

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

Third Semester			
S. No.	Name of Subject	Credits	Total Marks
1	Cognition, Learning and the Socio-Cultural Context	5	100
2	Teacher Identity and School Culture	5	100
3	School Culture, Leadership and Change	5	100
4	Pedagogy of Environmental Studies	5	100
5	Children's Physical and Emotional Health, School Health and Education	2	100
<b>Total</b>		<b>22</b>	

**Subject Name:** COGNITION, LEARNING AND THE SOCIO-CULTURAL CONTEXT

**Unit 1: Learning and Cognition**

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

**Unit 2: Play**

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

**Unit 3: Language and Communication**

- How do children communicate?
- Perspectives in language development (with references to how children acquire language at early age): Skinner; social learning theory of Bandura and Walters; Nativist- Chomskian perspective.
- Comparison of these theoretical approaches to arrive at a critique of behaviourism

- The uses of language: Turn taking, interactions, conversations, listening.
- Socio- cultural variations in language: accents, differences in communication, linguistic variation, implications for a multicultural classroom.
- Bilingual or Trilingual children: implications for teachers- multilingual classrooms; story telling as a pedagogic tool.

#### **Unit 4: Self and Moral development**

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

#### **Suggested Readings:**

1. Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.
2. Elkind, D. (1976). *Child Development and Education*. Oxford University Press.
3. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
4. Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
5. Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222- 253.
6. Snowman, B. R. and Snowman, J. (1996). *Psychology Applied to Teaching*. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.
7. Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
8. Donaldson, M. (1986). *Children's Minds*. UK: Harper Collins Publishers Ltd. Chapter 1: The School Experience, Chapter 2: The Ability to Decentre.
9. Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517.
10. Holt, J. (1967). *How Children Learn*. London: Penguin.
11. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
12. Siegler, R. and Alibali, M.W. (2005). *Children's Thinking*. (4th edition). New Jersey, USA: Prentice Hall. Chapter 1: An introduction to children's thinking, Chapter 3: Information-processing theories of development, Chapter 5: Sociocultural theories of development, Chapter 9: The development of social cognition.
13. Vygotsky, L. S. (1997). Interaction between Learning and Development in Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.

**Subject Name:** TEACHER IDENTITY AND SCHOOL CULTURE

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

### *Objectives*

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

### *Workshop Themes*

- Exploring the personal vision of education and teaching and learning process
- Learning from the vision of leading educational thinkers
- Understanding the psychological attitudes and skills of a good facilitator/ educator
- Learning from one's own experiences of being taught/reflecting on characteristics of teachers who were role models
- Understanding the teacher's role, rights and responsibilities/ethics in the contemporary context.

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

### *Objectives*

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

### *Workshop Themes*

- Helping students to examine contextual factors that influence education: cultural- historical and political factors, the role of community and family
- Hidden agenda in the education curriculum: reflections on gender-stereotyping, socio- economic inequities, prejudice against communities on the basis of caste, language, religion, differently-abled persons and role of the teacher etc.
- Undertaking short case studies/fieldwork to understand the above during school internship

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

### *Objective*

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

### *Workshop Themes*

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

## **Unit 4: Creating a Positive Classroom Culture**

### *Objective*

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

### *Workshop Themes*

- Classroom dynamics and issues of fear and trust; competition and co-operation; freedom and discipline; individual differences and grouping
- Examining Issues of power equations between teachers and students.

- Interrogating issues of superstition, conventional religion, rationality, morality and the science of spirituality

- Peace and conflict resolution

### **Unit 5: Developing Research Skills**

#### *Objectives*

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

#### *Workshop Themes*

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

#### **Suggested Readings:**

1. 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.
2. *Danger school*, (1996). Mapusa, Goa, India: Other India Press.
3. Dewey, J. (1897). *My Pedagogic Creed*, *School Journal*, Vol. 54.
4. Gupta, L. (2008). Making of a Teacher, *Seminar*, No. 592, 22-27.
5. Krishnamurti, J. (1974). *On Education*, Ojai, California, USA: Krishnamurti Foundation Trust.
6. Sri Aurobindo and The Mother, (1956). *On Education*, Pondicherry, India: Sri Aurobindo Ashram.
7. *The Good Teacher and the Good Pupil*, (1988). Auroville, India: Sri Aurobindo International Institute of Educational Research.
8. Ashton, S. Warner (1986). *Teacher*, Baker City: Touchstone Books.
9. Kuranyangi, T. (1993). *Totochan*. New Delhi, India: National Book Trust.
10. Anjum, S. (2006). *Life at Mirambika: a Free Progress School*, New Delhi: NCERT.
11. Huppés, N. (2001). *Psychic Education: A Workbook*, Pondicherry, India: Sri Aurobindo Ashram.
12. Kohn, A. (1986). *No Contest: The Case against Competition*. Boston: Houghton Mifflin.

### **Subject Name: SCHOOL CULTURE, LEADERSHIP AND CHANGE**

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

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

#### **Unit 2: School Effectiveness and School Standards**

- What is school effectiveness and how it is measured?
- Understanding and developing standards in education
- Classroom management and the teacher
- lesson plans, preparation for transaction and inclusive education
- communication in the classroom and multiple learning levels in the classroom

### **Unit 3: School Leadership and Management**

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

### **Unit 4: Change facilitation in Education**

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

#### **Suggested Readings:**

1. Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India*. New Delhi: NIEPA.
2. Early, P. and Weindling, D. (2004). A changing discourse: from management to leadership. In Early, P. and Weindling, D. (eds) *Understanding School Leadership*, UK: Paul Chapman Publications,
3. Fullan, M. (1993). Why Teachers Must Become Change Agents. In *Educational Leadership*, 50 (6).
4. 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.
5. Majumdar, S. (1990). Infrastructure and Educational Administration". In Mukhopadhyay and Parkar, *Indian Education: development since independence*. New Delhi: Vikas Publications.
6. NCERT, Educational Statistics of India, New Delhi (issues of the last decade)
7. Senge, P. (2000). The Industrial Age System of Education. In *Schools that Learn*, London: NB, 27-58.

#### **Subject Name: PEDAGOGY OF ENVIRONMENTAL STUDIES**

### **Unit 1: Concept of Environment Studies**

- Scope of EVS as a curricular area at the primary level
- Curriculum Organization:
  - (a) EVS as an integrated area of study that draws upon understanding from Science, Social Science and Environmental Education
  - (b) EVS as EVS (Science) and EVS (Social Science)Students study different syllabi to see how curricular vision takes the shape of syllabus
- Engaging with debates around issues like water, forest, fuel and their distribution.  
(discussions can take place around readings, films and documentaries)

### **Unit 2: Understanding Children's Ideas**

- Perspectives in EVS Learning – Piaget, Vygotsky, Bruner, and Ausubel.
- Children's Ideas – Preconceptions, Alternative Conceptions.
- Characteristics of Children's Ideas, Researches on Children's Ideas.
- Implications of understanding children's ideas for classroom transaction.

- Analysing school textbooks for age appropriateness, relevance, based on the above.

### **Unit 3: Classroom Transaction and Assessment**

- Ways of conducting inquiry: activities, discussion, and small group work, field visits, project, surveys, experimentation etc.
- Process Skills in EVS

Student-teachers organize simple activities for children like experiments to see what floats and what sinks in water, visit to nearby clinic, pond, stable, market, grouping flowers, seeds, leaves, analysis of newspapers reports by children. This will give them a chance to understand how children engage with ideas, make linkages, classify, analyse, kind of questions they ask, express themselves.

- Different ways of assessment and reporting assessment for further learning Student-teachers use multiple ways of assessment using children's photographs, drawings, narratives, children's discussion etc while teaching in school.

They prepare students' portfolios and report children's progress on various indicators such as expression, concern for justice, equality etc.

### **Unit 4: Planning for Teaching**

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

### **Suggested Readings:**

1. NCERT, (2005). *National Curriculum Framework*. New Delhi: NCERT.
2. NCERT, (2005). *Syllabus for Elementary Classes- Volume I*. New Delhi: NCERT.
3. Raina, V. and Singh, D. P. (2001). What is Science. *Dispatch*, October-December.
4. Sarabhai, V. K, Pandya, M. and Namagiri, R. (2007). „Tbilisi to Ahmadabad– The Journey of Environmental Education–A Source book“ *Centre for Environment Education, Ahmedabad*.
5. Seminar Proceedings, Seminar on EVS organized by Vidya Bhawan, Udaipur, 1995-96.
6. Guesene, E. and Tberghiem, A. (1985). *Children's Ideas in Science*, Milton Keynes: Open University Press.
7. Harlen, W. Elstgeest, J. (1998). *UNESCO Source Book for Science in the Primary School*, New Delhi: NBT.
8. NCERT, (2008). *Source Book on Assessment for Classes I – V*, Environmental Studies, New Delhi: NCERT.
9. Chiappetta, E. L., Koballa, T. R. and Collette, A. T. (1998). *Science Instruction in Middle and Secondary Schools*, New Jersey: Merrill.
10. Pollard, A. (2002). *Reflective Teaching*, London: Continuum.
11. Agnihotri, R., Khanna, K. and Shukla, A. L. (1994). *Prashika*, Eklavya's Innovative Experiment in Primary Education.
12. Centre for Science and Environment, *Citizen's Reports*, New Delhi. especially the 2nd Report.
13. Mishra, A. (2004). *Aaj bhi Kharein hai Talaab*, Gandhi Peace Foundation, 5th Edition.
14. Sainath, P. (1996). *Everybody Loves a Good Drought- Stories from India's Poorest Districts*, Penguin Books.

15. Shiva, V. (2000). *Stolen Harvest: The Hijacking of Global Food Supply*, Cambridge, UK: South End Press.
16. Driver, R. (1981). Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
17. Driver, R., Squires, A., Rushworth, P. and Wood-Robinson, V. (2006). *Making Sense of Secondary Science: Research into Children's Ideas*, London: Routledge Falmer.
18. George, Alex M. (2007). *Children's Perception of Sarkar- A critique of Civics Text books*, Bhopal: Eklavya.
19. NCERT, (2008). *Source Book on Assessment for Classes I–V*. Chapter 2: Environmental Studies, New Delhi: NCERT.
20. Piaget, J. (1930). *The Child's Conception of Physical Causality*. London: Kegan Paul, Trench, Trubner & Co. Ltd.

**Subject Name:** CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH, SCHOOL HEALTH AND EDUCATION

### **Unit 1: Understanding Health and Well- Being**

- 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**

- 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**

- 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

### **Suggested Readings:**

1. *Aao Kadam Uthaein: Ek Sahayak Pustika*, USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)
2. Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.
3. 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.
4. Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU
5. Midday Meals- A Primer, (2005). *Right to Food Campaign*, Delhi.

6. 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
7. Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, *Chapter 36- Childhood Illnesses*, Chennai: Orient Longman.
8. Deshpande, M. R. Dasgupta, R.V. Baru and A. Mohanty, (2008). The Case for Cooked Meals: Concerned Regarding Proposed Policy Shifts in the Mid-day Meal and ICDS Programs in *Indian Paediatrics*, 445-449
9. Dasgupta, R., Baru, R.V. Deshpande, M. and Mohanty, A. (2009). *Location and Deprivation: Towards an Understanding of the Relationship between Area Effects and School Health*, Working Paper, New Delhi: USRN-JNU.
10. 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.
11. Zurbrigg, S., (1984), *Rakku's Story- Structures of Ill Health And Sources of Change*, Centre for Social Action, Bangalore, 19-41, and Chapters 1 and 2.

### **Unit 1: Developing a Critical Perspective towards Health Education and**

#### **Pedagogical Aspects of Teaching Health**

- Critical Reflection on the concept of Health Education Behaviour Change models v/s Health Communication approach
- Case Studies of Health Education approaches - eg: Eklavya, Madhya Pradesh, FRCH, Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc.
- School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya, SHEP, FRCH, Unicef (Nali kali Strategy- School Sanitation and Hygiene Education)

#### **Unit 2: Knowledge and Skills Development for Health Education:**

- Food and Nutrition;
- Communicable Diseases;
- Understanding One's body, Alternative systems of health and healing;
- First Aid (Workshop Mode);
- Child Abuse: This sub theme explores the meaning of abuse; its various forms and impacts; legal provisions. It also covers issues of corporal punishment and child sexual abuse. The idea is to build awareness/reflection as well as equip with basic skills/information to be able to respond to such situations as a teacher.
- Principles and benefits of Yoga

#### **Unit 3: Understanding Emotional Health Needs, Diversity and Inclusion**

- Understanding Emotional Health- self reflective journey
- Emotional Health- Physical Health- Cognition linkages
- School Practices and what these do to a child's emotional well-being
- Diversity in the classroom- different learners, different needs and the concept of inclusion
- Learning Disabilities and engagement in the classroom

#### **Unit 4: Physical Education as integral to health and education**

- Need for Physical Education; Linkages to health and education
- Physical Education and „Play“
- Supervising and guiding children



- Development of team spirit, coordination, cooperation
- Diversity in capabilities and interests

**Suggested Readings:**

1. Agarwal, P. (2009). Creating high levels of learning for all students together, *Children First*, New Delhi. (Hindi and English).
2. Ashtekar, S. (2001), *Health and Healing: A Manual of Primary Health Care*, Chapters 1, 3, 7, 8, 40. Chennai: Orient Longman.
3. Iyer, K. (2008), *A look at Inclusive Practices in Schools*. Source: RRCEE, Delhi University,
4. Sen, S. (2009), *One size does not fit all children*, Children First, New Delhi. (Hindi and English)
5. Shukla, A. and Phadke, A. (2000). Chapter- 2, 3, 4, 6 and 8. *Swasthya Sathi: Bhag 1*, Pune: Cehat.
6. VHAI (Voluntary Health association of India, 2000). *Mahamari ka roop le sakne wali beemariyan/swasthya samasyaein*, New Delhi: VHAI. (Hindi and English Versions).
7. *Chhodo Re Chhadi*, (2007). Plan India, Delhi. (Resource book on Corporal Punishment)
8. Infocus Vol 2, No 2, March, 2009, *Zero Tolerance for Corporal Punishment*. Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.
9. Infocus, Vol 2, No 3, August, 2009, *More guidelines to stop Corporal Punishment*. Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.