

# **CURRICULUM OF DIPLOMA IN ELEMENTARY EDUCATION**

**TWO YEAR COURSE OF DIPLOMA IN ELEMENTARY EDUCATION (D. El. Ed.)**



**DIRECTORATE OF EDUCATION  
AND  
STATE COUNCIL OF EDUCATION RESEARCH AND TRAINING  
PORVORIM – GOA – 403521**

## TABLE OF CONTENTS

No.	Topic List	Page No.	
1	Rationale	4	
2	Rules of D.El. Ed. Admission	6	
3	<b>SUBJECTS FOR SEMESTER - I</b>		
	<b>Theory Subjects</b>	Socio Philosophical Foundations of Education	9
		Psychology of Development	11
	<b>Methods and Techniques Of Teaching</b>	English	13
		Mathematics	15
	<b>Practice Teaching</b>	English - 3 lessons	
		Mathematics - 3 lessons	
		Marathi / Konkani - 2 lessons	
		Environmental Studies - 2 lessons	
		Visual Art (Drawing) – 1 lesson	
		Physical Education and Healthy Living – 1 lesson	
		Work Education – 1 lesson	
	<b>Practical Areas.</b>	Visual & Performing Arts, Work Education, Physical Education and Healthy Living	
<b>Practical Subjects</b>	Foundation Course - I	17	
4	<b>SUBJECTS FOR SEMESTER II</b>		
	<b>Theory Subjects</b>	Socio-Educational Concerns	19
		Psychology of Learning	21
	<b>Methods and Techniques Of Teaching</b>	Marathi	23
		Konkani	26
	<b>Practice Teaching</b>	Environmental Studies	29
		Marathi/Konkani - 3 lessons	
		Environmental Studies - 3 lessons	
		English - 2 lessons	
		Mathematics - 2 lessons	
		Performing Art (Music) – 1 lesson	
		Physical Education and Healthy Living – 1 lesson	
		Work Education – 1 lesson	
	<b>Practical Areas.</b>	Visual & Performing Arts, Work Education, Physical Education and Healthy Living	
	<b>Practical Subjects</b>	Community participating Camp Internship	31
5	<b>SUBJECTS FOR SEMESTER - III</b>		
	<b>Theory Subjects</b>	School Administration and Classroom Planning	34
		Principles of Curriculum Development	36
	<b>Methods and Techniques of Teaching</b>	Hindi	38
		History and Civics	41
	<b>Practice Teaching</b>	Hindi – 3 lessons	
		Social Studies (History and Civics) – 3 lessons	
		Science – 2 lessons	
		Visual Art (Drawing) – 1 lesson	
		Physical Education and Healthy Living – 1 lesson	
		Work Education – 1 lesson	

	<b>Practical Areas.</b>	Visual & Performing Arts, Work Education, Physical Education and Healthy Living	
	<b>Practical subjects</b>	<b>Foundation Course –II</b>	43
		<b>Environmental Tour and Reporting</b>	44
6	<b>SUBJECTS FOR SEMESTER -IV</b>		45
	<b>Theory Subjects</b>	Pre Primary Education	46
		Principles of Evaluation	48
	<b>Methods and Techniques Of Teaching</b>	Science	50
		Geography	52
	<b>Practice Teaching</b>	Science – 3 lessons	
		Social Studies (Geography) – 3 lessons	
		Hindi – 2 lessons	
		Performing Arts (Music) – 1 lesson	
		Physical Education and Healthy Living – 1 lesson	
		Work Education – 1 lesson	
	<b>Practical Areas.</b>	Visual & Performing Arts, Work Education, Physical Education and Healthy Living .	
	<b>Practical Subject</b>	Internship Camp	
7	<b>PRACTICUM</b>		54
		Microteaching	54
		Preparation of Classroom Plan	54
		Peer Teaching	55
		Computer Aided Teaching	55
		Internship Programme	56
8	<b>PRACTICAL AREAS</b>		57
		Visual and Performing Arts	58
		Physical Education and Healthy Living	60
		Work Education	62



## RATIONALE

Education is an on going process that needs to be kept abreast of all social, cultural and various other developments with the sensitivity and prompt responses to the events taking place everywhere around and away, within and outside the world of knowledge, research and discoveries. As such curriculum needs to be relevant. One of the criteria of a good Curriculum is flexibility and adaptability. The focus of the curriculum transaction should be shift from Teaching to learning.

To keep pace with the rapidly changing world, a Curriculum needs to be sensitive. This is especially true in the context of teacher education though there is an outburst of knowledge and information through print and electronic media; teacher is also one of the sources of imparting knowledge. Teachers need to keep themselves updated in every possible way and acquire certain skills to lead the process of educational development.

Keeping the present scenario in view, State Council of Educational Research and training with the support of Directorate of Education has revised the existing D.Ed. Curriculum as Diploma in Elementary Education (D. El. Ed.). The Directorate of Education intends to bring it into force from the academic year 2014-15.

**The framing of this curriculum also considered the following points.**

- a. Defining the goals of teacher education in the State in tune with the NCTE guidelines
- b. Defining the aims and objectives of the Course with clear statements of outcome of teacher development
- c. Delineating subject scheme in terms of concept development, methods and techniques of teaching, inclusion of practical assignments with theoretical contents, practical areas like art, physical education and work education, practice teaching in different contexts and outdoor exposure for richer learning experiences.
- d. Linking TE to the socio cultural ethos and emerging I&CT

The D.El.Ed. Curriculum is revised in view of the following considerations -

1. The present (ongoing) Curriculum was revised by erstwhile State Institute of Education in the year 1995 and the same is in use since 1996.
2. Its relevance with National Curriculum Framework (NCF)-2005 and NCFTE -2009 in terms of the following:
  - a. Goals of elementary education.
  - b. Techniques of teaching
  - c. Development of teaching-learning material
  - d. Implications of Continuous Comprehensive evaluation
  - e. Organization of Curricular and Co-curricular activities for overall Child Development
  - f. The use of Technology and IT.
  - g. Environment and Environmental issues
  - h. Population growth
  - i. Education of differently-abled children
  - j. Implementation of RTE
  - k. Need to give Orientation to elementary school teachers on evaluation and research.
  - l. The growing importance of acquiring interpersonal and social skills/language skills.
  - m. Changes in the teaching learning process such as Assignments and projects, Environmental Study tours and its report, Preparation of material for computer aided learning.



The new curriculum has been organized so as to make it relevant in the following contexts:

- 1. Concept Building**
  - a. Teacher and Education in Emerging India
  - b. Psychology of Development, Learning and their Educational Implications
  - c. Teacher Functions
  - d. Curriculum and Evaluation
  - e. Early Child Care Education
  - f. Shift from instructivism to "constructivism"
- 2. Pedagogy in terms of different school subjects.**
- 3. Practical areas like Visual and Performing Arts, Health and Physical Education and Work Experience.**
- 4. Practical Work**
  - a. Practice Teaching in the above school subject
  - b. Action Research Projects (to be completed in the second year of the Course)
  - c. Environmental Tour and Report
  - d. Organization and participation in Co-curricular Activities for an overall child development
  - e. Skills Development through Foundation Course I and II
  - f. Participation in Community Camp for a comprehensive exposure to local socio-cultural fabric and its educational relevance
- 5. Participation in workshops and other activities related to practical areas as given below**
  - a. Offering and observing demonstrations in classroom teaching
  - b. Conducting Micro Teaching (at least 8 teaching skills to be practiced in teach, re-teach programmes, followed by Bridge Lesson.)
  - c. Preparing Lesson Plans under guidance of the Teacher Educator
  - d. Preparing Annual Plan in school subjects.
  - e. Developing Teaching-Learning Materials (TLM) and using them in classroom teaching.
  - f. Preparing Action Research Design and conducting Action Research in a problem area.
  - g. Participating in Environmental Tour and preparing detailed report of tour experiences.
  - h. Community Participation camp.
  - i. Attending the Internship Programme.

## Eligibility to the Two Year D. El. Ed. Course

A candidate seeking admission to the Diploma in Elementary Education (D.El.Ed.) Course should be resident of Goa state.

He/she should have passed HSSC Examination in 10 + 2 pattern (Higher Secondary) in single attempt with 50% marks in general stream only.

He/she should have passed HSSC Examination in 10 + 2 pattern with **MARATHI** as one of the subjects in SSC or HSSC Examination to apply for **MARATHI MEDIUM D. El. Ed. Course**.

He/she should have 50% and above percent marks in HSSC Examination

He/she should have studied the following school subjects at +2 level in higher secondary school.

1. **English (Compulsory) with minimum 45 % Marks**
2. **Hindi / Marathi / Konkani / Sanskrit / Kannada / Urdu**
3. **Mathematics/Science( Physics/ Chemistry/Biology/ Computer Science) OR Social Sciences (History / Geography / Political Science / Sociology / Psychology / Economics)**

## Reservation

The reservation of seats is as notified by State Govt. from time to time.

## Rules of Attendance

1. No Teacher Trainee will be permitted to take any part time or full time job or course during the entire period of the Diploma Course.
2. In case of absence of **more than six days in a period of one semester** a candidate shall have to submit MEDICAL CERTIFICATE from a Registered Medical Practitioner.
3. All teacher trainees will be required to remain physically present in the premises of the institution for the entire **working day** as specified by the institution.

## Rules of passing and promotions

1. A candidate shall have to fulfill the condition of minimum 80 percent of the total working days in a semester to become eligible for appearing for the examination. A certificate from the institution's authorities regarding completion of teacher trainee related practice lessons and practical work will be mandatory.
2. Passing in every component of the course is necessary for a candidate to become eligible for award of the Diploma.
3. A candidate remaining absent or failing in a semester in one or more subjects will be required to appear for the supplementary examination in the subject/s. In case of failing in the supplementary examination, the candidate shall appear for the immediate corresponding semester. Candidate claiming exemption, shall be awarded only "Pass".
4. A candidate shall score minimum 40% of the maximum marks in each component of external and internal assessment for passing in the subject.
5. A candidate shall be declared passed in the semester examination only if he/she scores minimum 50% of the maximum total of the semester.
6. All the assignments and practical work should be maintained in the criteria based subject evaluation files and student-folios, which will be scrutinized by SCERT monitoring committee at-least once in each semester.

### **Scheme of Examinations for D.El.Ed. Course**

1. There will be four semesters during the two years of the Diploma in Elementary Education(D.El. Ed)
2. A Candidate shall score minimum of 325 marks of the aggregate 650 marks in each Semester
3. Each semester exam will have the total of 650 marks out of which 200 will be for theory and 450 for practical. The details can be seen in the syllabus.
4. Grade shall be assigned for each semester and a final Grade shall be given after the completion of the course by taking the average of the 4 semesters.

### **Equivalence of Marks for Grades.-**

S.NO	RANGE	GRADE
1	85% AND ABOVE	A
2	70-84	B
3	60-69	C
4	50-59	D

**Note:** The decimal will be rounded to the nearest whole number at the total of each subject.

### **Fees:**

The fees structure shall be as notified by the Director SCERT Goa time to time.



**DIPLOMA IN ELEMENTARY EDUCATION**  
**(D. El. Ed.) Course**

**SYLLABUS**

**SEMESTER – I (June to October)**

*Subjects*

**A. EDUCATIONAL THEORY**

1. Socio-Philosophical Foundations of Education
2. Psychology of Development.

**B. METHODS AND TECHNIQUES OF TEACHING.**

1. English
2. Mathematics

**C. PRACTICE TEACHING**

- |  |     |
|--|-----|
| 1. English                             | (3) |
| 2. Mathematics                         | (3) |
| 3. Marathi/Konkani                     | (2) |
| 4. Environmental Studies               | (2) |
| 5. Visual Art (Drawing)                | (1) |
| 6. Physical Education & Healthy Living | (1) |
| 7. Work Education                      | (1) |

**D. PRACTICAL SUBJECTS**

1. Foundation Course – I

**E. PRACTICAL AREAS**

1. Visual & Performing Arts – Module I
2. Physical Education and Healthy Living– Module I
3. Work Education – Module I

# SOCIO-PHILOSOPHICAL FOUNDATIONS OF EDUCATION

## Introduction

'Destiny of the nation', states the Education Commission 'is shaped in its classrooms'. Education does not only cater to the individual needs of the learner and prepare the learner for life but also reflects in it the aspirations of the society that cherishes its long learnt wisdom and philosophy from ancient time. People's dreams and the philosophy they cherish with them provide the foundation of the education system they desire for their children. A teacher educator has to bear this in the mind while preparing teacher trainees and inculcate in them right attitude to the educational processes and approaches the teacher trainees is going to employ while functioning as a teacher. Teacher trainees will also develop their acquaintance with the concept of education as a science through the study of this subject.

## Objectives

The teacher trainee will be able to –

1. define education according to various schools of thought
2. explain education in the social and cultural context
3. describe the development of education in India
4. state and illustrate how Indian philosophy reflects in the education system through the study of the lives and works of Indian educationists
5. explain educational theories in the Indian context
6. compare Indian thought of education with the Western thought of education

## Syllabus

<b>Module 1 Theories of Education</b>	<b>10</b>
Unit 1 Education – definitions, functions and aims	02
Unit 2 Theories of Education and Educational Philosophies of Western school of thought: Plato, Rousseau, Dewey	03
Unit 3 Theories of Education and Educational Philosophies of Indian school of thought: Mahatma Gandhi, Gurudev Rabindranath Tagore, Swami Vivekanand	03
Unit 4 Post Independence Reforms in Education	
▪ Primary School Education in Kothari Commission	
▪ National Policy of Education, 1986 with respect to primary Education	02
<b>Module 2 Indian Society and its impact on the Education System</b>	<b>10</b>
Unit 1 Socio-cultural	03
Unit 2 Indian Constitution	03
Unit 3 Globalization of Education	02
Unit 4 Socially Marginalised Groups	02
<b>Module 3 Education and Socialization</b>	<b>10</b>
Unit 1 Education as a Socializing Agent	02
Unit 2 Agencies of Education	03
Unit 3 Role of Teacher in the Education System	02
Unit 4 Public and Private Sector in Education	03
<b>Module 4 Purpose of Education</b>	<b>10</b>
Unit 1 Education for Life	02
Unit 2 Education for Individual and Social Development	03
Unit 3 Education for Social Harmony and National Integration	02
Unit 4 Education for International Understanding and Peace	03
<b>Module 5 Emerging Trends in Education</b>	<b>10</b>
Unit 1 Main Principles of the National Education Commission (Kothari Commission)	03
Unit 2 Role of the Pupil: Shift from teacher-centred to child-centred educational processes.	02
Unit 3 Values and skills	02

**References**

1. JC Aggarwal: *Theory and Principles of Education-Philosophical and Sociological basis of Education*
2. RN Safaya and BD Shaida: *Development of Education Theory and Practice*
3. OP Dhiman: *Principles and techniques of Education*
4. Dr. Deepesh Chandraprasad : *Philosophical foundation of Education*
5. Prof. BC Rai: *Sociological foundation of Education*

**Suggested Subject Related Assignments****Individual Assignments (Any two of the following)**

20

1. Preparing Reports and Presentation of changing role of teachers, social leaders, people's representatives and social organizations on Education System with a sample of 5-10 schools in vicinity with interpretation of Socio-philosophical concerns of education.
2. Preparing a journal with the help of newspaper clippings, web information and such other sources on future of Indian Education on the basis of the present Education Policies/decisions effecting reforms/changes in social structure and impact of technology of education.
3. Preparing presentation of comparative study of the educational thoughts of nay one of the Indian educationist and a Western educationist with interpretation of how their theories are relevant in the today's context of education.

**Group Assignments (Any one of the following)**

10

1. Presentation on the changes in Education System/ Process Methods/materials. As a result of social demands/movements/discussions/changes in social ideologies, etc.
2. Preparing journal with the help of newspaper clippings, web information and such other sources on the future of Indian Education.
3. Make a presentation of the Future Indian Education on the basis of the present educational scenario. Make use of all possible information, including interaction with the students, teachers and community

**Two Periodic Tests**

20



# PSYCHOLOGY OF DEVELOPMENT

## Introduction

The student undergoes profound changes throughout childhood. These changes occur in the physical and psychological spheres which influence learning and behaviour. Teachers must be familiar with these growth patterns so that they can bring about in the students wholesome behavioural changes which affect their thought and action. Educational psychology also focuses on individual differences and the need to adapt teaching and learning in line with their abilities, aptitudes and attitudes.

## Objectives

The teacher trainees will be able to –

1. state and explain the theories of growth and development of various aspects of child's physical, cognitive, linguistic, emotional, moral and social behavior during child and preadolescence period.
2. explain the nature and extent of individual differences.
3. explain the nature and types of intelligence.
4. define the concept of aptitude and its educational implications.
5. analyze the concept of self and self-development.
6. explain and use the various methods of assessing personality, aptitude, interest.
7. identify exceptional children who need special attention and training.

## Syllabus

<b>Module</b>	<b>I</b>	<b>Development</b>	<b>10</b>
Unit	1	Introduction to Educational Psychology	03
		▪ Meaning, nature and definition of educational psychology	
		▪ Scope of educational psychology	
Unit	2	<b>Growth and Development (Childhood Stage)</b>	02
		▪ Concept of growth and development	
		▪ Principles of growth and development	
Unit	3	<b>Cognitive Development</b>	02
		▪ Piaget's stages of intellectual development	
Unit	4	<b>Characteristics of growth and development</b>	03
		▪ Physical	
		▪ Emotional and Social	
<b>Module</b>	<b>2</b>	<b>Individual Differences</b>	<b>10</b>
Unit	1	Meaning and nature of individual differences	02
Unit	2	Inter and intra individual Differences	03
Unit	3	Causes of individual differences: Heredity and Environment	03
Unit	4	Educational Implications of individual difference: Teacher' Role in Classroom	02
<b>Module</b>	<b>3</b>	<b>Intelligence</b>	<b>10</b>
Unit	1	Concept and type of intelligence: General, Social and Vocational	03
Unit	2	Nature and Concept of Multiple intelligence	02
Unit	3	Nature and Concept of Emotional intelligence	02
Unit	4	Measurement of intelligence	03
<b>Module</b>	<b>4</b>	<b>Personality</b>	<b>10</b>
Unit	1	Different views about personality	03
		▪ Meaning and definitions by Gordon Allport	
Unit	2	Self-Concept, attitude, interest, values, habits	03
		▪ Definitions and characteristics	
Unit	3	Development of personality in childhood	02
Unit	4	Adjustment and the Mental Health at home and school.	02

Module	5	<b>Children with special needs</b> (Learners with special needs-definition, identification, characteristics and special educational provisions)	10
Unit	1	Gifted Children	02
Unit	2	Slow Learners	03
Unit	3	Children with Learning Disabilities	03
Unit	4	Physically Challenged Children	02

### Suggested Subject Related Assignments

#### Individual Assignments (Any two of the following) 20

1. Case study of a child in the Age Group of 6 to 9 years
2. Study of the Learner's Problem Related to School Adjustment-Use of a suitable inventory.
3. Study of the Personality Characteristics of students from Class VIII from any school through SCQ Test or a Standardized Personality Questionnaire.
4. Observation of the Learning Behavior of any one of the following:
  - Problem Child
  - Isolated Child
  - Popular Child
  - Slow Learner
  - Underachiever
5. Conduct of Mental Ability Test of the Child Studying at the Upper Primary Stage.

#### Group Assignments (Any one of the following) 10

1. Make a presentation on any aspect of deviant behavior.
2. Visit to any Institution for Children with Special Needs (CWSN) and prepare a Report.
3. Survey of the types and extend of deviant behavior among students at the middle school level.

#### Two Periodic Tests 20

#### References

##### For Theory –

1. *Advance Educational Psychology*—By Suresh Bhatnagar & Anamika Saxena
2. *Psychological Foundations of Education* - By Dr.G.Aruna Mohan Pub: Neelkamal Pvt Ltd., New Delhi.
3. *Psychology of learning & Teaching* - Dr. P.M Alegaonkar. Pub Dilipraj Prakashan Pvt Ltd, Pune
4. *Psychology of Teachers*, by Romesh Verma, Pub Anmol Publications Pvt. Ltd.NewDelhi.
5. *Child Development ( Vol 1,2&3 )* - Dolly Singh Pub: Kanishka Publisher , Delhi
6. *EducationalPsychology* by B.D. Bhatt. & S.R Sharma.Pub: Kanishka PublishingHouse, Delhi
7. *Educating Children with Special Needs* Dr. Anupriya Chadha. Pub A.P.H. Publishing Corporation New Delhi.

##### For practical work –

1. *Divergent Production Abilities Thinking test* by K.N Sharma
2. *Verbal Tests of Creative Thinking* Baqer Mehdi
3. *Self-concept Questionnaire* : Saraswat
4. *Children's Self-concept* by S.P Ahluwalia.
5. *Adjustment Inventory for School Students*- A.K.P Sinha and R.P.Singh.
6. *Teaching Aptitude Test Battery* - R.P. Singh



# ENGLISH

## Introduction

This course focuses on the teaching of English to learners at the elementary level. The aim is also to acquaint the student-teacher with contemporary practices in English Language Teaching (ELT). The course also offers flexibility in the classroom methodology for ELT.

The theoretical perspective of this course is based on a constructivist approach to language learning. This course will enable the student-teacher to create a supportive environment which encourages their learners to experiment with language learning. The course will also focus on developing an understanding of second language learning

## Objectives

The teacher Trainees will be able to -

- develop an appreciation of the role of English in enhancing learning of other school subjects and in providing opportunities for successful functioning in later professional life.
- identify the needs, interest and proficiency of school learners
- strengthen their own English language proficiency and use ICT particularly CAI facilities to enrich language teaching.
- refresh their knowledge of grammatical, lexical and discourse systems in English.
- to study the conditions in school classroom and practice learner-centred methods and techniques that emphasise involvement and interaction.

## Syllabus

<b>Module 1</b>	<b>English Language Teaching – a perspective</b>	<b>10</b>
Unit 1	The place of English in India.	02
Unit 2	Principles, Aims and Objectives of Teaching English as a Second Language	02
Unit 3	Approaches, Methods and Techniques of English Language Teaching	03
Unit 5	Professional Development of the English Language Teacher	03
<b>Module 2</b>	<b>Acquisition of Language Skills: Listening and Speaking</b>	<b>10</b>
Unit 1	<ul style="list-style-type: none"> <li>Real life listening</li> <li>Strategies to develop good listening skills</li> </ul>	02
Unit 2	Pronunciation: Importance and introduction of Phonetic Symbols	03
Unit 3	Stress and Modulation – Word Stress (Primary and Secondary) –	03
	<ul style="list-style-type: none"> <li>Importance of voice modulation and intonation</li> </ul>	
Unit 4	Communicative skills – Interpersonal skills – Individual, pair and group	02
	<ul style="list-style-type: none"> <li>Tasks for developing communicative skills – Presentation skills</li> </ul>	
<b>Module 3</b>	<b>Acquisition of Language Skills: Reading and Writing</b>	<b>10</b>
Unit 1	Types of Reading, Strategies to develop Reading Comprehension, Skill	02
Unit 2	Reference skills – Use of Dictionary, Thesaurus and Encyclopaedia.	02
Unit 3	Correctness of spelling, grammar and punctuation	03
Unit 4	Writing skill: importance, writing assignments and preparing project reports	03
<b>Module 4</b>	<b>Planning and Teaching of Specific Units: Lesson Planning and Teaching Aids</b>	<b>10</b>
Unit 1	Teaching of Prose (Intensive and Extensive Reading) and teaching of Poetry(Rhyme and Rhythm)	02
Unit 2	Teaching of Grammar– Types of Grammar: Prescriptive / Descriptive and Methods of Teaching Grammar: Inductive / Deductive	02
Unit 3	Teaching of Composition and Letter Writing and Creative Writing.	03
Unit 4	Types of planning- Lesson planning , Unit planning, Annual planning	03



<b>Module 5 Evaluation</b>		<b>10</b>
Unit 1 Types of tests – Teacher made tests ,Unit test ; Qualities of a good test		03
Unit 2 Preparation of test paper and Blue Print		03
Unit 3 Testing Oral Skills		02
Unit 4 Diagnostic and Remedial Teaching		02

### Suggested Subject Related Assignments

#### Individual Assignments (Any two of the following) 20

1. Reading and compiling five moral stories and five poems.
2. Prepare a unit plan of any one unit of any English Textbook of Std. V - VIII
3. Preparing at least two improvised teaching aids.
4. Select three books on Writing Skill from your library. Referring to these books prepare an article of 150 to 200 words on Developing Writing Skill in the students of Std. III and IV
5. Elocution and Compering Skills

#### Group Assignments (Any one of the following) 10

1. Write a review of any one of the text books from Std. I to Std. VIII. Review should focus on the content, language and presentation. The findings should be presented through a power point presentation.
2. Select a lesson from the English Textbook of your choice and prepare supplementary materials by using library and internet sources. Discuss in group before you finalize your materials
3. Prepare a blue print based unit test.
4. Prepare and present a skit on "A Good Teacher of English".

#### One Content based Test and One Periodic Test 20

### References

1. Rivers, Wilga, *Teaching Foreign Language skills* -University of Chicago Press, Chicago.
2. Gimson A.C., *An Introduction to the Pronunciation of English* Edward Arnold London.
3. Dr. R.A. Sharma , *Fundamentals of Teaching English*, Surya Publications, 2007.
4. Dr. Shaikh Mowla, *Methods of Teaching English*, Neelkamal Publications, First ed, 2004.
5. Dr. Shaikh Mowla, *Techniques of Teaching English*, Neelkamal Publications, Fifth ed, 2004.
6. Daliman M et al, *The Teaching of Reading*, Holt, Rinehart and Winston Inc. New York.
7. Byrne Don, *Teaching Writing Skills*, Longman, Haslow.
8. Leach G. Nastik, *A Communicative Grammar of English*- ELES Naslow.
9. Harmer, Jeremy, *The Practice of English Language Teacher* - Longmans.
10. *Language Teaching Analysis* by Longmans

# MATHEMATICS

## Introduction

The basic aim of school mathematics is to develop useful capabilities, particularly those relating to numeracy-numbers, number operations, measurements, decimals and percentages, The higher aim is to develop the child's resources to think and reason as well as to pursue assumptions to their logical conclusion and handle abstraction. It includes the attitude to formulate and solve problems. This calls for a curriculum that is ambitious, coherent and teaches important principles of mathematics to achieve the higher aims mentioned above. The various components of Mathematics- Arithmetic, Algebra and Geometry should be presented in holistic manner.

## Objectives

The teacher trainees will be able to -

1. explain the need and importance of Mathematics in life.
2. develop acquaintance with the Mathematics syllabus at the elementary stage ( Std. I to VIII)
3. master the fundamental skills in Mathematics to make learning more meaningful.
4. use different methods/strategies of teaching Mathematics to make learning interesting and effective.
5. develop the competency to construct, administer and assess achievement tests.

## Syllabus

<b>Module I</b>	<b>Basic consideration of Mathematics Education</b>	<b>10</b>
Unit 1	Aims and objectives of teaching Mathematics.	02
Unit 2	Place of Mathematics in School curriculum with reference to its utility in daily life.	02
Unit 3	Qualities of a good Teacher of Mathematics	03
Unit 4	Correlation of Mathematics with other subjects.	03
<b>Module 2</b>	<b>Planning and Content Analysis</b>	<b>10</b>
Unit 1	Approaches in framing of curriculum.- Topical, Concentric/Spiral	02
Unit 2	Competency based teaching in Mathematics for Classes. I to VIII.	03
Unit 3	Review of text books Std. I to Std. VIII.	02
Unit 4	Annual Planning, Unit Planning and Lesson Planning	03
<b>Module 3</b>	<b>Methods of Teaching Mathematics: Characteristics and Applications</b>	<b>10</b>
Unit 1	Inductive and deductive	03
Unit 2	Analytic and Synthetic	03
Unit 3	Heuristic	02
Unit 4	Concept Attainment Model	02
<b>Module 4</b>	<b>Approaches and Techniques</b>	<b>10</b>
Unit 1	Drill work & Review.	03
Unit 2	Assignments.	02
Unit 3	Instructional materials	02
Unit 4	Use of Mathematical kit-box, geometrical-box, Charts, models, geo-board, paper folding, Recreational Mathematics - Use of number patterns, geometrical patterns, magic squares, riddles, quizzes, setting of mathematics laboratory and clubs, Short cuts in calculations, Vedic mathematics	03
<b>Module 5</b>	<b>Evaluation</b>	<b>10</b>
Unit 1	Need and importance of evaluation.	02
Unit 2	Construction of achievement tests, Blue print	03
Unit 3	Trends in Mathematics Assessment	02
Unit 4	Diagnostic tests, their use and remedial measures	03

## Suggested Subject Related Assignments

### Individual Assignments (Any two of the following)

20

1. Review of Text book of any one Std.
2. Prepare one Teaching aid
3. Prepare one Unit test of 10 Marks for a Topic chosen with blue print.
4. Demonstration of one lesson to peer group (Power point presentation)
5. Biographical studies of great Indian Mathematicians – Aryabhatta, Bramhagupta, Bhaskaracharya and Ramanujan.

### Group Assignments (Any one of the following)

10

1. Content analyses /Discussion on given unit & Presentation of the work.
2. Project on Recreational Mathematics/ Short cuts/ Vedic Mathematics.
3. Visit to Post office, Banks to study the transaction and to prepare a report.
4. Prepare & conduct quiz competition in Mathematics.
5. Prepare a kit of instructional material for 5 topics in Mathematics and making Presentation on them.
6. Use of Role play in class room teaching.

### One Content based test and One Periodic Test

20

## References

1. Sidhu, Kulbir Sing ( Fourth revised edition ) *The teaching of Mathematics*, New Delhi-Sterling publishers pvt.ltd.
2. Selkirk, Keith. *Teaching Mathematics* – a teaching skills work book Macmillan Education Ltd
3. Dr. Packiam S. *Teaching of Mathematics-A new approach*, New Delhi, Doaba House, 1988, Nai Sarai
4. Aggarwal, S. M. Dhanpat Rai & Sons. *A Course in Teaching of Modern Mathematics*, Delhi, Nai Sarai
5. Jeanine M. Dell'Olio, Hope College; Tony Donk, Hope College *Models of Teaching – Connecting Students Learning with Standards*, Sage Publications, Thousand Oaks, London,
6. Bruce Joyce, Marsha Weil - *Models of Teaching* (fifth edition)
7. Bertie Kingore, *Developing Portfolios for Authentic Assessment*
8. Prek-3 - *Guiding Potential n young learners*,
9. Lantz, Hays. *Rubrics in Assessing Students Achievement in Science*, K-12 Corwin Press, California Publications 2004.
10. Orton, Anthony & Frobisher, Leonard. *Insights into Mathematics* New York: Park Avenue South Devarut,
11. M. Vere, Kriewali, Thomas E. & Merrill, Charles E., *Perspective in Elementary School Mathematics*



## FOUNDATION COURSE-I

### Skills Acquisition and Practices

#### Introduction

Teachers of today require communication, presentation and interpersonal skills to make the task of teaching-learning more professional and effective. In today's world ICT skills are of paramount importance. It is also intended in this course to develop in the teacher trainee basic mathematical skills to enumerate, analyse and interpret numeral records.

#### Objectives

The teacher trainee will be able to –

1. communicate effectively in spoken and written form fluently and effectively
2. carry out basic computer operations for receiving, retaining and retrieving and storing information on and off line.
3. prepare and make presentations with the help of computer
4. acquire and practice basic mathematical skills for simple enumerations, numeral analysis and interpretations.
5. acquire necessary life skills

#### Syllabus

<b>Module I</b>	<b>Communication Skills</b>	<b>12</b>
Unit 1	Theory: Principles and types of Communication Skills	02
Unit 2	Oral Communication Exercise (Dialogues, Debates, Elocution, Recitation etc)	03
Unit 3	Reading Skills Exercise (Pronunciation, Modulation and Fluency)	02
Unit 4	Written Communication Exercise (Pre'cis, Paraphrase)	03
Unit 5	Presentation Skills Exercise (ppt)	02
<b>Module 2</b>	<b>Computer Skills</b>	<b>13</b>
Unit 1	Knowledge of Basics of Computer Operations	02
Unit 2	Creating and using Email accounts	02
Unit 3	Creating a Google Drive	04
Unit 4	Creation of Computer documents/files/folders etc. and presentations	02
Unit 5	Accessing Web Sites and searching for information	03
<b>Module 3</b>	<b>Mathematical Skills</b>	<b>12</b>
Unit 1	Basics Mathematical Operations :additions/subtractions/multiplications/divisions	02
Unit 2	Algebraic Equations	02
Unit 3	Advanced arithmetical processes (Simple Interest/averages/profit and loss/ratio-proportion, etc.)	02
Unit 4	Vedic Mathematics	03
Unit 5	Geometry (figures and their properties)	03
<b>Module 4</b>	<b>Life Skills</b>	<b>13</b>
Unit 1	Interpersonal Relationship	03
Unit 2	Leadership and Team building	03
Unit 3	Disaster Management	02
Unit 4	Time Management	02
Unit 5	Stress Management	03

**DIPLOMA IN ELEMENTARY EDUCATION**  
(D. El. Ed.) Course

**SYLLABUS**

**SEMESTER – II (November to April)**

*Subjects*

**A. SUBJECTS IN EDUCATIONAL THEORY**

1. Socio-Educational Concerns
2. Psychology of Learning

**B. METHODS AND TECHNIQUES OF TEACHING SCHOOL SUBJECTS**

1. Marathi/Konkani
2. Environmental Studies

**C. PRACTICE TEACHING**

- |  |     |
|--|-----|
| 1. Marathi/Konkani                       | (3) |
| 2. Environmental Studies                 | (3) |
| 3. English                               | (2) |
| 4. Mathematics                           | (2) |
| 5. Performing Art (Music)                | (1) |
| 6. Physical Education and Healthy Living | (1) |
| 7. Work Education                        | (1) |

**D. PRACTICAL SUBJECTS**

1. Community Participation Camp
2. Internship

**E. PRACTICAL AREAS**

1. Visual and Performing Arts – Module II
2. Physical Education and Healthy Living – Module II
3. Work Education – Module II

## SOCIO-EDUCATIONAL CONCERNS

### Introduction

Education in modern world has acquired all complexities and has grown with multiple concerns prevailing in the common human life. Education is a human science and a system that moulds and motivates human life from its infancy. It continues to influence the entire human life with its problems pertaining to childhood, opportunities of learning, socio-economic and cultural issues, multiplicity and diversity of the social fabric. A teacher must understand and interpret these issues and work out strategies to overcome the hurdles.

### Objectives

The teacher trainee will be able to –

1. understand the influence of social institutions and other social forces on Education
2. develop acquaintance with the phenomena of the inequalities in educational opportunity which determine the learner's attitudes towards learning and the school
3. analyze and evaluate the crucial social concerns in contemporary education
4. develop skills and competencies to live together as responsible citizens and for bringing about social change

### Syllabus

<b>Module I</b>	<b>Sustainable Development</b>	<b>10</b>
Unit 1	Sustainable Development – Meaning, Nature and Scope	02
Unit 2	Ecosystems, ecology, food chains, energy pyramid	02
Unit 3	Environmental challenges (pollution, global warming, depletion of resources, destruction of bio-diversity)	03
Unit 4	Conservation strategies, Alternative Development Models	03
<b>Module 2</b>	<b>Inclusive Education</b>	<b>10</b>
Unit 1	Inclusive Education – Meaning, Nature and Scope	02
Unit 2	The role and work of different agencies on Inclusive Education in India and abroad	03
Unit 3	Educational problems of children and youth with disabilities	03
Unit 4	Strategies for Inclusive Education	02
<b>Module 3</b>	<b>Education of Deprived and Marginalized Sections of Indian Society</b>	<b>10</b>
Unit 1	Vulnerable and marginalized groups: Street Children, Child workers, Child Soldiers, Indigenous people and Rural people	03
Unit 2	Education of Minority Groups in India	02
Unit 3	Education for Women Empowerment	03
Unit 4	Education of SCs, STs and OBCs	02
<b>Module 4</b>	<b>Inculcation of Values</b>	<b>10</b>
Unit 1	Concept of values and need of value education	02
Unit 2	Values enshrined in Indian constitution and universal values	03
Unit 3	Socio-cultural and moral implications of value inculcation	02
Unit 4	Strategies: Storytelling, Discussions, Role play, Dramatics, games, Songs, Slogans, Quotations	03
<b>Module 5</b>	<b>Child Rights</b>	<b>10</b>
Unit 1	1.1 Need and Importance of Child rights in today's India	02
	1.2 Child Rights and Education in India	
Unit 2	Specific rights children enjoy in the school and corresponding duties and responsibilities of the school personnel	03
Unit 3	Need and means of making children aware of their rights in the school system	02
Unit 4	Problems in ensuring the rights of the child in the school and Mechanisms against violation of child rights in schools	03



## Suggested Subject Related Assignments

### Individual Assignments (Any two of the following)

20

1. Compile at least 5 instances to show that education helps in the process of development
2. Write an article of about 500 words on how Goa has made efforts in inclusive education
3. Make at least 4 charts on Value Education activities carried out in the schools.
4. Compilation of newspaper clippings on Environmental Issues

### Group Assignments (Any one of the following)

10

1. Visit at least 5 schools and conduct interviews with the headmasters and teachers to find out how they protect Child Rights in their schools. Prepare and use an inventory with the guidance of your teacher-educator
2. Locate an area where you can come across deprived and marginalized children. Find out and report –
  - a. Which school do they go?
  - b. Do teachers give proper attention to their learning?
  - c. Do they get school facilities like textbooks, uniform, raincoats, transport, etc.Also prepare a brief history sheet of each child mentioning what has made the child deprived and marginalized. Examine such factors as their social, cultural, family and financial backgrounds. Which of these factors are responsible for the child's deprived and marginalized state?
3. Prepare at least 4 charts on how children with special needs are facilitated in normal schools
4. What are the steps taken by the school to ensure gender sensitive environment
5. Presentation of skits on value inculcation

### Two Periodic Tests

20

### References

1. Brint, Steven (1998) *Schools and Society* Thousand Oaks, California: Sage
2. Chitnis, Suma and Altbach, P.G. (eds) (1993) *Higher Education Reform in India* New Delhi: Sage
3. Halsey, A.H. et al (eds) (1997) *Education, Culture, Economy and Society* Oxford: Oxford University Press
4. Jayaram, N. (1990) *Sociology of Education in India* Jaipur: Rawat Publications
5. Robinson, P (1987) *Perspectives in the Sociology of Education: An Introduction* London: Routledge and Kegan Paul

# PSYCHOLOGY OF LEARNING

## Introduction

Man has been learning from nature, by watching the world outside and inside him, from what others say and do. It is essentially about what we human beings are, why we behave the way we do, and the complexity of human thought. As a result of learning, knowledge is created. In the educational field, student trainees need to understand how information is processed. They should also know the factors affecting learning and the classification of learning from lower to higher order skills.

## Objectives

The teacher-trainees will be able to -

1. understand the different views on learning
2. acquaint themselves with the factors affecting learning.
3. understand the principles of information processing
4. identify the types of transfer of learning and methods of transfer.
5. acquire higher order thinking skills (critical, problem solving, divergent)

## Syllabus

<b>Module I</b>	<b>Learning</b>	<b>10</b>
Unit 1	Concept	02
Unit 2	Fundamental Factors affecting Learning-Heredity and Environment	03
Unit 3	Nature of Learning: Characteristics and Principles	03
Unit 4	Learning Styles	02
<b>Module 2</b>	<b>Approaches to Learning</b>	<b>10</b>
Unit 1	Laws of Learning	03
Unit 2	Basic Principles of Conditioning	02
Unit 3	Basic Principles of Cognitivism	03
Unit 4	Basic Principles of Constructivism	02
<b>Module 3</b>	<b>Factors Affecting Learning</b>	<b>10</b>
Unit 1	Motivation	03
Unit 2	Attention	02
Unit 3	Memory	03
Unit 4	Emotion	02
<b>Module 4</b>	<b>Transfer of Learning</b>	<b>10</b>
Unit 1	Concept of Transfer of Learning	02
Unit 2	Types of Transfer of Learning: Positive, Negative and Zero	03
Unit 3	Methods of Transfer of Learning	02
Unit 4	Educational Implications of Transfer of Learning	03
<b>Module 5</b>	<b>Information Processing and Thinking</b>	<b>10</b>
Unit 1	Critical Thinking	02
Unit 2	Problem Solving	03
Unit 3	Divergent Thinking	02
Unit 4	Creativity and Innovation	03

## Suggested Subject Related Assignments

### Individual Assignments (Any two of the following)

20

1. Study the phenomenon of transfer of training by using mirror drawing apparatus
2. Identify two children with learning disability and prepare history sheet of the children
3. Work with your friend and determine his/her immediate memory span. Write a report of about 500 words.
4. Measure the level of aspiration by using performance test/or paper pencil test

### Group Assignments (Any one of the following)

10

1. Study the creative ability of upper primary students by using an inventory
2. Find the teaching aptitude of the trainee teachers by using teaching aptitude test in three institutions.
3. Compare the span of attention of upper primary boys and girls by using a standardized test.

### Two Periodic Tests

20

### References

1. *Advance Educational Psychology*– By Suresh Bhatnagar & Anamika saxena
2. *Psychological Foundations of Education* - By Dr.G.Aruna Mohan Pub: Neelkamal Pvt Ltd., New Delhi.
3. *Psychology of learning & Teaching* - Dr. P.M Alegaonkar. Pub Dilipraj Prakashan Pvt Ltd, Pune
4. *Psychology of Teachers*, by Romesh Verma, Pub Anmol Publications Pvt. Ltd.New Delhi.
5. *Child Development* ( Vol 1,2&3 ) - Dolly Singh Pub: Kanishka Publisher , Delhi
6. *Educational Psychology*By B.D. Bhatt. & S.R Sharma.Pub: Kanishka Publishing House , Delhi
7. *Educating Children with Special Needs* Dr. Anupriya Chadha. Pub A.P.H.Publishing Corporation New Delhi.

### References for practical work –

1. *Divergent Production Abilities Thinking test* by K.N Sharma
2. *Verbal Tests of Creative Thinking* Baqer Mehdi
3. *Self-concept Questionnaire* : Saraswat
4. *Children's Self-concept* by S.P Ahluwalia.
5. *Adjustment Inventory for School Students*- A.K.P Sinha and R.P.Singh.
6. *Teaching Aptitude Test Battery* - R.P. Singh



## मराठी

मराठी ही एक संपन्न भाषा असून तिला सांस्कृतिक जीवनात अनन्य साधारण महत्त्व आहे. लहानपणापासून या भाषेची ओळख विद्यार्थ्यांच्या व्यक्तिमत्वात मोलाची भर घालते. मराठी भाषेचे अध्यापन तिच्या भाषिक आणि वाङ्मयीन वैशिष्ट्यांसह करून घेणे हे एक मुख्य उद्दिष्ट आहे. तसेच शालेय जीवनातच बालकाच्या मनात भाषेबद्दल जिव्हाळा निर्माण करणे हे ही महत्त्वाचे.

हया दृष्टिकोनातून विद्यार्थ्यांना विविध कौशल्ये आत्मसात करण्यास मदत करणे तसेच दैनंदिन व्यवहारातील सहज अनुभवातून भाषाविकास घडविण्याकरिता शिक्षक प्रशिक्षणार्थीमध्ये निर्माण करणेही आवश्यक आहे. याच विचाराने हया अभ्यासक्रमाची रचना करण्यात आली आहे.

उद्दिष्टे -

शिक्षक प्रशिक्षणार्थी

१. मराठीतून व्यक्त केलेले विचार, भावना व संकल्पनांचे स्पष्टीकरण व विश्लेषण करतो.
२. आपले विचार, भावना व कल्पना मराठीतून प्रभावीपणे मांडतो.
३. मराठीतील वाङ्मयीन व माहितीप्रद उत्तरे, संवाद इत्यादीचे आकलनपूर्वक वाचन करतो.
४. सुबक व मुददेसूदपणे मराठीतून लेखन करतो.
५. शालेय विद्यार्थ्यांमध्ये भाषिक कौशल्ये तसेच भाषाविकास व संस्कार निर्माण व्हावेत म्हणून योग्य शालेय व सहशालेय उपक्रमांचे आयोजन करतो.

### पाठ्यक्रम

घटक	१ मराठी भाषेचे अध्यापन	१०
उपघटक	१ मराठी भाषेचे अभ्यासक्रमातील स्थान, महत्त्व आणि व्याप्ती	०४
	मराठी भाषेची वैशिष्ट्ये	
उपघटक	२ मराठी भाषेचा शिक्षक	०२
	■ भाषाप्रभुत्व	
	■ विषयज्ञान	
	■ अध्यापन कौशल्ये	
उपघटक	३ भाषा विकासावर परिणाम करणारे घटक	०२
उपघटक	४ भाषा शिक्षणात शैक्षणिक साधनांचे महत्त्व व भाषिक खेळ	०२
घटक	२ श्रवण आणि भाषण (भाषिक कौशल्ये)	१०
उपघटक	१ अध्ययन - अध्यापनात श्रवण आणि भाषण कौशल्यांचे महत्त्व, उद्दिष्टे, शिष्टाचार, उणिवा व उपाय	०२
उपघटक	२ अध्ययन - अध्यापन कौशल्यांचा विकास - वर्णन, कथन, स्पष्टीकरण, नाट्यीकरण	०२
उपघटक	३ संभाषणाचे प्रकार - संवाद, चर्चा, वादविवाद, मुलाखत, वृत्तकथन, आत्मकथन, गप्पागोष्टी, पाठांतर, गाणी इत्यादी.	०३

उपघटक ४ वर्णांची उच्चारस्थाने -

०३

- विरामचिन्हांचा उपयोग
- स्वर
- व्यंजनभेद

घटक	३ वाचन आणि लेखन	१०
उपघटक	१ महत्त्व आणि उद्दिष्टे	०२
उपघटक	२ वाचन व लेखनाचे विविध प्रकार	०२
उपघटक	३ वाचन व लेखन अध्यापन पद्धती	०३
उपघटक	४ वाचन व लेखन मूल्यमापन पद्धती, उपचारात्मक अध्यापन	०३
घटक	४ नियोजन	१०
उपघटक	१ नियोजनाचे महत्त्व आणि प्रकार	०४
	पाठ नियोजन, घटक नियोजन, वार्षिक नियोजन	
उपघटक	२ पाठाचे प्रकार - गद्य, पद्य, व्याकरण, निबंध	०२
उपघटक	३ भाषा अध्ययन - अध्यापनाच्या पद्धती	०२
उपघटक	४ पाठ्यपुस्तक - महत्त्व, निकष, अंतरंग, बाह्यांग	०२
घटक	५ मूल्यमापन	१०
उपघटक	१ मूल्यमापनाचे प्रकार, महत्त्व आणि आवश्यकता	०३
उपघटक	२ मौखिक परीक्षा - प्रकार आणि पद्धती	०३
	लेखी परीक्षा - प्रकार आणि पद्धती	
उपघटक	३ प्रश्नपत्रिकेची रचना आणि प्रश्नांचे विश्लेषण	०२
उपघटक	४ संविधान तक्ता (त्रिमित आराखंडा)	०२

विषय उपक्रम

व्यक्तिगत उपक्रम (कोणतेही २)

२०

१. बालगीते, भाषाविषयक खेळ, प्रसंगचित्रे यांचा संग्रह करणे
२. दैनंदिनी लिहिणे, सूत्रसंचालन करणे, भाषण करणे
३. वाक्यप्रचार, म्हणी, सुभाषिते, सुविचार, हयाचा संग्रह करणे
४. किमान २ शैक्षणिक साधने तयार करणे व वापरणे
५. भाषण स्पर्धा आयोजित करणे: शिक्षक दिन, गुरुपौर्णिमा

### सामुहिक उपक्रम (कोणताही एक)

१. अभ्यासांतर्गत उपक्रम: कथामाला, बालसभा, नाट्यसंवाद, हस्तलिखिते, वार्तालेखन करणे
२. इयत्ता १ ते ८ वीच्या मराठीच्या कोणत्याही एका वर्गाच्या पाठ्यक्रमातील एका घटकाचे नियोजन व चाचणी तयार करणे
३. कोणत्याही एका भाषिक कौशल्यावर आधारित एका उपक्रमाचे नियोजन पत्रक तयार करणे

### संदर्भ

१. मराठी भाषेचे अध्यापन - म. बा. कुंडले
२. मराठी भाषेचे अध्यापन - अकोलकर
३. अध्यसपनाची प्रतिमाने - डॉ. वासंती फडके
४. यशस्वी अध्यापन - उपासनी कुलकर्णी
५. भाषिक खेळ - संयोजन - महाराष्ट्र राज्य शैक्षणिक व प्रशिक्षण परिषद



## कोंकणी

### प्रस्ताविक

मनशाच्या जिणेत भाशेत खूब व्हड सुवात आसा. विचारांचे दिवप घेवप हे भाशेचे मुखेल कार्य. आमचे वेव्हार सुटसुटीत जावचे हे खातीर भाशेचेर विशालकाय आसपाची गरज आसा. आवय-बापूय, सोयरे-धायरे, इश्ट-मित्रपरिवार हांचे कडल्यान आपशींच भुरग्यांक भाशेचे पाठ मेळत आसतात. आयकप, उलोवप, दुस-यांकडेन उलोवप, संभाषण, वाचप, बरोवप ही भाशेची कसबां आपणावप खुबूच गरजेचे आसा. मनशाचे अणभव जशे जशे घटमुट जायत वतात तशी भास उक्तावपाची शक्त वाडत वता. साहित्य वाचिल्ल्यान, ताची रुच घेतिल्ल्यान, ताचे आकलन जाल्ल्यान मनशाची जीण गिरेस्त आनी व्हडा आवाद्यांची जावक पावता.

### उद्दिष्टां

१. कोंकणीतल्यान उक्तायलेले विचार, भावना आनी कल्पना हांचे गिन्यान जावप
२. कोंकणी भाशेन उलोवप, वाचप आनी बरयिल्ल्या मजकुराचे आकलन जावप
३. आपणाले विचार, भावना व इच्छा स्पश्ट तशेच सामक्या शब्दांनी सांगप आनी बरोवप
४. उलयतना उच्चार, स्वराघात आशयाप्रमाण आवाजात व्हड बारीकपण आनी गती हांची जाणविकाय दवरप
५. मोठ्यान वाचतना उच्चार, स्वराघात आशयाप्रमाण आवाजात व्हड बारीकपण आनी गती हांची जाणविकय दवरप
६. बरे तरेन मोठ्यान वाचप तशेच वाचले ताचे आकलन जावप
७. सुवाच्य आनी वळणदार अक्षरांनी बरोवप
८. आपणाले अणभव, विचार, भावना आनी कल्पना परिणामकारकतायेन बरोवप
९. विरामचिन्नांचो वापर करप आनी शुध्दलेखनाच्या नेमाप्रमाण बरोवप
१०. जाय त्या साहित्यप्रकारांचो आस्वाद घेवप
११. रंगभूमी, चित्रपट, आकाशवाणी, दूरदर्शन, नियतकालिका हांचेवरवी भाषिक अणभव वाडवप
१२. विविध मूल्यांची जोपासना करप तशेच हेर भाशा आनी भाशीक हांचेविशी आत्मीयता तयार जावप

### पाठ्यक्रम

घटक १ कोंकणी भाषेचें अध्यापन

१०

उपघटक १ कोंकणी भाशेची अभ्यासक्रमात सुवात, म्हत्व आनी भाशा शिक्षणाची सर्व सामान्य तत्त्वां आणि उद्दिष्टां

०४

कोंकणी भाशेची वैशिष्ट्यां आनी रचना

उपघटक २ कोंकणी भाशेचो शिक्षक

०२

- भाषेची कुशळताय (प्रभुत्व)
- विशयगिन्यान
- अध्यापनाचे कौशल्य (कसब)

उपघटक	३ भाषाविकासाचेर परिणाम करपी घटक	०२
उपघटक	४ भाषाशिक्षणात शैक्षणिक साधनांचे महत्त्व व भाषिक खेळ	०२
घटक	२ आयकप आनी उलोवप (भाशेच्यो कुशळतायो)	१०
उपघटक	१ अध्ययन - अध्यापनात आयकप आनी उलोवप हया कसबांचे म्हत्व, उदिदष्टां, उणिवो आनी उपाय	०२
उपघटक	२ अध्ययन - अध्यापन कसबांचे उदरगतीखातीर वर्णन, कथन, स्पश्टीकरण, नाटकीकरण	०२
उपघटक	३ संभाषण उलोवपाचे प्रकार - संवाद, भासाभास, वादविवाद, मुलाखत, वृत्तकथन, आत्मकथन, गजाली, पाठांतर, पदां	०३
उपघटक	४ वर्णांची उच्चारांच्यो सुवाती -	०३
	<ul style="list-style-type: none"> <li>■ विरामचिन्हांचो उपेग</li> <li>■ स्वर</li> <li>■ व्यंजन भेद</li> </ul>	
घटक	३ वाचप आनी बरोवप (भाशेच्यो कुशळतायो)	१०
उपघटक	१ म्हत्व आनी उदिदष्टां	०२
उपघटक	२ वाचप व बरोवपाचे विंगड विंगड प्रकार	०२
उपघटक	३ वाचप व बरोवप शिकवपाच्यो पद्दती	०३
उपघटक	४ वाचप व बरोवपाच्या मूल्यमापनाची तंत्रां आनी साधनां, उपचारात्म अध्यापन	०३
घटक	४ नियोजन	१०
उपघटक	१ नियोजनाचे म्हत्व आनी प्रकार	०४
	पाठ नियोजन, घटक नियोजन, वार्षिक नियोजन	
उपघटक	२ पाठाचे प्रकार - गद्य, पद्य, व्याकरण, निबंध	०२
उपघटक	३ भाषा अध्ययन - अध्यापनाच्यो पद्दती	०२
उपघटक	४ पाठ्यपुस्तक - म्हत्व, गुण - वैशिष्ट्यां, भायले आनी भितल्ले आंग	०२
घटक	५ मूल्यमापन	१०
उपघटक	१ मूल्यमापनाची गरज, म्हत्व आनी प्रकार	०२
उपघटक	२ तोंडी परीक्षा - प्रकार आनी पध्दति	०३
	लेखी परीक्षा - प्रकार आनी पध्दति	
उपघटक	३ प्रश्नपत्रिकेची रचना आनी प्रस्नांचे स्पश्टीकरण	०३
उपघटक	४ संविधान तक्तो (त्रिमित आराखंडो)	०२

**व्यक्तीगत उपक्रम (खंयचेय २)**

१. बालगीतां, भाशाविशयक खेळ, प्रसंगचित्रां पुंजावप

२०

२. दैनंदिनी, सूत्रसंचालन करप, भाषण करप

३. वाक्यप्रचार, म्हणी, सुभाशीतां सुविचार पुंजावप

४. उष्यात उणी दोन शिकोवपाची साधनां तयार करप व वापरप

५. भाषणसर्त आयोजित करप: शिक्षक दिस, गुरुपौर्णिमा

**सामुहिक/पंगड उपक्रम (खंयचोय १)**

१०

१. अभ्यासातर्गत उपक्रम - कथामाला, भुरग्याची बसका, नाटयसंवाद, हातबरप बतमी लेखन करप.

२. इयत्ता १ ते ८ वीच्या कोंकणीच्या खंयच्याय एका पाठयक्रमातल्या एका घटकाचे नियोजन आनी चाचणी तयार करप.

३. खंयच्याय एका भाशा कौशल्याचेर आधारुन एका उपक्रमाचो नियोजन तक्तो तयार करात.

**दोन घटक चाचण्यो**

संदर्भ

२०

१. कोंकणी भाशेचें अध्यापन - वसंत.गों. लवंदे

२. कोंकणी भाशेचें व्याकरण - सुरेश बोरकर

३. मराठी भाशेचें अध्यापन - म. बा. कुंडले

४. मराठी भाशेचें अध्यापन - अकोलकर

५. अध्यापनाची प्रतिमाने - डॉ. वासंती फडके

6. Development of teaching Modules for Hindi Teachers-S.S. Sharma

7. Introduction to Educational Technology – Vandana Mehra

8. Educational Technology – Usha Rao

९. कोंकणी विश्वकोश - खंड - १, २, ३, ४

१०. कारबारी कोंकणी - भुषण भावे, प्रकाश वजरीकर, प्रकाश पर्येकर



## ENVIRONMENTAL STUDIES

### Introduction

The main aim of this course is to prepare teachers who understand the socio-philosophical basis of EVS as a composite area of study incorporating both the sciences and social sciences. They should be able to integrate theoretical understandings with the real world contexts.

### Objectives

The teacher trainee will be able to –

1. grasp the scope and limit of the subject of Environmental Studies
2. appreciate the integrated nature of the subject.
3. plan specific strategies for curriculum transactions in the subject.
4. understand and appreciate the natural diversity around the child.
5. protect and conserve natural resources that lead to sustainable development

### Syllabus

<b>Module</b>	<b>1</b>	<b>Environmental Studies - Nature, Need and Scope</b>	<b>10</b>
Unit	1	Meaning, Scope and purpose of Environment Education	02
Unit	2	Aims and Objectives of Environmental Education	02
Unit	3	Correlation of Environmental Education with other subjects such as Science, History and Geography	03
Unit	4	EVS as an integrated area of study that draws upon understandings from Science and Social Science	03
<b>Module</b>	<b>2</b>	<b>Improved Classroom practices and processes</b>	<b>10</b>
Unit	1	Observation Method : Field trip, Nature walk and Natural Trail	02
Unit	2	Project Method	02
Unit	3	Role play and Story-telling, Environmental games. Exhibition	03
Unit	4	Approaches of teaching EVS: Activity-based, Exploration, Discovery, Experimentation and Reporting	03
<b>Module</b>	<b>3</b>	<b>Learning Enhancement Programmes</b>	<b>10</b>
Unit	1	Annual, unit and lesson planning	03
Unit	2	Need, importance and features	02
Unit	3	Inclusion of locally relevant environmental resources and concerns.	02
Unit	4	Review of EVS text books (std III/IV/V)	03
<b>Module</b>	<b>4</b>	<b>Improved Pedagogical Process</b>	<b>10</b>
Unit	1	Multidisciplinary approach	03
Unit	2	Development of child friendly school system	03
Unit	3	Computer aided learning	02
Unit	4	Development and use of appropriate teaching-learning materials	02
<b>Module</b>	<b>5</b>	<b>Strengthening Learning Assessment</b>	<b>10</b>
Unit	1	Purpose of Evaluation	02
Unit	2	Instruments for evaluating Environmental attitudes, appreciation and interests.	03
Unit	3	Continuous and Comprehensive Evaluation- Reforms in examination system	03
Unit	4	Remedial Teaching.	02

### Suggested Subject Related Assignments

#### Individual Assignments (Any two of the following) 20

1. Collect news items/reports/articles on environmental problems in Goa
2. Review a book/ periodical on environmental education (in any language)
3. Visit a place of environmental deterioration and prepare a report of about 500 words

**Group Assignments (Any one of the following)**

10

1. Preparation of a Questionnaire for the environmental study tour on any place of environmental interest in Goa.
2. Collection of slogans, posters, newspaper cuttings, on environmental education
3. Study of Govt. and non-government organizations involved in promotion of environmental education

**One Content Based Test and One Periodic Test**

20

**References**

- NCERT, (2005). *National Curriculum Framework*. New Delhi: NCERT.
- NCERT, (2005). *Syllabus for Elementary Classes- Volume I*. New Delhi: NCERT.
- NCERT, (2008). *Source Book on Assessment for Classes I – V*, Environmental Studies, New Delhi: NCERT.
- NCERT (2007) *Environmental Studies-Looking Around*, Textbooks for class III-V, New Delhi.

Also refer to the following websites

<http://www.greenteacher.org/>

<http://www.gcric.org/edu/>

<http://www.earthmattersfoundation.org/>

<http://www.ncte-india.org/Syllabus.asp>

## COMMUNITY PARTICIPATION CAMP

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### Need and background

It is essential to promote school-community convergence in terms of community participation. It is ultimately necessary to infuse in the community a sense of ownership of the local school. Sarva Shiksha Abhiyan conceptualizes school-community convergence in clear terms and offers interventions for community mobilization for quality education. Community performs a definite role in protecting the right of the child to quality education in terms of ensuring attendance and enrolment, equity of treatment to all children in the school and classrooms, learner-centered, participatory and joyful learning environment in the school, child friendly school climate free of discrimination, threats, punishment and expulsion.

The teacher trainees will find an opportunity in the Community Participation Camp to develop acquaintance with the community as a cohesive and homogenous unit of society having its unique characteristics. It is imperative for the teacher trainees to respond to the aspirations of the community and promote in the community a sense of responsibility for quality improvement of elementary education. The teacher trainees will have scope to explore their own personal potential in mustering a positive support by innovative programmes, activities and interventions that enable the community to be more involved in the educational activities in the school.

### Objectives

#### The teacher trainee

1. organizes at least 30 min. programme based on the socio-cultural characteristics of the community
2. Interacts with the members of the community including the members of the local authority, PTA and students on the local assumptions and beliefs of the community
3. takes part in the group discussions/debates/seminars on the educational scenario, quality concerns of education,
4. explains the need of protecting child right, effective classroom practices and evaluation scheme, Government (and SSA) Schemes and innovations, etc organized for the members of the community.
5. develops materials such as posters, messages, slogans, songs, writes and performs skits highlighting the Community's role and responsibility in the process of elementary education at the elementary stage.

#### The Programme

The Community Participation Camp will be a residential camp of one week (minimum six working days) duration in the course of the Semester II. At least five teacher educators (consisting at least two lady-teacher educators) must be present with the group of teacher trainees. This camp should be organized in such a manner that the safety of the trainees is ensured. The institution should take appropriate measures in this direction.

It is advisable to organize community camp/s during the vacations so that local school premises could be used with the prior permission of the authorities.

Various innovative activities should be planned prior to the Community Participation Camp. The Camp will be organized in the participatory mode and each trainee will be able to submit a report after the camp. The report will be assessed by the committee of the teacher educators.



### Suggested Performance Inventory of the Teacher Trainee in the Community Participation Camp

#### Activities and participation

1.	Educational Survey	8
2.	Shramadaan	4
3.	Visits to different schools in the locality	5
4.	Observation of the health status of the locality	8
5.	Art activities for the community	8
6.	Awareness of difference diseases	5
7.	Population Education	5
8.	Street plays to create awareness	8
9.	Eradication of illiteracy	5
10.	Awareness about superstitious beliefs	4
	<b>TOTAL</b>	<b>60</b>

**DIPLOMA IN ELEMENTARY EDUCATION**  
(D. El. Ed.) Course

**SYLLABUS**

**SEMESTER – III (June to October)**

*Subjects*

**A. SUBJECTS IN EDUCATIONAL THEORY**

1. School Administration and Classroom Management
2. Principles of Curriculum Development

**B. METHODS AND TECHNIQUES OF TEACHING SCHOOL SUBJECTS**

1. Hindi
2. Social Studies (History-Civics)

**C. PRACTICE TEACHING**

- |  |     |
|--|-----|
| 1. Hindi                                 | (3) |
| 2. History-Civics                        | (3) |
| 3. Science                               | (2) |
| 4. Physical Education and Healthy Living | (1) |
| 5. Visual Art (Drawing)                  | (1) |
| 6. Work Education                        | (1) |

**D. PRACTICAL SUBJECTS**

1. Foundation Course II
2. Environmental Tour and Reporting

**E. PRACTICAL AREAS**

1. Visual And Performing Art – Module III
2. Physical Education and Healthy Living – Module III
3. Work Education – Module III

# SCHOOL ADMINISTRATION AND CLASSROOM PLANNING

## Introduction

A teacher functions in institutional environment creating his or her personal and academic influence in the area of his /her work. Understanding of school administration and acquisition of necessary skills of classroom management is necessary for the teacher to make his/her role and functioning in the school more meaningful and responsible. Study of the school set up includes the physical structure of the school, available facilities, records and registers, financial and academic management of the school and its administration.

## Objectives

The teacher trainee will be able to –

1. state and explain the role of school in the process of child development and learning
2. explain the significance of school infrastructure, its financial and academic management and its effectiveness in the education system.
3. explain the importance of various records and registers maintained in the school in view of the educational development and child achievement
4. state and explain the process of school planning
5. suggest the innovative practices in classroom processes.
6. acquire skills to effectively manage classroom dynamics.

## Syllabus

<b>Module 1</b>	<b>School Organization</b>	<b>10</b>
Unit 1	Meaning and Functions of school organization	02
Unit 2	Building, Classroom, Library Laboratory, Playground, Staffroom, Common room	02
Unit 3	Manpower Resources : ▪ Principal, Teaching Staff, Librarian, ▪ Administrative Staff, ▪ Pupils, Parents and Community	03
Unit 4	Role and functions of Committees constituted under the RTE Act in the schools – School Management Committees, School Development Monitoring Committees: Subject Teacher Organization, Headmasters' Organizations, Clubs and other organization offering developmental interventions.	03
<b>Module 2</b>	<b>Organizational Climate</b>	<b>10</b>
Unit 1	Concept and Dimensions of School Climate	02
Unit 2	Types of School Climate	03
Unit 3	Role of teachers and students for effective School Climate	03
Unit 4	Building a healthy Classroom Climate	02
<b>Module 3</b>	<b>School Administration</b>	<b>10</b>
Unit 1	Role of different players in School Administration : Managing Committee, Head of Institute, teachers, parents, etc	03
Unit 2	Managing disciplinary problems in school: In teachers, students, and supporting staff	02
Unit 3	School Timetable and Workload of Teachers and Co- Curricular Activities	03
Unit 4	Managing School Finances	02



<b>Module 4</b>	<b>Professional development and accountability of Teachers</b>	<b>10</b>
Unit 1	Status and Professional development of teacher : Need and Means	03
Unit 2	Making teachers' functioning accountable : Why and How	02
Unit 3	Teacher Evaluation : Need and Means	02
Unit 4	Principles and aspects of SWOT analysis	03
<b>Module 5</b>	<b>Educational and Vocational Guidance</b>	<b>10</b>
Unit 1	Concepts of Guidance and Counselling and their Relationship	02
Unit 2	Importance of Guidance and Counselling services for Parents and Students	02
Unit 3	Dimensions of Educational and Vocational Guidance	03
Unit 4	Role of the Teacher as a guide and counsellor	03

### **Suggested Subject Related Assignments**

#### **Individual Assignments (Any two of the following) 20**

1. Prepare SWOT Analysis of any Government Primary and Middle School
2. Carry out a case study of a teacher reflecting a study into his /her individual qualities, attitudes to the profession, behavior with the students and colleagues, his/her abilities of classroom transactions and understanding of curriculum, textbooks, etc. also make an effort to explore into his/her interest in and dedication to the profession and career.
3. Interview a headmaster/headmistress and write a report on his/her effectiveness the school work as administrator, academic leader – as friend, philosopher and guide.

#### **Group Assignments (Any One of the following) 10**

1. Carry out a study of a School Plant
2. Make a comparative study of Government and Aided Primary Schools with reference to staff, teaching aids, infrastructure, school environment, discipline, pupil teacher ratio etc.
3. Interview a group of primary teachers on classroom management. Prepare a report and present it in your classroom. Participate in a discussion with your peers.

#### **Two Periodic Tests 20**

### **References**

1. Bhat KS, Ravishankar SR, 1985: *Administration of Education*; Delhi; Seema Publication
2. Nayak BK, 1994: *Administration and Supervision of Primary Schools*, New Delhi, Deep and Deep Publications
3. Sharma BM, 1994: *School Administration*, New Delhi, Commonwealth Publishers
4. Thakur D, Thakur DN, 1997: *Educational Planning and Administration*, New Delhi, Deep and Deep Publication

# PRINCIPLES OF CURRICULUM DEVELOPMENT

## Introduction

In a rapidly changing Indian society, the rich cultural diversity and challenges with regard to modernization of school education make the task of preparing a relevant curriculum for the future teachers a daunting one. The regional imbalance, the issues related to marginalized sections of society need to be included so as to make the curriculum relevant, flexible and comprehensive. Child-centered and Activity-based approach has been advocated by the visionaries and educationists all over the world. *Learning without Burden* should be the "mantra" that should guide the future teachers and equip them with the approaches and skills to realize the goals set by the school curriculum.

## Objectives

The teacher-trainees will be able to -

1. acquire knowledge of the concept of Curriculum.
2. understand various bases of curriculum construction.
3. appreciate the interrelationship of various Principles of Curriculum Construction.
4. prepare different types of plans for effective curriculum transaction.
5. equip themselves with child-centered and activity-based approach for curriculum planning and classroom teaching.
6. understand the need for adopting positive attitudes and values related to attaining the goals of Elementary Education.

## Syllabus

<b>Module 1</b>	<b>Concept</b>	
Unit 1	Concept, Nature and Scope of Curriculum	10
Unit 2	Relationship between Curriculum and Syllabus	03
Unit 3	Synthesizing the Curricular areas with the Co-curricular areas	02
Unit 4	National Curriculum Framework: A brief review of Elementary Education	03
		02
<b>Module 2</b>	<b>Foundations</b>	
Unit 1	Aims and Objectives of Curriculum Development	10
Unit 2	Sociological Bases of Curriculum Development	03
Unit 3	Psychological Bases of Curriculum Development	02
Unit 4	Models of Curriculum Development (Ralph Tyler and Hilda Taba)	02
		03
<b>Module 3</b>	<b>Principles</b>	
Unit 1	Utility	10
Unit 2	Variety	02
Unit 3	Flexibility	03
Unit 4	Up datedness	02
		03
<b>Module 4</b>	<b>Types of Curriculum</b>	
Unit 1	Content-centered Curriculum	10
Unit 2	Learner-centered Curriculum	02
Unit 3	Experience-centered Curriculum	03
Unit 4	Concept-centered Curriculum	03
		02
<b>Module 5</b>	<b>Factors affecting Curriculum Transaction</b>	
Unit 1	Physical factors – Health and Hygiene	10
Unit 2	Environmental Factors – Air, Light, Climate, Cleanliness and Peace	02
Unit 3	Social factors – Family, Neighbourhood, Peer Group, Society and Mass Media	02
Unit 4	Creating a conducive environment for learning	03
		03

## Suggested Subject Related Assignments

### Individual Assignments (Any two of the following)

20

1. Review of Curriculum and Study of Curriculum Development in Post Independent India (Specific task for this assignment will be given by the teacher educator)
2. Study and prepare a brief synopsis on the New Education Policy – 1986
3. Study the School subjects included in the NCF and comment on the usefulness and relevance of the subjects in the present scenario.
4. Study the main features of NCFTE regarding elementary teacher education curriculum

### Group Assignments (Any one of the following)

10

1. Carry out a group study of the suggestions of National Education Commission (Dr. Kothari Commission) on Curriculum Development and the National Curriculum Framework-2010. Prepare a comparative report and participate in discussion with your peers.
2. Debate on the NCERT Syllabus in force in our State and point out its merits and limitation in the light of educational needs of Goa. Participate in a discussion with your peers.
3. Study the role of the State Council of Education Research and Training (SCERT) in the task of Curriculum Development and prepare a report.

### Two Periodic Tests

20

## References

1. Bhat BD, 1996: *Curriculum Reform*; New Delhi; Kanishka Publishers & Distributors
2. Singh Pritam, 2009: *Dictionary of Curriculum and Evaluation*; New Delhi, Atlantic Publishers
3. Mrunalini T, 2007: *Curriculum Development*; New Delhi, Neelkamal Publishers
4. Khan Mohammad Sharif, 1995: *School Curriculum*, New Delhi, Ashish Publishing House
5. Vashisht, SR, 1994: *The Theory of Curriculum*, New Delhi, Anmol Publication
6. Kirk, Gordon, 1986: *The Core Curriculum*, London: Hodder and Staughton



## हिन्दी

हिन्दी एक संपन्न भाषा है तथा देश के सबसे बड़े भू-भाग में बोली जानेवाली हिंदी भाषा को ही राष्ट्रभाषा का पद प्राप्त हुआ है। बहुभाषी भारत में व्यवहार करने के लिए, सामाजिक लेन - देन के लिए राष्ट्रीय एकता बनाए रखने के लिए हिन्दी ही सर्वाधिक उपयोगी है। हिन्दी की साहित्यिक परंपरा के प्रति विद्यार्थियों के मन में रुचि पैदा करना अति आवश्यक है।

इस दृष्टिकोण को ध्यान में रखते हुए अहिन्दी प्रदेश में द्वितीय स्तर पर पढाई जानेवाली हिन्दी भाषा के प्रति प्रेम निर्माण करना जरूरी है। भाषा के कौशलों को आत्मसात करना तथा अपने विचार स्पष्ट रूप में हिन्दी में प्रकट करना, दैनंदिन व्यवहार में इसका प्रयोग करना इन उद्देश्यों को ध्यान में रखकर अभ्यासक्रम की रचना की गई है।

उद्दिष्टे/उद्देश्य

शिक्षक प्रशिक्षणार्थी/छात्राध्यापक

१. हिन्दी भाषा में व्यक्त विचार, भावना, संकल्पनाओं का स्पष्टीकरण, कल्पना, अनुभूतियों को प्रभाव रूपसे प्रस्तुत करता है।
२. सुबद्ध तथा सुव्यवस्थित ढंग से हिन्दी में लेखन करता है।
३. अध्यापन कार्य को प्रभावी बनाने के हेतु हिन्दी साहित्य की विविध विधाओं का परिचय होने पर आकलनपूर्वक पठन करता है।
४. विद्यार्थियों में भाषिक कौशलों का विकास हो, भाषा संस्कार वृद्धिगंत हो तथा गुणात्मकता बढ़ाने के हेतु विविध उपक्रमों का आयोजन करता है।

पाठ्यक्रम

### Module 1 राष्ट्रभाषा हिंदी

Unit 1 १. पाठ्यक्रम में हिन्दी का स्थान

२

२. जीवन में हिन्दी की अनिवार्यता

Unit 2 १. भाषिक विकास के घटक

२

- भाषा तथा समाज
- भाषा तथा परिवार
- भाषा तथा पाठशाला

Unit 3 हिन्दी भाषा अध्ययन के सूत्र

४

- ज्ञात से अज्ञात की ओर
- सरलता से जटिलता की ओर
- मूर्त से अमूर्त की ओर
- अनिश्चित से निश्चित की ओर

Unit 4 भाषा शिक्षक/शिक्षिका के गुण

०२

## **Module 2** भाषा अभ्यास के कौशल्यः श्रवण - भाषण

Unit 1	अध्ययन - अध्यापन में श्रवण - भाषण की अनिवार्यता, उद्देश्य	०२
Unit 2	यांत्रिक और बौद्धिक अंग प्रकार	०२
Unit 3	अध्ययन - अध्यापन कौशलों का विकास, वर्णन, कथन, स्पष्टीकरण, नाटयीकरण	०३
Unit 4	श्रवण - भाषण दोष, कारण, निराकरण	०३

## **Module 3** भाषा अभ्यास के कौशल्यः पठन और लेखन

Unit 1	महत्त्व	०२
Unit 2	उद्देश्य प्रकार	०२
Unit 3	अध्ययन - अध्यापन कौशलों का विकास: पद्धतियाँ	०३
Unit 4	दोष, कारण, निराकरण	०३

## **Module 4** नियोजन तथा पद्धतियाँ

Unit 1	नियोजन की अनिवार्यता और प्रकार	०२
Unit 2	साहित्य प्रकार: गद्य, पद्य, रचना, व्याकरण	०३
Unit 3	अध्यापन पद्धतियाँ -स्वाभाविक, व्याकरण अनुवाद, संभाषण, गठन,वेस्ट,समन्वयात्मक	०३
Unit 4	भाषा शिक्षा के साधन, आवश्यकता और प्रकार	०२

## **Module 5** मूल्यांकन

Unit 1	संकल्पना, अनिवार्यता	०२
Unit 2	लिखित, मौखिक - गुण दोष भाषिक खेल	०३
Unit 3	नीलपत्रिका	०२
Unit 4	प्रश्नपत्रिका की रचना तथा प्रश्न विश्लेषण	०३

विषयगत कार्य

व्यक्तिगत कार्य (किन्हीं दो)

२०

१. बालकोचित कविता, कथा तथा चुटकुलों का संग्रह करना
२. कोई दो शैक्षिक साधन तयार करना (5<sup>th</sup> से 7<sup>th</sup> की पाठ्यपुस्तकों के आधार पर)
३. किसी एक घटक का घटक नियोजन करना (5<sup>th</sup> से 7<sup>th</sup>)
४. प्रश्नपत्रिका की रचना करना (घटक परीक्षा)
५. 5 वी से 7 वी की हिन्दी पाठ्यपुस्तक गद्य/पद्य का सारांश Review लिखना

सामूहिक कार्य (किसी एक पर)

१०

१. हिन्दी की किसी पाठ्यपुस्तक की समीक्षा (5<sup>th</sup> से 7<sup>th</sup>)
२. हिन्दी भाषा के दो कवि, दो लेखकों की जीवनी लिखना। सचित्र वर्णन
३. 'हिन्दी दिवस' का आयोजन और प्रस्तुतिकरण करना
४. जीवन मूल्यों पर आधारित हिन्दी में नाट्यीकरण प्रस्तुतिकरण

दो घटक परीक्षा

(20 marks)

हिन्दी भाषा अध्यापन शिक्षा पुस्तक सूची

१. भाई योगेन्द्र जीत - हिन्दी भाषा शिक्षण (विनोद पुस्तक मन्दिर आगरा)
२. चतुर्वेदी सीताराम पंडीत - भाषा की शिक्षा (विनोद पुस्तक मन्दिर आगरा)
३. शुक्ल रमापति - हिन्दी शिक्षण की प्रविधि
४. शंकर, कमला - शिक्षण तकनीकी एवं शिक्षण व्यवहार
५. साठे ग. न. - राष्ट्रभाषा का अध्यापन
६. सिंह सावित्री - हिन्दी शिक्षण
७. त्रिपाठी करुणापति - भाषा शिक्षण
८. वर्मा रामपाल सिंह - शैक्षिक मूल्यांकन
९. नील कमल - हिन्दी शिक्षण
१०. मुकर्जी श्रीधरनाथ - राष्ट्रभाषा की शिक्षा (विनोद पुस्तक मन्दिर आगरा)
११. पाण्डेल रामशकल - हिन्दी शिक्षण
१२. पुराणि प्र. द. - हिन्दी अध्यापन पद्धति
१३. पंडित ब. बि. - हिन्दी अध्यापन



## HISTORY AND CIVICS

### Introduction

History and Civics aims to develop perspectives and approaches needed to participate in a just and peaceful society. The content and approach to teaching the subject should aim at raising students awareness through critically exploring and questioning of the past and the present. It is believed that History and Civics merely transmit information and are text centered. We need to change this perception. Therefore, the content needs to focus on a conceptual understanding rather than lining up facts to be memorized for examinations.

In a plural society like ours, it is important that all communities are able to relate to the school curricula. Locally relevant issues also need to be infused. Therefore, the teacher educators need to adopt a flexible approach and 'go beyond text'. Teaching of History /Civics should be innovative, creative and explorative.

The teacher educator needs to link the methodology with the textual content of History/Civics taught in the schools. The teachers carry a normative responsibility of focusing values, namely, freedom, trust, mutual respect, and respect for diversity. It is also important that values related to gender-equality, human rights, the Fundamental Rights and Duties enshrined in the Constitution of India are inculcated adequately and effectively among the teacher –trainees.

### Objectives

#### The teacher-trainees will be able to -

1. understand the concept, nature and the scope of History/ Civics
2. use a variety of Methods and Innovative techniques in the teaching of History/Civics
3. utilize diverse teaching resources to enhance the teaching – learning process.
4. appreciate and state the correlation between History and other subjects.
5. develop interest in the subject and participate in activities such as debate, discussion, group-assignment and dramatization.
6. develop positive attitudes and appreciation towards the rich and diverse cultural heritage of India.

### Syllabus

<b>Module 1</b>	<b>Fundamental Considerations</b>	<b>10</b>
Unit 1	Definitions, Nature and Scope	02
Unit 2	Aims and Objectives of Teaching History	02
Unit 3	Developing a Sense of Objectivity and Scientific Temper	03
Unit 4	Correlation of History/Civics with other subjects like Geography, Science, Art Education	03
<b>Module 2</b>	<b>Planning and Content Analysis</b>	<b>10</b>
Unit 1	Annual Planning	02
Unit 2	Unit Planning	02
Unit 3	Lesson Planning	03
Unit 4	Infusion of Local History	03
<b>Module 3</b>	<b>Methods and Techniques of Teaching History/Civics</b>	<b>10</b>
Unit 1	Play-way Method, Field Trips.	03
Unit 2	Story-telling, Dramatization	02
Unit 3	Discussion, Debate, Brain-storming, Buzz Sessions	02
Unit 4	Project Method, Observation and Reporting.	03

<b>Module 4 Teaching Resources</b>	<b>10</b>
Unit 1 Print Media –Textbooks, Newspapers, Documents and Historical Evidence.	02
Unit 2 Audio-visual: Films, TV and Radio	02
Unit 3 Exhibits: Models, Charts, Maps, Realia, etc	03
Unit 4 Electronic Media: ICT	03
<b>Module 5 Evaluation</b>	<b>10</b>
Unit 1 Continuous and Comprehensive Evaluation	03
Unit 2 Question Bank, Item analysis and Blue Print	03
Unit 3 Preparing Answer-key and Marking Scheme	02
Unit 4 Diagnosis and Remediation	02

### **Suggested Subject Related Assignments**

#### **Individual Assignments (Any two of the following)**

**20**

1. Review of the text-books of History/ Civics (any one std. from VI to VIII)
2. Collection of coins, stamps and any important article that will facilitate learning of History
3. Collection of patriotic songs, regional songs, slogans, poems etc.
4. Gathering and compiling folk-tales, myths, legends, folksongs, related to the local area

#### **Group Assignments (Any one of the following)**

**10**

1. Preparing and presenting a drama based on the topics in History/Civics
2. Organizing debate, group discussion, Quiz.
3. Visit to the Historical sites and writing a report.
4. Collection and compilation of newspaper cuttings
5. A Visit to the State museum and writing of report.
6. Exhibition of various projects prepared by the trainees on the themes related to the subject.
7. Preparing a Question Bank.

#### **One Content based Test and One Periodic Test**

**20**

### **References**

7. Textbooks of Social Sciences of Std VI to VIII used in the State.
8. *A History of India for children* by Roshen Dalal.
9. *An Outline of Indian History* by Anil Chandra Banerjee.
10. *Teaching of History* by J.C. Aggarwal.
11. *Teaching of History* by B.D. Shaida.
12. *Teaching of History* by Biranchi Narayan Dash.
13. *Teaching of Social Sciences* by S.P. Ruhela.
14. *Graded Civics* – Class 8. (Dreamland Publication)
15. *Teaching of History* by Nirmal Yadav.
16. National Curriculum Framework NCERT, 2005.

## FOUNDATION COURSE-II

### Introduction

Teacher trainees would need to develop acquaintance with various other areas related to education system which would be helpful to him/her to utilize the knowledge of these areas in his/her professional growth and refinements. The study of the areas like Population Education, MIS and Data Collection, action Research and Current Affairs will help the teacher-trainees to enhance the level of their performance as future teachers.

### Objectives

The teacher trainee will be able to-

1. Study and prepare report of a visit to a clan/community that reflects impact of population growth affecting availability of opportunities and resource distribution.
2. Employ suitable tools and means of data collection for management of information in the context of an institution.
3. Study an educational phenomenon to formulate a problem
4. Prepares action research design, context and prepare a report on the research
5. Develop awareness about current affairs.

### Syllabus

<b>Module 1</b>	<b>Population Education</b>	<b>10</b>
Unit 1	Population Growth in India	02
Unit 2	Need and Importance of Population Education	02
Unit 3	Efforts at Population Control and Stabilization	02
Unit 4	Difficulties and Challenges in Population Control	02
Unit 5	Population and Socio-economic Development	02
<b>Module 2</b>	<b>MIS and Data Collection</b>	<b>15</b>
Unit 1	Need and Importance of Management Information Service(MIS)in Education	03
Unit 2	MIS and Education Planning	03
Unit 3	Areas of Data Collection	03
Unit 4	Tools of Data Collection	03
Unit 5	Data Analysis and Interpretation	03
<b>Module 3</b>	<b>Action Research</b>	<b>15</b>
Unit 1	Concept	03
Unit 2	Action Research for Classroom Purposes	03
Unit 3	Design of Action Research	03
Unit 4	Preparation of an Action Research Project	03
Unit 5	Implementation of emerging solutions	03
<b>Module 4</b>	<b>Current Affairs</b>	<b>10</b>
Unit 1	Scope (local, state, national and international)	02
Unit 2	Crucial issues and concerns (moral, social, cultural, political)	02
Unit 3	Sources: Print and Electronic Media	02
Unit 4	Impact of countries specific events on the world	02
Unit 5	Reporting	02



## ENVIRONMENTAL TOUR AND REPORTING

### Introduction

Teacher trainees can develop acquaintance with the surrounding environment and use it as the major knowledge source in the teaching-learning activities. Moreover, the teacher-trainees need to arrange for visits/tours for the learners with a view to facilitate first hand experience with this major knowledge source which involves the learners physically, mentally and intellectually.

The Environmental tour and reporting would be one such component of the curriculum that would emphasize the fact for a teacher that learning can not only be confined in the four walls of the classroom and would need him/her to arrange and organize appropriate activities for environment visit/tour for enriched learning.

This activity may be of two to three days duration.

### Objectives

Participation in this activity will enable the teacher-trainee to –

1. develop acquaintance with the nature's flora and fauna in the location of the visit/tour
2. identify and state features in the surrounding as vital knowledge source
3. interact with the people of the location to understand the society, culture, occupation, habits, etc.
4. explain and state the historical/geographical/social/cultural or any such feature/s of the place with its importance/uniqueness with the surrounding locations
5. prepare report of the visit including photo snaps of the location displaying the above features for power point presentation or for the exhibition

**DIPLOMA IN ELEMENTARY EDUCATION**  
(D. El. Ed.) Course

**SYLLABUS**

**SEMESTER – IV (November to April)**

*Subjects*

**A. SUBJECTS IN EDUCATIONAL THEORY**

1. Pre-primary Education
2. Principles of Evaluation

**B. METHODS AND TECHNIQUES OF TEACHING SCHOOL SUBJECTS**

1. Science
2. Geography

**C. PRACTICE TEACHING**

- |  |     |
|--|-----|
| 1. Science                               | (3) |
| 2. Social Studies (Geography)            | (3) |
| 3. Hindi                                 | (2) |
| 4. Physical Education and Healthy Living | (1) |
| 5. Performing Arts (Music)               | (1) |
| 6. Work Education                        | (1) |

**D. PRACTICAL SUBJECTS**

1. Internship Camp

**E. PRACTICAL AREAS**

1. Visual and Performing Art – Module -IV
2. Physical Education and Healthy Living – Module -IV
3. Work Education – Module -IV

## PRE-PRIMARY EDUCATION

### Introduction

It is highly essential for a teacher training programmes imparting training to the elementary teachers to acquaint them with the preschool age development of the learner at its entry in the primary classes. The trainees need to develop understanding of intellectual, physical and mental development of the child in the preschool education institutions. They must also identify attainments of skills and abilities in the areas of language and communication, numeracy, reasoning and awareness of environment. Teacher trainee is required to develop acquaintance with the psychology of learning and development at the preschool age as well should have skills and abilities to interpret the developmental phenomena.

### Objectives

The teacher trainee will be able to –

1. identify the developmental needs of the preschool learner.
2. state the learner's intellectual, physical and mental attainments
3. recognize attainments of the learner in the development of skills and abilities in language and communication, numeracy and reasoning and awareness of environment.
4. understand the psychology of learning and development at the preschool age
5. organize appropriate learning for the formation of right values and habits

### Syllabus

<b>Module 1</b>	<b>Philosophical contribution to Pre-primary Education</b>	<b>10</b>
Unit 1	Importance and Organisation of Pre Primary Education	03
Unit 2	Froebel	02
Unit 3	Montessori	02
Unit 4	Gijjubhai Badheka and Tarabai Modak	03
<b>Module 2</b>	<b>Child Development</b>	<b>10</b>
Unit 1	Aesthetic	02
Unit 2	Physical	02
Unit 3	Social and Emotional	03
Unit 4	Cognitive	03
<b>Module 3</b>	<b>Teaching Methods and Techniques</b>	<b>10</b>
Unit 1	Play-Way	03
Unit 2	Music and Rhymes	02
Unit 3	Colours and Textures	03
Unit 4	Story telling	02
<b>Module 4</b>	<b>Readiness Programme</b>	<b>10</b>
Unit 1	Pre writing skills	02
Unit 2	Pre reading	02
Unit 3	Sorting	03
Unit 4	Picture & Number recognition	03
<b>Module 5</b>	<b>Assessment (informal)</b>	<b>10</b>
Unit 1	Motor Activities	02
Unit 2	Recognition of Shapes and colours	03
Unit 3	Conversational Skills	03
Unit 4	Making of Portfolio	02



## Suggested Subject Related Assignments

### Individual Assignments (Any two of the following)

20

1. A case study of a preschool learner in specified aspects.
2. Study of any one of the educationist other than mentioned in the above syllabus
3. A study into the innovations in the learning materials at the preschool level
4. Make a critical study of the implementation of the RTE Act in Goa.

### Group Assignments (Any one of the following)

10

1. Study of any one preschool institution
2. Play way materials used in the preschool institution and their usefulness in development of various skills in the learner
3. Study of preschool system in the State in terms of entry age, teaching-learning methods, specific learning needs of the learner at this stage and evaluation processes
4. Study into the problems of the preschool education with reference to two or three preschool institutions functioning in the rural areas of the state

### Two Periodic Tests

20

## References

1. Mohanty J, Mohanty B, 1994: *Early Child hood Care and Education*; New Delhi, Deep and Deep Punlication.
2. Soni Romila, Sangai Sandhya, 2014 : *Every child matters*; New Delhi-NCERT
3. *National Curriculum Framework-2005*
4. Allen Jan, Carol E Catron, 1999: *Early Childhood Curriculum-A Creative Play Model*, Prentice Hall, Merrill
5. Heroman, Cate, Lawa J. Colker, Dodge Trister Diane, 2002: *The Creative Curriculum for Preschool*, Washington, DC
6. Jackman L, Hilda, 1997: *Early Education Curriculum- A Child's Connection to the World*, International Thomson Publishing
7. Kaul, Venita, 2009: *Early Childhood Education Programme*, National Council of Educational Research and Training, New Delhi
8. NCERT, 2005: *Position Paper-National Focus Group on Early Childhood Education*, National Council of Educational Research and Training, New Delhi
9. Perry Rose, Mary, 2004: *Teaching Practice for Early Childhood. A Guide for Students*. Routledge Falmer, London

# PRINCIPLES OF EVALUATION

## Introduction

The National Curriculum Framework 2005 has focussed on the scholastic and co-scholastic areas of pupil assessment. The examination-oriented system has over-emphasized written examination system leading to stress and anxiety among students and parents. This has also promoted rote-memorization. An overhauling of the examination system is essential in order to attain the goals of Universalization of Elementary Education.

We need to employ child-friendly, innovative techniques of evaluation which will help the future teachers to assess each child's personality and achievements comprehensively. Assessment should be continuous and comprehensive making use of the variety of techniques for data-gathering, compiling and providing a cumulative record of the pupils' achievements and abilities. Each child is unique. The principle of individual differences should be considered while dealing with evaluation of a child's abilities and capacities. The teacher- trainees should develop positive attitudes and make assessment process adequate, meaningful, child-friendly and humane.

## Objectives

The teacher-trainees will be able to –

1. explain the concept of Evaluation.
2. differentiate between Examination and Evaluation.
3. explain the relationship between Objectives, Content, Learning experiences and Evaluation.
4. compare various types of evaluation.
5. frame a balanced question paper based on the Blue-print.
6. employ Continuous, Comprehensive Evaluation at the Elementary School level.

## Syllabus

<b>Module 1</b>	<b>Concepts</b>	
Unit 1	Place of Evaluation in the Curriculum	10
Unit 2	Measurement, Assessment and Evaluation	02
Unit 3	Correlating Learning Objectives and Outcomes	03
Unit 4	Criteria and Rubrics in Evaluation	03
		02
<b>Module 2</b>	<b>Forms of Evaluation</b>	
Unit 1	Informal and Formal Evaluation	10
Unit 2	Formative and Summative Evaluation	02
Unit 3	Internal and External Evaluation	03
Unit 4	Self-evaluation and Peer-evaluation	03
		02
<b>Module 3</b>	<b>Tools of Assessment</b>	
Unit 1	Oral Tests – principles, need, advantages and disadvantages	10
Unit 2	Written Tests – Objective-type tests, Short-answer-type tests, Essay-type Tests	02
Unit 3	Assessing Performance	03
Unit 4	Marks and Grades	02
		03

<b>Module 4</b>	<b>Characteristics and Types of Tests</b>	<b>10</b>
Unit 1	Characteristics of a good test – Validity, Reliability, Objectivity, Practicability	03
Unit 2	Construction of a Test and its Analysis	03
Unit 3	Observational Techniques: Rating Scale, Check Lists, Anecdotal Records, Cumulative Records	02
Unit 4	Inventories: Personality, Problem, Interest, Aptitude.	02
<b>Module 5</b>	<b>Continuous Comprehensive Evaluation (CCE)</b>	<b>10</b>
Unit 1	Concept and Meaning of CCE, Need and importance of CCE in the context of RTE Act – 2009	03
Unit 2	Assessment of Scholastic Areas	03
Unit 3	Assessment of Co-scholastic Areas	02
Unit 4	Report and Certification	02

### Suggested Subject Related Assignments

#### Individual Assignments (Any two of the following) 20

1. Identify at least 5 students in the age group of 6 to 14 and using an observational schedule identify their personality traits and prepare a report of about 500 words.
2. Self Assessment Exercise – Prepare your personal profile with a comprehensive rating scale for your abilities and achievements (as per the criteria provided)
3. Prepare an Anecdotal Record for assessment of a problem child and prepare a report with your conclusion on the causes.
4. Prepare a question paper in any one subject using a blueprint.

#### Group Assignments (Any one of the following) 10

1. Compile news stories/articles/comments for Readers' View or Editorials containing issues related to School Examinations/Evaluation processes/No-detention Policy/any issue related to testing children in school formally or informally and prepare a synopsis for Power Point Presentation. Participate in a discussion with your peers and make comments.
2. Organize with all teacher-trainees a workshop-cum-discussion session on non techniques.
3. Make a Question Bank with solutions on any unit in any subject of your choice of any standard from class V to VIII.

#### Two Periodic Tests 20

### References

1. *School Evaluation* by Mohammad Sharif Khan
2. *Educational Evaluation* by Rambhai N. Patel
3. *Curriculum and Evaluation* by Rajni Arun Joglekar
4. *Assessment and Evaluation in Teacher Education* by NCTE
5. National Curriculum Framework, NCERT 2005



## SCIENCE

### Introduction

In a progressive society, science can play a truly liberating role, helping people escape from the vicious cycle of poverty, ignorance and superstition. The advances in science and technology have transformed traditional fields of work such as agriculture and industry, and led to emergence of technology based areas. People today are faced with an increasingly fast-changing world where the most important skills are flexibility, innovation and creativity.

### Objectives

The teacher trainees will be able to -

1. explain the nature, need and scope of teaching science.
2. prepare the Annual plan, Unit plan, Lesson plan and analyze the content.
3. master the skills of using various methods and teaching strategies.
4. use different teaching resources for enriched classroom processes
5. to employ technology in the learning process
6. use different tools and techniques of evaluation.

### Syllabus

<b>Module 1</b>	<b>Nature, Need and Scope of Learning Science</b>	
Unit 1	Definition, Nature and Scope.	10
Unit 2	Aims and Objective	02
Unit 3	Correlation with other subjects (Maths, Geography, Drawing)	03
Unit 4	Scientific attitude	03
		02
<b>Module 2</b>	<b>Planning and Content Analysis</b>	
Unit 1	Annual Planning	10
Unit 2	Unit planning.	02
Unit 3	Planning lesson with Child centred, Activity based and Constructivist Approach	02
		03
Unit 4	Analysis of Science textbooks	03
<b>Module 3</b>	<b>Methods and Teaching Strategies</b>	
Unit 1	Lecture Method cum-Demonstration Method	10
Unit 2	Heuristic Method, Project Method	02
Unit 3	Inductive and Deductive method	03
Unit 4	Science and Related Activities	02
	Science Club (organisation and activities)	
	Science Exhibition (organisation and advantages)	03

<b>Module 4 Teaching Resources</b>	<b>10</b>
Unit 1 Importance and need of Teaching Resources	02
Unit 2 Science Laboratory and importance of Practical work in Science.	03
Unit 3 Instructional Materials: Textbooks, Charts, Models and Specimens	02
Unit 4 Use of Mass media in Science Teaching	03
Radio, Newspaper, Magazines	
TV, Multimedia, Computer and Internet	
<b>Module 5 Evaluation</b>	<b>10</b>
Unit 1 Need and Importance of Continuous Comprehensive Evaluation	02
Unit 2 Item analysis and Blue Print in an achievement Test	03
Unit 3 Assessment of Laboratory work	03
Unit 4 Diagnostic Test, their use and remedial measures.	02

### Suggested Subject Related Assignments

<b>Individual Assignments (Any two of the following)</b>	<b>20</b>
1) Prepare a teaching aid on any one topic	
2) Prepare Power Point Presentation on any one topic	
3) Demonstrate any one experiment from std. VI to VIII	
4) Prepare a model	

<b>Group Assignments (Any one of the following)</b>	<b>10</b>
1) Annual planning of syllabus of any Std. from VI to VIII	
2) To review a science textbook of any Std from VI to VIII	
3) To visit places of scientific importance and preparation of a report.	
4) Organise an exhibition or a wall paper	

<b>One Content based Test and One periodic Test</b>	<b>20</b>
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### References

- 1) Dr. Rajsekar : *Methods of Teaching Physical Science*
- 2) M.S. Yadav: *Teaching of Science*
- 3) RC Das: *Science Teaching in Schools*
- 4) Macmillan Co, New York: *Modern Science Teaching*
- 5) NCERT Textbooks of Std. VI to X

# TEACHING OF GEOGRAPHY

## Introduction

Through Geography, one understands the patterns of human activities that reflect adaptations to natural environment. It focuses on ecological balance for optimum living conditions for all on this planet. Interdependence among the diverse human and natural patterns leads to transport and communication, trade and commerce. A study of Geography enhances observation, recording and interpretation of physical and social features. It fosters the skills of reading and interpreting geographical information through tables, figures, diagrams, map reading, using scale(distance), experiments, field visits etc.

## Objectives

The teacher trainee will be able to –

1. develop an acquaintance with Earth as the habitat of humankind and other forms of life
2. motivate the learners to study their own region, state and country in the global context
3. assess importance of global distribution of the economic resources in the process of globalization
4. promote understanding of conditions of interdependence and co-existence of various regions
5. develop skills to compile, interpret and analyze data
6. critically analyze syllabus and textbooks of social science at school level
7. 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

## Syllabus

<b>Module 1</b>	<b>Concept</b>	<b>10</b>
Unit 1	Nature, Need and Scope	02
Unit 2	Aims and Objectives of Teaching Geography	03
Unit 3	Need for Awareness	02
Unit 4	Correlation with other subjects	03
<b>Module 2</b>	<b>Content Analysis and Planning</b>	<b>10</b>
Unit 1	Annual Planning and Unit Planning	03
Unit 2	Lesson Planning and its Advantages	02
Unit 3	Practical Geography	03
Unit 4	Information and Communication Technology (ICT in Teaching Geography)	02
<b>Module 3</b>	<b>Methods of Teaching Geography</b>	<b>10</b>
Unit 1	Observation(In and Out of Classroom)	03
Unit 2	Excursion	02
Unit 3	Regional Method	02
Unit 4	Project Method	03
<b>Module 4</b>	<b>Resources of Teaching Geography</b>	<b>10</b>
Unit 1	Importance and Need of Resources in Teaching Geography	03
Unit 2	Text and Reference Material	02
Unit 3	Use of Print and Electronic media in Teaching Geography	02
Unit 4	Geography Room/Museum/Geography Lab	03
<b>Module 5</b>	<b>Evaluation</b>	<b>10</b>
Unit 1	Continuous and Comprehensive Competency-based Evaluation	03
Unit 2	Assessment of Practical Areas	03
Unit 3	Characteristics of A Good Test	02
Unit 4	Tools for Evaluating affective domain	02



## Suggested Subject Related Assignments

### Individual Assignments (Any two of the following)

20

1. Preparation for Unit Planning for any one unit from Std V –VIII
2. Preparation of 50 test items of various forms
3. Preparation of a Unit Test and a model Question Paper
4. Preparation of an observation schedule

### Group Assignments (Any one of the following)

10

1. Preparation of a relief map
2. Study Tour to a place of Geographical Importance
3. Collection of clippings from newspapers, magazines, etc related to geographical information, importance, situations/conditions etc.

### One Content based Test and One Periodic Test

20

## References

1. Burniske –2001 *Breaking Down the Digital Walls: Learning to Teach in a Post-Modem World*
2. UNESCO Report – 2003 - *Building Capacity of Teachers/Facilitators in Technology Pedagogy Integration for Improved Teaching and Learning* [UNESCO 2003]
3. <http://www.ncte-india.org/Syllabus.asp>
4. <http://www.ncert.nic.in/html/syllabus.htm>
5. [www.educatejournal.org/index.php](http://www.educatejournal.org/index.php)

## PRACTICUM

### I. Microteaching (Semester I)

Microteaching is a training setting for the student-teachers where the complexities of normal classroom teaching are reduced. The complex teaching skill is analysed into simpler components which are practiced one at a time. Each particular skill is practiced through a micro-lesson of a duration 5 to 10 minutes. The microteaching process has a session each for planning, teaching, feedback, re-planning, re-teaching and re-feedback.

#### A. Micro-Lessons

One lesson on each of the following teaching skills in the cycle of teach and re teach.	08
i. Introduction	
ii. Questioning	
iii. Narration and Stimulus variation	
iv. Explanation	
v. Black Board writing	
vi. Reinforcement	
vii. Use of audio-visual aids	
viii. Closure	

#### B. Bridge Lessons (2 x 4)

Combining all micro skills	08
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#### C. Observations of lessons (Total 20 lessons x1)

Teacher Education's Lesson-Micro Lesson	20
Bridge Lessons	04
Trainee Teachers lessons	02
	14

#### D. Practice Lessons (48 Lessons)

Including Peer- teaching Lesson (2)	480
Computer – aided Lesson (2)	

Semester I – 13	
Semester II – 13	130
Semester III – 11	130
Semester IV – 11	110
	110

### II. Preparation of Classroom Teaching Plan

The teacher trainees should be enabled to prepare a comprehensive classroom plan considering various factors such as -

#### Lesson Plan – important parts of the lesson plan

1. Objectives
2. Previous Knowledge
3. Introduction
4. Presentation
5. Blackboard work and other forms of displays
6. Teaching Learning Materials
7. Application

8. Plan for teaching the age-appropriate children
9. Evaluation Activities

**The teacher educator shall ensure that the teacher trainee**

- Prepares plan that allots more learning time to the learner during the classroom period
- Plans for activities like library reading, reference work, visits for observation collection/classification, etc and reporting, presenting, participating in classroom activities
- Plans for activity learning
- Develops and uses suitable teaching learning materials (TLM)
- Uses materials/tools/data and diary of the child's progress and monitors it, prepare materials and plans for SPECIAL TRAINING sessions for the children admitted in the age appropriate class

### III. Peer Teaching

The teacher trainees having completed their Micro Teaching Sessions in the beginning of the First Semester would prepare for practice teaching with peers in Semesters I and III (one lesson in each main subject). This intervention is arranged to provide them opportunity to experience their classroom transaction in a planned environment in which they would not only be comfortable but would do practice teaching more effectively. The concerned subject teacher will observe the practice teaching in the subject and would be able to adjudge the exercise more appropriately and offer guidance to the trainee before he/she actually enters in the classroom for classroom teaching.

The exercise of practice teaching with peers will be carried out only in the subjects prescribed for the respective semesters. Each lesson will consist of 35 minutes of teaching. Each peer teaching exercise will carry 10 marks keeping in view the following abilities of the trainee –

- to plan and his/her preparedness for teaching
- to exercise his/her teaching skills as practiced in the microteaching activity
- to carry out the plan in systematic manner in the pre planned environment
- to his/her teaching innovative and effective.

### IV. Computer Aided Teaching

#### Introduction

Information and Communication Technology (ICT) has become an inseparable part of human life over the recent year. Use of computer in educational processes has therefore, been essential and important for effective classroom transaction. A teacher, therefore, needs to develop acquaintance with the computer technology and processes as well as acquire necessary skills to use computer as part of preparation, planning and execution of lessons. The teacher needs even to be able to access internet to seek information and subject related updates from various web sites not only to keep well informed but also utilize the information to enrich teaching. Similarly, the teacher must also acquire and practice skills of effective presentation of the content.

*Each computer – aided lesson will carry 10 marks each. These lessons will enable the development of the following abilities:*

- plan and prepare materials for teaching for Computer Aided Lesson
- practice techniques of teaching for Computer Aided Lesson
- access web sites for updated information
- incorporate the information in the teaching materials
- enrich the teaching content and impart it effectively with the help of computer



## V. Internship (School Experience) Programme

School Experience Programme of two weeks each has been planned for the II and IV semesters with a view to give experience to them of various school activities, students' problems and school organization factors. The teacher trainees have to conduct the school and they have to engage periods by themselves under the guidance of class teachers. They have to get the information of school records and school administration also.

The following educational and social activities have been included with a view that teacher trainees should think and act that school is not an institution to import knowledge and give education only. It should become a centre of the development of society. All these activities must be performed by the teacher trainees in the school experience programme.

### Division of Marks Practical Work to be carried out during the course of Internship Programme (Semester II and IV, 50 marks each)

No.	Name of Practical Work	Marks
1.	School Level Practical Work	20
	a. School Assembly	
	b. Attendance	
	c. Duties of Class Teacher	
	d. Unit Test	
	e. Co-curricular Activities	
	f. Intellectual and Physical Competitions	
	g. Cultural Activities	
	h. Social Programme	
	i. Teaching (15 lessons)	
	j. Information about school record	
2.	Study of School Plant and preparation of report as required for the group activities under the subject of School Administration Classroom Planning	05
3.	Information about scheme of School Development	05
4.	Child Behaviour Analysis	05
5.	Information about VEC, PTA	05
6.	Classroom Teaching, Preparation of Teaching Aid & its Use	10

## PRACTICAL AREAS

- a. Visual and Performing Arts
- b. Physical Education and Healthy Living
- c. Work Education

The components of Practical Areas viz. Visual Art and Performing Art, Physical Education and Healthy Living and Work Education are given in the following pages. The subjects are included in the syllabus separately in the Curriculum as it is intended to teach them module-wise through all semesters. These subjects deal more with affective and psycho-motor domains of learning, implying development of aesthetic sense, skill building and personal well being.

The teachers of Visual Art and Performing Art are required to submit internal assessment records separately in their respective subject area pertaining to the concerned module at the end of each semester. Evidence of conduct of activities in internal assessment will be mandatory and should be presented to the members of Monitoring Committee during its visit.

Same scheme will be applicable to the subjects of Physical Education and Healthy Living and Work Education.

## VISUAL AND PERFORMING ARTS

### Introduction

Aim of Art Education may be perceived as development of aesthetic sense among learners, so as to enable them to respond to the beauty in line, colour, form, movements and sound.

The study of Arts and understanding of Cultural Heritage may go side by side and reinforce appreciation and understanding for one another. From the above passage it is clear that Art Education has been introduced with the aim of developing a sense of aesthetic appreciation and to learn Art with integrated approach by the child

### Objectives

The teacher trainee will be able to -

1. observe the surrounding objects with a view to create a work of art
2. recognize colour, texture, tone of the objects available around and in nature
3. retain in memory the objects, individuals, events for depicting them in their creation
4. imagine and express through the media of visual and performing art
5. participate in a situation for experiencing sensory stimulation to develop and sharpen sensory organs
6. tap and gather their own references through exposure to a variety of media and materials
7. plan and organize various art display, field trips, and meetings with well-known artist, dramatist, musicians and dancers.
8. compose simple tunes for one's own poetry or poems by other poets (National songs, integrated songs, Prayers etc.)
9. generate awareness of Indian classical, Karnataka, Hindustani and Western music.

### Syllabus

<b>Module</b>	<b>I</b>	<b>Technique and demonstration (To Be Taught In Semester-I)</b>	<b>12</b>
Unit	1	Line, forms and colours	04
Unit	2	Texture, Shading, Depth. Light and Shadow	02
Unit	3	Basics of Learning Music-Practice of Shuddh Swar Saptal (Aaraoh, Avaraoh, Aakxar)	03
Unit	4	Movement and Sound-tableau, nursery rhymes and, musical drama	03
<b>Module</b>	<b>2</b>	<b>Aims and objectives (To Be Taught In Semester-II)</b>	<b>12</b>
Unit	1	Concept of Art Education: Visual and Performing Art	02
Unit	2	Meaning of Visual Art and Performing Art: Modes of Presentation and Expression	04
Unit	3	Objectives of Art Education (Visual and Performing Art): Scope, need and importance	03
Unit	4	Correlations of Culture Heritage with Visual and Performing Art	03
<b>Module</b>	<b>3</b>	<b>Multi- Dimensional Designs (To Be Taught In Semester-III)</b>	<b>13</b>
Unit	1	Carvings on Vegetable, Soap etc.	03
Unit	2	Two Dimensional and Three Dimensional Designs- with Length and Breadth: Designs in play way methods	04
Unit	3	Tuning songs and presenting them individually and in chorus	03
Unit	4	Teaching of simple beats like clapping, Zaanj.	03



<b>Module</b>	<b>4</b>	<b>Visual Art and Performing Arts (To Be Taught In Semester-IV)</b>	<b>13</b>
Unit	1	Puppetry, painting, compilation of art work and copying shapes, colours , printmaking, collage,	03
Unit	2	Stage setting and stage decoration	03
Unit	3	Presentation of melodies, inspiration songs, patriotic songs, etc.	03
Unit	4	Dramatizations-Presenting Drama through songs	04

## PHYSICAL EDUCATION AND HEALTHY LIVING

### Introduction

The primary objective of the teaching physical education in the school age is attaining physical fitness, is the key of healthy and happy life.

### Objectives

The teacher trainee will be able to –

1. understand the importance of Physical Education at the elementary stage
2. explain the correlation with science in the context of health habits and related life skills
3. plan and organize suitable activities in physical education and healthy living including yoga for learner development

### Syllabus

<b>Module</b>	<b>1</b>	<b>Methods of Teaching Physical Education</b>	<b>10</b>
		Preparation of Lesson Plan	02
Unit	1	<ul style="list-style-type: none"> <li>▪ General Lesson Plan</li> <li>▪ Specific Lesson Plan</li> </ul>	
Unit	2	Methods of Teaching: Command, Demonstration, Imitation, Whole-Part-Whole, Part by Part	02
Unit	3	Drill and Marching: Savadhan, Vishram, Single line formation, Other formations, Dahine mud, Baye mud, Piche mud, Kadam TAAL. March past, Salutation, Class formation	02
Unit	4	Minor games/ Recreational games, Free hand exercises (Calisthenics), Sitting exercise (8 each) and Warming up exercises.	02
Unit	5	Evaluation in Physical Education.	02
<b>Module</b>	<b>II</b>	<b>Health Education And Healthy Living</b>	<b>10</b>
Unit	1	Definition of Health Education, Personal Cleanliness, Environmental Cleanliness and School Health Environment	02
Unit	2	Communicable Diseases: Causes and Preventive Measures	02
Unit	3	Components of Balanced Diet	02
Unit	4	First Aid, Safety Education (road Safety, Safety in schools), Posture (good and bad, postural deformities)	02
Unit	5	Evaluation in Physical Education.	02
			<b>15</b>
<b>Module</b>	<b>III</b>	<b>Yoga</b>	
Unit	1	Concept of Yoga and educational significance of Yoga	02
Unit	2	Importance of Yoga in day – to –day life	02
Unit	3	Practice of Yogasana: Sitting, Standing. Lying Position and Surya Namaskar	04
Unit	4	Pranayam and its importance	03

Unit 5	Practice of Pranayam and Meditation	
	▪ Bhastrika Pranayam	
	▪ Anulom – Vilom	
	▪ Bhramri	
	▪ Kapal Bhati	04
<b>Module IV</b>	<b>Physical Education</b>	<b>15</b>
Unit 1	Definition, aims and objectives, importance of Physical	02
Unit 2	Organization of Intramural and Extramural Activities	03
Unit 3	Organization of National Days, Annual Sport meet, Play days, Recreational Activities	04
Unit 4	Rules and Regulation: Track and field, Kabaddi, Kho-Kho and other major games	04
Unit 5	Aerobics, Wands, Loops, Exercises (8 Exercises each)	02



## WORK EDUCATION

### Introduction

Work Education intends to develop a positive attitude towards annual work and skills in craft work. It aims to introduce school children to the world of work.

The following syllabus considers the above concerns while looks forward to preparing trainees to lead themselves ahead to 'Skilled India' leave alone for learning but also for enjoying their creation and respect their creativity.

### Objectives

The teacher trainee will–

1. Acquire basic skills of creating craft work
2. uses appropriate tools for creation
3. develop design of his/her craftwork
4. adopt suitable methods of teaching Work Education in schools
5. inculcate in himself/herself a value of dignity of labor and imbibe this attitude among school children
6. develop aesthetic sense in himself/herself and among the young students
7. develop an attitude to make best out of waste.

### Syllabus

<b>Module I</b>	<b><u>Semester I</u></b>	<b>15</b>
Unit 1	Kitchen and Flower Gardening	04
Unit 2	Paper and card board work,	03
Unit 3	Clay Modelling	04
Unit 4	Home Science and craft	04
<b>Module II</b>	<b><u>Semester II</u></b>	<b>15</b>
Unit 1	Handifracts – Rakhi, Greeting cards, ornaments, decorative pieces	05
Unit 2	Making Doll and puppets	04
Unit 3	Batik work	03
Unit 4	Paper Mache	03
<b>Module III</b>	<b><u>Semester III</u></b>	<b>10</b>
Unit 1	Preservation of fruits,	02
Unit 2	Flower culture	02
Unit 3	Pot culture	03
Unit 4	Best out of waste:	03
<b>Module IV</b>	<b><u>Semester IV</u></b>	<b>10</b>
Unit 1	Wood work	02
Unit 2	Tailoring embroidery,	03
Unit 3	Coir work,	02
Unit 4	Electrical Maintenance	03