



TAMILNADU COUNCIL FOR OPEN AND DISTANCE LEARNING

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CURRICULUM STRUCTURE OF ELEMENTARY EDUCATION (D.EL.Ed)

Eligibility : A pass in 12th Std

Duration : 2 Year

Examination : Academic (June) / Calendar (December)

DIPLOMA IN ELEMENTARY EDUCATION (D.EL.ED)

FIRST YEAR

Sl. No	Course Code	Course Description	Maximum Marks
1.	DEL 01	Childhood and the Development of Children	100
2.	DEL 02	Contemporary Indian Society	100
3.	DEL 03	Education, Society, Curriculum and Learners	100
4.	DEL 04	Towards Understanding the self	100
5.	DEL 05	Pedagogy across the Curriculum	100
6.	DEL 06	Understanding Language and Early Literacy	100
7.	DEL 07	Mathematics Education for the Primary School Child	100
8.	DEL 08	Proficiency in English	100
		PRACTICAL'S	100
9.	DEL 09	Children's Physical and Emotional Health, School Health and Education	100
10.	DEL 10	Creative Drama Fine Arts and Education	100

1. CHILDHOOD AND THE DEVELOPMENT OF CHILDREN

UNIT -I : PERSPECTIVES IN DEVELOPMENT

- ✓ Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- ✓ Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous ; socio-cultural contexts influencing development
- ✓ Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget
- ✓ Inclusion: introduction and perspective, brief historical background, concept and notions associated with it.

UNIT -II : PHYSICAL - MOTOR DEVELOPMENT

- ✓ Growth and maturation
- ✓ Gross and fine motor development skills in infancy and preschool children
- ✓ Role of parents and teachers in providing opportunities for physical-motor development eg. Play

UNIT -III : SOCIAL AND EMOTIONAL DEVELOPMENT

- ✓ Basic understanding of emotions, how differential gender socialization occurs
- ✓ Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.
- ✓ Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- ✓ Development of emotions: functions of emotions, attachment-Bowlby

UNIT -IV : CHILDHOOD

- ✓ Childhood as a modern construct; childhood in the context of poverty, globalisation and adult culture
- ✓ Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context

UNIT -IV : CONTEXTS OF SOCIALIZATION

- ✓ Concept of socialization: family and adult-child relationships; parenting, child rearing practices
- ✓ Separation from parents, children in crèches; children in orphanages
- ✓ Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- ✓ Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- ✓ Social, economic and cultural differences in socialization: implications for inclusion.

2. CONTEMPORARY INDIAN SOCIETY

UNIT-I

Constitution and Education: Concurrent status of education Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)

- ✓ Reservation as an egalitarian policy
- ✓ Equality and Justice in the Constitution, differential school system and the idea of common neighbourhood school
- ✓ Equality and Justice in constitution. Right to Education Act 2009

UNIT-II

Democracy in India

- ✓ Institutional Structures: the Judiciary, Legislature and Executive
- ✓ Democracy, Party system and Electoral Politics
- ✓ Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment) Grassroots social and political movements and Indian democracy
- ✓ Challenges to deepen Indian democracy in relation to inequities of caste, class, gender, regional, religious, linguistic and other ethnic identities

UNIT-III

Issues and Debates on Globalization, Liberalization and Privatization of economy

- ✓ Meaning and politics of development and its effects
- ✓ Development and Environmental concerns-Sustainable Development Agrarian economy: key features, land ownership, landlessness, agricultural production, unorganized sector and migrant labour

UNIT-IV

Conflicts and Social Movements in India with special reference to Early Socio- Religious Reform and Political Movements; Youth Movements; Peasant Movement; Dalit ; Movements; Backward Caste/Class Movements ;Women's Movement ;Industrial working class movement; Students Movement; Human Rights and Environmental Movements Displacement, Land, Human Rights, Communal mobilisation • Displacement and Development: Socio-economic implications • Educational debates and movements • First generation learner in school

3. EDUCATION, SOCIETY, CURRICULUM AND LEARNERS

UNIT-I -PHILOSOPHICAL UNDERSTANDING OF EDUCATION

- ✓ Exploring, and inquiring into the nature and need of education in human societies
- ✓ Relationship between schooling and education, and exploring various educative processes in human societies
- ✓ Schooling and Education as visualized by different national and international thinkers: Rousseau, Dewey, Montessori, Frobel; Aurobindo Gosh, Tagore , Dr Zakir Hussain

- ✓ Understanding the basic assumptions about human nature, society, learning, and aims of education

UNIT-II - EDUCATION, POLITICS AND SOCIETY

- ✓ Prominent characteristics of education in India during colonial rule with special reference to Education in J&K. under monarchy
- ✓ India's Contemporary Education: continuities with and shifts from colonial legacy with reference to contemporary education in the state
- ✓ Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender, religion , region and language
- ✓ Political nature of education
- ✓ Teacher and society: A critical appraisal of teacher's status

UNIT-II - LEARNING, LEARNER AND TEACHING

- ✓ Learning, knowledge and skills: different ways of learning
- ✓ Meaning of teaching and its relationship with learning and learner
- ✓ Socialization and learning: understanding influences and factors that shape learner's identity.
- ✓ Learners in Context: Situating learner in the socio political ; economic and cultural context

UNIT-II - KNOWLEDGE AND CURRICULUM

- ✓ Child's construction of knowledge: attaining knowledge through activity and experience
- ✓ Body of knowledge and children's construction of knowledge
- ✓ Concepts of Belief, Information, Knowledge and Understanding
- ✓ Processes and criteria for curriculum selection and construction
- ✓ Hidden Curriculum: Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks.

4. TOWARDS UNDERSTANDING THE SELF

UNIT-I - EXPLORING THE AIM OF LIFE

- ✓ To enable students to develop a vision of life for themselves.
- ✓ To encourage students to give conscious direction to their lives to take responsibility for their actions.
- ✓ To develop a holistic and integrated understanding of the human self and personality.
Workshop Themes
- ✓ Vision as a person: Aspiration and purpose of life.
- ✓ Giving a conscious direction to life.
- ✓ Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

UNIT-II - DISCOVERING ONE'S TRUE POTENTIAL

- ✓ To facilitate the personal growth of the students by helping them to identify their own potential
- ✓ To develop the power of positive attitude.
- ✓ To encourage students to develop the capacity for self-reflection and personal integration.
- ✓ Workshop Themes
- ✓ Understanding one's strengths and weaknesses through self observation exercises.
- ✓ Taking responsibility for one's own actions.
- ✓ Developing positivity, self esteem and emotional integration.
- ✓ Exploring fear and trust; competition and cooperation
- ✓ Developing skills of inner self organization and self reflection
- ✓ Writing a self-reflective journal.

UNIT-III - DEVELOPING SENSITIVITY

- ✓ To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- ✓ To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- ✓ To develop sensitivity towards needs of children by connecting with one's own childhood experiences
- ✓ Workshop Themes
- ✓ Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g., media).
- ✓ Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- ✓ Developing the capacity for empathic listening and communication skills.
- ✓ Understanding one's own childhood and adult-child gaps in society

UNIT-IV - PEACE, PROGRESS AND HARMONY

- ✓ To develop the capacity to establish peace within oneself
- ✓ To develop the capacity to establish harmony within a group and methods of conflict resolution
- ✓ To understand the meaning of leadership and develop attitudes and skills of a catalyst
- ✓ To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change Workshop Themes
- ✓ Establishing peace within oneself: exercises of concentration and meditation
- ✓ Understanding group dynamics and communication
- ✓ Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution
- ✓ Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change

UNIT-V - FACILITATING PERSONAL GROWTH: APPLICATIONS IN TEACHING

- ✓ To explore attitudes and methods needed for facilitating personal growth in students
- ✓ To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum Workshop Themes
- ✓ Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- ✓ Observing children: appreciating social, economic, cultural and individual differences in children and relating with them
- ✓ Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

5. PEDAGOGY ACROSS THE CURRICULUM

UNIT-I - KNOWLEDGE AND METHODS OF ENQUIRY

- ✓ Knowledge as construction of experience; case examples from school subjects
- ✓ Knowledge as distinct from information; case examples from school subjects
- ✓ Methods of enquiry, scientific thinking, social scientific thinking, mathematical thinking
- ✓ Language, social relations, power, identity and thinking.
- ✓ Connections between knowledge, curriculum, textbooks, knowledge and learners

UNIT-II - LEARNER AND THEIR CONTEXTS

- ✓ Alternative frameworks of children's thinking
- ✓ Child and adult misconceptions
- ✓ Everyday concepts and situated cognition
- ✓ Pedagogical perspective and concerns of inclusive education

UNIT-III - PEDAGOGIC PRACTICE AND THE PROCESS OF LEARNING

- ✓ Critical examination of terminology and notions associated with child-centered education
- ✓ Critical understanding of standardised pedagogic methods: concept-formation; enquiry-based learning; project-based learning etc
- ✓ Interrogating disciplinary practices, creating non-threatening learning environments.

UNIT-IV - CRITICAL STUDY OF ICTS AND DEVELOPING CAPACITIES

- ✓ Critical examination of the role of ICT in education and society
- ✓ Capacity development in the use of ICTs
- ✓ ICT – based teaching-learning approaches in schools and for teacher professional development.

6. UNDERSTANDING LANGUAGE AND EARLY LITERACY

UNIT 1: NATURE OF LANGUAGE

- ✓ Rule governed system and language
- ✓ Relationship of Language and Society: Identity, power and discrimination
- ✓ Nature of multilingualism: Differential status of Indian language classroom
- ✓ Critiquing state policies on language and education

UNIT 2: LANGUAGE ACQUISITION

- ✓ Language Acquisition and Language Learning: pre-school and early school years Children's background and School Experience.

UNIT 3: LANGUAGE ACROSS THE CURRICULUM

- ✓ Function of Language: In the classroom, outside the classroom
- ✓ Language in Education and Curriculum
- ✓ Learning language and Learning through Language

UNIT 4: THE CLASSROOM PRACTICES AND POSSIBILITIES

- ✓ Perspectives on recording and writing
- ✓ Prevalent language teaching practices and their critique
- ✓ Connections between classroom instruction and theories
- ✓ Role of literature in language learning
- ✓ Learner's active role in understanding literature
- ✓ Using Children's literature across curriculum.

UNIT 5: ASSESSMENT

- ✓ Assessment as a continuum
- ✓ Use of multiple sources for comprehensive assessment
- ✓ Ways of assessment- observation, records, maintaining profiles, etc.

7. MATHEMATICS EDUCATION FOR THE PRIMARY SCHOOL CHILD

UNIT 1: PEDAGOGICAL CONTENT KNOWLEDGE

- ✓ Numbers: Number Concept, Counting, Place value, Arithmetic operations, Fractions, Decimals
- ✓ Space and Shape: Geometric shapes, construction of geometric shapes through paper Folding, Symmetry, Tessellations
- ✓ Measurement: The idea of unit, length, area, volume, weight, time, money, temperature
- ✓ Data Handling: Sorting, Classification, Tabling, Reading information from simple graphs

UNIT 2: PERSPECTIVE ABOUT MATHEMATICAL KNOWLEDGE

- ✓ Aspects of mathematical knowledge: Conceptual and Procedural
- ✓ Vergnaud's framework for acquisition of concepts with respect to mathematical knowledge
- ✓ Effect of socio-cultural background of children on mathematical knowledge

UNIT 3: CHILDREN'S CONCEPTUALISATION OF MATHEMATICS

- ✓ Theories of mathematics learning : Piaget, Dienes, Skemp, Ausubel, Bruner, Vygotsky
- ✓ Effect of socio-cultural background of children on mathematical knowledge
- ✓ Role of language of communication in a mathematics classroom

UNIT 4: ASPECTS OF TEACHING MATHEMATICS

- ✓ Beliefs about teaching-learning processes
- ✓ Planning for teaching
- ✓ Hidden curriculum: Social justice, gender differences, individual differences, Inclusive Environment

UNIT 5: ASSESSMENT

- ✓ Purpose of assessment
- ✓ Planning assessment
- ✓ Assessment tools
- ✓ Evaluation of performance

8. PROFICIENCY IN ENGLISH

UNIT-I - 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-II - 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-III - 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

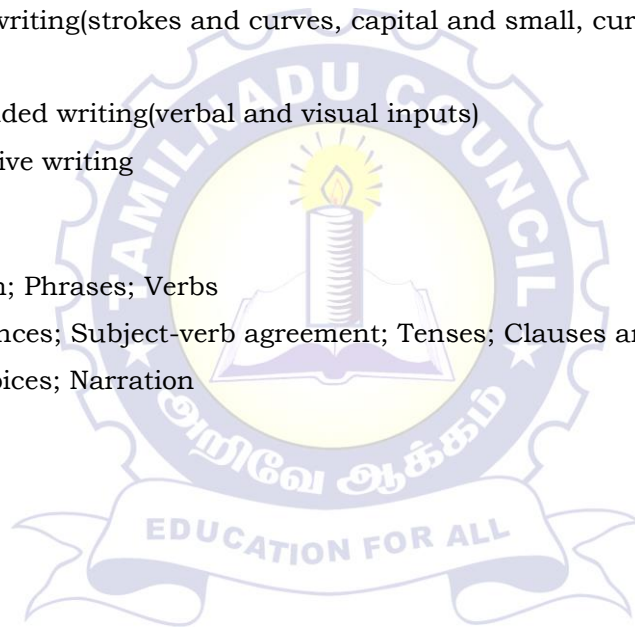
- ✓ Reading aloud and silent reading
- ✓ Scaffolding: concept and activities
- ✓ Reading different texts types like stories, poems, riddles, jokes, and instructions for games

UNIT-IV - 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-V – GRAMMAR

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



PRACTICAL-I

Children's Physical and Emotional Health, School Health and Education

UNIT 1

- ✓ Understanding Health and Well- Being
- ✓ The meaning of health and well-being
- ✓ Biomedical versus social health models
- ✓ Understanding the linkages between poverty, inequality and health
- ✓ Web of causation; Social determinants of health- stratification structures, food, livelihood, location, sanitation, access to health services etc.

UNIT 2

- ✓ Understanding Children's Health Needs
- ✓ Reciprocal Linkage between Health and Education
- ✓ Childhood Health Concerns, Hunger and Malnutrition- meaning and measures and country/state data
- ✓ Morbidity Mapping- Methods, observation, daily notes
- ✓ Methods to understand children's health perceptions and self assessment of health

UNIT 3

- ✓ Health of Children in the Context of School
- ✓ Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger
- ✓ Measuring the „Health of the School“: Issues of Water, sanitation, toilets etc.
- ✓ Concept of „Culture of the Programmes“
- ✓ Role of the teacher and engagement with the programmes
- ✓ Capturing children's perceptions on food, work, play, Mid Day Meal etc

Practical Work based on Units 1, 2 and 3: Three hours before school internship and six hours after school internship through Projects. The practical work is visualized through integration with School Internship Programme1 (SIP). This involves discussion, guidance and inputs to undertake these projects before the SIP and is followed by reflective sessions where students share their projects after SIP. These post SIP sessions are to be organized in a workshop mode with a stress on collective reflection and discussion. Given below are some themes/ideas for projects and these topics are allocated across the students. As mentioned above before going for the SIP, sessions are held discussing the idea and rationale behind each theme and learning/developing appropriate research methods and tools. Each student prepares a project plan inclusive of tools before going for the SIP.

PRACTICAL-II

Creative Drama Fine Arts and Education

UNIT 1

Fine Arts: Focus Areas: Art, Art appreciation and Art education: visit to places like crafts museums, bal bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.

UNIT II

Visual Art: Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.

UNIT III

Music: Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (eg. lullabies from different language cultures, harvest songs, songs during the freedom struggle etc; create musical pieces with others; design and run sessions on music with children

UNIT IV

Cinema and Electronic Media: Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, it's impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimisation of violence; age appropriate viewing and selection of films

UNIT V

Literary Arts: linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.

UNIT VI

Architecture and spatial Design: develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these viz a viz architecture and design; spaces for children in a city.

UNIT VII

Designing a Project for School Children: Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example – a heritage walk to a nearby monument and a public event about it – including art exhibition , plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner; feedback from students, teachers and community would be used or evaluation of this aspect.

