

ADVANCED DIPLOMA (PRIMARY TEACHER TRAINING) – PART THREE

Optional Early Certificate: - CERTIFICATE (PPT)

Syllabus:-

Sr. No.	Module Code	Name of Module	Credits	Total Marks
1	ADPT131	Methodology of Teaching & Educational Evaluation	5	100
2	ADPT132	Diversity, Gender and Inclusive Education	5	100
3	ADPT133	Programme Planning	4	100
4	ADPT134	Proficiency in English	5	100
5	ADPT135	Classroom Management	5	100

Module Name: METHODOLOGY OF TEACHING & EDUCATIONAL EVALUATION

METHODOLOGY OF TEACHING

Unit 1: Methodology & Teaching in pre-primary

- 1) Meaning, concept and significance of teaching methodology
- 2) Importance of play way method, Activity and project method & their uses.

Unit 2: Components of pre-school curriculum and methods of teaching

- 1) Physical development - Games and activities for young children
- 2) Intellectual development - play activities for small, large group team & pair games, Games & equipments.
- 3) Language development - development of four language skills, Conversation, narration description, rhymes, riddles, songs, stories, drama, games, puppetry, films, audio tapes and television.
- 4) Sensory and emotional development-Development of five senses - Seeing, hearing, touching and moving, tasting, smelling, Rhythm, music, creative drama.
- 5) Creative expression and aesthetic sense-painting, Drawing, paper craft, modeling , collage, pattern & design.

6) Teaching of environmental studies-methods of developing environmental awareness, Field trips collection, observation, experimentation, discussion, Games, Celebration of cultural and national festivals.

Unit 3: Organizing equipments for play activities.

- 1) Planning daily time table.
- 2) Planning the use of space.

Planning equipment & material.

Educational Evaluation

Unit 1: Concepts of evaluation, measurement, assessment and tests.

Unit 2: Need, importance & characteristics of Evaluation.

Unit 3: Approaches to evaluation - Formative evaluation, Summative Evaluation, Difference between Summative and formative Evaluation, External Evaluation, Internal Evaluation, Advantages and Limitations of External & Internal Evaluation.

Unit 4: Role of Evaluation, Teaching Learning Process, Diagnosis to overcome Deficiency in learning, Guidance to face Educational problems, prognosis and selection of right profession, importance of results of Evaluation to students, to teachers, To institutions. Course/Programme and school Evaluation.

Unit 5: Different tools and Techniques of Evaluation - Questionnaire and its types, Advantages Disadvantages, types of questionnaires-close-ended questions, open ended questions, characteristics of a good questionnaire, interview-Types of Interview- structured interview, Semi-Structured interview, In depth Interview, focused group discussion, observation, types of observation, Assessing pupil characteristics through observation, interpreting outcomes of observation, Limitations of observation method, Rating Scales-types of rating scales, Numerical scales, Graphic Scale, rating by cumulating points, standard scale, uses of rating scales, Limitation of rating scales.

Module Name: DIVERSITY, GENDER AND INCLUSIVE EDUCATION

Unit 1: Inclusive Education

- Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- Meaning of Inclusive Education
- Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns
- Understanding and exploring the nature of assessment for inclusive education

Unit 2: Children with Special Needs

- Historical and contemporary perspectives to disability and inclusion
- Range of learning difficulties
- Disability identification, assessment and interaction

- Approaches and skills for teaching children with learning difficulties

Unit 3: Gender, School and Society

- Social construction of masculinity and femininity
- Patriarchies in interaction with other social structures and identities
- Reproducing gender in school: Curriculum, text-books, classroom processes and student-teacher interactions
- Working towards gender equality in the classroom

Essential Readings

1. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.
2. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage.
3. Frostig, M, and Maslow, P. (1973). *Learning Problems in the lassroom: Prevention and Remediation*. New York: Grune & Stratton.
4. Giffard-Lindsay, Katharine (2007). *Inclusive Education in India: Interpretation, Implementation, and Issues*. CREATE PATHWAYS TO ACCESS Research Monograph No 15, September. New Delhi: <http://eprints.sussex.ac.uk/1863/01/PTA15.pdf>
5. Jeffery, P. and Jeffery R. (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian NUEPA. Histories*. New Delhi: Stree in association with the Book Review Literacy Trust, 125-171.
6. Ghai, A. (2001). Marginalization and Disability: Experiences from the Third World in M. Priestly (ed.) *Disability and the Life Course: Global Perspectives* Delhi: Cambridge University Press.
7. Ghai, A. and Sen, A. (1991). Play and the Mentally Handicapped Child. *Digest*, Vol. 4 (1).
8. Kumar, K. (2008). Anusuchit Jatiyon aur Janjatiyon ka Shaekshik Anubhav in Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshipli (also available in English *Sociological Perspectives in Education: A Reader*)
9. Kumar, K. (1988). *What is Worth Teaching?* New Delhi: Orient Longman. Chapter 6: Growing up Male. 81-88.
10. Razzack, A. (1991). Growing Up Muslim. *Seminar, Identity: A Symposium on Definitions of the Self*, 387, 30-34.

Module Name: PROGRAMME PLANNING (Practical)

Module Name: PROFICIENCY IN ENGLISH

Unit 1: Nature of Language

- What is a language: first, second and foreign language?
- Language as a means of communication and thinking

- Communicative language teaching
- Constructing knowledge in the classroom
- Understanding the importance of a language-rich classroom.

Unit 2: Listening and Speaking

Developing/Improving Listening and Speaking Skills

- Listening with comprehension to follow simple instructions, public announcements, telephonic conversations, classroom discussions, radio, T.V news, sports commentary etc
- Sound system of language – phonology & prosody
- Stress – word stress and sentence stress in connected speech
- Using dictionary for correct pronunciation and stress

Teaching Listening and Speaking Skills

- Phonemic drills (with the use of minimal pairs eg., bit, beat etc.)
- Organizing listening and speaking activities: rhymes, chants, songs, use of stories, poems, role play and dramatization

Unit 3: Reading

Acquisition of Reading Skills

- Reading with comprehension different types of texts
- Reading for global and local comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet
- Using ideas of critical literacy to analyse chapters from textbooks

Teaching Reading Skills

- Creating environment for reading – reading clubs, class libraries
- Reading aloud and silent reading
- Scaffolding: concept and activities
- Reading different texts types like stories, poems, riddles, jokes, and instructions for games

Unit 4: Writing

- *Improving Writing Skills*

- Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases
- Different forms of writing – letters (application, complaint, permission, invitation), messages, notices and posters
- Genre writing
- Doing the above to experience the process of writing: brainstorming, drafting, editing, conferencing, modifying, revising, publishing

Teaching Writing Skills

- Writing as process
- Mechanics of writing(strokes and curves, capital and small, cursive and print script, punctuation)
- Controlled/guided writing(verbal and visual inputs)
- Free and creative writing

Unit 5: Grammar

- Parts of speech; Phrases; Verbs
- Kinds of sentences; Subject-verb agreement; Tenses; Clauses and Connectors
- Non-finites; Voices; Narration

Suggested Readings:

1. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.)*. Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvolutri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
4. Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.
5. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press
6. Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
7. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press

Module Name: CLASSROOM MANAGEMENT (Practical)