

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, SOLAN
DIPLOMA IN ELEMENTRY EDUCATION (D.El.Ed.)
1ST YEAR

Sr. No.	Paper	Course Title	Maximum Marks			Duration of Examination
			Ext.	Int.	Total	
I. Foundation Courses						
1	101	Understanding the Psychology of Children	70	30	100	3hrs.
2	102	Education in Contemporary Indian Society	70	30	100	3hrs
3	103	Education Society and Curriculum	70	30	100	3hrs
4	104	Pedagogy Across the Curriculum	70	30	100	3hrs
II. Pedagogical Courses						
5	105	Teaching of English Language	70	30	100	3hrs
6	106	Hindi Bhasha Shikshan	70	30	100	3hrs
7	107	Teaching of Mathematics	70	30	100	3hrs
8	108	Teaching of Environmental Studies	70	30	100	3hrs
III. Practical Courses						
9	109	Children’s Physical and Emotional Health, School Health and Education-I	50	50	100	1Hr.30min
10	110	Creative Drama, Fine Arts and Education-I	50	50	100	1Hr.30min
11	111	Work Education	50	50	100	1Hr.30min
12	112	School Internship-I (30 to 35 days)	-	100	100	-
		Total Marks	710	490	1200	

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING, SOLAN
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2ND YEAR

Sr. No.	Paper	Course Title	Maximum Marks			Duration of Examination
			Ext.	Int.	Total	
I. Foundation Courses						
1	201	Understanding the Learning and Cognition of Children	70	30	100	3 hrs
2	202	Teacher Identity, School Culture and Leadership	70	30	100	3hrs
3	203	Diversity, Gender and Inclusive Education	70	30	100	3hrs
II. Pedagogical Courses(Any Three: One Language Compulsory)						
4	204	English Education	70	30	100	3hrs
5	205	Hindi Shiksha	70	30	100	3hrs
6	206	Mathematics Education	70	30	100	3hrs
7	207	Science Education	70	30	100	3hrs
8	208	Social Science Education	70	30	100	3hrs
III. Practical Courses						
9	209	Children’s Physical and Emotional Health, School Health and Education-II	50	50	100	1Hr.30min
10	210	Creative Drama , Fine Arts and Education-II	50	50	100	1Hr.30min
11	211	School Internship-II (50 to 55 days)	-	200	200	-
		Total Marks	520	480	1000	

D. El. Ed. Syllabus Revision

(According to NCTE regulation 2014)

D. El. Ed. 1st year

Paper: Understanding the Psychology of Children

Course : 101

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives :

- To review general conceptions about child and childhood (specifically with reference to the Indian social context); develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood.
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To provide hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.

Unit I : Perspectives of Psychology in Education

- Educational Psychology: Meaning, Nature, Scope, Significance
- Methods of Educational Psychology: Introspection, Observation, Experimental, Reflective Journals about Children, Case Study, Narratives

Unit II : Perspectives in Development

- Growth and Development: Concept, Principles, Factors influencing Growth and Development, Humanistic Psychology and Developmental Theory
- Aspects of Development : Physical , Motor, Social, Emotional, Language , Cognitive development of Children in Different Stages of Development
- Family and Adult-Child Relationship –Parenting, Child Rearing Practices ,Children in Crèches and Orphanages
- Schooling : Peer Influences, School Culture, Relationship with Teachers, Teacher Expectations and School Achievement, Overage Learners
- Relationship with Peers : Friendship and Gender, Competition and Cooperation, Competition and Conflicts , Aggression and Bullying from early childhood to Adolescence
- Growth and Maturation
- Childhood as a Modern Construct : Childhood in the context of Poverty, Globalisation, Adult Culture and multi diversity within the notion of Childhood

Unit III: Intelligence, Creativity and Individual Differences

- Intelligence: Meaning, Concept, Types and Theories of Intelligence (Unifactor, Three factor and Multifactor), IQ and Measurement of IQ
- Creativity: Meaning, Concept and process, Characteristics of creative learner, Factors affecting creativity and measuring creativity
- Individual Difference: Meaning, Concept, nature, Types Causes of individual differences

Unit IV : Personality

- Personality : Meaning, Concept, Types of personality
- Self Concept: Meaning, Concept, Different Dimensions of Self and Personality and Dynamics of Identity Formation
- Theories of Personality : Freud's Psychoanalytical Theory, Cattell's Theory, Erickson's Theory, Influence of Early Childhood Experiences on Later Personality
- Social Theories and Gender Development
- Moral development: perspective of Kohlberg and Carol Gilligan's critique, cultural variations in moral reasoning

Paper: Education in Contemporary Indian Society
Course : 102 Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives

- To be familiar with the interdisciplinary analysis of concepts, ideas and concerns
- To familiarize with the socio- political economic dimensions of Indian Society and appreciating its diversity
- To develop an understanding of the trends, issues, and challenges facing contemporary Indian Society
- To understand the relationships between specific political institutions, economic policies, and social structures in order to comprehend the achievements, persistent problems and challenges facing contemporary Indian society

Unit I : India-Emergence from Freedom Struggle

- Impact of colonialism on Indian society, economy and polity
- Anti-Colonial struggle and different visions about independent India with respect to Social, political and economic aspect
- Institutional structures of the Indian nation state: Continuities and Breaks with the colonial apparatus

Unit II : Constitution of India and Education

- Constitutional vision of independent India: Then and now (concepts and amendments: 42nd, 43rd and 46th)
- Constitution and Education: concurrent status of education Policies, acts and provisions related to education and children with special reference to their context (Class, caste, tribe, religion, language and gender)
- Reservation as an egalitarian policy
- Equity, Equality and justice in the Indian Constitution, different school system and the idea of common neighbourhood schools
- NCF-2005, NCFTE-2009 with special reference to school Education
- Right to Education Act, 2009

Unit III : Democracy in India

- Institutional structure: the centre and the State, judiciary, legislature and executive
- Democracy : concept and type, party system and electoral politics
- Decentralisation in Panchayati Raj (Specifically through 73rd and 74th the amendment)
- Challenges to deepen Indian democracy in relation to inequities of caste , gender, class, religious and linguistic identities

Unit IV : Indian Economy

- Agrarian economy: key features, land ownership, landlessness, agricultural production, market and credit
- Economic development and its effects on environment
- Unorganised sector and migrant labour (to be studied with the help of project based on locally done field work)
- Issues and debates on globalisation, liberalisation and privatisation of Economy

Paper: Education, Society and Curriculum

Course : 103

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives

- To understand and explore the meaning, aims, purposes of education
- To develop understanding of philosophical, sociological and historical dimensions of education
- To identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them
- To expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations

Unit I : Philosophical Understanding of Education

- Education : Meaning, Concept, Nature, Aims and Scope of education in Human Societies, Relationship between Schooling and education
- Agencies of Education: Formal, Informal and Non Formal
- Schooling and Education as Visualised by Different Western and Indian Thinkers: Rousseau, Dewey, Montessori, Gandhi, Krishnamurthi, Gijubhai, Aurobindo
- Understanding the basic assumptions about Human Nature, Society, Learning and Aims of Education

Unit II : Sociological Bases of Education

- Education and Sociology : Meaning, Nature and Relation between Education and Sociology
- Indian Social System and Education: Structure, Stratification, Mobility
- National Integration and International Understanding: Meaning, Importance and Ways of Education
- Social Change: Meaning, Factors Responsible for Bringing Social Change, Role of Education to Bring Social Change

Unit III : Education for Peace , Human Rights, Child Rights

- Peace Education: Meaning, Objectives and Importance of Peace Education
- Human Rights : Meaning, Objectives and Importance of Peace Education
- Child Rights : Child Rights with reference to child labour act, person with disability act and RTE-2009

Unit IV : 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
- Inclusion and exclusion of knowledge of different social groups in curriculum and textbooks
- Processes and criteria for curriculum selection and construction with special reference to NCF-2005

Paper: Pedagogy across the Curriculum

Course: 104

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives

- To help student-teachers develop an understanding of the concept of knowledge and its construction.
- To interrogate existing terminology, constructs and notions of pedagogic practice, such as child-centered learning, discovery learning, activity-based learning, etc.
- To engage student-teachers with epistemological questions of subject matter and how they unfold in the study of pedagogical approaches.
- To develop capacities to reflect, reason and make discerning judgement and conceptual understanding of pedagogic practice and process of learning.

Unit I : Knowledge and Methods of Enquiry

- Knowledge as construction of experience; case examples from school subjects
- Knowledge as distinct from information; case examples from school subjects
- Methods of enquiry, scientific thinking, social scientific thinking, mathematical thinking
- Language, social relations, power, identity and thinking.
- Connections between knowledge, curriculum, textbooks, knowledge and learners

Unit II : ICT: Usage in Developing Capacities

- Role of ICT in education and society
- Capacity development in the use of ICTs
- ICT – based teaching-learning approaches in schools and for teacher professional development.

Unit III : Pedagogic Practice and the Process of Learning

- Critical examination of terminology and notions associated with child-centered education
- Critical understanding of standardized pedagogic methods: concept-formation, enquiry-based learning; project-based learning etc
- Interrogating disciplinary practices, creating non-threatening learning environments.

Unit IV : Teaching Proficiency

- Teacher behaviour modification: simulated teaching, Flanders' Interaction Analysis System
- Lesson Plan: Concept, importance and steps of lesson planning
- Unit Plan: Macro and micro lesson plan
- Feedback and Evaluation mechanism

Paper: Teaching of English Language

Course : 105

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives

- To strengthen the student-teachers' own English language proficiency
- To brush up their knowledge of grammatical, lexical and discourse systems in English
- To enable students to link this with pedagogy
- To teach receptive and productive/expressive skills
- To facilitate student-teachers to evaluate students' oral and expressive skills
- To enable student-teachers to develop and use teaching learning material appropriately

Unit I: Nature of English language

- Language-Meaning, nature and scope, 1st, 2nd and foreign language
- Language as a mean of communication and thinking
- Communicative English language teaching
- Constructing language in the class-room
- Understanding the importance of the language-rich class-room
- Objectives of teaching of English language at primary level
- Expectations from an English language teacher

Unit II: Language Skills: Listening and Speaking Skills

- Language skills: Meaning, concept, objectives and types
- Listening : Concept, importance, objectives
- Oral expression : Concept, importance, objectives and types
- Role of listening in oral expression, types of listening - passive , active
- Factors affecting listening and speaking skills
- sound system of language- phonology and prosody, stress-word stress and sentence stress in connected speech, Punctuation, pronunciation
- Using dictionary for correct pronunciation and stress
- Phonemic drills , Organising listening and speaking activities: rhymes, chants, songs, use of stories, poems, role play and dramatisation, dictation

Unit III: Reading and Writing Skills

- Reading : Concept, importance, objectives
- Types of reading : Silent reading and reading aloud, guided reading and shared reading
- Acquisition of reading skills : Reading with comprehension with different types of texts, inferences, discourse analysis and extrapolation, reading strategies, using ideas of critical literacy to analyse chapters from textbooks
- Creating environment for reading-reading clubs and class libraries , scaffolding – concept and activities, reading different text type like stories , poems, riddles, jokes and gaming instructions
- Writing : Objectives of writing, teaching skill of writing to beginners
- Types of writing: Individual writing, creative expression
- Teaching writing skills: Writing as a process, mechanics of writing (Strokes and Curves, capital and small, cursive and print script, punctuation), controlled /guided writing and free/creative
- Different forms of writing : Letters (application, complaint, permission, invitation),messages, notices and posters, genre writing

Unit IV: Lesson planning and learner assessment

- Lesson Planning :Meaning,concept,need and steps
- Approaches and methods of Teaching English language
- Teaching Aids :Preparation and Use of low cost Teaching aids, use of ICT for English teaching ,language games, classroom as a resource
- Assessing speaking and listening, Assessing reading comprehension, Assessing writing
- Remedial Teaching
- Continuous and Comprehensive assessment (CCE): Concept, implications, tools and techniques

PAPER: हिन्दी भाषा शिक्षण

COURSE: 106

Maximum Marks: 100(Theory: 70 Internal: 30)

पाठ्यक्रम उद्देश्य - पाठ्यक्रम के अंत में छात्र- अध्यापक निम्नलिखित में सक्षम होगा-

- १.भाषा का अर्थ, प्रकृति एवम् महत्व को जानना
- २.भाषा की अलग-अलग भूमिका को जानना
- ३.भाषा के विभिन्न रूपों एवम् अभिव्यक्तियों को जानना
- ४.मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिन्दी का ज्ञान
- ५.हिन्दी शिक्षण में गद्य, पद्य, रचना एवम् व्याकरण के चरणों एवम् उद्देश्यों का ज्ञान
- ६.हिन्दी भाषा में मूल्यांकन संबंधित क्षमता प्राप्त करते हुए प्रश्न पत्र का निर्माण करना
- ७.हिन्दी शिक्षण में भाषा से संबंधित कौशलों का विकास

इकाई -I : भाषा

- भाषा :अर्थ, परिभाषा ,प्रकृति एवम् महत्व
- भाषा के विभिन्न रूप
- हिन्दी में अक्षर विन्यास एवम् विराम चिन्ह।
- मातृभाषा, क्षेत्रीय भाषा, विदेशी भाषा के रूप में हिन्दी।
- वर्ण-विचार-स्वर,व्यंजन ,बलाघात और अनुतान,अनुस्वार,अनुनासिक
- ध्वनि विज्ञान का स्वरूप एवम् ध्वनियों का वर्गीकरण
- शब्द-विचार- शब्द भेद, शब्द संरचना-
- पर्यायवाची,विपरीतार्थक,अनेकार्थी,संज्ञा,कारक,सर्वनाम,विशेषण,क्रिया,क्रियाविशेषण, लिंग,वचन
- वाक्य-विचार-संरचना,प्रकार
- हिन्दी शिक्षण के उद्देश्य प्रारम्भिक स्तर पर हिन्दी शिक्षण के उद्देश्य - ज्ञानात्मक,कौशलात्मक,सौंदर्य, बोधात्मक,सृजनात्मक,अभिवृत्त्यात्मक उद्देश्य
- अनुदेशात्मक उद्देश्यों को व्यावहारिक रूप में लिखना।

इकाई-II : भाषा कौशल एवम् हिन्दी शिक्षण में अधिगम संसाधन

- भाषा कौशल: अर्थ, आवश्यकता तथा महत्व उद्देश्य
- श्रवण कौशल : महत्व उद्देश्य, विधियां, श्रवण कौशल में ध्यान देने योग्य बातें।
- भाषण कौशल : महत्व उद्देश्य,विधियां, भाषण कौशल में ध्यान देने योग्य बातें।
- वाचन कौशल : महत्व उद्देश्य, विधियां, वाचन कौशल में ध्यान देने योग्य बातें।
- लेखन कौशल : महत्व उद्देश्य, विधियां, लेखन कौशल में ध्यान देने योग्य बातें।
- हिन्दी शिक्षण में अधिगम संसाधन- अर्थ वर्गीकरण एवम् महत्व
- शिक्षण सामग्री का निर्माण एवम् प्रयोग: चार्ट, एल. सी. डी, शिक्षाप्रद सी. डी, हिन्दी भाषा अध्यापन में आई. सी. टी का प्रयोग।
- भाषा प्रयोगशाला :महत्व उपकरण, एवम् कार्य प्रणाली।
- हिन्दी पाठ्यपुस्तक :हिन्दी पाठ्यपुस्तक की विशेषताएँ निर्माण के सिद्धान्त एवम् समीक्षा।
- हिन्दी भाषा अध्यापक - हिन्दी भाषा अध्यापक के गुण कर्तव्य और वर्तमान स्थिति।

इकाई-III : भाषा शिक्षण एवं पाठ योजना

- गद्य शिक्षण : उद्देश्य, आवश्यकता व महत्व, गद्य-शिक्षण के अंग
- गद्य की विविध विधाएं-कहानी, नाटक, एकांकी, पत्र, जीवनी, आत्मकथा, संस्मरण, रेखाचित्र आदि
- गद्य में रुचि बढ़ाने के साधन-स्वाध्याय, पुस्तकालय भ्रमण, विभिन्न क्रियाकलाप (प्रातःकालीन सभा, समाचार पत्र वाचन, विचार एवं सूचनापट प्रस्तुतीकरण, लेखन अभ्यास) अवलोकन के आधार पर रचना, विभिन्न स्थितियों में प्रासंगिक रचना, गद्य शिक्षण की प्रणालियां।
- पद्य-शिक्षण : उद्देश्य, आवश्यकता व महत्व, पद्य-शिक्षण के अंग, पद्य-शिक्षण की विधियां, कविता में रुचि बढ़ाने के साधन (प्रतियोगिता, अन्ताक्षरी, कवि-सम्मेलन), पद्य शिक्षण की प्रणालियां
- गद्य एवं पद्य में अंतर
- हिन्दी शिक्षण में पाठ योजना: अर्थ आवश्यकता, सोपान, पाठ योजना निर्माण के विभिन्न उपागम
- व्याकरण, गद्य, पद्य एवं रचना में पाठ योजना।

इकाई -IV: भाषा में मापन एवं मूल्यांकन

- भाषा-शिक्षण में मूल्यांकन की आवश्यकता, महत्व व उद्देश्य
- सतत एवं व्यापक मूल्यांकन
- भाषा-अधिगम की दृष्टि से सतत एवं व्यापक मूल्यांकन की उपयोगिता
- भाषा-मूल्यांकन की विधियां
- छात्र निष्पादन मूल्यांकन: विभिन्न प्रकार का परीक्षण- वस्तुनिष्ठ लघुतरात्मक एवं निबंधात्मक अविरल एवं विस्तृत मूल्यांकन, अंक एवं ग्रेडिंग प्रणाली, हिन्दी विषय में उपलब्धि परीक्षा का निर्माण
- प्रश्न-पत्र निर्माण

Paper: Teaching of Mathematics

Course : 107

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives

- To enable student-teachers to develop deeper insights into the content areas of mathematics at the elementary level
- To make student-teachers aware of factors that impact on the process of acquisition of mathematical knowledge
- To sensitize student-teachers about the ways in which children respond to mathematical knowledge
- To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children's learning

Unit I : Perspective about mathematical Knowledge

- Nature and Importance of Mathematics
- Aspects of mathematical knowledge: conceptual and procedural
- Structure of mathematics: Terminology, Notation, Algorithm, Axioms, Definitions, Theorems
- Objectives of teaching mathematics at elementary level, importance of teaching mathematics
- Relationship of Mathematics with other Subjects

Unit II : 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 III : Aspects of teaching mathematics

- Mathematics phobia and coping with failure
- Mathematics Laboratory/resource room
- Role of text books in the teaching learning process of mathematics
- Planning for teaching mathematics : Unit plan, Lesson plan
- Methods of teaching mathematics: inductive and deductive, analysis and synthesis, play way method, activity based method, use of ICT in mathematics teaching

Unit IV : Assessment

- Assessment : Meaning, Objective, Importance of assessment
- Types of assessment : Norm referenced and Criterion Referenced tests
- Planning assessment : Preparation of Blue Print
- Continuous and Comprehensive evaluation
- Assessment tools
- Evaluation of performance

Paper: Teaching of Environmental Studies

Course : 108

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific objectives

- To help student-teachers understand the scope of EVS and internalize different perspectives of curriculum organization.
- To facilitate student-teachers to probe children's ideas in science and social science
- To prepare student-teachers to plan for and carry out classroom transaction in the light of various theoretical viewpoints of learning.
- To help student-teachers select and use appropriate teaching-learning and assessment strategies.

Unit I: Concept of Environment Studies

- Meaning, scope, importance of EVS, Its evolution as a curricular subject
- Curriculum Organization: Basic principles in developing curriculum in EVS, Different approaches to construction and transaction of curriculum at primary level
- EVS as an integrated area of study : Blending of Science, Social Science and Environment education
- EVS as EVS Science and EVS Social Science

Unit II: Understanding Children's Ideas

- Characteristics of Children's Ideas with respect to the developmental stage of the Piaget and Bruner
- Implications of understanding children's ideas for classroom transaction.
- Analysing school textbooks for age appropriateness, relevance, based on the above.

Unit III: Planning and Classroom Transaction

- Concept mapping: Meaning, Types and Classroom implication of the concept mapping
- Unit plan and Lesson plan :Concept, use and construction
- Developing ,maintaining and utilizing Teaching –learning material
- Ways of conducting inquiry: activities, discussion, and small group work, field visits, project, surveys, experimentation etc.
- Process Skills in EVS
- Life Skills: Thinking skills , social skills, emotional skills, Attitudes and Values

Unit IV: Assessment

- Evaluation: Concept and importance of evaluation, types of tests – essay type, short answer type and objective type tests, Preparation of Blue Print.
- Continuous and comprehensive evaluation
- Evaluation Tools : Academic performance indicators – scholastic areas, co-scholastic areas and grading system
- Different ways of assessment and reporting assessment for further learning

Paper: Children's Physical and Emotional Health, School Health and Education-I
Course: 109 Maximum Marks: 100(Theory: 50 Internal: 50)

Specific Objectives

- To build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants framework.
- To understand the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns.
- To examine specific programmes related to children's health operating in schools.
- To build knowledge and skills on teaching health and physical education and integration of their themes with other curricula areas of teacher education and school subjects.
- To link theoretical and conceptual learning with actual school/classroom realities through practical work.

Unit I: 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 II: 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 III: 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.

Unit IV: Concept and importance of Physical Education

- Physical Education : Concept and importance of physical education activities for elementary school children
- Development of values through physical education and sports : Development of team spirit
Coordination,cooperation,emotional stability, creativity
- Activities for special abled children
- Linkages of physical education to health,sports,games ,play and recreation
- Rules, techniques and procedures to conduct-Calisthenics,basic exercise, drill
- Minor recreational games ,lead up games/activities, aerobics and team games (kho-kho, kabaddi ,tug of war)

Paper : Creative Drama, Fine Arts and Education-I

Course: 110

Maximum Marks: 100(Theory: 50 Internal: 50)

Specific Objectives: To facilitate the pupil-teachers to:

- appreciate the need of Art Education for the all round development of the child.
- learn different art forms under visual and performing art categories
- make optimal use of Art Education for the holistic development of every child
- develop Artistic and Aesthetic sensibility by responding to the beauty in different art forms, through genuine exploration, experience and free expression
- integrate different art experiences of children of primary classes and maintain their appreciation records

Unit I: Understanding Art and Art Education

- Aesthetics in education : concept, importance, Artistic and Aesthetic sensibility
- Meaning and Concept of Art Education: Visual and Performing Arts and their significance at primary level of school education.
- Understanding child art and artistic development among children of primary classes
- Importance of Art Education (Visual and Performing) at primary level of school education
- Regional Arts (Visual and performing) and Crafts and their relevance in education

Unit II: Visual Arts, Crafts and Performing Arts

- Experimentation with different materials of visual arts such as Pencil, pastel colours, poster colours, pen and ink, rangoli materials, mixed materials, etc.
- Exploration and experimentation with different methods of Visual Arts: Drawing and painting, Block painting ,Collage making , Puppetry, mask making ,clay Modeling, paper cutting and folding etc. for skill development in different methods, making activity files
- Performing Arts : Exploring folk/regional art forms of music,dance,theatre and puppetry
- Types of Performing Arts : **Music** : Creating different sounds and tunes, listening to the sounds in the environment (birds, leaves etc.) reproducing the sounds, creating stories giving different sound effects, singing-solo and group
- **Dance and Drama**: Creating movements with different parts of body-hands, neck, waist, knees, legs, toes etc. Observing animal's moves, birds, people reproducing these movements and creating stories. Recollecting movements of infants-reproducing them, imitation, Role play, Costumes, cosmetics, instruments and other materials for various age groups, telling stories in mime as of dance-drama. improvisations based on-Personal moods, happiest moment,saddest moment, dreams/aspirations
- **Puppetry** : Traditional puppets, Finger puppets, stick puppet, glove puppets and masks

Unit III: Planning and organization of Art Experience

- Planning and organization of art experiences (Visual and Performing)- Activities and Time table (weekly, monthly and yearly calendar of activities)
- Planning lessons based on Art Integrated Learning –Integration of arts with other subjects such as –Art and Languages, Art and EVS and Art and Mathematics
- Organization of materials and space for art experiences

Unit IV: Evaluation in Art Education

- Continuous and Comprehensive Evaluation (CCE) in Art Education- Art Education as a subject and Arts in Integration with other subjects
- Understanding and use of various tools and techniques of evaluation, such as; Observation schedule, projects, portfolios, checklist, rating scales, anecdotal records, displays etc.
- Maintaining performance records and portfolios of children, preparing report cards

Paper: Work Education

Course : 111

Maximum Marks: 100(Theory: 50 Internal: 50)

Specific Objective: To make the pupil teacher understand the:

- need, concept, nature and importance of work education at elementary level
- current trends in work education and incorporate them in teaching
- traditional art of working with hands and develop the sense of dignity of labour
- role of work education in setting sound foundation of social value system
- role of community in organization of work education in schools
- importance and develop the skills to integrate work education with other teaching subjects at elementary level

Unit I : Concept and Importance of Work Education

- Work education : Concept ,need, scope, importance and objectives at elementary level
- Manual work: need and importance, concept of dignity of labour
- Manual work as a source of growth and development
- Linking manual work with vocational readiness : concept, need and its relationship with work education
- Historical perspectives of work education : Basic education, Recommendations of Kothari commission, National Policy on Education (1986), National Curriculum Framework 2005
- Integration of Work Education with other subjects (Languages, Science, Social Studies, Mathematics)

Unit II: Work Education Activities and Community

- Importance of essential activities for elementary level students and community
- Role of community in Work Education
- Utilization of community resources for implementation of Work Education
- Role of school in the expansion of work education in the community
- Contribution of Work Education activities in the development and growth of society
- Orientation of Parents and community members towards the importance of work education

Unit III: Organization and Management of Work Education

- Work Education activities : Nature, type, objectives, relevance for teacher, elementary level student and community
- Difference between essential activities and elective activities
- Learning Format : Activity Plan
- Formulation and Organization of Annual and monthly Activity Plan with focus on local relevance
- Organization of work education activities
- Work education activities for children with special education needs
- Work Education as tool of pedagogy

Unit IV : Evaluation in Work Education

- Continuous and Comprehensive Evaluation (CCE)
- Indicator based evaluation (Experimental and Behavioral aspect)
- Tools and Techniques of Evaluation : Rating scale, Practical, Portfolios, Observation schedule, Interview schedule and questionnaire, Attitude scale
- Self evaluation, Peer evaluation and Community based evaluation

Paper: School Internship-I
Course: 112

Maximum Marks: 300
Year I: 100; Year II: 200
To be internally assessed

Year I

Specific Objectives

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate to and communicate with children.
- To evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.
- To develop preliminary action research skills in education
- To develop a repertoire of resources which can be used by the intern later in his/her teaching - textbooks, children's literature, activities and games, excursions

These objectives can be achieved by the following components of the programme, with the proposed weightage for each:

	Weightage in Marks
Developing student profiles	10
Critical analysis of text book and other resource material	10
Developing support material	10
Action Research	10
Critical appraisal of CCE	10
Simulated Teaching	50
Total	100

D. El. Ed. 2nd Year

Paper: Understanding the Learning and Cognition of Children

Course : 201

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives

- To understand the process of thinking and learning in children through different theories/ perspectives and reflect on their relevance in the teaching-learning process.
- To understand how different perspectives/theories contribute to an overall understanding of development and the child as a socio-cultural universal.
- To bring the implications of theory into the centre of the study of children.
- To provide for opportunities such that the student teacher is able to visualize the linkages with theory in the real life interactions with children.

Unit I: Learning , Motivation and Cognition

- Learning: Concept of learning; processes of children's learning, Types of Learning and Factors of Effective Learning basic ideas of Behaviorism and its critique.
- Constructivism: Concept, Piaget's theory, 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.
- Motivation: Meaning, Concept, Importance, Maslow's theory of motivation
- Individual and socio-cultural differences in cognition: Understanding learning difficulties, terms of exclusion and inclusion and impact.

Unit II: Play

- 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 III: Memory and Forgetting

- Information processing approaches: basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval),
- knowledge organization and learning as change in declarative memory, schema change or conceptual change, how these develop in a continuous fashion

Unit IV: Guidance and Counseling

- Concept and differences of Guidance and Counseling
- Principles of Guidance.
- Principles of Counseling
- Types of Guidance (Educational, Vocational & Personal)
- Types of Counseling (Directives, Non-Directives & Elective)

Paper: Teacher Identity, School Culture and Leadership

Course: 202

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives

- To enable students to develop a vision for education
- To help students to transform the quality of classroom interactions through application of professional attitudes and capacities
- To develop preliminary research skills in education.
- To help students develop a critical understanding of the notion of school organization and management in the context of the structures and processes of the education system
- To enable students to develop an understanding of school leadership and change management

Unit I : Developing a vision of Education

- Teacher: Characteristics and qualities of a good teacher
- Factors influencing the education of Elementary school children: identification and rectification
- Challenges of education: socio cultural and economic factors, political factors, prejudice against communities on the basis of caste, language, religion, differently abled persons
- Role of a teacher as facilitator, negotiator, mediator, leader and role of teacher to develop and preserve the cultural heritage

Unit II : Research Skills and Leadership

- Research : Meaning, Types
- Action Research : Meaning, Scope, Objectives , Characteristics
- Review and scanning of literature
- Conduct of Action Research and follow-up
- School leadership and Teacher : Concept, types and challenges

Unit III : School organisation and Management

- School organisation : Meaning and scope ,School as an organisation,
- School planning : Meaning and scope
- School administration: meaning and scope, difference in school organisation, school administration and school management

Unit IV : Change facilitation in Education

- Sarv Shiksha Abhiyan (SSA) experiences
- School Management Committee (SMC) and School development Plan (SDP)
- Incentives and Schemes for Girls children
- Issues in Educational and School Reforms
- Preparing for and facilitating change in Education

Paper: Diversity, Gender and Education

Course: 203

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives

- To understand the present approach on education of children with special needs
- Instead of blaming an individual for his/her failure, the need is to understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors
- To focus on the structures (implicit and explicit) in our schools that serves as a hindrance to the inclusion of all students
- To explore and understand the possibility of change through inclusive education
- To develop a comprehensive and critical understanding on disability, marginalization and inclusive education

Unit I: Inclusive Education

- Inclusive Education: Meaning, Concept, Need & Importance
- Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)

Unit II Children with Special Needs

- Historical and contemporary perspectives to disability and inclusion
- Range of learning difficulties

Unit III Overcoming exclusion and promoting inclusion

- Disability identification, assessment and interaction
- Approaches and skills for teaching children with learning difficulties

Unit IV Gender, School and Society

- Social construction of masculinity and femininity, Difference between gender and sex
- 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
- Addressing Inequality and Diversity in Indian Classroom: pedagogical and Curriculum concerns
- Understanding and exploring the nature of assessment for inclusive education
- Different Problems Experienced by Children at Various Levels of Development And their Remedial Measures
- Role of Parents and Teachers in Developmental Process of Children

Paper: English Education

Course : 204

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives

- To equip student-teachers with a theoretical perspective on English as a Second Language
- To enable student-teachers to grasp general principles in language learning and teaching
- To understand young learners and their learning context
- To grasp the principles and practice of unit and lesson planning for effective teaching of English
- To develop classroom management skills; procedures and techniques for teaching language
- To examine and develop resources and materials for use with young learners for language teaching and testing.
- To examine issues in language assessment and their impact on classroom teaching

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

- Multilingual nature of India: Issues of learning English in a Multi-lingual/Multi-cultural society
- Teaching English as a second and foreign language, factors affecting second language acquisition
- Objectives of teaching of English at elementary level
- Need, importance and role of grammar in learning English
- Relationship of grammar and usage
- Nature and qualities of diverse learners and need of individualized attention
- Status of English language in Indian constitution and elementary school

Unit II: Approaches to the Teaching of English

- Behaviouristic and Structural Approaches: Grammar-Translation Method, Audio- Lingual, Direct, Bi-lingual, Structural- Situational Approach, Communicative language Teaching.
- Vocabulary: types, kinds of words, use of dictionary in vocabulary building and expansion, methods of teaching vocabulary
- The textbooks: Role of textbook, critical study of existing NCERT textbooks.
- Reducing teacher talk time in the classroom, Total Physical responses.
- Methods of teaching pronunciation.
- Grammar: types, method of teaching grammar.
- Teaching reading prose: Extensively and intensively (stages of reading), differences between teaching of prose and teaching of poetry.
- Method and strategies of teaching writing.

Unit III: Planning and Resources in Teaching of English

- Integrating teaching of English with other subject
- Unit and Lesson Plan : Meaning, concept ,need and importance
- Developing a lesson plan : Grammar, poetry, story, letter, composition, dialogue, paragraph reading/ writing
- Textbooks: Need and importance ,Practice notebooks
- Teaching aids: Meaning, importance, types and preparations of low cost teaching aids (Flash cards, pictures, charts, models, blackboard sketches) ,ICT in teaching of English, Using the classroom as a resource

Unit IV: Learner Assessment

- Concept of testing and evaluation in English as a second language
- Format of Continuous and Comprehensive Assessment for English language learning
- Assessing Speaking and Listening - using Interviews, Story-Telling, Re-telling
- Continuous and Comprehensive Assessment: meaning, tools and techniques of assessment at the elementary level
- Constructive feedback: concept, significance, sources of feedback
- Common errors in usage and corrective instructional measures
- Self and peer assessment

PAPER: हिन्दी शिक्षा

COURSE: 205

Maximum Marks: 100(Theory: 70 Internal: 30)

पाठ्यक्रम उद्देश्य - पाठ्यक्रम के अंत में छात्र- अध्यापक निम्नलिखित में सक्षम होगा-

- १.भाषा की अलग-अलग भूमिका का ज्ञानप्राप्त करेंगे
- २.आलोचनात्मक पठन कौशल का विकास करेंगे
- ३.भाषा-सौन्दर्य तथा अभिव्यक्ति को सराहने की क्षमता विकसित करेंगे
- ४.भाषा -शिक्षण में क्रियात्मक अनुसंधान के महत्व व उपयोगिता से परिचय प्राप्त करेंगे
- ५.हिन्दी शिक्षण में साहित्य,कविता,रचना,निबन्ध,नाटक,कहानी आदि के शिक्षण के चरणों एवम् उद्देश्यों का ज्ञान प्राप्त करेंगे
- ६.हिन्दी भाषा में मूल्यांकन संबंधित क्षमता प्राप्त करते हुए प्रश्न पत्र का निर्माणकरेंगे

इकाई -I : हिंदी भाषा

- हिंदी का ऐतिहासिक सफर-अन्य भाषाओं का हिंदी पर प्रभाव(उर्दू,अंग्रेजी,प्रान्तीय/प्रादेशिक प्रभाव)
- अलग-अलग प्रकार की हिंदी-व्यावहारिक हिंदी,बोलचाल में हिंदी,मानक हिंदी,साहित्यिक हिंदी,हिंदी भाषा का सरलीकरण बनाम ग्राहकता
- हिंदी भाषा के गुण एवं सीमाएं
- बहुभाषिकता-अर्थ एवं महत्व
- भाषा-सौन्दर्य -अवधारणा,प्रकार एवं महत्व
- रूप की दृष्टि से: शब्द विचार (अव्यय,संधि-समास,उपसर्ग,प्रत्यय)
- पद विचार: छन्द,दोहा,रोला,चौपाई,कविता,सवैया,सोरठा,घनाक्षरी,मुक्त छंदादि
- अंलकार:यमक,श्लेष,अनुप्रास,उपमा,रूपक,अतिशयोक्ति,उत्प्रेक्षादि
- अर्थ की दृष्टि से: रस-अवधारणा,महत्व,रस के प्रकार
- भाषा-सौंदर्य और पाठ योजना
- हिन्दी शिक्षण के उद्देश्य :मातृभाषा के रूप में हिन्दी शिक्षण के उद्देश्य,द्विभाषा के रूप में हिन्दी शिक्षण के उद्देश्य,व्यवहारिक उद्देश्य,सांस्कृतिक उद्देश्य,साहित्यिक उद्देश्य,भाषिक उद्देश्य
- भारतीय शिक्षा नीति में भाषा का स्थान: त्रिभाषा सूत्र की संकल्पना एवं क्रियान्वयन
- राष्ट्रीय पाठ्यचर्या की रूपरेखा २००५ के अनुसार भाषा का पाठ्यक्रम: स्वरूप एवं अपेक्षाएं

इकाई-II : चिंतन-कौशल,हिंदी भाषा एवं समसामयिकता

- चिंतन-कौशल: महत्व तथा प्रकार (तार्किक,समस्या,निदानात्मक,आलोचनात्मक,सृचनात्मक),चिंतन-कौशल विकास की विधियां
- वैश्वीकरण और हिंदी भाषा: आवश्यकता,महत्व,प्रसार
- पत्रकारिता: महत्व,विशेषताएं
- अनुवाद व अनुवादक: अर्थ,महत्व,उपयोगिता,संभावनाएं
- समीक्षा/आलोचना/उद्देश्य,तत्त्व,विश्लेषण: पाठ्य पुस्तक समीक्षा की उपयोगिता
- भाषा-शिक्षण में क्रियात्मक अनुसंधान: अर्थ,महत्व एवं कार्य क्षेत्र
- पाठ्य-सहगामी क्रियाएं एवं सहायक सामग्री

- पाठ्य-सहगामी क्रियाओं की आवश्यकता एवं उपयोगिता
- विविध पाठ्य-सहगामी क्रियाओं द्वारा भाषा विकास की संभावनाएं
- सहायक सामग्री-आवश्यकता,अपेक्षित सावधानियां,प्रकार (दृश्य,श्रव्य),जनसंचार साधन

इकाई-III : पाठ्यक्रम एवं भाषा शिक्षण

- पाठ्यक्रम :अर्थ, महत्व, सिद्धान्त, एवम् रूपरेखा |
- हिन्दी पाठ्यक्रम निर्माण एवम् समीक्षा
- विभिन्न शिक्षा आयोगों द्वारा हिन्दी पाठ्यक्रम सुधार के सुझाव
- भाषा शिक्षण के सिद्धान्त एवम् सूत्र:विधिवत शिक्षण की आवश्यकता,भाषा शिक्षण के सामान्य सिद्धान्त,शिक्षण सूत्र,भाषा शिक्षण के मुख्य तत्व|
- हिन्दी शिक्षण पद्धतियां : प्रत्यक्ष पद्धति,व्याकरण पद्धति,गणक यंत्र आधारित बोधना विधि ,समन्वय,शब्द परिवर्तन,संरचनात्मक विधि
- साहित्य:अर्थ एवं साहित्य के भेद
- साहित्य की विधाएं
- कविता शिक्षण : कविता की परिभाषा एवम् महत्त्व उद्देश्य, सोपान कविता शिक्षण की प्रणालियां|
- निबन्ध शिक्षण: उद्देश्य,महत्त्व,उपयोगिता एवं निबन्ध शिक्षण की विधियां
- रचना शिक्षण : रचना का अर्थ और महत्त्व विशेषतायें, भेद प्रणालियां, रचना संबंधी अशुधियां एवम् सुझाव रचना संबंधी अशुधियों के कारण एवम् सुझाव|
- कहानी शिक्षण : कहानी का अर्थ एवम् परिभाषा , कहानी के तत्व , महत्त्व, उद्देश्य, कहानी शिक्षण की प्रणालियां |
- नाटक शिक्षण :नाटक का अर्थ एवम् महत्त्व उद्देश्य, नाटक शिक्षण की प्रणालियां|
- अनुवाद शिक्षण :अनुवाद का अर्थ एवम् महत्त्व उद्देश्य, प्रकार, अनुवाद शिक्षण की प्रणालियां|
- व्याकरण शिक्षण : अर्थ , आवश्यकता तथा महत्त्व, उद्देश्य, व्याकरण के प्रकार और प्रणालियां , व्याकरण शिक्षण को प्रभावी बनाने के सुझाव|

इकाई -IV: हिन्दी भाषा में मूल्यांकन एवं मापन

- हिन्दी शिक्षण में मूल्यांकन - अर्थ विधियां और अंक विभाजन|
- सतत एवम् समग्र मूल्यांकन|
- निदान एवं सुधार का अर्थ,महत्त्व एवं प्रयोग
- हिंदी शिक्षण में शैक्षणिक निदान एवं उपचार
- कक्षा में धीमी गति से सीखने वाले छात्रों की पहचान,कारण एवं उनकी प्रगति के उपाय
- प्रश्न-पत्र निर्माण

Paper: Mathematics Education

Course: 206

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives

- To develop insight into ways of reasoning mathematically.
- To create awareness and appreciation about algebraic thinking.
- To develop understanding of geometrical concepts.
- To familiarise student-teachers with statistical ways of dealing with information and some mathematical concepts that help in the process
- To enhance the capabilities of the prospective teachers to reflect on processes relating to communicating formal mathematics to children

Unit I : Mathematical Reasoning and Algebra thinking

- Process of generalisation: pattern recognition and inductive reasoning process that enable hypothesis formation
- Number pattern 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 II : Practical Arithmetic and data handling

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

Unit III : Geometric ways of looking at Space and Shapes

- Geometric thinking levels-Van Hiele
- 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 IV : Communicating Mathematic and Evaluation

- Methods of teaching : Inductive and deductive, analytic and syntheses, problem solving, laboratory method, project method, Creative thinking in mathematics
- Planning : unit plan and lesson plan
- Evaluation : Meaning, concept, tools and Continuous and comprehensive evaluation

Paper: Science Education

Course: 207

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific objectives

- To encourage students to revisit their own conceptual understanding of science
- To engage students with various aspects of the nature of science.
- To help students understand children's ideas in relation to cognitive development and Children understands of scientific concepts.
- To help students select and use appropriate teaching-learning and assessment strategies.
- To enable students to view science as an inclusive and a democratic enterprise.

Unit I: Understanding science and children's ideas in science

- Science : Meaning, nature, objectives and importance
- Relation of science with other subjects
- Children's ideas related to science concepts: Probing, documenting and analyzing children's ideas related to science concepts

Unit II: Learning Resources

- Curriculum- Meaning, Place of Science in School Curriculum
- Science Text Book- Characteristics of good text book, Evaluation of Science text book
- Science Teacher- Qualifications, Qualities and Professional Growth of Teachers
- Teaching Aids- Classification of Teaching Aids, Effective use of multimedia for teaching of science, Improvisation of Teaching Aids ,field trips, science museum

Unit III: Organisation and Management

- Science Laboratory- Structure and design, Organisation and Maintenance of Science Lab, Maintenance of registers, Storage of Chemicals, Organisation of Practical Work, Lab Safety Measures and First Aid Apparatus, Improvisation of Apparatus
- Co-curricular Activities in Science- Organisation of Science Club, Science Exhibitions, Field Trips and Excursions, Science Quiz, Wall Magazine

Unit IV: Classroom Transaction & Evaluation

- Objectives of Pedagogy of Science Education
- Bloom's Taxonomy
- Robert Mager's Approach of writing behavioural approach
- Methods of Teaching Science Lecture cum Demonstration Method ,Heuristic Method, Problem Solving Method ,Computer Assisted Instructions ,Project Method ,Inductive and deductive Method ,Concept Mapping
- Lesson Planning : Concept, Need, Importance, Herbertian Steps of Lesson Planning
- Evaluation :Concept, types ,Preparation of blue print, Continuous Comprehensive Evaluation ,National Talent Search Examination ,Science Olympiad ,science INSPIRE, identification of errors and misconceptions

Paper: Social Science Education

Course : 208

Maximum Marks: 100(Theory: 70 Internal: 30)

Specific Objectives: This course would help the pupil-teacher to:

- develop knowledge and skills to critically understand and analyse the society in which we live by drawing upon the disciplines of history, geography, political science, economics and sociology
- critically analyse social science school curriculum, syllabus and textbooks
- know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner
- develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values

Unit I: Nature of Social Sciences

- Meaning and difference between social science and social studies
- Nature and scope of social science with different perspectives
- Aims and objectives of Social science and social studies
- Role of social science in developing children understanding of the social realities like Awareness about their rights and duties towards their society, social evils like corruption unemployment, poverty, drug addiction.
- Different approaches to organize social sciences: concentric, topical, integrated social studies and interdisciplinary social science.

Unit II: 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 (Indus valley Civilization)
 - (iii) State: Nation, Nation-state and citizen
 - (iv) Region: resources, space and people
 - (v) Market: Stock Exchange.

Unit III: Children's Understanding and Teaching-Learning Materials

- Concept formation among the children in elementary classes with reference to their age and socio-cultural context.
- Importance of concept formation in Social Science.
- Teaching-Learning Materials : Different types of teaching-learning materials for social sciences including community and local resources, analysis of different textbooks of social sciences to understand the perspective about the subject.

Unit IV: Lesson planning Pedagogy and Assessment

- Lesson planning : Principles and steps of lesson planning
- Teaching methods: heuristics/discovery method, project method, use of narration, comparisons, observations, dialogue and discussion in social science
- Evaluation: Concept and importance of evaluation
- Continuous and comprehensive Evaluation
- Types of tests – essay type, short answer type and objective type tests
- Preparation of Blue Print

Paper: Children's Physical and Emotional Health, School Health and Education- II
Course: 209 Maximum Marks: 100(Theory: 50 Internal: 50)

Specific Objectives

- To build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants framework.
- To understand the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns.
- To examine specific programmes related to children's health operating in schools.
- To build knowledge and skills on teaching health and physical education and integration of their themes with other curricula areas of teacher education and school subjects.
- To link theoretical and conceptual learning with actual school/classroom realities through practical work.

Unit I Knowledge and Skills Development for Health Education

- Concept of Health Education with special reference to elementary school children
- Understanding human body
- Pre-Adolescence and Adolescence health issues (including specific health issues of adolescent girls)
- Food and Nutrition : Malnutrition, nutritional deficiency , importance of balanced diet
- Good eating habits
- Medical attention needs in case of any accidents/causality/sickness in the school
- Introduction to Yoga: Concept ,need and importance, basic asans for relaxation,Ashtang yoga, Pranayama for growth and development
- Importance and benefits of Yoga Education for school children

Unit II Communicable and Non-communicable Diseases

- Communicable Diseases : Meaning, basic knowledge about transmission, prevention and treatment of communicable disease
- Types of Communicable Diseases
- Non-communicable Diseases : Meaning and types
- Basic knowledge and understanding of non-communicable disease
- Managing children suffering with such diseases

Unit III 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
- Specially abled children and their engagement in the classroom

Unit IV Contemporary Lifestyle and Stress Management

- Lifestyle diseases
- Understanding Stress
- Ways and means to cope up with stress : Application of Life Skills
- Alternative systems of health and healing
- Integration of Health and Physical Education with teaching of other subjects

Paper: Creative Drama, Fine Arts and Education-II

Course: 210

Maximum Marks: 100(Theory: 50 Internal: 50)

Specific Objectives:

To facilitate the pupil-teachers to:

- appreciate the need of Art Education for the all round development of the child.
- learn different art forms under visual and performing art categories
- make optimal use of Art Education for the holistic development of every child
- develop Artistic and Aesthetic sensibility by responding to the beauty in different art forms, through genuine exploration, experience and free expression
- integrate different art experiences of children of primary classes and maintain their appreciation records

Unit I: Understanding Arts and Arts in Education

- Meaning and Concept of Arts and Arts in Education
- Understanding aesthetics and its educational relevance
- Arts as Pedagogy of learning and development : Understanding arts(Visual and Performing) and their importance in teaching learning of different subjects at upper primary level of school education
- Art Integrated Learning : Concept, need and importance
- Educational thinkers on Arts in Education- Tagore, Devi Prasad, Elliot W.Eisner, Victor Lowenfeld, John Dewey, Howard Earl Gardner

Unit II: Visual Arts, Crafts and Performing Arts

- Experimentation with different materials of visual arts such as Pencil, pastel colours, poster colours, acrylic, pen and ink, rangoli materials, mixed materials, etc. for enhancing artistic skills
- Exploration and experimentation with different methods of Visual Arts: Drawing and painting, Collage making , Puppets and mask making ,clay Modeling, paper cutting and folding, paper crafts, 3-D constructions etc. for skill development in different methods, making activity files
- Regional art forms- hands-on-practice of wall paintings, floor painting and wall murals and relief
- Developing scrolls ,illustrated stories, comic strips etc. based on curriculum
- Performing Arts : **Music** : Learning and singing different types of songs-Folk songs/Patriotic/Devotional/Regional, creating stories with sound effects
- **Dance and Drama**: Role play –Recollecting childhood experiences, telling stories using mime and movement. Enacting stories/situations/events from Literature, Sciences, Social sciences etc.
- **Puppetry** : Puppets as tool of social communication and Educational Transactions, Practicing finger puppets and hand puppets

Unit III: Planning and organization of Art Experience

- Planning lessons based on Art Integrated Learning –Integration of arts with other subjects such as –Art and Languages, Art and Social Sciences, Arts and sciences, Art and Mathematics etc.
- Organization of space, time and materials for art experiences :understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein

Museums, galleries, historical monuments, works of great artists, films as resources of learning of art and other subjects

- Significance of Archaeological Survey in understanding various art forms
- Integration of visual arts, crafts and performing arts in teaching other teaching subjects and preparation of lesson plans/activities in three teaching subjects integrating the elements of visual Arts and Craft (Practical files to be maintained on art experience/activities done during the year)

Unit IV: Evaluation of Art integrated learning

- Nature and characteristics of evaluation of Arts integrated learning
- Using Arts as a tool of Continuous and Comprehensive Evaluation (CCE) to assess the learning and development of children in different subjects
- Development and use of appropriate tools such as: Observation schedule, projects, portfolios, checklist, rating scales, anecdotal records, displays etc.
- Correlation of Art integrated learning strategy with achievement of students

Paper: School Internship-II
Course: 211

Maximum Marks: 300
Year I: 100; Year II: 200
To be internally assessed

Year II

Specific Objectives

- To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
- To be able to innovate within existing systemic limitations.
- To learn to conduct meaningful classroom activities by careful selection and organization of such activities. To critically reflect on her own school experiences and keep records of the same.
- To learn to assess different aspects of children's learning without a focus only on achievement.

These objectives require the following components in the programme with the stated weightage:

	Weightage in Marks
Planning and Teaching of teaching lessons	140
Reflective Journal and Record Keeping	60
Total	200

Planning 60 (*Observation of 2 Demonstration Lessons, 2 Discussion Lessons*)

Lesson Planning and Teaching 80 (Lesson Plan-No. of days x No. of Subjects)

Reflective Journal and Record Keeping 60 (Student- teachers are required to prepare a Teacher's Diary comprising of the following things:

Self Attendance Record

Students' Attendance Record

Topic of Lessons delivered per subject during Internship

Method of teaching used per lesson

Teaching Aid used/ Activity demonstrated

Cumulative record of the students

Celebration of important days

Morning Assembly

Various registers and records of co-curricular activities

The School Internship Programme would include visits by the interns to centers of innovative pedagogy and learning, wherever feasible; undertaking classroom-based research projects; developing and maintaining resources in the Internship schools. School Internship is designed for interns to teach for **4 consecutive days per week for a minimum period of 12-20 weeks**, including an initial phase of observing a regular classroom.

The practice of teaching during school internship would include not more than 4 Unit Plans per subject. Planning of the Units would include a critical engagement with content from multiple sources including the school textbook, organization and presentation of subject-matter, formulating questions specifically to: (a) assess knowledge base and understanding of students; (b) further the process of knowledge construction and meaning-making in the classroom; and (c) assess students' learning to improve pedagogic practices and further enhance learning.

The intern will necessarily have supervisory support from the faculty in the form of general and subject supervision, who will also assess the intern. The intern will be required to develop unit plans for which she must choose and design appropriate activities. A record of these plans must be maintained. The intern is also expected to maintain a daily reflective journal in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses she has studied.

Evaluation Process

Scheme of Examination and distribution of 70 marks in Theory Paper (External)

There will five Sections namely – I,II,III,IV and V in the 70 marks Theory Paper (External) as given below:

Section I– Compulsory Question (2 Marks x 7 Questions = 14 Marks)-

Eight questions will be given. Candidates will have to **attempt any seven**.

Each question carries 2 marks. This question will cover whole syllabus of Paper

Section II,III,IV and V- 14 Marks Each-

Two questions will be given in each section. Candidates will have to **attempt any one in each section**. Each question carries equal marks

Note:

- The questions given in the theory paper shall cover the entire syllabus of each subject.
- **Internal assessment** in each subject shall be given by the concerned teacher according to their criteria of assignments, projects, case studies, field visits etc.,attendance record ,House Test performance

****Criteria for internal assessment shall be displayed well in advance on the notice board by the concerned teacher.***