

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*, Samina 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.

Unit 5 Action Research

Marks 15

- Action research: concept, importance
- Teacher as a practitioner of action research
- Steps in action research
- Areas of action research at elementary level

4.0 Suggested Practicum

Marks 25

Choose a topic of your choice. Plan and teach through two different pedagogical approaches in the classroom. Reflect, analyse and compare the effectiveness of the approaches used.

OR

Construct a question paper in any one teaching subject at primary level comprising of at least twenty test items. Prepare a blue print giving objectives and difficulty level of each test item.

15

Study the records of five students in the SEP school and prepare a report on (a) the tools used for the preparation of these records and (b) what did you learn about the children from these records.

OR

Study supplementary material of any subject for class VII Establish the relationship between the supplementary material and the content from the textbook.

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5.0 Suggested Readings

Marland M (2002) *Craft of the Classroom: A Survival Guide Heinemann Educational*: Oxford: London.

Sylvia Ashton Warner (2004) *Adhyapak*, GranthShilpi: New Delhi.

Bill A (2001) *To Teach*, Billings Publishers: UK.

Garret, H.E. (1981) *Statistics in Psychology and Education*, Bombay: Vakils, Feffer and Simons.

Rao, V.K. (1999) *Handbook of Modern Methods of Teaching*, Delhi: Rajat Publications.

Sarangapani, Padma. (2003) *Construction of School Knowledge*. Sage : New Delhi

Donovan, M. S. and J. D. Bransford (ed.) (2005) *How students learn*. The National Academics Press: Washington DC

MHRD(1993) *Learning without burden*, Report of the National Advisory Committee, New Delhi

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

Course Code 204
School Leadership and Management

Maximum Marks 100 Theory 75 Practicum 25 Student Contact Hours 65

1.0 Rationale

For a prospective teacher, it is very important to have a reasonable understanding of school as a learning organization and its management as he/she is one of the most important stakeholders in all the spheres of schools. He/ She must not only understand his/her role as a teacher but also build his /her capacity as a leader in times to come so as to initiate and bring change for the desired learning outcome in school. For this purpose, the course on School Leadership and Management has been designed with specific reference to elementary education.

2.0 Objectives

This course seeks to facilitate the student teachers to

- familiarise with the structures and processes of the Indian Education System in general and of Delhi in particular.
- develop a basic understanding of school as learning organization and its management with specific reference to elementary education.
- understand different leadership styles and approaches.
- develop an understanding of the kind of leadership required for initiating and bringing desired change in a school.
- reflect on the concepts of Self Development, Professional Ethics and Accountability.
- develop an understanding of the skills of effective classroom management.
- learn how to develop and implement the institutional plan and school development plan.
- appreciate the importance of ICT enabled 'School Management Information system' (SMIS).
- engage with the community for the management and development of school.

3.0 Syllabus Outline

Unit 1 School Organization and Management

Marks 15

- School Organization: Concept of Organization and Institution; School as a learning organization.
- School Management: Meaning, objectives, functions and principles of management; Role and functions of Principal as a School Manager.
- Total Quality Management (TQM): Concept, need and elements; relevance of TQM in School; Challenges in applying TQM in school. Possible steps for implementation of TQM in schools.
- Management of School Education: Structure and processes at the centre, State and Local level
- Role of NCERT, SCERT, SIEMAT, DIET, DURC, BRC and CRC in providing resource support to schools
- Management of Elementary Education in Delhi: Structures, Processes (State Govt., Local Bodies : MCD, NDMC and Delhi Cantonment Board), Role and Responsibilities of educational functionaries working at different levels in different structures.

Unit 2 Self Management, Professional Ethics and Accountability

Marks 15

- Conflict Management: Value and Causes of Conflict; Managing Conflict in Classroom and School; Preventing Increasing Conflicts; Conflict Management Skills
- Stress Management: Symptoms, Causes and Remedies of Stress among Students, Teachers and Heads of Schools.
- Time Management: Concept and Importance, Identifying Time Wasters; Techniques for becoming an effective time manager in school.
- Professional Ethics: Meaning, Need and Importance, Professional Ethics for Teachers.
- Accountability: Meaning, Accountability of different stake holders in Education. teacher accountability towards one's profession, students and society.

Unit3 Classroom Management

Marks 15

- Classroom Management: Dimensions; Positive Classroom Management; Managing a Constructivist Classroom; Managing an Inclusive Classroom; Characteristics of a Good Classroom Manager; Management of Group and Individual learning situations; Management of overcrowded classroom.

- 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 महत्त्व

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- 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, अतिशयोक्ति, 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

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- 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 महत्त्व, 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

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- महत्त्व एवं प्रकार – तार्किक, समस्या, निदानात्मक, आलोचनात्मक, सृजनात्मक
- चिन्तन-कौशल विकास की विधियाँ – परिचर्चा, वादविवाद, प्रश्नोत्तर, संक्षेपण, पल्लवन, विश्लेषण, तुलना, दृष्टान्त, भूमिका निर्वहण, ब्रेन स्टार्मिंग, आत्मचिन्तन 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

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- 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

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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।

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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

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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 ਸਫਲ 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

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- 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 (ਸਿੱਖਿਆਦਾਇਕ), ਲੋਕ ਨਾਚ

2 . ਸਾਹਿਤ ਤੇ ਸਾਹਿਤ-ਰੂਪ

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- ਸਾਹਿਤ ਦੀ ਪਰਿਭਾਸ਼ਾ

ਪੰਜਾਬੀ ਸਾਹਿਤ ਰੂਪਾਂ ਦੀ ਸੰਖੇਪ ਜਾਣਕਾਰੀ

- ਚੋਣਵੇਂ ਪੰਜਾਬੀ ਸਾਹਿਤਕਾਰਾਂ ਬਾਰੇ ਸੰਖੇਪ ਜਾਣਕਾਰੀ

ਗੁਰੂ ਨਾਨਕ, ਭਾਈ ਗੁਰਦਾਸ, ਸ਼ੇਖ ਫਰੀਦ, ਬੁੱਲ੍ਹੇ ਸ਼ਾਹ, ਵਾਰਸ ਸ਼ਾਹ, ਭਾਈ ਵੀਰ ਸਿੰਘ, ਮੋਹਨ ਸਿੰਘ, ਅੰਮ੍ਰਿਤਾ ਪ੍ਰੀਤਮ, ਸ਼ਿਵ ਕੁਮਾਰ, ਗੁਰਬਖਸ਼ 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 ਵਿੱਚ ਬਾਲ-ਸਾਹਿਤ ਦੀ ਖੁੜ੍ਹ ਦੇ ਕਾਰਨ ਅਤੇ ਬਾਲ-ਸਾਹਿਤ ਸੰਬੰਧੀ ਕੁਝ ਸੁਝਾਅ

(iv) ਬਾਲ-ਪੁਸਤਕਾਂ ਅਤੇ ਬਾਲ-ਪੜ੍ਹਕਾਵਾਂ

3 . ਲੇਖ-ਰਚਨਾ

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(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

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(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

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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 لٹن سے پیدا ہوئی زبان ہے۔ اس کی صوتیات کا نظام حروف تہجی سے لے کر الفاظ اور جملوں کی ساخت، تہذیب و تہذیب اور واحد جمع کے اصول دوسری زبانوں سے کچھ مختلف ہیں اس لیے اردو تدریس کے دوران اردو زبان کی ان خصوصیات کو پیش نظر رکھنا ضروری ہے۔

زبان و ادب کی تعلیم شخصیت سازی کا زبردست وسیلہ ہے۔ زبان و ادب کے مطالعے سے طلباء کی اخلاقی قوتوں کی تربیت ہوتی ہے۔ ذہنی اور فکری قوتیں نشوونما پاتی ہیں اور اظہار ذات کا مضبوط وسیلہ حاصل ہوتا ہے۔ زبان کے ذریعے ہی طلباء 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 تعین قدر کے طریقوں سے واقف کرانا۔
- مسلسل اور جامع انداز قدر کے تصور کو واضح کرانا۔
- تشخیصی جانچ اور تدارک کی طریقہ کار سے واقف کرانا۔
- زبان کی تدریس میں عمل تحقیق کی اہمیت اور استعمال سے روشناس کرانا۔

نمبر 15

اکائی : 1- نصاب اور مادری زبان

- نصاب کا مفہوم۔
- اردو کے نصاب کی نوعیت
- ابتدائی درجات کی سطح پر دہلی کے اردو نصاب کا جائزہ
- مادری زبان کا مفہوم اور اہمیت۔
- ابتدائی سطح کے نصاب میں مادری زبان کا مقام۔
- اردو بحیثیت مادری زبان۔
- سہ لسانی فارمولہ۔ مفہوم اور اہمیت۔
- کسیر لسانیت کا تصور اور اہمیت۔
- قومی درسیات کا خاکہ 2005 اور زبان کی تدریس۔

نمبر 15

اکائی : 2- اردو ادب اور فروغ کے وسائل

- ادب کا مفہوم۔
- ادب کی اہمیت اور ضرورت۔
- اردو اکادمی رول اور اہمیت۔
- قومی ادارہ برائے فروغ اردو رول اور اہمیت۔
- غالب اکادمی رول اور اہمیت۔
- گیان پیٹھ اوارڈ
- بچوں کا ادب۔
- بچوں کے ادب کی اہمیت اور ضرورت۔
- عمر کی مختلف منزلوں پر بچوں کے ادب کی خصوصیات۔
- بچوں کی کتابیں و رسائل۔
- بچوں کے ادیب اور اشاعتی ادارے۔

نمبر 15

اکائی : 3 - نثر و نظم اور انشاء کی تدریس

- نثر کے منصوبہ سبق کی تیاری (مضمون، کہانی، ڈرامہ اور سوانح)۔

- نظم کے منصوبہ سبق کی تیاری۔
- انشاء کا مفہوم اور اہمیت۔
- درخواست و خط 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- تحصیل جانش، عملی تحقیق نمبر 15

- تشکیلی اور تکمیلی جانش۔
- تعین قدر کے اقسام۔
- زبانی اور تحریری امتحان۔ مختصر جواب کے سوالات، طویل جواب کے سوالات۔
- تحصیل جانش کے پرچے کی تیاری اور انتظام۔
- عملی تحقیق کا مفہوم۔
- عملی تحقیق کی ضرورت۔
- عملی تحقیق کا طریقہ کار۔

اکائی : 5- اردو زبان میں نئے ایام نمبر 15

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

ای۔ٹی۔ای، سال دوم

کل نمبر 25

مجوزہ عملی کام

— 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 :-

این۔سی۔ای۔آر۔ٹی	—	درسی کتابیں پنجم تا ہشتم
خان۔آر۔ایچ (1974)	—	اردو املا
خان۔آر۔ایچ (1993)	—	انشاء اور تلفظ
خان۔آر۔ایچ (1975)	—	اردو کیسے لکھیں
خان۔آر۔ایچ (1994)	—	عبارت کسے لکھیں
معین الدین	—	اردو زبان کی تدریس
Ryburn, W.H (1950)	—	ترقی اردو بورڈ۔ نئی دہلی
	—	Suggestion for the Teaching
	—	of Mother Tongue in India
	—	London Oxford University, Press
زیدی۔ خوشحال	—	اردو میں بچوں کا ادب
اعظمی۔ ضیاء الرحمن	—	اردو پڑھانے کا فن
	—	اعظم گڑھ شیلی 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) Sweekrat 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

Marks 10

- 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, Marie Deneck (1976): Indian Art. The Himalata Publication London.

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

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

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

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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.