



PROGRAMME GUIDE

PRIMARY TEACHER TRAINING (PTT) COURSE

DELHI WOMEN COLLEGE

87-A, Nirman Vihar, Gurunanak Pura Shakarpur,

Laxmi Nagar, Delhi-110092

Website : <http://delhiwomenpolytechnic.com/>

DELHI WOMEN COLLEGE

Programme Overview :-

Delhi Women College has a wide range of teacher training programmes as also the liberal education based disciplines to quench the thirst of the would be teachers & to satisfy the urge of those who pursue education based liberal programmes. One such teacher training programme is PTT (Primary teacher training).

The children after completing the two years nursery schooling during their 4th & 5th years of age wish to join the 1st year primary class. Many children after completing their 1st five years of age at home would be admitted in a primary school. The children during this stage of Primary schooling develop many distinctive physical & mental attributes which require proper nurturing. School plays a significant role in harnessing the child's mental & physical faculties in the primary classes.

During these five years they become curious to know the world around them. They come across many new terms & concepts. They start developing a sense of appreciation for a number of phenomena that get added to their repertoire. Their thinking process also gets activated. They start showing areas of their interest. Because of these formative years, it becomes necessary to cultivate their mental & physical skills in the right perspective. Primary schools, therefore, require properly trained teachers who can nourish the all round development of the children.

Keeping these things in mind, Arunachal university of Studies has developed the need based curricula, comprising of Primary school teachers for training of primary school teachers. Career Prospects :-

The main aim of this course is to train teachers for the primary classes. However, depending upon the attitudes & aptitude of the person trained through this course, the following avenues will also be available to them:

- Setting up & running of primary schools.
- Working as councilors
- Opening tuition/coaching centre.
- Working as remedial teachers.
- Promoting support –services to UEE agencies.
- Taking up jobs in foreign countries as teachers.

1. Title of the Programme : Advance Diploma in Primary Teacher Training
2. Minimum Duration of the Programme : 1 Years {2 Semesters}
3. Maximum Duration of the Programme : 3 Years
4. Whether Listed in Section (22) of UGC Act : Yes
5. Level of the Programme : UG-II
6. Eligibility : 10+2 or eq.
7. Optional Early Exit Certification : Not Applicable
8. Credit Transfer : Not Applicable
9. Skill Based Credit Transfer : Not Applicable
10. Lateral Entry : Not Applicable

11. Programme Contents :-

First Year					
S. No.	Name of Subject				
		Credits	Internal Marks	External Marks	Total Marks
	Liberal Art				
1	Foundation course in Hindi				
2	Foundation Course in English				
3	Foundation Course in Information Technology				
4	Foundation Course in Entrepreneurship & Management				
	Core				
5	Child Development				
6	Health and Physical Education				
7	Teaching of Hindi				
8	Teaching of Environmental Studies				
9	Educational Technology				
10	Philosophical Perspectives of Education				
	Practical				
11	Study through ICT technology				
12	Performing Art (Practical)				
13	Visual Arts and Craft Work (Practical)				

Second Year					
S. No.	Name of Subject				
		Credits	Internal Marks	External Marks	Total Marks
	Liberal Art				
1	Foundation Course in Science And Life				
2	Foundation Course In Indian History And Culture				
3	Foundation Course in Indian Literature				
4	Governance And Citizenship				
	Core				
5	School Organization and Administration				
6	Methods of Teaching				
7	Educational Evaluation				
8	Teaching of English				
9	Programme Planning For Primary Classes				
10	Teaching of Mathematics				
11	Population Education				
	Practical				
12	Study through ICT Technology				
13	Communication Skills (Practical)				

14	Creative Art (Practical)				
15	Visual Arts and Craft Work (Practical)				
16	School Experience Programme				

Total No. of Credits of Programme: -

12. Detailed syllabus: -

First Year

First Year					
S. No.	Name of Subject	Credits	Internal Marks	External Marks	Total Marks
	Liberal Art				
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2	Foundation Course in English				
3	Foundation Course in Information Technology				
4	Foundation Course in Entrepreneurship & Management				
	Core				
5	Child Development				
6	Health and Physical Education				
7	Teaching of Hindi				
8	Teaching of Environmental Studies				
9	Educational Technology				
10	Philosophical Perspectives of Education				
	Practical				
11	Study through ICT technology				
12	Performing Art (Practical)				
13	Visual Arts and Craft Work (Practical)				

Subject Name: Foundation Course in English

Objectives:-

- To enrich the vocabulary which would help the ETE trainees to use appropriate language accordingly.
- To make the students speak fluently with confidence.
- To develop the skills of presentation of the views.
- To develop the habit of intonation, correct pronunciation with phonetics.
- To develop the understanding of creative writing including expressing their views about any topic.

Course Content:-

Unit 1: Vocabulary

- 1.1 Prefix and Suffix
- 1.2 Synonyms
- 1.3 Antonyms

Unit 2: Kinds of nouns

- 2.1 Common Nouns
- 2.2 Proper Nouns
- 2.3 Collective Nouns
- 2.4 Abstract Nouns

Unit 3: Numbers & Genders

- 3.1 Singular and Plurals
- 3.2 Masculine and Feminine Genders

Unit 4: Verbs & Adverbs

- 4.1 Transitive and Intransitive Verbs

Unit 5: Adjectives and Comparisons

Unit 6: Tenses

- 6.1 Present Tense
- 6.2 Past Tense
- 6.3 Future Tense

Unit 7: Types of Sentences

- 7.1 Declarative
- 7.2 Interrogative
- 7.3 Imperative
- 7.4 Exclamatory
- 7.5 Negative

Unit 8: Conjunctions

Unit 9: Direct & Indirect Speech

Unit 10: Creative Writing

- 10.1 Paragraph and story Writing
- 10.2 Story Telling
- 10.3 Extrapolation

Unit 11: Poems / Prose

Three Poems and three prose lessons with brief biographies of the authors of different periods. 11.1 Expressions

- 11.2 Factual / Descriptive Passages

11.3 Intonation

Unit 12: Dramatization

12.1 Dialogue Delivery

12.2 Acting Skills

12.3 Two Plays

Practical Activities:

Collection, Themes, Summaries of the following:

- Story writer and their stories(3)
- Poets and their poems(3)
- One act Plays and their authors(2)

References:

- Chastin, K.: The Development of Modern Languages Skills – Theory to Practice, Chicago: Rand Me Neily(1971).
- Doff, A.: Teach English , London: CUP(1985)
- Johnson, K.: Communicative Syllabus Design and Methodology, Oxford, Pergamon Press.(1983)
- Morgan & Rinvolucari : New Ways of Dictation, London: Longman.(1991)
- Spratt., M.: English for the Teachers, London: CUP(1995)
- Sterne, SS: Fundamental Concepts in language Teaching. New York: Longman

Foundation Course in Information Technology

Objectives :

The Pupil teacher will be able to-

- Establish the need & significance of Information Technology
- Identify the parts inside the system unit
- Explain how to work on spreadsheet word processor
- Describe Communication via internet
- Make Power point presentations
- Identify and describe common output devices

Course Content :

Unit 1: Introduction to computer

- 1.1 Need & Significance of Information Technology
- 1.2 What is computer?
- 1.3 Characteristics of Computers
- 1.4 Basic Applications of Computer
- 1.5 Components of Computer System
 - (i) Central Processing Unit(CPU)
 - (ii) VDU, Keyboard and Mouse
 - (iii) Other input/output Devices
 - (iv) Computer Memory
 - (v) Concepts of Hardware and Software
- 1.6Classifications of computers

- 1.7 Representation of data/Information concepts of data processing
 - (i) Definition of Information and data
 - (ii) Basic data types
 - (iii) Storage of data/Information as files

Unit 2: Introduction to Windows

- 2.1 What is an operating system and basics of Windows
- 2.2 The User Interface
 - (i) Using Mouse and Moving Icons on the screen
 - (ii) The My Computer Icon
 - (iii) The Recycle Bin
 - (iv) Status Bar, Start and Menu & Menu selection
 - (v) Running an Application
 - (vi) Windows Explorer Viewing of File, Folders and Directories
 - (vii) Creating and Renaming of files and folders
 - (viii) Opening and closing of different Windows
- 2.3 Windows Setting
 - (i) Control Panels
 - (ii) Wall paper and Screen Savers
 - (iii) Setting the date and Sound
 - (iv) Concept of menu Using
- Help 2.4 Advanced Windows
 - (i) Using right Button of the Mouse
 - (ii) Creating Short cuts
 - (iii) Basics of Window Setup
 - (iv) Notepad
 - (v) Window Accessories

Unit 3: Elements of Word Processing

- 3.1 Word Processing Basic
 - (i) An Introduction to Word Processing
 - (ii) Opening Word Processing Package
 - (iii) The Menu Bar
 - (iv) Using the Help
 - (v) Using the Icons below menu bar
- 3.2 Opening Documents and Closing documents
 - (i) Opening Documents
 - (ii) Save and Save AS
 - (iii) Page Setup
 - (iv) Printing of Documents
 - (v) Display/Hiding of Paragraph Marks and Inter Word
- Space 3.3 Moving Around in a Document
 - (i) Scrolling the Document
 - (ii) Scrolling by line/paragraph
 - (iii) Fast Scrolling and Moving Pages
 - (iv) Using a Document/Help Wizard
- 3.4 Text Creation and Manipulation
 - (i) Paragraph and Tab Setting
 - (ii) Text Selection
 - (iii) Cut, copy and paste
 - (iv) Font and Size selection

- (v) Bold ,Italic and Underline
- (vi) Alignment of Text: Center, Left, right and Justify
- 3.5 Formatting the Text
 - (i) Changing font, Size and Color
 - (ii) Paragraph indenting
 - (iii) Bullets and Numbering
 - (iv) Use of Tab and Tab setting
 - (v) Changing case
- 3.6 Handling Multiple Documents
 - (i) Opening and closing of Multiple documents
 - (ii) Cut, Copy and Paste across the documents
 - (iii) Saving of Clip boards
- 3.7 Table Manipulation
 - (i) Concept of table: Rows Columns and Cells
 - (ii) Draw Table
 - (iii) Changing cell Width and Height
 - (iv) Alignment of Text in Cell
 - (v) Copying of cell
 - (vi) Delete/insertion of row and columns
 - (vii) Borders for Table
- 3.9 Printing
 - (i) Printing
 - (ii) Print Preview
 - (iii) Print a selected page

Unit 4: Spread Sheet

- 4.1 Elements of Electronics Spread Sheet
 - (i) Application/usage of Electronic Spread Sheet
 - (ii) Opening of Spread Sheet
 - (iii) The menu bar
 - (iv) Creation of cells and addressing of cells
 - (v) Cell inputting
- 4.2 Manipulation of cells
 - (i) Enter texts numbers and dates
 - (ii) Creation of tables
 - (iii) Cell Height and Widths
 - (iv) Copying of cells
- 4.3 Providing Formulas
 - (i) Using basic functions / formalism a cell
 - (ii) Sum function
 - (iii) Average
 - (iv) Percentage
 - (v) Other basic functions

Unit 5: Computer Communication and Internet

- 5.1 Basic of Computer networks
 - (i) LAN
 - (ii) WAN
- 5.2 Internet
 - (i) Concept of Internet
 - (ii) Application of Internet
- 5.3 Service on Inter Net
 - (i) WWW and web-sites
 - (ii) Electronic mails
 - (iii) Communication on Internet

Unit 6: WWW

- 6.1 Web Browsing software
 - (i) Internet Explorer
 - (ii) Netscape Communicator
- 6.2 Surfing the Internet
 - (i) Giving the URL address
 - (ii) Search
 - (iii) Moving Around in a web-site
 - (iv) Printing or saving portion of web pages
 - (v) Down loading
- 6.3 Chatting on Internet
- 6.4 Basic of electronic mail and using it
 - (i) What is an Electronic mail
 - (ii) Email addressing
 - (iii) Mailbox: Inbox and outbox
 - (iv) Viewing an email
 - (v) Sending an Email
 - (vi) Saving mails

Unit 7: Making Small Presentations

- (i) Difference between presentation and document
- (ii) Using Power Point
- (iii) Opening a Power Point Presentation
- (iv) Using Wizard for creating a presentation
- (v) The emphasis should be to correlated the syllabus with daily application in the school setup.

Practical Activities:

- 1) The student needs to be exposed/shown various components and supposed how to witch on a computer.
- 2) More stress is on practical. Allow the student freely the computer experience each command rather than explaining in a theory class.
- 3) Make a Presentation on power point.

References:

- C.S. French : Data Processing and Information Technology, BPB Publications (1998)
- Guy Hart-Davis :The ABCs of Microsoft Office 97 Professional edition, BPB Publications, (1998)
- Karl Schwartz : Microsoft Windows 98 Training Guide, (1998)
- P.K Sinha : Computer Fundamentals, BPB Publications (1992)

Foundation Course in Entrepreneurship & Management

Objectives:

- Create awareness about entrepreneurship
- Stimulating the potential to develop entrepreneurship orientations through innovation & creativity
- Understanding relationship among entrepreneurial avenues, market & society
- Understanding the role of management in creating and maintaining the organization

Course Content :

Unit 1: Entrepreneurship

Concept, value creation, entrepreneurial mindset-innovation & creativity, entrepreneurial decision making use of biases & heuristics, risk bearing, social & commercial entrepreneurship.

Unit 2: Entrepreneurial avenues

Relating to elementary education, common qualities for such ventures, scope of each avenues.

Unit 3: Electronic Media & Elementary School Entrepreneurial avenues

Unit 4: Market & Society:

Generation & utilization of resources, concept of market, exploring & segmenting the market, demand & supply factors, understanding customer adoption process.

Unit 5: Management:

Concept, function & culture of management, innovation & technology, managing finance, role of incentives & managing human resources.

Practical Activities :

1. Project of planning a day care centre
2. A visit to an NGO engaged in the welfare of pre- primary children and to write a report on its activities.
3. A visit to an 'Anganwadi/Balwadi' centre & to write a report on its activities

References :

- Bansal, Rashmi connecting the Dots. Westland Inc. PP 1-35(2012)
- Gladwell, Malcolm Outlines : The story of success. Allen Lane Penguin Book. PP 35-68 (2008)
- Scarborough, Nouman M. Essentials of Entrepreneurship & small Business Management (6.ed). Puentice Hall. PP 32-68 (2011)
- William, Chui MGMT4. South Western Language learning . PP 119-128 (2012)

Child Development

Objectives:

- To understand the concept, scope and significance of child development.
- To know the principles involved in human growth and development.
- To use various tools and techniques for studying the child behavior.
- To differentiate between growth and development.
- To know the milestones of development.
- To appreciate the importance and need of development of learners integrated personality.

Course Content:

Unit 1: Introduction to Child Development

- 1.1 Child development – its concept, scope and significance
- 1.2 Importance of study of child development for pre-primary.

Unit 2: Growth and Development.

- 2.1 Concept of Growth and Development.
- 2.2 Principles of Development.

- 2.3 Factors affecting Development.
- 2.4 Genetic
- 2.5 Environment.

Unit 3: Developmental needs of pre-school children.

- 3.1 Milestones of Development.
- 3.2 Development aspects: (Physical, motor, language, social, emotional and cognitive). Approaches to understand learner's behavior at pre-school stage.
- 3.3 Observation
- 3.4 Interview
- 3.5 Anecdotal records
- 3.6 Case study

Unit 4: Personality Development.

- 4.1 Meaning and definition of personality.
- 4.2 Characteristic and development of integrated personality with special reference to concept and habit formation

Practical Activities:

1. Observing, recording and reporting about behavioral aspects of the learner through Checklist.
2. Growth Monitoring at various stages.
3. Comparative study of play habits of two children of the same age group / different age groups, of same sex/different sex.

References:

- Bevil, V.K. Researchers in child development, New Delhi: NCERT (1990)
- Cass, J.E. : Helping children grow through play, Schocken books, New York (1973)
- Dash U. N and Kaur, B.C. Future of Knowledge development Psychology (199)
- Hisra, G & Tripathi, K. N. The concept and context of development (1993).
- Ramanujan, A.K. is there an Indian way to thinking An informal essay. In H. Mauriott (Ed.) Indian through Hindu Categories New Delhi: Sage (1990)

Health and Physical Education

Objectives:

- Appreciate the need of health and physical education in the total curriculum.
- Identify common postural defects among preprimary students and suggest remedial treatment.
- Provide first-aid for minor ailments.
- Plan, organise, and conduct activities and practice directly related to the life style of children in order to make them health conscious.
- Acquire knowledge of various communicable diseases and to be able to protect them.
- Organise intramural and extramural competitions.
- Arrange healthy recreation and inculcate the sportsmanship spirit.
- Appreciate rich, cultural heritage of India in the area of Health and Physical Education Especially in relation to yoga.

Course Content:

Unit 1: Concept of Health Education

- 1.1 SIGNIFICANCE OF HEALTH
- 1.2 Relationship between health and socio-economic development.
- 1.3 Meaning and concept of health.
- 1.4 Main elements of health or characteristics of a healthy person.
- 1.5 Community health and personal health.
- 1.6 Meaning of health education.
- 1.7 Objectives of Health education.
- 1.8 Scope of health education.
- 1.9 Health education and physical education.
- 1.10 Personal and social aspects of health education.
- 1.11 General aims and objectives of health education in schools.
- 1.12 Specific objectives of health education at different stages.

Unit 2: Psychological Aspects of Physical Education

- 2.1 Warming up and conditioning, General and specific exercises (Physical activities).
- 2.2 Types and Techniques of motivation.
- 2.3 Common sports injuries and their prevention.

Unit 3: Physical Fitness and Wellness

- 3.1 Meaning and importance of Physical fitness and wellness.
- 3.2 Components of physical fitness and wellness.
- 3.3 Factors affecting physical fitness and wellness.
- 3.4 Principles of physical fitness development.

Unit 4: Sports and Nutrition

- 4.1 Balanced diet
- 4.2 Elements of diet.
- 4.3 Components of diet.
- 4.4 Role of Diet in performance.

Unit 5: Yoga

- 5.1 Meaning and importance of Yoga
- 5.2 Elements of yoga.
- 5.3 Role of yoga in sports, asanas, Pranayams and meditation.
- 5.4 General guidelines for practicing yoga asans.
- 5.5 Health needs of the child and yoga.

Unit 6: Postures

- 6.1 Meaning and importance of proper postures.
- 6.2 Characteristics of good postures.
- 6.3 Major adverse effects of poor posture.
- 6.4 Causes of poor posture.
- 6.5 Identification of common posture deformities among students.
- 6.6 General Remedial measures of proper posture.
- 6.7 Specific postural defects and physical education or exercises for improving postures.

Unit 7: Safety Education

- 7.1 Meaning of safety and its importance.
- 7.2 Accidents and needs for safety at different age groups.
- 7.3 Measures for minimizing accidents at home and school.
- 7.4 Common accidents at home.
- 7.5 Common accidents in schools.
- 7.6 Safety at playground.
- 7.7 School transport safety.
- 7.8 Safe drinking water.

Unit 8: First Aid-Meaning, Scope and Principles of First Aid

- 8.1 Meaning and origin.
- 8.2 The scope of first aid.
- 8.3 Qualities of first aider.
- 8.4 Basic principles of rendering first aid or managing the accidents.
- 8.5 First aid box: contents
- 8.6 First aid for different types of accidents.
- 8.7 Needs
- 8.8 Emergencies.

Unit 9: Communicable Diseases

- 9.1 Meaning and types of diseases.
- 9.2 Communicable diseases and their classification.
- 9.3 Measures of prevention and control of communicable diseases.
- 9.4 Cholera, Tuberculosis (T.B.), whooping cough, Malaria, Typhoid or enteric fever, Diarrhoea, influenza, Jaundice, Rabies, etc.

Practical Work:

1. Callisthenics : Physical exercises. Tables of 6 to 8 exercises.
2. Combatives : Hand Pull, Hand Push, Toe Touch, Back Lifting.
3. Lead-up-games : Toy games, throw ball.

References:

- Alferman, C. Lee M.J. and Wirth S, Leadership Behaviour and motivational climate as antecedents of adolescent Athletes skill development, Athletic Insight, the online Journal of sport psychology (2005)
- Amster, EA Wilmore, JH. Demaria, AN - Exercise in cardiovascular health and disease / York Medical Books (1971)
- Bhavanani, Dr. Ananda Balayogi-A primer of Yoga Theory Dhivyananda creation, Iyanae Nagar, Pondicherry (2008)
- Hard L. Jones G and Gauld - Understanding psychology preparation for sport Theory and practice of elite performers, Wiley Chichester (1996)
- Wakharekar DG Manual of Physical Education Bombay Pearl Publication Pvt. Ltd. (1967)
- William, J.M. and Wildmeyer, W.N. The cohesion performance outcome relationship in a co-activity sport journal of sport and exercise psychology 13, 364, 371 (1991)
- Williams, J.F. Principles of Physical education London, W. B. Saunders Co. (1964).

Teaching of Environmental Studies (EVS)

Objectives:

On completion of the course the pupil teachers will be able to:

- Explain the concept of environmental studies as an area of study.
- Differentiate between the nature of environmental studies at the level of classes -I-II and III-V
- Identify the minimum levels of learning in environmental studies emphasizing child-centred, experience-based activity-based and competency based approaches in teaching.
- Use community resources in teaching (EVS)
- Prepare various tools of pupil's evaluation in EVS appropriate to particular technique and purpose of evaluation.
- Realise problems related to social, civic and natural environment.
- Exhibit positive outlook towards national ideas, aspirations and concerns.

Course Content:

Unit 1: Nature of EVS

- 1.1 Concept of EVS, its main components such as man, nature, social institutions, relationship with core subjects.
- 1.2 Organisation of curriculum of EVS, basic considerations for the formulation, organisation of curriculum i.e. the child environment, society, national concern etc.
- 1.3 Instructional objectives in EVS formulation of instructional objectives in EVS at the primary stage as a whole and at various class levels unit wise, lesson wise and activity wise.

Unit 2: Teaching Methods and Techniques

- 2.1 Instructional planning, various components, plan such as levels, content methodology evaluation etc., identification of unit of study preparation of unit plan, lesson plan, activity plan, project plan.
- 2.2 Special methods of teaching EVS examples, problem solving enquiry method project method, playway method participatory experience.
- 2.3 Techniques of teaching EVS-observation questioning role playing demonstration
field trips surveys, displays and exhibitions map skills, simulation techniques such as
using sand tray method.
- 2.4 Teaching aids-different types of teaching aids : projective non-
projective activity based aids/field trips.

Unit 3: Evaluation procedure in Teaching of EVS (Social Studies)

- 3.1 Evaluation and its need.
- 3.2 Continuous and comprehensive evaluation.
- 3.3 Preparation of relevant tools such as questions unit test self-evaluation material, observation schedule, checklist for field trip and project work.

Unit 4: Content Enrichment

- 4.1 Environmental concerns, ecology, pollution, conservation of resource life preservation.
- 4.2 Social and economic problems, social disparities, gender inequality poverty, population explosion regional disparities, constitutional obligation
- 4.3 National goals and national identity.

Practical work :

Any two of the following

1. Formulation of instructional objectives in EVS for the primary school for each class and a particular unit of study.
2. Preparation of unit plan/lesson plan/project/activity plan.
3. Conducting a field trip, its planning and reporting.
4. Evaluation of a textbook and suggestions for its improvement.
5. Preparation of a unit test/model question paper.
6. Recording weather conditions for a week analysis and interpretation of
7. Preparation of political/physical map of India.

Educational Technology

Objectives :

- To understand the concept, Scope and significance of educational technology.
- To organise the context in logical and psychological sequence.
- To provide the feedback among other components for the modification of learners.
- To evaluate the learners performance in terms of achieving educational objectives

Course Content:

Unit 1: Concept of Educational Technology

- 1.1 Meaning, Need and Scope of Educational Technology
- 1.2 Difference between "Technology of Education "and "Technology in Education"

Unit 2: Basics of Technology

- 2.1 Relationship between Teaching and Learning
- 2.2 Variables of Teaching.
- 2.3 Principles of Teaching.

Unit 3: Modern Techniques of Training.

- 3.1 Micro Teaching – its concept & significance
- 3.2 Development of the following Teaching skills:
 - (i) introducing the lesson.
 - (ii) probing questioning.
 - (iii) explanation.
 - (iv) stimulus variation.
 - (iv) promoting pupil participation
 - (v) Reinforcement.
 - (vi) Integration of teaching skills –summative and additive models.
- 3.3 modification of teacher behaviour through interaction analysis.
- 3.4 Simulated Teaching – concept & its applications.
- 3.5 Team Teaching – concept & its applications.
- 3.6 Computer Aided Learning – concept & its applications.

Unit 4: Communication

- 4.1. Concept of communication.
- 4.2. Process of communication.
- 4.3. Forms of communication-Verbal, Non- verbal.
- 4.4. Modes of communication Audio, Visual, Audio-Visual (Edger Dales cone of experience).

- 4.5. Principles of effective Communication: Readiness, Appropriate use of Language, Lucidity, Precision, Unity of thought.

Practical Work:

Any one of the following:

1. Preparation of an audio-programme (15 Mts.)
2. Preparation of one teaching-aid on school subject.
3. Preparation of Audio- Video programme for 10 Mts.
4. Developing a Power point lesson on any topic related to primary teaching
5. Reporting of Educational T.V. Programme (at least 3) **Programme**

References:

- Craft, A. (2012). Childhood in a Digital Age: Creative Challenges for Educational Futures. *London Review of Education*, 10 (2), 173-190.
- Forehand, M. (2010). Bloom's Taxonomy. From *Emerging Perspectives on Learning, Teaching and Technology*. Retrieved October 25, 2012, from
- Geer, R., & Sweeney, T. (2012). Students' voices about learning with technology. *Journal of social sciences*, 8 (2). 294-303
- Skinner, B.F. The science of learning and the art of teaching. *Harvard Educational Review*, 1954, 24, 86-97., Teaching machines. *Science*, 1958, 128, 969-77. and others see

Philosophical Perspectives of Education

Objectives

- Explain concepts, processes, practices and principles of education.
- Explain the relationship between philosophy and education.
- Describe the nature of Indian Education system.
- Reflect on problems, issues and priorities of education.

Course Content:

Unit 1: Nature, Scope and Functions of Philosophy of Education

- 1.1 Philosophy - Meaning and its scope in Education.
- 1.2 Education - Meaning and its Aims.
- 1.3 Relationship between Education & Philosophy

Unit 2: Major Schools of Philosophy and their Educational Implications with reference to Aims of Education, Method of Teaching and Curriculum in Education.

- 2.1 Idealism

- 2.2 Naturalism
- 2.3 Pragmatism
- 2.4 Humanism

Unit 3: National system of Education.

- 3.1 Concept
- 3.2 Need for National System of Education.
- 3.3 Development of National System of Education during : (i) Ancient Period.
(ii) Medieval Period
(iii) Post Independence period.
- 3.4 Characteristics of National system of Education as given in NPE, 1986.

Unit 4: Contemporary Indian Educational Thinkers, Their Contribution in the field of Education.

- 4.1 Sri Aurobindo
- 4.2 Swami Vivekanand
- 4.3 Rabindra Nath Tagore
- 4.4 Mahatma Gandhi
- 4.5 Dr. Zakir Hussain

Practical Activities:

Any two of the following

1. Critical analysis of one aspect of Education System in India.
2. Innovation suggestions for improving school system of India.
3. Life Sketch contribution of any one Indian Education Thinker.
4. Preparation of annotated bibliography comprising books on Philosophy of Education.

References:

- Aggarwal, J.C.: Basic idea's in Education, Delhi, Shipra Publications, (2001).
- Aggarwal, J.C., 10th rev. ed. Theory and principles of education, New Delhi, Vikas Publication (1996).
- Dhavan, M.L.: Philosophy of Education, Delhi, Editor, Isha Books (2005).
- Shanna, Ramnath, Textbook of Educational Philosophy, ND: Kanishka Publ. (2000)
- Somnath Aggrawal, Philosophical foundation of Education. Authors Press (2007).

Performing Art (Practical)

Objectives:

- Discuss the child's preferences through exposure to a variety of performing art activities such as music, dance, drama, theatre, etc.
- Provide experience to the children through different modes, actions and forms of expression.
- Develop Skills in handling performing art material, activities, understand various way of self expression and presentation, create new activities and materials of aesthetic values and utilize them in the classroom situation.

- Prepare different types of masks, puppets, improvised musical instruments for making teaching learning situations alluring easy, effective towards beauty and information through movements and teacher should plan activities according to the child's development stages.
- To produce sounds actions and steps of different birds, animals, our helpers etc. by observing their movements.

Course Content:

Unit 1: Music

- 1.1. Observing silence, making sounds and stopping immediately.
- 1.2. Initiating children through involvement in activities such as simple, rhythmic, clapping and body movements.
- 1.3. To introduce the children with, the environment, birds, wind, rusting of leaves, responding and playing with sounds.
- 1.4. Singing small rhymes.

Unit 2: Creative Movement

- 2.1. Movement with different parts of the body hands, neck, waist, knees, head, legs, toes. etc.
- 2.2. Walking in pattern in given space (in single and groups.)
- 2.3. Observing animal movements, birds, people, reproducing their movements.
- 2.4. Stretching, leaping stroking, walking on all four forms of various movements.
- 2.5. Improvising movements with and without music, Creating various situations through movements.

Unit 3: Creative Drama

- 3.1. Role play based on daily life situation as they observe in their surroundings like-newspaper seller, washer man, family life, vegetable seller, postman, doctor, policeman etc.
- 3.2. Puppet Play
- 3.3. Telling stories with gestures
- 3.4. Symbolization
- 3.5. Make belief play

References:

- Cremieux. Anne, Xavier Lemoine, "Understanding Blackness through Performance", "Contemporary Arts and the Representation of Identity".
- McConachie. Bruce, "Cognitive Studies in Literature and Performance", "A Cognitive Approach to Spectating in the Theatre".
- Nelson. Robin, "Principles, Protocols, Pedagogies, Resistances", "Practice as Research in the Arts".

Visual Arts and Craft Work (Practical)

Objectives:

- To discover the preferences through exposure to a variety of media and materials

- To provide experiences to trainee teachers through different modes of expression
- To develop awareness of various art forms available in the environment.
- To develop skill in handling art materials, understand techniques, create materials of aesthetic values and utilize them in class room situation.
- To plan activities depending upon the developmental needs of children.
- To prepare mobiles and puppet for making teaching learning situation alluring and interesting.

Course Content

Unit 1: Free drawing with chalk, charcoal, crayons on different surfaces.

Unit 2: Printing with the help of blocks, cut vegetables, leaves, bottle caps, buttons and coins and the thread of varied thickness dipped in colours and pressed between two papers, thumb, finger printing.

Unit 3: Crumpling the paper into a ball, dipping it in colours unfolding paper balls thus coloured and allowing it to dry.

Unit 4: Spray painting, printing with brush, used tooth brushes.

Unit 5: Blow painting

Unit 6: Collage making

- Paper collage by tearing cutting and pasting of various kinds of colourful paper of magazines and used papers, pictures on a paper selected as background.
- Mixed collage - Composing pictures on paper by introducing textured material such as cloth pieces, thin buttons, threads, strings, coloured papers and the like.

Unit 7: Making of mobiles: collecting throw away material or scraps eg. empty small cardboard boxes, cloth cuttings, wood and bamboo cutting or strips, worn out toys and discarded games materials seashells, coconut and other nut shells and other similar items.

Unit 8: Preparation of masks, puppets and toys to be made from worn out socks, paper bags and card sheets, toys and decorated with other art work.

Unit 9: Preparation of teaching learning material .

References:

- Carcle, 'you can make a collage', klutz publishing (1998).
- Parragon, 'essential history of Art'.
- Furth, 'The secret world of Drawing': Healing through art, Sigo Press (1988).
- Lancaster, 'Art, craft and Design in the primary schools' (1986).
- Murray, 'Watercolours and Drawings', CrawfordMunicipalArtGallery, (1896-1934).

Second Year

Second Year					
S. No.	Name of Subject				
		Credits	Internal Marks	External Marks	Total Marks
	Liberal Art				
1	Foundation Course in Science And Life				
2	Foundation Course In Indian History And Culture				
3	Foundation Course in Indian Literature				
4	Governance And Citizenship				
	Core				

5	School Organization and Administration				
6	Methods of Teaching				
7	Educational Evaluation				
8	Teaching of English				
9	Programme Planning For Primary Classes				
10	Teaching of Mathematics				
11	Population Education				
	Practical				
12	Study through ICT Technology				
13	Communication Skills (Practical)				
14	Creative Art (Practical)				
15	Visual Arts and Craft Work (Practical)				
16	School Experience Programme				

Foundation Course in Science And Life

Objectives:

- To enable the trainees understand nature, scope and importance of science
- To establish linkage of science with child's daily life and environment.
- To help trainees in developing scientific attitude and scientific temper among students.
- To plan suitable activities, select appropriate resources and organise group activities.
- To enable the trainees to improvise and use low cost teaching learning material.
- To establish social, cultural and ethical aspects of science.
- To enable the pupil teachers to make better informed decisions of societal relevance.
- To help the pupil teachers to acquire scientific literacy.

Course content

Unit 1: Nature of E.V.S. (Science)

1. 1.Nature, scope and its importance.
1. 2.Aspects of science.
1. 3.Scientific attitude and its development.

Unit 2: Methods of Teaching EVS (Science)

- 2.1. Teaching through activity.
- 2.2. Play way method
- 2.3. Project Method
- 2.4. Problem Solving Method

Unit 3: Use of Resources

3. 1.Use of local community Resources
3. 2.Low cost teaching Aids.

- 3.3. Improvised teaching Aids.

Unit 4: Origin and evolution of life

- 4.1. Origin of universe
4.2. Solar system, formation and origin of the earth
4.3. Water for life sustenance.

Unit 5: Water, energy for life

- 5.1. Water an essential liquid
5.2. Hard and Soft water.
5.3. Water purification techniques (filtration, distillation, RD, RO-UV)
5.4. Conservation and Harvesting
5.5 Energy
 (i) . Renewable and non-Renewable energy
 (ii) . Conservation of energy.

Unit 6: Nutrients

- 6.1. Macro nutrients (Carbohydrates, proteins, fats and oils).
6.2. Micro nutrients (Vitamins and Minerals)
6.3. Importance and sources of Nutrients in food.

Practical Activities :

1. Identify the past and future space mission which will search for earth like world in other solar system.
2. Develop a model for water harvesting and sense of water in locality/home
3. Identify and analyze impurities present in water by standard procedure.
4. Preparation of various models (Static & Working)
5. Preparation of charts (Solar system, distillation, Fire extinguisher, sources of nutrients).
6. Collection of resources for effective teaching of EVS.
7. Germination of Seeds, planting and caring of the plants.

References:

- A Brief Tour of Pipress Human (Consciousness from Inposter poodles to purple numbers by V.S. Ramachandran, (2005)
- MDRD "National Policy on Education" May (1986).
- NCERT "Comprehensive Evaluation in School" June (1989)
- NCERT "Syllabus for upper primary stage" July (1987)
- Privesh Adhayan Booklets 1-7", Science Brach, Directorate of Education Delhi (1979)
- Shreve's Chemical Process Industries. G.A. Austin, 5th edition Mc Graw- Bill Book Company, 1984, 19-35 (Water conditioning/Sfotening), Page, 155, 193-212, 213-215, 462-479, 638-640.
- The first three minutes: A Modern view of the origin of the universe, Steven Weinberg Basic Books (1993)

"Foundation Course In Indian History And Culture"

Objectives:

- To encourage the pupil teachers wider & deeper historical enquiries.
- Enable the trainees to understand the importance of our surroundings and

encourage the students to contribute towards sustainable development.

- To enable them to keep alive the heterogeneity of our culture while becoming a part of the homogenous processes of city life.
- To create a climate of sensitivity to gender issues in community. Understand how gender inequality creates social imbalances, and why there is need for an equitable society.
- To acquaint them with cultural heritage and the need for preserving culture.
- To sensitize students towards issues related to Indian culture and its composite character.

Course Content:

Unit 1: Urbanization & Urbanism

- 1.1. Defining urbanization and urbanism
- 1.2. Casual and Sustaining factors of urbanization.
- 1.3. Evolution of city: city state; city within a state
- 1.4. Challenges to urban life: Alienation and sense of belonging.
- 1.5. Spirit of living together in limited space.
- 1.6. Challenges of multiple aspirations.
- 1.7. Pressure on urban infrastructure.
- 1.8. Unity in diversity.

Unit 2: Social Inequality & Gender

- 2.1. Understanding gender as social category
- 2.2. Explanation of terms like gender, patriarchy and matriachy.
- 2.3. The representation of women in Historical Traditions.
- 2.4. Understanding how texts and other sources of History created male domination and how women are kept apart from matters related to the state, economic and religious institutions.
- 2.5. Contribution of women towards society : exploration of issues like the contribution of women as workers in various spheres
- 2.6. Challenges faced by women-tracing the feminist movement.

Unit 3: Cultural Heritage

- 3.1. Significance of cultural Heritage and its constituents.
- 3.2. Importance of built Heritage at the level of locality, Region, Nation and world.
- 3.3. Architecture as symbol of necessity-place, people and needs, representation of society, composite culture, involvement of different strata of society in building economic, aesthetics.
- 3.4. Built Heritage: Destruction, Defacement, General Apathy, conservation or Restoration, Antiquated laws, institutions engaged with conservation, tourism & its contributions towards infrastructure and economic prosperity.

Unit 4: Cultural Forms & Cultural Expressions

- 4.1. Exploring the multiple forms of culture and understanding composite culture and its diffusion.
- 4.2. The performing Arts: Exploring classical dance forms and the case study of any dance form of India.
- 4.3. The social content of fairs and festivals.
- 4.4. Formulation of 'Mass' culture and public opinion, The impact of films, television, the print media and food on our society.

Practical Activities:

1. Visit to a Botanical Garden, Make list of traditional herbs which are used as home remedies. Connect this knowledge with a rekindling of interest in Ayurveda.
2. Prepare a play / street play explaining the need to protect trees and highlighting the role of tree protection movements such as chipko.
3. Gandhi used to say 'Be the change you want to see in the world'. In the light of his statement make a case for environment management from your surroundings.
4. Biographies of women 'leaders', it would be from the immediate community or in a historical sense eg Kamladevi Chattopadhyaya, Aruna Asif Ali, Sarojini Naidu.
5. Plan a visit to fair or site of cultural significance and make a visual report on it.
6. Study some eye catching advertisements and analyse their impact on a social group-eg. the Maggi ads on children in your locality.
7. Discussion and project on any historical or others important state architectural building.

References:

- Bhasin K. Understanding Gender Gender Basics, women unlimited. New Delhi PP 1 -3, 20-23 (2004).
- Chakravarti Uma, the formation of Matriarchy and the subordination of women, in a Vo Chakravarti Gendering caste : Through a feminist lens (PP 66-9') stree (2003)
- Geetha V. Gender calcutta : stree sage publication PP "God made you different nature made us differnet" 11-23, 'Gender as History' 88-103 (2002)
- Kumar R. The hisoty of doing : An illustrated account of movements for women's rights and feminism in India 1800-1900. (2, ed.) lubaan PP 96-114, 143-159 (1997)
- Parikh, B. Composite culture and Multicultural Society. In B. Chandra, &S. Mahajan composite culture in a Multicultural society Delhi : NBT PP 3-17 (2007)
- Sen, A. women and Men. In A Sen The argumentative Indian : Writings on Indian History culture and Identity. Allen lane : penguin (2006)
- Sen G. National culture and Cultural Nationslism in G. Sen, ed. India A National culture ? Sage 2003. preface PP 140=152, 224-234, 236, 245-288 (2003)
- Vasudev, U. Fairs and festivals, incredible India Series New Delhi Wisdom Tree, PP 65 -68, 83-86 (2007)

Governence And Citizenship

Objectives:

- To acquaint the student teachers with some key features of contemporary India.
- To enable the trainees to understand the issue of governance in the light of those challenges.
- To make them understand how the idea of active & participatory citizenship can improve the quality of governance.
- To help the students to become more effective in their role as citizens.

Course Content

Unit 1:The Concept of Governance

Meaning, types and challenges.

Unit 2: Citizens and their Rights and Obligations

Rights and obligations of citizens, Civic Culture, Participatory Citizenship, Social Audit, Citizen Policing, Role of Civic Society.

Unit 3: Law Development and Administration of Justice

Development of Laws, Role of Parliament, State Legislative assemblies, Executive, Judiciary and media.

Unit 4: Access to opportunities and Amenities

Rural issues and migration to cities: Employment, Public Health and Education, Impact of urbanization on civic Amenities, Infrastructure and Environment.

Practical Activities:

1. Case Studies on facilities and working of hospital & schools.
2. Citizen's reaction and responses to National Crisis.
3. Understanding the nature and pattern of crimes against women.

References:

- Babu, Satish D.R. "Conceptualizing the process of E-governance: The E-seva experience in Hyderabad ", The Indian Journal of Public Administration Vol.IV, No.2 April-June, PP165-186.(2009)
- Dhaka, Rajvir S.. "Right to information Act and Good Government Operational problems and Road ahead", The Indian Journal of Public Administration, Vol.IV, No 3 July, September pp 534-561.(2009)
- Paul, Samuel."India's citizen's characters. 'In search of a champion, Economic and Political weekly, Vol.43, No.7(February 16-22), PP 67-73.(2008)

School Organization and Administration

Objectives:

- To introduce pupil teacher the concept of management & administration productivity and efficiency
- To enable the pupil teacher to describe the fundamentals of organizational behaviour in the context of the school.
- To make the pupil teacher aware of professional ethics such as punctuality, regularity and teacher as role model in school.
- To adopt an array of strategies based on micro planning to ensure children retention.
- The pupil teacher should understand the procedures of maintaining school account and equipments.
- To establish adequate linkages with the community to ensure its participation in the activities of the school.
- To enhance the overall productivity of the school set up.

Course Content:

Unit 1: School organization of planning and management

- 1.1 Concept of planning of school organization and management.
- 1.2 Fundamentals of organizational behavior, Motivation, concept of theories of motivation, work motivation, Reinforcing student's behavior.
- 1.3 Communication –Meaning, process, types of communication- with school system and with other organizations, forms of communication.
- 1.4 Leadership - Meaning, Leadership style, appropriate leadership style, Teacher's role as a leader and his responsibilities, Headmaster - his duties and qualities.

Unit 2: School Health Programme

- 2.1 Location of Building - accessibility.
- 2.2 Cleanliness and Maintenance of school premises.
- 2.3 Beautification of school premises.
- 2.4 Facilities for Indoor, Outdoor play.
- 2.5 Importance of playground - its development and maintenance.

2.6 Criteria for selecting toys/books and other play equipments eg safety, durability, age appropriate ness.

Unit 3: Planning of Programme

- 3.1 Time Table (Kinds, uses, Principles)
- 3.2 Students Activities (Assembly, Dramas, Debate, community singing, organizing children competitions in Art and Creative writing, visits, tours and exhibitions)
- 3.3 Utilization of community resources.

Unit 4: Classroom Management

- 4.1 Meaning and concept of classroom Management.
- 4.2 Ensuring effective classroom management and discipline.

Unit 5: School Records

- 5.1 Needs and Importance of school records.
- 5.2 Types of school records : Teacher's Diary, Admission , withdrawal and SLC, file voucher attendance register, library book, issue register, stock register, salary being registered, free uniform distribution register, teacher attendance register, contingency distribution register, PTA records , expenditure voucher file, mid da y meal register.

Practical Activities :

1. Preparation of Time Table.
2. Preparation of Annual calendar of Activities.
3. Preparation of plan for beautification of schools.
4. Preparation of teachers diary.
5. Preparation of school records.
6. Preparation of mid day meal register.

References:

- Bill Memory- Aporigines and schooling essays in hhour of Max Hart. (1981).
- Biranchi Marayan Dash-School organization Administration and management Neel Kamal Publication, Delhi (2005)
- Edgar Ieroy morphet, Ree Iyell Johns. Theodore lee Reller Education organization and administration (1974).
- Education, United States Department of The Columbia Encyclopedia, 6th ed., (2013)
- J.C. Aggarwal Arya Book Depot, -Education - (1967)
- Kochhar S.K. School organization University, Publishar (1969)
- K.S.SidhuSterlingPublishersPvt.Ltd.School management and organization (1996)

Methods of Teaching

Objectives:

- To enable the trainee teachers to understand the various techniques/ methods of teaching to be used at the preprimary level.
- To develop aims and involve the pre primary students in those games.
- To identify the existing games developed for the preprimary students.

- To enable the trainee teachers to complete the simple projects like preparing shapes using paper, cardboard, sand etc.
- To enable the trainee teachers to develop students sensory experiences.

Course Content

Unit 1: Methodology & Teaching in pre-primary

- 1.1. Meaning, concept and significance of teaching methodology
- 1.2. Importance of play way method, Activity and project method & their uses.

Unit 2: Components of pre-school curriculum and methods of teaching

- 2.1 Physical development - Games and activities for young children
- 2.2 Intellectual development - play activities for small, large group team & pair games, Games & equipments.
- 2.3 Language development - development of four language skills, Conversation, narration description, rhymes, riddles, songs, stories, drama, games, puppetry, films, audio tapes and television.
- 2.4 Sensory and emotional development-Development of five senses - Seeing, hearing, touching and moving, tasting, smelling, Rhythm, music, creative drama.
- 2.5 Creative expression and aesthetic sense-painting, Drawing, paper craft, modelling, collage, pattern & design.
- 2.6 Teaching of environmental studies-methods of developing environmental awareness, Field trips collection, observation, experimentation, discussion, Games, Celebration of cultural and national festivals.

Unit 3: Organizing equipments for play activities.

- 3.1 Planning daily time table.
- 3.2 Planning the use of space.
- 3.3 Planning equipment & material.

Practical Activities:

1. Activities for learning materials based on playway method for the following
 - (i) Development of four language skills.
 - (ii) Teaching of environmental studies.
2. Preparation of low cost play equipments.
3. Development of project of themes related to child's immediate environment.
4. Collection of specimens of various records and reports.

References:

- Bruce Joyee and Marsha Weil: Models of Teaching.
- Kamala Bhatia and Bhatia: B.D. The Principles and Methods of Teaching: Doaba House (1984)
- Singh. L.C. and Sharma R.D.: Microteaching Theory and Practice, National Psychological Corporation Agra (1987).
- Yokkam & Sumpson : Modern Techniques of Teaching.

Educational Evaluation

Objectives:

- To enable the trainee teachers to understand the concept of evaluation and its allied sub concepts.
- To enable them to develop the necessary tools of evaluation required at the preprimary stage.
- To enable them to use the various tools of evaluation for assessing the children's initial capabilities.
- To enable the student teachers to diagnose the different types of children's basic abilities.
- To familiarize them with the technique of preparing the children for admission to primary classes.

Course Content

Unit 1: Concepts of evaluation, measurement, assessment and tests.

Unit 2: Need, importance & characteristics of Evaluation.

Unit 3: Approaches to evaluation - Formative evaluation, Summative Evaluation, Difference between Summative and formative Evaluation, External Evaluation, Internal Evaluation, Advantages and Limitations of External & Internal Evaluation.

Unit 4: Role of Evaluation, Teaching Learning Process, Diagnosis to overcome Deficiency in learning, Guidance to face Educational problems, prognosis and selection of right profession, importance of results of Evaluation to students, to teachers, To institutions. Course/Programme and school Evaluation.

Unit 5: Different tools and Techniques of Evaluation - Questionnaire and its types, Advantages Disadvantages, types of questionnaires -close-ended questions, open ended questions, characteristics of a good questionnaire, interview -Types of Interview-structured interview, Semi-Structured interview, In depth Interview, focused group discussion, observation, types of observation, Assessing pupil characteristics through observation, interpreting outcomes of observation, Limitations of observation method, Rating Scales-types of rating scales, Numerical scales, Graphic Scale, rating by cumulating points, standard scale, uses of rating scales, Limitation of rating scales.

Practical Activities

1. Developing tools for assessing students sensory achievements.
2. Developing a checklist to assess students physical personality.
3. Developing rating Scale for assessing children achievement in various environmental areas.

References:

- Bogden, R. and S.K. Biklen Qualitative Research for Education, Boston: Allyn and Bacon (1992)
- Carr, W. and S. Kimmis, Becoming Critical. Education, Knowledge and action research, Lewes: Falmer. (1986)
- Chelimsky E. Thoughts for a new Evaluation society. Evaluation 3(1) : 97-118. (1997)
- Gitlin, A. and J. Smyth, Teacher Evaluation-Critical Education and transformative alternatives, Lewes: Falmer Pess (1989)
- Jeffs and M.K. Smith, informal Education, Conversation, democracy and learning 3R, Nottingham: Educational Heretics Press (2005)

Teaching of English

Objectives:

- Able to understand phonology, vocabulary, grammar, structure and usage of English language.
- To Familiarize themselves with latest techniques of teaching English as second language at Preprimary level.
- To develop Suitable instructional materials for use in class room situation.
- To Use various techniques of evaluating student's progress in learning English.

Course Content

Unit 1: Need, Importance and objective of Teaching of English.

- 1.1. Need and importance of teaching of English at pre-primary stage.

Unit 2: contemporary Approaches in Teaching of English.

- 2.1. Structural
- 2.2. Functional
- 2.3. Communicative

Unit 3: Teaching of Basic Skills of English

3.1 Listening & spoken skills

- (i) Listening with comprehension
- (ii) Articulation
- (iii) Stress
- (iv) Intonation
- (v) Punctuation

(vi) Verbal direction and responses These skills should be developed through various activities like role play, dramatisation.

Note: Classroom interaction, recitation, story-telling, use of audio-visual aids etc.

3.2 Reading Skills

- (i) Word - recognition skills
- (ii) Decoding unfamiliar/unknown sound
- (iii) Reading with global comprehension
- (iv) Making inferences
- (v) Whole and part relationship with the text.
- (vi) Finding information from a given text.

Note: Those skills should be developed through various activities like use of dictionary, flash card, charts etc.

3.3 Writing Skills

- (i) Strokes and curves
- (ii) The script of language
- (iii) Writing sentences, paragraph, connected sentences and stories.
- (iv) Guided Writing
- (v) Free and Creative writing

Note: These skill should be developed through various activities like use of black board, oral written or pictorial clues etc.

Unit 4: Lesson Planning

- 4.1 Based on a Prose Text
- 4.2 Based on Poetry
- 4.3 Based on Grammar (vocabulary and structural items)

Unit 5: Evaluation

- 5.1 Comprehensive and continues Evaluation.
- 5.2 Competency based Evaluation.

Practical Activities:

Four lessons in Teaching of English language (Compulsory)

1. Construction of a language game to teach a grammar topic
2. Developing an innovative technique for evaluation of a specific skill.
3. Preparation of at least two audio aids supporting teaching a specific topic (Preprimary classes)
4. Preparation of an achievement test on a specific topic (preprimary classes)

References:

- Chasting K. : The Development of Modern Language Skills - Theory to Practice. Chicago : Rand Mc Neily
- Lawrence, M. Writing as a Thinking Process New York : NCTE (1975)
- Madsen, H.S. Techniques in testing New York OUP (pp 3-5) (1983)
- Munby, Joh. communicative syllabus design. London CUP (p-26) (1978)
- Rillet F. Developing Reading Comprehension London CUP (1983).
- Richards & Rogers Approaches and Methods in Language Teaching London CUP (1983)
- Valdmen, A. Trends in Language Teaching, New York: London McGraw Hill (1987).

Intelligence and Learning

Objectives:

- The trainee teachers will be able to understand meaning and concept of intelligence and intelligence quotient.
- To make them understand methods of Measurement of I.Q. and Merits and limitations of these methods.
- To develop the understanding of Meaning and concept of learning and its different types.
- To enable the students to understand the different factors which affect their learning.
- To make them understand modes of learning (theories) and their educational implications.
- To enhance creativity among pre-primary students.
- To Enable the students to differentiate between creativity and intelligence and creativity and learning.

Course Content

Unit 1: Intelligence

- 1.1. Meaning of intelligence and intelligence quotient.
- 1.2. Concept of intelligence Quotient
- 1.3. Methods of intelligence quotient measurement. [verbal-non verbal methods , Individual and group tests]
- 1.4. Merits, limitations of measurement tests.
- 1.5. Factors affecting intelligence.

Unit 2: Learning

- 2.1. Meaning and concept of learning.
- 2.2. Types of learning (Perceptual, conceptual and Associative)
- 2.3. Factors affecting learning.

Unit 3: Factors affecting learning with reference to pre-school child.

- 3.1. Factors related to learners.
(i) Motivation.

- (ii) Personality-Introvert-Extrovert, submissive and aggressive.
- 3.2. Factors related to teacher:
 - (i) Motivation.
 - (ii) Aptitude.
 - (iii) Attitude.
 - (iv) Teaching skills
- 3.3. Factors related to environment.
 - (i) family, neighbourhood, school and peer group.

Unit 4: Modes of learning and their educational implications.

- 4.1 Theories of Learning.
- 4.2 Trial and error method of learning.
- 4.3. Conditioning - Classical and operant conditioning.
- 4.4. Insight learning - Gestalt's theory.

Unit 5: Creativity

- 5.1. Introduction of Creativity
- 5.2. Meaning and concept of creativity
- 5.3. Characteristics of a creative child.
- 5.4. Effect of creativity on learning process.
- 5.5. Nurturing creativity among pre-school children.
- 5.6. Relation between creativity and intelligence, creativity and learning.

Practical Activities:

1. Preparation of learning tools for slow learners (one tool each for language, mathematics and EVS).
2. Cutting and pasting in scrap file (Feathers of birds, leaves of plants, pictures of transports, vegetables etc.)

References:

- Aggarwal, J.C. Child Development & process of learning. Shipra Publication, Delhi(2003)
- Bhatnagar, Suresh and Saxena, Anamika, Advanced Educational Psychology- R. Lall Book Depot, Meerut (2003).
- Binet A and Simon T., The Development of Intelligence in Children Baltimore Williams and Wilkins (1916).
- Crown L D and Crown A : Educational Psychology-Eurasia Publishing House, New Delhi (1973).
- Mangal S.K. Advanced Educational Psychology Prentice Hall of India, New Delhi (2003).
- Skinner, Charles (ed) Educational Psychology Prentice Hall of India, New Delhi (2003).
- Torrance E.P. and Myers, R.E; Creative learning and Teaching - Dodd Mead, New York (1970).

History & Philosophy of Pre-Primary & Nursery Education

Objectives:

- To make them Understand the concept of pre-primary education.

- To help in understanding the theories of different educationists of pre -primary education.
- To enable to perform various activities of pre-primary school.
- To assist the organization of school & inter-school child welfare programmes.
- Providing necessary information regarding major programmes / schemes of ECCE.

Course Content:

Units 1: Pre-primary education: A historical perspective

- 1.1 Contribution of eminent educationist
- 1.2. Plato
- 1.3. Rousseau
- 1.4. Friedrich Frobel
- 1.5 Madam Montessori
- 1.6. Rabindra Nath Tagore
- 1.7. Gijubai Badheka
- 1.8. Tarabai Modak
- 1.9. Mahatma Gandhi

Unit 2: Pre-primary curriculum

Routine activities in a pre-primary school

- 2.1. Story telling
- 2.2. Music for children
- 2.3. Creative activities
- 2.4. Reading Programmes
- 2.5. Festivals in pre-primary school
- 2.6. Learning through play
- 2.7. Games without equipment

Unit 3: Essentials of records & reports in pre-primary school

Unit 4: School & Interschool Programmes related to child welfare.

Practical Activities:

1. Preparation of low cost Teaching material eg montessori apparatus.
2. Preparation of records used in school
3. Celebration of festivals in school-Religious and non-Religious
4. Organizing cultural events / Bal Mela / Exhibitions of Indian Educationist Life cycle.

References:

- Chaube, S. P. Foundations Guidelines of Modern Education, Ram Prasad & sons, Agra, (1975).
- Gruber fredrick c. - Foundations for a philosophy of Education.
- Narendra Dev - Budha Darshan
- Ottaway K.C. - Education society, Leeds, (1962).
- Pandey S.L. - Bhartiya Darshan Ka Sarveshan, Central Book Depot, Allahabad-(1981)
- Russel B. - Philosophy, Norton (1927).

Elementary Guidance And Counselling

Objectives

- To prepare pupil teacher to understand the basic concepts and procedures of Guidance and Counselling.

- To help the pupil teachers in organising guidance programme in schools and to develop attitude, habit formation and character development.
- To enable the pupil teachers to improve the classroom situation.
- To enable to assist children to overcome their difficulties for better adjustment in all spheres.
- To enable pupil teachers to develop relationship with education in developing his personality
- To develop a conceptual view of the whole field of Guidance & counselling.

Course Content:

Unit 1: Introduction to guidance and counselling

- 1.1. Need, concept and importance of guidance and counselling.
- 1.2. Areas requiring guidance at primary level-educational, personal, social, career (vocational) and how to identify problems.

Unit 2: Techniques and procedures of Guidance and Counselling

- 2.1. Individual and Group guidance techniques
- 2.2. Techniques of counselling-directive, non-directive and elective.
- 2.3. Testing and Non Testing techniques of guidance
- 2.4. Testing (Psychological tests)

Unit 3: Guidance of Children with special needs

- 3.1. Problems and needs of children of special group such as gifted and creative, under achievers and first generation learners.
- 3.2. Role of teachers in helping children with special needs

Unit 4: Understanding Guidance Services in Schools

- 4.1. Elementary knowledge of guidance services, orientation services, information service, inventory service and counselling services.
- 4.2. Maintenance of records with special reference to cumulative record card.
- 4.3. Role of counsellor in schools

Practical Activities:

1. Prepare case study of a child.
2. Writing of Anecdotal record.
3. Filling in cumulative record - one type of pupil for a period of one month, namely under achiever, first generation learners, gifted and creative.
4. Testing techniques (Psychological tests), objectives of using psychological tests in guidance programme, classification of tests, characteristics of a good test, intelligence test, measurement of interest, achievement of tests.

References:

- Beneet Marget E - Guidance and counselling in groups becond ed. New York MC Graw Mill
- Birdie R. F. Counselling an educational technique and psychological measurement.
- Prem-Guidance and Counselling in Indian Education New Delhi NCERT.
- Hoose William N. Van (ed) - Counselling and guidance in 20th century Bostaon - Houghton Mifflin co.
- Aggarwal J.C. - Gducational Vocational Guidance and Counselling Doaba House Delhi(2000)
- Sharma R. A Fundamentals of Guidance and Counselling R- Call Book Depot, Meerut (2003).

Communication Skills (Practical)

Objectives:

- To enable them to listen attentively and follow instructions.
- To equip the trainee to Collect stories, poems written by others and self composed.
- To make them identify the various non-verbal sounds like tapping, voices of birds and animals etc.
- Will be able to write a paragraph on any given topic using imagination /experience.
- To enable them to organise matter properly, writing sentence in a straight lines.

Course Content:

Unit 1: Listening and Speaking

- 1.1 Pronunciation of Alphabets in English and Hindi
- 1.2 Recitation of poems (English and Hindi)
- 1.3 Narration of stories.
- 1.4 Dramatization

Unit 2: Reading

- 2.1 Reading of prose and poetry

Unit 3: Writing

- 3.1 Dictation
- 3.2 Transcription

Practical Work:

1. Writing readiness file
2. Preparation of Hindi and English dictionary containing 100 words each (6 words of each alphabet)
3. Collection of stories and poems for class I and II (at least 10 each).
4. Preparation of language games.
5. Participation in
 - (i) Debates
 - (ii) Dramas
 - (iii) Other cultural programmes
 - (iv) Organization and participation in plays and dramas (nukkads nataks).

References:

- Antoinette Meehan, Writing for the Real World: Level 2: Teacher's Guide, Oxford University Press.
- Roger Cartwright, Communication, John Wiley and Sons Ltd.
- Yuling Pan, Professional Communication in international settings, Blackwell publishers

Creative Art (Practical)

Objectives:

- To develop power of imagination through the media of art.
- To develop power of observation through environment present around her.
- To enable them to express freely through available material and utilize them in classroom situation.

- To inculcate awareness of aesthetic elements in the environment and appreciation for beauties of nature.
- To develop creative potentials through freedom of expression.
- To create unique, novel forms through available materials.
- To cultivate values.
- To maintain aesthetic standards of our cultural heritage.
- To develop sense of patriotism.
- To plan and organise different activities for the classrooms.

Course Content

Unit 1: Working with clay

- 1.1 Rolling
- 1.2 Thumbing
- 1.3 Pounding
- 1.4 Making Simple shapes

Unit 2: Working with colours

- 2.1 Crayons
- 2.2 Points and brushes

Unit 3: Simple paper folding and paper quilling

Unit 4: Sand play

Unit 5: Complete the figures

Unit 6: Story Making (Thematic story)

Unit 7: Making different constructions with blocks.

Unit 8: Making Riddles Rhymes & Zig-Sau Puzzles.

Unit 9: Toy making rag dolls, soft toys, paper toys.

Unit 10: Preparation of display and stimulating material for children with the use of coloured fabric, thread fibre and glass pieces etc.

Unit 11: Making useful materials out of waste such as mats, laundry bags, shopping-bags, magazine holders, stuffed toys, folders, diary covers etc.

References:

- E.F. Ellect, Women artists in all ages and countries, New York, (1859).
- Geoffrey Holme, Early English Water-Colour drawing by great masters, London, (1919)

- Richard Muther, The history of Modern Painting, London, (1907).
- Samuel Isham, The history of American Painting, New York (1905).
- Winifred Meynell, The ModernSchool of Art, (1887).

Visual Arts and Craft Work (Practical)

Objectives:

- To discover the preferences through exposure to a variety of media and materials
- To provide experiences to trainee teachers through different modes of expression
- To develop awareness of various art forms available in the environment.
- To develop skill in handling art materials, understand techniques, create materials of aesthetic values and utilize them in class room situation.
- To plan activities depending upon the developmental needs of children.
- To prepare mobiles and puppet for making teaching learning situation alluring and interesting.

Course Content:

Unit 1: Free drawing with chalk, charcoal, crayons on different surfaces.

Unit 2: Printing with the help of blocks, cut vegetables, leaves, bottle caps, buttons and coins and the thread of varied thickness dipped in colours and pressed between two papers, thumb, finger printing.

Unit 3: Crumpling the paper into a ball, dipping it in colours unfolding paper balls thus coloured and allowing it to dry.

Unit 4: Spray painting, printing with brush, used tooth brushes.

Unit 5: Blow painting

Unit 6: Collage making

- (i) Paper collage by tearing cutting and pasting of various kinds of colourful paper of magazines and used papers, pictures on a paper selected as background.
- (ii) Mixed collage - Composing pictures on paper by introducing textured material such as cloth pieces, thin buttons, threads, strings, coloured papers and the like.

Unit7: Making of mobiles: collecting throw away material or scraps eg.empty small cardboard boxes, cloth cuttings, wood and bamboocutting or strips, worn out toys and discarded games materialsseashells, coconut and other nut shells and other similar items.

Unit 8: Preparation of masks, puppets and toys to be made from worn out socks, paper bags and card sheets, toys and decorated with other art work.

Unit 9: Preparation of teaching learning material.

References:

- Carcle,' you can make a collage', klutz publishing (1998).
- Parragon, 'essential history of Art'.

- Furth, 'The secret world of Drawing': Healing through art, Sigo Press (1988).
- Lancaster, 'Art, craft and Design in the primary schools' (1986).
Murray, 'Watercolours and Drawings', CrawfordMunicipalArtGallery, (1896-1934)

SCHOOL EXPERIENCE PROGRAMME

Nursery

The School Experience Programme (SEP) is the most important component of teacher education curriculum designed to provide an opportunity pupil teacher (Teacher Trainees) to learn and transact teaching skills in actual work situations and to familiarize them with various roles he/she is teaching was being used that differs from the school Experience Programme (SEP) with regard to its salient constructs. The practice of teaching learning situations where as SEP has broader, wider and expanded meaning which has reduced the dominance of closed learning situations.

The SEP provides an opportunity to the prospective teachers to have first hand experience of school activities and programmes in items of planning, designing, developing, organising, monitoring and evaluating various school programmes/activities. It of course includes the teaching of subject/contents and examining and evaluating the academic inputs as well as structural and organised activities culminating into upgradation of teaching skills.

School Experience Programme (SEP) provides Teacher-trainees an opportunity to transact the teaching-skill in actual work-situations.

The students with their varied learning experience are able to gain by SEP in two ways:

1. Learning through observation of the lessons of school teachers and peer groups.
2. Practicing in actual work situation and learning through self-experience and analysis.

PHASES SCHOOL EXPERIENCE PROGRAMME (SEP)

The SEP is into three phases :

- | | |
|-----------|---|
| Phase I | Motivational/Readiness Activities |
| Phase II | Observation by the pupil-teacher in school situation. |
| Phase III | Working in School situation |

As stated above, the various activities which could be organised in different phases are : - Phase-I, Motivation/Readiness Activities : These activities involve development of the necessary skill in the pupil teacher and to prepare psycho-physical readiness in the pupil-teacher to cope up with the school environment. The various activities which could be organised are :-

1. Micro-teaching sessions for development of teaching skill.
2. Organisation of workshop on - Preparation of Low - Cost Teaching Aids & their use.
Age specific activities.
3. Demonstration lesson by Teacher-Educators
4. Demonstration lesson by PTT Teacher Trainees.
5. Demonstration lesson by Primary Teachers teaching in schools.
6. Demonstration of model lessons by eminent educationist working in the field of Education.

Phase-II-Observation by the pupil - Teachers in Actual work situations : It provides the pupil teachers in opportunity to observe the teachers in actual work-situation. Acclimatize oneself with the school-environment and develop a good rapport with the school faculty & pupils.

Phase-III-working in actual work situation : This involves the delivery of lesson by pupil - teacher and participation of the pupil-teacher in various activities such as :-

- Conduct of morning assembly.
 - Celebration of national days & festivals in school
 - Cleanliness & decoration of the school campus.
 - Other projects to be carried out in school.
 - Participation by the pupil-teacher in school-community projects.
- Thus the SEP would help teacher in enhancing status, developing efficiency and enable her to cater to the developmental needs of the child effectively.
- The board objectives of the school Experience Programmes are : -
- to develop confidence by working with children.
 - to deliver the lesson effectively.
 - a) to develop the skills of communication like narration. recitation dramatisation by using gestures, proper pauses.
 - to interact with children by involving them in purposeful activities.
 - to structure the activities to make the learning joyful.
 - to develop appropriate Audio-Visual Materials to make the learning meaningful:
 - to develop the skills of class management and proper utilisation of available resources:
 - to apply knowledge & skills of art education for making teaching joyful.

AREAS OF SCHOOL EXPERIENCE The areas of school Experience Programme for NTT course is conducted as :-

- Practice of Teaching (Indoor Activities)
- Outdoor Games.

1. Practice of Teaching (Indoor Activities)

- Practice of Teaching Comprises of :-

- (i) Teaching of Language
- (ii) Teaching of number concept
- (iii) Teaching of Environmental studies.

(i) Teaching of Language

In language teaching stress should be on readiness activities for attentive listening, correct speaking, fluent reading & good hand writing.

The major objectives of teaching of language are :

- to increase word-power by listening rhymes, songs, stories etc;
- to develop self expression through free conversation, drama, rhyme;
- to develop reading readiness through language games & activities;
- to develop writing readiness through pattern writing, scribbling, tracing etc;
- to develop skill of sound - discrimination for correct usage in verbal & writing language;

- to develop basic values through role-play, stories, poems, historical events etc;
- the above stated objectives may be achieved through story-telling, dramatization, puppet-play, conversation to develop self-confidence in the child.

(ii) teaching of number concept

the major objectives of teaching of number concept are :

- to develop the pre-number concept among the children such as big-small fat-thin, tall-short, heavy light etc. in the children through various activities;
- to appreciate the importance of number in daily life through conversation rhymes, stories & games.
- to enable them to identify similar objects in the environment and counting (upto 10)
- to develop the concept of addition & subtraction through activities like grouping similar objects, selection & rejection of dissimilar objects.

Teaching of Environmental Studies

The major objectives of teaching of environmental studies are :

- To develop awareness of their immediate environment (natural, physical & social environment);
- To identify & classify objects in the environment (living & non-living);
- To comprehend their significance & use in their daily life through activities;
- To develop skill such as observation classification & scientific attitude towards all existing things in the surroundings.
- To develop awareness for preservation of environment by inculcating a sense of peaceful co-existence.

GUIDELINES FOR EVALUATION OF SCHOOL

EXPERIENCE PROGRAMME

Nursery

School Experience programme (Practice of Teaching) is undertaken by the pupil teachers annually. A trainee teaches classes for 40 days. During teaching trainee is required to undertake school experience programme in pre primary and class I and II for 40 days. Each student in both years teaches a minimum of 10 lessons in each of three subjects areas i.e. language, Arithmetic and EVS and arrange 2 to 4 session on other areas (including organised play, free play, social act, constructive work etc.

Teaching competencies with special focus on communication skill is evaluated both internally and externally in every year. In each year, 50 marks are for internal assessment and 75 marks are for external assessment.

The external assessment of indoor activity has weightage of 50 marks and outdoor activity is of 25 marks. A teacher trainee is required to secure at least 50% marks in external and internal evaluation separately.

- During the external assessment of indoor activity an examiner is required to observe lesson presented by a teacher trainee in the class room on any one of the three subjects viz. 1) teaching of language 2) teaching of EVS and 3) teaching of Arithmetic (number). It would be appreciated if an examiner observe each trainee while the lesson is being introduced in the middle of lesson and while the lesson is concluded. The emphasis should be on various components.

Weightage for Various Components of Practice of Teaching

1. Lesson Plan - Design, content Method and written presentation
2. Learning objectives
 - (a) Development of learning objectives during classroom teaching
 - (b) Realisation of learning objectives of the lesson during classroom teaching
3. Presentation
 - (a) Adoption of child approach, activity method, Progressive & innovative techniques
 - (b) Communication
 - (c) Effective use of teaching aids
 - (d) Classroom-Management marks
4. Personality
Personality Traits such as Appearance, Manners, Behavior while communicating with children speech (clarity, correct pronunciation) intonation/modulation of voice, gestures, self confidence.