

# **D.Ed.**

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## **CURRICULUM**

**Semester-Wise Distribution of the Outline and Weightage**

**Department of Elementary Education, Haryana, Chandigarh**  
and  
**Board Of School Education Haryana, Bhiwani**

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## **PREFACE**

The Board of School Education Haryana has been entrusted with the task of conducting Examination of D.Ed in Haryana. The Board has vast experience and credible expertise to organize and conduct school examinations and is capable to do justice to D.Ed and other examinations also, as proven in the past.

D.Ed course is undergoing lots of changes in consonance with the changing times and evolving perception about its role and significance in school arena, particularly elementary education. National Council for Technical Education (NCTE) is in the process of finalizing National Curriculum Framework for Teacher Education (NCFTE,2009) and may take some time to give it a final shape. Therefore it has been decided to continue with the previous curriculum of D.ED in Haryana, with slight modifications, incorporating some new themes that jell well with the current educational scenario, like NCF 2005, RTE- 2009, Human Rights and Child Rights, Fundamental Duties, Multiple Intelligence, Participatory Learning and so on.

The latest initiatives taken for making D.Ed course more meaningful, relevant and excellence oriented, will indeed go a long way in improving the quality of school education in the state. I wish you all success in the endeavour.

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FC&PS, Govt. of Haryana  
Department of School Education,  
Chandigarh

## **CURRICULUM STRUCTURE**

On the basis of NCF-2005 the contents of Pre-service training for a primary school teacher, must emerge from the roles and functions of primary school teacher and should have the potential to prepare the trainees to handle effectively the curriculum of primary classes.

Keeping in view the Teacher role, the curriculum is comprised of different types of course contents, which may be categorised as under :

- I. Foundation course.
- II. Content-cum-methodology in different subjects.
- III. School Experience programme
- IV. Practical work

Education is closely linked with many disciplines. In fact, its basic concepts have roots in other disciplines like Philosophy, Psychology and Sociology. Therefore to understand different processes of education, one must have understanding of these disciplines, specially their implementations in education. The major functions of these courses are to enable the prospective teachers, to develop insight into priorities and problems of teaching-learning processes. It is presumed that concepts incorporated in these courses will equip the trainees to organise teaching learning processes in their classrooms in right perspective.

### **COURSES AND RELATED AREAS**

The curriculum offers the following courses :-

#### **Foundation Course**

- Education in Emerging India
- Educational Psychology
- Teacher Functions at the primary stage

Content-cum-methodology in different subjects.

- Teaching of Hindi.
- Teaching of English.
- Teaching of Mathematics.
- Teaching of EVS-I (Social Studies)
- Teaching of EVS-II (Science)

- Teaching of Health and Physical Education.
- Art Education and Creative works for Elementary Teacher.

#### School Experience Programme

- Observing the activities in schools during S.E.P./Teaching practice .
- Observing various activities such as admission and withdrawal procedure, fees, completing attendance register .
- Observation and interaction activities.

#### Practical Works

- Preparing demonstration lessons.
- Preparation of TLM.
- Community work, games and sports.
- Various Activities.

**Note : Under sub head (II) the different subject areas to be taken care of the contents of the prescribed curriculum of primary classes 1 to 5 on the basis of the Department Textbooks.**

In pursuance of the National Policy of Education, for improving Quality of Education, improving examination system, make them valid, reliable and powerful instruments of improving teacher-learning process, as also the aspiration of NCF-2005, Department of Elementary Education, Haryana and Board of School Education Haryana have decided to introduce semesterisation in D.Ed. Course from this year to remove the stress on pupil teacher.

The concept of semesterisation has so far only been vocalized, now the Department of Elementary Education, Haryana and Board of School Education Haryana have decided to institutionalize it.

A semester system divides the academic year into two terms of relatively equal lengths. There are a number of benefits from semesterisation as :-

- The pupil teacher will be required to prepare for a smaller course content.
- The pupil teacher will get greater depth to the content and pedagogy.
- The pupil teacher will have more time to ask questions and experiment with the materials in a course.
- Examination will become stressless and friendly.
- It will offer better opportunities for diagnosing the strengths and weaknesses of the students and enable the development of more realistic – remedial programmes for helping pupil teachers to improve their level of performance.
- The teacher educator will also be able to take innovative initiatives for enriching the teaching-learning process.

There are varieties of benefits to the adaptation of the semester system. These advantages are expected to reach all sections of population-students, faculty and staff with a semester system. The pace of a semester is less stressful for faculty as well as for students.

From this year the D.Ed. course will be of 3 years duration in which 2 years (four semesters) are for regular course and an additional year for compulsory internship in different schools.

There will be semester break only for pupil teachers to get them refreshed for the next semester. During the break the institutes/colleges of education will remain open as usual.

## **Annual Calendar for Diploma in Education (2010-2011) First Year (1<sup>st</sup> and 2<sup>nd</sup> Semester)**

The following schedule of academic calendar be observed by all institutes/colleges of Haryana for the academic session 2010-11

<b>First Semester</b>	:	<b>11-10-2010 to 31-03-2011</b>
Admission	:	Up to 10-10-2010
Teaching	:	11-10-2010 to 10-03-2011
S.E.P. . (School Experience Programme)	:	01-12-2010 to 15-12-2010
Evaluation of P.T. (Pupil Teacher)	:	16-12-2010 to 31-12-2010
Presentation of Items/Activities	:	11-03-2011 to 14-03-2011
Examination 1 <sup>st</sup> Semester	:	15-03-2011 to 31-03-2011
<b>Semester Break: Only for Pupil Teachers</b>	:	<b>01-04-2011 to 10-04-2011</b>
<b>Second Semester</b>	:	<b>11-04-2011 to 30-09-2011</b>
Teaching	:	11-04-2011 to 31-08-2011
S.E.P.(School Experience Programme)/T.P.	:	1-05- 2011 to 31-05.2011
Evaluation of P.T. (Pupil Teacher)	:	01-07-2011 to 15-07-2011
Presentation of Items and Teaching Practice	:	01-09-2011 to 10-09-2011
Examination 2 <sup>nd</sup> Semester	:	11-09-2011 to 30-09-2011
<b>Semester Break: Only for Pupil Teachers</b>	:	<b>01-10-2011 to 10-10-2011</b>

**If the number of Teaching Days are somehow less than 230 in First Year (110/120 days in each semester) in the academic session 2010-11 due to some unforeseen reasons it would be the responsibility of the Head of the Institute/College to make good the loss by arranging extra classes.**

**Besides the schedule of the Academic calendar all Institutes/colleges of Haryana have to organize/celebrate the following cultural activities/days/events for all round development of pupil teachers :-**

- 1 Sports week : 1<sup>st</sup> week of Feb. 2011(6 days)
- 2 Cultural Activities : April 2011
- 3 Day's Celebration : The following days be celebrated :-

- (i) 02 Oct. : Gandhi Jayanti
- (ii) 24 Oct. : U.N.O. Day
- (iii) 11 Nov. : Education Day
- (iv) 14 Nov. : Children's Day
- (v) 01 Dec. : AIDS Day
- (vi) 03 Dec. : Persons with Disabilities Day
- (vii) 26 Jan : Republic Day
- (viii) 28 Feb : Science Day
- (ix) 08 March : Women's Day
- (x) 22 March : Water Conservation Day
- (xi) 22 April : Earth Day
- (xii) 05 Jun : Environment Day
- (xiii) 11 July : Population Day
- (xiv) 27 July : Van Mahotsav
- (xv) 15 Aug : Independence Day
- (xvi) 05 Sep. : Teacher's Day
- (xvii) 08 Sep. : Literacy Day

- 4 At least One Educational Tour Programme in the whole session.
- 5 A number of exposure visits to fairs, exhibitions etc. in each semester.

## **Routine Activities:**

- **Daily timing for institutions:** 9a.m. To 3.30 p.m.
- **Distribution of timing for daily activities :**

<b>Morning Assembly and attendance</b>	<b>40 minutes</b>
<b>In eight teaching periods of 40 minutes each</b>	<b>320 minutes</b>
<b>Recess</b>	<b>30 minute</b>
<b>Total =</b>	<b>390 minutes</b>

- **Suggested activities in daily morning assembly :**
  - **Prayer**
  - **Group song / patriotic song**
  - **National Song**
  - **News Reading**
  - **Speech/Talk of the day**
  - **Moral talk by teacher-educator/Principal/Guest**
  - **Thought of the day**
  - **Daily question hour on textbook (primary stage)/current General Knowledge**
  - **Physical exercise/Yoga**
  - **Attendance (class-wise)**
  - **National Anthem**

## SCHEME OF STUDIES FOR DIPLOMA IN EDUCATION (D.Ed.) COURSE

S.No.	Coursur /Paper	1 <sup>st</sup> Semester					2 <sup>nd</sup> Semester					G. Total	Time in hrs in each semester	
		Theory External	Activities project work/written assignment/monthly test	Practical		Total	Theory External	Activities project work/written assignment/monthly test	Practical		Total		1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.
				Int	Ext				Int	Ext				
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Education in Emerging India	60	40	-	-	100	60	40	-	-	100	200	54	54
2	Educational Psychology	60	40	-	-	100	60	40	-	-	100	200	54	54
3	Teacher Functions at primary stage	60	40	-	-	100	60	40	-	-	100	200	54	54
4	Content-cum- Methodology in Language(Hindi)	60	40	-	-	100	60	40	10	40	150	250	54	54
5	Content-cum- Methodology in Language(English)	60	40	-	-	100	60	40	10	40	150	250	54	54
6	Content-cum- Methodology in Mathematics	60	40	-	-	100	60	40	10	40	150	250	54	54
7	Content-cum- Methodology in EVS-I, Social Studies	60	40	-	-	100	60	40	10	40	150	250	54	54
8	Content-cum- Methodology in EVS-II General Science	60	40	-	-	100	60	40	10	40	150	250	54	54
9	Health and Physical Education	60	40	-	-	100	60	40	-	-	100	200	27	27
10	Art Education & Work Exp.	60	40	-	-	100	60	40	-	-	100	200	27	27
11	a. Co-Curricular Activities	-	-	20	30	50	-	-	20-	30	50	100	54	54
	b. S.E.P./T.P.	-	-	20	30	50	-	-	-	-	-	50	60	120
	<b>Total</b>	<b>600</b>	<b>400</b>	<b>40</b>	<b>60</b>	<b>1100</b>	<b>600</b>	<b>400</b>	<b>70</b>	<b>230</b>	<b>1300</b>	<b>2400</b>	<b>600</b>	<b>660</b>

- 10 days for examinations in each semester.

## **CURRICULUM TRANSACTION AND SEP /TEACHING PRACTICE**

### **Working days and Hours of Interaction**

Total Number of Working Days: 230 Working Days (110/120 Days in each semester)  
(During the session 2010-11)

There will be six working hours per day for a six day working week (2<sup>nd</sup> Saturday will be off)

### **These will be distributed as follows:**

<b>S.No.</b>	<b>Particulars</b>	
1	Teaching days (in each semester)	110 days/120 days (660 hrs/720 hrs)
2	Days (hrs) for SEP in 1 <sup>st</sup> Semester	10 days (60hrs)
3	Days for the teaching practice for 2 <sup>nd</sup> semester	20days (120 hrs)

Practical work (other than teaching practice) and co-curricular activities to be performed by each pupil teacher

### **FIRST SEMESTER AND SECOND SEMESTER:**

#### **School Experience Programme:**

#### **OBJECTIVES OF SEP**

- To provide a systematic professional induction to the new teacher entrant.
- To develop competencies, commitments and performance potential in each and every pupil teacher.
- To make the pupil teacher competent in organizing different activities in the school.
- To familiarize the pupil teacher with school and its environment.
- To provide an opportunity for observing class-room teaching, interacting with-students, teachers and head-teachers closely.
- To understand the role of primary teachers/head-teachers.
- To understand the various work and functions performed by primary teachers.

- To understand the children's behavior.
- To make the pupil teacher understand the concept of individual differences and its educational implications.
- To acquaint the pupil teacher with various skills - observing, recording, reporting, surveying etc.

The teacher education curriculum should provide opportunities to the pupil teachers for using the new technologies with deeper exposure in professional skills in the form of simulation, micro teaching, critical incident techniques, case-study approaches; computer assisted individualized learning facilities for instructional purpose.

The pupil teachers need to be equipped with the knowledge, skill and values needed before they start teaching as part of Teaching Practice in School, during the first semester and third semester, they should not be asked to take classes. However, they should be sent to schools for getting familiar with the school environment. They should be asked to observe and interact with the Principal/Head of School, teachers, students, the clerical staff, and participate in co-curricular activities etc.

During the 1<sup>st</sup> and 3<sup>rd</sup> semesters each pupil teacher will be sent to a selected school for 10 days and 20 days in 2<sup>nd</sup> and 4<sup>th</sup> semesters. In the 1<sup>st</sup> and 3<sup>rd</sup> semesters they will be given a schedule for 10 days which will include time for observing classroom teaching and interacting with teachers, observing/interacting with the Head, students etc.

This SEP will be under supervision and guidance of a teacher educator of the concerned teacher training institutions /colleges. The concerned teacher educator will keep the record of the SEP of the Pupil teacher. He will make the profile of each pupil teacher and evaluate him/her accordingly. Pupil teacher will take up different aspects of school life and will prepare various reports.

## SECOND AND FOURTH SEMESTER

**(THERE WILL BE 20 DAYS FOR TEACHING PRACTICE IN SELECTED SCHOOLS)**

During 20 days of T.P. in selected schools in the field, each pupil teacher will be fully engaged in the actual teaching of classes. Every pupil teacher will maintain a lesson notebook and daily diary, the lesson plan and record of actual teaching will be properly maintained. This T.P will be under supervision and guidance of the head of the school and a teacher educator of the concerned teacher training institution. This schedule may be as under:

- 50 lessons will be arranged and delivered effectively by each pupil teacher in primary classes whereas other pupil teachers will observe and discuss the same in groups under supervision of teacher educator/Guide

Hindi	08 lessons
English	08 lessons
Maths	08 lessons
EVS-I	08 lessons
EVS-II	08 lessons
Health & Physical Education	05 lessons/activities
Art Education	05 lessons/activities

- 20 lessons will be observed and discussed by each pupil teacher under the supervision of teacher educator/guide.

For effective deliverance of the lesson plans, pupil teacher will be asked to use the relevant models, charts, aids, teaching-learning materials etc. They will also be instructed to perform proper and suitable educational activities, demonstration, discussions, experimentation to strengthen their teaching skills.

Each and every pupil teacher will perform the following practical work during each semester of the course under the supervision of teacher educators. The teacher educators have to follow the criteria for internal assessment of 40 marks as:

Course	Items/Activities	No. of Activities	Level	Marks allotted
I to III	Projects	2 per subject	As per syllabus	8 marks
	Assignments	5 per subject	-----do-----	10 marks
	Files/Folders/ Scrap-books	3 per subject	-----do-----	6 marks
	Presentation of items/activities.			16 marks
	Total			40 marks
IV to X	Projects	2 per subject	As per syllabus	8 marks
	Assignments	4 per subject	-----do-----	8 marks
	Files/Folders/ Scrap-books	2 per subject	-----do-----	6 marks
	Preparation of TLM/Teaching aids	4 per subject	-----do-----	8 marks
	Presentation of items/activities.			10 marks
	Total			40 marks

For uniformity and quality in the work of all pupil teachers and in all institutes/colleges, these items/activities will be completed month-wise to avoid the usual trend of completing and submitting work at the last moment (to minimize copying/buying/borrowing and such kinds of malpractices).

Any other items/activities prepared/organized by pupil teacher be considered and marks be allotted for such items/activities as a part of internal assessment.

## **COURSE-I: EDUCATION IN EMERGING INDIA**

### **Content based objectives:**

1. To help the pupil teacher understand the characteristics of Indian society as it has evolved from the past, as it is today, and as it is likely to develop in the future.
2. To help the pupil-teacher identify the emerging trends in Indian society with special reference to contemporary socio-cultural, political, educational and economic issues.
3. To help the pupil-teacher understand the meaning of education, its aims, forms and agencies.
4. To acquaint the pupil-teacher with the history and development of primary / elementary education from pre-independence period to-date.
5. To acquaint the pupil- teacher with the concept of constructivism and various aspects of education.

### **First Semester**

<b>Course outline</b>	<b>1. Theory (External)</b>	<b>:</b>	<b>60 marks</b> <b>36 hrs</b>
	<b>2. Assignments/Projects/Study/ Activities/Practical/Tests/ (Internal)</b>		<b>40 marks</b> <b>18 hrs</b>

### **Unit -1: Our Heritage**

**20 marks**  
**10 hrs**

- 1.1 Our common cultural heritage, its compositeness, unity in diversity, richness and continuity.
- 1.2 Role of Education in the preservation of cultural heritage of India.
- 1.3 Illustration: Indian achievement in Arts, Science & Technology and Literature.

### **Unit -2: Contemporary Scene and Emerging Future**

**18 marks**  
**12 hrs**

- 2.1 Indian Society: Its broad social, moral, economic, educational and political scenario.
- 2.2 National goals as embodied in the Indian Constitution
  - (a) Democratic ideals of free India.
  - (b) Socialistic ideals of free India.
  - (c) Secular ideals of free India.
- 2.3 Values cherished in free India

### **Unit-3: Educational Thinkers –**

**22 Marks**  
**14 hrs**

Aurobindo, Gandhi, Tagore and Gijubhai (Works: Divaswapna, Gijubhai Ki Bal Kahaniyan, Chalte Phirte Shiksha, Katha Kahani Ka Shastra ) and their impact on the emerging Indian Society.

**Note : Suggested activities ( for internal Assessment ) : 40 Marks**  
**18 hrs.**

( I ) Preparation of reports on the contribution of various educationists and social reformers .  
( II ) Preparation of reports on the literary works of various educationists given in the syllabus .

(III) Preparation of reports on Indian achievements in Arts, Science and Technology and Literature.

(Other such activities can also be taken up )

### **Second Semester**

<b>Course outline</b>	<b>1. Theory (External)</b>	<b>:</b>	<b>60 marks</b> <b>36 hrs</b>
	<b>2. Assignments/Projects/Study/ Activities/Practical/Tests/ (Internal)</b>	<b>:</b>	<b>40 marks</b> <b>18 hrs</b>

### **Unit-4: Education**

**24 marks**  
**16 hrs**

- 4.1 Meaning: Education for inducting the children into their Socio- Cultural Setting:  
Education as a lifelong process.
- 4.2 Aims: Education for reconstruction of experiences, education for adjustment with social, natural and work environment.
- 4.3 Forms: Informal, Formal and Non-Formal, Non-Formalising of Formal Education.
- 4.4 Agencies: Informal- Family, Community and Village Education Committee (VEC), State, Formal Education (School), Non formal Education, Adult Education (A.E.) and Open school, Distance Education.



## **SUGGESTED READINGS AND REFERENCE BOOKS**

### **COURSE - I: EDUCATION IN EMERGING INDIA**

- Anand (1993), The Teacher and Education in Emerging India Society, New Delhi, NCERT.
- Mohanty Jagannath (1993), Indian Education in the Emerging Society, New Delhi, Sterling Publishers Pvt. Ltd.
- Taneja V.R (1998) Education Thoughts and Practice, Delhi University publications.
- Saraswati, T.S. (1999) Culture; Socialization and Human Development, Sage Publication.
- Murty, S.K. Teacher and Education in Indian Society.
- Mohanty.J. (1987): Education in India, Deep and Deep Publication, New Delhi.
- Report of Education Commission 1964-66 (1978), Ministry of Education, Govt. of India, New Delhi, 1<sup>st</sup> Reprint.
- Mukherjee, S.N.: History of Education in India, Acharya Book, Bombay.
- Shrimati K.L, Problem of Education in India, McMillan, Bombay.
- NCERT, The India Year Book of Education, New Delhi.
- Magnifico, I.K.: Education of the Education Child, New York, Longman.
- Yadav H.S., Yadav Sudha, Jain Shai, Adhunik Bhartiya Samaj Book Depot, Ludhhiana.
- Aggarwal J.C., Rastriya Shikksha Neeti, Prabhat Prakashan, Chawari Bazar, Delhi.
- Dubey, S.C. India Society, National Book Trust: New Delhi, 2001 (Reprint).
- Hussain,S.Abid. The National Culture of India, National Book Trust: New Delhi, 1994.
- Kashyap,S.C. The Constitution of India, National Book Trust: New Delhi 1994.
- NCF 2000, NCERT, New Delhi.
- NCF2005, NCERT, New Delhi

## **COURSE - II: EDUCATIONAL PSYCHOLOGY**

### **Content Based Objectives:**

1. To make the pupil-teacher understand how educational psychology can help in studying a child's behaviour through various techniques.
2. To acquaint pupil-teacher to understand the process of growth and development of various aspects of child's behaviour such as physical, cognitive, language, emotional, moral and social behaviour during childhood and pre-adolescence period.
3. To make the student teacher understand the concept of individual differences and its educational implications specially in relation to ability, aptitude and achievement.
4. To bring home to the pupil-teacher the importance of balanced personality, personality development and adjustment during childhood and pre-adolescent stages.
5. To make pupil teacher understand the concepts of intelligence and creativity among learners and how the various mental ability tests can be used.
6. To acquaint pupil teacher with various Psychological tests and their uses for :
  - Observing, recording and reporting various aspects of child's behaviour.
  - Preparing cumulative record cards.
  - Preparing test items of various school subjects.
  - Conducting case studies.

### **FIRST SEMESTER:**

<b>Course Outline</b>	<b>1. Theory (External)</b>	<b>:</b>	<b>60 Marks</b>
			<b>36 Hrs.</b>
	<b>2. Assignments/ Projects/ Study/ Activities/ Practical/ Tests (Internal)</b>	<b>:</b>	<b>40 Marks</b>
			<b>18 Hrs.</b>

**Unit - 1: Nature and Role of Psychology in Education. 15 Marks**

**8 Hrs.**

- 1.1. Meaning and Nature of Educational Psychology.
  - Educational psychology as an applied field.

- Educational psychology as a discipline.

- 1.2. Scope of Educational Psychology; Relevance of educational psychology for the primary school teacher in understanding the situation.
- 1.3 Approaches to understand learner's behaviour at childhood and pre-adolescent stages.

**Unit - 2: Growth and Development of the learner**

**35 Marks**

**24 Hrs.**

- 2.1. Concept of growth and development.
- 2.2 Principle of development.
- 2.3. Stages of development, development tasks of childhood and pre-adolescence stages.
- 2.4. Characteristics of physical, emotional, social and language development during childhood and pre-adolescence stage.
- 2.5. Cognitive development; Piaget's stages of intellectual development and its implications for teachers.
- 2.6. Common play activities of children and their role in growth and development.

**Unit - 3: Individual Differences among learners**

**10 Marks**

**4 Hrs.**

- 3.1 Meaning and Nature of intra-individual and inter-individual differences among learners, individual differences in ability, aptitude, personality, achievement and their educational implications.

**NOTE**

Suggested activities (For Internal Assessment)	<b>40 Marks</b>	<b>18 Hrs.</b>
(i) Observing and reporting of individual differences among learners		
(ii) Study of emotional problems of child.		
(iii) Study of sociometric status of child.		
(iv) Study and report of local games and activities by children.		

## **SECOND SEMESTER:**

<b>Course Outline</b>	<b>1. Theory (External)</b>	<b>:</b>	<b>60 Marks</b>
			<b>36 Hrs.</b>
	<b>2. Assignments/ Projects/ Study/ Activities/ Practical/ Tests (Internal)</b>	<b>:</b>	<b>40 Marks</b>
			<b>18 Hrs.</b>

<b>Unit - 1 : Methods for understanding learner's behaviour</b>	<b>15 Marks</b>
	<b>12 Hrs.</b>

- 1.1. Observation
- 1.2. Interview
- 1.3. Survey
- 1.4. Case study
- 1.5. Experiments

<b>Unit - 2: Personality Development and Adjustment</b>	<b>25 Marks</b>
	<b>17 Hrs.</b>

- 2.1. Meaning and definition of personality.
- 2.2. Personality development during childhood; methods of developing personality at pre-adolescent stages with special reference to socialization (habit and trait formation).
- 2.3. Concept of self interests, attitudes and values.
- 2.4. Concept of mental health, adjustment at home and school.

<b>Unit - 3: Intelligence and creativity</b>	<b>20 Marks</b>
	<b>7 Hrs.</b>

- 3.1 Concept of intelligence and mental abilities, mental ability tests and their uses.
- 3.2 Multiple intelligence
- 3.3 Creativity and aesthetic appreciation: meaning and nature of creativity, methods of nurturing creative talents.

## **NOTE**

Suggested activities (For Internal Assessment)	<b>40marks</b>
	<b>18 Hrs.</b>

- (i) Planning of a programme for nurturing creativity in students.  
(Other such activities can also be taken).

- (ii) Organising brain-storming sessions, quiz etc.
- (iii) Conducting case studies.
- (iv) Observing, recording and reporting some aspects of child's behaviour.

### **Suggested Readings and Reference Books :**

- Educational Psychology, Kundu, C.L.: Delhi : Sterling Publishers.
- Development of Personality, Shanker Uday: Delhi : Atma Ram & Sons.
- Educational Psychology (2<sup>nd</sup>) Sawrey, J.H. and Telford. C : New Delhi, Prentice Hall of India.
- Educational Psychology, Simth Mdaniel: New York : Allyn & Bacon.
- Experimental Psychology (Rev. Ed.), Woodworth R.S.: New York, Holt.
- Introduction to Psychology, Munn, N.L.Delhi.
- Educational Psychology by S.S. Chauhan
- Essentials of Education Psychology of Aggarwal J.C
- Essential Education Psychology of S.K. Mangal
- Siksha Manovigyan ki Rooprekha by S.P. choubey, Macmillan & Co. Delhi
- Siksha Manovigyan S.S. Mathur Binod Pustak Mandir, Agra
- Siksha Manovigyan Dr. Sita Ram Jayaswal Prakashan Kendra Lucknow
- Siksha Manovigyan ke Aadhar Tomar Lajja Ram (Sadhna Pustak Prakashan)
- Siksha Manovigyan by H.S.Sinha & Rachna Sharma Atlantic Publishers and Distributors.
- Prarambhik Manovigyan by Dr. S.K. Mangal & Smt. Subhra Mangal, Arya Book Depot, 30 Naiwala, Karol Bagh, New Delhi.
- Siksha Manovigyan by Babulal Sharma, Rajasthan Prakashan Tipoliya Bazaar Jaipur.

### **COURSE - III : TEACHER FUNCTIONS AT THE PRIMARY STAGE**

#### **Content Based Objectives :**

Objectives of the course on Teacher Functions at the Primary Stage are as follows:

1. To develop an understanding of primary education.
2. To develop comprehension for various components of the National Curriculum Framework in relation to primary education.

3. To understand the principles of curriculum planning.
4. To understand the concept of minimum levels of learning (MLL).
5. To acquire proficiency in the use of teaching skills relevant to primary education.
6. To gain proficiency in the use of few teaching strategies including creative learning.
7. To develop an understanding of the concept of Educational Evaluation and different types of evaluation at the primary stage.
8. To empower the trainee in understanding the basic function of computers.
9. To enable the trainee understand the various features of different operating systems using which the computers becomes user friendly.
10. To acquaint the trainee with the basic operations and characteristics of the Micro Soft Word, Excel, PowerPoint.
11. To develop appropriate attitude in the trainee towards the use of technology in enhancing learning opportunities across the school curriculum

#### **FIRST SEMESTER:**

<b>Course Outline</b>	<b>3. Theory (External)</b>	<b>:</b>	<b>60 Marks</b>
			<b>36 Hrs.</b>
	<b>4. Assignments/ Project/ Study/ Activities/ Practical/ Tests (Internal)</b>	<b>:</b>	<b>40 Marks</b>
			<b>16 Hrs.</b>

**Unit - 1 : Curriculum - A Conceptual Framework** **16 Marks**  
**10 Hrs.**

- 1.1. Objectives of primary education.
- 1.2. Concept of curriculum and process of designing of curriculum.
- 1.3. Principles of curriculum planning.
- 1.4. Minimum levels of learning: introduction and important features.
- 1.5. Holistic Education- Education **for** all round holistic personality development--- intellectual, physical, emotional, social, and spiritual. Education is incomplete without Art Education which helps in aesthetic as well as emotional development. **Provisions in** schools for imparting education in Music, Dance, Drama, Painting and other such fields. Health and Physical Education is indeed an integral component of the Educational Programme in schools.

## **Unit - 2 : Teaching strategies and skills**

**16 Marks**

**10 Hrs.**

- 2.1. Teaching-learning : concept and relationship, planning instruction/teaching: Year plan, monthly plan, unit plan, lesson plan
- 2.2. Analysing teaching skills : Black Board writing, explaining, dramatization, stimulus variation, reinforcement, illustrating with examples, narration and story telling.
- 2.3 Multi grade Teaching.
- 2.4 Creative Teaching: presenting content in different novel ways, adopting learner centered approach
- 2.5 Types of teacher behaviour - direct and indirect, verbal and non -verbal.

## **Unit - 3 : Educational Evaluation**

**16 Marks**

**10 Hrs.**

- 3.1 Concept of measurement and evaluation.
- 3.2 Continuous and Comprehensive Evaluation (CCE)
- 3.3 Continuous and Comprehensive Evaluation need to be given importance. While dealing with the topic(s), the following issues are required to figure prominently:
  - 3.1 Meaning and concept of CCE
  - 3.2 Qualitative / descriptive evaluation
  - 3.3 Grading - Absolute and Relative
  - 3.5 Evaluative Criteria, techniques and Tools of CCE
  - 3.6 Co-scholastic Areas: Health Status, Personal and Social Qualities, Interests (Literary, Scientific, Artistic, Cultural), Attitudes &



<b>Course Outline</b>	<b>1. Theory (External)</b>	<b>:</b>	<b>60 Marks</b>
			<b>36 Hrs.</b>
	<b>2. Assignments/ Project/ Study/ Activities/ Practical/ Tests (Internal)</b>	<b>:</b>	<b>40 Marks</b>
			<b>16 Hrs.</b>

**Unit - 5 : Curriculum - A Conceptual Framework** **16 Marks**

**10 Hrs.**

- 5.1. Core-curriculum elements as per NPE 1986.
- 5.2. National Curriculum Framework (Nov. 2000) in relation to primary education.
- 5.3. Curriculum adjustment and adaptation to special needs with reference to visual, hearing, orthopedically impaired and educable mentally retarded children.
- 5.4. Participatory Learning; Project Based Learning.
- 5.5. Teachers' Organizational Skills for curricular and co-curricular activities in school : Literary, Scientific, Artistic, Cultural, celebration of National Days, Outdoor Co-curricular Activities, Sports and Games, NSS, Cubs/Bulbuls/Scouts/Guides, etc.

**Unit - 6 : Educational Evaluation** **16 Marks**

**10 Hrs.**

- 6.1 Types of evaluation: summative and formative.
- 6.2 Achievement tests: short answer type, objective type and essay type.
- 6.3 School examinations: oral, written and practical.
- 6.4 School records: cumulative records, progress records of children and school record.

**Unit - 7 : Computers: Basic Office Applications**

**16 Marks**

**10 Hrs.**

- 7.1 **M.S.WORD:** basic components of M.S Word, creating, saving, editing, opening an existing document, finding and replacing text, printing documents, print preview

- 7.2 **M.S. PowerPoint:** Features, How to Save, Close, Open an Existing Presentation, Slide Manipulation: Adding, Deleting, Cut, Copy, Paste, Move the Slides.
- 7.3 **M.S. EXCEL:** Creating, Saving, opening an existing worksheet, working with Worksheet: Entering Number, Text, Date/Time, Font, Inserting, Deleting of Cells Rows and Columns, Various types of Charts.

**Unit - 8: Computer networks and use of computers in Education**

12 Marks

**6 Hrs**

- 8.1 Basic of Computer networks: LAN, WAN, MAN.
- 8.2 Internet: Introduction, uses and application/services (services: WWW and web-sites, Electronic mails)
- 8.3 Web Browsers: Internet Explorer, Netscape Communicator, Surfing the Internet-- Giving the URL address, Search and down loading
- 8.4 Email: Creating an e-mail id, viewing and sending e-mail, sending soft copy as attachment, enclosures to email
- 8.5 Computer Aided Instructions: meaning and relevance in 21<sup>st</sup> century
- 8.6 Virtual Schooling, Use of ICT in EDUSAT and open and distance education, curriculum transaction through traditional vs. multimedia method

**NOTE**

**Suggested activities (For Internal Assessment)**

**40 Marks**

**16 Hrs.**

- (i) Preparation of various types of questions **banks** (objective, short answer, essay type).

- (ii) Demonstration of lessons in tutorial groups as per prepared plan/ innovative teaching activities (other such activities can be taken).
- (iii) Practicing teaching skills in micro teaching sessions
- (iv) Projects, Surveys, Library/Exploratory Research, etc.

**Suggestive Readings and Reference Books :**

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- 'kadj 'kj.k JhokLro& lrr-f'k{kk} gj izkkn HkkXkb] vlxjka
- jkeiky fl g& 'kf{k d eW; kdu] foukn i{rd efnj] vlxjka
- Audrey & Howard Nicholls; "Developing Curriculum" Practical Guide, George, Allen & Unwin, Boston, Sydney, London.
- Harold, B. Albery & Elsie J. Alnerhy; The Curriculum, The Macmillan Company, New York.
- Pandey K.P.: Modern Concepts of Teaching Behaviour ; Anamika Publishers & Distributors (P) Ltd.
- Skinner B.F. : "The Technology of Teaching", New York, Appleton Century Crofts,.
- Gear Williams : Computer organisation and Programming with an emphasis on Personal Computer ( IV Edition), New York, Macgraw Hill.
- Hirseh, S.S. : Basic Programming ; Self Taught, New Delhi, Prentice Hall.
- Peter Norton, "Introduction to Computers", 6thEdition, Tata Mc Graw Hill, New Delhi, 2006.
- R.P. Singh, Fundamentals of computer, BPB Publication, New Delhi.

## कोर्स-IV: मातृभाषा (हिन्दी) शिक्षण प्रशिक्षण के उद्देश्य

पाठ्यवस्तु आधारित उद्देश्य :-

ज्ञानपरक :

- मातृभाषा हिन्दी शिक्षण के महत्त्व से अवगत कराना।
- मातृभाषा के शुद्ध उच्चारण तथा अद्यतन देवनागरी लिपि चिह्नों से परिचित कराना।

- मातृभाषा शिक्षण के स्तर को समुन्नत करने के लिए भाषिक एवं साहित्यिक ज्ञान से परिचित कराना।
- कक्षा 1 से 4 तक निर्धारित भाषा योग्यता सम्बन्धी न्यूनतम अधिगम स्तरों की जानकारी देना।

#### कौशलपरक :

- भाषा एवं विचारों को सुनकर या पढ़कर ग्रहण करने की योग्यता विकसित करना।
- मौखिक एवं लिखित रूप में प्रभावशाली ढंग से व्यक्त करने की योग्यता विकसित करना।
- सतत एवं व्यापक मूल्यांकन करने की कुशलता विकसित करना।
- सहपाठ्य क्रियाओं में मातृभाषा के महत्त्व को समझकर तदनु रूप कार्यक्रमों को आयोजित करने की कुशलता विकसित करना।

#### भावपरक :

- सौन्दर्य बोध तथा चिन्तन की योग्यता का विकास करना।
- सर्जनात्मक योग्यता को विकसित करना।
- शब्द भण्डार में वृद्धि करना।
- पठन कौशल, श्रवण कौशल, लेखन कौशल की योग्यता विकसित करना।
- गद्य शिक्षण, पद्य शिक्षण की योग्यता विकसित करना।
- मौखिक अभिव्यक्ति को प्रभावशाली ढंग से व्यक्त करने की योग्यता विकसित करना।
- मातृभाषा शिक्षण के स्तर को समुन्नत करने के लिए भाषिक ज्ञान से परिचित कराना।

#### पाठ्यक्रम की रूपरेखा

प्रथम सिमेस्टर
सैद्धांतिक – 60 अंक
घंटे – 36
क्रियाकलाप/प्रायोगिक कार्य
– 40 अंक
घंटे – 18

#### प्रथम सिमेस्टर

भाग – क

इकाई –1 हिन्दी की ध्वनि व्यवस्था :

सैद्धांतिक – 60 अंक

14 अंक

8

घंटे

स्वर संध्यक्षर स्वर, अनुस्वार अनुनासिक स्वर, व्यंजन, संयुक्त व्यंजन, बलाघात और अनुतान उच्चारण प्रक्रिया स्थान और प्रयत्न।

इकाई – 2 देवनागरी लिपि तथा हिन्दी वर्तनी :

14 अंक

10 घंटे

वर्ण व्यवस्था के नियम, हिन्दी वर्तनी का मानक रूप उसके नियम एवं समस्याएं। अद्यतन देवनागरी लिपि का स्वरूप, प्रकृति विशेषताएं, हिन्दी वर्णों के मानक और वैकल्पिक रूप।

इकाई – 3 शब्द भण्डार :

20 अंक

12 घंटे

शब्द भण्डार आधारभूत शब्दावली, शब्दों के प्रकार-तत्सम तद्भव एवं देशज – विदेशी, विकारी-अविकारी शब्द, समानार्थी विपरीतार्थी, अनेकार्थी शब्द, मिलती – जुलती ध्वनियों वाले शब्द, भिन्नार्थक शब्द, मुहावरे और लोकोक्तियाँ, उनके अर्थ और शब्दकोश का प्रयोग आदि।

इकाई – 4 मातृभाषा हिन्दी शिक्षण के उद्देश्य :-

12 अंक

6 घंटे

मातृभाषा हिन्दी का महत्त्व, पाठ्यक्रम में स्थान मानक भाषा और बोलियाँ, प्राथमिक स्तर पर मातृभाषा शिक्षण के उद्देश्य, कक्षा एक से चार तक के लिए निर्धारित न्यूनतम अधिगम स्तर।

भाग – ख

नियत प्रायोगिक कार्य (केवल आन्तरिक मूल्यांकन के लिए)

40 अंक

18 घंटे

1 उच्चारण सम्बन्धी :-

6 घंटे

मातृभाषा पर स्थानीय बोली तथा प्रभावों के कारण होने वाली उच्चारण अशुद्धियाँ जैसे – स-श-श, व-ब, छ-क्ष, न-ण, ड-ड़, ढ-ढ़,

2 वर्तनी सम्बन्धी :-

6 घंटे

दो, तीन, चार वर्णों वाले मात्रा रहित तथा मात्राओं वाले शब्दों का संकलन तथा प्रयोग।

अनुस्वार तथा अनुनासिक शब्दों का संकलन तथा प्रयोग।

संयुक्ताक्षर शब्दों का संकलन तथा प्रयोग।

उपर्युक्त भाषिक बिन्दुओं के प्रयोग के लिए वर्ण चित्र, शब्द चित्र, पलैश कार्ड, चार्ट आदि बनाना।

### 3 शब्द भण्डार वृद्धि सम्बन्धी :-

6 घंटे

कक्षा चार तक की पाठ्य पुस्तकों में प्रयुक्त कुछ पर्यायवाची, विलोम, समरूपी और भिन्नार्थक शब्दों का संकलन।

- पाठ्य पुस्तकों तथा अन्य पत्र-पत्रिकाओं के मुहावरे एवं लोकोक्तियां चुनकर उनका वाक्य में प्रयोग करना।
- पाठ्य पुस्तकों में से कठिन शब्दों का चयन कर उनके अर्थ शब्दकोश से देखकर लिखना।
- अनेक शब्दों के लिए एक शब्द का प्रयोग करना।
- एक से सौ तक की संख्याओं को शब्दों में लिखना।
- दिन और महीनों (देसी व अंग्रेजी दोनों) के नाम लिखना।

### द्वितीय सिमेस्टर

पाठ्यक्रम की रूपरेखा	सैद्धांतिक - 60 अंक घंटे - 36
क्रियाकलाप/प्रायोगिक कार्य	- 40 अंक घंटे - 18

क्षेत्रीय कार्य(टीचिंग प्रॅक्टिस)  
बाह्य मूल्यांकन - 40 अंक  
आंतरिक मूल्यांकन - 10 अंक  
घंटे- 20

भाग - क

- |   | सैद्धांतिक    | 60 अंक         |
|---|---------------|----------------|
| <b>इकाई - 5 मौखिक अभिव्यक्ति कौशल :</b>   | <b>10 अंक</b> | <b>8 घंटे</b>  |
| मौखिक अभिव्यक्ति की परिभाषा, उद्देश्य अपेक्षित व्यवहार परिवर्तन, अभिव्यक्ति कौशल के विविधक्रम - शुद्ध उच्चारण, गति, बलाघात अनुत्तान तथा हाव-भाव मौखिक अभिव्यक्ति के विविध रूप - विवरण, कहानी, संवाद, नाटक, कविता पाठ, भाषण, वाद-विवाद आदि तथा अवसरानुकूल विचारों की मौखिक अभिव्यक्ति शिक्षण विधियाँ, पाठयोजना निर्माण, मूल्यांकन, उच्चारण, अभिव्यक्ति दोष - कारण एवं सुधार के उपाय। |               |                |
| <b>इकाई - 6 श्रवण कौशल :</b>  | <b>10 अंक</b> | <b>5 घंटे</b>  |
| श्रवण की प्रकृति, उद्देश्य तथा अपेक्षित व्यवहार परिवर्तन, श्रवण शिक्षण की विधियाँ, पाठ योजना निर्माण, श्रवण शक्ति के विकास का मूल्यांकन, श्रवण दोष कारण एवं सुधार के उपाय।  |               |                |
| <b>इकाई - 7 पठन कौशल :</b>  | <b>10 अंक</b> | <b>6 घंटे</b>  |
| पठन-प्रक्रिया की प्रकृति और महत्त्व, पठनारम्भ योग्यता, पठन के प्रकार मौन एवं सस्वर, पठन शिक्षण की विधियाँ, पाठ योजना निर्माण, पठन रुचि का विकास, पठन मूल्यांकन, पठन-दोष - कारण एवं सुधार के उपाय।   |               |                |
| <b>इकाई - 8 लेखन कौशल :</b>   | <b>10 अंक</b> | <b>6 घंटे</b>  |
| <ul style="list-style-type: none"><li>● <b>लेखन शिक्षण :</b> लेखन की प्रकृति, हिन्दी वर्णों का मानक रूप, लेखनारम्भ योग्यता, लेखन के प्रकार, सुलेख, अनुलेख एवं श्रुतलेख, लेखन शिक्षण विधियाँ, लेखन कार्य का मूल्यांकन, लेखन-दोष- कारण एवं सुधार के उपाय।</li><li>● <b>वर्तनी शिक्षण :</b> वर्तनी सम्बन्धी अशुद्धियों की पहचान, कारण, वर्गीकरण एवं सुधार के उपाय।</li></ul>           |               |                |
| <b>इकाई - 9 गद्य एवं पद्य शिक्षण :-</b>   | <b>20 अंक</b> | <b>11 घंटे</b> |
| गद्य शिक्षण, पद्य शिक्षण, पाठ योजना (कक्षा 1-4) गृह कार्य उद्देश्य, महत्त्व एवं उपयोगिता।   |               |                |

भाग - ख

## प्रायोगिक कार्य

बाह्य मूल्यांकन	40 अंक
आन्तरिक मूल्यांकन	10 अंक

### शिक्षण विधि सम्बन्धी :-

10 घंटे

- विभिन्न भाषा कौशलों के शिक्षण से सम्बन्धित कुछ पाठ योजनाएं बनाना तथा
- श्रवण कौशल सम्बन्धी—कहानी श्रवण, बाल कविता श्रवण, ध्वनि विभेदीकरण ह्रस्व, दीर्घ मात्रा, ष-स, न-ण आदि) बच्चों की रुचि पर आधारित वार्ता, श्रवण आदि।
- मौखिक अभिव्यक्ति सम्बन्धी, चित्र-वर्णन, घटना-वर्णन, अनौपचारिक वार्ता, सस्वर वाचन, अंत्याक्षरी, कहानी कहना आदि।
- लेखन-कौशल सम्बन्धी—लेखन आरम्भ योग्यता विकास, वर्णों का खंडशः लेखन मात्राओं का योग, अनुनासिक तथा अनुस्वार चिह्न, ह्रस्व दीर्घ मात्राओं का योग, विराम चिह्न, श्रुतलेख, सुलेख आदि।
- पठन-कौशल सम्बन्धी—पठन आरम्भ योग्यता विकास (आकृति विभेद, वर्ण पठन, शब्द पठन, सस्वर पठन आदि) भाषा कौशलों के शिक्षण से संबंधित अल्पव्ययी श्रव्य एवं दृश्य उपकरणों का निर्माण करना जैसे चार्ट, मॉडल, शब्द चित्र, कार्डों पर लिखे शब्द समूहों का सैट, कठपुतलियाँ मुखौटे आदि।

### 2 कक्षा को विभिन्न समूहों में बाँटकर भाषा सम्बन्धी शैक्षणिक सामग्री तैयार करवाना।

8 घंटे

- नवीन शब्द सूची, मुहावरों की सूची, पर्यायवाची सूची, विलोम शब्द सूची आदि।
- वर्तनी, व्याकरणिक रूपों, लिंग, वचन, काल, कारक आदि के आधार पर विभिन्न प्रकार के भाषा अभ्यासों का निर्माण करना।
- सस्वर पठन का अभ्यास करना।
- भाषा खेल बनाना जैसे—शब्द अंत्याक्षरी, वाक्य अंत्याक्षरी, प्रसंगों पर आधारित शब्दों के खेल व पहेलियाँ आदि।

**क्रियाकलाप :-** पत्र-पत्रिकाएँ और अतिरिक्त पुस्तकें पढ़ना, उनमें से कहानियाँ एवं बाल उपयोगी गीतों का संकलन करना तथा पढ़ी हुई विषय सामग्री पर कक्षा में चर्चा करना इत्यादि।

**क्षेत्रीय कार्य(टीचिंग प्रैक्टिस)**

**बाह्य मूल्यांकन – 40 अंक**

**आंतरिक मूल्यांकन – 10 अंक**

**घंटे– 20**

**नोट :** उर्दू जानने वाले विद्यार्थी पेपर 4 में ( द्वितीय सिमेस्टर) भाग- क उर्दू भाषा में करेंगे।

**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 शिक्षण
- भोला नाथ तिवारी, लिपि प्रकाशन नई दिल्ली – हिन्दी भाषा शिक्षण
- क्षेत्रीय के., विनोद पुस्तक मन्दिर, आगरा – मैत्री भाषा शिक्षण
- रविकान्त चौपड़ा व अन्य एन.सी.ई.आर.टी. नई दिल्ली – मातृभाषा हिन्दी शिक्षण
- डॉ0 हरदेव बाहरी किताब महल – हिन्दी उद्भव, विकास और रूप
- डॉ0 जयनारायण कौशिक, हरियाणा साहित्य अकादमी पंचकूला – हिन्दी शिक्षण
- शब्द कोश हिन्दी

**COURSE- V: TEACHING OF ENGLISH**

**Content based objective:**

1. To familiarize the pupil teachers with the importance of teaching of English.

2. To familiarize the pupil teachers about correct pronunciation, phonetics and script.
3. To develop the skills of listening, speaking and writing in English among pupils initiated with situational approach.
4. To develop the skills among pupils for teaching the children of primary classes effectively and adopting the pedagogical methods (oral and written)
5. To develop the skills among pupils for doing continuous evaluation in teaching of English with effective learning.
6. To develop constructive ability for making the simple words with correct spelling and meaning.

## **FIRST SEMESTER**

### **Course Outline**

<b>1</b>	Theory(external) :	<b>60 marks 36 hrs</b>
<b>2</b>	Assignments /projects/study/ activities/practical/tests (internal)	<b>40 marks 18 hrs</b>

### **Unit-I Need, importance and objectives of teaching of English.**

		<b>20 marks 13 hrs</b>
1.1	Need and importance of teaching English at primary stage.	
1.2	Aims and objectives of teaching of English as second language at primary stage.	
1.3	Place of mother tongue in teaching of English	
1.4	<b>Unit-2        Methods and approaches in teaching of English</b>	
		<b>20 marks 13 hrs</b>
2.1	Direct method, bilingual method and translation method	
2.2	Contemporary Approaches in teaching of English	
	<ul style="list-style-type: none"> <li>• Structural</li> <li>• Situational</li> <li>• Communicative</li> </ul>	

### Unit-3 Some basics of English Grammar

20 marks  
10 hrs

- 2.1 Sentence: Types of Sentences
- 2.2 Subject and Predicate
- 2.3 Noun: Kinds, illustrations and uses
- 2.4 Pronoun: Kinds, illustrations and uses

#### Note

#### (a) Suggested activities (for internal assessment)

40 marks  
18 hrs

- (i) Develop teaching aids for teaching of grammar topics like Noun, Collective Noun, Common Noun, Personal Pronouns with illustrations and charts.
- (ii) Develop some Teaching aids for the teaching of vocabulary like crossword, puzzles, and words within word.

### SECOND SEMESTER

#### Course Outline

1	Theory(external)	:		60 marks
				36 hrs
2	Assignments /projects/study/ Activities/practical/tests (internal)		18 hrs	40 marks
3	Field Work:			
	Teaching practice-External			40 marks
	Teaching practice-Internal			10 marks
				20 hrs

### Unit -4 Teaching the basic skills of English

30 marks  
20 hrs.

#### 4.1 Listening and speaking skills

Listening with comprehension

- (i) Phonetics: Only elementary idea about phonetics such as, definition and classification of speech sound-vowel and consonant sounds should be introduced. Some words of each sound should be given for practice.

- (ii) Stress, Rhythm, Intonation and Punctuation. Pupil teacher should be acquainted with the concept of stress, rhythm, intonation and pauses etc. They should also be familiarised with punctuation in spoken language up to the extent of pauses.
- (iii) Verbal gestures, commands and responses

#### **4.2 Organizing following activities to develop these skills:**

- Role Play
- Dramatics
- Visit to primary/middle schools for
  - ❖ The observation of English lessons taught by regular class teachers.
  - ❖ Listening to models of English speech and recorded material.
  - ❖ Practice in correct spoken English through conversation, oral reading, story-telling, narration and recitation etc.
  - ❖ Practice of correct pronunciation of some new/difficult words and mispronounced words in the text books of primary classes.

#### **4.3 Reading Skill**

- Recognition of alphabet(capital and small)
- Word recognition
- Decoding unfamiliar/unknown sounds (understanding and explanation)
  - The pupil teacher will be taught to impart the children the knowledge of sound first by speaking then by making them speak (alphabet and words)*
- Reading with comprehension
- Making inferences

These skills will be enhanced by:

Use of dictionary, flash cards, charts, organizing reading games etc.

#### **4.4 Writing Skill**

##### **(i) Mechanics of handwriting**

- Strokes and curves
- Transcription (\*Transcription means symbolic representation of alphabetic sounds, to turn into written form of anything)
- Scripts of language
- Importance and characteristics of good handwriting

- Causes of bad hand writing and remedial measures
- Dictation

**Unit-5 Teaching Composition**

**15 marks**

**08 hrs.**

- 5.1 Writing Sentences, connected sentences, developing paragraphs based on persons, animals and surrounding objects.
- 5.2 Guided writing: developing simple stories from the given outlines and pictures
- 5.3. Free and creative writing.

**Unit-6 Some basics of English Grammar**

**15 marks**

**08 hrs.**

- 6.1 Articles
- 6.2 Adjective: Kinds, Illustrations and uses
- 6.3 Verb-Kind and Conjugation of Verbs

**Note**

**(a) Suggested activities (for internal assessment)**

**40 marks**

**18 hrs**

- (i) Pupil teachers are supposed to prepare lesson plans related to development of specific skills to teach the classes upto primary level.
- (ii) Preparation of flash cards, charts, games for developing reading and writing skills. Other such activities can be taken

**(b) Field Work**

• Teaching Practice external : 40 Marks

• Teaching Practice Internal : 10 Marks

**20 Hrs.**

**Suggested Readings and Reference books :**

- All the textbooks of primary classes prescribed by the State Govt. of Haryana
- N. Krishna Swamy & Lalitha Krishna Swamy, Methods of Teaching English, MACMILLAN PUBLISHERS LTD. DELHI.

- T. Balasubramanian, A Text Book of English Phonetics for Indian students, MACMILLAN PUBLISHERS India LTD.
- Kohali. B.L. Sharma R.K. Shashi TRP and Gupta P.V. Sain, teaching of English, Doaba House, Nai Sarak, Delhi
- Chadha Satish. C.(2002) teaching of English, Loyal Book Depot, Meerut
- Sachdeva M.s.(2001), Modern Teaching of English, Bharat Book Center, Ludhiana
- Singh M.K.(2002) Teaching of English International Publishing House, Meerut.
- Bhandari C.S. Hinklay V.A. & Rana S.K. Teaching of English, Oriental Longman New Delhi.
- Chandigarh R.I. (English), Teaching of English, Delhi Oxford University Press Bombay.
- Raymond Murphey, Essential Grammar in use, Cambridge University Press 3<sup>rd</sup> ed.

## **COURSE VI- TEACHING OF MATHEMATICS**

### **Content Based Objectives:**

1. To analyze the content in terms of facts, concepts, principles and rules.
2. To state instructional objectives in terms of specific behavioural outcomes.
3. To design teaching strategies to develop mathematical knowledge and skills and logical thinking.
4. To prepare, handle and demonstrate low cost teaching-learning materials especially “the abacus”, the geo board” and the primary mathematics kit.
5. To design and employ suitable activities for slow /fast learners.
6. To construct and use suitable tools of evaluation, to measure students learning, diagnose their learning difficulties and improve teaching.
7. To organize curricular and co-curricular activities such as quiz, puzzles, study of environment for the appreciation of mathematics, mathematics exhibitions through mathematics club.
8. To understand the concept of MLL (Minimum Level of Learning).
9. To develop computational skills.
10. To cultivate mathematical thinking of problems.

### **FIRST SEMESTER**

**Course outline**

**1. Theory (External)**

**: 60 marks**

**36 hrs.**

**2. Assignments/ Projects/ Study/ : 40 marks**

**Activities/ Practical/ Tests 18 hrs.**

**(Internal)**

**Unit – 1 : Objectives and place of Mathematics in School Curriculum 14 marks**

**8.5 hrs.**

- 1.1 Objective of teaching mathematics at the primary stage.
- 1.2 Place of mathematics in School curriculum with reference to its utility in daily life.
- 1.3 Values of teaching mathematics.
- 1.4 Relationship of mathematics with other subjects.

**Unit 2: Content Analysis**

**14 marks**

**8.5 hrs.**

- 2.1 Content analysis – analysis of mathematical content in terms of the content categories, facts, concepts, generalizations and processes.
- 2.2 Sequencing of the content categories. Stating the objectives of teaching the content categories.
- 2.3 Design strategies of teaching the content categories, unit planning and lesson planning.

**Unit 3: Number System**

**12 marks**

**7 hrs.**

- 3.1 Number and numerals, digits, natural numbers, whole numbers, place values, four basic operations on numbers, different kinds of numbers such as odd, even, prime, composite, co-prime and twin-primes.
- 3.2 Representation of numbers on number line.
- 3.3 Numbers with different bases.

- 3.4 LCM and HCF of numbers, integers, rational numbers, irrational numbers and real numbers.

**Unit 4: Fractions**

**10marks**

**6 hrs.**

- 4.1 Proper, improper and mixed fraction.  
4.2 Conversion of decimal numbers into proper fractions and vice versa.  
4.3 Four basic operations of fractions and decimals.  
4.4 Percentage, conversion of percentage into fractions and vice versa.

**Unit -5 : Contribution of ancient Mathematicians**

**10 marks**

**6 hrs**

Contribution of Braham Gupta, Bhaskaracharya, Ramanujan in mathematics.

Historical development of numbers and geometry, contribution of Arya Bhatt.

**NOTE:**

**Suggested Activities (for Internal Assessment)**

**40 Marks**

**18 hrs.**

- i. The teacher educator will present examples of different objectives.
- ii. Pupil teachers will write 20 behavioural objectives for different content areas covering all the domains.
- iii. Pupil teachers will cite different examples from daily life and other subject areas – science, history, civics, geography in which the knowledge of mathematics is needed.
- iv. Developing self learning material in mathematics.
- v. Pupil teacher will design several activities relating to number system for classroom teaching.
- vi. While solving the problems and detecting the errors, the pupil teacher will plan remedial measures for eliminating mistakes.

- vii. Pupil teacher may collect materials on Indian mathematicians from books, newspapers magazines etc. and prepare an album.

## SECOND SEMESTER

<b>Course outline</b>	<b>1. Theory (External)</b>	<b>60 marks</b>
		<b>36 hrs.</b>
	<b>2. Assignments/ Projects/ Study/</b>	<b>40 marks</b>
	<b>Activities/ Practicals/ Tests</b>	
	<b>(Internal)</b>	<b>18 hrs</b>
	<b>3. Field work</b>	
	<b>(Teaching Practice- External)</b>	<b>40Marks</b>
	<b>(Teaching Practice – Internal)</b>	<b>10Marks</b>
		<b>20 hrs</b>
<b>Unit - 6 : Methods of Teaching Mathematics</b>		<b>14 marks</b>
		<b>8.5 hrs.</b>
6.1 Concept formation in mathematics – Piagetian stages of number development co-ordination- ordination –conservation.		
6.2 Expository and guided discovery.		
6.3 Inductive and deductive approach.		
6.4 Analytic and synthetic approach.		
6.5 Problem solving, meaning and importance of teaching problem solving, stages in problem solving, techniques to improve solving skills.		
6.6 Play way method.		
<b>Unit -7 : Measurement</b>		<b>10 marks</b>
		<b>6 hrs.</b>

Different units of measurement such as length, weight, time, currency, temperature, area, volume, capacity and their conversion into smaller and bigger units.

1. Student teacher will measure the length and breadth of exercise book, table, blackboard, classroom and windows and height of ceiling.
2. Distance between two points on uneven surface will be measured with the help of a cord or a measuring tape.
3. Size of a drop should be measured with the help of pippets.

**Unit -8 : Ratio and Proportion**

**12 marks**

**7 hrs.**

Direct and inverse ratio problems related to the ratio and proportion.

**Unit -9 : Commercial Arithmetic**

**14 marks**

**8.5 hrs.**

- 9.1 Profit and loss.
- 9.2 Discount.
- 9.3 Simple interest compound interest.
- 9.4 Use of tables of interest.
- 9.5 Percentage.
- 9.6 Square root and cube root.

**Unit - 10 : Algebraic Expressions**

**10 marks**

**6 hrs**

- 10.1 Indices and exponents.
- 10.2 Algebraic expressions and basic operations on algebraic expressions.
- 10.3 Factors of linear and quadratic expressions

**NOTE:**

**(a) Suggested Activities (for Internal Assessment)**

**40 Marks**

**18 hrs.**

- i. The length and breadth of the room, distance to the nearest railway station, the number of bricks required for the room etc. may be estimated.
- ii. Pupil teacher will collect examples of direct and inverse ratio.
- iii. Pupil teacher will take problems related to time, work and distance etc.
- iv. Pupil teacher may prepare exhaustive list of sales discount from daily life situation.
- v. Pupil teachers will be asked to suggest and explain the method chosen for teaching a particular topic.
- vi. Pupil teacher will prepare one unit plan and at least five lesson plans on various topics of different branches of mathematics and discuss it with the teacher-educator.

**(b) Field work**

Teaching practice – External

**40 Marks**

Teaching practice – Internal

**10 Marks**

**20 hrs.**

**SUGGESTED READINGS AND REFERENCE BOOKS :**

- Bhatnagar R.P., Ganit Shikshan, Loyal Book Depot, Meerut.
- Sindhu Kulbir Singh, The Teaching of Mathematics, Sterling Publishers, New Delhi.
- Rawat M.S. & Aggarwal M.B. Lal, Ganit Shikshan, Vinod Pustak Mandir, Agra.
- Gakkar S.C. (1991), Ganit Shikshan, N.M. Prakashan, Chandigarh.
- Mangal, S.K. (1997), Ganit Shikshan, Arya Book Depot, Karol Bagh, New Delhi.
- Basic Ganit Shikshan (Methods), Punjab Kitab Ghar, Jalandhar City.
- All the text books prescribed by the State Govt. for Primary and Upper Primary Classes.
- M.S. Rawat, Ganit Shikshan, Vinod Pustak Mandir, Agra.
- K.C. Dixit, Ganit Shikshan, Arya Prakashan Mandir, Jaipur.

**COURSE - VII : TEACHING OF ENVIRONMENTAL STUDIES**

**(SOCIAL STUDIES - EVS - I)**

## Content Based Objectives:

1. To understand the concept of environmental studies.
2. To appreciate the place of environmental studies (social studies) in the curriculum at the primary level.
3. To understand the minimum levels of learning in environmental studies (social studies).
4. To acquire the skills relating to the preparation of lesson plans, unit plans, project plans and such other instructional plans emerging from the approach adopted.
5. To develop skills in using community resources in teaching EVS.
6. To prepare various tools of pupils evaluation in EVS appropriate to particular techniques and purpose of evaluation.
7. To develop practical skills of drawing graphs, charts, time lines, models etc. employed in teaching EVS.
8. To develop skills in interpreting data presented in various forms such as graphs, maps, tables, charts etc. used in EVS.
9. To acquire proficiency in organising indoor activities and out door activities.
10. To sensitise on problems related to social, civic and natural environment.
11. To exhibit positive outlook towards national ideas, aspirations and concerns.
12. To take interests in social, civic and environmental matters.
13. To understand the concept of diversity in unity.

## FIRST SEMESTER:

<b>Course Outline</b>	<b>5. Theory (External)</b>	<b>:</b>	<b>60 Marks</b>
			<b>36 Hrs.</b>
	<b>6. Assignments/ Projects/ Study/ Activities/ Practical/ Tests (Internal)</b>	<b>:</b>	<b>40 Marks</b>
			<b>18 Hrs.</b>

**Unit - 1 : Nature of EVS (Social Studies) and instructional objectives. 12 Marks**

**7 Hrs.**

- 1.1. Concept of EVS, its main components such as man, nature, social institutions, interaction among them, relationship with social studies/ social sciences and sciences.

- 1.2. Objectives of teaching EVS (need and importance) social studies.

**Unit - 2: Methods and Techniques of EVS / Social Studies**

**18 Marks**

**12 Hrs.**

- 2.1. Methods of teaching EVS :

- (i) Problem solving (every day life situations),
- (ii) Project method,
- (iii) Participatory experience method,
- (iv) Play way method,
- (v) Co-operative activity method,
- (vi) Story telling etc.

**Unit - 3: Teaching Aids: Improvisation, preparation and their use**

**12 Marks**

**7 Hrs.**

- 3.1 Types of aids used in teaching of EVS (social studies), their procuring classification, maintenance and storing.
- 3.2 Maps, their types and reading (map language), preparation of sketch maps of school, locality and other maps, use of map summary.
- 3.3 Globe and its use in teaching certain concepts.
- 3.4 Charts, posters, cartoons, photographs, pictures and such other graphic aids and their use.
- 3.5 Models, relief models of the locality, land features, country etc. preparation and use of diagrams.

Improvisation and preparation of certain aids from those stated above according to the need and circumstances of the school; student participation in improving and preparation of models, charts etc. and equipment needed for the purpose.

**Unit - 4 : Content - cum - Methodology**

**18 Marks**

**11 Hrs.**

Sr. No.	Content	Methodology	Teacher Educators	Pupil Activities	Teacher

			Activities	
1.	<p><b>Our Heritage</b></p> <p>(a) Salient points from the History of the Indian People with special reference to great man of India - Arya Bhatt, Vikramaditya, Mahatma Budha, Ashoka, Chander Gupta, Guru Nanak, Swami Dayanand, Raja Ram Mohan Rai.</p> <p>(b) Emergence of secular democracy - Indian struggle for Independence, main phases, features in the reference of Haryana</p>	Demonstration method and story telling method, discussion-cum-demonstration etc.	Displaying Maps, charts, pictures, models, visit to historical places, dramatisation, demonstration and performing relevant activities etc.	Educational tours to the places inside and outside Haryana i.e. Jaipur, Jodhpur, Agra, Fatehpur Sikri etc.

**NOTE**

**(a) Suggested activities (For Internal Assessment)**

**40 Marks**

**18 Hrs.**

- (i) Formulation of instructional objectives in EVS - I for the primary school stage specially for class - III and a particular unit of study.
- (ii) Preparation of teaching aids/ improvised models for use in teaching of EVS-I. (Other such activities can also be taken up).
- (iii) Preparation of report after undertaking a visit to fair/exhibition etc.

**SECOND SEMESTER:**

<b>Course Outline</b>	<b>1. Theory (External)</b>	<b>:</b>	<b>60 Marks</b>
			<b>36 Hrs.</b>
	<b>2. Assignments/ Projects/ Study/ Activities/ Practicals/ Tests (Internal)</b>	<b>:</b>	<b>40 Marks</b>
			<b>18 Hrs.</b>

### 3. Field Work

- Teaching Practice- External **40 Marks**
- Teaching Practice- Internal

**10 Marks**

**20 Hrs.**

**Unit - 5 : Nature of EVS (Social Studies) and instructional objectives. **12 Marks****

**7 Hrs.**

- 5.1. Organisation of curriculum in EVS / Social studies basic considerations e.g. the child, environment, social and national concerns.

**Unit - 6 : Methods and Techniques of EVS / Social Studies **18 Marks****

**11 Hrs.**

- 6.1. Teaching techniques as applied to EVS.
- (i) observation
  - (ii) data collection, recording and simple analysis
  - (iii) data representation through graphs, tasks, charts, maps
  - (iv) narration
  - (v) role playing and dramatisation
  - (vi) field trips and surveys
  - (vii) display and exhibition
  - (viii) simulation techniques such as using sand tray models..

**Unit - 7 : Teaching Aids : Improvisation, preparation and their use **12 Marks****

**7 Hrs.**

- 7.1 Tape-recorder, CD Player/DVD.
- 7.2 Black-board, Sketching skills.
- 7.3 Textbooks and workbooks in EVS instructions.

7.4 Collection of various kinds of specimen and their classification and storing.

7.5 Material supplied under O.B. Scheme.

7.6 Procuring, maintenance and storing of teaching aids.

Improvisation and preparation of certain aids from those stated above according to the need and circumstances of the school; student participation in improving and preparation of models, charts etc. and equipment need for the purpose.

**Unit - 8 : Content - cum - Methodology**

**18 Marks**

**11 Hrs.**

<b>Sr. No.</b>	<b>Content</b>	<b>Methodology</b>	<b>Teacher Educators Activities</b>	<b>Pupil Teacher Activities</b>
1.	(a) Haryana (crop, climate, life style), (b) Physical Geography : Globe & Map of World; longitude and latitude; rotation of the earth (rotatory and orbital). Its effects; solar and moon eclipse, phases of moon etc. (c) Population Explosion, environmental crises, problems of pollution etc.	Demonstration method and story telling method, discussion-cum-demonstration etc.	Displaying Maps, charts, pictures, models, visit to historical places, dramatisation, demonstration and performing relevant activities etc.	Educational tours to the places inside and outside Haryana i.e. Jaipur, Jodhpur, Agra, Fatehpur Sikri etc.

**NOTE**

(a) Suggested activities (For Internal Assessment)

**40 Marks**

**20 Hrs.**

(i) Preparation of teaching aids/ improvised models for use in teaching of EVS-I. (other such activities can also be taken up)

(ii) Preparation of report after undertaking an educational tour.

- (iv) Recording weather conditions for a month, analysis of the data so recorded and its interpretation through Radio broadcast, Television and daily News papers.

(a) Field Work

- Teaching Practice external : 40 Marks
  - Teaching Practice Internal 10 Marks
- 20 Hrs.**

### **Suggested Readings and Reference Books :**

- Khokhar S.K., Teaching of Social Science, Sterling Publication, New Delhi.
- Soti S.C. And Verma Virender (2003), Samazik Vigyan Shikshan, International Publishing House, Meerut.
- Bhatia, Narang and Sindhu S. (2001), Samazik Adhyan Shikshan, Tondon Publication, Ludhiana.
- Sharma R.A. (2001), Itihas Shikshan, Loyal Book Depot, Meerut.
- Rao M.S., Teaching of Geography, Anmol Publication, New Delhi.
- Tyagi Guru Saran Das, Samazik Adhyan Ka Shikshan, Vinod Pustak Mandir, Agra.
- Ghate B.D., Itihas Shikshan, Haryana Granth Academy, Chandigarh.
- All the text books prescribed by the State Govt. for Primary and Upper Primary classes.
- Ellis, Arthur K. Teaching and Learning Elementary Social Studies, Allyn and Bacon : Boston, 1991.
- J.C.Aggarwal, Teaching of Social Studies – A Practical Approach Vikas Publishing House
- Uma Mangal, Teaching of Social Studies- Primary Learning-2008

## **COURSE - VIII : TEACHING OF ENVIRONMENTAL STUDIES**

### **(SCIENCE - EVS - II)**

#### **Content Based Objectives :**

1. To develop an understanding of nature of science.
2. To develop the concept of "Balanced Science for All" and a holistic view of science so as to help the student acquire sound scientific literacy and appreciate social and ethical aspect of science.
3. To analyse content in terms of concept, sub-concept and the relation between them.

4. To plan suitable activities, select appropriate resources, organise group activities.
5. To design teaching strategies aimed at development of science process skills.
6. To design and employ suitable activities and learning experiences, to help children with special needs, such as, slow/fast learners and physically handicapped/ mentally challenged.
7. To design learner-centered, activity based and problem solving instructional strategies for transacting the environmental studies and science syllabi.
8. To improvise, handle and demonstrate low-cost teaching - learning material and use the primary science kit and mini-tool kit as outlined in the scheme of "Operation Blackboard".

**FIRST SEMESTER :**

<b>Course Outline</b>	<b>7. Theory (External)</b>	<b>:</b>	<b>60 Marks</b> <b>36 Hrs.</b>
	<b>8. Assignments/ Projects/ Study/ Activities/ Practical/ Tests (Internal)</b>	<b>:</b>	<b>40 Marks</b> <b>18 Hrs.</b>

**Unit - 1: Nature of Science**

**12 Marks**

**6 Hrs.**

- 1.1. Its nature, scope and structure and impact on environment.
- 1.2. Methods used in generating knowledge of environment.
- 1.3. Social cultural and ethical aspects of science.

**Unit - 2: Aims and objectives of EVS (Science) at Primary Level 8 Marks**

**5 Hrs.**

- 2.1. Aims and Objectives.
- 2.2. Statement of objectives in terms of competencies.

**Unit - 3: Curriculum Transaction**

**10 Marks**

**6 Hrs.**

- 3.1 Role of Science Teacher
  - (a) Teacher as an analyzer and synthesizer
    - Analysis of content in terms of competencies, sub-competencies and concept mapping.

- Synthesis of competencies in behavioural terms

(b) Teacher as an Organiser

- Selection of activities
- Selection of materials
- Organising of activities.

3.2 Methods and approaches to EVS - II (Science) teaching

- (a) Demonstration method
- (b) Problem solving method.
- (c) Discussion method.
- (d) Child-Centered approach.

**Unit - 4: The Environment Studies (Science) Courses**

**10 Marks**

**6 Hrs.**

- 4.1 Method of lesson plan.
- 4.2 Specimens of lesson plan.
- 4.3 Minimum levels of learning and core components

**Unit - 5: Use of Resources**

**6 Marks**

**3 Hrs.**

- 5.1 Local resources
- 5.2 Low cost learning devices

**Unit - 6: Content -cum-Methodology**

**14 Marks**

**10 Hrs.**

<b>Content</b>	<b>Methodology</b>	<b>Teacher Educator Activities</b>	<b>Pupil Teacher Activities</b>
<b>Earth and Sky :</b> Origin of earth, sun, solar system, moon, phases of moon, stars,	Demonstration, experimentation, discussion, activities with illustrations	Displaying, using equipment and apparatus, models, charts, dramatization, performing relevant activities	Active involvement and participation in experimentation, demonstration and discussions.  Making queries

<p>satellites - natural and artificial, basic information about prominent astronauts shadow, eclipse, rotation and revolution of earth, weather and seasons.</p>		<p>and supporting the content with proper illustrations.</p>	<p>and seeking explanations.</p>
<p>(b) Living things : Living and non-living things. Plants, animals and their differences, parts of plants (seed, root, stem, leaf, flower, and fruit), their functions. Types of plants : trees, herbs, shrubs and climbers, Importance of plants and animals, protection of plants and animals, fodder plants, fruit bearing plants, medicinal plants (uses), structure of seeds monocot (maize), dicot (bean), dispersal of seed, germination of seed, conditions for growth of plants, interdependence of plants and animals and their adaptation, Micro organisms (bacteria and virus)..</p>	<p>(c) Demonstration, experimentation, discussion, activities with illustrations</p>	<p>(d) Displaying, using equipment and apparatus, models, charts, dramatization, performing relevant activities and supporting the content with proper illustrations.</p>	<p>(e) Active involvement and participation in experimentation, demonstration and discussions. (f) Making queries (g) and seeking explanations.</p>

**NOTE:**

**(h)** Suggested activities (For Internal Assessment)

**40 Marks**

**18 Hrs.**

- (i) Preparation of models (static/working)
- (ii) Written assignments on topics such as eclipse, weathers, seasons, medicinal plants, monocot, dicot, solar system, rotation/revolution of earth etc. with charts and pictures.

(iii) Charts on Body parts and various systems ,plants, parts of plants and flowers, germination of seeds etc.

(iv) Collection of resources for effective teaching-learning process.

(Other such activities can also be taken up)

## SECOND SEMESTER:

Course Outline	1. Theory (External)	:	60 Marks
			36 Hrs.
	2. Assignments/ Projects/ Study/ Activities/ Practical/ Tests (Internal)	:	40 Marks
			18 Hrs.
	3. Field Work	:	
	• Teaching Practice external		40 Marks
	• Teaching Practice Internal		10 Marks
			20 Hrs.
Unit - 7 : Aims and objectives of EVS (Science) at Primary Level			8 Marks
			5 Hrs.
7.1.	Relating competencies with learning outcomes.		
7.2.	Defining Minimum Level of Learning.		
Unit - 8 : Curriculum Transaction			10 Marks
			6 Hrs.
8.1	Role of Science Teacher		
	(a) Teacher as activity facilitator		
	-	Introducing a topic.	
	-	Identifying activities.	
	-	Conducting group activities.	
	-	Teacher-student relations.	
	-	Classroom management.	
	(b) Teacher as Moderator		
	-	Initiating discussions	

- Moderating discussions
- Summing up of discussions.

(c) Teacher as guide

- Helping slow learner.
- Peer group learning.

8.2 Methods and approaches to EVS - II (Science) teaching

(a) Inquiry method

(b) Observation techniques

(c) Experimental method.

(d) Environmental approach.

(e) Low cost method.

**Unit - 9: The Environment Studies (Science) Courses**

**10 Marks**

**6 Hrs.**

9.1 Nature and scope of Environmental Studies.

9.2 Abilities to be developed through EVS.

9.3 Content and its organisation (for classes 1 to 5).

**Unit - 10: Use of Resources**

**6 Marks**

**3 Hrs.**

10.1 Use of primary Science kit

10.2 Mini tool kit.

**Unit - 11: Evaluation**

**12 Marks**

**6 Hrs.**

11.1 Evaluation and its techniques

11.2 Continuous comprehensive evaluation(CCE).

11.3 Unit test

#### 11.4 Construction of Test Items

- (a) Objective type / very short answer type.
- (b) Short Answer type.
- (c) Multiple choice type.
- (d) Essay type.
- (e) Reasoning ability testing type.

#### Unit - 12: Content -cum-Methodology

14 Marks

10 Hrs.

Content	Methodology	Teacher Educator Activities	Pupil Teacher Activities
<p><b>Air, Water and Soil :</b> Air, its composition, air pressure, air has weight and volume, air pollution. Water, its sources, composition hard and soft water, water cycle, water pollution. Rocks and their classification, soil, kinds of soil, its formation. Soil erosion and its conservation, minerals, coal and petroleum.</p>	Demonstration, experimentation, discussion, activities with illustrations	Displaying, using equipment and apparatus, models, charts, dramatization, performing relevant activities and supporting the content with proper illustrations.	Active involvement and participation in experimentation, demonstration and discussions.  Making queries and seeking explanations.
<p><b>Matter and its properties :</b> States of matter, solid, liquid and gas, their properties, soluble, insoluble and solutions, physical and chemical changes, elements, compounds, mixture, atom, atomic energy use and misuses, Bernaulis principle, Pascal's law, Archemedies Principle and their practical applications</p>	Demonstration, experimentation, discussion, activities with illustrations	Displaying, using equipment and apparatus, models, charts, dramatization, performing relevant activities and supporting the content with proper illustrations.	Active involvement and participation in experimentation, demonstration and discussions.  Making queries and seeking explanations.

(use), role of siphon pump, capillary system, molecule, simple lab operations like filtration, crystallization, sublimation, distillation etc. Solutions solubility of substances, factors affecting solubility. Concept of mass and density.			
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**NOTE :**

(b) Suggested activities (For Internal Assessment) **40 Marks**  
**18 Hrs.**

- (i) Preparation of models (static /working)
- (ii) Written assignments on topics such as water cycle, water pollution, soil pollution, air pollution etc. with charts and pictures.
- (iii) Charts on solid, gas, liquid, solution, filtration etc.
- (iv) Collection of resources for effective teaching learning process.

(Other such activities can also be taken up)

(c) Field Work

• Teaching Practice external	:	<b>40 Marks</b>
• Teaching Practice Internal		<b>10 Marks</b>
		<b>20 Hrs.</b>

**Suggested Readings and Reference Books :**

- Sharma A. (2003), Vigyan Shikshan, International Publishing House, Meerut.
- Kohali V.K. (1983), Vigyan Kaise Parayen, Vivek Publishers, Ambala City.
- Rawat & Aggarwal, Naveen Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- Mangal M.K. Parambhik Kacchaon Mein Vigyan Shikshan, Arya Book Depot, Delhi.
- Nigam D.S., Vigyan Shikshan, Haryana Hindi Granth Academy.
- Vassal Elementary School Science Teaching, Prentice Hall of India Pvt. Ltd., New Delhi.
- UNESCO (1993), Source Book for Science in the Primary Schools (a workshop approach to teacher education NBT (India), Green Park, New Delhi.
- Jain M.K. & Deekshit K.C., Vigyan Shikshan, Rajashtan Prakashan, Tripolis Bazar, Jaipur.

- Viyas H.C. (1998), Paryavaran Shiksha, Vidya Vihar, New Delhi.
- Saxena A.B. (1998), Paryavaran Shiksha, Arya Book Depot, Karol Bagh, New Delhi.
- Salwi, Dalip M. (1999), 1000 Vigyan Prashnotri, Sat Sahitya Prakashan, Delhi.
- Soni Anju, Teaching of Science, Tondon Publications, Ludhiana.
- Shukla C.S., Science Teaching, Loyal Book Depot, Meerut.
- Robert B. Sund and Carin Arther, Teaching of Science through Discovery, Universal Book Store, 22-D, Chandigarh.
- Rawat D.S., Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- Shailender Bhushan, O.P. Berman Vigyan shikshan, Sahitya Prakashan Agra
- Low cost, No-cost teaching aids – Mary and Das Gupta NBT India
- Dr. Pardeep Kumar Kulshresth Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- Banmali Sharma, Vigyan Shikshan, Rajasthan Prakashan,
- Harry Dhand, Techniques of teaching, Ashish Publishing House, New Delhi.
- Shailender Bhushan, Jeev Vigyan Shikshan, Vinod Pustak Mandir, Agra.
- Dr. M.N. Siddhiki, Dr. Ram Avtar Yadav, Prarambhik star par Vigyan Shikshan(I & II), Arya Book Depot, New Delhi.
- All the text books prescribed by the State Govt. for Primary and Upper Primary classes.

## **COURSE-IX: TEACHING OF HEALTH AND PHYSICAL EDUCATION**

Content based Objectives:

1. To appreciate the need and importance of health and physical education in the total curriculum.
2. To plan, organize and conduct activities and practices relating to children's health sports and games etc. directly related to the life style and environment of children.
3. To identify health practices under different areas of health education.
4. To arrange facilities for developing health practices with the help of community and educational functionaries.
5. To prepare and select suitable teaching strategies and aids for effective curriculum for healthy school environment.
6. To identify his/her role and responsibilities in the total school health programme for healthy school environment.
7. To observe deviations among children from normal health and provide first aid for minor ailments and refer other cases to parents, health workers.
8. To arrange healthy recreation and to inculcate the spirit of sportsmanship.
9. To design and use simple tools to evaluate knowledge, practices and attitudes.
10. To appreciate rich cultural heritage of India in the area of health and physical education specially in relation to Yoga.

## **First semester**

<b>Course outline 1. Theory (External)</b>	<b>:</b>	<b>60 marks</b> <b>18 hrs</b>
<b>2. Assignments/Projects/Study/ Activities/Practical/Tests/ (Internal)</b>	<b>:</b>	<b>40 marks</b> <b>09 hrs</b>

### **Unit-1: Health Education**

**15 Marks**  
**04 hrs.**

#### 1.1 Concept of Health

- Meaning , scope and objectives of health and health education
- Factors influencing health

### **Suggested Activities :**

1. The student teacher will interview different categories of persons allotted to him /her and will try to find out the concept of health the particular category has. They will discuss the findings and evolve the scientific concepts.
2. The teacher educator will divide the class into groups. Each group will be asked to interview one set of people. The teacher educator will collect report and initiate discussion and help the student to reach a conclusion.

- 1.2 Personal Cleanliness
- Importance of personal cleanliness
  - Care of different parts of the body.

### **Suggested Activities :**

1. The student-teacher will observe general appearance and grooming. He will find out the method of cleanliness. He will be asked to prepare charts, question box and health wheel on personal cleanliness. All the student teachers will also be required to undergo the physio medical examination.
2. The teacher educator will provide facilities for observation and physio medical examination.

1.3 Food and Nutrition

- Nutritive components of food.
- Balanced diet
- Eating habits
- Malnutrition and its effects.
- Identification of locally available foods and their nutritive value.
- Food adulteration and its hazards.

### **Suggested Activities :**

1. The student teacher will conduct a survey of the market and collect pictures of food items and plan a balanced diet. He will prepare a balanced diet chart, another chart for eating, cooking and serving in vogue at home, community and social functions. He will collect pictures of various children suffering from various deficiencies and disorders and conduct the survey among per-school children and interview Anganwadi workers to find out their experiences about cooking and serving foods.
2. The teacher educator will collect report of survey and regular discussions. He will also guide the group in preparation of teaching aids /materials on balanced diet and components of foods.

## **Unit-2: Organization of Recreational Activities**

**15 marks**

**4 hrs**

- 2.1 Imitations of frog, rabbit, butterfly, elephant, dog, lion, aeroplane, train etc.  
2.2 Free play simple tag games – chaintag, cat and rat  
2.3 Tumbling- rolling forward and backward, cart wheel camel roll.

### **Suggested Activities :**

1. The teacher educator will organize relay races for the pupil teachers, like running by imitating the action of different animals.
2. The teacher educator will divide pupil teachers into different groups and organize

- competitions in tag games and rhythmic activities.
3. The student teachers will actively take part in relay races and other competitions.

### **Unit-3: Modern concept of physical education**

**15 marks**  
**6 hrs**

#### 3.1 Theory

- (a) Meaning, aims and objectives of physical education.
- (b) Methods of physical education.
- (c) Classification of Physical education activities .

#### **Activity :**

##### **For Teacher Educators :**

The teacher educator will divide the student teachers in two groups and one group will perform activities like jumps and throws, and the other group will measure and evaluate and vice versa.

##### **For Student Teachers :**

The Student Teachers will take part actively in the performance and officiating turn by turn.

#### **3.2 Practicals**

- (a) Set drills – Dumbbells, flag, drill, wand drill
- (b) Callisthenics- Physical exercise-table of at least 6 to 8 exercises
- (c) Drill and marching – Savadhan -Vishram , Bai-Daina Pichey Mur, Tej Chal , Dai-Bai Chal , Quadam tal.
- (d) Lead up Games - (1) Toy Games (2) Keep it up, volley ball (3) 21 passes basketball

#### **Suggested Activities :**

1. The student teacher will take active part in each activity which teacher educator has demonstrated.
2. The student teacher will assist the student teacher to prepare a set drill for giving a demonstration on play days.
3. The student teacher will divide student teachers into different houses and conduct intramural competition in lead- up games, marching and relay races.

### **Unit-4: Yoga**

**15 marks**  
**4 hrs**

4.1 Educational significance of yoga, misconceptions about yoga, a brief description of yam, niyam, asan and pranayam. The theory and practice of following asans:

#### 4.1.1 Sitting Posture Asanas

1. Sukhasan
2. Padmasan
3. Vajrasan
4. Shinhasan
5. Shashakasan
6. Supta Vajrasan

#### 4.1.2 Standing Posture Asanas:

1. Tadasan
2. Tikonasan
3. Vrikshasan

### **Suggested Activities :**

1. The student teacher will prepare a chart of the asana performed during each class with its benefits.
2. The student teacher will practice all the asans and pranayams five times daily, early in the morning.
3. Chanting of prayers will be done before and after doing as in each class.

### **Note :**

**(a) Internal Assessment for all unit-wise suggested activities 40 marks**

**9 hrs**

### **Second semester**

#### **Course outline 1. Theory (External):**

**60 marks**

**18 hrs**

#### **2. Assignments/Projects/Study/ Activities/Practical/Tests/ (Internal)**

**30 marks**

**09 hrs**

#### **3. Field work- Organizing activities: in school during teaching practices (Internal)**

**10 marks**

**10 hrs**

### **Unit-5 : Health Education**

**15 marks**

**4 hrs.**

#### 5.1 School health programme:

- (a) Healthy school environment
- (b) Health instructions
- (c) Health services

### **Suggested Activities :**

1. The student will develop a proforma to assess the status of school health programme and practices in school, discuss about strength and weaknesses of school health programme on the basis of observation and suggest means to further strengthen it.
2. The teacher educator will help in developing a proforma to assist in school health programme. He will supervise the administration of tools. He will collect information and discuss.

### **5.2 Environment Cleanliness: Need significance and management of:**

- Safe drinking water
- Sanitary facilities/Sulabh Shauchalya
- Heat, Light and ventilation
- Rain water harvesting or rain water conservation

### **Suggested Activities**

1. The student teacher will conduct a community survey and list available sources of safe drinking water, the method of disposal of waste etc. He will record how to make water safe for drinking. Each “House ” will be given the responsibility for environmental cleanliness and for maintaining proper light and ventilation in the classroom in rotation. He will take part in activities for celebrations of health days.
2. The teacher educator will divide the class into groups and allot areas to each group to survey, supervise surveys and regulate discussion. He will allot work for the celebration of health days and guide the students for the same.

### **5.3 Safety Education and First Aid**

- Rules of road safety
- Traffic rules and essential traffic symbols i.e. Zebra crossing etc.
- Precautions to be observed while walking, handling sharp edged things, electrical gadgets.
- Safety at home and school, safety while playing.
- First aid for treating: Poisoning burns, shocks, fainting and snake bite.
- Disaster management.

### **Suggested Activities**

1. The student teacher will find out the place prone to accident at home, schools and community. He will classify the place specially for falls, burns drowning, bites, poisoning and shocks etc. He will also identify the type of injury which can occur in each case and suggest first aid. He will prepare scrap book in this regard. He will also find out the agencies which supply material for safety rules such as fire brigade, traffic police or any NGO or GOs. He will keep the records of the accidents in and around the school and maintain first aid register.
2. The teacher educator will divide the class into groups, each group will be asked to work in the area of home, school and community. He will guide and regulate the discussion and role

play. He will also help in identifying NGOs and GOs.

## **Unit-6 Organization of Recreation Activities**

**15 Marks**  
**4 hrs**

- 6.1 Rhythmic- Simple dancing steps, clapping with rhythm, side steps.
- 6.2 Jungle Gyms, Sea Saw, Ladder slide, Swings, Round about etc. For younger children above activities are considered as motor development activities.

### **Suggested Activities**

1. The teacher educator will organize relay races for the pupil teacher like running by imitating the action of different animals.
2. The teacher educator will divide pupil teachers into different groups and organize competitions in tag games and rhythmic activities.
3. The student teachers will actively take part in relay races and other competitions.

## **Unit-7 Modern concept of physical education**

**15 marks**  
**6hrs**

### 7.1 Theory

- (a) Organization of intramurals and extramural play days.
- (b) Measurement and evaluation for:
  - (1) Jumps, throws etc.
  - (2) Officiating

### **Suggested Activities**

#### **For Teacher Educators :**

The teacher educator will divide the student teachers in two groups and one group will perform activities like jumps and throws and the other group will measure and evaluate and vice versa.

#### **For Student Teachers :**

The Student Teachers will take part actively in the performance and officiating turn by turn.

#### **Practical:**

- (a) Relay Race- (1) Tunnel ball relay (2) Arch bell (3) Horse and rider relay
- (b) Indigenous Games –Kho-Kho, Kabaddi – tactics and techniques rules and regulations.
- (c) Small area minor games –(1) Dodee ball (2) Dog and Bone (3) King of the Road
- (d) Combatives- Hard pull, hand push, toe tough, back to back lift.

- (1) Athletics – short sprints, 50 meter and 100 meter race
  - (2) Jumps
  - (3) Throws
- (greater emphasis should be laid on basic motor skills like running, jumping, catching etc.)

### **Suggested Activities**

1. The student teacher will take active part in each activity which teacher educator has demonstrated.
2. The student teacher will assist the student teacher to prepare a set drill for giving a demonstration on play days.
3. The student teacher will divide students into different houses and conduct intramural competition in lead- up games, marching and relay races.

## **Unit-8 : Yoga**

**15 Marks**  
**4 hrs.**

8.1 Educational significance of yoga, misconceptions about yoga, a brief description of yam, miyam, asan and pranayam. The theory and practices of following asans:

8.1.1 Lying Posture Asanas:

1. Bhujangasan
2. Makarasan
3. Shavasan

8.1.2 Pranayams

1. Bhramari
2. Chanting of Pranavs

### **Suggested Activities**

1. The student teacher will prepare a chart of the asana performed during each class with its benefits.
2. The student teacher will practice all the asans and pranayams five times daily, early in the morning.
3. Chanting of pranavs will be done before and after doing as in each class.

**Note :**

- |  |                                  |
|--|----------------------------------|
| (a) Internal Assessment for all unit-wise suggested activities | <b>30 marks</b><br><b>9 hrs</b>  |
| (b) Field work (Teaching practice – Internal assessment )      | <b>10 marks</b><br><b>10 hrs</b> |

## **COURSE- IX Suggested Readings and Reference Books**

- Shairi G.P., Health Education, Vinod Pustak Mandri, Agra.

- Shaida and Safaya, Swasthya Even Sharirik Shiksha, Arya Book Depot, Karol Bagh, New Delhi.
- Shaida V.D. and Shida A.K., Swasthya Evam Sharirik Shiksha, Arya Book Depot, Karol Bagh, New Delhi.
- Sharma, R.D., Swasthya Evam Sharirik Shiksha, Geeta Prakasham, Milap Nagar, Rohtak.
- Verma K.K., Swasthya Shiksha, Prakash Brothers, Ludhiana.
- Agnihotri, Vivek and Avinashi A.D., (1996) Health Education, Arya Book Depot, Karol Bagh, New Delhi.
- Bhardwaj Dinesh, Pathshala Prabadh, Swasthya Shiksha, Vinod Pustak Mandir, Agra.
- Avinash Alok (1995), Adarsh Swasthya Shiksha, Asha Prakashan Garh, Krol Bagh, New Delhi.
- Sethi and Sehgal (1995), Sharirik Shiksha Tatha Khel Kud, Bajrang Prakashan, New Delhi.
- All the text books prescribed by the State Govt. for Primary classes.

## **COURSE - X: TEACHING OF ART EDUCATION AND CREATIVE WORKS**

### **Content Based Objectives:**

1. Helping the student to develop aesthetic sense and sense of organisation.
2. Sensitizing the student so that he may learn to respond to the beauty in line, colour, forms, movement and sound.
3. Making the student aware of various art forms available in his own environment or locality.
4. Enabling the student to understand the scope of interaction/ integration of arts with other school subjects.
5. Handling Art materials, understanding simple musical instruments, movements, mime and singing alone and in groups.
6. Developing the student with his own role in imparting the work experience programme.
7. Enabling the student to apply pedagogical principals while teaching work experience.
8. Making the students aware of productive activities in the community and also developing the skills for productive work by manipulation of raw materials and tools.
9. Understanding the process of planning and organising work experience.
10. Developing the skills to demonstrate the process involved in work experience activities.

### **FIRST SEMESTER :**

<b>Course Outline</b>	<b>9. Theory (External)</b>	<b>:</b>	<b>60 Marks</b>
			<b>18 Hrs.</b>
	<b>10. Assignments/ Projects/ Study/ Activities/ Practical/ Tests (Internal)</b>	<b>:</b>	<b>40 Marks</b>
			<b>9 Hrs.</b>

**Unit - 1 : Nature and Need for Art Education**

**8 Marks**

**2 Hrs.**

- 1.1. Concept and meaning of Art Education.
- 1.2. Objectives of Art Education at Primary level.

**Unit - 2 : Coverage of Art Education**

**10 Marks**

**4 Hrs.**

- 2.1. Visual Arts :
  - (i) Drawing and Painting - Drawing from imagination with crayon, chalk, dry brush, sketch pen, brush and paint, pen and ink etc.
  - (ii) Printing (stamping) with the help of small clay blocks, wood blocks plain or carved out vegetables, tree, leaves, buttons, coins etc.
    - a. Collage making - Paper collage by tearing, cutting and pasting of various kinds of coloured papers, magazines, picture prints etc.
    - b. Carving out patterns, designs, simple forms from clay plaster of paris.
    - c. Making useful materials of waste material.
    - d. Masks and puppets to be made from worn out socks, paper bags and card sheets, toys and decorated with art work.

**Unit - 3 : Performing Arts**

**12 Marks**

**3 Hrs.**

- 3.1 Need and importance of performing Arts (Music, Dance and Drama in Primary Education)
- 3.2 Music and Dance :
  - (a) Awareness of the two systems of Indian and classical music, Hindustani and Karnatak music.
  - (b) Knowledge and awareness of six classical dance forms of India-Bharat Natyam, Kuchipudi, Odissi, Manipuri, Kathak and Kathakali.

(c) Learning minimum two folk songs/ dances of the region.

**Unit - 4 :** Concept, need and importance of work experience at primary school stage **8 Marks**  
**2 Hrs.**

**Unit - 5 : Different areas of Work Experience** **12 Marks**  
**4 Hrs.**

5.1. Health and hygiene

5.2. Food

5.3 Clothing

**Unit - 6 : Planning and organization of work experience** **10 Marks**  
**3 Hrs.**

6.1 Annual plans of Work Experience and its management in terms of time, space and grouping of students.

6.2 Tools and equipment planning.

**NOTE**

**(i) Suggested activities (For Internal Assessment)** **40 Marks**  
**9 Hrs.**

- Organising and decorating bulletin board with news items and pictures.
- Beautification of surroundings including classrooms.
- Drawing from imagination with different shades of pencil, sketch pen or crayon on the paper and other objects.
- Preparation of coloured paintings on various topics such as playing children, children flying kites, landscapes, village scenes, animals, any festival, park scene, forest scene, etc.
- Preparation of wall-hangings, door-hangings, magazine holders and other decorative objects from waste material.

- Any two of the following may be undertaken and the report be prepared
  - (i) Making articles such as pen/pencil stand, card board box, letter holder, dustbin, paper flowers, cartoons, greeting cards, envelopes, door mats etc. with the help of waste material and locally available resources.
  
- Group Activities :
  - (i) Ensuring/making supply of clean drinking water and its arrangements.
  - (ii) Looking after environmental sanitation programmes such as removal of garbage, digging of drain and weeding of unwanted vegetation.
  - (iii) First aid for cuts and wounds, muscular and bone injuries.
  - (iv) Washing, repairing, drying and storing of different types of clothes.

## SECOND SEMESTER:

<b>Course Outline</b>	<b>1. Theory (External)</b>	<b>:</b>	<b>60 Marks</b>
			<b>18Hrs.</b>
	<b>2. Assignments / Projects / Study / Activities/ Practical/ Tests (Internal)</b>	<b>:</b>	<b>30 Marks</b>
			<b>9 Hrs.</b>
	<b>3. Field Work - Organising activities in schools during teaching practice</b>	<b>:</b>	<b>10 Marks</b>
	<b>(Teaching Practice-Internal)</b>		<b>10 Hrs.</b>

### **Unit - 7 : Coverage of Art Education**

**14 Marks**

**4 Hrs.**

- 7.1. Mixed collage - composing pictures on paper using cloth pieces, thin buttons, threads and strings etc.
- 7.2. Designing of personal books and note book covers, greeting cards etc.
- 7.3. Free handwriting and calligraphy to be practiced by use of ink and different pen nibs.

### **Unit - 8 : Performing Arts**

**16 Marks**

**4 Hrs.**

- 8.1 Creative activities :
  - (a) Mime and role-play.
  - (b) Mono-acting
  - (c) Story telling.

**Unit - 9 :**

**12Marks**

**4 Hrs.**

- 9.1. Aims and objectives of work experience at the primary school stage.
- 9.2. Minimum learning outcomes in terms of knowledge, understanding skills, attitudes and values perception and habit related.

**Unit - 10 : Different areas of work experience**

**8 Marks**

**3 Hrs.**

- 10.1 Cultural and Recreational activities.
- 10.2 Community services
- 10.3 Productive activities.

**Unit - 11 : Planning and organization of work experience**

**10 Marks**

**3 Hrs.**

- 11.1 Financial and administrative aspects of planning.
- 11.2 Classification, Preservation and utilization of Work Experience products.

**NOTE**

(a) Suggested activities (For Internal Assessment)

**30 Marks**

**9 Hrs.**

- i. Paper cutting, folding and pasting.
- ii. Preparation of masks, puppets and other creative crafts with paper, cloth and other materials.
- iii. Making shapes of animals, birds, fruits, vegetables etc. with the help of clay.
- iv. Acting such as doctor, driver, postman, policeman, thief, customer and shop keeper etc.

v. Organising inter-group, inter-school art activities, study trips, visits to historical places/ exhibitions/ art gallery / monuments etc.

- Any two of the following may be undertaken and the report be prepared

(i) Clay modeling.

(ii) Book binding and preparation of Abri-paper.

- Group Activities:

(i) Cleaning classroom and the institution including garden, play ground etc.

(ii) Maintenance of institutional building, playground, water and electrical fittings.

(iii) Decoration of the institution on special occasions in particular and throughout the year in general.

(iv) Tree plantation./ celebration of Van Mahaotsav.

(b) FieldWork (Organising activities and teaching activities in schools - Internal assessment).

**10 Marks**

**10 Hrs.**

**Suggested Readings and Reference Books :**

- Margaret, Hamilton, Teaching of Art in Elementary School.
- Kalatmak Likhai, Publication Division, Deptt. of Printing and Publication, Govt. of India.
- Indian Handicrafts : Deptt. of Printing and Publication, Govt. of India.
- Jeswani K.K., Art in Education, Atma Ram and sons, New Delhi.
- Bodi W. Jaxtheimer, How to print and draw, Thames and Hudson.
- Canvas Work, Search Press, London & New York.
- Khare, Asha, Khel Khilone, Bihar Hindi Granth Academy, Patna.
- Reynolds Firdler, Jr. Crayon Techniques, Pubilshers Grossel & Dunlap, New York.
- Gupta Kali Charan, Plaster Casting Kala, Dehati Pustak Bhandar, Delhi.
- Rohtagi Miss Jolly, Kagaj Ka Kam Aur Paper Mashy., Asha Prakashan Grah, Karol Bagh, New Delhi.
- Patil, Vasant Rao, Karyanubhav Adhyapan (Primary), Maharashtra Text Book Mandal, Bombay.

- Dr. Keshav Kumar Sharma, Dr. B.L. Sharma, Dr. Shanta Pandey, Anant Kushwah, Mahender Jain, Kala Shikshan, Sahityagar, Jaipur.

**COURSE - XI : CO-CURRICULAR ACTIVITIES, COMMUNITY WORK, GAMES ,  
SPORTS AND SCHOOL EXPERIENCE PROGRAMME**

**Part-XIA (CO-CURRICULAR ACTIVITIES, COMMUNITY WORK, GAMES , SPORTS)**

## **Content Based Objectives :**

1. To organise co-curricular activities in the context of :-
  - i. Moral values
  - ii. Human rights
  - iii. Protection of public property.
  - iv. Respect for National monuments, Constitution of India, Indian Culture and Heritage, Unity in Diversity, Community Services.
  - v. Empathy development.
2. To create conducive situation / atmosphere in the school for :
  - i. Living life with brotherhood.
  - ii. Compilation of articles/ papers on values/ human rights / rights of the child etc.
  - iii. Compilation of stories, poems, patriotic songs, folk songs.
  - iv. Celebration of National days, festivals, Jayanties, Parvs etc.
3. To prepare the students for active participation in :-
  - i. Community Services.
  - ii. Activities related to the improvement of social status of the residents.
  - iii. Decoration of the institution on special occasions and otherwise for routine throughout the year.
  - iv. Cleanliness and maintenance of school premises, tree plantation, campus beautification etc.
  - v. Helping the disabled of special educational needs in their socialisation.
4. To encourage the students for organising institutional activities like :
  - i. Morning assembly.
  - ii. Bal Sabha
  - iii. Class / inter class competitions in the area of folk songs, folk dance, painting, drama, debate, quiz contest and essay competition etc,
  - iv. Games and sports.
5. To prepare the students to observe proper work ethics such as :-
  - i. Regularity
  - ii. Punctuality
  - iii. Dignity of labour
  - iv. Honesty
  - v. Dedication to duty
  - vi. Efficiency

- vii. Love to excellence
- viii. Discipline
- ix. Respect to elders, senior citizens and love to youngsters
- x. Honour to superiors and respect to subordinates with cordial relations etc.;

### **FIRST SEMESTER : Part-XIA**

<b>Course Outline</b>	<b>Practical Work:(Internal/External):</b>	<b>20/30 marks</b>
	<b>Assignments/ Projects/ Study/</b>	<b>54 hrs.</b>
	<b>Activities/ Practical/ Tests /</b>	
	<b>Organising activities in schools during</b>	
	<b>teaching practice</b>	

Each pupil teacher will participate in the following co-curricular activities during the training period of First Semester.

- (a) Literacy activities :
  - Motion stories, oral expressions (debate, declamation, paper reading). Recitation, dramatic activities, solo song, solo dance, group songs, action songs, group dance, painting, essay writing, puppet plays, cartoons, computer literacy/ operation etc,
- (b) Activities related to Teaching Learning Material (TLM)
  - xi. Collection of objects, pictures, diagrams, posters to be needed under sub heads : language (Hindi and English), Maths, EVS (I and II).
  - xii. Preparation of models, charts, maps, innovative tools, apparatus and equipments etc.
  - xiii. Development of play way activities, puppets, educational games, puzzles and quiz.
  - xiv. Development of important teaching aspects related work sheet, action sheet and interaction sheet for pupils etc.
- (c) Supportive and constructive activities :
  - xv. Self expressive activities : making designs on paper with ink, colour prints with thread, cut and paste, stencils etc.
  - xvi. Paper work- greeting cards, decorative pieces, geometrical models, envelops, flowers etc.

Internal/external Assessment for activities/ programmes / assignments / tests/ activities to be organised in schools etc. : **20/30 mark**

54 hrs.

**FIRST SEMESTER                      PART-XI B**

**School Experience Program:                      Practical Work**  
**Internal / External : 20/30 Marks**  
**60hrs.**

**Content Based Objectives :**

1. To provide a systematic professional induction to the new teacher entrants in teaching profession.
2. To develop competencies, commitments and performance potential in each and every pupil teacher.
3. To make the pupil teacher competent in organizing different activities in the school.
4. To familiarize the pupil teacher with school and its environment.
5. To provide an opportunity for observing class-room teaching, interaction with-students, teachers and head-teachers closely.
6. To understand the role of primary teachers/head-teachers.
7. To understand the various work and functions performed by primary teachers.
8. To understand the children's behaviour.
9. To make the pupil teacher understand the concept of individual differences and its educational implications.
10. To acquaint the pupil teacher with various skills-observing, recording, reporting, surveying etc.

**Each pupil teacher will participate in the following activities during the 10 days**

**S.E.P. of 1<sup>st</sup> Semester :-**

**(A) Activities related to Survey :**

- Identification of strength and weakness of the school and give suggestions for improvement.
- Preparation of school map.

**(B) Activities related to Report writing :**

- Preparation of report on school profile.

- Preparation of reports on Discipline, cleanliness of school.
- Preparation of reports on Physical Education and co-curricular activities of school.
- Preparation of report on Mid-Day Meal.
- Preparation of reports on regularity, completion of home-work of the students.
- Preparation of report on usefulness of TLM in the school.
- Preparation of report on teacher- student relation.
- Preparation of report on Experiences of 10 days of S.E.P.

(C) Activities related to Observations and Interactions :

- Comparative study of play habits and behaviour of two children of same age group / different age group of same sex / different sexes.
- Comparative study of learning habits of two children of same age group / different age group of same sex / different sexes.
- Comparative study of learning habits of two children of same age group / different age group of same sex / different sexes coming from two different kind of situations.
- Role and importance of a Primary teacher
- Role and importance of a Head teacher/Principal of a primary school

(D) Activities related to School Records (Make a folder with five examples of each):

- Admission and Withdrawal procedure.
- Completing attendance register.
- Fee records.

Internal/external Assessment for activities/ programmes / assignments / activities to be organised in schools etc. :

**Internal 20 marks**

**External 30 marks**

**60 hrs.**

**SECOND SEMESTER**

## CO-CURRICULAR ACTIVITIES, COMMUNITY WORK, GAMES & SPORTS

<b>Course Outline</b>	<b>Practical Work:(Internal/External):</b>	<b>20/30 marks</b>
	<b>Assignments/ Projects/ Study/ Activities/ Practical/ Tests /</b>	<b>54 hrs.</b>
	<b>Organising activities in schools during teaching practice</b>	

Each pupil teacher will participate in the following co-curricular activities during the training period of Second Semester.

(a) Community Services :

Training in one of the following activities :

- (i) Civil defence
- (ii) Cub and Bulbul
- (iii) Home Nursing
- (iv) First Aid activity
- (v) Disaster Management
- (vi) Red Cross activity
- (vii) Adult Literacy etc.

(b) Group activities :

Educational field trip, visit to special school for disabled children, celebrations of National / Regional festivals, decorating and beautification of school campus, group songs, group dance, art and craft exhibition, science exhibition etc.

(c) Activities related to games and sports and exercises :

- xvii. Drill and marching – Savadhan-Vishram, Bai-Dai, Pichey Mur, Tej Chal, Dai Chal, Quadam tal.
- xviii. Kho-kho, Kabaddi, Volley ball, Basket ball, foot ball, hockey, badminton etc.
- xix. Simple asanas.
- xx. Athletics - short sprints, 50m / 100m race, jumps, throws etc.

Internal/external Assessment for activities/ programmes / assignments / tests/ activities to be organised in schools etc. :

**Internal 20 marks**

**External 30 marks**

**54 hrs.**