

D.Ed.

(Diploma in education)

Curriculum

Semester-wise Distribution of Outline & Weightage

(3rd & 4th Semester only)

Department Of School Education, Haryana

Chandigarh

Course Outline & Weightage

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.

Third semester:-

Course outline:-

1. Theory	: 60 marks 36 hrs
2. Assignments/ Project/ Study Activities Practical/ Tests (Internal)	: 40 marks 18 hrs

Unit – 7 Primary/ Elementary Education : 20 marks

12 hrs

7.1- Primary/ Elementary Education in pre- independence and post-independence period

7.2- Basic education

7.3- Brief introduction of the following educational institutions and their roles.

1. National Council of Educational Research and Training (NCERT)

2. National University of Educational Planning and Administration (NUEPA)
3. National Council for Teacher Education (NCTE)
4. Central Institute of Educational Technology (CIET)
5. Regional Institute of Education (RIE)

Unit – 8 Education for All

: 20 marks

12 hrs

8.1 Meaning of Education for All

8.2 Primary education as a basic human right and Constitutional provisions.

8.3 Quantitative and qualitative aspects of Universalization of elementary education (UEE)

8.4 Strategies to attain UPE/ UEE: Shiksha Karmi Project, Shiksha Samakhya Programme, Lok Jumbish Project, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA)

Unit – 9 Equalizing Educational opportunity

: 20 marks

12 hrs

9.1 Concept of equalization of educational opportunity

9.2 Girls Education: Position of Girls education, problems in the promotion of girls education, Strategies for promotion of girls education, Strategies for raising academic achievement of girls.

9.3 Quality education: concept of quality, indicators, Quality Education Programmes, teacher empowerment.

Suggested Activities:- For internal assessment

40 marks

18hrs

1. Preparation of report on recommendations of Kothari commission, national policy on education 1986.
 2. Visit to various educational institute and make a report.
 3. Preparation of report on education for all in your neighborhood/ locality.
 4. A brief compilation of various policies/ recommendations since independence on girl education.
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Fourth semester

Course outline:

- | | |
|---------------------------------------|-------------------|
| 1. Theory | : 60 marks |
| | 36 hrs |
| 2. Assignments/ Project/ study | : 40 marks |
| Activities Practical/ Tests | 18 hrs |
| (internal) | |

Unit – 10 Primary/ Elementary Education **: 20 marks**

12 hrs

10.1 Some outstanding recommendations of Kothari Commission related to Primary/ Elementary Education

10.2 National policy on education (NPE) 1986 as amended in 1992 (POA)

10.3 State education Policy 2000 (Haryana)

10.4 Brief introduction of the following education institutions and their roles

1. Haryana prathamik Shiksha Pariyojna Parishad (HPSPP)
2. State Council of Education Research and Training (SCERT)
3. State Institute of Education Management and Training (SIEMT)
4. District Institute of Education and Training (DIET)
5. District Project Co-ordinator (DPC)
6. Block Resource Centre (BRC)
7. Cluster Resource centre (CRC)

Unit – 11 Education For All

: 20 marks

: 12 hrs

11.1 Minimum Levels of Learning (MLL)

Introduction, important features.

11.2 Understanding the Strategies: School mapping, Micro planning, Curriculum decentrealization.

11.3 Operation Blackboard (OB) for ensuring minimum educational facilities.

11.4 Other various schemes such as Comprehensive Access to Primary Education (CAPE) ,Programme for Mass Orientation of School Teachers (PMOST) and Special Orientation of Primary Teachers (SOPT), Alternative Innovative Education (AIE)

Unit – 12 Equalizing Educational Opportunity

: 20 marks

12 hrs

12.1 Special Education: concept, nature and its need children with special needs. The existing perspective, incentives and other measure for promotion of education of children with special needs, Provision Under NPE 1986 and PWD Act as Curriculum adjustment, Teaching Learning Strategies and class management, parents/ guardian training.

12.2 Education of Scheduled castes, backward class and minorities :- Present position, educational facilities incentives and other measures for promotion of their education.

Suggested Activities:- For internal assessment

40 marks

18hrs

1. Visit to various Educational Institute and make a report.

2. A bring compilation on various policies/ recommendations since independence on Special Education and Education of the disadvantaged sections.
 3. Participation in community programme and preparation of report there on.
 4. Preparation of report on Education films and cultural settings etc.
- Other such activities can be taken.

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, 1st 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. Understand the concept of learning and use of that concept in classroom situation.
2. To make the student teacher understand the learning approaches, determinants and other aspects that effects the learning situation.
3. To acquaint the student to understand the identification, characterization and special educational provisions for different categories of special learner.
4. To acquaint pupil teacher with quality of various psychological tests.

THIRD SEMESTER

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

UNIT-7. LEARNING :	35 Marks
	22 Hours

- 7.1 Meaning, Nature and characteristics of learning.
- 7.2 Type and process of learning.
- 7.3 Factors affecting learning.
- 7.4 Theories of learning
 - (i) Learning by trial and error
 - (ii) Classical conditioning
 - (iii) Operant conditioning
 - (iv) Insight theory
- 7.5 Determinants of Learning – motivation, maturation and readiness.

UNIT-8. LEARNER WITH SPECIAL NEEDS :	17 Marks
	8 Hours

Definition, identification, characteristics, need and importance of education for the children with special needs, teaching- Learning strategies and class management including integrated education in respect of the following categories of children.

- 8.1 Talented children.
- 8.2 Slow learners and under achievers.
- 8.3 Children with learning disabilities and mentally challenged.

UNIT-9. PRACTICAL WORK:

8 Marks

6 Hours

Experiments and Psychological tests related to topics in units 1-8 may be demonstrated. Each trainee is expected to administer at least two sets and conduct two experiments. A suggestive list of experiments and tests to be performed is as follows.

(A) Experiments (any two)

- 9.1 Administration and scoring of creativity test.
- 9.2 Study of conservation using piagesion type tasks
- 9.3 Study of sociometric status of a child.
- 9.4 Conducting case study of a child.
- 9.5 Observing and reporting about some behavioural aspects of a learner through check list.

Note : suggested activities (for internal assessment)

- (i) Activities for concentration
- (ii) Identifying the learning needs of sub groups of children and organizing remedial teaching e.g.
 - (a) Suppose you have identified some students who are not able to listen properly, prepare a plan for such students so as to strengthen their learning.
 - (b) Suppose you are the leader of a tutorial group in your institution, one member of your group is in the habit of leaving the class after tea break. Prepare an action plan to solve this problem.
- (iii) Preparation of report on the status of slow learner and under achievers
- (iv) Compile of various policies/ recommendation since independence on special education.

FOURTH SEMESTER

Course Outline	1. Theory (External)	:	60 Marks
			36 Hrs.
	2. Assignments/ Projects / Tests	:	40 Marks
	(Internal)		18 Hrs.

UNIT-10. LEARNING :

35 Marks

22 Hours

- 10.1 Concept of mastery, Learning – Principles, systems.
- 10.2 Methods of Learning.
- 10.3 Motivation: Meaning and definition, factors affecting motivation: methods of the motivating learners.
- 10.4 Memory and Forgetting : Meaning, types and factors affecting memory, causes and characteristics of forgetting. Ways of minimising forgetting.
- 10.5 Transfer of learning or training.
- 10.6 Learning curves types, characteristics and influencing factors.
- 10.7 Plateaus in Learning: Causes and Removal

UNIT-11. LEARNER WITH SPECIAL NEEDS:

17 Marks

8 Hours

Definition, identification, characteristics, need and importance of education for the children with special needs, teaching-Learning strategies and class management including integrated education in respect of the following categories of children.

- 11.1 Visually impaired children
- 11.2 Hearing impaired children.
- 11.3 Orthopaedically impaired children.

UNIT-12. PRACTICAL WORK:

8 Marks

6 Hours

Experiments and Psychological tests related to topics in units 1 to 11 may be demonstrated. Each trainee is expected to administer at Least two sets and conduct two experiments. A suggestive list of experiments and tests to be performed is as follows:

(B) EXPERIMENT (Any Two)

- 12.1 Administration and scoring of intelligence tests.
- 12.2 Transfer of training in learning material.
- 12.3 Preparing cumulative record cards and reports of five children of 10 + and 11 + age group.
- 12.4 Development of various types of achievement test items for school children.
- 12.5 Learning and retention of various kinds of semantic materials, mnemonics meaningful word sentences.

Note : Suggested activities (for internal assessment)

- (i) Project formation for motivational learning.
- (ii) Case study for forgetting.
- (iii) Positive and negative transfer of learning.
- (iv) Identification of children with special needs in the local area and Prepare a report on them.

SUGGESTED READING AND REFERENCE BOOKS:

- Educational Psychology, Kundu, C.L.: Delhi Sterling Publisher.
 - Development of Personality, Shanker Uday: Delhi : Atma Ram & Sons.
 - Educational Psychology (2nd) Sawrey, J. H. and Telford. C : New Delhi, Prentice Hall of India.
 - Educational Psychology, Smith 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.
 - Essentials Education Psychology of S. K. Mangal.
 - Siksha Manovigyan ki Rooprekha by S. P. Choubey, Macmillan & Co. Delhi.
 - Siksha Manovigyan S. S. Mathur Binod Pustak Manidir, Agra
 - Siksha Manovigyan Dr. Sita Ram Jayaswal Prakashan Kendra Lukhnow
 - 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 Dept, 30 Naiwala, Karol Bagh, New Delhi.
 - Siksha Manovigyan by Babulal Sharma, Rajasthan Prakashan Tipoliya Bazaar Jaipur.
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COURSE-III - TEACHER FUNCTIONS AT THE PRIMARY STAGE

CONTENT BASED OBJECTIVES.

1. To develop an understanding of the basic concepts in elementary education.
2. To develop comprehension of various components of the National Curriculum Framework -2005 in relation to Primary Education.
3. To understand the principles of curriculum planning.
4. To acquire proficiency in the use of teaching skills relevant to Primary Education.
5. To develop an understanding of the concept of educational evaluation and different types of evaluation at the primary stage and to perceive its role in providing Personal/Social guidance to Pupils.
6. To understand the role of educational technology in improving and facilitating learning.
7. To develop skills in the Planning and Management of various activities in the school.
8. To develop competencies in conducting action research projects.

THIRD SEMESTER

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

UNIT-9. EDUCATIONAL TECHNOLOGY : LEARNING RESOURCES

16 Marks

10 Hours

9.1 Meaning, purpose and scope.

- 9.2 Concept of audio visual aids, use of O.B. materials, other learning resources.
- 9.3 Handling of AV equipment of various types.

UNIT-10. PRIMARY SCHOOL ORGANIZATION AND MANAGEMENT

16 Marks

10 Hours.

10.1 Planning of Programme : time table, library, games/ sports/ co-curricular activities.

10.2 Classroom Management : meaning and concept, factors affect classroom management, ensuring effective classroom management, discipline concept, elements and its maintenance.

10.3 Organising Student Activities : school assembly, drama, debate, recitation, community signing, organizing children competition in arts/ writing work.

UNIT-11. SCHOOL RECORDS :

16 Marks

10 Hours

11.1 Need and importance of school records.

11.2 **Type of school record**: teachers diary, admission and withdrawal register, SLC file, pupils attendance register, teacher attendance register, library books issue register, fund, cash book, stock register, expenditure voucher file, acquaintance roll registrar, PTA/ SMC meeting record register midday meal register, examination register etc.

UNIT-12. ACTION RESEARCH :

12 Marks

6 Hours

12.1 Concept of action research.

UNIT-14. PRIMARY SCHOOL ORGANIZATION AND MANAGEMENT :

16 Marks

10 Hours

14.1 Institutional Planning : meaning, concept process, steps.

14.2 Planning of School : space and facilities.

14.3 Planning of community resources for the use of school development.

UNIT-15. SCHOOL RECORDS :

16 Marks

10 Hours

15.1 Use of recorded information – long term and immediate implications.

15.2 Maintenance and utilization of various grants: Teacher grant, school grant, maintenance grant under SSA for quality improvement.

UNIT-16. ACTION RESEARCH :

12 Marks

6 Hours

16.1 Designing Action Research Projects.

16.2 Feed back from Action Research

SUGGESTED ACTIVITIES (Internal Assessment)

40 Marks

16 Hrs.

- At least two activities for the beautification of institution. (Other such activities may be taken).
- Listing ways of getting feedback from Action Research findings.

SUGGESTED READING AND REFERENCE BOOKS:

- Chauhan S. S., Innovation in Teaching Learning Process, Vikash Publishing House, New Delhi.
- Jagiran N. K., Teacher Training and Teacher Effectiveness, National Publication House, New Delhi.
- Bhardwaj S, Kochar Nirmal and Suri K.M., General Method of Teaching, Haryana Kitabghar, Rohtak.
- Sachdeva M. S. & Sharma K. K., Educational Technology, Praksh Book Depot, Ludhiana.
- Mathur S. S., Shaikshik Takneeki, Vinod Pustak Mandir, Agra.
- Rao Usha (1991), Educational Technology, Pooja Apartments, Ansari Road, Darya Gunj, Delhi.

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- 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 5 तक निर्धारित भाषा योग्यता सम्बन्धी न्यूनतम अधिगम स्तरों की जानकारी देना।

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- 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 तदनुरूप कार्यक्रमों को आयोजित करने की कुशलता विकसित करना।

Hkkoijd %

- 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 करना ।

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पाठ्यक्रम की रूप रेखा	सैद्धांतिक पक्ष : 60 अंक
	घंटे 36
क्रियाकलाप/प्रायोगिक कार्य	: 40 अंक
	घंटे 18

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शब्द निर्माण, उपसर्ग-प्रत्यय, संधि और समास के नियम ।

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

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पाँचवीं कक्षा तक की पुस्तकों का अभ्यास सहित पठन-पाठन

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प्राथमिक स्तर पर भाषा शिक्षण के उद्देश्य तथा अपेक्षित व्यवहार परिवर्तन।

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दक्षताओं का ज्ञान, महत्त्व तथा कक्षा 1-5 तक कक्षानुसार दक्षताओं की जानकारी सुनना, बोलना, लिखना, विचारों का बोधन, व्यावहारिक व्याकरण, स्वअधिगम भाषा प्रयोग, शब्दावली नियन्त्रण।

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4 ?k/s

हिन्दी शिक्षण में आधुनिक शैक्षणिक सहायक सामग्री तथा साधन

उपकरणों की उपयोगिता, प्रकार, भाषा शिक्षण में प्रयोग, जनसंचार के माध्यम, पुस्तकालय तथा इसका महत्त्व व उपयोगिता।

40 वार्ड

18 ?k&/s

- शब्द निर्माण सम्बन्धी कार्य जैसे उपसर्ग एवं प्रत्यय की सहायता से शब्दों का निर्माण करना। 3 ?k&/s
- कक्षा-1 से 5 तक की पाठ्य पुस्तकों में समाविष्ट सांस्कृतिक, पौराणिक, वैज्ञानिक, साहित्यिक एवं ऐतिहासिक तथ्यों/ संदर्भों की सूची सामूहिक कार्य के रूप में तैयार करना, उन से सम्बन्धित विस्तृत जानकारी विभिन्न संदर्भ ग्रन्थों जैसे शब्दकोश, पुराण संदर्भकोश, विश्वकोश, साहित्यकोश आदि पुस्तकों से संकलित करना। 3 ?k&/s
- विभिन्न विषयों की पाठ योजनाएँ बनाना जैसे- गद्य-शिक्षण, पद्य-शिक्षण, रचना-शिक्षण, व्याकरण-शिक्षण आदि। 4 ?k&/s
- हिन्दी शिक्षण से सम्बन्धित सह-शैक्षणिक कार्य कलापों का आयोजन करना जैसे- सामूहिक गान, नाटकीय कार्यकलाप, अभिनयपूर्ण गीत, वाद-विवाद, कहानी, निबंध, पत्र-लेखन, शुद्ध-लेखन प्रतियोगिता आदि। 4 ?k&/s
- हिन्दी शिक्षण को प्रभावशाली बनाने हेतु शिक्षण अधिगम सामग्री का निर्माण करना जैसे- चार्ट, मॉडल, शब्द चित्र, फ्लैश कार्ड, प्रोजेक्टर की सहायता से पाठ का प्रस्तुतीकरण आदि। 4 ?k&/s

उर्दू जानने वाले विद्यार्थी पेपर-4 में भाग 'क' हिन्दी भाषा में करेंगे, भाग 'ख'

उर्दू भाषा में करेंगे।

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पाठ्यक्रम की रूप रेखा	सैद्धांतिक पक्ष :	60 अंक
	घंटे	36
क्रियाकलाप/प्रायोगिक कार्य	:	40 अंक
	घंटे	18

क्षेत्रीय कार्य (अध्यापन कार्य)

बाह्य मूल्यांकन – 40 अंक

आंतरिक मूल्यांकन – 10 अंक

घंटे – 20

Hkkx ^d*

bdkb7- okD; jpuk %& 6 vrd

4 ?k/s

शब्द क्रम (कर्ता, कर्म और क्रिया का स्थान), कारक (विभक्ति चिह्न) लिंग, वचन और पुरुष के अनुसार क्रियान्विति और विराम् चिह्नों का प्रयोग।

bdkb8- l nHkz i fjp; %& 8 vrd

6 ?k/s

1. प्राथमिक स्तर पर बालोपयोगी कविताओं एवं कहानियों का अध्ययन

तथा उनका सार लेखन और पाठ्य पुस्तकों में समाविष्ट प्रमुख सांस्कृतिक, पौराणिक, साहित्यिक, वैज्ञानिक एवं ऐतिहासिक संदर्भ का परिचय तथा 10 केन्द्रीय तत्त्वों की जानकारी।

2. हिन्दी शिक्षण उन्नयन से संबंधित प्रमुख संस्थाएँ—परिचय तथा कार्य।

एन.सी.ई.आर.टी./एस.सी.ई.आर.टी./केन्द्रीय हिन्दी संस्थान, केन्द्रीय हिन्दी निदेशालय तथा दक्षिण हिन्दी प्रचार सभा द्वारा किए जाने वाले कार्य, राज्य स्तर पर कार्यरत एस.सी.ई.आर.टी./एस.आई.ई.एम.टी. तथा जिला स्तर पर कार्यरत डी.आई.ई.टी. संस्थाओं द्वारा हिन्दी प्रचार के लिए किए जाने वाले कार्य।

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4 ?k/s

हिन्दी भाषा में प्रकाशित प्रमुख पत्र-पत्रिकाओं और बाल साहित्य का सामान्य परिचय।

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8 ?k/s

महत्त्व, उद्देश्य, संज्ञा, सर्वनाम, विशेषण, लिंग, वचन आदि की शिक्षण विधियाँ तथा पाठयोजना का निर्माण।

bdkb&11- j puk f' k{k.k %& 15 v/d

8 ?k&/s

- महत्त्व एवं उद्देश्य, लिखित रचना के रूप, स्वतन्त्र रचना— संवाद, कहानी, जीवनी आदि।
- निर्देशित रचना—पत्र, निबंध, अनुच्छेद, संक्षेपण आदि, रचना शिक्षण की विधियाँ, पाठयोजना निर्माण, लिखित कार्य का मूल्यांकन, अध्यापकीय निर्देश एवं सहयोग।

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10 v&d

6 ?k&/s

भाषा शिक्षण में मूल्यांकन, सतत एवं व्यापक मूल्यांकन की संकल्पना, मूल्यांकन के उद्देश्य, परीक्षा के प्रकार, मौखिक एवं लिखित संप्राप्ति परीक्षण एवं निदानात्मक परीक्षण, प्रश्न पत्र के प्रकार—आदर्श प्रश्न पत्र, इकाई प्रश्न पत्र, मौखिक पत्र आदि।

Ák; kfxd dk; l %kUrfjd eW; k&du ds fy, ½

40 v&d

18 ?k&/s

- मौलिक रचना, लेखन का अभ्यास करना जैसे—सार लेखन, निबंध, पत्र, अनुच्छेदलेखन आदि। 3 ?k&/s
- हिन्दी भाषा में प्रकाशित होने वाली कुछ पत्र—पत्रिकाएँ पढ़कर उपयोगी सामग्री का चयन करना। 3 ?k&/s

- बालोपयोगी पुस्तकों एवं पत्रिकाओं को पढ़कर उनमें से महापुरुषों के कथनों, कविताओं, देश-प्रेम के गीतों एवं नीति संबंधी कहानियों पर आधारित संकलन पुस्तिका का निर्माण करना तथा शिक्षण के समय उस सामग्री का प्रसंगानुसार प्रयोग करना । 4 ?ka/s

- राष्ट्रीय मूल्यों तथा केन्द्रिक पाठ्यचर्या के प्रमुख तत्त्वों को ध्यान में रखकर कहानियों का संकलन तैयार करना । 4 ?ka/s

- किसी एक विधा के मूल्यांकन के लिए आदर्श प्रश्न पत्र एवं उत्तर तालिका की संरचना करना अथवा उपलब्धि परीक्षा पत्र की संरचना करना ।

4 ?ka/s

किसी एक विधा से संबंधित निदानात्मक परीक्षा पत्र एवं उपचारात्मक अभ्यास माला का निर्माण करना ।

UKS/ %& उर्दू जानने वाले विद्यार्थी पेपर-4 में भाग 'क' हिन्दी भाषा में करेंगे तथा भाग 'ख' उर्दू भाषा में करेंगे ।

पठन हेतु संदर्भित पुस्तकें :-

- हरियाणा विद्यालय शिक्षा बोर्ड द्वारा निर्धारित हिन्दी की पाठ्य-पुस्तकें
- उदयवीर सक्सेना, विनोद पुस्तक मन्दिर, आगरा-हिन्दी शिक्षण
- शारदा प्रकाशन, नई दिल्ली-हिन्दी व्याकरण
- पांडे राम शुक्ल, विनोद पुस्तक मन्दिर, आगरा-हिन्दी शिक्षण
- उमा मंगल, आगरा पुस्तक भण्डार - हिन्दी शिक्षण
- केशव प्रसाद, धनपत राय एंड सन्स, दिल्ली - हिन्दी भाषा शिक्षण
- 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 भाषा
- डॉ० हरदेव बाहरी किताब महल — हिन्दी उद्भव, विकास और रूप
- डॉ० जयनारायण कौशिक, हरियाणा साहित्य अकादमी पंचकूला — हिन्दी शिक्षण
- शब्द कोश हिन्दी
- संदर्भ कोश
- साहित्य कोश
- विश्व कोश
- कथा कोश
- सूक्ति कोश

Course V Teaching of English

Content Based Objectives:

- 1 To familiarize the pupil teachers with the importance of teaching of English.
- 2 To familiarize the pupil teachers about correct pronunciation, phonetics and scripts.
- 3 To develop the skill 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.
- 7 To impart knowledge about the MLL in teaching of English from class 1-V.
- 8 To develop the understanding of pupils about the strategies of various types of questioning and answering styles.
- 9 To develop the ability among pupils for making distinction between the simple words of same sound but different spelling.
- 10 To develop the understanding among pupils, for developing the oral and written explanations by seeing pictures, posters, textbooks, magazines, visual aids, stories etc.
- 11 To develop understanding of proper stress, intonation and action in pupils in the singing of Rhymes and poems.
- 12 To develop the abilities of pupils in using the proper responses to courtesies and commands in the right context.

THIRD SEMESTER

Course outline	
Theory External	60 Marks
	36 hrs
Assignment /project/study	40 Marks
	18 hrs
Activities/ Practical/tests (Internal)	

Unit -7 Some Basics of English Grammar

**15 Marks
7 hrs**

- 7.1 Non finites
- 7.2 Punctuation
- 7.3 Tenses

Teaching Practice (External) : 40 Marks
Teaching Practice (Internal) : 10 Marks
20 Hrs.

**Unit -10 Some Basics of English Grammar 15 Marks
7 hrs**

- 10.1 Adverb-its kinds
- 10.2 Preposition
- 10.3 Conjunction
- 10.4 Interjection

**Unit -11 Principles and Techniques of English Teaching 24 Marks
15 hrs**

- 11.1 Teaching of Prose
- 11.2 Teaching of Rhymes and Poems
- 11.3 Teaching of English Vocabulary
- 11.4 Teaching of Grammar

**Unit -12 Lesson Planning 21 Marks
14 hrs**

- 12.1 Based on Prose text (Class I to V)
- 12.2 Based on Rhymes and Poems (Class I to V)
- 12.3 Based on Grammar (Class I to V)

Note

Suggested activities (for Internal Assessment) 40 Marks

18 hrs

- (A) Pupil teachers are supposed to prepare lesson plans related to develop specific skills to teach the class upto primary level. It will be evaluated internally during teaching practice and practical exam.
- (B) Prepare charts for teaching of grammar topics like Adverb, Preposition, /Conjunction etc. with illustrations.
- (C) Field Work
 - Teaching practice External 40 Marks
 - Teaching practice internal 10 Marks
 - 20 hrs

Suggested Readings and Reference books :

- 1 All the textbooks of primary classes prescribed by the State Govt. of Haryana.
- 2 N. Krishan Swamy and Lalitha Krishan Swamy, Method of Teaching English, MACMILLAN PUBLISHERS LTD.DELHI
- 3 Kohli. B.L.Sharma, R.K.Shashi TRP and Gupta, P.V.Sain, Teaching of English, Doaba House, Nai Sarak, Delhi.
- 4 Chadha Satish C.(2002) Teaching of English, Loyal Book Depot, Meerut.
- 5 Sachdeva M.S.(2001) Modern Teaching of English, Bharat Book Centre, Ludhiana
- 6 Singh M.K.(2002) Teaching of English International Publishing House, Meerut
- 7 Bhandari C.S. Hinklay V.A. Rana S.K. Teaching of English Oriental Longman New Delhi
- 8 Chandigarh R.I. (English), teaching of English, Delhi Oxford University Press, Bombay
- 9 Raymond Murphy, Essential Grammar in use, Cambridge University Press 3rd Ed.

COURSE VI - TACHING OF MATHEMATICS

Content Based Objectives :

1. To analyse the content in terms of facts, concepts, principles and rules.
2. To state instructional objectives in terms of specific behavioural outcomes.
3. To prepare, handle and demonstrate low cost teaching-learning materials especially "the abacus", and the primary mathematics kit.
4. To design and employ suitable activities for slow/ fast learners.
5. To construct and use suitable tools of evaluation, to measure students learning, diagnose their learning difficulties and improve teaching.
6. To organise curricular and co-curricular activities such as quiz, puzzles, study of environment for the appreciation of mathematics, mathematics exhibitions through mathematics club.
7. To understand the concept of MLL (Minimum Level of Learning).

THIRD SEMESTER

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

UNIT-11. INSTRUCTIONAL MATERIAL : 10 Marks

6 Hours

11.1 Text books, teacher's guide, work book, reference books

11.2 Teaching Aids (abacus, geoboard, paper folding, charts, models, extensive use of geometry box, use of mathematics kit etc.)

UNIT-12. EVALUATION :

14 Marks

8 Hours

12.1 Concept of evaluation.

12.2 Continuous comprehensive evaluation and techniques of evaluation.

12.3 Types of tests (essay type and objective type).

12.4 Construction of different test items.

12.5 Construction of achievement and diagnostic tests and their use.

UNIT-13. MINIMUM LEVEL OF LEARNING IN MATHEMATICS AT PRIMARY STAGE :

12 Marks

8 Hours

13.1 Minimum learning competencies :

- (i) Understanding whole numbers and numerals.
- (ii) Ability to-add, subtract, multiply and divide whole numbers.
- (iii) Ability to use and solve, simple problems of daily life relating to units of money, length, weight, capacity, area and time.
- (iv) Ability to use fractions, decimals and percentage.
- (v) Understanding of geometrical shapes and spatial relationships.

UNIT-14. ALGEBRA :

14 Marks

8 Hours

- 14.1 Sets, operation on sets, simple application on sets.
- 14.2 Equation in one variable.
- 14.3 Translation of physical situations into mathematical statements and their solutions.
- 14.4 Equations having two variables and their solution.

UNIT-15 GEOMETRY :

10 Marks

6 Hours

- 15.1 Simple geometrical terms-point, line segment, line, ray, curve, angle, types of angle, perpendicular and parallel lines.
- 15.2 Types of Angle
- 15.3 Triangle, rectangle and parallelogram, square, circle, perimeters, areas.
- 15.4 Concept of congruency, conditions of congruency of two triangles.

ACTIVITIES :

- The pupil teacher will be asked to prepare a list of teaching aids (visual and models) required to transact the content.
- The pupil teacher will prepare at least 5 such teaching aids using local resources.
- The pupil teacher will prepare an achievement test.
- That pupil teacher will administer the diagnostic test and detect the weaknesses of student in mathematics and will suggest remedial measures for the same.
- The pupil teacher will analyse the data of the test and will interpret the result.

- The teacher educator will demonstrate the activity about area of triangle, square trapezium, circles etc.
- The teacher educator will demonstrate the method of teaching about the area of rectangle, square, circle, parallelogram. Trapezium etc. by paper cutting method.

FOURTH SEMESTER

Course	1. Theory (External)	:	60 Marks
Outline			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-16. COMMERCIAL ARITHMETIC : 14 Marks

8 Hours

16.1 Share, dividend, brokerage, value of share and debentures.

16.2 General banking problems, taxation.

16.3 Different type of bills/billing

16.4 Work and time

16.5 Time and distance

16.6 Partnership

UNIT-17 STATISTICS :

12 Marks

7 Hours

- 17.1 Collection and classification of data.
- 17.2 Tabulation & graphical representation of data, bar diagram and histogram.
- 17.3 Mean, Median, Mode of ungrouped and grouped data.
- 17.4 Cost of living index.

UNIT-18 GEOMETRY

10 Marks

7 Hours

- 18.1 Study of solid cube, cuboid, cylinder, cone and sphere, their surface area and volume.
- 18.2 Concept of similarity, conditions of similarity of geometrical figures such as triangles, parallelogram, rectangle, square.

UNIT-19 GEOMETRICAL CONSTRUCTIONS

10 Marks

6 Hours

- 19.1 Angle equal to a given angle, bisector of a line segment, bisector of an angle.
- 19.2 Parallel lines, Perpendicular lines.
- 19.3 Construction of angles with the help of compass (30° , 45° , 60° , 90° , 120° , 135° , 150°) triangle, rectangle, square, parallelogram, rhombus and circle, trapezium, cyclic quadrilateral and related problems.

UNIT-20 RECREATIONAL MATHEMATICS :

14 Marks

8 Hours

- 20.1 Number patterns, geometrical patterns
- 20.2 Magic squares, riddles, quizzes
- 20.3 Setting up of mathematical laboratory/ clubs
- 20.4 Using of railway time table.
- 20.5 Shortcut in calculations
- 20.6 Vedic mathematics
- 20.7 Preparation of items for mental ability.

SUGGESTED ACTIVITIES (For Internal Assessment)

- The pupil teacher will prepare models of solid geometrical objects.
- The pupil teacher will prepare model of angles by thermocol & other material.
- The pupil teacher will prepare model of different angles by paper cutting.
- Pupil teacher will collect information regarding shares and debentures from newspaper and other sources.
- The pupil teacher will collect data from various sources and classify them. After classification he/she will put the data in tabular form.
- The pupil teacher will collect magic square, riddles from news papers/ magazines. They will put them into a folder or album.

Field work

:

(Teaching Practice-External)

40 Marks

(Teaching Practice-Internal)

10 Marks

20 Hrs.

SUGGESTED READING AND REFERENCE BOOKS:

1. Rawat M. S. & Aggarwal M. B. Lal, Ganit Shikshan, Vindo Pustak Mandir, Agra.
2. Mangal, S. K. (1997), Ganit Shikshan, Arya Book Depot, Karol Bagh, New Delhi.
3. Basic Ganit Shikshan (Methods), Punjab Kitab Ghar, Jalandhar City.
4. All the text books prescribed by the State Govt. for Primary and Upper Primary classes.

Course-VII : TEACHING OF ENVIRONMENTAL STUDIES

(SOCIAL STUDIES – EVS-I)

Content based Objectives

1. To understand the concept of environmental studies, as an area of study in itself and also in a limited context of social studies or social sciences and appreciates the distinction between the two.
2. To differentiate between the nature of environmental studies at the levels of classes-I-II and Classes III-V.
3. To appreciate the place of environmental studies (social studies) in the curriculum at the primary level.
4. To understand the minimum level of learning in environmental studies (social studies).
5. To practice the appropriate methods of teaching environmental studies (social studies) emphasizing child-centered, experience based, activity based and competence based approached of teaching.
6. 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.
7. To develop skills in using community resources in teaching EVS.
8. To prepare various tools of pupils evaluation in EVS appropriate to particular techniques and purpose of evaluation.
9. To develop practical skills of drawing graphs, charts, time lines, models etc. Employed in teaching EVS.
10. To develop skills in interpreting data presented in various forms such as graphs, maps, tables, charts etc. used in EVS.
11. To acquires proficiency in organizing outdoor activities such as field trips, data or specimen collection etc. and indoor activities such as role play, dramatisation, debates, mock session of panchayat, simulation activities etc.

12. To develop proficiency in carrying out various experiments related to EVS.
13. To sense problems related to social, civic and natural environmental and take interest in social, civic and environmental matters.
14. To exhibit positive outlook towards national ideas, aspirations and concerns.
15. To develop in the students, teachers a broad human interest in the progress of mankind in general.

E.V.S. - I

THIRD SEMESTER

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

UNIT-9. EVALUATION TOOLS AND TECHNIQUES OF E.V.S.-I : 20 Marks

12 Hours

- 9.1 Identification of evaluation techniques suitable for a particular area of content as also learning competency therefrom.
- 9.2 Preparation of relevant tools such as questions, unit test, question papers, self evaluation material, observation schedule, interview schedule, check list for field trips and project work.
- 9.3 A simple acquaintance with diagnostic Testing, remedial teaching criterion reference and concept of mastery learning.

UNIT-10. CONTENT - CUM- METHODOLOGY**40 Marks****24 Hours**

Content	Methodology	Teacher Educator Activities	Pupil Teacher Activities
(a) India	Demonstration	Teacher will	Preparation of maps by
1. Location	Method, Discussion Method, Text Book Method	show the relief map and model of India, world map and globe.	students
2. Relief and Climate	Discussion Method, Demonstration Method	Maps, Charts, Models, Photographs	Educational trips to the different places of different climate, Preparation of maps
3. Vegetation	Discussion Method, Demonstration Method, Source Method	Maps, Charts, Models, Photographs	Collection of plants, field visit will be organised. Dialogues, imaginary autobiography of plants, Preparation of maps.
4. Physical and Human Resource (Mineral, Animals Soil and Man power)	Discussion Method, Demonstration Method, Source Method	Maps, Charts, Film Strips, Photographs	Collection of types of soils, minerals by the pupil teacher, visits to various lands, Dialogues, imaginary autobiography of minerals
5. Industries as life lines	Demonstration Method,	Maps, Charts, Photographs,	Visits to various industrial centres,

	Discussion Method, Source Method, Play way Method (as making soil toys)	Models, Pictures,; Display of Films, Photographs	preparation of maps etc.
(b) Natural regions of the world:	Demonstration Method,	Maps, Charts, Photographs,	Preparation of Scrap Book
1. Equatorial region	Discussion	Models, Pictures,	
2. The tropical Grass land regions	Method, Source Method	Display of Films, Photographs	
3. Hot deserts (tropical deserts)			
4. Temperate grass land region			
5. Tundra region			

SUGGESTED ACTIVITIES (FOR INTERNAL ASSESSMENT) 40 Marks

18 Hrs.

1. An analysis of the existing curriculum of EVS and its evaluation in the context of various approaches to EVS teaching and environmental concerns.
2. Formulation of instructional objectives in EVS for the Primary School Stage for each class and for a Particular unit of study.
3. Conducting a field trip, planning and reporting.
4. Recording weather conditions for a month, analysis of the data so recorded and its interpretation.
5. Preparation of 30 test items of various forms.

6. Preparation of a unit test and a model question paper.
7. Preparation of an observation schedule.
8. Development of remedial programme for any one unit of the course.
(Other such activities can be taken)

E.V.S. - I

FOURTH 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-11. MINIMUM LEVELS OF LEARNING (M.L.L.) : 20 Marks

12 Hours

11.1 Concept of M.L.L.

11.2 The five major competencies to be developed through EVS - I.

There are :-

- (i) The pupil acquires awareness about one's well being in the context of social and natural environment.
- (ii) Explores important aspects of one's socio-civic environment and comprehends their working.
- (iii) Knows about various people at work and appreciates the importance about the 'world of work' and dignity of labour.
- (iv) Understands and interprets the spatial and interactive relationship between man and his environment.
- (v) Begins to see the relationship between man's past and present and to hold the past in its proper perspective.

11.3 Minimum learning and core components.

UNIT-12. CONTENT - CUM- METHODOLOGY

40 Marks

24 Hours

Content	Methodology	Teacher Educator Activities	Pupil Teacher activities
(a) Free India The rise of Indian Republic, the constitution, how we govern ourselves - local state and central administration, rights and duties, directive principles, constitutions of govt., executive,	Demonstration Method, Play way Method,	Display of chart of rights and duties, charts of directive principles of state policy.	The students will play a drama and will show the importance of rights and duties.

legislative and judiciary, constitutional obligations of the citizen in a democratic, socialistic and secular India.			
(b) India and world U.N. and international Co-operation. The world in turmoil	Demonstration Method,	A preparation of chart showing the different organs and activities of U. N. Showing of film strips.	The student will divide themselves into six sections and each section will show the different activities of each organ of U.N.

(A) SUGGESTED ACTIVITIES (FOR INTERNAL ASSESSMENT) 40 Marks

18 Hrs.

- (i) Division of the course content of a class into different units with time budgeting.
- (ii) Preparation of a unit plan, lesson plan and a Project Activity Plan.
- (iii) A literacy survey of a Mohalla or Village.
- (iv) Preparing plan for at least one simulation exercise.
- (v) Preparation of a few teaching aids, charts, models and improving some items of equipment.
- (vi) Evaluation of a text book and suggestions for its improvement.
- (vii) Setting of EVS room.

(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 :

- 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. Develop an understanding of nature of Environmental studies.
2. Analyse content in terms of concept, sub concepts and relation between them.
3. Plan suitable activities, select appropriate resources, organise group activities for effective transaction of the curriculum.
4. Establish linkages of science with child's daily life activities and environment.
5. Improve and use innovative teaching learning material.
6. Help the students to appreciate social and ethical aspects of science.
7. Make science teaching – child centered linked with latest technology.
8. Develop the concept of "Balance Science for all" and holistic view of science.
9. Help the students to acquire scientific temperament.
10. Develop knowledge of constructivism, safety measures, awareness of healthy environment etc.
11. Develop environmental awareness among students.

THIRD SEMESTER

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

UNIT-13. Nature of Science:

12 Marks

6 Hrs.

13.1 Nature and scope of science.

13.2 Competencies to be developed through Science.

13.3 Minimum level of learning and core components.

UNIT-14. Curriculum Transaction: 10 Marks
6 Hours

14.1 Role of Science Teacher

(a) Science teacher as a personality developer

- Analysis and discussion of content in terms of concepts with life skills.

- Summarising the concepts terms of latest technology.

(b) Science Teacher as an organiser

- Science exhibitions

- Eco Lab.

(c) Science Teacher as Moderator

- Analysis and discussion of activities

- Conducting group activities.

UNIT-15. The Science Enrichment Course Content an Integrated 12 Marks

Approach:- 6 Hours

15.1 Content and organisation of the science course at the upper primary Level.

15.2 Discussion on integrated science course (Classes –VI-VIII)

UNIT-16. Innovative Experiences: In Science Education at the Primary

Level 12 Marks

6 Hours

16.1 Jawahar Lal Nehru Science National exhibition.

16.2 Mobile Science units.

16.3 Hoshangabad Ekalavya Experience

16.4 Vikram Sarabhai Community Science Center.

16.5 Some Innovative Strategies in Science education e.g. international experiences such as environmental studies project (UNESCO).

16.6 Urban Marginal Project (UNESCO), NCERT, DESH

16.7 Science Museums.

16.8 State / District/ Sub-Divisional Level Science Exhibition.

16.9 Bal uigyan Melas.

UNIT-17. Content cum Methodology:

14 Marks

12 Hours

Context	Methodology	Teacher Education Activities	Pupil Teacher activities
Force work, Power and energy: Force, and its units, types of forces, effect of force, work and its units power and its units. Energy, sources of energy Type of energy and its conservation (simple machines, lever, pulley, inclined plane, prince of machine, screw, jack & gear)	Demonstration, demonstration-cum-discussion, quoting illustrations from local environment. Experimentation, performance of relevant activities, inquiry method, problem solving method etc., content support with teaching aids.	Displaying charts, performing activities, transacting the content with illustrations, performing experiments for supporting the learning behaviour of pupils in their day to day life, using teaching aids.	Involving themselves with active participation in experiments, demonstrations, activities etc. Helping the teacher educators in arranging the activities to be performed Collecting the data by observing & analysing and then interpreting the results etc.
Electricity : State electricity type of charges, atmospheric electricity current, potential difference, Ohm's Law. Electrical energy, electrical power. Electric metre and transformer, Electric motar, fuse wire, resistance in series and parallel combination.	-do-	-do-	-do-
Health and Nutrition: Nutrition food nutrients, constituents of food, Balance diet, types of teeth, tooth decay and its protection. Health hazards, tobacco use, Narcotic and Alcoholic drinks and their effects, brain fever, STD (Sexually Transmitted Disease) and AIDS, Hepatitis, Cancer and their prevention, Some common communicable and infectious diseases.	-do-	-do-	-do-

Note :

(a) Suggested activities (For Internal Assessment)

- (i) Preparation of Models/ charts/ illustrations.
- (ii) Making critical analysis on use of electrical appliances.
- (iii) Preparing balance diet chart for all (age and sex wise).
- (iv) Organisation of awareness programme on STD & AIDS.
- (v) Preparation of a folder on cancer for awareing people.
- (vi) Organisation of Science Exhibition or Bal Vigyan Melas.

FOURTH SEMESTER

Course Outline	1. Theory (External)	:	60 Marks
			36 Hrs.
	2. Assignments/ Projects / Study/	:	40 Marks
	Activities/ Practical/ Tests (Internal)		18 Hrs.
	3. Field work -		
	Teaching Practice (External)	:	40 Marks
	Teaching Practice (Internal)	:	10 Marks
			20 Hrs.

UNIT-18. 10 Marks

6 Hours

18.1 Role of science Teacher

- (a) Teacher as a organiser
 - ❖ Field Trips/ excursion
 - ❖ Science clubs
 - ❖ Science corner
- (b) Teaching as activity facilitator
 - ❖ Secondary Sources of Information.
 - ❖ Reporting & communicating Information.
- (c) Science Teacher as moderator
 - ❖ Questioning Techniques.
 - ❖ Summarizing concepts.

UNIT-19. Methods of Teaching Science: 12Marks

6 Hours

19.1 Use of programmed instructions.

19.2 Multimedia Packages

UNIT-20. Use of Resources

12 Marks

6 Hours

20.1 Primary science kit/mini tool kit

20.2 Audio visual devices.

UNIT-21. Evaluation

12 Marks

6 Hours

21.1 Construction of test items.

- Knowledge, understanding and application based item.
- Process skill item.
- Interest and attitude based Item.

21.2 Analysis of Evaluation Data.

- Analysis of student’s response, need & scope.
- Feed back to students.
- Feed back to teachers.
- Formative assessment
- Summatise assessments.

UNIT-22. Content – cum-methodology

14 Marks

12 Hours

Context	Methodology	Teacher Education Activities	Pupil activities	Teacher
<p>Heat and Light : Heat, its effect, sources of heat, temperature, thermometers, types of thermometers, and their construction, relation between Centigrade, Fehranite & Kalvin. Solar energy, solar cooker, transmission of heat, boiling and evaporation, factors affecting evaporation and boiling point. Light and its nature, reflection, laws of reflection, reflection from plane mirror, reflection from</p>	<p>Demonstration, demonstration-cum-discussion, quoting illustrations from local environment. Experimentation, performance of relevant activities, inquiry method, problem solving method etc., content support with teaching aids.</p>	<p>Displaying charts, performing activities, transacting the content with illustrations, performing experiments for supporting the learning behaviour of pupils in their day to day life, using teaching aids.</p>	<p>Involving themselves with active participation in experiments, demonstrations, activities etc. Helping the teacher educators in arranging the activities to be performed Collecting the data by observing & analysing and then interpreting the results etc.</p>	

<p>spherical surface, types of mirror. Uses of mirror, refraction, laws of refraction, lenses, refraction through lenses – simple and compound microscope, prism, Newton’s Disc.</p> <p>Magnetism Magnetism poles of magnet, simple method of making magnet, Mariner’s compass and geomagnetism.</p> <p>Human Body Human Body and its external, internal parts, their functions and care, different systems, skeleton, digestive, muscular, nervous, circulatory, respiratory, excretory and their functions Different Sensory organs and their care (ear, eyes, nose, skin, tongue)</p>			
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Note :-

40 Marks

18 Hrs.

(a) Suggested activities (for internal assessment)

- (i) Preparation of Models (Static/ Working)/Charts/ Illustrations.
- (ii) Interpretation of collected data in terms of competencies and information.
- (iii) Preparation of a folder on our body external & internal parts.
- (iv) Work Shops
- (v) Making critical analysis on use of light, heat and magnetism.
- (vi) Written assignment on topics such as body parts internal & external and heat, light, magnet.
- (vii) Project on heat, light, magnetism, Body parts

(b) Filed Work

- Teaching Practice external
- Teaching Practice Internal

40 Marks

10 Marks

20 Hrs.

Suggested Reading and Reference Books:

- Sharma A. (2003), Vigyan Shikshan, International Publishing House, Meerut.
 - Kohali V. K. (1983), Vigyan Kaise Parayen, Vivek Publisher, Ambala City.
 - Rawat & Aggarwal, Naveen Vigyan Shikshan, Vinod Pustak Mandir, Agra.
 - Mangal M. K. Parambhik Kacchaon Main Vigyan Shikshan, Arya Book Depot, Delhi.
 - Nigam D. S., Vigyan Shiksshan, Haryana Hind Granth Academy.
 - Vassal Elementary Schol Sciecne 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 Dept, 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 Shilshan, Vinod Pustak Manidr, 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. Sidhiki, 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.
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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.

Third Semester :-

Course outline : 1. Theory	: 60 marks
	36 hrs
2. Assignments/ Project/	: 40marks
Study/ Activities/ Practical/	18hrs
Tests (Internal)	

Unit-9 : Health Education

15 Marks

8 hrs

9.1 Communicable Diseases:

- Meaning of communicable diseases
- Mode of transmission of communicable diseases
- Prevention, measure and control

Suggested Activities:-

1. Preparation of charts : How diseases spread and measure to prevent them by highlighting individual's role
2. Preparation of messages and flash cards on prevention of specific diseases
3. Role play
4. Symposium on prevention of communicable diseases

9.2 Pollution:

- Different type of pollution i.e air, water, noise, space
- Health hazards of different types of pollution
- Control of pollution

Suggested Activities:-

The pupil teacher will observe and list out things which cause different type of pollution. How these can be prevented by individual or community action. Charts will be prepared in concerned area assigned by the teacher educator.

The teacher educator will divide the pupil teacher into four groups and will allow for observation on observation sheet

9.3 Postures:

Importance of rest, sleep and postures, gains of good postures, general postural deformities and remedial measures.

Suggested Activities:

1. The pupil teacher will discuss the time table in force and review it, demonstration of right posture, preparation of charts, listing the time of going to bed and getting up. Observation of children and recording deviations from normal health.
2. The teacher educator will provide a copy of time table in force to pupil teacher for discussion. He will ask the student to demonstrate, correct them, supervise the posture of trainees throughout their training. He will also help the pupil teacher to find the reasons of bad postures and take remedial measure.

Unit – 10 Recreation Activities:

10 Marks

5 hrs

10.1 Meaning, need and importance

10.2 Classification and organization of
recreational activities

Suggested Activity:

The pupil teacher will actively participate in all recreational activities under the guidance of teacher educator.

Unit – 11 Modern concept of physical education :

20 Marks

15 hrs

11.1 Theory

- Physical education and their benefits in terms of physiological functions.

11.2 Practicals:

- Set- drills-hoop drill, lazim, pole drill
- Drill and Marching- sane seloot, Dahiune ghoom,Visarjan.
- Callisthenics – Physical exercises, table at least 6 to 8 exercise.
- Lead up games
- Keep the shuttle up
- One bounce volley ball
- Captains ball (basket ball)
- 5 mans foot ball
- 10 passes tenicoit

Suggested Activities:

1. The pupil teacher will demonstrate any one set of drill and marching every day.
2. The teacher educator will divide all the pupil teacher into different houses and the student teacher will take part in intramurals competitions.
3. The teacher will take active part in planning of intramurals, play days etc.

Unit – 12 Yoga

15 Marks

8 hrs

12.1 Sitting posture Asans

1. Yoga Mudra
2. Gomukhasan

12.2 Lying Posture Asana

1. Sarvangasan

2. Dhanurasan

Suggested Activities:

1. The teacher educator will demonstrate the asanas and again demonstrate each part and ask the pupil teacher to follow each part and perform asana and repeat.
2. He will ask pupil teachers to prepare charts on asanas.
3. The pupil teacher will take part actively in the performance of asanas.
4. The pupil teacher will prepare a chart of the asanas performed during each class alongwith its benefits.
5. The pupil teacher should also practice all the asanas and pranayams five times daily early in the morning.
6. Chanting of pranavas will be done before and after doing asanas in each class.

Fourth Semester:-

Course outline:

1. Theory	: 60 marks
	36 hrs
2. Assignments/ Project/ study	: 40 marks
Activities Practical/ Test	18 hrs
(internal)	

Unit – 13 Health Education **15 Marks**

15 hrs

13.1 Causes and symptoms of communicable disease – Cholera, Tuberculosis, Whooping cough, Dysentery, Influenza, Typhoid, measles, Chicken pox.

Suggested Activities:-

1. Pupil teacher will go for community survey to find out commonly occurring diseases in the families among children adults and old people and measures taken for their management.
2. Role play
3. The teacher educator will divide the pupil teacher into group and each group will be asked to interview ten families. Then he will collect, compare and discuss. He will see that every student teacher takes part in various activities.

13.2 Health Habits Concerning

- prevention and control of diseases
- interpersonal relationship
- child care
- food habits

Suggested Activities:-

The pupil teacher will prepare:-

- a. The health code for the institution and practice teaching school
- b. Chart, flash cards and checklist on health practice
- c. Checklist and absence of health practices of children of practice teaching school. This will be used to revise the health code. The teacher educator will help the student teacher to finalise the health code. He will supervise the observation of health practices by pupil teacher in practice teaching schools.

13.3 : Primary Health Care Set up and Health Organization

- Primary health care
- UNICEF
- FAO
- WHO

Suggested Activities:-

- The pupil teacher will prepare a chart in primary health care set up, organization of WHO day, World AIDS Day, Anti TB and Environment Conservation Day.
- The teacher educator will co-ordinate the panel discussion. He will brief about objectives and areas of discussion. He will

arrange debates, poster and essay competitions help the pupil teachers in putting up an exhibition and guide them to collect exhibition materials from local agencies.

Unit - 14 Recreation Activities:

10 Marks

5 hrs

- Community singing (two songs)
- Folk dance- any one local or regional folk dance along with the community song.
- Two dogs and a bone, Pittho, Vish Amrit Good Morning

Suggested Activities:-

1. The pupil teacher will be asked to present any other songs or dance at the occasion of annual day and other celebrations.
2. The pupil teacher will prepare charts/ albums and collect a number of songs in any language
3. The teacher educator will divide the pupil teacher into different groups and organize competitions

Unit – 15 Modern Concept of Physical Education

20 Marks

10 hrs

15.1 Theory

- Physical fitness and its components
- Organization of intramurals and extramurals on the different days.

15.2 Practicals

- Team games- Volley Ball, Foot Ball, Hockey and Badminton rules and regulations.
- Athletics- revising first year events
- Relay Race- Zig- Zag relay race

- Obstacle, relay race
- Arch and tunnel ball relay race
- Marking of courts and fields - Kabaddi, Kho- kho, Volley ball, Hockey, Badminton, field.
- Marking of tracks

Suggested Activities:-

1. The teacher educator will divide all the pupil teachers into different houses and the pupil teachers will take part in intramurals competitions.
2. The teacher will take active part in planning of intramurals play days etc.

Unit – 16 Yoga

15 Marks

6 hrs

16.1 – Sitting Posture Asans:

- Pashimotanasan
- Halasan

16.2 – Lying Posture Asana

- Shalabhasan
- Pawanmuktasan

Suggested Activities:-

1. The teacher educator will demonstrate the asanas and again demonstrate each part and ask the pupil teacher to follow each part and perform asans and repeat.
2. He will ask pupil teacher to prepare charts on asanas.
3. The teacher educator will take part actively in the performance of asanas.
4. The pupil teacher will prepare a chart of the asanas performed during each along with its benefits.

5. The pupilteacher should also practice all the asanas and pranayams five times daily early in the morning.
6. Chanting of pranavas will be done before and after doing asanas in each class.

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.
 - Bhhardwaj 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.
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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 signing 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.

THIRD SEMESTER

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

UNIT-12. NATURE OF ARTS :	20 Marks
	6 Hours

12.1 Fine Arts and Society.

- 12.2 Link with Culture
- 12.3 Competencies to be developed through creative arts.
- 12.4 Self-expression in arts in the teaching of various subjects.
- 12.5 Importance of Arts in the teaching of various subjects.

UNIT-13. DEVELOPMENTAL STAGE AND ART FORMS: 15 Marks

4 Hours

- 13.1 Relevance of various Art activities, their importance : specific to primary school age groups.
- 13.2 Selection of appropriate art material (costumers, cosmetics, instruments and other materials) of various primary school age groups.

UNIT-14. EVALUATION OF ARTS : 15 Marks

4 Hours

- 14.1 Approach to arts evaluation.
- 14.2 Aspects of evaluation.
- 14.3 Continuous and comprehensive evaluation.

UNIT-15. INVOLVEMENT OF COMMUNITY IN WORK EXPERIENCE PROGRAMME AND USE OF COMMUNITY RESOURCES:

10 Marks

4 Hours

SUGGESTED ACTIVITIES (For Internal Assessment) : 40 Marks

9 Hours

- Making a drawing, painting, clay work on a given topic - a village scene, forest, school, hospital, a wedding, festival, depicting population explosion and population problems, environmental problems, zoo, post office etc. or free expression.
- Creating various patterns of rhythms of sound and making combination.

- Creating musical instruments with card board boxes, rubber bands, stones, sticks etc.
- Creative movements with different parts of the body, hands, necks, wrist, knees, legs, toes etc.
- Recollecting moments of infants - reapproaching them.
- Preparation of a report about visits of historical places/ museums / hill stations/ art gallery etc. and also write the way in which these experiences may be helpful in teaching.
- Any two of the following activities may be undertaken and the report be prepared:-
 - (a) Doll making and book binding.
 - (b) Preparation of certain useful items like detergents, shampoos, phenyl, chalk, candle etc.
- Group Activities :-
 - (a) Arranging visits of pupil teachers to the workplaces of local artisans and handicraft melas etc.

FOURTH SEMESTER

Course Outline	1. Theory (External)	:	60 Marks 18 Hrs
	2. Assignments/ Projects / Study / Activities/ Practical/ Tests (Internal)	:	30 Marks 9 Hrs.
	3. Field work	:	10 Marks
	Organising activities in school during teacher practice (Teaching Practice-Internal)		10 Hrs.

UNIT-16. DEVELOPMENT STAGE AND ART FORMS : 15 Marks
4 Hours

16.1 Adoption of different forms and materials for children with special needs.

UNIT-17 METHODOLOGY OF TEACHING WORK EXPERIENCE:

20 Marks

6 Hours

17.1 Integrated approach.

17.2 Problem Solving.

- 17.3 Experimentation.
- 17.4 Observation.
- 17.5 Demonstration.
- 17.6 Project method.

UNIT-18 EVALUATION OF PUPILS IN THE AREA OF WORK EXPERIENCE

15 Marks

4 Hours

- 18.1 Continuous comprehensive evaluation.
- 18.2 Process and product evaluation.
- 18.3 Internal and external evaluation.
- 18.4 Marking/ grading system.

UNIT-19 ROLE OF THE TEACHER IN ORGANISING AND PROMOTING WORK EXPERIENCE ACTIVITIES.

10 Marks

4 Hours

SUGGESTED ACTIVITIES (For Internal Assessment)

- Preparing teaching aids such a posters, charts etc.
- Singing National Anthem and other patriotic songs.
- Stories on Moral Education.
- Songs on National Integration.
- A full fledged drama performance based on social events, highlighting some moral values and characters should be staged by pupil teachers on various occasions.
- Any Two of the following activities may be undertaken and the report be prepared:-
 - (a) Kitchen gardening.
 - (b) Knitting and embroidery.
 - (c) Preparation of jams and jellies.
- Group Activities :-
 - (a) Organising an exhibition for the display of work experience products.
 - (b) Decorating the institution on special occasions in particular and throughout the year in general.

FIELD WORK (Organised activities in Schools- Internal Assessment)

10 Marks

10 Hours

SUGGESTED READING AND REFERENCE BOOKS:

1. Margaret, Hamilton, Teaching of Art in Elementary School.
 2. Kalatmak Likhai, Publication Division, Deptt. of Printing and Publication, Govt. of India.
 3. Indian Handicrafts : Deptt. of Printing and Publication, Govt. of India.
 4. Jeswani K.K., Art in Education, Atma Ram and sons, New Delhi.
 5. Bodi W. Jaxtheimer, How to print and draw, Thames and Hudson.
 6. Canvas Work, Search Press, London & New York.
 7. Khare, Asha, Khel Khilone, Bihar Hindi Granth Academy, Patna.
 8. Reynolds Firdler, Jr. Crayon Techniques, Publishers Grossel & Dunlap, New York.
 9. Gupta kali Charan, Plaster Casting Kala, Dehati Pustak Bhandar, Delhi.
 10. Rohtagi Miss Jolly, Kagaj Ka Kam Aur Paper Mashy, Asha Prakashan Grah, Karol Bagh, New Delhi.
 11. Patil, Vasant Rao, Karyanubhav Adhyapan (Primary), Maharashtra Text Book Mandal, Bombay.
 12. Dr. Keshav Kumar Sharma, Dr. B.L. Sharma, Dr. Shanta Pandey, Anant Kushwah, Mahender Jain, Kala Shikshan, Sahityagar, Jaipur.
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Course - XI A

Third Semester

Co-curricular activities, Community Work, Games & Sports

Course Outline :

Practical

(Internal/ External)

20/30 marks

54hrs.

Assignments/ Projects/ Study / Activities/ Practical/ Tests

Organizing activities in school during S.E.P.

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

a) Activities related to project work:

- Cultural Pollution
- Social issues (Dowry System, Sex-determination, Owner Killing)
- Socio-economic problems of the specific locality
- Road safety project
- Environment awareness
- Blood donation
- Importance of work

b) Activities related to report writing :

- Preparation of report on corruption
- Preparation of report on RTI 2005
- Preparation of report on RTE 2009
- Preparation of report on Local festivals
- Preparation of report on Girl Education

c) Supportive and constructive activities:

- Self expressive activities: making designs on paper with ink, colour print with thread, cut and paste, stencils, thumb Painting, Vegetable Painting, Tie & dye Mahendi design etc.
- Clay modelling
- Toy and puppet making out of waste material

d) Activity related to games/ sports and exercise:

- Yoga, Pranayam and Asanas
- Lemon race
- Table tennis, Cricket, Badminton, Volleyball, Tug of war, Music chair, Carrom board game, ludo etc.
- Long jump, High jump
- Pittoo, Hide & seek

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

20/30 marks

54hrs

Course XI B

Third Semester

School experience program

Practical Work (Internal/ External)

20/30 marks

60hrs.

Each pupil teacher will participate in the following activities during the 10 days of S.E.P of third semester:-

a) Activities related to survey:

- Identification of strength and weakness of the community and give suggestions of improvement.
- (role of community in proper running of school)

b) Activities related to report writing:

- Preparation of report on SMC (school management committee)
- Preparation of report on CCE in the school
- Preparation of report on excursion of the school
- Preparation of report on Drop outs in the school
- Preparation of report on inclusive education

c) Activities related to study:

- Study of integrated education
- Study of socio-metric status of a child
- Preparing a case study of disturb and stressful child

d) Activities related to school record:

- Book- bank
- Property register
- Maintenance of accounts (SSA grants etc.)

e) Activities related to observation and interaction:

- Teacher- teacher relation
- Head teacher- teacher relationship
- Class room teaching (Filling of at least ten observation Performa)

f) Supportive and constructive activities:

- Organizing cultural activities, TLM exhibition, Excursions etc.
- Study of the school calendar
- Programmes for ideal school development

**Internal/ externalAssignments for activities//programmes/ assignments/tests/ for
activities to be organised in schools etc. 20/30 marks**

Course – XI

Fourth Semester:-

Co-curricular activities, Community work, Games and sports

Course outline:-

Practical Work

(Internal/ external) 20/30 marks

Assignments/ Projects/ Study/ Activities/ Practical/ Tests 54hrs.

Each pupil teacher will practice in the following co-curricular activities in the training period of fourth semester

a) Activities related to report writing:

- Preparation of report on education of the children of disadvantage sections
- Preparation of report on field trip with a key note

b) Supportive and Constructive activities:

- Paper work, greeting cards, decorative pieces, geometric models, envelopes, flowers etc.
- Card board and card sheet work
- Chalk making
- Candle making, Diya Designing
- Plantation, gardening, growing of flower
- Rangoli making
- Rakhi making

c) Activities related to project work:

-Water Harvesting

-Role of UNO

-Natural Resources

-Non –conventional Resources (Solar engery,Bio-gas ,Wind mills Water mills etc.)

d) Community Services:

Training in one of the following activities (except training taken in second semester)

- (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.

Internal/ externalAssignments for activities//programmes/ assignments/tests/ for activities to be organised in schools etc. 20/30 marks

54hrs