

PROGRAMME GUIDE

Six-Months Certificate Course (Bridge)

in Primary Teacher Education

(Appointed as Primary Teachers with B.Ed. Degree)

Academic Department



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Chairman's Message

Dear Teachers,



It is my privilege to welcome you to the Six-Month Certificate (Bridge) Course in Primary Teacher Education, offered by the National Institute of Open Schooling (NIOS). While your B.Ed. qualification equips you to teach at secondary and senior secondary levels, the pedagogical, developmental, and emotional needs of children in Classes I–V require a distinct set of competencies.

This course has been instituted in compliance with the Hon'ble Supreme Court's judgement dated 8 April 2024 (Civil Appeal No. 5068 of 2023) and the NCTE Gazette Notification of 28 June 2018, which safeguard the appointments of B.Ed.-qualified teachers at the primary level, subject to successful completion of this programme within the stipulated timeframe. More than a statutory requirement, this is an opportunity to deepen your professional expertise and align your practice with the unique needs of young learners.

The early years are foundational to cognitive, social, emotional, and physical development. Teaching at this stage demands understanding of child psychology, inclusive education, and sensitivity to socio-cultural diversity. This programme comprises six theory papers and a practicum component, addressing areas such as child development, pedagogy, assessment, language acquisition, foundational numeracy, and inclusive practices, with emphasis on reflective teaching.

Through school-based activities, portfolios, and reflective journals, you will develop as a practitioner who not only delivers the curriculum but continually improves it to meet learners' needs. Structured for flexibility, the course supports your role as a full-time teacher while advancing the NIOS vision of lifelong learning.

Your enrolment reflects commitment to excellence and to nurturing enriching, inclusive classrooms for every child.

Wishing you success and a meaningful learning journey ahead.

Prof. Akhilesh Mishra



Director's Message

Dear Teachers,

It is with great pride and a deep sense of responsibility that I welcome you to the Six-Month Certificate (Bridge) Course in Primary Teacher Education offered by the National Institute of Open Schooling (NIOS). This course is designed specifically for in-service teachers appointed at the primary level with a B.Ed. degree, in accordance with the Hon'ble Supreme Court's directive and the NCTE regulations.

Primary education plays a foundational role in a child's overall development-intellectually, emotionally, socially, and morally. Teaching young learners requires a unique understanding of child psychology, inclusive pedagogical approaches, and a compassionate, learner-centric mindset. This bridge course aims to equip you with these vital competencies, enabling you to meet the specific learning needs of students in classes I to V with confidence and care.

NIOS is committed to providing high-quality teacher education through Open and Distance Learning. This course integrates theoretical insights with practical experiences, helping you connect pedagogy to classroom realities. It promotes reflective practice, continuous assessment, and inclusive teaching methods that are responsive to diverse student backgrounds.

I encourage you to approach this journey not merely as a requirement, but as an opportunity to grow as an educator. Your commitment to completing this course is a testament to your dedication to improving educational outcomes and creating nurturing environments for our youngest learners.

Wishing you a meaningful and enriching learning experience.

Dr. Rajiv Kumar Singh

Background

The Hon'ble Supreme Court vide judgement dated 08.04.2024 in Civil Appeal No. 5068 of 2023 titled Devesh Sharma Vs. Union of India and Ors., empowered the National Council of Teacher Education to devise a bridge course only for those appointees who have been appointed as primary teachers but did not have D.El.Ed qualification. The operative part of the judgement is as follows:

“As it appears that a large number of candidates with B.Ed. degree had already been appointed on the basis of eligibility criteria specified by the educational authorities, we do not think it to be equitable to affect their removal. We, accordingly hold that the judgement delivered by this Bench on 11th August, 2023 shall have prospective operation. But prospective operation of this judgement shall be only for those candidates who were appointed without any qualification or conditions imposed by any court of Law to the effect that their appointment would be subject to final outcome of the case which might have had been instituted by them and such candidates were in regular employment without any disqualification and were appointed in pursuance of a notice of advertisement where B. Ed. was stipulated to be valid qualification. Services of only such candidates shall not be disturbed because of this judgement. We make it clear that this benefit is only for the candidates who were appointed prior to the date our judgment was delivered, on 11th August, 2023. Mere selection of such candidates or their participation in the process will not entitle them for a benefit under our present order.

Moreover, the candidates having B.Ed. qualification whose appointments we are protecting in this judgment, will have to undergo a bridge course and we direct the educational authorities to devise such course, which would be applicable for each state and union territory, within a period of one year from today. This course shall be only for those appointees who have been engaged with B.Ed. degree only in the subject-posts under conditions stipulated in the earlier part of this order. National Council for Teacher Education shall design such course under overall supervision of the Ministry of Education, Union of India. Upon formulation of such course, the same shall be publicly notified and a timeframe shall also be given within which the respective candidates shall participate therein. Failure of any candidate to participate and complete the course within the timeframe to be given by the concerned educational authorities will invalidate the appointment of such candidate.

We also make it clear that the directions contained in this order shall not be confined to the applicant state only and shall cover all cases which may be pending in different judicial for a in any State or Union Territory on the same point of law. The present application stands disposed of in the above terms.

Pending application(s), if any, shall also stand disposed of.”

Accordingly, a Six-Month Certificate Course (Bridge) in Primary Teacher Education (PTE) is designed for in-service primary school teachers who hold a B.Ed. degree. This programme provides comprehensive training to help teachers in developing the necessary skills and competencies to effectively educate learners at the primary level (I-V).

This course is specifically intended for those teachers whose appointments are protected under the **NCTE Gazette Notification F. No. NCTE-Reg. 012/2018 dated 28th June 2018**. The target group for the Six-Month Certificate (Bridge) Course in Primary Teacher Education (PTE) comprises in-service teachers who have been appointed between **28 June 2018 to 11 August 2023** to teach at the primary level (Classes I-V) and hold a B.Ed. degree.

1. Introduction

The Six-Month Certificate (Bridge) Course in Primary Teacher Education (PTE) is a specialized professional development programme tailored for in-service primary school teachers who hold a B.Ed. degree. Aligned with the guidelines stipulated under the NCTE Gazette Notification F. No. NCTE-Regl 012/2018 dated 28th June 2018, this bridge course is mandated for appointees whose qualifications are protected under the aforementioned notification. It serves as a critical pathway for such teachers to attain certification to teach at the primary level.

This comprehensive course is thoughtfully designed to enhance the pedagogical competencies and classroom effectiveness of teachers, enabling them to cater to the diverse learning needs of young children. Comprising six theory courses and a school-based practicum, the programme provides a robust framework to connect educational theory with classroom practice. The curriculum equips teachers with the knowledge of educational aims, curriculum objectives, learning outcomes, and effective teaching strategies, while also deepening their understanding of assessment methods, classroom management, and developmentally appropriate pedagogies.

A significant component of the course is the *school experience*, which focuses on Chapter planning and lesson delivery across key subjects—Language-I (Hindi/Regional Language), Language-II (English/other than Language I), Mathematics, and Environmental Studies (*The World Around Us*). Teachers are required to document their experiences through portfolios, incorporating reflections, artefacts, community engagement activities, and the use of educational technology. Reflective journals further support the development of self-awareness and professional growth.

The course emphasizes the cultivation of *reflective practitioners*—teachers who can critically evaluate educational practices and policies, question prevailing assumptions in schooling, and take informed pedagogical decisions. It promotes a vision of teaching as a dynamic, context-sensitive, and inquiry-based profession.

By engaging with learners from diverse socio-cultural backgrounds, the course prepares teachers to foster inclusive, equitable, and holistic learning environments. Teachers will explore how children learn, understand the epistemological foundations of subject knowledge, and apply responsive instructional strategies that support the development of every child.

Ultimately, this bridge course aspires to empower primary teachers with the skills, attitudes, and reflective capacities necessary to ensure quality education and lifelong learning for all children in primary classrooms.

2. Objectives of the Programme

The Six-Months Certificate Course (Bridge) focuses on the professional development of in-service primary teachers to become eligible for teaching at primary level with the following objectives-

- Develop an understanding of the primary school and primary school child;
- Develop an understanding of various perspectives of learning and of how knowledge is constructed by a primary school child;
- Design content, evolve pedagogies, comprehend the context of learning and organize curricular experiences;
- Interpret education of primary school children in continuum and establish organic linkages with the early childhood and adolescence;
- Plan appropriate pedagogies in different curricular areas according to the developmental level of children and that of the nature of the discipline;
- Address diversities in the classrooms with respect to language, gender, disability and socio-cultural and economic context;
- Analyze and apply the emerging technologies in the learning and teaching;
- Critically analyze and reflect on assessment practices and design age-appropriate assessment tools for a 360° and holistic assessment for children.

3. Target Group and Eligibility Criteria

The target group for the Six-Month Certificate (Bridge) Course in Primary Teacher Education (PTE) comprises in-service teachers who have been appointed between **28 June 2018 to 11 August 2023** to teach at the primary level (Classes I-V) and hold a B.Ed. degree. This course is specifically intended for those teachers whose appointments are protected under the **NCTE Gazette Notification F. No. NCTE-Reg. 012/2018 dated 28th June 2018.**

4. Duration of the Programme

- i) The duration of the programme is six months.
- ii) There shall be at least 20 days for the school experience.
- iii) There shall be at least 10 days for contact classes conducted in online mode.

5. Admission Process and Programme Fee

- 100% online through the NIOS bridge course portal.
- Programme Fee - ₹25,000/-^{*1}**

| | | |
|---------------------|--|--------------|
| Stage 1 | Registration Fee | 1,000/- |
| Stage 2 | Admission Fee (Including 1 st time Exam Fee) | 24,000/- |
| Supplementary Stage | Examination Fees | As per Norms |

6. Tentative Academic Calendar

| Week | Activity |
|--|---|
| 1 st **2 to 8 th | Admission Process and Document Verification |
| 9 th to 21 st | 10 Days Contact Classes (Online), 20 Days School Experience |
| 22 nd | Assessments |
| 30 th to 32 nd | Result |

7. Programme Structure

- The programme comprises of six courses and one school experience.
- It includes both theoretical and practical components aimed at foundational learning principles.

8. Curriculum Structure

A. Theory

The curriculum is essentially a judicious mix of courses providing theoretical orientation to primary level school teachers on emerging issues and concerns of primary education, and developing their skills relevant to primary level. The school-based activities, workshop-based activities and school experience are integral components of each course that will provide teachers an opportunity to acquire hands-on experience. Every course is designed in such a way that there will be a practicum based on school experiences. The Certificate Course (Bridge) is designed by integrating the study of childhood, curriculum and assessment at the primary level, and pedagogical knowledge of different school subjects and their application in schools.

¹ *Online processing charges ₹70/- for each transaction and Gateway Charges Exclusive.

² **From the Date of Notification

Table 1: Course Title and Credits

| Course No. | Course Title | Total Credits |
|------------|---|---------------|
| 1. | Child Development & Educational Psychology | 4 |
| 2. | Curriculum, Pedagogy and Assessment | 4 |
| 3. | Pedagogy of Language-I (Hindi/Regional Language) | 2 |
| 4. | Pedagogy of Language-II (English/other than Language-I) | 2 |
| 5. | Pedagogy of Mathematics | 2 |
| 6. | Pedagogy of The World Around Us | 2 |
| 7. | School Experience | 4 |
| | Total | 20 |

The course contains 20 credits to develop in depth understanding about children of primary schools and pedagogical processes. The details of the theory and pedagogy courses along with the curriculum structure are given as *Annexure 1*.

B. School Experience

The school experience shall provide exposure for sustained engagement with learners and the school. It shall have the following components:

- Practice and Teaching Lessons: At least 20 days with 10 Chapters each in Language-I and Language-II, Mathematics, and 'The World Around Us'
- Portfolio
- Materials and Manipulatives: Creating materials and organizing activities like Children's Play, Jaadui Pitara, Art, Craft and Music
- Workshop and activities with children for Yoga, Physical Education and Well being
- Reflective Journal

Teachers shall be required to maintain a minimum of 80% attendance during the 20-day School Experience Programme. The details of the activities/task of School Experience are given as *Annexure 2*.

9. Medium

The medium of the instruction shall be in Hindi and English Language. However, the teachers are allowed to write the Public Examination (Theory) in any of the 22 scheduled languages listed in eighth schedule.

10. Mode of Transaction

The Six-Month Certificate (Bridge) Course in Primary Teacher Education (PTE) will be delivered through an ODL mode of instruction. The transactional strategies will include Contact Programs, school-based practicum (Practice teaching, Reflective Journals, Portfolios). Video tutorial, e-learning materials, and digital platforms will be utilized to support flexible and effective learning. This approach ensures that in-service teachers can actively engage with the course content while balancing their professional responsibilities.

11. Programme Implementation Plan

- i) Admission to the course will be entirely online through the NIOS official-Bridge course portal (<https://bridge.nios.ac.in>) only. Eligible teachers can register, upload required documents, and see the status of admission through the designated dashboard.
- ii) All course material, including Self-Learning material, will be provided in digital format. Teachers will have online access to supplementary resources such as audios/videos, interactive content to enhance their learning experience.
- iii) A 10-day Online Contact Programme will be scheduled during the course. This will include live sessions, doubt-clearing interactions and mentoring sessions conducted by subject experts.
- iv) Assessment for 20-days School Experience shall be monitored by the nearest DIET. In case a functional DIET is not available in the district, or in case of difficulty in involving a DIET, the same may be monitored by the School Principal/Headmaster of a Secondary/Higher Secondary school having a Primary section located in the same block as decided by NIOS on the recommendation of the State School Education Secretary/Nodal Officer.
- v) Internal assessments for Course 1-6 will include Assignments and project work. These will be uploaded (online) by the teacher on their respective dashboard.
- vi) An external assessment will be conducted towards the end of the six-month programme. This will evaluate the comprehensive learning outcomes of the participants through a Term-end examination at designated centers, as allotted by NIOS.

- **Action Points for State Nodal Officers**

➤ **Coordination & Communication**

- Overall Coordination and Monitoring to facilitate smooth implementation of the Bridge Course in the States and UTs.
- Establish a state-level communication and support mechanism for enrolment, monitoring, and reporting.

➤ **Teacher Data & Eligibility Verification**

- Verification of in-service primary teachers with B.Ed. qualifications who fall under the eligible category as specified by the Hon'ble Supreme Court judgement (08.04.2024) and NCTE notifications.
- Ensure timely processing and verification of all the in-service teachers through the portal for generation of enrollment number by the concerned School Principal.

➤ **Advocacy & Publicity**

- Initiate and oversee state-level advocacy programmes for larger publicity of the Bridge Course.
- Ensure participation of DIETs, schools, and district-level education bodies in awareness programmes.

➤ **Programme Monitoring & Supervision**

- Monitor all academic and administrative activities related to the Bridge Course in the States and UTs.
- Oversee the functioning of DIETs, Home Schools, and institutions engaged in PCPs and school experience programmes.
- Supervise regional/field staff involved in the Bridge Course.
- Assessment for 20-days School Experience shall be monitored by the nearest DIET. In case a functional DIET is not available in the district, or in case of difficulty in involving a DIET, the same may be monitored by the School Principal/Headmaster of a Secondary/Higher Secondary school having a Primary section located in the same block as decided by NIOS on the recommendation of the State School Education Secretary/Nodal Officer.

➤ **Teacher Support & Grievance Redressal**

- Address grievances of teacher trainees and ensure provision of required support services timely.
- Ensure that proper handholding is provided to in-service teachers throughout the course.

➤ **Representation & Reporting**

- Represent the programme in state-level meetings, workshops, and training sessions.

➤ **Assessment & Quality Assurance**

- Assess and review activities in consultation with NIOS and the concerned committees.
- Ensure quality implementation of contact classes, assignments, and school experience and term end examination as per NIOS guidelines
- Ensure a minimum of 80% attendance during the 20-day School Experience Programme and active participation of teachers during the school experience and contact classes.
- Ensure that the portfolio, reflective journal, lesson plans, and activity records are completed and submitted within the stipulated timeframe.
- Ensure that all assignments/project work (internal assessments) are uploaded by the concerned teachers on their respective dashboards/portals in a timely manner.
- Provide necessary guidance and supervision to maintain the quality and punctuality of submissions.

12. Programme Transaction

The Six-Month Certificate (Bridge) Course in Primary Teacher Education (PTE) will be delivered through ODL mode of instruction. The programme employs a variety of methods to deliver its content effectively. The major theory and pedagogy Chapters shall be transacted through:

- e-Self Learning Material: This multifaceted strategy ensures flexibility and accommodates the schedules of working teachers. (<https://nios.ac.in/online-course-material.aspx>; **new bridge course website**)
- Live Video Programme/Video Tutorial
- NIOS You Tube channel

This multifaceted strategy ensures flexibility and accommodates the schedules of working teachers.

13. Contact Programme (Online)

Unlike traditional lectures, these sessions focus on resolving specific challenges encountered during self-study. Conducted on weekends or holidays, they cover the program's six theoretical courses. There shall be at least 10 days for contact classes to be conducted in online mode. The schedule of the 10-day contact classes is attached as *Annexure-3*.

14. Assessment & Evaluation

The teacher's assessment shall be on the basis of internal and external assessment. The internal assessment shall be on the basis of assignments and project work submitted and external assessment shall be based on the Term-End Examination.

The detailed structure of the assessment & evaluation is given in the table below:

Table 2: Structure of Assessment & Evaluation

| Course No. | Course Title | Internal Assessment (Assignments & Project Work) | | Term End Examination | | Total Marks | Total Credits |
|------------|--|---|-----------|----------------------|-----------|-------------|---------------|
| | | Marks | Credits | Marks | Credits | | |
| 1 | Child Development and Educational Psychology | 25 | 1 | 75 | 3 | 100 | 4 |
| 2 | Curriculum, Pedagogy and Assessment | 25 | 1 | 75 | 3 | 100 | 4 |
| 3 | Pedagogy of Language-I (Hindi/Regional language) | 25 | 1 | 25 | 1 | 50 | 2 |
| 4. | Pedagogy of Language-II (English/other than Lang-I) | 25 | 1 | 25 | 1 | 50 | 2 |
| 5. | Pedagogy of Mathematics | 25 | 1 | 25 | 1 | 50 | 2 |
| 6. | Pedagogy of The World Around Us | 25 | 1 | 25 | 1 | 50 | 2 |
| 7. | School Experience | 100 | 4 | - | - | 100 | 4 |
| | Grand Total | 250 | 10 | 250 | 10 | 500 | 20 |

I. a) Internal Assessment

The internal assessment of the theory courses will be of 25 marks (1 Credit) each. It shall be based on two mandatory Assignments/Project work in each theory course. The suggested Assignments/ Project work for Courses 1 to 6 are outlined in *Annexure 4*.

b) School Experience (Practicum)

The Course 7, i.e., School Experience shall be assessed using the components of planning & teaching lessons, portfolio, activities, and reflective journal. Structure of Assessment and Evaluation in School Experience and detailed breakup of the Components and the details of the activities/task of School Experience are given as *Annexure 2*.

II. External Assessment

The external assessment of Courses 1 to 6 shall be assessed through a Term-End Examination. Course 1 and 2 shall be of 75 marks (3 Credits) each of 3 hours duration. The examination of pedagogic courses i.e. Course 3, 4, 5 and 6 shall be of 25 marks (1 Credit) each of 1 hour duration.

15. Passing Criteria

Passing criteria shall be 50% for the Practical and 40% for Theory Exam, and 50 % in aggregate.

16. Certification

A certificate shall be issued to the teachers on the successful completion of the course.

Online Admission Process

1. Online Registration

- Visit the NIOS official admission portal: <https://bridge.nios.ac.in>
- Click on ‘Enroll Now’
- Follow the on-screen instructions
- Valid email ID and mobile number will be required to register
- A valid UDISE+ school code is mandatory for registration. This UDISE+ school shall be the school where the teacher is presently teaching/in-service

2. Filling the Application Form

- During the registration process, the candidate must fill the online application form carefully. The following information will be required to be filled:
 - Personal information including the Appointment Date (as per school or government records)
 - Address details
 - Subject and Medium of study
- Upload scanned copies of required documents:
 - Recent passport size color photo of the applicant teacher
 - Signature of the applicant teacher
 - B.Ed. degree certificate
 - Appointment letter
 - Self-certificate duly filled by the teacher and signed and stamped by the school Principal

3. Payment of Programme Fee (through online mode only).

₹70/- for each online transaction will be charged in addition to the fee.

- Payment can only be made online using:
 - Debit/Credit card
 - Net banking
 - UPI
- Fee once paid is **non-refundable**.
- After successful payment, a confirmation receipt will be generated.
- **Login credentials** for the Teachers Dashboard will be sent to the registered email address after the successful authentication of the mobile number and email address.

Visit the portal <https://bridge.nios.ac.in> for the Process Flow Diagram(s)

4. Verification and Allotment

Role of the School Principal

- Applications will be verified by the Concerned Principal of the School
- Once verified, candidates will receive appropriate message on the registered email

Role of the State Nodal Officer

- Concerned State Nodal Officer will Re-Verify the Record of the Teacher which has been verified by the concerned School Principal.
 - **Confirmation email/SMS will be sent to the registered email address after the confirmation by the state nodal officer**
 - Enrolment Number and the assigned Home School (Study Centre) (for Contact Classes and academic support) will be notified through the registered email address and through the dashboard of the teacher on the bridge portal

5. Commencement of the Programme

- Admitted learners will be notified about the following through the Dashboard of the Teachers:
 - Start date of the Bridge Course
 - Access to digital study materials
 - Orientation schedule and guidelines for online classes

6. Learner Login

- Candidates must log in to the **NIOS Bridge Course** using the provided credentials. All information will be provided through the Teacher's Dashboard

7. Helpdesk / Support

Support

For any technical or administrative assistance:

- **Email:** bridge@nios.ac.in (*example*)
- **Helpline:** 1800-180-9393
- **Regional Centre Support:** Contact details of Regional Centre available on NIOS website.

Theory and Pedagogy Courses

1. Child Development and Educational Psychology

The course aims to provide a systematic introduction to the study of childhood and development of children thus enabling teachers to have a comprehensive understanding about the children they are expected to teach.

2. Curriculum, Pedagogy and Assessment

The course provides an insight to teachers to understand the interconnectedness of what is taught (curriculum), how it is taught (pedagogy), and how learning is assessed.

3. Pedagogy of Language-I (Hindi / Regional Language)

इस पाठ्यक्रम का उद्देश्य प्राथमिक शिक्षकों को बुनियादी एवं प्रारम्भिक स्तर पर शिक्षा शिक्षण के संदर्भ में नवीन विचारों से अवगत कराना है। विशेष रूप से प्रथम शिक्षा के संदर्भ में पाठ्यचर्या का लक्ष्य दक्षताओं एवं सीखने के प्रतिफल की गहन तथा स्पष्ट समझ प्रदान करना है जिससे वे शिक्षार्थियों के लिए भाषा कक्षा में समुचित गतिविधियों को आयोजित कर सकें।

4. Pedagogy of Language-II (English)

The course aims to enable primary teachers to organize classroom activities with an understanding of language curriculum goals, language competencies and learning outcomes, and their relationship to each other and plan the language class with an understanding of Language-II, transition from mother tongue to other language and multilingualism.

5. Pedagogy of Mathematics

The aim of this course is to enable primary school teachers to develop deeper insights into the domain of mathematics education and pedagogy to prepare them to make mathematics classrooms lively, the learning process joyful, enjoyable and exciting for children at the primary school.

6. Pedagogy of The World Around Us

The course aims to develop understanding about the nature, scope, and importance of 'The World Around Us' as a composite discipline and its synergy with Science, Social Sciences and Environmental Education.

| Curriculum | | Credits |
|---|---|---------|
| Course No. 1 | Child Development and Educational Psychology | 4 |
| Unit:1 Childhood | <p>Chapter 1: Understanding Childhood</p> <ul style="list-style-type: none"> Constructs of childhood: Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed in the Indian Context; Constructs of childhood in the context of globalization. <p>Chapter 2: Childhood and Socialization</p> <ul style="list-style-type: none"> Childhood & socialization: Social, economic and cultural differences in socialization; parenting, family and adult-child relationships, child rearing practices; Child labor, Child abuse; childhood in the context of poverty. Schooling as a context of socialization: peer influences, school culture, relationships with teachers. | |
| Unit:2 Perspectives of Child Development | <p>Chapter 3: The Indian Concept of Self</p> <ul style="list-style-type: none"> The Indian concept of self: Mind (मस्तिष्क), Intellect (बुद्धि), Memory (चित्त). Panch- Koshiya Vikas (पञ्चकोशीय विकास) and Educational Implications. <p>Chapter 4: Development</p> <ul style="list-style-type: none"> Development across domains (Physical, Cognitive, Socio-Emotional, Moral and Language development): Role of family, peers and school with special reference to learners at Foundational and Preparatory stage. <p>Chapter 5: Play and Development</p> <ul style="list-style-type: none"> Play and development: Meaning of Play and its functions: linkages with the various aspects of development of children; Types and kinds of play; Games and group dynamics: rules of games and how children learn to negotiate differences and resolve conflict. | |

| | | |
|--|--|----------|
| Unit:3 Process of Learning | Chapter 6: Concept Formation <ul style="list-style-type: none"> Contexts of learning: Home, School, Environment. Facilitating concept formation: Building on children's existing ideas, making connections, meaning making, relationships, big ideas; Using graphic organizers and concept maps; Panchpadi. Chapter 7: Learning Theories <ul style="list-style-type: none"> Perspectives of learning and their implications for classroom teaching: Experiential learning, toy-based pedagogy, art integrated learning; Guided Inquiry and problem solving, Learner autonomy, Role of teacher as facilitator. | |
| Unit: 4 Inclusive Classrooms | Chapter 8: Learning by Children with Special Needs <ul style="list-style-type: none"> Learning disabilities; Children with Special Needs (Divyang): Importance of early intervention, IEP, Differentiated learning. Chapter 9: Learner Friendly Environment <ul style="list-style-type: none"> Creating inclusive learner friendly environment: Importance, Need for multiple resources, Ways and means of adapting to diverse needs, Flexible planning, Classroom management, Inclusive schools. | |
| Course No: 2 | Curriculum, Pedagogy and Assessment | 4 |
| Unit:1 Education and Curriculum | Chapter 1: Curriculum <ul style="list-style-type: none"> Curriculum: Meaning, need, relationship and significance. Curricular Goals, Competencies and Learning Outcomes: understanding with reference to National Curriculum Framework for Foundational Stage (NCF-FS) and School Education (NCF-SE). Chapter 2: Curricular Issues and Concerns <ul style="list-style-type: none"> Curricular Issues and Concerns: Learning styles, Multilingualism; Inclusion, Multi- Age Grouping and Gender Equity. | |
| Unit:2 Curriculum, | Chapter 3: Designing Creative and Child-Friendly Learning Environment | |

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| Learning Environment and Resources | <ul style="list-style-type: none"> Design creative and a child-friendly learning environment: designing indoor environment with activity areas, designing outdoor play environment, role of teachers. <p>Chapter 4: Learning Resources</p> <ul style="list-style-type: none"> Learning Resources in Primary Education: Design and Preparation. Partnership and Working with Parents, Families and Communities: Parents education to support the Child, Parents as Teachers, Engaging Parents as a Resource, Role of Community, Strategies for Parent Education and Involvement. <p>Chapter 5: Role of Teachers in Operationalizing and Evaluating Curriculum</p> <ul style="list-style-type: none"> Role of teachers in operationalizing and evaluating the curriculum with special reference to print and non – print material (textbooks, supplementary resource materials, teacher’s handbook, educational kits, Jaadui Pitara, audio-video programs and e- content, DIKSHA and other portals etc.). |
| Unit:3 Curriculum Transaction | <p>Chapter 6: Techniques for Effective Teaching at Foundational and Preparatory Stage</p> <ul style="list-style-type: none"> Techniques for effective teaching at the Foundational and Preparatory Stage: principles of pedagogy, planning for teaching, building a positive relationship between teachers and children. Pedagogical approaches for curriculum transaction: theme-based approach, play-based approach, activity-based approach, projects or inquiry-based. approach, emergent curriculum, integrating approaches, devising the daily schedule, suggestive schedule of activities. <p>Chapter 7: Learning through Play</p> <ul style="list-style-type: none"> Learning through play: conversation, stories, toys, music, art and craft; strategies for literacy and numeracy. |
| Unit : 4 Assessment | <p>Chapter 8: Assessment</p> <ul style="list-style-type: none"> Assessing Children’s Development and Learning: Ways of Knowing and Assessing Children; Why Assess Children’s Work; What to Assess; When and How to Assess; Guiding |

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| | <p>Principles for Assessment.</p> <p>Chapter 9: Tools and Techniques of Assessment</p> <ul style="list-style-type: none"> • Methods and Tools of Assessment and Techniques, Analyzing Children's Responses for Effective Teaching-Learning. • Documenting and Communicating Assessment: Reporting student's performance: 360° progress reports, portfolios, PARAKH, qualitative reporting based on the observations. | |
| Course No. 3 | Pedagogy of Language-I (Hindi) | 2 |
| इकाई: 1 भाषा शिक्षा एवं बहुभाषिकता की समझ | <p>पाठ 1: भाषा शिक्षा : विभिन्न नीतियाँ एवं बहुभाषिकता</p> <ul style="list-style-type: none"> • भाषा शिक्षा : राष्ट्रीय शिक्षा नीति 2020, राष्ट्रीय पाठ्यचर्या की रूपरेखा-बुनियादी स्तर (२०२२) एवं विद्यालयी शिक्षा (२०२३) के विशिष्ट संदर्भ में भाषा संबंधी (L-I एवं L-II) विभिन्न प्रावधान एवं अनुशंसाएँ • भारतीय कक्षाओं में बहुभाषिकता, बहुभाषिकता एक संसाधन के रूप में <p>पाठ 2: उदीयमान साक्षरता एवं भाषा संबंधी पाठ्यचर्या</p> <ul style="list-style-type: none"> • भाषा सीखना-सिखाना : उदीयमान साक्षरता (Emergent Literacy) का अर्थ एवं उससे संबंधित कक्षायी निहितार्थ • भाषा संबंधी पाठ्यचर्या के लक्ष्य, भाषायी दक्षताएँ एवं सीखने के प्रतिफल (L-1 के विशेष संदर्भ में) | |
| इकाई II - भाषा का शिक्षाशास्त्र एवं संसाधन | <p>पाठ 3: चार ब्लॉक मॉडल एवं मौखिक भाषा-विकास</p> <ul style="list-style-type: none"> • चार ब्लॉक मॉडल (Four block model) : मौखिक भाषा का विकास, शब्द-पहचान, पढ़ना एवं लिखना • मौखिक भाषा : मौखिक अभिव्यक्ति में श्रवण का महत्त्व, शिक्षार्थी के स्तरानुसार विभिन्न गतिविधियों एवं पद्धतियों से सुनना एवं बोलना कौशल का विकास (बातचीत, चित्र वर्णन, अनुभवों की साझेदारी, कहानी कहना, ड्रामा एवं भूमिका निर्वाह, स्थितिपरक बातचीत, भाषण, भाषायी खेल, सृजनात्मक चिंतन, प्रश्न पूछना, अपनी राय, प्रतिक्रिया देना आदि) <p>पाठ 4: शब्द-पहचान : विभिन्न रणनीतियाँ</p> <ul style="list-style-type: none"> • शब्द-पहचान : ध्वन्यात्मक जागरूकता, अक्षर पहचान, ध्वनि-आकृति संबंध, लिखित शब्द/वाक्यों की पहचान, लिखना एवं पढ़ना, कहानी, कविता के माध्यम से शब्द भण्डार का विकास | |

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| | <p>पाठ 5: पढ़ना एवं विभिन्न संसाधन</p> <ul style="list-style-type: none"> पढ़ना : पढ़ना है समझना, सीखने के लिए पढ़ना, स्कीमा का निर्माण, विविध प्रकार के पाठ्यवस्तु को पढ़ना-व्याख्यात्मक पाठ्यवस्तु; गहन पठन, सस्वर पठन, मौन पठन, साझा पठन, निर्देशित पठन, स्वतंत्र पठन; पढ़ने की विभिन्न रणनीतियाँ (पठन से पूर्व एवं पठन के उपरान्त की गतिविधियाँ); पठन का विकास के विविध संसाधन (पठन कोना, बाल साहित्य, बाल पत्रिका, पोस्टर्स, चित्र, समाचार-पत्र, होर्डिंस, अक्षर/शब्द/वाक्य कार्ड्स, पाठ्यपुस्तक, संपूरक सामग्री, जादुई पिटारा, ऑडियो-वीडियो कार्यक्रम, ई-विषय-वस्तु (e-content), दीक्षा (DIKSHA) पोर्टल, स्वयं (SWAYAM) पोर्टल आदि) <p>पाठ 6: लिखना एवं लेखन कौशल का विकास</p> <ul style="list-style-type: none"> लिखना- लिखना क्या है; पठन और लेखन का संबंध; लेखन की प्रक्रिया; आदर्श लेखन, साझा लेखन, निर्देशित लेखन, स्वतंत्र लेखन; औपचारिक एवं अनौपचारिक लेखन (कहानी, कविता, पत्र, डायरी, लेख, संवाद, भाषण आदि लिखना) |
| <p>इकाई III – योजना एवं आकलन</p> | <p>पाठ 7: इकाई योजना एवं पाठ योजना का निर्माण</p> <ul style="list-style-type: none"> पाठ्यचर्या-लक्ष्य, सीखने के प्रतिफलों के आधार पर इकाई योजना एवं पाठ योजना का निर्माण करना <p>पाठ 8: मौखिक भाषा का आकलन : विभिन्न उपकरण रणनीतियाँ</p> <ul style="list-style-type: none"> मौखिक भाषा का आकलन : विभिन्न उपकरण एवं रणनीतियाँ (ध्वनि की पहचान, शब्द-चयन, वाक्य-संरचना, सूचना ग्रहण करना और प्रत्युत्तर देना, बातचीत, कहानी कथन, संवाद बोलना, अनुतान (अरोह-अवरोह), यति, गति, स्पष्टता, प्रवाहशीलता आदि), संदर्भ में समझना <p>पाठ 9: पठन का आकलन : विभिन्न उपकरण रणनीतियाँ</p> <ul style="list-style-type: none"> पठन का आकलन : समझ के साथ पढ़ना; विभिन्न उपकरण एवं रणनीतियाँ (विभिन्न प्रकार की पाठ्यवस्तु को पढ़ना, विशिष्ट सूचना के लिए पढ़ना, शब्दों/वाक्यों/अनुच्छेद को पढ़ना, परिचित/अपरिचित पाठ्यवस्तु को पढ़कर अपनी राय, प्रतिक्रिया, आदि देना); अपसंकेत का विश्लेषण (miscue analysis); आकलन के लिए कार्यपत्रक (worksheet) एवं आकलन मदों (assessment items), प्रश्न-पत्र का निर्माण करना <p>पाठ 10: लेखन का आकलन : विभिन्न उपकरण रणनीतियाँ</p> <ul style="list-style-type: none"> लेखन का आकलन : समझ के साथ लिखना, विचारों को समायोजित करना, विभिन्न उपकरण एवं रणनीतियाँ (सुनकर लिखना, सृजनात्मक लेखन के अंतर्गत |

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| | <p>कहानी, कविता, संवाद, अनुभव, सूचना आदि लिखना, शब्द/वाक्य/अनुच्छेद संयोजन, विराम-चिह्नों का प्रयोग; संदर्भ में व्याकरण; लेखन के आकलन हेतु कार्यपत्रक (worksheet) एवं आकलन मर्दों (assessment)</p> <p>पाठ 11: आकलन के अन्य पक्ष</p> <ul style="list-style-type: none"> आकलन के अन्य पक्ष : स्व-संशोधन, 360⁰ आकलन | |
| Course No. 4 | Pedagogy of Language- II (English) | 2 |
| Unit : 1 Understanding Language Education and Multilingualism | <p>Chapter 1: Language Education: various policies and multilingualism</p> <ul style="list-style-type: none"> Language Education and policy perspectives: provisions and recommendations related to language (L-I & L-II) in the context of National Education Policy 2020, National Curriculum Framework for Foundational Stage (NCF-FS 2022) and School Education (NCF-SE 2023) and various other policy documents and commissions. Multilingualism: Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; Multilingualism as a classroom resource, challenges and practices for promotion multilingualism <p>Chapter 2: Second Language Acquisition and Curricular goals</p> <ul style="list-style-type: none"> Second Language Acquisition/Learning: language learning from mother tongues to other tongues; advantages of learning other languages; notion of first language, second language and others; major concerns and challenges in L-II learning in the Indian Classroom Context. Curricular goals, Competencies and Learning Outcomes in the context of Language-II. | |
| Unit: 2 Pedagogy and Resources | <p>Chapter 3: Four Block Approach and Oral Language Development</p> <ul style="list-style-type: none"> Four Block Approach: Development of Oral Language, Word Recognition, Reading and Writing. Oral Language: Role and importance of Listening in Oral Expression, methods and activities to develop Listening and Speaking Skills in L-II (Conversation, picture description, sharing of experiences, storytelling, drama and role play, situational conversation, speech, language games, creative thinking, asking questions, giving | |

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| | <p>opinions, providing feedback, etc.).</p> <p>Chapter 4: Word Recognition: Various strategies</p> <ul style="list-style-type: none"> Word Recognition: Phonemic awareness, letter recognition, sound-symbol association, Recognition, reading and writing of words/sentences, vocabulary development through stories, poems etc. <p>Chapter 5: Reading and various resources</p> <ul style="list-style-type: none"> Reading: Reading is Understanding, reading to learn, schema building, reading diverse forms of text – expository text; types of reading: extensive and intensive reading, reading aloud, silent reading, shared reading, guided reading, independent reading; various reading strategies (Pre-reading and post-reading activities); various resources for the development of reading (Reading Corner, Children's Literature, Children's Magazines, Posters, Pictures, Newspapers, Hoardings, Letter/Word/Sentence Cards, Textbooks, Supplementary Materials, Jaadui Pitara, Audio-Video Programs, e-content, DIKSHA Portal etc.). <p>Chapter 6: Writing and Development of writing skill</p> <ul style="list-style-type: none"> Writing: What is Writing; Reading-Writing Connection; Stages of writing, Process of Writing; Modelled Writing, Shared Writing, Guided Writing, Independent Writing; Formal and Informal Writing (writing stories, poems, letters, diary, articles, dialogues, speech, etc.). Writing for a purpose. | |
| <p>Unit: 3</p> <p>Planning and Assessment</p> | <p>Chapter 7: Development of Unit plans and Chapter plans</p> <ul style="list-style-type: none"> Development of unit plans and Chapter plans based on curricular goals, learning outcomes of L-II. <p>Chapter 8: Assessment of Oral Language: Various Tools and Strategies</p> <ul style="list-style-type: none"> Assessment of Oral Language: Various Tools and Strategies for language-II (Sound Recognition, Word Selection, Sentence Structure, Comprehending Information and Responding, Conversation, Storytelling, Dialogue delivery, Intonation pace, pause, clarity, | |

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| | <p>fluency, etc.), understanding in context.</p> <p>Chapter 9: Assessment of Reading: Various Tools and Strategies</p> <ul style="list-style-type: none"> Assessment of Reading: Reading with Comprehension; Various Tools and Strategies (Reading Various Types of Text, Reading for Specific Information, Reading Words/Sentences/Paragraphs, Giving Opinions/Feedback after Reading Familiar/Unfamiliar Text, etc.); Miscue Analysis; development of Worksheets, Assessment Items and question paper for assessment. <p>Chapter 10: Assessment of Writing: Various Tools and Strategies</p> <ul style="list-style-type: none"> Assessment of Writing: Writing with Understanding, Organizing Ideas, Various Tools and Strategies (Listening and Writing, Creative Writing including Stories, Poems, Dialogues, Experiences, Information, etc., Sentence/Paragraph Combination, Use of Punctuation Marks); Grammar in Context; development of Worksheets, Assessment Items and question paper for assessment. <p>Chapter 11: Other dimensions of assessment</p> <ul style="list-style-type: none"> Other dimensions of assessment: self-correction and 360° assessments. | |
| Course No. 5 | Pedagogy of Mathematics | 2 |
| <p>Unit: 1</p> <p>Introduction to Primary School Mathematics</p> | <p>Chapter 1: Nature of Mathematics</p> <ul style="list-style-type: none"> Nature of Mathematics abstract, hierarchical and Logico-deductive nature of mathematics Nature of mathematical concepts and processes, Mathematization problem solving & reasoning Language of Mathematics, Mathematics and everyday language <p>Chapter 2: How children learn Mathematics</p> <ul style="list-style-type: none"> Numeracy, Foundational Numeracy, Pre number concepts, Development and stages in Number sense Children's Errors in mathematics, Error analysis, Pedagogical implications of errors | |

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| | Chapter 3: Mathematical communication <ul style="list-style-type: none"> Data handling, Visualization and spatial thinking. | |
| Unit: 2 Understanding of Pedagogy and Resources | Chapter 4: Teaching learning in Mathematics <ul style="list-style-type: none"> Approaches of Teaching Mathematics at primary level, Manipulatives and other resources, Mathematics text book at primary stage Chapter 5 : Resources in Mathematics Learning <ul style="list-style-type: none"> Role of resources, Pedagogical use of various resources community participation, Textbooks | |
| Unit: 3 Planning and Assessment | Chapter 6: Planning in Mathematics <ul style="list-style-type: none"> Importance of Planning, curricular goals, learning outcomes unit plans and Chapter plans Chapter 7: Assessment in Mathematics <ul style="list-style-type: none"> Meaning and scope of assessment, Strategies for continuous and school-based assessment formative and summative assessment, formal, informal, and 360° assessments. Qualitative assessment; | |
| Course No. 6 | Pedagogy of The World Around Us | 2 |
| Unit: 1 Nature and Scope of The World Around Us | Chapter 1: Nature and Scope of The World Around Us <ul style="list-style-type: none"> Interdisciplinary and integrated nature of the World Around Us. The World Around Us in school curriculum and linkages with other subjects. Curricular Goals, Competencies and Learning Outcomes Chapter 2: Children Ideas and Alternate Conceptions <ul style="list-style-type: none"> Constructivism, Alternate conceptions, Causes and elicitation, Pedagogical implications | |
| Unit: 2 Pedagogy and Resources | Chapter 3: Teaching learning in The world around Us <ul style="list-style-type: none"> Approaches of teaching -The World Around Us, Integrated approach, Experiential learning, Inquiry Chapter 4: Process skills <ul style="list-style-type: none"> Importance of process skills, Development of various | |

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| | <p>process skills</p> <p>Chapter 5: Resources</p> <ul style="list-style-type: none"> • Role of resources, Pedagogical use of various resources community participation, <p>Chapter 6: Textbooks</p> <ul style="list-style-type: none"> • Understanding the pedagogical intent of Textbooks and learning to transact it in classrooms | |
| <p>Unit 3: Planning and Assessment</p> | <p>Chapter 7: Planning</p> <ul style="list-style-type: none"> • Importance of Planning, curricular goals, learning outcomes, Unit plans and Chapter plans <p>Chapter 8: Assessment</p> <ul style="list-style-type: none"> • Meaning and scope of assessment, Strategies for continuous and school-based assessment formative and summative assessment, formal, informal, and 360° assessment; Qualitative assessment; | |

School Experience

Course No. 7

(Practicum)

About Practicum

The school-based activities are designed to enable the teachers to connect theory to practice and to help them acquire a perspective regarding the aims of education. The teachers are expected to critically reflect and discuss their practices and engage in activities like maintenance of records and registers, preparation of Chapter and unit plans using different artefacts and technology, classroom management, activities related to school- community- parent interface, and reflections on self-development.

The major component of school-based activities is delivering the Chapters/units of pedagogic courses. The activities during the school experience will be presented in Portfolios and Reflective Journals. The teachers are expected to record their experiences, observations, and conclusions regarding all the activities undertaken. The entries of Reflective Journals will be analytical answering ‘what’ is new and different from their previous understandings, ‘why’ certain observations made by them with regard to instruction, classroom management, PTAs, etc., are different / same and ‘how’ these observations might lead to a criticism and change in their practice. The students will be assessed on the basis of entries made in portfolios and reflective journals. The purpose of the school experience programme is to provide the teacher with the opportunity of undergoing a meaningful experience as a practitioner.

The course will be largely field based so that the teacher will get to experience the real problems that a practitioner has to deal with. To achieve the aim of the course the teacher will need to integrate her knowledge base, her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills she has developed in order for her to become a reflective practitioner.

Learning Outcomes

- To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
- To be able to innovate within the existing systems.
- To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
- To critically reflect their own school experiences and keeps records of the same.
- To learn to assess different aspects of childrens’ learning without focusing only on achievement.

Structure of Assessment and Evaluation in School Experience

| S. No. | Activities | Marks | Credits |
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| 1. | a) Planning and Teaching Lessons - 40 (Classes/Periods) 10 Lessons each from the following subjects shall be taught and <u>any 5 shall be assessed</u> : 1. Language-I (Hindi/Regional Language) 2. Language-II (English) 3. Mathematics 4. The World Around Us (10 marks per subject*4) b) Portfolio (10 marks) (5 Best practices*2 marks) | 50 | 2 |
| 2. | Activities and Workshop Record Organization of activities like Children's Play, Art, Craft, Music, Yoga, Physical Education and Wellbeing with children and maintaining records. (5 Mandatory Activities: 5*5 marks) | 25 | 1 |
| 3. | Reflective Journal (1 entry per day for 20 days (20 marks) and a overall summary report (5 marks) | 25 | 1 |
| | Total | 100 | 4 |

- vii) Assessment for 20-days School Experience shall be monitored by the nearest DIET. In case a functional DIET is not available in the district, or in case of difficulty in involving a DIET, the same may be monitored by the School Principal/Headmaster of a Secondary/Higher Secondary school having a Primary section located in the same block as decided by NIOS on the recommendation of the State School Education Secretary/Nodal Officer. 80% attendance is mandatory for School experience.

Components of School Experience:

The school experience shall provide exposure for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighbourhood throughout the duration of the course. It shall have the following components:

i) a) Planning and Teaching Lessons (40 lessons)

School Experience component shall include planning and transacting unit plans and Chapter plans. Planning of the Units would include a critical engagement with content from multiple sources including the school textbook, organization and presentation of subject-matter, formulating questions specifically to:

- a) assess knowledge base and understanding of students;
- b) further the process of knowledge construction and meaning-making in the classroom; and
- c) assess students' learning to improve pedagogic practice and further enhance learning.

The following are mandatory:

At least 20 days with 10 Lessons each in Language-I and Language-II, Mathematics, and 'The World Around Us' in 8 weeks.

- a) Planning and Teaching for at least 40 Lessons (Classes) in a primary school.
- b) 10 Lessons (Classes) each in Language-I and Language-II, Mathematics, and The World Around Us, with separate file comprising lesson plans for each Lesson (Class) taught.
- c) Any 5 Lessons (Classes) in each of the above four Pedagogy courses shall be assessed.

The teacher will necessarily have supervisory support from the faculty in the form of general and subject supervision, who will also assess the teacher. The teacher will be required to develop unit plans for which she must choose and design appropriate activities. A record of these plans must be maintained. The teacher is also expected to maintain a daily reflective journal (Refer to (iv) on the following page for details) in which the teacher will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses she has studied.

i) b) Portfolio (Collection of Teachers' work-samples showcasing FIVE of the best practices)

Teachers' Portfolio showcases professional identity of a teacher. The Artefacts or samples convey the coherent message about beliefs, approaches and provide a holistic picture of teaching. A portfolio usually includes list of courses, syllabi, assignments description of class activities, summary of students' assignment, sample of student work, learning resources and teacher development activities. It should also contain teacher profiles and a write-up about a professional journey. Portfolios can also include samples or artefacts describing the processes like photographs, worksheets developed, community resources etc.

ii) Activities and Workshops Record

- a) Materials and Manipulatives (Creating materials and organizing activities like Children's Play, Jaadui Pitara, Art, and Craft)
- b) Workshop and activities record for Music, Yoga, Physical Education and Wellbeing, Teachers shall organize activities and workshops such as children's play, art, craft and music, yoga, physical education and well-being with children and maintain records.

Note: Any 5 of the following activities are mandatory.

Task1: Select at least five samples of visual arts created by you and use them in teaching one subject. Reflect on the experience of the integration of Arts in Education with the teaching subject. Analyze and submit a report.

Task 2: Select at least five types of activities in Performing Arts. Use them in teaching one subject. Reflect on the experience of the integration of Arts in Education with the teaching subject. Analyze and submit a report.

Task 3: Plan and report- Integrate the knowledge of Health and Physical Education with any one subject. (Use methods of role-play/ games/ songs/ posters etc .to integrate the knowledge of Health and Physical Education with other subjects).

Task4: Conduct physical fitness tests like: short runs, distance run, sit-ups, push- ups, vertical and standing broad jump. Write a report highlighting the objectives and benefits of these fitness tests.

Task 5: Prepare a scrapbook on of the theme like communicable diseases and malnutrition diseases, which are common in school children.

Task 6: Select at least ten poems or rhymes in any school subject. Use them in the teaching learning process in the classroom. Reflect on the experience of integration of Music in Education with the teaching subject. Analyze and submit a report.

Task7: Design any two play-based activities for primary school children that promotes social skills such as cooperation, sharing, and communication. Conduct these plays in the classroom and prepare a report on highlighting feedback of children, strategies used for ensuring participation of all children including shy children or children with special needs (Divyang) and method of assessing the effectiveness of these play in learning and teaching.

Task 8: Practice Yoga with children in the following and write a comprehensive experiential report (Asanas, Pranayam, Surya Namaskar, Techniques of Meditation).

ii) Reflective Journal

The teacher is also expected to maintain a daily reflective journal in which the teacher will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses she has studied.

Journals include some description, more reflection and analysis. Description will focus on individual teachers' pedagogy, management issues, and psychological and social issues. Analysis will allow for reflection on what the teacher did in class and why. For example, did the teacher engage with developmental theories of children along with socio-cultural influences? Focus is on growth of the teacher over a period of time e.g., responding to supervisors' comments and qualitative improvement, regularity in submission etc.

Teachers must make one entry everyday in the reflective journal for 20 days and an overall summary report.

Schedule

10 Days (Online) Contact Classes

| Course | Course Title | Credits | Chapter | Units | Session (90 Min Each) | Contact Class Hours |
|--------------|---|-----------|-----------|-----------|-----------------------|---------------------|
| 1 | Child Development & Educational Psychology | 4 | 9 | 4 | 8 | 12 |
| 2 | Curriculum, Pedagogy and Assessment | 4 | 9 | 4 | 8 | 12 |
| 3 | Pedagogy of Language-I (Hindi/Regional Lang) | 2 | 11 | 3 | 4 | 6 |
| 4 | Pedagogy of Language-II (English/other than Lang-I) | 2 | 11 | 3 | 4 | 6 |
| 5 | Pedagogy of Mathematics | 2 | 7 | 3 | 4 | 6 |
| 6 | Pedagogy of The World Around Us | 2 | 8 | 3 | 4 | 6 |
| 7 | School Experience | 4 | | | 8 | 12 |
| Total | | 20 | 55 | 20 | 40 | 60 |

| Course ⇒ | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Total |
|--------------|----------|----------|----------|----------|----------|----------|----------|-----------|
| Days ↓ | | | | | | | | |
| 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 4 |
| 2 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 4 |
| 3 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 4 |
| 4 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 4 |
| 5 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 4 |
| 6 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 4 |
| 7 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 4 |
| 8 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 4 |
| 9 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 4 |
| 10 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 4 |
| Total | 8 | 8 | 4 | 4 | 4 | 4 | 8 | 40 |

(Assignments & Project work)
(For Course 1 to 6)

Course No. 1

Child Development and Educational Psychology

Note: TWO (2) Tasks are Mandatory for internal assessment. Do any two tasks from the following and submit a report for each:-

Task 1: Spend day with children from diverse backgrounds (different economic status) and prepare a report based on observations (Focusing on various factors: Physical, emotional, social, language, cultural and religious influencing the child on daily basis).

Task 2: Identify the learning difficulties of Students in different learning areas and the possible reasons for them. Prepare and implement a Personalized Intervention plan for Students with Learning Difficulties - Case Study Report.

Task 3: Conduct interviews with 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles.

Task 4: Collate at least ten newspaper articles that involve parenting and childhood and critically analyze these.

Task 5: Design an activity to promote Panch-koshiyaVikas (पञ्चकोशीय विकास) in children of your class.

Task 6: Children at play- observe how they are engaged in games, express their feelings, cooperate with each other, respond to praise/criticism/winning a game, negotiate and resolve conflicts.

Task 7: Reflective Essay- on how cultural differences in socialization impact the learning in the classroom.

Assessment of the Course:

The internal assessment of the courses shall be 25 marks (1 Credit). It shall be based on assignments and project work. External assessment shall be through a written examination of 75 marks (3 credits) of 3-hour duration at end of the course.

Course No. 2

Curriculum, Pedagogy and Assessment

Note: TWO (2) Tasks are Mandatory for internal assessment. Do any two tasks from the following and submit a report for each:-

Task 1: Critically analyze NEP 2020 and discuss its salient features and implications for the foundational and preparatory stage of school education.

Task 2: Visit any innovative/alternative school in your area to observe schooling and curricular transaction process and present a report of your observations and learning.

Task 3: Write an essay on the importance and possibilities of integrating IKS (Indian Knowledge Systems) in the school curriculum at preparatory level.

Task 4: Compare and contrast between curricular goals and competencies of foundational and preparatory stage and discuss the importance of FLN (Foundational Literacy and Numeracy).

Task 5: Choose any one curricular goal for any school subject area and design learning outcomes and activities for any two competencies of that curricular goal.

Task 6: Interview 5 parents regarding their expectations from schooling, Parent's role etc. Analyze the responses and write a report.

Task 7: Download the assessment cards for preparatory/foundational stage from PARAKH and fill in the sample cards for any 3 students of your class. Submit a detailed report explaining how you have filled up these report cards (i.e. what strategies you have used) and challenges faced.

Assessment of the Course

The internal assessment of the courses shall be of 25 marks (1 Credit). It shall be based on assignments and project work. External assessment shall be through a written examination of 75 marks (3 credits) of 3 hours duration at end of the course.

Course No. 3

भाषा का शिक्षाशास्त्र -1 (हिंदी /क्षेत्रीय भाषा)

निर्देश - इस पाठ्यक्रम से संबंधित प्रायोगिक कार्यों को दो खंडों में विभाजित किया गया है। आंतरिक आकलन के लिए दो कार्य अनिवार्य हैं। प्रत्येक खंड से एक-एक कार्य कीजिए।

खंड 1

कार्य 1: बुनियादी स्तर की राष्ट्रीय पाठ्यचर्या की रूपरेखा 2022 के संदर्भ में भाषा शिक्षा संबंधी मुख्य बिंदुओं की आलोचनात्मक विवेचना कीजिए।

कार्य 2: बुनियादी स्तर पर भाषा संबंधी सीखने के प्रतिफलों के संदर्भ में हिंदी अथवा क्षेत्रीय भाषा की कक्षा 1 अथवा 2 की किसी एक पाठ्य पुस्तक (राज्य अथवा एनसीईआरटी प्रकाशित) का आलोचनात्मक विश्लेषण कीजिए।

कार्य 3: प्रारंभिक स्तर पर भाषा संबंधी सीखने के प्रतिफलों के संदर्भ में हिंदी अथवा क्षेत्रीय भाषा की कक्षा 3 से 5 तक की किसी एक पाठ्य पुस्तक (राज्य अथवा एनसीईआरटी द्वारा प्रकाशित) का आलोचनात्मक विश्लेषण कीजिए।

खंड 2

कार्य 1: चार ब्लॉक मॉडल की अवधारणा को स्पष्ट करते हुए किसी एक ब्लॉक के किसी एक बिंदु/घटक के लिए भाषा शिक्षण संबंधी कक्षायी प्रक्रिया को उदाहरण सहित स्पष्ट कीजिए।

कार्य 2: बुनियादी अथवा प्रारंभिक स्तर के बच्चों के साथ बाल साहित्य की किसी एक पुस्तक का उपयोग करते हुए विभिन्न गतिविधियों की व्याख्या कीजिए। साथ ही बच्चों के अनुभवों को साझा कीजिए।

कार्य 3: बुनियादी अथवा प्रारंभिक स्तर की किसी एक कक्षा के लिए उपयोगी एवं कम निवेश वाली अधिगम-शिक्षण सामग्री का निर्माण कीजिए। साथ ही कक्षा में उसका उपयोग करते हुए अपने अनुभवों की विश्लेषणात्मक विवेचना कीजिए।

कार्य 4: बुनियादी स्तर पर आप मौखिक भाषा का आकलन किस प्रकार करेंगे? बच्चों की भाषायी दक्षताओं के संदर्भ में कम-से-कम पाँच रणनीतियों का कक्षा में उपयोग करते हुए अपने अनुभव की विश्लेषणात्मक विवेचना कीजिए।

पाठ्यक्रम का मूल्यांकन

पाठ्यक्रमों का आंतरिक मूल्यांकन 25 अंकों (1 क्रेडिट) का होगा। यह असाइनमेंट और प्रोजेक्ट कार्य पर आधारित होगा। बाह्य मूल्यांकन पाठ्यक्रम के अंत में 1 घंटे की अवधि की 25 अंकों (1 क्रेडिट) की लिखित परीक्षा के माध्यम से होगा।

Course No. 4

Pedagogy of Language-II (English)

Note: TWO (2) tasks are Mandatory for internal assessment. Do ONE from Section A and ONE from Section B

SECTION A

Task 1: Critically discuss and write a report on curricular and pedagogic recommendations of NCF-FS 2022 and NCF-SE 2023 for English (or Any L-II/L-III) language education at foundational and preparatory stage.

Task 2: Critically analyze the present NCERT / state board English (or any L-II) textbook and present a written report. Aspects of analysis should include learning outcomes of L-II, language, content, illustrations, inclusion, stereotypes, assessment etc.

Task 3: Watch and critically analyze a English (or any L-II) video programme on any topic of foundational/preparatory stage from DIKSHA portal and present a detailed report.

SECTION B

Task 1: Prepare a unit plan (7-10 days) on any one topic from foundational or preparatory curriculum using four block model in English (or any L-II).

Task 2: Discuss the challenges regarding English language (or any L-II) learning with special reference to your own multilingual Indian classroom. Suggest some strategies to address these challenges.

Task 3: How would you assess oral language at foundational stage? Use any five strategies in your classroom for the assessment and reflect on your experiences with children.

Task 4: Prepare a worksheet folder (at least 5 worksheets) to develop reading or writing skills in English language (or any L-II) in the context of four block model at foundational stage.

Task 5: Analyze written work (notebook & worksheets) of children of your class and observe the patterns of the errors in English Language (or any L-II) and present a report detailing the types of errors, possible causes for them and suggestive activities/approaches to address them.

Task 6: Prepare effective and useful and low-cost/no-cost learning material to develop language skills in English language (or any L-II) for one of the foundational or preparatory classes. Also, use it in the classroom and to analyze your experiences.

Task 7: Write a detailed report on how you have used Jaadui Pitara / e-Jaadui Pitara/ ICT resource to develop language skills in English language (or any L-II) and link with the learning outcomes for L-II.

Assessment of the Course

The internal assessment of the courses shall be of 25 marks (1 Credit). It shall be based on assignments and project work. External assessment shall be through a written examination of 25 marks (1 credit) of 1 hour duration at end of the course.

Course No. 5

Pedagogy of Mathematics

Note: TWO (2) Tasks are Mandatory for internal assessment. Do ONE from Section A and ONE from Section B each.

SECTION A

Task 1: Critically analyze the present NCERT / state board Mathematics textbook and present a written report. Aspects of analysis should include language, illustrations, content organization, inclusion, stereotypes, assessment etc.

Task 2: Watch and critically analyze a video on any topic of foundational/preparatory stage from DIKSHA portal and present a detailed report.

Task 3: Write a report on the curricular and pedagogic recommendations of NCF-SE 2023 and NCF-FS 2022 for mathematics education at foundational and preparatory stage.

SECTION B

Task 1: Prepare a unit plan (7-10 days) on any one topic from foundational or preparatory curriculum using four block approach in Mathematics.

Task 2: Prepare any two teaching learning resources in mathematics along with instructional manual explain the objectives, scope and steps in using the resource.

Task 3: Prepare a worksheet folder (at least 5 worksheets) to develop foundational numeracy.

Task 4: Analyze written work (notebook & worksheets) of children of your class and observe the patterns of the errors and present a report detailing the types of errors, possible causes for them and suggestive activities/approaches to address them.

Task 5: Write a detailed report on how you have used JaaduiPitara / e-JaaduiPitara/ ICT resource to teach a concept in mathematics and link with the learning outcomes.

Task 6: Prepare a unit test to assess performance of students in one area of mathematics like place value or operations on numbers etc. Administer the test in the class, analyze and prepare a detailed report.

Assessment of the Course

The internal assessment of the courses shall be of 25 marks (1 Credit). It shall be based on assignments and project work. External assessment shall be through a written examination of 25 marks (1 credit) of 1 hour duration at end of the course.

Course No. 6

Pedagogy of The World Around Us

Note: TWO (2) Tasks are Mandatory for internal assessment. Do ONE from Section A and ONE from Section B each.

Suggested Practicum Tasks

SECTION A

Task 1: Critically analyze the present NCERT (Our Wondrous World) / state board EVS textbook and present a written report. Aspects of analysis should include language, illustrations, content organization, inclusion, stereotypes, assessment etc.

Task 2: Write a report on the curricular and pedagogic recommendations of NCF-SE 2023 and NCF-FS 2022 for The World Around Us at preparatory stage.

Task 3: Prepare an integrated unit plan to teach a topic in 'The World Around Us' detailing how it can be used to promote interdisciplinarity (Art and sports integration, other curricular areas like languages, Mathematics etc.) for class 1 or 2.

Task 4: Watch and critically analyze a video on any topic of foundational/preparatory stage from DIKSHA portal and present a detailed report.

SECTION B

Task 1: Choose any topic and probe children's' ideas /alternate conceptions held by your class students. Present a detailed report of these, mentioning how you have probed (Hint-interviews, drawings, questionnaire etc.).

Task 2: Organize a field trip /visit to museum or historical monument or post office or park or market in your area. Write four learning outcomes for such a trip and explain how it can promote interdisciplinary approach.

Task 3: Develop 5 worksheets to assess students' learning as per the PARAKH report card guidelines.

Task 4: Write a detailed report on how you have used Jaadui Pitara /e-Jaadui Pitara/ ICT resource to teach a concept in 'the world around us' and link with the learning outcomes.

Task 5: Prepare a board game/ EVS Kit along with instructional manual detailing its scope and steps. Also mention which process skills can be promoted through this resource.

Assessment of the Course

The internal assessment of the courses shall be of 25 marks (1 Credit). It shall be based on assignments and project work. External assessment shall be through a written examination of 25 marks (1 credit) of 1 hour duration at end of the course.