

PDPET COURSE DESCRIPTION

Considering the job requirements of elementary teachers and the broad programme objectives, the following courses have been identified. All the courses are compulsory.

Course Code	Title of the Course	Credits
Theory Courses		
521	Elementary Education: Context, Concerns and Challenges	2
522	Understanding Elementary School Child	2
523	Curriculum and Teaching-Learning Process	2
524	Pedagogy of Elementary School Subjects	4
Practical Activities		
525	School – Based Activities(SBA)	2
526	Workshop – Based Activities(WBA)	2
527	Practice Teaching (PT)	2
Total Credits		16

CURRICULUM STRUCTURE

Code No.	Title of the Course	Title of the Blocks	Title of the Unit	Credits
521	Elementary Education: Context, Concerns and Challenges	Block1:Context and Concerns of Elementary Education	Unit 1: Perspectives of Elementary Education in India	2
			<ul style="list-style-type: none"> ❖ Elementary education system in ancient India ❖ Evolution of Elementary Education in colonial era and after independence ❖ Basic Education : Nai Taleem ❖ Constitutional provisions for Education ❖ Universalization of Elementary education (focus on NEP-1968, 1986 and important interventions like DPEP, SSA, EFA, KGBV, Scholarship Scheme, Mid day meal etc.) 	
			Unit 2:Contemporary Concerns in Elementary Education	
			Unit 3: Growth of Elementary Education in India	
			<ul style="list-style-type: none"> ❖ Elementary Education : Trends ❖ Current Status of Elementary Education in India ❖ Schemes and Interventions at Elementary Education Level in India 	

			<ul style="list-style-type: none"> ❖ Challenges in Elementary Education in India 	
		<p>Block 2: Challenges in Elementary Education</p>	<p>Unit 4: Teacher as a professional</p> <ul style="list-style-type: none"> ❖ Indian Understanding of teacher and teaching ❖ Teacher as Guru ❖ Emerging role of teachers <ul style="list-style-type: none"> ○ Facilitator ○ Manager ○ Researcher – as an action researcher ○ Leader <ul style="list-style-type: none"> - Transformational leadership - Shared governance ○ Teacher as a reflective practitioner ❖ Professional development (Competence, commitment, performance) ❖ Ethical Concerns in Teaching Profession, Professional Ethics and Conduct 	
			<p>Unit 5: Quality Concerns in Elementary Education</p> <ul style="list-style-type: none"> ❖ Quality as a core concern ❖ Quality Indicators ❖ Indian Dimensions of Quality in Education <ul style="list-style-type: none"> - Global Indicators on quality in elementary education ❖ Quality Assurance (Classroom & school) ❖ TQM(Total Quality Management) ❖ Role of Teacher in ensuring quality education 	
			<p>Unit 6: All round Development of Learners</p> <ul style="list-style-type: none"> ❖ Moral and spiritual development ❖ Value crisis and value transition ❖ Need for development ❖ Identification of values and cultural dimensions <p>Focus on cultural, religious and nationalistic values in development</p> <ul style="list-style-type: none"> ❖ Approaches for values inculcation <ul style="list-style-type: none"> - Curricular - Co-curricular ❖ Gender sensitization 	

			<ul style="list-style-type: none"> ❖ Curriculum and its transaction for value inculcation ❖ Transacting Curriculum for value inculcation 	
522	Understanding Elementary School Child	Block 1: Child & Childhood: Socio-Cultural Context	Unit 1: Understanding Child and Childhood <ul style="list-style-type: none"> ❖ Early stages of Development ❖ Concept of Childhood ❖ Child in Traditional Indian Text ❖ Different Perspectives and problems in Childhood ❖ Psychological ❖ Socio Cultural (Marginalised, Gender Perspective, First Generation, Disability, etc.) ❖ Legal ❖ Role of Family, Neighbourhood, School and Teacher 	2
			Unit 2: Transition from childhood to Adolescence <ul style="list-style-type: none"> ❖ Developmental changes ❖ Cognitive emotional and Social Development ❖ Problems of Adolescents ❖ Needs and Aspirations of Adolescents(vocational, gender, personal, recreational, health) ❖ Developmental Tasks & Role of Teacher 	
			Unit 3: Child Rights <ul style="list-style-type: none"> ❖ Indian perspectives of child rights ❖ Child rights, UN Convention of Rights of the Child, 1989 ❖ Child Protection; Child Abuse, Child Trafficking ❖ Protection of Rights of Child; Role of NCPCR, SCPCR, Redressal of grievances in respect of Child Rights violations. ❖ School and Child Rights ❖ Counseling parents for generating awareness of Child Rights 	
		Block 2: Facilitating Learning		
			Unit 4: How Children Learn <ul style="list-style-type: none"> ❖ Ancient Indian Understanding of Learning Process ❖ Stages of Cognitive Development and Learning ❖ Learning as an individual 	

			<ul style="list-style-type: none"> - Self-learning, Open learning and construction of knowledge ❖ Religious, Cultural and Social Dimensions of Learning ❖ Facilitating learning in socio-cultural contexts of the child <ul style="list-style-type: none"> - Learning at home - Learning with community - Learning in school setting - Learning from nature 	
			<p>Unit 5: Childhood Concerns</p> <ul style="list-style-type: none"> ❖ Health and Hygiene ❖ Concerns about Socio-Emotional Problems ❖ Role of School, Family and Media 	
			<p>Unit 6: Creating Conducive Learning Environment</p> <ul style="list-style-type: none"> ❖ Salient features of conducive learning environment ❖ Learning Environment in Indian Context ❖ Inclusive classroom environment ❖ Role of teachers and all educational administrators ❖ Curriculum Development and evaluation 	
523	Curriculum and Teaching-Learning Process	Block 1: Enriching Learning Experiences	<p>Unit 1: Curriculum Development in Evaluation</p> <ul style="list-style-type: none"> ❖ Curriculum, Syllabus , Courses and Text Books ❖ Process of Curriculum Development and Evaluation ❖ Critical Examination of Curriculum & Textbooks <p>Unit 2: Paradigm Shifts in Pedagogy</p> <ul style="list-style-type: none"> ❖ Constructive Approach ❖ Similarities in Indian Philosophical Approaches and Constructivist Approach ❖ Passive to Active Learning ❖ Teaching to Learning ❖ Teacher to Learner ❖ Assessment to Evaluation ❖ Bookish to Environment Centric ❖ Cooperative and collaborative Learning 	2

			<ul style="list-style-type: none"> ❖ Disciplinary to Integrated Learning ❖ Subject Oriented to Life Oriented ❖ Focus on ICT and Media 	
			<p>Unit 3: Designing Learning Experiences in Contemporary Classroom</p> <ul style="list-style-type: none"> ❖ Concept Mapping as a Tool for Planning ❖ Designing learning experiences ❖ Identifying and procuring/developing resources ❖ Identifying learning outcomes (Using Anderson Taxonomy) ❖ Planning for teaching ❖ 5 E Model of Learning Constructivist 	
			<p>Unit 4: Managing Inclusive Classroom</p> <ul style="list-style-type: none"> ❖ Concept of Inclusive Education ❖ Inclusive Classroom ❖ Identifying needs of Inclusive Classroom ❖ Designing learning experiences UDL (Universal Design of Learning) ❖ Assessment in Inclusive Setup 	
			<p>Unit 5: Assessment of Teaching Learning</p> <ul style="list-style-type: none"> ❖ Difference between assessment in learning, of learning and for learning ❖ Assessment as integral part of learning process: Traditional Indian Approach vis-a-vis Modern Approach ❖ CCE: A brief introduction ❖ Implementation of CCE ❖ Using Tools and Techniques for assessing Active Learning(focus Portfolio, Rubrics) 	
			<p>Unit 6: ICT Mediated Teaching-Learning</p> <ul style="list-style-type: none"> ❖ Selection of appropriate ICT ❖ Using Internet Technology for Teaching -Learning and Planning 	

			<ul style="list-style-type: none"> ❖ Use of Mobile for creating & sharing learning ❖ ICT for management of school 	
		Block 2: Enriching Holistic Life	<p>Unit 7: Community as a Learning Resource</p> <ul style="list-style-type: none"> ❖ Family and Friends as a Learning Resource ❖ Community Members as Learning Resource (Physicians, Craftsperson, Farmers etc.) ❖ Resource of Community (Zoo, Religion Centres, Museum, Agricultural, Farms, Ponds, Fair etc.) ❖ Religion and Religious events ❖ Cultural Events (Fairs, Festivals and other Celebrations) <p>Unit 8: Art as a Pedagogic Resource</p> <ul style="list-style-type: none"> ❖ Arts & Aesthetics : their significance in individual’s development in elementary school teaching ❖ Using various art forms (dance, folk songs, music, theatre, puppetry and other forms) ❖ Appreciating Child Art ❖ Nurturing creative expression through art ❖ Evaluation of artistic expression <p>Unit 9: Promoting Health & Hygiene in Schools (Sports & Physical Education)</p> <ul style="list-style-type: none"> ❖ Concept of Holistic Health & Well Being ❖ Health and Hygiene needs of children ❖ Developing Healthy habits ❖ Role of Yoga, Games and Sports in promoting health and development of children 	
		Block 3:Yoga Education in Schools	<p>Unit 10: Role and Importance of Yoga for School Children</p> <ul style="list-style-type: none"> ❖ Concept of Yoga: Definition and History of Yoga ❖ Yogic concept of Holistic health :Holistic Health, Patanjali Yog ❖ Role of Yoga for School Children: Physical Health, Emotional 	

			<p>behavioural aspect, Enhancing potentials, Balanced education, Creative aspects</p> <ul style="list-style-type: none"> ❖ Importance of Yoga in Schools: Inner Awareness , Discipline, Management of sedentary life styles, to develop human qualities ❖ A balanced approach to life <p>Unit 11: Yogic practices and its application for school children</p> <ul style="list-style-type: none"> ❖ Yogic practices – traditional way ❖ Yoga as fun for small children ❖ Classroom application of yogic practices ❖ Practice Note 	
524	Pedagogy of School Subjects	Block 1:Pedagogy of Languages	Unit 1: Language and Communication, Language Skills and their development during infancy and childhood	4
			Unit 2: Approaches, Methods and Techniques in Language Teaching-Learning	
			Unit 3:Resources Supplementing Teaching Learning Language	
			Unit 4: Assessment of Language Learning	
		Block-2:Pedagogy of Environmental Studies(EVS)	Unit 5: Importance of Environment at the early stages of learning; Objectives and Scope of Teaching-Learning EVS at the Primary Stage	
			Unit 6: Teaching-Learning in EVS	
			Unit 7: Resources Supplementing Learning EVS	
			Unit 8: Tools and Techniques for Assessing Learning in EVS	
		Block-3: Pedagogy of Mathematics	Unit 9: Aspects of Teaching Mathematics	
			<ul style="list-style-type: none"> ❖ Aims and Objectives of Teaching Mathematics ❖ Importance of Mathematics ❖ Nature of Mathematics ❖ Vedic Mathematics <p>Unit 10: Teaching Learning Process of Mathematics</p> <ul style="list-style-type: none"> ❖ How children learn Mathematics ❖ Learner and Learning –Centred Methodologies in teaching Mathematics 	

			<p>Unit 11: Teaching Learning Material and Other Resources in Mathematics Teaching</p> <ul style="list-style-type: none"> ❖ Teaching Learning Material ❖ Text book ❖ School building ❖ Mathematics Laboratory / Corner <p>Unit 12: Assessment in Mathematics Learning</p> <ul style="list-style-type: none"> ❖ Traditional and Emerging Approaches ❖ Emerging trends in assessment ❖ Tools and Techniques of Assessment ❖ Follow up of Assessment of Learning Mathematics ❖ Information from the Assessment. 	
		Block-4: Pedagogy of Science	Unit 13: Nature of Science	
			Unit 14: Different Approaches and Methods of Teaching Science	
			Unit 15: Lesson Planning and Low Cost / No Cost Teaching Resources	
			Unit 16: Assessment in Science Learning	
		Block-5: Pedagogy of Social Studies	Unit 17: Nature of Social Studies & Social Studies in Elementary School Curriculum	
			Unit 18: Resources Supplementing Teaching Social Studies	
			Unit 19: Teaching Learning Strategies in Social Studies	
			Unit 20: Assessment in Social Studies	
Practical Activities				
525	<p>School Based Activities (SBA)</p> <p>There are four groups of School Based Activities (SBA). 3 activities are to be carried out i.e. one activity from each of the groups (A, B and C) whereas 4 activities are to be carried out i.e one activity from section (i &iii) and two activities from section (ii) are to be carried out from group D, thus, total of seven activities will be carried out by every student teacher. Report of School Based Activities (SBA) to be submitted during the workshop, which will be assessed and marks/grades will be assigned accordingly. Each activity in Group A, B and C carries twenty (20) marks (Total 3x20 =60 marks) and activity from Group D carries 10 marks each from section (i&iii) i.e. 2x10= 20</p>			2

marks and 20 marks from section (ii) i.e 20+20=40 marks (**Total 4x10=40 marks**) from Group D.

GROUP A

(Any one activity is to be carried out from this group)

- Critically examine the provisions made in the RTE ACT- 2009 regarding roles and responsibilities of teachers in your own school context.
- Organise a group discussion in the presence of mentor on the guiding principles of NCF 2005 and prepare a report on the main points emerging from the discussion.
- Prepare a report on status of elementary education in your cluster with reference to access, enrolment, retention and drop out and initiatives taken to check dropouts.
- Read code of conduct applicable in your school and analyze its role in developing conducive school environment.
- Collect at least two stories from various sources (Folk tale/ Panchtantra/ Jataka Katha/ Freedom Struggle and Patriotic Stories, Textbooks, etc.) and identify values that are promoted through stories.

GROUP B

(Any one activity is to be carried out from this group)

- Collect twenty news paper clippings on child right violation/abuse, give their summary and suggest ways/mechanisms to generate awareness about child rights.
- Organise a game in the school and observe children at play and analyse how it affects their affective and cognitive development
- Prepare a case profile of a child from your neighbourhood.
- Map children's talk, what they interact among peers.
- Identify behavioural issues/problems among children in your school and develop a mechanism for overcoming these problems with the help of parents.

GROUP C

(Any one activity is to be carried out from this group)

- Organise teaching in a multigrade classroom and identify challenges and ways to overcome them in this situation.
- Identify some instances that reflect gender discrimination in your community and suggest ways to eliminate such gender bias.
- Use your mobile phone to develop an audio and/or video of five (05) minutes duration and use it as a teaching aid in your classroom and prepare a report on it.
- Identify the steps you will take for maintaining cleanliness in your school campus & classrooms and use yours student's art work for beautifying the campus.

- Identify the locally available food, fruits & vegetables and indicate their nutritious values.

GROUP D

(One activity each from Sub-section (i &iii), two activities from Sub-section (ii).

(i)

- Prepare five jumble word games
- Prepare a set of flash cards and explain how do you plan to use it in your classroom
- Organize one Language Game
- Organize Picture Reading activity
- Organize a one Role Play focusing on expressions of dialogue delivery by children.
- Word map and word chain

(ii)

- Prepare a First Aid kit
- List the natural resources available in your surrounding and their use in teaching-learning.
- Identify causes of pollution in your locality and suggest ways to deal with it.
- Identify common superstitious practices prevalent in your community and suggest ways to eradicate them.
- Develop a concept map on any topic of your choice in EVS/ Science.
- Prepare a guide map of your locality with important land marks.
- Collect pictures related to diversity in your state or India and prepare a collage.
- Develop a map of local resources like river, canal, ponds, agricultural crops, horticulture and floriculture in your area.
- Document contributions of women in the freedom struggle from your state.

(iii)

- Prepare a Teaching Learning Material (TLM) to help learners in identifying shapes.
- Interview 50 people in your community about their yogic practices & prepare a table and show it in the form of graphs.
- Take Photographs of some monuments and find out the symmetry and patterns being followed in them
- Design a mathematical game (indoor/outdoor) through which you may teach the four operations.
- Diagnose learning difficulties that children face while learning mathematics in your class, suggests ways to overcome them.

526	<p>Workshop Based Activities(WBA)</p> <p>Each teacher offering this course will have to compulsorily attend a (10) ten days Workshop Based Activities.</p> <p>ORGANISATION OF WORKSHOP BASED ACTIVITIES</p> <p>One compulsory practical workshop of ‘10 days’ duration, with intensive face-to-face interaction to develop skills and competencies among teachers will be organized at the Programme Centre assigned to learner.</p> <p>Pre- workshop</p> <ul style="list-style-type: none"> • Preparation of lesson plans on languages (English/Hindi), Maths, EVS, and Social Studies/Science. • Preparation of Teaching Learning Materials (TLM) and aids on the these subjects. • Development of portfolio for subject based evaluation. • Preparation of balanced question papers based on design and blueprints to be developed by a student teacher. • Observation of Demonstration lessons. • Participation in process evaluation. <p>During 10 days workshop</p> <ul style="list-style-type: none"> • Concept mapping in languages(English/Hindi), Maths, EVS, Social Studies and Science • Acting on Art, Physical & Health and Work Education • Seminar presentation • Peer lesson observation • Participation in process evaluation <p>(this section should be developed after finalization of content of various courses and only those practical dimensions, in which skill development or face-to-face interaction is essential, should be kept as activity in WBA)</p>	2
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