

**STATE COUNCIL OF EDUCATIONAL RESEARCH AND  
TRAINING PUNJAB, S.A.S.NAGAR**

# Curriculum: Diploma in Elementary Education

**D.El.Ed  
2016**



In the light of Teacher Education Regulations 2014,  
Norms and Standards, and New Curriculum Frameworks

## **ACKNOWLEDGEMENT**

In order to do necessary changes in the curriculum of D.El.Ed., according to new guidelines framed in 'Curriculum Framework of Diploma in Elementary Teacher Education (D.El.Ed) programme', National Council For Teacher Education, MHRD, Govt. of India, following committees were constituted by the SCERT Punjab, S.A.S.Nagar :

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2. Ms. Ginni Duggal, Deputy Director, S.C.E.R.T. Punjab (Patron)
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### **Paper 101 Childhood and Development of Children and Paper 201 Cognition, Learning and the Socio-Cultural Context**

1. Dr. Raminderjeet Kaur, DIET Gurdaspur (Co ordinator)
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### **Paper 102 Contemporary Indian Society**

1. Sh. Harwinder Singh Bhandal, DIET Sheikhpur, Kapurthala (Co ordinator)
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### **Paper 103 Education, Society, Curriculum and Learners**

1. Sh. Dharmender Raina, DIET Sheikhpur, Kapurthala (Co ordinator)
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### **Paper 104 Pedagogy and ICT Across the curriculum**

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**Paper 105 Pedagogy of Environmental Studies,**

**Paper 203 Pedagogy of Science Education**

1. Sh. Gurcharan Singh Chahal, DIET Sheikhpur, Kapurthala (Co ordinator)
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4. S. Jeanpal Singh Sekhon, DIET Faridkot

**Paper 106 Learning Mother Tongue and other Languages-In and outside the school,**

**Paper 206 Pedagogy of Punjabi Language**

1. Dr. Hardip Kaur Sidhu DIET Verka Amritsar (Co ordinator)
2. Dr. Pushwinder Kaur, DIET fatehgarh Sahib
3. Dr. Ranjodh Singh DIET Nabha

**Paper 107 Pedagogy of Mathematics**

1. Dr. Avtar Singh Dhindsa, Lecturer, DIET Sangrur (Co ordinator)
2. Sh. Jhirmal Singh Multani, DIET Sheikhpur Kapurthala
3. Sh. Mukesh Bhandari, DIET Faridkot

**Paper 108 Proficiency in English Paper**

**Paper 204 Pedagogy of English Language**

1. Sh. Harwinder Singh Bhandal, DIET Sheikhpur, Kapurthala (Co ordinator)
2. Sh. Vijay Kumar DIET Rampur Lallian
3. Sh. Manohar Das DIET Mansa

**Paper 202 School Culture, Leadership and Change**

1. Dr. Buta Singh Sekhon, DIET Mansa (Co ordinator)
2. Dr. Raminderjeet Kaur, DIET Gurdaspur
3. Sh. Dharmender Raina, DIET Sheikhpur, Kapurthala

**Paper 203 Pedagogy of Social Science Education**

4. Dr. Buta Singh Sekhon, DIET Mansa (Co ordinator)
5. Sh. Sukhwinder Singh, DIET Faridkot
6. Ms. Santosh Rani, DIET Sangrur

**Paper 207 Pedagogy of Hindi**

1. Dr. Avtar Singh Dhindsa, DIET Sangrur (Co ordinator)
2. Ms. Prem Rani, DIET Sangrur
3. Ms. Indira rani DIET sangrur

**Paper 208 Diversity, Gender and Inclusive Education**

1. Dr. Raminderjeet Kaur, DIET Gurdaspur (Co ordinator)
2. Dr. Buta Singh Sekhon, DIET Mansa
3. Sh. Dharmender Raina, DIET Sheikhpur, Kapurthala

### **Paper 109 and 209 Children's Physical and Emotional Health and Yoga Education I and II**

1. Gagandeep Singh, DIET verka, Amritsar (Co ordinator)
2. Ms. Kamlesh, DIET Rampur Lallian, Jalandhar.

### **Towards Self-understanding and Evolving an Educational Vision**

1. Sh. Dharmender Raina, DIET Sheikhpur, Kapurthala (Co ordinator)
2. Dr. Raminderjeet Kaur, DIET Gurdaspur
3. Dr. Avtar Singh Dhindsa, DIET Sangrur

### **Creative Drama, Fine Arts and Education**

1. Sh. Harwinder Singh Bhandal, DIET Sheikhpur, Kapurthala (Co ordinator)
2. Ms. Kamlesh, DIET Rampur Lallian, Jalandhar
3. Dr. Avtar Singh Dhindsa, DIET Sangrur

### **Work and Education**

1. Sh. Gurcharan Singh Chahal, DIET Sheikhpur, Kapurthala (Co ordinator)
2. Ms. Renu, DIET Sheikhpur, Kapurthala

### **School Internship**

1. Sh. Dharmender Raina, DIET Sheikhpur, Kapurthala (Co ordinator)
2. Sh. Harwinder Singh Bhandal, DIET Sheikhpur, Kapurthala
3. Sh. Gurcharan Singh Chahal, DIET Sheikhpur, Kapurthala

## Structure of D.El.Ed. Curriculum for Year One

Sr.No.	Course Title	Maximum Marks	Theory	Assessment	Practical	Page No.
<b>YEAR 1</b>	<b>THEORY</b>					
101	Childhood and Development of Children	100	50	20	30	7-10
102	Contemporary Indian Society	100	70	30	-	11-16
103	Education , Society, Curriculum and Learners	100	70	30		17-20
104	Pedagogy and ICT Across the curriculum	70	35	15	20	21-24
105	Pedagogy of Environmental Studies	100	70	30		25-30
106	Learning Mother Tongue and other Languages-In and outside the school	100	70	30		31-33
107	Pedagogy of Mathematics	100	70	30		34-36
108	Proficiency in English	50	35	15		37-39
109	Children's Physical and Emotional Health and Yoga Education-I	100	35	15	50	40-44
<b>Practicum</b>						
	Creative Drama, Fine Arts and Education	50			50	73-77
	Work and Education	30			30	
	School Internship	250			250	83-85
	<b>Total Marks</b>	<b>1150</b>				

## Structure of D.El.Ed. Curriculum for Year Two

Sr. No.	Course Title	Maximum Marks	Theory	Assessment	Practical	Page No.
<b>YEAR 2</b>	<b>THEORY</b>					
201	Cognition, Learning and the Socio-Cultural Context	50	30	10	10	45-48
202	School Culture, Leadership and Change	50	35	15		49-51
203	Pedagogy of Social Science Education	100	70	30		52-55
204	Pedagogy of English Language	100	70	30		56-58
205	Pedagogy of Science Education	100	60	20	20	59-62
206	Pedagogy of Punjabi Language	50	35	15		63-64
207	Pedagogy of Hindi	50	35	15		65-66
208	Diversity, Gender and Inclusive Education	50	35	15		67-69
209	Children's Physical and Emotional Health and Yoga Education-II	100	35	15	50	70-72
<b>PRACTICUM</b>						
	Creative Drama, Fine Arts and Education	50			50	73-77
	Towards Self-understanding and Evolving an Educational Vision	50			50	78-82
	School Internship	200			150	83-85
	<b>Total Marks</b>	<b>950</b>				
	<b>Grand marks</b>	<b>2100</b>				

<b>Sr. No.</b>	<b>Particular</b>	<b>Page No.</b>
<b>1</b>	<b>Assessment Scheme for Year One</b>	<b>86-93</b>
<b>2</b>	<b>Assessment Scheme For Year Two</b>	<b>94-103</b>
<b>3</b>	<b>Structure Of Question Papers for Year one</b>	<b>104-108</b>
<b>4</b>	<b>Structure Of Question Papers for Year Two</b>	<b>109-112</b>

## **Paper (101) Childhood and the Development of Children**

**Maximum Marks: 100**  
**Theory: 70**  
**(External: 50 Internal: 20)**  
**Practicum: 30**

### **Design of the Course**

- Five theory units and three field-based practicum units.
- Practicum to go in tandem with the theory so that field-based data forms the basis of reflection on the theory. Readings for each task in the practicum are also suggested to facilitate theory-praxis linkages. The practicum tasks are suggestive and not prescriptive. It is hoped that the teacher educators would frame tasks according to the units of study.

### **Rationale and Aim**

The two courses on Child Studies are visualized as the first systematic introduction of the ETE student-teacher to the study of childhood and children. These courses are necessarily the foundation upon which subsequent courses and practicum related to school internship would be based.

The purpose of these courses is to equip the student-teacher with the background knowledge that 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 and conceptual clarity and perspective 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); 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.



## **Units of Study**

### **Unit 1: Perspectives in Development**

Introduction to Growth and Development: Concept, Principles and Educational implications of principles of growth and development, Factor Effecting Growth and development, Development as continuing through the life span.

Stages of development with special reference to Childhood stage, Dimensions of Individual development - Physical, Cognitive, Language, Social; Humanistic Psychology

- Gathering data about children from different contexts: Observations; Interviews; Reflective Journals about children; Anecdotal Records; Case Study.

### **Unit 2: Physical - Motor and Cognitive Development**

Growth and Maturation

Gross and fine motor development skills in infancy and childhood period

Role of parents and teachers in providing opportunities for physical-motor development.

Intelligence: Meaning, Concept of IQ, Theories (Spearman, Thurstone, Howard Gardner's theory of multiple intelligence) and its Measurement, Concept of Emotional Intelligence.

### **Unit 3: Social and Emotional Development**

Personality development: Meaning, Characteristics, types and factor effecting personality; Freud's Psychoanalytic theory; Psycho-social development Theory by Erikson; Attachment Theory by Bowlby.

Social Learning theory of Bandura and Gender development: Gender Theories and meaning of gender roles

Emotional Development and mental hygiene: Development of emotions and the ability to regulate them.

### **Unit 4: Notion of Childhood**

Childhood as a modern construct: Role of poverty and globalization in constructing childhood.

- Individual differences within the notion of childhood.

### **Unit 5: Contexts of Socialization**

Concept of socialization: Meaning, Process, Factor Effecting process of Socialization; Role of family, school and community in the socialization of the child; Child rearing practices.

Separation from parents: children in crèches and orphanages

Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.

### **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. Papalia, D. E. et al. (2008) *Human Development*. McGraw Hill Higher Education: New York. Part 1 to Part 5, covering physical and psychosocial development from infancy to middle childhood. Ten chapters. *Omit sections in Chapters 5, 7, 9 relating to cognitive development; these will be read in the second year Child Studies course.*
2. Saraswathi, T.S. (ed) (1999) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.
3. Vasanta, D. (2004) Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.
4. Mukunda, K. V. (2009) *What Did You Ask at School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
5. Bandura, A. (1977). *Social Learning Theory*. Cliff, N.J.; Prentice Hall.

### Readings for Discussion

1. Aries, P. (1965) *Centuries of Childhood-A social history of the family life*. Random House Inc: New York. Chapter 1: 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*. Taylor & Francis: New York. Chapter 1: A Brief History of Developmental Psychology.
3. Kauffman et al (1993), *Exceptional Children*. Allyn & Bacon: Boston, USA. 6<sup>th</sup> edition
4. तेसकोकुु रोयानागी, (1996). *तो\_ो\_े\_चान*, (अनवादकु: पवाया\_ि\_ो\_ू\_क कु शवाहा). नेशनलबकु \_\_ट: नई िदाली
5. होट जॉन (2008). बचपन सेपलायन(अनवादकु:पवाया\_ि\_ो\_ू\_क कु शवाहा). एकल%य: भोपाल अ'याय 1: बा!याव\_था की सम\_या, अ'याय 2: बा!याव\_था की संथा,अ'याय 7: ब,च-की .मताएं.
6. मीनाक्षी (2009). उंचतर सिंधिआ मनेविगिआन. पबलीकेसन बिउरे, पंजाबी जूनीवरसिटी:पटिआला.
7. डा. घुटा सिंथ सेवे अडे हेर.सिंधिआ मनेविगिआन.टवटी फसट सैचरी पबलीकेसन, पटिआला.
8. S.S. Chuhan . *Advanced Education Psychology*. Vikas Publication House: New Delhi.
9. S.K. Mangal. (2008). *Advanced Education Psychology*. Prentice Hall of India: New Delhi. 2<sup>nd</sup> edition.
10. S. Freud. (1957). *The history of Psychoanalytic Movement*. Hogarth Press: London.
11. JP Guilford (1958). *The nature of Human Intelligence*. Mc Graw Hill: NY

### Advanced Readings

1. Kakkar, Sudhir (1978). *Indian Childhood: Cultural Ideas, And Social Reality*. Oxford: New Delhi. .
2. Nambissan, Geetha (2010) *Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series vol. 01, (01)*, Indian Institute of Dalit Studies and UNICEF: Delhi.
3. Kakkar Sudhir (1991) *The Inner World: A Psycho-analytic Study of Childhood and Society in India*. Oxford University Press: Delhi.
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. pp 206-226.

5. Weiner, Myron. (1991) *The State and the Child in India: Child Labour and Education Policy in Comparative Perspective*. Princeton University Press: Princeton.
6. Balagopalan Sarda (2008) *Memories of Tomorrow: Children, Labor and The Panacea of Formal Schooling*. *Journal of the History of Childhood and Youth*. Johns Hopkins University Press.

### **Practicum: Peep into the Child' world: What and How – I**

**Task 1:** Students collate about ten newspaper articles that involve issues of parenting and childhood, analyse these and hold discussions.

**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 socio-economic 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 learner; 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*) 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.

#### **Task 4: Perform any two of the following:**

Intelligence Test, Personality Test, Adjustment test, Sociometry

#### **Essential Readings**

1. Antoine de Saint-Exupery. (1995) *The Little Prince*. Wordsworth: UK Edition. Translated by Irene Testot-ferry (*available in Hindi*)
2. Balagopalan, Sarda. (2002) Constructing indigenous childhoods: colonialism, vocational education and the working child. *Childhood*, Vol. 9.
3. Ginsburg, Herbert P. (1997) *Entering the Child's Mind: the clinical interview in psychological research and practice*. Cambridge University Press. Chapter 1: The need to move beyond standardized methods, Chapter 2: What is the clinical interview? Chapter 3: What happens in the clinical interview?

## **(102) Contemporary Indian Society**

**Maximum Marks: 100**

**External: 70**

**Internal: 30**

### **Design of the Course**

Each unit has a set of readings and these must be linked with other units.

The last unit of study has field-based engagement and is to be related with the other four units

Specific readings are suggested for discussion and essential readings should be used for a deeper and closer understanding of each unit of study.

### **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 and to understand the implications of education within political, economic and social structures. 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 gain an understanding of the socio- political and economic dimensions of Indian society and appreciating its diversity

to develop an understanding of the trends, issues, and challenges facing contemporary Indian society.

to arrive at a critical understanding of the achievements and persisting problems of the contemporary Indian context and the challenges facing it.

## **Units of Study**

### **Unit 1: India: The Freedom Struggle and Independence**

Impact of colonialism on Indian society, economy and polity

Anti-colonial struggle and visions of Tagore, Gandhi, Nehru and Bhagat Singh about independent India

Institutional structures of the Indian nation state ( the Judiciary, Legislature and Executive): Continuities and Breaks with the colonial apparatus

### **Unit 2: Constitution of India and Education**

Constitutional vision of independent India as described in the Preamble

Constitution and Education: Concurrent status of education

Policies, Acts and Provisions related to education and children with special reference to their contexts (social and economic class, caste, tribe, religion, language and gender)

Right to Education Act 2009

### **Unit 3: Democracy in India**

Democratic Systems and Institutional Structures: Party system and electoral Politics. The centre and the State

Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment)

Grass root social and political movements(Vinobha Bhave's bhoo daan, chipko andolan, JP movement etc.) and Indian democracy

### **Unit 4: Indian Economy**

Issues and Debates on Globalization, Liberalization and Privatization of economy

Development and Environmental concerns

Unorganised sector and migrant labor (to be studied with the help of a project based on locally done field work)

### **Unit 5: Some Suggested Projects on Contemporary Indian issues (Any two projects)**

Critical appraisal of Constitutional values as practiced 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

Educational debates and movements

First generation learners 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  
Voter's education and electoral participation

### **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, 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**

#### **Unit 1**

1. Guha, Ramchandra (2007) *India After Gandhi: the history of the world's largest democracy*. Macmillon: Delhi. Select Chapters.
2. IGNOU FHS 01 Block 3 *Emergence of Independent India*. IGNOU: New Delhi. Unit 10: Indian National Movement I.
3. NCERT Class XII History Textbook (2006) *Themes in Indian History II, Theme 3* NCERT: New Delhi
4. NCERT Class XII History Textbook (2006) *Themes in Indian History III Theme 3* NCERT: New Delhi

#### **Unit 2**

1. Government of India (GoI) (1966) *National Education Commission (1964-66)*,
2. Ministry of Education: New Delhi.

3. Government of India (GoI) (1986/92) *New Education Policy*, MHRD: New Delhi.
4. Kashyap, S C (2009) *The Constitution of India*, National Book Trust: New Delhi. latest edition NCERT Class VIII Textbook (2006-2008) *Social and Political Life III* NCERT: New Delhi Unit 1, 2, 3, 4 & 5
5. NCERT Textbook (2006) *Democratic Politics I*, NCERT: New Delhi Chapter. 3, 4 & 5.
6. NCERT textbook (2006) *Social and Political Life I*, NCERT: New Delhi. Unit 3.
7. Raina, Vinod (2009) Right to Education, *Seminar* 593

### Unit 3

- 1 Dubey, S. C (2001) *Indian Society*, National Book Trust: New Delhi,
- 2 Indira Gandhi National Open University (IGNOU) > School of Social Sciences > Master of Arts (Political Sciences) > Democratisation and changing nature of Indian Society, Diversity and pluralism, UNIT 4
- 3 Indira Gandhi National Open University (IGNOU) > School of Social Sciences > Master of Arts (Political Sciences) > MPS003 India: Democracy and Development > Book I
- 4 Indira Gandhi National Open University (IGNOU) > School of Social Sciences > Master's Degree in Sociology > MPS003 India\ UNIT 17 Identity politics in India (Caste, religion, language and ethnicity)
- 5 Indira Gandhi National Open University (IGNOU) School of Social Sciences > Master of Arts (Political Sciences) > MPS003
- 6 NCERT textbook (2006) *Social and Political Life II*, NCERT: New Delhi. Unit,3,
- 7 NCERT textbook (2006) *Social and Political Life I*, NCERT: New Delhi. Unit 1,2,
- 8 NCERT textbook (2006) *Democratic Politics I*, NCERT: New Delhi. Chapters 1, 2, 5, 6.

### Unit 4

- 1 Amartya Sen, and Jean Dreze (1997) *India: Economic development and social Opportunity*, Oxford India: Delhi. Select Chapters.
- 2 Chakravarty, Sukhamoy (1987) *Development Planning: The Indian Experience*  
Oxford University press: New Delhi.
- 3 Vaidyanathan, A. (1995) *The Indian Economy: Crisis, Response and Prospects*.  
Tracts of the Times. Orient Longman Publications: New Delhi.

### Readings for Discussion

1. Famous Speeches of Gandhi ji: Speech On The Eve of The Last Fast January 12, 1948.
2. Government of India (GoI) *Right to Education Act 2009*, MHRD: New Delhi.

<http://www.gandhi-manibhavan.org/gandhicomelive/speech8.htm>  
<http://www.mkgandhi.org/speeches/speechMain.htm>

3. Jain, L C (2010) *Civil Disobedience*, Book Review Literary Trust: New Delhi. Select chapters.
4. Kashyap, Subhash C. (1992). *Our Parliament*. National Book Trust: New Delhi
5. Sadgopal, Anil (2000). *Shiksha Main Badlav ka Sawal: Samajik Anubhavo se Niti Tak*. Granth Shilpi : Delhi
6. Sadgopal, Anil (2009). *Muft aur Anivarya Shiksha Adhikaar Vidheyak 2008. Vimarsh, Vol. 1.*
7. *The leaflet thrown in the Central Assembly*, New Delhi-8th April, 1929  
<http://www.shahidbhagatsingh.org/index.asp?link=april8>

#### **Documentaries/ DVDs for Discussion**

1. Srinivasan, Anupama 'I wonder', A film on childhood and experiences of schooling in different parts of India, 60 minutes/
2. Bharadwaj Ajay (2007) *Rabba hum kee kariye*. This film traces a shared history of pre-partition Punjab - a culture, language and a way of life. Captures the film-maker's encounters with feelings of guilt and remorse about the genocidal violence of partition.
3. Bhardwaj, Ajay (2007) *So Shall You Reap*: a film on genetically engineered (GE) seeds with specific reference to India for environment and development, 35 min.
4. Bose, Krishnendu (2001) *Cry of the Forest*, A 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, 30 min.
5. Mehta Deepa (1999) *1947 Earth*.
6. Mishra, Samina (2001) *Stories of Girlhood*, The film explores the lives of girl children in three different parts of India to understand what awaits grl children, how they struggle to make their way through life and how borders are drawn to limit their future, 68 min.
7. P. Baburaj and C. Saratchandran, *The Bitter Drink*: Chronicles of the struggle of a tribal community, against a mighty global multinational company; also discusses the issue of the ownership of natural resources, mainly water, 27 min.
8. Vohra, Paromita (2002) *Unlimited Girls*, a feminist tale told through conversations with cabdrivers, activists, yuppies, cop scriptwriters, teachers, colleges students and a cast of oddly named and unseen women in a chatroom, 94 min.

#### **Advanced Readings**

##### **Unit 1**

- 1 Chandra, Bipin (1997) *Nationalism and Colonialism* , Orient Longman: Hyderabad. Chapter 1.



- 2 Lal Chaman (2007) *Bhagat Singh, The Jail Notebook and other Writings*, Leftword Publication: Delhi.
  - 3 Valerian Rodrigues (ed) (2004) *The Essential Writings of B. R. Ambedkar*, Oxford University Press: Oxford.
  - 4 Khilnani, Sunil (1999) *The Idea Of India*, Introduction, Penguin: New Delhi. Chapter 1& 4
- Unit 3**
- 1 Deshpande, Satish. (2004). *Contemporary India: A Sociological View*. Penguin: New Delhi. Chapter 5: Caste inequalities in India Today.
  - 2 Maharajan, Gurpreet (1998) *Identities and Rights: Aspects of Literal Democracy in India*. Oxford University Press: Delhi. Select Chapters
  - 3 Thapar, Romila (2000), *India another millennium*, Penguin: New Delhi. Select Chapters
- Unit 4**
1. Deaton A and Jean Dreze (2008-2009) *Poverty and Inequality in India* in Raj Kapila and Uma Kapila (Ed) in *Indian Economy since Independence*. Oxford University Press: New Delhi.
  2. Jalan, Bimal, (1992) *The Indian Economy, Role and Prospects*, Viking: New Delhi. Select Chapters
  3. Patnaik, Prabhat (2004) *Retreat to Unfreedom*, Tulika: New Delhi

## **(103)Education, Society, Curriculum and Learners**

**Maximum Marks: 100**

**External: 70**

**Internal: 30**

### **Design of the Course**

At least one unit of study to be field-based

For each unit of study to build the linkage with the existing practices (inside and outside schools)

Specific readings as suggested in discussion, and essential readings should be used for a deeper and closer understanding of each unit

### **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, and education, and develop a more informed, 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

## **Units of Study**

### **Unit 1: Philosophical Understanding of Education**

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

Schooling and Education as visualized by different western and Indian thinkers: Rousseau, Dewey, Gandhi, Tagore, philosophy of sikh gurus

Understanding the basic assumptions about human nature, society and aims of education

### **Unit 2: Education, Politics and Society**

Prominent characteristics of education in India during colonial rule

India's Contemporary Education: continuities with and shifts from colonial legacy

Role of education in reproducing dominance and challenging marginalization with reference to class, caste, gender and religion

Political nature of education

A critical appraisal of teacher's status in Indian society

### **Unit 3: Learning, Learner and Teaching**

Concept and nature of learning, different ways of learning

Learning, knowledge and skills:

Meaning of teaching and its relationship with learning and learner

Understanding social influences and factors that shape learner's identity.

### **Unit 4: Knowledge and Curriculum**

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

Different kinds of knowledge and their validation processes

Processes and criteria for curriculum selection and construction in India

New trends in education- NCF-2005, NCFTE-2009

Knowledge as power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks

### **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 four units must be sought

The units are to be studied by keeping the socio-historical-political context in mind

### **Essential Readings**

1. Badheka, Guji. (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. *Basics of Education* published by NCERT New Delhi
7. *A Philosophical and Sociological Foundation of Education* by R.Lall Publications Merut

### **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, Giju (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.

### 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.

## (104) Pedagogy and ICT across the Curriculum

**Max Marks: 70**  
**External: 35**  
**Internal: 15**  
**Internal Practical: 20**

### Design of the Course:

Each unit of study has a field-based assignment/practicum task

Specific readings need to be used to introduce themes

### 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. 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. Also students will Understand the meaning and scope of ICT and its applications in teaching learning. They will Understand the computer components and software and hardware approach in education. They will learn to use the e-learning in the process of learning.

### Units of Study

#### Unit 1: Frameworks for Teaching and Learning

##### *Learning Environments in School Contexts*

Idea of building as a learning aid (**BALA**); Laboratory, Resource Room, Library, Play Ground.

##### □ *Ways of Organizing Schools, Classrooms and Learning Process and its critical review*

Organization of **Non-graded, Grade-based** and **Multi level** schools and classrooms: **peer tutoring, team learning and individualized** learning programmes and critical examination of these methods.

##### *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
- **Teaching: Phases of teaching**- Operation of teaching phases - preactive, interactive and post active; **Levels of teaching** –Memory, Understanding and Reflective levels and their **practical use** in class room situation.

- **instructional objectives in terms of Blooms Taxonomy**

*Specific Units can be selected in each of the school subject to concertize the experience of planning classroom teaching* **Managing classroom learning and use of Audio Visual Resources**

- Managing teaching-learning materials and resources; **Types, Selection and utilization of** teaching-learning materials and resources.
- Critical review of the impact of audio-visual media on students and Strategies for using audio-visual media in further learning – films, documentaries

## **Unit 2: Role of Assessment in Teaching and Learning**

### □ *Distinguishing Assessment for Learning and Assessment of Learning*

- **Assessment:** Meaning, Assessment verses Evaluation, Types and stages of assessment and Importance of assessment.

### □ *Strategies for Assessment:*

- **Strategies for formative assessment:** Creating learning profiles including portfolios; error analysis; developing and using assessment rubrics
- **Strategies for summative assessment:** Designing effective tests; preparation of a Blue print
- Critical review of teaching and assessment practices based solely on tests and examinations

## **Unit 3: Use of Library and ICT Resources**

### *Managing and Using the School Library*

- Using library as a resource in planning for teaching
- Guiding students to use the library as a resource for reference
- Critical review of current library practices

### □ *ICT in Teaching-Learning*

#### *Computer Fundamentals: Hardware & Software*

- **Introduction to computer:** Functional overview of a computer and its parts.

#### *Role of ICT in Teaching-Learning*

- **Application of computers in teaching learning process** ( attendance, Evaluation, e-Content, Daily Planner etc)
- **Critical examination** of the role of ICT in contemporary education.
- **ICT-based teacher professional and Capacity development:** Academic and Research content on the web: e-journals and abstraction services; E-learning, E blocks

### **Modes of Transaction**

- Critical reading and discussion of specific texts/articles to broaden exposure and develop conceptual clarity (*For Units 1, 2 & 3*)
- 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*)
- Develop a portfolio of assessment tools and designing assessments tools for the above (*For Unit 2*)
- Practical exercises for developing competence in use of library, Preparation and presentation of ppt and word file for teaching on any topic at the school level for use of ICT resources. (*For unit 3*)

### ICT Practicals

1. Creation of 5 Power Point Presentations on teaching of different subjects consisting of minimum 10 slides.
2. Creation of 5 word documents on educational topics using Punjabi and English fonts.
3. Creation of 3 sheets in Excel showing class results and other data.
4. Creation of a blog on ICT topic using [www.blogger.com](http://www.blogger.com)
5. Search of District, city/village & residence using E-map/Google map.
6. Conversion of given English paragraph into Punjabi using Google Transliteration.
7. Search of documents in websites of MHRD, NCERT, NCTE, and Department Of School Education Punjab.
8. Use and creation of web dictionaries/Encyclopedias etc.

### Essential Readings

#### Unit 1

1. Badheka Gijubhai (2006) *Diwaswapna*. Montessori Bal Shikshan Samiti: Churu, Rajaldesar.
2. 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*. (5<sup>th</sup> 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?’



## Unit 2

1. 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

## Unit 3

1. 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.
2. Mukunda Usha (2011) Guide to setting up an open library in Primary Schools.
3. Articles from Magazines and Journals for Teachers:  
*Teacher Plus*, A 15, Vikramপুরi, Secunderabad-500 009. www.teacherplus.org  
*Journal of Krishnamurti Schools* (available online)  
*Learning Curve*, News Letter, Ajim Premji Foundation.  
*Sandarbha* : Journal from Eklavya, Madhya Pradesh
4. Adam, D.M. (1985): *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
5. Erickson, C.W.H. & Curl, D.H. (1972). *Fundamentals of teaching with audio visual*
6. *technology* (Second ed.) New York: Macmillan Publishing.
7. Coburn, P. and et. al. (1985): *Practical Guide to Computers in Education*, Addison –Wesley Publishing Company, Inc.

## 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. Chapter2: 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).
9. Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
10. Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids*, 3<sup>rd</sup> Edition, Prentice Hall, Inc.
11. Mallik, Utpal et al. (2001), *Leaning with Computers Level –III*. NCERT New Delhi.
12. Rosenberg, M.J. (2001), *e-learning* New York: McGraw Hill.

## Advanced Reading

- Danielson Charlotte (2007) *Enhancing Professional Practice, A Framework for Teaching Assn for Supervision & Curriculum*: US

# PEDAGOGY OF ENVIRONMENTAL STUDY (105)

**Maximum Marks: 100**  
**External: 70 Internal: 30**

## **Design of the Course**

\*Each unit of study to have a field-based assignment.

\*Specific readings are to be used for discussion in groups enabling a close reading of texts.

## **Rationale and Aim**

The main aim of this course is to prepare teachers who understand the philosophical and epistemological basis of EVS as a composite area of study that draws upon sciences and social sciences.

The content related to concepts in science and social science is embedded within 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 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 examine different perspectives of curriculum organization.

To facilitate student-teachers to probe children's ideas in science and social science

To prepare student-teachers to plan for and carry out classroom transaction in the light of various theoretical viewpoints of learning and children's ideas

To prepare student-teachers to assess children's learning using different modes.

## **Units of Study**

### **Unit 1: Concept of Environmental Studies (EVS)**

\*Meaning and components of environment

\*Meaning, concept & nature of Environmental Studies

\*Need and importance of Environmental Studies

\*Objectives of EVS at primary level – General and according to NCF 2005

\*Scope of EVS at primary level

\*Curriculum organization of EVS at primary level

### **Unit 2: Understanding Children's Ideas**

#### **\* Perspectives in EVS Learning**

– Piaget. (Cognitive development theory –schemas, processes & stages of development)

--Vygotsky (Social & cultural influence on cognitive development - concept of MKO & ZPD)

- Bruner (Concepts, scaffolding, spiral curriculum, Models of representation)
- Ausubel (Meaningful Reception learning Theory, concept of advance organizer)

**\* Research on Children's Ideas**

- Characteristics of children's ideas
- Preconceptions –meaning & examples
- Implication of understanding of children's ideas for classroom transaction (concept change- methods & strategies –ECIRR model)

### **Unit 3: Classroom Transaction and Assessment**

**\* Inquiry Approach**—meaning and nature, Role of teacher in inquiry process, 5 E's -- learning cycle

**\* Ways of conducting inquiry:**- observation, activities, discussion, and small group work, field visits, project, surveys and experimentation; importance of these in teaching-learning EVS

**\* Process Skills in EVS:**-- Meaning & types

**\* understand how children engage with ideas**, characteristics of children's ideas

-- Understand how children make linkages, classify, analyse, kind of questions they ask & express themselves.

**\* Different ways of assessing and using assessment for further learning:**--Assessing through creative writing, picture reading, children's drawing, field visit & survey, projects, experiments & activities, dialogues with children, making good guess & hypothesis

### **Unit 4: Planning for Teaching**

**\* Concept maps:**-Meaning, construction and uses

**\* Thematic web charts**—Meaning & types

**\* Unit Planning** – Meaning, structure, need & importance

**\* Resource pool of materials( Learning resources) :-** Meaning & Types ,Points to be kept in mind while collecting & using learning resources

**\* Reflecting on classroom practices:** - Meaning & characteristics of reflective teaching

**\* Reflective Journal:** -- Meaning & Maintaining of Reflective Journal

#### **Essential Readings**

#### **Unit 1**

1. Jaithirtha, Kabir (2003) Relating with the Earth: an exploration of the possibilities in teaching Geography. *Journal of the Krishnamurti Schools*. <http://www.journal.kfionline.org/article.asp?issue=7&article=6>.
2. NCERT, (2005) *Syllabus for Elementary Classes-* Volume I. NCERT: New Delhi.
3. Orr, D.W. (2007) Is Environmental Education an Oxymoron? *Journal of the Krishnamurti Schools*. <http://www.journal.kfionline.org/article.asp?issue=11&article=3>.
4. Phatak, K. (2009) Walks: to nurture the Natural. *Journal of the Krishnamurti Schools*. <http://www.journal.kfionline.org/article.asp?issue=13&article=3>.
5. Seminar Proceedings (1995-96) Seminar on EVS organized by Vidya Bhawan, Udaipur.
6. Sarabhai, V. K. et.al. (2007) *Tbilisi to Ahmadabad– The Journey of Environmental Education: A Source book*, Centre for Environment Education: Ahmedabad.
7. ਚਾਹਲ, ਗੁਰਚਰਨ ਸਿੰਘ (2016) ਵਾਤਾਵਰਣ ਸਿੱਖਿਆ ਦਾ ਅਧਿਐਨ ਸ਼ਾਸਤਰ, Twentyfirst Century Publications Patiala

## Unit 2

- Driver, Rosalind, et. al. (2006) *Making Sense of Secondary Science: Research into Children's Ideas*. Routledge Falmer: London Introduction pp.1-13; Chapter 1, pp.17-25; Chapter 12, pp.98-103; pp. Chapter 13, pp. 104-111.
- Guesene, E. and A. Tberghiem (1985) *Children's Ideas in Science*, Open University Press: Milton Keynes.
- Piaget, Jean (1930). *The Child's Conception of Physical Causality*. Kegan Paul, Trench, Trubner & Co. Ltd: London Chapter. 1 pp. 3-31; Chapter 5. pp.114-132
- ਚਾਹਲ, ਗੁਰਚਰਨ ਸਿੰਘ (2016) ਵਾਤਾਵਰਣ ਸਿੱਖਿਆ ਦਾ ਅਧਿਐਨ ਸ਼ਾਸਤਰ, Twentyfirst Century Publications Patiala

## Unit 3

1. Harlen, W. and J. Elstgeest (1998). *UNESCO Source Book for Science in the Primary School*. NBT: New Delhi.
2. NCERT, (2008). *Source Book on Assessment for Classes I – V*, Environmental Studies. NCERT: New Delhi.
3. ਚਾਹਲ, ਗੁਰਚਰਨ ਸਿੰਘ (2016) ਵਾਤਾਵਰਣ ਸਿੱਖਿਆ ਦਾ ਅਧਿਐਨ ਸ਼ਾਸਤਰ, Twentyfirst Century Publications Patiala

## Unit 4

1. Pollard, Andrew (2002). *Reflective Teaching*. Continuum: London

### Readings for Discussion

## Unit 1

1. Agnihotri, Ramakant et. al. (1994) *Prashika*, Eklavya's Innovative Experiment in Primary Education. Eklavya: Bhopal.
2. Mishra, Anupam (2004) *Aaj bhi Kharein hai Talaab*, Gandhi Peace Foundation: New Delhi. 5<sup>th</sup> Edition.
3. Raina, V. and D. P. Singh (2001) What is Science? *Dispatch*, October-December.

## Unit 2

1. Driver, Rosalind (1981) Pupils' Alternative Frameworks in Science, *European Journal of Science Education* 3(1), 93-101.
2. George, Alex M. (2007). *Children's Perception of Sarkar- A critique of Civics Text books*, Eklavya: Bhopal.
3. NCERT, (2008) *Source Book on Assessment for Classes I–V*. Chapter 2: Environmental Studies. NCERT: New Delhi.

## Unit 3

1. Bodrova, E. and D. Leong (1996) *Tools of the Mind: The Vygotskyan Approach to Early Childhood and Education*. Merrill: New Jersey. Chapter 9.

## **Advanced Readings**

### **Unit 1**

1. Batra, Poonam (ed) (2010) *Social Science Learning in Schools: Perspectives and Challenges*. Sage: New Delhi.
2. Parker, W.C. (ed.) (2010) *Social Studies Today: Research and Practice* Routledge: New York. .
3. Sainath, P. (1996) *Everybody Loves a Good Drought- Stories from India's Poorest Districts*, Penguin Books: New Delhi.
4. Shiva, Vandana. (2000) *Stolen Harvest: The Hijacking of Global Food Supply*. South End Press: Cambridge, UK.

### **Unit 2**

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: India pp 97-113.
2. Brophy, J. and J. Alleman (2005) Primary grade students' knowledge and thinking about families, *Journal of Social Science Research*, Spring 2005.
3. Bruner, Jerome S. (1960) *The Process of Education*. Atma Ram & Sons: New Delhi
4. Carey, S. (1985) *Conceptual Change in Childhood*, MA: Bradford Books, MIT Press: Cambridge.
5. Driver, Rosalind, et.al. (2006) *Making Sense of Secondary Science: Research into Children's Ideas*. : Routledge Falmer: London. Introduction, pp.1-13 Chap 1, p.17-25; Chap12, pp.98-103; Chap 13, p. 104-111.
6. Gilbert, J. et. al. (1982). Children's Science and Its Consequences for Teaching. *Science Education*. John Wiley & Sons, Inc: London. 66(4), 623-33.
7. Piaget, Jean (1930). *The Child's Conception of Physical Causality*. Kegan Paul, Trench, Trubner & Co. Ltd: London.
8. Rieber, Robert W. and Aaron S. Carton (1987) *The collected works of L.S. Vygotsky Volume I*, Ch. 6- Development of scientific concepts in childhood. pp. 167-242.

### **Unit 3**

1. Devereux, J. (2000) *Primary Science*. Paul Champman Publishing: London.
2. Harlen, W. (2006) *Teaching, Learning and Assessing Science 5 – 12*. Sage: London.
3. Howe, A. C. and L. Jones (1998) *Engaging children in Science*. Prentice Hall: New Jersey.

### **Unit 4**

- 1 Fensham Peter J. et. al (eds.) (1994) *The content of science; A Constructivist approach to its Teaching and learning*. The Falmer Press, Taylor and Francis Inc: London.

- 2 Gilbert, J. (2004) *The Routledge Falmer Reader in Science Education*, Routledge London.
- 3 Mintzes, Joel J et.al. (1998) *Teaching science for Understanding: A Human Constructivist View*. Academic press: California.
- 4 Parkinson. J. (2004). *Reflective Teaching of Science 11-18*. Continuum: London.

### **Advanced Readings**

#### **Unit 1**

1. Batra, Poonam (ed) (2010) *Social Science Learning in Schools: Perspectives and Challenges*. Sage: New Delhi.
2. Parker, W.C. (ed.) (2010) *Social Studies Today: Research and Practice* Routledge: New York. .  
Sainath, P. (1996) *Everybody Loves a Good Drought- Stories from India's Poorest Districts*, Penguin Books: New Delhi.
3. Shiva, Vandana. (2000) *Stolen Harvest: The Hijacking of Global Food Supply*. South End Press: Cambridge, UK.

#### **Unit 2**

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: India pp 97-113.
2. Brophy, J. and J. Alleman (2005) Primary grade students' knowledge and thinking about families, *Journal of Social Science Research*, Spring 2005.
3. Bruner, Jerome S. (1960) *The Process of Education*. Atma Ram & Sons: New Delhi
4. Carey, S. (1985) *Conceptual Change in Childhood*, MA: Bradford Books, MIT Press: Cambridge.
5. Driver, Rosalind, et.al. (2006) *Making Sense of Secondary Science: Research into Children's Ideas*. : Routledge Falmer: London. Introduction, pp.1-13 Chap 1, p.17-25; Chap12, pp.98-103; Chap 13, p. 104-111.
6. Gilbert, J. et. al. (1982). Children's Science and Its Consequences for Teaching. *Science Education*. John Wiley & Sons, Inc: London. 66(4), 623-33.
7. Piaget, Jean (1930). *The Child's Conception of Physical Causality*. Kegan Paul, Trench, Trubner & Co. Ltd: London.
8. Rieber, Robert W. and Aaron S. Carton (1987) *The collected works of L.S. Vygotsky Volume I*, Ch. 6-Development of scientific concepts in childhood. pp. 167-242.

#### **Unit 3**

1. Devereux, J. (2000) *Primary Science*. Paul Champman Publishing: London.
2. Harlen, W. (2006) *Teaching, Learning and Assessing Science 5 – 12*. Sage: London.
3. Howe, A. C. and L. Jones (1998) *Engaging children in Science*. Prentice Hall: New Jersey.

#### **Unit 4**

1. Fensham Peter J. et. al (eds.) (1994) *The content of science; A Constructivist approach to its Teaching and learning*. The Falmer Press, Taylor and Francis Inc: London.
2. Gilbert, J. (2004) *The Routledge Falmer Reader in Science Education*, Routledge London.
3. Mintzes, Joel J et.al. (1998) *Teaching science for Understanding: A Human Constructivist View*. Academic press: California.
4. Parkinson. J. (2004). *Reflective Teaching of Science 11-18*. Continuum: London.

### **School Textbooks**

1. EVS textbooks for primary grades from the following NGOs:
  - Digantar, Todi Ramjanipura, Kho Nagoraniya Road, Jagatpura, Jaipur
  - Eklavya, E 10 Shankar Nagar, B.D.A Colony, Shivaji Nagar, Bhopal, Madhya Pradesh
  - Sangati, AVEHI-ABACUS Project Third floor, K.K. Marg Municipal School, Saat Rasta, Mahalaxmi, Mumbai- 400 011
2. NCERT (2007) *Looking Around* Environmental Studies, Textbooks for class III-V, New Delhi.
3. Ramadas Jayshree (ed) (2004) *Small Science*: textbooks and workbooks (developed by: Homi Babha Centre for Science Education (HBCSE), Oxford University Press: Mumbai.

**(PAPER 106) Learning Mother Tongue and other Languages: In and outside the school**

ਮਾਤ ਭਾਸ਼ਾ ਤੇ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਦੀ ਸਿੱਖਿਆ: ਸਕੂਲ ਦੇ ਅੰਦਰ ਤੇ ਬਾਹਰ

ਕੁੱਲ ਅੰਕ : 100

ਲਿਖਤੀ ਅੰਕ : 70

ਅੰਦੂਰਨੀ ਅੰਕ : 30

ਉਦੇਸ਼ :-

1. ਭਾਸ਼ਾ, ਮਾਤ ਭਾਸ਼ਾ ਤੇ ਸਿੱਖਿਆ ਸਿਧਾਂਤਾਂ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਦੇਣਾ ।
2. ਭਾਸ਼ਾ ਪ੍ਰਬੰਧ ਬਾਰੇ ਵਿਗਿਆਨਕ ਜਾਣਕਾਰੀ ਦੇਣਾ ।
3. ਭਾਸ਼ਾ ਤੇ ਸਮਾਜ ਵਿਚ ਸੰਬੰਧ ਸਥਾਪਤ ਕਰਨ ਦੀ ਯੋਗਤਾ ਸਥਾਪਤ ਕਰਨਾ।
4. ਪੰਜਾਬੀ ਰਾਜ ਭਾਸ਼ਾ ਕਾਨੂੰਨ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
5. ਬਹੁਭਾਸ਼ਾਈ ਸਿੱਖਿਆ ਦੇ ਸਕੱਲਪ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ।
6. ਮਾਤ ਭਾਸ਼ਾ ਤੇ ਦੂਜੀਆਂ ਭਾਸ਼ਾਵਾਂ ਦੀ ਸਿੱਖਣਪ੍ਰਕਿਰਿਆ ਦੇ ਸਕੱਲਪਾਂ ਤੋਂ ਜਾਣੂ ਕਰਾਉਣਾ।
7. ਭਾਸ਼ਾ ਪਾਠਕ੍ਰਮ, ਪਾਠ-ਪੁਸਤਕ ਤੇ ਅਧਿਆਪਨ ਸਹਾਇਕ-ਸਮੱਗਰੀ ਦੀ ਵਰਤੋਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
8. ਪੁਸਤਕਾਲੇ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋਂ ਪ੍ਰਤੀ ਪ੍ਰੇਰਤ ਕਰਨਾ।
9. ਮੁਲਾਂਕਣ ਦੀ ਅਜੋਕੀ ਦਸ਼ਾ ਤੇ ਸੁਧਾਰ ਲਈ ਉਪਾਅ ਕਰਨੇ।
10. ਉਪਚਾਰਾਤਮਕ ਸਿੱਖਿਆ ਤੋਂ ਜਾਣੂ ਕਰਾ ਕੇ ਉਪਚਾਰਾਤਮਕ ਸਿੱਖਿਆ ਵਿਧੀਆਂ ਪ੍ਰਤੀ ਉਤਸ਼ਾਹਤ ਕਰਨਾ।

**ਇਕਾਈ : 1**

**ਭਾਸ਼ਾ, ਮਾਤ ਭਾਸ਼ਾ ਤੇ ਸਿੱਖਿਆ**

ਭਾਸ਼ਾ : ਅਰਥ, ਪਰਿਭਾਸ਼ਾ ਤੇ ਭਾਸ਼ਾ ਦੇ ਰੂਪ

ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ

ਮਾਤ ਭਾਸ਼ਾ : ਅਰਥ, ਪਰਿਭਾਸ਼ਾ ਤੇ ਮਹੱਤਵ

ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਸਧਾਰਨ ਸਿਧਾਂਤ, ਸਿੱਖਿਆ ਸੂਤਰ

ਭਾਸ਼ਾ ਦੇ ਕਾਰਜ

**ਇਕਾਈ : 2**

**ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕਿਰਤੀ**

ਭਾਸ਼ਾ ਸਿਧਾਂਤਾਂ ਉੱਤੇ ਅਧਾਰਤ ਇਕ ਵਿਵਸਥਾ: ਧੁਨੀ ਪ੍ਰਬੰਧ, ਰੂਪ ਵਿਗਿਆਨ, ਵਾਕ ਵਿਗਿਆਨ, ਅਰਥ ਵਿਗਿਆਨ



ਭਾਸ਼ਾ ਤੇ ਸਮਾਜ: ਸੰਬੰਧ, ਭਾਸ਼ਾ ਪ੍ਰਤੀ ਸਮਾਜ ਵਿੱਚ ਭੇਦਭਾਵ ਦੇ ਕਾਰਨ ਤੇ ਦੂਰ ਕਰਨ ਲਈ ਸੁਝਾਅ

ਬਹੁ-ਭਾਸ਼ਾਈ ਸਿੱਖਿਆ: ਅਰਥ, ਵਿਕਸਤ ਹੋਣ ਦੇ ਕਾਰਨ ਅਤੇ ਭਾਰਤੀ ਰਾਜਾਂ ਵਿਚ ਬਹੁ-ਭਾਸ਼ਾਈ ਸਿੱਖਿਆ ਦੀ ਸਥਿਤੀ

ਪੰਜਾਬ ਰਾਜ ਭਾਸ਼ਾ ਕਾਨੂੰਨ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

**ਇਕਾਈ : 3**

**ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਣ-ਪ੍ਰਕਿਰਿਆ**

ਮਾਤ ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਪ੍ਰਸੰਗ ਵਿਚ ਸਕੂਲ ਤੋਂ ਪਹਿਲਾਂ ਦੇ ਵਰ੍ਹੇ, ਸਕੂਲੀ ਵਰ੍ਹੇ: ਬੀ.ਐਫ.ਸਕਿਨਰ ਦਾ ਵਿਹਾਰਵਾਦੀ ਪਰਿਪੇਖ, ਚੌਮਸਕੀ ਦਾ ਜਨਮਜਾਤੀ ਪਰਿਪੇਖ, ਪਰਸਪਰ-ਕਿਰਿਆਵੀ ਜਾਂ ਵਿਕਾਸੀ ਪਰਿਪੇਖ (ਜਾਂ ਪਿਆਜੇ, ਵਗੋਂਤਸਕੀ)

ਦੂਜੀਆਂ ਭਾਸ਼ਾਵਾਂ ਦੇ ਪ੍ਰਸੰਗ ਵਿਚ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਣ-ਪ੍ਰਕਿਰਿਆ

**ਇਕਾਈ : 4**

**ਸਹਾਇਕ ਸਿੱਖਣ ਸਾਧਨ**

ਭਾਸ਼ਾ ਪਾਠ-ਕ੍ਰਮ: ਅਰਥ, ਲੋੜ, ਮਹੱਤਤਾ ਤੇ ਸਿਧਾਂਤ

ਬਾਲ ਸਾਹਿਤ: ਲੋੜ, ਮਹੱਤਤਾ, ਪੱਛੜੇਪਨ ਦੇ ਕਾਰਨ ਤੇ ਦੂਰ ਕਰਨ ਲਈ ਸੁਝਾਅ

ਪਾਠ-ਪੁਸਤਕ: ਲੋੜ ਤੇ ਮਹੱਤਤਾ, ਚੰਗੀ ਪਾਠ-ਪੁਸਤਕ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ: ਮਹੱਤਵ, ਸੰਗਠਨ ਜਾਂ ਪ੍ਰਬੰਧ

ਅਧਿਆਪਨ ਸਹਾਇਕ ਸਾਧਨ: ਸ੍ਰਵ ਸਾਧਨ, ਦ੍ਰਿਸ਼ ਸਾਧਨ ਤੇ ਸ੍ਰਵ-ਦ੍ਰਿਸ਼ ਸਾਧਨਾਂ ਦਾ ਮਹੱਤਵ, ਕਿਸਮਾਂ ਤੇ ਸੁੱਚਜੀ ਵਰਤੋਂ ਦੇ ਸਿਧਾਂਤ

**ਇਕਾਈ : 5**

**ਮੁਲਾਂਕਣ ਤੇ ਉਪਚਾਰਾਤਮਕ ਸਿੱਖਿਆ ਵਿਧੀਆਂ**

ਮੁਲਾਂਕਣ: ਆਧੁਨਿਕ ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਤੇ ਮੁਲਾਂਕਣ ਵਿਚ ਫਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ, ਮੁਲਾਂਕਣ ਵਿਵਸਥਾ ਦੇ ਦੋਸ਼ ਤੇ ਸੁਧਾਰ ਲਈ ਉਪਾਅ

ਉਪਚਾਰਾਤਮਕ ਸਿੱਖਿਆ ਤੇ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਦੀਆਂ ਉਪਚਾਰੀ ਵਿਧੀਆਂ

**ਸਹਾਇਕ ਪੁਸਤਕ ਸੂਚੀ :-**

1. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਡਾ: ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ

2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਸਾਹਿੱਤ ਅਧਿਆਪਨ, ਡਾ: ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ, ਟੰਡਨ ਪਬਲੀਕੇਸ਼ਨ ਲੁਧਿਆਣਾ

3. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਮਰੱਥਾ, ਡਾ: ਹਰਚੰਦ ਸਿੰਘ ਬਰਾੜ

- 4.ਆਧੁਨਿਕ ਬੋਧ ਤੇ ਪੰਜਾਬੀ ਨਾਟਕ,ਡਾ: ਹਰਦੀਪ ਕੌਰ ਸਿੱਧੂ,ਵਾਰਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ,ਅਮ੍ਰਿਤਸਰ
- 5.ਸੁਰਜੀਤ ਸਿੰਘ ਸੇਠੀ ਦੀ ਨਾਟ-ਚੇਤਨਾ: ਡਾ: ਹਰਦੀਪ ਕੌਰ ਸਿੱਧੂ,ਵਾਰਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ,ਅਮ੍ਰਿਤਸਰ
- 6.ਪੰਜਾਬੀ ਸਿਖਸ਼ਣ ਕਲਾ,ਬਲਦੇਵ ਰਾਜ ਗੁਪਤਾ ਅਤੇ ਤ੍ਰਿਪਤ ਸਿੰਘ ਭੱਟੀ,ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,ਪਟਿਆਲਾ
- 7.ਪੰਜਾਬੀ ਭਾਸ਼ਾ :ਵਿਆਕਰਨ ਤੇ ਬਣਤਰ,ਸੁਰਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ,ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,ਪਟਿਆਲਾ
- 8.ਪੰਜਾਬੀ ਬਾਰੇ,ਡਾ:ਹਰਕੀਰਤਸਿੰਘ,ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ,ਪਟਿਆਲਾ
- 9.ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ,ਦੁਨੀਚੰਦ੍ਰ,ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ,ਚੰਡੀਗੜ੍ਹ
- 10.ਪੰਜਾਬੀ ਸਾਹਿੱਤ ਦਾ ਇਤਿਹਾਸ(ਆਦਿਕਾਲ-ਮੱਧਕਾਲ) ਡਾ: ਜਗਬੀਰ ਸਿੰਘ,ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅਮ੍ਰਿਤਸਰ
11. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press

## (107)Pedagogy of Mathematics

Maximum Marks: 100

External: 70

Internal: 30

### Design of the Course

- Each unit of study focuses on the specific aspect of mathematics education relevant at that stage
- Several Hands-on activities are part of each unit of study

### 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 enable student-teachers to develop deeper insights into the content areas of mathematics at the primary level
- To make student-teachers aware of factors that impact on the process of acquisition of mathematical knowledge
- To sensitize student-teachers about the ways in which children respond to mathematical knowledge
- To help student-teachers develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children’s learning

### Thread Running through the Course

The units have been conceptualised to help prospective teachers understand that student’s learning is dependent on the learning of the content by the teacher as well as the ways children perceive and respond to mathematical knowledge

## **Units of Study**

### **Unit 1: Pedagogical Content Knowledge**

- Numbers: Number Concept, Counting, Place value, Arithmetic operations, Fractions, Decimals. Odd, even, prime, composite, co-primes, twin-primes, basic knowledge of L.C.M. and H.C.F. of numbers, divisibility test upto 11, representation of numbers on number-line. Roman system.
- Measurement: The idea of unit in length, area, volume, weight, time, money, temperature and their conversion into smaller and bigger units.(basic idea and not their applications)

### **Unit 2: Algebra Thinking**

- Algebraic expression: Addition, subtraction, multiplication and division
- Algebraic identities and their applications
- Factorisation using algebraic identities
- Forming and solving simple linear equations

### **Unit 3: Practical Arithmetic and Handling Data**

- Collection, classification and interpretation of data
- Presentation of collected data
- Elementary statistical techniques
- Percentage
- Ratio and proportion
- Interest (simple and compound)

### **Unit 4: Geometric ways of looking at space and shapes**

- Space and Shape: Geometric shapes, construction of geometric shapes through paper folding, Symmetry
- Congruency and similarity: meaning and criterion of congruency and similarity of triangles
- Construction of angles, triangles, quadrilateral, tangent to a circle, in circle and circum circle of a triangle using geometric equipment.

### **Unit 5: Communicating Mathematics**

- Curriculum and Classroom Practices
- The role of text books 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

### **Unit 6: Mathematical Reasoning**

- Meaning, need and importance of mathematical reasoning, pattern recognition and inductive reasoning
- Validation process of mathematical statements: Proof; Counter-Example; Conjecture.
- Problem solving in mathematics – a process
- Creative thinking in Mathematics

### **Unit 7: Assessment**

- Purpose of assessment
- learning assessment
- Assessment tools
- Assessment of performance

### 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 to 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
- Preparing mathematical models, particularly geometric
- Critically examining teaching-learning materials through presentations

### Essential Readings

1. Haylock, D. (2006). *Mathematics Explained for Primary teachers*. New Delhi: Sage Publication, Chapter 22: Measurement, 247-263.
2. Lieback, P. (1984). *How children learn mathematics: a guide for parents and teachers*. London: Penguin.
3. Skemp, Richard R. *Mathematics in the Primary School*. London: Roulledge. Chapter a The formation of Mathematical Concepts, Chapter 4: The Construction of Mathematical Knowledge, Chapter 5: Understanding Mathematical Symbolism, 49-71, 72-89, 90-108.
4. Post, Thomas, R. (1992). *Teaching Mathematics in Grades K-8, Research-Based Methods*. allifornia: Allyn and Bacon, Chapters 1, Chapter 4, Chapter 5, Chapter 6, and Chapter 7.
5. Zevenbergen, R., Dolley, S. And Wright Robert J., (2005), *Teaching Mathematics in Primary Schools*. Australia: Allen & Unwin; (First South Asian Edition). Chapter 2, Chapter 3, Chapter 7 and Chapter 9.

### Advanced Readings for Faculty

1. Moses, B. (Ed.) (1999). *Algebraic Thinking, Grades K-12*. USA: National Council of Teachers of Mathematics.
2. **Readings for Discussion**
  1. Carraher, T. N., Schliemann A. D. and Carraher, D. W. (1988). Mathematical concepts in everyday life. In G. B. Saxe & M. Gearhart (Eds.). *Children's mathematics. New Directions for Child Development*. San Francisco: Jossey-Bass, 71-87.
  2. IGNOU, AMT – 01 *Teaching of Primary School Mathematics*. New Delhi: IGNOU.
  3. IGNOU, LMT – 01, *Learning Mathematics*. New Delhi: IGNOU.
  4. Wood, D. (1998). The Mathematical Mind. In *How Children Think and Learn*. UK: Blackwell Publishing, Chapter 8, 225-255.

## **(108) Proficiency in English**

**Maximum Marks: 50**

**External: 35**

**Internal: 15**

### **Design of the Course**

- Each unit of the course will be linked to student-teachers reflecting on their own proficiency in English – what strategies helped them improve their own proficiency.
- Specific readings, resources and tasks to help student-teachers improve their own proficiency.

### **Rationale and Aim**

The purpose of this course is to enable the student-teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to using simple translation or guide-books for teaching 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.

### **Specific Objectives**

- \*To strengthen the student-teacher s own English language proficiency.
- 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.

### **Running Thread of the Course**

This course will attempt to use a variety of resources, tasks and activities to enable the student-teacher to develop/increase her proficiency in English. The focus will not be on learning and memorising aspects of grammar and pure linguistics. Instead, the aim will be to enjoy learning English and to constantly reflect on this learning to link it with pedagogical strategies.

## **Units of Study**

### **Unit 1: Nature of Language**

What is a language: first, second and foreign language?  
Language as a means of communication and thinking  
Communicative language teaching  
Understanding the importance of a language-rich classroom.

### **Unit 2: Listening and Speaking**

( Activity only, no theoretical work : Listening with comprehension to follow simple instructions, public announcements, telephonic conversations, classroom discussions, radio, T.V news, sports commentary etc )

Sound system of language – phonology & prosody  
Stress – word stress and sentence stress in connected speech

(Activity only, no theoretical work :Using dictionary for correct pronunciation and stress)  
Phonemic drills (with the use of minimal pairs eg., bit, beat etc.)

(Activity only, no theoretical work : Organizing listening and speaking activities: rhymes, chants, songs, use of stories, poems, role play and dramatization )

### **Unit 3: Reading**

Reading with comprehension different types of texts

Reading for global and local comprehension

Inferences, analysis and extrapolation , Discourse analysis

(Activity only, no theoretical work :Using reading as a tool for reference skills i.e. use of dictionary, encyclopaedia and internet)

Ideas of critical literacy to analyse chapters from textbooks

Creating environment for reading – reading clubs, class libraries Reading aloud and silent reading Scaffolding: concept

(Activity only, no theoretical work : Reading different texts types like stories, poems, riddles, jokes, and instructions for games)

### **Unit 4: Writing**

*(No theoretical question, activity only:* Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases, different forms of writing – letters (application, complaint, permission, invitation), messages, notices and posters )

Mechanics of writing (strokes and curves, capital and small, cursive and print script, punctuation)

Controlled/guided writing (verbal and visual inputs) Free and creative writing

### **Unit 5: 1 Grammar**

1. Parts of speech; Phrases; Verbs
2. Kinds of sentences; Subject-verb agreement; Tenses
3. Non-finites; Voices; Narration

### **Mode of Transaction**

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.
- Text analysis of school textbooks to improve skills in critical literacy.
- Reflecting on one's own learning to make connections with pedagogy.

### **Essential Readings**

1. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
2. Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.)*. Cambridge: Cambridge University Press.
3. Morgan, J. & Rinvulcri, M. (1983). *Once upon a time: Using stories in the language classroom*. Cambridge: Cambridge University Press.
4. Wright, A. (1989). *Pictures for Language Learning*. Cambridge: Cambridge University Press.

### **Advanced Readings**

1. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press
2. Richards, J. & Lockhart, C. (1994). *Reflective Teaching in Second Language Classrooms*. Cambridge: Cambridge University Press
3. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language*. Oxford: Oxford University Press



## **(109) Children's Physical and Emotional Health and Yoga Education -I**

**Maximum Marks: 100**

**External: 35**

**Internal: 15**

**Practicum Total Marks: 50**

**External: 30**

**Internal: 20**

### **Area of Study: Theory and Practicum**

#### **Design of the Course**

This course is designed to be one component of a practicum course to be covered in both years of study. It offers the scope to engage critically with systems and practices related to health of children and school health. Two sets of practicum are provided for the first and the second year of study. The rationale, aim objectives of this practicum presented below refers to both practicum courses.

#### **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. It becomes essential for the teacher to locate the social determinants of health and to root any health communication/education in the socio-economic and cultural context of the child. This forms an essential foundational and theoretical component of the course. 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 will enable them to move beyond a solely behavioural change model to an approach that seeks to address larger health determinants. 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. It is possible to address issues of teacher attitudes, engagement and willingness to accept diversity in their classroom. 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**

1. To build a holistic understanding of the concept of health and well-being and understand children's health needs using a social determinants framework.
2. To understand the reciprocal relationship between health and education and understand the role of the teacher and possible ways of engaging with health concerns.
3. To examine specific programmes related to children's health operating in schools.
4. 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.
5. To link theoretical and conceptual learning with actual school/classroom realities through practical work.

### **Running Thread of the Course**

The most important thread running through the course is the need for the student teacher to understand that health and education are reciprocally linked and she must in various ways engage with the health needs of children. The thread of gaining a holistic understanding of health and seeing it as located in a social reality runs across the course and connects issues like physical health, emotional health and „health of the school. A life of health and well-being in a holistic sense is a right of every child. A teacher sensitive to the social context of children can play the crucial role in achieving this right. Theory and practical units are closely knitted together and the idea is a constant process of reflection.

**Units of Study:** The sections on Units of Study include ideas on the mode of transacting each course as the courses have inbuilt theoretical study as well as practical work.

### **Unit – I : Understanding Health and Well – being**

1. Concept of Health, Need and Importance.
2. Relationship between Health & Education.
3. Children's personal cleanliness( Skin, Hair, Hands, Feet, Nails,Teeth,Ears,Nose)
4. Nutritional requirement of children 6-14 years ( Balanced Diet)
5. Awareness regarding drug abuse

### **Unit – II : Morning Assembly Activities**

1. National Flag: Importance, Significance and precautions while hoisting the National flag.
2. National Anthem: Meaning, Importance and precautions while reciting.
3. Types of formation, P.T. exercises, drill and marching.

### **Unit – III :School Health Programmes**

1. Mid-day Meal ( Aim & Objectives, Components and Functioning )
2. Heat, light, shadows (Plants and trees), safe drinking water, sanitation, toilet facilities in the school.
3. Safety education in schools especially on play grounds.
4. Morbidity Mapping and safety measure to prevent communicable diseases.

## **Unit – IV : Minor Games and Athletics**

1. Minor games:- meaning, importance and principles for conducting (Dodge ball, Hopping Lion, Touch and Come back, Thief and Police man, Pick the handkerchief, Tug of war, keep the ball up, Fire on the mountain, Rope skipping, kho-kho)
2. Basic Knowledge about Athletic Track and its Track & Field events.
3. Participation in Races, Jump & Throws, Starts, Starts from different positions, standing broad Jumps, standing vertical jumps, Frog Jumps, Medicine ball throws, tennis ball throws, hand ball throws, shuttle run, Zig Zag run.

## **Unit – V : Introduction to Yoga**

1. Meaning of Yoga, Importance, Scope, Misconceptions, modern trends and development in the field of yoga, Importance of yoga in school curriculum.
2. Stages of Yoga/ Ashtanga Yoga (Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dhayana and Samadhi).
3. Role of Yoga in Psychological preparation of children as an athlete.

## **Unit – VI : Asanas**

1. Principles of Yoga asanas.
2. Meditative asanas:- Sukhasana, Padmasana, Vajrasana.
3. Cultural or Corrective asanas:-Tadasana, Halasana, Bhujangasana, Sarvangasana, Salabhasana, Dhanurasana, Chakrasana, Paschimottanasana.
4. Relaxative asanas:- Shavasana, Makarasana.
5. Importance of Yoga asanas for balanced posture and to overcome postural deformities.

### **PRACTICALS:**

- Performing asanas: *Tadasana, Vrikshasana, Utkatasana, Vajrasana, Swastikasana, Ardhapadmasana, Makarasana, Pawanmuktasana, Shavasana*
- *Survey about mid day meal in a school*
- *Project regarding physical and emotional health of the children.*
- *Preparation of play grounds in DIET*
- *Morning Assembly, drills and exercises*
- *Athletics events*

\* This practical aspect is suggested to be integrated with the framework developed for the School Internship Programme under Objective 1 of Year 1.

**Practical Work is based on Units 1, 2 and 3 before** school internship and after school internship through Projects. The practical work is visualized through integration with School Internship Programme (SIP). This involves discussion, guidance and inputs to undertake these projects before the SIP and is followed by reflective sessions where students share their projects after SIP. These post SIP 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, 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.

## **Suggested Project Topics/Themes**

1. The exercise undertaken in the School Internship Programme (SIP), 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 will guide the student teachers on methods and ethical issues, sensitivity during questioning.
2. Morbidity Mapping Exercise 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. The student teacher develops a report card for the „health of the school. She surveys parameters like water, toilets, sanitation, building, playground etc during the SIP. The idea is to encourage the student teachers to explore multiple dimensions of each parameter that impacts on children's health in school. For eg: It is not sufficient to just ask if there is toilet. It is important to explore, is it functional? Is it clean? Is there water available for the toilets etc.
4. 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.

Practical Work can be divided across groups of students and must be followed by each group sharing with the larger class of ETE 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.

### **Essential Readings**

### **Reference Books**

1. A text books of Health and Physical Education by Punjab School Education Board from 6<sup>th</sup> to 10<sup>th</sup> standard.
2. Track and Field's Events by George Emmanuel published by City George Olickal, Mariadom Kadaplamattom, Kottayam, Kerala.
3. Yogasanas:- A Teacher's guide NCERT (1983) New Delhi.
4. Dr.H.R. Nagendra Pranayama the art and science Pub: Vivekananda Kendra Yoga Prakashana, Bangalore, India.

5. Techniques of Yoga and Kriya Published by: Bihar School of Yoga, Munger, Bihar.
6. Essentials of physical Education Published by Kalyani Publishers 1/1 Rajinder Nagar, Ludhiana, Punjab.
7. AP Text Book of Health, Physical Education & Sports for class +1,+2 (2010-11) by AP Publishers, Jalandhar, Punjab.
8. Mid-day Meals:- A Primer (2005) Right to Food Campaign Delhi.

### **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.

## **(201)Cognition, Learning and the Socio-Cultural Context**

**Maximum Marks: 50**

**External: 30**

**Internal: 10**

**Practical:10**

### **Design of the Course**

- Several field-based units throughout the course.
- Practicum to go in tandem with the theory course so that field-based data forms the basis of reflection on the theory. Readings for each task in the practicum are also suggested to facilitate theory-praxis linkages.
- Specific readings suggested for use in discussion groups enabling reflective reading of each text.

### **Rationale and Aim**

The course is aimed towards helping student-teachers understand various theories about how children learn and how learning and cognition are understood by various theorists. This would lead student-teachers to construct an understanding of learning for their own selves which they would be able to use in the classroom. This, it is hoped would help the teacher become more of a supporter and facilitator rather than an instructor.

Another pertinent aim is to enable the students develop an understanding of the research methods employed to understand children in their multiple contexts. It is envisaged that the students would use some of these methods not only to hone their skills in the same but also in learning about reflection and analysis on the data gathered through these means. This implies strengthening linkages between theory and practice through various field-based assignments.

### **Specific Objectives**

- To understand the process of thinking and learning in children through different theories/ perspectives and reflect on their relevance in the teaching-learning process.
- To understand how different perspectives/theories contribute to an overall understanding of development and the child as a socio-cultural universal.
- To bring the implications of theory into the centre of the study of children; to provide for opportunities such that the student teacher is able to visualize the linkages with theory in the real life interactions with children.
- To enable the student teacher to visualize the linkages with theory in the real life interactions with children.
- To enable the student teacher to understand moral development of a child in socio-cultural context.

### **Running Thread of the Course**

The student-teacher develops a critical understanding of different approaches to childrens development and learning within a socio-historical perspective: principles of behaviourism, cognitive development, information processing, constructivist, socio-constructivist and cross-cultural positions. The essence of child-centered pedagogy is to be in tandem with the physical, socio-cultural, emotional and cognitive worlds of children within the Indian context.

An attempt has been made to include the implications for each aspect of development with the unit itself. For instance, there has been a conscious effort to include activities like play, art, story telling etc. as implications along with the units on physical motor development, cognition and language development respectively.

## **Units of Study**

### **Unit 1: Learning and Behaviourism**

- **Learning:** Concept of learning; processes of children learning
- **Behaviourism:** Basic ideas of Behaviourism, its characteristics and features and its critique. Contribution of behaviourism to education.

### **Unit 2: Cognition**

- **Constructivism:** Introduction to the concept, features and characteristics; Jean Piaget's theory of cognitive development and its implications in teaching-learning process.
- **Vygotsky's Theory:** Introduction, characteristics and its Educational implications.
- **Information processing approaches: Memory:** basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval), **Information retrieval and forgetting.**

### **Unit 3: Play**

- Meaning of Play, characteristics, kinds and types of Play
- **Play and its functions:** linkages with the physical, social, emotional, cognitive, language and motor development of children; cross-cultural and socio-economic differences in children's play.
- **Games and group dynamics,** rules of games and how children learn to negotiate differences and resolve conflict.

### **Unit 4: Self and Moral development**

- **A sense of self:** self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control.
- **Moral development:** Kohlberg stages of moral development and its implication for teaching learning process.

## **Mode of Transaction**

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

## **Essential Readings**

1. Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3<sup>rd</sup> Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.
2. Elkind, D. (1976). *Child Development and Education*. Oxford University Press.
3. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social

Development in the School Years.

4. Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
5. Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222-253.
6. Snowman, B. R. and Snowman, J. (1996). *Psychology Applied to Teaching*. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.

### Readings for Discussion

1. Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
2. Barry and Johnson (1964). *Classroom Group Behaviour*. New York: Macmillan.
3. Brown, R. (2000). *Group Processes: Dynamics Within and Between Groups*. (2nd Edition). Blackwell Publishers.
4. Christian, Jyoti (1984). *Classroom Group Dynamics*. Meerut: Anu Books.
5. Donaldson, M. (1986). *Children's Minds*. UK: Harper Collins Publishers Ltd. Chapter 1: The School Experience, Chapter 2: The Ability to Decentre.
6. Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517.
7. Holt, J. (1967). *How Children Learn*. London: Penguin.
8. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
9. Siegler, R. and Alibali, M.W. (2005). *Children's Thinking*. (4th edition). New Jersey, USA: Prentice Hall. Chapter 1: An introduction to children's thinking, Chapter 3: Information-processing theories of development, Chapter 5: Sociocultural theories of development, Chapter 9: The development of social cognition.
10. Vygotsky, L. S. (1997). Interaction between Learning and Development in Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.

### Advanced Readings

- Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences*. London: Paladin Books.
- Piaget, J. (1926). *Psychology of Intelligence*. New York: Basic Books.
- Pollard, A. and Filer, A. (1996). *The Social World of Children's Learning*. London: Cassell.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, Massachusetts: Harvard University Press. Chapter 1: Tool and Symbol in Child Development, Chapter 6: Interaction between Learning and Development, Chapter 7: The Role of Play in Development
- Wood, D. (1988). *How Children Think and Learn*. Oxford: Blackwell.



## **Practicum: Peep into the Child' world: What and How II**

**Task 1:** The student-teachers ask four children in the age group 4-7 years to draw on different themes they choose. The children are then encouraged to talk about their drawing. The students try and understand what the drawing communicates by talking to the child and looking for aspects of symbolic thought as expressed in the drawing. Also, the student-teacher arrives at the patterns that emerge across the various drawings that children have made. Student-teachers could also organize other such simple activities for children. They conduct these activities with children and maintain records of children s responses.

**Task 2:** The student-teacher does observation of children at play and maintain records - 2 hours across 4 observations; observations can be carried out in playgrounds in the neighbourhood or schools. The students could identify different games that children play; Individual and group behaviour in play; friendships and social relationships. The analysis could include the following aspects: motor skills, language used during play, group structure and interactions, arriving at rules and following them, gender behaviour, patterns of negotiation and resolving conflict, folk songs and games, popular culture. This assignment is to be followed by post-assignment discussions during contact hours to arrive at linkages between play and social, emotional, cognitive, language and motor development of children.

**Task 3:** Student-teachers identify a movie or a carton that is popular among school age children. They construct an interview schedule ( to interview children) and observation checklist to look at the finer nuances of the movie or cartoon ( what attracts children to the same) and critically analyze the varying aspects. Other methods of looking at TV viewing habits, child s ability to distinguish fantasy from reality could also be explored by the student-teachers.

**Or**

**Task 4:** Student-teachers identify a video game that is popular among school age children. They construct an interview schedule and observation checklist to “Understand aggression in a video game that is popular among children and also critically look at aspects of the game itself.”

### **Essential Readings**

1. Bettelheim, B. (1987). The Importance of Play. *The Atlantic Monthly*, March.
2. Bodrova, E. and Deborah J. Leong (1996). *Tools of the Mind*. New Jersey: Merrill Chapter 3: The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
3. Cox M. (2005). *The Pictorial World of the Child*. New York: Cambridge University Press.
4. Erikson, Eric, H. (1972). *Play and Development*. New York: W.W. Norton.
5. Garvey, C. (1990). *Play*. Cambridge: Harvard University Press.
6. Sahi, J. and Sahi, R. (2009). *Learning Through Art*. Eklavya. Chapter 1: Introduction.
7. Vygotsky, Lev. S. (1978). *Mind in Society*. Cambridge: Harvard University Press. Chapter 7: Role of Play.

## (202) School Culture, Leadership and Change

Maximum Marks: 50

External: 35

Internal: 15

### Design of the Course

- At least one unit of study to be field-based
- Specific readings suggested for use in discussion groups enabling a close reading of each text

### Rationale and Aim

The purpose of education is to enable happy, meaningful learning environments for all children. Between the „idea of education and the implementation of an educational programme is a long journey that witnesses a range of dynamics amongst several important players. These include teachers, parents, school heads, district and block level education functionaries, academics, educators, the community, government planners and policy makers, and children.

How are schools organized? What roles do government functionaries perform to help schools provide quality education? What kind of leadership enables effective school education? How are educational standards defined? What are the processes of change facilitation in education? This course brings together pieces of the puzzle that constitute effective school education. Through workshops, discussions, readings, field-based project work and project presentations, students will develop an understanding of the range of factors that enable school organization and management.

### Specific Objectives

The overall objective of this course is to enable students to develop a holistic understanding of the range of issues and dynamics that constitute school education. The specific objectives are:

- To familiarize students with the structures and processes of the Indian education system
- To help students develop a critical understanding of the notion of school organization and management in the context of the structures and processes of the education system
- To enable students develop a comprehensive understanding of context-specific notions of school effectiveness To enable students to develop an understanding of school leadership and change management
- To help students make overt connections between field-based project work, educational leadership and change facilitation

### Running Thread of the Course

This course enables student teachers to develop an understanding of the system of education, how it operates, the role and functions of each of the different levels of the school system; its relationship with school curriculum and its impact on pedagogic processes in the classroom. This is likely to provide insight into the constraints of a system and the specific role and space that teachers and school leadership can claim to initiate change.

## Units of Study

### Unit 1: Structures and Processes of the Indian Education System

- Types of schools within different administration bodies
- **Roles and responsibilities of education functionaries:** Centre (MHRD) and State level
- **Relationships between school and community:** Need and importance, Principle and techniques for establishing relations
- **Understanding and interpreting educational policies that impact schools:** National Policy of Education, 1986, Revised NPE, 1992
- **School culture and organization:** Meaning of school culture and role of activities in the creation of school culture; Meaning and principles of school organization

### Unit 2: School Effectiveness and School Standards

- **School effectiveness:** Meaning, Principles and assessment of school effectiveness
- Understanding and developing standards in education
- Classroom management and the teacher, multiple learning levels in the classroom
- **Lesson plan:** Meaning, Need and Importance, Steps in lesson planning
- **Communication in the classroom:** Meaning, Elements, Process, Barriers and Factors facilitating the effectiveness of communication

### Unit 3: Management, Educational Supervision and Inspection

- **School Management: Meaning,** Nature, Scope of School Management
- **Educational Supervision and inspection:** Meaning, Difference between supervision and inspection, Principles, Methods/ Techniques of supervision, Defects in supervision and inspection, Suggestions for improving system of supervision and inspection.

### Unit 4: Teacher Education, School Leadership and Change facilitation in Education

- **Relevance of teacher Education:** Pre-Service and In-Service Education
- **Leadership:** Meaning, Need and Importance, Characteristics, Development of leadership qualities among students; Administrative leadership; Pedagogical leadership; Team Leadership.
- **Sarva Shiksha Abhiyan (SSA) Experience;** Educational Facilities for girls, SC/ST/OBC, Disabled children
- Issues in educational and school reforms; Preparing for and facilitating change in education

**Project work:** the practicum component of this course is meant to help students make specific connections between field observations, class discussions, analytical presentations and participation in change visualization.

#### Suggested topics

1. managing the classroom
2. the role of the school head
3. interactions with support organizations
4. school improvement plan

5. change facilitation processes

**Mode of Transaction**

- Close reading of specific texts
- Observation and documentation of school organizational processes
- Field visits: Centers of innovation, different school types

**Essential Readings**

1. Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India*. New Delhi: NIEPA.
2. Early, P. and Weindling, D. (2004). A changing discourse: from management to leadership. In Early, P. and Weindling, D. (eds) *Understanding School Leadership*, UK: Paul Chapman Publications,
3. Fullan, M. (1993). Why Teachers Must Become Change Agents. In *Educational Leadership*, 50 (6).
4. Govinda, R (2001) *Capacity Building for Educational Governance at Local Levels*. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.

**Readings for Discussion**

1. NCERT, Educational Statistics of India, New Delhi (issues of the last decade)
- Senge, P. (2000). The Industrial Age System of Education. In *Schools that Learn*, London: NB, 27-58.

## **(203) Social Science Education**

**Maximum Marks: 100**

**External: 70**

**Internal: 30**

### **Design of the Course**

Unit 3 includes a field-based assignment of observing the teaching of social sciences; analysis and reflection on the observations in consultation with peers and faculty.

Unit 4 also has a field-based assignment with the aim to orient the prospective teacher to the process of using concepts and skills in generating content from local contexts and the direct use of source materials.

The educator can choose at least 4 to 5 readings from the list of essential readings for discussion in groups enabling a close reading of texts and debates on perspectives. The readings are optional and intended for teacher educators.

In-depth work on selected chapters /units of recommended textbooks is to be led by the teacher educators to enable a strengthening of content-knowledge as well as using a model for working with subject content to the prospective teachers. As far as possible, a different set of topics from recommended textbooks and other resource books is to be used for school internship work and assessment related exercises, so that the prospective teacher has an extensive opportunity to revisit and work on subject knowledge.

### **Rationale and Aim**

The contents of social science as a school subject are based on a certain understanding about their nature and purposes. Instead of treating these as natural and given, this course introduces student-teachers to different perspectives about these subjects. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabi and textbooks. It asks and suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

Engaging with the nature of diverse disciplinary would form the basis to understand that its purposes are historical and social in character. Analysis of textbooks and curriculum may help students understand how various perspectives about society, children and social science shape these documents and pedagogic devices and how they may be alternatively conceived and transacted in classroom. Reading how children conceptualize and understand the subject matter of different social science components and the ways in which different textbooks and teaching methods allow or obstruct development of abilities for individual/collective reflection would provide a meaningful avenue for student teachers to develop their own understanding of social sciences and appropriate pedagogies.

### **Specific Objectives**

This course would help the learner to

- develop knowledge and skills to critically understand and analyse the society we live in and the individual-society interface, by drawing upon the disciplines of sociology, history, geography, political science, economics and psychology.
- build skills to gather, interpret and analyse data
- critically analyse social science school curriculum, syllabus and textbooks
- know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner
- develop capacities to uphold human and constitutional values of freedom, equality, justice and respect for difference and diversity and challenge the social forces that threaten these values

### **Units of Study**

#### **Unit 1: Nature of Social Sciences**

Social science: meaning, nature, scope and importance; difference between social science and social studies, relationship with other subjects ; Geography:-meaning need and importance; History meaning need and importance; Civics meaning and need of civics, relationship between political science and civics; Principles of curriculum construction and framework.

#### **Unit 2: Important Concepts of Social Sciences**

(i) **Society:** social change, social structure, social stratification, (ii) Citizen and Citizenship,(iii) State and its attributes (iv) Differences between State and Society, State and Government, State and Nation, (v) Indian national movement(Non-cooperation, Rowlatte Act, Quit India, Ghadar Movement, Indian Socialist Republic Army and INA: basic concepts only), (vi) Solar system, (vii) Composition of Earth, (viii) Use of Map and Globe,(ix) Latitudes and Longitudes, (x) Demand and Supply,(xi) Price Determination,(xii) Current Affairs- meaning and importance.

*It is suggested that any three consecutive chapters each from history, geography and social and political life sections of classes VI, VII and VIII from the PSEB books be used for detailed class room work on important concepts of social sciences*

#### **Unit 3: Children's Understanding and Teaching-Learning Materials**

Concept formation among children in middle/upper primary classes,case studies of children's understanding of concepts;Teaching-learning material-charts,models, graphs,diagrams,overhead projectors,slide projectors,PPTand text-books.

#### **Unit 4: Pedagogy and Assessment**

Discussion method,comparison method,story telling method, role-play,problem solving and project method;Assessment concepts and types,qualitative and quantitative techniques for assessing learner's achievement,continuous and comprehensive evaluation(CCE).

### **Unit 5: Field-based Project: Some Suggested Projects (any two)**

- 1 Critique a historical film/serial or novel from the view point of authenticity. Use variety of other sources like for movies, books, newspaper article, exhibitions, and museums to appraise on authenticity. Understand the complex nature of ‘facts’, their construction and their differences from ‘opinion’.
- 2 Map any locality based on the distance and directional relationship from your educational institution. Mark out institutions, historical monuments, banks, local market, and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location. Try to see the linkages between various institutions that exist in this locality
- 3 Explore and collect some books, movies, cartoons, magazines and journals of 1950s and the present times. Study them carefully to grasp the issues of a common person. Show the changes that can be witnessed in the concerns and in the lives of a common person. Can the reasons for these changes be traced to the economics, polity, history and socio-cultural circumstances of our nation? Present your understanding in the form of a report/ poem/ collage/ narratives/ drama, or any other medium you wish to use.
- 4 Through field visits, understand a slum in terms of its economics, subsistence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
- 5 Trace two final consumer products from their raw form. Study the processes that are involved in changing it to the final, finished product. Study how various factors of geography, economics, politics and history have influenced them.
- 6 Around any particular social science theme, event, date or a phenomenon, weave an oral history project. Through interviews and conversations, understand and give space to the voice of people, and their interpretation and understanding of your subject. Analyze their reliability by comparing these versions from other sources. Use this project to understand the plural versions of history that are available. Also study how certain versions become dominant while cornering other ones.
- 7 Study the transport needs of a community by analyzing different kinds of vehicles people own. Examine their relation with the gender and the socio-economic standards. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing. Also assess the economic and environmental aspects of various forms of transport.
- 8 Explore how cartoons, stamps, currency, newspapers, magazines, documentaries, plays, maps, globes, historical film/serial/novel and so on be used in the teaching of social science
- 9 Identification or recognition of symbols of conventional signs used in Atlas, Topographic sheets, Weather Map or any Map.
- 10 Observing and recording of various weather elements with the help of following instruments.
  - a. Maximum and minimum thermometer.

- b. Wet & dry thermometer.
- c. Rain Gauge.
- d. Drying of Isobars, Isohyets, Isotherms

11 Constructing figures with the help of Bars, Pie diagrams etc

#### **BOOKS RECOMMENDED**

- Aggarwal, J.C. : *Teaching of Social Studies*.
- Binning & Binning : *Teaching of Social Studies in Secondary Schools*, McGraw Hill.
- Kaur, B. (2004) : *Teaching of Social Studies: New trends and Innovations*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Khan, M. A. (2004) : *Teaching of Social Studies*. Commonwealth Publishers, New Delhi.
- Kochher, S.K. : *Teaching of Social Studies*.
- Mehta, N. (2007) : *Teaching of Social Studies*. Pune: Tech-Max publications.
- Nasiah, K. : *Social Studies in Schools*, Oxford.
- Sandhu, P.K. (2003) : *Teaching of Social Studies (Punjabi)*.
- Shaida, B.D. & Shaida, A.K. : *Teaching of Social Studies*.
- Wesley, E.N. : *Teaching of Social Studies in high school*.
- Batra, Poonam (2010) Introduction in Poonam Batra (ed) (2010) *Social Science Learning in Schools: Perspective and Challenges*, Sage: New Delhi pp. 3-41.



## (204) Pedagogy of English Language

**Maximum Marks: 100**

**External: 70**

**Internal: 30**

### Design of the Course

- Units 3, 4 and 5 to be field-based
- In these units the maximum time must be spent on discussing specific strategies for teaching English
- Specific readings are suggested for use in discussion groups enabling a close reading of each text
- **Rationale and Aim**

This course focuses on the teaching of English to learners at the elementary level. The aim is also to expose the student-teacher to contemporary practices in English Language Teaching (ELT). The course also offers the space to critique existing classroom methodology for ELT.

- The theoretical perspective of this course is based on a constructivist approach to language learning. This course will enable the student-teacher to create a supportive environment which encourages their learners to experiment with language learning. The course will also focus on developing an understanding of second language learning.

### Specific Objectives

- Equip student-teachers with a theoretical perspective on English as a „Second Language (ESL)
- Enable student-teachers to grasp general principles in language learning and teaching
- To understand young learners and their learning context
- To grasp the principles and practice of unit and lesson planning for effective teaching of English
- To develop classroom management skills; procedures and techniques for teaching language
- To examine and develop resources and materials for use with young learners for language teaching and testing.
- To examine issues in language assessment and their impact on classroom teaching.

#### **Running Thread of the Course**

The course is designed to be very practical in nature and includes equipping the student-teacher with numerous teaching ideas to try out in the classroom. Of course, all practical ideas must be related to current theory and best practice in the teaching of young learners. It is important to make a constant theory-practice connection for the student-teachers.

### Units of Study

#### **Unit 1: Issues of Teaching of English at the Elementary Stage**

- Issues of learning English (Issue of medium of instruction, level of introduction and accent) in a multi-lingual/multi-cultural society: the multi-lingual nature of India, English as the language of „prestige and power
- Teaching English as a first language, second language and foreign language: developmental, socio-economic and psychological factors; key factors affecting second language acquisition

#### **Unit 2: Approaches to the Teaching of English**

- Behaviouristic and Structural Approaches: grammar-translation method, audio-lingual method
- The Constructivist Approach: nature and role of learners, different kinds of learners – young

learners, beginners, teaching large classes etc, socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration)

- Communicative language teaching: focusing on meaning, role of text books and other resources, role of a teacher and classroom management

### **Unit 3: Teaching Strategies**

- The text book: Critical literacy, personal response to poems and stories, adapting the textbook
- Beyond the textbook: including children's literature in the classroom (poems, stories, songs etc)
- Listening and Speaking Skills: seeing talk as valuable, reducing teacher-talk time in the classroom., using pair-work and group-work meaningfully to encourage speaking and participation – vocabulary development: using pictures, flow-charts, word walls; teaching pronunciation, rhythm, stress and intonation.
- Reading: beginning reading - the alphabet method, phonetic method, environmental print, reading with meaning, reading aloud by teacher, using the word-wall; stages of Reading - pre-reading, while-reading and post-reading activities; comprehension skills - types of reading - Independent reading, guided reading and shared reading ; reading aloud and silent reading.  
Writing: providing triggers for writing – brainstorming, discussions, reading; writing as a process - brain storming, drafting, conferencing, publishing/sharing; controlled, guided, and free writing;
- Teaching grammar to strengthen language acquisition: teaching grammar as „knowledge about language , making grammar meaningful and fun.

### **Unit 4: Learner Assessment**

- Why should children be assessed, continuous and comprehensive assessment
- Methods of assessment: individual. Group, self and peer assessment, tools and techniques of assessment: observation, assignments, projects, portfolio, checklists, rating scales and anecdotal records, oral and written techniques, types of language tests, the cloze procedure, dictation, miscue analysis
- Reporting and communicating feed back, sharing with the child and parents

### **Unit 5: Grammar and Composition**

Subject and Predicate, The Noun: Number and Gender  
Auxiliaries and Modals, Same Word as Different Parts of Speech  
Spellings, Punctuation  
Composition of Paragraphs, e. mail, classified advertisements

### **Mode of Transaction**

- Close reading of theoretical concepts in language learning and ESL
- Developing and trying out various resources, techniques, activities and games for learning English
- Text analysis of school text books for English – state-produced and by private publishers
- Analysing and reviewing teaching-learning material

### **Essential Readings**

1. Brewster, E., Girard, D. and Ellis G. (2004). *The Primary English Teacher's Guide*. Penguin. (New Edition)
2. Ellis, G. and Brewster, J. (2002), *Tell it again! The new Story-telling Handbook for Teachers*. Penguin.
3. NCERT, (2005). National Curriculum Framework, 2005. New Delhi: NCERT.
4. NCERT, (2006). Position Paper National Focus Group on *Teaching of English*. New Delhi: NCERT
5. Scott, W. A. and Ytreberg, L. H. (1990). *Teaching English to Children*. London: Longman.
6. Slatterly, M. and Willis, J. 2001, *English for Primary Teachers: A Handbook of Activities and Classroom Language*, Oxford: Oxford University Press.
7. NCERT , (2012)Source Book on Assessment for Class I-V, Language English

## Readings for Discussion

### Unit 3

1. Fogarty, R. (2006). *Literacy Matters: Strategies Every Teacher Can Use*. USA: Corwin Press pp. 59-62.
2. Wyse, D. and Jones, R. (2001). *Teaching English, Language and Literacy*. New York: Routledge Falmer, pp. 169-175.

### Unit 5

3. Browne, A. (2007). *Teaching and Learning Communication, Language and Literacy*. London, UK: Paul Chapman, 175-210.
4. Sahi, J. and Sahi, R. (2008). *Learning through Art*. Eklavya, Bangalore, 125-137

## Advanced Readings

1. Cameron, L. (2001) *Teaching Languages to Young Learners*, Cambridge: Cambridge University Press.
2. Curtain, H. A. and Dahlberg, C. A. (2004). *Languages and Children: Making the Match*. Boston: Pearson.
3. Tomlinson, B. (Eds.) (1998). *Materials Development in Language Teaching*. United Kingdom: Cambridge University Press.

# Pedagogy of Science Education (205)

Maximum Marks: 100

External: 60

Internal: 20

Practicum :20

## Design of the Course

Each unit of study to have a field-based assignment.

Specific readings are to be used for discussion in groups enabling a close reading of texts.

## Rationale and Aim

The aim of this course is to encourage students to engage with the nature of science and relate it with inquiry in this area. This will involve challenging students' misconceptions related to concepts in science and help them advance towards a better understanding. They will need a space to freely express their ideas about various aspects of the nature of science and reflect on classroom practices based on this understanding. The students should be able to critically reflect on issues of gender and inclusive space in science education.

This course builds on the Pedagogy of EVS paper and helps student-teachers to reflect on the nature of the discipline of science and its implications for classroom transaction.

## Specific objectives

To encourage students to revisit their own conceptual understanding of science

To engage students with various aspects of the nature of science.

To help students understand children's ideas in relation to cognitive development and children's understanding of scientific concepts.

To help students select and use appropriate teaching-learning and assessment strategies.

To enable students to view science as an inclusive and a democratic enterprise.

## Units of Study

### Unit 1: Understanding science

1.1 Meaning & nature of science

1.2 Why do we teach Science ?

1.3 Scientific Attitude -- Meaning & development

1.4 What do scientist look like ?

1.5 Brief life history & contribution of some eminent Scientists ---- C.V. Raman , J.C.

Boss , Bimla Buti , Albert Einstein, Marie Curie

### Unit 2: Revisiting school science concepts

2.1The World of the Living: Cell –Structure & function , Animal Tissues: Types(Epithelial, Muscular, connective and Nervous)

2.2 Matter : Structure of Atom- Electron , Proton ,Neutron .Atomic models –Thomson ,Rutherford & Bohar's model .Symbols, Aomic Number ,Mass Number ,Valency & Electronic configuration of first 20 elements.

### **2.3 Natural Phenomena: -**

- **Gravitation:**-- Newton's **Universal** Law of Gravitation , relation between  $g$  &  $G$  ,Mass & Weight , variation of  $g$  with altitude & due to shape of earth.
- **Magnetism :--Magnet** & its properties ,Magnetic field ,magnetic lines of forces , Magnetic materials, different ways of Magnetising a magnetic material.
- Current Electricity :--** Charge ,current ,potential difference, Ohm's Law , Sources of current – Volta cell ,Lechlanche cell , Dry cell.
- **Light :---** Nature of light, laws of reflection of light ,Refraction of light ,laws of refraction ,refractive index,refraction through a glass slab, Optical phenomena in nature – Mirage & Twinkling of stars , Optical Instruments – Human Eye & Compound Microscope.

### **Unit 3: Planning for Teaching**

#### **3.1** Need of planning

3.2 Identification & organization of concepts - Need , Basic Principles and Factors that need to be considered for organization of concepts .

3.3. Science lesson design (lesson – plan) - - Elements & Structure

3.4 Planning Laboratory work

3.5 Improvisation of apparatus - - Meaning , Importance ,examples of improvised apparatus ( at least 5 examples with required material ,construction , working and concepts which can be discussed)

### **Unit 4: Science for all**

4.1 Issues of gender, language and culture in science classes

4.2 Science as a tool for Equity

4.3 Democratising Science learning : Critical Pedagogy ,Role of teacher in Critical Pedagogy

4.4 Introduction to science and society interface

- Science for Environment
- Science for Health
- Sciene for Peace

*Issues such as availability of water, indigenous people and their knowledge practice – Metallurgy and heritage craft ,Green revolution and sustainable farming , Farmers suicides (reasons) ,Land acquisition – Socio -cultural aspects, Drug abuse, Female foeticide , loss of habitat and endangered species, energy conservation and climate change, awareness of organ retrieve can be taken up for literature survey, discussions, campaigning through seminars ,workshops, posters, public hearing, talks by concerned people like farmers and also experts in the field*

### **List of proposed Practicum** (At least 12 practicals to be performed during the session)

- 1 To find the volume and density of solid (stone) by using measuring cylinder.
- 2 To separate salt, sand and iron particles from the mixture.
- 3 To separate the mixture of sand and Ammonium chloride.
- 5 To study different parts of flower.
- 6 To study the human skeleton with the help of a skeleton.
- 7 To study the different types of joints in human body with the help of human skeleton.
- 8 To study digestive and circulatory system through models.
- 9 To prove that matter (solid and liquid) expand on heating.
- 10 To prove that medium is necessary for the propagation of sound.
- 11 To prove the laws of reflection by taking a plain mirror and pins.
- 12 To trace the course of rays through glass slab and to prove that incident ray and

emergent ray are parallel to each other.

- 13 To trace the course of ray through glass prism & measure different angles.
- 14 To prepare Hydrogen gas and study its physical properties.
- 15 To prepare CO<sub>2</sub> gas and study its physical properties.
- 16 To prepare Oxygen gas and study its physical properties.
- 17 To study main parts of compound microscope.
- 18 To prepare temporary mount of onion peel and study its parts.
- 19 To prepare temporary mount of leaf peel to show its stomata.
- 20 To prepare a voltaic cell and find its voltage.
- 21 To prepare a Leclanche cell and measure its voltage
- 22 To study different parts of human eye and draw its labeled diagram.
- 23 To measure the temperature of hot water as it cools and plot a temperature time graph.
- 24 To study the dependence of current (I) on the potential difference (V) across a resistor and determine its resistance. Also plot a graph between V & I.
- 25 To plot magnetic lines of forces around a bar magnet and find neutral point.
26. To measure the diameter of a rod with Vernier Caliper.

### **Essential Readings Unit 1**

1. Bloom, J. W. (2006) *Creating a Classroom Community of Young Scientists* Routledge: New York.
2. Driver, Rosalind, et. al. (1994) *Making Sense of Secondary Science: Research into Children's Ideas*. Routledge Falmer: New York.
3. **Pedagogy of Science** (part 1&2) By NCERT NEW DELHI .

### **Unit 2**

1. Bloom, J. W. (2006) *Creating a Classroom Community of Young Scientists* Routledge: New York.
2. *Text books for Science, Class 6<sup>th</sup> – 10<sup>th</sup>* by P.S.Ed. BOARD. SAS Nagar & NCERT: New Delhi

### **Unit 3**

2. Harlen, W. (2006) *Teaching, Learning and Assessing Science 5 – 12*. Sage: UK.
3. Harlen, W. and J. Elstgeest (1992). *UNESCO Source Book for Science in the Primary School*, NBT: New Delhi.
4. Martin, D. J. (2009) *Elementary Science Methods- A Constructivist Approach*. Thomson Wadsworth: Belmont CA. 5<sup>th</sup> Edition.
5. **Pedagogy of Science** (part 1&2) By NCERT NEW DELHI .

### **Unit 4**

**Pedagogy of Science** (part 1&2) By NCERT NEW DELHI

### **Readings for Discussion**

#### **Unit 1**

1. Driver, Rosalind. (1996) *Young People's Images of Science*, Milton Keynes- Open University Press: London.
2. Rampal, Anita (1992) Images of Science and Scientists a study of School Teachers' Views. I. Characteristics of Scientists. *Science Education*. 76(4), 415-436.

### Unit 3

1. Griffin, J. (2004) Research on students and Museums: Looking More Closely at the students in School Groups. *Science Education*, 88(suppl. 1), S59-S70.
2. Wellington, J. J. and Osborne, J. (2001) *Language and Literacy in Science Education*. Open University Press: California. Chapter 6: Discussion in School Science: Learning Through Talking, Chapter 5: Writing for Learning Science.
3. NCERT, (2006) *Position Paper on Science Education*, NCERT: New Delhi.

### Unit 4

1. Brickhouse, N. (2001) Embodying Science: A Feminist Perspective. *Journal of Research in Science Teaching*, 38(3), 282-295.
2. Kurth, A., et. al. (2002) The Case of Calra: Dilemmas of helping all students to understand Science, *Science Education*, 86, 287-313.
3. Shiva, V. (2002) *Water Wars* South end press.: Cambridge, USA

### Advanced Readings

#### Unit 1

- 1 Kang, S et al (2004) Examining Students' Views on Nature of Science: Results from Korean 6<sup>th</sup>, 8<sup>th</sup> and 10<sup>th</sup> Grades, *Science Education*, 89(2). 314– 334.
- 2 McComas, William F. (ed.) (1998) *The Nature of Science in Science Education: Rationales and Strategies*, Kluwer Academic Publishers: Netherland
- 3 Okasha, S. (2002) *Philosophy of Science– A very short Introduction* Oxford University Press: UK.
- 4 Schwartz, S. Renee et. al. (2004) Developing Views of Nature of Science in Authentic context: An explicit approach of Bridging the Gap between Nature of Science and Scientific Inquiry. *Science Education*. 88(4), 610 – 645.

#### Unit 3

1. Liewellyn, D. (2005) *Teaching High School Science through Inquiry – A Case Study Approach*. Corwin Press and NSTA Press: California
2. Osborne Jonathan F. (1996) Beyond Constructivism. *Science Education*. 80(1), 53-82

#### Unit 4

1. Aikenhead, G. (2001) Integrating Western and Aboriginal Sciences: Cross Cultural Science Teaching. *Research in Science Education*, 31(3), 337-355
2. Choksi, B. & Natarajan, C. (2007) *The epiSTEME Reviews- Research Trends in Science, Technology and Mathematics Education*. Macmillan : New Delhi
3. Rampal, A. (1993). School science in search of a democratic order? In Kumar, K. (Ed.) *Democracy and Education in India*. NMML: New Delhi.

### Textbooks and Reports

1. Bal Vigyanik, *Text books for Science, Class VI – VIII*. Madhya Pradesh: Eklavya
2. Centre for Science and Environment, *Citizen's reports*, New Delhi.
3. NCERT, (2005). *Syllabus for Classes at the Elementary Level*. vol. I, NCERT: New Delhi.
4. NCERT, (2008). *Text books for Science, Class VI – VIII*. NCERT: New Delhi.

## PAPER – 206 PEDAGOGY OF PUNJABI LANGUAGE

### ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਸਿੱਖਿਆ ਸ਼ਾਸਤਰ

ਲਿਖਤੀ ਅੰਕ:35

ਅੰਦਰੂਨੀ ਅੰਕ:15

ਕੁਲ ਅੰਕ:50

ਉਦੇਸ਼:-1.ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ ਦੇਣਾ।

2.ਭਾਸ਼ਾਈ ਕੌਸ਼ਲ ਦੀ ਵਰਤੋਂ ਤੇ ਅਭਿਆਸ ਕਰਨ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

3.ਵਿਆਕਰਨ ਦੇ ਸਿਧਾਂਤਕ ਤੇ ਵਿਹਾਰਕ ਰੂਪਾਂ ਵਿਚ ਆਪਸੀ ਤਾਲਮੇਲ ਸਥਾਪਤ ਕਰਨ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

4.ਪੰਜਾਬੀ ਸਾਹਿੱਤ ਰੂਪਾਂ ਨੂੰ ਉਹਨਾਂ ਦੀ ਪ੍ਰਕਿਰਤੀ ਅਨੁਸਾਰ ਪੜ੍ਹਨ ਤੇ ਮਾਣ ਸਕਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

5.ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਸੱਭਿਆਚਾਰ ਪ੍ਰਤੀ ਸਮਝ ਪੈਦਾ ਕਰਕੇ ਇਸ ਨਾਲ ਜੁੜੇ ਰਹਿਣ ਲਈ ਪ੍ਰੇਰਿਤ ਕਰਨਾ।

#### ਇਕਾਈ 1: ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ

ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ ,ਦੁਜੀਆਂ ਲਿਪੀਆਂ ਨਾਲ ਤੁਲਨਾ ਕਰਦੇ ਹੋਏ ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਈ ਅਨੁਕੂਲਤਾ

#### ਇਕਾਈ 2 : ਭਾਸ਼ਾ ਕੌਸ਼ਲ

ਸੁਣਨ ਕੌਸ਼ਲ :ਮਹੱਤਵ,ਚੰਗਾ ਸੁਣਨ ਲਈ ਸ਼ਰਤਾਂ,ਸੁਣਨ ਤੇ ਸਮਝਣ ਨਾਲ ਸੰਬੰਧਤ ਅਭਿਆਸ

ਮੌਖਿਕ ਕੌਸ਼ਲ : ਮਹੱਤਵ,ਚੰਗੀ ਮੌਖਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ,ਮੌਖਿਕ ਅਭਿਆਸ ਦੇ ਢੰਗ

ਪੜ੍ਹਨ ਕੌਸ਼ਲ : ਮਹੱਤਵ,ਪੜ੍ਹਨ ਦੀਆਂ ਕਿਸਮਾਂ-ਸੂਖਮ ਪੜ੍ਹਾਈ,ਸਥੂਲ ਪੜ੍ਹਾਈ,ਉੱਚੀ ਪਾਠ ਤੇ ਮੌਨ ਪਾਠ

ਲਿਖਣ ਕੌਸ਼ਲ : ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ,ਲਿਖਣ ਕੌਸ਼ਲ ਦੀਆਂ ਵਿਧੀਆਂ

#### ਇਕਾਈ 3 : ਵਿਆਕਰਨ

ਵਰਨਬੋਧ : ਸਵਰ, ਵਿਅੰਜਨ, ਲਗਾਂ ਮਾਤਰਾਵਾਂ,ਲਗਾਖਰ,ਲਗਾਂ ਮਾਤਰਾਵਾਂ ਤੇ ਲਗਾਖਰਾਂ ਦੀ ਵਰਤੋਂ ਦੇ ਨਿਯਮ  
ਸ਼ਬਦ ਸ਼ਰੇਣੀਆਂ: ਨਾਂਵ, ਪੜਨਾਂਵ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ, ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ, ਸੰਬੰਧਕ, ਯੋਜਕ, ਵਿਸਮਿਕ, ਕਾਰਕ ਤੇ ਨਿਪਾਂਤ

ਵਾਕ ਸ਼ਰੇਣੀਆਂ : ਸਧਾਰਨ,ਸੰਯੁਕਤ ਤੇ ਮਿਸ਼ਰਤ ਵਾਕ,ਵਾਕ ਵਟਾਂਦਰਾ

ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ

ਲਿੰਗ,ਵਚਨ,ਸਮਾਨਾਰਥਕ ਸ਼ਬਦ,ਬਹੁ-ਅਰਥਕ ਸ਼ਬਦ,ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇਕ ਸ਼ਬਦ ਅਤੇ ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ



## ਇਕਾਈ 4 : ਭਾਸ਼ਾ ਤੇ ਸਾਹਿੱਤ ਅਧਿਆਪਨ ਵਿਧੀਆਂ

ਕਵਿਤਾ ਦਾ ਅਧਿਆਪਨ : ਉਦੇਸ਼ ਤੇ ਵਿਧੀਆਂ

ਵਾਰਤਕ (ਗੱਦ) ਸਿੱਖਿਆ ਦੇ ਅਧਿਆਪਨ ਦੀਆਂ ਵਿਧੀਆਂ ਕਹਾਣੀ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ, ਵਿਆਕਰਨ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ਅਤੇ ਲੋਕਧਾਰਾ ਤੇ ਸੱਭਿਆਚਾਰ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੇ ਢੰਗ

## ਇਕਾਈ 5 : ਸੂਖਮ ਅਧਿਆਪਨ ਤੇ ਪਾਠ-ਯੋਜਨਾ

ਸੂਖਮ ਅਧਿਆਪਨ: ਅਰਥ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ, ਸੂਖਮ ਅਧਿਆਪਨ ਚੱਕਰ, ਸੂਖਮ ਅਧਿਆਪਨ ਦਾ ਭਾਰਤੀ ਸੰਕਲਪ, ਅਧਿਆਪਨ ਕੌਸ਼ਲ ਦੀਆਂ ਕਿਸਮਾਂ

ਪਾਠਯੋਜਨਾ : ਅਰਥ, ਮੱਹਤਵ ਤੇ ਕਿਸਮਾਂ

### ਸਹਾਇਕ ਪੁਸਤਕ ਸੂਚੀ:-

1. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ, ਡਾ: ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਸਾਹਿੱਤ ਅਧਿਆਪਨ, ਡਾ: ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ, ਟੰਡਨ ਪਬਲੀਕੇਸ਼ਨ ਲੁਧਿਆਣਾ
3. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਮਰੱਥਾ, ਡਾ: ਹਰਚੰਦ ਸਿੰਘ ਬਰਾੜ
4. ਆਧੁਨਿਕ ਬੋਧ ਤੇ ਪੰਜਾਬੀ ਨਾਟਕ, ਡਾ: ਹਰਦੀਪ ਕੌਰ ਸਿੱਧੂ, ਵਾਰਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅਮ੍ਰਿਤਸਰ
5. ਸੁਰਜੀਤ ਸਿੰਘ ਸੇਠੀ ਦੀ ਨਾਟ-ਚੇਤਨਾ: ਡਾ: ਹਰਦੀਪ ਕੌਰ ਸਿੱਧੂ, ਵਾਰਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅਮ੍ਰਿਤਸਰ
6. ਪੰਜਾਬੀ ਸਿਖਸ਼ਣ ਕਲਾ, ਬਲਦੇਵ ਰਾਜ ਗੁਪਤਾ ਅਤੇ ਤ੍ਰਿਪਤ ਸਿੰਘ ਭੱਟੀ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
7. ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਵਿਆਕਰਨ ਤੇ ਬਣਤਰ, ਸੁਰਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
8. ਪੰਜਾਬੀ ਬਾਰੇ, ਡਾ: ਹਰਕੀਰਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
9. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ, ਦੁਨੀ ਚੰਦ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
10. ਪੰਜਾਬੀ ਸਾਹਿੱਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿਕਾਲ-ਮੱਧਕਾਲ) ਡਾ: ਜਗਬੀਰ ਸਿੰਘ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅਮ੍ਰਿਤਸਰ

**उद्देश्य:—**

- भाषा के शुद्ध उच्चारण तथा शुद्ध वर्तनी चिह्नों से परिचित कराना।
- भाषा शिक्षण के स्तर को समुन्नत करने के लिए भाषिक एवं साहित्यिक ज्ञान से परिचित कराना।
- विचारों को सुनकर या पढ़कर ग्रहण करने की योग्यताविकसित करना।
- विचारों को मौखिक एवं लिखित रूप में प्रभावशालीदंग 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।
- शब्द भण्डार में वृद्धि करना।

शिक्षण की योग्यता विकसित करना

इकाई—1. **भाषायी कौशल** :- सुनना, बोलना, लिखना, पढ़ना

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

**कथन कौशल** — परिभाषा, महत्त्व, कथन की विधियाँ, विभिन्न सोपान जैसे — प्रश्नोत्तर, चित्र वर्णन, घटना वर्णन, नाटक, भाषण, समाचार वाचन, टेलीफोन वार्ता आदि।

**लेखन कौशल** — लेखन की प्रकृति, आवश्यकता व महत्त्व, लेखन की विधियाँ, लेखन के विभिन्न सोपान जैसे — अनुलेख, श्रुतलेख, सुलेख, श्यामपट्टलेखन, लेखन दोष, कारण एवं निवारण, आदि।

**पठन कौशल** — पठन की प्रकृति, महत्त्व, विभिन्न सोपान, प्रकार तथा पठन कौशल की विधियाँ आदि।

इकाई—2. **व्याकरण शिक्षण की विधियाँ वर्ण** — परिभाषा एवं भेद

**शब्द** — परिभाषा एवं भेद संधि — परिभाषा एवं भेद

**उपसर्ग**—प्रत्यय, विकारी एवं अविकारी पद, उच्चारण व वर्तनी

इकाई—3. **रचना शिक्षण की विधियाँ**

रचना का अर्थ, महत्त्व एवं उद्देश्य — रचना के लिखित रूप जैसे — पत्र, निबंध, अनुच्छेद, कहानी, संवाद, सार संक्षेपण व रिपोर्ट लेखन आदि।

#### इकाई-4. साहित्यिक विधाओं का परिचय

कविता, कहानी, निबंध, जीवनी, आत्मकथा एवं एकांकी का सामान्य परिचय।

पठन हेतु संदर्भित पुस्तकें :-

- उदयवीर सक्सेना, विनोद पुस्तक मन्दिर, आगरा-हिन्दी 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

## **(208) Diversity, Gender and Inclusive Education**

**Maximum Marks: 50**

**External: 35**

**Internal: 15**

### **Design of the Course**

- This course must engage with other courses of the programme, and should not be taught in a solitary fashion
- Each unit of study must have some kind of field-based engagement
- Specific readings as suggested in discussion, and essential readings should be used for a deeper and closer understanding of each unit

### **Rationale and Aim**

This course addresses the complex relationship that exists between diversity, inequity, and education. It aims to sensitize students to the diversity of life experiences and learning needs of different kinds of children. Children with special needs, those from marginalized communities as well as girls have been traditionally excluded from education. Inclusive education, as understood today, must give a place to all children, while specifically addressing the above. This becomes even more significant in the light of the Right to Education Act 2009. While critically looking at our education through this lens, this course also tries to explore certain possibilities by addressing the nature of inclusive education as well as the sensibilities and skills that it demands from the teacher.

### **Specific Objectives**

- To understand the present approach on education of children with special needs
- Instead of blaming an individual for his/her failure, the need is to understand how barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors
- To focus on the structures (implicit and explicit) in our schools that serves as a hindrance to the inclusion of all students
- To explore and understand the possibility of change through inclusive education
- To develop a comprehensive and critical understanding on disability, marginalization and inclusive education

### **Running Thread of the Course**

The historical and contemporary forces and processes that have resulted in cornering children with no voice and choice can be traced in all the units of study. The courses in Child Studies and Educational Studies will be helpful in developing a sound understanding of this course. This course will also gain important insights from the field experience that will come from the practicum courses, and the school internship programme. With this, the conceptual understanding built by this course would be fruitful in the field during internship, while dealing with children with diverse needs. Instead of seeing them as a problem and challenge, the student-teacher would be able to incorporate them in his/her teaching-learning processes.

### **Units of Study**

#### **Unit 1: Inclusive Education**

- Inclusive Education: Meaning, characteristics, Aims and objectives, assumptions of Inclusive

Education; Forms of inclusion

- Exclusion in Indian education: marginalized sections of society, gender, children with special needs
- Addressing Inequality and Diversity in Indian Classroom: pedagogical (Collaborative, Activity based Learning, Peer Tutoring ; curriculum concerns
- Understanding and exploring the nature of assessment for Inclusive Education: Objectives, principles, advantages, strategies for assessment of Inclusive Education

### **Unit 2: Children with Special Needs**

- Historical and contemporary perspectives to disability and inclusion
- Learning Disabilities: Dyslexia, Dyscalculia, Dysgraphia and Attention Deficit Hyperactive Disorder (ADHD)
- Education for children with special needs: Visually Handicaps, Mentally handicaps, Hearing Impairment, Speech Impairment, Orthopedically Handicaps

### **Unit 3: Gender, School and Society**

- Social construction of masculinity and femininity, Patriarchies in interaction with other social structures and identities
- Gender Equality : Meaning , Need and importance of Education for Gender Equality and Working towards gender equality in the classroom
- Reproducing gender in school: Curriculum, text-books and student-teacher interactions

### **Mode of Transaction**

- The Practicum and the Theory courses of the programme to develop a solid platform for this paper.
- In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices
- The practicum courses of the programme, with the present course should help students in exploring spaces for inclusion in schools
- Dialogue and discussions has to be the key for the transaction of this course

### **Essential Readings**

1. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.
2. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage.
3. Frostig, M, and Maslow, P. (1973). *Learning Problems in the Classroom: Prevention and Remediation*. New York: Grune & Stratton.
4. Giffard-Lindsay, Katharine (2007). *Inclusive Education in India: Interpretation, Implementation, and Issues*. CREATE PATHWAYS TO ACCESS Research NUEPA. MonographNo15,September.NewDelhi: <http://eprints.sussex.ac.uk/1863/01/PTA15.pdf>
5. Jeffery, P. and Jeffery R. (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust, 125-171.

### **Readings for Discussion**

1. Ghai, A. (2001). Marginalization and Disability: Experiences from the Third World in M. Priestly (ed.) *Disability and the Life Course: Global Perspectives* Delhi: Cambridge University Press.
2. Ghai, A. and Sen, A. (1991). Play and the Mentally Handicapped Child. *Digest*, Vol. 4 (1).

3. Kumar, K. (2008). Anusuchit Jatiyon aur Janjatiyon ka Shaekshik Anubhav in Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshipli (also available in English *Sociological Perspectives in Education: A Reader*)
4. Kumar, K. (1988). *What is Worth Teaching?* New Delhi: Orient Longman. Chapter 6 Growing up Male. 81-88.
5. Razzack, A. (1991). Growing Up Muslim. *Seminar, Identity: A Symposium on Definitions of the Self*, 387, 30-34.

### **Advanced Readings**

1. Manjrekar, N. (2003). Contemporary Challenges to Women's Education: Towards an Elusive Goal? *Economic and Political Weekly*, 38 (43), 4577-4582.
2. Nambissan, Geetha B. (2004). „Integrating Gender Concerns . *Seminar, Are We Learning?* Vol. 536, April, 2004.
3. Epstein, C. (1984). *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc.
4. Subrahmanian, R. Sayed, Y. Balagopalan, S. and Soudien, C. (Eds.) (2003). Education inclusion and exclusion: Indian and South African perspectives, *IDS Bulletin*, 34(1).
5. Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L. Barton, R. Meighan and S. Walker. (eds.) *Schooling, Ideology and the Curriculum*. Lewes, UK: The Falmer Press. 29-49.
6. Stakes, R. and Hornby, G. (2000). *Meeting Special Needs in Mainstream Schools: A Practical Guide for Teachers* (2nd ed).

## **(209)Children’s Physical and Emotional Health and Yoga Education -II**

**Maximum Marks: 100**

**External: 35**

**Internal: 15**

**Practicum Total Marks: 50**

**External: 30**

**Internal: 20**

### **Unit – I : Physical Education as an integral to Health and Education**

1. Meaning, Aim & Objectives of Physical Education.
2. Linkages to Health and Education.
3. Physical Fitness:- Meaning, Importance and its components.
4. Isotonic, Isometric and Isokinetic exercises for children.

### **Unit – II : First Aid**

1. First Aid: Meaning, Importance & Principles.
2. Remedial Procedures:- Fractures, Sprain, Bleeding, unconsciousness.
3. Meaning, Importance & Procedure of warming up and cooling down to avoid sports injuries.

### **Unit – III : Understanding Emotional Health Needs, Diversity and Inclusion**

1. Emotions:- Meaning and its types.
2. Diversity in the physical activity class:- Different learners, different needs.
3. Role of games & sports in child’s emotional well-being.

### **Unit – IV : Major Games**

1. Basic rules & regulations of games like:- Football, Hockey, Volleyball, Kho-Kho, Kabaddi, Badminton, Basketball, Wrestling, Judo
2. Basic skill acquisition in games like:-  
Football:- Push pass, Trapping, Kicking, dribbling, Juggling  
Hockey:- hitting, dribbling, push pass, moving with ball  
Volleyball :- under hand grip, overhead pass, under arm service, overhead service,  
Kho-Kho :- Simple Kho, covering, pole turning, pole dive, dodging

### **Unit – V : Pranayama and Bandha**

1. Meaning,different phases:- Purak (inhale), Kumbhak ( retain) Rechak (exhale)
2. Types of pranayama :- Anuloma Viloma, Kapalabhati, Ujjayai, Sheetkari, Sheetli, Bhastrika, Bharmari
3. Bandha:- Meaning & types :- Jalandhar, Uddiyana and Mool Bandha.

## **Unit – VI : Mudra and Shudhi Kiryas**

1. Mudra:- Meaning and its types, Chin mudra, Chinmaya mudra, Adi mudra, Nasikagra Drishti mudra and Yoga mudra
2. Kiryas:- Neti, Dhauti, Nauli, Basti, Kapalabhati & Trataka.
3. Physiological system like Skeletal, Muscular, Nervous, Circulatory, Respiratory, Digestive and Excretory system and their relevance to Yoga and sports.

### ***Practicals***

- *Permorning asanas for Personality development: Katichakrasana, Simhasana, Mandukasana, Uttana-mandukasana, Kukkutasana, Akarna Dhanurasana. Matsyasana*
- *Permorning asanas for Stress management: Hastottanasana, Padahastanasana, Trikonasana, Shashankasana, Ushtrasana Bhajangasana*
- *Skills regarding team games (Kho-kho, Kabbadi, Volleyball, Badminton, Football etc.)*
- *Morning Assembly, drills and exercises*
- *Documentation of local and non recognized games played by children using pictures/video/writings*

Before going for the School Internship Programme student teachers must develop materials/activities/strategies based on select health themes and try to do this by integrating with another subject. A Health Education lesson plan is prepared by the student teacher and the chosen theme/concept is transacted during the SIP. The ideas and materials developed related to the health theme, research done to make sure information and content is correct and the actual transaction in class all form a part of the reflective report to be prepared. This report forms a part of Internal Assessment.

- Focus on Yoga- learning its principles and basic *asanas*.
- Athletics
- Organizing of tournaments, marking of courts etc.

To be learnt/conducted at the DIET, Basic Exercises and movements, Drill and Team Games (Kho-Kho, Kabaddi, Throw ball, Volley Ball, Football etc.) The student teacher must learn techniques and procedures to conduct these. As a practical activity during the student internship<sup>2</sup> it is suggested that student teachers observe the physical education (play, exercise) related activities taking place in the school. Is there a space to play? What equipment is available? What is being played by whom (girls/boys)? And what is the culture of play? Is the teacher actively engaged? Are there children being left out? What about children with special needs? Also student teachers are encouraged to document the unrecognized and indigenous games/play that students engage in. It is suggested that student teachers share their findings in the form of a short report.

After the SIP, the course facilitator can also guide the class through a discussion of findings to re-emphasize the actual objectives of physical education for education and health and to also recognize the constraints operating in school in terms of lack of space, no sports equipment, ways of innovating etc.

### **Essential Readings**

### **Reference Books**

- A text books of Health and Physical Education by Punjab School Education Board from 6<sup>th</sup> to 10<sup>th</sup> standard.



- Track and Field's Events by George Emmanuel published by City George Olickal, Mariadom Kadaplamattom, Kottayam, Kerala.
- Yogasanas:- A Teacher's guide NCERT (1983) New Delhi.
- Dr.H.R. Nagendra Pranayama the art and science Pub: Vivekananda Kendra Yoga Prakashana, Bangalore, India.
- Techniques of Yoga and Kriya Published by: Bihar School of Yoga, Munger, Bihar.
- Essentials of physical Education Published by Kalyani Publishers 1/1 Rajinder Nagar, Ludhiana, Punjab.
- AP Text Book of Health, Physical Education & Sports for class +1,+2 (2010-11) by AP Publishers, Jalandhar, Punjab.
- Mid-day Meals:- A Primer (2005) Right to Food Campaign Delhi.

### **Readings for Discussion**

1. *Chhodo Re Chhadi*, (2007). Plan India, Delhi. (Resource book on Corporal Punishment)
2. Infocus Vol 2, No 2, March, 2009, *Zero Tolerance for Corporal Punishment*. Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.
3. Infocus, Vol 2, No 3, August, 2009, *More guidelines to stop Corporal Punishment*. Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.

### **Advanced Readings**

1. Gupta, A. Deshpande, M. Balasubramaniam, R. and Anil, C. (2008), Innovations in Health Education Curriculum in Schools: Towards an Art of the Possible in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage, 155-201.
2. Jalan, D. (2000) The diverse learning needs of children. Seminar No. 546
3. Werner, D. (1994), *Disabled Village Children*, Chapters 5, 10-13, 16, 17 and 24, New Delhi: VHAJ.

## **Creative Drama, Fine Arts and Education**

**Maximum Marks: Year I: 50**

**Year II: 50**

**To be assessed internally**

### **Design of the Practicum**

This practicum includes three critical areas of focus: creative drama, fine arts and work and education. All three components are to be covered through the two years of the DEd programme. Weightage for each is given separately. The rationale, aim and objectives of each focus area are also given separately to facilitate the detailed design and transaction of this practicum.

### **Rationale and Aim of the Practicum**

The well being and fulfillment of an individual's potentials is the common thread of the components of fine art and creative drama as it connects with work experience and health education. Work experience is a space where working transcends vocational skills and aims to create a whole experience of being fully present and working with all of one's faculties and being in relationship with others and nature. Health education goes beyond general advice on hygiene and nutrition, placing health within the social and community realm; helps appreciate the interconnectedness of an individual's physical, emotional health with that of social, environmental health of the human and natural community. Art education aims to help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them, we can hope to create harmonious individuals and a harmonious world. It is not about beautification- applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.

### **Creative Drama: Rationale and Aim**

Creative Drama: There are two broad aims of creative drama for education. One is for the student-teachers to use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it. The second aim is to train, enhance some theatre skills that will later help them be creative and enlightened teachers. A process that draws our physical, emotional, intellectual and other faculties together in a moment (eg. life itself) makes for worthwhile, far reaching, holistic learning. Drama is one such experience and should therefore have a central place in school education

It is important to stress that drama is not about the self alone or self expression alone. The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalised and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student-teacher, building her/his creative capacities through theatre.

### **Specific Objectives**

1. To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
2. Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
3. Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.
4. Identify and develop one's own creative potential.
5. Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaningful; how can an image act as a starting point for an exploration?
6. Recognise the role of „drama as education“ in the elementary school
7. Learn to identify areas that are best suited for drama exploration
8. Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
9. Explore the role of the teacher as creative guide in learning that is drama driven

### **Running Thread of the Course**

Theatre techniques are used to help stretch, enhance and challenge the student-teacher in terms of her/his body, imagination and perceptions. By participating in group drama explorations structured and guided by the teacher, the student-teachers would enhance their critical awareness of the world and themselves in it. The focus is not the self alone but the social world that the self lives in.

### **Creative Drama: Focus Areas**

1. In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as „open improvisations“.
2. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. “How should I look at the other? What does that reveal about me?” Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.
3. Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situation. Develop the capacity to look at same situation from different perspectives. Learning to recognise contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
4. Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is

- connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
  6. Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

### **Mode of Transaction**

Games to help loosen up, sharpen reflexes, have fun while building imagination in different ways. Build imagination within games and exercises. Add conditions to games to draw together and harness different physical, emotional, mental faculties. Use theatrical exercises to awaken sensory awareness and transformation.

Devise preparatory games and physical exercises to build imagination. Refine physical actions and integrate the physical with other faculties. Exercises in observation, communication, associative thinking; building situations with imaginary objects and people.

Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students. Some examples would include the use of an image (photo, painting) as a stimulus for exploration; still photographs of students themselves leading to tracking a line of thought about some issue.

Participative learning using role play, hot seating, building stories/songs, making and analysing a „character's diary, personal belongings (objects) of characters.

Make short plays that can be performed by student-teachers with aim to study school student's responses during school contact programmes. Help build a set of skills so the class can organize role plays as well as larger school play that is built on students' creativity rather than following a given script.

### **Fine Arts: Rationale and Aim**

The aim of the Fine Arts component of the practicum is to understand interconnections between art, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognise beauty and harmony as essential aspects of a life of quality.

### **Specific Objectives**

1. Develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.
2. Develop a perspective and appreciation of art, nature, human existence relationship.
3. Critique the current trends in art education and develop a possible scenario for art for change
4. Understand the range of traditional art forms and working with hands.
5. Develop an appreciation for diverse music forms and the role of music in human cultures.
6. Create and present pieces of art: using visual arts and crafts
7. Create and present pieces of performance art using music and movement
8. Evolve collective art projects incorporating different art media – into a public festival/ event.

## Running Thread of the Course

The course is based on the premise that aesthetic needs are fundamental to all human beings and that through the medium of creative drama and fine arts opportunities can be created to develop harmonious individuals.

### Fine Arts: Focus Areas

1. **Art, Art appreciation and Art education:** visit to places like crafts museums, bal bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
2. **Visual Art:** Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass, student-teachers would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.
3. **Music:** Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, practicing basic notes and tones; experimenting with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (eg. lullabies from different language cultures, harvest songs, songs during the freedom struggle etc; create musical pieces with others; design and run sessions on music with children
4. **Cinema and Electronic Media:** Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, its impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/discussion on television and our mindscape: storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimisation of violence; age appropriate viewing and selection of films
5. **Literary Arts:** linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language traditions: Hindi, English other regional languages and dialectics drawing upon local traditions.
6. **Architecture and spatial Design:** develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections with architecture and town/city planning; connection to natural resources and access to these viz a viz architecture and design; spaces for children in a city.
7. **Designing a Project for School Children:** Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example – a heritage walk to a nearby monument and a public event about it – including art exhibition , plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that

they have learnt in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect.

### **Essential Readings**

1. Dodd, Nigel and Winifred Hickson (1971/1980). *Drama and Theatre in Education*. London: Heinmann.
2. Gupta, Arvind (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
3. Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. New Delhi: NBT.
4. McCaslin, Nellie (1987). *Creative Drama in the Primary Grades. Vol I and In the Intermediate Grades, Vol II*, New York/London: Longman.
5. Mishra, A. (2004). *Aaj bhi Kharein hai Talaab*, Gandhi Peace Foundation, 5<sup>th</sup> Edition.
6. Narayan, S. (1997). *Gandhi views on Education: Buniyadi Shiksha [Basic Education]*,  
*The Selected Works of Gandhi: The Voice of Truth*, Vol. 6, Navajivan Publishing House.
7. NCERT, (2006). *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT.
8. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: *Andha Yug- Dharam Vir Bharati*, Tughlaq: Girish Karnad.
9. Prasad, Devi (1998). *Art as the Basis of Education*, NBT, New Delhi.
10. Sahi, Jane and Sahi, R., *Learning Through Art*, Eklavya, 2009.

## Towards Self-understanding and Evolving an Educational Vision

**Maximum Marks: 50**

**External: 25**

**Internal: 25**

### Design of the Course

This is not intended as a standard ‘course’ with specific units of study. Instead it may be thought of as two strands that run parallel through the two year duration of the D Ed programme.

#### Strand A

An on-going strand during the course, to be coordinated and shared by the faculty, would include

1. Journal writing by student-teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated faculty mentor
2. Carefully framed writing tasks towards the beginning and end of each year, which enable student-teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.

#### Strand B

The other strand of the ‘course’ would be designed as a series of workshops and seminars with carefully chosen themes. It is recommended that there be around **4-6 one-day or two-day workshops** in each academic year, and **2-4 half-day or one-day seminars**. It is recommended that the workshops are conducted by outside resource persons (from organizations working in related areas of personal development). The workshops should be experiential, and provide occasions for active participation and reflection. One regular faculty member from the field of psychology will need to be associated with the external resource person to take up the overall responsibility of the course. In addition, the faculty should organize seminars that involve student-teachers in taking responsibility for making presentations and holding discussions that bring out multiple perspectives on key issues of life and education.

#### Rationale and Aim

*“Teachers teach what they know, they educate what they are.”* This maxim suggests that more than any other profession, education and teaching require the whole being of the teacher to be engaged with the life and learning of their students.

This course aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for their own learning as also the learning of their students. Such self-understanding would involve critical

reflection on factors that have shaped one's identity and personality, an awareness of one's thought-patterns, motivations and behavior, and openness to learn and renew oneself. This would then reflect in a capacity for social-relational sensitivity, a search for harmony within and without, and a deeper level of communication with students, colleagues and others.

This course also intends to initiate student-teachers into a process of original thinking about their wider educational concerns and the conscious development of an evolving perspective on education. In beginning to develop their own educational vision they would gain the impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools that are coherent with their evolving values. It is through such an agency of teachers that any kind transformation in themselves, their students and society at large, may begin.

## **Strand A**

### **1. *Journal Writing*** **Objectives**

To enable student-teachers to become more conscious of their responses to experiences, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection

To allow for an individual contact and interaction between faculty and student

### **Mode of Transaction**

Each student-teacher should be asked to maintain a regular Journal, in which he/she may write: a) short reflective accounts of significant experiences b) observations of life situations that evoke questions and responses c) questions on education, learning or teaching that he/she is grappling with.

The Journal should be periodically shared (once a fortnight is recommended) with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

### **2. *Writing Tasks***

#### **Objectives**

To enable student-teachers to recall and reflect on their own educational journeys and become conscious of factors that have shaped their aspirations and expectations

To synthesize their experiences and learning over a period of time

#### **Suggested Tasks**

Writing an 'Educational autobiography' (at the beginning of the D Ed course)

Writing a reflective statement of aspirations and expectations, based on one's learning so far in the course (after six months in the course)

## **Strand B**

### **Workshop 1: *A significant event or experience in life***

#### **Objectives**

To make student-teachers aware of some key shaping factors in their lives



To enable an exploration of one significant event or experience  
To share and learn from each other's experiences

### **Suggested workshop themes**

Representing key events and experiences – as timeline, mind-map, pictorial poster, any other

Investigating the texture of one key event/experience (working with partners) – ‘what did it look like?’; ‘what did it feel like?’; ‘What did it mean?’ ‘What does it feel like today?’

Sharing and assimilating a range of experiences

### **Workshop 2: *Learning to Observe (and to Listen)***

#### **Objectives**

Sensitizing student-teachers to the ‘difficulty’ of openness in observation and listening

Enabling them to become aware of the nature of their judgments and ‘quick’ interpretation and opinion (that ‘filters’ or ‘distorts’ observation and listening)

### **Suggested workshop themes**

Observation of nature; observation of persons; observation of (and listening to) situations

Exercises in observation and listening to uncover one's judgments and interpretations (and slow these down, to allow for richer perceptions)

Multiple views on a variety of situations: classroom situations, and human situations in a school context **Workshop 3: *Understanding working in groups***

#### **Objectives**

Enabling an understanding of patterns of behaviour in groups

Developing skills for and appreciating the importance of working in groups

### **Suggested workshop themes**

Exploring structural situations that promote competition or cooperation

Exploring hierarchies and role-taking in group situations

Exploring inclusion and exclusion in groups

Facilitation of group working – everyone has a part to play

Exercises for learning to work in groups

(*Modes of Transaction would include ‘role-plays’ and ‘enactments’ followed by discussions*)

### **Workshop 4: *Celebration of an iconic cultural figure***

( eg Kabir/Tagore/Narayan Guru/Meerabai/Akka Mahadevi/ Jnaneswar/ Basava/ Thyagaraj/  
A Sufi saint : depending on region and culture)

## **Objectives**

Rich exposure to cultural forms around an iconic figure of the region – stories, music, arts, etc

To participate in celebrating cultural roots and absorbing the ideas and expressions that emerge from these

## **Suggested workshop themes**

Authentic performance by a practitioner

Participation in learning and celebrating (in appropriate media)

Discussion of cultural world-view and contemporary relevance of the icon

Writing based on the above

## **Workshop 5: *Deconstructing the messages of advertising (in the audio-visual media)***

### **Objectives**

To appreciate the impact of television advertising on children and adults

To analyse the ‘constructed’ imagery and overt as well as subliminal messages communicated through advertisements

To enable a critical distance from the power of advertising (especially of the audio-visual kind)

### **Suggested workshop themes**

8. The expanding role of advertising in contemporary life

9. Sharing favourite advertisements and their impact on us

10. Looking from the other side: how psychology, research, technology and imagination combine to create a ‘targeted commercial’

11. Viewing and analyzing a series of advertisements

12. Constructing an effective advertisement (group task)

13. How to be a critical and media-literate viewer of advertisements

## **Workshop 6: *Visualizing a ‘School from Scratch’ – alternatives in education***

### **Objectives**

To think through, in discussion with others, the conception of a ‘school from scratch’ – its intentions, essential ingredients and essential processes (ie. aims, curriculum, pedagogy)

To discuss the justifications for each conception, and identify the educational and practical dilemmas arising in each case

### **Suggested workshop themes**

Visualizing individual conceptions of a ‘school from scratch’

Working in groups to develop a collective conception of a ‘school from scratch’

Presenting to the larger group each conception of ‘school from scratch’ along with the

process of arriving at this and the justifications for its various elements; for each case documenting the discussion, questions raised, and issues arising  
Observing a few films of schools that represent alternatives in education

### **Seminar 1: *Glimpses of different childhoods in India***

**Format:** Student-teachers present, via different media – narrative, photographs, audio-visual presentation, illustrated poster etc - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion

**Preparation:** Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation, the opportunities and constraints of an imaginary or real child from this circumstance; photographs, interviews etc. may be used.

### **Seminar 2: *Selection of short readings and dialogue***

**Format:** A selection of short but provocative readings on issues of life and education, to be read together, followed by exploratory dialogue in small groups

**Preparation:** Making a careful selection of readings that lend themselves to a non-polemic discussion and exploration

### **Seminar 3: *The Role of science and religion in Society***

**Format:** Debate and Discussion

**Preparation:** Topic to be formulated to allow for different perspectives; some texts to be identified as resources; student-teachers prepare in groups

### **Seminar 4: *Education and environmental crises***

**Format:** Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education

**Preparation:** Selection of a contemporary documentary or audio-visual presentation

## **School Internship**

**Maximum Marks: 450**

**Year I: 250; Year II: 200**

**To be internally assessed**

### **Rationale and Aim**

The purpose of the internship programme is to provide the student (intern) with the opportunity of undergoing a meaningful experience as a practitioner. As conceived, the programme should be structured so that it is a partnership between the school and the DIET. The intern must function as a regular teacher and therefore be immersed in all aspects of the school but with the provision that the intern is enabled to be creative in her role as a practitioner. This can be accomplished by providing her the necessary physical space as well as pedagogical freedom to innovate. For this it is necessary to negotiate with the school focusing on the benefit that will accrue to the school by the proposed partnership model.

The programme will be largely field-based so that the intern will get to experience the real problems that a practitioner has to deal with. To achieve the aim of the programme the intern will need to integrate her knowledge base, her understanding of children and classroom processes, theoretical pedagogical considerations, the strategies and skills she has developed in order for her to become a reflective practitioner.

The internship is a 2-year programme but with different expectations of what the intern is supposed to achieve in each year. First year will be dedicated to teaching at primary level whereas in the second year, internship will be organized in upper primary schools. The focus in the first and second year will be on introducing the intern to the school, its environment, some understanding of children and the teaching learning process. Then the intern will function as a regular teacher but with the support of the teacher education institution in the form of guidance from and dialogue with faculty supervisors. During first year of internship, the intern will teach Punjabi, English, Mathematics and EVS. In the second year of internship at upper-primary level, the intern will opt for any two from Punjabi, English, Hindi, Mathematics, Science and Social Science.

### **Year I & Year II**

#### **Specific Objectives (First Phase For 15 days in each year)**

1. To observe children and the teaching learning process in a systematic manner.
2. To learn to relate to and communicate with children.
3. To evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.
4. To develop a repertoire of resources which can be used by the intern later in her teaching - textbooks, children's literature, activities and games, excursions
5. To reflect critically on practice by visiting a learning centre

These objectives can be achieved by the following components of the programme, with the proposed weightage for each:

First Year & Second Year	Weightage in Marks
• Developing student profiles	5+5+10
• Critical analysis of texts and material	4+4=8
• Critical analysis of material, cells and corners	4+4=8
• Developing resource material	15+15=30
• Interacting with and observing students	15+15=30
• Visiting a learning centre and reporting	7+7=14
Total 50+50=100	

**Specific Objectives (Second Phase For 45 days in each year)**

1. To experience the school in its totality; activities in addition to classroom teaching include school activities and interaction with parents.
  2. To assume the role of a regular teacher with appropriate planning taking into account the diverse needs of students and the varying contexts that impact the teaching learning process.
  3. To be able to innovate within existing systemic limitations.
  4. To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
  5. To critically reflect on her own school experiences and keep records of the same.
  6. To learn to assess different aspects of children s learning without a focus only on achievement.
- These objectives require the following components in the programme with the stated weightage:

	Weightage in Marks
• Planning	60+50=110
• Teaching	80+60=140
• Reflective Journal and Record Keeping	60+40=100
Total 200+150=350	

The School Internship Programme could include visits by the interns to centres of innovative pedagogy and learning, wherever feasible; undertaking classroom-based research projects; developing and maintaining resources in the Internship schools. School Internship should be designed for interns to teach for 4 consecutive days per week for a minimum period of 12-20 weeks, including an initial phase of observing a regular classroom.

The practice of teaching during school internship would include not more than 4 Unit

Plans per subject. Planning of the Units would include a critical engagement with content from multiple sources including the school textbook, organization and presentation of subject-matter, formulating questions specifically to: (a) assess knowledge base and understanding of students; (b) further the process of knowledge construction and

meaning-making in the classroom; and (c) assess students learning to improve pedagogic practice and further enhance learning.

The intern will necessarily have supervisory support from the faculty in the form of general and subject supervision, who will also assess the intern. The intern will be required to develop unit plans for which she must choose and design appropriate activities. A record of these plans must be maintained. The intern is also expected to maintain a daily reflective journal in which the intern will reflect on her practice and also attempt to draw linkages between pedagogy and the theory courses she has studied.

## Internal Assessment, Practicum and School Internship Scheme for First Year of New D.El.Ed Curriculum

ਜ਼ਰੂਰੀ ਹਦਾਇਤ : ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ, ਪ੍ਰੈਕਟੀਕਮ ਅਤੇ ਸਕੂਲ ਇੰਟਰਨਸ਼ਿਪ ਨਾਲ ਸੰਬੰਧਤ ਸਮੁੱਚਾ ਰਿਕਾਰਡ ਅਤੇ ਕਰਵਾਈਆਂ ਗਈਆਂ ਗਤੀਵਿਧੀਆਂ ਦੇ ਸਬੂਤ ਸੰਬੰਧਤ ਡਾਇਟ ਵੱਲੋਂ ਆਪਣੇ ਤੌਰ ਤੇ ਸਾਂਭ ਕੇ ਰੱਖੇ ਜਾਣਗੇ। ਐੱਸ ਸੀ ਈ ਆਰ ਟੀ ਵੱਲੋਂ ਇਹ ਰਿਕਾਰਡ ਸੈਸ਼ਨ ਦੌਰਾਨ ਜਾਂ ਸੈਸ਼ਨ ਦੇ ਅਖੀਰ ਵਿੱਚ ਕਦੇ ਵੀ ਮੰਗਵਾਇਆ ਜਾ ਸਕਦਾ ਹੈ ਜਾਂ ਚੈੱਕ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।

### Paper 101.Subject: Childhood and Development of Children

ਕੁੱਲ ਅੰਕ: 20

ਲੜੀ ਨੰ:	ਕਿਰਿਆ	ਅੰਕ
1	ਪ੍ਰੇਖਣ, ਇੰਟਰਵਿਊ, ਕੇਸ ਸਟੱਡੀ, ਅਨੈਕਡੋਟਲ ਰਿਕਾਰਡ ਆਦਿ ਦੀ ਵਰਤੋਂ ਕਰਦਿਆਂ ਘੱਟੋ ਘੱਟ 6 ਬੱਚਿਆਂ ਬਾਰੇ ਅੰਕੜੇ ਇਕੱਠੇ ਕਰਨਾ	3
2	ਬਾਲ ਮਨੋਵਿਗਿਆਨ ਅਧਾਰਤ ਫਿਲਮ ਦੇਖਣਾ ਅਤੇ ਮਨੋ ਵਿਗਿਆਨਕ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨਾ	3
3	ਸਮਾਜੀਕਰਨ/ ਪੀਅਰ ਪ੍ਰਭਾਵਾਂ/ ਮੁਕਾਬਲੇਬਾਜ਼ੀ / ਸਹਿਯੋਗ/ ਬਾਲਾਂ ਦਾ ਪਾਲਣ ਪੋਸ਼ਣ/ ਮਾਪਿਆਂ ਦੇ ਫਰਜ਼ ਅਤੇ ਇਸ ਤਰ੍ਹਾਂ ਦੇ ਹੋਰ ਮੁਦਿਆਂ ਨੂੰ ਸਮਝਣ ਲਈ ਗਰੁੱਪ ਡਿਸਕਸ਼ਨਾਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	3
4	ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਸਕਰੈਪ ਬੁਕਸ/ ਐਲਬਮ/ ਅਖਬਾਰਾਂ, ਰਸਾਲਿਆਂ ਆਦਿ ਦੀਆਂ ਕਤਰਨਾਂ ਦਾ ਸੰਗ੍ਰਹਿ	3
5	ਯੂਨਿਟ ਟੈਸਟ/ ਅਸਾਈਨਮੈਂਟ / ਘਰੇਲੂ ਪ੍ਰੀਖਿਆ	4
6	ਵਿਵਹਾਰ	2
7	ਹਾਜ਼ਰੀ	2

### Practicum: Peep into the Child' world: What and How – I

ਕੁੱਲ ਅੰਕ : 30

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਟਾਸਕ ਇੱਕ: (ੳ) ਬੱਚਿਆਂ ਦੇ ਬਚਪਨ ਅਤੇ ਪਾਲਣ ਪੋਸ਼ਣ ਨਾਲ ਸੰਬੰਧਤ ਅਖਬਾਰਾਂ ਅਤੇ ਰਸਾਲਿਆਂ ਵਿੱਚ ਛਪੇ ਲੇਖਾਂ ਦਾ ਸਿਲਸਿਲੇਵਾਰ ਸੰਗ੍ਰਹਿ	5
	(ਅ) ਇਹਨਾਂ ਲੇਖਾਂ ਉੱਤੇ ਡਿਸਕਸ਼ਨ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	5
2	ਟਾਸਕ ਦੋ: ਬੱਚਿਆਂ ਅਤੇ ਬਚਪਨ ਦੇ ਵਿਭਿੰਨ ਪ੍ਰਸੰਗਾਂ ਦਾ ਅਧਿਐਨ ਕਰਨ ਦੇ ਤਰੀਕਿਆਂ ਦਾ ਅਨੁਭਵ ਪ੍ਰਾਪਤ ਕਰਨਾ	5
	(ੳ) 5 ਵੱਖ ਵੱਖ ਸਮਾਜਕ-ਆਰਥਕ ਪਿਛੋਕੜ ਵਾਲੇ ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਜੁੜੇ ਵੱਖ ਵੱਖ ਪੱਖਾਂ ਨੂੰ ਕੇਸ ਪ੍ਰੋਫਾਈਲ ਵਿਧੀ ਨਾਲ ਸਮਝਣਾ  (ਅ) ਕਰੀਏਟਿਵਿਟੀ, ਇੰਟੈਲੀਜੈਂਸ, ਪਰਸਨੈਲਿਟੀ, ਐਂਟੀਟਿਊਡ, ਐਪਟੀਟਿਊਡ ਟੈਸਟਾਂ ਵਿਚੋਂ ਹਰ ਪੱਖ ਨਾਲ ਸੰਬੰਧਤ ਇੱਕ ਪ੍ਰਚੱਲਤ ਟੈਸਟ ਘੱਟੋ ਘੱਟ 5 ਬੱਚਿਆਂ ਉੱਤੇ ਲਾਗੂ ਕਰ ਕੇ ਦੇਖਣਾ	5

3	ਟਾਸਕ ਤਿੰਨ: ਬਚਪਨ ਨੂੰ ਪੇਸ਼ ਕਰਦੀ ਇੱਕ ਫਿਲਮ ਦੇਖਣਾ , ਉਸ ਉੱਤੇ ਡਿਸਕਸ਼ਨ ਵਿੱਚ ਹਿੱਸਾ ਲੈਣਾ ਅਤੇ ਉਸ ਦਾ ਲਿਖਤੀ ਰੀਵਿਊ ਕਰਨਾ	10
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**Paper 102.Subject: Contemporary Indian Society**

ਕੁੱਲ ਅੰਕ : 30

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਘੱਟੋ ਘੱਟ ਦੋ ਸੈਮੀਨਾਰਾਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	4
2	ਜਮਾਤ ਵਿਚਲੇ ਵਿਚਾਰ-ਵਟਾਂਦਰਿਆਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	3
3	ਘੱਟੋ ਘੱਟ ਦੋ ਵਿਸ਼ੇ ਨਾਲ ਪ੍ਰਸੰਗਕ ਫਿਲਮਾਂ/ਡਾਕੂਮੈਂਟਰੀਆਂ ਦੇਖਣਾ ਅਤੇ ਉਹਨਾਂ ਦੀ ਸਮੀਖਿਆ ਲਿਖਣਾ	4
4	ਅਜ਼ਾਦੀ ਅੰਦੋਲਨ/ ਵਿਸ਼ਵੀਕਰਨ/ਉਦਾਰੀਕਰਨ/ਨਿੱਜੀਕਰਨ/ਆਰਥਿਕ ਵਿਕਾਸ/ਲੋਕਤੰਤਰ ਆਦਿ ਦੇ ਪ੍ਰਭਾਵਾਂ ਨੂੰ ਦਰਸਾਉਂਦੀਆਂ ਤਸਵੀਰਾਂ/ਅਖਬਾਰਾਂ-ਰਸਾਲਿਆਂ ਆਦਿ ਦੀਆਂ ਕਤਰਨਾਂ ਇਕੱਠੀਆਂ ਕਰਨਾ	3
5	ਯੂਨਿਟ 5 ਨਾਲ ਸੰਬੰਧਤ ਘੱਟੋ ਘੱਟ 2 ਪ੍ਰੋਜੈਕਟ ਉਲੀਕਣਾ ਅਤੇ ਉਹਨਾਂ ਦੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ	8
6	ਯੂਨਿਟ ਟੈੱਸਟ/ਘਰੇਲੂ ਪ੍ਰੀਖਿਆ	4
7	ਹਾਜ਼ਰੀ	2
8	ਵਿਵਹਾਰ	2

**Paper 103.Subject: Education, Society, Curriculum and Learners**

ਕੁੱਲ ਅੰਕ: 30

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਘੱਟੋ ਘੱਟ ਦੋ ਸੈਮੀਨਾਰਾਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	4
2	ਜਮਾਤ ਵਿਚਲੇ ਵਿਚਾਰ-ਵਟਾਂਦਰਿਆਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	6
3	ਘੱਟੋ ਘੱਟ ਦੋ ਵਿਸ਼ੇ ਨਾਲ ਪ੍ਰਸੰਗਕ ਫਿਲਮ ਨੂੰ ਦੇਖਣਾ ਅਤੇ ਉਸ ਦੀ ਸਮੀਖਿਆ ਲਿਖਣਾ	4
4	ਫੀਲਡ ਅਧਾਰਤ ਕੰਮ	8
5	ਯੂਨਿਟ ਟੈੱਸਟ/ਘਰੇਲੂ ਪ੍ਰੀਖਿਆ	4
6	ਹਾਜ਼ਰੀ	2
7	ਵਿਵਹਾਰ	2



**Paper 104.Subject: Pedagogy and ICT Across the Curriculum**

ਕੁੱਲ ਅੰਕ : 15

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਘੱਟੋ ਘੱਟ ਇੱਕ ਸੈਮੀਨਾਰ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	1
2	ਜਮਾਤ ਵਿਚਲੇ ਵਿਚਾਰ-ਵਟਾਂਦਰਿਆਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	2
3	ਘੱਟੋ ਘੱਟ ਇੱਕ ਵਿਸ਼ੇ ਨਾਲ ਪ੍ਰਸੰਗਕ ਫਿਲਮ ਨੂੰ ਦੇਖਣਾ ਅਤੇ ਉਸ ਦੀ ਸਮੀਖਿਆ ਲਿਖਣਾ	2
4	ਫੀਲਡ ਅਧਾਰਤ ਕੰਮ	2
5	ICT ਦੀ ਵਰਤੋਂ ਕਰਦਿਆਂ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਪ੍ਰੋਜੈਕਟ ਉਲੀਕਣਾ ਅਤੇ ਉਸ ਦੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ	3
6	ਯੂਨਿਟ ਟੈੱਸਟ/ਘਰੇਲੂ ਪ੍ਰੀਖਿਆ	2
7	ਹਾਜ਼ਰੀ	2
8	ਵਿਵਹਾਰ	1

**Practicum: 20**

S.No.	Activity	Marks
1	Creation of 5 Power Point Presentations on teaching of different subjects consisting of minimum 10 slides.	4
2	Creation of 5 word documents on educational topics using Punjabi and English fonts.	4
3	Creation of 3 sheets in Excel showing class results and other data.	2
4	Creation of a blog on ICT topic using www.blogger.com	2
5	Search of District, city/village & residence using E-map/Google map.	2
6	Conversion of given English paragraph into Punjabi using Google Transliteration.	2
7	Search of documents in websites of MHRD, NCERT, NCTE and Department Of School Education Punjab.	2
8	Use and creation of web dictionaries/Encyclopedias etc.	2

**Paper 105. Subject: Pedagogy of Environmental Studies**

ਕੁੱਲ ਅੰਕ: 30

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਵਾਤਾਵਰਣ ਅਧਿਐਨ ਅਤੇ ਵਿਗਿਆਨ ਦੀਆਂ ਘੱਟੋ ਘੱਟ 2 ਪਾਠ ਪੁਸਤਕਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ (ਯੂਨਿਟ 2 ਵਿਚਲੇ ਸੰਕਲਪਾਂ ਦੇ ਅਧਾਰ ਉੱਤੇ ਪ੍ਰਾਇਮਰੀ ਅਤੇ ਅਪਰ ਪ੍ਰਾਇਮਰੀ ਜਮਾਤਾਂ ਵਿਚੋਂ ਇੱਕ ਇੱਕ )	4
2	ਸੈਮੀਨਾਰਾਂ/ਡਿਸਕਸ਼ਨਾਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ, ਵਾਤਾਵਰਣ ਨਾਲ ਸੰਬੰਧਤ ਧਰਤੀ ਦਿਵਸ/ਓਜ਼ੋਨ ਦਿਵਸ/ਵੈੱਟ ਲੈਂਡ ਦਿਵਸ ਆਦਿ ਮਨਾਉਣਾ	4
3	ਚਾਰਟ, ਮਾਡਲ, ਸਕਰੈਪ ਬੁਕਸ ਆਦਿ ਤਿਆਰ ਕਰਨਾ	4
4	ਟੂਰ: (ੳ) ਵਾਤਾਵਰਣ ਅਧਿਐਨ ਨਾਲ ਜੁੜੇ ਮੁੱਦਿਆਂ ਦੇ ਅਧਿਐਨ ਲਈ ਕਿਸੇ ਸਥਾਨਕ ਉਦਯੋਗ/ਖੇਤੀ ਫਾਰਮ/ਚਿੜੀਆ ਘਰ/ਵੈੱਟ ਲੈਂਡ/ਝੀਲ/ਦਰਿਆ ਆਦਿ ਦੀ ਯਾਤਰਾ  (ਅ) ਕਿਸੇ ਦੂਸਰੇ ਭੂ-ਦ੍ਰਿਸ਼ ਜਿਵੇਂ ਪਹਾੜ/ਸਮੁੰਦਰ ਜਾਂ ਮਾਰੂਥਲ ਦੀ ਯਾਤਰਾ ਅਤੇ ਉੱਥੋਂ ਦੀ ਜੀਵ ਵਿਭਿੰਨਤਾ ਦੇ ਅਧਿਐਨ ਸੰਬੰਧੀ ਲਿਖਤੀ ਰਿਪੋਰਟ	3  3
5	ਪੌਦੇ ਲਗਾਉਣ, ਕੈਂਪਸ ਦੀ ਸੁੰਦਰਤਾ, ਵਿਗਿਆਨ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਆਦਿ ਦੀ ਸਾਂਭ ਸੰਭਾਲ ਜਿਹੇ ਸੰਸਥਾ ਅੰਦਰ ਸਿਹਤਮੰਦ ਵਾਤਾਵਰਣ ਦੀ ਕਾਇਮੀ ਲਈ ਕੀਤੇ ਯਤਨ	4
6	ਯੂਨਿਟ ਟੈੱਸਟ/ਘਰੇਲੂ ਪ੍ਰੀਖਿਆ	4
7	ਹਾਜ਼ਰੀ	2
8	ਵਿਵਹਾਰ	2

**Paper 106. Subject: Learning Mother Tongue and Other Languages-In and Outside School**

ਕੁੱਲ ਅੰਕ : 30

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਘੱਟੋ ਘੱਟ ਦੋ ਗਰੁੱਪ ਡਿਸਕਸ਼ਨਾਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	4
2	ਭਾਸ਼ਾ ਅਤੇ ਸਿਖਿਆ ਸੰਬੰਧੀ ਸਰਕਾਰੀ ਨੀਤੀਆਂ ਬਾਰੇ ਖਬਰਾਂ ਅਤੇ ਲੇਖਾਂ ਨੂੰ ਸੰਗ੍ਰਹਿਤ ਕਰਨਾ	3
3	ਬੱਚਿਆਂ ਲਈ ਸਾਹਿਤ ਸੰਗ੍ਰਹਿਤ ਕਰਨਾ	4
4	ਮੁਢਲੀਆਂ ਜਮਾਤਾਂ ਵਿੱਚ ਭਾਸ਼ਾਈ ਯੋਗਤਾਵਾਂ ਦੇ ਮੁਲਾਂਕਣ ਲਈ ਟੂਲਜ਼ ਤਿਆਰ ਕਰਨਾ ਅਤੇ ਉਹਨਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨਾ	4
5	ਪੰਜਾਬੀ ਡਿਬੇਟ/ਕਾਵਿ-ਉਚਾਰਣ/ਭਾਸ਼ਣ/ਗਾਇਨ ਆਦਿ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	4
6	ਸਕੂਲ ਵਿੱਚ ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਲਈ ਵਰਤੇ ਜਾਂਦੇ ਢੰਗਾਂ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ	3
7	ਯੂਨਿਟ ਟੈੱਸਟ/ਘਰੇਲੂ ਪ੍ਰੀਖਿਆ	4
8	ਹਾਜ਼ਰੀ	2
9	ਵਿਵਹਾਰ	2

**Paper 107: Pedagogy of Mathematics**

ਕੁੱਲ ਅੰਕ:30

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਘੱਟੋ ਘੱਟ ਦੋ ਗਰੁੱਪ ਡਿਸਕਸ਼ਨਾਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	5
2	ਬੈਂਕ, ਡਾਕਖਾਨੇ ਦੀ ਯਾਤਰਾ ਕਰਕੇ ਇਸ ਦੀ ਕਾਰਜ ਪ੍ਰਣਾਲੀ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਕੇ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ, ਰੇਲਵੇ ਸਟੇਸ਼ਨ ਦੀ ਯਾਤਰਾ ਕਰਕੇ ਸਮਾਂ ਸਾਰਣੀ ਅਤੇ ਟਿਕਟ ਬੁਕਿੰਗ ਦੀ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਾ	5
3	ਗਣਿਤ ਸੰਬੰਧੀ ਗਿਆਨ ਦੇ ਇਤਿਹਾਸਕ ਨਮੂਨੇ ਇਕੱਤਰ ਕਰਨਾ ਅਤੇ ਉਨ੍ਹਾਂ ਬਾਰੇ ਲਿਖਣਾ	2
4	ਮਾਡਲ ਅਤੇ ਚਾਰਟ ਤਿਆਰ ਕਰਨੇ	6
5	ਗਣਿਤ ਦੀ ਸਿਖਣ-ਸਿਖਾਉਣ ਸਮੱਗਰੀ ਸੰਬੰਧੀ ਘੱਟੋ ਘੱਟ ਦੋ ਆਲੋਚਨਾਤਮਕ ਪੇਸ਼ਕਾਰੀਆਂ	4
6	ਯੂਨਿਟ ਟੈਸਟ/ਘਰੇਲੂ ਪ੍ਰੀਖਿਆ	4
7	ਹਾਜ਼ਰੀ	2
8	ਵਿਵਹਾਰ	2

**Paper 108. Subject: Proficiency in English**

Total Marks : 15

S.No.	Activity	Marks
1	Participation in listening & speaking activities – rhymes, chants, songs, poems, role play , dramatization etc.	3
2	Analyses of a chapter from class 1 to 8 th English text-books.	2
3	Creative Writing in English	2
4	Charts and models for a language rich class	2
5	Cursive Writing	1
6	Unit Tests /House Test	2
7	Attendance and overall participation	2
8	Behaviour	1

**Paper 109. Subject: Children’s Physical and Emotional Health and Yoga Education**

ਕੁੱਲ ਅੰਕ: 15

Internal: 15

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਮਿਡ ਡੇ ਮੀਲ ਸੰਬੰਧੀ ਸਰਵੇ ਦੀ ਯੋਜਨਾ	2
2	Morbidity Mapping Exercise	4
3	ਯੋਗ ਆਸਣਾਂ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਅਧਾਰਤ ਸਕਰੈਪ ਬੁਕ ਤਿਆਰ ਕਰਨਾ	3
4	ਕੰਮ ਪ੍ਰਤੀ ਉਤਸ਼ਾਹ	2
5	ਕੰਮ ਦੌਰਾਨ ਮਿਲਵਰਤਣ ਦੀ ਭਾਵਨਾ	1
6	ਹਾਜ਼ਰੀ	1
7	ਵਿਵਹਾਰ	1
8	ਯੂਨਿਟ ਟੈਸਟ	1

**Practicum (Internal): 20**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਸਕੂਲ ਵਿੱਚ ਰੋਗ ਜਾਂ ਬਿਮਾਰ ਬੱਚੇ ਨੂੰ ਲੱਭਣ ਦੀ ਯੋਜਨਾ (Morbidity Mapping Exercise)	2
2	ਸਕੂਲ ਦੀ ਸਿਹਤ ਦਾ ਰਿਪੋਰਟ ਕਾਰਡ ਤਿਆਰ ਕਰਨਾ	3
3	ਸਕੂਲੀ ਬੱਚਿਆਂ ਨੂੰ ਧਿਆਨ ਕੇਂਦ੍ਰਿਤ, ਸਰੀਰਕ ਮਜ਼ਬੂਤੀ ਅਤੇ ਸਰੀਰਕ ਅਰਾਮ ਪਹੁੰਚਾਉਣ ਵਾਲੇ ਯੋਗ ਆਸਣ ਕਰਵਾ ਕੇ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨੀ	5
4	SIP ਦੌਰਾਨ ਬੱਚਿਆਂ ਨੂੰ ਛੋਟੀਆਂ ਖੇਡਾਂ ਅਤੇ ਐਥਲੈਟਿਕਸ ਦਾ ਸੰਚਾਲਨ ਕਰਵਾ ਕੇ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨੀ ।	5
5	ਸੰਸਥਾ ਅਤੇ SIP ਦੌਰਾਨ ਵਿਸ਼ੇ ਨਾਲ ਸੰਬੰਧਤ ਕਾਰਜਾਂ ਵਿੱਚ ਦਿਖਾਇਆ ਗਿਆ ਆਪਸੀ ਸਹਿਯੋਗ, ਉਤਸ਼ਾਹ ਅਤੇ ਪ੍ਰਦਰਸ਼ਨ	5

**\*Practicum (External): 30**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਪਾਠਕ੍ਰਮ ਸਬੰਧੀ ਤਿਆਰ ਕੀਤਾ T.L.M (ਚਾਰਟ, ਮਾਡਲ, ਫੋਟੋਆਂ ਅਤੇ ਵੀਡੀਓ ਆਦਿ)	4
2	ਮਿਡ ਡੇ ਮੀਲ ਸੰਬੰਧੀ ਪ੍ਰਸ਼ਨਾਵਲੀ/ਵਰਕਸ਼ੀਟ ਰਾਹੀਂ ਬੱਚਿਆਂ ਦੇ ਵਿਚਾਰ ਇਕੱਠੇ ਕਰਕੇ ਤਿਆਰ ਕੀਤੀ ਰਿਪੋਰਟ	4
3	ਸਕੂਲ ਦੇ 8 ਬੱਚਿਆਂ ਦੀਆਂ ਸਿਹਤ ਹਾਲਤਾਂ ਬਾਰੇ ਪ੍ਰੋਫਾਇਲਾਂ ਤਿਆਰ ਕਰਨੀ	4
4	ਡਰਿਲ/ਪੀ.ਟੀ. ਕਸਰਤਾਂ ਅਤੇ ਕਦਮਤਾਲ ਵਿੱਚ ਮੁਹਾਰਤ/ਪ੍ਰਦਰਸ਼ਨ	5
5	ਵੱਖ-ਵੱਖ ਕਿਸਮਾਂ ਦੇ ਯੋਗ ਆਸਣ ਕਰਵਾਉਣ ਦੀ ਕਾਬਲੀਅਤ ਅਤੇ ਪ੍ਰਦਰਸ਼ਨ	6
6	ਫੀਲਡ ਐਂਡ ਟਰੈਕ ਈਵੈਂਟਸ ਵਿੱਚ ਮੁਹਾਰਤ/ ਪ੍ਰਦਰਸ਼ਨ	7

\*1. ਪ੍ਰਯੋਗੀ ਪ੍ਰੀਖਿਆ (ਬਾਹਰੀ) ਵਾਲੇ ਦਿਨ ਸਿਖਿਆਰਥੀ ਅਧਿਆਪਕ ਸਪੋਟਰਸ ਕਿੱਟ ਵਿੱਚ ਹੋਣਗੇ।

2. ਹਰ ਸੰਸਥਾ ਕੋਲ ਪ੍ਰਯੋਗੀ ਖੇਤਰ ਲਈ ਲੋੜੀਂਦਾ ਸਮਾਨ ਅਤੇ ਸਹੂਲਤਾਂ ਹੋਣੀਆਂ ਚਾਹੀਦੀਆਂ ਹਨ ਅਤੇ ਪ੍ਰਯੋਗੀ ਪ੍ਰੀਖਿਆ ਵਾਲੇ ਦਿਨ ਇਨ੍ਹਾਂ ਦੀ ਉਪਲਬੱਧਤਾ ਨੂੰ ਯਕੀਨੀ ਬਣਾਇਆ ਜਾਵੇਗਾ।

**Practicum**

**Subject: Creative Drama, Fine Arts and Education**

**ਕੁੱਲ ਅੰਕ :50**

**Creative Drama: 25**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਵਧੀਆ ਰੰਗ ਮੰਚ ਕਰਨ ਵਾਲੀਆਂ ਟੀਮਾਂ ਦਾ ਨਾਟਕ ਦੇਖਣਾ, ਇਹਨਾਂ ਨਾਟਕਾਂ ਦੇ ਜ਼ਿੰਦਗੀ ਨਾਲ ਸੰਬੰਧਾਂ ਦਾ ਚਿਤਰਣ ਕਰਨਾ	4
2	ਵੱਖਰੇ ਸੱਭਿਆਚਾਰ ਅਤੇ ਇਲਾਕੇ ਦੇ ਲੋਕਾਂ ਦਾ ਅਧਿਐਨ ਅਤੇ ਉਹਨਾਂ ਵਰਗੇ ਬਣਨ ਦੀ ਤਿਆਰੀ	4
3	Verbal-non verbal ਸੰਚਾਰ ਸਮਰੱਥਾ	4
4	ਸਮਾਜਕ, ਵਿਦਿਅਕ ਮੁੱਦਿਆਂ ਬਾਰੇ ਮੌਲਿਕ ਫੋਟੋਗ੍ਰਾਫੀ	4
5	ਰੋਲ ਪਲੇਅ	5
6	ਇੱਕ ਪਾਤਰ ਦੀ ਡਾਇਰੀ ਬਣਾਉਣਾ ਅਤੇ ਉਸ ਦਾ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨਾ	4

**Fine Arts: 25**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਬਾਲ ਭਵਨ/ ਆਰਟ ਗੈਲਰੀ/ਕਲਾਸੀਕਲ ਸੰਗੀਤ ਸੰਮੇਲਨ ਆਦਿ ਦੀ ਯਾਤਰਾ, ਵਿਚਾਰ ਵਟਾਂਦਰਾ ਅਤੇ ਲਿਖਤੀ ਰਿਪੋਰਟ	5
2	ਫਰੀ ਡਰਾਇੰਗ, ਕਥਾ ਚਿਤਰ, ਕਾਮਿਕਸ,ਕੋਲਾਜ,ਲੈਂਡ ਸਕੇਪ ਆਦਿ ਦੀ ਰਚਨਾ	7
3	ਸੰਗੀਤ/ਅਵਾਜ਼ ਟਰੇਨਿੰਗ, ਸੰਗੀਤ ਸੰਬੰਧੀ ਜਾਣਕਾਰੀ ਇਕੱਠੀ ਕਰਨਾ	2
4	ਕਿਸੇ ਕਮਿਊਨਿਟੀ ਦੇ ਸੰਗੀਤ ਦਾ ਸੰਗ੍ਰਹਿ/ ਅਜ਼ਾਦੀ ਸੰਗਰਾਮ ਦੇ ਗੀਤ ਇਕੱਠੇ ਕਰਨਾ/ਸਿਖਿਆ ਸੰਬੰਧੀ ਗੀਤ ਇਕੱਠੇ ਕਰਨਾ/ਗੀਤਾਂ ਦੀ musical composition	2
5	ਦੋ ਆਰਟ ਫਿਲਮਾਂ ਦੇਖਣਾ ਅਤੇ ਉਹਨਾਂ ਦੀ appreciation ਲਿਖਣਾ	5
6	ਕਵਿਤਾ ਨੂੰ performing art ਵਜੋਂ ਪੇਸ਼ ਕਰਨਾ	4

## Subject: Work and Education

ਕੁੱਲ ਅੰਕ: 30

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਪੇਪਰ ਵਰਕ ਗਰੀਟਿੰਗ ਕਾਰਡ ਬਣਾਉਣਾ/ ਜਿਲਦਸਾਜ਼ੀ/ ਕਾਗਜ਼ੀ ਫੁੱਲ/ਵਾਲ ਹੈਂਗਿੰਗਜ਼/ਕੋਲਾਜ਼/ਗਲਾਸ ਪੇਂਟਿੰਗ/ਭਾਡਿਆਂ, ਗਮਲਿਆਂ, ਦੀਵਿਆਂ ਆਦਿ ਦੀ ਸਜਾਵਟ/ਵੇਸਟ ਮੈਟੀਰੀਅਲ ਤੋਂ ਵਸਤੂਆਂ ਬਣਾਉਣਾ	6
2	ਵੁਡ ਵਰਕ/ਮੈਟਲ ਵਰਕ/ਕਲੋਅ ਵਰਕ	2
3	ਟਾਈ ਐਂਡ ਡਾਈ/ਐਂਬਰੋਇਡਰੀ/ਕੁਰਸੀ, ਮੰਜਾ, ਦਰੀ ਉਣਨਾ	4
4	ਘੱਟੋ ਘੱਟ ਇੱਕ ਸਥਾਨਕ ਅਤੇ ਇੱਕ ਬਾਹਰਲੇ ਵਰਕ ਪਲੇਸ ਦੀ ਯਾਤਰਾ	6
5	ਕੁਕਿੰਗ: ਪਰੰਪਰਕ ਪਕਵਾਨ/ਸਬਜ਼ੀਆਂ/ਅਚਾਰ/ਜੈਮ/ਚਟਨੀਆਂ ਆਦਿ ਬਣਾਉਣੀਆਂ ਅਤੇ ਪਕਵਾਨ ਵਿਧੀਆਂ(recipes) ਦਾ ਸੰਗ੍ਰਿਹ	4
6	ਸਾਬਣ/ਮੋਮਬੱਤੀਆਂ/ਬੂਟ ਪਾਲਿਸ਼/ਚਾਕ ਆਦਿ ਬਣਾਉਣਾ	4
7	ਪਲਾਂਟੇਸ਼ਨ/ਬਾਗਬਾਨੀ/ਕੈਂਪਸ ਦੀ ਸਾਫ਼-ਸਫਾਈ ਅਤੇ ਸੁੰਦਰਤਾ ਲਈ ਕੰਮ ਕਰਨਾ	4

## Subject: School Internship

ਫੇਜ਼-1

ਕੁੱਲ ਅੰਕ: 50

15 ਦਿਨ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਵਿਦਿਆਰਥੀ ਪ੍ਰੋਫਾਈਲ ਵਿਕਸਤ ਕਰਨਾ (ਘੱਟੋ ਘੱਟ 10, ਪਹਿਲੀ ਤੋਂ ਪੰਜਵੀਂ ਤੱਕ ਹਰੇਕ ਜਮਾਤ ਦੇ ਘੱਟੋ ਘੱਟ ਇੱਕ ਵਿਦਿਆਰਥੀ ਦਾ)	5
2	ਘੱਟੋ ਘੱਟ ਦੋ ਪਾਠ ਪੁਸਤਕਾਂ ਦਾ ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ	4
3	ਸਿਖਣ ਸਹਾਇਕ ਸਮੱਗਰੀ ਅਤੇ ਸਕੂਲ ਵਿੱਚ ਮੌਜੂਦ ਹੋਰ ਸੈੱਲਾਂ/ਕੋਨਿਆਂ ਦਾ ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ	4
4	ਰਿਸੋਰਸ ਮੈਟੀਰੀਅਲ ਵਿਕਸਤ ਕਰਨਾ (ਪ੍ਰਾਇਮਰੀ ਲਈ ਵਾਤਾਵਰਣ ਸਿੱਖਿਆ, ਗਣਿਤ, ਅੰਗਰੇਜ਼ੀ ਅਤੇ ਪੰਜਾਬੀ)	16
	ਪਾਠ-ਸਮੱਗਰੀ ਤੇ ਬੱਚਿਆਂ ਲਈ ਸਾਹਿਤ 4	
	ਚਾਰਟ ਤੇ ਮਾਡਲ ਨੰਬਰ 4	
	ਕਿਰਿਆਵਾਂ ਅਤੇ ਖੇਡਾਂ 4	
	ਯਾਤਰਾ-ਟੂਰ 4	
5	ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਅੰਤਰ-ਕ੍ਰਿਆ ਅਤੇ ਉਹਨਾਂ ਦਾ ਪ੍ਰੋਖਣ (ਘੱਟੋ ਘੱਟ 14 ਵਿਦਿਆਰਥੀ, ਪਹਿਲੀ ਤੋਂ ਪੰਜਵੀਂ ਤੱਕ ਹਰੇਕ ਜਮਾਤ ਵਿਚੋਂ ਘੱਟੋ ਘੱਟ ਇੱਕ)	14
6	ਇੱਕ ਸਿੱਖਣ ਕੇਂਦਰ ਦੀ ਯਾਤਰਾ ਅਤੇ ਉਸ ਦੀ ਰਿਪੋਰਟ	7

ਫੇਜ਼ -2

ਕੁੱਲ ਅੰਕ: 200

School Internship: ਪ੍ਰਾਇਮਰੀ 45 ਦਿਨ

ਯੋਜਨਾਬੰਦੀ: 60 ਅੰਕ

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ	
1	ਸਕੂਲ ਵਿੱਚ ਐਕਸ਼ਨ ਰਿਸਰਚ ਦੀ ਯੋਜਨਾ ਅਤੇ ਪ੍ਰੋਜੈਕਟ	10	
2	ਸਕੂਲ ਗਤੀਵਿਧੀਆਂ ਅਤੇ ਮਾਪਿਆਂ ਨਾਲ ਅੰਤਰ-ਕ੍ਰਿਆਵਾਂ ਦੀ ਯੋਜਨਾ	10	
3	ਯੂਨਿਟ ਯੋਜਨਾਵਾਂ ( ਇਸ ਵਿੱਚ ਯੂਨਿਟ ਯੋਜਨਾ ਦੇ ਨਾਲ ਨਾਲ ਪੰਜਾਬ ਸਕੂਲ ਸਿਖਿਆ ਬੋਰਡ ਦੇ ਸਿਲੇਬਸ ਅਨੁਸਾਰ ਯੂਨਿਟ ਦੇ ਅੰਤਰਗਤ ਆਉਂਦੇ ਪਾਠਾਂ ਦੀ ਯੋਜਨਾਬੰਦੀ ਵੀ ਸ਼ਾਮਲ ਹੋਵੇਗੀ। )		
	ਵਿਸ਼ਾ	ਯੂਨਿਟ ਯੋਜਨਾਵਾਂ ਦੀ ਗਿਣਤੀ ਅੰਕ	
	ਪੰਜਾਬੀ	04 ਯੂਨਿਟ ਯੋਜਨਾਵਾਂ (ਘੱਟੋ ਘੱਟ 30 ਪਾਠ ਯੋਜਨਾਵਾਂ ਸਮੇਤ)	10
	ਅੰਗਰੇਜ਼ੀ	04 ਯੂਨਿਟ ਯੋਜਨਾਵਾਂ (ਘੱਟੋ ਘੱਟ 30 ਪਾਠ ਯੋਜਨਾਵਾਂ ਸਮੇਤ)	10
	ਹਿਸਾਬ	04 ਯੂਨਿਟ ਯੋਜਨਾਵਾਂ (ਘੱਟੋ ਘੱਟ 30 ਪਾਠ ਯੋਜਨਾਵਾਂ ਸਮੇਤ)	10
	ਈ. ਵੀ. ਐੱਸ.	04 ਯੂਨਿਟ ਯੋਜਨਾਵਾਂ (ਘੱਟੋ ਘੱਟ 30 ਪਾਠ ਯੋਜਨਾਵਾਂ ਸਮੇਤ)	10

ਜਮਾਤ ਦੀ ਪੜ੍ਹਾਈ: 80 ਅੰਕ

ਲੜੀ ਨੰ	ਵਿਸ਼ਾ	ਅੰਕ
1	ਪੰਜਾਬੀ	20
2	ਅੰਗਰੇਜ਼ੀ	20
3	ਹਿਸਾਬ	20
4	ਈ. ਵੀ. ਐੱਸ.	20

ਰਿਫਲੈਕਟਿਵ ਜਰਨਲ ਤੇ ਰਿਕਾਰਡ ਕੀਪਿੰਗ: 60

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਚਿੰਤਨਸ਼ੀਲ ਰੋਜ਼ਨਾਮਚਾ (Reflective Journal) ਪੰਜਾਬੀ 10, ਅੰਗਰੇਜ਼ੀ 10, ਹਿਸਾਬ 10, ਈਵੀਐੱਸ 10	40
2	ਐਕਸ਼ਨ ਰਿਸਰਚ ਰਿਪੋਰਟ	10
3	ਹੋਰਨਾਂ ਅਧਿਆਪਕਾਂ ਦਾ ਪ੍ਰੇਖਣ (ਹਰੇਕ ਵਿਸ਼ੇ ਵਿੱਚ ਘੱਟੋ ਘੱਟ 10)	10

**Internal Assessment & Practicum scheme (D.El.Ed. 2<sup>nd</sup> Year)**

**Paper 201: Cognition, Learning and the Socio-Cultural Context**

ਕੁੱਲ ਅੰਕ : 10

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1.	ਸੈਮੀਨਾਰ/ਗਰੁੱਪ ਡਿਸਕਸ਼ਨਾਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	2
2	ਯੂਨਿਟ 4 ਵਿੱਚ ਦਰਜ ਪੱਖਾਂ ਤੋਂ ਸਵੈ-ਚਿਤਰ ਲਿਖਣਾ	2
3	ਬਾਲ ਨਾਟਕ ਅਤੇ ਖੇਡਾਂ ਦੀ ਤਿਆਰੀ	2
4	ਯੂਨਿਟ ਟੈਸਟ	2
5	ਵਿਵਹਾਰ	1
6	ਹਾਜ਼ਰੀ	1

**Practicum: 10(Internal)**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਸਿਲੇਬਸ ਵਿੱਚ ਦਰਜ ਟਾਸਕ ਇੱਕ	3
2	ਸਿਲੇਬਸ ਵਿੱਚ ਦਰਜ ਟਾਸਕ ਦੋ	4
3	ਸਿਲੇਬਸ ਵਿੱਚ ਦਰਜ ਟਾਸਕ ਤਿੰਨ ਜਾਂ ਚਾਰ	3

**Paper 202: School Culture, Leadership and Change**

ਕੁੱਲ ਅੰਕ : 15

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1.	ਸੈਮੀਨਾਰ/ਗਰੁੱਪ ਡਿਸਕਸ਼ਨਾਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	2
2	ਪ੍ਰੋਜੈਕਟ ਵਰਕ	3
3	ਕਿਸੇ ਸਕੂਲ ਦੇ ਪ੍ਰਬੰਧਨ ਸੰਬੰਧੀ ਆਲੋਚਨਾਤਮਕ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ	2
4	ਜਿਲੇ ਦੇ ਕਿਸੇ ਇੱਕ ਸਕੂਲ ਪ੍ਰਬੰਧਕੀ ਦਫਤਰ ਦੀ ਯਾਤਰਾ ਅਤੇ ਰਿਪੋਰਟ	2
5	ਸਕੂਲ ਰਜਿਸਟਰਾਂ ਦੇ ਨਮੂਨੇ ਇਕੱਠੇ ਕਰਨਾ ਅਤੇ ਰਿਕਾਰਡ ਦਰਜ ਕਰਨਾ	2
6	ਯੂਨਿਟ ਟੈਸਟ	2
7	ਵਿਵਹਾਰ	1
8	ਹਾਜ਼ਰੀ	1

**Paper 203: Pedagogy of Social Science Education**

ਕੁੱਲ ਅੰਕ : 30

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1.	ਸੈਮੀਨਾਰ/ਗਰੁੱਪ ਡਿਸਕਸ਼ਨਾਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	4
2	ਯੂਨਿਟ 5 ਵਿੱਚੋਂ ਕੋਈ ਦੋ ਪ੍ਰੋਜੈਕਟ	6
3	ਕਿਸੇ ਇੱਕ ਸਮਾਜਕ ਸਮੱਸਿਆ ਸੰਬੰਧੀ ਅੰਕੜੇ ਇਕੱਠੇ ਕਰਕੇ ਉਹਨਾਂ ਦੀ ਵਿਆਖਿਆ ਅਤੇ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨਾ	6
4	ਸਮਾਜ-ਵਿਗਿਆਨ ਦੇ ਪਾਠ-ਕ੍ਰਮ/ਸਿਲੇਬਸ/ਪਾਠ-ਪੁਸਤਕਾਂ ਦਾ ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ	4
5	ਸਮਾਜ ਵਿੱਚ ਸੰਵਿਧਾਨਕ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਦੀ ਉਲੰਘਣਾ ਸੰਬੰਧੀ ਖਬਰਾਂ ਇਕੱਠੀਆਂ ਕਰਨਾ ਅਤੇ ਉਹਨਾਂ ਦੀ ਵਿਆਖਿਆ ਅਤੇ ਵਿਸ਼ਲੇਸ਼ਣ ਕਰਨਾ	4
6	ਯੂਨਿਟ ਟੈਸਟ	2
7	ਵਿਵਹਾਰ	2
8	ਹਾਜ਼ਰੀ	2



**Paper : 204 Pedagogy of English****Total Marks : 30**

S.No.	Activity	Marks
1	Participation in poems/songs/chants/story telling/role play/situational conversations	4
2	Collection of children's literature	4
3	Development of resources and materials for use with young learners for language teaching	6
4	Development of different tools for assessment	6
5	Text analysis of a state/private produced English text-book	4
6	Unit Tests	2
7	Behaviour	2
8	Attendance	2

**Paper: 205 Pedagogy of Science Education****ਕੁੱਲ ਅੰਕ :20**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਵਿਗਿਆਨ ਨਾਲ ਸੰਬੰਧਤ ਦਿਵਸ ਮਨਾਉਣੇ ਅਤੇ ਵਿਗਿਆਨ ਨਾਲ ਸੰਬੰਧਤ ਮੁੱਦਿਆਂ ਉੱਤੇ ਚਰਚਾ, ਸੈਮੀਨਾਰ, ਭਾਸ਼ਣ ਮੁਕਾਬਲੇ, ਕੁਇਜ਼, ਪੋਸਟਰ ਮੁਕਾਬਲੇ ਆਦਿ ਵਿੱਚ ਹਿੱਸਾ ਲੈਣਾ	4
2	5 ਸਵੈ ਸਿਰਜਤ ਉਪਕਰਣ ਤਿਆਰ ਕਰਨੇ ( ਉਹਨਾਂ ਨੂੰ ਬਣਾਉਣ ਦੀ ਸਮੱਗਰੀ, ਵਿਧੀ ਅਤੇ ਸੰਕਲਪਾਂ ਬਾਰੇ ਲਿਖਣਾ)	5
3	ਵਿਗਿਆਨਕ ਯਾਤਰਾ	3
4	ਵਿਗਿਆਨ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਦੀ ਸਾਂਭ ਸੰਭਾਲ ਵਿੱਚ ਯੋਗਦਾਨ	2
5	ਸਿਲੇਬਸ ਵਿੱਚ ਦਿੱਤੇ ਗਏ ਵਿਗਿਆਨਕਾਂ ਦੀਆਂ ਜੀਵਨੀਆਂ ਅਧਾਰਤ ਸਕਰੈਪ ਬੁਕ ਤਿਆਰ ਕਰਨੀ	2
6	ਯੂਨਿਟ ਟੈਸਟ/ਘਰੇਲੂ ਪ੍ਰੀਖਿਆ	2
7	ਹਾਜ਼ਰੀ	2

**Practicum: 20 (Internal)**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਸਾਲ ਦੌਰਾਨ ਸਿਲੇਬਸ ਅਨੁਸਾਰ ਘੱਟੋ ਘੱਟ 12 ਪ੍ਰੈਕਟੀਕਲ ਕਰਕੇ ਉਹਨਾਂ ਦਾ ਪ੍ਰੈਕਟੀਕਲ ਕਾਪੀ ਵਿੱਚ ਰਿਕਾਰਡ ਦਰਜ ਕਰਨਾ	5
2	ਇੱਕ ਚੋਣਵੇਂ ਪ੍ਰਯੋਗ ਨੂੰ ਕਰਕੇ ਉਸ ਦਾ ਸਰਵਪੱਖੀ ਆਂਕਲਣ ਕਰਵਾਉਣਾ	10
3	ਮੌਖਿਕ ਆਂਕਲਣ (Viva)	5

**Paper : 206 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ**

ਕੁੱਲ ਅੰਕ : 15

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1.	ਕਵਿਤਾ/ਕਹਾਣੀ ਪਾਠ/ਗੀਤ/ਨਾਟਕ/ਭਾਸ਼ਣ ਆਦਿ ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	2
2	ਪੰਜਾਬੀ ਭਾਸ਼ਾ/ਸਾਹਿਤ/ਸੱਭਿਆਚਾਰ ਸੰਬੰਧੀ ਵੱਖ ਵੱਖ ਸੰਗ੍ਰਿਹ	2
3	ਸੂਚਨਾ ਤਕਨੀਕੀ ਦੀ ਵਰਤੋਂ ਕਰਕੇ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਸੰਬੰਧੀ ਇੱਕ ਪ੍ਰੋਜੈਕਟ ਤਿਆਰ ਕਰਨਾ	3
4	ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀਆਂ ਦੋ ਪੁਸਤਕਾਂ ਦਾ ਰਿਵੀਊ	2
5	ਸਕੂਲ ਪੱਧਰ ਤੇ ਵਿਦਿਆਰਥੀਆਂ ਵੱਲੋਂ ਕੀਤੀਆਂ ਜਾਂਦੀਆਂ ਉਚਾਰਨ/ਲਿਖਾਈ/ਸ਼ਬਦ-ਜੋੜਾਂ ਦੀਆਂ ਗਲਤੀਆਂ ਦੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ	2
6	ਯੂਨਿਟ ਟੈਸਟ	2
7	ਵਿਵਹਾਰ	1
8	ਹਾਜ਼ਰੀ	1

**Paper: 207 हिंदी शिक्षण: 15**

कृम अंक	कृिया	अंक
1	हिंदी भाषा में सृजनात्मक लेखन	2
2	हिंदी में बाल कवितायों/कहानियों का संगृहि	3
3	हिंदी सुनने तथा बोलने की योग्यता	3
4	किसी स्कूल में हिंदी शिक्षण संबंधी रिपोर्ट	3
5	ईकाई परीक्षा	2
6	व्यवहार	1
7	हाज़री	1

**Paper : 208 Diversity, Gender and Inclusive Education**

**कुल अंक : 15**

लड़ी नं	किरिआ	अंक
1.	सैमीनार/ग्रुप डिस्कशन वॉच समुलीअत	2
2	विशेष ज़रूरत वाले बंटे बंट 3 बॉचिआं दा प्रुवाएलील त्रिआर करना	3
3	किसे पाठ-पुसतक दा समाजक/लिंगक समानता दे पंख त्रें विसलेसुन करना	3
4	किसे ऐक जमात दी समाजक वन-सुवनता(social diversity) दे पंख त्रें रिपुवर्ट त्रिआर करना	3
5	युनित टैसट	2
6	विवाहार	1
7	हाज़री	1

**Paper 209: Children's Physical and Emotional Health and Yoga Education**

**Internal : 15 marks**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਫਸਟ ਏਡ ਕਿਟ ਤਿਆਰੀ/ਸੜਕ ਸੁਰੱਖਿਆ ਨਿਯਮਾਂ ਸੰਬੰਧੀ ਮਾਡਲ	2
2	ਯੂਨਿਟ 1 ਵਿਚਲੇ ਕਿਸੇ ਥੀਮ ਸੰਬੰਧੀ ਸਕਰੈਪ ਬੁਕ/ਚਾਰਟ/ਮਾਡਲ	2
3	ਡਾਇਟ ਵਿੱਚ ਸਵੇਰ ਦੀ ਸਭਾ/ਡਰਿਲ/ਕਸਰਤਾਂ ਕਰਨੀਆਂ ਤੇ ਕਰਵਾਉਣੀਆਂ	3
4	ਡਾਇਟ ਵਿੱਚ ਖੇਡਾਂ ਖੇਡਣਾ ਤੇ ਖਿਡਵਾਉਣਾ, ਖੇਡ ਮੈਦਾਨਾਂ ਦੀ ਤਿਆਰੀ	2
5	ਵਿਵਹਾਰ	2
6	ਹਾਜ਼ਰੀ	2
7	ਯੂਨਿਟ ਟੈਸਟ	2

**Practicum : 50**

**Practicum (Internal): 20 marks**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਸਰੀਰਕ ਸਮੱਰਥਾ ਅਤੇ ਸੁਰੱਖਿਆ ਨੂੰ ਧਿਆਨ ਵਿੱਚ ਰੱਖਦਿਆਂ ਸਕੂਲੀ ਬੱਚਿਆਂ ਲਈ ਪ੍ਰਣਾਯਾਮ, ਬੰਧ, ਮੁਦਰਾਵਾਂ ਅਤੇ ਸੁੱਧੀ-ਕਿਰਿਆਵਾਂ ਦਾ ਸੰਚਾਲਨ ਕਰਵਾਉਣਾ ਅਤੇ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨੀ	5
2	SIP ਦੌਰਾਨ ਨਿੱਜੀ ਸਿਹਤ ਅਤੇ ਯੋਗ ਨਾਲ ਸੰਬੰਧਤ 5-5 ਪਾਠ ਯੋਜਨਾਵਾਂ ਤਿਆਰ ਕਰਕੇ ਜਮਾਤਾਂ ਵਿੱਚ ਇਹਨਾਂ ਦਾ ਸੰਚਾਲਨ ਕਰਨਾ	5
3	ਸਕੂਲੀ ਬੱਚਿਆਂ ਨੂੰ ਟੀਮ ਖੇਡਾਂ ਜਿਵੇਂ: ਖੋ-ਖੋ, ਕੱਬਡੀ, ਫੁੱਟਬਾਲ, ਵਾਲੀਬਾਲ, ਬੈਡਮਿੰਟਨ ਅਤੇ ਹਾਕੀ ਆਦਿ ਵਿੱਚ ਮੁੱਢਲੇ ਕੌਸ਼ਲ ਸਿਖਾਉਣੇ ਅਤੇ ਦਸਤਾਵੇਜ਼ ਤਿਆਰ ਕਰਨਾ।	5
4	ਸਿਖਿਆਰਥੀ ਅਧਿਆਪਕ ਦੁਆਰਾ ਸੰਸਥਾ ਵਿਖੇ ਸਾਲ ਭਰ ਚੱਲੀਆਂ ਯੋਗ ਕਿਰਿਆਵਾਂ ਅਤੇ ਟੀਮ ਖੇਡਾਂ ਵਿੱਚ ਵਿਖਾਇਆ ਗਿਆ ਉਤਸ਼ਾਹ ਅਤੇ ਪ੍ਰਦਰਸ਼ਨ	5

**\* Practicum (External): 30 marks**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਪਾਠਕ੍ਰਮ ਸੰਬੰਧੀ ਤਿਆਰ ਕੀਤਾ T.L.M. (ਚਾਰਟ, ਮਾਡਲ, ਸਕ੍ਰੈਪ ਬੁਕ ਅਤੇ ਵੀਡੀਉ ਕਲਿਪ ਆਦਿ)	4
2	ਸਕੂਲ ਵਿੱਚ ਕਰਵਾਈਆਂ ਜਾਂਦੀਆਂ ਸਰੀਰਕ ਸਿੱਖਿਆ ਨਾਲ ਸੰਬੰਧਤ ਕਿਰਿਆਵਾਂ ਦੇ ਪ੍ਰੇਖਣ ਪਿਛੋਂ ਰਿਪੋਰਟ	4
3	SIP ਦੌਰਾਨ ਬੱਚਿਆਂ ਦੀ ਸਿਹਤ ਨਾਲ ਸੰਬੰਧਤ ਕਿਸੇ ਇੱਕ ਪ੍ਰੋਜੈਕਟ ਤੇ ਕੰਮ ਕਰਕੇ ਤਿਆਰ ਕੀਤੀ ਰਿਪੋਰਟ	4
4	ਕਿਸੇ ਇੱਕ ਯੋਗਾ ਸੈਂਟਰ ਦੀ ਯਾਤਰਾ ਅਤੇ ਰਿਪੋਰਟ	5
5	ਯੋਗ ਕਿਰਿਆਵਾਂ (ਪ੍ਰਣਾਯਾਮ, ਬੰਧ, ਮੁਦਰਾਵਾਂ ਅਤੇ ਸੁੱਧੀ ਕ੍ਰਿਆਵਾਂ) ਵਿੱਚ ਮੁਹਾਰਤ/ ਪ੍ਰਦਰਸ਼ਨ	6
6	ਟੀਮ ਖੇਡਾਂ (ਖੋ-ਖੋ/ਕੱਬਡੀ/ਵਾਲੀਬਾਲ/ਹਾਕੀ/ਫੁੱਟਬਾਲ/ਬੈਡਮਿੰਟਨ ਆਦਿ) ਵਿੱਚ ਮੁਹਾਰਤ	7

\*1. ਪ੍ਰਯੋਗੀ ਪ੍ਰੀਖਿਆ (ਬਾਹਰੀ) ਵਾਲੇ ਦਿਨ ਸਿਖਿਆਰਥੀ ਅਧਿਆਪਕ ਸਪੋਟਰਸ ਕਿੱਟ ਵਿੱਚ ਹੋਣਗੇ।

2. ਹਰ ਸੰਸਥਾ ਕੋਲ ਪ੍ਰਯੋਗੀ ਖੇਤਰ ਲਈ ਲੋੜੀਂਦਾ ਸਮਾਨ ਅਤੇ ਸਹੂਲਤਾਂ ਹੋਣੀਆਂ ਚਾਹੀਦੀਆਂ ਹਨ ਅਤੇ ਪ੍ਰਯੋਗੀ ਪ੍ਰੀਖਿਆ ਵਾਲੇ ਦਿਨ ਇਨ੍ਹਾਂ ਦੀ ਉਪਲਬੱਧਤਾ ਨੂੰ ਯਕੀਨੀ ਬਣਾਇਆ ਜਾਵੇਗਾ।

## Paper : Towards Self-understanding and Evolving an Educational Vision

ਇਸ ਪੇਪਰ ਦੀ ਕੋਈ ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ ਨਹੀਂ ਹੋਵੇਗੀ। ਪੇਪਰ ਦਾ ਸਮੁੱਚਾ ਕੰਮ ਡਾਇਟ ਫੈਕਲਟੀ ਵੱਲੋਂ ਵੰਡ ਕੇ ਦੋ ਸਾਲਾਂ ਵਿੱਚ ਕਰਵਾਇਆ ਜਾਵੇਗਾ, ਜਦਕਿ ਬਾਹਰੀ ਮੁੱਲਾਂਕਣ ਦੂਸਰੇ ਸਾਲ ਦੀ ਪ੍ਰੀਖਿਆ ਨਾਲ ਹੋਵੇਗਾ।

### Strand A:

#### Internal

ਕੁੱਲ ਅੰਕ : 11

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਆਪਣੀਆਂ ਜੀਵਨ ਸਥਿਤੀਆਂ, ਵਿਚਾਰਾਂ ਅਤੇ ਸਮਾਜਕ-ਵਿੱਦਿਅਕ ਮੁੱਦਿਆਂ ਬਾਰੇ ਦੋ ਸਾਲ ਦਾ ਰਿਫਲੈਕਟਿਵ ਜਰਨਲ	4
2	ਵਿੱਦਿਅਕ ਸਵੈ-ਜੀਵਨੀ	3
3	ਹਰ 6 ਮਹੀਨੇ ਦੇ ਵਕਫੇ ਪਿਛੋਂ ਵਿੱਦਿਅਕ ਟੀਚਿਆਂ/ਉਮੀਦਾਂ ਸੰਬੰਧੀ ਵਿਚਾਰਸ਼ੀਲ ਬਿਆਨ	4

#### External

ਕੁੱਲ ਅੰਕ : 14

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਆਪਣੀਆਂ ਜੀਵਨ ਸਥਿਤੀਆਂ, ਵਿਚਾਰਾਂ ਅਤੇ ਸਮਾਜਕ-ਵਿੱਦਿਅਕ ਮੁੱਦਿਆਂ ਬਾਰੇ ਦੋ ਸਾਲ ਦਾ ਰਿਫਲੈਕਟਿਵ ਜਰਨਲ	5
2	ਵਿੱਦਿਅਕ ਸਵੈ-ਜੀਵਨੀ	4
3	ਹਰ 6 ਮਹੀਨੇ ਦੇ ਵਕਫੇ ਪਿਛੋਂ ਵਿੱਦਿਅਕ ਟੀਚਿਆਂ/ਉਮੀਦਾਂ ਸੰਬੰਧੀ ਵਿਚਾਰਸ਼ੀਲ ਬਿਆਨ	5

**Strand B: (ਹਰ ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕ ਦੋ ਸਾਲਾਂ ਵਿੱਚ ਘੱਟੋ-ਘੱਟ 2 ਵਰਕਸ਼ਾਪਾਂ ਅਤੇ ਦੋ ਸੈਮੀਨਾਰਾਂ ਵਿੱਚ ਹਿੱਸਾ ਲਵੇਗਾ)**

#### Internal

ਕੁੱਲ ਅੰਕ : 14

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਵਰਕਸ਼ਾਪਾਂ ਅਤੇ ਸੈਮੀਨਾਰਾਂ ਦੀਆਂ ਗਤੀਵਿਧੀਆਂ ਵਿੱਚ ਸ਼ਮੂਲੀਅਤ	2
2	ਵਿਚਾਰਾਂ ਦੀ ਮੌਲਿਕਤਾ	2
3	ਸਮਾਜਕ ਕਦਰਾਂ-ਕੀਮਤਾਂ ਪ੍ਰਤੀ ਪਹੁੰਚ	2

4	ਵਿਚਾਰਾਂ/ਮੁੱਦਿਆਂ ਪ੍ਰਤੀ ਲਚਕਤਾ	2
5	ਨਵਾਂ ਸਿੱਖਣ ਪ੍ਰਤੀ ਰੁਚੀ	2
6	ਸਵੈ-ਵਿਸ਼ਲੇਸ਼ਣ ਦੀ ਯੋਗਤਾ	2
7	ਸਮੂਹ ਵਿੱਚ ਕੰਮ ਕਰਨ ਦੀ ਯੋਗਤਾ	2

**External ਕੁੱਲ ਅੰਕ : 11**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਸਰੋਤ ਸਮੱਗਰੀ ਦਾ ਸੰਗ੍ਰਹਿ	6
2	ਵਰਕਸ਼ਾਪਾਂ/ਸੈਮੀਨਾਰਾਂ ਦੀਆਂ ਵਿਸਥਾਰ-ਪੂਰਵਕ ਰਿਪੋਰਟਾਂ	5

**Paper : Creative Drama, Fine Arts and Education: 50 marks**

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਥੀਏਟਰੀਕਲ ਖੇਡਾਂ/ਕਸਰਤਾਂ	5
2	ਕਿਸੇ ਇਤਿਹਾਸਕ ਇਮਾਰਤ ਦੀ ਯਾਤਰਾ ਕਰਕੇ ਉਸ ਦੀ ਭਵਨ ਨਿਰਮਾਣ ਕਲਾ ਬਾਰੇ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ	5
3	ਕਿਸੇ ਚੰਗੀ ਟੀਮ ਦਾ ਨਾਟਕ ਦੇਖਣਾ ਅਤੇ ਸਮਾਜਕ ਤਬਦੀਲੀ ਜਿਹੇ ਮੁੱਦਿਆਂ ਤੋਂ ਉਸ ਦਾ ਅਧਿਐਨ ਕਰਨਾ	5
4	ਕਾਲਪਨਿਕ ਵਸਤੂਆਂ ਤੇ ਲੋਕਾਂ ਤੇ ਅਧਾਰਤ ਸੰਖੇਪ ਨਾਟਕ ਦੀ ਸਕਰਿਪਟ ਤਿਆਰ ਕਰਨਾ	5
5	ਕਿਸੇ ਖਾਸ ਉਮਰ ਵਰਗ ਦੇ ਬੱਚਿਆਂ ਲਈ ਕਲਾ ਅਧਾਰਤ ਪ੍ਰੋਜੈਕਟ ਤਿਆਰ ਕਰਨਾ ਤੇ ਵਿਦਿਆਰਥੀਆਂ/ਅਧਿਆਪਕਾਂ/ਸਮਾਜ ਤੋਂ ਮੁੱਲਾਂਕਣ ਕਰਵਾਉਣਾ	10
6	ਸਕੂਲ ਬਾਰੇ ਇੱਕ ਵੱਡੇ ਨਾਟਕ ਵਿੱਚ ਯੋਗਦਾਨ	5
7	ਕੋਈ ਇੱਕ ਨਾਟਕ ਪੜ੍ਹਕੇ ਕਲਾ ਦੇ ਪੱਖ ਤੋਂ ਉਸ ਬਾਰੇ ਲਿਖਣਾ	5
8	ਟੀ.ਵੀ. ਉੱਤੇ ਚਲਦੇ ਕਿਸੇ ਇੱਕ ਪ੍ਰੋਗਰਾਮ ਦਾ ਬਾਲ ਮਨਾਂ ਉੱਤੇ ਪੈਂਦੇ ਪ੍ਰਭਾਵ ਦੇ ਪੱਖ ਤੋਂ ਅਧਿਐਨ ਕਰਨਾ	5
9	ਇੱਕ ਬਾਲ ਫਿਲਮ ਦੇਖਣਾ ਤੇ ਉਸ ਦਾ ਰਿਵੀਊ ਕਰਨਾ	5

## School Internship

ਫੇਜ਼-1 ਕੁੱਲ

ਅੰਕ: 50

15 ਦਿਨ ਅਪਰ ਪ੍ਰਾਇਮਰੀ ਸਕੂਲ

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਵਿਦਿਆਰਥੀ ਪ੍ਰੋਫਾਈਲ ਵਿਕਸਤ ਕਰਨਾ (ਘੱਟੋ ਘੱਟ 10, ਛੇਵੀਂ ਤੋਂ ਅੱਠਵੀਂ ਤੱਕ ਹਰੇਕ ਜਮਾਤ ਦੇ ਘੱਟੋ ਘੱਟ ਤਿੰਨ ਵਿਦਿਆਰਥੀ ਦਾ)	5
2	ਘੱਟੋ ਘੱਟ ਦੋ ਪਾਠ ਪੁਸਤਕਾਂ ਦਾ ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ	4
3	ਸਿਖਣ ਸਹਾਇਕ ਸਮੱਗਰੀ ਅਤੇ ਸਕੂਲ ਵਿੱਚ ਮੌਜੂਦ ਹੋਰ ਸੈੱਲਾਂ/ਕੋਨਿਆਂ ਦਾ ਆਲੋਚਨਾਤਮਕ ਵਿਸ਼ਲੇਸ਼ਣ	4
4	ਰਿਸੋਰਸ ਮੈਟੀਰੀਅਲ ਵਿਕਸਤ ਕਰਨਾ (ਸਾਇੰਸ, ਸੋਸ਼ਲ ਸਾਇੰਸ, ਗਣਿਤ, ਹਿੰਦੀ, ਅੰਗਰੇਜ਼ੀ ਅਤੇ ਪੰਜਾਬੀ ਵਿੱਚੋਂ ਕੋਈ ਦੋ)	16
	ਪਾਠ-ਸਮੱਗਰੀ ਤੇ ਬੱਚਿਆਂ ਲਈ ਸਾਹਿਤ 4	
	ਚਾਰਟ ਤੇ ਮਾਡਲ ਨੰਬਰ 4	
	ਕਿਰਿਆਵਾਂ ਅਤੇ ਖੇਡਾਂ 4	
	ਯਾਤਰਾ-ਟੂਰ 4	
5	ਵਿਦਿਆਰਥੀਆਂ ਨਾਲ ਅੰਤਰ-ਕ੍ਰਿਆ ਅਤੇ ਉਹਨਾਂ ਦਾ ਪ੍ਰੋਖਣ (ਘੱਟੋ ਘੱਟ 14 ਵਿਦਿਆਰਥੀ, ਛੇਵੀਂ ਤੋਂ ਅੱਠਵੀਂ ਤੱਕ ਹਰੇਕ ਜਮਾਤ ਵਿੱਚੋਂ ਘੱਟੋ ਘੱਟ ਚਾਰ)	14
6	ਇੱਕ ਸਿੱਖਣ ਕੇਂਦਰ ਦੀ ਯਾਤਰਾ ਅਤੇ ਉਸ ਦੀ ਰਿਪੋਰਟ	7

ਅੱਪਰ ਪ੍ਰਾਇਮਰੀ: ਕੁੱਲ 45 ਦਿਨ :

150 ਅੰਕ

ਯੋਜਨਾਬੰਦੀ: 50 ਅੰਕ

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਸਕੂਲ ਵਿੱਚ ਐਕਸ਼ਨ ਰਿਸਰਚ ਦੀ ਯੋਜਨਾ ਅਤੇ ਪ੍ਰੋਜੈਕਟ	10
2	ਸਕੂਲ ਗਤੀਵਿਧੀਆਂ ਅਤੇ ਮਾਪਿਆਂ ਨਾਲ ਅੰਤਰ-ਕ੍ਰਿਆਵਾਂ ਦੀ ਯੋਜਨਾ	10
3	ਪੰਜਾਬੀ, ਹਿੰਦੀ, ਅੰਗਰੇਜ਼ੀ, ਹਿਸਾਬ, ਸਾਇੰਸ ਤੇ ਸੋਸ਼ਲ ਸਾਇੰਸ ਵਿੱਚੋਂ ਕੋਈ ਦੋ ਵਿਸ਼ਿਆਂ ਦੀਆਂ 5-5 ਯੂਨਿਟ ਯੋਜਨਾਵਾਂ ਅਤੇ 35 ਪਾਠ ਯੋਜਨਾਵਾਂ ਸਮੇਤ	30

ਜਮਾਤ ਦੀ ਪੜ੍ਹਾਈ: 60 ਅੰਕ

ਲੜੀ ਨੰ	ਵਿਸ਼ਾ	ਅੰਕ
1	ਪੰਜਾਬੀ, ਹਿੰਦੀ, ਅੰਗਰੇਜ਼ੀ, ਹਿਸਾਬ, ਸਾਇੰਸ ਤੇ ਸੋਸ਼ਲ ਸਾਇੰਸ ਵਿੱਚੋਂ ਕੋਈ ਦੋ ਵਿਸ਼ੇ	60

ਰਿਫਲੈਕਟਿਵ ਜਰਨਲ ਤੇ ਰਿਕਾਰਡ ਕੀਪਿੰਗ: 40

ਲੜੀ ਨੰ	ਕਿਰਿਆ	ਅੰਕ
1	ਚਿੰਤਨਸ਼ੀਲ ਰੋਜ਼ਨਾਮਚਾ (Reflective Journal) ਦੇ ਵਿਸ਼ਿਆਂ ਵਿੱਚ	20
2	ਐਕਸ਼ਨ ਰਿਸਰਚ ਰਿਪੋਰਟ	10
3	ਹੋਰਨਾਂ ਅਧਿਆਪਕਾਂ ਦਾ ਪ੍ਰੋਖਣ (ਹਰੇਕ ਵਿਸ਼ੇ ਵਿੱਚ ਘੱਟੋ ਘੱਟ 15)	10



## STRUCTURE OF QUESTION PAPERS (D.El.Ed. Year 1)

### Paper 101. Childhood and the Development of Children

ਸਮਾਂ : 2 ਘੰਟੇ 30 ਮਿੰਟ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
50	20	30	100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਦੋ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ:

10 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 2-2 ਅੰਕਾਂ ਦੇ 5 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ

40 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3, 4 ਅਤੇ 5 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 8 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।

### Paper 102. Contemporary Indian Society

ਸਮਾਂ : 3 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
75	25	-	100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ:

08 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 8 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ:

27 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 3-3 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 10 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 9 ਦੇ ਉਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਈ:

40 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3 ਅਤੇ 4 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 10 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।( ਯੂਨਿਟ 5 ਵਿੱਚੋਂ ਕੋਈ ਲਿਖਤੀ ਪ੍ਰਸ਼ਨ ਨਹੀਂ ਪੁੱਛਿਆ ਜਾਵੇਗਾ)

### Paper 103. Education, Society, Curriculum and Learners

ਸਮਾਂ : 3 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
70	30	-	100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ: 06 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ: 24 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 3-3 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 9 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 8 ਦੇ ਉੱਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਏ: 40 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3 ਅਤੇ 4 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 10 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।

### Paper 104. Pedagogy and ICT Across the Curriculum

ਸਮਾਂ : 2 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
35	15	20	70

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ: 04 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 4 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ: 10 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 2-2 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 5 ਦੇ ਉੱਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਏ: 21 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 7 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।

## Paper 105. Pedagogy of Environmental Studies

ਸਮਾਂ : 3 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
70	30	-	100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ: 06 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ: 24 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 3-3 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 9 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 8 ਦੇ ਉੱਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਏ: 40 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3 ਅਤੇ 4 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 10 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।

## Paper 106. Learning Mother Tongue and Other Languages- In and Outside the School

ਸਮਾਂ : 3 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
70	30	-	100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ: 05 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 5 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ: 15 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 3-3 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 5 ਦੇ ਉੱਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਏ: 50 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3,4 ਅਤੇ 5 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 10 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।

## Paper 107. Pedagogy of Mathematics

ਸਮਾਂ : 3 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
70	30	-	100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਦੋ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ: 40 ਅੰਕ

ਯੂਨਿਟ 1,2,3 ਅਤੇ 4 ਵਿਚੋਂ 5-5 ਅੰਕਾਂ ਦੇ 10 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ 8 ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ 30 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਯੂਨਿਟ 6,7 ਅਤੇ 8 ਵਿਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿਚੋਂ 10 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।

## Paper 108. Proficiency in English

**Time allowed: 2 hours**

Written	Internal Assessment	Practical	Practical
35	15	-	50

The paper will consist of two parts. The objective of the first part will be to test language proficiency, the second part will evaluate understanding of the related pedagogy. The structure of the paper is given under:

Part A (Proficiency) 20 marks

Q 1. An unseen paragraph for reading comprehension 6 marks

Q 2. Improving writing skills:

a. Arranging sentences in a logical order, joining them with linking words and phrases. 2 marks

b. Composition (letters, messages, notices and posters) any one of the given two 4 marks

Q 3. Grammar Exercises 8 marks

**Part B (Pedagogy)**

15 marks

4. short answer type questions of 3 marks each, will be asked from the Unit 1, 2, 3 and 4. 2 questions will be asked from each Unit. The students will have to attempt 5 questions, at least 1 question from each Unit.

**Paper 109. Children's Physical and Emotional Health and Yoga Education-I**

ਸਮਾਂ : 2 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
35	15	50	100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ:

10 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 10 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ। ਇਹਨਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲੱਗਭੱਗ 20 ਸ਼ਬਦਾਂ ਵਿੱਚ ਹੋਵੇ।

ਭਾਗ ਅ:

10 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 2-2 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 5 ਦੇ ਉੱਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ। ਇਹਨਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲੱਗਭੱਗ 70 ਸ਼ਬਦਾਂ ਵਿੱਚ ਹੋਵੇ।

ਭਾਗ ਈ:

15 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਸਾਰੇ ਯੂਨਿਟਾਂ ਵਿੱਚੋਂ ਕੁੱਲ 4 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਇਹਨਾਂ ਵਿੱਚੋਂ 5-5 ਅੰਕਾਂ ਦੇ ਤਿੰਨ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ। ਇਹਨਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲੱਗਭੱਗ 300 ਸ਼ਬਦਾਂ ਵਿੱਚ ਹੋਵੇ।

## STRUCTURE OF QUESTION PAPERS (D.El.Ed. Year 2)

### Paper 201. Cognition, Learning and the Socio-Cultural Context

ਸਮਾਂ : 2 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
30	10	10	50

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਦੋ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ:

10 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 2-2 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 5 ਦੇ ਉਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ। ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ ਘੱਟੋ ਘੱਟ ਇੱਕ ਪ੍ਰਸ਼ਨ ਜ਼ਰੂਰ ਪੁੱਛਿਆ ਜਾਵੇਗਾ।

ਭਾਗ ਅ:

20 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3,4 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 5 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।

### Paper 202 School Culture, Leadership and Change

ਸਮਾਂ : 2 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
35	15	-	50

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ:

05 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 5 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ:

10 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 2-2 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 5 ਦੇ ਉਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਈ:

20 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3,4 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 5 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।

### Paper 203. Social Science Education

ਸਮਾਂ : 3 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
70	30	-	100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ:

06 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ:

24 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 3-3 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 9 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 8 ਦੇ ਉਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਈ:

40 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3 ਅਤੇ 4 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 10 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।

**Paper204: Pedagogy of English Language**

**Time allowed: 3 hours**

Written	Internal Assessment	Practical	Practical
70	30	-	100

The paper will consist of two parts. The first part will evaluate understanding of pedagogy of English. The objective of the second part will be to test language proficiency. The structure of the paper is given under:

Part A. 52 marks

1. 4 Objective type questions (One question from each Unit of 1 mark) will be asked. All will be compulsory. 4 marks
2. Six short answer type questions will be asked selecting at least one from each unit of 4 marks each. Students will have to attempt any 4. 16 marks
3. Two questions will be asked from one unit each. (Unit 1,2, 3,4 ) Students will have to attempt one of the two (8 marks each). 32 marks

Part B. 18 marks

4. Composition (Paragraphs, e. mail, classified advertisements) any one of the given two 4 marks
5. Grammar Exercises 14 marks

**Paper 205: Science Education**

ਸਮਾਂ : 3 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
60	20	20	100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ: 05 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 5 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ: 15 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 3-3 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 5 ਦੇ ਉਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਈ: 40 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3 ਅਤੇ 4 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 10 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।

## Paper 206: Pedagogy of Punjabi Language

ਸਮਾਂ : 2 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
35	15	-	50

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਦੋ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ: 10 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 2-2 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 5 ਦੇ ਉਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ: 25 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3,4,5 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 5 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।

## Paper 207 Hindi Shikshshan

ਸਮਾਂ : 2 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
35	15	-	50

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ: 05 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 5 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ: 10 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 2-2 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 5 ਦੇ ਉਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਏ: 20 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3,4 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 5 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ।



**Paper 208: Diversity, Gender and Inclusive Education**

ਸਮਾਂ : 2 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
35	15	-	50

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ: 06 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਅ: 09 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 3-3 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 4 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 3 ਦੇ ਉੱਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ।

ਭਾਗ ਈ: 20 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਹਰੇਕ ਯੂਨਿਟ ( 1, 2, 3 ) ਵਿੱਚੋਂ 2-2 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਹਰੇਕ ਯੂਨਿਟ ਵਿੱਚੋਂ 5 ਅੰਕਾਂ ਦਾ ਇੱਕ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ। ਕੁੱਲ 4 ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹਨ।

**Paper 209. Children's Physical and Emotional Health and Yoga Education-II**

ਸਮਾਂ : 2 ਘੰਟੇ

ਲਿਖਤੀ	ਇੰਟਰਨਲ ਅਸੈਸਮੈਂਟ	ਪ੍ਰੈਕਟੀਕਲ	ਕੁੱਲ ਅੰਕ
35	15	50	100

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਤਿੰਨ ਭਾਗ ਹੋਣਗੇ।

ਭਾਗ ਓ: 10 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ 1-1 ਅੰਕ ਦੇ 10 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਸਾਰੇ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ। ਇਹਨਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲੱਗਭੱਗ 20 ਸ਼ਬਦਾਂ ਵਿੱਚ ਹੋਵੇ।

ਭਾਗ ਅ: 10 ਅੰਕ

ਪੂਰੇ ਸਿਲੇਬਸ ਵਿੱਚੋਂ ਸਾਰੇ ਯੂਨਿਟਾਂ ਨੂੰ ਬਰਾਬਰ ਮਹੱਤਵ ਦੇ ਕੇ 2-2 ਅੰਕ ਦੇ ਕੇ ਕੁੱਲ 6 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ, ਜਿਹਨਾਂ ਵਿੱਚੋਂ 5 ਦੇ ਉੱਤਰ ਦੇਣੇ ਜ਼ਰੂਰੀ ਹੋਣਗੇ। ਇਹਨਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲੱਗਭੱਗ 70 ਸ਼ਬਦਾਂ ਵਿੱਚ ਹੋਵੇ।

ਭਾਗ ਈ: 15 ਅੰਕ

ਸਿਲੇਬਸ ਦੇ ਸਾਰੇ ਯੂਨਿਟਾਂ ਵਿੱਚੋਂ ਕੁੱਲ 4 ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ। ਵਿਦਿਆਰਥੀ ਲਈ ਇਹਨਾਂ ਵਿੱਚੋਂ 5-5 ਅੰਕਾਂ ਦੇ ਤਿੰਨ ਪ੍ਰਸ਼ਨ ਕਰਨਾ ਜ਼ਰੂਰੀ ਹੋਵੇਗਾ। ਇਹਨਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ ਲੱਗਭੱਗ 300 ਸ਼ਬਦਾਂ ਵਿੱਚ ਹੋਵੇ।



