading and post-reading activities; comprehension skills - guessing meaning from context, word-attack skills; types of reading - Independent reading, setting up reading corners; guided reading and shared reading – making reading buddies; reading aloud and silent reading.
- Writing: providing triggers for writing – brainstorming, discussions, reading; writing as a process - brain storming, drafting, conferencing, publishing/sharing; controlled, guided, and free writing; writing – letters, daily diary/ journals, logs (responding to something read or observed), using pictures.
- Teaching grammar to strengthen language acquisition: teaching grammar as „knowledge about language“, making grammar meaningful and fun.

Unit 4: Learner Assessment

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

Unit 5: Planning and Material Development

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

Suggested Readings:

1. Brewster, E., Girard, D. and Ellis G. (2004). *The Primary English Teacher’s Guide*. Penguin. (New Edition)
2. Ellis, G. and Brewster, J. (2002), *Tell it again! The new Story-telling Handbook for Teachers*. Penguin.
3. NCERT, (2005). National Curriculum Framework, 2005. New Delhi: NCERT.
4. NCERT, (2006). Position Paper National Focus Group on *Teaching of English*. New Delhi: NCERT
5. Scott, W. A. and Ytreberg, L. H. (1990). *Teaching English to Children*. London: Longman.
6. Slatterly, M. and Willis, J. 2001, *English for Primary Teachers: A Handbook of Activities and Classroom Language*, Oxford: Oxford University Press.
7. Fogarty, R. (2006). *Literacy Matters: Strategies Every Teacher Can Use*. USA: Corwin Press pp. 59-62.
8. Wyse, D. and Jones, R. (2001). *Teaching English, Language and Literacy*. New York: Routledge Falmer, pp. 169-175.
9. Browne, A. (2007). *Teaching and Learning Communication, Language and Literacy*. London, UK: Paul Chapman, 175-210.
10. Sahi, J. and Sahi, R. (2008). *Learning through Art*. Eklavya, Bangalore, 125-137

Subject Name: OPTIONAL PEDAGOGIC COURSES (ANY ONE-OTHER THAN CHOSEN IN SEM-II)

a. SOCIAL SCIENCE EDUCATION

Unit 1: Nature of Social Sciences

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

Unit 2: Important Concepts of Social Sciences

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

Unit 3: Children's Understanding, Teaching-Learning Materials and Classroom Processes

Cognitive development of and concept formation among the children in middle/upper primary classes with reference to their age and socio-cultural context; significance of these factors for curriculum and pedagogy; case studies of children's understanding of concepts; children, construction of social science knowledge and classroom interaction; different types of teaching-learning materials for social sciences including community and local sources; analysis of different textbooks of social sciences to understand the perspective about the subject that informs them and how do they position children (look at use of case studies, pictures, story/narration, dialogue and discussion, experiments, comparison, development of concepts); Observation of classrooms to understand and critically evaluate the transaction of the social science curriculum.

Unit 4: Pedagogy and Assessment

Teaching methods: heuristics/discovery method, project method, use of narration, comparisons, observations, dialogue and discussion in social science; concept of data, its sources and evidence in different social science disciplines; difference between fact and opinion, identifying bias and prejudices; use of personal/experiential knowledge for critical thinking; dominant method of evaluation in social sciences based on information recall; alternative ways to evaluate learning: basis of evaluation, types of questions, use of open book examination etc.

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

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

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

Suggested Readings:

1. Batra, P. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, New Delhi: Sage.
2. Chakravarty, U. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*, New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.
3. George, A. and Madan, A. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
4. Kumar, K. (1996). *Learning From Conflict*. Delhi: Orient Longman, pp. 25-41, 79- 80.
5. NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. New Delhi: NCERT, 1-19.
6. Bhattacharya, N. (2009). Teaching History in Schools: The Politics of Textbooks in India". *History Workshop Journal*. 67(1), 99-110.
7. Eklavya, (1994), *Samajik Adhyayan Shikshan: Ek Prayog*, Hoshangabad: Eklavya.
8. George, Alex M. (2004), Children`s Perceptions of *Sarkar*: The Fallacies of Civics Teaching, *Contemporary Educational Dialogue* 1:2, 228-257.
9. Jain, M. (2005). Social Studies and Civics: Past and Present in the Curriculum, *Economic and Political Weekly*, 60(19), 1939-1942.
10. NCERT Social Science Textbooks for classes VI – VIII, New Delhi: NCERT.
11. *Social science Textbooks for classes VI – VIII*, Madhya Pradesh: Eklavya.

b. LANGUAGE EDUCATION

Unit 1: Reading

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

Unit 2: Writing

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

Unit 3: Literature

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

Unit 4: Assessment

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

Suggested Readings:

1. Butler, A. and Turbill, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University.
2. Mason, J. M. and Sinha, S. (1992). Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) *Handbook of Research on the Education of Young Children*, New York: Macmillan. 137-150.
3. Rosenblatt, Louise M. (1980). What Fact Does This Poem Teach? *Language Arts*. 57(4).
4. Tompkins, Gail E. (1994). *Teaching Writing: Balancing Process and Product*. Macmillan; California
5. Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, *Children's Literature in the Reading Programme*. Michigan: International Reading Association.
6. Richards, Jack C. and Theodore S. Rodgers (1986). *Approaches and Methods in Language Teaching: A description and Analysis*. India: Cambridge University Press.

c. MATHEMATICS EDUCATION

Unit 1: Mathematical Reasoning

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

Unit 2: Algebra Thinking

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

Unit 3: Practical Arithmetic and Handling Data

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

Unit 4: Geometric ways of looking at space and shapes

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

Unit 5: Communicating Mathematics

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

Unit 6: Issues about Assessment in Mathematics

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

Suggested Readings:

1. Haylock, D. (2006), *Mathematics explained for Primary Teachers*, New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321.
2. IGNOU (2007). *Learning Mathematics (LMT)1-6*, School of Sciences, New Delhi 3. Post, Thomas R., (1992). *Teaching Mathematics in Grades K-8: Research-Based Methods*. Washington D.C.: Allyn and Bacon. Chapters 8 and Chapter 15
3. Stewart, I. (1970). *Making Mathematics Live: A hand book for primary teachers*. Australia: Angus and Robertson. Chapters 2.
4. Zevenbergen, R., Dole, R., Wright R. J. (2004). *Teaching Mathematics in Primary Schools*. Allen & Unwin; (First South Asian Edition). Chapter 12 and Chapter 14.

d. SCIENCE EDUCATION

Unit 1: Revisiting School Science Concepts

- Investigating different themes and interdisciplinary concepts using children's questions.
 - How do clouds form?
 - How do plants and animals utilize their food?
 - How does an electric bell work?

Where all does the rain water go?

Why does a candle become short on burning?

How do babies develop inside mothers?

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

Unit 2: Understanding what is Science and Children's Ideas in Science

Nature of science

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

Children's ideas related to science concepts

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

Unit 3: Classroom Transaction and Assessment

- Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts
- Science- museums, field trips, projects and exhibition.
- Developing different assessment strategies including appropriate questions for paper pencil tests.
- Preparing Unit plans based on concept maps.
- Assessing teaching-learning materials such as books, films, multimedia packages for their relevance and age appropriateness.

Unit 4: Science for All

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

Suggested Readings:

1. Bloom, J. W. (2006). *Creating a Classroom Community of Young Scientists*. New York: Routledge.
2. Driver, R., Squires, A., Rushworth, P. and Wood- Robinson, V. (1994). *Making Sense of Secondary Science: Research into Children's Ideas*. New York: Routledge Falmer.
3. Griffin, J. (2004). Research on students and Museums: Looking More Closely at the students in School Groups. *Science Education*, 88(suppl. 1), S59-S70.
4. Harlen, W. (2006). *Teaching, Learning and Assessing Science 5 – 12*. UK: Sage.
5. Harlen, W. Elstgeest, J. (1992). *UNESCO Source Book for Science in the Primary School*, New Delhi: NBT.

6. Martin, D. J. (2009). *Elementary Science Methods- A Constructivist Approach*. Belmont CA: Thomson Wadsworth. 5th Edition.
7. Wellington, J. J. and Osborne, J. (2001). *Language and Literacy in Science Education*. California: Open University Press. Chapter 6: Discussion in School Science: Learning Through Talking, Chapter 5: Writing for Learning Science.
8. Driver, R. (1996). *Young People's Images of Science*, Milton Keynes-London: Open University Press.
9. Rampal, A. (1992). Images of Science and Scientists a study of School Teachers' Views. I. Characteristics of Scientists. *Science Education*. 76(4), 415-436.
10. Brickhouse, N. (2001). Embodying Science: A Feminist Perspective. *Journal of Research in Science Teaching*, 38(3), 282-295.
11. Kurth, A., Anderson, W.C., Palincsar, S. (2002). The Case of Calra: Dilemmas of helping all students to understand Science, *Science Education*, 86, 287-313.
12. Shiva, V. (2002). *Water Wars* Cambridge, USA: South end press.

Subject Name: DIVERSITY, GENDER AND INCLUSIVE EDUCATION

Unit 1: Inclusive Education

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

Unit 2: Children with Special Needs

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

Unit 3: Gender, School and Society

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

Essential Readings

1. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.
2. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage.
3. Frostig, M, and Maslow, P. (1973). *Learning Problems in the lassroom: Prevention and Remediation*. New York: Grune & Stratton.
4. Giffard-Lindsay, Katharine (2007). *Inclusive Education in India: Interpretation, Implementation, and Issues*. CREATE PATHWAYS TO ACCESS Research Monograph No 15, September. New Delhi: <http://eprints.sussex.ac.uk/1863/01/PTA15.pdf>
5. Jeffery, P. and Jeffery R. (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian NUEPA. Histories*. New Delhi: Stree in association with the Book Review Literacy Trust, 125-171.
6. Ghai, A. (2001). Marginalization and Disability: Experiences from the Third World in M. Priestly (ed.) *Disability and the Life Course: Global Perspectives* Delhi: Cambridge University Press.
7. Ghai, A. and Sen, A. (1991). Play and the Mentally Handicapped Child. *Digest*, Vol. 4 (1).
8. Kumar, K. (2008). Anusuchit Jatiyon aur Janjatiyon ka Shaekshik Anubhav in Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshipli (also available in English *Sociological Perspectives in Education: A Reader*)
9. Kumar, K. (1988). *What is Worth Teaching?* New Delhi: Orient Longman. Chapter 6: Growing up Male. 81-88.

10. Razzack, A. (1991). Growing Up Muslim. *Seminar, Identity: A Symposium on Definitions of the Self*, 387, 30-34.

Subject Name: SCHOOL INTERNSHIP

Note: The Normal Rule and Regulation pertaining to the Examination and other issues will be applicable in Faculty of Education and Special Education as per Arunachal University of Studies Act 2012, Subsequent Statute and Rules & Regulations.