

## **Course 101- Childhood and Development of Children**

**Maximum Marks: 100**

**Theory (External): 70, Practicum (Internal): 30**

**Student Contact Hours: 140**

### **Rationale and Aim**

This course on Child Studies is visualized as the first systematic introduction of the D.El.Ed. Student-teachers to the study of childhood and children. The purpose of this course is to equip the student-teachers with the background knowledge that he/she needs to develop an understanding of the elementary school child and his/her socio-cultural contexts. This background includes a critical engagement with theories, as well as socio-cultural issues in the world of children and childhood. Building upon the above, the aim is to build sensitivity towards children's developmental needs and capabilities, within their socio-cultural context.

### **Specific Objectives**

- To review general conceptions about child and childhood (specifically with reference to the Indian social context)
- To develop a sensitive and critical understanding of the different social/ educational/ cultural realities at the core of the exploration into childhood
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development
- To understand the developmental process of children with diverse abilities in social, cultural and political context
- To encourage interaction with children and training in methods of child study to understand aspects of the development of children

### **Unit 1: Perspectives in Development**

**20Hrs. 15 Marks**

- 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

## **Unit 2: Physical - Motor Development**

**15Hrs. 10 Marks**

- 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 e.g. Play, activities etc.
- Educational implication of the knowledge of motor development

## **Unit 3: Social, Emotional and Moral Development**

**40 Hrs. 25 Marks**

- Social theories and gender development: meaning of gender roles, influences on gender roles, stereotypes, gender in the playground
- Moral development: perspective of Kohlberg and Carol Gilligan's critique; cultural variations in moral reasoning
- Basic understanding of emotions: characteristics and factors affecting emotions
- Development of emotions: types of emotions, development of emotions in early childhood and school years, some emotional problems of children and their psychological handling, attachments- Bowlby & Ainsworth
- Personality development: Meaning, Nature and assessment, Freud: psycho-social development-Erikson: influence of early childhood experiences on later personality

## **Unit 4: Childhood**

**15Hrs. 08 Marks**

- Childhood as a modern construct: childhood in the context of poverty, globalization 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 5: Contexts of Socialization**

**20Hrs. 12 Marks**

- Concept of socialization: family and adult-child relationships; parenting- Baumrind, child rearing practices
- Dealing with children: 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: learning and behavioural difficulties; implications for inclusion

➤ ***Internal Practicum marks will be awarded on the basis of suggested activities given below.***

**30 Hrs. 30 Marks**

### **Suggested activities:**

**Task 1:** Ask Students to collect about ten newspaper articles that involve issues related to parenting and childhood, analyse these and organise discussion in the classroom.

**Task 2:** Hands-on Experience of Methods of Studying Children and Varying Contexts in Childhood. The students can identify any child to understand 5-14 year old children in diverse contexts and use case profile method to study her. The teacher educator could organize the class in such a manner that different students' profile children from varied socioeconomic backgrounds. This would allow for a wide range of data which could be subsequently analysed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learners; first generation learners, street children and slum children; children with special needs. Case Profile Approach may include observations and interview as tools to study socio-cultural contexts, child-rearing practices, expectations from school, dreams and fantasies of the child.

**Task 3:** Students watch a movie (for instance: *Salaam Bombay*, *Stanley ka dabba*, *Udaan*, *Nil battey sannata*, *Barfi*, *Taarey zameen Par* etc.) collectively and reflect on the portrayal of children in the same. Discussion could be held around depiction of children from varying backgrounds, construct of childhood etc.

### **Mode of Transaction**

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

### **Essential Readings**

1. Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development
2. Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction
3. Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood
4. Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage Publications Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites
5. Vasanta, D. (2004). *Childhood, Work and Schooling: Some Reflections*. *Contemporary Education Dialogue*, Vol. 2(1), 5-29
6. Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development, 79-96

## **Readings for Discussion**

1. Aries, P. (1965). Centuries of Childhood-A social history of the family life. Random House Inc. Chapter : The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood
2. Harris, M. and Butterworth, G. (2002). Developmental Psychology: a student's handbook. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology. Two –Year Elementary Teacher Education Programme NCTE
3. Kauffman et al (1993), Exceptional Children. Allyn & Bacon; 6th Ed edition, Boston, USA

## **Advanced readings**

1. Kakkar, S. (1978). Indian Childhood: Cultural Ideas, And Social Reality. New Delhi: Oxford
2. Nambissan, G. (2010). Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF
3. Kakkar S. (1991). The Inner World: A Psycho-analytic study of childhood and society in India. Delhi: Oxford University Press
4. Sandra, L. Bem (1987). Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society, in M.R. Walsh, (ed). The Psychology of Women Harvard University Press Cambridge, 206-226
5. Weiner, M. (1991). The State and the Child in India: Child Labour and Education Policy in Comparative Perspective. Princeton: Princeton University Press

## **Course 102 - Education, Society, Curriculum and Learner**

**Maximum Marks: 100**

**Theory (External): 70, Practicum (Internal): 30**

**Student Contact Hours: 140**

### **Rationale and Aim:**

As future teachers and educators, students (i.e. student teachers) need to have a solid foundation in the core principles and core concepts of education. This paper introduces the philosophical, the sociological, and the historical perspectives on education with a view to initiate inquiries and discussions on significant facets, themes and questions regarding education in India. The present century demands the need to understand the interface between education and society to deal with the issues of prevalent societal inequality and conflict, and address the demands for equality, justice, freedom, dignity and diversity. The philosophical, sociological and historical understanding of education's aims, processes and practices fulfils this need by critically elucidating the linkage that exists between education, knowledge and power.

### **Specific Objectives:**

- To understand and explore the meaning, aims, purposes of education
- To develop understanding of philosophical, sociological and historical dimensions of education
- To identify and question one's own long-established presumptions on knowledge, learner, teacher, education and develop a more meaningful understanding of them
- To expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations

### **Unit 1: Philosophical Understanding of Education**

**30 Hrs. 18 Marks**

- 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
- Understanding the basic assumptions about human nature, society, learning and aims of education
- Ancient Indian Vedic Philosophy of Education and Gurukul System
- Schooling and Education as visualized by different western and Indian thinkers: Rousseau, Dewey, Montessori, Gandhi, Tagore, Krishnamurti, Vivekanand, Gijubhai, Aurobindo and Maharishi Dayanand Saraswati

**Unit 2: Education, Politics and Society****18 Hrs. 12 Marks**

- Prominent characteristics of education in India during colonial rule
- India's Contemporary Education: continuities with and shifts from colonial legacy
- Development of Indian Education System in context of Politics
- Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion
- Teacher and society: A critical appraisal of teacher's status

**Unit 3: Learning, Learner and Teaching****22 Hrs. 14 Marks**

- Learning: concept and nature
- 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 and cultural context

**Unit 4: Knowledge and Curriculum****30 Hrs. 18 Marks**

- 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
- Bodies of knowledge: different kinds of knowledge and their validation processes
- Processes and criteria for curriculum selection and construction
- Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks

**Unit 5: Learning in Changing Scenario****10 Hrs. 8 Marks**

- Education facilitation agencies: MHRD, NCTE, NUEPA, NCERT, CCRT, SCERT, DIET and their role in changing scenario
- Curriculum Frameworks: NCF-2005, NCFTE-2009

- Innovative Teaching–Learning approaches: Web Technologies, MOOC, NROER, SWAYAM Portal, TE Portal, ePathshala, eBasta and other online learning tools

➤ *Internal Practicum marks will be awarded on the basis of activities conducted on the topics from the above Units.* **30 Hrs. 30 Marks**

## Mode of Transaction

- Critical thought and questioning should be the basis for the transaction as well as should be further honed
- Teachers must engage in dialogue and discussion with students minimizing the traditional lecture mode
- Teachers should incorporate seminars, discussions, movie appraisals, group-work, field works, projects and the close reading of articles, policies, documents
- The connections between all the five units must be sought
- The units are to be studied by keeping the socio-historical-political context in mind

## Essential Readings

1. Badheka, Gijubhai. (2001). Baal Shikshan aur Shikshak. Bikaner: Vaagdevi Prakashan.
2. Chanana, Karuna. (2008). Bharat main Prathamik Shiksha main Langik Asamnata: Manavadhikar Paripekshya in Sureshchandra Shukla and Krishna Kumar (Eds.) Shiksha ka Samajshastriye Sandarbh. Delhi: Granthshipli (also available in English S. Shukla and Krishna. Kumar (Eds.) Sociological Perspectives in Education: A Reader. Delhi: Chanakya Publications, 1985.)
3. Dewey, John. (1952). The School and the Child, New York: The Macmillan Company, (Also available in Hindi School aur Bachche Translation: RRCEE)
4. Kumar, Krishna. (1988). What is Worth Teaching. New Delhi: Orient Longman. Chapter 1: What is Worth Teaching? Chapter 2: Origins of the Textbook Culture, Chapter 9: Listening to Gandhi (Also Available in Hindi Shaekshik Gyan aur Varchasav. New Delhi: Granthshilpi.)
5. Palmer, Joy A. et. al (2001). Jean –Jacques Rousseau, John Dewey, Rabindranath Tagore, M.K. Gandhi, Maria Montessori Fifty Major Thinkers on Education From Confucious to Dewey, USA: Routledge



6. Kabir Humayun (1962) Indian Philosophy of Education, Asia Publishing House, Oxford
7. Aggarwal D.D. (2007) Educational Administration in India, Sarup & Sons, New Delhi
8. Educational Philosophy of Swami Vivekananda, Swami Dayanand Saraswati An Educational Philosopher

### **CDs/DVDs for Discussion**

1. CIET/NCERT CD ROM *Four Educational Riddles* by Krishna Kumar
2. Debrata Roy DVD The Poet & The Mahatma
3. Krishnamurthy Foundation India DVD The Brain is Always Recording
4. NCERT CD ROM Battle For School by Shanta Sinha
5. NCERT CD ROM Globalisation and Education
6. Sri Aurobindo Ashram Trust DVD India and Her Future

### **Readings for Discussion**

1. Badheka, Gijubhai (1999). Montessori Paddhati. Chapter 5: Montessori Shala ka Vatavaran. Bikaner: Vaagdevi Prakashan.
2. Dewey, John. (2009). School aur Samaj. Delhi: Aakar. Chapter 2: School aur Bachche ka Jeevan (Also available in English Dewey (2007, 1899) The School and Society Cosimo: New York).
3. Krishnamurti, J. (2006). Krishnamurti on Education. Part I: Talks to Students: Chapter 1: On Education, Chapter 4: On Freedom and Order, Part II: Discussion with Teachers: Chapter 1: On Right Education. Chennai: Krishnamurti Foundation of India.
4. Rousseau, Jacques J. (1979). Emile or on Education, translated by Allan Bloom Basic. 7-18.
5. Sykes, M. (1988). The Story of Nai Taleem, Nai Taleem Samiti, Sevagram: Vardha. Chapter 3: The Seed Germinates, Chapter 4: Basic National Education, (Also available in Hindi Nai taleem Ki Kahani Translation: RRCEE)
6. Thakur, R. (2004). Ravindranath ka Shikshadarshan. Chapter 1: Tote ki Shiksha, Chapter 7: Aashram Shiksha, New Delhi: Granthshipli.
7. Sharma, A.P. (2010) Indian and Western Educational Philosophy, Unicorn Books, New Delhi.

## Advanced Readings

1. Acharya, P. (1996). 'Indigenous Education and Brahminical Hegemony in Bengal', and Shahidullah, Kazi 'The Purpose and Impact of Government Policy on Pathshala: Gurumohashays in Nineteenth Century Bengal'. In Nigel Crook (ed.) *The Transmission of Knowledge in South Asia: Essays on Education, Religion, History and Politics*. New Delhi: Oxford University Press, 98-118.
2. Kumar, K., Oesterheld, J. and Amin, N. (2007). 'Introduction'; 'Education and Culture: India's Quest for a Secular Policy'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia*. New Delhi: Orient Longman.
3. Nambissan, Geetha. B. (2000). 'Identity, Exclusion and the Education of Tribal Communities'. In Rekha Wazir (Ed.) *The Gender Gap in Basic Education: NGOs as Change Agents*. New Delhi: Sage.
4. Nambissan, Geetha. B. (2003). 'Social Exclusion, Children's Work and Education: A View from the Margins'. In Naila Kabeer, Geetha B. Nambissan and Ramya Subrahmanian (eds.) *Child Labour and the Right to Education in South Asia*, 109-142. New Delhi: Sage.
5. Nath, N. (2007). 'Stories of Struggle for Survival: Slum Children's Lives and Voices'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia*. New Delhi: Pearson.
6. Saxena, Sadhana (2007). 'Education of the Masses in India: A Critical Enquiry'. In Krishna Kumar and Joachim Oesterheld (Eds.) *Education and Social Change in South Asia*. New Delhi: Orient Longman.
7. Venkateswar, S. (2007). 'Robbed of Childhood: Child Labour and Domestic Service in South Asia'. In Deepak Kumar Behera (Ed.) *Childhoods in South Asia*. New Delhi

## Course 103 - Pedagogy across the Curriculum, ICT and Action Research

Maximum Marks: 100

Theory (External): 70, Practicum (Internal): 30

Student Contact Hours: 140

### Rationale and Aim

The purpose of this course is to engage student-teachers with key issues of organizing schools and learning environments and of visualizing and selecting appropriate pedagogic approaches along with use of ICT and action research. The course should enable them to link their understanding of children, of their social contexts and of curricular knowledge, to practical steps in organizing, motivating and assessing learning. While engagement with subject matter is the chief aim of pedagogic courses specific to disciplines, this course focuses on generic aspects of pedagogy that cut across various school subjects. It intends to widen their awareness of pedagogic possibilities, and to enrich their 'pedagogic imagination', so that student-teachers can think beyond standard approaches, and try to fit their pedagogic approaches with their aims of teaching and learning, while creating non-threatening learning environments.

### Specific Objectives:

- To understand and explore the meaning, aims and purposes of pedagogy
- To develop understanding of pedagogic approaches along with use of ICT
- to strengthen 'pedagogic imagination' so that student-teachers can think beyond the standard approaches and create a joyful learning environment
- To expose student-teachers to pedagogically sound learning situation

### Unit 1: Frameworks for Teaching and Learning 23 Hrs. 15 marks

- ***Learning Environments in School Contexts:*** Classroom spaces, laboratory, resource room, library, outdoor spaces; idea of building as a learning aid

- ***Ways of Organizing Schools, Classrooms and Learning Process:***

Organization of non-graded or multi-grade, multi level schools and classrooms: Individual tasks; small group activities; peer supported learning; individualized learning programmes and the place and purpose of these. Organizing grade-based classrooms: Whole class teaching, individual task, pair-work, small group activities, cooperative learning in groups and the place and purpose of these.

- ***Planning for teaching:*** Need for (and approaches to) planning for the year or term, unit plans, planning for specific classroom sessions, planning for specific students

**Key considerations in planning I:** learners and their background knowledge; everyday concepts and situated cognition; learning objectives and learning

experience; visualizing grouping of students

**Key considerations in planning II:** selecting and organising subject-matter; selecting formats of teaching-learning for enabling construction of knowledge; use of textbooks, other resource materials; expositions, task-setting, project planning

**Key considerations in planning III:** formulating questions to assess readiness levels; to facilitate conceptualization and reflection and to assess grasp and learning among students (Specific Units can be selected in each of the school subjects to concretize the experience of planning classroom teaching)

## **Unit 2: Child-Centered Teaching-Learning Process in Classroom**

**23 Hrs. 15 marks**

### ***Managing classroom learning:***

Managing teaching-learning materials and resources; Managing teaching-learning time and phases in a lesson; Managing students (in a group and individually); Questioning current disciplinary practices; creating attention; motivation and discipline in a non-threatening learning environment

- ***Critical review of educational practices and ‘child-centered’ learning:***

Critical examination of terminology and practices associated with standard teacher centered pedagogy (‘chalk and talk’) as well as child-centered learning (‘learning by discovery’; ‘joyful learning’; ‘play way method’; ‘activity-based learning’; ‘project based learning’); Critical examination of notions of learner capacity and tendencies associated with labeling children as intelligent, slow learners, ‘educable’ etc.

## **Unit 3: Role of Assessment in Teaching and Learning**

**18 Hrs. 10 marks**

- **Distinguishing Assessment for Learning and Assessment of Learning:**

Modes of Assessment – a range from informal to formal modes, place of assessment and feedback in the learning process; understanding formative assessment and summative assessment, implications of assessments.

- **Strategies for Assessment:**

Strategies for formative assessment; assessment as a continuum; creating learning profiles, including portfolios; error analysis; developing and using assessment rubrics strategies for summative assessment; designing effective tests critical review of teaching and assessment practices based solely on tests and examinations

- **Continuous and Comprehensive Evaluation (CCE):**

Concept; purpose and strategy; introduction of scheme of CCE in Haryana; its implementation and coping with various operational issues; corrective measures for enhancing learning achievements of students; identification of areas of strengths and diagnosis of problems on the basis of CCE and formulation of remedial programme for improving the quality of learning

#### **Unit 4: Use of Library, Audio-visual and ICT Resources**

**23 Hrs. 15 marks**

- **Managing and Using the School Library:**

Using library as a resource in planning for teaching; educating students to use the library for non-guided reading (for pleasure); guiding students to use the library as a resource for reference; critical review of current library practices

- **Use of Audio-visual Resources:**

Critical review of the impact of audio-visual media on students; strategies for using audio-visual media – films; documentaries in furthering learning

- **ICT in Teaching-Learning:**

Critical examination of the role of ICT in contemporary education;

**Basics of Computer assisted Learning:** Major components of Computers, basic Knowledge of computer operations, using computer as a strategy and source of Learning using various packages, doing project work on MS Word, preparing mark sheets and organizing data with the help of MS Excel, power-point presentation

**Capacity development in use of ICTs:** Accessing internet websites as a resource for upgrading content knowledge, social networks for interaction and sharing knowledge, ICT-based teaching-learning approaches in schools and teacher professional development

#### **Unit 5: Action Research and its application**

**23 Hrs. 15 marks**

- **Research:**

What is research, research in education, types of educational research, data collection and analysis, research design and report-writing?

- **Action Research:**

Action Research: definition, action research in education, characteristic, steps, merits and demerits, benefits of action research, myth, case study in action research

➤ *Internal Practicum marks will be awarded on the basis of activities*

*conducted on the topics from the above Units.*

**30 Hrs. 30 Marks**

### **Modes of Transaction**

- Critical reading and discussion of specific texts/articles to broaden exposure and develop conceptual clarity (*For Units 1, 2, 3 & 4*)
- Critical observation of schools and classrooms to understand alternative ways of organizing these; appreciate the elements that make for 'learning environments'
- Observing, documenting and interpreting classroom interactions; analyse situations that reflect a distinction between learning experiences and learning outcomes and understand key ingredients of a sound pedagogy
- Analysis of content and presentation in school textbooks, for visualizing understanding perspective and for pedagogic elements required for their usage in a classroom
- Develop (a) concept maps and activities for theme based curriculum design, and (b) Teaching plans for a selected topic/concept in a subject. (*All the above for Unit 1 & 2*)
- Develop a portfolio of assessment tools and designing assessments for the above. (*For Unit 3*)
  - Practical exercises for developing competence in use of library, audio-visual and ICT resources. (*For unit 4*)

### **Essential Readings**

1. Badheka Gijubhai (2006) *Diwaswapna*. Montessori Bal Shikshan Samiti: Churu,
2. Rajaldesar. Brown George and E.C. Wragg (1993) *Questioning*, Routledge: UK
3. Brown George and E.C.Wragg (1993), *Explaining*, Routledge : UK.
4. Elisabeth Dunne and Bennet Neville (1990) *Talking and Learning in Groups*. Routledge.
5. Holt, John (1990) *Learning All the Time*. Addison-Wesley Publishing Co: New York
6. Michael Marland (Indian Edition, 2005) *Craft of the Classroom: A Survival Guide*, Heinemann Educational, Chapter 1: Starting Points, Chapter 2: Relationships of the Classroom, Chapter 3: The Classroom Environment, Chapter 7: The Rhythm of Teaching
7. Johnson, D.W. and R.T. Johanson (1999) *Learning Together and Alone: Cooperative Competitive and individualistic learning*. (5th edition). Allyn & Bacom: Boston

8. Pollard, Andrew (2002) *Reflective Teaching*. Continuum: London, Chapter 3: Developing an Evidence-informed Classroom, pp 42-69: excerpts on 'Organization: How are we Managing the Classroom? Behaviour: How are we managing the Class?' Teaching, How are we Developing Our Strategies?'; Assessment: How are Monitoring Learning and Performance?'; and 'Social Inclusion: What are the consequences of classroom practice?'
9. Freeman, Richard & Lewis, Roger (Indian reprint, 2005), *Planning and Implementing Assessment*, Routledge Falmer (Part One: Principles of Assessment, 4. and 5, Part Two: The methods toolbox, 9. and 10., Part Three: Sources of Assessment 11. 12. Part Four: Using Assessment Methods 14. 15. 16. 17, 18. 19. 20; Part Six: Assessment Issues 25., 26
10. Mukunda Usha (2008) *Inculcating and enhancing the reading habit*. Excerpt from a training manual for librarians in the southern region as part of an NCERT workshop in January 2008.
11. Mukunda Usha (2011) Guide to setting up an open library in Primary Schools.
12. Articles from Magazines and Journals for Teachers:
13. *Teacher Plus*, A 15, Vikramপুরi, Secunderabad-500 009. [www.teacherplus.org](http://www.teacherplus.org)
14. *Journal of Krishnamurti Schools* (available online)
15. *Learning Curve*, News Letter, Ajim Premji Foundation.
16. *Sandarbha* : Journal from Eklavya, Madhya Pradesh
17. Altrichter, H. (1991) 'Do we need an alternative methodology for doing alternative research?' In O. Zuber-Skerritt. (Ed) *Action research for change and development*. Aldershot/Brookfield: Avebury.
18. Altrichter, H. (1992) 'The concept of quality in action research: giving practitioners a voice in educational research'. In M. Schratz (Ed.) *Qualitative Voices in Educational Research*. London: Falmer Press p. 40- 55.
19. Altricher, H. (1993) *Teachers investigate their work: An introduction to methods of action research*. New York: Routledge
20. Carr, W. and Kemmis, S. (1986) *Becoming critical: education knowledge and action research*. London: Falmer Press.
21. Carter, K. (1993) The place of story in the study of teaching and teacher education. *Educational Researcher* 22(18): 5-12.

22. Dick, B. (2002) Action research: action and research. [online]  
<http://www.scu.edu.au/schools/gcm/ar/arp/aandr.html> 2004.

### **Readings for Discussion**

1. Angella, W Little (Ed) (2006) Education for All and Multi-grade Teaching: Challenges and Opportunities, Springer: Netherlands, chapter 2: Learning Opportunities for All: pedagogy in multigrade and monograde classrooms in the Turks and Caicos Islands, pp: 27-46; chapter 14: Multigrade Lessons for EFA: a synthesis, pp. 300-348.
2. Bill A (2001) *To Teach* Billings Publishers: UK
3. Bruner, Jerome (1996) In *The Culture of Education*. Harvard University Press: Cambridge. Chapter 2: Folk Pedagogy, pp 44-65.
4. Dewey, John (1897) *My Pedagogic Creed*. School Journal, Vol. 54. (Available in Hindi: Translation-RRCEE)
5. Holt, John (1964) *How Children Fail*. Pitman Publishing Corporation: USA
6. Kamii, C. (1974) Pedagogical Principles Derived from Piaget's theory: Relevance for Educational Practice. In Milton Schwebel and Jane Raph. (eds.) *Piaget in Classroom*. London: Routledge and Kegan Paul, 199-215.
7. Sarangapani, Padma (2003) *Construction of School Knowledge*. New Delhi: Sage Publications. Select Chapters.
8. Sylvia Ashton Warner (2004) *Adhyapak Granth Shilpi*: New Delhi. (Available in English as well).



## **Course 104 - Contemporary Indian Society**

**Maximum Marks: 100**

**Theory (External): 70, Practicum (Internal): 30**

**Student Contact Hours: 140**

### **Rationale and Aim**

This course involves an understanding of the events and issues that have influenced and continue to shape the lives of people in India. The students would gain a perspective on historical, political, economic trajectories of Indian society. Through the study of polity, institutions, economy, society and policies within India, this course exposes students to significant issues in the contemporary Indian setting. A critical understanding of our contemporary Indian society becomes indispensable for a teacher, who needs to respond to the social context of children and their diverse life experiences. This course, therefore, has been structured into themes and draws upon different social science disciplines to facilitate a broad understanding of the complex nature of issues and topics under discussion. The course should enable students and teachers to think critically and to be able to situate their personal and general assumptions within a broader sociological framework.

### **Specific Objectives**

- To be familiar with the interdisciplinary analysis of concepts, ideas and concerns
- To familiarize with the socio- political economic dimensions of Indian society and appreciating its diversity
- To develop an understanding of the trends, issues, and challenges facing contemporary Indian society
  - To understand the relationships between specific political institutions, economic policies, and social structures in order to comprehend the achievements, persistent problems and challenges facing contemporary Indian society

### **Unit 1: India: Emergence from the Freedom Struggle**

**14Hrs. 10 Marks**

- Impact of colonialism on Indian society, economy and polity
- Anti-colonial struggle and different visions about independent India

- Institutional structures of the Indian nation state: Continuities and Breaks with the colonial apparatus

## **Unit 2: Constitution of India and Education**

**32Hrs. 20marks**

- Constitutional vision of independent India: then and now
- 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 Indian Constitution, differential school system and the idea of common neighborhood school

## **Unit 3: Democracy in India**

**32Hrs. 20 Marks**

- Institutional Structures: The Centre and the State, the Judiciary, Legislature and Executive
- Democracy, Party system and Electoral Politics
- Decentralization and Panchayati Raj (specifically through 73rd and 74th amendments)
- Grass-root social and political movements and Indian democracy
- Challenges to deepen Indian democracy in relation to inequities of caste, class, gender and religious and linguistic identities

## **Unit 4: Indian Economy**

**32Hrs. 20Marks**

- Issues and Debates on Globalization, Liberalization and Privatization of economy
- Meaning and politics of development and its effects
- Development and Environmental concerns
- Agrarian economy: key features, land ownership, landlessness, agricultural production, market and credit
- Unorganised sector and migrant labor (to be studied with the help of a project based on locally done field work)

➤ ***Internal Practicum marks will be awarded on the basis of Suggested Projects on Contemporary Indian issues given below:***

**30 Hrs. 30 Marks**

**Suggested Projects:**

- Critical appraisal of Constitutional values as practised in an Educational Institution
- Comparative study of different workplaces
- Conflicts and Social Movements in India: Women, Dalit and tribal movements, Displacement, Land, Human Rights, Communal mobilisation
- Displacement and Development Two –Year Elementary Teacher Education Programme NCTE 7
- Educational debates and movements
- First generation learner in school
- Children with disability and inclusive education
- Role of Media in Democracy
- Understanding childhood in India
- Analysis of contemporary debates in media
- Education for Peace
- Construct of the child and school in RTE act
- Language within school
- Tracing any farm/industrial product to its origin
- Role of state and international political economy in producing and addressing marginalization
  - Linguistic and religious diversity of India
  - Significance of minority rights
  - Educational status, opportunities and experiences of Dalits, Tribals and Religious minorities in India
- Marginalization and education of children from slums and distress migration
- Challenges of pluralist education in the context of conflict
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other visual mediums
- Traffic rules and general etiquettes

### **Mode of Transaction**

- Teachers should incorporate discussions, projects, documentaries, movies and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries and movies should be developed
- In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- Dialogue and discussions has to be the key for the transaction of this course

### **Essential Readings**

1. NCERT (2006) Social and Political Life-I. Class VI Textbook. Unit 2 and 3
2. NCERT (2007) Social and Political Life-II. Class VII Textbook, Chapter 1 and 2
3. NCERT (2008) Social and Political life-III. Class VIII Textbook, Unit 1, 2 and 4
4. IGNOU Unit 10 Indian national movement in Block-3 Emergence of Independent India. In (FHS) Foundations Course in Humanities and Social Sciences
5. Kasturi, K. (2008). Of Public Purpose and Private Profit. Seminar No. 582, February (Special Economic Zones Issue)

### **Documentaries/ DVDs for Discussion**

1. So Shall You Reap, 35 min, 2007 by Ajay Bhardwaj (A film on genetically engineered (GE) seeds with specific reference to India) Two –Year Elementary Teacher Education Programme NCTE 8
2. The Bitter Drink, 27 min by P. Baburaj & C. Saratchandran (Chronicles the struggle of the tribal community, against the mighty global giant Coca Cola; also discusses the issue of the ownership of natural resources, mainly water.)
3. Cry of the Forest, 30 min, 2001 by Krishnendu Bose (Film on the politics of conservation, it tries to look into a more holistic meaning of conservation where people also are part of the forest and animals)
4. Unlimited Girls, 94 min, 2002 by Paromita Vohra (A feminist tale told through conversations with cab-drivers, activists, yuppies, cop-scriptwriters, teachers, colleges students and a cast of oddly named and unseen women in a chatroom)
5. I Wonder, 60 mins by Anupama Srinivasan (On schooling in India)
6. Movie 1947 Earth (1999) by Deepa Mehta
7. Movie Rabba Hun Kee Kariye by Ajay Bharadwaj

### **Readings for Discussion**

1. The leaflet thrown in the Central Assembly, New Delhi-8th April 1929  
<http://www.shahidbhagatsingh.org/index>
2. Speech On The Eve of The Last Fast  
<http://www.mkgandhi.org/speeches/speechMain.htm>
3. Right to Education Act 2009./ RTI Act 2005/GST 2016
4. Kashyap, Subhash C. (1992). Our Parliament. New Delhi: National Book Trust
5. Sadgopal, A. (2000). Shiksha Main Badlav ka Sawal: Samajik Anubhavo se Niti Tak. Delhi: Granth Shilpi
6. Sadgopal, A. (2009). Muft aur Anivarya Shiksha Adhikaar Vidheyak 2008. Vimarsh, Vol. 1

### **Advanced Readings**

1. Batra, L. (2008). Deconstructing the World Class City. Seminar, No. 582. (Special Economic Zones Issue).
2. Deshpande, S. (2004). Contemporary India: A Sociological View. New Delhi: Penguin Chapter 5: Caste inequalities in India Today.
3. Jha, S. (2002). Secularism in the Constituent Assembly Debates 1946-1950. Economic and Political Weekly, 27, 3175-3180.
4. Kapila, U. (2009). Indian Economy Since Independence, New Delhi: Academic Foundation. Chapter 1: Indian Economy at independence.
5. Masani, M. (1977). Bliss Was It in That Dawn: A Political Memoir up to Independence India: Arnold-Heinemann Publishers. Chapter 15
6. Sen, A. and Dreze, J. (1997). India: Economic development and social Opportunity. Delhi: Oxford India Paperbacks. Introduction, Chapter 1: Radical Needs and Moderate Reforms. Chapter 3: Agrarian Politics and Rural Development in West Bengal, Chapter 5: Morality, Fertility and Gender Bias in India: A District-Level Analysis.
7. Thapar, R. (2000). India: Another Millennium. New Delhi: Penguin. Two –Year Elementary Teacher Education Programme NCTE 9

## **Course 105 - Proficiency & Pedagogy of Mathematics**

**Maximum Marks: 100**

**Theory (External): 70, Practicum (Internal): 30**

**Student Contact Hours: 140**

### **Rationale and Aim**

When children come to school, they are already familiar with mathematics and are using it in their own ways. In school they come across a systematic treatment of mathematics which at times is in conflict with their internalized processes. It is important for teachers to understand these conflicts and differences for effective learning. In the Position Paper produced by the National Focus Group on Teaching of Mathematics (NCERT, 2006) it was said, “Mathematics education relies very heavily on the preparation that the teacher has, in her own understanding of mathematics, and in her bag of pedagogic techniques”. Every teacher needs to develop her understanding of mathematics afresh from the point of view that takes in account the processes in which learning takes place in children’s’ mind. Teachers need to be aware of the ways in which students think so that they can design and adapt their teaching approaches to deal with the alternative conceptions of mathematical knowledge of young learners. The aim of the course is to sensitize prospective teachers that, not only do they need to reflect on their own knowledge of mathematical content taught at the primary level but they also need to connect to children and their experiences. Engagement with this course should enable prospective teachers to learn and reflect on what research has to say about children and their mathematics education and use it to promote learning.

### **Specific Objectives**

To help student-teachers:

- reflect on what is mathematics, by actually "doing" mathematics – spotting and exploring patterns in a calendar, a multiplication table and other such number matrices
- reflect on why we need to learn mathematics
- reflect on the fact that mathematics is a subject that everyone can do and enjoy
- develop deeper insights into the content areas of mathematics at the primary level
- become sensitive about the ways in which children respond to mathematical knowledge
- become aware of the historical roots of the subject, and of great problems

that mathematicians have grappled with in past centuries, which have served as guide posts in the development of the subject;

- become aware of the fact that mathematics is a human endeavour
- become aware of the exploratory nature of the subject, and the fact that mathematics is "work in progress" and not a "finished product"
- gain awareness of the aesthetic and fun side of mathematics, and its rootedness in pattern, rhythm and play, through exposure to mosaic, *rangoli*, *kolam*, number games and puzzles
- gain facility in hand-on activities such as paper folding and model
- develop skills, acquire appropriate attitudes, learn effective strategies that promote effective children's learning

**Unit-1 Perspective about Mathematical Knowledge                      16 Hrs. 10 Marks**

- Aspect of Mathematical Knowledge: Conceptual and procedural, Nature of Mathematics
- Vergnaud's framework for acquisition of concepts with respect to Mathematical Knowledge
- Effect of socio-cultural back ground of children on Mathematical Knowledge, Community Mathematics

**Unit-2 Children's Conceptualization of Mathematics                      22 Hrs. 14 Marks**

- Theories of Mathematics learning: Piaget, Dienes, Skemp, Asubal, Bruner, Vygotsky
- Contribution of Indian Mathematicians: Aryabhatt, Brahmagupta, Bhaskaracharya, Ramanujan
- Role of Language of communication in a Mathematics classroom

**Unit-3 Aspect of Teaching Mathematics                                      22 Hrs. 14 Marks**

- Beliefs about teaching-learning processes
- Planning for teaching: Lesson Plan, Activity based teaching, Joyful activities
- Co-relation of Mathematics with other subjects
- Language of Mathematics
- Problems of Mathematics teaching

**Unit-4 Proficiency in Content of Primary Classes****30 Hrs. 20 Marks**

- Number: Number Concept, Counting, Place Value (using Abacus), Arithmetic Operation, Pattern, Fraction, Decimal, Factors
- Data Handling: Collection, Classification and interpretation of data
- Space and Shapes: Geometric shapes, Symmetry, Construction of geometric shapes (using paper cutting and folding method, Geometrical equipment, Tangram and Geoboard)
- Measurement: The idea of Unit, Length, Volume, Weight, Perimeter, Area, Time, Money
- Practice questions : Practice questions should be activity based and taken from the text books of classes I to V
- Lesson Plan: Preparation of Lesson Plans based on text-books of classes I to V

**Unit-5 Communicating Mathematics****20 hrs. 12 Marks**

- Curriculum and classroom practices
- The role of text-book in the teaching –learning process of Mathematics
- Mathematics Laboratory/Resource room
- Feed back to students about errors committed in their work
- Mathematics phobia and coping with failure
- Diagnostic and Remedial teaching

➤ ***Internal Practicum marks will be awarded on the basis of activities conducted on the topics from the above Units.***

**30 Hrs. 30 Marks****Mode of Transaction**

- Prospective teachers to be engaged in discussions on observed children's work in order to acquire an understanding how children respond to mathematical knowledge
- Prospective teachers in groups develop concept maps to understand linkages and relationships between various mathematical concepts and imbibe the importance of team work
- Reading of texts (suggested as discussion) with dialogue to understand theory from the point of view of issues raised
- Collecting historical samples of mathematical knowledge (such as ways to



- multiply in different cultures) and reflecting on them
- Performing simple mathematical experiments and investigations, with numbers or geometric shapes
- Preparing mathematical models, particularly geometric – paper folding, straw or string models of polyhedra, tessellations, etc
- Critically examining teaching-learning materials through presentations

### **Essential Readings**

1. Haylock, D. (2006) *Mathematics Explained for Primary teachers*. Sage : New Delhi. Ch 22: Measurement pp 247-263.
2. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. Penguin: London.
3. Olson, T. A. *Mathematics Through Paper Folding*. Arvind Gupta's toys book Gallery. <http://gyanpedia.in/tft/Resources/books/paperfolding.pdf>
4. Post, Thomas, R. (1992) *Teaching Mathematics in Grades K-8, Research-Based Methods*. California: Allyn and Bacon, Chapters 1, 4, 5, & 6.
5. Skemp, Richard R.(1989) *Mathematics in the Primary School*. Rouledge: London Chapter 3: The formation of Mathematical Concepts, pp 49-71 Chapter 4: The Construction of Mathematical Knowledge,pp 72-89 Chapter5: Understanding Mathematical Symbolism, 90-108.
6. Srinivasan P K *Romping in Numberland*, National Book Trust: New Delhi. <http://gyanpedia.in/tft/Resources/books/rompinginnumberlandeng.pdf>
7. Srinivasan P K *Number Fun With a Calendar*, Arvind Gupta's toys book Gallery. <http://gyanpedia.in/tft/Resources/books/calender.pdf>
8. Srinivasan P. K. *Math Club Activities*, Arvind Gupta's toys book Gallery <http://gyanpedia.in/tft/Resources/books/pkshindu.pdf>.
9. Zevenbergen, R., et al. (2005), *Teaching Mathematics in Primary Schools*. Allen & Unwin: Australia (First South Asian Edition). Chapter 2, 3, 7 and 9.

### **Readings for Discussion**

1. Carraher, T. N., et al. (1988) Mathematical concepts in everyday life. In G. B. Saxe & M. Gearhart (ed) *Children's mathematics. New Directions for Child Development*. Jossey-Bass: San Francisco. pp 71-87
2. IGNOU, AMT – 01 *Teaching of Primary School Mathematics*. IGNOU: New Delhi
3. IGNOU, LMT – 01, *Learning Mathematics*. IGNOU: New Delhi

4. NCERT (2005) NCF 2005 *Position Paper on Mathematics* NCERT: New Delhi
5. Paul Lockhart, *Lackhart's Lament*  
<http://www.maa.org/devlin/LockhartsLament.pdf>
6. Skemp, R. (1978) Relational understanding and instrumental understanding.  
*Arithmetic Teacher*, 9-15
7. Wood, David. (1998). The Mathematical Mind. In *How Children Think and Learn*. Blackwell Publishing: UK. Chapter 8, pp 225-255

### **Advanced Readings**

1. Ball, D.L. et al. (2008). Content Knowledge for Teaching: What Makes It Special?  
*Journal of Teacher Education*, 59(5),
2. Briggs, M. and Davis, S. (2007). *Creative Teaching: Mathematics in the early years and primary classroom*, Routledge: UK. pp 89-407.
3. Douglas, H. Clements, Julie, S. (2009). *Learning and Teaching Early Math: The Learning Trajectories Approach* Routledge: UK
4. Nunes, T. and P. Bryant, (ed) (1996). *Children doing mathematics*. Blackwell : UK
5. Orton A. (2004). *Learning Mathematics, issues, theory and classroom practice*. Continuum: London. pp. 1-26, 156-174, 175-193.
6. Richard R.S. (2002) *Understanding mathematical symbolism in Mathematics In Primary Schools*. Routledge: UK

## **Course 106- Proficiency & Pedagogy of Environmental Studies**

**Maximum Marks: 100**

**Theory (External): 70, Practicum (Internal): 30**

**Student Contact Hours: 140**

### **Rationale and Aim**

The main aim of this course is to prepare teachers for the understanding of philosophical and epistemological basis of EVS as a composite area of study that draws upon physical, natural and social environment of a child. The contents related to concepts in EVS are embedded the course. As students understand children's ideas, it is also an opportunity for the teacher educator to help them revisit and challenge their own conceptual understanding, identify misconceptions and advance towards a better understanding. This course along with the courses in Child studies and Contemporary Studies will help the future teachers gain a deeper understanding of the ways in which children make sense of their physical, natural and social environment and this insight will enrich their classroom teaching and learning.

### **Specific objectives**

- To help student-teachers understand the scope of EVS and internalize different perspectives of curriculum organization
- To facilitate student-teachers to probe into children's ideas in physical, natural and social environment
- To prepare student-teachers to plan and carry out classroom transaction in the light of various theoretical viewpoints of learning
- To prepare student-teachers to assess children's learning using different pathways

### **Unit 1: Concept of Environment Studies**

**22 Hrs. 15 Marks**

- Scope of EVS as a curricular area at the primary level
- Curriculum Organization – two perspectives
  - (a) EVS as an integrated area of study that draws upon understanding from physical, natural and social environment of a child.
  - (b) Students study different syllabi (e.g. NCERT, SCERT Haryana and Delhi) to see how curriculum vision takes the shape of syllabus.
- Environmental Studies and Environmental Education

**Unit 2: Understanding Children's Ideas****22 Hrs. 15 Marks**

- Perspectives in EVS Learning –Bruner, and Ausubel
- Children's Ideas – Preconceptions, Alternative Conceptions
- Characteristics of Children's Ideas, Researches on Children's Ideas
- Implications of understanding children's ideas for classroom transaction
- Analysing school textbooks for age appropriateness, relevance, based on the above

**Unit 3: Classroom Transaction and Assessment****20 Hrs. 10 Marks**

- Ways of conducting inquiry: observations, activities, discussions, and small group work, field visits, projects, surveys, experimentation etc.
- Process Skills in EVS: Student-teachers organize simple activities for children like experiments to see what floats and what sinks in water; visit to nearby clinic, pond, stable, market; grouping flowers, seeds, leaves; analysis of newspaper reports by children. This will give them a chance to understand how children engage with ideas, make linkages, classify, analyse, kind of questions they ask, express themselves.
- Different ways of assessment and reporting assessment for further learning Student-teachers use multiple ways of assessment using children's photographs, drawings, narratives, children's discussion etc while teaching in school. They prepare students' portfolios and report children's progress on various indicators such as expression, concern for justice, equality etc.

**Unit 4: Planning for Teaching****22 Hrs. 14 Marks**

- Considerations in concept-maps and thematic web charts
- Evolving a Unit Plan framework. These can be discussed with peer groups
- Resource pool of materials: community resources, developing, maintaining and utilizing other resources - newspaper reports, films, pictures, photographs, collection of seeds, flowers etc, iconic maps and local area maps
- Reflecting on classroom practices: maintaining reflective journals of their internship experience in schools

## **Unit 5: Proficiency in Environmental Studies**

**24 Hrs. 16 Marks**

Thematic proficiencies based on class III-V curriculum as approved from time to time by Education Department, Govt. of Haryana. The following seven themes have been included:

I- My Family and My friend

II- Food

III- Flora and Fauna in Surrounding

IV-Water

V-Shelter

VI-Transportation and Communication

VII-Man Made Things in Surrounding

Prepare unit plans, lesson plans on basis of above seven themes. (Emphasis on Joyful and art integrated learning and play way methods)

➤ ***Internal Practicum marks will be awarded on the basis of activities conducted on the topics from the above Units.*** **30 Hrs. 30 Marks**

### **Essential Readings**

1. NCERT, (2005). National Curriculum Framework. New Delhi: NCERT
2. NCERT, (2005). Syllabus for Elementary Classes- Volume I. New Delhi: NCERT
3. SCERT Haryana, Gurugram, (2016). Syllabus for Elementary Classes
4. CISCE Curriculum for Elementary Classes Vol.II, New Delhi
5. Raina, V. and Singh, D. P. (2001). What is Science. Dispatch, October-December
6. Sarabhai, V. K, Pandya, M. and Namagiri, R. (2007). „Tbilisi to Ahmadabad– The Journey of Environmental Education–A Source book“ Centre for Environment Education, Ahmedabad
7. Seminar Proceedings Seminar on EVS organized by Vidya Bhawan, Udaipur 1995/96
8. Guesene, E. and Tberghiem, A. (1985). Children’s Ideas in Science, Milton Keynes: Open University Press.
9. Harlen, W. Elstgeest, J. (1998). UNESCO Source Book for Science in the Primary School, New Delhi: NBT

10. NCERT, (2008). Source Book on Assessment for Classes I – V, Environmental Studies, New Delhi: NCERT
11. Chiappetta, E. L., Koballa, T. R. and Collette, A. T. (1998). Science Instruction in Middle and Secondary Schools, New Jersey: Merrill.
12. Pollard, A. (2002). Reflective Teaching, London: Continuum.
13. EVS textbooks “Jharokha” series prepared by SCERT, Haryana, Gurugram for class III-V (2016)

### **Readings for Discussion**

1. Agnihotri, R., Khanna, K. and Shukla, A. L. (1994). Prashika, Eklavya’s Innovative Experiment in Primary Education.
2. Centre for Science and Environment, Citizen’s Reports, New Delhi. especially the 2nd Report.
3. Mishra, A. (2004). Aaj bhi Kharein hai Talaab, Gandhi Peace Foundation, 5th Edition.
4. Sainath, P. (1996). Everybody Loves a Good Drought- Stories from India’s Poorest Districts, Penguin Books.
5. Shiva, V. (2000). Stolen Harvest: The Hijacking of Global Food Supply, Cambridge, UK: South End Press.
6. Driver, R. (1981). Pupils’ Alternative Frameworks in Science, European Journal of Science Education 3(1), 93-101.
7. Driver, R., Squires, A., Rushworth, P. and Wood-Robinson, V. (2006). Making Sense of Secondary Science: Research into Children’s Ideas, London: Routledge Falmer.
8. George, Alex M. (2007). Children’s Perception of Sarkar- A critique of Civics Text books, Bhopal: Eklavya.
9. NCERT, (2008). Source Book on Assessment for Classes I–V. Chapter 2: Environmental Studies, New Delhi: NCERT. Two –Year Elementary Teacher Education Programme NCTE 46
10. Piaget, J. (1930). The Child’s Conception of Physical Causality. London: Kegan Paul, Trench, Trubner & Co. Ltd.

## Advanced Readings

1. Ausubel, David P. (1969). Some Psychological and Educational Limitations of Learning by Discovery in Anderson, Hans O. (Ed.), Readings in Science Education for the Secondary School, Macmillan, 97-113.
  2. Bruner, Jerome S. (1960). The Process of Education, New Delhi: Atma Ram & Sons.
  3. Gilbert, J. K. Osborne, R. J. and Fensham, P. J. (1982). Children's Science and Its Consequences for Teaching. Science Education. John Wiley & Sons, Inc. 66(4), 623-33.
  4. Rieber, Robert W. And Carton, Aaron S. (1987), The collected works of L.S. Vygotsky Volume I, Ch. 6-Development of scientific concepts in childhood, 167-242.
  5. Devereux, J. (2000). Primary Science, London: Paul Champman Publishing
  6. Harlen, W. (2006). Teaching, Learning and Assessing Science 5 – 12, London: Sage
  7. Howe, A. C. and Jones, L. (1998). Engaging children in Science, New Jersey: Prentice Hall.
  8. Fensham Peter J., Gunstone R. and White Richard T., (eds.) (1994). The content of science; A Constructivist approach to its Teaching and learning. London; The Falmer Press, Taylor and Francis Inc.
  9. Gilbert, J. (2004). The Routledge Falmer Reader in Science Education, London: Routledge
  10. Mintzes, Joel J., Wandersee, James H. and Novak, Joseph D. (1998). Teaching science for Understanding: A Human Constructivist View. California: Academic press.
  11. Parkinson. J. (2004). Reflective Teaching of Science 11-18. London: Continuum.
- School Textbooks
- EVS textbooks for primary grades from: Digantar, Jaipur
- Eklavya, Madhya Pradesh
  - Sangati, Avehi Abacus, Mumbai
  - SCERT, Haryana, Gurugram (2016 Environmental Studies "Jharokha" for class III-V
  - SCERT, Rajasthan, Udaipur (2014) Environmental Studies Meri Duniya for class III-V.
  - NCERT (2007) -Looking Around, Textbooks for class III-V, New Delhi.

# **Course 107- Proficiency in English Language**

**Maximum Marks: 100**

**Theory (External): 70, Practicum (Internal): 30**

**Student Contact Hours: 140**

## **Rationale and Aim**

The purpose of this course is to enable the student-teachers to improve their proficiency in English. This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach on proficiency in usage and proficiency in classroom teaching. The aim is to enjoy learning English and constantly reflect on this learning to link it with pedagogical strategies.

## **Specific Objectives**

- To strengthen the student-teachers' proficiency in English language
- To brush up their knowledge of grammatical, lexical and discourse systems in English
- To enable students to link this with pedagogy
- To re-sequence units of study for those who may have no knowledge of English

## **Unit 1: Need, Importance and Objectives of teaching of English**

**18 Hrs.12 Marks**

- What is language: First, second and foreign language?
- Language as means of communication and thinking
- Need and Importance of teaching of English at elementary stage
- Aims and objectives of teaching of English as second language at elementary stage
- Key factors affecting second language acquisition
- Role of mother tongue in teaching of English



## **Unit 2: Listening and Speaking**

**18 Hrs.12 Marks**

### *Developing/Improving listening and speaking skills*

- Listening with comprehension to follow simple instructions, public announcements, telephonic conversation, class-room discussions, radio, TV news, sports commentary etc.

*(Note: All the above activities should be organised in the class-room)*

- Sound system of language- phonology and prosody
- Stress: word stress and sentence stress in connected speech, rhythm and intonation
- Using dictionary for correct pronunciation and stress
- Punctuation

### *Teaching Listening and speaking skills*

- Phonemic drills (with the use of minimal pairs e.g. bit- beat, bet- bat, full- fool, got- goat etc.)
- Organizing listening and speaking activities: rhymes, poems, songs, telling stories, role play and dramatization from 'My Book of English' I-V (at least 5 examples of each)
- Practice of correct pronunciation of some new words and mispronounced words in the textbooks of primary classes

## **Unit 3: Reading**

**15 Hrs. 10 Marks**

### *Acquisition of reading skill*

- Reading with 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, encyclopedia and internet
- Using ideas of literary terms i.e. simile, metaphor, alliteration, paradox, irony and satire to analyse chapters from textbooks

### *Teaching Reading Skills*

- Creating environment for reading- setting up reading clubs, class libraries and reading corners
- Reading aloud and silent reading
- Reading different types of text like stories, poems, riddles, jokes and instructions for games
- Accent and Tone with proper stress and intonation

## **Unit 4: Writing**

**15 Hrs. 10 Marks**

### *Improving Writing skill*

- Need and importance of good handwriting, causes and effects of bad handwriting
- Genre writing
- Process of writing : brainstorming, drafting, conferencing, revising, editing, modifying, and publishing
- Writing a paragraph: identifying a topic, making sentences, arranging sentences in a logical order and joining them with linking words and phrases

### *Teaching Writing skills*

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

## **Unit 5: Grammar**

**30 Hrs. 18 Marks**

- Parts of speech (noun, pronoun, adjective, verb, adverb, preposition, conjunction and interjection), Idioms and Phrases
- Kinds of sentences, subject-verb agreement, tenses, clauses and connectors
- Non-finites, voices, narration in practical usage

## **Unit 6: Text analysis and lesson planning**

**14 Hrs. 8 Marks**

- Text analysis of primary textbooks 'My Book of English' for classes I-V
- Need and importance of lesson plan, characteristics of a good lesson plan, format of lesson plan
- Preparation of lesson plan based on prose, poems and grammar items along with innovative TLM/aids

➤ ***Internal Practicum marks will be awarded on the basis of activities conducted on the topics from the above Units.***

**30 Hrs. 30 Marks**

### **Mode of Transaction**

- Classroom discussions for developing conceptual understanding
- Close reading of text material/research papers
- Individual and group presentations of issues and concerns raised in assignments
- Theoretical and practical activities/exercises/investigations on the core areas of reading, writing, speaking and listening
- Critical analysis of school textbooks
- Planning of Art Integrated Learning to create joyful teaching-learning environment
- Preparation of innovative TLM/aids
- Practice of grammar- drilling practice in pairs/groups etc.
- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English
- Practice of grammar items based on textbooks of classes I-V to improve skills in critical literacy

### **Essential Readings**

1. School textbooks 'My Book of English' prescribed by Government of Haryana from classes I-V
2. School textbooks prescribed by CBSE from classes I-V

3. Goodman, Sharon (1996) 'Visual English' 38-59 in *Redesigning English: Newtext, new identities* Sharon Goodman and David Graddol Routledge: London
4. Lightbown, P. M & Spada, N.(1999). *How Languages are Learned* Oxford University Press: Oxford
5. Maley, A. and A. Duff (1991) *Drama techniques in language learning: A resource book of communication activities for language teachers* (2nd ed.).Cambridge University Press: Cambridge.
6. Morgan, J. and Rinvulcri, M. (1983). *Once upon a time: Using stories in the language- classroom*. Cambridge University Press: Cambridge
7. Wright, A. (1989). *Pictures for Language Learning*. Cambridge University Press: Cambridge
8. <http://www.usingenglish.com/handouts/>
9. Sullivan, Mary (2008) *Lessons for Guided Writing*. Scholastic
- 10.Thomson & Martinet: English Grammar

### **Advanced Readings**

1. Hunsaker, R.A. (1990) *Understanding and developing the skills of oral communication: speaking and listening*, 2nd ed. New York, NY: Harper Collins.
2. Parrot M.(1993)*Tasks for language teachers* Cambridge: Cambridge University Press: Cambridge.
3. Richards, J. & and C. Lockhart, C. (1994) *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press: Cambridge.
4. Slatterly, M. & and J. Willis, J. (2001) *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press: Oxford

## Course 108- Proficiency in Hindi Language

अधिकतम अंक : 100

सैद्धांतिक (बाह्य) : 70, प्रयोगात्मक (आंतरिक): 30

अध्यापन घंटे :140

डी0एल0एड0 कोर्स का मुख्य उद्देश्य छात्राध्यापकों का सर्वांगीण विकास करने के साथ-साथ उनमें समाज तथा विद्यालयों के प्रति अपने दायित्व का सही निर्वहन करने की योग्यता का विकास करना है। इसके साथ ही उनमें चारित्रिक गुणों का विकास करते हुए उन्हें समाज व पर्यावरण के प्रति जागरूक करना है ताकि वे जीवन में आने वाली समस्याओं का अपने विवेक से सही निर्णय लेने में सक्षम हो सकें। इस कोर्स के माध्यम से उनमें सृजन कौशल का विकास करते हुए दूसरों के विचारों को समझ कर सही अर्थ ग्रहण करने की क्षमता तथा अपने विचारों की सार्थक अभिव्यक्ति करने की क्षमता का विकास करना है।

उद्देश्य:-

- मातृभाषा के शुद्ध उच्चारण तथा शुद्ध वर्तनी चिह्नों से परिचित कराना।
- मातृभाषा शिक्षण के स्तर को समुन्नत करने के लिए भाषिक एवं साहित्यिक ज्ञान से परिचित कराना।
- विचारों को सुनकर या पढ़कर अर्थ ग्रहण करने की योग्यता विकसित करना।
- विचारों को मौखिक एवं लिखित रूप में प्रभावशाली ढंग से व्यक्त करने की योग्यता विकसित करना।
- सौन्दर्य बोध, चिन्तन एवं सर्जनात्मक योग्यता विकसित करना।
- पठन, श्रवण, कथन एवं लेखन कौशल की योग्यता विकसित करना।
- आदर्श पाठयोजना निर्माण करने की योग्यता विकसित करना।
- शब्द भण्डार में वृद्धि करना।

इकाई -1. भाषा शिक्षण

26 घंटे, 15 अंक

- भाषा का अर्थ, प्रकृति, विभिन्न रूप एवं विशेषताएँ
- हिंदी भाषा का स्वरूप, विकास एवं महत्त्व
- देवनागरी लिपि का स्वरूप, विकास एवं विशेषताएँ
- भाषायी कौशल – सुनना, बोलना, पढ़ना, लिखना

श्रवण कौशल – श्रवण का अर्थ व महत्त्व, उद्देश्य, विधियाँ, श्रवण दोष के कारण व सुधार।

वाचन कौशल – वाचन का अर्थ, महत्त्व, उद्देश्य, विधियाँ, विभिन्न सोपान जैसे – प्रश्नोत्तर, चित्र वर्णन, घटना वर्णन, कहानी कहना, भाषण, समाचार वाचन, टेलीफोन वार्ता व एकांकी/नाटक आदि।

पठन कौशल – पठन का अर्थ, महत्त्व, विभिन्न सोपान, प्रकार तथा पठन कौशल की विधियाँ आदि।

लेखन कौशल – लेखन का अर्थ, आवश्यकता व महत्त्व, लेखन की विधियाँ।

लेखन के विभिन्न सोपान जैसे – अनुलेख, श्रुतलेख, सुलेख, श्यामपट्टलेखन आदि लेखन दोष के कारण एवं निवारण व वर्तनी के दोष एवं सुधार।

इकाई -2. व्याकरण शिक्षण

26 घंटे, 17 अंक

- वर्ण-परिभाषा एवं भेद
- शब्द-परिभाषा एवं भेद
- संधि-परिभाषा एवं भेद
- उच्चारण व वर्तनी, उपसर्ग व प्रत्यय, विकारी एवं अविकारी पद, कारक, काल, वाच्य व विरामचिह्न आदि।

इकाई -3. रचना शिक्षण

17 घंटे, 12 अंक

रचना का अर्थ, महत्त्व, उद्देश्य एवं विधियाँ

रचना के लिखित रूप जैसे - पत्र, निबंध, अनुच्छेद, कहानी, संवाद, सार संक्षेपण, संस्मरण, एकांकी नाटक व रिपोर्ट लेखन आदि।

इकाई -4. साहित्यिक विधाओं का परिचय

15 घंटे, 10 अंक

कविता, कहानी, जीवनी, आत्मकथा, एकांकी, नाटक, यात्रावृत्तांत व रेखाचित्र का सामान्य परिचय देते हुए उनके सौंदर्यपक्ष, कलापक्ष एवं भावपक्ष संबंधी विस्तृत जानकारी।

इकाई -5. हिन्दी पाठ्यपुस्तक का विशद् अनुशीलन एवं पाठयोजना

26 घंटे, 16 अंक

कक्षा 1 से 5 की पाठ्यपुस्तकों का अध्ययन व शिक्षण। गद्य, पद्य एवं व्याकरण की पाठयोजना का निर्माण व सूक्ष्मशिक्षण।

- आंतरिक प्रायोगिक मूल्यांकन के अंक उपर्युक्त इकाइयों पर आधारित क्रियाकलापों के अनुसार निर्धारित हैं।

30 घंटे, 30 अंक

पठन हेतु संदर्भित पुस्तकें

- उदयवीर सक्सेना, विनोद पुस्तक मन्दिर, आगरा-हिंदी शिक्षण
- शारदा प्रकाशन, नई दिल्ली-हिन्दी व्याकरण
- पांडे राम शुक्ल, विनोद पुस्तक मन्दिर, आगरा-हिन्दी शिक्षण
- उमा मंगल, आगरा पुस्तक भण्डार - हिन्दी शिक्षण
- केशव प्रसाद, धनपत राय एंड सन्स, दिल्ली - हिन्दी भाषा शिक्षण
- भोला नाथ तिवारी, लिपि प्रकाशन नई दिल्ली - हिन्दी भाषा शिक्षण
- क्षेत्रीय के., विनोद पुस्तक मन्दिर, आगरा-मैत्री भाषा शिक्षण
- रविकान्त चौपड़ा व अन्य एन.सी.ई.आर.टी. नई दिल्ली - मातृभाषा हिन्दी
- डॉ० हरदेव बाहरी किताब महल - हिन्दी उद्भव, विकास और रूप
- डॉ० जयनारायण कौशिक, हरियाणा साहित्य अकादमी पंचकूला - हिन्दी शिक्षण
- शब्द कोश हिन्दी
- संदर्भ कोश

- साहित्य कोश
- विश्व कोश
- कथा कोश
- सूक्ति कोश

## Course-109 Proficiency in Urdu Language

Maximum Marks : 100

Theory (Internal): 70, Practicum (Internal): 30

Student Contact Hours : 140

### نصاب کا جواز اور مقصد

D.El.Ed. کا خاص مقصد زیر تربیت مدرسین کا ہمہ جہت ارتقاء کرنے کے ساتھ ساتھ ان میں معاشرہ اور اسکول کے لیے اپنی ذمہ داریوں کو درست طریقے سے ادا کرنے کی صلاحیت کو فروغ دینا ہے۔ ساتھ ہی ان میں اخلاقی صفات کو پروان چڑھاتے ہوئے معاشرہ اور اطراف کے ماحول سے باخبر اور بیدار کرنا ہے، تاکہ وہ اپنی زندگی میں آنے والی مشکلات میں اپنی سمجھ اور شعور سے صحیح فیصلہ لینے پر قادر ہو سکیں۔ اس کورس کے ذریعے زیر تربیت مدرسین میں تخلیقی مہارتوں کو فروغ دیتے ہوئے، دیگر افراد کے خیالات کو سمجھتے ہوئے مطلب اخذ کرنے کی صلاحیت اور قدرت حاصل ہو سکے۔ مدرسین کو زبان پر اس قدر قدرت حاصل ہو جائے کہ وہ اپنے مافی الضمیر کا اظہار زبانی اور تحریری دونوں شکلوں میں اس طرح کر سکیں کہ سامع یا قاری وہی مفہوم سمجھے جو وہ کہنا چاہ رہے ہیں اور دوسروں کے اظہار کردہ مافی الضمیر کو بھی طلباء وہی سمجھیں جو وہ سمجھنا چاہ رہے ہیں۔

### عمومی مقاصد

- ❖ کسی بھی زبان کی تدریس کی ضرورت اور اہمیت سے متعارف کرانا۔
- ❖ اردو زبان کے صوتیاتی نظام کو واضح کرنا۔
- ❖ اردو زبان کے حروف کی ساخت سے روشناس کرانا۔
- ❖ اردو زبان میں مخارج اور تلفظ کی اہمیت کو واضح کرنا۔
- ❖ زبان کی بنیادی مہارتوں میں پختگی لانا۔
- ❖ زبان کے محاسن اور خوبیوں کو سمجھنا اور ان کو پروان چڑھانا۔
- ❖ زبان کی مختلف مہارتوں کا علم بہم پہنچانا۔
- ❖ ذخیرہ الفاظ میں اضافہ کرنا۔

Hours: 34, Marks: 22

### یونٹ 1: اردو زبان کی تدریس اور مہارتیں

اردو زبان کا تعارف، ارتقاء، نوعیت اور خصوصیات۔  
اردو رسم الخط کی ابتداء اور اس کا ارتقاء۔  
زبان کی مہارتیں:- سننا، بولنا، پڑھنا اور لکھنا۔  
سننے کی مہارت:- تعریف، مقصد، اہمیت، عمدہ سماعت کے اوصاف سے واقفیت  
سماعت کی نشوونما اور اس کے وسائل۔

سننے کی مہارت کے نقائص، نقائص کی وجوہات اور ان کو دور کرنے کے طریقے۔  
بولنے کی مہارت:- تعریف، اہمیت، مقصد اور طریقے۔

اچھی گفتگو کے اوصاف، تلفظ، لب و لہجہ، روانی آواز کا اتار چڑھاؤ۔  
زبانی اظہار کے وسائل:- سوال و جواب، تصویر دیکھ کر کہانی، تذکرہ حادثہ، کہانی کہنا، تقریر، اخباری، مکالمہ، پھیلیاں، لطیفے وغیرہ۔  
بات چیت کے نقائص اور ان کا تدارک۔

پڑھنے کی مہارت:- قراءت کا مفہوم، مقصد اور اہمیت، اچھی قراءت کے اوصاف



قراءت کے طریقے + بلند خوانی، خاموش مطالعہ، مطالعہ زیر نگرانی، سرسری مطالعہ وغیرہ۔  
لکھنا یا تحریر کی مہارت :- تحریر کی تعریف، ضرورت، اہمیت  
تحریری صلاحیت کا فروغ و ارتقاء۔

تحریری صلاحیت کے ذرائع :- نقل کر کے لکھنا، املا نویسی، مراسلہ، مضمون نویسی، خلاصہ نویسی اور  
تشریح کرنا، حکایات اور روایات لکھنا۔ جذبات، احساسات، تجربات، مناظر وغیرہ کو لکھنا۔  
تحریر کے نقائص، ان کی وجوہات اور ان کا تدارک۔

Hours: 18, Marks: 12

## پونٹ 2 - قواعد صرف و نحو اور ان کی تدریس -

اردو میں قواعد کی تدریس اور ان کی اہمیت، اردو زبان کے ارتقاء میں قواعد کی اہمیت۔  
قواعد کے اجزاء - صرف و نحو، قواعد کا وسیع تصور، روزمرہ کی زبان میں صرف و نحو کا خیال۔  
حروف تہجی:- تعریف، اقسام، بناوٹ اور مخارج۔  
لفظ - تعریف، اقسام، جملوں میں ان کا مقام، سابقے اور لاحقے، ان کی مدد سے الفاظ کی تعمیر۔  
جملہ - تعریف، اقسام، اس کے اجزاء، حروف جار کا استعمال، زمانہ اور اس کے اقسام اور رموز و اوقاف کا استعمال۔  
اسم، ضمیر، صفت، مذکر و تانیث، متضاد الفاظ، واحد و جمع۔  
اردو قواعد کا عملی کام۔

Hours: 12, Marks: 07

## پونٹ 3 - مختلف تخلیقات کی تعلیم

تخلیق کی تعریف، اقسام، مقصد اور طریقے۔  
تخلیق کی مختلف شکلیں جیسے بخط نویسی، مضمون نگاری، کہانی لکھنا،  
مکالمات لکھنا، ڈرامہ سازی، رپورٹ بنانا وغیرہ۔  
پیرا گراف رائٹنگ، تشریح و توضیح، یادگار نویسی، خلاصہ۔  
مختلف ادوار کے شعراء اور ادیبوں کی زندگی اور کلام کا مطالعہ۔

Hours: 34, Marks: 22

## پونٹ 4: بلوہی اصناف کا تعارف

نظم :- تعارف، اقسام  
اقسام نظم :- نظم، غزل رباعی، قطعہ، قصیدہ، مرثیہ  
مجنس، مسدس وغیرہ کی تعریف اور اجزائے ترکیبی -  
نثری اصناف :- کہانی، سوانح، آپ بیتی، افسانہ، ڈرامہ،  
سفر نامہ، مکالمہ خاکہ نگاری، مضمون نگاری، مختصر مضمون، ناول وغیرہ کی  
تعریف اور اجزائے ترکیبی ان کے محاسن، کلام کی فصاحت و بلاغت اور  
ان میں چھپی ہوئی تصنیفی نزاکت اور معاشرے کی عکاسی کی تفصیلی معلومات

Hours: 12, Marks: 07

## پونٹ 5- درجہ 1 تا 5 کی درسی کتب کی مشق اور عملی کام پر مشتمل منصوبہ ہائے اسباق

درجہ اول تا پانچ کی اردو کی کتابوں کا مطالعہ اور ان کی تدریس۔  
درسی کتب میں شامل مختلف قسم کے نثری مضامین کا منصوبہ پر سبق تیار کرنا۔  
نصاب میں شامل مختلف قسم کی نظموں پر دلچسپ انداز میں سبق کا منصوبہ بنانا۔

قواعد اردو کے مختلف ذیلی عنوانات پر مختصر مگر جامع منصوبہ سبق تیار کرنا۔  
کسی مخصوص عنوان پر مائیکرو ٹیچنگ تیار کرنا اور پاور پوائنٹ پر پریزنٹیشن کو بھی تدریس کا ذریعہ بنانا۔

Hours: 30, Marks: 30

### مجوزہ عملی کام

اردو حروف تہجی پر مبنی بالتصویر الہم تیار کرنا۔  
اردو زبان سے متعلق اخبارات میں شائع مضامین اور خبریں یکٹ جا کر کے میگزین تیار کرنا۔  
زبان کی مہارتوں پر دوسرے گروپ (Activities) تیار کرنا۔  
ذہنی طور معذور بچوں کے یکٹنے کی رفتار میں اضافہ کے لیے پانچ سرگرمیاں تیار کرنا۔  
مطالعہ کے لیے امدادی کتب :-

اردو کیسے پڑھائیں؟	معین الدین
اردو زبان کی تدریس	معین الدین
فن تعلیم و تربیت (اول)	افضل حسین (ایم اے، ایل۔ ٹی)
اردو تدریس	ڈاکٹر ریاض احمد
اردو کیسے لکھیں؟	رشید حسن خاں
اردو تدریس	نجم السحر و صابرہ
اردو تدریس	کوڈ نمبر 346
اردو زبان و قواعد (اول و دوم)	شفیع احمد
آئیے اردو سیکھیں	مرزا خلیل بیگ
زبان و ادب کے تدریسی پہلو	غضنفر علی

## Course 110- Proficiency in Punjabi Language

ਅਧਿਕਤਮ ਅੰਕ :100

ਸਿਧਾਂਤਕ (ਬਾਹਰੀ) : 70, ਪ੍ਰਯੋਗਾਤਮਕ (ਅੰਤਰਿਕ): 30

ਅਧਿਆਪਨ ਘੰਟੇ :140

ਮਨੁੱਖ ਸਮਾਜਿਕ ਜੀਵ ਹੈ। ਸਮਾਜ ਨਾਲ ਉਸ ਦੀ ਅਟੁੱਟ ਸਾਂਝ ਹੈ। ਸਮਾਜ ਨਾਲ ਸਾਂਝ ਪਾਉਣ ਅਤੇ ਉਸ ਸਾਂਝ ਦੇ ਘੇਰੇ ਨੂੰ ਵਿਸ਼ਾਲ ਕਰਨ ਲਈ ਉਸ ਨੂੰ ਬੋਲੀ ਦਾ ਆਸਰਾ ਲੈਣਾ ਪੈਂਦਾ ਹੈ। ਬੋਲੀ ਰਾਹੀਂ ਉਹ ਲੋਕਾਂ ਨਾਲ ਵਿਚਾਰ-ਵਟਾਂਦਰਾ ਕਰਦਾ ਹੈ। ਨਿੱਤ ਦੇ ਜੀਵਨ ਵਿਚ ਸਧਾਰਨ ਗੱਲਬਾਤ, ਭਾਸ਼ਣ, ਚਰਚਾ, ਚਿੱਠੀ-ਪੱਤਰੀ ਆਦਿ ਸਾਰੇ ਸਾਧਨ ਸਮਾਜਿਕ ਮੇਲ-ਮਿਲਾਪ ਲਈ ਵਰਤੋਂ ਵਿਚ ਆਉਂਦੇ ਹਨ। ਮਾਤ ਬੋਲੀ ਰਾਹੀਂ ਮਨੁੱਖ ਦੀ ਸਮਾਜ ਨਾਲ ਸਾਂਝ ਪੱਕੀ ਹੁੰਦੀ ਹੈ। ਉਸ ਨੂੰ ਸਮਾਜਿਕ ਆਦਰਸ਼ਾਂ ਅਤੇ ਸਮਾਜਿਕ ਲੋੜਾਂ ਦਾ ਪਤਾ ਲੱਗਦਾ ਹੈ। ਸਮਾਜਿਕ ਰੀਤੀ-ਰਿਵਾਜਾਂ ਦੀ ਜਾਣਕਾਰੀ ਹੁੰਦੀ ਹੈ। ਧਰਮ, ਕਲਾ, ਸਾਹਿਤ, ਲੋਕ-ਗੀਤ, ਪਰੰਪਰਾਵਾਂ ਤੇ ਸਭਿਆਚਾਰ ਤਕ ਉਸਦੀ ਪਹੁੰਚ ਮਾਤ ਬੋਲੀ ਰਾਹੀਂ ਹੀ ਹੁੰਦੀ ਹੈ। ਇਸ ਲਈ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਲਈ ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ ਅਤੇ ਉਸਦੀ ਸਿਖਲਾਈ ਦੋਹਾਂ ਦਾ ਹੀ ਮਹੱਤਵ ਹੈ। ਇਹ ਸਿਖਲਾਈ ਪ੍ਰਾਪਤ ਕਰਕੇ ਭਾਸ਼ਾ ਅਧਿਆਪਕ ਆਪਣੇ ਸਿੱਖਿਆਰਥੀਆਂ ਨੂੰ ਭਾਸ਼ਾ ਦੀ ਸਫਲ ਵਰਤੋਂ ਦੇ ਯੋਗ ਬਣਾ ਸਕਦਾ ਹੈ।

**ਉਦੇਸ਼ :**

1. ਸਿੱਖਿਆਰਥੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਸੁਣਨ, ਬੋਲਣ, ਪੜ੍ਹਨ ਤੇ ਲਿਖਣ ਦਾ ਪ੍ਰਭਾਵੀ ਅਧਿਆਪਨ ਕਰ ਸਕਣਗੇ।
2. ਸਿੱਖਿਆਰਥੀ ਵੱਖ-ਵੱਖ ਸਾਹਿਤਕ ਰੂਪਾਂ ਦੀ ਜਾਣ-ਪਛਾਣ ਤੇ ਉਨ੍ਹਾਂ ਦੀਆਂ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਅਤੇ ਤਕਨੀਕਾਂ ਦੀ ਵਰਤੋਂ ਕਰ ਸਕਣਗੇ।
3. ਸਿੱਖਿਆਰਥੀ ਸਿਰਜਣਾਤਮਕਤਾ ਦੇ ਵਿਕਾਸ ਲਈ ਕਵਿਤਾ, ਕਹਾਣੀ ਆਦਿ ਦਾ ਅਧਿਆਪਨ ਕਰ ਸਕਣਗੇ।
4. ਸਿੱਖਿਆਰਥੀ ਪਾਠ ਦੇ ਅੰਤ ਵਿਚ ਅਤੇ ਸਮੁੱਚੇ ਪਾਠ-ਕ੍ਰਮ ਦੇ ਅੰਤ ਵਿਚ ਸਹੀ ਮੁਲਾਂਕਣ ਕਰਨ ਦੇ ਯੋਗ ਹੋ ਸਕਣਗੇ।
5. ਸਿੱਖਿਆਰਥੀ ਚੰਗੀਆਂ ਸਾਹਿਤਕ ਲਿਖਤਾਂ ਦੀ ਪ੍ਰਸ਼ੰਸਾ ਕਰ ਸਕਣ ਦੇ ਯੋਗ ਹੋ ਸਕਣਗੇ।
6. ਸਿੱਖਿਆਰਥੀ ਬੱਚਿਆਂ ਵਿਚ ਕਲਪਨਾ ਸ਼ਕਤੀ ਅਤੇ ਸਵੈ-ਅਧਿਐਨ ਦੇ ਪ੍ਰਗਟਾਵੇ ਦੀ ਰੂਚੀ ਪੈਦਾ ਕਰ ਸਕਣਗੇ।
7. ਸਿੱਖਿਆਰਥੀ ਆਪਣੇ ਅਧਿਆਪਨ ਕਾਰਜ ਵਿਚ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਰਾਹੀਂ ਬੱਚਿਆਂ ਅੰਦਰ ਸੁਹਜ-ਸੁਆਦ ਪੈਦਾ ਕਰ ਸਕਣਗੇ।
8. ਸਿੱਖਿਆਰਥੀ ਬੱਚਿਆਂ ਦੇ ਸ਼ਬਦ-ਭੰਡਾਰ ਵਿਚ ਵਾਧਾ ਕਰ ਸਕਣ ਦੇ ਯੋਗ ਹੋ ਸਕਣਗੇ।
9. ਸਿੱਖਿਆਰਥੀ ਬੱਚਿਆਂ ਨੂੰ ਸਿਖਾਉਣ ਲਈ ਸਹਾਇਕ ਸਮੱਗਰੀ ਤਿਆਰ ਕਰ ਸਕਣਗੇ।

### ਯੂਨਿਟ 1: ਭਾਸ਼ਾ ਸਿੱਖਿਆ

25 ਘੰਟੇ , 16 ਅੰਕ

- ਭਾਸ਼ਾ ਦਾ ਅਰਥ, ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕ੍ਰਿਤੀ, ਅਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ, ਸਥਾਨ, ਉਦੇਸ਼, ਮਹੱਤਵ, ਭਾਸ਼ਾ ਦਾ ਮਾਨਸਿਕ ਤੇ ਸਮਾਜਿਕ ਵਿਕਾਸ ਵਿਚ ਯੋਗਦਾਨ, ਭਾਸ਼ਾ ਤੇ ਮਾਤ-ਭਾਸ਼ਾ ,ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦਾ ਉਦੇਸ਼ ਤੇ ਮਹੱਤਵ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਮਹੱਤਵ ਤੇ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਉੱਪ-ਭਾਸ਼ਾਵਾਂ ਤੇ ਕੇਂਦਰੀ ਭਾਸ਼ਾ
- ਹਰਿਆਣਾ ਵਿਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ, ਨਿਵਾਰਨ ਤੇ ਸਥਾਨ

- ਗੁਰਮੁਖੀ ਲਿਪੀ :- ਜਨਮ, ਵਿਕਾਸ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਤੇ ਦੇਵਨਾਗਰੀ ਲਿਪੀ ਦਾ ਅੰਤਰ।

## ਯੂਨਿਟ 2 : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਕਰਨ

18 ਘੰਟੇ , 12 ਅੰਕ

- ਵਰਨ ਬੋਧ :- ਸਵਰ ਤੇ ਵਿਅੰਜਨ, ਅਨੁਨਾਸ਼ਕ, ਲਗਾਂ-ਮਾਤਰਾਂ, ਲਗਾਖਰ, ਦੁੱਤ ਅੱਖਰ।
- ਸ਼ਬਦ ਬੋਧ :- ਮੂਲ ਧਾਤੂ, ਤਤਸਮ ਤੇ ਤਦਭਵ ਸ਼ਬਦ, ਦੇਸੀ ਤੇ ਵਿਦੇਸ਼ੀ ਸ਼ਬਦ, ਸਮਾਸੀ ਸ਼ਬਦ, ਅਗੇਤਰ ਤੇ ਪਿਛੇਤਰ ।
- ਵਾਕ ਬੋਧ :- ਅਰਥ, ਪਰਿਭਾਸ਼ਾ ਤੇ ਪ੍ਰਕਾਰ।
- ਵਿਆਕਰਨ ਦੇ ਤੱਤ :- ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ, ਕਿਰਿਆ-ਵਿਸ਼ੇਸ਼ਣ, ਸੰਬੰਧਕ, ਯੋਜਕ, ਵਿਸਮਿਕ ਅਤੇ ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ।
- ਅਰਥ ਬੋਧ :- ਪਰਿਭਾਸ਼ਾ, ਬਹੁ-ਅਰਥਕ ਸ਼ਬਦ, ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ, ਵਿਪਰੀਤਾਰਥਕ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇਕ ਸ਼ਬਦ, ਮੁਹਾਵਰੇ ਅਤੇ ਅਖਾਣ।

## ਯੂਨਿਟ 3 : ਭਾਸ਼ਾ ਕੌਸ਼ਲ

22 ਘੰਟੇ , 14 ਅੰਕ

- ਮੁਢਲੇ ਭਾਸ਼ਾਈ ਕੌਸ਼ਲ :- ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾ, ਲਿਖਣਾ।
- ਸੁਣਨ ਦੀ ਸਮਰੱਥਾ :- ਭਾਸ਼ਾ ਰਾਹੀਂ, ਅਵਾਜ਼ਾਂ ਰਾਹੀਂ, ਅਨੁਭਵਾਂ ਰਾਹੀਂ।
- ਬੋਲਣ ਦੀ ਸਮਰੱਥਾ :- ਦੇਖਣ ਨਾਲ, ਸਮਝਣ ਨਾਲ, ਅਨੁਭਵ ਕਰਨ ਨਾਲ।
- ਪੜ੍ਹਣਾ ਸਿਖਾਉਣਾ :- ਉਦੇਸ਼, ਵਿਧੀਆਂ ( ਉੱਚੀ ਪੜ੍ਹਨਾ ਤੇ ਮੌਨ ਪਾਠ), ਬਾਲ ਅਵਸਥਾ ਵਿਚ ਪੜ੍ਹਨ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ, ਪੜ੍ਹਨ ਵਿਚ ਪਛੜੇਪਨ ਦੇ ਕਾਰਨ ਤੇ ਨਿਵਾਰਨ।
- ਲੇਖ ਰਚਨਾ :- ਲੇਖ ਰਚਨਾ ਦਾ ਮਹੱਤਵ, ਲੇਖਨ ਸਿਖਾਉਣ ਦੀ ਤਿਆਰੀ, ਲੇਖ ਰਚਨਾ ਸਿਖਾਉਣ ਦੇ ਢੰਗ, ਸੁੰਦਰ ਲੇਖਨ।

## ਯੂਨਿਟ 4 : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ

30 ਘੰਟੇ , 18 ਅੰਕ

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਦਾ ਮਹੱਤਵ
- ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਦੀ ਯੋਜਨਾ ਬੰਦੀ :- ਪਾਠ-ਯੋਜਨਾ, ਚੰਗੀ ਪਾਠ-ਯੋਜਨਾ ਦੇ ਗੁਣ
- ਕਵਿਤਾ :- ਕਵਿਤਾ ਪਾਠ ਦਾ ਮਹੱਤਵ, ਕਵਿਤਾ ਪੜ੍ਹਾਉਣ ਦੇ ਸਫਲ ਢੰਗ, ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਵਿਚਲਾ ਅੰਤਰ
- ਕਹਾਣੀ :- ਕਹਾਣੀ ਦਾ ਅਰਥ, ਪਰਿਭਾਸ਼ਾ, ਕਹਾਣੀ ਸੁਣਾਉਣ ਦੀ ਕਲਾ, ਪ੍ਰਾਇਮਰੀ ਦੇ ਬੱਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ।
- ਨਾਟਕ :- ਨਾਟਕ ਦਾ ਅਰਥ, ਪਰਿਭਾਸ਼ਾ ਤੇ ਨਾਟਕ ਕਲਾ ਬਾਰੇ ਸੰਖੇਪ ਜਾਣਕਾਰੀ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ।

## ਯੂਨਿਟ 5 : ਦ੍ਰਿਸ਼ਟੀ ਸ਼੍ਰੋਤ ਸਹਾਇਕ ਸਾਧਨ ਤੇ ਪਾਠ ਸਹਾਇਕ ਸਮੱਗਰੀ

15 ਘੰਟੇ , 10 ਅੰਕ

- ਦ੍ਰਿਸ਼ਟੀ ਸ਼੍ਰੋਤ ਸਮੱਗਰੀ (Audio Visual Aid) ਦੀ ਪਰਿਭਾਸ਼ਾ, ਜਰੂਰਤ ਤੇ ਮਹੱਤਵ
- ਦ੍ਰਿਸ਼ਟੀ ਸ਼੍ਰੋਤ ਦੇ ਸਾਧਨ :- ਬਲੈਕ-ਬੋਰਡ, ਚਾਰਟ, ਗਰਾਫ਼, ਚਿੱਤਰ, ਪੋਸਟਰ, ਮਾਡਲ, ਕੰਪਿਊਟਰ, ਇੰਟਰਨੈਟ, ਰੇਡੀਓ, ਟੈਲੀਵਿਜ਼ਨ, ਵਿਦਿਅਕ ਟੂਰ, ਅਖ਼ਬਾਰ ਤੇ ਰਸਾਲੇ।
- ਪੰਜਾਬੀ ਅਧਿਆਪਕ ਪ੍ਰਬੰਧਕ ਦੇ ਰੂਪ ਵਿਚ ਜਿਵੇਂ; ਸਿੱਖਿਅਕ ਯਾਤਰਾਵਾਂ, ਖੇਡ ਪ੍ਰਤਿਯੋਗਿਤਾ, ਸਕੂਲ ਸਮਾਗਮ ਆਦਿ।

## ਪ੍ਰਯੋਗਾਤਮਕ ਪ੍ਰੀਖਿਆ

- ਆਂਤਰਿਕ ਪ੍ਰਯੋਗਾਤਮਕ ਮੁਲਾਂਕਣ ਦੇ ਨੰਬਰ ਉਪਰੋਕਤ ਯੂਨਿਟਾਂ'ਤੇ ਆਧਾਰਿਤ ਕਿਰਿਆ-ਕਲਾਪਾਂ ਦੇ ਅਨੁਸਾਰ ਨਿਰਧਾਰਿਤ ਹਨ।

30 ਘੰਟੇ 30 ਅੰਕ

## ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ

- ਵਰਨਮਾਲਾ ਉਚਾਰਨ ਲਈ ਮੌਖਿਕ ਪ੍ਰਗਟਾਅ ਵਿਧੀ।
- ਕਲਾਸ-ਰੂਮ ਵਿਚ ਟੀ.ਐਲ.ਐਮ.ਅਤੇ ਹੋਰ ਸਾਧਨਾਂ ਰਾਹੀਂ ਵਿਧੀਆਂ ਸਿੱਖਿਅਕ ਮਹੱਲ ਦੀ ਉਸਾਰੀ।
- ਕਲਾਸ-ਰੂਮ ਵਿਚ ਵਿਅਕਤੀਗਤ ਤੇ ਸਮੂਹਿਕ ਸੰਵਾਦ/ਵਾਰਤਾਲਾਪ ਵਿਧੀ।
- ਪਾਠ-ਪੁਸਤਕਾਂ ਤੇ ਸਹਾਇਕ ਪੁਸਤਕਾਂ/ਰਸਾਲਿਆਂ ਦਾ ਸੂਖਮ ਅਧਿਐਨ।
- ਵਿਆਕਰਨ ਨੂੰ ਸਰਲ ਢੰਗ ਨਾਲ ਸਿਖਾਉਣ ਲਈ ਸਮੂਹ ਬਣਾ ਕੇ ਅਭਿਆਸ ਕਰਵਾਇਆ ਜਾਵੇ।
- ਭਾਸ਼ਾ ਕੌਸ਼ਲ ਦੇ ਵਿਕਾਸ ਲਈ ਮੌਖਿਕ ਗੱਲਬਾਤ ਤੇ ਆਦਰਸ਼ ਪਾਠ ਵਿਧੀ।
- ਕਵਿਤਾ ਪਾਠ ਤੇ ਗੀਤ ਵਿਧੀ, ਕਹਾਣੀ ਬਿਰਤਾਂਤ ਵਿਧੀ, ਨਾਟਕ ਅਨੁਕਰਨ ਵਿਧੀ।
- ਪੰਜਾਬੀ ਵਿਸ਼ੇ ਦੀਆਂ ਜਮਾਤ ਛੇ ਤੋਂ ਅੱਠ ਪਾਠ-ਪੁਸਤਕਾਂ ਦਾ ਮੁਲਾਂਕਣ ਅਤੇ ਵਿਸ਼ਲੇਸ਼ਣ।
- ਮਾਂਟੇਸਰੀ ਤੇ ਕਿੰਡਰ ਗਾਰਡਨ ਵਿਧੀਆਂ ਦਾ ਪ੍ਰਯੋਗ।

## ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਕ ਪੁਸਤਕਾਂ

ਡਾ. ਸਤਨਾਮ ਸਿੰਘ, ਆਓ ਪੰਜਾਬੀ ਸਿੱਖੀਏ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

ਡਾ. ਸਤਨਾਮ ਸਿੰਘ, ਗੁਰਮੁਖੀ ਸਿੱਖੋ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਤੇ ਸ਼ਬਦ-ਜੋੜ ਕੋਸ਼, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

ਜਸਵੰਤ ਸਿੰਘ ਜਸ ਤੇ ਪਰਮਜੀਤ ਕੌਰ, ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ।

ਡਾ. ਟੀ. ਆਰ. ਸ਼ਰਮਾ, ਪਹਿਲੀ ਜਮਾਤ ਨੂੰ ਪੰਜਾਬੀ ਕਿਵੇਂ ਪੜ੍ਹਾਈਏ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਡਾ. ਪਰਮਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉੱਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ, 2015

ਜੀ.ਬੀ. ਸਿੰਘ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1960

ਡਾ. ਜੋਗਿੰਦਰ ਸਿੰਘ ਕੈਰੋਂ, ਪੰਜਾਬੀ ਲੋਕ ਕਹਾਣੀਆਂ ਦਾ ਅਧਿਐਨ ਤੇ ਵਰਗੀਕਰਨ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

ਦੁਨੀ ਚੰਦ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1959

ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਰਚਨਾ, ਨਿਊ ਬੁੱਕ ਰਚਨਾ, ਜਲੰਧਰ।

ਡਾ. ਇੰਦਰ ਦੇਵ ਨੰਦਰਾ, ਪੰਜਾਬੀ ਸਿੱਖਿਆ ਤੇ ਸਾਹਿਤ-ਅਧਿਐਨ, ਟੈਡਨ ਪਬਲੀਕੇਸ਼ਨਜ਼, ਲੁਧਿਆਣਾ।

ਡਾ. ਸ਼ਰਦੇਵ ਸਿੰਘ ਗਿੱਲ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿਪੀ ਅਤੇ ਵਿਆਕਰਨ, ਯੂਨੀਸਟਾਰ ਬੁਕਸ, ਮੋਹਾਲੀ, 2006

ਟੀ.ਆਰ.ਵਿਨੋਦ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ, ਯੂਨੀਸਟਾਰ ਬੁਕਸ, ਮੋਹਾਲੀ।

ਫਖਰ ਜਮਾਨ, ਪੰਜਾਬ, ਪੰਜਾਬੀ ਤੇ ਪੰਜਾਬੀਅਤ, ਯੂਨੀਸਟਾਰ ਬੁਕਸ, ਮੋਹਾਲੀ, 2001

ਭਾਈ ਜੋਧ ਸਿੰਘ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੀ ਸਿੱਖਿਆ ਤੇ ਹੋਰ ਲੇਖ, ਪਟਿਆਲਾ।

ਸਤਿੰਦਰ ਸਿੰਘ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ ਰੂਪ ਅਧਿਐਨ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ, 1980

ਕ੍ਰਿਸ਼ਨ ਕੁਮਾਰ, ਬੱਚੇ ਕੀ ਭਾਸ਼ਾ ਔਰ ਅਧਿਆਪਕ :ਏਕ ਨਿਰਦੇਸ਼ਿਕਾ (ਹਿੰਦੀ), ਐਨ.ਬੀ.ਟੀ., ਦਿੱਲੀ।

**ਰਸਾਲੇ ਅਤੇ ਮੈਗਜ਼ੀਨਾਂ**

ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਿਆ , ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ, ਮੋਹਾਲੀ, ਮਾਸਿਕ।

ਪੰਖੜੀਆਂ, ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ, ਮੋਹਾਲੀ, ਮਾਸਿਕ।

ਬਲਜਿੰਦਰ ਮਾਨ, ਨਿੱਕੀਆਂ ਕਰੁੰਬਲਾਂ, ਮਹਿਲਪੁਰ, ਪੰਜਾਬ, ਤ੍ਰੈਮਾਸਿਕ।

## Course 151- Children's Physical and Emotional Health

Maximum Marks: 50  
Practicum (External): 20, (Internal): 30  
Student Contact Hours: 50

### Rationale and Aim

The relationship between education and health forms the core *rationale* behind this course. While the role of education on health has been widely acknowledged, the impact of health on education is often not recognized adequately. This course unfolds the reciprocal relationship between health and education. Health is a necessary condition for learning apart from being a basic right of every child. Enrolment, retention, concentration and learning outcomes in the classroom have a strong linkage with a child's physical and emotional health.

A holistic understanding of health implies a perspective on health that is not merely freedom from germs and disease but an understanding of the social, economic, mental/emotional and physical aspects of health. This approach will lead away from the 'hygiene-education' focus of health education which stresses behavioural changes and puts the responsibility of health on the child. Instead, the course aims to equip the teacher with a perspective that helps both the teacher and the children understand health issues as determined by socio-economic contexts. This is not to deny the importance of healthy habits but it is important to recognize that to tell a child to 'bathe every day' or 'eat nutritious foods' is not sufficient. The teacher will have to locate health messages and ideas in the lived reality of the children they teach so as to meaningfully engage with the issue.

It is important to see the role of the teacher as one that includes within it the perspective of a health worker. This does not in any way mean an additional workload. However we see this as inherent in her work itself. Here there is a clear overlap of ideas with the course on Child Studies. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio-economic

background. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense. Instead of speaking of teacher attitudes alone, the course gives student-teachers a chance to understand unequal and multiple kinds of childhood that children experience.

### **Specific Objectives**

- To build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants framework
- To understand the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns
- To examine specific programmes related to children's health operating in schools
- 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
- To link theoretical and conceptual learning with actual school/classroom realities through practical work

#### **Unit 1: Understanding Health and Well- Being**

**11 Hrs. 11 Marks**  
**(05 External + 06 Internal)**

- The meaning of health and well-being
- Understanding the linkages between poverty, inequality and health
- Social determinants of health- stratification structures, food, livelihood, location, sanitation, access to health services etc.

#### **Unit 2: Understanding Children's Health Needs**

**13 Hrs. 13 Marks**  
**(05 External + 08 Internal)**

- Understanding emotional health- self reflective journey
- Emotional health- physical health- cognition linkages
- School practices and what these do to a child's emotional well-being
- 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**                      **13 Hrs. 13 Marks**  
**(05 External + 08 Internal)**

- Mid-day meal programme: Rationale, objectives, components, functioning,
- School environment: Issues of water, sanitation, toilets etc.
- Role of the teacher and engagement with the programmes
- Capturing children's perceptions on food, work, play, Mid-day meal etc.

**Unit 4: Yoga and Games**    **13 Hrs. 13 Marks**  
**(05 External + 08 Internal)**

- Concept of *yoga* and *pranayams*
- Need and importance of *yoga*
- Different types of *asanas* and *yogas* (*up to the level of elementary student*)
- Need for physical education ; Linkages to health and education
- Games: Field events, indoor and outdoor games (Races, jumps and throws, Chess, Table- tennis, badminton, volley-ball, *kho-kho*, handball, football, kabaddi)

**Practical Work based on Unit 1, 2, 3, and 4:** The practical work is visualized through integration with School Exposure Programme (SIP-I). This involves discussion, guidance and inputs to undertake these projects before the SIP-I and is followed by reflective sessions where students share their projects after SIP-I. These post SIP-I 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-I, 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-I.

Practical work can be divided across groups of students and must be followed by each group sharing with the larger class of D.El.Ed. student-teachers. This sharing should be facilitated by the faculty to reflect on health observations, methods used, findings and a discussion on the culture of programmes, possible action a teacher can take etc. The idea of the project is not to just collect a lot of information on health aspects but to begin a process of exploration and inculcate sensitivity towards health and its linkage with learning processes. It is also emphasized that light exercise and yoga must be made an essential part of daily life.

### **Suggested Project Topics/Themes**

1. The exercise undertaken in the School Exposure Programme (SIP-I), of making a profile of a child and understanding his/her social context during the internship needs to also connect to the health of the child and understanding all possible determinants. The student teacher is to observe and find out about the child's health conditions. The child's health profile is to explore the possible health determinants operating in the child's life. Issues of settlement/housing, livelihood of families, poverty and deprivation, food habits, water access and safety etc are explored through observations, informal group discussions and visits to the community. The teacher educator prior to the SIP-I will guide the student teachers on methods and ethical issues, sensitivity during questioning.
2. Morbidity Mapping exercises to be conducted. In this the student teacher tracks children's attendance and tries to find out reasons for children's absenteeism. She records illnesses she observes or as reported by children/peers and develops a health report card.
3. Student teachers record observations using tools developed as well as creative methodologies to capture children's perceptions regarding Mid Day Meal to reflect on the health programmes operating in school. The idea is to observe and comment on various aspects of the MDM programme such as quantity, quality, distribution system, culture of the programme and also give legitimacy to children's perceptions on the MDM. For e.g. What they like, don't like of the MDM, what they eat before school, are they able to *study* if they are feeling hungry etc. These are explored not through interviews but through creative worksheets which the children fill out. Such methodologies are part of the readings mentioned for Unit III and should be made with the guidance of the teacher educator before SIP.
4. Student teachers prepare detailed report of at least five types of *yogasans* including *Surya-Namaskar*. She should learn the process of *yogasans* and demonstrate them. Student teachers prepare detailed report on measurement of different courts and fields of the games included in theory paper.

### **Essential Readings**

1. *Aao Kadam Uthaein: Ek Sahayak Pustika*, USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)

2. Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.
3. CSDH, (2008), *Closing the gap in a generation*, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.
4. Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU
5. Mid-day Meals- A Primer, (2005). *Right to Food Campaign*, Delhi.
6. Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage

### **Readings for Discussion**

1. Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, *Chapter 36- Childhood Illnesses*, Chennai: Orient Longman.
2. Deshpande, M. R. Dasgupta, R.V. Baru and A. Mohanty, (2008). The Case for Cooked Meals: Concerned Regarding Proposed Policy Shifts in the Mid-day Meal and ICDS Programs in *Indian Paediatrics*, 445-449
3. Dasgupta, R., Baru, R.V. Deshpande, M. and Mohanty, A. (2009). *Location and Deprivation: Towards an Understanding of the Relationship between Area Effects and School Health*, Working Paper, New Delhi: USRN-JNU.
4. Samson, M., Noronha, C., and De, A., (2005). Towards more benefit from Delhi's Mid-Day Meal Scheme; in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage.
5. Zurbrigg, S., (1984), *Rakku's Story- Structures of Ill Health And Sources of Change*, Centre for Social Action, Bangalore, 19-41, and Chapters 1 and 2.

### **Advanced Readings for Faculty:**

1. Ben-Shlomo, Y. and Kuh, D. (2002), A Life course approach to chronic disease epidemiology: conceptual models, empirical challenges and interdisciplinary perspectives in *International Journal of Epidemiology*, No. 31, 285 and figure 1 on page 286 to be discussed.
2. Dreze, J. and Goyal A., (2003), The Future of Mid-Day Meals, *Economic and Political Weekly*, November 1.
3. Frost, J. Wortham S.C; Riefel, R.S, (2005), *Play and Child Development*, Prentice Hall.
4. Jones, L. (1994), *The Social Context of Health and Health Work*, McMillan Press. Chapter 1, pp. 1-6, 11-17, 18-20, 32-36.

## **Course SIP I- School Internship Programme**

**Maximum Marks:100**  
**SIP-1 (External: 50, Internal: 50)**  
**Duration: 4 weeks**

### **Rationale and Aim:**

Teacher education programme leading to Diploma in Elementary Education (D.El.Ed.) aims at preparing teachers for elementary stage of education, that is, classes' I-VIII. Right of Children to Free and Compulsory Education enacted vide Central RTE Act., 2009, highlighted the need and importance of having well qualified and professionally trained teachers to facilitate realisation of the proposed goals. D.El.Ed. is a teacher preparation programme at elementary level, span over two years of teacher training, potential enough to realise the goals, if properly conceived and designed on sound professional imperatives.

NCTE Regulations, 2014 mandate Internship for every student-teacher opting his career in teaching profession. School Internship is widely regarded as the single most important component of any teacher education programme that provides for student-teachers a platform to integrate the theory learnt with real classroom situation. Being a full time work in a school, , it seeks to equip student-teachers with meaningful and gainful intensive school experiences in planning, teaching and the totality of its activities such as preparing instructional support materials, maintenance of school register and records and performing all those duties that a regular teacher is expected to do. Field experiences intend to expand competencies and skills essential for a teacher to serve as a facilitator of learning. During internship student-teachers interact with teachers, students, administrators and the community including parents and try to understand issues and problems which help their development as a facilitator teacher. They are also exposed to multicultural context of society, which has a strong influence on school environment and its functioning, besides practice teaching in real classroom situations, as also ample opportunities to participate and organize various programmes which in turn help develop traits like positive attitude, interest, abilities and appreciation essential for being a teacher.

Two year D.El.Ed programme is expected to provide adequate opportunities for student-teachers to engage with various stakeholders like children, parents, community, school and school management on a partnership model. Teaching Practice and Internship not only provide first hand experiences to student-teachers in classroom teaching and whole school life in general, but also to link theoretical knowledge with its practical accomplishment.

Student-teachers are expected to critically reflect and discuss various practices and engage in activities like maintenance of records and registers, preparation of lessons and unit plans, classroom management, school-community-parent interface, and self-development vis-a-vis professionalization of teaching practice, presented in Portfolios and Reflective Journals, as record their experiences, observations and outcomes of all the activities undertaken, spread over two years in different phases: the first year to focus on introducing student-teachers to different types of schools, their environment, understanding children, developing and reflecting on teaching learning materials; and the second year on student-teachers participation as regular teachers, experimenting innovative methodologies, reflecting on their own teaching, and self-assessing their functioning various activities of school.

### **Specific objectives:**

The School Internship Programme aims to introduce the student-teachers with real school environment. In order to meet the specific requirement of course a School Exposure Programme of four week duration is introduced during 1<sup>st</sup> year of D.El.Ed. Course with following objectives:-

1. To acquaint the student-teachers with school environment as a whole and its various dimensions in the context of all-round development of children and observe the teaching learning process in a systematic manner.
2. To evaluate school textbooks and other resource material critically in the context of children's development and pedagogical approach used.
3. To understand and reflect upon the teaching-learning processes practised in classroom by regular teachers and learn to relate and communicate with children.
4. To understand and reflect upon the relationship between school and community for creating a conducive environment for learning.

5. To aware the student-teachers about different type schools and their managements, administrative structure of education departments and officers involved there in.
6. To develop a repertoire of resources which can be used by the intern later in his/her teaching - textbooks, children's literature, activities and games, excursions etc

### Process of School Internship Programme

The year-wise details of School Internship Programme are mentioned in table:

Year	Duration	Schedule	Level of Practice	Remarks
1 <sup>st</sup> Year (SIP-I)	4 weeks	Before the Board exam of 1 <sup>st</sup> Year	Elementary (Primary+ Upper Primary)	<ul style="list-style-type: none"> <li>• 3 weeks in Govt. schools including interaction with BRP/Block/District level Administration for 02 days</li> <li>• 1 week in Special type of Schools</li> </ul>

(Special type of Schools: Kasturba Gandhi, Aarohi, Model Sanskriti, Model school etc.)

### Activities during School Internship Programme

The school exposure programme is designed for four weeks, broadly involving three activities:

#### 1. School Mapping and Profiling

This component included various activities to understand the school structure and day to day functioning. At the end student-teacher will subject his observation on following points under this components:

##### *I. School Profile*

The objective of developing school profile is to acquaint student teachers with general and physical aspects of school, as specified below:

- History and development of school
- Enrolment of students
- Infrastructural facilities
- Maintenance of records

## **II. School Observation Report:**

- (a) Morning assembly
- (b) Teaching-learning activities
- (c) Meetings and interactions with students, teachers, parents, school management and administration.

### **2. Critical Analysis of textbook**

Student-teachers are expected to carry out critical analysis of textbook in any two different subjects, one from primary and the other from upper primary level with the express objective to evaluate school textbooks and other resource material critically in the context of children's development and pedagogical approach used. It is to be organized as an institutional activity, assigned in groups of 2 or 3 student teachers; each group to have different assignments and in different subject areas.

Review materials could include analysing items like RTE act 2009, NCF 2005, NCFTE 2009, Learning Without Burden (Yashpal Commission), Justice Verma Commission Report, Delor's Commission Report, psychological aspects of learning, values enshrined in the Constitution of India, linkage of school knowledge to daily life, inclusiveness (gender, caste, creed, race, religion etc.) and other relevant pedagogical aspects.

### **3. Understanding Functioning and Pedagogy of Special Type of School**

Student-teachers would visit a special type of school to get in-hand exposure to their learning and pedagogy in order to experience its organisational set up and working environs to help student-teachers recognise and adopt the innovative practice in real teaching.

#### **Evaluation of Student-Teachers**

Weightage to be assigned for documents submitted by student teachers.

#### **Weightage to different activities**

<b>S. No.</b>	<b>Document</b>	<b>Percentage of Marks</b>
1	School profile	20 %
2	School observation report	20 %
3	Report of the visit of Special Type of Schools	20 %
4	Text book Analysis – Report	20 %
5	Seminar presentation	20 %
	Total	100

## Weightage for Evaluators

Assessment Pattern		
Internal		External ***
TEI Faculty *	Mentor ** (Internship School Teacher)	
25 %	25 %	50 %

\* **TEI Faculty** – The Teacher Educator from Teacher Education Institute where student-teachers is enrolled.

\*\* **Mentor** – The teacher from School where student-teachers is doing School Exposure Programme.

\*\*\* **External** – External Evaluator is to be appointed by the examining body.

## Process of Internal Evaluation

### TEI Faculty- 25 Marks

It includes

- School Profile
- School Observation Report
- Report of visit of Special type of school
- Textbook Analysis Report

### Mentor- 25 Marks

- School Profile
- School Observation Report

### Process of External Evaluation- 50 Marks

It includes

- School Profile
- School Observation Report
- Report of visit of Special type of school
- Textbook Analysis Report
- Seminar presentation of above topics



## **Course 201- Cognition, Learning and Socio-Cultural Context**

**Maximum Marks: 100**

**Theory (External): 70, Practicum (Internal): 30**

**Student Contact Hours: 100**

### **Rationale and Aim**

The course is aimed towards helping student-teachers understand various theories about how children learn and how learning and cognition are understood by various theorists. This would lead student-teachers to construct an understanding of learning for their own selves which they would be able to use in the classroom. This, it is hoped, would help the teacher become more of a supporter and facilitator rather than an instructor. Another pertinent aim is to enable the students develop an understanding of the research methods employed to understand children in their multiple contexts. It is envisaged that the students would use some of these methods not only to hone their skills in the same but also in learning about reflection and analysis on the data gathered through these means. This implies strengthening linkages between theory and practice through various field-based assignments.

### **Specific Objectives**

- To understand the process of thinking and learning in children through different theories and critical perspectives; principals of behaviorism, cognitive development, information processing, constructivist, socio-constructivist and cross cultural positions
- To reflect on their relevance in the teaching - learning process
- To understand that the essence of child- centered pedagogy is to be in tandem with the physical, socio-cultural, emotional and cognitive worlds of children with in the Indian context
- To allow for opportunities such that the student – teacher is able to visualize the linkage with theory in the real life interaction with children, through activities such as play, art, storytelling, etc. as implications along with the units of physical motor development, cognition and language development respectively

**Unit 1: Learning and Cognition****28 Hrs. 25Marks**

- Learning: Concept of learning; processes of children's learning, basic ideas of Behaviorism and its critique
- Constructivism: Introduction to the concept; Piaget's theory: what is learning, structures and processes of cognitive development, cognitive conflict, characteristics of thought in different stages, children thinking; implications for teaching-learning.
- Vygotsky's theory- Introduction, the general genetic law, concept of ZPD (Zone of Proximal Development), tools and symbols in development, implications for teaching
- Basic Cognitive Processes:
  - Sensation: Senses, Meaning of Sensation, Transduction process
  - Attention: Nature, Focused and Sustained Attention
  - Perception: Nature, Gestalt Approach or theory
  - Thinking: Nature and Type (Convergent and Divergent)
- Concept Formation: Nature and importance of concept, Type, Factor influencing concept formation
- Individual and socio-cultural differences in cognition: Understanding learning difficulties, terms of exclusion and inclusion and impact

**Unit 2: Nature of Learner****26 Hrs. 25 Marks**

- Intelligence: Meaning, nature and theories of intelligence (Two factor theory, Thurston's group factor theory and Guilford: Theory involving a model of intellect)
- Creativity: Concept, relationship with intelligence, techniques for fostering creativity
- Aptitude: Concept and assessment
- Memory: Concept, type and process (encoding, decoding and retrieval) Change in declarative memory; schema change or conceptual change; how these develop in a continuous memory
- Forgetting: Nature, cause and minimization of forgetting

**Unit 3: Play****08 Hrs. 05 Marks**

- Meaning of Play, characteristics, types of Play
- Play and its functions: linkages with the physical, social, emotional, cognitive, language and motor development of children; cross-cultural and socio-economic differences in children's play
- Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict

**Unit 4: Language and Communication****18 Hrs. 15 Marks**

- How do children communicate?
- Perspectives in language development (with references to how children acquire language at early age): Skinner; social learning theory of Bandura and Walters; Nativist- Chomskian perspective
- Comparison of these theoretical approaches to arrive at a critique of behaviorism
- The uses of language: Turn taking, interactions, conversations, listening.
- Socio- cultural variations in language: accents, differences in communication, linguistic variation, implications for a multicultural classroom
- Bilingual or multilingual children: implication of teachers – multilingual classroom; story telling as a pedagogic tool

➤ ***Internal Practicum marks will be awarded on the basis of Suggested activities given below:***

**20 Hrs. 30 Marks****Suggested activities**

**Task 1:** The student-teachers ask four children in the age group 4-7 years to draw on different themes they choose. The children are then encouraged to talk about their drawing. The students try and understand what the drawing communicates by talking to the child and looking for aspects of symbolic thought as expressed in the drawing. Also, the student-teacher arrives at the patterns that emerge across the various drawings that children have made. Student-teachers could also organize other such simple activities for children. They conduct these activities with children and maintain records of children's responses.

**Task 2:** The student-teacher does observation of children at play and maintains records - 2 hours across 4 observations; observations can be carried out in playgrounds in the neighborhood or schools. The students could identify different games that children play; Individual and group behaviour in play; friendships and social relationships. The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behaviour, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This assignment is to be followed by post-assignment discussions during contact hours to arrive at linkages between play and social, emotional, cognitive, language and motor development of children.

**Task 3:** Student-teachers identify a movie or a cartoon that is popular among school age children. They construct an interview schedule (to interview children) and observation checklist to look at the finer nuances of the movie or cartoon (what attracts children to the same) and critically analyze the varying aspects. Other methods of looking at TV viewing habits, child's ability to distinguish fantasy from reality could also be explored by the student-teachers.

**Task 4:** Student-teachers identify a video game that is popular among school age children. They construct an interview schedule and observation checklist to 'Understand aggression in a video game that is popular among children and also critically look at aspects of the game itself.'

### **Mode of Transaction**

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/papers
- Individual and group presentations of issues and concerns raised in assignments
- Theoretical and practical activities/exercises/investigations; analysis interpretation of collated observations, systematic data

### **Essential Readings**

1. Crain, W. (1992). Theories of Development: Concepts and Applications. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.

2. Elkind, D. (1976). *Child Development and Education*. Oxford University Press.
3. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
4. Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
5. Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222- 253.
6. Snowman, B. R. and Snowman, J. (1996). *Psychology Applied to Teaching*. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.

### **Readings for Discussion**

1. Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
2. Donaldson, M. (1986). *Children's Minds*. UK: Harper Collins Publishers Ltd. Chapter 1: The School Experience, Chapter 2: The Ability to Decentre.
3. Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517.
4. Holt, J. (1967). *How Children Learn*. London: Penguin.
5. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
6. Siegler, R. and Alibali, M.W. (2005). *Children's Thinking*. (4th edition). New Jersey, USA: Prentice Hall. Chapter 1: An introduction to children's thinking, Chapter 3: Information-processing theories of development, Chapter 5: Sociocultural theories of development, Chapter 9: The development of social cognition.

7. Vygotsky, L. S. (1997). Interaction between Learning and Development in Gauvian, M. and M. Cole. (eds.) Readings on the Development of Children. New York: W. H. Freeman.

### **Advanced Readings**

1. Gardner, H. (1985). Frames of Mind: The Theory of Multiple Intelligences. London: Paladin Books.
2. Piaget, J. (1926). Psychology of Intelligence. New York: Basic Books.
3. Pollard, A. and Filer, A. (1996). The Social World of Children's Learning. London: Cassell.
4. Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes. Cambridge, Massachusetts: Harvard University Press. Chapter 1: Tool and Symbol in Child Development, Chapter 6: Interaction between Learning and Development, Chapter 7: The Role of Play in Development
5. Wood, D. (1988). How Children Think and Learn. Oxford: Blackwell.

### **References**

1. Bettelheim, B. (1987). The Importance of Play. The Atlantic Monthly, March.
2. Bodrova, E. and Deborah J. Leong (1996). Tools of the Mind. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
3. Cox M. (2005). The Pictorial World of the Child. New York: Cambridge University Press.
4. Erikson, Eric, H. (1972). Play and Development. New York: W.W. Norton.
5. Garvey, C. (1990). Play. Cambridge: Harvard University Press.
6. Sahi, J. and Sahi, R. (2009). Learning Through Art. Eklavya. Chapter 1: Introduction.
7. Vygotsky, Lev. S. (1978). Mind in Society. Cambridge: Harvard University Press. Chapter 7: Role of Play.

## **Course 202- School Culture, Leadership and Change**

**Maximum Marks: 100**

**Theory (External): 70, Practicum (Internal): 30**

**Student Contact Hours: 100**

### **Rationale and Aim**

The purpose of education is to provide happy and meaningful learning environment for all children. Between the ‘idea of education’ and the implementation of an educational programme is a long journey that witnesses a range of dynamics amongst several important players. These include teachers, parents, school heads, and district and block level education functionaries, academics, educators, community, government planners and policy makers, and children. How are schools organized? What roles do government functionaries perform to help schools provide quality education? What kind of leadership enables effective school education? How are educational standards defined? What are the processes of change facilitation in education? This course brings together pieces of the puzzle that constitute effective school education. Through workshops, discussions, readings, field-based project work and project presentations, students will develop an understanding of the range of factors that enables them for better school organization and management.

### **Specific Objectives**

The overall objective of this course is to enable student-teachers to develop a holistic understanding of the range of issues and dynamics that constitute school education. The specific objectives are:

- To familiarize student-teachers with the structures and processes of the Indian education system
- To help student-teachers to develop a critical understanding of the notion of school organization and management in the context of the structures and processes of the education system
- To enable student-teachers to develop a comprehensive understanding of context-specific notions of school effectiveness
- To enable student-teachers to develop an understanding of school leadership and change management
- To help student-teachers make overt connections between field-based project work, educational leadership and change facilitation

## **Unit 1: Structures and Processes of the Indian Education System**

**14 Hrs. 12 Marks**

- Types of schools within different administration bodies
- Roles and responsibilities of education functionaries
- Relationships between support organizations and the school
- Understanding and interpreting educational policies that impact schools

## **Unit 2: School Effectiveness and School Standards**

**16 Hrs. 14 Marks**

- What is school effectiveness and how is it measured?
- Understanding and developing standards in education
- Classroom management and the teacher
- Central Advisory Board for Education (CABE), School Education Quality Index (SEQI), U-DISE and ISO standards for schools

## **Unit 3: School Leadership and Management**

**17 Hrs. 15 Marks**

- What are school culture, organization, leadership and management?
- Administrative leadership
- Team leadership
- Pedagogical leadership
- Leadership for change
- Change management
- Right to Information (RTI) Act 2005

## **Unit 4: Change facilitation in Education**

**14 Hrs. 12 Marks**

- Research in education and its implementation
- Equity in education
- Incentives and schemes for girl children
- Issues in educational and school reform
- Preparing for and facilitating change in education

## **Unit 5: Projects and Programmes in School Education**    **19 Hrs. 17 Marks**

- District Primary Education Programme (DPEP 1996)



- Sarva Shiksha Abhiyan (SSA)
- RTE-2009 and Rule 134-A
- Rashtriya Madhyamic Shiksha Aayog (RMSA 2012)
- National Skill Qualifications Framework (NSQF2012)
- Class Readiness Programme (CRP 2014)
- Skill Catch-up Programme (2017)

➤ ***Internal Practicum marks will be awarded on the basis of activities conducted on the topics from the above Units.*** **20 Hrs. 30 Marks**

### **Mode of Transaction**

- Close reading of specific texts
- Observation and documentation of school organizational processes
- Field visits: centers of innovation, different school types

### **Essential Readings**

1. Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India*. New Delhi: NIEPA.
2. Early, P. and Weindling, D. (2004). A changing discourse: from management to leadership. In Early, P. and Weindling, D. (eds) *Understanding School Leadership*, UK: Paul Chapman Publications,
3. Fullan, M. (1993). Why Teachers Must Become Change Agents. In *Educational Leadership*, 50 (6).
4. Govinda, R (2001) *Capacity Building for Educational Governance at Local Levels*. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
5. Majumdar, S. (1990). “Infrastructure and Educational Administration”. In Mukhopadhyay and Parkar, *Indian Education: development since independence*. New Delhi: Vikas Publications.

### **Readings for Discussion**

1. NCERT, Educational Statistics of India, New Delhi (issues of the last decade)
2. Senge, P. (2000). The Industrial Age System of Education. In *Schools that Learn*, London: NB, 27-58.

## **Course 203 -**

### **Understanding the Self, Diversity, Gender and Inclusive Education**

**Maximum Mark: 100**

**Theory (External): 70, Practicum (Internal): 30**

**Student Contact Hours: 100**

#### **Rationale and Aim**

This course addresses the complex relationship that exists between self, diversity, inequity, and education. It aims to sensitize students to the diversity of life experiences and learning needs of different kinds of children. Children with special needs, those from marginalized communities as well as girls traditionally excluded from education. Inclusive education, as understood today, must give a place to all children, while specifically addressing the above. This becomes even more significant in the light of the Right to Education Act 2009. While critically looking at our education through this lens, this course also tries to explore certain possibilities by addressing the nature of inclusive education as well as the sensibilities and skills that it demands from the teacher.

#### **Specific Objectives**

- To understand one's own self
- To sensitize students to gender
- To understand the present approach on education of children with special needs
- Instead of blaming an individual for his/her failure, the need is to understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors
- To focus on the structures (implicit and explicit) in our schools that serve as a hindrance to the inclusion of all students
- To explore and understand the possibility of change through inclusive education
- To develop a comprehensive and critical understanding on disability, marginalization and inclusive education

#### **Unit 1: Developing Sensitivity towards Self**

**18 Hrs. 16Marks**

- Concept of self, self recognition, self control, self esteem and self description
- Ways of understanding one's own childhood and adult-child gaps in society
- 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.

- To understand and challenge the unconscious, conditions and attitude that are stereotyped and prejudiced (gender, caste, class, race, religion, disability etc.) and critically examine the sources of stereotyped messages (eg. media)

## **Unit 2: Gender, School and Society**

**14 Hrs. 12 Marks**

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

## **Unit 3: Children with Special Needs**

**12 Hrs. 10 Marks**

- Historical and contemporary perspectives to disability and inclusion
- Range of learning difficulties
- Disability identification, assessment and interaction
- Approaches and skills for teaching children with learning difficulties

## **Unit 4: Diversity and Inclusive Education**

**17 Hrs. 15 Marks**

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

## **Unit 5: Peace, Progress and Harmony**

**19 Hrs. 17 Marks**

- Inter relationship between peace, progress and harmony
- Establishing peace, progress and harmony within oneself: exercises and ways 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.

- ***Internal Practicum marks will be awarded on the basis of activities conducted on the topics from the above Units.*** **20 Hrs. 30 Marks**

### **Mode of Transaction**

- The Practicum and the Theory courses of the programme to develop a solid platform for this paper.
- In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices.
- The practicum courses of the programme, with the present course should help students in exploring spaces for inclusion in schools.
- Dialogue and discussions has to be the key for the transaction of this course

### **Essential Readings**

1. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.
2. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage.

## Course 204 - Pedagogy of Hindi Language

अधिकतम अंक : 100

सैद्धांतिक (बाह्य) : 70, प्रयोगात्मक (आंतरिक) : 30

अध्यापन घंटे : 100

डी0एल0एड0 कोर्स का मुख्य उद्देश्य छात्राध्यापकों का सर्वांगीण विकास करने के साथ-साथ उनमें समाज तथा विद्यालयों के प्रति अपने दायित्व का सही निर्वहन करने की योग्यता का विकास करना है। इसके साथ ही उनमें चारित्रिक गुणों का विकास करते हुए उन्हें समाज व पर्यावरण के प्रति जागरूक करना है ताकि वे जीवन में आने वाली समस्याओं का अपने विवेक से सही निर्णय लेने में सक्षम हो सकें। इस कोर्स के माध्यम से उनमें सृजन कौशल का विकास करते हुए दूसरों के विचारों को समझ कर सही अर्थ ग्रहण करने की क्षमता तथा अपने विचारों की सार्थक अभिव्यक्ति करने की क्षमता का विकास करना है।

उद्देश्य :

- मातृभाषा के शुद्ध उच्चारण तथा शुद्ध वर्तनी चिह्नों से परिचित कराना।
- मातृभाषा शिक्षण के स्तर को समुन्नत करने के लिए भाषिक एवं साहित्यिक ज्ञान से परिचित करवाते हुए शिक्षण हेतु सक्षम बनाना।
- विचारों को सुनकर या पढ़कर अर्थ ग्रहण करने की योग्यता विकसित करना।
- विचारों को मौखिक एवं लिखित रूप में प्रभावशाली ढंग से व्यक्त करने की योग्यता विकसित करना।
- सौन्दर्य बोध, चिन्तन एवं सर्जनात्मक योग्यता विकसित करना।
- साहित्यिक विधाओं से परिचित कराना।
- शिक्षण अधिगम सामग्री तैयार करना सिखाना।
- भाषा सौन्दर्य के लिए अलंकार का ज्ञान कराना।
- शब्द भण्डार में वृद्धि करना।
- आदर्श प्रश्न-पत्र तैयार करना सिखाना।
- सूक्ष्म शिक्षण की योग्यता विकसित करना।
- मूल्यांकन की विधाओं से परिचित कराना।

इकाई-1 प्राथमिक/उच्च प्राथमिक स्तर पर हिन्दी शिक्षण

14 घंटे, 13 अंक

गद्य शिक्षण – अर्थ, महत्त्व, विभिन्न विधाएँ तथा विभिन्न सोपान जैसे – प्रस्तावना, उद्देश्य कथन, प्रस्तुतीकरण, आवृत्ति, मूल्यांकन एवं गृह कार्य

विधियाँ : कथन विधि, चित्र प्रदर्शन विधि, वाचन विधि, अधूरी कहानी पूर्ति विधि, अनुकरण विधि, आगमन-निगमन विधि, क्रियात्मक विधि एवं गहन अध्ययन विधि आदि।

पद्य शिक्षण – अर्थ, महत्त्व, विभिन्न विधाएँ तथा विभिन्न सोपान जैसे – प्रस्तावना, उद्देश्य कथन, प्रस्तुतीकरण-आदर्श एवं अनुकरण वाचन, व्याख्या, आवृत्ति, मूल्यांकन एवं गृह कार्य।

विधियाँ – गीत एवं नाट्य विधि, शब्दार्थ कथन विधि, प्रश्नोत्तर विधि, व्याख्या व मिश्रित विधि आदि।

- इकाई-2 सम्प्रेषण कौशल 18 घंटे, 15 अंक  
विभिन्न विधाओं के माध्यम से कक्षा-कक्ष में मौखिक एवं लिखित अभिव्यक्ति का अवसर देना जैसे – कविता पाठ, कहानी सुनाना, साक्षात्कार देना व लेना, वार्तालाप, वाद-विवाद, स्वागत-भाषण, आशुभाषण, अध्यक्षीय भाषण, धन्यवाद ज्ञापन आदि।  
वर्णन-दृश्य, घटना, चित्र तथा वस्तु आदि को देखकर अपने शब्दों में व्यक्त करना।
- इकाई -3 व्याकरण शिक्षण-अर्थ, परिभाषा एवं महत्त्व 14 घंटे, 13 अंक  
विधियाँ – निगमन, आगमन, विश्लेषण, सहयोग, पाठ्यपुस्तक, खेल विधि आदि के माध्यम से कक्षा 6 से 8 की पाठ्यपुस्तक पर आधारित व्याकरण शिक्षण।
- वाक्य रचना- वाक्य के अंग, प्रकार, संश्लेषण-विश्लेषण, रूपान्तरण, समास व उसके भेद, पदबंध व पदपरिचय।
- शब्द शक्ति- अभिधा, लक्षणा, व्यंजना।  
अलंकार – अर्थ, प्रकार एवं महत्त्व।  
शब्द कोश- अर्थ, महत्त्व एवं प्रयोग की समझ।
- इकाई-4 प्रश्न पत्र निर्माण एवं शिक्षण अधिगम सामग्री का निर्माण 16 घंटे, 14 अंक
- आदर्श प्रश्न पत्र के गुण, प्रकार, आवश्यकता।
  - सोपान जैसे- उद्देश्य की पूर्ति, विषय वस्तु की व्यापकता, अंक योजना, आवश्यक निर्देश उत्तर तालिका का निर्माण, ज्ञान/बोध के प्रश्नों का निर्माण, प्रश्न-पत्र विश्लेषण
  - दृश्य-श्रव्य शिक्षण – अधिगम सामग्री का निर्माण, प्रयोग एवं महत्त्व।
  - मूल्यांकन के प्रकार और महत्त्व, मूल्यांकन के तरीके, निरीक्षण, रिकॉर्ड तथा प्रोफाइल बनाना।
- इकाई-5 हिन्दी पाठ्यपुस्तक का विशद अनुशीलन एवं पाठयोजना। कक्षा (6 से 8), पाठ्यपुस्तक आधारित पाठयोजना निर्माण व सूक्ष्म शिक्षण। 18 घंटे, 15 अंक
- आंतरिक प्रायोगिक मूल्यांकन के अंक उपर्युक्त इकाइयों पर आधारित क्रियाकलापों के अनुसार निर्धारित हैं। 20 घंटे, 30 अंक

पठन हेतु संदर्भित पुस्तकें :

- उदयवीर सक्सेना, विनोद पुस्तक मन्दिर, आगरा-हिन्दी शिक्षण
- शारदा प्रकाशन, नई दिल्ली-हिन्दी व्याकरण
- पांडे राम शुक्ल, विनोद पुस्तक मन्दिर, आगरा-हिन्दी शिक्षण
- उमा मंगल, आगरा पुस्तक भण्डार – हिन्दी शिक्षण
- केशव प्रसाद, धनपत राय एंड सन्स, दिल्ली – हिन्दी भाषा शिक्षण
- भोला नाथ तिवारी, लिपि प्रकाशन नई दिल्ली – हिन्दी भाषा शिक्षण
- क्षेत्रीय के., विनोद पुस्तक मन्दिर, आगरा-मैत्री भाषा शिक्षण
- रविकान्त चोपड़ा व अन्य एन.सी.ई.आर.टी. नई दिल्ली- मातृभाषा हिन्दी
- डॉ० हरदेव बाहरी किताब महल – हिन्दी उद्भव, विकास और रूप
- डॉ० जयनारायण कौशिक, हरियाणा साहित्य अकादमी पंचकूला – हिन्दी शिक्षण
- शब्द कोश हिन्दी, संदर्भ कोश, साहित्य कोश, विश्व कोश, कथा कोश, सूक्ति कोश

## Course -205 Pedagogy of Urdu Language

Maximum Marks: 100

Theory (Internal): 70, Practicum (Internal): 30

Students Contact Hours: 100

### نصاب کا جواز اور مقصد

اردو کثیر لسانی علاقوں اور مشترکہ تہذیبوں کے رابطے میں آنے کی وجہ سے وجود میں آئی ہوئی زبان ہے۔ اس کا صوتیاتی نظام ہندی، فارسی اور عربی سے مشترکہ طور پر میل کھاتا ہے، تو حروف تہجی کی بناوٹ فارسی سے میل کھاتی ہے۔ اس کے قواعد صرف و نحو ہندی سے ملتے ہیں تو تہذیب و تائید اور واحد جمع کے اصول عربی اور فارسی سے میل رکھتے ہیں۔ ان ہی وجوہات کی بنا پر اردو زبان کی تدریس کے دوران ان خصوصیات کو پیش نظر رکھنا بہت ضروری ہے۔

شخصیت کا اہم جز زبان ہے۔ شخصیت سازی میں زبان و ادب کا بہت اہم رول ہے۔ کسی بھی زبان و ادب کے مطالعے سے اخلاقی قوتوں اور تعمیری مہارتوں کی تربیت ہوتی ہے۔ ذہنی اور فکری قوتیں نشوونما پاتی ہیں۔ کسی شخص کی پوشیدہ صلاحیتیں زبان کے ذریعے ہی پروان چڑھتی ہیں۔ زبان مافی الضمیر کی ادائیگی کا بہترین ذریعہ ہوتی ہے۔ زبان ہی کسی قوم کے تہذیب و تمدن کا آئینہ دار ہوتی ہے۔ کسی بھی قوم کے حال کو ماضی سے جوڑنے کا کام زبان ہی کرتی ہے اور مستقبل کے منصوبوں کی تعمیر بھی زبان ہی کے ذریعے ممکن ہے۔ گویا زبان ہی کی بنیاد پر علم کی عظیم الشان عمارت تعمیر کی جاسکتی ہے۔

### زبان کی تدریس کے خاص مقاصد

اردو زبان کے آغاز اور ارتقاء سے روشناس کرنا۔ اردو زبان کے ادب اور ادیبوں سے واقف کرنا۔ مختلف اصناف اور اسلوب نگارش سے روشناس کرنا۔ اردو ادب کے محاسن کو سمجھنا اور کلام کی بلاغت سے واقف کرنا۔ شعر و ادب کے ذریعے فطرت اور زندگی کی رنگینیوں سے لطف اندوز ہونا۔ تنقیدی مطالعہ کی صلاحیت کو پروان چڑھانا۔ اردو زبان کے تعین قدر کے مختلف طریقوں کی مہارت حاصل کرنا۔ مسلسل اور جامع تعین قدر کے تصور کو واضح کرنا۔ اردو زبان کی تدریس میں عملی تحقیق کو فروغ دینا۔

مادری زبان، اردو کی تدریس کو مندرجہ ذیل عنوانات کا مطالعہ کر کے اور واضح انداز میں سمجھا جاسکتا ہے :-

نصاب کا مفہوم، ضرورت اور اہمیت۔ مادری زبان کا مفہوم اور اہمیت۔

پرائمری سطح کے نصاب میں مادری زبان کا مقام۔ کثیر لسانی تہذیب اور مادری زبان۔

اردو بحیثیت مادری زبان۔ سہ لسانی فارمولہ مفہوم، اہمیت اور تقاضے۔

حق لازمی تعلیم (Right to Education) اور مادری زبان۔

قومی نصاب کا خاکہ (1986-2016) اور اردو زبان کی تدریس۔

یونٹ 1۔ پرائمری اور اہل پرائمری سطح پر اردو کی تدریس

تدریس نثر

نثر کی تعریف، اہمیت، مقصد اور اقسام

نثری تدریس کے اجزاء۔

تمہید، سبق کا تعارف، مصنف کا تعارف، اظہار مقصد یا اعلان سبق، سبق کی پیش کش۔

معلم کی مثالی بلند خوانی، طلباء کی تقلیدی بلند خوانی۔

توضیح و تشریح، تلفظ کی مشق، اخذ معنی اور تفہیم عبارت۔

عملی قواعد، تعین قدر، گھر کا کام۔

اردو نثر کی مختلف اصناف کے تدریسی طریقے

تدریس نظم

Hours : 22 , Marks : 20

نظم کی تعریف، اہمیت، مقصد اور اقسام۔

نظم کی تدریس کے اجزاء۔

تمہید، سبق کا تعارف، مصنف کا تعارف، نظم کی غرض و غایت، اعلان سبق، سبق کی پیش کش۔

معلم کی مثالی بلند خوانی، طلباء کی تقلیدی بلند خوانی۔

توضیح و تشریح، تلفظ کی مشق، ترنم سے پڑھنے کی مشق، اخذ معنی اور تفہیم اشعار/ تفہیم نظم۔

عملی کام، تعین قدر اور گھر کا کام۔

Hours : 16 ,Marks : 14

یونٹ 2 - مواصلاتی مہارتیں -

زبانی اظہار خیال کے مواقع۔

ترنم سے نظم پڑھنا، کہانی کہنا، تعارف کرانا، بات چیت، مکالمہ کی مہارت کرانا۔

استقبالیہ کلمات کہلوانا، صدارتی خطاب، اظہار تشکر وغیرہ کی مشق کرانا۔

نظارہ، حادثہ، تصویر اور چیز کو دیکھ کر اس کے حال اور کیفیت کو اپنے الفاظ میں بیان کرنا۔

تحریری اظہار خیال کے مواقع۔

کہانی لکھوانا، آسان نظم لکھوانا، بات چیت کو مکالمے کی شکل میں لکھوانا۔

کسی نظارہ، حادثہ، تصویر یا چیز کو دیکھ کر ان کی کیفیت کو لکھنا۔

Hours : 06 ,Marks : 04

یونٹ 3 - اردو قواعد کی تدریس

قواعد اردو کی تدریس، اہمیت، مقصد اور تقاضے۔

حروف تہجی، ان کے اقسام مخارج اور مختلف شکلیں۔

لفظ، اس کے اقسام، ماخذ۔

سابقے اور لاحقے کی مدد سے الفاظ بنانا۔

استقرائی، استخراجی، توضیح و تشریح، تعاون اور کھیل کھیل میں الفاظ بنوانا۔

جملے کی تعریف، اجزاء اور اقسام۔

جملے کی تلخیص و تشریح، جملے کی تبدیلی۔

رموز و اوقاف کا استعمال اور جملے پر اس کا اثر۔

فصاحت و بلاغت، تلمیح، حسن تغلیل، علم البیان، صنائع و بدائع۔

لغت، اس کی تعریف، اہمیت، اقسام اور دیکھنے کا طریقہ۔

Hours : 24 ,Marks : 22

یونٹ 4 - سوال نامہ کا خاکہ، اس کی تشکیل، تکمیل اور تعین قدر

قدر تعین کا مفہوم، اس کی ضرورت اور اس کے اقسام۔

تحقیق، جانچ، اس کا خاکہ اور رکارڈ تیار کرنا۔

تکمیل مقصد، نفس مضمون کا احاطہ۔

نمبرات کی منصوبہ بندی اور تقسیم۔

امتحان سے متعلق ہدایات۔

جواب نامہ (Answer key) کی تکمیل۔



علمی اور تحقیقی سوالات۔

عملی تحقیق کا مفہوم، اس کی ضرورت اور اس کا طریقہ کار۔

امدادی سامان کی تعمیر، اس کی اہمیت اور اس کو استعمال کرنے کا طریقہ۔

تعیین قدر کی تعریف، اس کے اقسام، زبانی اور تحریری امتحان

یونٹ 5۔ اردو زبان کے 8 کی درسی کتابوں کے مشقی سوالات کا احاطہ اور اسباق کا منصوبہ بنانا

مائیکرو پیچنگ کا منصوبہ تیار کرنا۔

مجوزہ عملی کام

اردو کی درسی کتابوں (درجہ 6 تا 8) کے مشکل اور نئے الفاظ کی فہرست تیار کرنا۔

بہت مشکل الفاظ کے معنی کم از کم چارٹ پر لکھنا۔

زبان کی مہارتوں پر مشتمل 5 سوالات تیار کرنا (ہر مہارت پر کم از کم 10 سوال تیار کرنا۔

درجہ 6، 7، 8 میں سے کسی ایک درسی کتاب کی ظاہری اور باطنی خوبیوں کی بنیاد پر رپورٹ تیار کرنا۔

امدادی کتب :-

اردو املا (1974ء) ایچ)

اردو املا

انشاء اور تلفظ (1999ء) ایچ)

انشاء اور تلفظ

معین الدین

اردو زبان کی تدریس

محمد افضل (ایم اے، ایل ٹی)

فن تعلیم و تربیت (دوم)

زبیدہ حبیب

تدریس اردو

غضنفر علی

تدریس نامہ رسالہ

غضنفر علی

لسانی کھیل

اعظمی۔ ضیاء الرحمن

اردو پڑھانے کا فن

## **Course 206- Pedagogy of English Language**

**Maximum Marks: 100**  
**Theory (External): 70, Practicum (Internal): 30**  
**Student Contact Hours: 100**

### **Rationale and Aim**

This course focuses on the teaching of English to learners at the elementary level. The aim is to expose the student-teachers to contemporary practices in English Language Teaching (ELT). The course also offers the space to critique existing classroom methodology for ELT. The theoretical perspective of this course is based on a constructivist approach to language learning. This course will enable the student-teachers to create a supportive environment which encourages their learners to experiment with language learning. The course focuses on developing an understanding of English language learning.

### **Specific Objectives**

- To equip student-teachers with a theoretical perspective on English as a Second Language (ESL)
- To enable student-teachers to grasp general principles in English language teaching and learning
- To understand young learners and their learning context
- To grasp the principles and practice of unit and lesson planning for effective teaching of English
- To develop classroom management skills; procedures and techniques for teaching English language
- To examine and develop resources and materials for use with young learners for English language teaching and testing.
- To examine issues in English language assessment and their impact on classroom teaching.
- To understand the strategies used in a differentiated classroom with multiple levels
- To be familiar with multiple assessment strategies for the English language teacher

## **Unit 1: Issues of Teaching of English at the Elementary Stage**

**14 Hrs. 12 Marks**

- Issues of learning English in a multi-lingual/multi-cultural society: the multi-lingual nature of India. English as the language of prestige and power
- Teaching English as a first language, second language and foreign language
- The politics of teaching of English in India
- Perspectives on the appropriate age for beginning the teaching of English
- Understanding the importance of a language rich classroom

## **Unit 2: Approaches to the Teaching of English**

**18 Hrs. 16 Marks**

- Behaviouristic and Structural Approaches; Grammar-translation method, Audio-lingual method
- Cognitive and Constructivist Approach; nature and role of learners, different kinds of learners
- Communicative language teaching; Direct method of teaching English, Bilingual method of teaching English

## **Unit 3: Teaching Strategies**

**22 Hrs. 20 Marks**

- Role of text books
- Beyond the textbooks: including children's literature in the classroom (Rhymes, poems, stories, songs etc)
- Listening and Speaking Skills: seeing talk as valuable, reducing teacher-talk time in the classroom, using pair-work and group-work meaningfully to encourage speaking and participation – children as researchers, some activities for the classroom: poems, songs, story-telling, role-play, situational conversations etc.
- Vocabulary development: using pictures, flow- charts, word walls, homonyms, homophones, homographs
- Reading: beginning reading - the alphabet method, phonetic method, reading with meaning, reading aloud by teacher, using the word-wall; stages of Reading - pre-reading, while-reading and post-reading activities, intensive and extensive reading, word-attack skills; types of reading - Independent reading, guided reading and shared reading – making reading buddies
- Writing: writing as a process - brain storming, drafting, conferencing /sharing, revising, editing, publishing ; controlled, guided, and free writing; writing –

letters, daily diary/ journals, logs (responding to something read or observed), using pictures.

- Verbal and visual inputs
- Teaching grammar to strengthen language acquisition: teaching grammar as knowledge about language, making grammar meaningful and fun.

#### **Unit 4: Learner Assessment**

**14 Hrs. 12 Marks**

- Assessing, speaking and listening - using interviews, story-telling, re-telling
- Assessing reading comprehension-using miscue analysis, meta-linguistic awareness
- Teacher's diary – anecdotal records, assessing writing - informal feedback from teacher, measuring progress
- Continuous and comprehensive assessment
- Attitude towards errors and mistakes in second language learning
- Review of current assessment procedures - cursive writing, dictation, cloze, questions and answers, utilisation of feedback.
- Using assessment rubrics

#### **Unit 5: Planning and Material Development**

**12 Hrs. 10 Marks**

- Unit planning for a learner-centered classroom
- Preparation and presentation of lesson plan (Upper Primary Level), micro-teaching
- Preparation of low-cost teaching aids-flash cards, charts, cut-outs, placards
- Using the classroom as a resource.
- Creating differentiated resources and tasks for different learning levels

➤ ***Internal Practicum marks will be awarded on the basis of activities conducted on the topics from the above Units.***

**20 Hrs. 30 Marks**

#### **Mode of Transaction**

- Use of Essential Readings as an introduction to units.
- The remaining readings can be given for self reading to students and also used for assignments.
- Advanced readings are optional and intended for teacher educators.

- Field units to focus on developing and trying out various resources, techniques, activities and games for learning English
- Text analysis of school text books for English – state-produced and CBSE class VI to VIII
- Analysing and reviewing teaching-learning material

### **Essential Readings**

1. School textbooks prescribed by Government of Haryana classes I-VIII
2. School textbooks prescribed by CBSE classes I-VIII
3. Brewster, E., et.al. (2004) *The Primary English Teacher's Guide*. Penguin. :London. (NewEdition)
4. Ellis, G. and J. Brewster (2002) *Tell it again! The new Story-telling Handbook for Teachers*.Penguin: UK.
5. Krashen, S (1982) *Principles and Practices of Second Language Acquisition*. Pergamon Press: Oxford
6. NCERT, (2005). *National Curriculum Framework, 2005*. NCERT: New Delhi.
7. NCERT, (2006). *Position Paper National Focus Group on Teaching of English* NCERT: New Delhi Slatterly, M. and J. Willis (2001) *English for Primary Teachers: A Handbook of Activities and Classroom Language*. Oxford University Press: Oxford.
8. Tomlinson, Carol Ann (2001) *How to Differentiate Instruction in a Mixed Ability classroom*ASCD: USA
9. Fogarty, R. (2006) *Literacy Matters: Strategies Every Teacher Can Use*. USA: Corwin Press: USA pp. 59-62.
10. Wyse, D. and R. Jones (2001) *Teaching English, Language and Literacy*. Routledge Falmer: New York. pp. 169-175
11. Browne, A. (2007). *Teaching and Learning Communication, Language and Literacy*. Paul Chapman: London, UK, pp175-210.
12. Sahi, J. and R. Sahi, (2008). *Learning through Art*. Eklavya: Bhopal. pp 125-137

### **Advanced Readings**

1. Cameron, L. (2001) *Teaching Languages to Young Learners*, Cambridge University Press: Cambridge
2. Curtain, H. A. and, C. A. Dahlberg (2004). *Languages and Children: Making the Match*. Pearson: Boston.
3. Tomlinson, B. (ed.) (1998). *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press: UK.

## Course 207- Proficiency & Pedagogy of Mathematics Education

Maximum Marks: 100

Theory (External): 70, Practicum (Internal): 30

Student Contact Hours: 100

### Rationale and Aim

At the elementary level children learn how to use mathematical knowledge in a systematic way when they deal with the world around them. At the same time they come across symbolic aspects of mathematical knowledge and learn how to relate to concepts and procedures in mathematics. For further development of mathematical knowledge it is necessary that children become aware of key aspects of mathematics such as abstraction and generalization, mathematical ways of arguing, necessity for use of symbols. They need to learn mathematical ways of problem solving, relating to space, making sense of the information.

This course attempts to provide deeper insight, develop skills, and enhance sensitivity towards mathematical rigor by looking at fundamental domains of mathematics: Arithmetic, Algebra, Geometry, and Data Handling.

### Specific Objectives

- To develop insight into ways of reasoning mathematically
- To create awareness about and develop appreciation for algebraic thinking
- To develop understanding of geometrical concepts
- To develop facility in estimation of quantities (weights and sizes of small and large objects encountered in daily life; quantities encountered in mathematical computations)
- To develop facility in data handling, reading of graphs and schematic diagrams (including road maps and railway maps); designing one's own schematic diagrams
- To familiarise student-teachers with statistical ways of dealing with information and some mathematical concepts that help in the process.
- To familiarize student-teachers with the use of the computer for doing mathematics; e.g., software for doing geometry, like *GeoGebra*; or the use of spreadsheets to do exploratory work
- To *enhance* the capabilities of the prospective teachers to reflect on processes relating to communicating formal mathematics to children
- To develop an interest in keeping in touch with what is being discussed and transacted in the area of mathematics education elsewhere in the world or country, through exposure to good journals in the subject, and to good websites and blogs

- To develop an interest in reading expository books in mathematics, particularly authors who give a sense of the historical side and the aesthetic side and the "play" side of mathematics

### **Unit-1 Mathematical Reasoning**

**18 Hrs. 16 Marks**

- Process of generalisation: Pattern, recognition and inductive reasoning process that enable formation of hypothesis
- Structure of Mathematics: Axioms and postulates, Definition, Theorems
- Validation process of Mathematical statements: proof, Counter-Example, Conjecture
- Problem solving in Mathematics-a process
- Creative thinking in Mathematics

### **Unit-2 Proficiency in Content of upper primary level**

**24 Hrs. 20 Marks**

- Number: Number system, BODMAS, LCM, HCF, Square & square root, Cube & cube root, Unitary Method, Percentage, Ratio and Proportion, Interest (Simple Interest and Compound Interest), Discount
- Data Handling: Presentation of collected data, Elementary Statistical Technique
- Space and Shapes: Geometric thinking levels-Van Hiele's, Lines and Angles, Triangles, Quadrilaterals and three dimensional shapes-Geometric Vocabulary, Euler Formula, Congruency and Similarity
- Measurement: Perimeter, Area, Volume, Temperature
- Practice questions : Practice questions should activity based and from the text book of class VI<sup>th</sup> to VIII<sup>th</sup>

### **Unit-3 Proficiency in Algebra Thinking**

**20 Hrs. 18 Marks**

- Number pattern that helps in appreciating the use of unknowns in expressing the generalisation resulting from the pattern
- Functional Relations
- When and Why we use variables
- Forming and solving simple linear equations, Factors
- Mathematical investigation/puzzles that rely on algebraic thinking
- Practice questions : Practice questions should activity based and from the text book of class VI<sup>th</sup> to VIII<sup>th</sup>
- Lesson Plan: Preparation of Lesson Plan on the topics of unit-2 and unit-3 based on text book VI<sup>th</sup> to VIII<sup>th</sup>

#### **Unit-4 Issues about Assessment in Mathematics**

**18 Hrs. 16 Marks**

- Purpose of assessment
- Planning of assessment
- Assessment tools
- Open-ended questions and problems
- Assessment for conceptual understanding
- Assessment for evaluation of skills such as communication and reasoning

➤ *Internal Practicum marks will be awarded on the basis of activities conducted on the topics from the above Units.*

**20 Hrs. 30 Marks**

#### **Mode of Transaction**

- Use of examples and non-examples while explaining mathematical ideas
- Critical analysis of text-books from the view point of thinking
- Emphasis on understanding mathematical vocabulary and its role in development of mathematical understanding

#### **Essential Readings**

1. Eves Howard (1983) *Great Moments in Mathematics (Volume 1)*, The Mathematics Association of America Chapter 2, 3, 4, 8, 9, 11, 12; pp2 to 42, 70 to 95, 110 to 134.
2. Gardener Martin (1969) *Mathematical Puzzles and Diversions* Penguin: New York. Chapter 4 and 14; pp 42 to 49 and 126 to 132
3. Harold, Jacobs (1994) *Mathematics, A Human Endeavour*, Chapter 1 to 5; pp 1 to 238
4. Haylock, D. (2006) *Mathematics explained for Primary Teachers*, Sage: New Delhi Ch 27: Mathematics reasoning. pp. 305-321.  
<http://www.flipkart.com/mathematician-s-delight-w-sawyer-book-0486462404> <http://www.flipkart.com/mathematics-harold-jacobs-human-endeavor-book-0716743604> <http://www.flipkart.com/vision-elementary-mathematics-w-sawyer-book-048642555x>
5. IGNOU (2007) *Learning Mathematics (LMT)* 1-6. School of Sciences, IGNOU:New Delhi
6. NCTM (2000) *Principles and Standards for School Mathematics*, National Council of Teachers Mathematics: USA
7. Pedoe, Dan (1973) *The Gentle Art of Mathematics* Dover Publications New York Ch 1; pp11 to 37



8. Polva, George (1973) *How to Solve It*, Princeton University Press: Princeton, New Jersey.
9. Post, Thomas R., (1992) *Teaching Mathematics in Grades K-8: Research-Based Methods*. Allyn and Bacon: Washington D.C. Ch8 and Ch 15
- 10.Sawyer, W W (1991) *Mathematicians' Delight*, Penguin: USA
- 11.Sawyer, W W (2003) *Vision in Elementary Mathematics* Dover Publication: USA. Chapter 1, 2, 9, 10; pp 8 to 39, and 186 to 269.
- 12.Shirali, S A. *A Primer in Number Sequences*, University's press. Chapter 1 to 4; pp. 1-53
- 13.Shirali, S A. *Adventures in Iteration (Volume 1)*, Chapter 1 to 8; pp. 1-45
- 14.Shirali, S A. (1984) *First Steps in Number Theory* MIR Publishers, Moscow Chapters 3, 4 and 5. pp 9 to 42.
- 15.Stewart, I. (1970) *Making Mathematics Live: A hand book for primary teachers*. Angus and Robertson: Australia Chapter 2.
- 16.Zevenbergen, R. et.al. (2004) *Teaching Mathematics in Primary Schools*. Allen & Unwin; (First South Asian Edition). Chapter 12 and 14.

### **Advanced Readings**

1. Moses, B. (Ed.) (1999). *Algebraic Thinking, Grades K-12*.USA: National Council of Teachers of Mathematics.

## **Course 208- Proficiency and Pedagogy of Social Science Education**

**Maximum Marks: 100**

**Theory (External): 70, Practicum (Internal): 30**

**Student Contact Hours: 100**

### **Rationale and Aim**

The contents of social Science/social studies as a school subject are based on a certain understanding about their nature and purposes. Instead of treating these as natural and given, this course introduces student-teachers to different perspectives about these subjects. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It asks and suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships. Engaging with the nature of diverse disciplinary would form the basis to understand that its purposes are historical and social in character. Analysis of textbooks and curriculum may help students understand how various perspectives about society, children and social science shape these documents and pedagogic devices and how they may be alternatively conceived and transacted in classroom. Reading how children conceptualize and understand the subject matter of different social science components and the ways in which different textbooks and teaching methods allow or obstruct development of abilities for individual/collective reflection would provide a meaningful avenue for student teachers to develop their own understanding of social sciences and appropriate pedagogies.

### **Specific Objectives**

- To develop knowledge and skills to critically understand and analyse the society in which we live by drawing upon the disciplines of history, geography, political science, economics and sociology
- Build skills to gather, interpret and analyse data
- To critically analyse social science school curriculum, syllabus and textbooks
- To know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner
- To develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values

**Unit 1: Nature of Social Sciences****16 Hrs. 14 Marks**

Social sciences and social studies: scope and nature; role of social studies in developing children's understanding of their social context and social realities; different perspectives on nature and scope of history, role of historian, perspectives, sources and evidence in history; elitist/status-quoist and activist/social transformation perspectives on civics; different approaches to geography; different approaches to organize social sciences: discipline centered, issue-centered, integrated social studies and interdisciplinary social science.

**Unit 2: Important Concepts of Social Sciences****18 Hrs. 16 Marks**

Understanding change and continuity, cause and effect, time perspective and chronology, socio-spatial interaction with reference to their area and state (Haryana) through the following (i) Society: social structure, social stratification, community and groups, (ii) Civilization: history, culture, (iii) State: authority, nation, nation-state and citizen, (iv) Region: resources space and people (v) Geography: as spatial science (vi) Market: in changing scenario, problems and possibilities.

Evolving unit plans, Development of lesson plans based on concepts of class VI-VIII (Emphasising on Joyful learning, art integration and play way methods)

**Unit 3: Children's Understanding, Teaching-Learning Materials and Classroom Processes****23Hrs. 20 Marks**

Cognitive development of and concept formation among the children in middle/upper primary classes with reference to their age and socio-cultural context; significance of these factors for curriculum and pedagogy; case studies of children's understanding of concepts; children's construction of social science knowledge and classroom interaction; different types of teaching-learning materials for social sciences including community and local sources; analysis of different textbooks of social sciences to understand the perspective about the subject that informs them and how do they position children (look at use of case studies, pictures, story/narration, dialogue and discussion, experiments, comparison, development of concepts); Observation of classrooms to understand and critically evaluate the transaction of the social science curriculum.

## Unit 4: Pedagogy and Assessment

23Hrs. 20 Marks

Teaching methods: heuristics/discovery method, project method, use of narration, comparisons, observations, dialogue and discussion in social science; concept of data, its sources and evidence in different social science disciplines; difference between fact and opinion, identifying bias and prejudices; use of personal/experiential knowledge for critical thinking; dominant method of evaluation in social sciences based on information recall; alternative ways to evaluate learning: basis of evaluation, objectives of evaluation, Assessment: what, how and why, feedback and remedial measures, types of questions, use of open book examination etc.

- *Internal Practicum marks will be awarded on the basis of Field-based given below:*

**20 Hrs. 30 Marks**

### **Field-based Projects (any two)**

1. Critique a historical film/serial or novel from the view point of authenticity. Use variety of other sources like for movies, books, newspaper article, exhibitions, and museums to appraise on authenticity. Understand the complex nature of facts, their construction and their differences from opinion.
2. Map any locality based on the distance and directional relationship from your educational institution. Mark out institutions, historical monuments (local and national), banks, local market, and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location. Try to see the linkages between various institutions that exist in this locality
3. Explore and collect some books, movies, cartoons, magazines and journals of 1950s and the present times. Study them carefully to grasp the issues of a common person. Show the changes that can be witnessed in the concerns and in the lives of a common person. Can the reasons for these changes be traced to the economics, polity, history and socio-cultural circumstances of our nation? Present your understanding in the form of a report/ poem/ collage/ narratives/ drama, or any other medium you wish to use.

4. Through field visits, understand a slum in terms of its economics, subsistence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
5. Trace two final consumer products from their raw form. Study the processes that are involved in changing it to the final, finished product. Study how various factors of geography, economics, politics and history have influenced them. Also see the intermeshed relationship that exists between them
6. Around any particular social science theme, event, date or a phenomenon, weave an oral history project. Through interviews and conversations, understand and give space to the voice of people, and their interpretation and understanding of your subject. Analyze their reliability by comparing these versions from other sources. Use this project to understand the plural versions of history that are available. Also study how certain versions become dominant while cornering other ones.
7. Study the transport needs of a community by analyzing different kinds of vehicles people own. Examine their relation with the gender and the socio-economic standards. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing. Also assess the economic and environmental aspects of various forms of transport.
8. Explore how cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical film/serial/novel and so on can be used in the teaching of social science.

### **Essential Readings**

1. Batra, Poonam (2010) Introduction in Poonam Batra (ed) (2010) Social Science Learning in Schools: Perspective and Challenges, Sage: New Delhi pp. 3-41.
2. Bhattacharya, Neeladhari (2009). Teaching History in Schools: The Politics of Textbooks in India. History Workshop Journal. 67(1), pp. 99-110.
3. Chakravarty, Uma (2006). Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India, Tulika Books: New Delhi Chapter on: History as Practice: Introduction, pp. 16-30.
4. Eklavya, (1994), Samajik Adhyayan Shikshan: Ek Prayog, Eklavya: Hoshangabad.

5. Jain, Manish (2005). Social Studies and Civics: Past and Present in the Curriculum, *Economic and Political Weekly*, 60(19), pp. 1939-1942.
6. NCERT, (2006). Position Paper National Focus Group on Teaching of Social Sciences. NCERT: New Delhi. pp. 1-19.
7. Sunny, Yemuna (2009) Legitimised Knowledge: Political Connotations in Geography in Ravi S Singh (ed) *Indian Geography in the 21st Century: The Young Geographer's Agenda*, Cambridge Scholars' Publishing: UK 2009, pp. 108-127.
8. Sunny, Yemuna (2010) *Sveekrat Gyan: Bhoogol Mein Nihit Rajneitik Sanketaarth*, Sandarbha Sept- Oct. 2010, pp. 59-76.
9. Social Science Textbooks for classes VI, VII and VIII, New Delhi: NCERT 2006- 2008.
10. Textbooks for classes VI, VII and VIII, approved by Deptt. Of Elementary Education, Haryana
11. Social science Textbooks for classes VI, VII and VIII, Madhya Pradesh: Eklavya. 1993-2004.
12. Tolstoy, Lev (1987) *Shikshashaastriya Rachnayein*, Pragati Prakashan, 1987; excerpts on experiences of history teaching in Sandarbha, 20, Nov.-Dec. 1997, pp. 79-89.
13. Tolstoy, Lev (1987) *Shikshashaastriya Rachnayein*, Pragati Prakashan, 1987; excerpts on geography teaching in Sandarbha, 26, Nov. 1998-April, 1999, pp. 85-93.
14. George, Alex M. (2004) Children's Perceptions of Sarkar: The Fallacies of Civics Teaching, *Contemporary Educational Dialogue* 1: 2, 228-257.
15. Sunny, Yemuna. (2008) Experience and Science in Geography Education, *Economic and Political Weekly*, June 14, 2008, pp. 45-49.
16. Eklavya Team (2010) Dynamics of Knowledge and Praxis: A View from the Field in Batra, Poonam (ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, Sage: New Delhi. pp. 265-286. 49
17. George, A. and A. Madan (2009) *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. Sage: New Delhi. pp. 31-57.
18. Articles on Social Science Education in Sandarbha (available as a separate collection from Eklavya, Bhopal)

19. Paliwal Rashmi and Yemuna Sunny (1994) Aaya Samajh Mein. Sandarbha 1, September 1994, pp. 20-25; Sandarbha 2, November-December, 1994, pp. 43-47.
20. Madan, Amman (1995) Naagrik Shaastra ki Pustakon Mein Naagrikon ki Chhavi. Sandarbha 5, May-June 1995, pp. 88-94.
21. Paliwal, Rashmi (1995) Jo Gaurishankar ki Samajh Mein na Aaye. Sandarbha 7, September- October, 1995. pp. 47-52.
22. Sunny, Yemuna (1996) Bhoogol, Schooli Kitaabein aur Kuchha Anubhav. Sandarbha 8-9, November-February, 1995-96, pp. 51-58.
23. Paliwal, Rashmi (1996) Ek Kitaab Nai Bhi Purani Bhi. Sandarbha 1, March-april, 1996, pp. 82-94.
24. Paliwal, Rashmi (1997) Paryaavarana Kyaa, Kyaa Nahin. Sandarbha 19, September-October, 1997 pp. 47-56.
25. Batra, Poonam and Disha Nawani (2010) Social Science Texts: A Pedagogic Perspective in Batra, Poonam. (ed.) (2010). Social Science Learning in Schools: Perspective and Challenges, Sage: New Delhi. pp. 197-262.
26. Paliwal, R. (2010) Assessment of Social Science in Schools: Our Experiences, Experiments and Learning, Learning Curve, Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp. 95-105.
27. Jayashree. (2010) Beyond Retention: Meaningful Assessment in Social Science, Learning Curve, Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp. 106-110.
28. Sriparna (2010) Role of Projects, Field-work and Discovery in Assessment, Learning Curve, Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp. 118-120.

### **Advanced Readings**

1. Kumar, Krishna. (1996) Learning from Conflict, Orient Longman: New Delhi pp. 25-41 and 79-80.
2. Ratnagar, Shireen. (2001) Bhartiya Itihaas Ke Srote. Bhag 1, Eklavya: Bhopal.
3. Pathak, Avijit (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Rainbow Publishers: Delhi. Ch: Sociology of School Knowledge: Texts and Ideology pp. 109-148.
4. Pathak, Avijit (2009) The Moral Quest in Education

5. Balagopalan, Sarda (2009) *Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State* in S. Vandiya et. al. (ed.) *Thinking Diversity, Building Cohesion: a transnational dialogue on education*, Rozenburg Publications: Amsterdam.
6. Billinge, M., et al. (ed) (1984). *Recollections of a Revolution: Geography as spatial science*, Macmillan: London.
7. Carr, E. H. (1961). *What is History?* Penguin: England.
8. Geetha, V., Selvam S., Bhog D. (2009). *Textbook Regimes: A Feminist Critique of Nation and Identity*, Tamilnadu, Nirantar: Delhi.
9. Hursh, W., D. and E. Wayne Ross, (2000). *Democratic Social Education: Social Studies for Social Change*, Falmer Press: New York. Ch 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom, pp 135-148.
10. Mehlinger, Howard D. (ed.) (1981) *UNESCO Handbook of Social Studies*. UNESCO Publications: France.
11. Ross, E. Wayne (ed.) (2006) *The Social Studies Curriculum: Purposes, Problems, and Possibilities*. Albany: State University of New York Press: New York, Ch 1: The Struggle for the Social Studies Curriculum, pp 17-36.
12. Paliwal, Rashmi and C.N. Subramaniam, (2006) *Contextualizing the Curriculum*, Contemporary Education Dialogue, Volume 4:1, Monsoon 2006, pg. 25-51
13. *Shiksha Vimarsha Itihaas Shikshan: Visheshank*, November-December 2008, Digantar, Jaipur.
14. Yadav K.C.(2014) *Haryana ka Itihas*
15. *Gazetteer of India, Haryana State- Haryana State Gazetteer Vol.I- CHD (U.T)- 2011*.pp 315-327



## Course 209- Proficiency and Pedagogy of Science Education

Maximum Marks: 100

Theory (External): 70, Practicum (Internal): 30

Student Contact Hours: 100

### Rationale and Aim

The aim of this course is to encourage students to engage with the nature of science and relate it with inquiry in this area. This will involve challenging students' misconceptions related to concepts in science and help them advance towards a better understanding. They will need a space to freely express their ideas about various aspects of the nature of science and reflect on classroom practices based on this understanding. The students should be able to critically reflect on issues of gender and inclusive space in science education. This course builds on the science helps student-teachers to reflect on the nature of the discipline of science and its implications for classroom transaction.

### Specific objectives

- To encourage students to revisit their own conceptual understanding of science
- To engage students with various aspects of the nature of science
- To help students understand children's ideas in relation to cognitive development and children's understanding of scientific concepts
- To help students select and use appropriate teaching-learning and assessment strategies
- To enable students to view science as an inclusive and a democratic enterprise

### Unit 1: Understanding science and children's ideas in science

18 Hrs. 16 Marks

#### *Nature of science*

- What is Science and why do we teach it?
- Is inquiry in different domains of knowledge different?
- Science as information or inquiry.
- What do scientists look like?

#### *Children's ideas related to science concepts*

- Probing, documenting and analyzing children's ideas related to science concepts
- Indian Scientist as role model for students, Short biography and work of Indian Scientists: *Maharishi Charak, Kanad, C.V. Raman, H.J. Bhabha, H.G.Khurana, Dr. APJ Abdul Kalam.*

## **Unit 2: Revisiting School Science Concepts**

**25 Hrs. 22 Marks**

- The World of the Living: Diversity; basic unit of life; life processes; reproduction; heredity and evolution
- Matter: Its nature and types; basic units of matter, atomic structure
- Natural Phenomena: Force and motion, gravitation, magnetism, electricity, heat, light and Sound
- Natural Resources: Air, water, soil and their conservation, various types of pollutions, soil erosion; sources of energy
- Preparation of lesson plans on the above contents for classes VI to VIII

## **Unit 3: Classroom transaction and assessment**

**25 Hrs. 22 Marks**

- Different ways of conducting inquiry: setting up simple experiments and investigations in different contexts
- Science museums, field trips, exhibition, science kit and improvised science instruments
- Creating Interest in Science: Activity Based Learning, Project Based Learning, Joy Activities, Science Games & Puzzles and Catch-up programmes
- Science Promotion Programme and development of scientific attitude
- Developing different assessment strategies including appropriate questions for paper pencil tests
- Preparing Unit plans based on concept maps
- Assessing teaching-learning materials such as books, films, multimedia packages for their relevance and age appropriateness

## **Unit 4: Science for all**

**12 Hrs. 10 Marks**

- Inclusive Science Education.
- Science and society in interface.
- Issues such as availability of water, indigenous knowledge, loss of habitat and endangered species, energy conservation and climate change can be taken up for literature survey, discussions, campaigning through posters, public hearing, talks by concerned people like farmers and also experts in the field.

➤ *Internal Practicum marks will be awarded on the basis of activities conducted on the topics from the above Units.*

**20 Hrs. 30 Marks**

### Essential Readings

1. Bloom, J. W. (2006) *Creating a Classroom Community of Young Scientists* Routledge: New York.
2. Driver, Rosalind, et. al. (1994) *Making Sense of Secondary Science: Research into Children's Ideas*. Routledge Falmer: New York.
3. Bloom, J. W. (2006) *Creating a Classroom Community of Young Scientists* Routledge: New York.
4. Harlen, W. (2006) *Teaching, Learning and Assessing Science 5 – 12*. Sage: UK.
5. Harlen, W. and J. Elstgeest (1992). *UNESCO Source Book for Science in the Primary School*, NBT: New Delhi.
6. Martin, D. J. (2009) *Elementary Science Methods- A Constructivist Approach*.
7. Thomson Wadsworth: Belmont CA. 5<sup>th</sup> Edition.

### Readings for Discussion

1. Driver, Rosalind. (1996) *Young People's Images of Science*, Milton Keynes- Open University Press: London.
2. Rampal, Anita (1992) Images of Science and Scientists a study of School Teachers' Views. I.
3. Characteristics of Scientists. *Science Education*. 76(4), 415-436.
4. Griffin, J. (2004) Research on students and Museums: Looking More Closely at the students in School Groups. *Science Education*, 88(suppl. 1), S59-S70.
5. Wellington, J. J. and Osborne, J. (2001) *Language and Literacy in Science Education*. Open University Press: California. Chapter 6: Discussion in School Science: Learning Through Talking, Chapter 5: Writing for Learning Science.
6. NCERT, (2006) *Position Paper on Science Education*, NCERT: New Delhi.
7. Brickhouse, N. (2001) Embodying Science: A Feminist Perspective. *Journal of Research in Science Teaching*, 38(3), 282-295.
8. Kurth, A., et. al. (2002) The Case of Calra: Dilemmas of helping all students to understand Science, *Science Education*, 86, 287-313.
9. Shiva, V. (2002) *Water Wars* South end press.: Cambridge, USA

### Advanced Readings

1. Kang, S et al (2004) Examining Students' Views on Nature of Science: Results from Korean 6th, 8th and 10th Grades, *Science Education*, 89(2). 314– 334.

2. McComas, William F. (ed.) (1998) *The Nature of Science in Science Education: Rationales and Strategies*, Kluwer Academic Publishers: Netherland
3. Okasha, S. (2002) *Philosophy of Science– A very short Introduction* Oxford University Press: UK.
4. Schwartz, S. Renee et. al. (2004) Developing Views of Nature of Science in Authentic context: An explicit approach of Bridging the Gap between Nature of Science and Scientific Inquiry. *Science Education*. 88(4), 610 – 645.
5. Liewellyn, D. (2005) *Teaching High School Science through Inquiry – A Case Study Approach*. Corwin Press and NSTA Press: California
6. Osborne Jonathan F. (1996) Beyond Constructivism. *Science Education*. 80(1), 53-82
7. Aikenhead, G. (2001) Integrating Western and Aboriginal Sciences: Cross Cultural Science Teaching. *Research in Science Education*, 31(3), 337-355.
8. Choksi, B. & Natarajan, C. (2007) *The epiSTEME Reviews- Research Trends in Science, Technology and Mathematics Education*. Macmillan : New Delhi.
9. Rampal, A. (1993). School science in search of a democratic order? In Kumar, K.(Ed.) *Democracy and Education in India*. NMML: New Delhi.

### **Textbooks and Reports**

1. Bal Vigyanik, *Text books for Science*, Centre for Science and Environment, *Citizen's reports*, New Delhi.
2. NCERT, (2005). *Syllabus for Classes at the Elementary Level*. vol. I, NCERT: New Delhi.
3. NCERT, (2008). *Text books for Science, Class VI – VIII*. NCERT: New Delhi / Department of Elementary Education Haryana.

## Course 210 - Pedagogy of Punjabi Language

ਅਧਿਕਤਮ ਅੰਕ :100  
ਸਿਧਾਂਤਕ (ਥਾਹਰੀ) : 70, ਪ੍ਰਯੋਗਾਤਮਕ (ਅੰਤਰਿਕ): 30  
ਅਧਿਆਪਨ ਘੰਟੇ : 100

ਡੀ.ਐਲ.ਐਡ. ਕੋਰਸ ਦਾ ਮੁੱਖ ਉਦੇਸ਼ ਸਿੱਖਿਆਰਥੀ ਅਧਿਆਪਕ ਦਾ ਸਰਵਪੱਖੀ ਵਿਕਾਸ ਕਰਨ ਦੇ ਨਾਲ-ਨਾਲ ਉਸ ਨੂੰ ਸਮਾਜ ਤੇ ਸਕੂਲ ਦੇ ਪ੍ਰਤੀ ਆਪਣੀ ਜ਼ਿੰਮੇਵਾਰੀ ਦਾ ਸਹੀ ਨਿਭਾਉ ਕਰਨ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ ਵੀ ਹੈ। ਇਸ ਕੋਰਸ ਰਾਹੀਂ ਉਸ ਵਿਚ ਸਿਰਜਣਾਤਮਕ ਗੁਣਾਂ ਦਾ ਵਿਕਾਸ ਕਰਦੇ ਹੋਏ ਭਾਸ਼ਾ ਰਾਹੀਂ ਦੂਜੇ ਦੇ ਵਿਚਾਰਾਂ ਨੂੰ ਸਹੀ ਸਮਝ ਕੇ ਆਪਣੇ ਵਿਚਾਰਾਂ ਦੀ ਸਾਰਥਕ ਅਭਿਵਿਅਕਤੀ ਕਰਨ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ ਹੈ। ਇਸ ਲਈ ਸਿੱਖਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਦੇ ਪਾਠਕ੍ਰਮ ਵਿਚ ਮਾਤ-ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਉੱਤੇ ਵਧੇਰੇ ਜ਼ੋਰ ਦਿੱਤਾ ਜਾਣਾ ਚਾਹੀਦਾ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਹੀ ਸਿੱਖਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਪ੍ਰਾਇਮਰੀ/ਮਿਡਲ ਪੱਧਰ ਉੱਤੇ ਭਾਸ਼ਾ ਅਤੇ ਸਾਹਿਤ ਦਾ ਗਿਆਨ ਹੋਣਾ ਬਹੁਤ ਲਾਜ਼ਮੀ ਹੈ ਤਾਂ ਜੋ ਭਾਵੀ ਅਧਿਆਪਕਾਂ ਵਿਚ ਭਾਸ਼ਾ-ਅਧਿਆਪਨ ਸੰਬੰਧੀ ਉਹ ਸਾਰੀਆਂ ਕੁਸ਼ਲਤਾਵਾਂ ਅਤੇ ਯੋਗਤਾਵਾਂ ਵਿਕਸਿਤ ਹੋ ਸਕਣ ਜੋ ਪਾਠਕ੍ਰਮ ਸਹਿਗਾਮੀ ਕਿਰਿਆਵਾਂ ਦਾ ਸਫਲ ਸੰਚਾਲਨ ਕਰਨ ਵਿਚ ਸਹਾਇਕ ਹੋਣ।

### ਉਦੇਸ਼ :

1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਸ਼ੁੱਧ ਉਚਾਰਨ ਅਤੇ ਸ਼ੁੱਧ ਵਰਤਨੀ ਚਿੰਨ੍ਹਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਦੇ ਪੱਧਰ ਨੂੰ ਉੱਚਾ ਚੁੱਕਣਾ।
3. ਭਾਸ਼ਾ ਅਤੇ ਸਾਹਿਤਕ ਗਿਆਨ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਂਦੇ ਹੋਏ ਅਧਿਆਪਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
4. ਵਿਚਾਰਾਂ ਨੂੰ ਸੁਣਕੇ ਜਾਂ ਪੜ੍ਹਕੇ ਅਰਥ ਗ੍ਰਹਿਣ ਕਰਨ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
5. ਵਿਚਾਰਾਂ ਨੂੰ ਮੌਖਿਕ ਅਤੇ ਲਿਖਿਤ ਰੂਪ ਵਿਚ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਢੰਗ ਨਾਲ ਵਿਅਕਤ ਕਰਨ ਦੀ ਯੋਗਤਾ ਵਿਕਸਿਤ ਕਰਨਾ।
6. ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਸ਼ਬਦ ਭੰਡਾਰ ਵਿਚ ਵਾਧਾ ਕਰਨਾ।
7. ਸਰਲ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਰਾਹੀਂ ਮਾਤ-ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ ਪ੍ਰਦਾਨ ਕਰਨਾ।
8. ਵਿਦਿਆਰਥੀਆਂ ਦਾ ਮੁਲਾਂਕਣ ਕਰ ਸਕਣ ਦੀ ਯੋਗਤਾ ਵਿਕਸਿਤ ਕਰਨਾ।
9. ਕਲਾਸ ਰੂਮ ਵਿਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਨਵੀਆਂ ਤਕਨੀਕਾਂ ਰਾਹੀਂ ਪੜ੍ਹਾਉਣ ਦੀ ਕੁਸ਼ਲਤਾ ਵਿਕਸਿਤ ਕਰਨਾ।
10. ਮਹਾਂਪੁਰਖਾਂ ਦੇ ਜੀਵਨ ਤੇ ਸਿੱਖਿਆਵਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
11. ਅਧਿਆਪਨ ਸੰਬੰਧੀ ਸਹਾਇਕ ਸਮੱਗਰੀ ਤਿਆਰ ਕਰਨੀ ਸਿਖਾਉਣਾ।

### ਯੂਨਿਟ 1 : ਪ੍ਰਾਇਮਰੀ/ਮਿਡਲ ਪੱਧਰ 'ਤੇ ਪੰਜਾਬੀ ਅਧਿਆਪਨ

19 ਘੰਟੇ , 17 ਅੰਕ

- ਕਾਵਿ ਸਿੱਖਿਆ :- ਅਰਥ, ਮਹੱਤਵ ਤੇ ਵਿਭਿੰਨ ਵਿਧਾਵਾਂ ਜਿਵੇਂ ; ਜਾਣ-ਪਛਾਣ, ਪਾਠ ਉਦੇਸ਼, ਪੇਸ਼ਕਾਰੀ, ਵਿਆਖਿਆ, ਮੁਲਾਂਕਣ ਤੇ ਘਰ ਦਾ ਕੰਮ ਆਦਿ।  
ਵਿਧੀਆਂ :- ਗੀਤ ਅਤੇ ਨਾਟਕ ਵਿਧੀ, ਸ਼ਬਦ-ਅਰਥ ਵਿਧੀ, ਪ੍ਰਸ਼ਨੋਤਰੀ ਵਿਧੀ, ਵਿਆਖਿਆ ਵਿਧੀ ਤੇ ਮਿਸ਼ਰਿਤ ਵਿਧੀ ਆਦਿ।

- ਵਾਰਤਕ ਸਿੱਖਿਆ :- ਅਰਥ, ਮਹੱਤਵ ਤੇ ਵਿਭਿੰਨ ਵਿਧਾਵਾਂ ਜਿਵੇਂ ; ਜਾਣ-ਪਛਾਣ, ਪਾਠ ਉਦੇਸ਼, ਪੇਸ਼ਕਾਰੀ, ਦੁਹਰਾਈ, ਮੁਲਾਂਕਣ ਤੇ ਘਰ ਦਾ ਕੰਮ ਆਦਿ।
- ਵਿਧੀਆਂ :- ਬਿਰਤਾਂਤ ਵਿਧੀ, ਚਿੱਤਰ ਵਿਧੀ, ਪੜ੍ਹਨ ਵਿਧੀ, ਅਧੂਰੀ ਕਹਾਣੀ ਪੂਰੀ ਕਰਨ ਦੀ ਵਿਧੀ, ਕਿਰਿਆਤਮਕ ਵਿਧੀ, ਸਵੈ ਅਧਿਐਨ ਵਿਧੀ, ਖੇਡ ਵਿਧੀ ਆਦਿ।

## ਯੂਨਿਟ 2 : ਸੰਵਾਦ ਕੌਸ਼ਲ

14 ਘੰਟੇ , 12 ਅੰਕ

- ਵਿਭਿੰਨ ਵਿਧਾਵਾਂ ਰਾਹੀਂ ਜਮਾਤ ਵਿਚ ਮੌਖਿਕ ਤੇ ਲਿਖਿਤ ਅਭਿਵਿਅਕਤੀ ਦੇ ਮੌਕੇ ਦੇਣਾ ਜਿਵੇਂ ; ਕਵਿਤਾ ਪਾਠ, ਕਹਾਣੀ ਸੁਣਾਉਣਾ, ਇੰਟਰਵਿਊ ਦੇਣਾ ਤੇ ਲੈਣਾ, ਵਾਰਤਾਲਾਪ, ਸਵਾਗਤੀ ਭਾਸ਼ਣ, ਮੁੱਖ ਭਾਸ਼ਣ ਤੇ ਧੰਨਵਾਦ।
- ਦ੍ਰਿਸ਼-ਵਰਣਨ, ਘਟਨਾ, ਚਿੱਤਰ ਤੇ ਵਸਤੂ ਆਦਿ ਨੂੰ ਦੇਖ ਕੇ ਆਪਣੇ ਸ਼ਬਦਾਂ ਵਿਚ ਬਿਆਨ ਕਰਨਾ।

## ਯੂਨਿਟ 3 : ਅਧਿਆਪਨ ਨੀਤੀਆਂ (strategies)

17 ਘੰਟੇ , 15 ਅੰਕ

- ਪਾਠ-ਪੁਸਤਕ ਦਾ ਮਹੱਤਵ ,ਪਾਠ ਪੁਸਤਕਾਂ ਤੋਂ ਇਲਾਵਾ ਕਲਾਸ ਰੂਮ ਵਿਚ ਬਾਲ ਸਾਹਿਤ ( ਗੀਤ, ਸੰਗੀਤ, ਕਵਿਤਾ ਤੇ ਕਹਾਣੀ ਆਦਿ)
- ਸੁਣਨ ਤੇ ਬੋਲਣ ਦੀ ਕੁਸ਼ਲਤਾ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ 'ਚ ਗੱਲ ਕਰਦਿਆਂ ਨੂੰ ਦੇਖਣਾ, ਗਰੁੱਪ ਸੰਵਾਦ ਰਚਾਉਣਾ, ਬੱਚਿਆਂ ਨੂੰ ਸ਼ਬਦ ਬੋਲਣ ਲਈ ਉਤਸ਼ਾਹਿਤ ਕਰਨ, ਬੱਚਿਆਂ ਵਿਚ ਸਵੈ ਸ਼ਬਦ ਖੋਜ ਦੀ ਭਾਵਨਾ ਦਾ ਵਿਕਾਸ, ਕਲਾਸ ਰੂਮ ਵਿਚ ਬੱਚਿਆਂ ਤੋਂ ਕਵਿਤਾ, ਕਹਾਣੀ, ਗੀਤ, ਨਾਟਕ ਆਦਿ ਕਿਰਿਆਵਾਂ ਕਰਵਾਉਣੀਆਂ।
- ਸ਼ਬਦ ਭੰਡਾਰ ਵਿਚ ਵਧੇ ਲਈ ਤਸਵੀਰਾਂ, ਚਾਰਟ, ਸ਼ਬਦ ਚਿੱਤਰ, ਮਨੁੱਖੀ ਸਰੀਰ ਦੇ ਅੰਗਾਂ ਦਾ ਚਿੱਤਰ, ਧੁਨੀਆਂ ਆਦਿ ਦਾ ਪ੍ਰਯੋਗ ਕਰਵਾਉਣਾ।
- ਪੜ੍ਹਨ ਤੇ ਲਿਖਣ ਦੀ ਕੁਸ਼ਲਤਾ :- ਅੱਖਰ ਉਚਾਰਨ ਵਿਧੀ , ਧੁਨੀ ਉਚਾਰਨ ਵਿਧੀ, ਪੜ੍ਹ ਕੇ ਸਮਝਣਾ, ਉੱਚੀ ਪੜ੍ਹਨਾ ਤੇ ਮੌਨ ਪਾਠ, ਸਮੂਹ ਪਾਠ ਵਿਧੀ, ਡਰਾਫਟ ਵਿਧੀ, ਸਵੈ-ਲੇਖਨ ਵਿਧੀ, ਪੱਤਰ ਲੇਖਨ ਵਿਧੀ, ਨਿਬੰਧ ਲੇਖਨ ਵਿਧੀ, ਦੈਨਿਕ ਡਾਇਰੀ ਲੇਖਨ ਵਿਧੀ ਆਦਿ।

## ਯੂਨਿਟ 4 : ਪਾਠ-ਯੋਜਨਾ ਤੇ ਸਹਾਇਕ ਸਮੱਗਰੀ

16 ਘੰਟੇ , 14 ਅੰਕ

- ਕਲਾਸ ਰੂਮ ਕੇਂਦਰਿਤ ਸਹਾਇਕ ਸਮੱਗਰੀ।
- ਪਾਠ-ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ ਤੇ ਪੇਸ਼ਕਾਰੀ।
- ਹਰਿਆਣਾ ਦੀਆਂ ਪੰਜਾਬੀ ਪਾਠ ਪੁਸਤਕਾਂ (ਛੇ ਤੋਂ ਅੱਠ) ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਤੇ ਪਾਠ-ਯੋਜਨਾ।
- ਸਹਾਇਕ ਸਮੱਗਰੀ ਦਾ ਨਿਰਮਾਣ ਜਿਵੇਂ; ਫਲੈਸ਼ ਕਾਰਡ, ਚਾਰਟ, ਤਖਤੀਆਂ ਆਦਿ।
- ਕਲਾਸ ਰੂਮ ਦਾ ਸੰਸਾਧਨ ਦੇ ਰੂਪ ਵਿਚ ਪ੍ਰਯੋਗ।
- ਵਿਭਿੰਨ ਤਰ੍ਹਾਂ ਦੇ ਸੰਸਾਧਨਾਂ ਦੀ ਮਦਦ ਨਾਲ ਵਿਭਿੰਨ ਪੱਧਰ ਦੀ ਸਿੱਖਿਆ ਸਮੱਗਰੀ ਬਣਾਉਣੀ।

## ਯੂਨਿਟ 5 : ਸਾਹਿਤ ਤੇ ਸਾਹਿਤ ਰੂਪ

14 ਘੰਟੇ , 12 ਅੰਕ

- ਸਾਹਿਤ ਦੀ ਪਰਿਭਾਸ਼ਾ।

- ਪੰਜਾਬੀ ਸਾਹਿਤ ਰੂਪਾਂ ਦੀ ਸੰਖੇਪ ਜਾਣਕਾਰੀ।
- ਚੰਗੇ ਬਾਲ ਸਾਹਿਤ ਦੀ ਜਾਣਕਾਰੀ, ਲੋੜ, ਮਹੱਤਵ ਤੇ ਬੁਝੂ ਦੇ ਕਾਰਨ।
- ਮਹਾਂਪੁਰਖਾਂ ਤੇ ਸਾਹਿਤਕਾਰਾਂ ਬਾਰੇ ਸੰਖੇਪ ਜਾਣਕਾਰੀ।  
ਗੁਰੂ ਨਾਨਕ ਦੇਵ, ਬਾਬਾ ਫਰੀਦ, ਭਗਤ ਰਵਿਦਾਸ, ਭਾਈ ਵੀਰ ਸਿੰਘ, ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ, ਸ਼ਹੀਦ ਭਗਤ ਸਿੰਘ, ਡਾ. ਏ.ਪੀ.ਜੇ. ਅਬਦੁਲ ਕਲਾਮ।

### ਪ੍ਰਯੋਗਾਤਮਕ ਪ੍ਰੀਖਿਆ

- ਆਂਤਰਿਕ ਪ੍ਰਯੋਗਾਤਮਕ ਮੁਲਾਂਕਣ ਦੇ ਨੰਬਰ ਉਪਰੋਕਤ ਯੂਨਿਟਾਂ 'ਤੇ ਆਧਾਰਿਤ ਕਿਰਿਆ-ਕਲਾਪਾਂ ਦੇ ਅਨੁਸਾਰ ਨਿਰਧਾਰਿਤ ਹਨ।

20 ਘੰਟੇ, 30 ਅੰਕ

### ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ

- ਵਰਨਮਾਲਾ ਉਚਾਰਨ ਲਈ ਮੌਖਿਕ ਪ੍ਰਗਟਾਅ ਵਿਧੀ।
- ਕਲਾਸ-ਰੂਮ ਵਿਚ ਟੀ.ਐਲ.ਐਮ.ਅਤੇ ਹੋਰ ਸਾਧਨਾਂ ਰਾਹੀਂ ਵਿਧੀਆਂ ਸਿੱਖਿਅਕ ਮਹੌਲ ਦੀ ਉਸਾਰੀ।
- ਕਲਾਸ-ਰੂਮ ਵਿਚ ਵਿਅਕਤੀਗਤ ਤੇ ਸਮੂਹਿਕ ਸੰਵਾਦ/ਵਾਰਤਾਲਾਪ ਵਿਧੀ।
- ਪਾਠ-ਪੁਸਤਕਾਂ ਤੇ ਸਹਾਇਕ ਪੁਸਤਕਾਂ/ਰਸਾਲਿਆਂ ਦਾ ਸੂਖਮ ਅਧਿਐਨ।
- ਵਿਆਕਰਨ ਨੂੰ ਸਰਲ ਢੰਗ ਨਾਲ ਸਿਖਾਉਣ ਲਈ ਸਮੂਹ ਬਣਾ ਕੇ ਅਭਿਆਸ ਕਰਵਾਇਆ ਜਾਵੇ।
- ਭਾਸ਼ਾ ਕੌਸ਼ਲ ਦੇ ਵਿਕਾਸ ਲਈ ਮੌਖਿਕ ਗੱਲਬਾਤ ਤੇ ਆਦਰਸ਼ ਪਾਠ ਵਿਧੀ।
- ਕਵਿਤਾ ਪਾਠ ਵਿਧੀ, ਗੀਤ ਵਿਧੀ, ਕਹਾਣੀ ਬਿਰਤਾਂਤ ਵਿਧੀ, ਨਾਟਕ ਅਨੁਕਰਨ ਵਿਧੀ।
- ਪੰਜਾਬੀ ਵਿਸ਼ੇ ਦੀਆਂ ਜਮਾਤ ਛੇ ਤੋਂ ਅੱਠ ਪਾਠ-ਪੁਸਤਕਾਂ ਦਾ ਮੁਲਾਂਕਣ ਅਤੇ ਵਿਸ਼ਲੇਸ਼ਣ।
- ਮਾਂਟੇਸਰੀ ਤੇ ਕਿੰਡਰ ਗਾਰਡਨ ਵਿਧੀਆਂ ਦਾ ਪ੍ਰਯੋਗ।

### ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਕ ਪੁਸਤਕਾਂ

ਡਾ. ਸਤਨਾਮ ਸਿੰਘ, ਗੁਰਮੁਖੀ ਸਿੱਖੋ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਤੇ ਸ਼ਬਦ-ਜੋੜ ਕੋਸ਼, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

ਜਸਵੰਤ ਸਿੰਘ ਜਸ ਤੇ ਪਰਮਜੀਤ ਕੌਰ, ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ।

ਡਾ. ਟੀ. ਆਰ. ਸ਼ਰਮਾ, ਪਹਿਲੀ ਜਮਾਤ ਨੂੰ ਪੰਜਾਬੀ ਕਿਵੇਂ ਪੜ੍ਹਾਈਏ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਉਰੋ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਡਾ. ਪਰਮਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉੱਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ, 2015

ਜੀ.ਬੀ. ਸਿੰਘ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1960

ਡਾ. ਜੋਗਿੰਦਰ ਸਿੰਘ ਕੈਰੋਂ, ਪੰਜਾਬੀ ਲੋਕ ਕਹਾਣੀਆਂ ਦਾ ਅਧਿਐਨ ਤੇ ਵਰਗੀਕਰਨ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

ਦੁਨੀ ਚੰਦ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1959

ਕਰਤਾਰ ਸਿੰਘ ਦੁੱਗਲ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਰਚਨਾ, ਨਿਊ ਬੁੱਕ ਰਚਨਾ, ਜਲੰਧਰ।

ਡਾ. ਇੰਦਰ ਦੇਵ ਨੰਦਰਾ, ਪੰਜਾਬੀ ਸਿੱਖਿਆ ਤੇ ਸਾਹਿਤ-ਅਧਿਐਨ, ਟੈਂਡਨ ਪਬਲੀਕੇਸ਼ਨਜ਼, ਲੁਧਿਆਣਾ।

ਡਾ. ਸ਼ਰਦੇਵ ਸਿੰਘ ਗਿੱਲ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿਪੀ ਅਤੇ ਵਿਆਕਰਨ, ਯੂਨੀਸਟਾਰ ਬੁਕਸ, ਮੋਹਾਲੀ, 2006

ਟੀ.ਆਰ.ਵਿਨੋਦ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ, ਯੂਨੀਸਟਾਰ ਬੁਕਸ, ਮੋਹਾਲੀ।

ਫਖਰ ਜਮਾਨ, ਪੰਜਾਬ, ਪੰਜਾਬੀ ਤੇ ਪੰਜਾਬੀਅਤ, ਯੂਨੀਸਟਾਰ ਬੁਕਸ, ਮੋਹਾਲੀ, 2001

ਭਾਈ ਜੋਧ ਸਿੰਘ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ ਦੀ ਸਿੱਖਿਆ ਤੇ ਹੋਰ ਲੇਖ, ਪਟਿਆਲਾ।  
ਸਤਿੰਦਰ ਸਿੰਘ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ ਰੂਪ ਅਧਿਐਨ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ, 1980  
ਬਾਬੇ ਦੀਆਂ ਬਾਤਾਂ, ਜਸਬੀਰ ਸਿੰਘ ਭੁਲਰ, ਸੰਗਰੂਰ, ਪੰਜਾਬ।  
ਕ੍ਰਿਸ਼ਨ ਕੁਮਾਰ, ਬੱਚੇ ਕੀ ਭਾਸ਼ਾ ਔਰ ਅਧਿਆਪਕ :ਏਕ ਨਿਰਦੇਸ਼ਿਕਾ (ਹਿੰਦੀ), ਐਨ.ਬੀ.ਟੀ., ਦਿੱਲੀ।

### **ਰਸਾਲੇ ਅਤੇ ਮੈਗਜ਼ੀਨਾਂ**

ਪ੍ਰਾਇਮਰੀ ਸਿੱਖਿਆ , ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ, ਮੋਹਾਲੀ, ਮਾਸਿਕ।  
ਪੰਖੜੀਆਂ, ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ, ਮੋਹਾਲੀ, ਮਾਸਿਕ।  
ਬਲਜਿੰਦਰ ਮਾਨ, ਨਿੱਕੀਆਂ ਕਹੱਬਲਾਂ, ਮਹਿਲਪੁਰ, ਪੰਜਾਬ, ਤ੍ਰੈਮਾਸਿਕ।  
ਜਨ ਸਾਹਿਤ, ਭਾਸ਼ਾ ਵਿਭਾਗ, ਪੰਜਾਬ, ਪਟਿਆਲਾ, ਤ੍ਰੈਮਾਸਿਕ।



## **Course 251-Work and Art Education**

**Maximum Marks: 50**

**Practicum (External: 20, Internal: 30 )**

**Student Contact Hours: 50**

### **Rationale and Aim**

In the new curriculum framework (2005) work experience has been termed as work education and thus makes it an integral component of education. As such it would provide both knowledge and skills through well-structured and graded programmes, which would help them on their entry into the world of work. Work education is a distinct curricular area for providing children with opportunities for participation of social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and procedures involved in different types of work. The productive manual work situations were to be drawn from the area of health and hygiene, food, shelter, clothing, recreation and community service. The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need based life activities. Pre-vocational courses should get a prominent place at this stage.

Work education aims at restoring dignity and respect to all types of manual work, promoting self-reliance in meeting one's daily needs and those of one's family and community, increasing productivity through the development of proper work skills and values, and promoting commitment to the welfare of the society through suitable programme of social work or community service.

The aim of the Fine Arts component of the practicum is to understand interconnections between art, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognise beauty and harmony as essential aspects of a life of quality.

### **Specific Objectives**

To help the pupils to develop essential knowledge and understanding in terms of:

- Identifying needs of the self, family and community in respect of food, health and hygiene, clothing, shelter, recreation and social service
- Acquainting themselves with productive activities in the community
- knowing the sources of raw materials and understand the use of tools and equipments in the production of goods and services; understanding the

utility of productive work and services to the community

- Respect for manual work and regard for manual workers
- Proper work ethics such as regularity, punctuality, honesty, dedication, discipline, etc.
- Develop an understanding of art-Integrated education and the need to appreciate it in different forms; the scope and purpose of art integrated education
- Understand the range of traditional art forms and working with hands
- Create and present pieces of art: using visual arts and crafts
- Deepen understanding, appreciation and skills in one chosen medium through self work and evaluate self as an artist and art educator
- Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration

## **Unit: 1**

**25 Hrs. 25 Marks**

**Work Education: Focus areas**

**(External 12, Internal 13)**

### **Essential Activities:**

- First aid activities like counting of pulse, taking of temperature and bandaging of wounds after cleaning them
- Gardening & Plantation, acquaintance with common pests and plant diseases and use of simple chemical and plant protection equipment
- Use of Bus and Railway Time Table and Other Information Sources
- Helping school authorities in organizing exhibitions, picnics, tours and excursions, school functions and knowledge of presenting report
- Participation in Adult-Literacy Programmes
- Road Safety and Traffic Rules, how to help traffic police in smooth regulation of traffic
- Culinary Skills, how to help in preparation, presentation and distribution of food items/ mid-day meal / snacks in composite schools
- Handling tools to repair minor faults regarding plumbing, electricity and carpentry
- Cleanliness and beautification of classrooms, institute, campus and surroundings

### *Some Examples of Essential Activities:*

#### ➤ **First Aid**

First aid is the immediate and temporary care given to the victim of an accident or sudden illness. The main purpose of first aid is to preserve life, assist recovery and prevent aggravation of the condition until the availability of a doctor, or during transport to casualty home or hospital.

#### **Specific Activities**

- Preparation and use of First Aid Kit.
- Dressing of wounds and bandaging.
- Management of simple injuries and emergencies :
  - 1) Bleeding
  - 2) Shock
  - 3) Drowning
  - 4) Burns
  - 5) Snakebites
  - 6) Fractures
  - 7) Poisoning

#### ➤ **Gardening and plantation, acquaintance with common pests and diseases of plants and use of simple chemical and plant protection equipment**

Importance of gardening and plantation, problems of pests and diseases in agriculture and their control measures should be taken into consideration. General idea about biological and integrated control measures, Common insecticides, fungicides, weedicides. Common plant protection equipment, their construction details, simple repairs and maintenance. Precautions while using PP chemicals. Common pests of important field crops, vegetable and fruit crops. Common diseases of important field crops, vegetable and fruit crops.

#### **Specific Activities:**

- Collection and preservation of insects, their larvae, pupae, eggs.
- Collection and preservation of diseases affected plant parts.
- Identification and description of pests and diseases of crops.
- Identification of plant protection chemicals.
- Estimation of crops damage due to pests and diseases.
- Cleaning, maintenance and simple repairs of PP equipment.
- Operation of PP equipment.

- Preparation of working solutions of PP chemicals.
- Observation of plant after application of PP chemicals.
- Comparison between the treated and untreated plants.
- Seed treatment with fungicides.

➤ **Use of Bus and Railway Time Table and Other Information Sources.**

**Specific Activities:**

- Appreciating the importance of bus, railway and other time-tables
- Collecting bus time-table from bus stand and railway time-table from railway station
- Studying various parts of time-tables
- Learning procedures of consulting bus and railway time-table and practicing of reservation procedure
- Planning bus and railway journey for different purposes and different destinations and routes

➤ **Helping School Authorities in Organizing exhibitions, picnics, tours and excursions, school functions etc., and then presenting report**

**Specific Activities:**

1. Helping school authorities in the organization of picnics, tours, excursions and school functions:

Planning the programme:

- Forming groups for different functions, i.e. arrangement of conveyance, food, games and entertainment, collection of funds and maintenance of accounts; making arrangements/preparation of each activity; organizing/performing activities on the day of the picnic, tour/excursion, function; evaluation of the success of the programme/effectiveness of the activity undertaken.
- Collecting/making exhibits and keeping them safely; collecting suitable tables, boards, etc. for display; maintaining cleanliness and decorating the exhibition hall or ground; displaying the exhibits on proper spots according to plan; doing reception duty on the day of the exhibition; explaining exhibits to the visitors; Putting back the furniture, etc. in its proper place.

➤ **Participation in Adult-Literacy Programmes**

**Specific Activities:**

- Survey to the neighbourhood and identification of adult illiterates.
- Making door-to-door visits and persuading them to join literacy classes

- Grouping the illiterates according to their age, occupation and interests
- Grouping students on the basis of their known capabilities and interests
- Selecting literacy materials with the guidance and help of the teacher
- Making spatial and physical arrangements for conducting the programme
- Making adequate preparation for teaching, including the selection of teaching aids
- Teaching adults in groups, Getting together in class and reviewing the progress of work and problems, if any
- Correcting the teaching methods and procedures in the light of experience
- Evaluating the progress of adult literacy and maintaining records

### ➤ **Road Safety and Traffic rules**

#### **Specific Activities:**

- To understand the policies, concepts and procedures for transport planning, traffic management and road safety
- To understand Transport Planning, Legal issues - powers and duties
- Environmental issues on traffic growth, parking management & parking policies
- Organising road safety functions and initiatives for reducing road casualties

### ➤ **Culinary Skills, help in preparation and distribution of mid-day-meal/ snacks in composite school**

#### **Specific Activities:**

- The objectives of Mid-Day Meal as issued by the government:
- Improving the nutritional status of children in classes' I-V in Government, Local Body and Government aided schools
- Encouraging children, belonging to the weaker sections, to attend school more regularly and help them to learn and concentrate on classroom activities
- Providing nutritional support to the less privileged and mal nutrition children at primary stage in slums areas during summer vacation

- **Handling tools to repair minor faults regarding plumbing, electricity and carpentry**

**Specific Activities:**

- Encourage pupil teachers to get aware about the basic knowledge and working of simple tools and precautions related to them
- Proper handling of simple tools can avoid major casualties and also save time and energy
- To built the confidence in presence of Teacher Educator and peers to solve the problems with the help of activities
- Avoiding the wastage of water and conserving very important resource by initiating and practicing various plumbing needs

- **Cleanliness and beautification of classroom, institute, campus and surroundings**

**Specific Activities:**

- To share the knowledge with the community about consequences of unhealthy environment and benefits of cleanliness
- To raise the collective awareness of the community to maintain clean public places
- To inspire the community to be role model for other communities
- To make them understand the Steps in teaching personal cleanliness/hygiene to a kindergarten children like: proper hand washing, sanitation, taking bath regularly, wearing clean clothes, cutting nails etc.

**Elective Activities**

*(Out of the list of Elective Activities suggested above, each pupil teacher is to select two activities/projects from different areas of human needs such as food, health and hygiene, clothing, shelter, recreation and community service)*

Work practice at this stage is to take the form of projects with sequential activities in respect of vocations in the production or service sectors. Such projects/prevocational courses are intended to lead to intensive skill formation and proficiency in work which would be conducive to increased productivity and capacity on the part of pupils to engage in work which enables them to earn while they learn.

- Operating, repair and maintenance of equipments for domestic electrical gadgets and plant protection
- Making of jam, jelly, tomato ketchup, pickles, shakes & mock-tails and its preservation
- Projects relating to non-conventional sources of energy-sun, wind, tides, biogas, compost etc.
- Bee-keeping, bottling of honey, mushroom cultivation etc.
- Preparation of stationery items such as files, file boards, registers, writing pads, stamping ink, etc.
- Photography Typewriting and Stenography
- Hand embroidery , Puppet, Muppet and Doll making
- Computer operation & maintenance (surfing, accessing internet, e-mail)
- NCC, NSS, Scouting and Guiding
- Preparation of colours for rangoli (traditional floor art) etc.

## **Unit: 2**

**25 Hrs. 25 Marks**

**Art Education:**

**(External 12, Internal 13)**

### **Art Integrated Education and its creative use in teaching:**

Art Integrated education for Primary Teachers is a need-based practice, which involves a systematic approach to understand the learner's needs, to establish goals and objectives and to design strategies selecting Art Integrated Learning to meet those needs.

### **Specific Activities:**

- Integration of dramatics / role-play while teaching any subject
- Integration of music while teaching any subject
- Integration of visual arts while teaching any subject
- Integration of dance / actions & gestures while teaching any subject

**1. 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.

### **Designing a Project for School Children:**

The project should involve on the experience and then prepare a power point

presentation having art/photographs of the visiting area to present in the classroom. Participants to identify 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 for evaluation of this aspect.

**2. 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 colours, paper and crayon, colour pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colours, 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. Prepare clay models, sculptures, paintings; graphics, sketch etc. 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 vis a vis architecture and design; spaces for children in a city and demonstrate about the art work in the class room.

**3. 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. (e.g. 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. Competitive sessions may be organised for solo or groups. Music: vocal or Instrumental session may be organised in the class room or during the morning assembly.

**4. 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 legitimization of violence; age appropriate viewing and selection of films.(Practicing movie- making, by using mobile camera, laptop/desktop during educational tour, classroom activities etc.)

**5. 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. Extemporaneous speech, quiz competitions, essay writing competitions, recitation of poems with action and gestures in the classroom

### Essential Readings

1. Training Package on Art Education for primary Classes Vol.1 & 2 (<http://www.ncert.nic.in/departments/nie/deaa>.)
2. Dodd, Nigel and Winifred Hickson (1971/1980). *Drama and Theatre in Education*. London: Heinemann.
3. Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
4. McCaslin, Nellie (1987). *Creative Drama in the Primary Grades*. Vol I and In the Intermediate Grades, Vol II, New York/London: Longman.
5. Mishra, A. (2004). *Aaj bhi Kharein hai Talaab*, Gandhi Peace Foundation, 5th Edition.
6. NCERT, (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT.
7. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug- Dharam Vir Bharati, Tughlaq: Girish Karnad.
8. Prasad, Devi (1998). *Art as the Basis of Education*, NBT, New Delhi.
9. Sahi, Jane and Sahi, R., *Learning Through Art*, Eklavya, 2009.
10. Sugandha, Home Science Books of Govt. of Haryana for classes VI- VIII

## **Course SIP II- School Internship Programme**

**Maximum Marks: 400**  
**(Internal : 200 + External : 200)**  
**Duration: 16 weeks**

### **Rationale and Aim:**

Teacher education programme leading to Diploma in Elementary Education (D.El.Ed.) aims at preparing teachers for elementary stage of education, that is, classes' I-VIII. Right of Children to Free and Compulsory Education enacted vide Central RTE Act., 2009, highlighted the need and importance of having well qualified and professionally trained teachers to facilitate realisation of the proposed goals. D.El.Ed. is a teacher preparation programme at elementary level, span over two years of teacher training, potential enough to realise the goals, if properly conceived and designed on sound professional imperatives.

NCTE Regulations, 2014 mandate Internship for every student-teacher opting his career in teaching profession. School Internship is widely regarded as the single most important component of any teacher education programme that provides for student-teachers a platform to integrate the theory learnt with real classroom situation. Being a full time work in a school, , it seeks to equip student-teachers with meaningful and gainful intensive school experiences in planning, teaching and the totality of its activities such as preparing instructional support materials, maintenance of school register and records and performing all those duties that a regular teacher is expected to do. Field experiences intend to expand competencies and skills essential for a teacher to serve as a facilitator of learning. During internship student-teachers interact with teachers, students, administrators and the community including parents and try to understand issues and problems which help their development as a facilitator teacher. They are also exposed to multicultural context of society, which has a strong influence on school environment and its functioning, besides practice teaching in real classroom situations, as also ample opportunities to participate and organize various programmes which in turn help develop traits like positive attitude, interest, abilities and appreciation essential for being a teacher.

Two year D.El.Ed programme is expected to provide adequate opportunities for student-teachers to engage with various stakeholders like children, parents,

community, school and school management on a partnership model. Teaching Practice and Internship not only provide first hand experiences to student-teachers in classroom teaching and whole school life in general, but also to link theoretical knowledge with its practical accomplishment.

Student-teachers are expected to critically reflect and discuss various practices and engage in activities like maintenance of records and registers, preparation of lessons and unit plans, classroom management, school-community-parent interface, and self-development vis-a-vis professionalization of teaching practice, presented in Portfolios and Reflective Journals, as record their experiences, observations and outcomes of all the activities undertaken, spread over two years in different phases: the first year to focus on introducing student-teachers to different types of schools, their environment, understanding children, developing and reflecting on teaching learning materials; and the second year on student-teachers participation as regular teachers, experimenting innovative methodologies, reflecting on their own teaching, and self-assessing their functioning various activities of school.

### **Specific objectives:**

The School Internship Programme aims to introduce the student-teachers with real school environment. In order to meet the specific requirement of course a School Exposure Programme of 16 week duration is introduced during 2<sup>nd</sup> year of D.El.Ed. Course with following objectives:-

- Develop an understanding for applying different methods of teaching for effective learning.
- Develop skills to conduct different activities and programmes other than teaching, such as literary, cultural, educational, excursion and sports etc.
- Develop abilities to communicate effectively with students, peer groups, teachers, community members, school management and Block/District Administration etc.
- Identify skills and develop creativity among students through organising relevant activities to nurture it.
- Organize joyful activities to encourage students to construct their own knowledge.
- Organize inclusive classroom practices in various ways.

- Develop an understanding and skills to evaluate the children's performance.
- Develop plan and conduct classroom-based Action Research.
- Critically reflect on school experience programme and maintain record thereof.

**Process of School Internship Programme (blend of practice teaching and community work) :**

Every student-teacher shall have to undergo an internship of 16 weeks in identified schools in two phases at primary and upper primary level. During this period student-teacher shall be attached to a school to undertake all tasks and duties as are assigned to a regular teacher in all school-related activities such as: teaching in the school, taking requisite number of lessons in the methods opted under supervision of mentor teacher and respective teacher educator(s) from TEI, to gain in fine holistic experience of school and the teacher's role. This Internship Programme is divided in to 02 phases, as mentioned below:

Year	Duration And Phases	schedule	Level of Practice	Remarks
(SIP-II) 2 <sup>nd</sup> Year	7 weeks (Phase I)	At start of 2 <sup>nd</sup> Year	Primary	In Govt. schools
	7 weeks (phase II A)	Before the Board exam of 2 <sup>nd</sup> Year	Upper Primary	In Govt. schools
	2 weeks (Phase IIB)	After Phase II A	Elementary (Primary + Upper Primary)	In community adjourning to practice school

**Phase – I: Primary Classes**

The 1<sup>st</sup> phase of School Internship Programme consists of 7 weeks duration in which the pupil-teachers have to perform duties as regular teacher in primary classes for specific period per day. Apart from it he/she is supposed to carry out other activities such as peer observation, students evaluation etc. The schedule of activities during Phase – I is given below

Sr. No.	Subject	Period / Lesson Plans	Peer Observation	Practicing Regular Teacher's Lesson Observation
1.	English	15	4	4
2.	Hindi / Urdu	15	4	4
3.	EVS	15	4	4
4.	Mathematics	15	4	4

### **Phase – II A: Elementary (Upper Primary Classes)**

The 2<sup>nd</sup> phase of School Internship Programme consists of 9 weeks duration in which the pupil-teachers have to perform duties as regular teacher in upper primary classes for specific period per day for 07 weeks and have to do community survey for 02 weeks. Apart from it he is supposed carry out other activities such as peer observation, student's evaluation, carry out action research etc. The schedule of activities during Phase – II A is given below:

Sr. No.	Subject	Period / Lessons Plans	Peer Observation	Practicing Regular Teacher's Lesson Observation
1.	Subject - 1	17	4	4
2.	Subject - 2	17	4	4
3.	Subject - 3	17	4	4

The major activities to be conducted during both the phases can be broadly classified into three categories, as below:

#### **1. Teaching**

- Student teachers are expected to prepare lesson plans in four subjects and deliver at least 60 lessons (15 in each subject) in Primary classes
- Student teachers are expected to prepare lesson plans in three subjects (optional subjects in curriculum) and deliver at least 51 lessons ( at least 17 in each subject) in Upper Primary classes
- Every student teacher is expected to take 3 hours per day in primary and 3 periods per day in upper primary classes
- Integrate student assessment activities with teaching learning process
- Develop learning resources
- Observe peer teaching: 4 lessons in each subject
- Observe teachers' lessons: 4 lessons in each subject

- Conduct 2 Unit tests in each method: diagnostic test, followed by remedial instruction
- Conduct action research, case study, portfolio preparation and preparing cumulative / anecdotal record of student etc.

## **2. Action Research**

The students-teachers are expected to conduct an Action Research based on actual problem identified by him/her during class room teaching during Phase-I or Phase-II of internship. The following steps may be taken up for undertaking action research:

- Identify a problem
- Prepare a proposal
- Prepare appropriate tools
- Implement the plan
- Do Data collection and encoding for analysis
- Analyse of data, interpret and write report

## **3. Community Survey**

Community related activities – Visit homes of a few children; interact with members of community to understand their needs; Communicate with community members about school practices/processes; participate in community activities, Plan & utilize community resources for school. (Group Activity)

## **Evaluation of Student-Teachers**

Weightage to be assigned for documents submitted by student teachers.

### **Weightage to different activities**

<b>Component</b>	<b>Minimum Number</b>	<b>Percentage of Marks</b>
Teaching Competency	111 (Minimum)	30%
Record of Lesson Plan	111 (Minimum)	15%
Peer Observation record (during internship)	One for Primary another for Upper Primary	10%
Observation record of the Teachers' lessons	One for Primary another for Upper Primary	10%

Student Profile (Case Study)	One Report	5%
Action Research	One Report	5%
Report of Community Survey	1	5%
Assessment Records	6 (one for each subject)	5%
Teaching Learning Materials	1 Portfolio	5%
Reflective Journal	One for Primary another for Upper Primary	5%
Presentation		5%

### Weightage for evaluators

Assessment Pattern		
Internal		External***
TEI Faculty*	Mentor** (Internship School Teacher)	
25%	25%	50%

\* **TEI Faculty** – The Teacher Educator from Teacher Education Institute where student-teacher is enrolled.

\*\* **Mentor** – The teacher from School where student-teachers is doing School Exposure Programme.

\*\*\* **External** – External Evaluation team is to be appointed by examining body.

### Composition Team for External Evaluation

- The external evaluation team will consists of five external examiners from TEI, excluding concerned TEI where student-teacher is enrolled, to be appointed by HBSE.

### Process of Internal Evaluation

#### TEI Faculty—100 Marks

#### It includes

- action research,
- community survey
- Reflective Journal
- Case study
- Lesson plans

Mentor:

Primary school mentor – 40 Marks

- Teaching competency of primary classes
- Lesson plan
- Teaching learning material
- Peer observation record
- Teacher observation record
- intern

Upper Primary school mentor – 60Marks

- Teaching competency of upper primary classes
- Lesson plan
- Teaching learning material
- Peer observation record
- Teacher observation record

**Process of external evaluation:**

**External Examiners (200 Marks)**

External evaluation will be carried out as per following scheme:

1. Primary (SIP – II A)

- Hindi/Urdu
- English
- Mathematics
- EVS (Science/Social science)

(Each having 20 Marks)

2. Upper Primary (SIP – II B)

- Hindi/Urdu
- Optional - I
- Optional - II

(Each having 40 Marks)