

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

<b>Programme Outcome</b>	<p><b>PO1. Elementary Teacher:</b> This programme intends to prepare Professional and Humane elementary Teachers, represents an effort to strengthen quality in elementary teacher education.</p> <p><b>PO2. Pedagogy of learning:</b> How teachers teach, and the ways in which children achieve the goals and objectives of the curriculum.</p> <p><b>PO3. Child Studies:</b> to develop an understanding of how children's development and learning takes place in different cultural, educational and social contexts. It attempts to engage student teachers with understanding the theories of child development, notions of childhood and examine how these differ in different socio cultural contexts.</p> <p><b>PO4. Education and Contemporary Studies:</b> examines the wider context in which learning occurs. It is aimed at enabling student teachers to analyze the linkages between education and society, develop a critical understanding of the factors that have been, and continue to contribute to social and educational exclusion. Discussion on diversity is expected to deepen the learner's understanding of the relationship between teachers, learners, contexts and the nature of learning.</p> <p><b>PO5. Language and Early Language Development:</b> is focused on bringing out the influences of social and cultural contexts on learning and development in early years and discusses ways in which young children's language and literacy and development can be supported in formal settings.</p> <p><b>PO6. Perspectives on gender and inclusion:</b> are running threads across the curriculum to empower student teachers and sensitize them. However a separate course is also introduced to bring together the theoretical understandings and the practical experience gained through school internship and practice teaching. Therefore while transacting this course; opportunities for reflections are to be provided for student teachers to enable them to integrate these learning's.</p> <p><b>PO7. Self-directed and Life-long Learning:</b> Understanding Self will enable student teachers to understand their own biases, so that through a reflective process, they can actively foster skills and commitment for improving themselves as individuals and professionals. The course also provides student teachers opportunities to critically read and comprehend texts that are relevant to their professional development, some of which may include the suggested advanced readings in the curriculum document.</p>
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<p><b>Programme Specific Outcome(s)</b></p>	<p><b>PSO1.</b> Understand the elementary school and elementary school child;</p> <p><b>PSO2.</b> Examine the issues in elementary education in the context of the socio-economic realities of the contemporary Indian Society;</p> <p><b>PSO3.</b> Integrate content, processes and context of learning and organize curricular experiences;</p> <p><b>PSO4.</b> Construe education of elementary school children in continuum and establish organic linkages with the early childhood teacher education and secondary teacher education programmes;</p> <p><b>PSO5.</b> Understand the importance of conceptual blending of theoretical understanding available in several cognate disciplines and to appreciate the gestalt! Emerging from the conceptual blending.</p> <p><b>PSO6.</b> Integrate the emerging gender, disability, environment perspectives in teaching and learning.</p> <p><b>PSO7.</b> Understand various perspectives of learning and of how knowledge is constructed by an elementary school child;</p> <p><b>PSO8.</b> Develop an understanding of the various child friendly and child-sensitive approaches and strategies of transacting learning experiences in different curricular and co-curricular areas at the elementary level;</p> <p><b>PSO9.</b> Develop skills and competencies of organizing learning experiences;</p> <p><b>PSO10.</b> Foster the integrated and holistic development of student teachers through life enrichment and development of self;</p> <p><b>PSO11.</b> Get acquainted with the structure and dynamics of school organization and its interaction with the community;</p> <p><b>PSO12.</b> Develop an appreciation of the role of the teacher in the prevailing socio-cultural and political system in general and the educational system in particular;</p> <p><b>PSO13.</b> Integrate the emerging ICT perspectives in teaching and learning; internalize civic, democratic and constitutional values and participate in day-to-day</p>
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	<p>life with civic responsibilities and humanistic values.</p> <p><b>PSO14.</b> Internal Civic, democratic and Constitutional Values and Participate in day-to-day life with civic responsibilities and humanistic values.</p>
<b>Course Outcomes</b>	
<b>Courses</b>	<b>Outcomes</b> (The student will be able to)
DLED111CCT Childhood and Child Development	<p><b>CO1.</b> Describe general conceptions about child and childhood (specifically with reference to the Indian social context).</p> <p><b>CO2.</b> Give a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood.</p> <p><b>CO3.</b> Classify different aspects of a child's physical, motor, social and emotional development.</p> <p><b>CO4.</b> Describe process of children with diverse abilities in social, cultural context.</p> <p><b>CO5.</b> Discuss hands-on experiences to interact with children, and training in methods to understand aspects of the development of children.</p>
DLED112CCT Society, Education and Curriculum	<p><b>CO1.</b> Explain the meaning, aims, and purposes of education</p> <p><b>CO2.</b> Identify and question one's own long-established presumptions on knowledge, school and education</p> <p><b>CO3.</b> Identify the linkage between knowledge, power and curriculum</p> <p><b>CO4.</b> Explain the student teachers to divergent educational perspectives and practices to realize the aims of education</p>
DLED113CCT Pedagogy across Curriculum and ICT Integration	<p><b>CO1.</b> Describe Pedagogy conceptions and perspectives.</p> <p><b>CO2.</b> Critically examine the terminologies and notions associated with child-centered education such as Activity based learning, Joyful learning, CCE, IQ, Merit</p> <p><b>CO3.</b> Explain Pedagogy resources and practice.</p> <p><b>CO4.</b> Describe ICT based learning processes and resources: Creating learning environments, ICT supporting pedagogic practices; Educational games</p> <p><b>CO5.</b> Describe ICT integration with assessment: Mapping of Assessment tools; Portfolio assessment; Rubrics; Managing Data.</p>
DLED114CCT Understanding Language and Early Language Development	<p><b>CO1.</b> Explain the nature of language</p> <p><b>CO2.</b> Identify and correlate the interplay of language and society</p> <p><b>CO3.</b> Classify different genres of literary texts</p> <p><b>CO4.</b> Write down the processes of language acquisition and learning</p> <p><b>CO4.</b> Describe the significance and acquisition of early literacy in the larger context of school curriculum.</p>
DLED111EPP	<p><b>CO1.</b> Discuss art and craft, the need to appreciate it in different forms; the scope</p>

Arts in Education	<p>and purpose of art education and art as the basis of education.</p> <p><b>CO2.</b> Describe the perspective and appreciation of art, nature, and human existence relationship.</p> <p><b>CO3.</b> Critically analyze the current trends in art education and develop a possible scenario for art for change</p> <p><b>CO4.</b> Identify the range of traditional art forms and working with hands.</p> <p><b>CO5.</b> Classify diverse music forms and the role of music in human cultures.</p> <p><b>CO6.</b> Create and present pieces of art: using visual arts and crafts</p> <p><b>CO7.</b> Create and present pieces of performance art using music and movement</p> <p><b>CO8.</b> Evolve collective art projects incorporating different art media – into a public festival/event.</p> <p><b>CO9.</b> Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator.</p>
DLED112EPP Understanding Self	<p><b>CO1.</b> Discover and develop open-mindedness, the attitude of a self motivated learner, having self-knowledge and self-restraint.</p> <p><b>CO2.</b> Identify the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.</p> <p><b>CO3.</b> Explain the capacity to facilitate personal growth and social skills in their own students</p>
DLED160CCP Classroom and School Observation	<p><b>CO1.</b> Experience the school in its totality; activities in addition to classroom teaching include school activities.</p> <p><b>CO2.</b> Critically reflect on her own school experiences and keep records of the same.</p> <p><b>CO3.</b> Assess different aspects of children's learning without a focus only on achievement.</p>
DLED111NCT Advanced Course in Yoga Education-I	<p><b>CO1.</b> Explain the principles of yogic practices so as to improve quality of life.</p> <p><b>CO2.</b> Identify yogic Asanas so as to improve physical and mental conditions and emotional equilibrium.</p> <p><b>CO3.</b> Describe the psychological functions, e.g. awareness, concentration, will power.</p> <p><b>CO4.</b> How foster co-operation amongst youth.</p> <p><b>CO5.</b> Discuss Indian cultural practices that support meaningful and relevant educational strategies.</p> <p><b>CO6.</b> How create opportunities to develop ideals, social skills and strengths.</p> <p><b>CO7.</b> Write down the comprehensive view on philosophical concepts of Yoga Philosophy.</p>

	<p><b>CO8.</b> Discuss the importance of Yoga and its implications to human life.</p> <p><b>CO9.</b> Explain the concept of Yoga and practice of various systems of yoga.</p>
DLED211CCT Cognition and Learning	<p><b>CO1.</b> Discuss learner and learning processes with respect to perception, thinking, reasoning, meta-cognition.</p> <p><b>CO2.</b> How do you understand the psychological basis of teaching and learning.</p> <p><b>CO3.</b> How do you understand the process of thinking and learning in children through different theories/perspectives and reflect on their relevance in the teaching-learning process.</p> <p><b>CO4.</b> How different perspectives/theories contribute to an overall understanding of development and the child as a socio-cultural universal.</p> <p><b>CO5.</b> Bring out the implications of theory into the centre of the study of children.</p>
DLED212CCT Pedagogy of Urdu Language	<p><b>CO1.</b> Describe the nature, characteristics and importance of language.</p> <p><b>CO2.</b> Discuss the origin and development of Urdu language.</p> <p><b>CO3.</b> Evaluate the place and order of Urdu Language.</p> <p><b>CO4.</b> Identify the different aspects and types of literature.</p> <p><b>CO5.</b> Bring out the relation between life and literature.</p> <p><b>CO6.</b> Explain concept, principles and methods of teaching Urdu.</p> <p><b>CO7.</b> Identify different activities which develop basic skills of Urdu language.</p>
DLED213CCT Pedagogy of English language	<p><b>CO1.</b> Describe the status of English in Multicultural and multilingual society and the problems faced by the teachers and the students in the process.</p> <p><b>CO2.</b> Discuss the various approaches, methods and techniques of teaching English and implement the same in the classroom</p> <p><b>CO3.</b> Analyze micro process of teaching and learning and the classroom transaction process</p> <p><b>CO4.</b> What are the importance of planning at various stages and implement the same</p> <p><b>CO5.</b> Describe the various techniques of assessment and evaluation and grade.</p>
DLED214CCT	<p><b>CO1.</b> Discuss the School Mathematics Topics and Processes</p>

Pedagogy of Mathematics	<p><b>CO2.</b> Explain different methods of Teaching of School Mathematics</p> <p><b>CO3.</b> Describe the Mathematics Manipulatives and learning Resources</p> <p><b>CO4.</b> Describe the types of Mathematics Assessment and Evaluation</p> <p><b>CO5.</b> Develop mathematical reasoning and problem solving capabilities in children</p> <p><b>CO7.</b> Develop the ability to understand the pedagogic intent of textbooks and mathematics resources</p> <p><b>CO8.</b> Learn to use different forms of assessment to facilitate children's learning.</p>
DLED215CCT Pedagogy of Environmental Studies	<p><b>CO1.</b> Describe the scope of EVS and different perspectives of curriculum organization.</p> <p><b>CO2.</b> Probe children's ideas in science and social science</p> <p><b>CO3.</b> Plan and carry out classroom at the level of lower primary level( Class I-V)</p> <p><b>CO4.</b> Explain different methods and approaches of teaching environmental studies emphasizing child centred and child friendly experience based, activity based and competency based approaches to teaching.</p> <p><b>CO5.</b> Assess children's learning using different pathways.</p>
DLED260CCP Micro Teaching & Reflective Teaching	<p><b>CO1.</b> Equip and empower the student teachers with the skills, competencies required to handle a real classroom.</p> <p><b>CO2.</b> Period plan is prepared with all the required procedures and practiced before their peers and teacher educators.</p> <p><b>CO3.</b> Peer group act as students and also give feedback.</p> <p><b>CO4.</b> Student teachers will develop clear understanding &amp; competencies to transact curriculum in a desirable procedure by practicing in a simulated situation.</p>
DLED211NCT Proficiency in English Language- I	<p><b>CO1.</b> Strengthen the student teachers own English language proficiency.</p> <p><b>CO2.</b> Brush up their knowledge of grammatical, lexical and discourse systems in English.</p> <p><b>CO3.</b> Enable students to link this with pedagogy.</p> <p><b>CO4.</b> Re-sequence units of study for those who may have no knowledge of English.</p>
DLED311CCT Education in Contemporary Indian Society	<p><b>CO1.</b> Discuss the historical and socioeconomic trends of Indian society in order to be able to appreciate the interrelatedness of education and the wider context.</p> <p><b>CO2.</b> Critically analyze the diversity and heritage of Indian society</p> <p><b>CO3.</b> Examine inequalities that plague Indian society and challenges of achieving social justice.</p> <p><b>CO4.</b> Identify the relationship between the public context of education and the Indian Constitution in a democratic country like ours, especially in shaping the aims of equity, quality, justice and inclusion in education</p> <p><b>CO5.</b> Examine the nature of manifestation of social diversity in classrooms, revisit one's general presumptions and reflect on one's role as a teacher</p> <p><b>CO6.</b> Describe the vision of a school, community and society from a liberal,</p>

	humane perspective.
DLED312CCT School Culture, Leadership and Teacher Development	<p><b>CO1.</b> What do you understand the concept of School Culture.</p> <p><b>CO2.</b> How to gain an insight into importance of School Leadership.</p> <p><b>CO3.</b> How to develop an understanding of various components of School Management.</p> <p><b>CO4.</b> How to acquaint learners with concept and process of School Resource Management.</p> <p><b>CO5.</b> Discuss about creation and management of infrastructural facilities for Quality Education.</p> <p><b>CO6.</b> Explain the management set up of schools and institutions related to it.</p> <p><b>CO7.</b> Describe the concept and importance of continuous Professional development in Education.</p> <p><b>CO8.</b> How to get an insight into Teacher and Teacher Development Programmes.</p>
DLED311EPP Work and Education	<p><b>CO1.</b> Describe the broad conception of work and work ethics.</p> <p><b>CO2.</b> Getting awareness about the precautions to be taken while including work within school.</p> <p><b>CO3.</b> Appreciate the importance of teachers in actively participating in all work assigned to children.</p>
DLED360CCP School Internship and Practice Teaching (SIPT-I)	<p><b>CO1.</b> To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.</p> <p><b>CO2.</b> To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.</p> <p><b>CO3.</b> To be able to innovate within existing systemic limitations.</p> <p><b>CO4.</b> To learn to conduct meaningful classroom activities by careful selection and organization of such activities.</p> <p><b>CO5.</b> To critically reflect on her own school experiences and keep records of the same.</p> <p><b>CO6.</b> To learn to assess different aspects of children's learning without a focus only on achievement.</p>
DLED311NCT Advanced Course in Yoga Education-II	<p><b>CO1.</b> Explain the principles of yogic practices so as to improve quality of life.</p> <p><b>CO2.</b> Identify yogic Asanas so as to improve physical and mental conditions and emotional equilibrium.</p> <p><b>CO3.</b> Describe the psychological functions, e.g. awareness, concentration, will power.</p> <p><b>CO4.</b> How foster co-operation amongst youth.</p> <p><b>CO5.</b> Discuss Indian cultural practices that support meaningful and relevant educational strategies.</p> <p><b>CO6.</b> How create opportunities to develop ideals, social skills and strengths.</p>

	<p><b>CO7.</b> Write down the comprehensive view on philosophical concepts of Yoga Philosophy.</p> <p><b>CO8.</b> Discuss the importance of Yoga and its implications to human life.</p> <p><b>CO9.</b> Explain the concept of Yoga and practice of various systems of yoga.</p>
<p>DLED411DST</p> <p>Urdu Language Education</p>	<p><b>CO1.</b> Describe the objectives of teaching Urdu language.</p> <p><b>CO2.</b> Discuss the importance and steps of lesson planning of Urdu language.</p> <p><b>CO3.</b> Evaluate the specific characteristics of Urdu Language Teacher.</p> <p><b>CO4.</b> Describe the importance of TLM in Urdu Language teaching learning.</p> <p><b>CO5.</b> Describe the principles of curriculum development in Urdu language and literature.</p> <p><b>CO6.</b> Explain concept, principles and methods of teaching Urdu.</p> <p><b>CO7.</b> Identify different activities which develop basic skills of Urdu language.</p> <p><b>CO8.</b> Identify different institutes which helping in development of Urdu language.</p> <p><b>CO9.</b> Describe the tools and techniques of measurement, evaluation and test in Urdu language.</p> <p><b>CO10.</b> Explain the CCE and preparation of Scholastic Achievement Test.</p>
<p>DLED412DST</p> <p>English Language Education</p>	<p><b>CO1.</b> Explain the Skills of reading critically</p> <p><b>CO2.</b> Able to Responding to and interpreting independently various narrative texts</p> <p><b>CO3.</b> Appreciate diversity of language as reflected in narrative texts.</p> <p><b>CO4.</b> Acquiring different registers related to various subject disciplines and domains.</p> <p><b>CO5.</b> Discuss the Unlimited and diverse sources of materials for a language class beyond textbooks.</p> <p><b>CO6.</b> Describe Handling aspects of grammar not in isolation but by creatively integrating it with text.</p>
<p>DLED413DST</p> <p>Mathematics Education</p>	<p><b>CO1.</b> Describe the content areas of mathematics at the upper primary level including algebraic and geometric thinking</p> <p><b>CO2.</b> Describe constructivism in relation to mathematics learning.</p> <p><b>CO3.</b> Analyse research-based practices for improving mathematics instruction</p> <p><b>CO4.</b> Explain pedagogies to facilitate conceptual understanding by learning to engage children in activities and problem solving</p> <p><b>CO5.</b> Describe strategies to create an inclusive mathematics classroom</p> <p><b>CO6.</b> Develop capabilities to engage children in Mathematisation processes - communicating, reasoning, argumentation, justifying, generalising, representing, problem-solving, and connecting.</p> <p><b>CO7.</b> Develop the ability to understand the pedagogic intent of textbooks and mathematics</p>



	<p>resources</p> <p><b>CO8.</b> Learn to use different forms and strategies of assessment to facilitate children's learning,</p> <p>improve their own instruction and the evaluation process</p> <p><b>CO9.</b> Learn to communicate precisely in mathematics and thereby enabling children to build their mathematics communication skills</p> <p><b>CO10.</b> Explore technology enabled tools enhance teaching learning processes</p>
<p>DLED414DST</p> <p>Science Education</p>	<p><b>CO1.</b> Revisit their own conceptual understanding of science.</p> <p><b>CO2.</b> To engage student teachers with various aspects of the nature of science.</p> <p><b>CO3.</b> To help student teachers understand children's ideas in relation to cognitive development and children understands of scientific concepts.</p> <p><b>CO4.</b> To help student teachers select and use appropriate teaching-learning and assessment strategies.</p> <p><b>CO5.</b> To enable student teachers to view science as an inclusive and a democratic enterprise.</p>
<p>DLED415DST</p> <p>Social Science Education</p>	<p><b>CO1.</b> Developing an understanding of the social world through the disciplines of social science, such as, history, geography, politics, etc. and appreciating their interconnectedness in facilitating such an understanding;</p> <p><b>CO2.</b> Promoting critical thinking to examine different viewpoints and assumptions and differentiating between fact and opinion and identifying bias and prejudice;</p> <p><b>CO3.</b> Encouraging use of strategies and approaches facilitating effective inquiry and problem-based teaching in social sciences in a manner that enhances curiosity of children and develops their abilities to critically reflect on the existing society;</p> <p><b>CO4.</b> Establishing connections between the knowledge gained in the social science classroom to the social world outside;</p> <p><b>CO5.</b> Building skills at gathering, organising, managing, interpreting and analysing data;</p> <p><b>CO6.</b> Using varied assessment techniques to assess in depth knowledge and critical abilities.</p>
<p>DLED411CCT</p> <p>Integrating Gender and Inclusion Perspectives in Education</p>	<p><b>CO1.</b> Describe a comprehensive and critical understanding on disability, marginalization and inclusive education.</p> <p><b>CO2.</b> Discuss how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.</p> <p><b>CO3.</b> Focus on the structures (implicit and explicit) in our schools that serve as a hindrance to the inclusion of all students.</p> <p><b>CO4.</b> Deliver pedagogy, curricula that engage all students, including those with disabilities to address inequality and diversity in Indian classroom.</p> <p><b>CO5.</b> Integrate learning's on gender and inclusion across all courses</p>
DLED412CCT	<p><b>CO1.</b> Understand the definition and importance of early childhood years as</p>

Early Childhood Care Education	<p>foundation for lifelong learning and development.</p> <p><b>CO2.</b> Develop sensitivity regarding stage wise differences in developmental needs and characteristics of children in early, middle and late childhood years and implications for elementary stage of education.</p> <p><b>CO3.</b> Understand principles and methods of developmentally appropriate ECCE curriculum and its significance for school education.</p> <p><b>CO4.</b> Understand the importance of Home School and community links in early childhood care and education.</p>
DLED413CCT Yoga, Physical and Health Education	<p><b>CO1.</b> To build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants framework.</p> <p><b>CO2.</b> To understand the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns.</p> <p><b>CO3.</b> Equip them to know their health status, identify health problems and be informed for taking remedial measures;</p> <p><b>CO4.</b> Make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;</p> <p><b>CO5.</b> To build knowledge and skills on teaching health and physical education and integration of their themes with other curricula areas of teacher education and school subjects.</p> <p><b>CO6.</b> Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;</p> <p><b>CO7.</b> To link theoretical and conceptual learning with actual school/classroom realities through practical work.</p>
DLED411EPP Value Education and Life skills	<p><b>CO1.</b> Describe the need and importance of value-education and Life skills.</p> <p><b>CO2.</b> To orient the student teachers with the basis of duty-conscious ethics and morality based on a rational understanding of moral personality development of oneself and the child.</p> <p><b>CO3.</b> To enable them to understand the process of Life skills development vis-a-vis as a means of their cognitive and social development</p> <p><b>CO4.</b> To orient the student teachers to draw lessons from principles of life and converting them into moral learning towards moral education.</p>
DLED460CCP School Internship and Practice Teaching (SIPT)-II	<p><b>CO1.</b> To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.</p> <p><b>CO2.</b> To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.</p> <p><b>CO3.</b> To be able to innovate within existing systemic limitations.</p> <p><b>CO4.</b> To learn to conduct meaningful classroom activities by careful selection and organization of such activities.</p> <p><b>CO5.</b> To critically reflect on her own school experiences and keep records of the</p>

	<p>same.</p> <p><b>CO6.</b> To learn to assess different aspects of children's learning without a focus only on achievement.</p>
<p>DLED411NCT</p> <p>Proficiency in English Language- II</p>	<p><b>CO1.</b> Strengthen the student teachers own English language proficiency.</p> <p><b>CO2.</b> Brush up their knowledge of grammatical, lexical and discourse systems in English.</p> <p><b>CO3.</b> Enable students to link this with pedagogy.</p> <p><b>CO4.</b> Re-sequence units of study for those who may have no knowledge of English.</p>