



# MADHUSTHALI INSTITUTE OF TEACHER TRAINING

Plot No. 86, Salaiya, Madhupur, Deoghar, Jharkhand-815353



**D. El. Ed., PLO & CLO**



# Programme Outcomes, Programme Specific Outcomes & Course Learning Outcomes

## Programme: Diploma in Elementary Education (D. El. Ed.)

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### D.El.Ed. Programme Outcomes

By the end of the program the students will be able to -

1. **Develop as dedicated elementary school teachers who would become instrumental in the reconstruction of society:** This highlights the importance of teachers in shaping society and emphasizes dedication to the profession.
2. **Develop necessary knowledge, pedagogic skills, and positive predisposition required to be effective elementary teachers:** Teachers need a solid understanding of both content knowledge and pedagogical strategies, along with a positive attitude toward teaching.
3. **Acquire new tools and techniques that would enable them to respond to the challenges of elementary education effectively:** Teachers should continuously update their skills and knowledge to adapt to the changing needs of students and the education system.
4. **Address the needs of diverse learners of elementary schools as well as work in coordination with the community:** Teachers must be able to cater to the diverse needs of students and collaborate with parents, community members, and other stakeholders to support students' learning.
5. **Nurture their learning style by exploiting ICT, Work Education, Visual Arts, and Performing Arts as tools of pedagogy:** Incorporating various teaching methods and resources can enhance student engagement and understanding.
6. **Develop their aptitude to communicate, demonstrate, and practice for delivering the curriculum effectively:** Effective communication and demonstration skills are essential for delivering lessons in a way that students can understand and apply.
7. **Encourage creative and independent thinking and enable them to construct their own knowledge:** Teachers should foster critical thinking skills and empower students to take ownership of their learning.
8. **Construct their understanding of pedagogic approaches and develop necessary insight to establish linkages between theory and practice of elementary education:** Teachers should be able to apply educational theories to their teaching practice and reflect on the effectiveness of different pedagogical approaches.
9. **Take into account the interrelationship, rapport, and coordination among teachers, children, and the community:** Building positive relationships and collaboration among all stakeholders is crucial for creating a supportive learning environment.
10. **Understand the social and psychological contexts of children and handle them with sensitivity and compassion:** Teachers need to be aware of students' backgrounds, experiences, and emotions to provide appropriate support and guidance.

11. **Learn issues related to inclusive education, life skills education, gender perspectives, environmental concerns, community knowledge, independent thinking, innovation, and creativity for elementary level learners:** Teachers should address various social and environmental issues in their teaching and promote skills that are essential for students' holistic development.
12. **Promote a culture of reflective practice and research for the betterment of elementary education:** Reflecting on teaching practices and engaging in research can lead to continuous improvement in teaching and learning.
13. **Understand contemporary theories of education/teaching/learning in the field of elementary education and technology, and integrate the same in their classroom teaching:** Staying updated on educational theories and technology trends can enhance teaching effectiveness and student learning outcomes.
14. **Acquire competencies not only to reflect on the current pedagogical practices but also create his/her pedagogical knowledge on the basis of observations, experimentation, analysis, and reflection:** Teachers should be able to critically evaluate their teaching methods and innovate based on research and experimentation.

## Programme Specific Outcomes

By the end of the course, student-teachers will be able to achieve the following specific objectives:

1. **Develop an understanding of the modern concept of education and foster a teaching and professional aptitude necessary for teaching at the elementary level:** This objective highlights the importance of teachers being aware of current educational trends and cultivating the skills required for teaching young learners effectively.
2. **Select appropriate methodologies for teaching effectively in the class:** Teachers need to be able to choose suitable teaching methods and approaches that align with the needs and learning styles of their students.
3. **Practice various skills associated with the teaching profession such as introduction of a lesson, explanation of contents, illustrating with appropriate examples, proper use of chalkboard, and preparation of instructional materials properly matched with the content:** This objective emphasizes the importance of teachers honing specific teaching skills, such as classroom management, lesson delivery, and materials preparation, to enhance the learning experience for students.
4. **Apply probing questions and also maintain the level of questions - knowledge, understanding, application, critical awareness, etc.:** Teachers should be able to ask questions that encourage higher-order thinking and engage students at various levels of cognitive development, promoting deeper understanding and critical thinking skills.
5. **Evaluate the achievement of students' learning by constructing achievement tests with the help of a blueprint of the questions:** Assessment is a crucial aspect of teaching and learning. Teachers should be able to design effective assessment tools, such as tests, that align with learning objectives and provide meaningful feedback to students on their progress.

# Course Learning Outcomes

## 01: Education and Teacher in Emerging Indian Society

After completion of the course the students will be able to -

- 1. Understand the status of the primary education system in the country:** This involves gaining insight into the current state of primary education, including factors such as enrollment rates, infrastructure, teacher quality, curriculum, and educational outcomes. Understanding these aspects is crucial for identifying areas of improvement and implementing effective reforms.
- 2. Develop an understanding of education as a mission for the nation and its vision, policies, and efforts in evolving a national system of education:** This objective emphasizes recognizing education as a fundamental component of national development and understanding the overarching goals, policies, and initiatives aimed at building a comprehensive national education system.
- 3. Acquire knowledge about the modern concept of education and its methodology:** Teachers need to stay abreast of contemporary educational theories, practices, and methodologies to effectively engage students and foster their learning. This includes understanding concepts such as personalized learning, inquiry-based learning, and technology integration.
- 4. Engage with the discourses on contemporary Indian society and education:** Education does not exist in isolation but is deeply intertwined with broader societal trends and issues. Teachers should be aware of the social, cultural, economic, and political contexts in which education operates, allowing them to address relevant topics and challenges in the classroom.
- 5. Comprehend education and its objectives and understand the latest accreditation of the educational system:** Teachers should have a clear understanding of the objectives of education, which extend beyond academic achievement to encompass holistic development and preparation for citizenship and lifelong learning. Additionally, awareness of accreditation processes ensures adherence to quality standards and continuous improvement in educational practices.

## 02: Educational Psychology

After completion of the course the student will be able to -

- 1. Understand various aspects of growth and development at different stages:** This involves acquiring knowledge about the physical, cognitive, social, and emotional development of children at different ages, from early childhood to adolescence. Understanding these aspects helps teachers tailor their instruction and support to meet the unique needs of students at each stage of development.
- 2. Recognize the child's behavior, interests, attitudes, and personality:** Teachers should be able to observe and understand various aspects of a child's behavior, including their interests, attitudes, and personality traits. This understanding allows teachers to create a supportive and engaging learning environment that caters to the individual needs and preferences of each student.

- 3. Appreciate the developmental needs of childhood and pre-adolescence:** Teachers need to recognize the specific developmental needs and challenges that child face during childhood and pre-adolescence. This includes understanding factors such as cognitive growth, social interaction, emotional regulation, and moral development, and adapting teaching strategies accordingly.
- 4. Comprehend the concept of integrated personality:** Integrated personality refers to the harmonious development of various aspects of an individual's personality, including cognitive, emotional, social, and moral dimensions. Teachers should understand how these different aspects of personality interact and develop in children, and strive to support the holistic development of their students.
- 5. Make use of theoretical understanding of the child in various teaching-learning situations at the elementary stage:** Teachers should apply their theoretical understanding of child development to create effective teaching-learning experiences for students at the elementary stage. This includes designing age-appropriate activities, providing scaffolding and support as needed, and fostering a positive and inclusive classroom environment that promotes students' holistic development.

### 03: School Organization & Guidance and Counselling

After completion of the course the student will be able to -

- 1. Understand school management; its meaning, objectives, and principles:** Teachers should have a grasp of the fundamentals of school management, including its purpose, goals, and underlying principles. This includes understanding aspects such as leadership, organization, planning, and decision-making within educational institutions.
- 2. Understand service conditions and regulations of elementary education in the state of Jharkhand:** Teachers need to be familiar with the specific service conditions, regulations, and policies governing elementary education in their state. This includes understanding issues related to employment, salaries, benefits, and professional development opportunities.
- 3. Understand current educational conditions, problems, measures, and government efforts for the underprivileged classes of Jharkhand:** Teachers should be aware of the educational challenges and issues faced by underprivileged communities in their state. This includes understanding factors such as access to education, quality of education, infrastructure, and government initiatives aimed at addressing these issues.
- 4. Understand the concept of Guidance & Counseling for elementary students:** Teachers should understand the importance of guidance and counseling in supporting the social, emotional, and academic development of elementary students. This includes understanding counseling techniques, identifying student needs, and providing appropriate support and intervention.
- 5. Understand the role of teachers in assessing current changes in the elementary level of education in society and the state:** Teachers play a vital role in monitoring and evaluating changes in the education system and society. This includes staying informed about educational trends, policies, and societal developments and reflecting on their implications for teaching and learning.

- 6. Understand the roles of different agencies like UNICEF, NCERT, ICDS, Anganwadi, and different promotional programs run by different organizations/states:** Teachers should be aware of the roles and contributions of various agencies and organizations in education, such as UNICEF, NCERT, and government-run programs like Integrated Child Development Services (ICDS) and Anganwadi centers. This includes understanding their mandates, initiatives, and resources available for supporting education at the elementary level.

#### 04: Educational Technology and Evaluation

After completion of the course the students will be able to -

- 1. Acquire knowledge of new trends in educational technology with respect to its application in teaching and learning at the elementary level:** Teachers should stay updated on the latest developments in educational technology and understand how to effectively integrate technology into teaching and learning activities. This includes familiarizing themselves with digital tools, educational apps, online resources, and multimedia materials that can enhance student engagement and achievement.
- 2. Understand the concept of curriculum and syllabus:** Teachers need to grasp the fundamentals of curriculum design and syllabus development. This includes understanding the objectives, content, organization, and sequencing of curriculum documents, as well as the alignment between curriculum standards and instructional practices.
- 3. Understand the concept of evaluation and its application in elementary education:** Evaluation is an essential component of the teaching and learning process. Teachers should understand different types of assessment methods, including formative and summative assessments, and how to use assessment data to inform instruction, provide feedback to students, and monitor progress towards learning goals.
- 4. Acquire knowledge of planning a lesson following a proper method and approach to fulfill the needs and requirements of the subject and topic:** Effective lesson planning is crucial for delivering engaging and meaningful instruction. Teachers should understand principles of lesson design, including setting clear objectives, selecting appropriate instructional strategies, incorporating differentiated instruction to meet diverse learner needs, and assessing student understanding.
- 5. Understand the concept of basic statistics and its application in evaluation:** Teachers should have a basic understanding of statistical concepts and methods relevant to educational evaluation. This includes understanding how to interpret and analyze assessment data, calculate descriptive statistics such as mean, median, and mode, and use statistical technique to identify patterns, trends, and outliers in student performance.

#### 05: Hindi Language Teaching (Content cum Methodology)

After completion of the course the students will be able to -

- 1. Understand the aims and objectives of teaching Hindi at the elementary level:** Teachers should be familiar with the overarching goals of teaching Hindi, which may include promoting language proficiency, fostering cultural understanding, and instilling a love for literature. Understanding these aims and objectives guides instructional planning and delivery.

- 2. Acquire and master the skills of the Hindi language:** Listening, speaking, reading, and writing: Teachers need to be proficient in all four language skills to effectively teach Hindi to elementary students. This includes the ability to understand spoken Hindi, communicate fluently, comprehend written texts, and express ideas in writing.
- 3. Acquire and master the skills with respect to applying methods, approaches, and techniques in teaching Hindi as a language through literature:** Teaching Hindi language through literature involves employing various instructional methods, approaches, and techniques that engage students with literary texts. Teachers should be adept at selecting appropriate texts, designing activities that promote comprehension and analysis, and fostering a deeper appreciation for Hindi literature.
- 4. Acquire and master the skills of applying knowledge of pedagogy to prepare a plan to deliver a lesson using different methods and approaches:** Effective lesson planning is essential for delivering engaging and effective instruction in Hindi. Teachers should be able to apply their knowledge of pedagogy to design lessons that align with learning objectives, incorporate diverse instructional strategies, and cater to the needs of all learners.
- 5. Acquire content knowledge of Hindi textbooks from Class I to Class VIII of the Jharkhand Academic Council:** Teachers need to be familiar with the content and structure of Hindi textbooks prescribed by the Jharkhand Academic Council. This includes understanding the themes, topics, and language skills covered in each grade level, as well as supplementary materials and resources available for teaching Hindi effectively.

## 06: Teaching English (Content cum Methodology)

**After completion of the course the students will be able to -**

- 1. Acquire knowledge and understanding of the need and status of teaching English at the primary level:** Teachers should understand the importance of English language education at the primary level, considering its role as a global language and its relevance in various contexts such as education, communication, and employment.
- 2. Understand the aims and objectives of teaching English as a second language:** Teachers need to be aware of the overarching goals of teaching English as a second language, which may include developing communication skills, fostering linguistic competence, promoting cultural understanding, and preparing students for further education and employment opportunities.
- 3. Equip themselves well with approaches, methods, and techniques of teaching English:** Teachers should be familiar with various pedagogical approaches, methods, and techniques for teaching English language skills such as listening, speaking, reading, and writing. This includes approaches like communicative language teaching, task-based learning, and using authentic materials.
- 4. Understand the importance of lesson planning and its role in teaching English:** Effective lesson planning is essential for delivering meaningful and engaging instruction in English. Teachers should understand the purpose of lesson plans, how to align them with learning objectives, and how to incorporate various instructional strategies and activities to cater to the needs of diverse learners.

5. **Equip themselves with techniques and skills of teaching English:** Teachers should acquire and master specific techniques and skills for teaching English language skills effectively. This may include techniques for vocabulary instruction, grammar teaching, pronunciation practice, and strategies for promoting language fluency and comprehension.
6. **Know oral expression like narration and dramatization of stories, events, and use it during classroom teaching:** Oral expression activities such as storytelling, narration, and dramatization are valuable tools for engaging students and promoting language development. Teachers should be able to incorporate these activities into their lessons to enhance students' speaking and listening skills.
7. **Take part in analytical studies of English textbooks from Class I to VIII:** Teachers should critically analyze English textbooks prescribed for primary grades, considering factors such as content relevance, language difficulty, progression of skills, and cultural appropriateness. This enables teachers to make informed decisions about instructional materials and adapt their teaching approaches accordingly.

### 07 A: Teaching Sanskrit Language (Content cum Methodology)

After completion of the course the student will be able to

1. **Understand the aims, objectives, and status of Sanskrit as a classical language at the elementary level:** Teachers should grasp the importance of Sanskrit as a classical language and understand its cultural, historical, and linguistic significance. This includes recognizing its role in preserving ancient texts and traditions and appreciating its contribution to literature, philosophy, and language studies.
2. **Acquire knowledge of the ancient Indian method of teaching Sanskrit language, literature, and grammar:** Teachers should familiarize themselves with traditional Indian pedagogical methods used for teaching Sanskrit, which often include memorization, recitation, and oral repetition. Understanding these methods can inform instructional practices and curriculum design.
3. **Master the skills of pronunciation and recitation in Sanskrit chunks and verse:** Proficient pronunciation and recitation are essential for teaching and learning Sanskrit effectively. Teachers should develop mastery in articulating Sanskrit sounds accurately and fluently reciting Sanskrit texts, including verses and chants.
4. **Acquire knowledge of Sanskrit grammar:** Understanding Sanskrit grammar is fundamental for teaching the language comprehensively. Teachers should acquire knowledge of Sanskrit grammatical concepts, including declensions, conjugations, syntax, and sentence structure, to facilitate students' understanding and mastery of the language.
5. **Master the skills and techniques of teaching Sanskrit language and literature:** Teachers should develop effective strategies and techniques for teaching Sanskrit language skills, such as reading, writing, listening, and speaking, as well as comprehension and interpretation of Sanskrit literature. This includes incorporating engaging activities, instructional materials, and assessments to enhance students' learning experiences.

### 07 B: Teaching Bengali Language (Content cum Methodology)

After completion of the course the students will be able to -



- 1. Understand the aims, objectives, and status of Bengali as a Modern Indian Language:** Teachers should comprehend the importance and relevance of Bengali as a modern Indian language in terms of its cultural, historical, and linguistic significance. This includes recognizing its role in literature, communication, and identity.
- 2. Acquire the knowledge of teaching Bengali language, literature, & grammar:** Teachers need to familiarize themselves with effective teaching methodologies, instructional materials, and curriculum frameworks for teaching Bengali language, literature, and grammar. This includes understanding the sequence of language acquisition and literacy development.
- 3. Master the skills of pronunciation and recitation in Bengali chunks and verse:** Proficient pronunciation and recitation are crucial for teaching and learning Bengali effectively. Teachers should develop mastery in articulating Bengali sounds accurately and fluently reciting Bengali texts, including prose and poetry.
- 4. Acquire creative writing skills in Bengali language:** Teachers should develop their creative writing skills in Bengali to effectively guide students in expressing themselves creatively through writing. This includes fostering imagination, vocabulary development, and structuring coherent compositions.
- 5. Acquire the knowledge of Bengali grammar and Composition to teach elementary students:** Understanding Bengali grammar and composition is essential for providing comprehensive language instruction. Teachers should be familiar with grammatical concepts, sentence structures, and writing conventions to facilitate students' language development.
- 6. Master the skills and techniques of teaching Bengali language and literature at the elementary level:** Teachers should develop effective strategies and techniques for teaching Bengali language skills, such as reading, writing, listening, and speaking, as well as interpretation and analysis of Bengali literature. This includes employing interactive activities, culturally relevant materials, and differentiated instruction to meet the diverse needs of students.

## 07 C: Teaching Urdu Language (Content cum Methodology)

After completion of the course the students will be able to –

- 1. Speak, listen, read, and write proficiently in Urdu:** Students should develop proficiency in all four language skills—speaking, listening, reading, and writing—in Urdu to effectively communicate and comprehend the language.
- 2. Demonstrate comprehension of Urdu grammar, vocabulary, and sentence structures:** Understanding Urdu grammar, vocabulary, and sentence structures is essential for constructing meaningful sentences and comprehending written and spoken texts.
- 3. Engage in everyday conversations, express opinions, and convey ideas accurately in Urdu:** Students should be able to engage in spontaneous conversations, express their thoughts and opinions, and communicate effectively in various social situations using Urdu language.
- 4. Analyze and appreciate Urdu poetry, prose, and other literary genres:** Students should develop the ability to analyze and appreciate Urdu literary works, including poetry, prose, and other genres, by understanding themes, literary devices, and cultural contexts.

5. **Understand the cultural significance of Urdu language in various contexts, including literature, arts, and media:** Students should gain awareness of the cultural significance of Urdu language and its role in shaping literature, arts, media, and societal norms.
6. **Read and comprehend Urdu texts, stories, articles, and literary works:** Students should develop reading skills to comprehend and interpret a variety of Urdu texts, including stories, articles, and literary works, with ease and accuracy.
7. **Write essays, letters, and narratives effectively in Urdu:** Students should be able to compose well-structured essays, letters, narratives, and other written forms in Urdu, demonstrating clarity, coherence, and creativity in their writing.
8. **Apply knowledge of Urdu script and calligraphy in writing:** Students should be proficient in writing Urdu script and may also develop skills in Urdu calligraphy to enhance the aesthetic appeal of their written work.
9. **Emphasize active communication and interaction in Urdu throughout the course:** Instruction should prioritize opportunities for active communication and interaction in Urdu to promote language acquisition and fluency.
10. **Engage students in speaking activities such as role-plays, debates, discussions, and presentations:** Speaking activities such as role-plays, debates, discussions, and presentations provide opportunities for students to practice and improve their speaking skills in Urdu.
11. **Provide authentic contexts for language use through simulations, real-life scenarios, and cultural immersion:** Authentic contexts for language use, such as simulations, real-life scenarios, and cultural immersion experiences, help students develop practical language skills and cultural competence in Urdu.

#### 07 D: Teaching Santhali Language (Content cum Methodology)

After completion of the course the students will be able to –

1. **Speak, read, and write in Santhali fluently:** The primary goal is for students to develop fluency in all aspects of the Santhali language, including speaking, reading, and writing, enabling effective communication in various contexts.
2. **Understand basic grammar rules and sentence structures:** Students should grasp fundamental grammar rules and sentence structures in Santhali, providing a foundation for constructing meaningful sentences and comprehending written texts.
3. **Gain insights into the rich cultural heritage of the Santhali community:** Understanding the cultural heritage of the Santhali community is essential for students to appreciate the historical, social, and cultural significance of the language.
4. **Understand the significance of Santhali language in preserving cultural identity:** Students should recognize the importance of the Santhali language in preserving the cultural identity and heritage of the Santhali community, fostering a sense of pride and belonging.
5. **Express thoughts, feelings, and ideas clearly in Santhali:** Developing the ability to express thoughts, feelings, and ideas clearly in Santhali empowers students to communicate effectively and confidently in their native language.

- 6. Participate in discussions and express opinions on various topics:** Engaging in discussions and expressing opinions allows students to practice their language skills while also developing critical thinking and communication skills.
- 7. Read and comprehend Santhali texts, stories, and literature:** Students should be able to read and comprehend a variety of Santhali texts, including stories, literature, and other written materials, enhancing their language proficiency and understanding of Santhali culture.
- 8. Write essays, narratives, and simple compositions in Santhali:** Developing writing skills in Santhali enables students to effectively convey their thoughts and ideas through written expression, fostering creativity and self-expression.
- 9. Demonstrate understanding of different writing styles and genres in Santhali literature:** Students should be exposed to various writing styles and genres in Santhali literature, allowing them to appreciate the diversity and richness of Santhali literary tradition.
- 10. Immerse students in Santhali culture through exposure to authentic cultural artifacts, traditions, and practices:** Providing opportunities for students to engage with authentic cultural artifacts, traditions, and practices immerses them in the richness of Santhali culture, enhancing their cultural awareness and appreciation.

## 07 J: Teaching Khortha Language (Content cum Methodology)

After completion of the course the students will be able to –

- 1. Emphasize active communication and interaction in Khortha throughout the course:** Prioritizing active communication and interaction encourages students to engage actively in speaking and listening activities, fostering language acquisition and fluency.
- 2. Engage students in speaking activities such as role-plays, debates, discussions, and presentations in Khortha:** Incorporating various speaking activities provides students with opportunities to practice and improve their oral communication skills in Khortha, enhancing their confidence and proficiency.
- 3. Design tasks that promote problem-solving, collaboration, and critical thinking in Khortha:** Task-based activities that require problem-solving, collaboration, and critical thinking skills not only enhance language proficiency but also develop higher-order thinking skills in students.
- 4. Speak, listen, read, and write proficiently in Khortha:** The ultimate goal is for students to develop proficiency in all language skills—speaking, listening, reading, and writing—in Khortha to effectively communicate and comprehend the language.
- 5. Demonstrate comprehension of Khortha grammar, vocabulary, and sentence structures:** Understanding Khortha grammar, vocabulary, and sentence structures is essential for constructing meaningful sentences and comprehending written and spoken texts.
- 6. Structure lessons around meaningful tasks that require the use of Khortha language skills:** Meaningful tasks provide context and purpose for language learning, motivating students to engage actively and apply their language skills in real-life situations.
- 7. Design tasks that promote problem-solving, collaboration, and critical thinking in Khortha:** Task-based activities that require problem-solving, collaboration, and critical thinking skills not only enhance language proficiency but also develop higher-order thinking skills in students.

8. **Incorporate real-world tasks such as writing invitations, creating advertisements, and participating in debates in Khortha:** Real-world tasks contextualize language learning and prepare students for practical use of Khortha language skills in authentic situations.
9. **Cater to the diverse needs and proficiency levels of learners through personalized learning strategies:** Differentiated instruction ensures that all students, regardless of their background or proficiency level, receive appropriate support and challenges to maximize their learning potential.
10. **Provide additional support and resources for students with varying language backgrounds and abilities:** Offering additional support and resources, such as bilingual materials or language support services, ensures that all students have access to the necessary resources to succeed in learning Khortha.
11. **Offer opportunities for independent study, peer collaboration, and self-assessment to accommodate individual learning preferences:** Providing students with opportunities for independent study, peer collaboration, and self-assessment allows them to take ownership of their learning and develop autonomy as language learners.
12. **Provide constructive feedback and guidance to help students improve their language skills:** Regular feedback and guidance from teachers help students identify areas for improvement and make progress in their language learning journey.

#### **08: Teaching Mathematics (Content cum Methodology)**

**After completion of the course the students will be able to –**

1. **Understand the nature and scope of Mathematical teaching:** Teachers should comprehend the fundamental principles and scope of mathematical education, including its role in developing problem-solving skills, logical reasoning, and quantitative literacy.
2. **Understand the aims and objectives of teaching Mathematics:** Teachers need to be aware of the overarching goals of mathematics education, such as promoting mathematical proficiency, critical thinking, and problem-solving abilities, and how these objectives align with broader educational aims.
3. **Master the skills, methods, approaches, and techniques of teaching mathematics:** Teachers should develop proficiency in various pedagogical methods, approaches, and techniques for teaching mathematics effectively. This includes understanding how to engage students through hands-on activities, visual aids, technology integration, and differentiated instruction.
4. **Know and understand arithmetic, algebra, and geometry:** Teachers should have a deep understanding of mathematical concepts and principles across different branches of mathematics, including arithmetic (e.g., addition, subtraction, multiplication, division), algebra (e.g., equations, functions, variables), and geometry (e.g., shapes, angles, transformations). This knowledge enables teachers to provide comprehensive instruction and support to students in these areas.

#### **09: Environmental Studies-1 (Teaching Social Science: Content cum Methodology)**

**After completion of the course the students will be able to -**

1. **Acquire knowledge of earth, its motion, climate change, latitudes & longitude:** This objective focuses on understanding fundamental concepts related to the Earth's structure, movements, and geographical features, as well as key topics such as climate change, latitudes, and longitudes.

- 2. Acquire knowledge and understanding of ancient history and civilizations:** Students will explore ancient history and civilizations, gaining insights into the cultural, social, and technological developments of ancient societies around the world.
- 3. Understand the Indian Constitution and its characteristic features:** This objective entails studying the Indian Constitution, including its principles, structure, and key provisions, fostering an understanding of the foundations of India's democratic system and governance.
- 4. Acquire knowledge of central and state judiciary and administration:** Students will learn about the structure and functions of the central and state judiciary systems, as well as the administrative machinery at both levels of government, including key institutions and their roles.
- 5. Understand the function of local administration including Gram Panchayat, Municipal Corporation, and District Council:** This objective involves understanding the roles and responsibilities of local government bodies such as Gram Panchayats, Municipal Corporations, and District Councils in governing local communities and delivering essential services.

## 10: Environmental Studies-2 (Teaching General Science): Content cum methodology

After completion of the course the students will be able to -

- 1. Understand the nature and scope of Physical Science & Bio Science:** Students will explore the foundational principles and scope of physical science and life science, including the study of matter, energy, forces, living organisms, and their interactions with the environment.
- 2. Acquire knowledge about motion, energy, power, work, and force:** This objective focuses on understanding the basic principles of physics, including concepts related to motion (e.g., speed, velocity, acceleration), energy (e.g., kinetic energy, potential energy), power, work, and force.
- 3. Understand the concept of chemistry - atom, element, compound, mixture, water, acid, salt, etc.:** Students will learn about the fundamental concepts of chemistry, including the structure of atoms, elements, compounds, mixtures, and the properties and behaviors of substances such as water, acids, and salts.
- 4. Understand the concept of living and non-living things, cell structure of plants and animals, different parts of the human body, and different parts of plant bodies:** This objective entails studying the characteristics of living organisms, including cell structure, organ systems, and the differences between living and non-living things. Students will also explore the structure and function of different parts of the human body and plant bodies.

## 11: Practice Teaching (Practicum)

After completion of the course the students will be able to -

- 1. Understand and experience the actual teaching-learning situation in school at the elementary level:** This objective involves gaining hands-on experience in the classroom environment, observing teaching methods, student interactions, and learning dynamics at the elementary level.
- 2. Prepare a lesson plan and apply it during her teaching in actual elementary classroom situations:** Teachers will learn to create comprehensive lesson plans that outline learning objectives, instructional activities, assessment strategies, and resources to effectively deliver lessons in real elementary classrooms.

3. **Use teaching skills useful to teach a particular topic of the given subject at the elementary level:** Teachers will develop pedagogical skills tailored to teaching specific topics within their subject area at the elementary level, such as effective explanation techniques, questioning strategies, and classroom management approaches.
4. **Prepare teaching aids to make teaching more effective, interesting, and easy for elementary students to understand the concept of the content taught:** Teachers will learn to create and utilize various teaching aids, such as visual aids, multimedia presentations, manipulatives, and interactive materials, to enhance student engagement and understanding.
5. **Act in the class as a facilitator, classroom manager, and an able observer to facilitate, manage, and identify learning situations at the elementary level:** Teachers will adopt multiple roles in the classroom, including facilitator, manager, and observer, to create a conducive learning environment, manage student behavior, and identify individual learning needs.
6. **Prepare tests to achieve the objectives of learning for elementary students:** Teachers will learn to design appropriate assessments, including quizzes, tests, and other forms of evaluation, aligned with learning objectives to assess students' understanding and progress at the elementary level.

## 12: Computer (Practicum)

After completion of the course the students will be able to -

1. **Understand the concept and peripherals of computer:** Teachers will gain an understanding of basic computer hardware components (such as CPU, monitor, keyboard, mouse) and software concepts (such as operating systems, applications), as well as peripheral devices like printers and scanners.
2. **Identify the different logos and commands of computer science:** Teachers will familiarize themselves with common computer science terminology, including icons, symbols, and commands used in software applications and operating systems, enhancing their ability to navigate computer interfaces.
3. **Acquire the knowledge of D W Basic programming:** Teachers will learn the basics of programming using a language like DW Basic, which may include concepts such as variables, loops, conditionals, and basic algorithms. This knowledge can empower teachers to introduce programming concepts to elementary students in a simple and accessible manner.
4. **Acquire knowledge and skill to use the internet as a teaching-learning resource at the elementary level:** Teachers will learn how to effectively leverage the internet as a tool for teaching and learning, including how to search for educational resources, evaluate website credibility, and integrate online content into lesson plans to enhance student engagement and understanding.

## 13: Work Experience and Physical Education (Practicum)

After completion of the course the students will be able to -

1. **Enhance skill and knowledge about work experience such as tailoring and collage:** Students will develop practical skills in areas such as tailoring and collage-making, which can provide them with vocational opportunities and creative outlets.
2. **Know about the tools used for cutting and stitching:** Students will learn about the various tools and equipment used in cutting and stitching processes, including scissors, needles, sewing machines, and measuring tools.

- 3. Know about different styles and types of stitching:** Students will become familiar with different stitching techniques, styles, and patterns, allowing them to create a variety of garments and textile products.
- 4. Prepare frocks, briefs, baba-suits, kurta-pajamas, and tablecloths:** Students will learn to create various garments and textile products through hands-on practice, applying their knowledge of cutting and stitching techniques.
- 5. Develop the quality of sportsmanship, body awareness program, and overall personality development:** Students will engage in physical activities and exercises to develop sportsmanship, improve body awareness, and enhance overall personality traits such as discipline, teamwork, and self-confidence.
- 6. Participate in running, long jump, high jump, kabaddi, and skipping:** Students will participate in a variety of physical activities and sports, including running, jumping, kabaddi, and skipping, to improve their physical fitness, coordination, and agility.
- 7. Perform different yogic asanas — Surya-namaskar, Vajraasan, Sarvangasan, etc.:** Students will learn and practice various yoga asanas (poses) to promote physical health, mental well-being, and emotional balance, fostering holistic development.

#### 14: Community Life (Practicum)

After completion of the course the students will be able to -

- 1. Inspect the community and prepare the survey report of the same:** Individuals will conduct thorough inspections of their community, identifying areas of need, resources, and potential projects, and prepare comprehensive survey reports to inform community development efforts.
- 2. Volunteer for rendering services and organizing a service camp:** Individuals will actively volunteer their time and skills to provide services to the community, such as organizing service camps to address specific community needs, including healthcare, sanitation, education, or environmental conservation.
- 3. Organize and participate in cultural programs in the community:** Individuals will take part in organizing and participating in cultural programs and events that celebrate the diversity and heritage of the community, fostering unity, cohesion, and mutual understanding among community members.
- 4. Assist in literacy campaigns and women's empowerment programs:** Individuals will support initiatives aimed at promoting literacy and empowering women in the community through educational programs, skill-building workshops, and awareness campaigns, contributing to social and economic development.
- 5. Protect public property, encourage and participate in adult education/literacy campaigns, creating awareness about health education in the community:** Individuals will advocate for the protection of public property and actively participate in adult education and literacy campaigns to improve the overall literacy rate in the community. Additionally, they will raise awareness about health education, promoting healthy behaviors and preventive measures to enhance community well-being.
- 6. Organize and participate in rural festivals and programmes:** Individuals will actively engage in organizing and participating in rural festivals and cultural programs that celebrate local traditions, customs, and values, fostering a sense of community pride and belonging.



## **MADHUSTHALI INSTITUTE OF TEACHER TRAINING**

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