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## **MESSAGE**

Restructuring and reorganization of Teacher Education has emerged as an essential requisite for quality education at school level. This is why the National Policy on Education-1986 recommended strongly for reorientation of content and process of education including teacher education. Recently also, the Central Advisory Board on Education (CABE) emphasized on the need of overhauling teacher education in light of the National Curriculum Framework (NCF)-2005 and the National Curriculum Framework for teacher Education (NCFTE)-2009. The Right of Children to Free and Compulsory Education (RTE) Act-2009 has only added urgency to this need, since it lays highest emphasis on quality education of all children between the age of 6 to 14 years by ensuring professionally trained teachers.

Keeping the above in view, it is a matter of immense satisfaction that the teacher education curriculum for PSTE (D.El.Ed) course of DIETs of Arunachal Pradesh has been revised and updated in a workshop situation involving guidance from NCTE and NCERT, New Delhi and participants from the Directorate of School and Elementary Education, Govt. of Arunachal Pradesh, DIET, DRCs and various schools of the state.

In this regard, I extend my sincere thanks to Prof. S.K Yadav, Department of Teacher Education, NCERT, New Delhi for his views on revision of D.El.Ed curriculum.

I also extend my sincere thanks to Shri S.K Chauhan, Research Officer, NCTE, New Delhi for making available the finalized and reviewed materials on re-envisioned two year elementary education programme prepared by NCTE.

I must commend the painstaking efforts of Shri B.P Sinha, Principal i/c of the State Institute of Education, Itanagar and the faculty members for having taken all necessary efforts for which this valuable work has seen the light of the day.

Any suggestion from the stake holders of teacher education programme shall be most welcome.

**(Gonesh Koyu) IAS**

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## **INTRODUCTION**

The National Policy on Education-1986 has strongly advocated the reorientation of content and process of education to keep it continuously responding to national, regional and local aspiration and meet up challenges of life. Such intent can only be translated into action through a need based curriculum. Since, teachers are the most important agents for quality education of learners, hence, curriculum renewal for teacher education from time to time is of crucial importance for quality universal education of the upcoming generation.

Now that the existing pre-service teacher education curriculum for Diploma in Elementary Education course of DIETs of Arunachal Pradesh has turned more than a decade old, it has become imperative for the state to revise, renew and update it to incorporate the current issues, concerns, problems and values of elementary education especially those related to Right of Children to Free and Compulsory Education (RTE) and the recommendations of national and international workshops and conferences for improvement in quality of education.

Taking the above into account, the present curriculum for D.El.Ed course has been developed by the State Institute of Education/SCERT, Itanagar (Arunachal Pradesh) based on model curriculum of National Council for Teacher Education, (NCTE) New Delhi, duly finalized by the NCTE Review Committee. The main feature as well as achievement of this document would be its ability to transform the classroom based theoretical dimension of education into life-oriented practical aspects leading to desirable changes in learner's behaviour.

This curriculum retains the merits of previous one in the form of continuation of semester system with almost similar semester structure comprising of five months instructional time, fifteen days external summative evaluation and fifteen days semester break. However, several new features have been introduced afresh such as, it is based on the latest National Curriculum Framework (NCF)-2005, National Curriculum Framework for Teacher Education (NCFTE)- and the reviewed and finalized model curriculum of NCTE, New Delhi. Moreover, the weightage to each course has been enhanced and attempt has been made to introduce Continuous Comprehensive Evaluation (CCE) for students of D.El.Ed course. As per the consensus decision of the resource persons/participants of the workshop, 25% weightage has been accorded to internal (Formative) evaluation and 75% weightage to external (Summative) evaluation. In this connection, necessary guidelines shall be issued to external question setters and evaluators.

I am grateful to Shri Bosiram Siram, Hon'ble Minister (Education), Arunachal Pradesh for the profound blessing and support for quality teacher education in the state.

I express my gratitude to Shri Gonesh Koyu, Commissioner and Secretary (Education), Govt. of Arunachal Pradesh for envisioning the strategies and needed inputs for a better quality of pre-service teacher education in Arunachal Pradesh.

I owe gratefulness to Shri T. Taloh, Director of School Education, Shri B. Yirang, DEE, Shri P.N Thongon, SPD, SSA Rajya Mission Itanagar and all the officers of the Directorate of School Education, Directorate of Elementary Education and SSA-Rajya Mission, who not only contributed as part of resource team but were also continuously at the back of all efforts made during the process of development of this curriculum.

I express sincere thanks to Shri S.K Chauhan, Research Officer, NCTE, New Delhi who advised and took personal pain to make available the set of national level Teacher Education Curriculum documents that formed the basis for the present curriculum.

My thanks are very much due to all my colleague without whom this curriculum would not have seen the light of the day. The final judge of this document would be the DIET faculty and above all the pupil teachers of D.El.Ed course whose suggestion and word of worthwhileness shall be most welcome.



**(B.P Sinha)**  
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# **GUIDELINES FOR CURRICULUM FOR DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.) COURSE OF DIETs OF ARUNACHAL PRADESH:**

## **INTRODUCTION:**

The National Policy on Education (NPE)-86 (revised in the year 1992) lays high emphasis on quality teacher education for quality education at schools. Further, the National Curriculum Framework (NCFTE)-2009 advocates to review, revise and reform the existing D.El.Ed curriculum by applying quality standards in all respects.

In light of the fact that the existing curriculum of D.El.Ed course offered by the DIETs of Arunachal Pradesh has now turned almost a decade old, it has become imperative for the state to review, revise and reform (update) it to suit to the current needs and trends in elementary teacher education.

From the above view point, the two year curriculum for D.El.Ed course offered by the Pre-Service Teacher Education (PSTE) branch of DIETs of Arunachal Pradesh has been designed in a workshop involving the relevant resource persons from the Directorate of Secondary education, Directorate of Elementary Education, SCERT/SIE, DIETs and teachers of appropriate level. The source materials for this workshop was obtained from the MHRD (Govt. of India) NCTE, New Delhi and the NCERT, New Delhi.

The inclusion of the following learning opportunities for student-teachers has been kept as the prime objectives of this curriculum -

- (i) to observe and engage with children in order to communicate and relate with them.
- (ii) to understand the self and others including one's beliefs, assumptions, emotions aspirations and behavior patterns in local as well as larger contexts.
- (iii) to develop adaptability, flexibility, creativity, innovation and capacity for self-analysis and self evaluation.
- (iv) to develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work in collaboration in group.
- (v) to engage with subject content, examine the disciplinary knowledge and social realities of self and learners and involved critical thinking.
- (vi) to develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, storytelling and reflective inquiry.
- (vii) to empower to address creatively and sensitively to a range of issues arising in the classroom in the spirit of rights of children to education.
- (viii) to participate in action research and documentation activities of DIET with respect to local history, geography, flora, fauna, stories, folk lore and traditions etc.
- (ix) to appreciate local language forms and make classroom bi/multilingual.

The following guiding principles of teacher education as per Bordia Committee report on "Implementation of RTE Act and Resultant Revamp of SSA" underlines this curriculum

- (i) Holistic view of education in light of NCF-2005 and NCFTE-2009.
- (ii) Equity not only in terms of equal opportunities for education but also for conditions of learning.
- (iii) Access not only in terms of schooling facilities as per norm but also in terms of an understanding of educational needs of all sections of society.
- (iv) Gender concern with respect to enabling girls to keep pace with boys in terms of educational attainments as well as status.
- (v) Centrality of teacher for creating a culture of innovation and inclusive education.
- (vi) Moral compulsion to shun corporal punishment and greater responsibility for parents, teachers and educational administrators in light of RTE-Act.
- (vii) Overall management of education system to fulfill the context and spirit of RTE-Act for quality education for all.

## **CURRICULUM STRUCTURE:**

The present D.El.Ed Course curriculum is designed mainly keeping in view the role and functions of teachers in light of RTE-Act. It includes the following major components -

- (i) Foundations of education
- (ii) Pedagogy courses in elementary school subjects
- (iii) School experience programme and internship.
- (iv) Practicum including action research, survey, projects, assignments, community work, literary and cultural activities, games and sports etc. (within/outside institution)

The above elements of curriculum are expected to help student-teachers to participate in activities (both theoretical and practical) leading to an understanding of learning processes and problems of elementary school children and gaining insight into designing suitable strategies to facilitate learning and effective remedial measures.

The curriculum offers the following semester wise course structure -

### **1. FOUNDATION COURSE**

- i. Childhood and the Development of Children
- ii. Education Society Curriculum and Learners
- iii. Cognition Learning and Socio-Cultural Context
- iv. Elementary Education: Status, Problems and Issues with special reference to Arunachal Pradesh
- v. School Culture, Leadership and Change
- vi. Contemporary Indian Society
- vii. Diversity, Gender and Inclusive Education
- viii. Population Education
- ix. Information and Communication Technology (Pedagogy across Curriculum)
- x. Early childhood care and Education.

### **2. PEDAGOGY COURSES AT PRIMARY LEVEL**

- i. Pedagogy of English and Early Literacy at Primary Level

- ii. Pedagogy of Environmental Studies
  - iii. Pedagogy of Mathematics at Primary Level
  - iv. Hindi Bhasha Shikshan : Prathamik star (Pedagogy of Hindi at Primary Level)
- 3. PEDAGOGY COURSES AT UPPER PRIMARY LEVEL (OPTIONAL) - Any Two**
- i. Hindi Bhasha Shikshan : Uchcha Prathamik star (Pedagogy of Hindi at Upper Primary Level)
  - ii. Pedagogy of English at Upper Primary Level
  - iii. Pedagogy of Science at Upper Primary Level
  - iv. Pedagogy of Mathematics at Upper Primary Level
  - v. Pedagogy of Social Science at Upper Primary Level
- 4. PEDAGOGY COURSES AT BOTH PRIMARY AND UPPER PRIMARY LEVEL**
- i. Pedagogy of Work and Education
  - ii. Pedagogy of Creative Drama, Fine Arts and Education
  - iii. Pedagogy of Children's Health School Health and Education
- 5. SCHOOL EXPERIENCE PROGRAMME & INTERNSHIP.**
- 6. PRACTICUM**(including practical work under each course , Co-Curricular activities, Community work , Games/Sports/Cultural/Literary activities etc at DIET level).
- 7. FINAL TEACHING** (including)

The entire course is divided into four semesters having a combination of Foundation Courses, Pedagogical Courses, School Experience Programme and Internship , Practical Work under each course and External Final Teaching. The final teaching by the student-teachers will be undertaken during the Fourth Semester.

## SEMESTERWISE DISTRIBUTION OF COURSES AND WEIGHTAGE OF MARKS

Semesterwise distribution of courses and weightage to various courses are given below :-

### FIRST SEMESTER

| Sl No.   | Course Code | Title of the Course                                     | Maximum Marks |          | Total    |
|----------|-------------|---|---------------|----------|----------|
|          |             |   | Internal      | External |          |
| <b>1</b> | <b>2</b>    | <b>3</b>  | <b>4</b>      | <b>5</b> | <b>6</b> |
| 1.       | 01          | Childhood and the Development of Children               | 25            | 75       | 100      |
| 2.       | 02          | Education, Society, Curriculum and Learners             | 25            | 75       | 100      |
| 3.       | 03          | Pedagogy of English at Primary Level and Early Literacy | 25            | 75       | 100      |
| 4.       | 04          | Pedagogy of Environmental Studies                       | 25            | 75       | 100      |
| 5.       | 05          | Pedagogy of Mathematics at Primary Level                | 25            | 75       | 100      |
| 6.       | 06          | School Experience Programme and Internship              | 100           | --       | 100      |
|          |             | <b>Total</b>  | 225           | 375      | 600      |

### SECOND SEMESTER

| Sl No.   | Course Code | Title of the Course   | Maximum Marks |          | Total    |
|----------|-------------|---|---------------|----------|----------|
|          |             |   | Internal      | External |          |
| <b>1</b> | <b>2</b>    | <b>3</b>  | <b>4</b>      | <b>5</b> | <b>6</b> |
| 1.       | 07          | Cognition, Learning and Socio-Cultural Context  | 25            | 75       | 100      |
| 2.       | 08          | Elementary Education: Status, Problems and Issues with Special Reference to Arunachal Pradesh | 25            | 75       | 100      |
| 3.       | 09          | School Culture, Leadership and Change   | 25            | 75       | 100      |
| 4.       | 10          | Hindi Bhasha Shikshan- <i>Prathmik Star</i> (Pedagogy of Hindi at Primary Level)              | 25            | 75       | 100      |
| 5.       | 11          | Pedagogy of Children's Health ,School Health and Education                                    | 40            | 60       | 100      |
| 6.       | 12          | School Experience Programme and Internship  | 100           | --       | 100      |
|          |             | <b>Total</b>  | 240           | 360      | 600      |



### THIRD SEMESTER

| SI No.                                     | Course Code | Title of the Course  | Maximum Marks |          | Total    |
|--|-------------|--|---------------|----------|----------|
|  |             |  | Internal      | External |          |
| <b>1</b>                                   | <b>2</b>    | <b>3</b>   | <b>4</b>      | <b>5</b> | <b>6</b> |
| 1.   | 13          | Contemporary Indian Society  | 25            | 75       | 100      |
| 2.   | 14          | Diversity, Gender and Inclusive Education  | 25            | 75       | 100      |
| 3.   | 15          | Pedagogy of Creative Drama, Fine Arts and Education  | 40            | 60       | 100      |
| <b>Optional Pedagogy Courses (Any Two)</b> |             |  |               |          |          |
| 4.   | 16          | Hindi Bhasha Shikshan- <i>Uchcha prathamik Star</i> (Pedagogy of Hindi at Upper Primary Level) | 25            | 75       | 100      |
|  | 17          | Pedagogy of English at Upper Primary Level   | 25            | 75       | 100      |
|  | 18          | Pedagogy of Science at Upper Primary Level   | 25            | 75       | 100      |
|  | 19          | Pedagogy of Mathematics at Upper Primary Level   | 25            | 75       | 100      |
|  | 20          | Pedagogy of Social Science at Upper Primary Level  | 25            | 75       | 100      |
| 5.   | 21          | School Experience Programme and Internship   | 100           | --       | 100      |
|  |             | <b>Total</b>   | 240           | 360      | 600      |

### FOURTH SEMESTER

| SI No.   | Course Code | Title of the Course  | Maximum Marks |          | Total    |
|----------|-------------|--|---------------|----------|----------|
|          |             |  | Internal      | External |          |
| <b>1</b> | <b>2</b>    | <b>3</b>   | <b>4</b>      | <b>5</b> | <b>6</b> |
| 1.       | 22          | Information and Communication Technology Pedagogy Across Curriculum  | 25            | 75       | 100      |
| 2.       | 23          | Pedagogy of Work and Education   | 40            | 60       | 100      |
| 3.       | 24          | Early Childhood Care and Education   | 25            | 75       | 100      |
| 4.       | 25          | Population Education   | 25            | 75       | 100      |
| 5.       | 26          | School Experience Programme and Internship   | 100           | --       | 100      |
| 6.       | 27          | External Final Teaching (all pedagogy areas of four semesters)- <b>Five Courses</b> (3-courses from Primary and 2-Optional courses from Upper Primary level) | -             | 200      | 200      |
|          |             | <b>Total</b>   | 215           | 485      | 700      |

## TIME FRAME FOR CURRICULUM TRANSACTION:

The DIET will function for 110-days during each semester on an average. The break-up of working days per semester will be as given below -

|              | <b><u>Educational Activities</u></b>                                  | <b><u>No. of Days</u></b> |
|--------------|---|---------------------------|
| (i)          | Theoretical classes   | 65 days                   |
| (ii)         | School Experience Programme and Internship                            | 20 days                   |
| (iii)        | Practical work (excluding independent field work by student-teachers) | 10 days                   |
| (iv)         | External examination  | 15 days                   |
| <b>Total</b> |   | <b>110 days</b>           |

The daily working schedule of DIETs will be as below:

|       |  |             |
|-------|--|-------------|
| (i)   | Morning Assembly                                   | 20 minutes  |
| (ii)  | Theoretical classes (6 periods of 40 minutes each) | 240 minutes |
| (iii) | Practical work                                     | 60 minutes  |
| (iv)  | Break  | 10 minutes  |

Further, the institutional routine provides a minimum of 50 hours per semester for teaching of every theory course and one hour recess daily. At the end of each semester, there will be a semester break of 15 days between two semesters. The break will be used for activities related to admission and other related work as per calendar of activities for DIETs in addition to planning for the new academic semester.

## **EXAMINING BODY , SYSTEM OF EXAMINATION (REGULAR, REAPPEAR AND IMPROVEMENT) AND OTHER MISCELLANEOUS RULES**

1. **EXAMINING BODY:** The examining body for PSTE (D.El.Ed) course shall be the Directorate of School Education, Govt. of Arunachal Pradesh, Itanagar. However, the State Institute of Education (renamed now as State Council of Educational Research and Training) shall look after the day to day activities of PSTE examination such as registration of candidates, conduct of examination and publication of results etc with approval of the Directorate of School Education.

### **2. TENTATIVE DATES OF EXAMINATION -**

- (i) First and Third Semester - Second fortnight of December of every year.
- (ii) Second and fourth semester - Second fortnight of June of every year.

### **3. EXAMINATION RULES:**

Qualifying/ eligibility criteria to appear at the semester examination:

- (i) Any candidate with less than a minimum of 80% attendance during a semester shall not be allowed to appear in the external semester examination. And,
- (ii) The candidate must complete satisfactorily the prescribed amount of work in the area of school experience programme (including practice teaching/internship with lesson plans) practicum and all assignments under foundation and pedagogy courses of the concerned semester.

### **4. SHORTAGE OF ATTENDANCE AND CONDONING AUTHORITY:**

- (i) All candidates having shortage of attendance in a given semester shall have to take readmission in the same semester and they will be allowed to appear in the examination of that semester only after obtaining the required minimum attendance.
- (ii) The Principal of the institution, where the candidate is studying may condone the shortage of attendance up to 5% on valid reasons.

Further, the Director of School Education may however, condone the shortage of attendance by 10% more in addition to 5% made by the Principal (DIET) on the merit of the case on recommendation of the Principal.

Any reason except serious illness or unavoidable circumstances will not be accepted for condoning the shortage of attendance.

- (iii) The condonation of attendance is not a matter of right of the candidate. The Principal (DIET) and the Director of School Education will have the sole discretionary powers to condone the shortage of attendance. The decision of the Principal or the Director cannot be challenged.

### **5. STANDARD OF PASSING:**

- (i) A candidate is required to secure pass marks in internal and external examinations separately.
- (ii) The standards of passing in external examination, internal evaluation (School Experience Programme and Internship) and Practicum will be as given below -

◆ External examination (written) - 40% in each subject.

- ◆ Continuous comprehensive evaluation in school experience programme and internship (internal) - 50%
- ◆ Continuous comprehensive evaluation in practicum (internal) - 50%

## 6. SCHEME FOR EVALUATION:

Continuous and Comprehensive Evaluation (CCE) is an integral part of the teacher education curriculum. The following scheme of evaluation will be followed for overall assessment of progress of student-teachers towards the objectives of curriculum -

- (i) An overall theoretical understanding of different foundation and pedagogy courses will be evaluated finally through external examination. However, continuous dialogue, discussion, observation, interaction and monthly unit tests, feed back and remedial classes shall be organized by the concerned faculty member for continuous formative evaluation and remedial process in these courses.
- (ii) It shall be compulsory for all candidates to undertake the practicum exercises in full number as given at the end of each foundation and pedagogic courses. The evaluation and marks allotment under practicum will be fully on the basis of continuous and regular participation and performance of the student-teacher in these tasks.
- (iii) The student-teachers will further participate and complete the tasks under school experience programme and internship as a compulsory area of entire curriculum as detailed below -

(a) Preparation and transaction of five lesson plans in each of the following subject areas -

- ◆ Pedagogy of Hindi at Primary level.
- ◆ Pedagogy of English at Primary level.
- ◆ Pedagogy of Mathematics at Primary level.
- ◆ Pedagogy of EVS
- ◆ Pedagogy of Children's Health and Education.
- ◆ Pedagogy of Creative Drama, Fine Arts and Education.
- ◆ Pedagogy of Work Education.
- ◆ Pedagogy of two optional subjects at upper primary level.

- (b) In addition to the above, they shall participate in the entire school programme of at least 10 days during each semester, right from the school morning assembly to closing hour of the school and observe and assist in the activities of school conducted by Head teacher and the teachers. For this purpose, help and guidance of the lab-area school Head teacher may be sought with approval of the competent district level authority.
- (c) Further, the student-teachers will also participate in the co-curricular/ games/sports/ community work/cultural and literary activities to be organized by the institute

## 7. SCHEME OF GRACE MARKS : During the external (written) examination of any semester if a candidate secures less than pass marks in one subject only , he/she will be granted grace marks as per the scheme below -

- (i) Grace marks can be given to a candidate who fails in only one subject.
- (ii) Maximum grace marks will be 7 (seven) only.
- (iii) If percentage of marks of a candidate in the semester concerned is 40% to 50%, he/she may be awarded 5 grace marks.

- (iv) If the percentage is above 50% he/she may be awarded 7 grace marks.
- (v) No grace marks will be granted to a candidate whose percentage is below 40.
- (vi) The grace marks will not be shown separately in the mark sheet, an asterisk mark will be placed near the marks of the subject where grace marks are added.
- (vii) Grace marks will be given to only those candidates who take the whole examination in single sitting during the regular examination of the semester concerned.

**8. REAPPEAR EXAMINATION:**

- (i) A candidate failing to secure pass marks in one or more subjects in a semester examination will be allowed to reappear in the examination of those subject(s) in the subsequent examination of that semester as back paper.
- (ii) Only two chances will be given to clear the back paper/subject. After availing these chances, if a candidate fails to secure pass marks, he/she will not be eligible for award of Diploma.
- (iii) A candidate of reappearing category in a particular semester will be allowed to appear in the next examination of the corresponding semester, i.e. a candidate failing in first semester subjects can reappear in the next first semester examination which will be conducted simultaneously with the examination of third semester.
- (iv) However, the reappear examination of the fourth semester course will be conducted along with the first/third semester examination.
- (v) There will be no provision for grace mark in the reappear examination.

**9. SCHEME FOR IMPROVEMENT:** If a candidate is willing to improve the percentage of marks in any semester, he/she can do so under the following conditions:

- (i) Request for improvement can be made maximum in two papers for a semester.
- (ii) Candidate has to apply for improvement along with a demand draft of Rs 200/- (two hundred only, drawn in favour of the Principal of the concerned DIET, for each subject within 30 days of declaration of the result of a semester.
- (iii) Request must accompany the ORIGINAL MARK SHEET.
- (iv) Only one chance will be given for improvement in a subject/paper.
- (v) The marks secured in improvement examination will be FINAL irrespective of the decrease or increase in marks.
- (vi) Improvement examination in a subject of a particular semester will be conducted with the next examination of the corresponding semester. However, improvement examination for the IV semester papers will be held along with I semester examination.
- (vii) There is no provision for improvement in school experience programme and practical work.

**10. SCHEME FOR REASSESSMENT:** after declaration of the result of a semester, the candidate may apply for reassessment within 30 days with a demand draft of Rs. 100/- (one hundred) only for each subject, drawn in favour of the Principal of the concerned DIET. Request for reassessment will be entertained only once for a semester.

In the reassessment, re-totalling of marks will be done. Only unmarked question(s) or part thereof left unmarked during evaluation of the answer book, is assessed and not re-evaluation of the answer script is done. The result of reassessment will be communicated to the candidate concerned within 30 days.

**11. DUPLICATE MARK SHEET:** To get duplicate mark sheet/certificate the candidate will have to apply along with demand draft of Rs 200/- (two hundred) only drawn in favour of the Principal of the concerned DIET. Principal DIET, after making necessary recommendation will forward the application to the Director of School Education for issue of the same.

**12. TRANSFER CERTIFICATE/ DIET LEAVING CERTIFICATE:** On successful completion of the course the candidate will be issued Transfer/DIET Leaving Certificate from the institution concerned. However, if a candidate applies for such certificate before completion of the course, his/her registration/admission to the course will be cancelled on issues of such certificate. The original Transfer/DIET Leaving Certificate as submitted by the candidate at the time of admission will be seized by the Examining Body in case of issue of the same by it.

**13. MIGRATION CERTIFICATE:** On successful completion of the course, the candidate will be entitled to obtain a Migration Certificate from the Examining Body on written request. The original Migration Certificate as submitted by the candidate at the time of admission will be Seized by the Examining Body in case of issue of the same by it.

**14.** Any other rule not mentioned herein shall be subject to decision of the examining body or the competent authority in case of the matters of admission, examination or other related issues or as prescribed by the competent authority in this regard from time to time.

# CHILD HOOD AND THE DEVELOPMENT OF CHILDREN

COURSE CODE-01

## RATIONALE AND AIM :

The child studies are taught in two semesters to the student-teachers of D.El.Ed course. Study of childhood and children is the foundation upon which practicum related to school activities and other course of Pre-Service Teacher Education (PSTE) are based.

The main aim of this course is to make the students-teachers able to develop an understanding of the children of elementary school in their socio-cultural context. The children of this age have their own socio-cultural and educational issues, concerns and problem. A teacher who knows the nature, behavior patterns, attitudes and abilities of his/her students can plan and execute the lessons effectively to fulfil their needs. Therefore a comprehensive knowledge and understanding of developmental stages of childhood and their characteristics helps the student-teachers in shaping the children's behaviour as per their capabilities to attain their educational goals.

## SPECIFIC OBJECTIVES:

On completion of the course the student-teachers will be able to -

1. Develop a sound understanding of different educational, social and cultural realities of children by reviewing the general concepts of child and childhood (with special reference to children from tribal / weaker section families)
2. Develop a comprehensive idea of child's physical, motor, social and emotional development.
3. Understand the developmental process of children with different abilities in social and cultural context.
4. Promote better integration with children to understand their nature and behaviour patterns to formulate strategies for meeting their educational needs.

## COURSE OUTLINE :

Maximum marks - 100  
External - 75  
Internal - 25

### Unit 1: Psychology

**7 Hours**  
**10 Marks**

- Meaning and definition
- Relationship between psychology and education
- Child psychology
- Relevance of psychology for elementary school teachers

### Unit 2: Child Development

**7 Hours**  
**12 Marks**

- Concept, meaning and nature
- Development theory - development as multidimensional and plural in nature.
  - Development as continuous/discontinuous
  - Socio-cultural influence.
- Approaches to understand the learner's behaviour
  - Observation
  - Interview

- Anecdotal records
- Questionnaire
- Experimental method

### **Unit 3: Physical-Motor Development:**

**7 Hours  
12 Marks**

- Growth and maturation
- Gross and fine motor development skills in infancy and pre-school children.
- Role of parents and teachers in providing opportunities for physical-motor development e.g. Play

### **Unit 4: Social and Emotional Development**

**7 Hours  
11 Marks**

- Personality-meaning and definition
- Social theories and gender development-meaning of gender roles, influences on gender role, stereotypes, gender in playground.
- Development of emotions and the ability to regulate them.

### **Unit 5: Childhood**

**7 Hours  
12 marks**

- Childhood as a modern construct
- Childhood in the context of poverty
- Childhood in the context of globalization and adult culture
- Commonalities and diversities within the notions of childhood in Indian context.

### **Unit 6: Socialization**

**10 Hours  
12Marks**

- Concept
- Family and adult-child relationship
- Parenting
- Child rearing practices
  - Separation from parents
  - Children in crèche
  - Children in orphanages
- Relationship with peers
  - Friendship and gender
  - Competition and cooperation
  - Competition and conflicts
  - Aggression and bullying

### **Unit 7: Problems of Children with Special Needs**

**5 Hours  
6 Marks**

- Gifted
- Differently abled
  - (a) Mentally
  - (b) Physically
- Under achiever



Student-teachers will perform any two of the following activities -

1. Student-teachers discuss and make a report on newspaper articles that involve issues of parenting and childhood.
2. 'Hands-on-Experience' of varying context in childhood through observation, interview, experimental method. Make a report and present in the classroom.
3. Case study of a child, Gifted/differently- able/ underachiever having specific problem. Select the case under study from tribal, weaker section or any general family. Present the report in class room.
4. Students watch a movie (for instance: Tare Jameen Pe/ Salam Bombay/ Slumdog Millionaire, etc.) collectively and reflect on the portrayal of children in the same. Discussion could be held around depiction of children from varying backgrounds, construct of childhood etc.
5. Students visit a playground and study play activities in context with childhood and submit report
6. Make a report on characteristics of five children of different classes of the lab-area school. Present a report in the class room.
7. Make a report on study habits of ten children of class. Recommend your suggestions for improved their study habit. Present your report in the class.
8. Interview three adults of nearby houses and make a bulletin board article on "Unforgettable Childhood Stories of three adults".
9. Prepare a questionnaire to interview two parents of nearby habitation to know the important milestones of growth and development of their school going child.
10. Any two task designed by the subject teacher.

**REFERENCES:**

1. Saraswati, T.S (ed), 1999-Cultural, Socialization and Human Development: Theory, research and Application in India, Sage, new Delhi.
2. Vasante, D. (2004) - Childhood, Work and Schooling: Some Reflections, Contemporary Education Dialogue, Vol. 2 (I), 5-29.
3. Mukunda, K.V (2009) - What did you Ask at School Today?

# **EDUCATION, SOCIETY, CURRICULUM AND LEARNERS**

## **(Philosophical and Sociological Perspective of Education)**

**COURSE CODE: 02**

### **RATIONALE :**

The Student-teachers need to have an effective understanding of the core principles and concepts of education as a matter of preparation for the teaching job. From this point of view, this paper introduces the philosophical, the sociological and the historical perspectives of education to learn about the significant dimensions, themes and questions regarding education in India. It is very important to see the relationship and interaction between education and society to deal appropriately with the prevalent societal issues like, inequality, freedom and diversity. Such needs are fulfilled by the study of philosophical, sociological and historical understanding of aims, processes and practices of education which also explains the linkage between education, knowledge and power.

### **SPECIFIC OBJECTIVES:**

On study of this course, the student-teachers will be able to -

- (i) Understand and explore the meaning, aims, purposes of education.
- (ii) Develop understanding of philosophical, sociological and historical dimensions of education.
- (iii) Identify and question one's own presumptions on knowledge, learner, teacher and education and develop a more informed and meaningful understanding of them.
- (iv) Expose the student-teachers to divergent educational thoughts, perspectives and practices to help them create a more secure, egalitarian and pedagogically sound learning situations.

### **COURSE OUTLINE:**

**Total marks: 100**  
**External: 75**  
**Internal: 25**  
**Time: 50 Hours**

### **UNITS OF STUDY**

#### **Unit 1: Philosophical Understanding of Education**

**13 Hours**  
**20 Marks**

- Exploring and inquiring into nature and need of education.
- Various education processes in human society.
- Relationship between schooling and education
- Schooling and education as visualized by different western and Indian thinkers - Rousseau, Dewey, Montessori, Gandhi, Tagore, Aurobindo
- Understanding the basic assumptions about human nature, society, learning and aims of education

#### **Unit 2: Education and Society**

**11 Hours**  
**15 Marks**

- Major characteristics of education in India during colonial rule.
- India's contemporary education: continuities with and shifts from colonial legacy (in brief)
- Role of education in reproducing dominance and challenging marginalization (with reference to class, caste, tribe, gender and religion)

**Unit 3: Learning, Learners and Teaching****13Hours  
20 Marks**

- Concept and nature of learning.
- Different ways of learning.
- Levels of learning-knowledge, understanding, application and skill.
- Meaning of teaching and its relationship with learning and learner.
- Socialization and learning-factors that shape learner's identity
- Constructs of childhood.

**Unit 4: Knowledge and Curriculum****13 Hours  
20 Marks**

- Child's construction of knowledge attaining knowledge through activity and experience.
- Concepts of belief, information, knowledge and understanding.
- Process and criteria for curriculum selection and construction.
- Knowledge and power-representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks.

**Mode of Transaction:**

- Dialogue and discussion with the student-teachers minimizing lecture.
- Critical thinking and questioning.
- Teachers should incorporate seminars, discussions, group work, field work, projects and readings of articles, policies and documents.

**PRACTICUM:****25 Hours**

1. Conduct seminar/workshop/group discussion/extempore speech/debate: with peer group and present their report (at least one of the following activity)
  - (i) Nature and need of education for young learners.
  - (ii) Life and work of any one Indian and one western philosopher.
  - (iii) Nature and system of education for future (student-teachers would be expected to offer their own recommendation along with what they think is good in the present policy).
  - (iv) Role of education in challenging marginalization with reference to class, tribe and gender in Arunachal Pradesh.
  - (v) Boosting morals and inspiring learners in the classroom.
  - (vi) Major characteristics of primary/upper primary level learners that can be utilized for their effective classroom participation and learning.
  - (vii) Survey of learner's experience in the classroom of five local/lab-area schools and presentation of report (without quoting the name of teachers)
  - (viii) Survey of parental opinion about girl's education (at least 20-families of weaker sections)
  - (ix) Analysis of text books of primary/upper primary classes to check representation, inclusion and exclusion of contents related to local history, geography and culture (at least two text books of classes III to V)
  - (x) Any topic suggested by the subject teacher.

2. Articles for bulletin board (at least two)
3. Written tests
4. Home assignments (at least five)
5. Sincerity punctuality and attendance of student-teachers in the class and activities.

**ESSENTIAL READINGS:**

1. Kumar Krishna (1988), What is worth teaching, New Delhi Orient Longman
2. Palmer Joy A, etal (2001), Fifty Major Thinkers on Education from Confucius to Dewey, USA, Routledge.
3. Chanana Karuna (2008), Sociological Perspectives in Education: A Reader, Delhi, Chankya Publication, 1985.
4. Dewey John (1952), the school and the child, New York, The Mc Millan Company.
5. Any Local Standard Publication.

# PEDAGOGY OF ENGLISH AT PRIMARY LEVEL AND EARLY LITERACY

COURSE CODE-03

## RATIONALE:

English is not only the means of communication; it is also the medium of instruction through which students are taught all other subjects in the school. Recognizing the role of language across the curriculum, the course focuses on the teaching-learning of receptive skills (Listening and Reading), productive skills (Speaking and Writing), teaching of different types of texts, language assessment and planning a lesson at the primary stage in the context of Arunachal Pradesh.

The course is expected to enhance proficiency of the student-teachers in teaching English at the primary stage and create a supportive environment in the classroom for better learning of the subject by the children.

## OBJECTIVES:

- After completion of this course, the student-teachers will be able to -
- Equip themselves with the theoretical perspective of teaching English at the primary stage.
- Learn the techniques of teaching and testing of four basic language skills at the primary level.
- Acquiring knowledge and skills in teaching of different types of texts including teaching and testing of grammar in an integrated manner.
- Develop materials for testing as well as assessment of the primary level students.
- Learn the skill of planning a lesson.

## COURSE OUTLINE:

**External - 75 Marks**  
**Internal - 25 Marks**  
**Time - 50 Hours**

- Introduction to language
- Teaching of basic language skills
- Teaching of different types of texts
- Teaching of grammar
- Evaluation of learning in language
- Lesson plan
- Activities for internal assessment

## UNITS OF STUDY

### Unit 1: Introduction to Language

- Nature and characteristics of Language **7 Hours**
- Language Acquisition and Language Learning **10 Marks**
- Relationship of Language and Society
- Introduction to four Language skills
- Objectives of teaching English at primary stage.

### Unit 2: Teaching of basic Language skills

**15 Hours**  
**25 marks**

- Listening and speaking skill
- Listening with comprehension in different situations (Familiar texts)
- Sound Systems of language (vowels and consonants)
- Verbal directions and responses
- Activities :
  - i. Pronunciations drills

- ii. Organizing listening and speaking activities - rhymes, songs, story telling, role play, recitation etc.
- iii. Assessment of listening and speaking skill

**(A) Reading skill**

- Alphabet and word Recognition
- Silent reading and Loud reading with comprehension
- Supervision of a reading class at primary stage
- Assessment of reading skill at primary stage
- Activities
  - i) Creating environment for reading
  - ii) Reading different types of stories, poems, instructions jokes etc.
  - iii) Practice in loud reading and silent reading

**(B) Writing skill**

- Strokes, Curves and script of language
- Writing words, simple sentences and short paragraphs
- Substitution Table
- Guided writing
- Mechanics of writing (handwriting, cursive and print script, punctuation)
- Activities
  - i) Dictation
  - ii) Cloze exercise / controlled writing practice
  - iii) Writing, paragraphs on familiar topics
  - iv) Handwriting practice
  - v) Writing, words and sentences with picture clues
  - vi) Tracing and colouring alphabets and words

**Unit 3: Teaching different of Texts**

**7 Hours**

**(A) Prose**

**10 marks**

- Objectives of teaching prose at Primary level
- Components of prose text
- Procedures of teaching a prose lesson

**(B) Poetry**

- Objectives of teaching poetry at Primary level
- Procedures of teaching poetry at primary level
- Differences in aims and objectives of teaching prose and poetry
- Activities :
  - i) Recitation with rhyme and rhythm
  - ii) Read and enjoy unfamiliar poems appropriate to the level.
  - iii) Textual vocabulary drills
  - iv) Question answer session for comprehension
  - v) Reading in small groups, understanding and discussion

**Unit 4: Teaching of Grammar**

**7 Hours**

**10 Marks**

- Parts of speech, phrases, Verbs, Tenses, Concord, Clauses, Connectors, Non-finites, Voices, Narration, Kinds of sentences
- Activities;

- i) Identification of parts of speech
- ii) Phrase construction practices
- iii) Transformation of sentences

#### **Unit 5: Evaluation**

**7 Hours  
10 Marks**

- Concept of evaluation
- Tools and techniques of language evaluation
- Continuous and Comprehensive Evaluation
- Preparation of student's portfolio
- Maintaining anecdotal records of students
- Observation of student's performance/behavior in class

#### **Unit 6: Lesson Plan**

**7 Hours  
10 Marks**

- Meaning and importance of lesson plan
- Salient features of lesson plan
- Steps in developing a lesson plan
- Developing a language lesson plan
- Activities
  - i) Identification of teaching points in classrooms
  - ii) Preparing a complete lesson plan

#### **Suggested activities for internal assessment:**

**25-Marks**

(Minimum three activities are to be conducted)

- (i) Preparation of charts, models and other audiovisual aids for teaching of specific topic in English at primary level (minimum - 02 nos.)
- (ii) Construction of language games to teach language items (minimum - 02 nos.)
- (iii) Writing stories for primary level students
- (iv) Writing/collection of short poems/ rhymes
- (v) Preparation of picture charts for vocabulary development
- (vi) Preparation of substitution table
- (vii) Preparation of competency based test items on specific lesson of primary level
- (viii) Preparation of lesson plan for a specific class of primary stage

#### **Suggested Readings:**

1. Venkateswaran's (2005), Principles of teaching English, Vikash Publishing House Pvt. Ltd, New Delhi.
2. Baruah, T.C (2010), English Teacher's Handbook, Sterling Publishers Ltd, New Delhi.
3. Sharma, Praveen (2010), Teaching of English Language, Shilpra Publication, Delhi.
4. NCERT, (2005), National Curriculum Framework, 2005, NCERT: New Delhi.
5. NCERT, (2005), Position Paper National Focus Group on Teaching of English, NCERT, New Delhi.

# PEDAGOGY OF ENVIRONMENTAL STUDIES

COURSE CODE-04

## RATIONALE AND AIM:

The study of Environmental studies (EVS) is an important component of the school curriculum at the primary stage. It promotes understanding of both the natural and social environment where the child lives and also helps in developing essential skills, attitudes, values and good habits in the child, being a healthy and active member of the society.

The main aim of this course is to prepare the future teachers to gain a deeper understanding of the ways in which children make a sense of their physical and social environment and also to develop in them the required ability to enrich their class room teaching learning process.

## Specific objectives:

On completion of the course, the Student-teachers will be able to -

- i. know the nature, scope and importance of EVS at the primary stage,
- ii. understand the nature of curriculum organization of EVS at the primary stage,
- iii. understand the objectives , approaches and methods of teaching EVS,
- iv. develop necessary skills of applying appropriate approaches and methods in teaching EVS,
- v. develop the skills of using appropriate tools and techniques of evaluation,
- vi. identify and use low cost teaching learning materials,
- vii. develop the ability of planning and carrying out class room transactions,
- viii. establish linkage between EVS and child's day to day life,
- ix. develop self realization of the importance of preservation and protection of the environment, and
- x. realize their expected role as EVS teachers at the primary stage.

## Course Outline:

**Theory (External): 75 Marks**  
**Practicum (Internal): 25 Marks**  
**Time: 50 Hours**

### Unit- 1: Concept of Environmental Studies

**10 Hours**  
**15 Marks**

- Nature and Importance of EVS
- Scope of EVS as a Curricular area at the Primary level
- Curriculum Organization- two perspectives;
  - (a) EVS as an integrated area of study
  - (b) EVS as EVS(Science) and EVS(Social science)
- Environmental Studies and Environmental Science



**Unit-2: Class room Transaction and Evaluation:****20 Hours****30 marks**

- I. Objectives of Teaching EVS
- II. Approaches to Teaching EVS
  - Environmental Approach
  - Interdisciplinary Approach
  - Participatory Approach
  - Constructivist Approach
- III. Methods of Teaching EVS
  - Play way Method
  - Discussion Method
  - Small Group Work
  - Field Visit
  - Survey
  - Observation
  - Experimentation
- IV. Evaluation
  - CCE
  - Scholastic & Co-scholastic Evaluation
  - Tools and techniques of Evaluation
  - Setting of objective based Questions and a good question paper

**Unit-3: Use of Learning Resources:****7 Hours****10 Marks**

- Importance of Teaching aids
- Development of low cost teaching Aids
- Use of Local/Community Resources

**Unit-4: Planning for Teaching:****13 Hours****20 Marks**

- I. Content Planning
  - Analysis of contents
  - Identification of concepts
  - Writing Behavioral Objectives
- II. Activity Planning
  - Selection of Activities
  - selection of Teaching Learning Materials
- III. Lesson Planning

**Practicum (Internal Assessment):****25 marks**

- (I) **Written assignments ( on any two current topics of EVS as assigned by the faculty member concerned)**

**10 marks**

**(II) Practical Work( any three of the following)**

**15 marks**

- i. Preparation of the Political Map of Arunachal Pradesh.
- ii. Preparation of a chart on any one lesson of EVS.
- iii. Preparation of a poster on the theme of EVS with appropriate slogan.
- iv. Preparation of a Scrap Book on the topic assigned by the concerned faculty member.
- v. Preparation of a model in EVS for use as a teaching aid.
- vi. Preparation of a question Paper in EVS.
- vii. Designing a Play way Activity for teaching EVS.
- viii. Planning a Field Trip and reporting.
- ix. Preparation of three bulletin board articles related to environmental issues.
- x. Visit to a site showing signs of environmental degradation and preparing a report with suggestions to restore the same.

**REFERENCES:**

1. CBSE, (2010) Continuous and Comprehensive Evaluation, Manual for Teachers, Classes VI-VIII, CBSE, New Delhi.
2. Dhaniija, Neelam. (1993) Multi Media Approaches in Teaching Social Studies, Harman Publishing House, New Delhi.
3. Kochar, S.K. (1963) The Teaching of Social Science: Delhi University Publishers, New Delhi.
4. NCERT, (2005) National Curriculum Frame Work-2005, NCERT, New Delhi.
5. NCERT, (2005) Teacher Education for Curriculum Renewal, National Focus Group- Position Paper, NCF-2005, NCERT, New Delhi.
6. NCERT, (2005) Habitat and Learning, National Focus Group- Position Paper, NCF-2005, NCERT, New Delhi.
7. NCERT, (2005) Teaching of Social Science, National Focus Group- Position Paper, NCF-2005, NCERT, New Delhi.
8. NCERT, (2005) Syllabus for Elementary Classes-volume I, NCERT, New Delhi.
9. NCERT, (2008). Source Book on Assessment for Classes I-V, Environmental Studies, NCERT, New Delhi.
10. NCERT, (2007). Looking Around Environmental Studies, Text Book for Classes III- V, NCERT, New Delhi.
11. Phatak, K. (2009) Walks: to nurture the Natural, Journal of the Krisnamurti Schools.
12. Ramadas Jayshree (Ed) (2004) Small Science: Text Books and Work Books, Homi Bhaba Centre for Science Education (HBCSE), Oxford University Press: Mumbai.
13. Ruhela, S.P., Teaching of Social Sciences, Neel Jamal Publication PVT Ltd. Sultan Bazaar, Hyderabad-500095.
14. Sarabhai, V.K. et.al. (2007) Tbilisi to Ahmadabad- The Journal of Environmental Education; Ahmadabad.
15. Seminar Proceedings (1995-96) Seminar on EVS organized by Vidya Bhawan, Udaipur.

# PEDAGOGY OF MATHEMATICS AT PRIMARY LEVEL

**COURSE CODE - 05**

## **RATIONALE:**

Before coming to school, children are already familiar with some pre-mathematical knowledge as they interact with their environment. They use mathematical ideas in their own ways through different activities. But when they come to school, they are led to systematically deal with mathematics. They acquire Knowledge and develop understanding of mathematical concepts as an internalized structure of thinking. During the process of learning they face some difficulties. The teacher's need to understand and address such difficulties for effective learning.

The position paper produced by the National Focus Group on Teaching of mathematics (NCERT, 2006) said, "Mathematics education relies very heavily on the presumption that the teacher has his/ her own understanding of mathematics and his/ her bag of pedagogic techniques".

In this regard, the teacher needs to develop his/ her understanding of mathematics with new initiative so that learning takes place among children. He/ she has to use suitable ways and means to provide mathematics knowledge to young learners.

The aim of the course is to sensitize the prospective teachers to transact mathematical content at primary level linking to children's immediate environment and their experiences. The prospective teachers will also know about the outcomes of latest researches on learning of mathematics and act accordingly to promote learning.

## **SPECIFIC OBJECTIVES:**

On completion of this course, the student teachers will be able to -

1. Understand the need and importance of mathematics in daily life
2. The process of learning mathematics by doing different mathematical activities in their every day life.
3. see that mathematics is a subject that everyone can learn and enjoy.
4. develop deeper insight into the content areas of mathematics at primary level.
5. gain skills of hands-on activities such as paper folding and model making to learn the subject.
6. develop skills, have deeper insights, acquire appropriate attitudes and learn effective strategies that promote effective learning among children.
7. Construct and use suitable tools of evaluation to measure learning, diagnose learning difficulties and adopt remedial measures of their pupils.
8. Prepare and use low cost teaching learning materials in the mathematics classroom.
9. Organize Curricular and co-curricular activities such as mathematical quiz, games, and clubs etc.
10. Design and employ suitable activities for slow and fast learners.
11. Analyze the course - contents in terms of facts, concepts, principles and rules.

## **COURSE OUTLINE:**

**Maximum Marks: 100**  
**External: 75 Marks**  
**Internal: 25 Marks**  
**Time: 50 Hours**

### **Unit 1: Mathematics in School Curriculum**

- |  |                |
|--|----------------|
| ■ Need and importance of mathematics at Primary level  | <b>5 Hours</b> |
| ■ Objectives of teaching mathematics at primary level. | <b>6 Marks</b> |

- Instructional objectives at primary level in mathematics
  - Knowledge
  - Understanding
  - Application
  - Skill.
- Influence of Socio-cultural background on mathematical knowledge

## **Unit 2: Methods of Teaching Mathematics**

**7 Hours**

**8 Marks**

- Inductive - Deductive method
- Play - way method
- Project method
- Problem solving method

## **Unit 3 Pedagogical content knowledge**

**7Hours**

**15 Marks**

- Numbers: Number concept, Counting, Place - value, Fundamental operations on whole numbers, Factors, Multiples, H.C.F & L.C.M
- Fractional number: concept of fraction through paper folding, kinds of fractional numbers - unit, proper, improper, mixed, like and unlike fractions.
- Decimal numbers: concept of decimal, conversion of decimal number into fraction and vice versa
- Four fundamental operations on fractional and decimal numbers.
- Use of fraction disc & cubic rods

## **Unit 4: Teaching of Measures**

**6Hours**

**6 Marks**

- Different units of measurement: length, area, volume, weight, time, money, temperature
- Relationship between various units of some measures (Length, mass, time and temperature)
- Skills of measuring through different measures.
- Conversion of smaller unit into bigger and vice-versa

## **Unit 5: Space and Shape**

**8 Hours**

**15 Marks**

- Geometrical shapes: point, line, ray, line-segment, angle, triangle, quadrilateral and circle.
- Construction of geometrical shapes through paper folding, symmetry, Rangoli, Mosaic and other designs in the context of Arunachal Pradesh
- Concept of region and space: perimeter and Area of rectilinear figures - triangle, quadrilateral; surface area and volume of cube and cuboid, area of four walls

## **Unit 6: Play with Mathematics**

**6 Hours**

**5 Marks**

- Patterns
- Puzzles
- Number games
- Magic triangle
- Number towers

## **Unit 7: Planning for Teaching:**

**6 Hours**

**10 Marks**

### **(a) Unit planning**

- Meaning and importance of unit planning

- Steps in unit planning
- Developing a unit plan

#### **(b) Lesson planning**

- Meaning and importance of lesson-planning
- Steps in lesson-planning
- Developing a lesson-plan

#### **Unit 8: Assessment in Mathematics**

**5 Hours  
10 Marks**

- Concept of evaluation
- Purpose of evaluation
- Planning assessment-CCE
- Tools and techniques of evaluation

#### **PRACTICAL WORK (INTERNAL)**

**25 Marks**

The student-teacher are to perform any five from the following assignments/activities

1. Listing twenty daily life situations where use of mathematics is needed.
2. Preparation of two numbers of teaching aids in mathematics at primary level by using locally available materials.
3. Setting an objective based test paper in mathematics.
4. Identification of 15-common mistakes generally committed by the students in solving mathematical problems.
5. Preparing a report on improving mathematics teaching in the schools.
6. Designing any two play activities in mathematics.
7. Designing a suitable game each for addition, subtraction, multiplication and division of numbers.
8. Preparations of a Tangram and Formation of different shapes.
9. Preparation of at least ten numbers of geometrical shapes by using match sticks and valve tube. (any other local material of choice may be used)
10. Collection of five numbers each of cubical and cuboidal boxes which are often used in the packing of soaps, toys, pastes, snacks etc.
11. Any other assignment by the concerned faculty member

#### **REFERENCES :**

1. NCERT Publications on Teacher Education.
2. James, A., Reddy, V.T., Techniques of mathematics, Neelkamal Publication Pvt. Ltd., New Delhi.
3. Miglani, R.K, Singh , D.P, Teaching of mathematics at Elementary level, Arya Book Depot, Karol Bagh, New Delhi-11005.
4. NCTE Review committee on Two year Elementary teacher Education programme, 2011.
5. NCERT (2005) NCF 2005 position paper on mathematics, NCERT, New Delhi.
6. Skemp,R. (1978) Relational Understanding and Instrumental understanding, Arithmetic teacher, 9-15
7. IGNOU (2007) learning mathematics (LMT) 1-6). School of Science, IGNOU: New Delhi.
8. NCTM (2000) Principles and standards for school mathematics, National Council of Teacher s Mathematics: USA

# COGNITION, LEARNING AND SOCIO-CULTURAL CONTEXT

COURSE CODE-07

## RATIONALE:

For effective teaching-learning, student-teachers must understand various theories of learning and cognition. This course would lead student-teachers to know and understand the nature, factors and processes of learning. Moreover, it would also enable them to gain the understanding of principles and laws of learning. It further helps the student teacher to develop insight into the learner's behaviour patterns during learning process. Thus, finally it would help them to base their teaching-learning practices in light of their psychological construct.

## OBJECTIVES:

After completion of this course the student-teachers will be able to-

1. Understand the concept and nature of learning.
2. Understand the laws and theories of learning.
3. Understand the theory of constructivism and its implication for teaching and learning.
4. Understand the methods of memorization and retention of learning and transfer of learning.
5. Explain the play and different functions of play in the process of learning.
6. Equip him/her with the knowledge of creativity and intelligence.
7. Understand self-image and moral development.

## COURSE OUTLINE:

**External - 75 marks**  
**Internal - 25 marks**  
**Time - 50 hours**

### Unit 1: Learning

**8 Hours**  
**12 Marks**

- Concept and nature
- Laws of learning
- Factors of learning
- Theories of learning-insight theory and conditioning theory.

### Unit 2: Learning and Cognition

**8Hours**  
**12 Marks**

- Behaviourism
- Constructivism - concept, Piaget theory of cognitive development, implications for teaching-learning.

### Unit 3: Memory and Retention:

**8 Hours**  
**12 Marks**

- Meaning, definition and factors.
- Transfer of learning - types, principle and implications for teaching and learning.

### Unit 4: Play

**8 Hours**  
**12 Marks**

- Play - meaning, characteristics and types of play
- Function of play: linkage with physical, social, emotional, cognitive, language and motor development of children.

- Games and group dynamics - rules of games and how children learn to negotiate differences and resolve conflict.
- Educational implications.

#### **Unit 5: Creativity and Intelligence**

**10 Hours**

**15 Marks**

- Creativity: meaning, nature, factor affecting its development.
- Strategies for development and fostering creative potential.
- Intelligence: meaning, definition, intelligence and knowledge.
- Verbal and Non-verbal intelligence test, intelligence quotient.

#### **Unit 6: Self-image and Moral Development**

**8 Hours**

**12 Marks**

- Self-image: A sense of self, self description, self recognition, self concept. Self esteem social comparison, internalization and self control.
- Moral development: human values -traditional and modern (with special reference to Arunachal Pradesh)
  - Strategies for moral development - integrated vs exclusive approach
  - Role of school, family and society.

#### **PRACTICAL WORK:**

**25 Marks**

Student-teacher will perform any two tasks from the following:

**Task 1:** The student teacher does observation of children at play and maintain records for 1(one) hour across 4 observations. Observation can be carried out in playgrounds in the neighbourhood or schools. The student-teachers could identify and note the different games that children play their individual and group behavior during the play, highlighting friendship, social relationships and adjustments in the group. The analysis of the observation could include following aspects. Motor skills, language used during play, group structure and interaction, arriving at rules and following them, gender behavior, patterns of negotiation and resolving conflict etc. This assignment should be followed by the post-assignment presentation and discussion to arrive at a linkage between play and social, emotional, cognitive, language and motor development of children.

**Task 2:** Student-teachers identify a movie or a cartoon that is popular among school-age children. They construct interview schedule to interview children and observe checklist to look at the smallest detail of the movie or cartoon that attracts and affects children and critically analyse the different aspects of children's behavior.

**Task 3:** Construction of a simple psychological tests (Aptitude, Achievement and intelligence test) administration; scoring and analysis of the test prepared in school situation.

**Task 4:** The student-teacher writes a story of a problem/differently able child in the classroom and comments on various psychological issues involved in the child's behavior and remedies thereof. A presentation of report is made in the classroom.

**Task 5:** The student-teacher selects a thematic picture and describes the situation as per own perception. The report is presented in the classroom for discussion and suggestion.

**Task 6:** Arrange a group-discussion (6 to 8 student-teachers) on the following issues:

- (i) Problem of teacher absentism and ways to tackle it.
- (ii) Motivating children for better study habits: Role of Teachers.

**Task 7:** Prepare bulletin board articles on -

- (i) Laws of leaning
- (ii) Factors affecting learning

**Task 8:** one assignment designed by the subject teacher.

**Essential Readings:**

1. Papalia,D.E.et .al. (2008) Human Development. Mc Graw Hill, Higher Education,New York.
2. Crain,W (1992) Theories of Development: Concept and Applications (Thirs edition )
3. Mukunda , Kamala,V(2009) What Did You Ask At School Today? A Handbook on Child Learning,Harper Collins,Noida.



# **ELEMENTARY EDUCATION IN INDIA: STATUS, PROBLEMS AND ISSUES WITH SPECIAL REFERENCE TO ARUNACHAL PRADESH.**

**COURSE CODE -08**

## **RATIONALE:**

The Right of Children to Free and Compulsory Education (RTE) Act-2009 makes provision of compulsory schooling for children of 6 to 14 years of age. This period of eight years marks the beginning of the formal introduction of child to reading, writing and arithmetic (3 R's), culminating into the introduction of formal disciplines such as Mathematics, Science and Social Science etc towards the end of elementary school. It is the period of tremendous cognitive development, shaping reason, intellect, social skills as well as the skills and attitudes necessary for entering the work place. Keeping this in view, efforts are being made for an effective elementary education system.

The present course has been designed to inspire student-teachers to acquire adequate knowledge about the role, status, problems and issues of elementary education in India in general and Arunachal Pradesh in particular and play a crucial role in the process of attaining the goals of UEE.

## **SPECIFIC OBJECTIVES:**

On completion of this course the student-teachers will be able to -

1. Know about the process of growth and development of elementary education system in India with special reference to Arunachal Pradesh.
2. Understand the vision and goals of Sarva Shiksha Abhiyan (SSA)
3. Acquaint with the structure and function of elementary school system in Arunachal Pradesh.
4. Develop a comprehensive and critical understanding of disability and marginalization and the need for inclusive education.
5. Prepare themselves to play an indispensable role in the system of elementary education.
6. Understand the problems in the path of progress of elementary education and find out ways and means to tackle them.
7. Develop necessary skills to undertake action research on educational problems and suggest reforms.
8. Organize and participate in seminars and workshops on different themes related to elementary education and develop insights and aptitude for tackling problem.

## **COURSE OUTLINE:**

**Total marks: 100**  
**External: 75 marks**  
**Internal: 25 marks**  
**Time: 50 hours**

## **UNITS OF STUDY**

### **Unit 1: Elementary Education in India**

**10 hours**  
**12 marks**

- 1) Elementary Education in India since independence: (Brief study)
  - Development of national system of education
  - Constitutional provisions regarding elementary education

- Recommendations of National Policy on Education (NPE-1986/revised in 1992).
- Sarva Shiksha Abhiyan (SSA) objectives, strategies and experiences.

**Unit 2: Elementary Education in Arunachal Pradesh**

**7 hours  
12 marks**

- Brief history of elementary education in Arunachal Pradesh
- Role of Government
- Role of NGO
- Vision for future : Public-private partnership in education

**Unit 3: Structure and function of Elementary school system**

**8 hours  
14 marks**

- Structure
- Types of schools under different bodies of administration.
- Roles and Responsibilities of educational functionaries at elementary level.

**Unit 4: Right of Children to Free and Compulsory Education(RTE) Act-2009** **10 hours  
14 marks**

- Elementary education as Fundamental right of all children of 6-14 years age
- Child entitlements under RTE Act and Education of disadvantaged children
- Composition and function of School Management Committee
- Preparation of School Development Plan
- Guidelines for conduct of Arunachal Pradesh Teacher Eligibility Test (APTET) And Central Eligibility Test(CTET)

**Unit 5: Problems in Elementary Education with special reference to Arunachal Pradesh** **8 hours  
15 marks**

- Medium of instruction
- Problems of access, enrolment, retention and quality education.
- Multigrade and multilevel teaching (MGML)
- Teachers Absentism.
- Students drop out
- Non-availability of minimum essential facilities.

**Unit 6: Action research and Innovative practices**

**7 Hours  
8-Marks**

- Action Research: concept, meaning and steps.
- Innovation: concept, meaning and steps.

**PRACTICAL (FOR INTERNAL ASSESSMENT):**

**25 Marks**

1. Conduct a workshop on any one of the following themes( A group of 4 to 5 student-teachers may select any one topic for workshop):
  - (i) Writing a story of a child from a remote/poor family studying in school describing his/her problems of learning environment at home and remedial measures in this regard.
  - (ii) Listing out the conditions at home school that promote highest amount of learning.
  - (iii) Role and provisions of RTE-Act for better quality education at elementary level.
  - (iv) Role of parents/teachers in education of girls/differently able children.

- (v) Various forms of gender discrimination and solutions thereof.
  - (vi) Education of Children from disadvantaged section of society
  - (vii) Child entitlements under RTE-Act
2. Organizing a seminar on any one of the following
    - (i) The best school/teacher from learner's view point.
    - (ii) Education and Environmental crisis.
    - (iii) Aims of education in India today.
    - (iv) The most desirable citizen and the role of education.
  3. Preparation of a proposal for Action Research on problems of elementary education (any one problem)

OR

Preparation of an Action Plan for improvement of quality education at the elementary level in the selected school of the locality.

OR

Visit 10 families in a nearby village and survey the literacy level of members of each member of the family. Seek the suggestion from respective family for better quality education of their children in government schools. Submit report to the school.

OR

Preparation of a School Development Plan for a Lab-area School of DIET

### **SUGGESTED READINGS:**

1. Sarva Shiksha Abhiyan- Frame Work for implementation based on RTE Act-2009 (MHRD)
2. Handbook in Inclusive Education (for elementary school teachers) DEP, SSA, IGNOU, New Delhi.
3. Indian Education: Development since independence - Mukhopadhyaya and Parker.
4. School without Wall: Madan Mohan Jha
5. Inclusive Education: A. Ghai
6. Making of a teacher: Latika Gupta
7. Emerging Indian Society: NCERT.
8. Through the Looking Glass: Nandini Bhattacharjee.

# SCHOOL CULTURE , LEADERSHIP AND CHANGE

COURSE Code-09

## RATIONALE :

This course focuses on the organization and structure of the school system for optimum utilization of available resources, human, materials, financial and time with a view to enhance the overall productivity and efficiency of a school. Through workshops, discussions, readings, field based project work and project presentation the student-teachers will develop an understanding of the range of factors that lead to a better school culture, resulting into leadership qualities among learners and social change.

The NPE 1986 and its POA 1992 advocated for augmentation of resources and their optimum use through community participation and increased motivation and accountability of teachers. Hence a paper on school culture, leadership and change in the present context for teacher Education at elementary level, is felt justified and relevant.

In order to achieve the objectives of elementary education, the student-teachers need to be introduced to various concepts and practices of school culture, leadership and change in actual life situation. They can practice various strategies based on micro planning to create an effective school climate, ensure community participation and better school management at the elementary level.

## SPECIFIC OBJECTIVES:

On completion of the course the student-teachers will be able to -

1. Understand the basics of school organisation and management.
2. Realize their expected role as teacher and head of a school.
3. Acquire necessary skills for preparing institutional plan, managing learning resources and classes effectively.
4. Establish adequate linkage with the community for development of the school.
5. Familiarize with the structures and processes of the Indian School System.
6. Develop a critical understanding of the notion of school organisation and management in the context of structures and processes of the education system.
7. Sensitize to create school culture and the role of school rituals in the formation of school culture.
8. Develop an understanding of school leadership.
9. Maintain various types of school records.
10. Develop a comprehensive understanding of specific notions of school effectiveness.

## COURSE OUTLINE:

**Total: 100 marks**  
**External: 75 marks**  
**Internal: 25 marks**  
**Time: 50 hours**

### UNIT 1: School Culture, Leadership and Management

**10 hours**  
**18 marks**

- Concept, need and importance of school culture, organisation and management.
- School environment - physical, social, psychological and academic.
- Leadership - meaning, types and appropriate leadership styles.

- Teacher - role, qualities and professional code of conduct.
- Head of institution - duties and responsibilities.
- Role of school activities such as assemblies, annual days etc in the creation of school culture.

**UNIT 2: Structure and processes of the Indian Education System** **8 hours**  
**16 marks**

- Types of school within different administrative bodies.
- Roles and responsibilities of educational functionaries of Block and Cluster Resource Centre.
- Understanding and interpreting educational policies that impact schools. (important features of NPE-86, SSA and RTE Act - 2009 in brief)

**UNIT 3: Institutional Planning and Classroom Management.** **8 hours**  
**12 marks**

- Meaning and concept of institutional planning and classroom management.
- Steps involved in institutional planning.
- Factors responsible for effective classroom management

**UNIT 4: School Effectiveness and School Standards** **10 hours**  
**20 marks**

- Meaning and concept
- Understanding and developing standards in education(as per RTI norm).
- Management of learning resources - school time table, its features and preparation of an effective time table, school library, co-curricular activities.
- Utilization of community resources.
- Involvement of school in community development.
- Organisation of meetings of Parent-Teacher Association, Mother-Teacher Association, School Management Committee etc..

**UNIT 5: Maintenance of School Records** **4 hours**  
**9 marks**

- Need and importance.
- Types of school records
- Use of school records

**PRACTICAL WORK (INTERNAL)** **25 hours**  
**25 marks**

Student-teachers would complete any three of the following assignment/activities

1. Preparation of annual calendar of activities for a school.
2. Preparation of school time table.
3. Preparation of a blue-print and design of a question paper in any subject at upper primary level.
4. Preparation of a plan for beautification of school campus/classroom/teacher's common room/ head teacher's room.
5. Preparation of a plan for conducting a health awareness campaign in a village.
6. Preparation of a plan to conduct PTA/MTA/SMC/VEC meeting.

7. Preparation of a list of various school records (Administrative, academic and accounts)
8. Preparation of at least two morning thoughts for presenting in the morning assembly.
9. Preparation of a study report on important activities and special features of a primary/ middle school (after visiting a nearby school)
10. Preparation of a plan to conduct a social service programme in nearby community/ village.
11. Filling up a progress Report card under CCE for a given class/ subject (for one pupil)

#### **REFERENCES:**

1. Batra, Sunil (2003) from school inspection to school support. In N Sood (ed) management of school education in India: NIEPA: New Delhi.
2. Majumdar, S. (1990). Infrastructure and Educational Administration. In Mukhopadhyay and Parkar, Indian education: development since independence Vikas Publication: New Delhi
3. Early, P. and D. Weindling (2004) A changing discourse: from management to leadership. In early, P. and D weindling (Ed) understanding school leadership, Paul Chapman publications: UK.
4. Marzano, R. Waters and McNulty (2005) school leadership that works ASCD: Virginia PP 13-27; 41-64.

# हिन्दी भाषा शिक्षण प्राथमिक स्तर

कोर्स कोड - १०

आंतरिक मूल्यांकन - २५

बाह्य मूल्यांकन - ७५

समय - ४५ घंटे

**पाठ्यक्रम की रूपरेखा :-** अरुणाचल प्रदेश की शिक्षा नीति के अनुसार बिद्यालयी शिक्षा के अन्तर्गत प्राथमिक स्तर से ही हिन्दी का शिक्षण प्रारम्भ कर दिया जाता है। प्राथमिक स्तर पर वैसे तो मातृभाषा या प्रादेशिक भाषा का शिक्षण होना चाहिए परन्तु अरुणाचल प्रदेश में विभिन्न बोलियों का राज्य है। उन बोलियों की कोई लिपि नहीं है इसलिए प्राथमिक स्तर पर मातृभाषा का शिक्षण असम्भव सा है।

यहाँ एक जिले का व्यक्ति दूसरे जिले या स्थान के व्यक्ति की भाषा को बोलने और समझने में भी असमर्थ है इसलिए यहाँ हिन्दी ही सम्पर्क भाषा के रूप में प्रयोग की जाती है जिससे वे एक दूसरे से सम्पर्क कर सकें। अरुणाचल प्रदेश वस्तुतः अहिन्दी भाषी होते हुए भी यहाँ हिन्दी सर्वथा नवीण भाषा नहीं है। सूचना प्राद्यौगिकी के प्रभाव भारतीय सेना की उपस्थिति के चलते विभिन्न प्रान्तों से आए लोगों के द्वारा बोली जाने वाली हिन्दी यहाँ के लिए कोई पराई भाषा नहीं है। प्रदेश का छात्र हिन्दी भाषा को पढ़ने और लिखने के पहले ही हिन्दी सुनता है एवं बोलना भी कुछ सीख चुका होता है। अर्थात् भारतीय सन्दर्भ में अरुणाचल प्रदेश के लोगों के बीच हिन्दी सर्वथा सम्पर्क कड़ी के रूप में अग्रसर एवं प्रभावी है।

**विशिष्ट उद्देश्य -** इस पाठ्यक्रम के अध्ययन के पश्चात् प्रशिक्षणार्थी :

- भाषा की प्रकृति एवं हिन्दी भाषा के रूप एवं प्रयोग के बारे में जानेंगे।
- हिन्दी के उद्देश्यों एवं प्रत्येक कक्षाओं में प्राप्त की जाने वाली दक्षताओं से परिचित होंगे।
- भाषिक कौशलों के पठन-पाठन से अवगत होंगे।
- पाठ-योजना बनाने में सक्षम होंगे।

## पाठ्यक्रम

समय- ५ घंटे

अंक- १०

### इकाई १

- भाषा, अर्थ और महत्व

- प्राथमिक स्तर के विद्यार्थियों के लिए भाषा संप्राप्ति एवं भाषा सीखने की तैयारी।
- मातृ भाषा, द्वितीय भाषा और अन्य भाषा।
- अरुणाचल में हिन्दी का प्रयोग-संपर्क भाषा के रूप में द्वितीय भाषा के रूप में शिक्षण।

**इकाई २**

- कौशल संबंधी, ज्ञान संबंधी, सहवृत्तियों संबंधी, सृजन संबंधी
- भाषा में दक्षताओं का परिचय

**श्रवण एवं भाषण कौशल**

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समय- १० घंटे

अंक- २०

**इकाई ३**

- सरल आदेश, निर्देश एवं अनुरोधों का ज्ञान (कम से कम प्रत्येक के दस-दस उदाहरण बताएँ जाएँ एवं पूढ़े जाएँ)
- सरल वार्तालाप, संवाद, भाषण एवं वाद-विवाद का परिचय एवं अभ्यास ।
- रेडियों एवं दूरदर्शन के समाचारों को सुनकर समझना एवं कक्षा में सुनाना ।
- शब्द खेल एवं पहेलियों को सुनकर समझना एवं सुनाना ।
- उच्चारण शिक्षा-स्वर, व्यंजन, मात्राएँ, स्वर अनुनासिक अनुस्वार, अल्पप्राण, महाप्राण, घोष, अघोष ध्वनियों का श्रवण एवं उच्चारण अभ्यास ।
- विराम चिह्नों के अनुसार (यति, गति, आरोह, अवरोह, बलाघात का भाषण में अभ्यास) ।
- ध्वनियों का शब्द-युग्मों में उच्चारण अभ्यास (दिन-दिन, सुन-सुन, मेल-मैल, ओर-और, आटा-आता, गदा-गधा, सिर-चिरा) आदि ।
- अभिव्यक्ति की क्रियाओं का नियोजन (स्वागत करना, परिचय देना, धन्यवाद ज्ञापन आदि अभिव्यक्ति संबंधी क्रियाओं का अभ्यास) कविताओं, कहानियों को हाव-भाव के साथ सुनना एवं सुनाना तथा कहानियों का नाटकीकरण करवाना ।
- मौखिक अभिव्यक्ति को विशेषताएँ

**वाचन एवं लेखन कौशल**

समय - ८ घंटे

अंक - २०

**इकाई ४:**

- शब्दों में वर्णों को अलग करके पढ़ना एवं लिखना ।
- मोटे अक्षरों वाले फ्लैश कार्डों को पढ़ना ।
- संयुक्त वर्णों को पढ़ना एवं लिखना ।
- रास्ते पर चलने के संकेत : विज्ञापन पटों एवं सूचना पटों का वाचन करना एवं लेखन करना ।
- पोस्टर सरल आकृतियों एवं अखबार को पढ़ना एवं पोस्टर बनाना, आकृतियाँ बनाना एवं सूचनाएँ लिखना ।
- वाचन के रूप :- सखर वाचन, मौज वाचन, गहन वाचन
- शब्दकोश देखना एवं पढ़ना ।
- लेखन शिक्षण की विधियाँ - सुलेख, अनुलेख, प्रतिलेख श्रुतलेख ।
- हिन्दी गिनती का शब्दों में एक से सौ तक लेखन



## पाठ-योजना निर्माण

समय - ८ घंटे

अंक - १५

### इकाई ५ :

- मात्राओं एवं समस्यात्मक व्यंजन ध्वनियों की पाठ-योजना
- कहानी की पाठ-योजना
- कविता की पाठ-योजना
- गद्य पाठ की पाठ-योजना

### शिक्षण-संकेतः

#### प्राध्यापक को -

- शिक्षक-विद्यार्थियों प्रशिक्षणार्थियों की प्रकृति और पृष्ठभूमि तथा स्थानीय स्थितियाँ और उपलब्ध स्रोतों को देखते हुए पाठ्यक्रम शिक्षण के लिए ऐसी स्थितियाँ उत्पन्न करनी होंगी कि पाठ्यक्रम के उद्देश्यों को साकार किया जा सके। ये स्थितियाँ कक्षा के अंदर और बाहर दोनों स्थानों पर उत्पन्न की जा सकती हैं।
- प्रशिक्षणार्थियों को कक्षा एक से पाँच तक के पाठ्यक्रम को पढ़ाने के प्रत्यक्ष अनुभव देने होंगे।
- शिक्षण में प्रशिक्षणार्थियों की सक्रिय प्रतिभागिता हो।
- प्राध्यापक को मार्गदर्शक की भूमिका में प्रशिक्षणार्थियों के साथ रहना चाहिए।

## व्यावहारिक कार्य (आंतरिक मूल्यांकन)

समय - ५ घंटे

अंक - २५

निर्देश : प्रथम व्यावहारिक कार्य अनिवार्य है तथा शेष व्यावहारिक कार्यों में से कोई दो कार्य करना है।

- १ - कक्षा तीन से पाँच तक की किसी एक पाठ्य पुस्तक से शब्दार्थ, पर्यायवाची शब्द, विलोम शब्द, मुहावरे व लोकोक्तियों को छाँटकर लिखना।
- २ - कोई एक विषय लेकर स्क्रैप चार्ट का निर्माण।
- ३ - वर्तनी, पर्यायवाची शब्द एवं विलोम शब्द आदि के चार्ट बनाना।
- ४ - कहानियों के चार्ट निर्माण।
- ५ - मॉडल का निर्माण
- ६ - अपने आसपास में लोगों द्वारा प्रयुक्त बोली के शब्दों को देवनागरी लिपि में लिखना।

प्रारंभिक स्तर पर हिन्दी शिक्षण भाग - १

लेखक - डॉ० भगवती प्रसाद डिमरी

प्रकाशक : सुखपाल गुप्त

आर्य बुक डिपो

३०, नाईवाला करोल बाग,

नई दिल्ली - ११०००५

### २ - हिन्दी शिक्षण

लेखिका संयोगिता लूथरा

# **PEDAGOGY OF CHILDREN'S HEALTH , SCHOOL HEALTH AND EDUCATION**

**COURSE CODE-11**

## **RATIONALE:**

The National Curriculum Frame Work, 2005, gives emphasis on health education as it is a critical input for the overall development of the child and at the same time it influences enrolment, retention and school completion rates significantly. Hence, the prospective teachers need to be equipped with a holistic curriculum to address the different perspectives of physical, social, emotional and mental development of child.

## **OBJECTIVES:**

After completion of this course, the student teachers will be able to:-

1. Understand the importance of food and its nutritive value.
2. Be aware of deficiency diseases and their preventive measures.
3. Understand the impact of child abuse.
4. Understand the relationship between health and education.
5. Build knowledge and skills to prevent different communicable diseases.
6. Acquire knowledge and practice rules of physical fitness - Nutrition, Physical exercise, Yoga and Pranayama.

## **COURSE OUTLINE:**

**External (Theory)= 60 Marks**  
**Internal (Practical)= 40 Marks**  
**Time=40 Hours.**

### **Health Education**

#### **Unit 1: Knowledge and Skill Development for Health Education**

**9 Hours**  
**15 Marks**

- a) Components of food and their importance
- b) Balanced diet
- c) Deficiency diseases
- d) Healthy eating habits and cleanliness
- e) Child abuse: Meaning, various forms and its impacts

#### **Unit 2: Health and Communicable Diseases:**

**9 Hours**  
**15 Marks**

- a) Meaning of health and well being
- b) Linkage between health and education
- c) Personal hygiene, cleanliness of surroundings and community
- d) Causes and symptoms of diarrhoea, tuberculosis, whooping cough, typhoid and gastroenteritis
- e) Control of common communicable diseases.

#### **Unit 3: Physical Education:**

**8 Hours**

- a) Need of physical education
- b) Linkage of physical education to health
- c) Physical fitness and its components

**12 Mark**

- d) Intramural and Extramural : Competitions Meaning and Scope
- e) Draw of fixtures(knockout and League-basis)
- f) Common sports injuries and their treatment.

**Unit 4: Yoga Education:**

**9 Hours**

- a) Concept of Yoga education
- b) Aims and objectives of Yoga education
- c) Benefits of Yoga education
- d) Pranyama : its definition and importance.

**12 Mark**

**Unit 5: Preparation of Play grounds with standard measurements**

**5 Hours**

- a) Badminton
- b) Volley ball
- c) Foot ball
- d) Kabaddi
- e) Throw ball
- f) Jumps and throws.

**6 Marks**

**PRACTICAL WORK: (For Internal Assessment)**

**40 Marks**

**PART - I: PROJECT WORK (Any two)**

- a) Preparation of scrap book on national/International sports person related to any game/ sport.
- b) Preparation of Teaching Aid (chart) on human anatomy, digestive system, respiratory system or reproductive system
- c) Preparation of a plan for conducting a sensitization programme for the maintenance of personal hygiene and cleanliness among the students at upper primary level.
- d) Any other activity as assigned by the teacher.

**PART - II.**

1. Student - teacher may be evaluated based on their best actual performance in any one activity from each group small area minor games popular in the locality.
  - a) Dodge ball
  - b) Dog and bone
  - c) King of the Road.
  - d) Any local game played widely in the locality.
2. Team Games - basic rules and skills
  - a) Cricket
  - b) Badminton
  - c) Throw ball
  - d) Volley ball
  - e) Any local outdoor game played widely in the locality.
3. Athletics - skills and Evaluations of
  - a) Short sprint races (50 mtrs, 100 mtrs)
  - b) Jumps and throws

- c) Relay race
- d) Court making of play field, jumping pits and throwing areas in Athletics.

OR

### **YOGA EDUCATION (OPTIONAL)**

Practice and display of -

- a) Meditative Asanas -Padmasana, Siddhasana, Sukhasana.
- b) Relaxation Asanas - Shawasan, Makrasana
- c) Cultural Asanas - Yogamudra, Gomukhasana Paschimottasana, Triconasana, Dhanurasana, Chakrasana.
- d) Pranayam:- Anuloma, Viloma, Kapalbhati, Bhramri and Omkar.

### **REFERENCES:**

- 1) Yoga cure for common diseases by Dr. Phulgenda Sinha, Orient Paper backs, New Delhi.
- 2) Introduction to physical and health Education by Yyas Deo Sharma, Avichal Publishing Company, 8, Industrial area, Trilokpur road, Kalamb Himachal Pradesh.
- 3) National Curriculum Framework, 2005. NCERT, New Delhi
- 4) BARU, R.V (2008) School health Services in India, New Delhi, Sage Publication
- 5) DESH PANDE, M.R.V.BARU and M. Nundy (2009) understanding children's health, need and programme responsiveness, New Delhi.
- 6) ASHTEKAK, S (2001), Health and Healing : A Manual of Primary Health Care, Orient Longman, Chennai.

# CONTEMPORARY INDIAN SOCIETY

**COURSE CODE- 13**

## **RATIONALE:**

Indian society is a unique mix of different social, political and economic groups of people and communities having major implications for education of children belonging to these groups, An effective teacher has to respond to the varying needs and life experiences of these children in the class room in their historical, political, social and economic setting. Therefore, this course aims to provide an understanding of different events and issues which have shaped and influenced (and still continuing to do so) the lives of people in India. Thus, this course is structured with themes and issues drawn from different disciplines of social science to give an overall understanding of complex nature of issues in education of Indian children with reference to children in Arunachal Pradesh. Exploring, modifying and resetting one's personal and general assumptions within the broader sociological framework through critical discussion and understanding of the topics will be the success of this course.

## **SPECIFIC OBJECTIVES:**

During the study of this course the student-teachers will be able to -

- I) Be familiar with the interdisciplinary analysis of sociological concepts, ideas, issues and concerns having implications for education of children
- II) Gain an understanding of diverse historical, socio - political and economic dimensions of Indian society and appreciating them
- III) Develop an understanding of the brief trends, issues and challenges facing contemporary and present Indian society.
- IV) Make conclusions on achievements made and problems and challenges still persisting before Indian society.

## **COURSE OUTLINE:**

**Total Marks - 100**

**External - 75**

**Internal - 25**

**Time 50 Hours**

## **UNITS OF STUDY**

**UNIT I India: The Freedom struggle and Independence (Major events only) 11 hours  
18 marks**

- Impact of colonialism on Indian society, economy and polity.
- Anti colonial struggle and different visions about independent India.
- Institutional structures of Indian nation state: Continuities and Breaks from colonial system.

**UNIT 2: Constitution of India and Education:**

**17 hours**

**25 marks**

- Constitutional vision of Independent India - then and now.
- Constitutional provision of education in India and the progress made
- Policies, Acts and provisions related to education of children with special reference to their context (class, caste, tribe, religion an gender)

- Equality and justice in the Indian constitution, differential school system and idea of common neighborhood school.
- Right of children to Free and Compulsory Education (RTE) Act - 2009: Major provisions for children's education from all context.

### **UNIT 3: Democracy in India:**

**15 hours  
22 marks**

- Democratic system and institutional structures.
- Party system and electoral politics.
- The Centre, the Judiciary, Legislature and Executive.
- Decentralization and Panchayati Raj (specially through 73rd and 74th Constitutional amendment)
- Grassroots social and political movements and Indian democracy.
- Inequities of caste, class, tribe, gender, religious and linguistic identities.

### **UNIT 4: Indian Economy:**

**7 hours  
10 marks**

- Major issues on Globalization, Liberalization and Privatization.
- Development and Environmental Concerns.
- Urban and rural economic issues and concerns in India.
- Population and sustainable development.

### **PRACTICUM:**

**25 Marks.**

The student - teachers should perform the following activities as directed under each head.

1. Three to five student-teachers should take up any one of the following activities -
  - i) Collection of Census data on progress of education in India and Arunachal Pradesh (General/SC/ST, Male/Female, Rural/Urban etc.)
  - ii) Visit to different unorganized work places to collect data on their migration for work and difficulties for education of their children ( At least 20 families/persons)
  - iii) Analysis of any one Text book of Hindi/English/Social Science from classes III to VIII to identify the inclusion of constitutional values.
  - iv) Workshop to indentify and list the practice of constitutional values in educational process of selected school/DIET.
  - v) Seminar on effect of migration on development of education of children.
  - vi) Writing articles on socio-political movement affecting education.
  - vii) Debate on the topic "Development and management of environmental degradation".
  - viii) Visit twenty families of disadvantaged section with children studying in elementary level. Collect information on educational facilities received by their children under RTE Act (student-teachers may visit in groups of 3 to 5).
  - ix) Interview an elected panchayat leader and prepare a report on ways to deal with local socio-eco-political issues.
  - x) Prepare a report on adverse effect on local environment due to developmental activities. Suggest remedial measures to conserve the environment.
  - xi) Any other task suggested by the concerned faculty member.
2. Write at least one bulletin board article on -

- i) Conflicts and social movements led by women, tribe, or any disadvantaged section of society.
  - ii) Issues related to Migration, Displacement, Land, Human Right, Communal mobilization etc.
  - iii) Comparative study of different work places under government, private and unorganized sector (at least one each).
  - iv) Children with disability and inclusive education.
  - v) Education for peace and harmony in society.
  - vi) Significance of minority rights.
  - vii) Tracing local farm/industrial products to their origin and profiles gained by the producers and sellers.
  - viii) A good school under RTE Act.
  - ix) Experience of children in school towards their educational fulfillment.
  - x) Any other subject related topic assigned by subject teacher.
3. Organize Debate on any one of the following topics:-
- i) Role of media in Democracy.
  - ii) Impact of electronic media on children.
  - iii) Role of state in addressing marginalization.
  - iv) Impact of internet and other visual media on youth culture.
  - v) Comparative advantages and disadvantages of modern vs traditional judiciary system in delivery of justice.
  - vi) Privatization and economic development.
  - vii) RTE Act - A final step towards universal quality education.
  - viii) Any other relevant topic.

#### **MODE OF TRANSACTION:**

- i) Discussions, projects, documentaries and field studies.
- ii) Analysis and writing articles/texts on current/past socio-political and economic issues.
- iii) Field based projects in groups.
- iv) Dialogue with community etc.

#### **REFERENCES:**

1. Guha Ramchandra (2007) India After Gandhi: The history of the World's largest Democracy, Mc. Millan : Delhi.
2. IGNOU FHS 01 Block-3 Emergence of Independent India, IGNOU : New Delhi (Unit-10, Indian National Movement)
3. NCERT Class-XII History Text book (2006), Themes in Indian History-II, Theme-3, NCERT: New Delhi.
4. NCERT Class-XII History Text book (2006), Themes in Indian History-III, Theme-3, NCERT: New Delhi.
5. Govt. of India )1966), National Education Commission (1964-66)
6. Govt. of India (1986/1992) National Policy on Education, MHRD, New Delhi.
7. Kashyap, SC (2009), The Constitution of India, NBT, New Delhi.
8. RTE Act. 2009.
9. Dubey SC (2001), Indian Society, NBT, New Delhi.
10. Vaidynath A (1995), The Indian Economy: Crisis, Response and prospects, Tracts of the Times, Orient Longman Publications, New Delhi.

# DIVERSITY, GENDER AND INCLUSIVE EDUCATION

**COURSE CODE 14**

## **RATIONALE:**

This course addresses the complex relationship that exists between diversity, in equity and education. It aims to sensitise students to the diversity of life experiences and learning needs of different kinds of children. Inclusive education, as understood today, must give a place to all children in the system of education. In the light of Right of Children to Free and Compulsory Education Act-2009 it is more significant to address the diversities among children.

## **OBJECTIVES:**

After completion of this course, the student-teachers will be able to:

- (i) Understand the present approach on education of children with special needs.
- (ii) Understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organisation etc.
- (iii) Focus on the structures in schools that serve as hindrances to the inclusion of all students.
- (iv) Explore and understand the possibility of change through inclusive education.
- (v) Develop a comprehensive and critical understanding of disability and inclusive education.

## **COURSE OUTLINE:**

**Total Marks: 100**  
**External (Theory): 75**  
**Internal (Practical): 25**  
**Time: 50 hours**

### **Unit 1: Inclusive Education**

**Marks 20**  
**Hours 14**

- a) Concept and Meaning of Inclusive Education
- b) Forms of Inclusion and Exclusion in Indian Education (Marginalized section of society, gender and children with special needs)
- c) Address inequity and diversity in Indian classroom: Pedagogical and curriculum concerns
- d) Barriers to inclusion
  - Lack of acceptance and respect
  - Labeling
  - Lack of responsibility, partnership, parental support and inadequate training to teacher
- e) Nature of assessment under resource inclusive education.

### **Unit 2: Children with Special Needs.**

**Marks 20**  
**Hours 14**

- a) Special Need Education: Meaning and concept.
- b) Historical and Contemporary perspective to disability and inclusion.
- c) Persons with disability (PWD) Act-1995
- d) Range of learning difficulties
- e) Disability identification, assessment and interaction



- f) Approaches and skills for teaching children with learning difficulties.

**Unit 3 Gender, School and Society**

**Marks 17**

**Hours 11**

- a) Social construct of masculinity and femininity.
- b) Respecting gender in school: Curriculum, text books, classroom process and student teacher interactions.
- c) Working towards gender equality and equity in the classrooms

**Unit 4: Innovations to meet special needs in the classrooms**

**Marks 18**

**Hours 11**

- a) Child centered pedagogy
- b) Inclusive methodology: developing inclusive materials, physical environment and classroom management.
- c) Information technology and innovation in special education

**MODE OF TRANSACTION:**

- The practicum and the theory courses of the programme to develop a solid platform for this paper.
- In consonance with other courses helps in understanding how structures in school create barriers for inclusionary practices.
- The practicum courses of the programme with the present course, should help students in exploring spaces for inclusion in schools.
- Dialogue and discussions has to be the key for the transaction.

**PRACTICUM:**

**Marks 25**

**Activities under serial no. 1,2,and 3 are compulsory with options given in each as below -**

1. Conduct any two of the following exercises:
  - (i) Student teachers visit 10 schools or lab area schools and observe the barriers for inclusion, analyse these and hold discussion.
  - (ii) Student teachers visit five families in their locality having disability and hold discussion with them. Write a brief report on it.
  - (iii) Student teachers collect 5 newspaper articles that involve issues of gender and diversity and write a report on them.
  - (iv) Student teachers watch a movie (Tare Jameen Pe) collectively and reflect on the character i.e. 'every child is unique' and write a brief report on it.
  - (v) List the supports that would be required at various levels of school education to meet the diverse needs of children. Also write down various sources from where you can procure support to address the special needs of students in the classroom.
  - (vi) Visit home of a visually challenged person and observe how he/she carries out home tasks independently. How he/she moves and identifies things.
  - (vii) Visit nearby schools in your locality and observe that school has barrier free environment - (Ramps), Adaptive toilet and seating arrangement in classrooms for locomotor impaired children.

- (viii) All classrooms are heterogeneous. Children have different abilities and socio cultural back ground. Every child is special. There are no two children who are the same. Therefore if the uniqueness is normal order, why label children with disabilities as "not normal". Write your view after visiting a class about this fact.
  - (ix) Visit 10 families of different socio-economic background to interview, study and prepare a report on ways of girl children's up bringing and educational opportunities.
  - (x) Any one activity recommended by the subject faculty relevant to the course.
2. Prepare bulletin board articles on any two topics from the theoretical part of this course.
  3. Collect and write childhood stories/experience of at least three learners in the family and their ways of coping for education in school.

Or

Visit and observe the gender discrimination at public places and write a newspaper article to rectify them

Or

Prepare a report on image of children in television advertisements. Does such image match with actual children in the society? Prepare a script for drawing public/teacher/school/attention for education of children with special needs and those from disadvantaged families.

#### **ESSENTIAL READINGS:**

1. Bhattacharjee, Nandini (1999): Through the Looking glass: gender Socialisation and Human Development: Theory, research and App lication in India Sage: New Delhi
2. Frosting, M. and P. Maslow (1973), learning problem in Classroom: Prevention and Remediation, Grune & Stratton: New York.
3. Geetha, V. (2007) Gender, Stree: Calcutta.
4. Epstein, C (1984) Special Children in Regular classrooms Virginia: Reston Publishing Company, Inc.
5. Alur Mithu and Michael bach (2009), The Journey for Inclusive Education in the Indian Sub-continent Route ledge: UK
6. Gabel, Susan L. (ed.), (2005) Disability Studues in Education, Reading in Theory and method, Oxford: London.
7. Kumar, Krishna (1988), what is worth teaching? New Delhi: Orient Longman, Chapter 6: Growing up Male. 81-88.
8. Damodar Mahapatra 2004, Special Needs Children in Regular Classrooms from Integration to Inclusion Kalyani Publishers, Ludhiana, India.

# **PEDAGOGY OF CREATIVE DRAMA, FINE ARTS AND EDUCATION**

**COURSE CODE - 15**

## **RATIONALE:**

Art education constitutes an important area of curricular activity for the development of a wholesome personality of learners at elementary stage and the prospective teachers both. Art is a process of fulfillment running through every aspect of life and it goes on in a creative, productive and joyful manner. Art education helps to explore various means of communication. It encourages to develop creative expression and sharpness of senses through keen observation of the environment. It helps to discover preferences through exposition to variety of materials and identify the personal form and style of expression. It develops awareness of various art forms and develops skills in the use of various art forms in and around the environment and also develops skills in the use of various tools, instruments and other art materials in the process of experimentation and exploration. In the process of discovering space, organisation, colours, forms, lines, texture, movement, sound etc, the student-teachers develop a sense of organisation and a sense of design which induces in them a sense of order with regard to their personal appearance, home, school and community. Art education also develops aesthetic sensibilities and respect for social values and cultural heritage.

## **SPECIFIC OBJECTIVES:**

On completion of this course, the student-teachers will be able to -

1. Draw out and work with the physical, intuitive, emotional, sensory and mental faculties of the learners through practical exercises.
2. Construct structured exercises for coordinating, enhancing and translating imagination of the learners into physical expression.
3. Develop awareness of aesthetic elements in traditional arts and love them.
4. Identify and develop student's creative potential.
5. Recognize the role of "drama as education" in the elementary schools.
6. Evaluate students by observing the progress in performance of activities.
7. Develop among the learners the sense of co-operation and sharing and perform activities at home, in school and community in this regards.

## **COURSE OUTLINE:**

**Total Marks 100**  
**External: 60 marks**  
**Internal: 40 marks**  
**Time: 40 hours**

### **UNIT 1: Art Education in School Curriculum at Elementary Level**

**8 Hours**  
**16 Marks**

1. Concept of Art Education and its objectives.
2. Need and importance of art education at elementary level with special reference to Arunachal Pradesh.
3. The aim of fine arts and its implications at elementary level.
4. The aim of creative drama and its implications at elementary level.
5. Prospect of integration of art education for teaching other subjects at elementary level.

**UNIT 2: Scope of Art Education****7 Hours****15 Marks**

1. Pictorial Art: meaning and mode of transaction.
2. Decorative Art: meaning and mode of transaction.
3. Plastic Art: its meaning and mode of transaction
4. Performing Art: its meaning, types and mode of transaction.

**UNIT 3: Traditional Art Forms of Arunachal Pradesh.****10 Hours****8 Marks**

1. Art forms of different tribes of Arunachal Pradesh (art forms of at least any three tribes to be discussed in detail)
2. Application of art forms of different tribes of Arunachal Pradesh for teaching other subjects at elementary level.
3. Preservation of culture through art education.

**UNIT 4: Approaches in Art Education****7 Hours****6 Marks**

1. Child centred approach - engaging intellectual, physical, social, emotional and spiritual selves.
2. Process approach
3. Integrated approach

**UNIT 5: Lesson Planning and Evaluation Techniques****8 Hours****15 Marks**

1. Lesson planning in four activity areas of art education namely pictorial art, decorative art, plastic art and performing art.
2. Aspects of evaluation in creative drama and fine arts.

**PRACTICUM: (Internal Assessment)****40 Marks**

Student teachers will perform and participate in all the following activities. They may be assessed on basis of their actual participation, performance and overall quality of work.

**UNIT 1: Decorative Art Demonstration cum Observation Approach****20 marks****A. Printing (any four of the following)**

- Printing (Stamping)
- Memo printing
- Paper marbling/boutique / dying
- Stenciling
- Fabric printing
- Spraying with natural objects
- Clay modeling/carving and sculpture

**B. Collage work**

- Paper collage
- Mixed collage

**C. Applied Designing**

**UNIT 2: Performing Art (Demonstration cum Observation Approach)****14 marks****A. Song**

- Patriotic, community rhythms/songs
- Five devotional songs or Bhajans from the saints/poems of India
- Five folks songs of different regions, indicating time of the year, occasion and the function with which they are related.

**B. Dance**

- Folk dances of the concerned districts of Arunachal Pradesh.

Or

- News reading/public speech/radio or TV anchoring

**C. Drama:**

- Creative drama
- Mono acting
- Pair work
- Group activities

**UNIT 3: Group Activities****6 marks**

- Decorating bulletin boards/classroom/teacher's room/head teacher's room/school campus etc.
- Organizing various art display
- Arranging locally collected objects artistically.

**REFERENCES:**

1. Prasad Devi (1998), Art as the Basis of Education, NBT, New Delhi
2. Sahi Jane and Sahi R, Learning Through Art, Eklavya, 2009.
3. NCERT (2006), Position Paper National Focus Group on Arts, Music, Dance and theatre, New Delhi, NCERT
4. Gupta ARvind (2003), Kabad Se Jugad: Little Science, Bhopal, Eklavya.
5. NCTE, Review Committee paper, 12 May 2011.

## हिन्दी भाषा शिक्षण (उच्च प्राथमिक स्तर)

कोर्स कोड - १६

आंतरिक मूल्यांकन - २५

वाह्य मूल्यांकन - ७५

समय - ४५ मिनट

### पाठ्यक्रम की रूपरेखा--

भारत में हिन्दी बहुत बड़े क्षेत्र की भाषा है। संविधान द्वारा इसे राजभाषा अर्थात् भारत के विभिन्न राज्यों के बीच संपर्क भाषा के रूप में स्वीकार किया गया है। इसलिए हिन्दी भाषी राज्यों के अलावा अन्य राज्यों के लिए इसे द्वितीय अथवा तृतीय भाषा के रूप में पाठ्यक्रम में शामिल किया गया है।

अरुणाचल प्रदेश में हिन्दी भाषा द्वितीय भाषा के रूप में कक्षा एक से पढ़ाई जाती है। वर्तमान में यहाँ हिन्दी भाषा अन्य विषयों के पठन-पाठन का माध्यम नहीं है लेकिन, विभिन्न बोलियों के बोलने वाले छात्र हिन्दी भाषा का संपर्क भाषा के रूप में सहज प्रयोग करते हैं। अतः वे अपनी बात सही रूप में कह सकें व दूसरों की बात ग्रहण कर सकें इसके लिए हिन्दी शिक्षा का विशेष महत्व है।

उपर्युक्त तथ्यों को ध्यान में रखते हुए प्राथमिक स्तर के पाठ्यक्रम में हिन्दी शिक्षण के भाषिक कौशलों एवं कविता तथा कहानी के पठन-पाठन पर विशेष बल दिया गया है। हमारे भावी अध्यापक उच्च प्राथमिक स्तर पर छात्रों को भाषा और साहित्य का ज्ञान करा सकें इसके लिए भी अपेक्षित योग्यता के विकास के लिए हिन्दी शिक्षण पर ध्यान देना अनिवार्य है।

संक्षेप में शिक्षक - प्रशिक्षण कार्यक्रम में भावी अध्यापकों में भाषा - शिक्षण संबंधी उन सभी दक्षताओं का विकास किया जाना चाहिए जो उनके लिए पाठ्यक्रम एवं पाठ्यक्रम सहगामी क्रियाओं का सफल संचालन करने में सहायक सिद्ध हों।

### उद्देश्य :-

इस पाठ्यक्रम के अध्ययन के पश्चात् प्रशिक्षणार्थी :-

- हिन्दी के वर्णों का सही उच्चारण कर सकेंगे।
- शब्द -निर्माण की विधियों को जानकर छात्रों के शब्द-भंडार में वृद्धि करने में सक्षम होंगे।
- छात्रों द्वारा सही वाक्य रचना करवाने में सक्षम होंगे।
- छात्रों में नियंत्रित एवं स्वतंत्र रचना - कविता, कहानी, पत्र निबन्ध लेखन का विकास कर सकेंगे।
- छात्रों की चिंतन योग्यता के विकास के लिए विचारणीय विंदु उभारते हुए विभिन्न साहित्यिक विधाओं का शिक्षण कर सकेंगे।
- बच्चों के लिए लिखे जाने वाले साहित्य को पढ़ेंगे, समझेंगे और कक्षा में उपयोग कर सकेंगे।
- स्व-अध्ययन के लिए छात्रों को प्रेरित करेंगे।
- मूल्यांकन की सही विधियों का उपयोग कर सकेंगे।
- भाषिक कौशलों तथा साहित्य परीक्षण करने वाले प्रश्न पत्र का निर्माण कर सकेंगे।
- उपचारात्मक एवं निदानात्मक शिक्षण-विधि का प्रयोग कर सकेंगे।

**इकाई १**

**(क) व्याकरण - शिक्षण**

- वर्ण विचार (वर्णों का वर्गीकरण)
- वर्णों का उच्चारण स्थान व प्रयत्न
- वर्तनी की अशुद्धियाँ एवं उनका शुद्ध रूप
- सन्धि - स्वर सन्धि

**(ख) शब्द विचार:**

- शब्द भेद : रचना के आधार पर, उत्पत्ति के आधार पर एवं अर्थ के आधार पर।
- शब्द रचना, उपसर्ग, प्रत्यय, समास
- शब्दावली शिक्षण - शब्दार्थ शिक्षण विधियाँ

**(ग) पद एवं उसके भेद (संज्ञा, सर्वनाम, विशेषण, अव्यय)**

- लिंग, वचन, कारक (संक्षिप्त परिचय)

**(घ) वाक्य विचार**

- वाक्य के अंग एवं प्रकार
- वाक्य रचना के नियम
- विराम चिह्न
- वाक्य गत अशुद्धियाँ

**इकाई २: रचना - शिक्षण**

- रचना का अर्थ एवं महत्व
- रचना शिक्षण के उद्देश्य
- रचना शिक्षण की विधियाँ
- रचना शिक्षण में होने वाली अशुद्धियाँ
- अनुच्छेद रचना
- निबन्ध लेखन, पत्र लेखन

**इकाई ३: हिन्दी-शिक्षण संबंधी सहायक सामग्री एवं सहगामी क्रिया-कलाप**

- कम लागत की शिक्षण सहायक सामग्री का परिचय एवं सहायक सामग्री की उपयोगिता
- सहगामी क्रियाओं का वर्गीकरण (वाद-विवाद प्रतियोगिता, भाषण प्रतियोगिता) कहानी एवं कविता वाचन प्रतियोगिता आदि।

**इकाई ४ : बाल-साहित्य**

५ घंटे  
अंक - ५

- बाल-साहित्य का स्वरूप तथा महत्व
- बाल-साहित्य के विषय
- बाल-साहित्य की प्रस्तुति

**इकाई ५ : हिन्दी शिक्षण में मूल्यांकन**

अंक - १५  
समय - ८ घंटे

- मूल्यांकन का अर्थ एवं उद्देश्य
- हिन्दी शिक्षण में मूल्यांकन के लिए प्रयुक्त विधियाँ एवं साधन
- प्रश्नों के स्वरूप के आधार पर प्रश्न-पत्र

**इकाई ६: पाठ योजना-निर्माण**

अंक - १५  
समय - ७ घंटे

- व्याकरण शिक्षण पाठ-योजना  
(पाठ्यक्रम के आधार पर)
  - रचना शिक्षण पाठ योजना  
(पाठ्यक्रम के आधार पर)
- शिक्षण-संकेत - (प्राथमिक स्तर की पाठ्य पुस्तक में दिए गए हैं । कृपया वहां देखिए)

**व्यावहारिक कार्य (आंतरिक मूल्यांकन)**

समय - ५ घंटे  
अंक - २५

**निर्देश :** प्रथम प्रायोगिक कार्य अनिवार्य है तथा शेष प्रायोगिक कार्यों में कोई दो कार्य को करना है।

- १ - कक्षा छठवीं, सातवीं अथवा आठवीं की एक पाठ्य पुस्तक से शब्दार्थ, पर्यायवाची शब्द, विलोम शब्द, मुहावरे व लोकोवित्तियों को छांटकर लिखना।
- २ - पर्यायवाची शब्द का चार्ट
- ३ - उपसर्ग एवं प्रत्यय वाले शब्दों के चार्ट
- ४ - वचन एवं लिंग संबंधी फ्लैश कार्ड
- ५ - निबंध, स्वरचित कविताएँ एवं कहानियों का रचना-कार्य करवाना।

**सन्दर्भ पुस्तकें-**

- १ - प्रारंभिक स्तर पर हिन्दी शिक्षण भाग - II

लेखक डॉ० भगवती प्रसाद डिमरी

प्रकाशक - सुखपाल गुप्त

आर्य बुक डिपो

३०, नाई वाला, करोल बाग,

नई दिल्ली - ११०००५



- २ - हिन्दी शिक्षण  
लेखिका संयोगिता लूथरा
- ३ - शिक्षार्थी व्याकरण और व्यावहारिक हिंदी  
लेखक नन्दलाल मेहता एवं वागीश  
नई दिल्ली
- ४ - नवयुग हिन्दी व्याकरण  
लक्ष्मी प्रकाशन
- ५ - भाषा स्तंभ व्याकरण भाग -  
लेखक डॉ० रविशर्मा एवं श्रीमती सुधा शर्मा  
प्रज्ञा प्रकाशन नई दिल्ली

# PEDAGOGY OF ENGLISH AT UPPER PRIMARY LEVEL

## COURSE CODE-17

### RATIONALE:

The purpose of this course is to enhance the student teacher's proficiency in teaching, learning and testing of English language at the elementary level in the context of Arunachal Pradesh. The course focuses on the contemporary approaches to language teaching. It also aims at improving the skills of the trainees to promote language learning. Besides, an important aspect of this course is to enable the trainees to link their teaching-learning experiences with the language learning theories while planning for instructions at the Upper primary level.

### OBJECTIVES:

After completion of this course, the student-teachers will be able to -

- be aware of the contemporary approaches to teaching of English in the context of Arunachal Pradesh.
- learn the techniques of teaching and testing of four basic language skills at the elementary level.
- equip themselves with the knowledge and skill of teaching different types of texts at the elementary level and also develop an interest in the students to read texts beyond the one's prescribed for the class.
- develop skill of preparing assessment tools and remedial teaching.
- plan lessons for upper primary classes.

### COURSE OUTLINE:

- Nature and objectives of teaching English
- Contemporary Approaches of teaching English
- Teaching of basic language skills
- Teaching of different types of texts at elementary level
- Evaluation
- Lesson plan
- Suggested activities for internal assessment

#### Unit 1: Nature and Objectives of Teaching English

**8 Hour  
10 Marks**

- English as first language, second language and third language
- Objectives of teaching English at elementary level
- Four language skills and their relationship
- Importance of print and speech rich environment for language learning

#### Activities:

- i) Group discussion and whole class discussion

#### Unit 2: Contemporary Approaches of Teaching of English

**7 Hours  
10 Marks**

- Structural Approach
- Functional Approach
- Communicative Approach

#### Activities:

- i) Participatory transaction
- ii) Classroom discussion

### **Unit 3: Teaching of Basic Language Skills**

**15 Hours  
25 Marks**

- (A) Listening and Speaking Skill
- Listening with comprehension in different situations (unfamiliar texts)
  - Stress and intonation in connected speech
  - Using dictionary for correct pronunciation and stress

#### **Activities:**

- i) Pronunciation drills
- ii) Listening and speaking activities - recitation, extempore speech, declamation, debate and discussion, short talks, story telling etc.
- iii) Assessment of listening and speaking skill

#### **(B) Reading Skill**

- Reading for comprehension of different types of texts
- Ways of reading; pre-reading and post reading activities
- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Skimming and scanning
- Using dictionary as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
- Supervising a reading skill at elementary level

#### **Activities:**

- i) Reading practice activities with different types of texts
- ii) Classroom observation and report presentation on reading at elementary level
- iii) Framing test items on reading passages

#### **(C) Writing Skill**

- Aspects of writing (content, fluency, coherence, accuracy)
- Stimulus for writing (verbal and visual)
- Different forms of writing -letters (application, complaint, permission, invitation etc) essays, messages, notices, telegram and poster.
- Guided and free composition
- Types of errors and error correction in writing

#### **Activities:**

- i) Preparation of visual stimulus for writing on selected topic(s)
- ii) Preparation of web charts as verbal stimulus for writing on selected topic
- iii) Identification of errors in written samples

### **Unit 4: Teaching of different types of Texts**

**7 Hours  
10 Marks**

#### **(A) Prose:**

- Objectives of teaching prose at elementary level
- Components of prose text

- Procedures of teaching prose texts

**(B) Poetry:**

Importance and objectives of teaching poetry at elementary level

Procedures of teaching poetry at elementary level

**Activities:**

- Identification of language teaching
- Recitation of poems

**Unit 5: Evaluation**

**7 hours**

**10 Marks**

- Multiple modes of evaluation in language learning
- Continuous and comprehensive evaluation at elementary level
- Competency based evaluation
- Correction of errors and mistakes in English language learning
- Using assessment as feedback
- Diagnostic testing in English language
- Setting of question paper

**Activities:**

- Organizing listening and speaking activities for assessment
- Framing test items on reading passages
- Analyzing errors in writing

**Unit 6: Lesson Plan**

**6 hours**

**10 marks**

- Lesson plan based on prose
- Lesson plan based on poetry
- Lesson plan based on grammar

**Suggested activities for internal assessment**

**25 marks**

(Minimum three activities are to be conducted)

- Preparation of test items for evaluation of any specific language skill (class VI to VIII)
- Preparation of teaching Aids for any lesson
- Preparation of observation report of a lesson in a class in any school
- Designing diagnostic test item on some specific sub skills
- Preparation of lesson (Prose, Poetry, Grammar) class VI to VIII)
- Any other activity as assigned by the teacher

**Suggested Readings**

1. Venkateswaran's (2005), Principles of teaching English, Vikash Publishing House Pvt. Ltd, New Delhi.
2. Baruah, T.C (2010), English Teacher's Handbook, Sterling Publishers Ltd, New Delhi.
3. Sharma, Praveen (2010), Teaching of English Language, Shilpra Publication, Delhi.
4. NCERT, (2005), National Curriculum Framework, 2005, NCERT: New Delhi.
5. NCERT, (2005), Position Paper National Focus Group on Teaching of English, NCERT, New Delhi.

# PEDAGOGY OF SCIENCE AT UPPER PRIMARY LEVEL

COURSE CODE -18

## RATIONALE AND AIM:

Children have a lot of information about local environment, its objects and phenomena. The prospective teachers have to link the learner's knowledge with their local environment through the discipline of science.

Innovation is the prime nature of science. The habit to innovate something can only be developed among children by adopting suitable approaches and methods of teaching science to help the learners acquire knowledge, understanding and power of application in day to day life to explore and use the environment for a better quality of life.

Professional expertise in application of better methods of teaching the subject can only be guided by using suitable methods of teaching and proper use of teaching-learning aids. Further, proper evaluation techniques can show the extent of teacher's success in teaching the contents of science.

This course for the D.El.Ed is framed on the pedagogy of teaching science. It will help the prospective teachers to know the nature of various disciplines of science, the issues involved and their implications in actual classroom teaching.

## OBJECTIVES OF TEACHING SCIENCE (at upper primary level):

On completion of the course, the student-teachers will be able to -

- (i) Explain the nature, importance and scope of science at upper primary level.
- (ii) Encourage students to revisit their own conceptual understanding of science.
- (iii) Help students formulate their own ideas and concepts in science.
- (iv) Select and use appropriate methods of teaching science.
- (v) Make science teaching learner centred.
- (vi) Plan suitable activities, select appropriate low/no cost resources (preferably local) and organize group activities in the classroom through implementable lesson plans.
- (vii) Promote scientific attitude and socio-ethical aspects of science
- (viii) Use suitable evaluation strategies to assess pupil's learning, diagnose their learning problems and devise remedial measures.

## COURSE OUTLINE:

**Total Marks - 100**  
**External - 75 Marks**  
**Internal - 25 Marks**  
**Time - 50 Hours**

### Unit 1: Understanding science and children's idea in science

**7 Hours**  
**12 Marks**

1. Nature of science - Definition, Need and scope
2. Objectives of teaching science at upper primary level.
3. Scientific attitude.
4. Competencies to be developed through teaching of science.

5. Childrens' idea in science - probing, documenting and analyzing in relation to science concept

**Unit 2: Revisiting school science concepts (in brief)**

**8 Hours  
12Marks**

1. The world of living, diversity, cell, life processes, heredity & evolution
2. Matter-nature, basic units of matter and their structure
3. Natural phenomena-force and motion, gravitation, magnetism and electricity. (brief idea)
4. Natural resources - air, water, soil and their conservation and sources of energy.

**Unit 3: Classroom Transaction**

**8 Hours  
12 Marks**

1. Lecture cum demonstration method.
2. Scientific method.
3. Activity method.
4. Problem solving method.
5. Process approach.

**Unit 4: Assessment**

**8 Hours  
11 Marks**

1. Formative Assessment
2. Summative Assessment
3. Continuous and Comprehensive Evaluation (CCE)
4. Constructing/Setting of questions and question paper- objective wise and question type wise.

**Unit 5: Use of Teaching-Learning Resources**

**7 Hours  
10 Marks**

1. Integrated science kit.
2. Audio-visual aids, secondary sources of information and useful local resources.
3. Multimedia package.
4. Community/Environmental resources.

**Unit 6: Innovative Experiences**

**7 Hours  
10 Marks**

1. Science Museum.
2. Science Exhibition.
3. Field Trips.
4. Namdapha Tiger project and D. Ering Wild Life Sanctuary.

**Unit 7: Science for all**

**5 Hours  
8 Marks**

1. Issues of -gender
  - Language
  - Culture
  - Equity in science class
2. Introduction to science and society interface.

**PRACTICAL WORK:****25 marks**

Practical work under Sl. No.-01 is compulsory for all student-teachers. They will also perform at least two experiments under Sl. No-02 and two activities under Sl. No- 03 below -

1. Preparation of three charts/ models on topic assigned.
2. List of experiments -
  - (i) To measure the boiling point of water and melting point of ice.
  - (ii) To measure water absorption capacity of different types of soil.
  - (iii) To dissect three flowers and show their parts. Also draw and label the diagrams of the flowers.
  - (iv) To show that insulators are bad conductor of electricity.
  - (v) To show that air is necessary for burning.
  - (vi) To show that opposite poles of magnets attract and similar poles repel each other.
  - (vii) To prepare a temporary mount of an onion peel.
  - (viii) To show that pressure is exerted by a liquid.
  - (ix) To show conductivity of electric current in distill water and salt solution.
  - (x) To show that sound is produced due to vibration of objects.
3. List of activities
  - (i) Collection of two specimens of algae and fungi each.
  - (ii) Collection of different types of Fibres - natural and artificial.
  - (iii) Collection of five articles on environmental issues/wild life from Newspapers/ Magazines/ other sources.
  - (iv) Make a list of Biodegradable and Non-Biodegradable materials from your homes/ locality. Store them in science classroom.
  - (v) Draw a graph showing growth in height of five young plants in relation to their age. (you may grow the seeds of same plants in pots on different dates)
  - (vi) Collection of different forms of carbon and labeling them.
  - (vii) Prepare a list of different types of fuels used by ten families in your locality. Classify them on a given criteria.
  - (viii) Identify the activities to show application of different types of forces.
  - (ix) Collect any exhausted dry cell and study its structure. Draw your observation and comment.

**REFERENCE:**

1. R.C Sharma, Modern Science teaching, Dhanpat Rai & Sons, New Delhi.
2. Dr. V.K Kohli, How to Teach Science, Vivek Publication Ambala City.
3. National Curriculum Framework 2005, NCERT, New Delhi.
4. Position Paper on Science education 2006, NCERT, New Delhi.
5. Syllabus for classes at Elementary Level Vol-I, 2005, NCERT, New Delhi.
6. Text Book of Science, Class VI-VIII (2008), NCERT, New Delhi.
7. School Science: New Delhi.
8. Dr. Prem Sunder, KSK Publication, New Delhi.
9. Okasha. S (2002), Philosophy of Science - A very short Introduction Oxford University Press, U.K.
10. Martin, D.J, (2009) Elementary Science Methods - A Constructivist Approach, Thomson Wadsworth Belmont CA, 5th Edition.
11. Harden, W and J. Elstgeest (1992) UNESCO, Source Book for Science in the primary school, NBT, New Delhi.

# PEDAGOGY OF MATHEMATICS AT UPPER PRIMARY LEVEL

**COURSE CODE-19**

## **RATIONALE AND AIM:**

The aim of mathematics at upper primary level is visualized as the vehicle to train the child to think, reason and articulate logically. The programme of teacher education should incorporate such activities which will enable the prospective teachers to develop competency for providing training to students for logical thinking.

At the primary level, children learn how to use mathematical knowledge systematically while interacting with the environment around them. At the same time children come across with symbolic aspects of mathematical knowledge and learn how to relate to concepts and procedures in mathematics. For further, development of mathematical knowledge, it is necessary that children become aware of key aspects of mathematics such as abstraction and generalization, mathematical ways of arguing, necessity for use of symbols. They need to learn mathematical ways of problem solving, relating to space, making sense of information.

This course attempts to provide deeper insight, develop skills and enhance sensitivity towards mathematical rigor by looking at fundamental domains of mathematics; Algebra, Geometry and Data handling.

## **SPECIFIC OBJECTIVES:**

On completion of the course the student-teacher will be able to -

1. Use variety of teaching aids for introducing and clarifying abstract concepts in mathematics among the children.
2. Develop appreciation for algebraic thinking and mathematical reasoning.
3. Deal with information and mathematical concepts in a statistical way by developing faculty of data handling, reading of graphs and schematic diagrams.
4. Develop understanding of geometrical concepts.
5. Devise and administer a variety of tools and techniques of evaluation to measure students learning, diagnose common errors and organize remedial measures.
6. Organize activities such as mathematical quiz, games, exhibition, club etc.

## **COURSE OUTLINE:**

**Maximum marks: 100**

**External marks: 75**

**Internal marks: 25**

**Time: 50 hours**

### **Unit 1: Teaching Aids in Mathematics**

**6 Hours**

**6 Marks**

- Meaning of teaching aids
- Role and importance of teaching aids
- Mathematics kit and other useful teaching aids - models, charts, geometry box, geo-board and abacus etc.
- Preparation of low cost/no cost teaching-learning materials from local resources

### **Unit 2: Number System**

**4Hours**

**4 Marks**

- Whole numbers, integers, rational and irrational numbers.
- Representation of real number on number line.



**Unit 3: Teaching of Algebra****9 Hours  
15 Marks**

- What is Algebra?
- Aims of teaching algebra.
- When and why we use variables?
- Forming and solving simple linear equations up to two variables algebraically and graphically.
- Nature of pair of straight lines-parallel, intersecting and coincident (using graph).
- Concept of square, square roots, exponents and radicals.
- Playing with commonly encountered sequences like square numbers, triangular numbers, powers of two, Fibonacci numbers.

**Unit 4: Practical Arithmetic****6 Hours  
10 Marks**

- Ratio and proportion.
- Percentage as a form of fractional number.
- Profit and Loss.
- Simple and compound interest.
- Discount.

**Unit 5: Geometric ways of looking at space and shape****6 Hours  
10 Marks**

Straight line, curved line, parallel lines and perpendicular lines.

- Circle: circumference and its area.
- Study of solids: cylinder, cone, sphere and hemisphere surface area and volume.
- Geometrical construction using geometric equipments-angle equal to given angle, bisector of angle, perpendicular bisector of a line segment and perpendicular from a given point to a given line, angles of measures  $30^\circ$ ,  $45^\circ$ ,  $60^\circ$ ,  $90^\circ$  etc using compass and as well as square and angles like  $40^\circ$ ,  $50^\circ$ ,  $65^\circ$ , etc. using protractor.
- Concept of congruency and similarity of two triangles.

**Unit 6: Handling of Data****7 Hours  
10 Marks**

- Collection, classification and interpretation of data.
- Presentation of data-tabular and graphical (Bar Diagram and Histogram)
- Mean, Median and Mode of ungrouped data.
- Time tabling including railway time table.

**Unit 7: Recreational Mathematics and Mathematical Reasoning****8 Hours  
12 Marks**

- Setting of a mathematics lab/resource room and mathematics club preferably with local materials.
- Process of generalization, pattern recognition and inductive reasoning, process that enables formation of Hypothesis.
- Structure of mathematics: Axioms, definitions and theorems.
- Problem solving in mathematics - Process and its application in real life situations, by engaging in an actual problem solving, solving puzzles, logic puzzles, exploring magic squares of order  $3 \times 3$  and  $4 \times 4$ .

**Unit 8: Evaluation****4 Hours  
8 Marks**

- Various kinds of test items.
- Criteria of a good test paper
- Construction of test paper
- Open ended questions
- Preparation of objective based questions
- Preparation of diagnostic test on various learning points and organizing remedial teaching.

**PRACTICAL WORK (INTERNAL)****25 marks**

Student-teachers are to perform any three of the following assignments/activities.

1. Preparation of at least five teaching aids on a given topic low cost/no cost locally available materials.
2. Preparations of different kinds of test items on a selected concept measuring knowledge, understanding, application and skill (5 items from each)
3. Preparation of a design and Blue Print for constructing an achievement test in mathematics for classes VI, VII or VIII.
4. Preparation of an achievement test-paper of 100 marks for duration of three hours along with marking scheme for any one of the classes at upper primary level.
5. Construction of a diagnostic test paper for class VI, VII, VIII(Mathematics) selecting a concept of your choice.
6. Identification of common errors committed by students by analysing their class notes while solving mathematical problems at elementary level and suggesting remedial measures. (for class VI, VII or VIII)
7. With the help of a double Bar graph, give comparative account of marks obtained by five students of upper primary stage in two successive summative examinations spread over a period of one complete academic year.
8. Collect at least two numbers of histograms/ bar graphs from any newspaper/ magazine/ other sources and interpret it.
9. Construct a model to prove the formula  $(a+b)^2 = a^2+2ab+b^2$
10. Prepare painted models of following solid objects
  - a. Sphere
  - b. Cone
  - c. Cylinder
  - d. Cube
  - e. Cuboid(Any low cost suitable materials may be used as available locally)

**REFERENCES:**

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# PEDAGOGY OF SOCIAL SCIENCE AT UPPER PRIMARY LEVEL

**COURSE CODE-20**

## **Rationale :**

Social Science is an important component of the school curriculum at the upper primary stage. The subject draws its content from the disciplines of History, Geography, Political Science and Economics and promotes among children a critical understanding of the society as a whole. It also helps in developing essential skills, attitudes and human values among them to adjust to an increasingly interdependent world.

The main aim of this course is to build the capacity of the future teachers in critically understanding the society and the social reality around them and also developing appropriate pedagogic skills among them for effective teaching and learning of the subject.

## **Specific objectives:**

On completion of the course, the student-teachers will be able to-

- i. know the nature, scope and importance of Social Science at the upper primary stage,
- ii. understand the different disciplines and concepts of Social Science with reference to time, space, power structure, institutions, process and relationship,
- iii. understand the objectives, various approaches and methods of teaching Social Science,
- iv. develop necessary skills of applying appropriate approaches and methods in teaching Social Science,
- v. develop the skills of using appropriate tools and techniques of evaluation,
- vi. identify and develop low cost teaching learning materials,
- vii. develop the ability of planning and carrying out effective class room transactions,
- viii. establish linkage between Social Science and the students' day to day life,
- ix. uphold and promote basic human and constitutional values in order to meet the challenges of life in an increasingly inter dependent world,
- x. realize the expected role as Social Science teachers at the upper primary stage.

## **Course Outline:**

**Theory (External): 75 Marks**  
**Practicum (Internal): 25 Marks**  
**Time: 50 Hours**

### **Unit- 1: Concept of Social Science**

**8 Hours**  
**15 Marks**

- Nature, Scope and Importance of Social Science
- Social Science and Social Studies
- Components of Social Science

### **Unit-2: Important Concepts of Social Science:**

**7 Hours**  
**10 Marks**

Understanding changes and continuity, interconnections, time perspectives and chronology, experiences, perspectives of marginalized groups and gender, in the Indian context through;

- (i) Society      (ii) Civilizations      (iii) State      (iv) Regions and      (v) Market.

(It is suggested that the NCERT Social Science Text Books of Classes VI, VII and VIII may be used for a detailed class room activity to know and understand important concepts of Social Science)

### **Unit-3: Classroom transactions and Evaluation:**

**20 Hours**

**30 Marks**

- I. Objectives of Teaching Social Science
- II. Approaches to Teaching Social Science
  - Interdisciplinary Approach
  - Integrated Approach
  - Participatory Approach
  - Constructivist Approach
- III. Methods of Teaching Social Science
  - Heuristic/ Discovery Method
  - Discussion Method
  - Project Method
  - Field Visit
  - Survey
  - Observation
- IV. Teaching Learning Materials
  - Importance and Types
  - Development of Low cost Teaching Learning Materials
  - Use of local/community Resources
- V. Evaluation
  - CCE
  - Scholastic & Co-scholastic Evaluation
  - Tools and Techniques of Evaluation
  - Setting of Questions

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

**15 Hours**

**20 Marks**

- I. Content Planning
  - Analysis of contents
  - Identification of concepts
  - Writing Behavioral Objectives
- II. Activity Planning
  - Selection of Activities
  - selection of Teaching Learning Materials
- III. Lesson Planning

### **Practicum (Internal Assessment):**

**25 Marks**

- (I) **Written assignments ( on any two current issues of the locality / society)**
- (II) **Practical Works( on any three of the following)**

**10 Marks**

**15 Marks**

- i. Preparation of the Physical Map of Arunachal Pradesh.
- ii. Preparation of a chart on any one lesson of Social Science.
- lii. Preparation of a diagram on a given concept of Social Science.
- iv. Preparation of a Scrap Book.
- v. Preparation of a model on Social Science for use as a teaching aid.
- vi. Preparation of a question Paper in Social Science.
- vii. Designing a participatory based students' activity for teaching Social Science
- viii. Planning a field trip and reporting.
- ix. Preparation of a poster on the theme of Social Science with appropriate slogan.
- x. Prepare an Observation Schedule with appropriate observation criteria for evaluating a project work.

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# **INFORMATION AND COMMUNICATION TECHNOLOGY(ICT) (PEDAGOGY ACROSS CURRICULUM)**

**COURSE CODE-22**

## **RATIONALE AND AIM:**

The purpose of this course is to engage student-teachers in focusing on the key issues of learning environment and selection of appropriate pedagogic approaches of information communication. To discover, invent and innovate is the fundamental nature of man which helps him to improve his conditions of living. New ideas and instruments based on the knowledge of modern science and technology are today continuously being designed and adopted to revolutionize all walks of human life. The process of education has also greatly benefited from such development in science and technology. The age-old traditional audio-visual aids have now been transformed into computer and internet. Similarly, today's teacher has greater knowledge and skills of ways and means of communicating with the learners. All these together now fall under the scope of "information and communication technology (ICT) which provides effectiveness and efficiency in the transmission of ideas and information during content transaction in the classroom.

Thus, ICT enables the student-teachers to make experiences live and functional and hence the need and importance of this course.

**Specific Objectives:** After study of this course , the student teachers will be able to-

- i. know the meaning , need and scope of ICT.
- ii. understand the relationship between teaching, learning and ICT
- iii. use different techniques of teaching using ICT
- iv. apply different modes of information transmission in teaching and learning process
- v. see ,prepare and use different types of audio-visual aids
- vi. understand various principles of effective communication
- vii. understand the role of assessment in the teaching-learning process.

## **COURSE OUTLINE**

**Maximum Marks-100**

**External-75**

**Internal-25**

**Time -50 Hours**

### **UNIT 1: Concept of Information and Communication Technology (ICT) 5- Hours**

1. Meaning need and scope of ICT in education. **6-Marks**
2. Difference between: technology of education and technology in education.

### **UNIT 2: Teaching and Learning: 8-Hours**

1. Concept of teaching and learning **14- Marks**
2. Relationship between teaching ,learning and ICT
3. Variables of teaching
4. Principles of teaching and learning
5. Cooperative learning in groups.

### **UNIT 3: Techniques of Teaching: 10-Hours**

1. Micro-teaching **18-Marks**
2. Programmed learning
3. Simulated teaching
4. Team teaching

5. Skills of teaching
  - (a) Skill of introducing the lesson
  - (b) Skill of probing questions
  - (c) Skill of stimulus variation
  - (d) Skill of promoting pupil's participation
  - (e) Integration of teaching skills

**UNIT 4: Informatics:**

**6-Hours**

1. Definition and need for informatics
2. Process and modes of information transmission.
3. Concept, role and types of conferencing in teaching-learning process.

**9-Marks**

**UNIT 5: Information and Communication Technology Resources:**

**6-Hours**

1. Audio aids.
2. Visuals aids.
3. Audio-visual aids.
4. Edger Dale's cone of experience

**8-Marks**

**UNIT 6: Communication:**

**7-Hours**

1. Concept of communication
2. Form of communication: Verbal and Non-verbal
3. Principles of effective communication

**10-Marks**

**UNIT 7: Role of Assessment in teaching and learning process:**

**8-Hours**

1. Distinguishing between, assessment of learning, assessment for learning, **10 Marks** assessment in learning and assessment as learning.
2. Modes of assessment: formal and informal.
3. Understanding of formative assessment and summative assessment.
4. Strategies for assessment:  
(Formative assessment as a continuous process, creating learning profile, error analysis)  
Summative assessment - designing a test

**PRACTICAL WORKS (INTERNAL ASSESSMENT)**

**25 Marks**

Student-teachers will perform any two of the following activities:

1. Preparation of audio programme for five minutes
2. Preparation of one teaching aid on any school subject/class of elementary level.
3. Preparation of audio-visual programme for five minutes(if facilities available).
4. Developing a computer programme on any topic related to primary school teaching.
5. Reporting of educational Radio/TV programme (in a mock situation)
6. Arrange a puppet show with self prepared puppets to convey selected concept/events from a lesson.
7. Collect three folk tales from the local community for children's motivation in the classroom. Put them on the DIET bulletin board.
8. Place one thematic picture before the students in the classroom of your lab-area school. Ask children to tell stories based on the picture's theme. Note the important points of children's imagination and make presentation in your class at DIET.
9. Ask five children to read fast and then slow, silently and then loudly, alone then in group. Now ask them to tell what they remember. Evaluate, how children remember better. Put your observations on DIET bulletin board.
10. Any one assignment designed by the teacher.

# PEDAGOGY OF WORK AND EDUCATION

**COURSE CODE: 23**

## **RATIONALE:**

A high culture of work is a globally accepted value of life since it is directly related to productivity creation of facilities, quality of life and standard of living. This is why linking education with different areas of work in life and productivity bears special importance. The NPE-86 and its programme of Action (POA)-1992 (MHRD, Govt. of India) emphasizes work experience (education) programmes aimed at building confidence and sufficient psychomotor skills among students to facilitate their smooth and effective entry into the world of work at a subsequent stage of life.

In light of the above, work experience has been recognized as an essential component at all stages of school education. Thus, it also finds an important place in pre-service teacher education to train the student - teachers to acquire competence in planning, organizing, implementing and evaluating the quality of work experience laid down for school children. It also stresses on participation of student teachers in work experience activities with positive attitude.

## **SPECIFIC OBJECTIVES:**

On completion of this course, the student-teachers will be able to:-

- i) Explain the need, concept and importance of work and education as integrated goal of life.
- ii) Relate work and education during teaching-learning process of all content areas of curriculum at school.
- iii) Identify the productive activities undertaken in the community.
- iv) Prepare a work schedule for school children as per their need, interest and capacity.
- v) Explain the process of planning and organizing work experience activities.
- vi) Design innovative methods/practices and materials to promote work culture among all learners in a barrier free environment.
- vii) Select, procure, store and use tools and materials for different types of productive work at school.
- viii) Evaluate different work experience activities in terms of process.

## **COURSE OUTLINE**

**TOTAL MARKS: 100**

**EXTERNAL: 60**

**INTERNAL: 40**

**TIME: 40 HOURS**

## **UNITS OF STUDY:**

**Unit 1: Need, Concept and Importance of Work Education.**

**10 Hours**

**15 Marks**

- Need of work in life
- Quality of work as important aspect of work process
- Relationship between work and life
- Selecting work as per need, interest and capacity
- Work culture, productivity, quality of life and standard of living
- Work, development and environmental concerns
- Work and dignity of labour in an inclusive society



**Unit 2: Sources for Planning and Executing Work****7 Hours****10 Marks**

- School
- Community
- Skilled workers
- Experts
- Organized and less organized sectors of work
- Work and demand of products

**Unit 3: Methodology of Teaching Work Education****8 Hours****12 Marks**

- Observation
- Demonstration and experimentation
- Participation in individual, group work at school, homes and community.
- Project work
- Integrated approach across curriculum
- Visits to work sites
- Interview with working personnel

**Unit 4: Planning and Execution of individual and group work.****8 Hours****12 Marks**

- At school (academic, hygiene, sanitation, physical environment, school and classroom management) at home and in the community.
- Preparing a work schedule for teachers and school learners.
- Designing innovative methods/practices and materials for work in daily life.
- Procuring, using and storing of tools and materials for effective work.
- Using community resources.

**Unit 5: Lesson Planning and Evaluation****7 Hours****11 Marks**

- Objectives of lesson in work education
- Plan of work for different classes, as per need, interest and capacity of children in an inclusive and barrier free environment
- Continuous and comprehensive evaluation of learner's spirit, actual participation and quality of work
- Tools and techniques of evaluation

**MODE OF TRANSACTION:**

- Discussion and dialogue
- Observation of work on site
- Interview with working personnel
- Participation in actual work
- Project work
- Demonstration, experimentation and innovation
- Working with variety of tools, materials, persons in different situations

**PRACTICUM:****25 Marks**

The student-teacher should conduct the following activities as directed -

1. The student-teachers should select any two of the following meaningful activities -
  - (i) Paper (waste) cutting, pasting and/or folding.
  - (ii) Drawing and painting
  - (iii) Model preparation on a selected topic of text
  - (iv) Preparation of charts/cards/envelopes etc
  - (v) Clay work
  - (vi) Institutional sanitation plan for a month and cleanliness drive
  - (vii) Plantation work
  - (viii) Repairing of institutional furniture
  - (ix) Social service and community work (at least two)
  - (x) Work with cane, bamboo, leaf or any other local material from nature
  - (xi) Work with any waste product
  - (xii) Any work suggested by concerned faculty member or as per interest of the student-teacher
  
2. The student-teacher may perform any one of the following -
  - (i) Interview with working personnel on any site and preparation of report. Present the report in classroom
  - (ii) Visit to a worksite and preparation of report on working conditions of people in office/ worksite. Present report in classroom
  - (iii) Demonstration of personal skills during work
  - (iv) Working a project with another worker/official
  - (v) Visiting a handicraft centre to list the types of products and their monthly sale. Present the report in classroom
  - (vi) Participating in any mass work and preparation and presenting a report in classroom
  - (vii) Preparation of an annual plan for cleanliness and plantation work at the institution/town
  - (viii) Writing 5-advertisements for promoting work culture and dignity of labour in the society
  - (ix) Visit to a local/lab area school to see the condition of sanitation and suggestions to improve it. Prepare report and submit to the school
  - (x) Collection of 5-newspaper articles on importance of work education. Prepare a common report on these and present in the classroom
  - (xi) Any other participatory work recommended by the concerned faculty member

#### **ESSENTIAL READINGS:**

1. Any standard text available in the DIET library
2. NPE-86 and its programme of action
3. Report of Kothari Commission (1964-66)

# EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

**COURSE CODE- 24**

## **RATIONALE :**

Early childhood Care and Education (ECCE) lays the foundation for the wholesome development of the child's personality and prepares the ground for the young children of 3 to 6 years for formal schooling at the primary level. A number of research findings indicate that ECCE ensures school readiness among young children and helps in improving retention and performance of the children at the primary stage.

Similarly, the materials and methodology adopted in ECCE are considered to be most appropriate in the initial grades of the primary education. ECCE therefore, occupies an important place in the Elementary Teacher education curriculum, where pupil teachers are made aware of the specific objectives, methodology, materials and the activities undertaken for developing cognitive, emotional and linguistic readiness among the children.

The main aim of this course is to build the capacity of the future teachers in understanding the linkage between the pre-primary and primary education and developing necessary proficiency among them to develop and use various play materials and apply suitable pedagogic skills in early primary (Class I & II) stage.

## **SPECIFIC OBJECTIVES:**

On completion of the course, the student-teachers will be able to;

- i. Know the nature, scope and importance of ECCE,
- ii. Understand the linkage between pre- primary and primary education,
- iii. Analyse the issues, concerns and objectives of ECCE,
- iv. Understand the socio- cultural context of childhood in the contemporary Indian Society with special reference to Arunachal Pradesh.
- v. Reflect on the thinking and contributions of selected thinkers in developing ECCE (Froebel, Montessori and Gandhiji)
- vi. Understand the various stages and domains of human development during early childhood stage,
- vii. Engage the children with special needs in inclusive education settings,
- viii. Develop necessary skills of applying appropriate methods and techniques for effective curriculum transaction,
- ix. Identify and develop low-cost and no-cost play materials for various activity based teaching learning situations,
- x. Make use of a variety of tools and techniques for pupil evaluation,
- xi. Understand the inter-relationship between health and nutrition and their impact on child's development,
- xii. Develop the skills of interacting with the parents and community for their co-operation in the education of the pre-school children.

## **Course Outline:**

**Total Marks-100**  
**Theory (External): 75 Marks**  
**Practicum (Internal): 25 Marks**  
**Time: 50 Hours**

**Unit- 1: Concept of Early Childhood Care and Education (ECCE)**

**6 Hours**  
**10 Marks**

- Nature , Scope and importance
- Linkage of ECCE with Primary Education
- Objectives of ECCE

#### **Unit-2: Child in Contemporary India:**

**6 Hours  
10 Marks**

- Child Population in India
- Influences of Family, Society and Media on child's growth and development in the context of Arunachal Pradesh.
- Needs and Rights of Children
- Contribution of Gandhi, Tagore, Froebel and Montessori in the development of ECCE

#### **Unit-3: The Developing Child:**

**6 Hours  
10 Marks**

- Development during Toddlerhood (1-3years)
- Development during Early Childhood (3-6years)(Physical development, Language development  
Cognitive development and Socio- emotional development)
- Children with special needs

#### **Unit-4: Curriculum Transaction in ECCE:**

**25 Hours  
35 Marks**

- I. Importance of play and activity based approach
- II. Use of Play Materials  
(Locally available low-cost and no-cost materials and making of age appropriate play materials)
- III. Types of Activities  
(Free and guided activities, outdoor and indoor activities, individual and group activities, active and quiet activities)
- IV. Conducting Activities for development of;
  - Gross and Fine motor skills
  - Language skills (Listening, Speaking, reading readiness and writing readiness)
  - Cognitive skills (observation, concept formation, memory, classification, serialization and number readiness)
  - Socio- emotional and expressional skills (music and movement, art and craft, role play and dramatization)
- V. Evaluating child's progress
  - Continuous and Comprehensive Evaluation
  - Formal vs. informal assessment
  - Use of appropriate evaluation tools and techniques  
(Observation, check list, rating scale and anecdotal records)
  - Communicating children's' progress to parents

#### **Unit-5: Health and Nutrition:**

**7 Hours  
10 marks**

- Common childhood health problems
- Maintaining personal hygiene( care of skin, eyes, ear, nose, teeth, hands and nails)
- Developing healthy habits(eating, sleeping, good postures, recreation and toilet habits)
- Nutritional need in early childhood and balanced diet

- Prevention and treatment of common early childhood ailments
- Practicum (Internal Assessment):** **25 marks**

Student-teachers will perform the activities from Sl. No. 1 and 2 each as given below-

**(I) Written assignments ( on any two activities of ECCE)** **10 marks**

**(II) Practical Works( on any three of the following)** **15 marks**

- i. Preparation of cards for classification .
- ii. Preparation of a conversation chart.
- iii. Preparation of flash cards for sequential thinking.
- iv. Preparation of a low cost play material with locally available resources.
- v. Visit to an ECCE centre and prepare a report of its functioning.
- vii. Designing a participatory based students' activity that foster cognitive development .
- viii. Conducting an interview session with parents on matters relating to development of healthy habits of the children and prepare a report thereof.
- ix. Preparation of a poster on environmental issues in the context of child development with an appropriate slogan.
- x. Preparation of an observation schedule with appropriate criteria for evaluating children in an ECCE class room in your locality/ village.
- xi. Develop a thematic story on maintaining personal hygiene.
- xii. Designing an innovative game for development of fine motor skills.

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# POPULATION EDUCATION

**COURSE CODE-25**

## **RATIONALE :**

Population Education as an educational innovation emerged in response to various population and development related problems and issues that we face today in different situations. At present, it has been widely accepted as an effective curricular strategy in influencing the attitude and behavior of the students at a young age.

At the elementary level, as the students are at their formative years, a teacher can play a meaningful role in exposing the students to various population and development related problems and issues that they face in their real life situation and enable them to change their attitude and behaviour in the right direction to attain and maintain a better quality of life.

The main aim of this course is to build the capacity of the future teachers in critically understanding the various content areas of Population Education and also developing appropriate pedagogic skills among them for effective teaching and learning of the contents.

## **SPECIFIC OBJECTIVES:**

On completion of the course, the student-teachers will be able to;

- i. Know the concept, need and importance of Population Education
- ii. Explain various content areas of Population Education,
- iii. Identify Population Education related contents as have been integrated in different subject areas at the elementary level
- iv. Develop adequate understanding of the critical interrelationship between various Population and Development issues,
- v. Appreciate the need for population stabilization for sustainable human development,
- vi. Understand the objectives, main approaches and appropriate methodology of transacting Population Education contents at the elementary level,
- vii. Develop necessary skills of applying appropriate approaches and methods in transacting the contents of Population Education,
- viii. Use appropriate tools and techniques of evaluation while conducting both curricular and co-curricular activities in population Education
- ix. Establish the linkage between Population Education and the students' day to day life,
- x. Realize the expected role of teachers and other agencies in implementing Population Education programme in schools.

## **Course Outline:**

**Total Marks-100**

**Theory (External): 75 Marks**

**Practicum (Internal): 25 Marks**

**Time: 50 Hours**

## **UNITS OF STUDY**

### **Unit- 1: Concept of Population Education**

**05 Hours**

**07Marks**

- Concept, Need and Importance of Population Education
- Reconceptualised Framework of Population Education, ICPD POA-1994
- National Population Policy of India-2000

**Unit-2: Major Themes of Population Education:****20 Hours****30 Marks**

- (I) Population and Sustainable Development**
  - Population Situation of India and Arunachal Pradesh
  - Sustainable Development
- (II) Gender Equality and Equity**
  - Definition
  - ways and means to achieve gender equality and equity
- (III) Adolescence Education**
  - Process of Growing up, HIV/AIDS & Substance Abuse
  - Need for Life Skill development in Adolescence Education
- (IV) Family-Socio-cultural factors and Quality of life**
  - Definition and functions of family
  - Responsible parenthood
  - Family size and quality of life
- (V) Health and Education: Key determinants of Population change**
  - Definition and dimensions of health
  - Sign and symptoms of health
  - Role of education for population change
- (VI) Population Distribution: Urbanization and Migration**
  - meaning of urbanization and its consequences
  - meaning , types , causes and consequences of migration

**Unit-3: Transactional Strategies:****20 Hours****30 Marks**

- (I) Objectives of Population Education**
- (II) Main Approaches**
  - Curricular Approach
  - Co-curricular Approach
  - Need based Approach
  - Integration Approach
  - Participatory Approach
  - Age appropriate and Context specific Approach
- (III) Methodology:**
  - Discussion Method
  - Inquiry Method
  - Project Method
  - Case study
  - Role Play
  - Field Visits
  - Survey
  - Quiz
- (IV) Evaluation Strategy:**
  - Scholastic & Co-scholastic Evaluation
  - Use of appropriate Tools and Techniques of Evaluation

**Unit-4: Co-curricular Activities in Population Education:****05 Hours****08 Marks**

- Need for Co-curricular Activities in Population Education
- School and community based Activities

- Observance of important days related to Population Education
- National Population Education Project (NPEP) Activities in Schools

**Practicum (Internal Assessment):**

**25 marks**

Student-teachers will perform the following activities as per the choices given below-

- (I) **Written assignments ( on any two local Themes/issues of Population Education)** **10 Marks**
- (II) **Practical Works( on any three of the following)** **15 marks**
- Prepare a scrap book on any specific theme of Population Education .
  - Prepare a model on the theme of Population Education for use as a teaching aid.
  - Prepare a poster on the theme of Population Education with appropriate slogan.
  - Design a role play activity on a situation related to the theme of Population Education.
  - Organize a quiz competition on any six content areas of Population Education.
  - Prepare a wall bulletin by collecting News paper cuttings on any theme of Population Education.
  - Conduct a survey to find out the socio- economic and political status of women in your village/ locality.
  - Conduct a case study on tobacco abuse among the adolescents of your locality.
  - Prepare an observation schedule with appropriate observation criteria for evaluating a project work on Population Education
  - Prepare a power point presentation on any one theme of Population Education

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## **SCHOOL EXPERIENCE PROGRAMME AND INTERNSHIP**

**COURSE CODE-6 / 12 / 21 / 26**

MAX MARKS -400

1st Semester - 100

2nd semester - 100

3rd semester - 100

4th semester - 100

### **RATIONALE AND AIM:**

The purpose behind this programme is to provide the interns (students) the opportunity of gaining a meaningful experience as a practitioner of teaching-learning process. This programme should be organized in the spirit of partnership between the school and DIETs. The intern must act as a regular teacher and be immersed in all the aspects of the school functioning. They may try to be more creative in their role as a practitioner. It could be done with the necessary physical space as well as pedagogical freedom to innovate various elements of teaching - learning process and school management.

It will be largely field based programme covering all pedagogical areas of four semesters enabling the intern experience the real problems what he/she has to face in the school and community as a teacher. The intern will have to integrate his/her knowledge base, understanding of the children and teaching learning process in order to achieve the aims of internship and become a reflective practitioner. He/she has to develop theoretical pedagogical considerations, the strategies and skills for teaching the learners.

The Programme of School Experience and Internship is spread over a period of two years of the course with specific objectives to be achieved during the different semesters. In the first two semesters, it will be emphasized to get the intern introduced to the school, its environment, understanding of children and teaching learning process while in the last two semesters he/she will function as regular teacher but with the institutional (DIET) support in the form of guidance and dialogue and supervision of faculty members of DIET and the school.

### **SPECIFIC OBJECTIVES:**

After completion of the School Experience Programme and internship, the student teacher will be able to:-

1. observe children and teaching learning process systematically.
2. learn to relate and communicate with children.
3. evaluate school text book and other resource materials critically in the context of childrens' development.
4. develop a repertory of resources that can be used later in her/his teaching - text books, children's literatures, games, activities and excursion etc.
5. reflect critically by visiting a learning centre.
6. experience the school in totality: activities and classroom teaching (interaction with parents etc.)
7. assume the role of a regular teacher with appropriate planning considering the diverse need of the students and the contexts that his impact on teaching learning process.
8. be innovative within the existing limitations.
9. learn meaningful classroom activities.
10. reflect on his/her own school experiences and also keep records of them.
11. learn to evaluate all the aspects on children's learning instead of focussing only on achievement.

This programme also includes the intern's visits to innovative pedagogy and learning centres if possible, undertaking action research; developing and maintaining resources in the internship schools. Such schools should be arranged for interns to teach ten days during first three semesters and twenty days during the fourth semester. During these ten days (first, second and third semester), the intern will practice presentation of lessons in each pedagogical course of the concerned semester under the support and guidance of DIET faculty and co-supervisors from school faculty. Similarly, during fourth semester, first 10- days should be devoted by the intern for practice of lesson transaction of first three semesters. Further , next five days should be used by him/ her for practice of lessons in pedagogic courses of fourth semester and the last five days should be used for presenting lessons for evaluation and feedback by the DIET faculty in presence of co-supervisors from the school as a matter of preparation for external final teaching examination.

The practice teaching during such programmes would include a minimum of 5-Lesson Plans in all the 10 Pedagogical courses. The lesson planning would include critical engagement of content from multiple resources like - school text books, supplementary books and practical educational activities. Thus, lesson plan should be prepared considering -

- (a) knowledge base and understanding of students
- (b) the process of knowledge construction and meaning-making (conceptual clarity) in the class room
- (c) assessment students' learning to improve pedagogic practice for enhancing learning

Supervisory support in general by the school and specially from DIET faculty is a must for the interns who will develop Lesson plans by sketching and designing appropriate activities. Maintaining of records of these plans as well as daily reflective references is necessary for the interns who will reflect on her/his practice by drawing linkage between pedagogy and theory courses.

Practice teaching will be undertaken in all the four semester as per scheme given below:

| Semester                 | Area of Teaching   | Nos. of Lessons | Marks | Remarks   |
|--------------------------|--|-----------------|-------|---|
| 1 <sup>st</sup> Semester | 1.Pedagogy of English & Early Literacy at Primary Level                                | 5               | 25    | 1.All lesson presentation by the student-teachers should be observed by the DIET lecturers and the Co-Supervisors from the School.  |
|                          | 2.Pedagogy of Environmental Studies.   | 5               | 25    |   |
|                          | 3.Pedagogy of Mathematics at Primary Level   | 5               | 25    |   |
|                          | 4.Understanding of the school environment, learners and the teaching-learning process. | —               | 25    | 2.An overall evaluation of the student -teacher's regularity, interest, inter -action and initiative to understand the school environment,learners and teaching-learning process etc may be made. |
|                          | Total  | --              | 100   | --  |

|          |  |                                       |  |  |
|----------|--|---------------------------------------|--|--|
| Semester | 1.Hindi Bhasha Shikshan-Prathmik Star.<br>2.Pedagogy of Children's Health, School health and Education<br>4.Micro-teaching<br>3.Understanding of the school environment, learners and the teaching-learning process.   | 5<br>5<br>5<br>—                      | 25<br>25<br>25<br>25                         | -Do-   |
|          | Total  | --                                    | 100  | --   |
| semester | <b>1.OPTIONAL PEDAGOGY COURSES ( ANY TWO)</b><br>I.Hindi Bhasha Shikshan-Uchcha Prathmik Star.<br>II. Pedagogy of English at Upper primary Level<br>III. Pedagogy of Science at upper primary Level<br>IV.Pedagogy of Mathematics at Upper Primary Level<br>V.Pedagogy of Social Science at Upper primary Level<br>2.Pedagogy of Creative Drama , Fine Arts and Education.<br>3.Functioning as Class Teacher , Organizing Games/Sports/Cultural/Literary activities and PTA/MTA meet, Social Service, Plantation and preparation/ maintenance of school records and registers etc (any five) | 5<br>5<br>5<br>5<br>5<br>5<br>5<br>-- | 25<br>25<br>25<br>25<br>25<br>25<br>25<br>25 | 1.All lesson presentation by the student-teachers should be observed by the DIET lecturers and the Co-Supervisors from the School.<br><br>2.An overall evaluation of the student -teacher's regularity, interest, inter -action and initiative to conduct the activities may be made |
|          | Total  | --                                    | 100  |  |
| Semester | 1. Pedagogy of Work and Education<br>2. Activities of Early Childhood Care and Education<br>3. Micro Teaching.<br>4. Functioning as Class Teacher , Organizing Games/Sports/ Cultural/Literary activities and PTA/ MTA meet, Social Service, Plantation and preparation/ maintenance of school records and registers etc (any five).   | 5<br>5<br>--<br>--                    | 25<br>25<br>25<br>25                         | -Do-   |
|          | Total  |                                       | 100  |  |

## EXTERNAL FINAL TEACHING

COURSE CODE-27

### RATIONALE :

As per the course design of the PSTE (D.El.Ed) curriculum, the student-teachers are required to participate in the School Experience programme and internship which ,along with other activities also includes practice and presentation of lesson plans in the 9- pedagogical areas of the curriculum. While all the presentations of lesson plans shall be evaluated internally by the DIET faculty concerned, it is appropriate that some of the content subjects like Pedagogy of Hindi/English/EVS/Mathematics/Science/Social Science etc at both primary and upper primary level be evaluated by the centrally deputed external examiners to assess their performing ability in the actual classroom situation and award the scores accordingly.

**SPECIFIC OBJECTIVES :-**During participation in external final teaching, the student -teachers shall be able to-

- prepare standard lesson plans in different pedagogical areas for presentation.
- transact the final lesson plans in different subject with most suitable teaching aids
- submit the 5-lesson plans (total 45-lesson plans) per course already prepared and presented during the semesterwise School Experience Programme.

### COURSE OUTLINE:

**Total Marks-200  
(External only)**

### GUIDELINES FOR EVALUATION IN FINAL TEACHING:

Following guidelines may be taken into consideration by the external examiners during observation and evaluation of final lesson plans and the actual classroom presentation by the student teachers in the subject for evaluation.

- External examination in Final Teaching should be conducted in five school subject, for a maximum marks of 40 in each subject.
- Two subjects of the upper primary classes (selected by the candidates out of the optional subjects of third semester) and any three subjects of primary classes may be examined by the external examiner.
- The proforma for evaluation of each student's work in each subject/course shall be as below:

| Sl. No | Name of student | Classes taught | Subjects taught | Previous plan all semesters submitted | Introduction | Presentation | Questioning & activities | Teaching aids & black board work | Class management | Recapitulation & Home assignment | Total (40) |
|--------|-----------------|----------------|-----------------|---------------------------------------|--------------|--------------|--------------------------|----------------------------------|------------------|----------------------------------|------------|
|        |                 |                |                 | 5 marks                               | 5 marks      | 8 marks      | 5 marks                  | 7 marks                          | 5 marks          | 5 marks                          |            |
| 1.     |                 |                |                 |                                       |              |              |                          |                                  |                  |                                  |            |
| 2.     |                 |                |                 |                                       |              |              |                          |                                  |                  |                                  |            |
| 3.     |                 |                |                 |                                       |              |              |                          |                                  |                  |                                  |            |
| 4.     |                 |                |                 |                                       |              |              |                          |                                  |                  |                                  |            |
| .      |                 |                |                 |                                       |              |              |                          |                                  |                  |                                  |            |
| .      |                 |                |                 |                                       |              |              |                          |                                  |                  |                                  |            |

4. Final consolidated mark statement sheet for each student in each subject should be prepared and submitted immediately to the "Principal, State Institute of Education/SCERT, Gohpur Tinali PO.-Vidya Vihar, Itanagar-791113 (A.P) after the completion of the examination in the proforma given below by registered Post or special messenger.

**FOURTH SEMESTER D.EL.ED FINAL TEACHING EXAMINATION,  
..... (month) '20.... ....th BATCH (20.....--20.....)**

Name of DIET: DIET .....

Date of examination: .....

Date of submission of mark statement: .....

Where examination conducted: .....

| Name of Pupil | Pedagogy of .....at Prim level (M.M-40) | Pedagogy of .....at Prim level (M.M-40) | Pedagogy of .....at Prim level (M.M-40) | Pedagogy of .....at Upper Prim level (M.M-40) | Pedagogy of .....at Upper Prim level (M.M-40) | Total marks (200) | Remarks |
|---------------|---|---|---|---|---|-------------------|---------|
|               | Marks obtained                          | Marks obtained                          | Marks obtained                          | Marks obtained                                | Marks obtained                                | Marks obtained    |         |
|               |   |   |   |   |   |                   |         |
|               |   |   |   |   |   |                   |         |
|               |   |   |   |   |   |                   |         |

5. Other guidelines for external Final Teaching examination shall remain as earlier circulated to DIETs or as ammended by the competent authority from time to time.

Name & Signature of  
Internal examiner

Name & signature of  
External examiner

Name

Signature

1.

2.

3.

**LIST OF RESOURCE PERSONS OF THE WORKSHOP FOR RENEWAL, REVISION  
AND UPDATIN OF CURRICULUM FOR D.El. Ed. COURSE OF DIETs OF ARUNACHAL  
PRADESH (19 to 23.03.2012)**

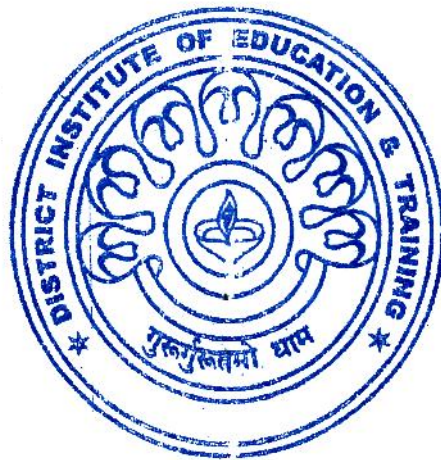
1. Shri B.P. Sinha, Principal, i/c, SIE/SCERT, Itanagar, SIE, Itanagar, **Course Director & Editor.**

**RESOURCE PERSONS**

- |   |                      |
|---|----------------------|
| 1. Shri Monya Nyori, DDSE(P),           | O/o : DSE, Itanagar. |
| 2. Shri Moto Nyori, DDSE (E),           | O/o : DSE, Itanagar. |
| 3. Shri K. K. Pandey, Coordinator(RMSA) | O/o : DSE, Itanagar. |
| 4. Shri G.C. Baral, S/S,                | O/o : SIE, Itanagar. |
| 5. Shri S.S.S. Thakur, S/S,             | O/o : SIE, Itanagar. |
| 6. Shri J. P. Sharma, S/S,              | O/o : SIE, Itanagar. |
| 7. Dr. Nand Lal, S/S                    | O/o : SIE, Itanagar. |
| 8. Shri V. R. Sharma, S/S               | O/o : SIE, Itanagar. |
| 9. Shri N. K. Chaurasia, Lect.          | O/o : SIE, Itanagar. |
| 10. Shri P.K. Chakraborty, Principal,   | DIET, Seppa.         |
| 11. Mrs. Veena Arora, Sr. Lecturer,     | DIET, Changlang.     |
| 12. Shri S. Pradhan, Sr. Lecturer,      | DIET, Changlang.     |
| 13. Shri B. Bhattacharya, Lecturer,     | DIET, Roing.         |
| 14. Shri Biren Dutta, Lecturer,         | DIET, Pasighat.      |
| 15. Shri S.P. Singh, Lecturer,          | DIET, Naharlagun.    |
| 16. Shri V Singh, Lecturer,             | DIET, Naharlagun.    |
| 17. Shri V.K. Karan, Lecturer,          | DIET, Changlang.     |
| 18. Shri Sadanand, Lecturer,            | DIET, Seppa.         |
| 19. Shri Rajkumar Sah, Lecturere        | DIET, Pasighat.      |
| 20. Shri B. N. Tiwari, Lecturer         | DIET, Roing.         |
| 21. Dr. U.C. Ishwar, Lecturer,          | DIET, Daporijo       |
| 22. Shri M. P. Rana, Lecturer,          | DIET, Dirang.        |
| 23. Shri J. K. Katiyar, Lecturer,       | DIET, Roing.         |
| 24. Shri Radhey Shyam, Lecturer,        | DIET, Kupa.          |
| 25. Shri Shambhu Singh, Lecturer        | DRC, Kamki.          |
| 26. Shri R. S. Bist, Lecturer           | DRC, Yachuli.        |
| 27. Shri P. K. Pandey, S/T,             | GHSS, Changlang.     |
| 28. Shri R. K. Roy, S/T                 | GHSS, Changlang.     |
| 29. Mrs. Neelam Singh, S/T              | GHSS, Itanagar.      |
| 30. Shri Kalyan Singh, S/T              | GHSS, Doimukh.       |
| 31. Shri Akin Pertin, S/T               | GHSS, Naharlagun.    |
| 32. Nang Ekthani Mounklang, S/T         | GHSS, Naharlagun.    |
| 33. Mrs. Gopa Bhattacharya, M/T         | GHSS, Doimukh.       |

# **PRE SERVICE TEACHER EDUCATION (PSTE)**

## **CURRICULUM FOR DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed) COURSE OF DIETs OF ARUNACHAL PRADESH**



**DIRECTORATE OF SCHOOL EDUCATION  
GOVERNMENT OF ARUNACHAL PRADESH  
ITANAGAR - 791111**

This curriculum and syllabi for two year Diploma in Elementary Education (D.El.Ed) course offered by DIETs of Arunachal Pradesh has been developed by the State Institute of Education (under the Directorate of School Education), Itanagar, Arunachal Pradesh vide NCTE, New Delhi letter vide D.O No. 76-2/2010/NCTE/Acad./D/A-28773 dated 13/12/2010 and F. No. 76-2/2010/NCTE/Acad./D.El.Ed/A-29781 dated 10/01/2011, for improvement in quality of elementary education.

BASED ON RE-ENVISIONED TWO-YEAR  
ELEMENTARY TEACHER EDUCATION PROGRAMME  
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