Curriculum and Syllabus of Post Graduate Diploma in Indic way of Teaching and Learning (PGDITL) (Practical and Theory)

Aims of the programme:

The main objectives of the course are to equip teachers with skills and a mindset suitable to guide learners to skills and value systems needed for a modern world that draws as much from ancient Indian wisdom as well as new age developments.

The outcome of the programme:

After completion of this course, a candidate will be able to:
- combine modern education with material drawn from Indian Knowledge Systems (IKS).
- teach in any NEP compliant, contemporary school
- handle the complex classroom requirements such as differentiation, collaborative learning and inter as well as multidisciplinary projects.
- adapt to digital classroom conditions.
- adapt to handling young learners coming from different linguistic backgrounds.
- track development of learners in terms of concept development in subjects as well as attitudes.
- find ways to instill values and self-awareness in their learners.
- value the legacy of the Indian civilisation.

Who is the Course for?

This program of PG Diploma in Indic way of Teaching and Learning (PGDITL) is designed to provide training to prospective as well as teachers currently in service in the KG-12 school sector, irrespective of the Board, the school is affiliated to.

Regulations and Eligibility

I.   Candidates for the Post Graduate Diploma in Indic way of Teaching and Learning (PGDITL) are required to have completed a bachelor's degree in any discipline from any recognized university before completing this diploma programme.

II.   The admissions to PGDITL will be made by Central Sanskrit University.

Course of Study & Mode of Teaching and Instruction

I.   This programme will be of **one academic year**.
II. The mode of delivery will be **Online** and will consist of online webinars which will be recorded and access will be provided. There will also be one contact programme in Bengaluru along with practical examinations. Candidates are encouraged to sign up with nearby schools, formal or informal for practice.
III. There will be four compulsory modules, two electives and one practical module.
IV. Candidates who have completed B.A in Sanskrit or English will still need to pass the Sanskrit and English examination.
V. The medium of instruction will be English. Sanskrit will be used while the original texts in Ganitam and Vigyanam are taught.

VI. Language for assessment is mentioned in the Question Paper Structure section.

Evaluation Process

I. The examination shall include one examination paper for each module at the end of one year.

II. There will be a 40 marks' internal assessment (Formative Assessment -FA) for each paper and 60 marks of written examination for each paper at the end of the year for the compulsory and elective papers.

III. The Formative Assessment is a continuous evaluation process which shall include research submissions, essays or short audio video recordings. The examiner will declare the marks awarded to each candidate.

IV. The Practical examination will consist of the following: 40 marks for the preparation of portfolios submitted, 60 marks for the year-end examination which will include only reflection on practices and improvement plans for 20 marks, response to case studies for 20 marks and observation of practice teaching by experts (20 marks)

V. The practical examination will happen along with contact classes held in Bengaluru.

VI. A candidate doing the PGDITL Program has to secure a minimum of 40% marks in continuous evaluation / formative assessment of a course and 40% in the terminal examination of that course separately in order to become eligible for the award certificate of PGDITL. A candidate who scores below 40% in the formative assessments will not be allowed to sit in the final examination.

VII. On the basis of the aggregate marks obtained in all the courses (theory and practice), the division will be awarded as under.

Division Aggregate

| - 60% and above
‖ - below 60% to 50 %
III - below 50 % to 45 %
Pass- 40%
Fail/ Unsuccessful - Less than 40 %
(Candidates who obtain marks below 40% or who miss attending the Terminal examination will be declared unsuccessful.)

Suitability

- The diploma programme trains teachers in IKS as well as modern requirements for teachers, so that they are well equipped to handle both a modern school employing latest methods, as well as those interested in reviving ancient best practices and the values attached to them.
- Suitable for CBSE, State Boards or any board of education, for any class level from I to XII in the subjects candidates have chosen.
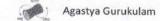- For those already employed in schools this will help in upskilling.

Programme and Course Structure

CORE COMPULSORY PAPERS

Paper No	Code	Title	Credits	FA Marks	Final Examination Marks	Total
1	PGDITL 01	Sanskrit Language	6	40	60	100
2	PGDITL 02	English Language	6	40	60	100
3	PGDITL 03	Modern and Indic Teaching Methodology	6	40	60	100
4	PGDITL 04	Modern Indian Classroom Challenges	6	40	60	100

ELECTIVE SUBJECTS (SELECT 2)

E1 or E3, E2 or E4a/E4b

Paper No	Code	Title	Credits	FA Marks	Final Examination Marks	Total
1	PGDITL E1	Bharateeya Ganitam-Elective	6	40	60	100
2	PGDITL E2	Bharateeya Vingyanam-Elective	6	40	60	100
3	PGDITL E3	Itihaasa - Elective	6	40	60	100
4a or 4b	PGDITL E4	Pedagogy in Language Elective Sanskrit(4a) or English (4b)	6	40	60	100

PRACTICAL

Paper No	Code	Title	Credits	FA Marks	Final Examination Marks	Total
1	PGDITL P1	Practice Teaching	4	40	60	100

Scheme of Examination

Code	Title	Credits	FA Marks	Final Examination Marks	Total
PGDITL 01	Sanskrit Language	6	40	60	100
PGDITL 02	English Language	6	40	60	100
PGDITL 03	Modern and Indic Teaching Methodology	6	40	60	100
PGDITL 04	Modern Indian Classroom challenges	6	40	60	100
PGDITL E1 or E3	Baharateeya Ganitam or Itihaasa	6	40	60	100
PGDITL E2 or E4a/E4b	Bharateeya Vingyanam / Teaching Language (English or Sanskrit)	6	40	60	100
PGDITL P1	Practice Teaching	4	40	60	100
		40	280	420	700

Question Paper Structure

Paper 1- Sanskrit- Reading Comprehension, Writing, Vyakaranam – 60 marks. Answers should be written in Sanskrit
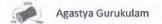
Paper 2- English- Reading, Writing, Grammar- 60 marks. Answers should be written in English.

Paper 3- Methodology- Multiple Choice, Brief answers, Case study-based answers- 60 marks. Answers should be written in English.

Paper 4- Challenges in the Modern classroom- Multiple Choice, Brief answers, Case study-based answers- 60 marks. Answers should be written in English.
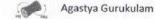
Paper 5- E1- Multiple Choice, Solving Sums, Word Problems. Answers can be written in English or Sanskrit.

E2- Multiple Choice, Short answers, Long answers, Diagrams. Answers can be written in English or Sanskrit.

E3- Multiple Choice, Short answer, Long Answer, Source based questions, Map based questions. Answers should be written in English. References can be made to original Sanskrit texts.

E4a- Multiple Choice and Brief answers - 60 marks. Answers should be written in Sanskrit.

E 4b- Multiple Choice, Brief answers and Scenario based questions- 60 marks. Answers should be written in English.

Course Description

Credits 40 (Hours 96 to 120 hours totally per paper), 6 papers and 1 Practical.
1 Credit is equal to 16-20 hours.

PGDITL 01: Introductory Sanskrit Language

Course Objective: To develop a basic competency in Sanskrit language.
Course Outcome: By the end of the course candidates will be able to

- Comprehend Sanskrit texts suitable for academic purposes at the school level.
- Develop enough vocabulary to complete a page long academic write up on their own.
- Develop fluency enough to hold basic conversation with learners as well as colleagues.
- Listen to people speaking in Sanskrit, comprehend and respond appropriately.

Credits: 6 (1 Credit is equal to 16-20 hours). Includes lecture hours, Self-study, preparation and practice hours.

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a) **सम्भाषणम् - Speaking**

- सरलमानकसंस्कृतसम्भाषणम्
- दोषरहितप्रयोगाः
- वस्तु-परिज्ञानम्
- अव्ययम्
- सङ्ख्या समयश्च

a) **व्याकरणम् - Grammar**

- प्रयोगाः (कर्तरि, कर्मणि, भावे च)
- लकारज्ञानम् (लट्, लङ्, लृट्, लोट्, विधिलिङ्)
- परस्मैपदी, आत्मनेपदी, उभयपदी च – धातूनां परिचयः
- विभक्तिपरिचयः
- कारकपरिचयः
- सन्धिपरिचयः
- समासपरिचयः
- कृदन्तप्रयोगाः (क्त्वा, तुमुन्, तव्यत्, अनीयर्, क्तवतु, क्त, शतृ, शानच्, णिच्)

b) **लेखनम् - Writing**

- अनुच्छेदलेखनम्
- प्रबन्धलेखनम्
- पत्रलेखनम्

- चित्राधारितलेखनम्

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2. दोषरहितप्रयोगाः - अभ्यासपुस्तकम् - संस्कृतभारती पब्लिकेशन्स्
3. वस्तु-परिज्ञानम् - चित्रमयकोषः - संस्कृतभारती पब्लिकेशन्स्
4. अव्ययम् - अभ्यासपुस्तकम् - संस्कृतभारती पब्लिकेशन्स्
5. सङ्ख्या समयश्च - सङ्ख्याप्रपञ्चः - संस्कृतभारती पब्लिकेशन्स्
6. प्रयोगाः (कर्तरि, कर्मणि, भावे च) - प्रयोगविस्तरः - संस्कृतभारती पब्लिकेशन्स्
7. लकारज्ञानम् (लट्, लङ्, लृट्, लोट्, विधिलिङ्)
8. परस्मैपदी, आत्मनेपदी, उभयपदी च – धातूनां परिचयः
9. विभक्तिपरिचयः - विभक्तिवल्लरी - संस्कृतभारती पब्लिकेशन्स्
10. कारकपरिचयः - कारकम् - संस्कृतभारती पब्लिकेशन्स्
11. सन्धिपरिचयः - सन्धिः - संस्कृतभारती पब्लिकेशन्स्
12. समासपरिचयः - समासः - संस्कृतभारती पब्लिकेशन्स्
13. कृदन्तप्रयोगाः (क्त्वा, तुमुन्, तव्यत्, अनीयर्, क्तवतु, क्त, शतृ, शानच्, णिच्) -
    a. कृदन्तरूपनन्दिनी, शतृशानजन्तमञ्जरी - संस्कृतभारती पब्लिकेशन्स्
14. Any Story book of संस्कृतभारती पब्लिकेशन्स्
15. अनुच्छेदलेखनम्
16. प्रबन्धलेखनम्
17. पत्रलेखनम्
18. चित्राधारितलेखनम्

PGDITL 02: English Language for Academic Purposes

Course Objective: To develop basic competency in English language skills.
Course Outcome: By the end of the course candidates will be able to
- Read and comprehend fiction, non-fiction and poems normally used in schools.
- Write essays on academic topics and reflect on their work using appropriate jargons and language style.
- Listen to and respond to talks and videos on a variety of topics.
- Participate in discussions and explain key concepts using appropriate style and vocabulary.

Credits: 6 (1 Credit is equal to 16-20 hours). Includes lecture hours, Self-study, preparation and practice hours.

a) Reading:
- Fiction genres like short story, science fiction, fable, fantasy, historical and Drama
- Non-fiction like explanatory texts, articles, news reports, instructional writing and formal and informal letters.
- Poetry genres like modern poems, elegies, odes and sonnets as well as Haiku, Tanka and shape poems

b) Listening & Speaking
- Debates, discussions, formal conversations and raising questions as well as responses to questions, videos and speeches.

c) Grammar
- Common Grammar usages including all parts of speech

d) Vocabulary
- Different jargons and thematic vocabulary introduced with reading and writing

Credits: 6 (1 Credit is equal to 16-20 hours). Includes lecture hours, Self-study, preparation and practice hours.

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2. Strengthen your writing- V R Narayanaswamy- Orient Black Swan
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4. Intermediate English Grammar- Raymond Murphy- Cambridge University Press
5. Best of Ruskin Bond- Penguin

6. The Very best of R K Narayan Timeless Malgudi- Rupa Publications
7. Wise and Otherwise A salute to Life- Sudha Murty – Penguin
8. Indian Voices, A course in English Literature and Language- Kshamata Chaudhry & Sanjay Chawla- Orient Black Swan

PGDITL 03: Modern and Indic Teaching and Learning Methodologies

Course Objectives: To orient candidates to the different theories of learning that are the result of research by western educationists, psychologists as well the Indic tradition of teaching and learning.

Course Outcomes: By the end of the course candidates will be able to:

- Explain the different theories of education including the Indic methods
- Identify the application of the theories in practice
- Apply the various methods to classroom situations and the syllabi to be taught.

Credits: 6 (1 Credit is equal to 16-20 hours). Includes lecture hours, Self-study, preparation and practice hours.

a) Bharateeya Shikshan Padhati- An overview on the qualifications of a Guru then and now, a comparison
b) Pedagogical Frameworks available
   - Systems from IKS
   - Modern Learning theories: Constructivism, Experiential Learning, Reflective Learning
   - Current Frameworks: Activity Based Learning, Inquiry Based Learning, Project Based Learning.
   - Strategies currently in use: Differentiation and Scaffolding, Blooms Taxonomy, Zone of Proximal Development
   - Contemplative Learning Prakriya: A comprehensive framework that includes ways to foster swadhyay, samskar and skills by blending ancient pedagogy with modern systems.
c) Assessment: Certification processes currently practiced, Types of Assessments, Applying qualitative methods to track development using criteria from IKS
d) Schools structures:
   a. Features of a Gurukul
   b. Alternative Schools
   c. Vocational education
   d. Higher education
   e. Modern Schools
   f. Micro Schools
   g. Vertically Integrated Schools
e) Current challenges in the system
f) NEP 2020

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6. A Matter of the Heart- Anurag Behar, Westland Publications
7. Un/Common Schooling: Educational Experiments in Twentieth-Century India, Edited by Janaki Nair, Orient Black Swan
8. Dakshin Ashiyayi Kala Mein Seekhnaa Sikhaanaa (Teaching and Learning in South Asian Art) by NC Subramanium, Eklavya
9. The English Medium Myth: Dismantling barriers to India's growth, by Sankrant Sanu , Rajiv Malhotra , Carl Clemens, www.amazon.in
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11. The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson, ASCD
12. Taxonomy of Educational Objectives, Bloom, B. S.- Longman.
13. The Reflective Practitioner, Donald A Schon- Basic Books
14. Mind in society, L S Vygotsky - Harvard University Press
15. The Experiential Educator; Principles and Practices for Experiential Learning, Alice Kolb and David Kolb- Kaunakakai, HI: EBLS Press
16. Learning Theories in childhood, Colette Gray, Sean MacBlain- Sage Publications

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17. Broadfoot, P. M., Daugherty, R., Gardner, J., Harlen, W., James, M. and Stobart, G. (2002) Assessment for learning:
18. Flavell, J. H. (1976) Metacognitive aspects of problem solving. In L. B. Resnick (Ed.),
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22. Assessment for Learning, Papers by Dylan William- https://www.dylanwiliam.org/Dylan_Wiliams_website/Papers.html

PGDITL 04 : Challenges in Modern Classrooms

Course Objective: To know the digital tools, techniques, methods and challenges in engaging learners in the online mode

Course Outcome: By the end of the course candidates will be able to

- Draw up lesson plans which include digital tools to teach in the online mode.
- Engage learners actively and yet limit unwanted online exposure.
- Identify IT tools that will help in engaging learners.
- Handle students with different linguistic backgrounds.
- Explore methods to explain concepts and take assessments in a multilingualism group.

Credits: 6 (1 Credit is equal to 16-20 hours). Includes lecture hours, Self-study, preparation and practice hours.

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a) Digital Literacy:
   i. Definitions, importance and trends
b) Multimedia Literacy
   ii. Understanding multimedia formats: text, images, audio, video
   iii. Creating and curating multimedia content for educational purposes
   iv. Tools and platforms for multimedia creation and editing
   v. Educational Technologies & Digital Platforms
   vi. Learning Management Systems
   vii. Assessment and Analytics
   viii. 21st Century Technologies of Industrial Revolution 4.0
c) Multilingual classrooms
   i. Content Language Integrated Learning (CLIL)- Learning in two languages
   ii. Language as a resource
   iii. Translanguaging contexts, strategies and practices
   iv. Translation vs transliteration
   v. Leveraging languages to engage learners- formal and informal
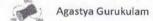   vi. Assessments using different languages

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4. Scaffolding Language, Scaffolding Learning, Coyle, D., Hood, P. & Marsh, D. (2010) -Heinemann
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9. Translanguaging with Multilingual Students: Learning from Classroom Moments, Ofelia Garcia, Tatyana Klein- Routledge
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12. Digital Literacy: A Primer on Media, Identity, and the Evolution of Technology, Second Edition by Ralph Beliveau & Susan Wiesinger
13. The Cambridge Handbook of Multimedia Learning Edited by Richard E. Mayer University of California, Santa Barbara
14. A Beginner's Guide to Learning Analytics Srinivasa KG & Murlidhar

PGDITL E1- Bharateeya Ganitam

Course Objectives: To connect teachers of mathematics to ancient Indian Mathematic systems

Course Outcomes: By the end of the course candidates will be able to:

- Apply the concepts in solving mathematical problems and connect them to the relevant modern mathematics concepts.
- Explain the importance of recitation and memorization of the related shlokas as a pedagogic tool
- Combine traditional IKS related pedagogic tools with the modern.

Credits: 6 (1 Credit is equal to 16-20 hours). Includes lecture hours, Self-study, preparation and practice hours.

Selections from the following texts.

a) Importance of IKS in Ganitam

b) आर्यभटीयम्

    1. सङ्ख्यास्थाननिरूपणम्

    2. वर्गः

    3. घनः

    4. वर्गमूलम्

    5. घनमूलम्

    6. त्रिभुजक्षेत्रफलम्

    7. वृत्तफलम्

    8. भिन्नानां भाजनम्

    9. कलासवर्णनम्

    10. विपरीतकर्म

c) लीलावती

    1. परिभाषाप्रकरणम्

    2. सङ्ख्यास्थाननिर्णयः

    3. परिकर्माष्टकम्

    4. भिन्नपरिकर्माणि

    5. शून्यपरिकर्माणि

    6. प्रकीर्णकानि

    7. सङ्क्रमणं वर्गसङ्क्रमणं च

    8. वर्गकर्म

9. मूलगुणकम्
10. त्रैराशिकम्
11. क्षेत्रव्यवहारः

d) Pedagogical Tools:
- Recitation & Memorisation of verse / formula
- Comprehension - Doing padaccheda (splitting the words), Pratipadartha (word meaning), Anvaya (prose order), Tatparyam (meaning of the verse)
- Application - Nyasa (working out the example problem)
- Vyakaranam - uncoding the Sandhi, Samasa aspects
- Maths Lab applications with concrete objects as well as IT related applications
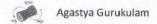- Comprehension - Doing padaccheda (splitting the words), Pratipadartha (word meaning), Anvaya (prose order), Tatparyam (meaning of the verse)
- Application - Nyasa (working out the example problem)
- Vyakaranam - uncoding the Sandhi, Samasa aspects
- Maths Lab applications with concrete objects as well as IT related application

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PGDITL E2- Bharateeya Vigyanam

Course Objectives: To connect teachers of science to ancient Sanskrit treatises

Course Outcomes: By the end of the course candidates will be able to:

- Make connections with relevant portions of Sanskrit texts.
- Explain modern science using reasoning from ancient Sanskrit treatises.
- List relevant shlokas that can be used in schools.

Credits: 6 (1 Credit is equal to 16-20 hours). Includes lecture hours, Self-study, preparation and practice hours.

The following chapters will contain shlokas from the source texts given in brackets

a) **Importance** of IKS in Vigyanam

b) **Science**
- Classification methods

[Source text: तर्कसंग्रह (पदार्थः, द्रव्य, गुणाः,)]

c) **Medicine/Biology**
- Types of land,
- स्वस्थ,
- आहार विधि,
- सप्त-धातु,
- त्रिदोष,
- पञ्चमहाभूत,
- दिनचर्या,
- पथ्य अपथ्य विचार,
- आहार निद्र ब्रह्मचर्य,
- सद्वृत्त,
- ऋतुचर्या,
- साम्यावस्था,
- रसायन,
- शरीर स्थान

[Source Texts: वृक्षायुर्वेदः, भावप्रकाशः, वैद्यकीयसुभाषितम्, चरकसंहिता, सुश्रुतसंहिता]

d) **Chemistry**
- रस शास्त्र,
- रसा (परदा, शिलाजित, अभ्रक, लोह),

- Alchemy and transformation,
- Metallurgy

[Source Texts: रसरत्नसमुच्चयः, रसार्णवः]

e) **Environmental Sustainability**

Environmental Sustainability

[Source Texts: याज्ञवल्क्यसृतिः]

f) **Planets and Galaxy**

- Planets,
- Stars,
- Solar System,
- Planetary movements,
- rainfall prediction,
- सूर्य ग्रहणं, चन्द्र ग्रहणं,
- Shape of the Earth,
- Latitudes, Longitudes,
- Planetary influence,
- Time and Measurements

[Source Texts: बृहत्संहिता, सिद्धान्तशिरोमणी, सूर्यसिद्धान्तः, भृगुसंहिता]

g) **Machines**

- Simple Complex machines,
- Levers,
- Pulleys,
- Inclined Planes,
- Force & Motion,
- Water lifting devices,
- Energy,
- Materials used

[Source Text: यन्त्रार्णवः]

h) **Agriculture**

- Horticulture,
- Types of Gardens,
- Tree care,
- Criteria to choose trees,
- Role of trees in the ecosystem,
- Sacred trees,
- Medicinal plants,
- Soil,
- Rainwater harvesting,
- Types of farming

[Source Texts: उपवनविनोदः, कृषिपराशरः]

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PGDITL E3- Bharateeya Itihaasa

Course Objectives: To connect with India's past as it happened
Course Outcomes: By the end of the course candidates will be able to:

- Identify causes and effects of historical events as reflected in India's original sources of information.
- Identify myths and contrast them with reality regarding Indian history.
- Identify different strands in Indian history and understand the development as seen through Indian texts.

Credits: 6 (1 Credit is equal to 16-20 hours). Includes lecture hours, Self-study, preparation and practice hours.

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a) Sources of Bharateeya Itihaasa and their importance
b) Out-of-India Theory- As opposed to Aryan Invasion Theory
c) Integral Unity of India
- Diversity in language, script and landforms
- Unity in thought
a) A study of Jati Varna System
- Origins of Jati Varna system
- Its Import in ancient India
- Modern considerations
b) Importance of the sea in Indian history
- References to the sea in Ancient Literature
- Maritime achievements
c) Occupations down the ages
- Agrarian to Industrialisation
- Training in Universities
d) Democratic Traditions of Bharat
- References to public opinion
- Public debates
- Conclaves of Schools of Thought

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Complete but not limited to

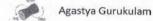1. An Advanced History of India, RC Majumdar, www.archive.org

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PGDITL E 4(a)- Sanskrit Language Teaching

Course Objective: To develop a basic competency in Sanskrit language teaching skills.
Course Outcome: By the end of the course candidates will be able to
- Draw up a plan to teach the components of Sanskrit Language in an age appropriate manner.
- Identify modes and tools of assessments both formative and summative to assess learning levels
- Explain the importance of integration of LSRW skills.
- Details ways to develop skills special to the language such as Kathastheekaranam, Vyakaranam and Prosody where applicable.

Credits: 6 (1 Credit is equal to 16-20 hours). Includes lecture hours, Self-study, preparation and practice hours.

a) रामोदन्तम्
b) सङ्क्षेपरामायणम्
c) गीतकाव्यम्
d) कण्ठस्थीकरणम्

    a. अमरकोष:

    b. धातुपाठ:

    c. नीतिशतकम्

a) दृश्यकाव्यम्

    a. अभिज्ञानशाकुन्तलम्, भाषा

b) श्रव्यकाव्यम्

    a. पद्यम् -कालिदास:- रघुवंशम्, कुमारसंभवम्,
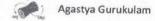
    b. गद्यम्- बाणभट्ट:,-कादम्बरी

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8. दृश्यकाव्यम् - चौखम्बा पब्लिकेशन्स्
9. अभिज्ञानशाकुन्तलम्, भाषा - चौखम्बा पब्लिकेशन्स्
10. श्रव्यकाव्यम् - चौखम्बा पब्लिकेशन्स्
11. पद्यम् -कालिदासः- रघुवंशम्, कुमारसंभवम्, - चौखम्बा पब्लिकेशन्स्
12. गद्यम्- बाणभट्टः,-कादम्बरी - चौखम्बा पब्लिकेशन्स्

PGDITL E4 (b) : English Language Teaching

Course Objective: To develop a basic competency in English language teaching skills.
Course Outcome: By the end of the course candidates will be able to

- Draw up a plan to teach the components of English Language in an age appropriate manner.
- Identify modes and tools of assessments both formative and summative to assess learning levels
- Explain the importance of integration of LSRW skills.
- Explain grammar usage according to contexts.

Credits: 6 (1 Credit is equal to 16-20 hours). Includes lecture hours, Self-study, preparation and practice hours.

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a) Popular Approaches to ELT
   - Communicative language teaching
   - Task based language teaching
b) Microskills in LSRW
c) Student-centred teaching methods in LSRW
d) Grammar Teaching
   - Teaching through games
e) Vocabulary building
f) Genres in Literature, Fiction and non-fiction
g) Analysis- annotation of reading to identify audience and purpose
h) Assessment:
   - Extrapolation,
   - Book reviews
a) Pedagogy- Deconstruction of reading and identifying templates for writing,
   - Staging plays,
   - Recitation of poems,
   - Adapting stories to scripts
   - Collaborative techniques
   - Platforms for displaying understanding

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5. Master the Approaches and Methods of Teaching English, Dr Jayanathi N L N- Bookscape

PGDITL P-01- Practical

Course Objective: To develop a basic competency by teaching.
Course Outcome: By the end of the course candidates will be able to
- Draw up a unit and lesson plan in the subject they have undertaken.
- Transact a series of lessons and collect evidences of learning.
- Prepare a portfolio and explain the strategies used with reasons why they were used.
- Reflect on aspects that went well and identify areas that need improvement.
- Map learner performance to teaching practices.

Credits: 4 (1 Credit is equal to 16-20 hours). Includes Guidance time with expert, Self-study, preparation time, Peer observation and Practice teaching.

a) Prepare a complete unit plan and teach in a school.
b) Collect evidences of learning along with a portfolio.
c) Write a reflection on what went well, the reason why they selected certain strategies and the improvement they have to make.

Bibliography
Complete but not limited to

Contemplative Learning Prakriya, A Handbook for Teachers, Nithya Sundaram, A digital copy will be provided to all candidates
Lesson Plan templates, Unit plan templates, will be provided to all candidates