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


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 dабba*, *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**


Readings for Discussion


Advanced readings

Course 102 - Education, Society, Curriculum and Learner

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
• 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


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**

Advanced Readings


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


12. Articles from Magazines and Journals for Teachers:


14. *Journal of Krishnamurti Schools* (available online)


16. *Sandarbha*: Journal from Eklavya, Madhya Pradesh


Readings for Discussion
Course 104 - Contemporary Indian Society

**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

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)
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
   Delhi: Granth Shilpi
   Vimarsh, Vol. 1

Advanced Readings
   Economic Zones Issue).
   Chapter 5: Caste inequalities in India Today.
   Economic and Political Weekly, 27, 3175-3180.
   Foundation. Chapter 1: Indian Economy at independence.
   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.
   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, \textit{rangoli}, \textit{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

\textbf{Unit-1 Perspective about Mathematical Knowledge} \hspace{1cm} \text{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 background of children on Mathematical Knowledge, Community Mathematics

\textbf{Unit-2 Children’s Conceptualization of Mathematics} \hspace{1cm} \text{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

\textbf{Unit-3 Aspect of Teaching Mathematics} \hspace{1cm} \text{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
4. Post, Thomas, R. (1992) Teaching Mathematics in Grades K-8, Research-
   Based Methods. California: Allyn and Bacon, Chapters 1, 4, 5, & 6.
   London Chapter 3: The formation of Mathematical Concepts, pp 49-71
   Chapter 4: The Construction of Mathematical Knowledge,pp 72-89 Chapter 5:
   http://gyanpedia.in/tft/Resources/books/rompinginnumberlandeng.pdf
7. Srinivasan P K Number Fun With a Calendar, Arvind Gupta's toys book

Readings for Discussion
   Saxe & M. Gearhart (ed) Children’s mathematics. New Directions for Child
2. IGNOU, AMT – 01 Teaching of Primary School Mathematics. IGNOU: New
   Delhi
3. IGNOU, LMT – 01, Learning Mathematics. IGNOU: New Delhi

**Advanced Readings**

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
3. SCERT Haryana, Gurugram,(2016). Syllabus for Elementary Classes
4. CISCE Curriculum for Elementary Classes Vol.II, New Delhi
7. Seminar Proceedings Seminar on EVS organized by Vidya Bhawan,Udaipur 1995/96
13. EVS textbooks “Jharokha” series prepared by SCERT, Haryana, Gurugram for class III-V (2016)

Readings for Discussion
2. Centre for Science and Environment, Citizen’s Reports, New Delhi. especially the 2nd Report.
Advanced Readings


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.
Course 107- Proficiency in English Language

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

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

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 (stokes 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
10. Thomson & Martinet: English Grammar

Advanced Readings

Course 108- Proficiency in Hindi Language

अधिकतम अंक : 100
सैद्धांतिक (वाण्य) : 70, प्रयोगात्मक (आंतरिक) : 30
अध्यापन घंटे : 140

डीएपीएच्छ कोर्स का मुख्य उद्देश्य छात्राध्यापकों का सर्वगीत विकास करने के साथ-साथ उनमें समाज तथा विद्यालयों के प्रति अपने दायित्व का सही निर्वाह करने की योग्यता का विकास करना है। इसके साथ ही उनमें चार्टिस्क गुणों का विकास करते हुए उन्हें समाज में पर्यावरण के प्रति जागरूक करना है ताकि वे जीवन में आने वाली समस्याओं का अपने विचार से सही निर्णय लेने में सक्षम हो सकें। इस कोर्स के माध्यम से उनमें सुझन कौशल का विकास करते हुए दूसरों के विचारों को समझ कर सही अर्थ ग्रहण करने की क्षमता तथा अपने विचारों के साथक अभिव्यक्ति करने की क्षमता का विकास करना है।

उद्देश्य—

- मातृभाषा के शुद्ध उच्चारण तथा शुद्ध वर्तनी घोषितों से परिचित करना।
- मातृभाषा शिक्षण के स्तर को समुच्चय करने के लिए भाषिक एवं साहित्यिक ज्ञान से परिचित करना।
- 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।
- सीन्द्रिय शोध, विषय एवं सर्जनात्मक योग्यता विकसित करना।
- पदन, श्रवण, कथन एवं लेख कौशल की योग्यता विकसित करना।
- आदर्श पाठयोजना निर्माण करने की योग्यता विकसित करना।
- शब्द भण्डार में वृद्धि करना।

इकाई -1. भाषा शिक्षण

- भाषा का अर्थ, प्रकृति, विभिन्न रूप एवं विशेषताएँ
- हिंदी भाषा का स्रोत, विकास एवं महत्त
- देवनागरी लिपि का स्रोत, विकास एवं विशेषताएँ
- भाषागीत कौशल - सुनना, बोलना, पढ़ना, लिखना
- श्रवण कौशल - श्रवण का अर्थ एवं महत्त, सुनना, विभिन्न श्रवण दौष के कारण एवं सुधार।
- वाचन कौशल - वाचन का अर्थ, महत्त, उद्देश्य, विधियाँ, विभिन्न सोपान जैसे - दादा सिंह, तेलीपोंड, ब्लूनार्ड, कहानी कहना, अभाषण, समाचार वाचन, टेलीफोन वार्ता एवं एकांकी/ नाटक आदि।
- पढ़न कौशल - पढ़न का अर्थ, महत्त, विभिन्न सोपान, प्रकार तथा पढ़न कौशल की विधियाँ आदि।
- लेखन कौशल - लेखन का अर्थ, आवश्यकता एवं महत्त, लेखन की विधियाँ।
- लेखन के विभिन्न सोपान जैसे - अनुलेख, श्रुतलेख, सुलेख, स्थामपड़लेख आदि लेखन दौष के कारण एवं निवारण एवं वर्तनी के दौष एवं सुधार।
इकाई - 2. व्याकरण शिक्षण

- 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

रचना का अर्थ, महत्त्व, उद्देश्य एवं विधियाँ
रचना के लिखित रूप जैसे - पत्र, निबंध, अनुच्छेद, कहानी, संवाद, सार संक्षेपण, संस्मरण, एकांकी नाटक एवं रिपोर्ट लेखन आदि।

इकाई - 4. साहित्यिक विधाओं का परिचय

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

इकाई - 5. हिन्दी पाद्यपुस्तक का विशाल अनुशीलन एवं पाठयोजना

कक्षा 1 से 5 की पाद्यपुस्तकों का अध्ययन व शिक्षण। गद्दी, पद्धार एवं व्याकरण की पाठयोजना का निर्माण व सूचनाशिक्षण।

> आंतरिक प्रायोगिक मूल्यांकन के अंक उपयुक्त इकाइयों पर आधारित क्रियाकलापों के अनुसार निर्धारित हैं।

पठन हेतु संदर्भित पुस्तकें

- उदयवीर सख्सेना, विनोद पुस्तक मंदिर, आगरा-हिन्दी शिक्षण
- शारदा प्रकाशन, नई दिल्ली-हिन्दी व्याकरण
- पांडे राम शुक्ल, विनोद पुस्तक मंदिर, आगरा-हिन्दी शिक्षण
- उमा मंगल, आगरा पुस्तक भण्डार - हिन्दी शिक्षण
- केशव प्रसाद, धनपत राय एंड संस, दिल्ली - हिन्दी भाषा शिक्षण
- भोला नाथ तिवारी, लिपि प्रकाशन नई दिल्ली - हिन्दी भाषा शिक्षण
- क्षेत्रीय के., विनोद पुस्तक मंदिर, आगरा - मैथी भाषा शिक्षण
- रविकुल चौधरी व अन.सी.ई.आर.टी. नई दिल्ली - मानवभाषा हिन्दी
- डॉ. हरदेव बाहरी किताब महल - हिन्दी उद्भव, विकास और रूप
- डॉ. जयनरायण 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

D.EL.Ed.

مقصد ہے کہ کے خاص مقصد کو تربیتی اور اسکولی معاشرہ اور ورکشپ میں معاشرہ اور اسکولی کے لیے ایسے داریاں کو

اگر کسی بھی اس کی تعلیم کی ضرورت اور اس کی تعلیم کی ضرورت کا جواب اور اس کے جواب اور اس کی حمایت

عمومی مقاصد

1. کسی بھی دوبارہ اور دوبارہ پڑھنے کی ضرورت کی ضرورت سے متعاقب کرنا۔
2. اس کے بارے میں خوبصورتی کو وضاحت کرنا۔
3. اس کی تعلیم کے قانونیاتی نظارت کو وضاحت کرنا۔
4. اس کی تعلیم کے شرکت کی ذکر کرنا۔
5. اس کی تعلیم کی اہمیت کو وضاحت کرنا۔
6. اس کی تعلیم کے ذریعہ کی اہمیت کو وضاحت کرنا。

Hours: 34, Marks: 22

پڑھنے کے مقاصد

1. مفت دروس پر دوبارہ اور دوبارہ پڑھنے کی ضرورت سے متعاقب کرنا۔
2. دروس پر دوبارہ اور دوبارہ پڑھنے کی ضرورت سے متعاقب کرنا۔
3. دروس پر دوبارہ اور دوبارہ پڑھنے کی ضرورت سے متعاقب کرنا。
4. دروس پر دوبارہ اور دوبارہ پڑھنے کی ضرورت سے متعاقب کرنا。
5. دروس پر دوبارہ اور دوبارہ پڑھنے کی ضرورت سے متعاقب کرنا。
6. دروس پر دوبارہ اور دوبارہ پڑھنے کی ضرورت سے متعاقب کرنا。

پڑھنے کے نقائص، نقصان

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پڑھنے کے مقاصد

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5. دوبارہ اور دوبارہ پڑherent
یقےطر کے مطالعہ، مطالعہ زیر نگرا نی، سرسری مطالعہ و غیرہ۔ بلند خوا نی، خاموس لکھنا بہتری کی مہاز ب۔
تحریر کی تعریف، ضروریہ، اہمیت و از تقاء۔
تحریری صلاحیت کے ذخائر کی تعریف، ضروریہ، اہمیت و از تقاء۔

یونٹ 2 - قوا عد صرف و نحو اور تکفیر جیسے

اردو میں قوا عد کی تدزیس، اور قوا عد کی اہمیت، اور قوا عد کے از تقاء میں قوا عد کی اہمیت۔

یونٹ 3 - مختلف کی تعریف، اقساخ، مقصد و طریقے۔

تخلیق کی تعریف، اقساخ، مقصد و طریقے۔ خیال و تصور، روز مرکزی زبانے میں صرف و ترازو خیال۔

یونٹ 4 - نظم

نظم، تعریف، اقساخ، نظم، غزل، قطعہ، قصیدہ، مرثیہ مخمس، مسدس و غیرہ کی تعریف، اور تکنیکی نظم، نثری اصناف کی کتابیں۔

یونٹ 5 - لفظ، جملہ

لفظ، تعریف، اقساخ، جملون میں کا مقاخ، ساہی قے اور لاحقے۔ لفظ کی تعمیر۔

جملہ، تعریف، اقساخ، جملے کے اجزا، حروف جائز کا استعمال، زمرہ اور واٹرا کا استعمال۔

اصل، ضمیر، صفت، کیر و بانتی ت، متضاذا لفاظ، و حد و جمع۔

یونٹ 6 - اعلیاء کتاب کا قدارث

اصل، تعارف، اقساخ

اصل، تعریف، اقساخ، تخلیق، تقید، اہمیت، مصوبہ

جوہر اور تکنیکی تعریف اور از تقاء کی تعریف

یونٹ 7 - ذاریہات کی تعلیم

ذاریہات کی تعلیم، مطالعہ و عملی کاخ

ذاریہات کی تعلیم، ذاریہات کی کتابی مشق و عملی کاخ پر مشتمل منصوبہ۔

ذاریہات میں سے مختلف قسم کے نثری مضامین کے منصوبہ بنایا جاتا ہے۔

طالبین کی ذاریہات کی تعلیم، مطالعہ و عملی کاخ پر مشتمل منصوبہ بنایا جاتا ہے۔
لئے اوردو کے صفحے تیار کے لئے مذکور زیر میں معلومات پر ہوا خیال کی جانے چاہئے اس کی کوشش کی جانے چاہئے۔

کسی خاص موضوع پر ماکر بھی جیسے تیار کہا جا سکتا ہے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

یہ عامہ میں کام

اہم خواہد کیہ ہے کہ اوردو کے ذریعے تیار کہا جا سکتا ہے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

مختصر مگر جامع منصوبہ ہے۔

کسی مخصوص موضوع پر ماکر بھی جیسے تیار کہا جا سکتا ہے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

ذیلی طور پر، مذکور کے کیے کہ یہ کیا تیار کہا جا سکتا ہے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

ہOURS: 30, MARKS: 30

اکثریہ پہچان کیے متعلق ان صفحات پر مبنی تصویر لئےیہ پیش کردی جانے چاہئے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

متعلقہ موضوعات

متعلقہ موضوعات

اہم ویسے کہ ان موضوعات پر مبنی تصویر لئےیہ پیش کردی جانے چاہئے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

کیا آپ کیسے پڑھائیں ؟

مخصوص موضوعات پر مبنی تصویر لئےیہ پیش کردی جانے چاہئے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

مخصوص موضوعات پر مبنی تصویر لئےیہ پیش کردی جانے چاہئے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

کیا آپ کیسے لکھیں ؟

مخصوص موضوعات پر مبنی تصویر لئےیہ پیش کردی جانے چاہئے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

مخصوص موضوعات پر مبنی تصویر لئےیہ پیش کردی جانے چاہئے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

کیا آپ کیسے سیکھیں؟

مخصوص موضوعات پر مبنی تصویر لئےیہ پیش کردی جانے چاہئے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

مخصوص موضوعات پر مبنی تصویر لئےیہ پیش کردی جانے چاہئے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

کیا آپ کیسے تدریس کیے؟

مخصوص موضوعات پر مبنی تصویر لئےیہ پیش کردی جانے چاہئے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔

مخصوص موضوعات پر مبنی تصویر لئےیہ پیش کردی جانے چاہئے اور لکھی جس مقام پر کسی سے منصوبہ ہو جاتا ہے جس مقام پر کسی سے منصوبہ ہو جاتا ہے۔
Course 110- Proficiency in Punjabi Language

अधिवधारण : 100
मिनिमम (धारत) : 70, पूर्वाञ्चल (अंतरराष्ट्रीय) : 30
अधिकारी बंटन : 140

महत्व महानिव तील वे। महत्व रज ठिम दी अटेट मांड वे। महत्व रज ठिम पहुँच अठे ठिम मांड वे भेजे हुए विभाग वव लागे ठिम हुए वेली दा महत्व हेटा जैसा वैसा वे। वेली वदी ठिम में रज ठिम पहुँच-रहते वरुण है। ठिम देते सीधे दिस महत्व बेलबार, घाट, सहस्र, सिंही-पंडुली भरि मारे माग़ महानिव भेल-भिलाप ठाटी दवड़े दिस आदिये दह। भांग वेली वदी बाह्य की महत्व रज मांड ठिम एली उन्ही वे। ठिम हूँ महत्व आजसमं की महत्व हेटा दा भेज लेंगा वैसा। महत्व वीडी-विभाग ती महत्व की महत्व उन्ही वे। वज्ह, वल, मारियां, लेग-बीड़, बुंदलबां दे मिलानिव उद हुसारी पहुँच भाँग वेली वदी वनी सी ठिम है। ठिम लाटी वामा दे अधिकारी ठी वामा दा विभाग अठे ठिम वामी मिलानिव वेंग रही बाह्य है। ठिम विभागी पहुँच वर्षेवे वामा अधिकारी अपड़े मिलानिवीं और वामा दी महल रहुड़े दे वेंग गरा वबन है।

प्रश्न :
1. मिलानिवीं मलानी वामा हुँ मूड, बेलट, भुरुँ दे विभाग दा पहुँची अधिकारी वबन वर्षेवे।
2. मिलानिवीं रंग-रंग मलानिव बुंदे दी मार-बुंदे दे ठिम दी की अधिकारी दिसीं अठे उल्लोँ दी दवड़े दे मवर्तो।
3. मिलानिवीं मिलानिव उदबां दे विभाग लाटी वदीया, वदीया अविर दा अधिकारी वबन वर्षेवे।
4. मिलानिवीं पाठ दे अंड दिस अठे मारे पाठ-बुंदे दे अंड दिस माल महलवट वव दे वेंग दे मवर्तो।
5. मिलानिवीं चंडीया मारियां मिलानिव विभाग दी पहुँची दा मवर्त दे वेंग दे मवर्तो।
6. मिलानिवीं बलसिंह दिस मवर्त वदीया अठे माल-अधिकारी दे पुरूर्ते ही तुरी ठेटा दा मवर्तो।
7. मिलानिवीं अपड़े अधिकारी अपल दिस रंग-रंग अधिकारी दिसीं वनी चंडिया अठे मुख मुख वलुँ-वलुँ देंग दा मवर्तो।
8. मिलानिवीं विभागी दे मवर्त-बुंदे दिस दिस दा मवर्त दे वेंग दे मवर्तो।
9. मिलानिवीं चंडिया दुः मिलानिव लाटी मारियां महानिव विभाग दा मवर्तो।

प्रश्न 1: वामा मिलानिव
25 बेते, 16 अंब
• वामा दा मार, महिमां, कुंडी, मधु मलानिव जद माल मलानि दे मानिव मिलानिव दिस वेंग कोलफार, वामा दे मार-मार, मार-मार दी मिलानिव दे मूर्ति महानिव मिलानिव कोलफार
• वेली वामा दा मार उप दे मिलानिव
• वेली वामा दीया मूर्ति मिलानिव जद मलानिव
• वेली वामा दीया मिलानिव जद मलानिव जद मिलानिव
• वेली वामा दीया मिलानिव जद मिलानिव जद मिलानिव
• गुलामी लिखित :- नाम, दिवास, दिशेम्यवर्ग, गुलामी लिखित व प्रत्यक्ष रास, गुलामी लिखित के
  एहसासी लिखित द अंशन।

पृष्ठ 2 : पैरागी बाइ विश्वस्त 18 भेंटे , 12 अंब
• दृश्य वेय :- मध्य देश विभाग, अध्याय, तालाब, सन्धि-माधुर, लक्ष्य, टूड अंपाः।
• मध्य वेय :- पुल मारकू, भुजो में उभय मारक, सेमी देस हिसेमी मारक, मधमी मारक,
  अंबुड़ देस विहेंड।
• दृश्य वेय :- अवध, विविधम देस पुराण।
• विशेषकर देस दुंड :- तन्द, ववसं, दिशेम्य, विशेष, विशेष-दिशेम्य, संयोग, धेन,
  विशेषकर बिले विशेषम सिंह।
• अवध वेय :- विविधम, पूर्ण-अवध मारक, मधमी मारक, विविधीमारक मारक, विविध मारक
  से वों दिश मारक, भुजो में अपे अथवा।

पृष्ठ 3 : काम पैवकृ 22 भेंटे , 14 अंब
• तेरे द्वारी वैमाण :- महत, वर्लड, हतुट, विजल।
• महत सी महीशा :- अमा वगी, अवधारण वगी, अदुह वगी।
• वसल सी महीशा :- रेंधर रत, शमश रत, अदुह दस रत।
• महत व्रिहीरि :- मेनिम, विदीमा ( हूरी महत के मेनिम वद), वल वालवा दिंश पुढ़त सी
  पृष्ठी दैर दसल, हरम दिंश वहुले दे वाच में व्रिहीरि।
• लेख उदर :- लेख उदर दे महत, लेख व्रिहीरि सी विभाजी, लेख उदर व्रिहीरि दे दंग, महत लेख।

पृष्ठ 4 : पैरागी बामा अविभाज 30 भेंटे , 18 अंब
• पैरागी बामा दे अविभाज द भावों
• पैरागी अविभाज पी द्वारी वही :- पाठ-पेईल, बैली पाठ-पेईल दे गुट
• वरिह :-वरिहा वठल दे महत, वरिहा वधूड़ीदे मध्य दंग, वरिहा दे दंग दिंशा भाव
• वारी :- वारी सी अवध, विविधम, वारी महत्तूड़ी सी बल, पुरृषिमा दे वरिहा दे
  वारी महत्तूड़ी दी विभाजी।
• दरट :- दरट दे महत, विविधम दे दरट बल वहे मेंसेद दरटवारी।
• पैरागी बामा दे अविभाज दीमां मचीमां।

पृष्ठ 5 : दिस्ती मोड मारविव मारह दे बठ भाविव मंगली 15 भेंटे , 10 अंब
• दिस्ती मोड मंगली (Audio Visual Aid) दी पतविशा, मदुड़ दे भावह।
• दिस्ती मोड़ दे मारह :- सिमै-सेवट, सबट, दामेड, ऩुद, धेन, धेन, दीस्तीमि,
  लेक्वेल, देन्मील, दिशेम्यदुट, अध्याय देस वामसे।
• पैरागी अविभाज पृष्ठीव में दुप हिंद निंदे, निखिलव दावतचां, भेड्य दुडिबिलिउ, मदुड़
  मंगल मारह।
पुजेगांवाल ध्वनिता

> आवेदन पुजेगांवाल ध्वनिता के संबंध विभिन्न तिथियों के अनुसार विभिन्न कल्पना के आधार में विभिन्न दिनांक दिए गए।

30 जुलाई 30 अगस्त

प्रवेश दौर 3 घंटे दिनांक

- दरबार समिति द्वारा मैं पुजेगांवाल ध्वनिता को नियमित रूप से दिनांकित किया।
- विधि-वाद द्वारा किसी भी पुजेगांवाल ध्वनिता की रैली के लिए ध्वनिता का नियमित भोजन दी।
- ध्वनि-ध्वनिता के सम्बन्ध में ध्वनिता का नियमित प्रयोग और रूपांतरण किया।
- दरबार ध्वनि द्वारा नियमित प्रयोग में ध्वनिता का नियमित प्रयोग दिया।
- अनुमोदन द्वारा तत्कालीन तौर पर मैंने ध्वनिता का नियमित प्रयोग किया।
- पन्नपुष्टि की शैक्षणिक महत्व के लिए ध्वनिता का नियमित प्रयोग किया।
- भट्टेश्वरी के नियमित प्रयोग दिया।
उमके श्रे भैजनीलों
पूजितकी मिशिला , धंसाग महुल मिशिला ढंडड , मेंगली , महिला।
पैंबलीमा, धंसाग महुल मिशिला ढंडड, मेंगली, महिला।
कलामिक भरा, हिंदीमा बत्ताइला, भविलुल, धंसाग, दुभीमिल।
Course 151- Children’s Physical and Emotional Health

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

Rationale and Aim

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

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

It is important to see the role of the teacher as one that includes within it the perspective of a health worker. This does not in any way mean an additional workload. However we see this as inherent in her work itself. Here there is a clear overlap of ideas with the course on Child Studies. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio-economic
background. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense. Instead of speaking of teacher attitudes alone, the course gives student-teachers a chance to understand unequal and multiple kinds of childhood that children experience.

**Specific Objectives**

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

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

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

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

**Unit 2: Understanding Children’s Health Needs**

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

- Understanding emotional health- self reflective journey
- Emotional health- physical health- cognition linkages
- School practices and what these do to a child’s emotional well-being
- Reciprocal linkage between health and education
- Childhood health concerns, hunger and malnutrition- meaning and measures and country/state data
- Morbidity Mapping- Methods, observation, daily notes
- Methods to understand children’s health perceptions and self assessment of health
Unit 3: Health of Children in the Context of School 13 Hrs. 13 Marks (05 External + 08 Internal)

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

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

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

Practical Work based on Unit 1, 2, 3, and 4: The practical work is visualized through integration with School Exposure Programme (SIP-I). This involves discussion, guidance and inputs to undertake these projects before the SIP-I and is followed by reflective sessions where students share their projects after SIP-I. These post SIP-I sessions are to be organized in a workshop mode with a stress on collective reflection and discussion. Given below are some themes/ideas for projects and these topics are allocated across the students. As mentioned above before going for the SIP-I, sessions are held discussing the idea and rationale behind each theme and learning/developing appropriate research methods and tools. Each student prepares a project plan inclusive of tools before going for the SIP-I.

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

1. The exercise undertaken in the School Exposure Programme (SIP-I), of making a profile of a child and understanding his/her social context during the internship needs to also connect to the health of the child and understanding all possible determinants. The student teacher is to observe and find out about the child’s health conditions. The child’s health profile is to explore the possible health determinants operating in the child’s life. Issues of settlement/housing, livelihood of families, poverty and deprivation, food habits, water access and safety etc are explored through observations, informal group discussions and visits to the community. The teacher educator prior to the SIP-I will guide the student teachers on methods and ethical issues, sensitivity during questioning.

2. Morbidity Mapping exercises to be conducted. In this the student teacher tracks children’s attendance and tries to find out reasons for children’s absenteeism. She records illnesses she observes or as reported by children/peers and develops a health report card.

3. Student teachers record observations using tools developed as well as creative methodologies to capture children’s perceptions regarding Mid Day Meal to reflect on the health programmes operating in school. The idea is to observe and comment on various aspects of the MDM programme such as quantity, quality, distribution system, culture of the programme and also give legitimacy to children’s perceptions on the MDM. For e.g. What they like, don’t like of the MDM, what they eat before school, are they able to study if they are feeling hungry etc. These are explored not through interviews but through creative worksheets which the children fill out. Such methodologies are part of the readings mentioned for Unit III and should be made with the guidance of the teacher educator before SIP.

4. Student teachers prepare detailed report of at least five types of yogasans including Surya-Namaskar. She should learn the process of yogasans and demonstrate them. Student teachers prepare detailed report on measurement of different courts and fields of the games included in theory paper.

Essential Readings

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

Readings for Discussion
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:
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 introduces during 1\(^{st}\) 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:

<table>
<thead>
<tr>
<th>Year</th>
<th>Duration</th>
<th>Schedule</th>
<th>Level of Practice</th>
<th>Remarks</th>
</tr>
</thead>
</table>
| 1<sup>st</sup> Year (SIP-I) | 4 weeks | Before the Board exam of 1<sup>st</sup> Year | Elementary (Primary+ Upper Primary) | • 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:

1. **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.

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

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Document</th>
<th>Percentage of Marks</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>School profile</td>
<td>20 %</td>
</tr>
<tr>
<td>2</td>
<td>School observation report</td>
<td>20 %</td>
</tr>
<tr>
<td>3</td>
<td>Report of the visit of Special Type of Schools</td>
<td>20 %</td>
</tr>
<tr>
<td>4</td>
<td>Text book Analysis – Report</td>
<td>20 %</td>
</tr>
<tr>
<td>5</td>
<td>Seminar presentation</td>
<td>20 %</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>
**Weightage for Evaluators**

<table>
<thead>
<tr>
<th>Assessment Pattern</th>
<th>Internal</th>
<th>External ***</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEI Faculty*</td>
<td>25 %</td>
<td>50 %</td>
</tr>
<tr>
<td>Mentor**</td>
<td>25 %</td>
<td></td>
</tr>
</tbody>
</table>

* **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