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PEDAGOGY ACROSS THE CURRICULUM

Maximum Marks : 50
External : 30
Internal : 20

Design of the Course:
* Each unit of study has a field-based assignment/practicum task
* Specific readings need to be used to introduce themes

Rationale and Aim

The purpose of this course is to engage student-teachers with key issues of organizing schools and learning environments and of visualizing and selecting appropriate pedagogic approaches. The course should enable them to link their understanding of children, of their social contexts and of curricular knowledge, to practical steps in organizing, motivating and assessing learning. While engagement with subject matter is the chief aim of pedagogic courses specific to disciplines, this course focuses on generic aspects of pedagogy that cut across various school subjects. It intends to widen their awareness of pedagogic possibilities, and to enrich their 'pedagogic imagination', so that student-teachers can think beyond standard approaches, and try to fit their pedagogic approaches with their aims of teaching and learning, while creating non-threatening learning environments.

UNITS OF STUDY
UNIT 1:   Frameworks for Teaching and Learning
* *Learning Environments in School Contexts*
  Classroom spaces, laboratory, resource room, library, outdoor spaces: idea of building as a learning aid.
* *Ways of Organizing Schools, Classrooms and Learning Process*
  Organization of non-graded or multi-grade, multi level schools and classrooms: Individual tasks: small group activities; peer supported learning: individualized learning programmes and the place and purpose of these.
  Organizing grade-based classrooms: Whole class teaching, individual tasks, pair-work, small group activities, cooperative learning in groups and the place and purpose of these
* *Planning for teaching*
  Need for (and approaches to) planning for the year or term, unit plans, planning for specific classroom sessions, planning for specific students
  Key considerations in planning 1: learners and their background knowledge: everyday concepts and situated cognition: learning objectives and learning experience: visualizing grouping of students

Key considerations in planning II: selecting and organising subject-matter; selecting formats of teaching-learning for enabling construction of knowledge; use of textbooks, other resource materials; expositions, task-setting, project planning
Key considerations in planning III: formulating questions to assess readiness levels; to facilitate conceptualisation and reflection and to assess grasp and learning amongst students

Specific Units can be selected in each of the school subjects to concretise the experience of planning classroom teaching

- *Managing classroom learning*
  Managing teaching-learning materials and resources;
  Managing teaching-learning time and phases in a lesson;
  Managing students (in a group and individually)
  Questioning current disciplinary practices; creating attention, motivation and discipline in a non-threatening learning environment
- *Critical review of educational practices and 'child-centred' learning*
  Critical examination of terminology and practices associated with standard teacher centred pedagogy ('chalk and talk') as well as child-centred learning ('learning by discovery'; 'joyful learning'; 'playway method'; 'activity-based learning'; 'project based learning')
  Critical examination of notions of learner capacity and tendencies associated with labelling children as intelligent, slow learners, 'educable' etc.

Unit 2: Role of Assessment in Teaching and Learning
- *Distinguishing Assessment for Learning and Assessment of Learning*
  Modes of Assessment - a range from informal to formal modes
  Place of assessment and feedback in the learning process
  Understanding Formative Assessment and Summative Assessment
  Who assesses? Implications of assessments led by students
- *Strategies for Assessment*
  Strategies for formative assessment; assessment as a continuum, creating learning profiles, including portfolios; error analysis; developing and using assessment rubrics
  Strategies for summative assessment: designing effective tests
  Critical review of teaching and assessment practices based solely on tests and examinations

Unit 3: Use of Library, Audio-visual and ICT Resources
- *Managing and Using the School Library*

Using library as a resource in planning for teaching
Educating students to use the library for non-guided reading (for pleasure)
Guiding students to use the library as a resource for reference
Critical review of current library practices

- *Use of Audio-visual Resources*
Critical review of the impact of audio-visual media on students
Strategies for using audio-visual media - films. documentaries - in furthering learning
- *ICT in Teaching-Learning*
Critical examination of the role of ICT in contemporary education
Capacity development in use of ICTs - internet as a resource: creating effective presentations ICT-based teaching-learning approaches in schools and teacher professional development

Modes of Transaction

- Critical reading and discussion of specific texts/articles to broaden exposure and develop conceptual clarity *(For Units 1, 2 & 3)*
- Critical observation of schools and classrooms to understand alternative ways of organizing these: appreciate the elements that make for 'learning environments'
- Observing. documenting and interpreting classroom interactions: analyse situations that reflect a distinction between learning experiences and learning outcomes and understand key ingredients of a sound pedagogy
- Analysis of content and presentation in school textbooks. for visualizing understanding perspective and for pedagogic elements required for their usage in a classroom
- Develop (a) concept maps and activities for theme based curriculum design. and (b)teaching plans for a selected topic/concept in a subject. *(All the above for Unit 1)*
- Develop a portfolio of assessment tools and designing assessments for the above. *(For Unit 2)*
- Practical exercises for developing competence in use of library. audio-visual and ICT resources.*(For unit 3)*

Essential Readings
Unit 1

1. Badheka Gijubhai (2006) *Divaswapna*. Montessori Bal Shikshan Samiti: Churu. Rajaldesar.
2. Brown George and E.C. Wragg (1993) *Questioning*. Routledge: UK
3. Brown George and E.C.Wragg (1993), *Explaining*, Routledge : UK.
4. Elisabeth Dunne and Bennet Neville (1990) *Talking and Learning in Groups*. Routledge .

5. Holt. John (1990) Learning All the Time. Addison-Wesley Publishing Co: New York
6. Michael Marland (Indian Edition, 2005) *Craft of the Classroom: A Survival Guide.* Heinemann Educational. Chapter 1: Starting Points. Chapter 2: Relationships of the Classroom. Chapter 3: The Classroom Environment. Chapter 7: The Rhythm of Teaching
7. Johnson. D.W. and R.T. Johanson (1999) *Learning Together and Alone: Cooperative Competitive and individualistic learning. (5th edition).* Allyn & Bacom: Boston
8. Pollard. Andrew (2002) Reflective Teaching. Continuum: London. Chapter 3: Developing an Evidence-informed Classroom. pp 42-69: excerpts on 'Organization: How are we Managing the Classroom? Behaviour: How are we Managing the Class?' Teaching. How are we Developing Our Strategies?': Assessment: How are Monitoring. Learning and Performance?': and 'Social . Inclusion: What are the consequences of classroom practice?'

Unit 2

1. Freeman. Richard & Lewis. Roger (Indian reprint. 2005). *Planning and Implementing Assessment.* Routledge Falmer (Part One: Principles of Assessment. 4. and 5. Part Two: The methods toolbox. 9. and 10.. Part Three: Sources of Assessment 11. 12. Part Four: Using Assessment Methods 14. 15. 16. 17. 18. 19. 20: Part Six:Assessment Issues 25.. 26

Unit 3

1. Mukunda Usha (2008) *Inculcating and enhancing the reading habit.* Excerpt from a training manual for librarians in the southern region as part of an NCERT workshop in January 2008.
2. Mukunda Usha (2011) Guide to setting up an open library in Primary Schools.
3. Articles from Magazines and Journals for Teachers: ,
* *Teacher Plus.* A 15, Vikrampuri, Secunderabad-500 009. www.teacherplus.org
* *Journal of Krishnamurti Schools* (available online)
* *Learning Curve,* News Letter. Ajim Prenji Foundation.
* *Sandarbha:* Journal from Eklavya. Madhya Pradesh

Readings for Discussion

i. Angella. W Little (Ed) (2006) Education for All and Multi-grade Teaching: Challenges and Opportunities. Springer: Netherlands. chapter 2: Learning Opportunities for All: pedagogy in multigrade and monograde classrooms in the Turks and Caicos Islands. pp: 27-46: chapter 14: Multigrade Lessons for EFA: a synthesis. pp. 300-348.

2. Bill A (2001) *To Teach* Billings Publishers: UK
3. Bruner, Jerome (1996) In The Culture of Education. Harvard University Press: Cambridge. Chapter2: Folk Pedagogy. pp 44-65.
4. Dewey, John (1897) My Pedagogic Creed. School Journal. Vol. 54. (Available in Hindi: Translation-RRCEE)
5. Holt, John (1964) How Children Fail. Pitman Publishing Corporation: USA
6. Kamii, C. (1974) Pedagogical Principles Derived from Piaget's theory: Relevance for Educational Practice. In Milton Schwebel and Jane Raph. (eds.) Piaget in Classroom. London: Routledge and Kegan Paul. 199-215.
7. Sarangapani, Padma (2003) Construction of School Knowledge. New Delhi: Sage Publications. Select Chapters.
8. Sylvia Ashton Warner (2004) Adhyapak Granth Shilpi: New Delhi. (Available in English as well).

Advanced Reading

1. Danielson Charlotte (2007) Enhancing Professional Practice. A Framework for Teaching Assn for Supervision & Curriculum: USA.