

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

<b>Second Semester</b>			
<b>S. No.</b>	<b>Name of Subject</b>	<b>Credits</b>	<b>Total Marks</b>
1	Understanding Language and Early Literacy	5	100
2	Pedagogy across the Curriculum	5	100
3	Mathematics Education for the Primary School Child	5	100
4	Proficiency in English	5	100
5	Creative Drama, Fine Arts & Education	2	100
<b>Total</b>		<b>22</b>	

**Subject Name:** UNDERSTANDING LANGUAGE AND EARLY LITERACY

**Unit 1: Nature of language**

- Rule governed system and language
- Relationship of Language and Society: Identity, power and discrimination
- Nature of multilingualism: Differential status of Indian language classroom
- Critiquing state policies on language and education

**Unit 2: Language Acquisition**

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

**Unit 3: Language across the Curriculum**

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

**Unit 4: The classroom practices and possibilities**

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

**Unit 5: Assessment**

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

### **Suggested Readings:**

1. Anderson, R.C. (1984). Role of the Reader's Schema in Comprehension, Learning and Memory. In R.C. Anderson, J. Osbon & R.J. Tierney (Eds.) *Learning to Read in American schools: Based Readers and content texts*. Hillsdole, NJ: Lawrance Erlbaum Associates.
2. Armbruster, Bonnie B. (1984). The Problem of "Inconsiderate Text" In Duffy, G. G. (eds.) *Comprehension Instruction, Perspectives and Suggestions*. Longman Chapter 14.
3. Kumar, K. (2007). *The Child's Language and the Teacher*. India: NBT.
4. Labov, W. (1972). The logic of Non- Standard English. In *Language in Education*. Prepared by Language and Learning course Team. London: Routledge. 198-211.
5. Monson, R. J. (1991). Charting a New Course with Whole Language. *Education Leadership*. 48(6), 51-53.
6. Sinha, S. (2000). Acquiring Literacy in Schools. *Redesigning Curricula: A symposium on working a framework for School education*. September, 493.
7. Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Sieruhn and P. Pluddemonn (Eds.) *Multilingual education for South Africa*. Johannesburg, South Africa: Heinemann. 3-7.
8. Butler, A. and Turnbill, J. (1984). *Towards Reading-Writing Classroom*. New York: Primary English Teaching Association Cornell University, Chapter 2 and Chapter 3.
9. 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.
10. Pinnell, G.S. (1985). Ways to Look at the Functions of Children's Language. In A. Jaggar, M. Trika and Smith-Burke (eds.) *Observing the language learner*. Newark, DE: International Reading Association, 57-72.
11. Rhodes, L. K. and Shanklin N. L. (1993). *Windows into Literacy*. UK: Heinemann, The University of Michigan. Chapter 4: Assessing Language Systems and Strategies in Reading.
12. Rothleen, L. and Meinbach A. M. (1991). *The Literature Connection: Using Children's Books in Classroom*, Tucson, USA: Good Year Books.

### **Subject Name: PEDAGOGY ACROSS THE CURRICULUM**

- a. SOCIAL SCIENCE EDUCATION
- b. LANGUAGE EDUCATION
- c. MATHEMATICS EDUCATION
- d. SCIENCE EDUCATION

### **(Detailed Syllabus is in Semester IV)**

### **Subject Name: MATHEMATICS EDUCATION FOR THE PRIMARY SCHOOL CHILD**

#### **Unit 1: Pedagogical Content Knowledge**

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

#### **Unit 2: Perspective about Mathematical Knowledge**

- Aspects of mathematical knowledge: Conceptual and Procedural

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

### **Unit 3: Children's Conceptualisation of Mathematics**

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

### **Unit 4: Aspects of Teaching Mathematics**

- Beliefs about teaching-learning processes
- Planning for teaching
- Hidden curriculum: Social justice, gender differences, individual differences, Inclusive environment

### **Unit 5: Assessment**

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

### **Suggested Readings:**

1. Haylock, D. (2006). *Mathematics Explained for Primary teachers*. New Delhi: Sage Publication, Chapter 22: Measurement, 247-263.
2. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. London: Penguin.
3. Skemp, Richard R. *Mathematics in the Primary School*. London: Roulledge. Chapter 3: The formation of Mathematical Concepts, Chapter 4: The Construction of Mathematical Knowledge, Chapter 5: Understanding Mathematical Symbolism, 49- 71, 72-89, 90-108.
4. Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods*. Callifornia: Allyn and Bacon, Chapters 1,Chapter 4, Chapter 5, Chapter 6, and Chapter7.
5. Zevenbergen, R., Dolley, S. And Wright Robert J., (2005), *Teaching Mathematics in Primary Schools*. Australia: Allen & Unwin; (First South Asian Edition). Chapter 2, Chapter 3, Chapter 7 and Chapter 9.
6. Carraher, T. N., Schliemann A. D. and Carraher, D. W. (1988). Mathematical concepts in everyday life. In G. B. Saxe & M. Gearhart (Eds.). *Children's mathematics. New Directions for Child Development*. San Francisco: Jossey-Bass, 71-87.
7. IGNOU, AMT – 01 *Teaching of Primary School Mathematics*. New Delhi: IGNOU.
8. IGNOU, LMT – 01, *Learning Mathematics*. New Delhi: IGNOU.
9. Wood, D. (1998). The Mathematical Mind. In *How Children Think and Learn*. UK: Blackwell Publishing, Chapter 8, 225-255.

### **Subject Name: PROFICIENCY IN ENGLISH**

#### **Unit 1: Nature of Language**

- What is a language: first, second and foreign language?
- Language as a means of communication and thinking
- Communicative language teaching
- Constructing knowledge in the classroom

- Understanding the importance of a language-rich classroom.

## **Unit 2: Listening and Speaking**

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

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

### *Teaching Listening and Speaking Skills*

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

## **Unit 3: Reading**

### *Acquisition of Reading Skills*

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

### *Teaching Reading Skills*

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

## **Unit 4: Writing**

### *Improving Writing Skills*

- Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases
- Different forms of writing – letters (application, complaint, permission, invitation), messages, notices and posters
- Genre writing
- Doing the above to experience the process of writing: brainstorming, drafting, editing, conferencing, modifying, revising, publishing

### *Teaching Writing Skills*

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

## **Unit 5: Grammar**

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

**Suggested Readings:**

1. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.)*. Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvolutri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
4. Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.
5. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press
6. Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
7. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press

**Subject Name:** CREATIVE DRAMA, FINE ARTS & EDUCATION