

Course 101- Childhood and Development of Children

Maximum Marks: 100

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

Student Contact Hours: 140

Rationale and Aim

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

Specific Objectives

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

Unit 1: Perspectives in Development

20Hrs. 15 Marks

- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous/discontinuous; socio-cultural contexts influencing development

- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget

Unit 2: Physical - Motor Development

15Hrs. 10 Marks

- Growth and maturation
- Gross and fine motor development skills in infancy and preschool children
- Role of parents and teachers in providing opportunities for physical-motor development e.g. Play, activities etc.
- Educational implication of the knowledge of motor development

Unit 3: Social, Emotional and Moral Development

40 Hrs. 25 Marks

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

Unit 4: Childhood

15Hrs. 08 Marks

- Childhood as a modern construct: childhood in the context of poverty, globalization and adult culture
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context

Unit 5: Contexts of Socialization

20Hrs. 12 Marks

- Concept of socialization: family and adult-child relationships; parenting- Baumrind, child rearing practices
- Dealing with children: Separation from parents, children in crèches; children in orphanages
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence
- Social, economic and cultural differences in socialization: learning and behavioural difficulties; implications for inclusion

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

30 Hrs. 30 Marks

Suggested activities:

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

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

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

Mode of Transaction

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

Essential Readings

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

Readings for Discussion

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

Advanced readings

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

Course 102 - Education, Society, Curriculum and Learner

Maximum Marks: 100

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

Student Contact Hours: 140

Rationale and Aim:

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

Specific Objectives:

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

Unit 1: Philosophical Understanding of Education

30 Hrs. 18 Marks

- Exploring and inquiring into the nature and need of education in human societies
- Relationship between schooling and education and exploring various educative processes in human societies
- Understanding the basic assumptions about human nature, society, learning and aims of education
- Ancient Indian Vedic Philosophy of Education and Gurukul System
- Schooling and Education as visualized by different western and Indian thinkers: Rousseau, Dewey, Montessori, Gandhi, Tagore, Krishnamurti, Vivekanand, Gijubhai, Aurobindo and Maharishi Dayanand Saraswati

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

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

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

- Learning: concept and nature
- Learning, knowledge and skills: different ways of learning
- Meaning of teaching and its relationship with learning and learner
- Socialization and learning: understanding influences and factors that shape learner's identity
- Learners in Context: Situating learner in the socio political and cultural context

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

- Child's construction of knowledge: attaining knowledge through activity and experience
- 'Body of knowledge' and children's construction of knowledge
- Concepts of Belief, Information, Knowledge and Understanding
- Bodies of knowledge: different kinds of knowledge and their validation processes
- Processes and criteria for curriculum selection and construction
- Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks

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

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

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

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

Mode of Transaction

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

Essential Readings

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

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

CDs/DVDs for Discussion

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

Readings for Discussion

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

Advanced Readings

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

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

Maximum Marks: 100

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

Student Contact Hours: 140

Rationale and Aim

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

Specific Objectives:

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

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

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

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

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

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

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

experience; visualizing grouping of students

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

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

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

23 Hrs. 15 marks

Managing classroom learning:

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

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

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

Unit 3: Role of Assessment in Teaching and Learning

18 Hrs. 10 marks

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

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

- **Strategies for Assessment:**

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

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

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

23 Hrs. 15 marks

- **Managing and Using the School Library:**
Using library as a resource in planning for teaching; educating students to use the library for non-guided reading (for pleasure); guiding students to use the library as a resource for reference; critical review of current library practices
- **Use of Audio-visual Resources:**
Critical review of the impact of audio-visual media on students; strategies for using audio-visual media – films; documentaries in furthering learning
- **ICT in Teaching-Learning:**
Critical examination of the role of ICT in contemporary education;
Basics of Computer assisted Learning: Major components of Computers, basic Knowledge of computer operations, using computer as a strategy and source of Learning using various packages, doing project work on MS Word, preparing mark sheets and organizing data with the help of MS Excel, power-point presentation
Capacity development in use of ICTs: Accessing internet websites as a resource for upgrading content knowledge, social networks for interaction and sharing knowledge, ICT-based teaching-learning approaches in schools and teacher professional development

Unit 5: Action Research and its application

23 Hrs. 15 marks

- **Research:**
What is research, research in education, types of educational research, data collection and analysis, research design and report-writing?
- **Action Research:**
Action Research: definition, action research in education, characteristic, steps, merits and demerits, benefits of action research, myth, case study in action research

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

conducted on the topics from the above Units.

30 Hrs. 30 Marks

Modes of Transaction

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

Essential Readings

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

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

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

Readings for Discussion

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

Course 104 - Contemporary Indian Society

Maximum Marks: 100

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

Student Contact Hours: 140

Rationale and Aim

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

Specific Objectives

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

Unit 1: India: Emergence from the Freedom Struggle

14Hrs. 10 Marks

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

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

Unit 2: Constitution of India and Education

32Hrs. 20marks

- Constitutional vision of independent India: then and now
- Constitution and Education: Concurrent status of education
- Policies, Acts and Provisions related to education and children with special reference to their contexts (class, caste, tribe, religion, language and gender)
- Reservation as an egalitarian policy
- Equality and Justice in the Indian Constitution, differential school system and the idea of common neighborhood school

Unit 3: Democracy in India

32Hrs. 20 Marks

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

Unit 4: Indian Economy

32Hrs. 20Marks

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

➤ ***Internal Practicum marks will be awarded on the basis of Suggested Projects on Contemporary Indian issues given below:*** **30 Hrs. 30 Marks**

Suggested Projects:

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

Mode of Transaction

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

Essential Readings

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

Documentaries/ DVDs for Discussion

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

Readings for Discussion

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

Advanced Readings

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

Course 105 - Proficiency & Pedagogy of Mathematics

Maximum Marks: 100

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

Student Contact Hours: 140

Rationale and Aim

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

Specific Objectives

To help student-teachers:

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

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

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

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

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

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

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

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

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

Unit-4 Proficiency in Content of Primary Classes

30 Hrs. 20 Marks

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

Unit-5 Communicating Mathematics

20 hrs. 12 Marks

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

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

30 Hrs. 30 Marks

Mode of Transaction

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

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

Essential Readings

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

Readings for Discussion

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

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

Advanced Readings

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

Course 106- Proficiency & Pedagogy of Environmental Studies

Maximum Marks: 100

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

Student Contact Hours: 140

Rationale and Aim

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

Specific objectives

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

Unit 1: Concept of Environment Studies

22 Hrs. 15 Marks

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

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

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

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

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

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

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

Unit 5: Proficiency in Environmental Studies

24 Hrs. 16 Marks

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

I- My Family and My friend

II- Food

III- Flora and Fauna in Surrounding

IV-Water

V-Shelter

VI-Transportation and Communication

VII-Man Made Things in Surrounding

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

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

Essential Readings

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

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

Readings for Discussion

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

Advanced Readings

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

Course 107- Proficiency in English Language

Maximum Marks: 100

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

Student Contact Hours: 140

Rationale and Aim

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

Specific Objectives

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

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

18 Hrs.12 Marks

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

Unit 2: Listening and Speaking

18 Hrs.12 Marks

Developing/Improving listening and speaking skills

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

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

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

Teaching Listening and speaking skills

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

Unit 3: Reading

15 Hrs. 10 Marks

Acquisition of reading skill

- Reading with comprehension
- Inferences, analysis and extrapolation
- Reading strategies including word-attack strategies
- Discourse analysis
- Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet
- Using ideas of literary terms i.e. simile, metaphor, alliteration, paradox, irony and satire to analyse chapters from textbooks

Teaching Reading Skills

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

Unit 4: Writing

15 Hrs. 10 Marks

Improving Writing skill

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

Teaching Writing skills

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

Unit 5: Grammar

30 Hrs. 18 Marks

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

Unit 6: Text analysis and lesson planning

14 Hrs. 8 Marks

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

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

30 Hrs. 30 Marks

Mode of Transaction

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

Essential Readings

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

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

Advanced Readings

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

Course 108- Proficiency in Hindi Language

अधिकतम अंक : 100

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

अध्यापन घंटे :140

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

उद्देश्य:-

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

इकाई -1. भाषा शिक्षण

26 घंटे, 15 अंक

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

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

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

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

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

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

इकाई -2. व्याकरण शिक्षण

26 घंटे, 17 अंक

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

इकाई -3. रचना शिक्षण

17 घंटे, 12 अंक

रचना का अर्थ, महत्त्व, उद्देश्य एवं विधियाँ

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

इकाई -4. साहित्यिक विधाओं का परिचय

15 घंटे, 10 अंक

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

इकाई -5. हिन्दी पाठ्यपुस्तक का विशद् अनुशीलन एवं पाठयोजना

26 घंटे, 16 अंक

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

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

30 घंटे, 30 अंक

पठन हेतु संदर्भित पुस्तकें

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

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

Course-109 Proficiency in Urdu Language

Maximum Marks : 100

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

Student Contact Hours : 140

نصاب کا جواز اور مقصد

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

عمومی مقاصد

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

Hours: 34, Marks: 22

یونٹ 1: اردو زبان کی تدریس اور مہارتیں

اردو زبان کا تعارف، ارتقاء، نوعیت اور خصوصیات۔

اردو رسم الخط کی ابتداء اور اس کا ارتقاء۔

زبان کی مہارتیں: - سننا، بولنا، پڑھنا اور لکھنا۔

سننے کی مہارت :- تعریف، مقصد، اہمیت، عمدہ سماعت کے اوصاف سے واقفیت

سماعت کی نشوونما اور اس کے وسائل۔

سننے کی مہارت کے نقائص، نقائص کی وجوہات اور ان کو دور کرنے کے طریقے۔

بولنے کی مہارت :- تعریف، اہمیت، مقصد اور طریقے۔

اچھی گفتگو کے اوصاف، تلفظ، لب و لہجہ، روانی آواز کا اتار چڑھاؤ۔

زبانی اظہار کے وسائل :- سوال و جواب، تصویر دیکھ کر کہانی، تذکرہ حادثہ، کہانی کہنا، تقریر، اخباری، مکالمہ، پہیلیاں، لطیفے وغیرہ۔

بات چیت کے نقائص اور ان کا تدارک۔

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

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

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

Hours: 18, Marks: 12

یونٹ 2 - قواعد صرف و نحو اور ان کی تدریس -

اردو میں قواعد کی تدریس اور ان کی اہمیت، اردو زبان کے ارتقاء میں قواعد کی اہمیت۔
قواعد کے اجزاء - صرف و نحو، قواعد کا وسیع تصور، روزمرہ کی زبان میں صرف و نحو کا خیال۔
حروف تہجی: تعریف، اقسام، بناوٹ اور مخارج۔

لفظ - تعریف، اقسام، جملوں میں ان کا مقام، سابقے اور لاحقے، ان کی مدد سے الفاظ کی تعمیر۔
جملہ - تعریف، اقسام، اس کے اجزاء، حروف جار کا استعمال، زمانہ اور اس کے اقسام اور رموز و اوقاف کا استعمال۔
اسم، ضمیر، صفت، تذكیر و تانیث، متضاد الفاظ، واحد و جمع۔
اردو قواعد کا عملی کام۔

Hours: 12, Marks: 07

یونٹ 3 - مختلف تخلیقات کی تعلیم

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

Hours: 34, Marks: 22

یونٹ 4: بلوہی اصناف کا تعارف

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

Hours: 12, Marks: 07

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

درجہ اول تا پانچ کی اردو کی کتابوں کا مطالعہ اور ان کی تدریس۔

درسی کتب میں شامل مختلف قسم کے نثری مضامین کا منصوبہ سبق تیار کرنا۔
نصاب میں شامل مختلف قسم کی نظموں پر دلچسپ انداز میں سبق کا منصوبہ بنانا۔

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

Hours: 30, Marks: 30

مجوزہ عملی کام

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

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

Course 110- Proficiency in Punjabi Language

ਅਧਿਕਤਮ ਅੰਕ :100

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

ਅਧਿਆਪਨ ਘੰਟੇ :140

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

ਉਦੇਸ਼ :

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

ਯੂਨਿਟ 1: ਭਾਸ਼ਾ ਸਿੱਖਿਆ

25 ਘੰਟੇ , 16 ਅੰਕ

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

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

ਯੂਨਿਟ 2 : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਕਰਨ

18 ਘੰਟੇ , 12 ਅੰਕ

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

ਯੂਨਿਟ 3 : ਭਾਸ਼ਾ ਕੌਸ਼ਲ

22 ਘੰਟੇ , 14 ਅੰਕ

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

ਯੂਨਿਟ 4 : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ

30 ਘੰਟੇ , 18 ਅੰਕ

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

ਯੂਨਿਟ 5 : ਦ੍ਰਿਸ਼ਟੀ ਸ਼੍ਰੋਤ ਸਹਾਇਕ ਸਾਧਨ ਤੇ ਪਾਠ ਸਹਾਇਕ ਸਮੱਗਰੀ

15 ਘੰਟੇ , 10 ਅੰਕ

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

ਪ੍ਰਯੋਗਾਤਮਕ ਪ੍ਰੀਖਿਆ

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

30 ਘੰਟੇ 30 ਅੰਕ

ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ

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

ਪੜ੍ਹਨ ਲਈ ਸਹਾਇਕ ਪੁਸਤਕਾਂ

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ਰਸਾਲੇ ਅਤੇ ਮੈਗਜ਼ੀਨਾਂ

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

ਪੰਖੜੀਆਂ, ਪੰਜਾਬ ਸਕੂਲ ਸਿੱਖਿਆ ਬੋਰਡ, ਮੋਹਾਲੀ, ਮਾਸਿਕ।

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

Course 151- Children's Physical and Emotional Health

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

Rationale and Aim

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

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

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

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

Specific Objectives

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

Unit 1: Understanding Health and Well- Being

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

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

Unit 2: Understanding Children's Health Needs

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

- Understanding emotional health- self reflective journey
- Emotional health- physical health- cognition linkages
- School practices and what these do to a child's emotional well-being
- Reciprocal linkage between health and education
- Childhood health concerns, hunger and malnutrition- meaning and measures and country/state data
- Morbidity Mapping- Methods, observation, daily notes
- Methods to understand children's health perceptions and self assessment of health

Suggested Project Topics/Themes

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

Essential Readings

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

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

Readings for Discussion

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

Advanced Readings for Faculty:

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

Course SIP I- School Internship Programme

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

Rationale and Aim:

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

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

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

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

Specific objectives:

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

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

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

Process of School Internship Programme

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

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

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

Activities during School Internship Programme

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

1. School Mapping and Profiling

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

I. School Profile

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

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

II. School Observation Report:

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

2. Critical Analysis of textbook

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

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

3. Understanding Functioning and Pedagogy of Special Type of School

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

Evaluation of Student-Teachers

Weightage to be assigned for documents submitted by student teachers.

Weightage to different activities

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

Weightage for Evaluators

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

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

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

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

Process of Internal Evaluation

TEI Faculty- 25 Marks

It includes

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

Mentor- 25 Marks

- School Profile
- School Observation Report

Process of External Evaluation- 50 Marks

It includes

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