DIPLOMA IN ELEMENTARY EDUCATION

(D. El. Ed.)

Curriculum and Syllabus Outline

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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CHAPTER - 1

Elementary Teacher Education Curriculum: Conceptual Framework

1.0 Introduction

In contemporary times, the world is emerging as a global-village. Innovations and novel practices attempted in different spheres of life, in the progressive and developed countries are having a direct impact on the national progress and growth of developing and under developed nations, in a variety of ways. Further, the progress and growth of a country is essentially linked with literacy and quality of education. The quality of education again is dependent on the teacher preparation and the curriculum prescribed for it. The curriculum must include social realities, issues, progressive and innovative developmental processes addressing concerns that shape the future of the nation. These processes evolve and revolve around a teacher and a learner. To address these concerns and to keep pace with the times, teacher education curriculum needs to be restructured and revised.

The demands on teachers are continuously changing and increasing. Their roles too are changing significantly. It is important that teacher training programs develop dedicated teachers with adequate knowledge and skills who become instrumental in the reconstruction of the society. The teacher education program has thus a pivotal role to develop such prospective teachers who are prepared to learn new techniques and strategies and ready to face the challenges of ever changing future.

With the enactment of RTE-2009, the role of an elementary teacher has taken a shift and s/he has to learn to address the needs of all kinds of diverse learners as well as work in coordination with the community. As a consequence, the training programs need to be revisited and redesigned.

A curriculum that aims to prepare efficient prospective elementary teachers must take into account the interrelationship, rapport and coordination among teachers, children and the community. Teaching and learning are both behavioral complexes, independent yet dependent on each other, teaching is planned, pedagogical strategies decided and teaching learning material is finalized with a complete focus on the learner. However one discovers the learner is in his own charge, thus learning remains his personal affair. Therefore the curriculum of prospective elementary teachers must include the aspects of understanding the needs of the learners, their social and psychological contexts, and a sensitive and delicate handling of children.

NCFTE-2009(National Curriculum Framework for Teacher Education) prepared by NCTE also aims at preparing a professional and humane teacher. It suggests that issues related to inclusive education, life skills education, gender perspectives, environmental concerns, community knowledge, independent thinking, innovation and creativity also need to be addressed in the curriculum.

To strengthen the quality of teacher education, the following recommendations of European Commission-2007 served as a guide for the development of the desired curriculum which intends to develop teachers as individuals who would be instrumental in the reconstruction of the society:

- Ensuring that all teachers have the knowledge, attitudes and pedagogic skills that they require to be effective
- Ensuring that teachers' education and professional development is co-ordinated, coherent and adequately resourced
- Promoting a culture of reflective practice and research among teachers

The Teacher Education Accreditation Council (TEAC), Washington, USA, has enumerated Quality Principles for Teacher Education which are universal concerns and very relevant to Indian context as well. TEAC emphasized on subject matter knowledge, pedagogical knowledge and ***Caring Teaching Skill****. Caring* is a particular kind of relationship between the teacher and the student defined by unconditional acceptance of the student, the teacher's intention to address the student's educational needs, the teacher's competence to meet these needs and the students' recognition that the teacher cares. This is the pulse, teacher education must take care of, while restructuring the curriculum and redefining the boundaries. In this regard, the training and management of prospective teachers also needs a firm yet sensitive and delicate handling.

2.0 Entrant Profile

The prospective teacher with 10+2 qualification enters the course at the age of post adolescence or neo adulthood which is equally vulnerable to social, emotional, psychological and moral pressures. The hidden curricula must attend to such sensitivities as well. This key factor acted as a driving force while finalizing curriculum for prospective teachers.

3.0 Envisioned Profile of a teacher

To face the challenges of present times, progressive and forward looking teachers with a broader vision are required. The teachers with the theoretical knowledge of the theories of education/teaching/learning need to update themselves with the latest developments in the field of education and technology and integrate the same in their class room teaching. The teachers shall have to acquire the competencies not only to

reflect on the current pedagogical practices but also create his/her own pedagogical knowledge on the basis of observations, experimentation, analysis and reflection. Such teachers will be able to encourage the students for creative and independent thinking and for constructing their own knowledge. In order to bring about such changes in the students' style of learning, a teacher needs to exploit ICT, Work Education, Visual Arts and Performing Arts as tools of pedagogy.

4.0 Curriculum Content

The content of the elementary education has been designed keeping in view the envisioned profile of a teacher who manages teaching learning resources, acts as a facilitator and counseller for the students and mobilizes community resources for the larger benefit of the society. The content also takes care of the needs of present day teachers and the entrants' profile. This explains the rational for inclusion of courses like Society and Education, Child Development, Language Education, Inclusive Education, Work Education, Educational Technology, Arts in Education, Health Education, Leadership and Management in Education etc. In addition to these courses, pedagogy of subjects taught at the primary and upper primary levels form the core of the curriculum.

In a professional course like the present one, it is essential to provide hands on practical experience to the student teachers of the work they shall be called upon to undertake after the completion of the course. The School Experience Programme (SEP) in the first as well as in the second year of the course aims to provide practical experience to the student teachers relating to various tasks of teachers such as lesson planning, class room teaching, observation of peer lessons, organization of co-curricular activities and exhibitions, assessment of students' performance etc.

5.0 Mode of Curriculum Transaction

Curriculum implementation requires an effective and desired mode of the curriculum transaction on the basis of aims and objectives listed in the curriculum. It incorporates effective planning, execution and evaluation. The curriculum of D.El.Ed. consists of mainly three types of courses: foundational, pedagogical and practical. Their transactional modes have been suggested in tune with the latest approaches and strategies. The foundation courses seek to provide active engagement with child development and learning - philosophical, psychological and sociological perspectives/ issues. This can be done through analysis of writings about children and societal practices, films, biographies, narratives of experiences, personal histories and fiction. Relevant readings have been drawn from theoretical and empirical work as well as fiction wherever possible. Teacher educators can select these while integrating the understanding of theory with field observations. Classroom discussions, empirical observations and analysis of these, should form an integral part of the transaction of these courses. An attempt has been made to realize proper linkages vis-à-vis the

ground realities in engagement with theory. In general, all the courses on foundations, pedagogy and practical subjects encourage critical thinking and therefore questioning should be the basis for the transaction. Teacher educators must engage in dialogue and discussion with student teachers minimizing the traditional lecture mode and should incorporate tutorials, workshops, seminars, discussions, brainstorming sessions, reflective analysis of existing practices, role-play, movie appraisals, field works, projects, group works, collaborative inquiry sessions, student presentations, the close reading of articles, policies and documents, extensive information sourcing and library referencing. Inclusion of case studies/profiles and contextual anecdotes songs, drama and music also make the transaction interesting and meaningful. The teacher educators must ensure that all discussions, movies, articles, activities etc. are studied/conducted keeping the socio-historical-political context in mind.

In order to transact the curriculum effectively through the modes proposed, a student teacher must have the capability to communicate, demonstrate and practice. The courses have been designed accordingly to help student teachers construct their understanding of pedagogic approaches and communication. The necessity to strengthen linkages between theory and practice has been attempted through suggested practicums. These are merely suggestive, and the teachers have the flexibility in changing these after discussions in a larger forum.

CHAPTER-2

Academic Calendar and Scheme of Evaluation

1.0 Introduction

The institutions implementing the D.El.Ed Curriculum shall be required to develop annual academic calendar in the beginning of the session and organize various activities in accordance with the planned calendar.

2.0 Academic Session

The duration of session: 16th July to 15th June

Total no. of working days in a session: 225 (excluding Saturdays, Sundays, holidays)

Autumn break	:	5 days (Dussehra holidays)
Winter break	:	5 days,
Examination	:	15 days

The institutions shall ensure that 200 teaching days are available each year as per the requirement of NCTE regulations of 2009. Out of 200 teaching days, SEP has to be organized for 40 days in each year. The institutions must function for at least 36 hours in a week. The institutions may work for five days (@ 7.15 hrs per day) or six days (@6 hrs per day).

The institutions shall also ensure that 65 contact hours are available for each course both theoretical and practical components. Eight hours per week may be devoted for tutorials, library, co-curricular activities, sports etc.

3.0 Scheme of Evaluation

The student teachers shall be required to study 10 courses each in the first and second year. Each course shall have components of internal and external assessment. The external assessment shall be based on the students' achievement in the term end examination in the theoretical components and internal assessment shall be based on the student teachers' performance in the practicum component. The projects /assignments in the practicum component shall be assessed internally by the faculty under the guidance and supervision of the principal of the institution. The weightage in terms of marks for different courses is given overleaf:

EVALUATION SCHEME

FIRST YEAR

S. No.	**Courses**	*Course code*	*Internal*	*External*	*Total Marks*
	Foundation Courses				
1	Child Development	**101**	**25**	**75**	**100**
2	Education and Society	**102**	**25**	**75**	**100**
3	Educational Technology	**103**	**50**	**50**	**100**
	Pedagogical courses				
4	Language Education (Hindi/Punjabi/Urdu)	**104,105 and 106**	**25**	**75**	**100**
5	Language Education (English)	**107**	**25**	**75**	**100**
6	Mathematics Education	**108**	**25**	**75**	**100**
7	Environmental Studies Education	**109**	**25**	**75**	**100**
	Practical Courses				
8	Health and Physical Education	**110**	**50**	**50**	**100**
9	Work Education	**111**	**50**	**50**	**100**
10	Art Education	**112**	**50**	**50**	**100**
11	School Experience Programme (SEP)	**113**	**150**	**-**	**150**
	Total	**_**	***500***	***650***	***1150***

EVALUATION SCHEME
SECOND YEAR

S. No.	*Courses*	*Course code*	*Internal*	*External*	*Total Marks*
	Foundation Courses				
1	Psychological Perspectives of Education	**201**	**25**	**75**	**100**
2	Socio-philosophical perspectives of Education	**202**	**25**	**75**	**100**
3	Curriculum, Pedagogy & Evaluation	**203**	**25**	**75**	**100**
4	School Leadership and Management	**204**	**25**	**75**	**100**
	Pedagogical courses (any three: one language compulsory)				
5	Language Education (Hindi/Punjabi/Urdu)	**205, 206, 207**	**25**	**75**	**100**
6	Language Education (English)	**208**	**25**	**75**	**100**
7	Mathematics Education	**209**	**25**	**75**	**100**
8	Social Studies Education	**210**	**25**	**75**	**100**
9	Science Education	**211**	**25**	**75**	**100**
	Practical Courses				
10	Health & Physical Education	**212**	**50**	**50**	**100**
11	Work Education	**213**	**50**	**50**	**100**
12	Arts in Education	**214**	**50**	**50**	**100**
13.	School Experience Programme (SEP)	**215**	**150**	**--**	**150**
	Total Marks	**--**	**475**	**675**	**1150**

To qualify, a candidate shall have to secure 40% marks in external examination and 50% in internal assessment separately in a course. However to pass the D.El.Ed examination the candidate must secure 50% marks in the aggregate. The candidates securing 60% marks in the aggregate shall be placed in the first division and the candidates securing 75% marks in the aggregate shall be passed with distinction.

An institution shall appoint a moderation committee under the chairmanship of the Principal to regulate the internal assessment. The cases of students awarded more than 70% marks shall be reviewed by the moderation committee. The composition of the committee shall be as under:

a) DIETs

   i) ***Chairman***- Principal

   ii) ***Member***- One senior faculty member preferably Sr. lecturer (PSTE), nominated by the Principal

   iii) ***Member***- One member nominated by Examination cell SCERT.

b) Self Financing ETIs

   i) ***Chairman***- Principal

   ii) ***Member***- One senior faculty member preferably Sr. lecturer (PSTE), nominated by the Principal

   iii) ***Member***- One faculty member from the DIET of the same district , nominated by the Principal of the DIET

   iv) ***Member***- One member nominated by Examination cell, SCERT.

SYLLABUS OUTLINE

FIRST YEAR

Course Code 101

CHILD DEVELOPMENT

Maximum Marks: 100 Theory: 75 Practicum: 25 Student Contact Hours: 65

1.0 Rationale

This course aims to develop a holistic understanding of childrens' growth and development. Its intent is to develop theoretical understanding, conceptual clarity and sensitivity to the psychological and socio-emotional contexts of childrens' development. In addition, the course shall help the prospective teachers to arrive at an understanding that development is multidimensional and plural. The understanding of the nature and process of childrens' growth and development shall equip the teachers to plan age appropriate teaching learning activities.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- understand various aspects of growth and development.
- enable them to understand the child's behavior.
- understand the developmental needs of childhood and pre-adolescence.
- understand the concept of integrated personality.
- make use of theoretical understanding of the child in various teaching learning situations.

3.0 Syllabus Outline

Unit 1 Introduction to Child Development Marks 15

- Concept and Principles of growth and development.
- Influence of heredity and environment on development.
- Developmental tasks by Havighurst from childhood to adolescence period.
- Techniques of gathering information about children: naturalistic observations, interviews, reflective journals/diary writing, case study/ student profile.

Unit 2 Physical - Motor Development and Play **Marks 15**

- Physical- Motor development: meaning and characteristics of different stages (infancy, childhood and adolescence).
- Development of gross and fine motor skills during 0-6 yrs.
- Factors affecting physical and motor development with special emphasis on the role of parents and teachers.
- Play: concept, characteristics and types of play- fantasy play and imagination, pretended play, playing with other children: parallel, associative and cooperative play.
- Developmental role of play.
- Organization of physical- motor activities and play for children of primary classes.

Unit 3 Social and Emotional Development **Marks 15**

- Social and emotional development: meaning and characteristics of different stages (infancy, childhood and adolescence).
- Emotions: Types of emotions, development of emotions in early childhood and school years.
- Moral development: Concept, characteristics of different stages.
- Factors affecting social, emotional and moral development with special focus on relationship with parents, peers and teachers.

Unit 4 Cognitive Development **Marks 15**

- Cognitive development: Concept, structure and processes of cognitive development.
- Piaget's theory of cognitive development
- Factors affecting cognitive development of children with special reference to the role of parents and teachers
- Vygostky and education: cognitive development, social development, learning and constructivism
- Classroom applications of theories of Piaget and Vygostky

Unit 5 Personality Development **Marks 15**

- Concept and development of self: self concept, self-esteem, defence mechanisms
- Factors affecting the development of self

- Concept of Personality: Development of integrated personality with special focus on development of healthy habits
- Factors affecting personality development
- Life Skills: concept and development

4.0 Suggested Practicum (any two) Marks 25

Collect five articles from daily newspapers / magazines/ journals/ periodicals etc. on issues of parenting and childhood. Prepare a report on the basis of the analysis of their content.

OR

Watch a movie on childrens' issues (Taare Zameen Par, Salam Bombay, Bum Bum Bole etc.) and prepare a report reflecting on the portrayal/characterisation of children in it and issues related to child development. 15

Develop two student profiles covering areas such as home, language, socio-economic-cultural background, interests, hobbies, special learning needs etc. Select children from different social contexts to understand their developmental needs.

OR

Observe closely the children playing in the playground. Based on your observations, prepare a report highlighting the nature of their participation, involvement, discipline, cooperation and team spirit in the activities. Explain how these activities contribute in the development of the personality of the child. 10

5.0 Suggested Readings

Crain, W (2005) *Theories of Development: Concepts and Applications* Pearson; New Jersey (5th Edition)

Harris, M and G Butterworth (2002) *Developmental Psychology: a student's handbook*: Psychology Press; East. Sussex

Mukunda, Kamala (2009) What did you ask at school today?: A Handbook on Child Learning, Harper Collins Publishers: Noida

Papalia, D E et. al. (2003) *A Child's World: Infancy through Adolescence* McGraw Hill Higher Education: New York.

Piaget, Jean (1930) *The Child's Conception of Physical Causality*.

Piaget, Jean (1972) Development and Learning. In Lavattelly, C.S. e Stendler, F. *Reading in Child Behaviour and Development*. Harcourt Brace Janovich: New York

Vygotsky, L V (1978) Interaction between learning and development. In Cole, M. (Ed) *Mind in Society, Harvard University* Press: Cambridge.

The collected works of L.S. Vygotsky Volume I, Ch. 6-Development of scientific concepts in childhood,

Frost, JoeL et. al. (2005) *Play and Child Development*, Prentice Hall.

Cole, Michael et.al (2008) *The Development of Children,* Worth Publishers: New York.

Balagopalan, Sarada (2002) Constructing indigenous childhoods: colonialism, vocational education and the working child, *Childhood*

Kakkar, Sudhir (1999) *The Inner World: a psycho-analytic study of childhood and society in India,* Oxford University Press: New Delhi, (tenth edition) en, **Shelja** (2009) *One size does not fit all children*, Children First, New Delhi.

Agarwal, P (2009) *Creating high levels of learning for all students together, Children First, New Delhi.*

Audio Visual Resources

Children of heaven (1997) Directed by Majid Majidi. Iran: Miramax Films

Dharm (2007) Directed by Bhavna Talwar

Salaam Bombay (1988) Directed by Mira Nair

Smile Pinky (2008) Directed by Megan Mylan

The Blue Umbrella (2007) Directed by Vishal Bhardwaj (based on the novel by Ruskin Bond

The Red Balloon France (1956) directed by Albert Lamorisse

The White Balloon (1995) Directed by Jafar Panahi, Iranian Film

Taare Zammeen Par (2007) directed by Aamir Khan

Three Idiots (2009) directed by Rajkumar Hirani

Course Code 102

EDUCATION AND SOCIETY

Maximum Mark:100 Theory: 75 Practicum: 25 Student Contact Hours: 65

1.0 Rationale

Education is integrally linked with society as it is a sub –system of the wider social system. Education impacts the society in several ways and in turn the society determines the nature, content and goals of education. To understand the nature and content of education, it is essential to know social ideologies, realities, issues and concerns of society.

This course gives an overview of the polity, economy, social fabric , social institutions and contemporary developments which shaped the education and society within the country.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- understand the nature and composition of contemporary Indian society.
- acquaint them with the constitutional framework, policies and implications for education.
- develop an understanding of the trends, issues and challenges facing Indian Society.
- understand the diversity in society (gender, caste, class, religion, language and region) and inclusive classroom.
- reflect on the relationship between education and society.

3.0 Syllabus Outline

Unit-1 Understanding Contemporary Indian Society Marks 15

Nature and composition of Indian society : hierarchical (caste and class) multilingual, multireligious, multicultural

Societal Challenges in India

- Gender discrimination
- Poverty
- Diversity
- Social and economic inequalities

- Literacy level
- Lack of Social and economic justice
- Migrating population
- Lack of Inclusive Growth
- Educational implications of societal challenges
- Social aspirations and implications for education

Unit-2 Constitution and Education Marks 15

- Guiding principles of Indian constitution: Preamble
- Constitutional provisions regarding education
- Decentralization, Panchayati Raj and education
- Constitutional Amendment: Right to Education
- Democratic Values and schools

Unit 3 Development of Education after Independence Marks 15

- University Education Commission (Radha Krishnan Commission 1948-49)
- Secondary Education Commission (Mudaliar Commission1952-53)
- Education for National development (Kothari Commission 1964-66)
- National Policy on Education (NPE) 1968 and 1986 and POA-92
- The National Commission on Teachers-I (Chattopadhyaya Commission 1983-85)
- Right to Education Act (RTE), 2009

Unit 4 Contemporary India and Universalization of Elementary Education
Marks 15

- Elementary Education: Concept, qualitative and quantitative aspects of Universalization of Elementary Education (UEE) in the context of RTE-2009.
- Problems: causes and remedies on Non-Enrolment, school drop outs, truancy, wastage and stagnation, education of the girl child, corporal punishment etc.
- Strategies for reaching the unreached :alternative schools, bridge curriculum, community mobilization, school mapping, multi level planning, early childhood and care.
- Programmes and schemes for Universalization of Elementary Education.

Unit 5 Towards Inclusive Society **Marks 15**

- Concept and scope of inclusion with reference to Eleventh Five Year Plan
- Role of Education in promoting inclusion: Reaching out to marginalized and under privileged, working children, first generation learners, children with disabilities
- Inclusive Schools and Classrooms-Characteristics
- Pedagogical and Curricular imperatives for the promotion of inclusion
- Government and Community Initiatives

4.0 Suggested Practicum **Marks 25**

Find out the reasons for absenteeism among students and the measures taken by the Principal and teachers of your SEP school to address the problem and prepare a report.

OR

Search the internet and study the provisions for elementary education under latest Five Year Plan and prepare a detailed report on its implications. 15

Prepare a detailed report on the initiatives taken by any one Non-Governmental Organization (N.G.O.) in the area of elementary education in your district.

OR

Prepare a short report about RTE-2009 and its interventions for ensuring achievement at the completion of elementary level. 10

5.0 Suggested Readings

MHRD (1986, 1992), National Policy of Education 1986, GOI, New Delhi.

NCERT (1997) Code of Professional Ethics for Teachers, New Delhi: NCERT, NCERT (2005) National Curriculum framework, New Delhi

NCTE (1998), Gandhi on Education, New Delhi: NCTE,

Ruhela, S.P. & Ahmad I., Uniqueness of Zakir Husain and His Contributions, New Delhi:

Regency Publications Educations, 1977.

Chatterji, Shoma A.(1993), The Indian Women in Perspective, New Delhi.

Devendra Kiran(1994), Changing Status of Women in India, New Delhi: Vikas Publishing House

Ruhela, Sarya Pal (Ed.) (1999), Understanding the Indian Women Today, Delhi: Indian Publishers, Distributors

Arya, Anita (2000), Education and Empowerment, New Delhi: Gyan Pub. House

Preet Rustagi (2003), Gender Biases and Discrimination against Women (UNIFEM), New Delhi, 2003.

Bhattacharjee, Nandini (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.

Nirantar (2010) *Gender aur Shiksha Reader,* Bhag 1 aur Bhag 2, Nirantar: New Delhi.

IGNOU FHS 01 Block 3 *Emergence of Independent India*. IGNOU: New Delhi. Values of Indian national movement;, Indian National Movement I&II.

Kashyap, S C (2009) The Constitution of India', National Book Trust: New Delhi. latest edition

Dube S. C (2006) *Society*, National Book Trust: New Delhi.

Kumar Radha (1993) The History of Doing: An Illustrated Account of Movements for Women's Rights and Feminism in India, 1800-1990, Zubaan Publications: New Delhi

GOI (2009) Right of Children to Free and Compulsory Education

Kesavan, M (2001). *Secular Common Sense*. Penguin Books: Delhi.

Chandra, Bipin. (1997) *Nationalism and Colonialism* Orient Longman: Delhi,

Valerian Rodrigues (ed) (2004) *The Essential Writings of B. R. Ambedkar*, Oxford University Press: Oxford

Basu, D. D (2008) *Introduction to the Constitution of India* , Lexis Nexis Butterworths: Nagpur.

Thapar, Romila (2000) *India another millennium*, Penguin: New Delhi.

Hasan, Zoya. et. al. (ed) (2002) *India's Living Constitutional Ideas, Practices, Controversies*. Permanent black: Delhi.

M.N (1995) *Social Change in India*, Orient Longman: New Delhi.

Deshpande, S. (2004) *Contemporary India: A Sociological View*. Penguin: New Delhi

***Films* for Discussion**

Mishra, Samina (2001) *Stories of girlhood*, **S**amina Mishra. The film explores the lives of girl children in three different parts of India to understand what awaits girl children, how they struggle to make their way through life and how borders are drawn to limit their future, 68 min.

Anupama Srinivasan, 'I wonder', A film on childhood and experiences of schooling in different parts of India, 60 minutes.

Course Code 103

EDUCATIONAL TECHNOLOGY

Maximum Marks:100 Theory: 50 Practicum:50 Student Contact Hours: 65

1.0 Rationale

Technology of education and technology in education are core issues of educational process. Technology in either is related to teacher's efforts in delivering best and retaining learner's interest through the use of various modes of transaction, techniques, methodologies and gadgets. Information and Communication Technology (I.C.T) has become one of the basic needs of the modern day education. Understanding I.C.T, e-learning and mastering these skills have become part of the core of education alongside literacy and numeracy. It is therefore important for a prospective teacher to understand the importance of educational technology, I.C.T and e-learning in modern day education, their application at elementary level and impact on learning.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- differentiate between technology in education and technology of education.
- appreciate the importance of I.C.T and e-learning in education.
- identify /develop /select and use need based technology in teaching-learning situations.
- make use of multiple technologies for effective communication.
- make intelligent use of localised and contextualised teaching aids for enhancement of learning among students.

3.0 Syllabus Outline

Unit 1 Technology and Education Marks 10

- Introduction to computer (types of computers, hardware, software, human ware and peripheral devices)
- Storage media (text book, Optical devices (CDROM, DVD, Blue Ray), Pen Drive, Portable Hard Disc, Memory Cards)
- Computer Skills: MS Office-(Paint, notepad, Word, Excel, Power point presentation - basic features)
- Internet: Use and applications of internet, Internet as a source of learning, practical hands on experience

- Educational Technology: Meaning, Types, Functions and Scope.
- Concept of `Technology in Education' and` Technology of Education and systems approach
- Educational Technology in teaching and learning: need and role
- I.C.T and e-learning: concept, importance and application in learning.

Unit 2 Communication and technology Marks 10

- Communication: meaning, concept and communication cycle
- Principles of effective communication
- Modes of communication: audio, visual, audio-visual (Dale's cone of experience)
- Communication Technology: Telephones, Mobiles Phones, e-mail, Chatting, Instant Messaging

Unit 3 Multiple Technologies and Applications in education Marks 10

- Concept, significance, potentials, limitations
- Types of Technology: Audio, Audio-visual, Multi Media, Mass media, Interactive Video, Internet, webcast and comparison of different media
- Educational Audio/Video Script Writing and Production, Using locally available Resources
- Selection and integration of technology in classroom teaching

Unit 4 Localised and Contextualised Teaching Marks 10

- Development and effective use of the following in education:
  - Educational radio (FM, internet radio and podcast),
  - Educational television (educational TV, CCTV, IPTV),
  - Display boards (black board, flannel board, peg board, white board, and interactive white board),
- Projected aids- OHP, visualizer/document camera, multimedia projector (LCD, DLP, LED Projector)
- Audio-Visual recording (digital audio recorder and player, digital still camera, digital video camera)
- Teleconference, Web Conference, Video and Audio Conferencing.
- Adaptive and Assistive Technologies for inclusive classroom

Unit 5 Technology and Class Room Instruction **Marks 10**

- Micro Teaching: concept and skills of teaching
- Programmed learning
- Simulated teaching
- Computer aided learning
- Virtual classroom
- Role of ET in Continuous and Comprehensive Evaluation (CCE)
- Use of ICT in teaching different subjects

4.0 Suggested Practicum (Any Five) **Marks 50**

- Multimedia PowerPoint presentation on a selected topic at elementary level (using pictures / graphs / colors / text / audio & video)
- Preparation of at least 2 CDs or 10 OHP transparencies
- Preparation of evaluation sheet of 30 students on excel sheet inclusive of roll no, name, marks of 4 subjects, total percentage and grading)
- Development of at least one joyful learning material for primary level using technology and use this during SEP for teaching different subjects.
- Watch at least three educational TV programmes and prepare a report on its educational value.
- Development of an educational audio - video script of 5-10 minutes on a chosen topic at elementary level.

5.0 Suggested Readings

Ruhela, S.P. (1973), Educational Technology, New Delhi, Raj Prakashan.

Sharma, R.A (1977), Shikshan Takniki, Meerut, Modern Publishers.

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LANGUAGE EDUCATION

(Hindi/Punjabi/Urdu)

Any One Language

Course Code 104/105/106

Course Code 104

हिंदी भाषा–शिक्षण

Maximum Marks: 100 Theory: 75 Practicum: 25 Student Contact Hours: 65

पाठ्यक्रम का औचित्य एवं लक्ष्य

प्राथमिक विद्यालय में विद्यार्थी समुचित ज्ञान के साथ आते हैं। वे अपनी बात कहते हैं, दूसरे व्यक्ति की कही हुई बात सुन कर समझते हैं और तदनुसार व्यवहार करते हैं। सार यह कि अपनी बात दूसरे तक पहुँचाना `संप्रेषणीयता' है यानि 'समझाना'। यह भाषा का अनिवार्य गुण है। विद्यार्थियों के इसी पूर्वार्जित भाषिक ज्ञान को आधार बना कर शिक्षा की नींव रखी जाती है। संप्रेषणीयता सुनना, बोलना, पढ़ना, लिखना–इन भाषा–कौशलों के विकास पर भाषा–ज्ञान, सामान्य ज्ञानार्जन आश्रित हैं। प्रस्तुत पाठ्यक्रम का लक्ष्य अध्यापक प्रशिक्षणार्थियों को जीवन में भाषा के महत्व, भाषा शिक्षण की आवश्यकता, उद्देश्य, महत्व तथा व्याकरण, साहित्य की विभिन्न विधाओं – गद्य व पद्य से परिचित कराना है।

भाषा–शिक्षण के उद्देश्य–

इस पाठयक्रम के अध्ययन से अध्यापक प्रशिक्षणार्थी

- भाषा शिक्षण की आवश्यकता एवं उद्देश्यों पर विचार विमर्श कर सकेंगे
- हिंदी भाषा की ध्वनि व्यवस्था से परिचित हो जायेंगे
- भाषा–कौशल शिक्षण का आयोजन कर सकेंगे
- पाठ योजना बनाना सीख जायेंगे ।
- भाषा–शिक्षण में पाठ्य सहगामी दृश्य–श्रव्य क्रियाओं व साधनों की आवश्यकता, महत्त्व व रचना से परिचित हो जायेंगे ।
- समाहारात्मक सतत् मूल्यांकन की अवधारणा व महत्त्व पर चर्चा कर सकेंगे ।
- निदान व सुधार शिक्षण का आयोजन कर सकेंगे ।

इकाई 1: भाषा **15**

- भाषा की प्रकृति : साधन और साध्य
- बोलियाँ व मानक भाषा
- भाषा की ध्वनि व्यवस्था

- वर्ण–विचार – स्वर, व्यंजन, बलाघात और अनुतान, अनुस्वार, अनुनासिक।
- शब्द–विचार – शब्द भेद, शब्द संरचना – पर्यायवाची, विपरीतार्थक, अनेकार्थी, संज्ञा, कारक, सर्वनाम, विशेषण क्रिया, क्रियाविशेषण, लिंग, वचन।
- वाक्य–विचार – संरचना, प्रकार।
- विरामचिन्ह।
- व्याकरण–शिक्षण – उद्देश्य आवश्यकता व महत्व, व्याकरण–शिक्षण की विधियाँ।

इकाई 2 : भाषाशिक्षण **15**

- भाषा शिक्षण के उद्देश्य – कौशलात्मक, ज्ञानात्मक, विचारात्मक, भावात्मक, सराहनात्मक, अभिवृत्त्यात्मक, आकलनात्मक, तार्किक, तुलनात्मक, स्वाध्यायात्मक आदि
- भाषा कौशल
  - श्रवण–कौशल : अर्थ एवं महत्व, उद्देश्य, श्रोता के गुण, श्रवण–शिक्षण की विधियाँ, श्रवण–योग्यता का विकास, श्रवण–दोष–कारण, निदान व उपचार, मूल्यांकन।
  - मौखिक अभिव्यक्ति–कौशल : अर्थ व महत्त्व, उद्देश्य, वक्ता के गुण, मौखिक अभिव्यक्ति–शिक्षण की विधियाँ, मौखिक अभिव्यक्ति–योग्यता का विकास, मौखिक अभिव्यक्ति के दोष, कारण निदान व उपचार, मूल्यांकन।
  - पठन–कौशल : उद्देश्य, अर्थ व महत्व, पठन प्रकार, पठन–शिक्षण की विधियाँ, पठन–योग्यता का विकास, मूल्यांकन, पठन–दोष कारण निदान व उपचार।
  - लेखन–कौशल : अर्थ व महत्त्व उद्देश्य, वर्तनी की अशुद्धियाँ लेखन के प्रकार, लेखन–शिक्षण की विधियाँ, मूल्यांकन, अशुद्धियों के कारण निदान व उपचार।
  - संप्रेषण–कौशल : अर्थ, गुण एवं उद्देश्य, संप्रेषण को प्रभावित करने वाले कारक।

संप्रेषण : अपेक्षाएं एवं सीमाएँ –(व्यावहारिक हिंदी, प्रायोगिक हिंदी, मानक हिंदी)

- भाषा कौशल एवं पाठ योजना
- कक्षा में धीमी गति से सीखने वाले छात्रों की पहचान, कारण व उनकी प्रगति के उपाय।

इकाई 3 : गद्य एवं पद्य शिक्षण **15**

- गद्य शिक्षण
  - उद्देश्य आवश्यकता व महत्व, गद्य–शिक्षण के अंग।
  - गद्य की विविध विधाएँ – कहानी, नाटक, एकांकी, पत्र, जीवनी, आत्मकथा, संस्मरण, रेखाचित्र आदि।

गद्य में रुचि बढ़ाने के साधन – स्वाध्याय, पुस्तकालय भ्रमण, विभिन्न क्रियाकलाप– (प्रातः कालीन सभा, समाचार पत्र वाचन, विचार और सूचनापट प्रस्तुतीकरण, लेखन अभ्यास

अवलोकन के आधार पर रचना, विभिन्न स्थितियों में प्रासंगिक रचना।

- पाठ योजना
- पद्य–शिक्षण
  - उद्देश्य आवश्यकता व महत्व, पद्य–शिक्षण के अंग।
  - पद्य–शिक्षण की विधियाँ
  - कविता में रुचि बढ़ाने के साधन (प्रतियोगिता, अन्त्याक्षरी, कवि–सम्मेलन)।
  - गद्य व पद्य में अंतर।
- पाठ योजना

इकाई 4 भाषा में मापन एवं मूल्यांकन **15**

- भाषा–शिक्षण में मूल्यांकन की आवश्यकता, महत्व व उद्देश्य
- सतत एवं व्यापक मूल्यांकन
- भाषा–अधिगम की दृष्टि से सतत एवं व्यापक मूल्यांकन की उपयोगिता।
- भाषा–मूल्यांकन की विधियाँ
- प्रश्न–पत्र निर्माण
- निदान एवं सुधार का अर्थ, महत्व एवं प्रयोग

इकाई 5 : पाठ्य–सहगामी क्रियाएँ एवं सहायक सामग्री **15**

- पाठ्य–सहगामी क्रियाओं की आवश्यकता एवं उपयोगिता

- विविध पाठ्य–सहगामी क्रियाओं द्वारा भाषा विकास की संभावनाएँ
- सहायकसामग्री – आवश्यकता का महत्त्व, अपेक्षित सावधनियाँ

  प्रकार (दृश्य, श्रव्य), जनसंचार साधन

प्रायोगिक कार्य **25**

प्राथमिक स्तर के लिए 5 शिक्षण–सहायक सामग्री निर्माण करें, प्रयोग करें व उद्देश्य स्पष्ट करते हुए प्रतिवेदन तैयार करे।

या

कक्षा–कार्य या इकाई–परीक्षा के आधार पर समस्या निदान व उपचार का क्रार्यक्रम बनाएं। 15

पाठ्य पुस्तक की किसी कहानी का नाट्यरूपांतर करें।

या

दो विविध पाठ्य सहगामी क्रियाओं का आयोजन करें। उद्देश्य एवं प्रतिपाद्य स्पष्ट करते हुए विद्यार्थियों की प्रतिभागिता व प्रभाव पर प्रतिवेदन तैयार करे।

10

पुस्तक सूचीः

1. खन्ना, ज्योति 2009, हिन्दी शिक्षण, धनपतराय एण्ड कम्पनी, नई दिल्ली ।

2. शर्मा, डी.के. 1999, हिन्दी शिक्षण विधियाँ, टण्डन पब्लिकेशनज, लुधियाना ।

3. रमन बिहारी लाल 1996–97, हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ ।

4. शर्मा, डी. एल. 1992, हिन्दी शिक्षण, प्रशिक्षण, देव नागर प्रकाशन, जयपुर ।

5. सफाया रघुनाथ 1986–97, हिन्दी शिक्षण विधि, पंजाब किताब घर, जालंधर ।

6. सूद विजय 1997 हिन्दी शिक्षण विधियां, टण्डन पब्लिकेशन, लुधियाना ।

7. सिंह सावित्री 1997, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ ।

8 जीत योगेन्द्र भाई 1972, हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा ।

9. वर्मा, वैधनाथ प्रसाद 1973, हिन्दी शिक्षण, पद्धति, बिहार हिन्दी ग्रन्थ अकादमी, पटना ।

10. जसवन्त सिंह 1975, आधुनिक हिन्दी शिक्षण, पद्धति, न्यू बुक कम्पनी, जालन्धर ।

11. पढ़ने की समझ, राष्ट्रीय शैक्षिक अनुसंधान एवं प्रशिक्षण परिषद्, नई दिल्ली।

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Course Code 105

ਪੰਜਾਬੀ ਅਧਿਆਪਨ

(ਪਹਿਲਾਸਾਲ)

ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ: 25
ਬਾਹਰੀ ਮੁਲਾਂਕਣ : 75
ਸਮਾਂ : 65ਘੰਟੇ

ਭੂਮਿਕਾ

ਭਾਸ਼ਾ ਮਨੁੱਖ ਜਾਤੀ ਦੀ ਇਕ ਵਿਲੱਖਣ ਪ੍ਰਾਪਤੀ ਹੈ। ਇਹ ਸਭਿਅਕ ਮਨੁੱਖ ਦੇ ਹੱਥ ਵਿਚ ਇਕ ਅਜਿਹਾ ਯੰਤਰ ਹੈ ਜਿਸ ਨਾਲ ਉਹ ਆਪਣੇ ਵਿਚਾਰਾਂ ਨੂੰ ਦੂਜਿਆਂ ਤਕ ਪਹੁੰਚਾ ਸਕਦਾ ਹੈ। ਵਿਚਾਰਾਂ ਦੀ ਸਪਸ਼ਟਤਾ, ਵਲਵਲਿਆਂ ਦੀ ਤੀਬਰਤਾ, ਸੂਚਨਾਵਾਂ, ਹਦਾਇਤਾਂ ਤੇ ਚਿਤਾਵਨੀਆਂ ਸਭ ਕੁਝ ਦਾ ਸੰਬੰਧ ਭਾਸ਼ਾ ਨਾਲ ਜੁੜਿਆ ਹੋਇਆ ਹੈ। ਭਾਸ਼ਾ ਮਨੁੱਖੀ ਸਾਂਝ ਦਾ ਇਕ ਧੁਰਾ ਹੈ। ਭਾਸ਼ਾ ਅਤੇ ਮਨੁੱਖ ਦੀ ਸੋਚ ਵਿਚ ਪਰਸਪਰ ਸਾਂਝ ਹੈ। ਮਨੁੱਖ ਆਪਣੀ ਸੋਚ ਨੂੰ ਸ਼ਬਦਾਂ ਦੀ ਪੁਸ਼ਾਕ ਪਹਿਨਾ ਕੇ ਪੇਸ਼ ਕਰਦਾ ਹੈ। ਜਿਹੋ ਜਿਹੇ ਜਿਸ ਮਨੁੱਖ ਦੇ ਵਿਚਾਰ ਹੋਣਗੇ, ਉਸੇ ਤਰ੍ਹਾਂ ਦੀ ਸ਼ਬਦਾਵਲੀ ਅਤੇ ਭਾਸ਼ਾ ਦਾ ਪ੍ਰਗਟਾਅ ਉਸ ਨੂੰ ਮਿਲ ਜਾਵੇਗਾ। ਇਸ ਲਈ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਲਈ ਭਾਸ਼ਾ ਦਾ ਗਿਆਨ ਅਤੇ ਉਸ ਦੀ ਸਿਖਲਾਈ ਦੋਹਾਂ ਦਾ ਹੀ ਮਹੱਤਵ ਹੈ। ਇਹ ਸਿਖਲਾਈ ਪ੍ਰਾਪਤ ਕਰ ਕੇ ਭਾਸ਼ਾ ਅਧਿਆਪਕ ਆਪਣੇ ਸਿਖਿਆਰਥੀਆਂ ਨੂੰ ਭਾਸ਼ਾ ਦੀ ਸਫ਼ਲ ਵਰਤੋਂ ਦੇ ਯੋਗ ਬਣਾ ਸਕਦਾ ਹੈ।

ਉਦੇਸ਼ :

ਇਸ ਪਾਠਕ੍ਰਮ ਦੇ ਅਧਿਐਨ ਤੋਂ ਬਾਅਦ ਸਿਖਿਆਰਥੀ

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਸੁਣਨ, ਬੋਲਣ, ਪੜ੍ਹਨ ਤੇ ਲਿਖਣ ਦਾ ਪ੍ਰਭਾਵੀ ਅਧਿਆਪਨ ਕਰ ਸਕਣਗੇ।
- ਵੱਖ-ਵੱਖ ਸਾਹਿਤਕ ਰੂਪਾਂ ਦੀ ਜਾਣ-ਪਛਾਣ ਤੇ ਉਹਨਾਂ ਦੀਆਂ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਅਤੇ ਤਕਨੀਕਾਂ ਦਾ ਪ੍ਰਯੋਗ ਕਰ ਸਕਣਗੇ।
- ਚਿੰਤਨ ਦੀ ਯੋਗਤਾ ਦੇ ਵਿਕਾਸ ਲਈ ਵਿਚਾਰਯੋਗ ਬਿੰਦੂ ਉਭਾਰਦੇ ਹੋਏ ਅਧਿਆਪਨ ਕਾਰਜ ਕਰ ਸਕਣਗੇ।
- ਸਿਰਜਨਾਤਮਕਤਾ ਦੇ ਵਿਕਾਸ ਲਈ ਕਵਿਤਾ, ਕਹਾਣੀ ਆਦਿ ਦਾ ਅਧਿਆਪਨ ਕਰ ਸਕਣਗੇ।
- ਪਾਠ ਦੇ ਅੰਤ ਵਿਚ ਅਤੇ ਪਾਠਕ੍ਰਮ ਦੇ ਅੰਤ ਵਿਚ ਸਹੀ ਮੁਲਾਂਕਣ ਕਰ ਸਕਣਗੇ।

- ਬੱਚਿਆਂ ਲਈ ਲਿਖੇ ਜਾਣ ਵਾਲੇ ਸਾਹਿਤ ਨੂੰ ਪੜ੍ਹਨਗੇ, ਸਮਝਣਗੇ ਅਤੇ ਜਮਾਤ ਵਿੱਚ ਉਪਯੋਗ ਕਰ ਸਕਣਗੇ।
- ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਸਵੈ-ਅਧਿਐਨ ਤੇ ਪ੍ਰਗਟਾਵੇ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰ ਸਕਣਗੇ।
- ਆਪਣੇ ਅਧਿਆਪਨ ਕਾਰਜ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਦਾ ਲੋੜੀਂਦਾ ਪ੍ਰਯੋਗ ਕਰ ਸਕਣਗੇ।

1. **ਭਾਸ਼ਾ** 15

- ਭਾਸ਼ਾ-ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ ਤੇ ਉਦੇਸ਼

  (i) ਭਾਸ਼ਾ ਦਾ ਜੀਵਨ ਵਿੱਚ ਸਥਾਨ

  (ii)ਭਾਸ਼ਾ-ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ

- ਮਾਤ-ਭਾਸ਼ਾ ਤੇ ਮਾਨਸਿਕ ਵਿਕਾਸ

  (i) ਭਾਸ਼ਾ ਤੇ ਮਾਤ-ਭਾਸ਼ਾ

  (ii)ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦਾ ਉਦੇਸ਼ ,ਮਹੱਤਵ

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ :

  (i) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ

  (ii)ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

  (iii) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀਆਂ ਉਪ ਭਾਸ਼ਾਵਾਂ ਤੇ ਮਿਆਰੀ ਭਾਸ਼ਾ

  (iv) ਦਿੱਲੀ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ ਤੇ ਸਮਾਧਾਨ

  (v) ਦਿੱਲੀ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਦਰਜਾ

- ਗੁਰਮੁਖੀ ਲਿਪੀ :

  (i) ਗੁਰਮੁਖੀ ਲਿਪੀ ਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ

  (ii)ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

  (iii) ਗੁਰਮੁਖੀ ਲਿਪੀ ਤੇ ਦੇਵਨਾਗਰੀ ਲਿਪੀ ਦਾ ਅੰਤਰ

2 . **ਭਾਸ਼ਾ-ਸਿੱਖਿਆ** 15

- ਵਰਨ-ਬੋਧ

  (i) ਸਵਰ ਤੇ ਵਿਅੰਜਨ, (ii) ਅਨੁਨਾਸਕ (iii) ਲਗਾਂ-ਮਾਤਰਾਂ

  (iv) ਲਗਾਖਰ (v) ਦੁੱਤ-ਅੱਖਰ

- ਸ਼ਬਦ-ਬੋਧ

  (i) ਮੂਲ ਸ਼ਬਦ (ii) ਤਤਸਮ ਤੇ ਤਦਭਵ ਸ਼ਬਦਾਂ ਦਾ ਅੰਤਰ

  (iii) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿੱਚ ਦੇਸੀ ਤੇ ਵਿਦੇਸ਼ੀ ਸ਼ਬਦ : ਉਰਦੂ/ਫ਼ਾਰਸੀ, ਹਿੰਦੀ/ਸੰਸਕ੍ਰਿਤ ਅਤੇ ਅੰਗਰੇਜ਼ੀ ਦੇ ਸ਼ਬਦ (iV) ਉਤਪੰਨ/ਸਮਾਸੀ ਸ਼ਬਦ/ਅਗੇਤਰ-ਪਿਛੇਤਰ

- ਭਾਸ਼ਾ-ਸਿੱਖਿਆ ਅਤੇ ਵਿਆਕਰਨ

  (i) ਭਾਸ਼ਾ ਤੇ ਵਿਆਕਰਨ

  (ii)ਵਿਆਕਰਨ ਦੇ ਤੱਤ : (i) ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ,ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ, ਸੰਬੰਧਕ ਯੋਜਕ, ਵਿਸਮਕ (ii) ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ

- ਅਰਥ-ਬੋਧ (ਸਿਧਾਂਤਕ ਤੇ ਵਿਹਾਰਕ ਪੱਖ) :

  (i) ਅਰਥ-ਬੋਧ ਦੀ ਪਰਿਭਾਸ਼ਾ (ii) ਬਹੁ-ਅਰਥਕ ਸ਼ਬਦ

  (iii) ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ (iv) ਵਿਪਰੀਤਾਰਥਕ ਸ਼ਬਦ

  (v) ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇਕ ਸ਼ਬਦ (vi) ਮੁਹਾਵਰੇ

  (vii) ਅਖਾਣ

- ਵਾਕ-ਬੋਧ :

  (i) ਵਾਕ ਦੀ ਪਰਿਭਾਸ਼ਾ (ii) ਸਧਾਰਨ ਵਾਕ

  (iii) ਸੰਯੁਕਤ ਵਾਕ (iv) ਮਿਸ਼ਰਤ ਵਾਕ

3 . **ਭਾਸ਼ਾ ਕੌਸ਼ਲ** 15

(i) ਸੁਣਨਾ (ii) ਬੋਲਣਾ (iii) ਪੜ੍ਹਨਾ (iv) ਲਿਖਣਾ

- ਪੜ੍ਹਨਾ ਸਿਖਾਉਣਾ :

  (ii)ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼

(iii) ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ : ਉੱਚੀ ਪੜ੍ਹਨਾ, ਮੌਨ ਪਾਠ

(iv) ਬੱਚਿਆਂ ਅੰਦਰ ਪੜ੍ਹਨ ਦਾ ਸ਼ੌਕ ਪੈਦਾ ਕਰਨਾ

(vi) ਬਾਲ ਅਵਸਥਾ ਵਿੱਚ ਪੜ੍ਹਨ ਦੀਆਂ ਰੁਚੀਆਂ

(vii) ਪੜ੍ਹਨ ਵਿੱਚ ਪਛੜੇਪਣ ਦੇ ਕਾਰਨ ਅਤੇ ਉਸ ਨੂੰ ਦੂਰ ਕਰਨ ਦੇ ਯਤਕ

- ਲਿਖਤ-ਰਚਨਾ :

(ਜ) ਲਿਖਤ-ਰਚਨਾ ਦਾ ਮਹੱਤਵ

(ii) ਲਿਖਣਾ ਸਿਖਾਉਣ ਲਈ ਤਿਆਰੀ

(iii) ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੇ ਢੰਗ

(iv) ਲਿਖਤ ਨੂੰ ਸੁੰਦਰ ਬਣਾਉਣ ਦੇ ਉਪਾਅ

4. ਪੰਜਾਬੀ ਅਧਿਆਪਨ 15

(i) ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਦਾ ਮਹੱਤਵ

(ii) ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਦੀ ਯੋਜਨਾ-ਬੰਦੀ : ਪਾਠ-ਯੋਜਨਾ, ਚੰਗੀ ਪਾਠ-ਯੋਜਨਾ ਦੇ ਗੁਣ।

(iii) ਕਵਿਤਾ : ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ, ਕਵਿਤਾ-ਪਾਠ ਦਾ ਮਹੱਤਵ, ਕਵਿਤਾ ਪੜ੍ਹਾਉਣ ਦੇ ਸਫ਼ਲ ਢੰਗ, ਕਵਿਤਾ ਨਾਲ ਸੰਬੰਧਿਤ ਰਚਨਾਤਮਕ ਕੰਮ।

(iv) ਕਹਾਣੀ : ਕਹਾਣੀ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਕਹਾਣੀ ਸੁਣਾਉਣ ਦੀ ਕਲਾ, ਪ੍ਰਾਇਮਰੀ/ਮਿਡਲ ਦੇ ਬੱਚਿਆਂ ਨੂੰ ਕਹਾਣੀ ਕਿਵੇਂ ਪੜ੍ਹਾਈਏ।

(v) ਨਾਟਕ : ਨਾਟਕ ਬਾਰੇ ਸੰਖੇਪ ਜਾਣਕਾਰੀ

(ii) ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਦੀਆਂ ਸਮੱਸਿਆਵਾਂ

5. ਦ੍ਰਿਸ਼ਟੀ-ਸ੍ਰੋਤ ਸਹਾਇਕ ਸਾਧਨ, ਪਾਠ ਸਹਗਾਮੀ ਕਿਰਿਆਵਾਂ 15

(i) ਦ੍ਰਿਸ਼ਟੀ-ਸ੍ਰੋਤ ਸਮੱਗਰੀ ਦੀ ਪਰਿਭਾਸ਼ਾ

(ii) ਦ੍ਰਿਸ਼ਟੀ-ਸ੍ਰੋਤ ਸਮੱਗਰੀ ਦੀ ਜ਼ਰੂਰਤ ਦੇ ਮਹੱਤਵ

(iii) ਦ੍ਰਿਸ਼ਟੀ-ਸ੍ਰੋਤ ਦੇ ਸਾਧਨ : ਬਲੈਕ-ਬੋਰਡ, ਚਾਰਟ, ਗਰਾਫ਼, ਨਕਸ਼ੇ, ਤਸਵੀਰਾਂ, ਮਾਡਲ, ਰੇਡੀਓ, ਟੈਲੀਵਿਜ਼ਨ, ਕੰਪਿਊਟਰ, ਵਿਦਿਅਕ ਟੂਰ, ਅਖ਼ਬਾਰ, ਰਸਾਲੇ

(iv) ਪਾਠ ਸਹਗਾਮੀ ਕਿਰਿਆਵਾਂ : ਮਹੱਤਵ, ਪ੍ਰਯੋਗ

ਪ੍ਰਯੋਗਾਤਮਕ ਪੱਖ : (ਕੋਈ ਦੋ ਕਿਰਿਆਵਾਂ) ਅੰਕ : 25

- ਪੰਜਾਬੀ ਦੀਆਂ ਉਪ-ਭਾਸ਼ਾਵਾਂ ਬਾਰੇ ਚਾਰਟ ਤਿਆਰ ਕਰੋ ਅਤੇ 25 ਮੂਲ ਰਚਿਤ ਸ਼ਬਦਾਂ ਦੀ ਸੂਚੀ ਬਣਾਉ।

ਯਾ

- ਜਮਾਤ ਪਹਿਲੀ ਤੋਂ ਲੈ ਕੇ ਪੰਜਵੀਂ ਜਮਾਤ ਦੀਆਂ ਪਾਠ-ਪੁਸਤਕਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਘੱਟੋ-ਘੱਟ ਦੋ ਮਾਡਲ ਤਿਆਰ ਕਰੋ। 15
- ਚੌਥੀ ਜਮਾਤ ਲਈ ਕਵਿਤਾ ਦੀ ਪਾਠ-ਯੋਜਨਾ ਸਹਾਇਕ ਸਮੱਗਰੀ ਨਾਲ ਤਿਆਰ ਕਰੋ।

ਯਾ

- ਪੰਜਵੀਂ ਜਮਾਤ ਲਈ ਕਹਾਣੀ ਦੀ ਪਾਠ-ਯੋਜਨਾ ਸਹਾਇਕ ਸਮੱਗਰੀ ਨਾਲ ਤਿਆਰ ਕਰੋ। 10
- ਸੰਦਰਭ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ

1. ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ ਤੇ ਗਿਆਨੀ ਲਾਲ ਸਿੰਘ, 'ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ', ਪੰਜਾਬੀ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
2. ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ, 'ਪੰਜਾਬੀ ਸ਼ਬਦ-ਰੂਪ ਤੇ ਸ਼ਬਦ-ਜੋੜ ਕੋਸ਼', ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
3. ਜਸਵੰਤ ਸਿੰਘ ਜਸ ਤੇ ਪਰਮਜੀਤ ਕੌਰ, 'ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿਖਿਆ ਵਿਧੀ', ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ।
4. ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ, 'ਪੰਜਾਬੀ ਸਿੱਖਿਆ ਤੇ ਸਾਹਿਤ-ਅਧਿਐਨ', ਟੰਡਨ ਪਬਲੀਕੇਸ਼ਨਜ਼, ਲੁਧਿਆਣਾ।
5. ਡਾ. ਜੁਗਿੰਦਰ ਸਿੰਘ ਕੈਰੋਂ, 'ਪੰਜਾਬੀ ਲੋਕ ਕਹਣੀਆਂ ਦਾ ਅਧਿਐਨ ਤੇ ਵਰਗੀਕਰਨ', ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
6. ਡਾ. ਸੋਹਿੰਦਰ ਸਿੰਘ ਬੇਦੀ, 'ਪੰਜਾਬੀ ਲੋਕਧਾਰਾ', ਨੈਸ਼ਨਲ ਬੁਕ ਟਰੱਸਟ ਇੰਡੀਆ, ਨਵੀਂ ਦਿੱਲੀ।
7. ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, 'ਸਾਹਿਤ ਦੇ ਰੂਪ', ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
8. ਡਾ. ਜਗਜੀਤ ਕੌਰ, 'ਸਰਸਵਤੀ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਲਿਖਣ ਕਲਾ', ਸਰਸਵਤੀ ਹਾਊਸ ਪ੍ਰਾ. ਲਿ., ਨਵੀਂ ਦਿੱਲੀ।
9. ਤਾਰਾ ਸਿੰਘ ਅਨਜਾਣ, 'ਟਕਸਾਲੀ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਰਚਨਾਵਲੀ', ਗਾਂਧੀ ਪਬਲਿਸ਼ਰਜ਼, ਨਵੀਂ ਦਿੱਲੀ।
10. Draft : National Curriculum Framework-2005; National Council of Educational Reserech and Traning, New Delhi

Course code 106

Teaching of Urdu Ist Year

زبان کی تدریس

سال اوّل

نصاب کا جواز اور مقصد

کہا جاتا ہے کی ابتدائی سطح پر تمام علم کی تعلیم زبان کی تعلیم ہے اور یہ حقیقت بھی ہے۔ ابتدائی سطح کا بچہ اپنی زبان میں وہ سب کچھ اظہار کر لیتا ہے جو وہ جانتا ہے اور وہ اپنی زبان میں دوسروں کی کہی ہوئی بات کو بھی سمجھ لیتا ہے۔ اس حقیقت کے پیش نظر ابتدائی سطح پر زبان کی تعلیم کی اہمیت کو سمجھا جا سکتا ہے۔ دراصل فرش تا عرش پھیلے ہوئے علم کا وسیلہ زبان ہے۔ زبان کے بغیر کسی علم کی ترسیل و اشاعت ممکن ہی نہیں ہے۔ پورے نظامِ تعلیم میں زبان کو ہی مرکزیت حاصل ہے۔ اس لیے ابتدائی سطح سے ہی زبان کی تدریس کی ضرورت اور اہمیت مسلم ہے۔

لیکن ابتدائی سطح پر زبان کی تعلیم بنیادی لسانی مہارتوں کی تدریس ہے۔ یعنی سننا، سمجھنا، بولنا، پڑھنا اور لکھنا اور یہی زبان کی تدریس کے بنیادی مقاصد بھی ہیں کہ طلبا کو زبان پر اس قدر قدرت حاصل ہو جائے کہ وہ اپنے مافی الضمیر کا اظہار (زبانی یا تحریری) اس طرح کر سکیں کہ سامع یا قاری وہی مفہوم اخذ کرے جو وہ کہنا چاہ رہے ہیں اور دوسروں کے اظہار کردہ مافی الضمیر کو بھی طلبا وہی سمجھیں جو وہ سمجھانا چاہ رہے ہیں۔

زبان کی تدریس کے مقاصد

- زبان کی تدریس کی ضرورت اور اہمیت سے روشناس کرانا۔
- اردو زبان کے صوتیاتی نظام کو واضح کرنا۔
- اردو زبان کی لفظی ساخت سے روشناس کرانا۔
- اردو زبان میں مخارج اور تلفظ کی اہمیت کو واضح کرنا۔
- زبان کی بنیادی مہارتوں میں پختگی لانا۔

- مجموعی بچوں کے لئے خاص کوشش کرنا۔
- نثر اور نظم کے منصوبہ سبق سے واقف کرانا۔
- قواعد کی تدریس کے مقاصد اور اہمیت سے روشناس کرانا۔
- زبان کی تدریس کے مختلف طریقوں کو واضح کرنا۔
- سمعی وبصری امدادی اشیاء کے استعمال اور تشکیل سے روشناس کرانا۔

اکائی : 1۔ زندگی میں زبان کی اہمیت **نمبر 15**

- اردو زبان کا ارتقاء اور نوعیت۔
- ابتدائی درجات میں زبان کی اہمیت۔
- اردو زبان کی ترکیب وساخت صرف ونحو (حروف کی آوازیں، حروف تہجی، الفاظ وجملوں کی ساخت)۔
- ابتدائی سطح پر اردو زبان کی تدریس کے مقاصد۔

مجموعی بچوں کی تعلیم میں زبان کی اہمیت۔

اکائی : 2۔ زبان کی مہارتیں **نمبر 15**

- عمدہ سماعت کے اوصاف سے واقفیت۔
- سماعت کی نشو نما اور اس کے وسائل۔
- سماعت میں نقائص کے وجوہ اور اسے دور کرنے کے طریقۂ کار۔
- زبانی اظہار کا مفہوم اور اہمیت۔
- زبانی اظہار یا اچھی گفتگو کے اوصاف۔
- زبانی اظہار کے وسائل (تقریر، بحث ومباحثہ، ڈرامہ، نکڑ ناٹک، پہیلیاں اور لطائف، کہانی)۔
- گفتگو کے نقائص اور اس کا تدارک۔
- قرأت کا مفہوم اور اہمیت۔
- اچھی قرأت کے اوصاف۔
- قرأت کے طریقے (بلند خوانی، خاموش مطالع، مطالع زیر نگرانی، سرسری مطالعہ)۔

تحریری صلاحیت کی نشو ونما کی ترغیب۔

- تحریر کی ضرورت اور اہمت۔
- تحریر کی نشو ونما کے ذرایع (نقل نویسی، املانویسی، مراسلہ، مضمون نویسی، خلاصہ نویسی، تشریح وتصریح، سوال وجواب، حکایت نویسی اور روداد نویسی)۔
- تحریر کے نقائص اور ان کے تدارک۔

اکائی : 3۔ منصوبہ سبق اور اس کے اقسام اور قواعد کی تدریس **نمبر 15**

- منصوبہ سبق کا مفہوم اور ضرورت۔
- منصوبہ سبق کے اقسام۔
- حروف تہجی کی منصوبہ بندی۔
- الفاظ کی منصوبہ بندی۔
- عبارت کی منصوبہ بندی۔
- اکائی کی منصوبہ بندی۔
- نثر اور نظم کی منصوبہ بندی۔
- اردو میں قواعد کی تدریس کی اہمیت۔
- عملی قواعد کا تصور۔
- اسم ضمیر، صفت، تذکیر وتانیث۔ لفظ اور ان کے متضاد۔ واحد اور جمع الفاظ وغیرہ کی تدریس اور ان کے طریقہ کار۔

اکائی : 4۔ مشترکہ نصابی عمل، سمعی وبصری اشیائے معاون **نمبر 15**

- مشترکہ نصابی عمل
- مشترکہ نصابی عمل کے اقسام
- اردو ادب سیکھنے میں مشترکہ نصابی عمل کا رول
- سمعی وبصری معاون اشیاء کی اہمیت۔
- سمعی وبصری معاون اشیاء کے اقسام۔

— کم قیمتی اشیاءاور بیکار اشیاء سے تیار کردہ معاون اشیاء۔
— سمعی وبصری معاون اشیاء کے استعمال کے طریقے۔

اکائی : 5۔ مسلسل اور جامع تعینِ قدر **نمبر 15**

— مسلسل اور جامع تعینِ قدر کا مفہوم۔
— امتحان اور مسلسل وجامع تعینِ قدر میں فرق۔
— موضوعی ومعروضی امتحان کا تصور۔
— معروضی طرز کے سوالات کے اقسام۔
— مختلف سوالات بنانے کی سمجھ
— Remedial تدریس کی ضرورت ،اہمیت اور استعمال۔

ای۔ٹی۔ای، سال اوّل

مجوزہ عملی کام:۔ **کل نمبر 25**

— اردو حروف تہجی پر مبنی یا تصویر البم تیار کریں۔

یا

— اردو سے متعلق مضامین اور خبریں یکجا کر کے دیواری میگزین تیار کریں۔ 15

— ابتدائی سطح پر زبان کی مہارتوں کی تدریس کے لیے کم از کم دو سرگرمیاں تجویز کریں اور انھیں عمل میں لانے کی طریقوں کی بھی وضاحت کریں۔

یا

— سست آموز بچوں کا مطالعہ کریں اور انکے سیکھنے میں اضافہ کرنے کے لئے کم سے کم پانچ سرگرمیاں منعقد کریں اور اسکا رپورٹ تیار کریں۔ 10

مجوزہ کتب

1۔ اردو زبان اور اس کی تعلیم — فارانی، سلیم (1973)

2۔ لاہور۔ پاکستان بک ہاؤس

3۔ **تدریس اردو**

لاہور۔ اشرف اینڈ سنس — حسین، احمد (1973)

4۔ تاریخ اور دہلی — حسین اعجاز مختار

آزاد کتاب گھر

5 ۔ اردو اور اس کا طریقہ تدریس — حسین ساجد (1990)

کراچی رہبر پبلیسرز

6۔ اردو زان کی تدریس — معین الدین (1983)

دہلی ترقی اردو بورڈ

1۔ تاریخ ادب اردو — سکسینا رام بابو

لکھنؤ

2۔ اردو تدرسیات — درّانی، عطش (1907)

لاہور۔ اردو سائنس بورڈ

3۔ تدریس اردو

اردو بازار کراچی، قمر کتاب گھر 21/59 — فتحپوری فرمان

Course Code 107

LANGUAGE EDUCATION (ENGLISH)

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

Over the years, teaching of English in India at primary level has gained importance and acceptance. Recognising its importance, many states in India have now started teaching English at the primary stage and the Union Territory of Delhi is no exception in this regard. However, the subject does not relate to the environment of the child, therefore efforts to create a conducive learning environment are needed. A student teacher must understand nuances of the language related to its structure and usage, prior to passing it on to primary children. Since a language grows with communicative interaction, it is essential for a teacher to create situations in the class-room for the same.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- appreciate the importance of learning English as a second language.
- understand the nature and characteristics of English language usage.
- create learning environment conducive to English language learning.
- teach receptive and productive/expressive skills.
- evaluate students' oral and expressive skills.
- develop and use teaching learning material appropriately.
- use CCE for assessing children's learning in English.

3.0 Syllabus Outline

Unit 1 English language in primary school curriculum Marks 15

- Place of English language in curriculum: its importance, objectives and principles
- The purpose of English language instruction at the primary level
- Nature and characteristics of English language ,concept of acceptable usage and functionality
- Need for creating an environment of oral language learning: Importance of drill and practice, demonstration, illustrations, teaching learning material
- Expectations from an English language teacher

Unit 2 Language skills: Listening and Speaking **Marks 15**

- Language skills: objectives and types
- Listening: concept, importance, objectives
- Role of listening in oral expression, types of listening: passive, active
- Factors affecting listening and speaking skills
- Identification of sounds, tone, syntactic patterns, information and responding
- Phonemic drills, organizing listening and speaking activities
- Pronunciation, rhythm and rhyme, intonation and modulation.
- Punctuation (full stop, comma and question mark)
- Oral Expression: concept, importance, objectives and types
- Modes of oral expression-Rhymes, poems, songs, storytelling, role play, imitation, dramatization, talk about an object, character play, chorus/collective responses, personal experiences
- Using simple instructions: dictation, drill, pair-work and group-work, introduction to self correction, oral language games

Unit 3 Language skills: Reading and Writing **Marks 15**

- Reading: Teaching "skill of reading" to beginners, mechanics of reading - pre-reading, while-reading and post-reading activities; sub-skills of reading - guessing meaning from context, word recognition and usage;
- Types of reading –silent reading and reading aloud, guided reading and shared reading
- Reading picture books, one word, two words etc.
- Writing: objectives of writing, teaching "skill of writing" to beginners
- Hand writing skills: Letter formation, capital letters, small letters,
- Working on Practice notebooks
- Types of writing, individual writing, creative expression supplemented by art work
- Importance of spellings

Unit 4 Lesson Planning and Material Development **Marks 15**

- Micro lesson planning
- Lesson Planning, Unit planning
- Approaches of teaching English language:
- Methods of teaching English and developing skills
- Preparation and use of low-cost teaching aids
- Use of ICT for teaching of English at primary level
- Language games
- Using classroom as a resource.
- Preparation and presentation of one lesson plan using power point or flash

Unit 5 Learner Assessment **Marks 15**

- Assessing speaking and listening - using interviews, story retelling, recording
- Assessing reading comprehension
- Assessing writing –handwriting, spellings, reading writing skills. Informal feedback from teacher, correction of students' work, measuring progress
- Remedial Teaching (error analysis-attitude towards errors and mistakes in second language learning)
- Teacher's diary – anecdotal records, using portfolios for subjective assessment
- CCE- concept, implications, tools and techniques.
- Self and peer assessment

4.0 Suggested Practicum **Marks:25**

Prepare four lesson plans, one each on teaching of language skills - listening, speaking, reading and writing.

OR

Select four stories from children's literature and identify teaching points from each story to be used for developing oral expression at primary level. Submit a detailed report. 15

Prepare two teaching aids for English language teaching.

OR

Develop two vocabulary worksheets of ten items each for class I &II. 10

5.0 Suggested Readings

Bhatia, K.K. (2006) Teaching and Learning English as a Foreign Language, Kalyani Publishers, New Delhi.

Bindra, R. (2005) Teaching of English, Radha Krishan Anand and Co., Jammu.

Kohli, A.L. (1999) Techniques of Teaching English, Dhanpat Rai and Company, New Delhi.

Wadhwa, S.S. (2006) The Teaching of English in India, National Book Depot, Kapurthala.

Bansal, R.K., Phonetics of English

IGNOU, CTE-01(1995) *The Language Learner.* IGNOU: New Delhi.

Kumar, Krishna (2007) *The Child's Language and the Teacher.* National Book Trust: Delhi

Pinnell, G S (1985) Ways to Look at the Functions of Children's Language. In A. Jaggar, M Trika and Smith-Burke (eds.) *Observing the language learner*. International Reading Association: Michigan: pp 57-72.

Rhodes, L K and Shanklin N L (1993) *Windows into Literacy.* Heinemann: UK: The University of Michigan. Ch 4: Assessing Language Systems and Strategies in Reading.

Rothleen, Liz et.al (1991) Lekhan Prakriya. Source: *The Literature Connection: Using Children's Books in Classroom*, Good Year Books, Tucson, USA.

NCTE (2009) *National Curriculum Framework for Teacher Education: Towards a Humane and Professional Teacher,* National Council for Teacher Education: New Delhi.

Brewster, E et.al. (2004). *The Primary English Teacher's Guide.* Penguin: London.

Ellis, G and J Brewster (2002) *Tell it again! The New Story-telling Handbook for Teachers*. Penguin: London.

Graddol, D (2010) *English Next India*, British Council: Delhi

NCERT (2005) *National Curriculum Framework, 2005*. NCERT: New Delhi.

Scott, W. A. and L. H. Ytreberg (1990). *Teaching English to Children*. Longman: London

Slatterly, M. and J. Willis (2001) *English for Primary Teachers: A Handbook of Activities and Classroom Language*. Oxford University Press: Oxford.

Browne, A (2007) *Teaching and Learning Communication. Language and Literacy*. Paul Chapman: London. UK: 175-210.

Sahi, J and Sahi, R (2008). *Learning through Art*. Eklavya: Bangalore.

Cameron, L (2001) *Teaching Languages to Young Learners.* Cambridge University Press: Cambridge.

Curtain, H. A and Dahlberg, C. A (2004) *Languages and Children: Making the Match.* Pearson: Boston.

Tomlinson, B (ed.) (1998) *Materials Development in Language Teaching.* Cambridge University Press: UK.

Kaushik, S (Ed) (2008) *Reading for Meaning: A Collection of Writings on the Process of reading.* NCERT: Delhi.

Course Code 108

MATHEMATICS EDUCATION

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

Mathematics is an integral part of our life. In our day to day activities, the use of mathematics is inevitable. Mathematics, therefore, is considered as a basic subject in the ladder of the system of education. A teacher needs to integrate the concept of mathematics with the experiences of children and should frequently make use of play and games for its teaching leading to joyful learning. The use of activity based methods, which have been highlighted in the course, shall make teaching of mathematics interesting and lively.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- analyse the factors that affect the process of acquisition of mathematical knowledge.
- appreciate the ways in which children understand mathematical concepts.
- develop skills, insights, and attitudes for mathematical learning.
- make use of effective strategies for the teaching of mathematics.
- understand the relation between mathematical knowledge and its application to deal with the various situations that come across in life.

3.0 Syllabus Outline

Unit 1 Perspectives about Mathematical Knowledge Marks 15

- Nature and importance of Mathematics
- Aspects of mathematical knowledge: Conceptual and Procedural
- Mathematics beyond classroom, Mathematics everywhere.
- Structure of Mathematical knowledge: Terminology, Notation, Algorithms
- Language of mathematics, understanding the relationship between language and mathematics.
- Importance and objectives of teaching Mathematics at elementary level.

Unit2 Mathematical Content Marks 15

- Numbers: Concept, counting, place value, arithmetic operations, fractions, decimals

- Space and shape: Geometric shapes, construction of geometric shapes through paper folding,
- Symmetry, Tessellations (formation or arrangement)
- Measurement: The concept of unit of measurement, length, area, volume, weight, time, money, temperature

Unit3 Approaches to teach Mathematics Marks 15

- Meaning and importance of concept formation in Mathematics at elementary level.
- Approaches of teaching Mathematics: Activity Based and constructivist approaches
- Methods and strategies of teaching Mathematics -Inductive and Deductive, Problem Solving, Analysis and Synthesis, Project Method, Alternate strategies
- Barriers to meaningful learning of Mathematics: children's thinking, misconceptions, fear of maths, careless mistakes, common errors
- Error Analysis and remedial measures

Unit4 Joy of learning Mathematics Marks 15

- Preparation and use of Teaching Learning Material.
- Activities for developing creative abilities among students.
- Recreational Mathematics: Mathematical games and puzzles.
- Mental Mathematics
- Language statements in Mathematics : Word problems
- Role of Teacher in making teaching of Mathematics joyful

Unit 5 Classroom Transaction and Assessment Marks 15

- Micro lesson planning
- Preparation of a lesson plan in Mathematics
- Selection of method/strategy to teach in an inclusive class room
- Need and importance of practice in Mathematics
- Continuous and Comprehensive Evaluation in Mathematics
- Diagnostic and Achievement tests in Mathematics

4.0 Suggested Practicum **Marks25**

Construct a unit test to assess performance of students in one area of mathematics like place value or operations on numbers etc. Administer the test in the class, analyse and prepare a detailed report.

OR

Prepare four teaching aids in Maths with an explanation as to how they can be used in an inclusive class. 15

Prepare two lesson plans on topics given in the books at primary level.

OR

A comparative study of two books on mathematics of the same class published by different publishers (one published by DBTB and one by private publisher). 10

5.0 Suggested Readings

Arora, S.K (2000), How to Teach Mathematics, New Delhi; Sterling Publishers Pvt. Ltd.

Gakhar, S.C. & Jaidka, M.L. (2003) Teaching of Mathematics, Panipat: M/s N.M. Publishers,

Kumar, Khushwinder and Kaur, Jaspreet, (2004) Learning Mathematics−Lab Experience 21st century, Patiala: Publications,

Mangal, S.K (2003), Teaching of Mathematics, Ludhiana: Tandon Publications, 2003.

Sidhu, K.S (1998), Teaching of Mathematics, New Delhi: Sterling Publication Pvt. Ltd., 1998...

Anthony Orton (2004) Learning Mathematics, issues, theory and classroom practice

DEREK HAYLOCK (2006) Mathematics Explained for Primary Teachers. Sage. London

Robyn Z et.al (2005) Teaching Mathematics in Primary Schools (First South Asian Edition) Allen & Unwin: Australia

IGNOU, AMT – 01 Teaching of Primary School Mathematics, N.Delhi.

IGNOU, LMT – 01, Learning Mathematics, IGNOU: New Delhi.

Robyn Z. et.al. (2005) *Teaching Mathematics in Primary Schools* (First South Asian Edition) ; Allen & Unwin: Australia

Thomas R. Post (ed) (2008) *Teaching Mathematics in Grades K-8. Research-Based Methods* Allyn and Bacon.

Briggs M and S Davis (2008) *Creative Teaching Mathematics in the early years and primary classroom,* Routledge Taylor and Francis Group: UK

Course Code 109

ENVIRONMENTAL STUDIES EDUCATION

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

Environmental studies take childrens' physical and social environment into its ambit and provide answers to their queries generated out of curiosity. The study of EVS at primary level introduces the child to the beauty of nature, social fabric of the society and the importance of living in harmony with nature, family, friends and neighbours. The student teacher needs to understand that EVS is a composite area of study that draws upon sciences, social sciences and environmental education. The content of the course makes an attempt to address the needs of student teachers, particularly with regard to making teaching of EVS joyful.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- reflect on the concept of environmental studies (EVS).
- appreciate the need and importance and preservation of physical and social environment.
- understand the major content areas of EVS curriculum.
- organize the classroom transaction of EVS in the light of recommendations of NCF-2005.
- organize transaction of content in an inclusive learner friendly environment.
- use CCE for the assessment of children's learning in EVS.

3.0 Syllabus Outline

Unit 1 Concept and objectives of Environment Studies Marks 15

- Environmental Studies: Concept and Significance
- Importance of environmental education (Natural as well as Socio- Cultural)
- Need for preservation of nature, living in harmony with self, others in family, neighbourhood, society, nation and world.
- Objectives of teaching EVS at primary level with special reference to NCF 2005
- Emerging issues and implications of EVS at Primary Level

Unit 2 EVS Curriculum at Primary level **Marks 15**

- EVS curriculum at Primary level- Major content areas/themes
- Integration of environment in teaching of language and mathematics in classes I & II
- Learning through co curricular activities: drama, debate, recitation, storytelling, song, dance, picnic and outdoor activities, games and sports
- Commemoration of National and International days
- Life and works of great leaders: Mahatma Gandhi, Rani Laxmi Bai, Bhagat Singh, Nehru, Dr. B. R. Ambedkar etc.

Unit 3 Planning Teaching Learning Process **Marks 15**

- Micro lesson planning
- Preparing unit plans and lesson plans: concept and need
- Preparation of unit plan , lesson plan for inclusive set up in the class room
- Approaches of teaching EVS: conceptual, process, scientific, integrated, inclusive
- Process skills in EVS-observation, classification, hypothesis, prediction, analysis etc.
- Techniques of teaching EVS: Activities, discussion, map reading, group work, role play, demonstration, display and exhibitions, field visits, projects, use of community resources in the teaching learning of EVS
- Games and Sports

Unit 4 Teaching Learning Materials **Marks 15**

- Environment as a resource to the teaching and learning of EVS
- Developing a resource pool of teaching learning materials for teaching of EVS at primary level: low cost/no cost materials, charts, models, atlas, globe, maps, pictures, films, computer-aided learning materials
- Collections (leaves, seeds, flowers, coins, stamps, pictures of monuments etc.)
- Concept maps and thematic maps
- Weather charts: importance and interpretation
- Developing an EVS kit- its importance and usage

Unit 5 Assessment of EVS Learning **Marks 15**

- Continuous and Comprehensive Evaluation in EVS.
- Use of various tools and techniques for formative and summative assessment
- Self assessment and peer-group assessment
- Development, administration and analysis of Achievement test

4.0 Suggested Practicum **Marks 25**

Visit a historical monument in Delhi. Write about its history and how it can be used as a learning resource in teaching learning EVS at primary level.

OR

Visit a museum in Delhi and write a detailed report on its upkeep, public apathy/support. Also mention the measures taken by the Government for its maintenance and upkeep. **15**

Prepare four teaching aids for effective teaching of EVS at primary level.

OR

Undertake local area weather analysis on the basis of newspaper reports and make a scrap book containing pictures, news items, articles on climate change due to environmental degradation and efforts to conserve green environment. **10**

5.0 Suggested Readings

NCERT, (2005) *National Curriculum Framework*. NCERT: New Delhi.

NCERT, (2005) *Syllabus for Elementary Classes*- Volume I. NCERT: New Delhi.

Batra Poonam (2010) Social Science Learning in Schools: Perspectives and Challenges, Sage publication: New Delhi.

Parker. C. Walter (2010) *Social Studies Today: Research and practice*. Routledge: New York.

NCERT, (2008) *Source Book on Assessment for Classes I–V*. Chapter 2: Environmental Studies, NCERT: New Delhi.

Harlen, W and J Elstgeest, (1998) *UNESCO Source Book for Science in the Primary School*, NBT: New Delhi.

Sani, Yamuna (1995) Work on mapping, *Sandharbh*, Eklavya: Bhopal.

George, Alex M (2007) *Children's Perception of Sarkar- A critique of Civics*

Textbooks, Eklavya: Bhopal.

Agnihotri, R., Khanna, K. and Shukla, A. L. (1994) *Prashika*, Eklavya's Innovative Experiment in Primary Education. Mishra, A. (2004) *Aaj bhi Kharein hai Talaab,* Gandhi Peace Foundation, 5th Edition.

Parkinson. J. (2004). *Reflective Teaching of Science 11-18.* London: Continuum.

Sarabhai, V. K, Pandya, M. and Namagiri, R. (2007) 'Tbilisi to Ahmadabad– The Journey of Environmental Education–A Source book' *Centre for Environment*

Gupta, A (2003) *Kabad se Jugad: Little Science,* Eklavya: Bhopa

NCERT (2007) Environmental Studies-Looking Around, Textbooks for class III-V, New Delhi.

Course Code 110

HEALTH AND PHYSICAL EDUCATION

Maximum Marks 100 Theory 50 Practicum 50 Student Contact Hours 65

1.0 Rationale

Physical well-being and health is a necessary condition for learning. Child's physical and emotional health has a strong linkage with enrolment, retention, concentration and attention that affects his/ her learning outcomes in the classroom. It is essential for the teacher to identify the determinants of health and to impart health education in the socio-economic and cultural context of the child. In primary schools, separate teachers for physical education are not available. Therefore, all teachers are expected to teach health related concepts and organize physical education. Hence, inclusion of this course in the curriculum of D.El.Ed. programmed is fully justified.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- appreciate the need of good health and fitness for the all round development of the child.
- help children to develop understanding of healthy habits, hygiene, and nutrition.
- develop skills for the organization of physical education activities.
- reflect on the impact of diverse factors on child's health.
- Involve the students in understanding health issues, prevalent practices and public health information's.
- develop skills for administering First Aid.

3.0 Syllabus Outlines

Unit 1 Understanding Health and Well being Marks 10

- Concept of health and well being and its importance
- Various aspects of health
- Determinants of health- food, location, health services, sanitation etc.
- Personal Hygiene and its importance
- School Health Services: Rationale, Objectives, Components, Functioning
- Measuring the 'Health of the School': classrooms, issues of water, sanitation, toilets, playgrounds etc.

Unit 2 Childrens' health needs and Health of children in context of school

Marks 10

- Health awareness and assessment- health cards and health campaigns
- Assessment of health of school children- BMI etc.
- Concept of posture, importance of posture, identification of common postural defects and remedial exercises for the following: Knock Knee, Bow Legs, Flat Foot, Lordosis, Kyphosis
- Methods to understand children's health perceptions and self assessment of health
- Mid Day Meal Programme: Rationale, Objectives, Components, Functioning

Unit 3 Concept and importance of Physical Education Marks 10

- Physical Education: Concept and Importance of Physical education activities for elementary school children
- Development of values through physical education and sports: Development of team spirit Coordination, Cooperation, Emotional Stability, Creativity
- Activities for special needs children
- Linkages of physical education to health, sports, games, play and recreation
- Rules, techniques and procedures to conduct - Calisthenics, Basic Exercise Drill
- Minor recreational games, Lead up games/activities, Aerobics and Team Games (Kho-Kho, Kabaddi, Tug of war)

Unit 4 Safety Education Marks 10

- Safety of children in school: precautions and preventions
- First Aid : concept and importance
- Management of the following: Fainting, Drowning, Poisoning, Burning, Shock
- Concept and technique of Cardio Pulmonary Resuscitation
- Common sports injuries and their management: Sprain, Strain, Fracture, Dislocation, Abrasion, Contusion

Unit 5 Lesson Planning and Teaching Methods Marks 10

- Principles of Lesson planning in Physical Education
- Preparation and Presentation of Lesson plan in Physical Education

- Methods of teaching in Physical Education:
  - Mirror Method
  - Command method
  - Demonstration method
  - Whole-part-whole method
- Understanding the concept of warming -up and limbering down with regard to physical education and sports.

4.0 Suggested Practicum **Marks 50**

Competence building activities (compulsory)

In the Institute **10**

In SEP schools **10**

- Minor/ recreational games (any two)
- Lead-up games on major sports and games (any two)
- Basic commands- Marching skills and class formation
- Free hand exercise- Aerobics and drills
- Track events- short races, relays and jumps
- Technique of CPR (Cardio Pulmonary resuscitation)
- Technique of causality management: Shock, Trauma, Bleeding

Attempt Three of the following: **Marks 30**

Compulsory:

- Write a detailed report on Mid Day Meal Scheme based on the following parameters:
  - Aims and objectives
  - Distribution system
  - Quality of food supplied
  - Opinion of students and staff

Any two of the following:

- Preparation of health profile of two school children during SEP.
- Conduct Morbidity Mapping exercise for five children during SEP.

(For Morbidity Mapping the student teacher tracks children's attendance and tries to find out reasons for children's absenteeism using observations, as reported by child, parents, peers and develop a health report card)

- Collect information on School Health Services during SEP. Discuss about the services (strengths and weaknesses) with the school head, staff, children and prepare a detailed report.
- Plan, execute a program on developing health awareness among masses and report (Make posters, billboards, charts, organize one act plays, street plays (Nukkad Natak), folk dance etc. to create health awareness among masses.

5.0 Suggested Readings

Baru, R. V (2008) School Health Services in India: An Overview. Sage publication: New Delhi.

Ashtekar, S (2001) Health and Healing: A Manual of Primary Health Care, Orient Longman: Chennai.

Midday Meals- A Primer, (2005) *Right to Food Campaign*, Delhi.

Kamlesh, M L and M S Sangral (1986) *Methods in Physical Education*, Prakash Brothers, 516,Book Market Ludhiana

Kamlesh M L, *Physical Education;* Metropolitan Book Co. New Delhi.

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

Course Code 111

WORK EDUCATION

Maximum Marks 100 Theory 50 Practicum 50 Student Contact Hours 65

1.0 Rationale

Work education has been accepted as an integral part of curriculum at all stages of school education. It provides an opportunity to the students to understand the importance of manual work and its role in setting a sound foundation for different daily life activities. It initiates them to learn handwork and get involved in productive activities. Since a separate teacher is not visualized for `Work Education', every teacher is expected to be a work education teacher also. This is especially relevant in the case of primary stage and has been designed as a compulsory component of D.El.Ed. curriculum. It will enable the student teachers to integrate work education with the teaching of the content areas of language, science, social science, mathematics, art education, health and physical education. It will also make them understand the need for involving community and utilizing community resources for the successful implementation of work education programme.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- appreciate the need, concept, nature and importance of Work Education at primary level.
- understand the role of Work Education in setting sound foundation of social value system.
- understand the role of community in the organization of Work Education in schools.
- integrate work education with the teaching of other school subjects.

3.0 Syllabus Outline

Unit 1 Concept and Importance of Work Education Marks 10

- Work education: Concept, need, importance and objectives at primary level
- Manual Work: need and importance, concept of dignity of labour
- Manual work as a source of growth and development
- Linking manual work with vocational readiness: concept, need and its relationship with Work Education

Unit 2 Work Education: History and Scope **Marks 10**

- Historical Perspective of Work Education: Basic Education, Recommendations of Kothari commission, Ishwar Bhai Patel Committee.
- National Policy on Education (1986), National Curriculum Framework 2005
- Scope and areas of Work Education
- Myths about Work Education

Unit 3 Pedagogy of Work Education **Marks 10**

- Objectives of Work Education at Primary level
- Learning Format: Activity Plan (Lesson Plan)
- Monthly and Term-wise Plan with focus on local relevance
- Organization of Work Education activities
- Work Education activities for children with special education needs
- Work Education as a tool of pedagogy

Unit 4 Evaluation in Work Education **Marks 10**

- Continuous and Comprehensive Evaluation
- Portfolio: concept, importance, format and use
- Practical files: objectives, narration, description, diagrammatic presentation

Unit 5 Work Education Activities **Marks 10**

- Work Education activities: Nature, type, objectives, relevance for teacher, primary class student and community
- Difference between essential activities and elective activities
- Importance of essential activities for primary level student and community
- Contribution of Work Education activities in development and growth of society

4.0 Suggested Practicum **Marks:50**

Practical-1

List of activities (compulsory) :

- Cleanliness and beautification of classroom, institute, campus
- Gardening: Cleaning open area, picking up dry leaves, plucking, pruning, preparation of nursery beds/pots for plantation, manuring the soil, vermicomposting, Painting and decoration of pots, raising plants in pots/nursery beds, care of plants.
- Environmental care and protection: generating minimum garbage, reuse of waste material, disposal of dry leaves.

- Awareness campaigns for community: literacy/ RTE 2009, water preservation and rain water harvesting, save electricity, sources of energy, maintenance of cleanliness and hygiene of neighbourhood surroundings, anti-pollution measures.

Individual portfolio to be maintained and submitted as a record of activities undertaken by student teachers duly signed by the teacher educator.

N.B Portfolio relating to compulsory activities shall carry 20 marks.

Optional activities: Any two of the following

- Paper work: Making Cards for different occasions, Book markers, Flowers of different types and materials, envelopes and paper bags, decorative paper cuttings for festivals, Paper Mat, Paper folding (origami), paper jewellery etc.
- Printing: Block printing, vegetable printing, spray printing, leaf printing, finger printing, and punching with colours.
- Cardboard work and Card Sheet: Pencil stand, Pen Stand, Letterbox, models as TLM for different subjects, wall hangings, utility boxes etc.
- Wood Work: Making articles using ice sticks, broomsticks, and wood pieces.
- Clay work: Making pots, fruits, vegetables, animals, birds, household items and beads etc.

At least five of articles (decorated/ finished) from each option are to be submitted.

Student teachers to prepare a practical file on optional activities on the following parameters : definition, basic requirements (tools, materials), procedure, safety measures if any, benefits in terms of learning experience.

N.B Practical files related to optional activities shall carry 20 marks.

Practical-2

Design five activities integrating work education in primary classes with teaching of different subjects. Prepare a report. 10

5.0 Suggested Readings

Namibia, K. K. Vivayan(1984), Work Experience and curricular subjects, Ambala Cantt, Indian Publications

Swaminathan Indira(1986), Developing Creativity in Young Children, New Delhi, NCERT

Kilzer, I. R. Allied Activities in the Secondary Education, New York, Herper Brothers

Gupta, A (2003) *Kabad se Jugad: Little Science,* Eklavya: Bhopal.

Khanna, S (1992) *Joy of Making Indian Toys. Popular Science*, National Book Trust: New Delhi.

Course Code 112

ART EDUCATION

Maximum Marks 100 Theory 50 Practicum 50 Student Contact Hours 65

1.0 Rationale

The well- being and fulfillment of an individual's potential is the common thread of the components of Art Education. Art Education aims to help connect these two with the inner aspects of one's being and helps to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to experience them, cultivate them, we can think of creating an environment of peace, joy and harmony. It's important for the elementary teacher to understand the concept and role of Art Education for the learning and development of school children and build the capacity to organise and conduct age appropriate art experiences for them. Art has the potential for being the medium of teaching for many other school subjects. This justifies its inclusion in the D. EL.Ed. curriculum as a compulsory subject.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- appreciate the need of Art Education for the all round development of the child.
- learn different art forms under visual and performing art categories.
- make optimal use of Art Education for the holistic development of every child.
- develop Artistic and Aesthetic sensibility by responding to the beauty in different art forms, through genuine exploration, experience and free expression.
- integrate different art forms across the primary school curriculum.
- evaluate art experiences of children of primary classes and maintain their appreciation records.

3.0 Syllabus Outline

Unit1 Understanding Arts and Art Education Marks 10

- Aesthetics in education: concept, importance, Artistic and Aesthetic sensibility
- Meaning and Concept of Art Education; Visual and Performing Arts and their significance at primary level of school education.

- Understanding child art and artistic development among children of primary classes
- Importance of Art Education (Visual & Performing) at primary level of school education.
- Regional Arts (Visual and Performing) and Crafts and their relevance in education.

Unit 2 Planning and Organization of Art Experience Marks 10

- Planning and organisation of art experiences (Visual and Performing) - Activities and Time table (weekly, monthly and yearly calendar of activities)
- Planning Lessons based on Art Integrated Learning – Integration of arts with other subjects such as; art and Languages, Art and EVS and Arts and Mathematics
- Organization of materials and space for art experiences

Unit 3 Evaluation in Art Education Marks 10

- Continuous and Comprehensive Evaluation(CCE) in Art Education; Art Education as a subject and Arts in integration with other subjects
- Understanding and use of various tools and techniques of evaluation, such as; Observation Schedule, Projects, Portfolio, Checklist, Rating Scales, Anecdotal Records, Displays etc.
- Maintaining performance records, portfolios of children, preparing report cards

Unit 4 Visual Arts and Crafts Marks10

Experimentation with different materials of visual arts such as Pencil, pastel colours, poster colours, pen and ink, rangoli materials, clay, mixed materials, etc.

- Exploration and experimentation with different methods of Visual Arts; Drawing and Painting, Block Printing, Collage Making, Puppetry, Mask making, Clay Modeling, Paper Cutting and Folding etc. for skill development in different methods. Maintaining activity files.

Unit 5 Performing Arts Marks 10

- Exploring folk/ regional art forms of music, dance, theatre and puppetry.

Types of Performing Arts:

Music: Creating different sounds and tunes, listening to the sounds in the

environment (birds, leaves etc.), reproducing the sounds. Creating stories giving different sound effects. Singing- solo and group.

Dance and Drama: Creative movements with different parts of the body- hands, neck, waist, knees, legs, toe etc. Observing animal's moves, birds, people, reproducing these movements and creating a story. Recollecting movements of infants- reproducing them, Imitation, Role Play, Costumes, Cosmetics, Instruments and Other Materials for various age groups, Telling stories in mime as of dance-drama. Improvisations based on - Personal moods, happiest moment, saddest moment dreams/ aspirations)**.**

Puppetry: Traditional puppets, Finger puppets, stick puppet, glove puppets and masks

4.0 Suggested Practicum **Marks 50**

Organization of General activities of Art Education in the Institute such as:

- Art and Craft Exhibition in the institution.
- Planning and organising event/festival celebrations by integrating different art forms
- Regular artistic thematic displays on bulletin boards of the institute
- Campus decoration and beautification on special days **10**

Participation of every student teacher is mandatory. Individual portfolio to be maintained as a record of general activities by student teachers duly signed by teacher educator.

- Prepare a master file of visual arts of at least ten activities completed during the year. **10**
- Practical work related to unit four undertaken during the year. **10**
- A complete performance incorporating script, music, movement, drama, dance, designing of the set to be organized by all the trainees in SEP schools as a group activity and preparation of a detailed individual report stating one's own contribution. **10**
- Visit Art Galleries/Museums, and submit a plan of action for using these as a learning resource at primary level. **10**

5.0 Suggested Readings

Sahi, J and Sahi, R (2008). *Learning through Art*. Eklavya: Bangalore.

Alice, Exbobar (1976) : New Art Lessons for Single Class, Parks Publishing Company, West Nyack.New York.

Chawla, S.S. (1986) : Teaching of Art, Publication Bureau, Punjabi University, Patiala.

Jaswani, K.K., Teaching and Appreciation of Art in Schools.

Lowenfeld Viktor : Creative and Mental Growth.

Minhas, N.S. (1974) : Art and Education, N.B.S. Educational Publishers, Chandigarh.

Chaman, Saroj, Aesthetics, 2006, Publication Bureau, Punjabi University, Patiala.

Sharma, L.C., History of Art, Goel Publishing House, Meerut.

Dodd, N and W Hickson (1971/1980) *Drama and Theatre in Education*. Heinmann; London.

Gupta, A (2003) *Kabad se Jugad: Little Science,* Eklavya: Bhopal.

Khanna, S and National Book Trust (1992) *Joy of Making Indian Toys. Popular Science*, National BookTrust: New Delhi.

McCaslin, Nellie (1987*) Creative Drama in the Primary Grades: A handbook for Teachers*. and *Creative Drama in the Intermediate Grades*: *A handbook for Teachers*, Longman: New York/London.

Mishra, A (2004) *Aaj bhi Kharein hai Talaab,* Gandhi Peace Foundation, N. Delhi, 5tl ed.

Narayan, S (1997) Gandhi views on Education: Buniyadi Shiksha [Basic Education].

NCERT (2006) *Position Paper National Focus Group on Arts, Music, Dance and Theatre.* NCERT: New Delhi...

Prasad, Devi (1998) *Art as the Basis of Education*, NBT. New Delhi.

Sahi, Jane and Sahi, R (2009) *Learning Through Art.* Eklavya: Madhya Pradesh.

Course Code 113

SEP

For details regarding School Experience Programme (SEP), kindly refer to page 138.

SYLLABUS OUTLINE

SECOND YEAR

Course Code 201

PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Maximum Marks: 100 Theory: 75 Practicum: 25 Student Contact Hours: 65

1.0 Rationale

Prospective teachers need to have an insight into students' needs, interests and behavior. They must also know how students learn in the classroom situations, the difficulties they face while learning and problems they experience while communicating. This shall equip them to device ways to help them to get over and come out of those situations. In the first year, the student teachers learn how children grow and develop in various aspects. Now they shall study how students learn in different situations and what factors impact their learning.

Language occupies a central place in the process of child's learning; therefore, it has been accorded a prominent place in the syllabi. The strains and stresses of present day life affect children's' ability to learn adversely. The teacher is expected to provide solace to children in such situations through guidance and counselling.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- understand the nature and process of learning and its implications for teaching.
- organize learning processes in the classroom.
- understand behavioral problems of children.
- appreciate the phenomenon of diversity among children and adopt various measures for the promotion of inclusion.
- understand how children learn language.
- appreciate the need and importance of guidance and counselling in present day schools.

3.0 Syllabus Outline

Unit 1: Understanding Learning **Marks: 15**

- Learning: Concept and Importance
- Principles of Learning.
- Learning Theories: Trial and Error, Conditioning, Insight and their Classroom implications

- Concept and nature of intelligence, convergent thinking and divergent thinking
- Strategies to nurture divergent thinking
- Multiple intelligence: implications for learning

Unit 2: Determinants and Process of Learning **Marks:15**

- Needs, Interest and Attitude: Concept and importance in learning
- Motivation: concept, types of motivation and role in learning
- Memory: Concept, types of memory and methods of memorization.
- Forgetting: nature, causes, ways of minimizing forgetfulness
- Transfer of learning: Concept, types and implications
- Factors affecting memory, forgetting and transfer of learning.

Unit 3: Language Learning **Marks:15**

- Language acquisition and language learning process: the role of early home training, language learning readiness: psychological and social factors affecting language.
- Language development: Concept, stages of language development, and relationship between language and thoughts, egocentric and inner speech.
- Factors affecting language development: implications for teaching learning.
- Functions of Language in real life and inside the classroom; looking at language in the context of different school subjects and other aspects of school, education and society.
- Learning language and Learning through Language

Unit 4: Guidance and Counselling **Marks:15**

- Guidance: concept and its need at elementary level
- Areas of guidance - educational, vocational, personal and social
- Individual and group guidance techniques.
- Counselling: meaning, difference between guidance and counselling,
- Techniques of counselling: directive, non directive and eclectic.
- Maintenance of student records: Cumulative record and
- Anecdotal records
- Behavioral problems of children: aggression, bullying, substance abuse,

truancy, delinquency and remedial measures

- Establishment of minimum guidance services at elementary level with the involvement of parents and community.

Unit 5: Inclusive Education **Marks:15**

Meaning and concept of Special needs of Learners (Gifted, left hander, slow learners, first generation learners, underachievers, disadvantaged children including children with disabilities)

Understanding impairment in the context of children's development and their impact on the areas of development (physical, cognitive, social, emotional, language, self and moral)

Prejudices and discrimination against learners with special needs

Role of family, community and neighbourhood

4.0 Suggested Practicum **Marks: 25**

Study the infrastructure and provisions in a special school for the special needs children studying there and prepare a detailed report.

OR

Prepare case studies of two children with behavioural problems during SEP and suggest remedial measures to address their problems 15

Make a scrapbook containing news items, articles; media reports related to child abuse and child labour reported in the last three months.

OR

Guidance and counselling by the teacher ensures that learning takes place in the class room and stays with children'. Reflect on the statement and report at least ten such experiences during SEP. 10

2.0 Suggested Readings

Chauhan, S.S. (2002) Advanced Educational Psychology, New Delhi : Vikas Publishing House.

Clifford Morgan and Kind, R.R., Weise John (1999) Introduction to Psychology, New Delhi : Tata McGraw Hill.

Dandapani, S. (2000) A Textbook of Advanced Educational Psychology, New Delhi: Anmol Publications.

Dececco, John P. and Crawford, William, R. (1988) Psychology of Learning and Instructions, New Delhi : Prentice Hall.

Kakkar, S.B. (2001) Educational Psychology, New Delhi, Prentice Hall of India.

Mangal, S.K. (2002) Advanced Educational Psychology, New Delhi : Prentice Hall of India.

Maslow, A.H. (1970) Motivation and Personality, 2nd Ed., New York: Harper & Row.

M. Asch (2000) Principles of Guidance and Counselling, New Delhi: Sarup and Sons.

Sharma, Tara Chand (2002) Modern Methods of Guidance and Counselling, New Delhi : Sarup and Sons.

Ram, Usha *Inclusion of Children with Learning Disabilities*. New Delhi: Lakshman Public School

Heward and Orlansky (1992) Exceptional Children, New York : Maxwell Macmillan International.

Sidhu, H. S (2005) Guidance and Counselling,, Twenty First Century, Patiala.

Panda, K. C (2003) .Education of Exceptional Children, N.Delhi, Vikas Publishing House

M. Dash, Education of Exceptional Children, New Delhi: Atlantic Publisher and Distributors.

Sahu, Binod Kumar (2002) Education of Exceptional Children, Ludhiana: Kalyani Pub.

Samuel, A. Kirk (1997) Educating Exceptional Children, 8th Ed., New York :Houghton,

Singh, Agyajit, Education of Exceptional Children.

Sen, Shelja (2009) *One size does not fit all children*, Children First, New Delhi.

Agarwal, P (2009) *Creating high levels of learning for all students together, Children First, New Delhi.*

Alur Mithu (ed), (2002) *Education and Children with Special Needs- From Segregation to Inclusion.* Sage: New Delhi

NCERT (2005) *Position paper on Special needs Education*, NCERT: New Delhi.*:*

UNESCO (2001) Understanding and Responding to children's needs in inclusive classrooms: A guide for teachers.

UNESCO (2004) Embracing Diversity: Toolkit for creating inclusive learning friendly environments, Asia and Pacific Regional Bureau for education.

Ram Kishan (2007) *Samekit Shiksha,* Doaba House: New Delhi.

Course Code 202

SOCIO-PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Maximum Marks: 100 Theory: 75 Practicum: 25 Student Contact Hours: 65

1.0 Rationale

The philosophical and sociological dimensions influence education as a whole and are reflected in the aims, processes and practices of education. This paper introduces the philosophical and the sociological perspectives on education with a view to initiate inquiries and discussions on significant facets, themes and questions regarding education in India , that is , how education is both the means and product of social change, how multi culturalism and the concept of composite culture have impacted educational policies and how the movements of human rights education and children's rights have reshaped the content and processes of education.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- understand and explore the meaning, aims, and purposes of education.
- develop an understanding of philosophical, sociological dimensions of education.
- understand the influence of educational thoughts of different philosophers on education.
- understand the relationship of culture, values and education.
- develop an understanding of education as a means and product of social change.
- appreciate the need for human rights and peace education in schools.

3.0 Syllabus Outline

Unit 1: Education and Philosophy Marks: 15

- Education- Meaning, Principles and Aims
- Meaning, functions and importance of Philosophy,
- Relationship between Philosophy and Education.
- Schools of philosophy and their educational implications
- Idealism
- Naturalism
- Pragmatism

- Humanism
- Contributions of different Western and Indian thinkers to education :
- Mahatma Gandhi, Rabindra Nath Tagore, Gijubhai Badheka, Montessori and Froebel

Unit 2 : Education and Sociology **Marks:15**

- Meaning, concept and importance of Sociology
- Relationship between Sociology and Education
- Socialisation: meaning and concept, means of socialisation
- Social diversity (caste, class, mobility, literacy, poverty, region, language) and socialisation
- Contemporary society and child rearing practices: single parent, working parents, nuclear and joint family and children at orphanage / reform homes: effect on socialisation
- Role of education to promote inclusion in schools and society

Unit 3: Culture and Value Education **Marks:15**

- Culture: concept, cultural differences and its influence on education
- Composite Culture: concept and importance
- Multiculturalism: implications for education
- Values: concept, types (moral, social)
- Sources of Value Education
- Inculcation of values through co-curricular activities and community services
- Teacher's role in development of moral and social values
- Education for peace: concept and guiding principles

Unit 4: Education and social change **Marks:15**

- Social change: meaning and process
- Causes and effects of social change
- Agencies of social change
- Social awareness and social change
- Education as a means and product of social change

Unit 5: Human Rights and Education **Marks:15**

- Human Rights: need and importance
- Universal declaration of human rights 1948
- Rights of the Child: U.N Convention 1989
- National Commission on protection of child rights: functions and duties
- Delhi Commission on protection of child rights: functions and duties

4.0 Suggested Practicum **25**

In the light of different schools of thought, plan a 'dream school' incorporating the best from all the philosophies.

OR

Trace the role of a teacher from the ancient times to the present times in value inculcation among students. Reflect critically and write a report. **15**

Design five activities for integration of peace education in elementary school curriculum. State criteria for the selection of the activities.

OR

Study the impact of family, peers, neighbourhood and media on children by understanding their problems, challenges, concerns, fears, joys and dreams. Interview 05 children in a class and prepare a report. **10**

5.0 Suggested Readings

Biswal, U.N (2005) Philosophy of Education, New Delhi : Dominant Publishers and Distributors

Brubacher, John S. (1969) Modern Philosophies of Education, N.Delhi

Dash, B.N. (2004) Theories of Education & Education in the Emerging Indian Society, New Delhi :Dominant Publishers and Distributors.

Dewey, John (1961) Democracy and Education, New York : Macmillan Company

Goel, A. & Goel, S.L (2005) Human Values and Education, New Delhi : Deep & Deep Publications Pvt.Ltd.

Humayun, Kabir (1961) Indian Philosophy of Education, Bombay : Asia Publishing House.

Joshi, Kireet (2000) A National Agenda for Education, Delhi : The Mothers' Institute of Research.

Joshi, Kireet. Education at Corssroads Delhi: The Mother's Institute of Research,

2000.

Mathur, S.S (1997) Philosophical and Sociological Foundations of Education, Agra: Vinod Pustak Mandir, 1997.

Mohanty, J. (1994) Indian Education in the Emerging Society, New Delhi : Sterling Pvt. Ltd., 1994.

NCTE(1998) Gandhi on Education, New Delhi, 1998.

Education and National Development : Report of the Education Commission, New Delhi, NCERT, 1964-66.

Puri, M. & Abraham, G. (ed.) (2004) Handbook of Inclusive Education, New Delhi : Sage Publications.

Sodhi, T.S. and Suri Arun (1998) Philosophical and Sociological Foundations of Education, Patiala :Bawa Publishers.

Srivastava, D.S., Sharma, S.K. & Kumari, S. (2004) Handbook of Education, New Delhi : ShreePublishers & Distributors.

Rao, Shankar, C.N. (2005) Sociology – Primary Principles, S.C. Chand and Company Ltd.

Dharma, R.N. (2001) Samajshastra Ka Sidhant, New Delhi : Atlantic Publishers.

Giddens, Anthony (2001) Sociology : A Textbook for the Nineties, London : Polity.

MHRD (1986) National Education Policy (1986),New Delhi.

GOI (2001) National Human Development Report, Planning Commission, Govt. of India.

Karuna Chanana (ed)(1988) *Socialisation, Education and Women*, Orient Longman: New Delhi,

Badheka, Gijubhai (2001) *Baal Shikshan aur Shikshak.* Vaagdevi Prakashan: Bikaner.

Sureshchandra Shukla and Krishna Kumar (ed.) (2008) *Shiksha ka Samajshastriye Sandarbh*. Granthshipli: Delhi:

Dewey, John (1952) *The School and the Child*: The Macmillan Company: Delhi. (Also available in Hindi *School aur Bachche* Translation: RRCEE: Delhi)

Kumar, Krishna (1988) *What is Worth Teaching.* Orient Longman. New Delhi

Palmer, Joy A et. al (2001) *Fifty Major Thinkers on Education From Confucious to Dewey*. Routledge: New Delhi.

Badheka, Gijubhai (1999) *Montessori Paddhati*, Vaagdevi Prakashan: Bikaner.

Dewey, John (2009) *School aur Samaj.* Aakar: Delhi.

Krishnamurti, Jiddu (2006) *Krishnamurti on Education*.

Rousseau, Jacques J (1979) *Emile on Education*, Basic Books: New York translated by Allan Bloom Basic.

Thakur, R (2004) *Ravindranath ka Shikshadarshan*: Tote ki Shiksha,

Aashram Shiksha, Granthshipli: New Delhi.

Kashyap, Subhash C (1992*) Our Parliament*. National Book Trust: New Delhi

Hasan, Zoya. et. al. (ed) (2002) *India's Living Constitutional Ideas, Practices, Controversies*. Permanent black: Delhi

Srinivas, M.N (1995) *Social Change in India*, Orient Longman: New Delhi.

Deshpande, S. (2004) *Contemporary India: A Sociological View*. Penguin: New Delhi.

Roy, A (2009) *Listening to Grasshoppers*, Penguin Books: New Delhi, India

Thapar, R (2000) *India another millennium,* Penguin: New Delhi.

Patra, A.H., Committees and

GOI, MHRD (1993) Learning without burden, New Delhi

NCERT(1997) Code of Professional Ethics for Teachers, New Delhi, NCERT

Arora, G. L. (2002) Teachers and Teaching Search For New Perspectives,

Delhi, Ravi Books.

Commissions on Indian Education–A Bibliography 1947-1977,NCERT.

CDs/DVDs for Discussion

CIET/NCERT CD ROM *Four Educational Riddles* by Krishna Kumar

Debrata Roy DVD *The Poet & The Mahatma*

Krishnamurthy Foundation India DVD *The Brain is Always Recording*

NCERT CD ROM *Battle For School* by Shanta Sinha

NCERT CD ROM *Globalisation and Education*

Sri Aurobindo Ashram Trust DVD *India and Her Future*

Mishra, Samina (2001) *Stories of girlhood*, **S**amina Mishra. The film explores the lives of girl children, 68 min.

Anupama Srinivasan, 'I wonder', A film on childhood and experiences of schooling in different parts of india, 60 minutes

Course Code 203

CURRICULUM, PEDAGOGY AND EVALUATION

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

Curriculum is central to achieving the goals of school education and provides framework for conducting the teaching learning process. Efficacy of teaching and interest in learning is ensured by appropriate pedagogical approaches. To measure the effectiveness of pedagogical approaches used and to assess the learning of the child, evaluation is done from time to time. The outcome of evaluation may lead to curriculum renewal which in turn may lead to modification in pedagogical approaches. Thus, curriculum, pedagogy and evaluation are interlinked and impact one another. An understanding of curriculum, appropriate pedagogy and evaluation will strengthen the professional capabilities of future teachers.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- understand the concept and importance of curriculum.
- understand the concept of National Curriculum Framework.
- reflect on the highlights of National Curriculum framework (NCF) 2005.
- understand the concept and importance of Pedagogy.
- explain various pedagogic approaches and their classroom implications for diverse learners.
- understand the process of evaluation and its implications for the renewal of curriculum.

Unit 1 Curriculum and Teaching Learning Process Marks 15

- Concept and need of curriculum and syllabus
- Concept of National Curriculum Framework
- National Curriculum Framework (NCF) 2005
- Principles and approaches of curriculum development.
- Importance and Role of curriculum in teaching and learning process.
- Importance of text books and supplementary material as tools for transaction of curriculum

Unit 2 Basics of Pedagogy **Marks 15**

- Concept and nature of pedagogy
- Principles and maxims of teaching
- Correlation between teaching and learning in classroom situation
- Strategies of teaching: lecture, demonstration, experimentation, discussion
- Strategies for addressing diversity of learners with reference to RTE - 2009

Unit 3 Pedagogical Approaches & Practices **Marks 15**

- Basic concepts and approaches.

  -Constructivism

  -Discovery method

  -Enquiry method

  -Project method

  -Activity method

  -Peer tutoring

  -ICT- based teaching-learning approaches in schools.

  -Experiential learning

  -Joyful learning
- Inter disciplinary teaching.
- Field Visits, Tours and Excursions

Unit 4 Evaluation and Assessment **Marks 15**

- Concepts of measurement, evaluation, and assessment and examination
- Types of Evaluation – Formative, Summative
- Continuous and Comprehensive Evaluation (CCE) – Need and Significance
- Test – Concept and Characteristics.
- Types of Tests: Psychological and Achievement (Diagnostic tests, Unit Test)
- Usage of test results
- Question Paper, Blue print of a question paper
- Record maintenance – Profiles, Cumulative record, Anecdotal record and Teacher's diary etc.

- Discipline: Meaning and concept of Discipline; Causes of Indiscipline; Essentials for maintaining discipline; Managing Individual and Group Disciplinary Problems
- Managing Behavior: Causes of misbehavior, Interventions to deal with misbehavior in classroom and school.

Unit 4 Leadership, Team Building, Motivation and Communication

Marks 15

Leadership: Concept; Leadership Styles: Autocratic, Democratic, Laissez Faire; Transformational Leadership and Instructional Leadership. Attributes of Effective Leader; Role of Principal and Teacher as Transformational and Instructional leaders in School.

- Team Building: Concept and Importance of Team; Team Building and Managing Team Performance in School
- Communication: Meaning, Process, Types; Principles of Effective Classroom Communication; Barriers to Effective Communication.
- Essential Communication Skills for Principal, Teacher and Pupils.

Unit 5: Planning, SMIS, SMC and community participation Marks: 15

- Institutional Planning of School: Characteristics, Component Tasks, Basic Concerns, Areas, Process and Cycle, Preparing, Executing and Assessing School Development Plan (SDM) in the context of RTE.
- Planning of Different Activities for Students: Time table and Calendar of Activities in accordance with the Model Rules under RTE Act 2009; Assembly; mid day meal, Literary, Cultural and Sports Activities and Competitions; Local Educational Excursion and Tour, PTA Meeting.
- School Management Information System (SMIS): Concept, Need and Importance, SMIS as a tool for Effective Management in Schools; Need, Importance, Types and Maintenance of School Records and Registers.
- School Management Committee: Concept, Objectives, Formation and Working of SMC in the context of RTE Act; Strategies for effective functioning of SMC.
- Community Participation: Meaning of Community; Types of Community Resources; Generating and Managing Community Resources for School; Role of Community in school Effectiveness.

4.0 Suggested practicum Marks 25

Write about the constitution of School Management Committee (SMC) in your SEP

school along with the names of its members and give a detailed report of the role and impact of SMC in the growth and development of the school with reference to RTE-2009.

OR

Prepare a report on the basis of a comparative study of a primary level Government and Private school in your neighbourhood with reference to infrastructure, discipline, pupil teacher ratio and innovative practices. 15

Prepare an Institutional Plan of your neighbourhood school for School Development.

OR

Prepare a report on the types of school records and their maintenance in the school of SEP. Write about their importance and long term utility. 10

5.0 Suggested Readings

Farooqi, S.A. & Ahmad, Ikram (1996) Co-curricular Activities in School, IASE, Jamia Millia Islamia, New Delhi

Dash, B.N (1996) School Organisation Administration & Management, Neel Kamal Publications Pvt. Ltd.

Mohanty, J. (1990) Educational Administration, Supervision and School Management, New Delhi, Deep and Deep Publications

Mathur, S.S (1990) Educational Administration and Management, Ambala Cantt: The Indian Press.

Paul Hersey & Kenneth, H. Blanchard (1996) Management of Organizational Behaviour, New Delhi: Prentice-Hall Pvt. Ltd.

Sharma, R.A. (2005) School Management, Surya Publications, Meerut

MHRD (1986) National Policy on Education, N.Delhi, Govt. of India, Ministry of Edu.

MHRD (1992) Programmes of Action, New Delhi, Govt. of India, Ministry of Edu.

NCERT (2006) *Educational Statistics of India*, NCERT: New Delhi

Education Statistics of Delhi, *Delhi State Education Website*

Gupta, S (2003) *Overview of School Education in Delhi*, Centre for Civil Society: Delhi www.ccsindia.org

Mukhopadhyay and Parhar (ed) (1990) Indian Education - development since independence, Vikas publications: Delhi.

Early, P and D Weindling (2004) A changing discourse: from management to leadership, *Understanding school leadership*, Paul Chapman: UK.

Neelam Sood (ed) (2003) Management of School Education in India, NIEPA, Delhi.

LANGUAGE EDUCATION

(Hindi/Punjabi/Urdu)

Any One Language

Course Code 205/206/207

Course Code 205

हिंदी दक्षता

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

पाठ्यक्रम का औचित्य एवं लक्ष्य

भाषा साधन भी है और साध्य भी। भाषा मानसिक विकास का कारण भी है और मापदंड भी। अतः भाषा के प्रायोगिक/व्यावहारिक रूप तथा साहित्यिक रूप दोनों पर ही ध्यान देना आवश्यक है। भाषा–शिक्षक के लिए भाषा के दोनों रूपों के ज्ञान के साथ–साथ उन के शिक्षण की कला पर सिद्धहस्तता होनी चाहिए।

द्वितीय वर्ष में आते–आते विद्यार्थियों को भाषा के समुन्नत पक्षों से अवगत कराने की आवश्यकता है।

भाषा–शिक्षण के उद्देश्य

प्रशिक्षणार्थी –

- हिंदी साहित्य व साहित्यकारों से परिचय प्राप्त करेंगे।
- आलोचनात्मक पठन कौशल का विकास करेंगे ।
- भाषा सौन्दर्य तथा अभिव्यक्ति को सराहने की क्षमता विकसित करेंगे ।
- भाषा–शिक्षण में क्रियात्मक अनुसंधान के महत्त्व व उपयोगिता से परिचय प्राप्त करेंगे।

इकाई 1 : हिंदी भाषा **15**

हिंदी का ऐतिहासिक सफर उर्दू, हिन्दुस्तानी, अंग्रेजी, प्रान्तीय/प्रादेशिक प्रभाव – किस्म किस्म की हिंदी – व्यावहारिक हिंदी, बोलचाल में हिंदी, मानक हिंदी, साहित्यिक हिंदी, हिंदी भाषा का सरलीकरण बनाम ग्राहकता

हिंदी भाषा के गुण और सीमाएँ

बहुभाषिकता – अर्थ एवं महत्त्व

भारतीय शिक्षा नीति में भाषा का स्थान : त्रिभाषा सूत्र की संकल्पना एवं क्रियान्वयन

राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 के अनुसार भाषा का पाठ्यक्रम : स्वरूप एवं अपेक्षाएं

इकाई 2 : भाषा–सौंदर्य – अवधारणा, प्रकार व महत्व **15**

- रूप की दृष्टि से : शब्द विचार (अव्यय, संधि–समास, उपसर्ग, प्रत्यय)
- पद विचार : छन्द, दोहा, रोला, चौपाई, कवित्त, सवैया, सोरठा, घनाक्षरी, मुक्त छंदादि

- अंलकार : यमक, श्लेष, अनुप्रास, उपमा, रूपक, अतिश्योक्ति, उत्प्रेक्षादि
- अर्थ की दृष्टि से : शब्द शक्तियाँ, मुहावरे, लोकोक्तियाँ
- भाव की दृष्टि से : रस–अवधारणा, महत्त्व, रस के प्रकार
- भाषा–सौंदर्य– पाठ योजना

इकाई 3 : हिंदी साहित्य का परिचय **15**

- भाषा और साहित्य तथा साहित्य और समाज के बीच सम्बन्ध
- हिंदी साहित्य, इतिहास का काल–विभाजन, विभिन्न कालों की विशेषताएँ
- मुख्य साहित्यकार
- प्रमुख कवि :, भूषण, सूरदास, तुलसीदास, मीरा, कबीर, रहीम, बिहारी, प्रसाद, निराला, पंत, महादेवी, – साहित्यिक विशेषताएँ
- प्रमुख लेखक : भारतेन्दु हरिश्चन्द्र, प्रेमचन्द, हज़ारी प्रसाद द्विवेदी, धर्मवीर भारती , भगवती चरण वर्मा,
- बाल साहित्य : बाल–साहित्य की आवश्यकता व महत्व, बाल साहित्य की विशेषताएँ, बाल–साहित्य के प्रकार–कथ्य और विधा की दृष्टि से, बाल–साहित्य, पाठ्य पुस्तक व पूरक पाठ्य पुस्तक में अंतर, बाल–साहित्य की रचना एवं सिद्धांत, प्रमुख बाल–साहित्यकार एवं प्रकाशन, चिल्ड्रन बुक ट्रस्ट तथा नेशनल बुक ट्रस्ट का योगदान
- साहित्यिक पुरस्कार
- राष्ट्रकवि अवधारणा, सम्मानित कवि परिचय व पुरस्कृत कृतियाँ – माखनलाल चतुर्वेदी, मैथिलीशरण गुप्त, रामधारी सिंह दिनकर,
- साहित्य अकादमी, हिंदी अकादमी, ज्ञानपीठ पुरस्कार : कार्य एवं देन,

इकाई 4 : चिन्तन–कौशल **15**

- महत्त्व एवं प्रकार – तार्किक, समस्या, निदानात्मक, आलोचनात्मक, सृजनात्मक
- चिंतन–कौशल विकास की विधियाँ – परिचर्चा, वादविवाद, प्रश्नोत्तर, संक्षेपण, पल्लवन, विश्लेषण, तुलना, दृष्टान्त, भूमिका निर्वहण, ब्रेन स्टार्मिंग, आत्मचिंतन के आधार पर रचना, विभिन्न स्थितियों में प्रासंगिक रचना।
- पत्र, अनुच्छेद, कविता, संवाद, कहानी, निबन्ध, नाटक–लेखन, कथाचित्र निर्माण आदि की पाठ योजना में चिन्तन–कौशल के विकास पाठयोजना में विषय, विचार व भाव–स्तरानुसार शिक्षणाधिगम क्रियाएं निर्धारित हों।

इकाई 5 : हिंदी भाषा और समसामयिकता **15**

- वैश्वीकरण और हिंदी भाषा – आवश्यकता, महत्त्व, प्रसार
- पत्रकारिता – महत्त्व, विशेषताएं
- अनुवाद व अनुवादक – अर्थ, महत्त्व, उपयोगिता, संभावनाएं
- समीक्षा /आलोचना/ उद्देश्य, तत्व, विश्लेषण–पाठ्य पुस्तक समीक्षा की उपयोगिता
- भाषा–शिक्षण में क्रियात्मक अनुसंधान – अर्थ, महत्त्व एवं कार्य क्षेत्र

प्रायोगिक कार्य **25**

कक्षा 6– 8 में से किसी एक की पाठ्य पुस्तक में आए हिन्दुस्तानी, अंग्रेजी प्रादेशिक शब्द–प्रयोगों का संकलन और उनकी प्रयोगात्मक उपयोगिता पर टिप्पणी लिखें।

या

हिंदी–शिक्षण में कक्षा 6 से 8 के लिए पाँच क्रिया कलाप व पाँच सहायक शिक्षण–सामग्री का निर्माण करें और उनकी प्रयोगात्मक उपयोगिता पर टिप्पणी लिखें। 15

कक्षा 6– 8 में से किसी एक की पाठ्य पुस्तक में आए सभी छंद, अलंकार का चयन कर विश्लेषणात्मक टिप्पणी करें।

या

साहित्य समाज का दर्पण है – इस आधार पर किसी भी साहित्यिक रचना का विश्लेषण करें। 10

पाठ्य सामग्री

- *खन्ना, ज्योति (2009) हिन्दी शिक्षण, धनपतराय एण्ड कम्पनी, नई दिल्ली ।*
- *शर्मा, डी.के. (1999) हिन्दी शिक्षण विधियां, टण्डन पब्लिकेशनज, लुधियाना ।*
- *रमन बिहारी लाल (1996–97) हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ ।*
- *शर्मा, डी. एल. 1992 हिन्दी शिक्षण, प्रशिक्षण, देव नागर प्रकाशन, जयपुर ।*
- *सूद विजय 1997 हिन्दी शिक्षण विधियां, टण्डन पब्लिकेशन, लुधियाना ।*
- *सिंह सावित्री 1997, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ ।*
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- Rothleen, Liz et.al (1991) Lekhan Prakriya. Source: *The Literature*

Connection: Using Children's Books in Classroom, Good Year Books, Tucson, USA.

- Padhana Kise Kehetain Hain. Source: *Becoming a Nation of Readers*: The Report of the Commission on Reading Centre for Study of Reading Campaign USA, 1985
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- Pinnell, G S (1985) Ways to Look at the Functions of Children's Language. In A. Jaggar, M Trika and Smith-Burke (eds.) *Observing the language learner*. International Reading Association: Michigan
- Pattanayak, D P (1998) Mother Tongue: An Indian Context Rajendra Singh(ed). *The Native Speaker*. Sage: New Delhi.

Course Code 206

ਪੰਜਾਬੀ ਅਧਿਆਪਨ

(ਦੂਜਾ ਸਾਲ)

ਆਂਤਰਿਕ ਮੁਲਾਂਕਣ: 25
ਬਾਹਰੀ ਮੁਲਾਂਕਣ : 75
ਸਮਾਂ : 65 ਘੰਟੇ

ਭੂਮਿਕਾ

ਸਿਖਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਦੇ ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਮਾਤ- ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਉੱਤੇ ਵਧੇਰੇ ਜ਼ੋਰ ਦਿੱਤਾ ਜਾਣਾ ਚਾਹੀਦਾ ਹੈ। ਇਸ ਦੇ ਨਾਲ ਹੀ ਸਿਖਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਿਡਲ ਪੱਧਰ ਉੱਤੇ ਭਾਸ਼ਾ ਅਤੇ ਸਾਹਿਤ ਦਾ ਗਿਆਨ ਹੋਣਾ ਵੀ ਜ਼ਰੂਰੀ ਹੈ ਤਾਂ ਜੋ ਭਾਵੀ ਅਧਿਆਪਕਾਂ ਵਿਚ ਭਾਸ਼ਾ-ਅਧਿਆਪਨ ਸੰਬੰਧੀ ਉਹ ਸਾਰੀਆਂ ਕੁਸ਼ਲਤਾਵਾਂ ਅਤੇ ਯੋਗਤਾਵਾਂ ਵਿਕਸਿਤ ਹੋ ਸਕਣ ਜੋ ਪਾਠਕ੍ਰਮ ਅਤੇ ਪਾਠਕ੍ਰਮ ਸਹਿਗਾਮੀ ਕਿਰਿਆਵਾਂ ਦਾ ਸਫ਼ਲ ਸੰਚਾਲਨ ਕਰਨ ਵਿੱਚ ਸਹਾਇਕ ਸਿੱਧ ਹੋ ਸਕਣ।

ਉਦੇਸ਼

ਇਸ ਪਾਠਕ੍ਰਮ ਦੇ ਅਧਿਐਨ ਤੋਂ ਬਾਅਦ ਸਿਖਿਆਰਥੀ

(1) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਸੁਣਨ, ਬੋਲਣ, ਪੜ੍ਹਨ ਤੇ ਲਿਖਣ ਦਾ ਪ੍ਰਭਾਵੀ ਅਧਿਆਪਨ ਕਰ ਸਕਣਗੇ।

(2) ਵੱਖ-ਵੱਖ ਸਾਹਿਤਕ ਰੂਪਾਂ ਦੀ ਜਾਣ-ਪਛਾਣ ਤੇ ਉਹਨਾਂ ਦੀਆਂ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਅਤੇ ਤਕਨੀਕਾਂ ਦਾ ਪ੍ਰਯੋਗ ਕਰ ਸਕਣਗੇ।

(3) ਚਿੰਤਨ ਦੀ ਯੋਗਤਾ ਦੇ ਵਿਕਾਸ ਲਈ ਵਿਚਾਰਯੋਗ ਬਿੰਦੂ ਉਭਾਰਦੇ ਹੋਏ ਅਧਿਆਪਨ ਕਾਰਜ ਕਰ ਸਕਣਗੇ।

(4) ਸਿਰਜਨਾਤਮਕਤਾ ਦੇ ਵਿਕਾਸ ਲਈ ਕਵਿਤਾ, ਕਹਾਣੀ ਆਦਿ ਦਾ ਅਧਿਆਪਨ ਕਰ ਸਕਣਗੇ।

(5) ਪਾਠ ਦੇ ਅੰਤ ਵਿਚ ਅਤੇ ਪਾਠਕ੍ਰਮ ਦੇ ਅੰਤ ਵਿਚ ਸਹੀ ਮੁਲਾਂਕਣ ਕਰ ਸਕਣਗੇ।

(6) ਬੱਚਿਆਂ ਲਈ ਲਿਖੇ ਜਾਣ ਵਾਲੇ ਸਾਹਿਤ ਨੂੰ ਪੜ੍ਹਨਗੇ, ਸਮਝਣਗੇ ਅਤੇ ਜਮਾਤ ਵਿੱਚ ਉਪਯੋਗ ਕਰ ਸਕਣਗੇ।

(7) ਵਿਦਿਆਰਥੀਆਂ ਵਿੱਚ ਸਵੈ-ਅਧਿਐਨ ਤੇ ਪ੍ਰਗਟਾਵੇ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰ ਸਕਣਗੇ।

(8) ਆਪਣੇ ਅਧਿਆਪਨ ਕਾਰਜ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਦਾ ਲੋੜੀਂਦਾ ਪ੍ਰਯੋਗ ਕਰ ਸਕਣਗੇ।

1. ਭਾਰਤੀ ਸਿੱਖਿਆ ਨੀਤੀ 15

- ਭਾਰਤੀ ਸਿੱਖਿਆ ਨੀਤੀ ਵਿੱਚ ਭਾਸ਼ਾਵਾਂ ਦਾ ਸਥਾਨ

  ਪਾਠ-ਕ੍ਰਮ ਦਾ ਮਹੱਤਵ

  ਨੈਸ਼ਨਲ ਕੈਰੀਕੁਲਮ ਫਰੇਮਵਰਕ-2005 ਅਨੁਸਾਰ ਭਾਸ਼ਾ ਦਾ ਪਾਠ-ਕ੍ਰਮ

  ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਸੰਦਰਭ ਵਿੱਚ ਪਾਠ-ਕ੍ਰਮ ਦੀ ਲੋੜ

  ਪੰਜਾਬੀ ਲੋਕ-ਸਾਹਿਤ : ਪੰਜਾਬੀ ਲੋਕ-ਗੀਤ, ਲੋਕ-ਕਹਾਣੀਆਂ, ਲੋਕ-ਕਥਾਵਾਂ, ਬੁਝਾਰਤਾਂ (ਸਿਖਿਆਦਾਇਕ), ਲੋਕ ਨਾਚ

2 . ਸਾਹਿਤ ਤੇ ਸਾਹਿਤ-ਰੂਪ 15

- ਸਾਹਿਤ ਦੀ ਪਰਿਭਾਸ਼ਾ

  ਪੰਜਾਬੀ ਸਾਹਿਤ ਰੂਪਾਂ ਦੀ ਸੰਖੇਪ ਜਾਣਕਾਰੀ

- ਚੋਣਵੇਂ ਪੰਜਾਬੀ ਸਾਹਿਤਕਾਰਾਂ ਬਾਰੇ ਸੰਖੇਪ ਜਾਣਕਾਰੀ

  ਗੁਰੂ ਨਾਨਕ, ਭਾਈ ਗੁਰਦਾਸ, ਸ਼ੇਖ਼ ਫ਼ਰੀਦ, ਬੁੱਲ੍ਹੇ ਸ਼ਾਹ, ਵਾਰਸ ਸ਼ਾਹ, ਭਾਈ ਵੀਰ ਸਿੰਘ, ਮੋਹਨ ਸਿੰਘ, ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ, ਸ਼ਿਵ ਕੁਮਾਰ, ਗੁਰਬਖ਼ਸ਼ ਸਿੰਘ ਪ੍ਰੀਤਲੜੀ, ਤੇਜਾ ਸਿੰਘ, ਆਈ.ਸੀ. ਨੰਦਾ, ਨਾਨਕ ਸਿੰਘ, ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ

- ਬਾਲ-ਸਾਹਿਤ :

  (i) ਬਾਲ-ਸਾਹਿਤ ਦੀ ਲੋੜ

  (ii) ਚੰਗੇ ਬਾਲ-ਸਾਹਿਤ ਦੇ ਗੁਣ

  (iii) ਪੰਜਾਬੀ ਸਾਹਿਤ ਵਿਚ ਬਾਲ-ਸਾਹਿਤ ਦੀ ਥੁੜ੍ਹ ਦੇ ਕਾਰਨ ਅਤੇ ਬਾਲ-ਸਾਹਿਤ ਸੰਬੰਧੀ ਕੁਝ ਸੁਝਾਅ

  (iv) ਬਾਲ-ਪੁਸਤਕਾਂ ਅਤੇ ਬਾਲ-ਪਤ੍ਰਿਕਾਵਾਂ

3 . **ਲੇਖ-ਰਚਨਾ** 15

(i) ਲੇਖ-ਰਚਨਾ ਦਾ ਉਦੇਸ਼

(ii) ਲੇਖ-ਰਚਨਾਂ ਦੀ ਸ਼੍ਰੇਣੀ-ਵੰਡ

(iii) ਲੇਖ ਦੇ ਮੁਖ ਅੰਗ

(iv) ਚੰਗਾ ਲੇਖ ਲਿਖਣ ਦਾ ਢੰਗ

- ਰਚਨਾ (ਸਿਧਾਂਤਕ ਤੇ ਵਿਹਾਰਕ ਪੱਖ)

(i) ਸੰਖੇਪ ਰਚਨਾ

(ii) ਪੈਰਾ ਰਚਨਾ

- ਚਿੱਠੀ-ਪੱਤਰ : ਪ੍ਰਕਾਰ,ਰਸਮੀ ਤੇ ਗ਼ੈਰ-ਰਸਮੀ ਚਿੱਠੀ, ਆਧੁਨਿਕ ਬਦਲਦੇ ਰੂਪ : ਐਸ.ਐਮ.ਐਸ., ਈ-ਮੇਲ
- ਸਰਜਨਾਤਮਕਤਾ ਦੇ ਵਿਕਾਸ ਲਈ ਕਵਿਤਾ, ਕਹਾਣੀ

4 . **ਪਾਠ-ਪੁਸਤਕ ਤੇ ਸਹਾਇਕ ਪੁਸਤਕ** 15

(i) ਪਾਠ-ਪੁਸਤਕ ਦਾ ਮਹੱਤਵ ਪਾਠ-ਪੁਸਤਕ ਤੇ ਸਹਾਇਕ ਪੁਸਤਕ ਵਿੱਚ ਅੰਤਰ

(iii) ਚੰਗੀ ਪਾਠ-ਪੁਸਤਕ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

(iv) ਮਿਡਲ ਤਕ ਦੀ ਕਿਸੇ ਪੰਜਾਬੀ ਪਾਠ-ਪੁਸਤਕ ਦਾ ਸਹਾਯਕ ਪੁਸਤਕ ਦੇ ਗੁਣ

5 . **ਮੁਲਾਂਕਣ** 15

ਮੁਲਾਂਕਣ ਦੀ ਲੋੜ (ਪੁਰਾਤਨ ਤੇ ਆਧੁਨਿਕ ਮੁਲਾਂਕਣ ਜੁਗਤਾਂ)

ਮੁਲਾਂਕਣ ਦਾ ਮਹੱਤਵ

ਮੁਲਾਂਕਣ ਦਾ ਉਦੇਸ਼

ਵਰਤਮਾਨ ਪਰੀਖਿਆ ਪ੍ਰਣਾਲੀ ਦੇ ਗੁਣ ਅਤੇ ਦੋਸ਼.

ਪ੍ਰਸ਼ਨ-ਪੱਤਰ ਤਿਆਰ ਕਰਨ ਦੀਆਂ ਵਿਧੀਆਂ

ਪ੍ਰਸ਼ਨ-ਪੱਤਰ ਵਿੱਚ ਸੁਧਾਰ ਦੀ ਲੋੜ

ਵਿਦਿਆਰਥੀਆਂ ਲਈ ਮੁਲਾਂਕਣ ਪ੍ਰਣਾਲੀ ਕਿਵੇਂ ਵੱਧ ਪ੍ਰਭਾਵਸ਼ਾਲੀ ਬਣਾਈ ਜਾਵੇ ?

ਪ੍ਰਯੋਗਾਤਮਕ ਪੱਖ : **ਅੰਕ : 25**

- ਘੱਟੋ-ਘੱਟ ਦਸ ਲੋਕ-ਕਥਾਵਾਂ ਅਤੇ ਵੀਹ ਬੁਝਾਰਤਾਂ ਦੀ ਪੁਸਤਕ ਤਿਆਰ ਕਰੋ।

ਯਾ

- ਘੱਟੋ-ਘੱਟ ਦਸ ਮੌਲਿਕ ਰਚਨਾਵਾਂ ਦਾ ਸੰਗ੍ਰਹਿ ਤਿਆਰ ਕਰੋ। 15
- ਬਾਲ ਸਾਹਿਤ ਦੀਆਂ ਕਿਸੇ ਦੋ ਪੁਸਤਕਾਂ ਨੂੰ ਆਪਣੀ ਚਰਚਾ ਦਾ ਆਧਾਰ ਬਣਾਉਂਦੇ ਹੋਏ ਆਪਣੇ ਵਿਚਾਰ ਲਿਖੋ।

ਯਾ

- ਛੇਵੀਂ ਜਮਾਤ ਤੋਂ ਲੈ ਕੇ ਅੱਠਵੀਂ ਜਮਾਤ ਤੀਕ ਦੀਆਂ ਕਿਸੇ ਦੋ ਪਾਠ-ਪੁਸਤਕਾਂ ਦਾ ਵਿਸ਼ੇ-ਵਸਤੂ ਦੇ ਆਧਾਰ ਉੱਤੇ ਮੁਲਾਂਕਣ ਕਰੋ। 10

ਸੰਦਰਭ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ

1. ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ ਤੇ ਗਿਆਨੀ ਲਾਲ ਸਿੰਘ, 'ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ', ਪੰਜਾਬੀ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
2. ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ, 'ਪੰਜਾਬੀ ਸ਼ਬਦ-ਰੂਪ ਤੇ ਸ਼ਬਦ-ਜੋੜ ਕੋਸ਼', ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
3. ਜਸਵੰਤ ਸਿੰਘ ਜਸ ਤੇ ਪਰਮਜੀਤ ਕੌਰ, 'ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿਖਿਆ ਵਿਧੀ', ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ।
4. ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ, 'ਪੰਜਾਬੀ ਸਿੱਖਿਆ ਤੇ ਸਾਹਿਤ-ਅਧਿਐਨ', ਟੰਡਨ ਪਬਲੀਕੇਸ਼ਨਜ਼, ਲੁਧਿਆਣਾ।
5. ਡਾ. ਜੁਗਿੰਦਰ ਸਿੰਘ ਕੈਰੋਂ, 'ਪੰਜਾਬੀ ਲੋਕ ਕਹਣੀਆਂ ਦਾ ਅਧਿਐਨ ਤੇ ਵਰਗੀਕਰਨ', ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
6. ਡਾ. ਸੋਹਿੰਦਰ ਸਿੰਘ ਬੇਦੀ, 'ਪੰਜਾਬੀ ਲੋਕਧਾਰਾ', ਨੈਸ਼ਨਲ ਬੁਕ ਟਰੱਸਟ ਇੰਡੀਆ, ਨਵੀਂ ਦਿੱਲੀ।
7. ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, 'ਸਾਹਿਤ ਦੇ ਰੂਪ', ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
8. ਡਾ. ਜਗਜੀਤ ਕੌਰ, 'ਸਰਸਵਤੀ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਲਿਖਣ ਕਲਾ', ਸਰਸਵਤੀ ਹਾਊਸ ਪ੍ਰਾ. ਲਿ., ਨਵੀਂ ਦਿੱਲੀ।
9. ਤਾਰਾ ਸਿੰਘ ਅਨਜਾਣ, 'ਟਕਸਾਲੀ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਤੇ ਰਚਨਾਵਲੀ', ਗਾਂਧੀ ਪਬਲਿਸ਼ਰਜ਼, ਨਵੀਂ ਦਿੱਲੀ।
10. Draft : National Curriculum Framework-2005; National Council of Educational Reserech and Traning,New Delhi

Course Code 207

Teaching of Urdu IInd Year

اردو زبان کی تدریس

سال دوم

نصاب کا جواز اور مقصد

اردو ایک مخلوط اور مشترک تہذیبوں کے بطن سے پیدا ہوئی زبان ہے۔ اس کی صوتیات کا نظام حروف تہجی سے لے کر الفاظ اور جملوں کی ساخت، تذکیر و تانیث اور واحد جمع کے اصول دوسری زبانوں سے کچھ مختلف ہیں اس لیے اردو تدریس کے دوران اردو زبان کی ان خصوصیات کو پیشِ نظر رکھنا ضروری ہے۔

زبان و ادب کی تعلیم شخصیت سازی کا زبردست وسیلہ ہے۔ زبان و ادب کے مطالعے سے طلبا کی اخلاقی قوتوں کی تربیت ہوتی ہے۔ ذہنی اور فکری قوتیں نشو نما پاتی ہیں اور اظہار ذات کا مضبوط وسیلہ حاصل ہوتا ہے۔ زبان کے ذریعے ہی طلبا ایک دوسرے سے ہم کلام ہوتے ہیں اور باہمی مربوط ہوتے ہیں۔

زبان کی تدریس کے مقاصد

- اردو زبان کے آغاز و ارتقاء سے روشناس کرانا۔
- اردو ادب اور ادیبوں سے واقف کرانا۔
- تنقیدی مطالعہ کی صلاحیت کو فروغ دینا۔
- تحسین ادب کی صلاحیت پیدا کرنا۔
- مختلف اسلوب نگارش سے روشناس کرانا۔
- اردو زبان کے تعینِ قدر کے طریقوں سے واقف کرانا۔
- مسلسل اور جامع انداز قدر کے تصور کو واضح کرانا۔
- تشخیصی جانچ اور تدارکی طریقۂ کار سے واقف کرانا۔
- زبان کی تدریس میں عمل تحقیق کی اہمیت اور استعمال سے روشناس کرانا۔

- نظم کے منصوبہ سبق کی تیاری۔
- انشاء کا مفہوم اور اہمیت۔
- درخواست وخط نویسی کی تدریس
- مضمون نویسی کی تدریس
- درسی کتاب کا مفہوم۔
- اسکول کے نصاب میں درسی کتاب کی اہمیت۔
- زبان کی درسی کتب اور دوسرے مضامین کی درسی کتب میں فرق۔
- اردو کی درسی کتب کی تدریس۔
- درسی کتب کا تجزیہ۔

اکائی : 4۔ تحصیلی جانچ، عملی تحقیق **نمبر 15**

- تشکیلی اور تکمیلی جانچ۔
- تعینِ قدر کے اقسام۔
- زبانی اور تحریری امتحان۔ مختصر جواب کے سوالات، طویل جواب کے سوالات۔
- تحصیلی جانچ کے پرچے کی تیاری اور انتظام۔
- عملی تحقیق کا مفہوم۔
- عملی تحقیق کی ضرورت۔
- عملی تحقیق کا طریقۂ کار۔

اکائی : 5۔ اردو زبان میں نئے ایام **نمبر 15**

- ترجمہ نگاری
- صحافت نگاری
- تخلیق نگاری
- تحریری روداد

ای۔ٹی۔ای، سال دوم

مجوزہ عملی کام　　کل نمبر 25

—اردو کی درسی کتابوں سے (درجہ پنجم تا ہشتم) مشکل اور نئے الفاظ کی فہرست تیار کریں اور معلم کی مدد سے ان کی معنی لکھ کر چارٹ کی شکل میں درجے میں ٹانگیں کم سے کم پانچ چارٹ تیار کریں۔

یا

— درجہ پنجم تا ہشتم تک کی اردو کی درسی کتابوں سے تقریباً ایسے پچاس سوالات تیار کریں جن سے زبان کی مہارتوں کی جانچ ہو سکے۔ 15

— ادب اطفال سے متعلق رسائل کی فہرست تیار کریں اور کسی ایک رسالے کا تفصیلی تجزیہ کریں۔

یا

— درجہ پنجم تا ہشتم میں سے کسی ایک درسی کتاب کا تجزیہ اس کی ظاہری اور باطنی خوبیوں کی بنیاد پر کریں اور رپورٹ تیار کریں۔ 10

مجوزہ کتب :۔

— درسی کتابیں پنجم تا ہشتم — این۔سی۔ای۔آر۔ٹی
این۔سی۔ای۔آر۔ٹی۔دہلی

— اردو املا — خان۔آر۔ایچ (1974)
نیشنل اکادمی۔نئی دہلی

— انشاء اور تلفظ — خان۔آر۔ایچ (1993)
مکتبہ جامعہ لمیٹڈ۔نئی دہلی

— اردو کیسے لکھیں — خان۔آر۔ایچ (1975)
مکتبہ جامعہ لمیٹڈ۔نئی دہلی

— عبارت کیسے لکھیں — خان۔آر۔ایچ (1994)
مکتبہ جامعہ لمیٹڈ۔نئی دہلی

— اردو زبان کی تدریس — معین الدین
ترقی اردو بورڈ۔نئی دہلی

Suggestion for the Teaching — Ryburn, W.H (1950)
of Mother Tongue in India
London Oxford University, Press

— اردو میں بچوں کا ادب — زیدی۔خوشحال
مکتبہ جامع لمیٹڈ۔دہلی

— اردو پڑھانے کا فن — اعظمی۔ضیاء الرحمٰن
اعظم گڑھ شبلی اسٹیشنری سنٹر

Course Code 208

LANGUAGE EDUCATION (ENGLISH)

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

English language learning reaches a higher level in upper primary classes as the language moves from the status of unknown to known. The sounds become familiar, acquaintance with grammar begins, and recognition of the nature of English language is encouraging and motivating for the learner. Given the acceptance of English language at policy level and absence of its existence in child's environment, the task of English language teaching becomes demanding and challenging for the teacher to maintain the interest, fuel the curiosity and nurture the creativity through functional communication using appropriate approaches, methodologies and techniques.

2.0 Objectives

This course seeks to facilitate student teachers to :

- learn the skills of teaching English language.
- understand the concept of functional communication and use it while teaching.
- develop and use instructional aids in teaching of English.
- learn basic grammar for teaching elementary children.
- understand the nuances of teaching English at elementary level and take appropriate steps.
- use various methods, techniques of teaching and testing English as a second language.
- learn how to sensitize students about correct pronunciation, spellings.
- assess children's learning using different modes of evaluation under CCE.

3.0 Syllabus Outline

UNIT 1 Teaching of English at upper primary level Marks 15

- Production of language: communication: acceptable syntax: concept and significance with specific reference to English Language learning objectives at upper primary level
- Need, importance and role of grammar in learning English

- Relationship of grammar and usage
- Nature and qualities of diverse learners and need for individualized attention
- Presentation skills of an elementary child
- Status of English language in Indian constitution and elementary school curriculum

Unit 2 Essentials of Learning English communication at elementary level

Marks 15

- Essentials of oral communication:
- Individual sounds, intonation, pauses, word stress,
- Sentence stress, pronunciation, appropriate word selection and usage,
- Sentence formation
- Essentials of Written communication:
- Grammar: vocabulary building: Homonyms, Synonyms and Antonyms
- Introduction to noun, pronoun, adverbs, adjectives connectives, tense forms
- Sentence: types: Simple, Complex, Compound, Clauses, Reported Speech, Voices
- Punctuation: apostrophe, exclamation, colon, hyphen, inverted commas, underlining
- Word building; introduction to prefixes and suffixes, word combination

Unit 3: English language learning: a Functional Approach Marks:15

- Approaches to English language learning
- Teaching oral expression in classroom – initiating participation, encouraging talk: fragmentary sentences to simple sentences, reproduction, reading aloud, reading pictures, identifying characters and making story, sequencing, knowing and using their English parallels for familiar/known objects, imitation, acting
- Reading simple, text, composition, answering questions, comprehension
- Teaching composition from controlled to free practice of writing, fragmentary sentences to simple sentences, writing about objects, people around,
- Developing written expression in specific situations …. simple composition, paragraph writing, transcription, dictation, note taking /conversation dialogue

- Encouraging and guiding self reading
- Developing a lesson plan; grammar, poetry, story, letter, composition, dialogue, paragraph reading/writing

Unit 4 Resources in Teaching of English **Marks 15**

- Need and Importance of text books, practice notebooks
- Beyond the textbook: children's literature in the classroom (picture books, poems, stories, songs etc)
- Development and use of teaching aids in the English classroom: flash cards, pictures, charts, models, blackboard sketches.
- Audio-Visual aids: video lessons, tape recorders, pictures, television, films, filmstrips etc.
- E-learning
- Literary activities in language learning: dialogue, guided speech, extempore on topics from everyday life/use, Group work, word formation, language games
- Dictionary, encyclopedia: sources of information and techniques of using these (alphabetization, selection of meaning, reading index, table of content, glossary)

Unit 5 Learner's Assessment **Marks 15**

- Concept of Testing and Evaluation in English as a second language
- Format of Continuous and Comprehensive Evaluation for English language learning
- CCE: tools and techniques of assessment at the elementary level
- Constructive feedback: concept, significance, sources of feed back
- Common errors in usage and corrective instructional measures
- Need for individualized assignments and group work
- Value of self correction, group correction
- Self and peer assessment

4.0 Suggested Practicum **Marks 25**

1. Develop five activities based on the text book of sixth class. Use it during SEP and report its impact on English language learning.

OR

Pick up five pictures; show them to your students and ask them to describe the pictures. Note the learning variations, analyse and use these as guidelines for adopting appropriate teaching methodology. Prepare a report. 15

2. Plan and submit five activities using functional approach of communication for teaching English at elementary level.

OR

Visit at least two neighbourhood schools. Observe, interview and report on the nature of activities undertaken for the promotion of English language learning at elementary level. 10

5.0 Suggested Readings

Lightbown, P M and N Spada (1999) *How Languages are Learned* Oxford University Press: Oxford.

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.

Morgan, J and M Rinvolucri (1983) *Once upon a time: Using stories in the language classroom*. Cambridge University Press: Cambridge.

Wright (1989) Pictures *for Language Learning*. Cambridge University Press: Cambridge.

G G Duffy (eds) (1984) *Comprehension Instruction, Perspectives and Suggestions*. Longman: New York.

IGNOU, CTE-04 (1997) Teaching English- Elementary School: Reading Comprehension.

Parrot M (1993) *Tasks for language teachers* Cambridge University Press: Cambridge.

Richards, J and C. Lockhar (1994) *Reflective Teaching in Second Language Classrooms*. Cambridge University Press: Cambridge.

Slatterly, M and J. Willis (2001) *English for primary teachers: A handbook of activities & classroom language*. Oxford University Press: Oxford

Course Code 209

MATHEMATICS EDUCATION

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

At the elementary level, children learn how to use mathematical knowledge in a systematic way and learn to relate to concepts and procedures in mathematics. There is, therefore, a need to develop an insight into some of the key aspects of mathematical reasoning such as conjecturing and checking; inductive reasoning to formulate hypotheses; generalizing; algebraic thinking and thinking creatively within mathematics.

Student teachers should also be familiar with the concept and well versed in the use of percentage and discounts, construction of elementary shapes in two and three dimensions using geometric instruments, handling data using statistical ways and also to understand alternative ways to evaluate and assess the performance of their students in the classroom.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- develop insight into ways of mathematical reasoning.
- generate awareness and appreciation about algebraic thinking.
- develop understanding of geometrical concepts.
- familiarize with statistical ways of dealing with information and mathematical concepts.
- develop creative thinking ability in mathematics.
- recognize the importance and utility of practice in mathematics.
- use different modes of evaluation under CCE.

3.0 Syllabus Outline

Unit 1 Mathematical Reasoning Marks 15

- Processes of generalization; Pattern recognition and Inductive reasoning
- Structure of Mathematics: Axioms, Definitions, Theorems
- Validation process of mathematical statements: Proof; Counter-Example; Conjecture.

- Problem solving in Mathematics – a process
- Creative thinking in Mathematics

Unit 2 Algebraic Thinking **Marks 15**

- Number Patterns, Algebrization
- Functional relations
- Constants and Variables
- Forming and solving simple Linear Equations
- Mathematical investigations/puzzles that rely on algebraic thinking

Unit 3 Practical Arithmetic and Statistics **Marks 15**

- Percentage
- Ratio and Proportion
- Profit and Loss
- Interest and Discount
- Statistics: Use in everyday life
- Collection, classification and tabulation of data, graphical representation (Axis, bar diagram)
- Elementary statistical techniques, Interpretation of data: Mean, Median, Mode
- Time-tabling including railway time tables

Unit 4 Geometric Ways of Looking at Space and Shape **Marks 15**

- Geometry: Meaning and Importance
- Simple two and three dimensional shapes
- Congruency and Similarity
- Transformations and Geometric Shapes
- Measurement and Geometric Shapes
- Construction of the Geometrical Shapes using Geometric Equipment.

Unit 5 Curriculum and Mathematical Communication **Marks 15**

- Curriculum of Mathematics at elementary level: Principles, Development and Organization
- Presentation of mathematical concepts through pictures, poetry, story, riddles etc.

- The role of text books in the teaching learning process of Mathematics
- Lesson planning: Preparation and presentation of one lesson plan using power point
- Mathematics Laboratory/Resource Room
- Feed back to students about errors/misconceptions observed in their work

4.0 Suggested Practicum **Marks 15**

1 Develop innovative, creative, joyful materials (puzzles, riddles, games etc.) based on five different content areas from the text book of sixth class and prepare a report.

OR

Develop a yearlong detailed programme of activities in mathematics for Continuous and Comprehensive Evaluation of students studying in class sixth and prepare a report. 15

2. Collect comparative information about bank rates and investment plans that give maximum income in a given period of time across three banks for different age groups and submit.

OR

Design at least five activities through paper folding/cutting/drawing to highlight the relationships that exists between surface areas of three dimensional objects with the areas of two dimensional objects. 10

5.0 Suggested Readings

Halock, Derek (2006) *Mathematics Explained for Primary Teachers*, Sage Publication: UK.

Zevenbergen, R. et. al, (2005) *Teaching Mathematics in Primary Schools*, Allen & Unwin; (First South Asian Edition): Washington D.C.

Post Thomas R (1992) *Teaching Mathematics in Grades K-8: Research-*

Based Methods, Allyn and Bacon: Washington D.C

Moses, B (ed) (1999) *Algebraic Thinking, Grades K-12, National Council of Teachers of Mathematics,* Reaton: VA

Stewart, I (1970) *Making Mathematics Live: A hand book for primary teachers*, Angus and Robertson: Australia.

Course Code 210

SOCIAL STUDIES EDUCATION

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

The study of social studies encompasses the understanding of the physical aspect, the sequential evolution of civilizations, culture and the forms of governing patterns evolved on our planet over a period of time through the disciplines of history, geography, and civics. It refers to past, deals with present and indicates the future of the society. A teacher needs to understand the society in varied perspectives to be able to guide his/her students to understand changing social realities and factors responsible for the social change. The teacher should also be able to explain the inter-relationship among history, geography and civics on the one hand and how each of them impacts education on the other hand.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- understand the significance of teaching of Social Studies at elementary level.
- reflect on principles and approaches of curriculum construction in Social Studies.
- use different methods of teaching Social Studies.
- explain the role of Social Studies in the promotion of national integration and international understanding.
- critically examine the role of current events in the context of teaching of Social Studies.
- develop skills to gather, interpret and analyse data.
- critically analyse Social Studies school curriculum, syllabus and textbooks.
- understand the importance and use of different audio-visual aids and ICT in the teaching of Social Studies.
- understand and use with different techniques of evaluation.
- assess children's learning using different modes of evaluation under CCE.

3.0 Syllabus Outline

Unit 1 Nature of Social Studies and Curriculum Organization Marks15

- Social Sciences and Social Studies: Concept, Nature and Scope (History, Geography, Civics)

- Objectives and values of teaching Social Studies
- Relationship of Social Studies with other school subjects
- Principles of curriculum construction and organization in Social Studies
- Approaches of organizing Social Studies curriculum –discipline-centered, issue-centered, integrated and interdisciplinary
- Evaluation of existing curriculum of Social Studies at elementary level

Unit 2 Important Concepts and Concerns of Social Studies Marks15

- Civilization and culture: concept and relationship
- Government: formation of Government at national, state and local level
- Region as concept and with reference to resources, space and people
- Social goals and imperatives

  - Equality and Justice

  - Democracy: role and function

  - Rights and duties of a citizen
- Geographical Zones
- Climatic regions : with special reference to El Nino, La Nino, Monsoon
- Conservation of resources:sustainable development,meaning and importance
- Environmental degradation- population and global warming
- Preservation of Heritage, Delhi as city of cultural heritage
- Disaster Management: Need, Importance, Safeguards required at elementary level
- Globalization, Liberalization, Privatization: concept, need, impact on education and society

Unit 3 Lesson Planning and Methods of Teaching Marks 15

- Instructional Plan, Unit Plan and Lesson Plan
- Lesson plan – Need, Importance and Steps of writing
- Teaching methods and techniques —story telling, lecture, discussion, observation, illustration, questioning, dialogue, source, problem solving, discovery, laboratory, project , visits, regional and survey
- NCF 2005 with special reference to Social Studies

- Utilizing Current Events and Community Resources in teaching of Social Studies
- Preparation and presentation of one lesson plan using power point or flash
- Social Studies text book – Need, Importance and Analysis
- Social Studies teacher – Qualities and Role in changing times.

Unit 4 Devices and Tools for Effective Transaction in the classroom Marks 15

- Need, Importance and Use of Audio Visual Aids – Chalk board, flannel board, bulletin board, maps,globe, atlas, pictures, models, charts, graphs, time lines, over head projector, flash cards, scrap book,exhibition,excursions,museum, radio, TV and computers
- Utilizing current events and community resources in teaching of Social Studies
- Social Studies room – Need & Social Studies text book – Need, Importance and Qualities.
- Concept of data, its sources and evidence in different social science disciplines (History, Civics and Geography)

Unit 5 Learner's Assessment and Evaluation Marks 15

- Continuous and Comprehensive Evaluation in Social Studies - Need and Importance.
- Alternative ways to evaluate learning: Basis of evaluation, Tools of evaluation and types of questions.
- Components of framing question paper: Blue print, Item analysis, Analysis of learner performance.
- Action Research: Diagonostic and Remedial role (based on student's problems in Social Science education)

4.0 Suggested Practicum Marks 25

1. Map any locality based on the distance and directional relationship from your educational institution. Mark out institutions, historical monuments, 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, the distinctiveness of the particular location and prepare a detailed report.

OR

Prepare a report on how one of the following can be used in the teaching of Social Studies and relate them to its content at the elementary

level: cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical film/serial/novel. **Marks 15**

2. Visit National Museum Institute as an important learning resource and prepare a detailed report on the knowledge and learning which can help a teacher in the class room transaction of social studies at elementary level.

OR

Make a scrap book containing the news items from the newspapers/ magazines on the issues of Democracy, Peace, Equality and Justice.(minimum 30 sheets) **Marks 10**

5.0 Suggested Readings

Singh, Gurmit and Kaur, Jasvir (2007) Teaching of Social Studies, Ludhiana: Kalyani Publishers.

Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co.

Mottart, Maurice P., Elementary Social Studies Instructions, New York: Longman, Green and Co.

Dash, B.N., Content-cum-Method of Teaching of Social Studies, N.Delhi,Kalyani Pub.

Mehta, D.D (2004) Teaching of Social Studies, Ludhiana: Tandon Pub.

Preston, Ralph C. (1955) Handbook of Social Studies, Rhinehart and Company.

Batra Poonam (2010) Social Science Learning in Schools: Perspectives and Challenges, Sage publication: New Delhi.

Parker.C.Walter (2010) *Social Studies Today: Research and practice*. Routledge: New York

Eklavya (1994) *Samajik Adhyayan Shikshan: Ek Prayog*, Eklavya. Hoshangabad.

NCERT (2006) *Position Paper National Focus Group on Teaching of Social Sciences*.

Sunny, Y (2010) Sveekrat Gyan: Bhoogol Mein Nihit Rajneitik Sanketaarth, *Sandarbha* Sept- Oct. pp. 59-76.

NCERT : *Social Science Textbooks for classes VI, VII and VIII*

Eklavya (1993-2004) *Social science Textbooks for classes VI, VII and VIII*

Paliwal, R (2010) Assessment of Social Science in Schools: Our Experiences, Experiments and Learning, *Learning Curve*, Issue XV, August, Azim Premji Foundation: Bangalore, pp. 95-105.

Jayashree (2010) Beyond Retention: Meaningful Assessment in Social Science,

Learning Curve, Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp. 106-110.

Sriparna (2010) Role of Projects, Field-work and Discovery in Assessment, *Learning Curve,* Issue XV, August 2010, Azim Premji Foundation: Bangalore, pp. 118-120.

Tolstoy, L (1987) Shikshashaastriya Rachnayein, Pragati Prakashan, excerpts on experiences of history teaching in *Sandarbha*, 20,Nov.-Dec.1997, pp. 79-89.

Tolstoy, L (1987) Shikshashaastriya Rachnayein, Pragati Prakashan, excerpts on geography teaching in *Sandarbha,* 26, Nov. 1998-April, 1999, pp. 85-93.

George, A and A Madan (2009) *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. Sage: New Delhi.

SCERT Civics textbooks for classes VI-VIII

Balagopalan, Sarda (2009) Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State in S. Vandiyar et. Al. (ed.) *Thinking Diversity*

Hursh, W D and E Wayne Ross (2000) *Democratic Social Education: Social Studies for Social Change*, Falmer Press: New York

Mehlinger, H D (ed) (1981) UNESCO *Handbook of Social Studies*. France: UNESCO Publications.

Ross, E Wayne (ed) (2006) *The Social Studies Curriculum: Purposes, Problems, and Possibilities*. Albany: State University of N.Y.Press: New York

Shiksha Vimarsha (2008) *Itihaas Shikshan: Visheshank*, November-December, Digantar: Jaipur.

Course Code 211

SCIENCE EDUCATION

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

Science involves observation, making guesses, checking their validity through experimentation and arriving at logical conclusions leading to the formulation of concepts, principles, and theories. The student teacher needs to understand the nature of science, relate it with inquiry, develop scientific attitude and based on this understanding conduct classroom practices. The content of the present course is based on the nature of science and expectations from a teacher of science outlined above.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- enrich conceptual understanding of Science.
- use various aspects of pedagogy of Science Education.
- understand children's ideas in relation to cognitive development and children's understanding of scientific concepts.
- select and use appropriate teaching-learning material and assessment strategies.
- approach Science as an inclusive and a democratic enterprise.
- assess children's learning using different modes of evaluation under CCE.

3.0 Syllabus Outline

Unit 1 Introduction to Science Education Marks 15

- Science: Nature and Concept
- Aims and objectives of Science Education at elementary level
- Scientific Knowledge- Deductive reasoning, Inductive reasoning,

  facts, concepts, generalizations, scientific laws and scientific theory.
- Development of scientific attitude in students at elementary level
- Science and societal interface

Unit 2 Curriculum, Scientific Approach and Methods of Teaching Marks 15

- Science curriculum at upper primary level (classes VI-VIII)
- Scientific Approach: concept, project, activity, integrated
- Importance of Scientific Approach: enquiring, raising questions, predicting and hypothesizing, making observations, making a record of evidence, evaluating evidence.
- Methods of Teaching
  - Heuristic Method
  - Project Method
  - Activity Method
  - Experimentation
  - Demonstration
- Visits/Field Trips(Visit to science centers, museums etc.) and Survey

Unit 3 Lesson Planning in Science Teaching and Resources Marks 15

- Development of lesson plans
- Preparing unit plans based on concept maps
- Hands on experience- its role and importance in children's learning
- Audio- Visual Aids
- Low cost teaching aids, improvised teaching aids and equipments
- Science Kit- Need and Importance
- Information and Communication Technology (ICT)
- Community Resources- At school and local level
- Popular science books and children's encyclopedia
- Science museum , botanical gardens, aquariums as learning resources

Unit 4 Popularising Science in schools Marks 15

- Projects
- Seminars and Discussions
- Preparation and presentation of one topic using power point or flash
- Science club activities, Eco-club activities

- Organization of science fair, Science Exhibitions
- Innovative strategies/experiments in Science Education
- National Talent Search Scheme, Indian Science Congress, CSIR

Unit 5 Evaluation in Science Teaching **Marks 15**

- Objectives of Evaluation
- Assessment- what, how and why
- Continuous and Comprehensive Evaluation- Scholastic and Co-scholastic Aspects
- Formative and Summative Assessment in Science: Tools and Techniques
- Preparation of Question Paper- Blue print and marking of answer sheets, data analysis and report writing.
- Feed back and remedial measures

4.0 Suggested Practicum **Marks 25**

1. Visit National Science Centre/National Museum of Natural History .Observe, analyze and suggest how the centre/museum can be used as a learning resource for teaching science to class VII students.

   OR

   Prepare a detailed report on the measures taken in your locality/district for water conservation or electricity conservation or pollution control. Enlist your contribution and submit a report. **Marks 15**

2. Develop minimum five low cost improvised teaching aids in science for class-room teaching at elementary level and write about their subject relevance and utilization in the class-room.

   OR

   Prepare an annual plan of science club activities at upper primary level in the school. Integrate these activities with class room teaching of science. Submit a report. **Marks 10**

5.0 Suggested Readings

Vaidya, Narendra (1996) Science Teaching for 21st Century, New Delhi : Deep & Deep Pub.

NCERT (2003) Science Textbooks for Classes VII-X

NCERT (2005) *Focus group paper on Science Education*, Position Paper. NCERT: New Delhi

Sharma, R.C. (1998) Modern Science Teaching, New Delhi: Dhanpat Rai Pub. Co.,
Kohli, V.K. (2006) How to Teach Science, Ambala: Vivek Pub.

Mangal , S.K. (1997) Teaching of Science, New Delhi: Arya Book Depot

Das, R.C., Science Teaching in School, New Delhi: Sterling Pub.

Soni, Anju (2000) Teaching of Science, Ludhiana: Tandon Publications

Chiappetta, E.et.al. (1998) *Science Instruction in Middle and Secondary Schools*, Merrill: New Jersey.

Driver, R. (1996) *Young People's Images of Science*, Milton Keynes- Open University Press: London

Harlen, W. (2006) *Teaching, Learning and Assessing Science 5 – 12* Sage: UK.

Martin, D. J. (2009) *Elementary Science Methods- A Constructivist Approach*: Thomson Wadsworth: Belmont. (5th Edition)

Rampal, A. (1992) Images of Science and Scientists a study of School Teachers' Views. I. Characteristics of Scientists. *Science Education.*

Okasha, S. (2002) *Philosophy of Science– A very short Introduction* Oxford University Press: UK.

Bloom, J. W. (2006) *Creating a Classroom Community of Young Scientists.* New York: Routledge.

Bal Vigyanik, *Text books for Science, Class VI – VIII.* Madhya Pradesh: Eklavya
Centre for Science and Environment, *Citizen's reports*, New Delhi

NCERT (2005) *Syllabus for Classes at the Elementary Level.* vol. I, New Delhi

NCERT (2008) *Text books for Science, Class VI – VIII.* New Delhi: NCERT.

Course Code 212

HEALTH AND PHYSICAL EDUCATION

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

Health and well being is a necessary condition for learning apart from being the 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. It offers the scope to engage critically with areas and concerns related to health of children, school health, social health and physical education. The content of this course has been designed keeping in view the needs of all primary teachers to take care of health related issues of children.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- acquire knowledge and develop skills for the teaching of Health and Physical Education.
- integrate Health Education with other school subjects.
- have basic information about communicable and non-communicable diseases, understand modes of their transmission and know about prevention/treatment.
- develop an understanding of children's emotional and health needs.
- understand the importance of Yoga Education (Ashtang Yoga) and practice yoga.
- understand the concept of stress and learn the ways and means to cope up with it.
- understand the need of Health Education for a teacher.

Unit 1 Health Education Marks 10

- Concept of Health Education with special reference to elementary school children.
- Understanding human body
- Pre-Adolescence and Adolescence health issues (including specific health issues of adolescent girls).
- Food and Nutrition: Malnutrition, Nutritional deficiency, Importance of Balanced diet.

- Good Eating Habits
- Medical attention needs in case of any accident/ causality/ sickness in the school

Unit 2 Communicable and Non-communicable Diseases Marks 10

- Communicable Diseases: Meaning, basic knowledge about transmission, prevention and treatment of Communicable disease.
- Types of Communicable Diseases, Gastroenteritis, air borne infections, scabies and others, malaria, dengue, TB, HIV/AIDS.
- Non-Communicable Diseases: Meaning and Types: asthma, diabetes, blindness/short sightedness, hypertension, epilepsy, attention deficit hyperactive disorder
- Basic knowledge and understanding of non-communicable diseases
- Managing children suffering with such diseases

Unit 3 Physical Education Programme Marks 10

- Physical Education: Concept, Importance at elementary level
- Types of Physical Education and ways to organize these at elementary level
- Concept of Physical fitness, its components
- Introduction to Yoga – Concept of yoga, Need and Importance, Basic asanas for relaxation , Ashtang yoga, Pranayama for growth and development
- Importance and benefits of Yoga Education for school children.

Unit 4 Games and Sports Marks 10

- Games and Sports: Meaning, Difference between games and sports, Significance at elementary level, types
- Concept of Intramural and Extramural : Organization of Intramurals and Extramurals
- Fixtures and Tournaments(single knockout and league)
- Athletics: Meaning and importance, skills and evaluation
- Rules for court marking of play fields, jumping pits and throwing area in athletics

UNIT 5 Contemporary Lifestyle and Stress Management **Marks 10**

- Lifestyle diseases,
- Understanding Stress
- Stress related to- domestic matters, job, age, health, economic matters and other issues
- Ways and means to cope up with Stress: Application of Life Skills
- Yoga, nutrition and importance of exercise
- Alternative systems of health and healing
- Integration of Health and Physical Education with teaching of other subjects

4.0 Suggested Practicum (Any Five) **Marks 50**

Practice Yoga (Compulsory)

- Asanas
- Pranayam
- Surya Namaskar
- Techniques of Meditation
- Prepare a scrap book on any one of the communicable diseases and malnutrition diseases which are common in school children
- Prepare a report on any one game given below with the given parameters :

  -Volleyball

  -Throw ball

  -Table-Tennis

  -Kho-Kho/ Kabaddi

  -Badminton

  Parameters

  -Fundamental skills

  -Sports related terminology

  -Sports Personalities

  -Sports Awards
- Plan and report- Integrate the knowledge of Health and Physical Education with any one subject. (Use methods of role-play/games/songs/posters etc .to integrate the knowledge of Health and Physical Education with other subjects)

- Conduct physical fitness tests like: short runs, distance run, sit–ups, push-ups, vertical and standing broad jump. Write a report highlighting the objectives and benefits of these fitness tests.
- Organize and evaluate following athletic skills and prepare a report:

  Short sprint races (50mts, 100mts), Jumps and Throws, Relay Races

5.0 Suggested Readings

Brar, Rachhpal Singh & Rathi, Nirmaljit Kaur & Gill, Manmeet Kaur (2004)

Creative Teaching of Physical Education, Ludhiana : Kalyani Pub.

Brar, T.S (2002) Officiating Techniques in Track and Field, Gwalior: Bhargava Press.

Kamlesh, M.L., Psychology in Physical Education & Sports, New Delhi : Metropolitan Book Co.

Kamlesh, M.L. & Sangral, M.S (1986) Methods in Physical Education, Ludhiana: Parkash Brothers.

Textbook of Yoga: Yogishwar, New Delhi : National Book Trust, 1981.

Janardhan Swami, Pranayama, Nagpur (Hindi).

Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, Sage: New Delhi

Ashtekar, S (2001) *Health and Healing: A Manual of Primary Health Care*, Orient Longman: Chennai.

Sivananda Yoga Centres : http://sivananda.org/teachings/yoga.html

Thani Lokesh, *Manual on Rules & Regulations of Athletics*.

Thani Lokesh, *Rules of Games & Sports*

Goel R.G., Encyclopedia of Games & Sports

Werner, D (1981) *Where There is No Doctor: A Village Health Care Handbook*, Voluntary Health Association of India, New Delhi, Second Indian Edition. (Available in Hindi- ***Jahan Doctor Na Ho***)

Shukla, A and A Phadke (2000) *Swasthya Sathi: Bhag 1*, Cehat, Pune.

Course Code 213

WORK EDUCATION

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

Work education aims to create a whole experience of `being', working with all of one's faculties. Work education at upper primary level serves as the foundation where experiences gained while working transform into vocational skills later. This also helps the individuals to understand the dignity of labour, positive attitude towards work and pleasure of working with hands thus enhancing the quality of work and life. This course focuses on providing learning opportunities related to the understanding of the aims of work education at upper primary level, criteria for selection of age and ability appropriate activities as per the local context. The learning in school can be enriched by tapping the resources available in the neighbourhood community such as artisans and by utilizing their expertise as a meaningful partnership between school and community.

2.0 Objectives

This course seeks to facilitate the student teacher to :

- understand the importance of Work Education for students at upper primary level.
- identify community resources and utilize them for the implementation in Work Education .
- understand the current trends in Work Experience and incorporate them in teaching.
- understand the traditional art of working with hands and the range of activities.
- appreciate skills in Work Education and develop the sense of dignity of labour.
- integrate Work Education with teaching subjects at upper primary level.

3.0 Syllabus Outline

Unit 1 Work Education at Upper Primary level Mark 10

- Objectives of Work Education
- Essential and Elective activities

- Criteria for selection of activities
- Group formation for activities according to time and place (without any bias towards gender and differently abled children)
- Mini Tool Kit

Unit 2 Organization and Management of Work Education Marks 10

- Importance of knowledge, understanding and application in skill development of different activities
- Organization and Formulation of Annual Activity Plan
- Production: its Management and Costing
- Process and Product Evaluation

Unit 3: Assessment and Evaluation of Work Education Marks 10

- Continuous and Comprehensive Evaluation (C.C.E)
- Indicator based Evaluation (Experimental and Behavioral aspect)
- Tools and Techniques of Evaluation and Processes: Rating Scale, Practical, Portfolio, Observation schedule, interview schedule and questionnaire , attitude scale
- Self evaluation, Peer evaluation and Community based evaluation.

Unit 4 Work Education and Community Marks 10

- Role of Community in Work Education
- Utilisation of community resources for implementation of Work Education
- Role of School in the expansion of Work education in the Community
- Orientation of Parents and community members towards the importance of Work Education

Unit 5 Integrating Work Education with other subjects Marks 10

- Integration of work education in teaching other pedagogical subjects:
- Concept, importance and implementation
- Work Education and Languages
- Work Education and Science
- Work Education and Social Studies
- Work Education and Mathematics

4.0 Suggested Practicum **Marks 50**

Practical-1

List of activities (compulsory) :

- Cleanliness and beautification of classrooms, institute, campus and surroundings
- Community services: preservation and protection of public property
- Public services: nature, constraints, duties of a consumer (railways, post office, health services)
- Gardening: Cleaning the gardening area, plucking, pruning, preparation of nursery beds/pots for plantation, vermi-composting, Painting and decoration of pots, raising plants in pots/nursery beds, care of plants, preparation of compost pit, manure making, Bonsai etc.
- Environmental care and protection: generating minimum garbage, reuse of waste material, disposal of dried leaves
- *Individual portfolio to be maintained and submitted as a record of activities undertaken by student teachers duly signed by the teacher educator.*

Submission of portfolio **Marks 20**

Optional activities: Any two of the following:

- Products from Waste (Paper, polythene, aluminum foil, cloth rags, plastic bottles, bangles etc): File covers, folders, pen stand, foot rest, dusters, mats etc.
- Utility articles: Chalk, Dusters, display boards, curtains, lamp shades with lamp, solar cooker, hot box, picture frames, Jewellery etc.
- Food and Nutrition: Nutritious food items like sandwiches, sprouts, squashes, snacks, salads and fruit chat etc.
- Paper Craft: Kite making, articles from paper mache, origami, collages, wall magazines, paper books, book binding, paper bags, paper folders , masks, puppets etc.
- Cloth Craft: Weaving, Jute work, Knitting, stitching and embroidery, cutting, tailoring, tie and dye, printing- wooden blocks, screen etc.
- Clay modeling and Sculpting
- Photography, Videography, Film Making, Slides etc.

At least five articles (decorated/ finished) from each option are to be submitted.

Student teachers must prepare a practical file on optional activities on the following parameters : definition, basic requirements (tools, material), procedure, safety measures if any, benefits in terms of learning experience.

Submission of practical file **20 Marks**

Practical-2 **10 Marks**

- **Visit to an** Old age home/ Orphanage/ centres for differently abled/ places of cultural heritage like Suraj Kund Crafts Mela, National Museum, Crafts Museum, and Dilli Haat. Prepare and submit a detailed report based on your experiences.

5.0 Suggested Readings

Gupta, A (2003) *Kabad se Jugad: Little Science,* Eklavya: Bhopal.

Khanna, S and National Book Trust (1992) *Joy of Making Indian Toys. Popular Science*, National Book Trust: New Delhi.

Nambiar, K. K. Vivayan(1984) Work Experience and curricular subjects, Ambala Cantt, Indian Publications

Swaminathan Indira(1986) Developing creativity in young children, New Delhi, NCERT

Course Code 214

ARTS IN EDUCATION

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

Most art activities are essentially multidimensional and engage the individual simultaneously in the 'thinking' as well as 'doing' mode. Drawing, dancing, singing, clay modeling, storytelling, acting, or playing a musical instrument involve a multitude of physical, mental, and intellectual tasks and challenges and stimulate different areas of the brain simultaneously. And above all these activities, offer one the opportunity to connect with the creative side in each of us, where one is free to feel, express, share and to create beauty with no fear of being judged as right or wrong- in other words, connect with the child in each of us and hence Arts-in-Education. To understand the value of arts as pedagogy of learning and development at upper primary stage, it is very important for subject teachers to understand and practice integration of arts with other subjects. Research supports those children who have learned through the arts and have shown a marked improvement in behavior and have been able to cultivate a sense of curiosity insatiable thirst for knowledge. This undoubtedly paves the way for life-long learning.

2.0 Objectives

This course seeks to facilitate the student teachers to :

- appreciate the importance of arts in education for the holistic learning and all round development of the child.
- gain knowledge of different art forms under visual and performing art categories.
- integrate arts with other subjects and its use in classroom situation.
- develop artistic and aesthetic sensibility by responding to the beauty in different art forms, through genuine exploration, experience and free expression.
- use art experiences of children for CCE and maintain their achievement/ appreciation records.

3.0 Syllabus Outline

Unit 1 Understanding 'Arts' and 'Arts in Education' Marks 10

- Meaning and Concept of 'Art' and 'Arts in Education'
- Understanding aesthetics and its educational relevance
- Arts as Pedagogy of learning and development - understanding Arts (Visual & Performing Arts) and their importance in teaching learning of different subjects at upper primary level of school education.
- Art Integrated Learning: concept, need and importance
- Educational Thinkers (Indian and of Foreign origin) on Arts in Education- Tagore, Devi Prasad, Elliot W. Eisner (1933-), Victor Lowenfeld , John Dewey, Howard Earl Gardner .

Unit 2 Planning and Organization of Art Integrated Learning Marks 10

- Planning Lessons based on Art Integrated Learning – Integration of arts with other subjects such as; Art and Languages, Arts and Social Sciences, Arts and Sciences, Arts and Mathematics etc.
- Organization of Space, Time and Materials for art experiences: understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein
- Museums, Galleries, Historical Monuments, works of great Artists, films as resources of learning of arts and other subjects
- Significance of Archaeological Survey in understanding various art forms

Unit 3 Visual Arts and Crafts Marks 10

- Experimentation with different materials of visual arts such as; pastel colours, poster colours, acrylic, rangoli materials, clay, mixed material, etc. for enhancing artistic skills
- Exploration and experimentation with different methods of Visual Arts; Drawing & Painting, Collage Making, Puppet & Mask making , Clay Modeling & Paper-Mache, Paper Crafts, 3-D Constructions, etc. for skill in different methods. Maintaining activity files.
- Regional art forms – Hands-on-practice of wall paintings, floor painting and wall murals and relief
- Developing scrolls, illustrated stories, comic strips etc. based on curriculum
- Integration of visual arts and crafts in teaching other subjects and preparation

of lesson plans/ activities in three teaching subjects integrating the element of Visual Arts and Craft

Practical files to be maintained on art experiences/activities done during the year.

Unit 4 Performing Arts **Marks 10**

Music :

- Making orchestra with sounds and rhythms, recognizing instruments after hearing different sounds
- Learning and singing different types of songs:
- Folk songs/Patriotic/Devotional/Regional.
- Creating stories with sound effects

Dance Drama :

- Role play- Recollecting childhood's experiences, Telling stories using mime and movement. Enacting stories/situations/events from; Literature sciences, Social Sciences etc.
- Creating Radio plays to focus on voice modulation and creation of various sounds. Theatre , games and exercises-stretching, curling, leaping, stroking, and walking on all four forms of various movements.
- Creating various situations through movement, children flying kites in the sky, earth quake, thunder rain etc. Improvising movement with music, without music.

Puppetry :

- Practicing finger puppets, Hand puppets, Stick puppets, Moppets as tool of social communication and Educational Transactions
- Integration of Performing Arts in teaching other pedagogical subjects and preparation of lesson plans/ activities in three teaching subjects integrating elements of performing arts

Individual portfolio to be maintained as a record of activities by student teachers

Unit 5 Evaluation of Arts integrated learning **Marks 10**

- Nature and characteristics of evaluation of Arts Integrated Learning

- Using Arts as a tool of Continuous and Comprehensive Evaluation (CCE) to assess the learning and development of children in different subjects
- Development and use of appropriate tools such as: Observation Schedule, Projects, Portfolio, Checklist, Rating Scales, Anecdotal Records, Displays etc.
- Correlation of Art Integrated Learning Strategy with the achievement of students

4.0 Suggested Practicum **Marks 50**

Organization of General activities of Art Education in the institute **Marks10**

- Art and Craft Exhibition in the institution.
- Planning and organising event/festival celebrations by integrating different art forms
- Regular artistic thematic displays on bulletin boards of the institute
- Campus decoration and beautification on special days

Participation of every student teacher is mandatory. Individual records file to be maintained as a record of activities by student teachers duly signed by teacher educators.

Submission of portfolio **Marks 10**

Submission of practical files **Marks 10**

Select at least five samples of visual arts created by you and use them in teaching one subject. Reflect on the experience of the integration of Arts in Education with the teaching subject. Analyse and submit a report. **Marks 10**

Select at least five types of activities in Performing Arts. Use them in teaching one subject. Reflect on the experience of the integration of Arts in Education with the teaching subject. Analyse and submit a report. **Marks 10**

5.0 Suggested Readings

Chawla, S.S. (1986): Teaching of Art, Publication Bureau, Punjabi University, Patiala.

Jaswani, K.K., Teaching and Appreciation of Art in Schools.

Lowenfeld Viktor: Creative and Mental Growth.

Margaret,MarieDeneck(1976):IndianArt.The Himalata PublicationLondon.

Minhas, N.S. (1974): Art and Education, N.B.S. Educational Publishers, Chandigarh.

Chaman, Saroj, Aesthetics, 2006, PublicationBureau, Punjabi University, Patiala.

Dodd, N and W Hickson (1971/1980) *Drama and Theatre in Education*. Heinmann; London.

Gupta, A (2003) *Kabad se Jugad: Little Science,* Eklavya: Bhopal.

Khanna, S and National Book Trust (1992) *Joy of Making Indian Toys. Popular Science*, National BookTrust: New Delhi.

McCaslin, Nellie (1987*) Creative Drama in the Primary Grades: A handbook for Teachers*. and *Creative Drama in the Intermediate Grades*: *A handbook for Teachers*, Longman: New York/London

Mishra,A(2004)Aajbh Kharein hai talaab,GandhiPeaceFoundation,N.Delhi, 5th ed.

Narayan, S (1997) Gandhi views on Education: Buniyadi Shiksha [Basic Education]. *The Selected Works of Gandhi*: *The Voice of Truth.* Vol. 6. Navajivan Publishing House: Ahmdabad.

NCERT (2006) *Position Paper National Focus Group on Arts, Music, Dance and Theatre.* NCERT: New Delhi.

Prasad, Devi (1998) *Art as the Basis of Education*, NBT. New Delhi.

Sahi, Jane and Sahi, R (2009) *Learning Through Art.* Eklavya: M.P.

Course Code 113 (First year) 215 (Second year)

SCHOOL EXPERIENCE PROGRAMME (SEP)

Maximum Marks 300 Year I : 150 Year II :150

Duration 40 working days each year (To be assessed internally)

1.0 Rationale

The purpose of the School Experience Programme (SEP) is to provide the student teacher with the opportunity of undergoing a meaningful experience as a future practitioner. To achieve the aim of the programme, the student teacher needs to integrate her/his knowledge base, understanding of children and classroom processes and theoretical understanding of pedagogical approaches with her/his classroom teaching and related tasks to become a competent and reflective teacher.

In the two year teacher education programme of D.El.Ed, SEP forms an integral part which will be completed by the student teachers in three phases of five, twenty and fifteen days each year. During this period, the student teacher is acclimatized to the school climate and is helped to gain different types of classroom experiences and develop skills to teach in an inclusive set up.

Besides, during the course of SEP the prospective teacher learns to employ different pedagogical skills to address the needs of the students and also learns to deal with students and classroom situations based on her/his reflections and experiences.

2.0 Objectives

School Experience Programme seeks to facilitate the student teachers to :

- understand the difference between the content of a subject and its pedagogy.
- learn the skill to transact the subject matter in accordance with the needs and interest of the children.
- develop required skills to teach in an inclusive classroom.
- use different activity based, joyful and age specific learning methods in the classroom.
- develop subject specific teaching learning material (TLM) for elementary school children.
- incorporate the components of CCE in classroom transactions.
- learn about school activities, schemes, programmes and their impact on school children.

- utilize the community resources for meaningful partnership between school and community.

Organization of School Experience Programme (SEP)

The SEP shall be organized for forty (40) working days in each year.

The SEP will be conducted in three phases of five, twenty and fifteen days each every year:

The first phase of 05 days *shall be conducted preferably in the month of September in the Institute after SEP orientation,*

The second phase of 20 days *shall be conducted in October –November,*

The third phase of 15 days *shall be conducted in January-February.*

Third phase of SEP will be a rotation phase for the teacher educators to benefit student teachers with the expertise of teacher educators other than their regular supervisor. Rotation is also required to bring in uniformity in assessment of SEP program.

SEP Orientation

Prior to SEP, an orientation programme for 05 days shall be conducted by the institute. All the teacher educators under the overall guidance of the Principal will organize the orientation programme. The following themes should essentially be discussed in the orientation programme:

- Purpose and Objectives of the SEP programme
- Lesson Planning
- Effective handling and use of teaching learning materials
- Preparation, Administration and Analysis of Achievement Test
- Observation of lessons of peers
- Conduction of Neighbourhood Survey
- Preparation of School Profile
- Writing of Reflective Diary
- Integration of Work Education, Arts Education and Health and Physical Education with teaching subjects
- Learning about school records
- Action Research-Planning and execution

- The familiarization of student teachers with school environment, head and teachers
- Expectations from student teachers in schools

The institute may add a few more topics as per the needs and time available.

Phase wise plan for SEP during the first and second years of the programme is described below:

4.1 The First Phase of SEP : 5 days (To be held in the Institute)

FIRST YEAR

5 micro teaching cycles (one each in each teaching subject).

SECOND YEAR

Presentation of model lessons for first year students / simulated teaching/ observation reports of Micro teaching lessons delivered by first year (minimum 05 model lessons/simulated teaching lessons/observation reports to be submitted by each student)

4.2 Second Phase OF SEP: 20 days

FIRST YEAR

First five days of SEP in the school**:** to acclimatize student teachers to the school and its environment, understanding of children, teaching learning processes and social dynamics.During this period, they will observe class room transactions but will not deliver any lesson. However, they may take up assignments on school records/ /projects as assigned by the teacher educators.

In the remaining **15 days**, they will teach two teaching subjects and one practical subject each day. But it is mandatory for each pupil teacher to deliver lessons for all the teaching subjects as noted below:-

Teaching Subjects	**No. of lessons to be delivered**
Teaching of Hindi/Punjabi/Urdu	08
Teaching of Maths	08
Teaching of EVS	07
Teaching of English	07
Practical Subjects:	
Teaching of Art Education	05

Teaching of Work Education	05
Teaching of Health and Physical Education	05

SECOND YEAR

Student teachers are required to teach three teaching subjects (as opted in theory).The knowledge of Art in education, Work Education and Health and Physical Education is to be integrated in the teaching subjects. The details are as under:

Teaching Subjects:	**No. of lessons to be delivered (Any three subjects)**
Teaching of Hindi/Punjabi/Urdu	20
Teaching of Maths	20
Teaching of Science	20
Teaching of Social Studies	20
Teaching of English	20

-The student teacher shall deliver three lessons daily.

-All the projects/campaigns assigned by the Teacher Educators must be completed in this phase.

-All student teachers must identify a topic and make proposal for action research(to be completed in the third phase of SEP).

Third Phase of SEP: 15 days

FIRST YEAR

In this phase of 15 days, student teachers will teach two teaching subjects and one practical subject each day. But it is mandatory for each pupil teacher to deliver lessons for all the teaching subjects as noted below :-

Teaching Subjects:	**No. of lessons to be delivered**
Teaching of Hindi/Punjabi/Urdu	08
Teaching of Maths	08
Teaching of EVS	07
Teaching of English	07

Practical Subjects:

Teaching of Art Education	05
Teaching of Work Education	05

Teaching of Health and Physical Education 05

Art and Craft Exhibition demonstration of physical exercises on the basis of work done to be organized at the end of SEP.

SECOND YEAR

Student teachers are required to teach any three teaching subjects. Art in education, Work Education and Health and Physical Education are to be integrated in the teaching subjects.

The details are as under:

Teaching Subjects	**No. of lessons to be delivered**
Teaching of Hindi/Punjabi/Urdu	15
Teaching of Maths	15
Teaching of Science	15
Teaching of Social Studies	15
Teaching of English	15

Cultural Programme based on Performing Arts activities to be organized at the end of SEP

4.3 Evaluation of SEP(for I and II year)	**Marks**
(i) The First Phase of SEP	**Nil**
(ii) The Second Phase of SEP	
FIRST YEAR	
Text book Analysis	**10**
Peer observation(10 lessons to be observed)	**10**
School Records: Types, Maintenance and Utility	**10**
Report on Parent Teacher Meeting (PTM) highlighting the strengths and weaknesses of children and parental interaction	**10**
Supervision of lessons (at least 05 lessons of each student to be supervised by the supervisor with detailed remarks)	**30**
Total Marks	**70**
SECOND YEAR	
Peer observation (10 lessons to be observed)	**10**
School profile	**10**

Report on Neighbourhood Survey	**10**
Text book Analysis	**10**
Supervision of lessons	**30**
(at least 05 lessons of each student to be supervised by the supervisor with detailed remarks)	
Total Marks	**70**

(iii) The Third Phase of SEP

FIRST YEAR

Achievement Test : Development Administration and Analysis (any two subjects)	**20**
Action Research	**10**
Reflective daily diary	**10**
Report on creative work,art etc. developed by school children under the guidance of student teachers during SEP	**10**
Supervision of lessons by regular supervisor	**20**
Supervision of lessons by supervisor on rotation (rotation period-one week)	**10**
Total Marks	**80**
GRAND TOTAL	**150**

SECOND YEAR

Achievement Test : Development, Administration and Analysis (any two subjects)	**20**
Action Reseach	**20**
Reflective daily diary	**10**
Supervision of lessons by regular supervisor	**20**
Supervision of lessons by supervisor on rotation (rotation period-one week)	**10**
Total Marks	**80**
GRAND TOTAL	**150**

School Experience Programme (SEP) will be conducted in Municipal Corporation of Delhi (MCD) Schools / New Delhi Municipal Corporation (NDMC) Schools / Government and Private Recognized Schools of the Directorate of Education, GNCT of Delhi.

Teacher Trainees will be placed under the overall control of the respective heads of schools identified for SEP and shall perform all duties assigned to them in addition to the compulsory activities under SEP.

Regular/Rotational Supervision will be made by the faculty of concerned DIET, Principal of the concerned DIET will also supervise and monitor the SEP.

Instructions to be followed by all the DIETs regarding Internal Assessment and SEP Evaluation.

No change in Internal Assessment/SEP after its submission to SCERT

Principals will submit an undertaking that no changes in the evaluation, data/SEP etc. will be done after its submission to SCERT.

Furnishing of certificate from Principal of DIET to the effect that they have personally checked and verified the Internal assessment and SEP evaluation of teacher trainees of their DIET before submission to SCERT and Principal will furnish an undertaking that no change in the evaluation data (mark/roll no./name etc. of examinee) of any candidate will be sought by the institutions after its submission to SCERT as the same will not be entertained by SCERT.

Original award list signed by all evaluators in respect of parameters must be retained up to next academic session, after declaration of result in a sealed cover. The marks of evaluation by different evaluators/faculty will be sealed with the signature of all faculty/evaluators involved in it, putting cello tape on their signatures. These records may be asked for by the examination cell in case of any query.

ANNEXURES

Annexure -1

List of suggested Workshops/ training programs

Co-Curricular Activities in Education

Teaching Learning Material

Inclusive Education

Gender Sensitization

First aid Training

Life Skills Education

Action Research

Art Integrated Eeducation

Work Integrated Education

Life Skills Education

Yoga Education

Teacher Accountability and Professional Ethics

Disaster awareness and its management

Right to Education – 2009

Arts and craft

Important: The above mentioned workshops are only suggestive.These can be modified according to emerging requirements and wisdom of the faculty.

ANNEXURE-2

LIST OF COMMITTEE MEMBERS UNDER DIFFERENT CURRICULA AREAS WHO WORKED ON INDIVIDUAL COURSES FOR THE *TWO-YEAR D.El.Ed PROGRAMME FOR DELHI SCERT AND DIETS (2007-2010)*[*] *UNDER THE CHAIRMANSHIP OF PROF. POONAM BATRA, PROJECT INCHARGE RRCEE, CIE, UNIVERSITY OF DELHI.*

Child Studies (*two courses*)

Children Development and Childhood

Perspectives in Learning and Cognition

Convenors

Nidhi Gulati, Assistant Professor, Department of Elementary Education, Institute of Home Economics, University of Delhi

Ashok Arora, Principal, DIET, Rajendra Nagar

Members

B. K. Pal, Senior Lecturer, DIET, Karkardooma

Raksha Arora, Senior Lecturer, DIET, Rajendra Nagar

Sangeeta Chaudhary, Lecturer, DIET, Moti Bagh

Kawaljeet, Lecturer, DIET, Dilshad Garden

Consultants

Asha Singh, Associate Professor, Department of Child Development, Lady Irwin College, University of Delhi

Smriti Sharma, Assistant Professor, Department of Elementary Education, Lady Sri Ram College, University of Delhi

Suvasini Iyer, Assistant Professor, Department of Elementary Education, Miranda House, University of Delhi

Ravneet Kaur, Assistant Professor, Department of Elementary Education, Mata Sundri College, University of Delhi

[*] This was a collaborative effort of the SCERT, New Delhi and RRCEE (USRN-DU), University of Delhi

Contemporary Studies (*two courses*)

Contemporary Indian Society

Convenors

Radhika Menon, Assistant Professor, Mata Sundari College, University of Delhi

Seema Sarohe, Assistant Professor, Central Institute of Education, University of Delhi

Lovely Puri, Senior Lecturer, DIET, Rajendra Nagar

Members

Sneh Prabha, Principal, DIET, Karkardooma

K. S. Srivastava, Lecturer, DIET, Keshav Puram

Consultants

Sarada Balagopalan, Associate Professor, Centre for the Study of Developing Societies, New Delhi

Alok Mathur, Faculty, Rishi Valley School, Tamilnadu

Manish Jain, Assistant Professor, Tata Institute of Social Sciences, Mumbai

Diversity, Gender and Inclusion

Convenors

N. Shiva Priya, Senior Project Officer, RRCEE (USRN-DU)

Ram Kishan, Senior Lecturer, DIET Keshav Puram

Consultants

Shyamala, Senior Member, Action for Ability Development and Inclusion (AADI), New Delhi

Poonam Batra, Professor, Central Institute of Education, University of Delhi

Educational Studies (Four Courses)

Education, Society, Curriculum and Learners

Convenors

Jyoti Dalal, Assistant Professor, Department of Elementary Education, Institute of Home Economics, University of Delhi

Sanjeev Kumar, Principal, DIET, Ghummanhera

Members

K. Kalyani, Assistant Professor, Department of Elementary Education, Lady Sri Ram College, University of Delhi

Nirmal Bagga, Lecturer, DIET, Moti Bagh

K. N. Shastri, Lecturer, DIET, Bhola Nath Nagar

Rajshri Pradhan, Lecturer, DIET, Karkardooma

Consultants

Alok Mathur, Faculty, Rishi Valley School, Tamilnadu

Manish Jain, Assistant Professor, Tata Institute of Social Sciences, Mumbai

Towards Understanding the Self

Teacher Identity and School Culture

Convenor

Monica Gupta, Assistant Professor, Department of Elementary Education, Gargi College, University of Delhi

Neera Chetanlal, Senior Lecturer, DIET, R. K. Puram

Members

Suman Bhatia, Senior Lecturer, SCERT, New Delhi

Consultants

Jaya Iyer, Faculty, Pravah, New Delhi

Anita Ghai, Associate Professor, Department of Psychology, Jesus and Mary College, University of Delhi

School Organisation and Management

Convenors

Sunil Batra, Education Consultant, New Delhi

Mohd. Zamir, Principal, Dilshad Garden

Members

S. K. Wadhwa, Lecturer, DIET, Keshav Puram

Ravinder Pal, Senior Lecturer, DIET, Rajendra Nagar

Curriculum and Pedagogic Studies: (nine courses)

Pedagogy across the Curriculum

Convenors

Rashi, Assistant Professor, Department of Elementary Education, Gargi College, University of Delhi

Poonam Batra, Professor, Central Institute of Education, University of Delhi

Consultant

Nargis Panchpakesan, Former Dean, Central Institute of Education, University of Delhi

Alok Mathur, Rishi Valley School, Tamilnadu

Understanding Language and Early Literacy

Language Education

Convenors

Mukul Priyadarshini, Assistant Professor, Department of Elementary Education, Miranda House, University of Delhi

Sneh Prabha, Principal, DIET, Karkardooma

Members

B P Dimri, Lecturer, DIET, Rajendra Nagar

Sudha Arya, Senior Lecturer, DIET, Daryaganj

R. K. Dabas, Senior Lecturer, SCERT, New Delhi

Meena Sehrawat, Lecturer, DIET, Ghumanhera

Sheelu Mary Alex, Lecturer, DIET, Bhola Nath Nagar

Archana Kushwaha, Assistant Professor, Miranda House. Delhi University

Shikha Tripathi, Assistant Professor, Jesus and Mary College . Delhi University

Nizam Ilahi, Senior Lecturer, DIET, Daryaganj

Jagdish Kaur, Senior Lecturer, DIET, Moti Bagh

Dushyant Kaur, Principal, DIET, Moti Bagh

Pedagogy of English Language

Convenor

Prachi Kalra, Assistant Professor, Department of Elementary Education, Gargi College, University of Delhi

Kusum Sharma, Principal, DIET, Pitampura

Members

Meena Sehrawat, Lecturer, DIET, Ghumanhera

Sheelu Mary Alex, Lecturer, DIET, Bhola Nath Nagar

Consultants

Shalini Advani, Education Consultant, New Delhi

Mathematics Education for the Primary School Child

Mathematics Education

Convenors

Asha Mathur, Former Associate Professor, Lady Sri Ram College, University of Delhi

Anil Kumar Teotia, Senior Lecturer, DIET, Bhola Nath Nagar

Members

Alka Kalra, Principal, DIET, R K Puram

Bhawna Chauhan, Assistant Professor, Department of Elementary Education, Gargi College, University of Delhi

Rashmi Aggarwal, Lecturer, DIET, Karkardooma

Consultants

Amitabh Mukherjee, Professor, Department of Physics, University of Delhi

Nargis Panchpakesan, Former Dean, Central Institute of Education, University of Delhi

Social Science Education

Convenors

Manish Jain, Assistant Professor, Tata Institute of Social Sciences, Mumbai

Satnam Singh, Lecturer, DIET, Bhola Nath Nagar

Members

R K Srivastava, Lecturer, DIET, Karkardooma

Pawan Kumar, Lecturer, DIET, Keshav Puram

Sailaja, Assistant Professor, Department of Elementary Education, Gargi College, University of Delhi

Consultants

Jyoti Dalal, Assistant Professor, Department of Elementary Education, Institute of Home Economics, University of Delhi

Pedagogy of Environmental Studies

Science Education

Convenors

Manisha Dabas, Assistant Professor, Department of Elementary Education, Aditi Mahavidhyalaya, University of Delhi

Gurjeet Kaur, Assistant professor, Institute of Advanced Studies in Education, Jamia Milia Islamia

Farah Farooqi, Associate Professor, Institute of Advanced Studies in Education, Jamia Milia Islamia

Rajesh Kumar, Principal, DIET, Daryaganj

Members

Bandita Mohanty, Lecturer, DIET, Daryaganj

Taslim Ahmed, Lecturer, DIET, Bhola Nath Nagar

Charu Sharma, Lecturer, DIET, Pitampura

Consultants

Nargis Panchpakesan, Former Dean, Central Institute of Education, University of Delhi

Anita Rampal, Head and Dean, Central Institute of Education, University of Delhi

Amitabh Mukherjee, Professor, Department of Physics, University of Delhi

Language Proficiency *(Two courses)*

Hindi Dakshta (Proficiency in Hindi)

Convenors

Mukul Priyadarshini, Assistant Professor, Department of Elementary Education, Miranda House, University of Delhi

Sanjeev Kumar, Associate Professor, Deshbandhu College, Delhi University

Apoorvanand, Professor in Hindi, Department of Hindi, Delhi University

Proficiency in English

Convenor

Prachi Kalra, Assistant Professor, Department of Elementary Education, Gargi College, University of Delhi

Kusum Sharma, Principal, DIET, Pitampura

Members

Meena Sehrawat, Lecturer, DIET, Ghumanhera

Sheelu Mary Alex, Lecturer, DIET, Bhola Nath Nagar

Consultants

Shalini Advani, Education Consultant, New Delhi

Practicum (two courses)

Creative Drama, Fine Arts and Education

Convenors

Jaya Iyer, Consultant, Nehru Memorial Museum and Library, New Delhi

Sharda Kumari, Senior Lecturer, DIET, R K Puram

Consultants

Ashish Ghosh, Director, ANANT, New Delhi

Amrita Laljee, Theatre Professional, New Delhi

Poonam Batra, Professor, Central Institute of Education, University of Delhi

Understanding Children's Health and Physical Education: Perspectives and Skills for Teachers, Work and Education Year I & Year II

Convenors

Mita Deshpande, Senior Project Officer, USRN-JNU

D S Yadav, Senior Lecturer, DIET, Keshav Puram

Members

Deepika, Lecturer, DIET, Moti Bagh

H L Khatri, Lecturer, DIET, Daryaganj

Consultants

Rama Baru, Professor, Centre for Community Health and Social Medicine, SSS, JNU

School Internship

Convenors

Alka Sehgal, Assistant Professor, Department of Elementary Education, Jesus and Mary College, University of Delhi

Pratibha Sharma, Joint Director, SCERT, New Delhi

Members

Suman Bhatia, Senior Lecturer, SCERT, New Delhi

Sneh Prabha, Senior Lecturer, DIET Karkardooma

Consultants

Nargis Panchpakesan, Former Dean, Central Institute of Education, University of Delhi

Poonam Batra, Professor, Central Institute of Education, University of Delhi

ANNEXURE-3

LIST OF CORE COMMITTEE MEMBERS

(FOR THE REVIEW OF THE FIRST DRAFT (2007-2010) OF THE TWO-YEAR D.EL.ED. PROGRAM FOR DELHI SCERT AND DIETS DEVELOPED UNDER THE CHAIRMANSHIP OF PROF. POONAM BATRA, PROJECT INCHARGE RRCEE, CIE, UNIVERSITY of DELHI)

- Dr. Pratibha Sharma, Joint Director, SCERT
- Sh. Mohd. Zamir, Head SRSG, SCERT
- Dr. Dushyant kaur, Principal DIET Moti Bagh
- Dr. Rajesh Kumar, Principal DIET Darya Ganj
- Dr. Rashmi Aggarwal, Senior Lecturer, DIET Dilshad Garden
- Dr. Anil Teotia, Senior Lecturer, DIET Dilshad Garden
- Dr. Sharda Kumari, Senior Lecturer, DIET R. K. Puram
- Dr. Lovely Puri, Senior Lecturer, DIET Rajendra Nagar
- Dr.J.C.Bhardwaj , Lecturer, DIET Keshav Puram
- Dr. Neera Chetanlal, Senior Lecturer, DIET R. K. Puram
- Dr. Seema Srivastava, Senior Lecturer, DIET Moti Bagh
- Dr. Vimal Chand, Senior Lecturer, DIET Darya Ganj
- Dr. Kanwaljeet Kaur, Senior Lecturer, DIET Darya Ganj
- Dr. Sangeeta Chaudhary, Senior Lecturer, DIET Rajendra Nagar
- Dr. Meena Sehrawat, Senior Lecturer, DIET Gumanhera
- Ms. Sheelu Mary Alex, Lecturer, DIET
- Dr. R.K. Srivastava, Lecturer, DIET Dilshad Garden
- Dr. Kumud Bhardwaj, lecturer DIET Dilshad Garden

Co-ordinators

- Dr. Sneh Prabha, Principal, DIET , Karkardooma
- Dr Nirmal Bagga, Senior Lecturer, DIET, Moti Bagh

ANNEXURE-4

LIST OF SUBJECT –WISE COMMITTEES FOR THE 1ST REVIEW AND SUBSEQUENT REVIEWS FOR THE DEVELOPMENT OF THE D.El.Ed CURRICULUM

1. **CHILD DEVELOPMENT**
2. **PSYCHOLOGICAL PERSPECTIVES OF EDUCATION**

   Dr. Pratibha Sharma, Joint Director, SCERT

   Dr. Ashok Arora, Retd. Principal , DIET Rajinder Nagar

   Dr. B. K. Pal, Senior Lecturer, DIET Karkardooma

   Dr. Sangeeta Chaudhary, Senior Lecturer, DIET Rajendra Nagar

   Dr. Kanwaljeet Kaur, Senior Lecturer, DIET Darya Ganj
3. **EDUCATION AND SOCIETY**
   SOCIO- PHILOSOPHICAL PERSPECTIVES OF EDUCATION

   Dr. Nahar Singh, Reader,SCERT Delhi

   Sh. R. P. Verma, Retd. Principal ,DIET Karkardooma

   Dr. Lovely Puri, Senior Lecturer, DIET Rajendra Nagar

   Dr. B. N. Singh, Senior Lecturer, DIET Karkardooma

   Dr. Nirmal Bagga, Senior Lecturer, DIET, Moti Bagh

   Dr. K. S Srivastava, Lecturer DIET Keshav Puram

   Dr. K. N. Shastri, DIET Dilshad Garden

   Dr. Nebu Lal, Senior Lecturer,SCERT Delhi

   Dr. Ram Kishan, Senior Lecturer DIET Keshav Puram

   Dr. Neera Chetanlal, Senior Lecturer, DIET R.K Puram

   Dr. Ravinder Pal, Senior Lecturer, DIET Rajendra Nagar

   Dr. Sharda Kumari, Senior Lecturer, DIET R. K. Puram

   Dr. Kanwaljeet Kaur, Senior Lecturer, DIET Darya Ganj
4. **CURRICULUM, PEDAGOGY AND EVALUATION**

   Dr. Anil Teotia, Senior Lecturer, DIET Dilshad Garden

   Dr. Satnam Singh, Senior Lecturer, DIET Dilshad Garden

   Dr. R.K. Srivastava ,Lecturer, DIET Dilshad Garden

   Dr. B. K. Pal, Senior Lecturer, DIET Karkardooma

   Dr. Ravinder Pal, Senior Lecturer, DIET Rajendra Nagar

5. **SCHOOL LEADERSHIP AND MANAGEMENT**

Sh. Mohd. Zamir, Head SRSG, SCERT

Dr. Seema Srivastava, Senior Lecturer, DIET Moti Bagh

Ms. Meena Srivastava, Senior Lecturer, DIET, Moti Bagh

Dr. Rajshree Pradhan, Senior Lecturer, DIET Karkardooma

Dr. B. K. Kapoor, Senior Lecturer, DIET Dilshad Garden

Dr. Sangeeta Chaudhary, Senior Lecturer, DIET Rajendra Nagar

Dr. Nirmal Bagga, Senior Lecturer, DIET, Moti Bagh

Dr. Meena Sehrawat, Senior Lecturer, DIET, Ghuman Hera

6. **EDUCATIONALTECHNOLOGY**

Sh. V.K. Sodhi, Retd. Reader, SCERT

Dr. Rajesh Kumar,Principal, DIET Darya Ganj

Dr. Anamika Singh, Sr. Lecturer, DIET Moti Bagh

Ms. Suman Devi ,Senior Lecturer, DIET, Moti Bagh

7. **LANGUAGE EDUCATION (HINDI)**

Dr. Sneh Prabha, Principal, DIET, Karkardooma

Dr. Kumud Bhardwaj, Lecturer, DIET Dilshad Garden

Mrs. Sudha Arya, Senior Lecturer, DIET Darya Ganj

Dr. Surendra Pal, Lecturer, DIET Karkardooma

Dr. K. S. Srivastava, Lecturer, DIET Keshav Puram

Ms. Suman Devi, Senior Lecturer, DIET, Moti Bagh

Ms. Madhuri Arya, Lecturer DIET Keshav Puram

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13. SOCIALSTUDIES EDUCATION

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17. SCHOOL EXPERIENCE PROGRAMME(SEP)

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