

## D.El.Ed.

Diploma in Elementary Education (D El Ed) is a 2-years diploma course focused on primary teachers training. D El Ed provides training to the would-be teachers to teach students in the primary/upper primary school, aged between 6-15 years/class I to VIII.

### **Programme Learning Outcomes (POs)**

- Pupil Teachers will be able to develop spirit of inquiry.
- Pupil Teachers will be able to plan strategies to deal with classroom diversity.
- Pupil Teachers will be able to develop professional spirit and facilitate them with required pedagogical skills.
- Pupil Teachers will be able to solve various problems of school management and classroom management.
- Pupil Teachers will be able to equip themselves with intrapersonal and interpersonal skills.
- Pupil Teachers will be able to promote self directed learning through the use of non conventional methods of teaching i.e cooperative and collaborative learning, brain storming, individual learning, online platforms etc.
- Pupil Teachers will be able to generate a sense of belongingness and commitment towards the environment.
- Pupil Teachers will be able to integrate technology in the task of teaching and learning.
- Pupil Teachers will be able to comprehend various philosophies and their role in education.
- Pupil Teachers will be able to expose the aims, learning strategies, discipline and experiences of education.
- Pupil Teachers will be able to develop reflective outlook towards the emerging challenges in the field of education.

- Pupil Teachers will be able to enhance communication, entrepreneurship and employability skills.
- Pupil Teachers will be able to equip themselves with administrative and managerial skills.
- Pupil Teachers will be able to develop analytical and interpretative as well as assessment and evaluative skills.

### **PROGRAMME SPECIFIC OUTCOMES (PSOs)**

- Pupil Teachers will be able to provide opportunity for experiential learning to conceptualize disciplinary understanding and empirical knowledge of school curriculum to assess and reflect on teaching-learning practices
- Pupil Teachers will be able to provide exposure to ICT tools for their effective utilization in providing learning experiences as well as management of school activities.
- Pupil Teachers will be able to explore the role of social agencies, school and society in nurturing holistic well-being and promoting healthy practices.
- Pupil Teachers will be able to sensitize towards environmental issues and language background of students.
- Pupil Teachers will be able to identify challenges of gender disparities, exposure to gender neutral pedagogic materials and training to address the gender inequalities.
- Pupil Teachers will be able to acquire conceptual understanding of sociological, psychological and philosophical aspects of an individual's development and its relationship with teaching-learning process.
- Pupil Teachers will be able to visualize enshrined legislative provisions related to Indian Education system and facilities in an inclusive setting.

## **Course Learning Outcomes**

### **Course 101- Childhood and Development of Children**

#### Course Outcomes

- To review general conceptions about child and childhood (specifically with reference to the Indian social context)
- To develop a sensitive and critical understanding of the different social/ educational/ cultural realities at the core of the exploration into childhood.
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development
- To encourage interaction with children and training in methods of child study to understand aspects of the development of children

### **Course 102- Education, Society, Curriculum and Learner**

#### Course Outcomes

- To understand and explore the meaning, aims, purpose of education
- To develop understanding of philosophical, sociological and historical dimensions of education
- To identify and question one's own long-established presumptions on knowledge, learner, teacher, education and develop a more meaningful understanding of them.
- To expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations

### **Course 103- Pedagogy across the curriculum, ICT and Action Research**

#### Course Outcomes

- To understand and explore the meaning, aims, purpose of pedagogy
- To develop understanding of pedagogic approaches along with use of ICT
- To strengthen 'pedagogic imagination' so that student-teachers can think beyond the standard approaches and create a joyful learning environment
- To expose student-teachers to pedagogically sound learning situation

## **Course 104- Contemporary Indian Society**

### Course Outcomes

- To be familiar with the interdisciplinary analysis of concepts, ideas and concerns
- To familiarize with the socio-political economic dimensions of Indian society and appreciating its diversity
- To develop an understanding of the trends, issue and challenges facing contemporary Indian Society
- To understand the relationship between specific political institutions, economic policies and social structures in order to comprehend the achievements, persistent problem and challenges facing contemporary Indian society

## **Course 105- Proficiency & Pedagogy of Mathematics**

### Course Outcomes

- Reflect on what is mathematics, by actually” doing” mathematics-spotting and exploring patterns in a calendar, a multiplication table and other such number matrices
- Reflect on why we need to learn mathematics
- Reflect on the fact that mathematics is a subject that everyone can do and enjoy
- Develop deeper insights into the content areas of mathematics at the primary level
- Become sensitive about the ways in which children respond to mathematical knowledge
- Become aware of the historical roots of the subject, and of great problems that mathematicians have grappled with in past centuries, which have served as guide posts in the development of the subject;
- Become aware of the fact that mathematics is a human endeavor
- Become aware of the exploratory nature of the subject and the fact that mathematics is “work in progress” a not a “finished product”

- Gain awareness of the aesthetic and fun side of mathematics and its rootedness in pattern, rhythm and play , through exposure to mosaic , rangoli, kolam, number games and puzzles
- Gain facility in hand-on activities such as paper folding and model
- Develop skills, acquire appropriate attitudes, learn effective strategies that promote effective children's learning

### **Course 106- Proficiency & Pedagogy of Environmental studies**

#### Course Outcomes

- To help student-teacher understanding the scope of EVS and internalize different perspectives of curriculum organization
- To facilitate student-teacher to probe into children's ideas in physical, natural and social environment
- To prepare student-teacher to plan and carry out classroom transaction in the light of various theoretical viewpoints of learning
- To prepare student-teachers to assess children's learning using different pathways

### **Course 107- Proficiency in English Language**

#### Course Outcomes

- To strengthen the student-teacher's proficiency in English language
- To brush up their knowledge of grammatical , lexical and discourse systems in English
- To enable students to link this with pedagogy
- To re-sequence units of study for those who may have no knowledge of English

### **Course 108- Proficiency in Hindi Language**

## **Course 110- Proficiency in Punjabi Language**

## **Course 151- Children's Physical and Emotional Health**

### Course Outcomes

- To build a holistic understanding of the concepts of health and well-being and understand children's health needs using a social determinates framework
- To understand and the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns
- To examine specific programmes related to children's health operating in schools
- To build knowledge and skills on teaching health and physical education and integration of their themes with other curricula areas of teacher education and school subjects
- To link theoretical and conceptual learning with actual school / classroom realities through practical work

## **Course SIP- School Internship Programme**

The School Internship Programme aims to introduce the student-teachers with real school environment. In order to meet the specific requirement of course a school Exposure Programme of four week duration is introduced during 1<sup>st</sup> year of D.El.Ed. Course with following objectives:-

- To acquaint the student- teachers with school environment as a whole and its various dimensions in the context of all-round development of children and observe the teaching learning process in a systematic manner.
- To evaluate school textbooks and other resource material critically in the context of children's development and pedagogical approach used.
- To understand and reflect upon the teaching-learning processes practiced in classroom by regular teachers and learn to relate and communicate with children.

- To understand and reflect upon the relationship between school and community for creating a conducive environment for learning.
- To aware the student-teachers about different type schools and their management, administrative structure of education departments and officers involved there in.
- To develop a repertoire of resources which can be used by the intern later in his/her teaching-textbooks, children's literature, activities and games, excursions etc.

### **Outcomes D.El.Ed.-2<sup>nd</sup> Year**

#### **Course 201- Cognition, Learning and Socio-Cultural Context**

##### Course Outcomes

- To understand the process of thinking and learning in children through different theories and critical perspectives; principals of behaviorism, cognitive development, information processing, constructivist, socio-constructivist and cross cultural positions
- To reflect on their relevance in the teaching-learning process
- To understand that the essence of child-centered pedagogy is to be in tandem with the physical,socio-cultural,emotional and cognitive worlds of children with in the Indian context
- To allow for opportunities such that the student-teacher is able to visualize the linkage with theory in the real life interaction with children, through activities such as play,art,storytelling, etc. as implications along with the units of physical motor deveploment,congntion and language development respectively

#### **Course 202- Cognition, Learning and Socio-Cultural Context**

##### Course Outcomes

The overall objective of this course is to enable student-teacher to develop a holistic understanding of the range of issues and dynamics that constitute school education. The specific objectives are:-

- To familiarize student-teachers with the structures and processes of the Indian education system
- To help student-teachers to develop a critical understanding of the notion of school organization and management in the context of the structures and processes of the education system
- To enable student-teachers to develop a comprehensive understanding of context-specific notions of school effectiveness
- To enable student-teachers to develop an understanding of school leadership and change management
- To help student-teachers make overt connections between field-based project work, education leadership and change facilitation

### **Course 203- Understanding the self, Diversity, Gender and Inclusive Education**

#### Course Outcomes

- To understand one's own self
- To sensitize student to gender
- To understand the present approach on education of children with special needs
- Instead of blaming an individual for his/her failure , the need is to understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization and various other social and culture; factors.
- To famous on the structures (implicit and explicit) in our schools that serve as a hindrance to the inclusion of all students
- To explore and understand the possibility of change through inclusive education
- To develop a comprehensive and critical understanding on disability, marginalization and inclusive education.

### **Course 204- Proficiency in Hindi Language**



## **Course 206- Proficiency in English Language**

### Course Outcomes

- To equip student-teachers with a theoretical perspective on English as a second language(ESL)
- To enable student-teachers to grasp general principles in English language teaching and learning
- To understand young learners and their learning context
- To grasp the principles and practice of unit and lesson planning for effective teaching of English
- To develop classroom management skills; procedures and techniques for teaching English language
- To examine and develop resources and materials for use young learners for English language teaching and testing.
- To examine issue in English language assessment and their impact on classroom teaching.
- To understand the strategies used in a differentiated classroom with multiple levels.
- To be familiar with multiple assessment strategies for the English language teacher

## **Course 207- Proficiency & Pedagogy of Mathematics Education**

### Course Outcomes

- To develop insight into ways of reasoning mathematically
- To create awareness about and develop appreciation for algebraic thinking
- To develop facility in estimation of quantities(weights and sizes of small and large objects encountered in daily life; quantities encountered in mathematical computations)
- To develop facility in data handling, reading of graphs and schematic diagrams( including road maps and railway maps);designing one's own schematic diagrams
- To familiarize student-teachers with statistical ways of dealing with information and some mathematical concepts that help in the process.

- To enhance the capabilities of the prospective teachers to reflect on processes relating to communicating formal mathematics to children
- To develop an interest in keeping in touch with what is being discussed and transacted in the area of mathematics education elsewhere in the world or country, through exposure to good journals in the subject, and to good websites and blogs
- To develop an interest in reading expository books in mathematics particularly authors who give a sense of the historical side and the aesthetic side and the “play” side of mathematics.

### **Course 208- Proficiency & Pedagogy of Social Science Education**

#### Course Outcomes

- To develop knowledge and skills to critically understand and analyses the society in which we live by drawing upon the disciplines of history, geography, political science, economics and sociology
- Build skills to gather, interpret and analyses data
- To critically analyses social science school curriculum, syllabus and textbooks
- To know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner
- To develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values.

### **Course 208- Proficiency & Pedagogy of Science Education**

#### Course Outcomes

- To encourage students to revisit their conceptual understanding of science
- To engage student with various aspects of the nature of science
- To help students understand children’s ideas in relation to cognitive development and children’s understanding of scientific concepts

- To help students select and use appropriate teaching-learning and assessment strategies
- To enable students to view science as an inclusive and a democratic enterprise

### **Course 210- Pedagogy of Punjabi Language**

Course Outcomes

### **Course 211- Pedagogy of Sanskrit Language**

Course Outcomes

### **Course 251- Work and Art Education**

Course Outcomes

To help the pupils to develop essential knowledge and understanding in terms of:-

- Identifying needs of the self, family and community in respect of food, health and hygiene, clothing, shelter, recreation and social service
- Acquainting themselves with productive activities in the community
- Knowing the sources of raw materials and understand the use of tools and equipments in the production of goods and services; understanding the utility of productive work and service to the community
- Respect for manual work and regard for manual workers
- Proper work ethics such as regularity, punctuality, honesty, dedication, discipline, etc.
- Develop an understanding of art-integrated education and the need to appreciate it in different forms, the scope and purpose of art integrated education
- Understand the range of traditional art forms and working with hands
- Create and present pieces of art: using visual arts and crafts
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluator self as an artist and art educator
- Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act a starting point for an exploration.

## **Unit: 2**

### **Art Education**

#### Course Outcomes

- Integration of dramatics/role-play while teaching any subject
- Integration of music while teaching any subject
- Integration of visual arts while teaching any subject
- Integration of dance/ actions & gestures while teaching any subject

### **Course SIP II-School Internship Programme**

#### Course Outcomes

The school internship programme aims to introduce the student-teacher with real school environment. In order to meet the specific requirement of course a school Exposure Programme of 16 week duration is introduced during 2<sup>nd</sup> Year of D.El.Ed. Course with following objectives:-

- Develop an understanding for applying different methods of teaching for effective learning.
- Develop skills to conduct different activities and programmes other than teaching, such as literary, cultural, educational, excursion and sports etc.
- Develop abilities to communicate effectively with students, peer groups, teachers, community members, school management and Block/District administration etc.
- Identify skills and develop creativity among students through organizing relevant activities to nurture it.
- Organize joyful activities to encourage students to construct their own knowledge.
- Organize inclusive classroom practices in various ways.
- Develop an understanding and skills to evaluate the children's performance.
- Develop plan and conduct classroom-based Action Research.
- Critically reflect on school experience programme and maintain record thereof.