

Syllabus

Cognition, Learning and Child Development

Unit - 1

Concept and Process of Learning

- ☞ Learning: concept and process of learning, types of learning (classification of learning).
- ☞ Learning and memory improvement, Memory storage, Disregard, Oblivion.
- ☞ Memory storage, Disregard, Oblivion Transfer of learning Basic ideas of Behaviorism and their implications. Educational implications.
- ☞ Concept and Types of learning difficulties.
- ☞ Individual and socio-cultural differences in learning.

Unit - 2

Concept Formation and Thinking in Childhood

- ☞ Meaning of concept: Mental processes in concept formation
- ☞ Factors affecting development of concepts in childhood
- ☞ Development of concept of self, time, space, causation
- ☞ Bruner's model of concept learning
- ☞ Piaget's and other psychologists views on concept formation

Thinking and reasoning

- ☞ Concept and nature of thinking
- ☞ Instruments of thinking: perception, image, concept, symbols, signs, formulate
- ☞ Favourable and unfavourable conditions in thinking
- ☞ Linkages between thinking and learning.

Unit - 3

Cognition and Learning

- ☞ Introduction of concept, Piaget's Cognitive theory, what is learning, cognitive development structures and process, symptoms of cognitive duality in different stages, its importance in the context of teaching learning.

- ☞ Introduction, general heredity rules, concept of ZPD, tools and icons in development, its importance in the context of teaching.
- ☞ Basic brain construction (working memory, long term memory, attention, encoding and retrieval, creation of knowledge in the form of change in declarative memory and learning scheme change or change in concept, how do they change in continuous fashion.
- ☞ To understanding the difficulty of learning.

Unit - 4

Language and Communication

- ☞ How do children communicate.
- ☞ Perspective in language development, how do children learn it (with reference to how children acquire language at early.
- ☞ Language in initial age.
- ☞ Principal of active contract of Skinner; social learning theory of Bandura and Walters.
- ☞ Nativist-Chomskian perspective
- ☞ Comparison of these theoretical perspectives from the point of view of pragmatism.
- ☞ **Use of language** : conversation participation, conversation, talking and listening.
- ☞ **Socio-cultural diversity in language** : Pronounced, difference in conversation, linguistic diversity, its importance for multicultural class.
- ☞ Bilingual and trilingual children: its importance for teachers-multilingual class, storytelling as teaching.

Unit - 5

Play, self and moral development

- ☞ Meaning of Play, characteristics, kinds and types of Play.
- ☞ **Play and its functions** : Linkages with the physical, social, emotional, cognitive, language and motor.
- ☞ **Concept of games and group dynamics** : Rules of games, how do children learn to resolve and resolve differences?
- ☞ **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.

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Syllabus

Understanding of Society, Education and Curriculum

Unit - 1

Philosophical Understanding of Education

- ☞ Exploring and inquiring into the nature and need of education in human societies.
- ☞ Relationship between schooling and education and exploring various educative processes in human societies.
- ☞ Schooling and Education as visualized by different western and Indian thinkers: Rousseau, Dewey, Montessori, Gandhi, Tagore, Krishnamurthi, Aurobindo, Karl Marx.
- ☞ Understanding the basic assumptions about human nature, society, learning and aims of education.

Unit - 2

Aims of Education

- ☞ Concept of Development and Development of Children.
- ☞ Aims and goals of education (aims and values).
- ☞ Education for social change and social transformation.
- ☞ Understanding the following basic concepts in relation to education of children
 - (a) Social Diversity and Equality, Inequality in allocation of resources, opportunities and availability of basic needs.
 - (b) Equity
 - (c) Quality
 - (d) Rights and duties
 - (e) Human and Child Rights
 - (f) Social Change and Social Development
 - (g) Social Justice: Understanding the Preamble and basic concepts in Indian Constitution, role of education to ensure Fundamental Rights.

Unit - 3

Education, Politics and Society

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

- ☞ Political nature of education
Teacher and society : A critical appraisal of teacher's status.

Unit - 4

Learning, Learner and Teaching

- ☞ Learning : concept and nature.
- ☞ Learning, knowledge and skills : different ways of learning.
- ☞ Meaning of teaching and its relationship with learning and learner.
- ☞ Socialization and learning: understanding influences and factors that shape learner's identity.
- ☞ Learners in Context: Situating learner in the socio political and cultural context.
- ☞ Constructs of childhood: critical examination of the universal construct of childhood.

Unit - 5

Knowledge and Curriculum

- ☞ Child's construction of knowledge: attaining knowledge through activity and experience.
- ☞ Body of knowledge and children's construction of knowledge.
- ☞ Concepts of Belief, Information, Knowledge and Understanding.
- ☞ Different kinds of knowledge and their validation processes.
- ☞ Processes and criteria for curriculum selection and construction.
- ☞ Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks.
- ☞ Indigenous knowledge Vs. Scientific knowledge Vs. Religious Knowledge.
- ☞ School knowledge Vs. Everyday Knowledge /Informal and Out of School Knowledge.
- ☞ Approaches to Curriculum Organization and Development.
- ☞ Curriculum, Pedagogy and Assessment of Children.

Mode of Transaction

- ☞ Critical thought and questioning should be the basis for the transaction as well as should be further honed.
- ☞ Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode.
- ☞ Teachers should incorporate seminars, discussions, movie appraisals, group-work, field works, projects and the close reading of articles, policies, documents.
- ☞ The connections between all the five units must be sought.
- ☞ The units are to be studied by keeping the socio-historical-political context in mind Essential.



Syllabus

Emerging Gender and Inclusive Perspectives in 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



Syllabus

School Culture, Leadership & Teacher Development

Unit - 1

Structures and Processes of the Indian Education System

- ☞ Types of schools under various administrative systems.
- ☞ Role and Accountability of Educational officers.
- ☞ Relationships between support organizations and the schools.
- ☞ Understanding and interpretation of education policies affecting school management.
- ☞ What is school culture, organization, leadership and management.

Unit - 2

School Effectiveness and School Standards

- ☞ School Effectives : Need, Scope and measurement.
- ☞ Understanding and developing standards in education.
- ☞ Classroom management and the teacher.
- ☞ Road plan for inclusive education, preparation of class arrangement and inclusive education
- ☞ Communication in the classroom and multiple learning levels in the classroom.

Unit - 3

School Leadership and Management

- ☞ Administrative leadership.
- ☞ Team leadership.
- ☞ Academic 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 child.
- ☞ Educational and school reform issues.
- ☞ Preparing for and facilitating change in education.

Unit - 5

Understanding Teacher Development

- ☞ Concepts of Teacher Development, Teacher Education and Teacher Training.
- ☞ Impact of Teacher Development on Teachers, Students, Organizations and Community.
- ☞ A brief introduction to the development of literacy -education in India.
- ☞ Changing Context of Teacher Education in the Global Scenario
Pre-Service and In-service Teacher Education: concept, nature, objectives and scope.
- ☞ Recommendations of various commissions and committees concerning Teacher Education system.
- ☞ Impact of NPE, 1986 and its POA on Teacher Education system.
- ☞ Role and functions of IASEs, DIETs, CTE
- ☞ Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA,
- ☞ SCERT etc.



Syllabus

Proficiency in English

Unit - 1 Status of English in India

- English around us
- English as associated official language in multi cultural India.
- English as second/foreign language

Unit - 2 Listening & Speaking

- Listening with comprehensive simple instructions, public enhancements telephone conversation, radio/TV.
- Enhancing listening and speaking abilities through discussions, role-play, interaction radio instruction (IRI) programmes.
- Using role play, drama, story telling, poems, and songs as a pedagogical tool.
- Listening to oral discourses (speech, discussion, news, sports commentary, interviews, announcements, ads etc.)
- Producing oral discourses (speech, discussion, news sport, sports commentary, interviews, announcements, ads etc.)

Unit - 3 Reading

- Skills of reading, skimming, seaming, extensive and intensive reading, reading about silent reading.
- Reading for global and local comprehension.
- Critical reading – process postulates and strategies.

Unit - 4 Writing

- Writing text and identifying their features. Texts may include descriptions, conversation, narratives, biographical sketches, plays, poems, letters, reports, reviews, notices, adverts, brochures etc.
- Editing text written by one self and others.
- Error analysis

Unit - 5 Vocabulary & Grammar

- Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms.
- Word formation enrichment of vocabulary abbreviation
- Type of sentences (simple, complex and compound)
- Classification of classes based on structure and function
- Voice, narration.

Syllabus

Yoga Education

Unit - 1

Introduction to Yoga and Yogic Practices

- ☞ Definition and classification of postures.
- ☞ Precautions while doing the posture.
- ☞ Classification of postures- meditative posture, Resting seat posture, Body posture, Standing postures, Lying flat Posture, Lying on the back Posture.
- ☞ Meaning of Surya Namaskar, Conditions and Benefits.

Unit - 2

Introduction to Yogic Texts

- ☞ Meaning and Types of Pranayama.
- ☞ Meaning of Puraka, Kumbhaka and Rechaka.
- ☞ Puraka in the practice of pranayama.
- ☞ Ratio of Puraka and Rechaka.
- ☞ Secret of Pranas.
- ☞ Main life and lessons and their introduction (Pran, Apana, Saman, Vyan, Udan).
- ☞ Up pran-Naga, Kurma, Krikala, Devdatta. Dhananjaya.
- ☞ Precautions to be kept in the practice of Pranayama.

Unit - 3

Yoga and Health

- ☞ Meaning of bandhan - Types, benefits.
(Jalandhar bandh, uddiyan bandh and mulbandh)

- ☞ Meaning of posture- Types and benefits.
- ☞ Chin mudra, Wisdom posture, Gyan mudra, Brahma mudra, Yog mudra, Ashvini mudra, shambhvi mudra, Apana mudra, Prithvi mudra.
- ☞ Types of purification actions-methods of practice, benefits and necessary precautions (dhouti, vasti, Neti, Nouli, Tratak and kapal bhati).

Unit - 4

Applied Yoga for Elementary Education

- ☞ Maharshi Vashistha, Maharshi Patanjali, Adi Shankracharya, Guru Gorakhnath, Yogi Bhatrahari, Swami Shivanand, Swami Kuvalayananda, Swami Vivekananda.



Syllabus

Pedagogy of Environmental Studies (For Early Primary and Primary)

Unit - 1 Concept of EVS

- ☞ Meaning, Scope and Importance of EVS, its Evolution as a Curricular Area at Primary Level.
- ☞ EVS as an Integrated Area of Study: Drawing upon Understanding from Science, Social Science and Environmental Education.
- ☞ Different Perspectives on EVS:, Prashika program (Eklavya's Innovative Experiment in Primary Education), NCF-2005, NCF-2005.
- ☞ To see how curricular vision takes the shape of syllabus.

Unit - 2 Understanding Children's Ideas

- ☞ Knowledge that a 5-12 Year Child Has (Ideas and alternative conceptions).
- ☞ How this knowledge is acquired? (How Children Learn?)
- ☞ Concept of space, time (historical time).
- ☞ Relating Cognitive Growth of Children to The Development of Concepts with Reference to EVS (Piaget).
- ☞ A Review (analysis) of Different Sets of Curricular Materials Including Textbooks (For age appropriateness, Relevance based on the above).

Unit - 3 Teaching of EVS and Assessment

- ☞ Process Approach in EVS: Process Skills- simple experiments, observations, classification, proving questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.
- ☞ Map-Picture Differentiation, Map Reading.

- ☞ Ways of conducting inquiry: Activities, Discussions, Group work, Field visits, Survey, Experimentations, etc.
- ☞ Using Children's Ideas as a Tool for Learning.
- ☞ Role of Teacher in Classroom Transaction.
- ☞ Integration of Subjects (Language and Mathematics).
- ☞ Use of Information Communication Techniques(ICT) in the classroom.
- ☞ Assessment and evaluation-definition, need and importance different methods of assessment and use of assessment for learning in future.

Unit - 4

Planning for Teaching EVS

- ☞ Planning - Concept Need and Importance.
- ☞ Need to make planning effective.
- ☞ Examples of teaching of environmental study.
- ☞ Addressing children's alternative conceptions : Some experiences.
- ☞ Concept map and thematic Web charts.
- ☞ Evolving a Unit Plan Framework and Use.
- ☞ To collect resources.
- ☞ Resource Pool of Materials : Locally available Materials.
- ☞ Audio-visuals and Electronic Materials.
- ☞ Lab/ Science Kit.
- ☞ Library.
- ☞ Classmate learning access (Mutual talk of children).

Unit - 5

Understanding of textbooks and pedagogy

- ☞ Philosophy and guiding principles for the development of EVS textbooks.
- ☞ Content for Environmental Education : approach and teaching methods Conversational and participative methods, teacher as a facilitator.
- ☞ Themes, structure of the unit, nature of exercises and its implications.
- ☞ Academic standards and indicators of learning.
- ☞ Learning resources for effective transaction of EVS curriculum.



Syllabus

Pedagogy of Science

Unit - 1

Recapitulation of Concepts of Science

Review of the following events in the environment based on science textbooks from class 1 to 8 and related to science of other subjects :

- ☞ Why does it rust ?
- ☞ How clouds are formed ?
- ☞ Why do candles get smaller when burning ?
- ☞ How do the flora and fauna make their own food ?
- ☞ How to reproduce in flora and fauna ?
- ☞ How does the windmill work ?
- ☞ How does the bulb light up ?

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

To Know what is Science and Understand the Scientific Thoughts, Idea of Children

- ☞ Nature of science - concept, process and product
- ☞ Relation in science and social science
- ☞ Use of scientific method in different fields of knowledge
- ☞ Children's ideas related to science concepts
- ☞ Probing, documenting and analyzing children's ideas related to science concepts

Unit - 3

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.
- ☞ Impact of natural calamities like drought, overgrowth on farmers
- ☞ Loss of habitat and endangered species
- ☞ Indigenous people and issues of survival
- ☞ Discussions, campaigning through posters, public hearing, talks by concerned people like farmers and also experts in the field

Unit - 4

Cognition of Teaching Methods and Text Book

- ☞ Philosophy and guiding principles for the development of Science textbooks.
- ☞ Content, approaches and methods of teaching Science- Interactive and participatory methods, teacher as facilitator.
- ☞ Themes, structure of the unit, nature of exercises and its implications.
- ☞ Academic standards and indicators of learning.
- ☞ Learning resources for effective transaction of Science curriculum.

Unit - 5

Classroom Planning and Evaluation

- ☞ Teaching readiness for teaching science; Preparation and evaluation of annual plan, class wise, unit wise
- ☞ Plan evaluation
- ☞ Assessment and evaluation definition, need and importance
- ☞ Continuous and comprehensive evaluation, Assessment of learning, assessment for learning, Creative assessment and tools, summative assessment, Overload tabular reporting report procedure, Recording and registration



Syllabus

Pedagogy of Social Science

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 approaches to geography; different approaches to organize social sciences: discipline centered, issue-centered, integrated social studies and interdisciplinary social science.

Unit - 2

Curriculum of Social Sciences and Important Concepts

- ☞ 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

Understanding of Children, Teaching Learning Materials and Classroom Activities, Challenges at Upper Primary Level

- ☞ 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 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 : project method, use of narration, comparisons, observations, dialogue and discussion in social science; 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

Understanding of Textbooks and Pedagogy

- ☞ Philosophy and guiding principles for the development of Social Studies textbooks. Content, approaches and methods of teaching Social Studies Interactive and participatory methods, teacher as facilitator. Subject and structure of the unit, Nature of practice and its implications. Academic Standards and Indicators of Learning. Learning resources for effective transaction of Social Studies curriculum.

Unit - 6

Planning and Evaluation of Classroom Teaching

- ☞ Teaching Readiness: Planning of Teaching Social Studies, Year plan, Unit plan and Period plan, Evaluation of Planning. Assessment and Evaluation Definition, need and importance Continuous and Comprehensive Evaluation (CCE) Assessment for learning, Assessment of learning, Formative Assessment and tools, Summative Assessments, Weightage tables, feedback and reporting procedures, records and registers.

