

**COURSES OF STUDY**  
*For*  
**DIPLOMA IN ELEMENTARY EDUCATION (D.El.Ed.)**

**(Introduced from 2012-13 academic year)**

**Board of Secondary Education, Odisha, Cuttack**  
**2012**

**Courses of Study *for***

## **DIPLOMA IN ELEMENTARY EDUCATION (D.El. Ed.)**

**(As per NCFTE, 2009 imperatives)**

The quality of school environment and classroom learning is largely dependent on the quality of teachers. The pre- service teacher education programmes are intended to prepare quality prospective teachers. With the changing perspectives of the school education, in general, and the learning processes of each individual learner, in particular, the pedagogical processes are undergoing sea-changes which necessitate appropriate and thorough revision of the teacher education curriculum.

Beginning with the inclusion of universalization of comparable quality in the objectives of the Universalization of Elementary Education in the National Policy of Education 1986, all subsequent documents and programmes on UEE have given primacy to the quality of education along with the provisions of access, enrolment and retention. The National Curriculum Framework 2005 has gone a step ahead in echoing the universal concern for actualizing learner and learning centered approaches to the classroom processes. Further, the constructivist approach of learning and teaching is being adopted instead of the traditional teacher-centered transmissionistic approaches. As a result, the classroom processes are being transformed to suit to the learners' needs and aspirations. This trend of learner centered pedagogy has been accorded legal status in the Right of Children to Free and Compulsory Education Act, 2009. The Sarva Shiksha Abhiyan (SSA), the largest programme for universalizing elementary education with widest coverage possible, being implemented since 2001, has been focusing on the learner-centered, activity-based, participatory learning experiences in the classroom as well as in the school context. It becomes imperative to enable the prospective teachers use these practices and understand their theoretical bases. The elementary teacher education programme needs to be transformed to address these issues. Against this

background, the present courses of study for the Diploma in Elementary Education for prospective elementary school teachers of Odisha have been developed.

This course of study has been developed, based on the visions and provisions of three major national documents as well as the reflections made in the National Education Policy 1986/1992. These three documents are The National Curriculum Framework 2005 (NCF 2005), The National Curriculum Framework for Teacher Education 2009 (NCFTE 2009) and The Rights of Children for Free and Compulsory Education Act 2009. The structure of the courses of study has been developed in conformity with the one suggested in the NCFTE 2009 and the model courses of study provided by the National Council of Teacher Education in 2011

**1. The Vision:** In order that the teacher education must become more sensitive to the emerging demands from the school system, it must prepare teacher for the roles of being an

- encouraging, supportive and humane facilitator in teaching-learning situation to enable learner to discover their talents, realize their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values to function as responsible citizen; and
- active member of a group of persons who makes a conscious effort for curricular renewal so that it is relevant to changing societal needs and the personal needs of learners (NCF 2005, p.107).

**2. Considerations:** In order to realize the above stated vision, the major considerations that guided the preparation of this document are:

- Understanding children and their ways of learning and creating situations conducive to their learning is central to all the efforts of the teacher.

- Learning needs to be appreciated as a participatory process that takes place in the shared social context of the learner's immediate peers as well as the social community. Learners should be viewed as active participants in the learning process and not be considered as passive recipients of information.
- Learning is to be viewed as a search for meaning out of personal experience and knowledge generation as a continuously evolving process of observation, verification, and reflection and so on.
- The role of the teacher is to facilitate learning rather than the source and custodian of knowledge. As a facilitator he/she is to help learners in transforming information into knowledge/wisdom, support in enhancing learning through multiple exposures, encourage the learner to continuously achieve his/her educational goals.
- The social climate and the context from which the learners and teachers emerge have great influence on the learning. Therefore, learner's social, cultural, economic and political contexts are to be taken into account along with his/her psychological characteristics for designing learning strategies.
- Knowledge in teacher education is multidisciplinary in nature within the context of education. Conceptual inputs in teacher education need to be articulated in such a manner that they describe and explain educational phenomena – actions, tasks, efforts, processes, concepts and events.
- Teacher education programme need to provide the space for engagement with issues and concerns of contemporary Indian society, its pluralistic nature, and issues of social and racial identity, gender, equity, livelihood and poverty.
- Teacher education programme need to broaden the curriculum to include different traditions of knowledge; educate teachers to connect school knowledge with community knowledge and life outside the school.

- Teacher education need to help teacher's appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.
- Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism and caring values.
- The evaluation protocol needs to be comprehensive and provide due place for the evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative parameters.

**3. Objectives of the Course:** The objectives of the course are to enable the trainees to:

- upgrade, update and enrich their content knowledge of different subjects they teach in primary and upper primary schools so that they can effectively transact the prescribed syllabus contents
- equip themselves with a repertoire of pedagogical skills so that they can improve the quality of classroom instruction
- understand the children, their context / experience, how they learn different subjects and to design differentiated learning opportunities for each child
- organize child-friendly and child-centered, activity-based, participatory, meaningful learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work in schools by adopting alternate teaching-learning methodologies

- build their capacity to evaluate learning performance on a continuous basis and to ensure learners progress and achievement thereby diagnosing their learning difficulties, preparing test items in different subjects they teach, sharing the assessment results and providing compensatory support for improving learners' learning
- acquaint themselves with the recent developments, issues and problems involved in UEE and to visualize their appropriate role for achieving the goals of UEE
- develop their ability to make schools functional and more supportive to better teaching-learning
- to ensure child rights and address the issues, if any, thereof
- empower themselves with knowledge and skill to plan and manage both mono-grade and multi-grade situation
- undertake action research to solve the day-to-day problems they face in their schools while conducting different curricular and other curricular activities
- develop among the learners the leadership and problem solving skills, work with SMC, Local Authorities and other educational partners in the locality for child tracking, school mapping, whole child and whole school development
- understand and address all kinds of diversity in their context

**4. Duration:** The programme shall be of **two-year** duration.

**5. Medium of Instruction:** **ODIA** (except for the courses in English, Urdu, Hindi and Persian) shall be the medium of instruction.

## 6. Course Structure:

### 6.1 Course Outline

#### Group A : Foundation Courses (FC)

| Course / Paper | Title                                       | Marks      |
|----------------|---------------------------------------------|------------|
| FC1            | Contemporary Issues in Elementary Education | 100        |
| FC2            | Understanding the Learner                   | 100        |
| FC3            | Curriculum Planning and Transaction         | 100        |
| FC4            | Pedagogic Process in Elementary Education   | 100        |
| FC5            | Education for Holistic development          | 100        |
|                | <b>Total</b>                                | <b>500</b> |

#### Group B : Pedagogy Courses (PC)

| Course/paper | Title                                    | Marks      |
|--------------|------------------------------------------|------------|
| PC1          | Content-based Pedagogy in Odia / Urdu    | 100        |
| PC2          | Content-based Pedagogy in English        | 100        |
| PC3          | Content-based Pedagogy in Mathematics    | 100        |
| PC4          | Content-based Pedagogy in Science        | 100        |
| PC5          | Content-based Pedagogy in Social Science | 100        |
| PC6          | Content-based Pedagogy in                |            |
|              | a) Hindi                                 | 50         |
|              | b) Sanskrit / Persian                    | 50         |
|              | <b>Total</b>                             | <b>600</b> |

#### Group C: Practical Courses (PrC)

| Course/Paper | Title                      | Marks       |
|--------------|----------------------------|-------------|
| PrC 1        | Teaching Practicum         | 100         |
| PrC 2        | Teaching Practicum         | 100         |
| PrC 3        | Project on Action Research | 50          |
|              | <b>Total</b>               | <b>250</b>  |
|              | <b>Grand Total (A+B+C)</b> | <b>1350</b> |

## 6.2 Year-wise Course Break-up :

### 1<sup>ST</sup> YEAR

**Total Marks: 650**

#### **Theory**

| Papers | Title                                     | Marks    |          |            | Duration of final examination |
|--------|-------------------------------------------|----------|----------|------------|-------------------------------|
|        |                                           | Internal | External | Total      |                               |
| FC-2   | Understanding the learner                 | 20       | 80       | <b>100</b> | 03 hours                      |
| FC-4   | Pedagogic Process in elementary education | 20       | 80       | <b>100</b> | 03 hours                      |
| FC-5   | Education for holistic development        | 20       | 80       | <b>100</b> | 03 hours                      |
| PC-1   | Content-based pedagogy in Odia / Urdu     | 20       | 80       | <b>100</b> | 03 hours                      |
| PC-4   | Content-based pedagogy in Science         | 20       | 80       | <b>100</b> | 03 hours                      |
| PC-6 A | Content-based pedagogy in Hindi           | 10       | 40       | <b>50</b>  | 02 hours                      |

#### **Practicum**

|                                            |                                                                                                       |          |            |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------|----------|------------|
| <b>Paper : PrC-1</b><br>Teaching Practicum | Mono-grade teaching in Odia / Urdu, Science, Hindi                                                    | 50 Marks | 45 minutes |
|                                            | Multi-grade teaching taking Odia / Urdu and Science combination or a single subject in all the grades | 50 Marks | 45 minutes |

## **2<sup>nd</sup> YEAR**

**Total Marks : 700**

### **Theory**

| <b>Paper<br/>s</b> | <b>Title</b>                                 | <b>Marks</b>    |                 |              | <b>Duration of<br/>final<br/>examination</b> |
|--------------------|----------------------------------------------|-----------------|-----------------|--------------|----------------------------------------------|
|                    |                                              | <b>Internal</b> | <b>External</b> | <b>Total</b> |                                              |
| FC-1               | Contemporary Issues in Elementary Education  | 20              | 80              | <b>100</b>   | 03 hours                                     |
| FC-3               | Curriculum Planning and Transaction          | 20              | 80              | <b>100</b>   | 03 hours                                     |
| PC-3               | Content-based pedagogy in Mathematics        | 20              | 80              | <b>100</b>   | 03 hours                                     |
| PC-2               | Content-based pedagogy in English            | 20              | 80              | <b>100</b>   | 03 hours                                     |
| PC-5               | Content-based pedagogy in Social Science     | 20              | 80              | <b>100</b>   | 03 hours                                     |
| PC-6<br>B          | Content-based pedagogy in Sanskrit / Persian | 10              | 40              | <b>50</b>    | 02 hours                                     |

### **Practicum**

|                                     |                                                                                |          |            |
|-------------------------------------|--------------------------------------------------------------------------------|----------|------------|
| <b>PrC-2 Teaching<br/>Practicum</b> | Mono-grade teaching in Mathematics / Social Science / English/Sanskrit/Persian | 50 Marks | 45 minutes |
|                                     | Multi-grade teaching (with combination any subjects)                           | 50 Marks | 45 minutes |
| <b>PrC-3</b>                        | Project on Action Research                                                     | 50 marks |            |

## **6.3 Detailed Unit Structure of the Theory Courses:**

### **FC1: Contemporary Issues in Elementary Education**

#### **Objectives:**

- To develop an understanding of the meaning of education and contribution of different educationists towards improvement of elementary education.
- To develop an overview of the universalization of education at the national and state levels.
- To appreciate the role of various initiatives such as, operation Blackboard scheme, DPEP, SSA, RTE, etc., for universalization of elementary education
- To develop an understanding on the management of elementary education at national, state, district and sub-district level.
- To appreciate the need of professional development and professional ethics for teachers.

#### **Unit 1: Foundations of Education**

- Meaning and Aims of Education – Individual and Social
- Contributions of Educational Thinkers – Mahatma Gandhi, Sri Aurobindo, Tagore, Montessori, Froebel, Piaget, Vygotsky with reference to Elementary Education
- Importance of Elementary Education
- Universalization of Elementary Education – Need and Dimensions
- Global concern for UEE in post-NPE, 1986 period
- Major Policies and Provisions for achievement of UEE (Constitutional Directives, Education Commissions, NPE-1986, RCFCE Act-2009)

#### **Unit 2: Initiatives to achieve UEE in Odisha**

- Operation Blackboard
- District Primary Education Programme (DPEP) : Strategies and Impact
- Sarva Shiksha Abhiyan (SSA) : Features and Strategies
- Mid-day Meal Programme
- Present status of elementary education in Odisha

#### **Unit 3: Management / Governance Issues in Elementary Education in Odisha**

- decentralization of educational management

- Structure and function at national (MHRD, NCTE, NCERT, NUEPA) district (Administrative (Zilla Parishad, DPO, CI and DI of Schools, Academic (DIET / DRC / S.T. School) and sub-district (Administrative (SI of Schools), Academic (BRC / CRC), Headmaster) level – networking of institutions (Academic and Management)
- Community participation in educational management
- Constitutional role of the SMC, PTA and MTA
- Planning for UEE (micro and macro)

#### **Unit 4: Education as a Fundamental Right**

- Child Right –UN Declaration : Survival, Development, Protection and Participation
- National Policy for Children, 1974
- Persons with Disability Act, 1995
- RCFCE Act – 2009 : Salient Features
- Provisions for Protection of Child Right (NCPCR, SCPCR)
- Implementation of the Act – Role of Teacher, School, Local Authorities, and Government
- Odisha Rules to the RCFCE Act – 2009

#### **Unit 5: Teacher Empowerment**

- Development of self-esteem and attitude
- Professional development – rights of the teachers, role and function of teacher associations
- Professional ethics
- Development of leadership quality
- Enculturation

### **FC 2: Understanding the Learner**

#### **Objectives:**

- To understand different aspects of a child's physical, motor, social and emotional development.
- To understand the learning process and its nature, and find ways for promoting learning of children.
- To be acquainted with the process of personality development and creative thinking of the children.
- To envision an inclusive learning environment and teaching strategies in inclusive context.

- To understand and perform the statistical processes in education.

### **Unit 1: Understanding Child Development**

- Concept, Principles and stages of child development
- Characteristics of physical, cognitive, social, emotional and moral development in childhood and early adolescence
- Significance of heredity and environment in understanding the child
- Factors influencing Child development - Home, School, Peer-group and Society
- Understanding the developmental needs of children (age-specific)
- Learning and Developmental Tasks, Developmental Delays, Helping Children to grow

### **Unit 2: Understanding Learning Process**

- Learning – Concept and Nature, individual difference in learning
- Understanding how child learns - Learning through observation, imitation, trial and error, experimentation and experience
- Learning as meaning-making
- Basic conditions of learning – Maturation, Fatigue, Reinforcement, Materials, Tasks, Organization of Materials
- Promoting Learning - Motivating Learners, Facilitating Classroom Learning Environment, Teacher Behaviour

### **Unit 3: Personality Development of Learner**

- Concept; Factors affecting Child's Personality
- Development of Self-concept, Attitude and Values
- Thinking Skills and Communication Skills
- Development of Creative Thinking (Process Oriented and Product Oriented)

### **Unit 4: Learner in Inclusive Context**

- Meaning of Inclusive Education; Distinction from Integrated Education / Special Education
- Implementation of Inclusive Education
- Education of CWSN – types, identification, learning needs, teaching strategies and curriculum adaptation
- Education of girl child – issues and strategies to address, initiatives taken so far
- Education of socio-culturally disadvantaged children

## **Unit 5: Elementary Statistics**

- Tabulation of Data
- Graphical presentation of data – Frequency Polygon, Histogram, Bar Graphs, Pie Diagram, Pictograph
- Measures of Central tendency and dispersion; t- test

## **FC 3: Curriculum Planning and Transaction**

### **Objectives:**

- To understand the role of teacher in curricular transaction at elementary classes.
- To understand the guiding principles of National Curriculum Framework-2005
- To be acquainted with the planning for learning activities for a class, month and a year.
- To acquaint the prospective teachers with the different tools and techniques of ICT available for enriching the learning processes in and out of classroom.
- To acquaint the prospective teachers with the process of action research and understand how to use its results for improving curricular transaction.

### **Unit 1: Curriculum**

- \_\_\_\_\_Concept and Types – Subject Centered, Child Centered, Experience Centered, Local-specific
- \_\_\_\_\_Core Curriculum – Meaning and Features
- \_\_\_\_\_Principles of Curriculum Construction
- \_\_\_\_\_Process of Curriculum Development at the Elementary School Level

### **Unit 2: Process of Curriculum Transaction**

- \_\_\_\_\_Guiding Principles for Curricular Transaction:NCF-2005
- Specifying objectives of curriculum in the learners context
- Selection and organization of learning activities and experiences
- Skills for classroom transaction – Questioning Skill, Communication Skill, Blackboard Writing Skill, Providing Reinforcement, Classroom Movement

### **Unit 3: Planning Learning Activities**

- School timing and time table

- Annual Calendar of activities (Curricular and Other – Curricular)
- Scheme of lesson
- Unit Plan
- Lesson Plan and Lesson Notes

#### **Unit 4: Integration of ICT in Curricular Transaction**

- ICT: concept ( Hard ware and Soft ware)
- Use of ICT in classroom
  - educational broadcasts and telecasts
  - educational films and CD/DVD
  - WEB resources
  - CAL
- Planning for ICT integration in classroom transactions

#### **Unit 5: Action Researches for Enrichment of Curricular Transaction**

- Meaning and scope of Action Research
- Quantitative and qualitative approach
- Process
- Using results of action research for improving curricular transaction

### **FC 4: Pedagogic Process in Elementary Schools**

#### **Objectives:**

- To help the prospective teachers in understanding the nature of children and the ways/ approaches the children learn in the school/classroom situations.
- To develop capacities of prospective teachers to reflect, reason and make conceptual understanding of pedagogic practices and learning process.
- To empower prospective teachers to prepare and use appropriate Teaching-learning materials for improving learning of the children.
- To build the capacity of the prospective teachers to manage the mono-grade and multi-grade classes effectively.
- To expose the prospective teachers to different modes of assessment of learning and enable them to use those effectively to promote classroom learning.

#### **Unit 1: Quality in Classroom Learning**

- Indicators of quality learning
- Teaching and learning as interactive process

- Major issues in classroom learning
- Teaching for quality learning – characteristics and process of teaching and issues thereof
- Teacher as facilitator of learning

## **Unit 2: Approaches to Learning and Teaching**

- Teacher-centred, learner-centred and learning-centred approaches
- Competency-based approach
- Activity-based Approach
  - activity and its elements
  - characteristics of activity
  - varieties of activity (curricular and other – curricular)
- Constructivist approach to learning
- Major issues associated with each approach

## **Unit 3: Teaching-Learning Materials**

- Importance of TLMs in classroom transaction
- No cost and low cost materials
- Collection, preparation, storing and use of TLMs
- Use of Textbook and workbook as TLMs
- Contextual and local-specific TLMs
- Learning beyond textbooks – other sources of learning

## **Unit 4: Classroom Management**

- Managing group and individual learning in classroom
- Mono-grade learning context
- Multi-grade and multi-level learning contexts
- Small size and large size classes

## **Unit 5: Learning Assessment**

- Concept of measurement, evaluation and assessment
- Continuous and comprehensive assessment
- Tools and techniques of assessment-achievement test, observation, interview, rating scale, check list, case study, questionnaire, project
- Preparation of different types of test items
- Portfolio Assessment
- Preparation of Unit test
- Recording, reporting and sharing of assessment results
- Use of assessment outcomes for improving learning

## **FC 5: Education for Holistic Development**

### **Objectives:**

- To identify the needs of a child and those of his/her family and community in respect of food, health & hygiene clothing, shelter, recreation and social service.
- To acquaint the prospective teachers regarding the importance of art education, health and nutrition education, physical education, work-centered education in holistic development of the learners.
- To know different forms of art and learning-teaching strategies for the elementary level learners.
- Develop skills of the prospective teachers to transact health and nutritional education activities and physical education curriculum at different grades.
- To enable the prospective teachers to understand the necessity of work-centered education.
- To develop the competencies of the prospective teachers to act as an agent of peace and enable learners to appreciate peace in their lives.

### **Unit 1: Art and Aesthetics Education**

- Concept of Art and Aesthetics
- Significance of Art and Aesthetics Education in elementary schools
- Developmental stage-specific child Art
- Appreciation of Visual Art Forms – Drawing and Painting, Rangoli, Collage, Modeling, Making Toys and Mask, Mehendi, Decoration, Pot Art, Terracota.
- Appreciation of Performing Art – Dance, Music, Drama and Puppetry.
- Assessment of learners' performance in Art and Aesthetic Education.

### **Unit 2: Health and Nutrition Education**

- Concept of Health and Hygiene; Personal and Environmental Hygiene; Family and School Health; Physical and Mental Health of the child
- Methods and Techniques of health promotion – School health services, Good health habits, Personal cleanliness and Healthy school environment.
- Food and Nutrition – Balanced diet, Malnutrition and its effects, Communicable Diseases and their Prevention, HIV/ AIDS and Drug abuses.
- Assessment of Health and Nutrition Education in elementary schools

### **Unit 3: Physical Education and First-Aid**

- Concept of Physical Education
- Awareness of our Body – Body movements (types of body movements), Body postures – Postural deformities and its remedial measures.
- Physical fitness and Motor fitness – Exercise and drills, Yoga, Pranayam and Asanas; Common Athletics and Games,
- Safety Measures – Common safety rules at school, home, playground, road; First-aid services in schools
- Assessment of Physical education and first-aid activities in elementary schools.

#### **Unit 4: Work & Education**

- Concept and need of work experience at elementary level
- Work experience curriculum at elementary level
- SUPW and Management of SUPW in schools
- Work-centered education- meaning, necessity
- Planning and Transaction of work-centred education at elementary schools
- Assessment of work - centred education.

#### **Unit 5: Education for Peace**

- Peace Education – Concept and need
- Objectives of peace education in elementary schools – intercultural understanding, civic responsibility, ethical development and development of social values.
- National Integration and International Understanding for Peace.
- Strategies for management of Peace Education
- Activities for Peace Education in elementary schools
- Assessment of peace education in elementary schools

## **PC 1: Content-based Pedagogy in Odia**

### **Objectives:**

- To enable prospective teachers to grasp general principles in language learning and teaching
- To develop classroom management skills, procedures and techniques for learning-teaching language
- To examine issues in language assessment and their impact on classroom teaching.
- To develop acquaintance with various approaches, methods and techniques of language teaching
- To enrich the content knowledge of the prospective teachers in different prose, poetry, non-detail texts and grammar contents.

### **GROUP – A**

#### **Unit 1: Textual Contents in Prose (Detailed)**

- |                            |   |                      |
|----------------------------|---|----------------------|
| ▪ Mo Jebanara Abhula Katha | - | Satyanarayan Rajguru |
| ▪ Odisha ra Sanskruti      | - | Charubala Mohanty    |
| ▪ Mryutubijayee Balaka     | - | Chintamani Behera    |
| ▪ Pragati O Manaba Dharma  | - | Baidyanath Mishra    |
| ▪ Baiyanika Monobruti      | - | Sarat Kumar Mohanty  |

#### **Unit 2: Textual Contents in Poetry (Detailed)**

- |                         |   |                       |
|-------------------------|---|-----------------------|
| ▪ Barsa                 | - | Jagannath Dash        |
| ▪ Dhuli                 | - | Bidyutprava Devi      |
| ▪ Chotamora Gaonti      | - | Sachidananda Routaray |
| ▪ Sibaratri             | - | Gopabandhu Das        |
| ▪ Basistha O Biswamitra | - | Ananta Pattnaik       |

#### **Unit 3: Textual Contents in Supplementary Reading**

- |                  |   |                      |
|------------------|---|----------------------|
| ▪ Rebati         | - | Fakir Mohan Senapati |
| ▪ Daraja Kholila | - | Narayan Sahoo        |

#### **Unit 4: Language Items**

- Dhvani, Lipi, Matra, Phala, Sabdha
- Parts of Speech (Noun, Adjective, Verb, Conjunction, Pronoun)
- Derivation of words
- Formation of words (using prefix and suffix)
- Idioms
- Synonyms and Antonyms

#### **Unit 5: Book Review**

- |               |   |                  |
|---------------|---|------------------|
| ▪ Diba Swapna | - | Giju Bhai Badhek |
|---------------|---|------------------|

- Toto Chan - Testiko Kuroye Nagi

### **GROUP – B**

#### **Unit 6: Teaching Learning Odia at the Elementary Level**

- Importance of teaching-learning Odia as the mother tongue
- Aims and objectives of teaching Odia as mother tongue with reference to recommendations of NCF, 2005
- Strategies for facilitating acquisition of four-fold language skills in Odia
- Objectives and Strategies of transacting integrated text for the beginners

#### **Unit 7: Intensive and Extensive Reading Skills**

- Difference between intensive and extensive reading
- Teaching-learning prose (detailed) – objectives and strategies
- Teaching-learning poetry (detailed) – objectives and strategies
- Teaching-learning supplementary readers – objectives and strategies
- Problems of reading comprehension in Odia in multi-lingual context

#### **Unit 8: Writing Skills**

- Teaching-learning of composition (guided and free) – objectives and strategies
- Teaching-learning of creative writing – objectives and strategies
- Teaching-learning of writing formal and informal letters
- Problems of writing in Odia in multi-lingual context

#### **Unit 9: Planning of Lessons**

- Preparation of Lesson Plans in prose (detailed) – specification of instructional objectives, methods / approaches adopted, steps
- Preparation of Lesson Plans in poetry (detailed) – specification of instructional objectives, methods / approaches adopted, steps
- Preparation of Lesson Plans in composition – specification of instructional objectives, methods / approaches adopted, steps
- Preparation of Lesson Plans in creative writing – specification of instructional objectives, methods / approaches adopted, steps

*(As per the requirements of multi-grade and mono-grade situations, such plans shall be prepared accordingly)*

#### **Unit 10: Learning Assessment**

- Techniques of assessment (Oral and Written)
- Construction of different types of test items

- Recording of assessment results and providing feedback
- Planning of remedial measures

## PC 1: Content-based Pedagogy in Urdu

### Objectives:

- To enable prospective teachers to grasp general principles in language learning and teaching
- To develop classroom management skills, procedures and techniques for learning-teaching language
- To examine issues in language assessment and their impact on classroom teaching.
- To develop acquaintance with various approaches, methods and techniques of language teaching
- To enrich the content knowledge of the prospective teachers in different prose, poetry, non-detail texts and grammar contents.

### GROUP – A

#### Unit 1: Textual Contents in Prose (Detailed)

- Odisha ki Tahzeeb O Sakafat - Dr. Karamat Ali Karamat
- Hindustan Ki Khalai Kamiyabiyan - Izhar Asaad
- Computer - Syed Fazle Rasool
- Rasoolullah (SW) Ka Pachhan Se Pyar - Maulana Md. Motiullah Nazisa
- Muzahide Azadi Netaji Subash C. Bose - Mulana Md. Matiullah Narish

#### Unit 2: Textual Contents in Poetry (Detailed)

- Aaisi Zamin Kahan - Hamidullah Afsar
- Aag Aur Pani - Syed Aulad Rasool Qudsi
- Urdu Aur Odia - Abdul Halim Halim
- Ek Parinda Aur Jugnu - Dr. Md. Iqbal
- Tarana-e-Odisha - Rashid Shabnam
- Barsat Ki Baharein - Nazeer Akbar Abadi

#### Unit 3: Textual Contents in Supplementary Reading

- Padosiyon Se Hasne Saluk - MaulanaMd.Matiullah Nazish
- Khelon Ki Kahani - Editorial Board

#### Unit 4: Language Items

- Tense
- Singular, Plural
- Make Sentences
- Genders
- Prefix and Suffix
- Words (Hurufejar)
- Noun
- Adjective (Fail Fayal Makul)

### **Unit 5: Book Review**

- Aks – E – Baseerat - Md. Motiullah
- Odisha ki Lok Kahani - Mehmood Baleswari

### **GROUP – B**

### **Unit 6: Teaching Learning Urdu at the Elementary Level**

- Importance of teaching-learning Urdu as the mother tongue
- Aims and objectives of teaching Urdu as mother tongue with reference to recommendations of NCF, 2005
- Strategies for facilitating acquisition of four-fold language skills in Urdu
- Problems of learning Urdu in multi-cultural context

### **Unit 7: Intensive and Extensive Reading Skills**

- Difference between intensive and extensive reading
- Teaching-learning prose (detailed) – objectives and strategies
- Teaching-learning poetry (detailed) – objectives and strategies
- Teaching-learning supplementary readers – objectives and strategies
- Problems of reading comprehension of Urdu learners in early stage of schooling

### **Unit 8 : Writing Skills**

- Teaching-learning of composition (guided and free) – objectives and strategies
- Teaching-learning of creative writing – objectives and strategies
- Teaching-learning of writing formal and informal letters
- Problems of writing of Urdu learners in early stage of schooling

### **Unit 9: Planning of Lessons**

- Preparation of Lesson Plans in prose (detailed) – specification of instructional objectives, methods / approaches adopted, steps
- Preparation of Lesson Plans in poetry (detailed) – specification of instructional objectives, methods / approaches adopted, steps
- Preparation of Lesson Plans in composition – specification of instructional objectives, methods / approaches adopted, steps
- Preparation of Lesson Plans in creative writing – specification of instructional objectives, methods / approaches adopted, steps

*(As per the requirements of multi-grade and mono-grade situations, such plans shall be prepared accordingly)*

### **Unit 10: Learning Assessment**

- Techniques of assessment (Oral and Written)
- Construction of different types of test items
- Recording of assessment results and providing feedback
- Planning of remedial measures

## **PC2: Content-based Pedagogy in English**

### **Objectives:**

- To enrich the content knowledge of the prospective teachers in prose, poetry, non-detailed texts and grammar.
- To enable prospective teachers to grasp general principles in English language learning and teaching
- To develop classroom management skills, procedures and techniques for learning-teaching language
- To examine issues in language assessment and their impact on classroom teaching.
- To develop acquaintance with various approaches, methods and techniques of English language teaching
- To develop the capacity of the prospective teachers in reviewing supplementary reading materials.

### **GROUP – A**

#### **Unit 1: Prose**

- Akbar Meets Birbal (Class-VI)
- The Kind Tree (Class-VI)
- Our National Celebrations and Festival(Class-VII)
- Computers(Class-VII)
- A Brave Indian in Space(Class-VII)
- Indian Music and Dance(Class-VIII)
- How Much Land Does a Man Need ?(Class-VIII)

### **Unit 2: Poetry**

- Why ? (Class-VI)
- The Swing(Class-VI)
- The Wind(Class VII)
- My Shadow(Class-VII)
- The Miller of the Dee(Class-VIII)
- The Moon(Class-VIII)
- Leisure (Class-VIII)

### **Unit 3: Language items**

Nouns, Articles, Adjectives, Verbs, Adverbs, Tense and Time, Prepositions, Punctuations, Voice, Narrations, Agreement of verb with subjects.

### **Unit 4: Sounds of English**

Consonants, Vowels and Diphthongs, Learning Phonetic Symbols for Transcription, Problem sounds of English for Odia speakers, influence of Odia in mispronouncing English sounds.

### **Unit 5: Review of Textbook – Malgudi Days by R.K.Narayanan**

## **GROUP – B**

### **Unit 6: Learning English at the Elementary Level**

- Importance of learning English
- Objectives of learning English (in terms of content and competence specifications)
- NCF-2005 imperatives with regard to Learning English
- Learning and Teaching English in Multi-Lingual Context

### **Unit 7: Development of Listening and Speaking (LS) Skills**

- Sub-skills
- Oral-Aural Approach to developing LS Skills
- Techniques and Activities for developing listening and speaking skills (Recitation, Story telling, Dialogue)
- Developing fluency in English of elementary school learners

#### **Unit 8: Development of Reading Skill**

- Sub-skills (guessing, inference, judging, note making, Reading for comprehension-skimming and scanning)
- Techniques and strategies for teaching Reading (Phonic, Alphabet, Word, Sentence and Story)
- Developing reading habits among pupils(Reading for pleasure and Reading for knowledge)

#### **Unit 9: Development of Writing Skill**

- Sub-skills
- Mechanics of writing (Penmanship)
- Teaching Composition at primary and upper primary levels (Guided and Free Composition)
- Facilitating Integration of skills

#### **Unit 10: Teaching-Learning Strategies for learning English**

- Approach and Method-Mix
- Lesson Planning for each SGP (Sense Group Para) Pre-Reading, Reading and After-Reading Activities.
- Planning lessons for teaching composition and Letter Writing
- Assessment of learning performance in English at the elementary level

### **PC 3: Content-based Pedagogy in Mathematics**

**Objectives:**

- To reflect on the status and issues related to Elementary Mathematics Education;
- To attain mastery over the contents of basics of elementary mathematics;
- To acquire pedagogical skills of teaching mathematics at elementary stage,
- To make effective use of a variety of mathematical tools including technology tools in learning and teaching of mathematics.
- To acquire skills of assessing young children's learning and performance in Mathematical concepts and in using those in enhancing their understanding and performance in Mathematics.

**GROUP – A****Unit 1: Number System and Operation on Numbers**

- Numbers, numerals, number system( natural, whole, rational, real)
- Fundamental operation on numbers
- Factors and multiples, their relationship, HCF and LCM
- Square, square root, cube and cube roots

**Unit 2: Shapes and Spatial Relationship**

- Basic geometrical concepts
- Geometry of triangles, quadrilaterals and circles
- Congruency and similiarity
- Symmetry
- 3D geometrical models

**Unit 3 : Commercial Arithmetic**

- Percentage and its application (profit and loss, simple and compound interest)
- Ratio and proportion
- Variations and their applications
- Cost of living index, banking

**Unit 4: Algebra**

- Algebra as generalized arithmetic
- Operations in algebra
- Polynomials
- Algebraic Simple equation and its solution
- Set-its elements, operations on set, Venn Diagram

- Cartesian coordinate system(basics)

### **Unit 5: Data Handling and Patterns**

- Data and its characteristics
- Probability
- Patterns in geometrical figures and numbers

## **GROUP – B**

### **Unit 6: Mathematics and Mathematics Education in Schools**

- Nature of Mathematics
- Mathematics in our daily life
- Importance of Mathematics education at elementary level
- Constraints in teaching-learning Mathematics in elementary schools in Odisha

### **Unit 7: Aims and Objectives of Teaching Mathematics**

- Vision of school Mathematics
- Mathematics education in developmental perspective at the early stage of schooling
- Broader and narrower aims of Mathematics education at elementary level
- Specific objectives of teaching Mathematics

### **Unit 8: Methods and Approaches to Teaching-Learning Mathematics**

- Methods : Inductive-deductive, Analysis-synthesis, Project, Problem-solving, Play-way
- Approaches : Constructivist and Activity-based
- Making Mathematics learning more challenging and interesting – Organizing Mathematics Mela, Mathematics Club, Mathematics Exhibition, Mathematics Resource Room, Mathematics Quiz

### **Unit 9: Learning Assessment in Mathematics**

- Different types of objective based test items in Mathematics (restricted and objective-type)
- Open-ended items in Mathematics
- Assessment for learning Mathematics – use of mathematical games, exhibition, project, portfolio
- Recording of assessment results and providing feedback to learners, parents and other stakeholders
- Planning for remedial and enrichment activities

## **Unit – 10: Planning for Teaching-Learning in Mathematics**

- Annual plan for Mathematics education
- Unit Plan
- Lesson planning for mono grade situation
- Lesson planning in multi grade situation
- Planning for resources to teach Mathematics

## **PC - 4: Content-based Pedagogy in Science**

### **Objectives:**

- To encourage prospective teachers to revisit their own conceptual understanding of science
- To develop the capacity of the prospective teachers to engage students with various aspects of the nature of science.
- To help prospective teachers to understand children's ideas in relation to cognitive development and Children's' understanding of scientific concepts.
- To help them select and use appropriate teaching-learning and assessment strategies.

### **GROUP – A**

#### **Unit 1: Our Living World**

- Characteristics of living things
- Structure and adaptations in plants and animals
- Plant cells and animal cells
- Microorganism

#### **Unit 2: Our Body, Food and Health**

- Human Body (parts and their functions)
- Food and Nutrients
- Malnutrition and deficiency diseases
- Making the world pollution free – air pollution, water pollution
- Prevention of Diseases

#### **Unit 3: Matter**

- Different states

- Characteristics - melting point, boiling point, ductility, conductivity, solubility
- Elements, compounds, mixture
- Metal and Non-metal
- Chemical reaction

#### **Unit 4: Our Universe**

- Stars and the solar system
- The sun and the earth
- Rotation and Revolution of Earth - Occurrence of day and night and seasons
- The moon – Phases and eclipses
- Artificial Satellites

#### **Unit 5: Motion and Energy**

- Motion, Force and Pressure
- Energy- kinetic and Potential
- Types of Energy-Heat, sound and Light
- Electricity – Chemical effect of electric current

#### **GROUP – B**

#### **Unit 6: Environmental Studies at the Primary Level**

- Concept and importance of Environmental Studies
- Significance of Environmental Studies; Emerging Issues and Implications for Primary Education
- Understanding children's ideas on Environmental Studies
- Environmental Studies as an integration of Science and Social Studies

#### **Unit 7: Science Education in Elementary School**

- Nature of Science
- Importance of Science at elementary level
- Scientific knowledge, scientific thinking, scientific methods
- Aims and objectives of teaching Science
- NCF – 2005 imperatives on learning Science

#### **Unit 8: Methods and Approaches to teaching Science**

- Methods – Observation, Experimentation, Field Trip, Demonstration, Problem Solving, Project
- Approaches – Transmission Approach, Child-centred Approach, Process Approach, Interactive Approach, Discovery Approach

#### **Unit 9: Making Science-Learning Interesting**

- Using Local resources in Science learning
- Use of Teaching-learning Materials (Electronic and Non-electronic)
- Use of Textbook, Workbook, other reference materials
- Organizing Science Exhibition, Science Club, Science Quiz, Science Corner, Science Museum
- Planning Lessons in Science

#### **Unit 10: Learning Assessment in Science**

- Tools and Techniques of assessment
- Construction of different types of test items
- Recording of the results of assessment and providing feedback
- Using the results of assessment for improvement of learning in Science

### **PC5: Content-based Pedagogy in Social Science**

#### **Objectives:**

- To develop knowledge and skills to analyze the society in which we live by drawing upon the disciplines of history, geography, political science, economics and sociology
- To critically analyze 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 values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values

#### **GROUP – A**

#### **Unit 1: Indian Society in different Ages and Freedom Movement in India**

- Stone age, Vedic age, medieval age, British period, Modern Age
- Stages of freedom movement in India
- Achievement of Independence
- Creation of Odisha as a separate province / state

#### **Unit 2: Constitution and Governance**

- Indian constitution-features

- Organs of the Government – Executive, Legislative and Judiciary
- Governance system in India – Local-self Government, State Government, Central Government
- Role of International Agencies – UNO, UNICEF, WHO, UNESCO in furthering elementary education

### **Unit 3: Globe and Map**

- Globe
- Maps-types and map reading
- Latitude, Longitude and time calculation
- Local Geography

### **Unit 4: Earth and it's Structure**

- Internal Structure,
- Earth crust and soil formation
- Atmosphere
- Ocean Current
- Climate

### **Unit 5: Natural and Human Resources**

- Classification and Habitat
- Relationship between Human and Natural Resources
- Conservation of Natural Resources
- Environmental Preservation and Protection

## **GROUP – B**

### **Unit 6: Social Science Education**

- Meaning, nature and scope of Social Science
- Importance of Social Science education at elementary level
- Objectives of teaching Social Science – EVS, History, Political Science and Geography

### **Unit 7: Methods and Approaches to Teaching Social Science**

- Methods of teaching EVS (nature enquiry, survey, project, observation)
- Methods of teaching History and Political Science (story-telling, narration-cum-discussion, field trip, project, dramatization)
- Methods of teaching Geography and Economics (observation-cum-discussion, project)
- Activity-based approach

## **Unit 8: Learning Resources in Social Science**

- Preparation and use of
  - Historical Map, Charts, Pictures, Models, Timeline
  - Geographical Models, Graphs, Maps, Atlas, Globe
- Textbook, Teacher Handbook, other instructional materials
- Organizing Resource Rooms in schools for learning Social Science

## **Unit 9: Learning Assessment in Social Science**

- Assessment tools and techniques in Social Science
- Preparation of test items in Social Science
- Planning Assessment Programme in Social Science
- Follow up of assessment

## **Unit 10: Planning for Teaching-Learning in Social Science**

- Planning Lessons for mono-grade situation
- Planning Lessons for multi-grade situation

## **PC 6A: Content-based Pedagogy in Hindi**

### **Objectives:**

- To enrich the content knowledge of the prospective teachers in prose, poetry, non-detailed texts and grammar in Hindi.
- To enable prospective teachers to grasp general principles in Hindi language learning and teaching
- To develop classroom management skills, procedures and techniques for learning-teaching Hindi.
- To examine issues in language assessment and their impact on classroom teaching.
- To develop acquaintance with various approaches, methods and techniques of Hindi language teaching
- To develop the skills of translation from regional language to Hindi and vice-versa.

### **GROUP – A**

#### **Unit 1: Textual Contents**

##### **Prose :**

- Satsahas - Ganesh Sankar Bidyarthi

- Swarna Trikona - Radhakanta Mishra

### **Poetry:**

- Amrut Vani - Kabir, Rahim, Tulasidas)
- Kaun - Bal Swarup Rabi
- Ise Jagao - Bhabani Prasad Mishra

### **Stories :**

- Ekta Mein Bal Hei - Ram Chandra Pandey
- Ek Raja Ke Do Sawal - Sudarshan

## **Unit 2: Language Items**

- Dhvani, Barnamala
- Number, Gender, Case
- Noun, Pronoun, Verb
- Karaka and Bibhakti
- Tense

## **Unit 3: Translation**

- From Mother tongue to Hindi
- From Hindi to Mother tongue

## **GROUP – B**

## **Unit 4: Teaching-learning Hindi as Third Language**

- Importance of learning Hindi at the elementary level
- Aims and objectives of teaching-learning Hindi as L<sub>3</sub>
- Strategies for facilitating acquisition of language skills (Listening, Speaking, Reading, Writing) in Hindi

## **Unit 5: Methods and Approaches**

- Grammar and Translation method
- Structural Approach
- Graded self-learning method
- Integrated Method

## **Unit 6: Lesson Plans**

- Preparation of lessons in Prose (detailed) – specification of instructional objectives, methods / approaches, steps
- Preparation of lessons in Poetry (detailed) – specification of instructional objectives, methods / approaches, steps
- Preparation of lessons in Composition – specification of instructional objectives, methods / approaches, steps
- Construction of different types of test items in Hindi

## **PC – 6B : Content-based Pedagogy in Sanskrit**

### **Objectives:**

- To enrich the content knowledge of the prospective teachers in prose, poetry, non-detailed texts and grammar in Sanskrit.
- To enable prospective teachers to grasp general principles in Sanskrit language learning and teaching
- To develop classroom management skills, procedures and techniques for learning-teaching Sanskrit.
- To examine issues in language assessment and their impact on classroom teaching.
- To develop acquaintance with various approaches, methods and techniques of Sanskrit language teaching
- To develop the skills of translation from regional language to Sanskrit and vice-versa.

### **GROUP – A**

#### **Unit 1: Textual Contents**

##### **Prose :**

- Jayi Rajaguru
- Swargadapi Gariyasi
- Vyasakavi Fakirmohan

##### **Poems :**

- Subhashitani (Ten Shlokas)
- Aptavakyani / Sooktayah (Ten)
- Geyam Geetam (Rashtravandanam, Raksha Raksha)

### **Stories :**

- Chatura Banarah
- Matrubbhaktah Chanakyah
- Panchatantra Katha

### **Unit 2: Language Items**

- Karakan Prakaranam & Vibhakti Prakaranam
- Ya-Ja & Anuswar-makar
- Upasargas (Pra, Anu, Sam, Pari, Dur, Nir, Prati, Aa)
- Avyaya Prakaranam
- Shabda Rupas (A-karant, E-karant, U-karant, Ru-karant Pumlinga Shabdas, Aa-karant, Ee-karant, Ruu-karant Stree-linga Shabdas and Akarant, Napumsakalingashabdas
- Dhatus - Path, Gam, Drush, Nee, Sthaa, Paa, Kru, Daa, Sev (Lat, Lrut, Lang, Vidhiling, Lot)

### **Unit 3: Translation**

- From Mother tongue to Sanskrit
- From Sanskrit to Mother tongue

## **GROUP – B**

### **Unit 4: Teaching-learning Sanskrit as Third Language**

- Importance of learning Sanskrit at the elementary level
- Aims and objectives of teaching-learning Sanskrit as L<sub>3</sub>
- Strategies for facilitating acquisition of language skills (Listening, Speaking, Reading, Writing) in Sanskrit

### **Unit 5: Methods**

- Grammar and Translation method
- Direct method
- Inductive – Deductive method
- Anwaya Method

### **Unit 6: Lesson Plans**

- Preparation of lessons in Prose (detailed) – specification of instructional objectives, methods / approaches, steps
- Preparation of lessons in Poetry (detailed) – specification of instructional objectives, methods / approaches, steps

- Preparation of lessons in Composition – specification of instructional objectives, methods / approaches, steps
- Construction of different types of test items in Sanskrit

## **PC 6B: Content-based Pedagogy in Persian**

### **Objectives:**

- To enrich the content knowledge of the prospective teachers in prose, poetry, non-detailed texts and grammar in Persian.
- To enable prospective teachers to grasp general principles in Persian language learning and teaching
- To develop classroom management skills, procedures and techniques for learning-teaching Persian.
- To examine issues in language assessment and their impact on classroom teaching.
- To develop acquaintance with various approaches, methods and techniques of Persian language teaching
- To develop the skills of translation from regional language to Persian and vice-versa.

### **GROUP – A**

#### **Unit 1: Textual Contents**

##### **Prose :**

- Hand ‘O’ Sana Nasihat
- Intekhab az Resalai Minhazul Abedin
- Sawari ‘e’ Rail (Intekhab az so far Nama Shah Iran)
- Sair Karkhana e Pamba Rasi

##### **Poems :**

- Tohid Bari Tala
- Naat Sharif Syeadful Mursalim
- Takide Namaj Dua
- Farija e Namaj Sab O Rosi

##### **Stories / One-act Play:**

- Saire Darya
- Nao Sherwan (Hikayat – VII)
- Malik Zozan (Hikayat – X)

#### **Unit 2: Language Items**

- Asmai Isharaf (Dilkash Farsi VI)
- Mujaf Muzaeleh (Dilkash Farsi VI)
- Singular and Plusrat
- Maji Ke Aksam (Dikash Farsi VII)
- Jamair (Dikash Farsi VII)

### **Unit 3: Translation**

- From Mother tongue to Persian
- From Persian to Mother tongue

## **GROUP – B**

### **Unit 4: Teaching-learning Persian as Third Language**

- Importance of learning Persian at the elementary level
- Aims and objectives of teaching-learning Persian as L<sub>3</sub>
- Strategies for facilitating acquisition of language skills (Listening, Speaking, Reading, Writing) in Persian

### **Unit 5: Methods and Approaches**

- Grammar and Translation method
- Direct method
- Integrated approach

### **Unit 6: Lesson Plans**

- Preparation of lessons in Prose (detailed) – specification of instructional objectives, methods / approaches, steps
- Preparation of lessons in Poetry (detailed) – specification of instructional objectives, methods / approaches, steps
- Preparation of lessons in Composition – specification of instructional objectives, methods / approaches, steps
- Construction of different types of test items in Persian

## **6.4 Details of Practical Courses**

The practical courses constitute the following and shall be undertaken in the manner detailed below:

- School-based Activities (SBA)
- Supervised Practice Teaching
- Workshop-based Activities (WBA)

### 6.4.1 School-based Activities

During school experience programme, each trainee, apart from delivering required supervised practice lessons, is required to perform the following school-based (co-scholastic and management related) activities which would be observed and assessed internally by the Teacher Educators, Head of the School and other academic personnel concerned.

- i) Case Study of any one child (1<sup>st</sup> year)
- ii) Reporting on Maintenance of Registers / Records (**any two-** one in 1<sup>st</sup> year and one in 2<sup>nd</sup> year)
  - Progress Report of the students(1<sup>st</sup> year)
  - Attendance register, Admission register, Students' Stock register of Library and Sports materials(1<sup>st</sup> year)
  - Arrangement / substitute class register (2<sup>nd</sup> year)
  - Anecdotal record (based on specific observation)(2<sup>nd</sup> year)
- iii) Observation and reporting on overall school related activities (**any two-** one in 1<sup>st</sup> year and one in 2<sup>nd</sup> year)
  - School Assembly(1<sup>st</sup> year)
  - PTA, MTA and SMC meetings(1<sup>st</sup> year)
  - Mid-day Meal Programme (2<sup>nd</sup> year)
  - Cleaning of School Environment(2<sup>nd</sup> year)
- iv) Reporting on Co-scholastic Activities (**any two** -one in 1<sup>st</sup> year and one in 2<sup>nd</sup> year)
  - Organization of TLM Mela(1<sup>st</sup> year)
  - Organization of Art Education, Work Education, Cultural activities and Annual Sports(1<sup>st</sup> year)
  - Availability and use of community resources(2<sup>nd</sup> year)
  - Organization of community services(2<sup>nd</sup> year)
  - Organization of field visit (2<sup>nd</sup> year)
- v) Classroom-related activities
  - Administration of tests in all teaching subjects and analyzing the result(1<sup>st</sup> year)
  - Preparing report on effectiveness of the lesson delivered(2<sup>nd</sup> year)

All these activities shall be conducted under the guidance and supervision of the Head of the School and the Teacher Educators concerned who supervised the activities of the trainees. The reports prepared by the trainees on these activities shall be submitted to the Head of the TTIs. ***Completion of prescribed number of school based activities is mandatory on the part of each trainee which would make him/her eligible to fill up the form for the final examination.***

## 6.4.2 Supervised Practice Teaching

Supervised practice teaching programme shall be organized in the manner as detailed below:

- a) Demonstration lessons
- b) Criticism lessons
- c) Practice-teaching lessons

### a) Demonstration Lessons

There shall be Demonstration Lessons for both mono-grade and multi-grade situations by the faculty of the Teacher Education Institutions. During the 1<sup>st</sup> year mono-grade demonstration classes on Odia / Urdu, Hindi and Science and multi-grade lessons on those subjects will be conducted. The Teacher Educators teaching the respective content-cum-pedagogy papers will deliver the demonstration lessons. 100% attendance of the trainees in the demonstration classes is mandatory. After each demonstration lesson shall be followed by discussion which will be participated by all the trainees and Teacher Educators. Each trainee shall maintain an observation record in order to record his / her observations on the demonstration. After each demonstration lesson, the observation record of each trainee has to be signed by the Teacher Educator who delivers the demonstration lesson.

This activity shall be similarly repeated in the 2<sup>nd</sup> year also. During the 2<sup>nd</sup> year, mono-grade demonstration lesson shall be conducted on English, Mathematics, Social Science and Sanskrit and multi-grade lessons shall be on combination of any subjects or a single subject in all the classes.

### b) Criticism Lessons:

Each trainee shall have to deliver one criticism lesson (either in mono-grade or in multi-grade situation) in each year. During 1<sup>st</sup> year, the trainees shall take Odia / Urdu or Science subject for their criticism lesson both for mono-grade and multi-grade situations. Similarly during 2<sup>nd</sup> year, the trainees shall deliver their criticism lessons (each one) from English, Mathematics, Social Science, Sanskrit subjects both for mono-grade and multi-grade situations. The programme schedule for conduct of criticism lessons will be prepared by the Head of the Teacher Education Institution who shall allot topics to the trainees for criticism lesson.

90% attendance in the criticism class is mandatory for each trainee. While one trainee delivers the criticism lesson, the rest of the trainees of that class shall observe the lesson and record their observations in their Observation Record. The Observation Records have to be submitted by the trainees at the time of final teaching.

### c) Practice Teaching Lessons:

- During the period of practice-teaching, each trainee shall be attached to one elementary school. The Head of the Teacher Education Institution (DIET / DRC / Secondary Training School) shall allot schools to the trainees.
- The Heads of the Elementary schools concerned shall be informed well in advance by the Head of the Teacher Education Institution regarding the practice teaching programme to avoid any dislocation during that period. The teacher trainee shall consult the concerned Headmaster of the Elementary school for taking the practical classes.
- Both the Headmaster and the faculty of the TTIs concerned will supervise the lessons delivered by the Teacher Trainees.
- The time of the class, topic to be taught and the class in which the practical lessons to be delivered shall be decided by the Headmaster of the school concerned.
- The trainees have to attend the school for a period of 4 weeks during 1<sup>st</sup> year and 5 weeks during 2<sup>nd</sup> year. During that period, the trainees need to remain present in the school for the total school hours.
- They shall deliver their lessons, participate in all the school activities and work like a faculty of the school.
- They shall maintain the records (separate for both the years) and submit the same at the time of final teaching practical examination for evaluation.
- During the practice teaching, 90% attendance of each trainee is compulsory. Attendance below 90% in practice teaching shall debar the trainees to fill up their forms for the final Board Examination in both the years.
- **Each trainee has to complete the required number of mono-grade and multi-grade lessons in each year in order to make him/her eligible to fill up the form and sit for the each year end examination.**
- The Head of the Teacher Education Institution shall certify in favour of that each trainee that he / she has completed the required number of lessons as prescribed in the syllabus based on which he / she shall be allowed to fill up the forms and appear at the final examination.

Each trainee is required to deliver the following number of lessons in elementary classes during 1<sup>st</sup> year and 2<sup>nd</sup> year separately.

#### FIRST YEAR

- |                                                          |    |
|----------------------------------------------------------|----|
| ▪ Language (Odia / Urdu) lessons in mono-grade situation | 05 |
| ▪ Science lessons in mono-grade situation                | 05 |
| ▪ Hindi lessons in mono-grade situation                  | 02 |

|                                                                                                    |           |
|----------------------------------------------------------------------------------------------------|-----------|
| ▪ Lessons in multi-grade situation (combination of Odia / Urdu and Science or in one subject area) | 05        |
| ▪ Criticism lesson in Odia / Urdu or Science                                                       | 01        |
| <b>Total</b>                                                                                       | <b>18</b> |

### SECOND YEAR

|                                                                  |           |
|------------------------------------------------------------------|-----------|
| ▪ Language (English) lessons in mono-grade situation             | 05        |
| ▪ Mathematics lessons in mono-grade situation                    | 05        |
| ▪ Social Science lessons in mono-grade situation                 | 05        |
| ▪ Sanskrit lessons in mono-grade situation                       | 02        |
| ▪ Lessons in multi-grade situation (combination of any subjects) | 05        |
| ▪ Criticism lesson in English / Mathematics / Social Science     | 01        |
| <b>Total</b>                                                     | <b>23</b> |
| <b>GRAND TOTAL</b>                                               | <b>41</b> |

### 6.4.3 Workshop-based Activities

- At each Teacher Education Institutions, the workshops shall be organized on different themes relating to course requirements both in theory papers in order to enable the trainees to gain hand on experience and skills.
- Such workshops shall be of at least 10-days duration in each year.
- 90% attendance of each trainee in the workshop is a mandatory condition for enabling the trainee to fill up the form for the year-end examination.
- The basic purpose of the workshop activities is to help the trainees acquire practical skills related to teaching and management in classrooms and to develop their organizational skill for conducting different school-based activities.
- The performance of each trainee in workshop activities shall be assessed internally by the Teacher Educators. The workshop activities shall be on the themes for the First and the Second year as specified below:

#### *Activities during the First Year:*

- Analysis of texts
- Preparation and collection of subject-based TLMs\*
- Analysis of lesson diary / note

- Development of subject-based assessment tools
- Development of format for case study
- Strategy for identification of CWSN
- Preparation of plans for mono-grade and multi-grade situations\*
- Preparation of scheme of lessons\*
- Action Plan for Art Education and Work Education
- Analysis of question papers
- Result analysis of previous year for different classes\*
- Planning criticism lessons

***Activities during the Second Year:***

- Preparation of plans for mono-grade and multi-grade situations\*
- Planning remedial courses / classes
- Conduct of field visit
- Preparation and collection of subject-based TLMs\*
- Development of concept map on specific topic
- Preparing portfolio in specified areas
- Preparation of School Development Plan
- Preparation of Annual Calendar of Activities
- Preparation of scheme of lessons\*
- Result analysis of previous year for different classes\*
- Preparing plan for library activities
- Planning criticism lessons
- Action Plan for community mobilization
- Seminar on CSWN, RTE – 2009 and other current educational issues
- Seminar on professional growth of teachers

Activities marked with ‘\*’ are to be conducted in both the years separately on the subjects/classes relevant to the respective years.

## **7. Project on Action Research**

- Each trainee is required to prepare an action research project on day-to-day educational problems that he / she would face in the school and community situation after becoming a teacher.
- Each trainee has to prepare the action project during 2<sup>nd</sup> year under the supervision of a faculty of the Teacher Education Institution concerned.
- The Head of the Teacher Education Institution shall allot the faculty to each trainee to provide guidance and support in preparing the project.

- Each trainee has to identify the problem, formulate the research objectives, select appropriate methods and strategies, collect and analyze the data and prepare the report for submission in consultation and advice of the concern guide.
- The assessment of the action research project shall be done both internally and externally.
- The internal assessment of the project shall be made by way of seminar presentation which will be arranged at the Teacher Education Institution level. Each trainee shall make seminar presentation of his / her action research findings and two faculty members of the Teacher Education Institution concerned shall assess the same in the seminar out of 25 marks.
- One of the faculty members should be the guide of the trainee and the second faculty member shall be allotted by the Head of the Teacher Education Institution. The average assessment marks (out of 25) of both the faculty members shall be taken into consideration and be credited as internal mark in favour of the trainee.
- During Seminar, each trainee shall be given 15 minutes time to present his / her action research findings.
- Minimum 90% attendance in the seminar classes is mandatory for each trainee in order to make him eligible to fill up the form for the final examination. Record of attendance in the seminar class in respect of each trainee shall be maintained by the Head of the Teacher Education Institution.

The marking criteria for Assessment of Action Research Project:

|                                                                                                                             |                 |
|-----------------------------------------------------------------------------------------------------------------------------|-----------------|
| ▪ <b>Preparation and Presentation</b> of the Action research findings in a seminar                                          | 25 marks        |
| ▪ <b>External Assessment</b> by the External Examiner* (assessment of the report and the performance in the viva-voce test) | 25 marks        |
| <b>Total</b>                                                                                                                | <b>50 marks</b> |

\* *The External examiner shall be appointed by the Board of Secondary Education, Odisha.*

## 8. Instructional System

The programme delivery system shall consist of a media mix namely:

- **Self-Instructional Materials:** Self-instructional printed materials (study materials) on theory components of the course for all 11 papers – Five Foundation Papers and six Content based pedagogy Papers – shall be developed and supplied by the BSE, Odisha to the teacher trainees.

- **Assignments and Projects :**
  - Assignments and Projects shall form an integral and inseparable component of the instructional system of the D. El. Ed programme.
  - There shall be **06** assignments and **02** projects in each theory paper which would be internally evaluated. The average marks of six assignments and average mark of the two projects shall be credited towards final examination marks. Each Assignment is to be assessed out of 10 marks and each project is to be assessed out of 10 marks.
  - In the theory paper carrying **50** marks, there shall be proportionate number of assignments and projects i.e. 3 and 1 respectively.
  - The Board of Secondary Education, Odisha will prepare the assignments and projects and send it to the DIETs, DRCs and ST Schools at the beginning of the session.
  - The assignments / projects shall be submitted to the Head of the Teacher Education Institution for internal assessment and feedback.

## **9. Distribution of Teaching Periods for Theory and Practical Papers :**

- Minimum number of working days per year: 200.
- The following numbers of days (minimum) in each year of the course are allotted to conduct different types of activities.
  - Final examination to be conducted by the Board of Secondary Education during the last week of May or 1<sup>ST</sup> week of June every year: **8 days**
  - Demonstration and Criticism lessons (on mono-grade and multi-grade lessons) at the teacher education institute (DIET/DRC/ ST School): **20 days**
  - Internship and school based activities: **25 days**
  - Theory classes: **147 days**
- On each working day, there will be 5 teaching hours. So 735 teaching hours will be available in 147 days to teach the theory papers. In each year there will be minimum number of 980 periods, each of 45/40 minutes duration.
- In each year, at least 155 periods will be made available for organizing co-curricular activities (sports, games, gardening, and linguistic, creative and

cultural activities), seminar activities, community works, orientation for practical activities, and use of library.

- The unit wise distribution of periods in each theory papers are as follows:

### **1<sup>st</sup> year**

#### **Paper- FC 2 (Understanding the learner)**

Total number of periods for teaching: 150 periods

| UNIT | No of periods for teaching |                                                        |
|------|----------------------------|--------------------------------------------------------|
| 1    | 30 periods                 | 25 periods will be used for workshop based activities. |
| 2    | 30 periods                 |                                                        |
| 3    | 20 periods                 |                                                        |
| 4    | 25 periods                 |                                                        |
| 5    | 20 periods                 |                                                        |

#### **Paper- FC 4 (pedagogic process in Elementary schools)**

Total number of periods for teaching: 150 periods

| UNIT | No of periods for teaching |                                                        |
|------|----------------------------|--------------------------------------------------------|
| 1    | 25 periods                 | 30 periods will be used for workshop based activities. |
| 2    | 25 periods                 |                                                        |
| 3    | 20 periods                 |                                                        |
| 4    | 20 periods                 |                                                        |
| 5    | 30 periods                 |                                                        |

#### **Paper- FC 5 (Education for Holistic development)**

Total number of periods for teaching: 150 periods

| UNIT | No of periods for teaching |                                                        |
|------|----------------------------|--------------------------------------------------------|
| 1    | 20 periods                 | 50 periods will be used for workshop based activities. |
| 2    | 20 periods                 |                                                        |
| 3    | 20 periods                 |                                                        |
| 4    | 20 periods                 |                                                        |
| 5    | 20 periods                 |                                                        |

#### **Paper- PC 1(Content based pedagogy in Odia/Urdu)**

Total number of periods for teaching: 150 periods

| UNIT | No of periods for teaching |                                                        |
|------|----------------------------|--------------------------------------------------------|
| 1    | 12 periods                 | 20 periods will be used for workshop based activities. |
| 2    | 12 periods                 |                                                        |
| 3    | 8 periods                  |                                                        |

|    |            |  |
|----|------------|--|
| 4  | 10 periods |  |
| 5  | 8 periods  |  |
| 6  | 15 periods |  |
| 7  | 20 periods |  |
| 8  | 15 periods |  |
| 9  | 15 periods |  |
| 10 | 15 periods |  |

#### **Paper- PC 4 (Content based Pedagogy in Science)**

Total number of periods for teaching: 150 periods

| UNIT | No of periods for teaching |                                                        |
|------|----------------------------|--------------------------------------------------------|
| 1    | 10 periods                 | 20 periods will be used for workshop based activities. |
| 2    | 8 periods                  |                                                        |
| 3    | 10 periods                 |                                                        |
| 4    | 10 periods                 |                                                        |
| 5    | 12 periods                 |                                                        |
| 6    | 15 periods                 |                                                        |
| 7    | 14 periods                 |                                                        |
| 8    | 20 periods                 |                                                        |
| 9    | 16 periods                 |                                                        |
| 10   | 15 periods                 |                                                        |

#### **Paper- PC 6 A (content based pedagogy in Hindi)**

Total number of periods for teaching: 75 periods

| UNIT | No of periods for teaching |                                                        |
|------|----------------------------|--------------------------------------------------------|
| 1    | 14 periods                 | 10 periods will be used for workshop based activities. |
| 2    | 8 periods                  |                                                        |
| 3    | 8 periods                  |                                                        |
| 4    | 8 periods                  |                                                        |
| 5    | 15 periods                 |                                                        |
| 6    | 12 periods                 |                                                        |

### **2<sup>ND</sup> YEAR**

#### **Paper- FC 1 (contemporary Issues in Elementary Education)**

Total number of periods for teaching: 150 periods

| UNIT | No of periods for teaching |  |
|------|----------------------------|--|
|------|----------------------------|--|

|   |            |                                                        |
|---|------------|--------------------------------------------------------|
| 1 | 30 periods | 30 periods will be used for workshop based activities. |
| 2 | 15 periods |                                                        |
| 3 | 30 periods |                                                        |
| 4 | 25 periods |                                                        |
| 5 | 20 periods |                                                        |

### **Paper- FC 3 (curriculum Planning and Transaction)**

Total number of periods for teaching: 150 periods

| UNIT | No of periods for teaching |                                                        |
|------|----------------------------|--------------------------------------------------------|
| 1    | 30 periods                 | 30 periods will be used for workshop based activities. |
| 2    | 30 periods                 |                                                        |
| 3    | 20 periods                 |                                                        |
| 4    | 20 periods                 |                                                        |
| 5    | 20 periods                 |                                                        |

### **Paper- PC 2 (content based pedagogy in English)**

Total number of periods for teaching: 150 periods

| UNIT | No of periods for teaching |                                                        |
|------|----------------------------|--------------------------------------------------------|
| 1    | 12 periods                 | 20 periods will be used for workshop based activities. |
| 2    | 10 periods                 |                                                        |
| 3    | 10 periods                 |                                                        |
| 4    | 8 periods                  |                                                        |
| 5    | 10 periods                 |                                                        |
| 6    | 15 periods                 |                                                        |
| 7    | 20 periods                 |                                                        |
| 8    | 15 periods                 |                                                        |
| 9    | 15 periods                 |                                                        |
| 10   | 15 periods                 |                                                        |

### **Paper- PC 3(content based pedagogy in Mathematics)**

Total number of periods for teaching: 150 periods

| UNIT | No of periods for teaching |  |
|------|----------------------------|--|
|------|----------------------------|--|

|    |            |                                                        |
|----|------------|--------------------------------------------------------|
| 1  | 15 periods | 20 periods will be used for workshop based activities. |
| 2  | 10 periods |                                                        |
| 3  | 10 periods |                                                        |
| 4  | 8 periods  |                                                        |
| 5  | 7 periods  |                                                        |
| 6  | 12 periods |                                                        |
| 7  | 14 periods |                                                        |
| 8  | 30 periods |                                                        |
| 9  | 14 periods |                                                        |
| 10 | 10 periods |                                                        |

**Paper- PC 5 (content based pedagogy in social science)**

Total number of periods for teaching: 150 periods

| UNIT | No of periods for teaching |                                                        |
|------|----------------------------|--------------------------------------------------------|
| 1    | 10 periods                 | 20 periods will be used for workshop based activities. |
| 2    | 10 periods                 |                                                        |
| 3    | 10 periods                 |                                                        |
| 4    | 10 periods                 |                                                        |
| 5    | 10 periods                 |                                                        |
| 6    | 15 periods                 |                                                        |
| 7    | 20 periods                 |                                                        |
| 8    | 15 periods                 |                                                        |
| 9    | 15 periods                 |                                                        |
| 10   | 15 periods                 |                                                        |

**Paper- PC 6 B (content based pedagogy in Sanskrit/ persian)**

Total number of periods for teaching: 75 periods

| UNIT | No of periods for teaching |                                                        |
|------|----------------------------|--------------------------------------------------------|
| 1    | 12 periods                 | 10 periods will be used for workshop based activities. |
| 2    | 10 periods                 |                                                        |
| 3    | 8 periods                  |                                                        |
| 4    | 10 periods                 |                                                        |
| 5    | 13 periods                 |                                                        |
| 6    | 12 periods                 |                                                        |

## 9. Assessment Criteria

**9.1 For Theory Papers:** The external assessment of a candidate's performance shall be done through a written test conducted by the BSE, Odisha. The distribution of marks and the type of questions in these tests shall be as follows:

**(a) Papers FC 1 to FC 5 carrying 80 marks each shall have the following distributions:**

- Five long answer type questions to be answered within 300 words (one from each unit having internal option) carrying 8 marks each
- Five restricted answer type questions to be answered within 150 words (one from each unit having internal option) carrying 4 marks each
- 20 objective type question each carrying 1 mark (all are compulsory) of different types shall be set.

**(b) Papers PC1to PC5 carrying 80 marks each shall have the following distributions (for each of the two groups i.e. Group A and Group B):**

- Five long answer type questions to be answered within 200 words (one from each unit having internal option) carrying 6 marks each
- 10 objective type questions each carrying 1 mark (all are compulsory) of different types

**(c) Papers 6A (Hindi) and 6B (Sanskrit/Persian) carrying 40 marks each shall have the following distributions (for each of the two groups i.e. Group A and Group B):**

- Three long answer type questions to be answered within 150 words (one from each unit having internal option) carrying 5 marks each
- Five objective type questions each carrying 1 mark (all are compulsory) of different types

## 9.2 For Teaching Practical:

- At the end of each year, during the final examination, a candidate has to deliver one mono-grade and one multi-grade lesson. In the 1<sup>st</sup> year, both the mono-grade and multi-grade lessons will be on Odia / Urdu, Science and Hindi subjects.
- Similarly at the end of 2<sup>nd</sup> year, during the final examination the mono-grade lesson will be from any of the subjects i.e. English, Mathematics, Social Science, Sanskrit / Persian and the multi-grade lesson can be prepared on the combination of any subjects indicated above.

- The programme schedule for the final teaching practical shall be prepared by the Head of the Teacher Education Institution and the same shall be intimated to the trainees, well in advance, to enable them prepare their Lesson Plans and required TLMs.
- The final teaching shall be assessed by both internal and external examiners and the said assessment mark shall be credited as the final teaching practical mark in favour of the trainee.
- The faculty of the Teacher Education Institution handling the content-cum-pedagogy papers concerned shall act as the Internal Examiner to conduct the final practical teaching examination duly appointed by Board of Secondary Education, Odisha.
- The external Examiner shall be appointed by the Board of Secondary Education. Officers with minimum 10 years of teaching experience in the Teacher Education Institutions are required to be appointed as External Examiners.
- The final teaching shall be organized in schools.

**Break-up of Marks for Assessment** of final year-end practical teaching:

- |                                                                                                                      |           |
|----------------------------------------------------------------------------------------------------------------------|-----------|
| ▪ Planning and delivery of mono-grade lesson                                                                         | 40 marks* |
| ▪ Planning and delivery of multi-grade lesson                                                                        | 40 marks* |
| ▪ Marks on records (Practice Teaching Record and Observation Record for Demonstration Lessons and Criticism Lessons) | 20 marks  |

|              |                      |
|--------------|----------------------|
| <b>Total</b> | <b>100<br/>marks</b> |
|--------------|----------------------|

\* ***Break-up of marks***

- |                                                                                                              |                 |
|--------------------------------------------------------------------------------------------------------------|-----------------|
| ▪ <i>Planning of the lesson</i>                                                                              | <i>10 marks</i> |
| ▪ <i>Presentation with proper sequence</i>                                                                   | <i>10 marks</i> |
| ▪ <i>Quality of learning experiences provided</i>                                                            | <i>10 marks</i> |
| ▪ <i>Relevance and appropriate use of TLM, use of blackboard, skill of questioning, classroom management</i> | <i>10 marks</i> |

|              |                 |
|--------------|-----------------|
| <b>Total</b> | <b>40 marks</b> |
|--------------|-----------------|

## 10. Examination / Award of Division and Certification

- The Board of Secondary Education, Odisha shall conduct the examination for Diploma in Elementary Education for the trainees enrolled in different Teacher Education Institutions (DIETs/ DRCs /ST Schools) of the state.
- There shall be two year-end final examinations in this course i.e. at the end of each year there shall be one final examination to be conducted by Board of Secondary Education, Odisha.
- Examination shall be conducted by means of written test (in theory papers) and tests of practical (in practical papers) and shall be in accordance with such instructions as may be issued by the Board of Secondary Education, Odisha.
- Each theory paper shall be assessed both internally and externally as indicated in the course outline. The pass mark in each theory paper (FC 1 to 5, PC 1 to 5) shall be 40% both in internal and external assessment separately. In PC 6, each trainee has to secure 40% (in internal as well as external assessment) marks in Hindi and Sanskrit / Persian separately in order to pass in that subject.
- In each component of practical paper (PrC 1 to 2) the pass mark shall be 50%. In first year, the final teaching shall be assessed out of 100 marks i.e. 40 marks for mono-grade, 40 marks for multi-grade teaching and 20 marks for records. In 2<sup>nd</sup> year the final teaching shall be assessed out of 100 marks (i.e. 40 marks for mono-grade, 40 marks for multi-grade teaching and 20 marks). The average of the assessment marks given by of both the internal and external examiners shall be credited as the final practical mark in favour of the trainees in each respective examination.
- The action research project (PrC 3) shall be assessed out of 50 marks. The assessment marks given by of both the internal and external examiners shall be credited as the final practical mark in favour of the trainees in each respective examination.
- The marks secured by a candidate in each year –end final examination shall be taken into account for declaring him/her passed/failed as per the conditions indicated above.

- After appearance of the 1<sup>st</sup> year end examination a candidate shall be allowed to pursue the 2<sup>nd</sup> year course. If he/she fails in any theory/ practical paper(s), he/she shall be allowed to appear the paper(s) concerned along with the candidates appearing the 1<sup>st</sup> year-end examination next immediate year.
- The final results of the Diploma in Elementary Examination shall be declared taking into consideration the marks secured by the candidate in both 1<sup>st</sup> and 2<sup>nd</sup> year-end examinations combined.
- (a). A candidate is declared fail on the basis of the combined results of the 1<sup>st</sup> year and 2<sup>nd</sup> year end examinations:
  - If he/she fails to secure 565 marks in aggregate.
  - If he/she fails in any theory paper (either in internal or external assessment) even if he/she secures the prescribed aggregate marks i.e. 565
  - If he/she secures less than 40% marks in each theory paper and less than 50% marks in each practical paper.

(b) The candidate who is declared fail having not secured the prescribed aggregate marks i.e. 565 shall be given three consecutive chances following the 1<sup>st</sup> appearance to secure the said aggregate as well as pass marks in each theory and practical paper.

(c) A candidate who fails to secure 40% marks either in the internal assessment or external assessment in a theory paper shall be allowed to clear the internal or external assessment as the case may be in three consecutive chances following the first appearances.

(d) A candidate who is declared failed in each practical paper shall be given two consecutive chances following the first appearance to clear those practical papers.

- In award of division, marks obtained by a candidate in both theory and practical papers in both the year end examinations (i.e. 1350 marks) shall be taken into consideration. Division shall be awarded as indicated below.

|                     |                               |
|---------------------|-------------------------------|
| 810 marks and above | <b><i>First</i></b> Division  |
| 675 to 809 marks    | <b><i>Second</i></b> Division |
| * 565 to 674 marks  | <b><i>Third</i></b> Division  |

\* 565 marks in aggregate (i.e. 40% marks in theory and 50% marks in practical papers)

- Based on the total assessment marks secured by each trainee at both the year-end final examinations, pass / final division shall be determined in his favour and certificate shall be issued accordingly by the Board of Secondary Education, Odisha.

×××

## Chapter – X – D (A)

# REGULATIONS FOR CONDUCT OF EXAMINATION OF DIPLOMA IN ELEMENTARY EDUCATION (D. El. Ed)

*(Pursuant to UOI No. 4887 dated 16.05.2011 of Director, TE and SCERT approved by the Commissioner-cum-Secretary, Department of School and Mass Education, Government of Odisha and vide letter No. 1708 dated 15.03.2012 of the Directorate of TE and SCERT, Odisha these regulations are framed and shall be inserted as X-D (A) in Chapter X-D of the Board's Regulations).*

1.            **a)**     The Board shall conduct the D. El. Ed Examination in different Teacher Education Institutions namely, Government S.T. Schools, DIETs and DRCs in the state.
- b)**     There shall be **two** year-end final examinations for this course.
2.     The minimum qualification for admission to this course shall be pass in Higher Secondary / +2 Examination of this CHSE or an examination equivalent thereto as recognized by this Board.
3.     The examination centres, date and time of examination shall be finalized by the Examination Committee of the Board.
4.     The external Examination shall be conducted by means of Written Test (in theory papers) and Test of Practical (in practical papers) and shall be in accordance with such instructions as may be issued by the Examination Committee from time to time.
5.     The Examination shall be open to the candidates who have been duly admitted in Teacher Education Institutions; and have prosecuted their courses of study by attending classes during the year of examination thereby securing not less than 80% attendance in each paper; and have successfully completed required number of supervised practice teaching lessons, workshop-based and school-based activities for the purpose and must have completed the required number of assignments and projects, duly internally assessed; and must have completed the action research project (only during 2<sup>nd</sup> year) in order to be declared eligible to be sent up and fill up the form for the final examination by the Head of the Institution subject to fulfillment of the following conditions. Such candidates shall be termed as “**Regular Candidates**”.

### *Note :*

- a)**     The Examination Committee may condone the deficit in the requisite percentage of attendance not exceeding 10% for special reasons, especially on health ground when the application is supported by a certificate from a registered medical practitioner or for extra-ordinary

circumstances beyond the control of the candidate supported by any authentic evidence (s).

- b) The application form of every candidate for admission to the examination, duly filled in with his / her own handwriting, must reach the Secretary of the Board accompanied by prescribed fees on or before the date that may be fixed by the Examination Committee. Applications received after due date shall be summarily rejected. Applications incomplete in any respect shall be rejected.
- c) Every candidate shall have to successfully complete the following minimum requirements in respect of the supervised practice teaching :
- i) Each teacher trainee shall be required to deliver the stipulated number of lessons indicated follows :

#### **FIRST YEAR**

|                                                                                                    |           |
|----------------------------------------------------------------------------------------------------|-----------|
| ▪ Language (Odia / Urdu) lessons in mono-grade situation                                           | 05        |
| ▪ Science lessons in mono-grade situation                                                          | 05        |
| ▪ Hindi lessons in mono-grade situation                                                            | 02        |
| ▪ Lessons in multi-grade situation (combination of Odia / Urdu and Science or in one subject area) | 05        |
| ▪ Criticism lesson in Odia / Urdu or Science                                                       | 01        |
| <b>Total</b>                                                                                       | <b>18</b> |

#### **SECOND YEAR**

|                                                                  |           |
|------------------------------------------------------------------|-----------|
| ▪ Language (English) lessons in mono-grade situation             | 05        |
| ▪ Mathematics lessons in mono-grade situation                    | 05        |
| ▪ Social Science lessons in mono-grade situation                 | 05        |
| ▪ Sanskrit lessons in mono-grade situation                       | 02        |
| ▪ Lessons in multi-grade situation (combination of any subjects) | 05        |
| ▪ Criticism lesson in English / Mathematics / Social Science     | 01        |
| <b>Total</b>                                                     | <b>23</b> |
| <b>GRAND TOTAL</b>                                               | <b>41</b> |

- ii) While delivering these 41 lessons, each trainee is required to plan for 05 lessons for multi-grade teaching in each year; 12 lessons for mono-grade teaching during 1<sup>st</sup> year and 17 lessons for mono-grade during 2<sup>nd</sup> year.

- d) There shall be **06** assignments and **02** projects in each theory paper which would be internally evaluated. The average marks of six assignments and average mark of the two projects shall be credited towards final examination marks. Each Assignment is to be assessed out of 10 marks and each project is to be assessed out of 10 marks. Each trainee has to secure minimum 40% internal marks in each assignment and project in order to be declared pass thereof. In the theory paper carrying **50** marks, there shall be proportionate number of assignments and projects i.e. 3 and 1 respectively.
  - e) The candidates shall submit the following certificates from their Heads of the institution along with their application forms for their admission to the examination.
    - i) Certificate of having completed required number of supervised practice teaching lessons as indicated under 5 (C) supra.
    - ii) Certificate of having completed required number of assignments and projects as indicated under 5 (d) supra.
    - iii) Certificate of attendance as indicated in 5 & 5 (a) supra.
    - iv) Attested copy of the pass certificate of Higher Secondary School Certificate (+2) Examination or an examination equivalent thereto.
- 6.
  - a) If the candidates were sent up for admission to the examination by satisfying all the conditions as laid down under regulation 5 supra but could not appear or having appeared had failed at the examinations, shall be allowed to appear as Ex-Regular Candidates.
  - b) Candidates coming under category 6 (a) must be presented by the Head of the Teacher Education Institutes through which they were last presented.
- 7. Both regular and ex-regular candidates, under Regulation 5 and 6 (a) supra shall submit three copies of their recent passport size photographs, duly attested by their Head of the Teacher Education Institutions concerned, and prescribed fees along with their applications. In addition to this, the ex-regular candidates are required to submit their Admit Card or mark sheet of the last examination / a certificate from the Head of the Teacher Education Institutions concerned to the effect that they were sent up for the last examination along with their application forms.
- 8.
  - a) The medium of instruction and examination in all the theory papers, except in content-cum-pedagogy papers i.e. Hindi, English, Urdu and Persian, shall be in Odia. The medium of instruction and examination in

theory papers in Hindi / Sanskrit / Urdu / Persian shall be in the respective languages.

- b) The programme shall be of two-year duration covering two academic sessions.
- c) At the end of each year, there shall be a final examination to be conducted by the Board of Secondary Education, Odisha. The questions for the said year-end examination shall be set on the courses earmarked for that year.

**9. a) Course Structure :**

**Group A : Foundation Courses (FC)**

| Course / Paper | Title                                             | Marks      |
|----------------|---------------------------------------------------|------------|
| FC1            | Contemporary Issues in Elementary Education       | 100        |
| FC2            | Understanding the Learner                         | 100        |
| FC3            | Curriculum Planning and Transaction               | 100        |
| FC4            | Teaching Learning Process in Elementary Education | 100        |
| FC5            | Education for Holistic development                | 100        |
|                | <b>Total</b>                                      | <b>500</b> |

**Group B : Pedagogy Courses (PC)**

| Course/paper | Title                                    | Marks      |
|--------------|------------------------------------------|------------|
| PC1          | Content-based Pedagogy in Odia / Urdu    | 100        |
| PC2          | Content-based Pedagogy in English        | 100        |
| PC3          | Content-based Pedagogy in Mathematics    | 100        |
| PC4          | Content-based Pedagogy in Science        | 100        |
| PC5          | Content-based Pedagogy in Social Science | 100        |
| PC6          | Content-based Pedagogy in                |            |
|              | a) Hindi                                 | 50         |
|              | b) Sanskrit / Persian                    | 50         |
|              | <b>Total</b>                             | <b>600</b> |

**Group C : Practical Courses (PrC)**

| Course/Paper | Title                      | Marks |
|--------------|----------------------------|-------|
| PrC 1        | Teaching Practicum         | 100   |
| PrC 2        | Teaching Practicum         | 100   |
| PrC 3        | Project on Action Research | 50    |

|  |                            |             |
|--|----------------------------|-------------|
|  | <b>Total</b>               | <b>250</b>  |
|  | <b>Grand Total (A+B+C)</b> | <b>1350</b> |

**Year-wise Course Break-up :**

**1<sup>ST</sup> YEAR**

**Total Marks: 650**

**Theory**

| <b>Papers</b> | <b>Title</b>                              | <b>Marks</b>    |                 |              | <b>Duration of final examination</b> |
|---------------|-------------------------------------------|-----------------|-----------------|--------------|--------------------------------------|
|               |                                           | <b>Internal</b> | <b>External</b> | <b>Total</b> |                                      |
| FC-2          | Understanding the learner                 | 20              | 80              | <b>100</b>   | 03 hours                             |
| FC-4          | Pedagogic Process in elementary education | 20              | 80              | <b>100</b>   | 03 hours                             |
| FC-5          | Education for holistic development        | 20              | 80              | <b>100</b>   | 03 hours                             |
| PC-1          | Content-based pedagogy in Odia / Urdu     | 20              | 80              | <b>100</b>   | 03 hours                             |
| PC-4          | Content-based pedagogy in Science         | 20              | 80              | <b>100</b>   | 03 hours                             |
| PC-6 A        | Content-based pedagogy in Hindi           | 10              | 40              | <b>50</b>    | 02 hours                             |

**Practicum**

|                                         |                                                                                                       |          |                       |
|-----------------------------------------|-------------------------------------------------------------------------------------------------------|----------|-----------------------|
| <b>Paper : PrC-1 Teaching Practicum</b> | Mono-grade teaching in Odia / Urdu, Science, Hindi                                                    | 50 Marks | 45 minutes per lesson |
|                                         | Multi-grade teaching taking Odia / Urdu and Science combination or a single subject in all the grades | 50 Marks | 45 minutes per lesson |

**2<sup>nd</sup> YEAR**

**Total Marks : 700**

**Theory**

| <b>Papers</b> | <b>Title</b> | <b>Marks</b>    |                 |              | <b>Duration of final examination</b> |
|---------------|--------------|-----------------|-----------------|--------------|--------------------------------------|
|               |              | <b>Internal</b> | <b>External</b> | <b>Total</b> |                                      |

|        |                                              |    |    |            |          |
|--------|----------------------------------------------|----|----|------------|----------|
| FC-1   | Contemporary Issues in Elementary Education  | 20 | 80 | <b>100</b> | 03 hours |
| FC-3   | Curriculum Planning                          | 20 | 80 | <b>100</b> | 03 hours |
| PC-3   | Content-based pedagogy in Mathematics        | 20 | 80 | <b>100</b> | 03 hours |
| PC-2   | Content-based pedagogy in English            | 20 | 80 | <b>100</b> | 03 hours |
| PC-5   | Content-based pedagogy in Social Science     | 20 | 80 | <b>100</b> | 03 hours |
| PC-6 B | Content-based pedagogy in Sanskrit / Persian | 10 | 40 | <b>50</b>  | 02 hours |

### Practicum

|                                 |                                                               |          |                       |
|---------------------------------|---------------------------------------------------------------|----------|-----------------------|
| <b>PrC-2 Teaching Practicum</b> | Mono-grade teaching in Mathematics / Social Science / English | 50 Marks | 45 minutes per lesson |
|                                 | Multi-grade teaching (with combination any subjects)          | 50 Marks | 45 minutes per lesson |
| <b>PrC-3</b>                    | Project on Action Research                                    | 50 marks | 01 hour per Project   |

10. Each theory paper shall be assessed both internally and externally as indicated in the course outline. The pass mark in each theory paper (FC 1 to 5, PC 1 to 5) shall be 40% both in internal and external assessment separately. In PC 6, each trainee has to secure 40% (in internal as well as external assessment) marks in Hindi and Sanskrit / Persian separately in order to pass in that subject. In each component of practical paper (PrC 1 to 3) the pass mark shall be 50%. In each year, the final teaching shall be assessed out of 100 marks i.e. 40 marks for mono-grade, 40 marks for multi-grade teaching and 20 marks for records. The average assessment marks of both the internal and external examiners shall be credited as the final practical mark in favour of the trainee.

After the both year end examinations (1<sup>st</sup> and 2<sup>nd</sup> year) award of division shall be considered out of 1350 marks. In award of division marks obtained by a candidate both in theory and practical papers shall be taken into consideration. Division shall be awarded as per the following :

|                     |                               |
|---------------------|-------------------------------|
| 810 marks and above | <b><i>First</i></b> Division  |
| 675 to 809 marks    | <b><i>Second</i></b> Division |

\* 565 marks in aggregate (i.e. 40% marks in theory and 50% marks in practical papers)

**11.** After appearance of the 1<sup>st</sup> year end examination a candidate shall be allowed to pursue the 2<sup>nd</sup> year course. If he/she fails in any theory/ practical paper(s), he/she shall be allowed to appear the paper(s) concerned along with the candidates appearing the 1<sup>st</sup> year-end examination next immediate year.

- The final results of the Diploma in Elementary Examination shall be declared taking into consideration the marks secured by the candidate in both 1<sup>st</sup> and 2<sup>nd</sup> year-end examinations combined.
- (a). A candidate is declared fail on the basis of the combined results of the 1<sup>st</sup> year and 2<sup>nd</sup> year end examinations:

- If he/she fails to secure 565 marks in aggregate.

- If he/she fails in any theory paper (either in internal or external assessment) even if he/she secures the prescribed aggregate mark i.e. 565

- If he/she secures less than 40% marks in each theory paper and less than 50% marks in each practical paper.

(b) The candidate who is declared fail having not secured the prescribed aggregate marks i.e. 565 shall be given three consecutive chances following the 1<sup>st</sup> appearance to secure the said aggregate as well as pass marks in each theory and practical paper.

(c) A candidate who fails to secure 40% marks either in the internal assessment or external assessment in a theory paper shall be allowed to clear the internal or external assessment as the case may be in three consecutive chances following the first appearances.

**(d)** A candidate who is declared failed in each practical paper shall be given two consecutive chances following the first appearance to clear those practical papers.

**12.a)** The practical examinations in paper Pr C-1 and Pr C 2 shall be held before or after the theory examination and the date of such examination shall be decided by the Examination Committee. Each trainee has to deliver one lesson in mono-grade situation and another lesson in multi-grade situation at the practical examination. Such plans shall be prepared in the subjects as indicated under Regulation 5-C (i) supra.

b) The practical examination in paper- Pr C 3 (in 2<sup>nd</sup> year only) shall be evaluated both internally and externally. The internal marks shall be awarded on the basis of preparation and presentation of the action research project in a seminar at the teacher training institute. The external assessment shall be on the basis of the assessment of the project report and the performance in the viva-voce test done by the external examiner)

**13.a)** After both the year end examinations, the Examination Committee shall take all consequential steps for publication of the result and a list of successful

candidates, in three divisions as mentioned under regulation 10 supra, shall be notified.

- b) A certificate in the prescribed format shall be issued by the Board to each successful candidate through the Head of the respective Teacher Training Institutions.

**14.a)** The Board on the recommendations of the Executive Committee shall determine fees to be paid by the examinees / candidates for the examination in D.El.Ed. Course. Rates of fees so determined by the Board shall in no case be changed within three years of revision. The Secretary shall communicate every year to all educational institutions and inspecting officers concerned regarding the rates of fees.

**15. Fees :** To be decided by the Board of Secondary Education, Odisha from time to time.

- b) Fees once paid are not refundable nor can be reserved from any subsequent examination.

**16.** There shall be no change of centre of an individual candidate.

**17.a)** Any candidate who does not behave properly towards the Superintendent or the Invigilator in the Examination or is suspected of having had recourse to malpractice of any kind in connection with the Examination or who communicates with the examiners or with the Secretary or any member of the staff with the object of influencing him unfairly in the discharge of his duties in connection with the examination or whose answer papers contain objectionable matters or who gains admission to the examination by suppressing any fact or facts or making or causing to be made a false statement in his / her application form or certificate or forging any person's signature or produces forged documents, is liable for invalidation of his / her examination and also be debarred from appearing again at the examination for such term of years as the Examination Committee may think fit according to the nature of the offence.

- b) If it is found that a person other than the candidate who has applied for admission to the Examination has appeared or attempted to appear at the examination in the name of a candidate, the result of the candidate, if he / she has passed at the Examination, shall be cancelled and the Examination Committee shall have the power to debar such a candidate from appearing at the examination for such period as it may determine and take such measures against the person who appeared or attempted to appear for the candidate as it may deem fit.
- c) Any candidate detected in giving or receiving assistance or in having in his / her possession paper, books or notes in the examination room or while

adopting or attempting to adopt any other unfair means in connection with the examination may be expelled by the Superintendent from the examination for that paper and after due investigation may be disqualified by the Examination Committee from passing the Examination for that year. He / she may further be debarred from appearing at any subsequent examinations for a period which may extend to five years.

- d) If a candidate is found guilty of serious misconduct, the Examination Committee shall declare him / her not a fit and proper person to be admitted to any further examination of the Board provided that on the expiry of five years of such declaration the Examination Committee may in special cases admit such a person to an examination.
- e) The names of candidates who are punished under this Regulation shall be notified in the Official Gazette.

#### **18. Conduct of Examination :**

- a) The Examination Committee shall be competent to frame such rules and regulations as may be necessary for efficient conduct of the examination and shall appoint officers besides the Superintendent of Centre for supervision, inspection and surprise check of examination work.
- b) The Examination Committee where it is satisfied on the basis of report received from the Superintendent and / or supervisors, Inspectors and squads appointed for the inspection of Examination Centres that the examination has not been conducted as per rules may take steps as considered appropriate by the Committee including cancellation of the examination wholly or in part.

#### **19. Request for Checking of Addition of Marks :**

- a) No application for revaluation of answer papers shall be entertained, but a candidate may apply in the prescribed form to the Secretary for checking up the addition of marks in any paper, which shall reach the Secretary within one month from the date of publication of the result at the Board's Office.
- b) Every application must be accompanied by prescribed fees as indicated at regulation 15 (a) supra for each answer paper in which checking of the addition of marks is desired. The fees may be paid either at the Board's Office or by crossed Bank Draft payable to the Secretary, Board of Secondary Education, Odisha. The full name and address of the sender, the

- roll number and the name of the subject in which checking is desired should be mentioned in the application.
- c) Money once paid in this regard is not refundable.

## **20. Duplicate Certificate :**

- a) Duplicate copies of certificate shall not be granted except in case in which the Secretary is satisfied that the applicant has lost his certificate or that it has been destroyed and that the applicant has a real need for a duplicate copy of his / her certificate.
- b) The applicant should send an application through the Head of the Institution where he / she has studied and the application should accompany an affidavit sworn before a Magistrate, first class for the purpose and prescribed fees as mentioned under 15 (a).

## **21. Power of Examination Committee to take action:**

- a) The Examination Committee shall have the power to take action against any person connected with the examination for inefficient and improper discharge of duties.

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