

Mahatma Gandhi College of Education

Programme Overview :-

Mahatma Gandhi College of education 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 : 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 :-

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				

12. Detailed syllabus: -

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 hisotyr of doing : An illustrated account of movements for women's rights and feminism in India 1800-1900. (2, ed.) Iubaan 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)

Governance 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 day 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, Publishers (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 Press (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 responsesThese 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 natak).

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 Modern School 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.

Unit 7: 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

Primary

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 PTT

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

Primary

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.

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