

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.

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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.

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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 Commission 1952-53)
- 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*, Samina 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.

Anand Bhushan & Ahuja (1992), Educational Technology, Patiala: Bawa Publishers.

Joyce, Bruce and Marsha Weil (1985), Models of Teaching, New Delhi : Prentice Hall of India, 1985.

Mangal, S.K. (2002), Fundamental of Educational Technology, Ludhiana: Parkash Brothers.

Sharma, R.A. (2004-05) Educational Technology, Meerut: Modern Publishers, Singh, L.C., (2008), Micro teaching-Theory, Research and Practice, Agra : Bhargva Book House.

Naseema, C. & Alam, M.A. (2004), From Blackboard to the Web, New Delhi : Kanishka Publishers, Distributors, 2004.

Tiwari, M.D.(2001), Education and e-governance, Delhi : Macmillian, 2001.

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 पाठ्यक्रम 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, महत्व व रचना से परिचित हो जायेंगे ।
- समाहारात्मक सतत् मूल्यांकन की अवधारणा व महत्व पर चर्चा कर सकेंगे ।
- निदान व सुधार शिक्षण का आयोजन कर सकेंगे ।

इकाई 1: भाषा

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- 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 महत्त्व, व्याकरण-शिक्षण की विधियाँ।

इकाई 2 : भाषाशिक्षण

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- भाषा शिक्षण के उद्देश्य – कौशलात्मक, ज्ञानात्मक, विचारात्मक, भावात्मक, सराहनात्मक, अभिवृत्त्यात्मक, आकलनात्मक, तार्किक, तुलनात्मक, स्वाध्यायात्मक आदि
- भाषा कौशल
 - श्रवण-कौशल : अर्थ एवं महत्त्व, 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 महत्त्व, 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

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- 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

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- भाषा-शिक्षण में मूल्यांकन की आवश्यकता, महत्व व उद्देश्य
- सत्त एवं व्यापक मूल्यांकन
- भाषा-अधिगम की दृष्टि से सत्त 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

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- पाठ्य-सहगामी क्रियाओं की आवश्यकता एवं उपयोगिता

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

या

कक्षा-कार्य या इकाई-परीक्षा के आधार पर समस्या निदान व उपचार का कार्यक्रम 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 करें।

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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। ਜਿਹੇ 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 ਸਫਲ 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

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- 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

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- 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

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- (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

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- (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 ਸਫਲ 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-ਸ਼੍ਰੋਤ ਸਹਾਇਕ ਸਾਧਨ, ਪਾਠ ਸਹਗਾਮੀ ਕਿਰਿਆਵਾਂ

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- (i) ਦ੍ਰਿਸ਼ਟੀ-ਸ਼੍ਰੋਤ ਸਮੱਗਰੀ ਦੀ ਪਰਿਭਾਸ਼ਾ
- (ii) ਦ੍ਰਿਸ਼ਟੀ-ਸ਼੍ਰੋਤ ਸਮੱਗਰੀ ਦੀ ਜ਼ਰੂਰਤ ਦੇ ਮਹੱਤਵ
- (iii) ਦ੍ਰਿਸ਼ਟੀ-ਸ਼੍ਰੋਤ ਦੇ ਸਾਧਨ : ਬਲੈਕ-ਬੋਰਡ, ਚਾਰਟ, ਗਰਾਫ, 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।

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- 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 ਸਿੱਖਿਆ 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 ਕਹਾਣੀਆਂ 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 اول

نصاب کا جواز اور مقصد

کہا جاتا ہے کہ 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 ظاہر 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 جاسکتا ہے۔ دراصل فرس تا عرش پھیلے ہوئے علم کا وسیلہ زبان ہے۔ زبان کے بغیر کسی علم کی ترسیل و اشاعت ممکن ہی نہیں ہے۔ پورے نظام 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 طلباء 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 طلباء وہی سمجھیں جو وہ سمجھنا 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 چنگلی 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 و بصری امدادی اشیاء کے استعمال اور تشکیل سے روشناس کرانا۔

نمبر 15

اکائی : 1- زندگی میں زبان کی اہمیت

- اردو زبان کا ارتقاء اور نوعیت۔
- ابتدائی درجات میں زبان کی اہمیت۔
- اردو زبان کی ترکیب و ساخت صرف نحو (حروف کی آوازیں، حروف تہجی، الفاظ و جملوں کی ساخت)۔
- ابتدائی سطح پر اردو زبان کی تدریس کے مقاصد۔
- مجموعی بچوں کی تعلیم میں زبان کی اہمیت۔

نمبر 15

اکائی : 2- زبان کی مہارتیں

- عمدہ سماعت کے اوصاف سے واقفیت۔
- سماعت کی نشوونما اور اس کے وسائل۔
- سماعت میں نقائص کے وجوہ اور اسے دور کرنے کے طریقہ کار۔
- زبانی اظہار کا مفہوم اور اہمیت۔
- زبانی اظہار یا اچھی گفتگو کے اوصاف۔
- زبانی اظہار کے وسائل (تقریر، بحث و مباحثہ، ڈرامہ، نٹوٹا ٹک، 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 مطالعہ، مطالعہ زیر نگرانی، سرسری مطالعہ)۔

- تحریری صلاحیت کی نشوونما کی ترغیب۔
- تحریر کی ضرورت اور اہمیت۔
- تحریر کی نشوونما کے ذرائع (نقل نویسی، املا نویسی، ہراسلہ، مضمون نویسی، خلاصہ نویسی، تشریح و تصریح، سوال و جواب، 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، بڑکیر و تانیث۔ لفظ اور ان کے متضاد۔ واحد اور جمع الفاظ وغیرہ کی تدریس اور ان کے طریقہ کار۔

اکائی : 4- مشترکہ نصابی عمل، سمعی و بصری اشیائے معاون نمبر 15

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

- کم قیمتی اشیاء اور بیکارا اشیاء سے تیار کردہ معاون اشیاء۔
- سمعی و بصری معاون اشیاء کے استعمال کے طریقے۔

نمبر 15

اکائی : 5- مسلسل اور جامع تعین قدر

- مسلسل اور جامع تعین قدر کا مفہوم۔
- امتحان اور مسلسل و جامع تعین قدر میں فرق۔
- موضوعی و معروضی 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 اول

کل نمبر 25

مجوزہ عملی کام:-

- اردو حروف تہجی پڑھنی یا تصویر الہم 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 انہیں عمل میں لانے کی طریقوں کی بھی وضاحت کریں۔

یا

- ست 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
 2- لاہور۔ پاکستان بک ہاؤس
 3- تدریس اردو
 لاہور۔ اشرف اینڈ سنس
 4- تاریخ اور دہلی
 آزاد کتاب گھر
 5- اردو اور اس کا طریقہ تدریس
 کراچی رہبر پبلیشرز
 6- اردو زبان کی تدریس
 دہلی ترقی اردو بورڈ
 1- تاریخ ادب اردو
 لکھنؤ
 2- اردو تدریسیات
 لاہور۔ اردو سائنس بورڈ
 3- تدریس اردو
 اردو بازار کراچی، قمر کتاب گھر 59/21
- فارانی، سلیم (1973)
 حسین، احمد (1973)
 حسین اعجاز مختار
 حسین ساجد (1990)
 معین الدین (1983)
 سکسینا رام بابو
 دڑانی، عطش (1907)
 فتحپوری فرمان

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.

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Prepare two teaching aids for English language teaching.

OR

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

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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. Jaggard, 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.

- 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, 5th 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 130.