

(101) CHILDHOOD AND THE DEVELOPMENT OF CHILDREN

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

Unit 1: Perspectives in Development

- Introduction to Growth and Development: Concept, Principles and Educational implications of principles of growth and development, Factor Effecting Growth and development, Development as continuing through the life span.
- Stages of development with special reference to Childhood stage, Dimensions of Individual development -
- Physical, Cognitive, Language, Social; Humanistic Psychology
- Gathering data about children from different contexts: Observations; Interviews; Reflective Journals about children; Anecdotal Records; Case Study.

Unit 2: Physical - Motor and Cognitive Development

- Growth and Maturation
- Gross and fine motor development skills in infancy and childhood period
- Role of parents and teachers in providing opportunities for physical-motor development.
- Intelligence: Meaning, Concept of IQ, Theories (Spearman, Thurstone, Howard Gardner's theory of Multiple Intelligence) and its Measurement, Concept of Emotional Intelligence.

Unit 3: Social and Emotional Development

- Personality development: Meaning, Characteristics, types and factor effecting personality; Freud's Psychoanalytic theory; Psycho-social development Theory by Erikson; Attachment Theory by Bowlby.
- Social Learning theory of Bandura and Gender development: Gender Theories and meaning of gender roles.
- Emotional Development and mental hygiene: Development of emotions and the ability to regulate them.

Unit 4: Notion of Childhood

- Childhood as a modern construct: Role of poverty and globalization in constructing childhood.
- Individual differences within the notion of childhood.

Unit 5: Contexts of Socialization

- Concept of socialization: Meaning, Process, Factor Effecting process of Socialization; Role of family, school and community in the socialization of the child; Child rearing practices. Separation from parents: children in crèches and orphanages
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.

(102) CONTEMPORARY INDIAN SOCIETY

Maximum Marks: 100

External: 70

Internal: 30

Unit 1: India: The Freedom Struggle and Independence

- Impact of colonialism on Indian society, economy and polity
- Anti-colonial struggle and visions of Tagore, Gandhi, Nehru and Bhagat Singh about independent India
- Institutional structures of the Indian nation state (the Judiciary, Legislature and Executive):
- Continuities and Breaks with the colonial apparatus

Unit 2: Constitution of India and Education

- Constitutional vision of independent India as described in the Preamble
- Constitution and Education: Concurrent status of education
- Policies, Acts and Provisions related to education and children with special reference to their contexts (social and economic class, caste, tribe, religion, language and gender)
- Right to Education Act 2009

Unit 3: Democracy in India

- Democratic Systems and Institutional Structures: Party system and electoral Politics. The centre and the State
- Decentralization and Panchayati Raj (specifically through 73rd and 74th amendment)
- Grass root social and political movements(Vinobha Bhave's bhoo daan, chipko andolan, JP movement etc.) and Indian democracy

Unit 4: Indian Economy

- Issues and Debates on Globalization, Liberalization and Privatization of economy Development and Environmental concerns
- Unorganised sector and migrant labor (to be studied with the help of a project based on locally done field work)

(103)EDUCATION, SOCIETY, CURRICULUM AND LEARNERS

Maximum Marks: 100

External: 70

Internal: 30

Unit 1: Philosophical Understanding of Education

- Exploring, and inquiring into the nature and need of education in human societies.
- Relationship between schooling and education, and exploring various educative processes in human societies.
- Schooling and Education as visualized by different western and Indian thinkers: Rousseau, Dewey, Gandhi, Tagore, philosophy of Sikh gurus.
- Understanding the basic assumptions about human nature, society and aims of education.

Unit 2: Education, Politics and Society

- Prominent characteristics of education in India during colonial rule.
- India's Contemporary Education: continuities with and shifts from colonial legacy.
- Role of education in reproducing dominance and challenging.
- Marginalization with reference to class, caste, gender and religion
- Political nature of education.
- A critical appraisal of teacher's status in Indian society.

Unit 3: Learning, Learner and Teaching

- Concept and nature of learning, different ways of learning.
- Learning, knowledge and skills:
- Meaning of teaching and its relationship with learning and learner.
- Understanding social influences and factors that shape learner's identity.

Unit 4: Knowledge and Curriculum

- Child's construction of knowledge: attaining knowledge through activity and experience 'Body of knowledge' and children's construction of knowledge.
- Concepts of Belief, Information, Knowledge and Understanding.
- Different kinds of knowledge and their validation processes.
- Processes and criteria for curriculum selection and construction in India.
- New trends in education- NCF-2005, NCFTE-2009.
- Knowledge as power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks.

(104) PEDAGOGY AND ICT ACROSS THE CURRICULUM

Max Marks: 70

External: 35

Internal: 15

Internal Practical: 20

Unit 1: Frameworks for Teaching and Learning

Learning Environments in School Contexts

- Idea of building as a learning aid (BALA); Laboratory, Resource Room, Library, Play Ground.
- **Ways of Organizing Schools, Classrooms and Learning Process and its critical review**
- Organization of **Non-graded, Grade-based and Multi level** schools and classrooms: **peer tutoring, team learning and individualized** learning programmes and critical examination of these methods.

Planning for teaching

- **Need for (and approaches to) planning** for the year or term; unit plans; planning for specific classroom sessions; planning for specific students
- **Teaching: Phases of teaching-** Operation of teaching phases - preactive, interactive and post active; **Levels of teaching** –Memory, Understanding and Reflective levels and their **practical use** in class room situation.
- **instructional objectives in terms of Blooms Taxonomy**
- Specific Units can be selected in each of the school subject to concertize the experience of planning classroom teaching **Managing classroom learning and use of Audio Visual Resources**
- Managing teaching-learning materials and resources; **Types, Selection and utilization of** teaching-learning materials and resources.
- Critical review of the impact of audio-visual media on students and Strategies for using audiovisual media in further learning – films, documentaries

Unit 2: Role of Assessment in Teaching and Learning

Distinguishing Assessment for Learning and Assessment of Learning

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

Strategies for Assessment:

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

Unit 3: Use of Library and ICT Resources

Managing and Using the School Library

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

ICT in Teaching-Learning

- Computer Fundamentals: Hardware & Software
- **Introduction to computer:** Functional overview of a computer and its parts.
- Role of ICT in Teaching-Learning
- **Application of computers in teaching learning process** (attendance, Evaluation, E-Content, Daily Planner etc)
- **Critical examination** of the role of ICT in contemporary education.
- **ICT-based teacher professional and Capacity development:** Academic and Research content on the web: e-journals and abstraction services; E-learning, E-books

(105) PEDAGOGY OF ENVIRONMENTAL STUDY

Maximum Marks: 100

External: 70

Internal: 30

Unit 1: Concept of Environmental Studies (EVS)

- Meaning and components of environment
- Meaning, concept & nature of Environmental Studies
- Need and importance of Environmental Studies
- Objectives of EVS at primary level – General and according to NCF 2005
- Scope of EVS at primary level
- Curriculum organization of EVS at primary level

Unit 2: Understanding Children's Ideas

Perspectives in EVS Learning

- Piaget. (Cognitive development theory –schemas, processes & stages of development)
- Vygotsky (Social & cultural influence on cognitive development - concept of MKO & ZPD)
- Bruner (Concepts, scaffolding, spiral curriculum, Models of representation)
- Ausubel (Meaningful Reception learning Theory, concept of advance organizer)

Research on Children's Ideas

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

Unit 3: Classroom Transaction and Assessment

- **Inquiry Approach**—meaning and nature, Role of teacher in inquiry process, 5 E's -- learning cycle
- **Ways of conducting inquiry**:- observation, activities, discussion, and small group work, field visits,
- project, surveys and experimentation; importance of these in teaching-learning EVS
- **Process Skills in EVS**:- Meaning & types
- **understand how children engage with ideas**, characteristics of children's ideas
- Understand how children make linkages, classify, analyse, kind of questions they ask & express themselves.
- **Different ways of assessing and using assessment for further learning**:-Assessing through creative writing, picture reading, children's drawing, field visit & survey, projects, experiments & activities, dialogues with children, making good guess & hypothesis

Unit 4: Planning for Teaching

- **Concept maps**:-Meaning, construction and uses
- **Thematic web charts**—Meaning & types
- **Unit Planning** – Meaning, structure, need & importance
- **Resource pool of materials(Learning resources)** :- Meaning & Types ,Points to be kept in mind
- while collecting & using learning resources
- **Reflecting on classroom practices**: - Meaning & characteristics of reflective teaching
- **Reflective Journal**: -- Meaning & Maintaining of Reflective Journal

(107)PEDAGOGY OF MATHEMATICS

Maximum Marks: 100

External: 70

Internal: 30

Unit 1: Pedagogical Content Knowledge

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

Unit 2: Algebra Thinking

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

Unit 3: Practical Arithmetic and Handling Data

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

Unit 4: Geometric ways of looking at space and shapes

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

Unit 5: Communicating Mathematics

- Curriculum and Classroom Practices
- The role of text books in the teaching-learning process of mathematics
- Mathematics Laboratory/Resource Room
- Feed back to students about errors committed in their work
- Mathematics phobia and coping with failure

Unit 6: Mathematical Reasoning

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

Unit 7: Assessment

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

(108) PROFICIENCY IN ENGLISH

Maximum Marks: 50

External: 35

Internal: 15

Unit 1: Nature of Language

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

Unit 2: Listening and Speaking

- (Activity only, no theoretical work : Listening with comprehension to follow simple
Instructions, public announcements, telephonic conversations, classroom discussions, radio, T.V news, sports commentary etc)
- Sound system of language – phonology & prosody
- Stress – word stress and sentence stress in connected speech (Activity only, no theoretical work :Using dictionary for correct pronunciation and stress)
- Phonemic drills (with the use of minimal pairs eg., bit, beat etc.) (Activity only, no theoretical work : Organizing listening and speaking activities: rhymes, chants, songs, use of stories, poems, role play and dramatization)

Unit 3: Reading

- Reading with comprehension different types of texts
- Reading for global and local comprehension
- Inferences, analysis and extrapolation , Discourse analysis (Activity only, no theoretical work :Using reading as a tool for reference skills i.e. use of dictionary, encyclopedia and internet)
- Ideas of critical literacy to analyse chapters from textbooks
- Creating environment for reading – reading clubs, class libraries Reading aloud and silent reading Scaffolding: concept (Activity only, no theoretical work : Reading different texts types like stories, poems, riddles, jokes, and instructions for games)

Unit 4: Writing

- (*No theoretical question, activity only*: Writing a paragraph: identifying a topic sentence, arranging sentences in a logical order and joining them with linking words and phrases, different forms of writing – letters (application, complaint, permission, invitation), messages, notices and posters)
- Mechanics of writing (strokes and curves, capital and small, cursive and print script, Punctuation)
- Controlled/guided writing (verbal and visual inputs) Free and creative writing

Unit 5: 1 Grammar

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

(109) CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH AND YOGA EDUCATION -I

Maximum Marks: 100

External: 35

Internal: 15

Practicum Total Marks: 50

External: 30

Internal: 15

Unit – I: Understanding Health and Well – being

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

Unit – II: Morning Assembly Activities

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

Unit – III: School Health Programmes

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

Unit – IV: Minor Games and Athletics

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

Unit – V: Introduction to Yoga

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

Unit – VI: Asanas

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

**(PAPER 106) LEARNING MOTHER TONGUE AND OTHER
LANGUAGES: IN AND OUTSIDE THE SCHOOL**

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

ਲਿਖਤੀ ਅੰਕ: 70

ਅੰਦਰੂਨੀ ਅੰਕ :30

ਕੁਲ ਅੰਕ:100

ਇਕਾਈ :I

ਭਾਸ਼ਾ, ਮਾਤ ਭਾਸ਼ਾ ਤੇ ਸਿੱਖਿਆ

- ਭਾਸ਼ਾ : ਅਰਥ, ਪਰਿਭਾਸ਼ਾ ਤੇ ਭਾਸ਼ਾ ਦੇ ਰੂਪ
- ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ
- ਮਾਤ ਭਾਸ਼ਾ : ਅਰਥ, ਪਰਿਭਾਸ਼ਾ ਤੇ ਮਹੱਤਵ
- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਸਧਾਰਨ ਸਿਧਾਂਤ, ਸਿੱਖਿਆ ਸੂਤਰ
- ਭਾਸ਼ਾ ਦੇ ਕਾਰਜ

ਇਕਾਈ :II

ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕਿਰਤੀ

- ਭਾਸ਼ਾ ਸਿਧਾਂਤਾਂ ਉੱਤੇ ਅਧਾਰਤ ਇਕ ਵਿਵਸਥਾ : ਧੁਨੀ ਪ੍ਰਬੰਧ, ਰੂਪ ਵਿਗਿਆਨ, ਵਾਕ ਵਿਗਿਆਨ, ਅਰਥ ਵਿਗਿਆਨ
- ਭਾਸ਼ਾ ਤੇ ਸਮਾਜ : ਸੰਬੰਧ, ਭਾਸ਼ਾ ਪ੍ਰਤੀ ਸਮਾਜ ਵਿੱਚ ਭੇਦਭਾਵ ਦੇ ਕਰਨ ਤੇ ਦੂਰ ਕਰਨ ਲਈ ਸੁਝਾਅ
- ਬੁਹ - ਭਾਸ਼ਾਈ ਸਿੱਖਿਆ : ਅਰਥ, ਵਿਕਸਤ ਹੋਣ ਦੇ ਕਰਨ ਅਤੇ ਭਾਰਤੀ ਰਾਜਾਂ ਵਿੱਚ ਬੁਹ - ਭਾਸ਼ਾਈ ਸਿੱਖਿਆ ਦੀ ਸਥਿਤੀ
- ਪੰਜਾਬ ਰਾਜ ਭਾਸ਼ਾ ਕਾਨੂੰਨ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

ਇਕਾਈ :III

ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਣ ਪ੍ਰਕਿਰਿਆ

- ਮਾਤ ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਪ੍ਰਸੰਗ ਵਿੱਚ ਸਕੂਲ ਤੋਂ ਪਹਿਲਾਂ ਦੇ ਵਰ੍ਹੇ, ਸਕੂਲੀ ਵਰ੍ਹੇ : ਬੀ. ਐਫ. ਸਕਿਨਰ ਦਾ ਵਿਹਾਰਵਾਦੀ ਪਰਿਪੇਖ, ਚੌਮਸਕੀ ਦਾ ਜਨਜਾਤੀ ਪਰਿਪੇਖ, ਪਰਸਪਰ-ਕਿਰਿਆਵੀ ਜਾਂ ਵਿਕਾਸੀ ਪਰਿਪੇਖ (ਜਾਂ ਪਿਆਜੇ, ਵਗੇਤਸਕੀ)
- ਦੂਜੀਆਂ ਭਾਸ਼ਾਵਾਂ ਦੇ ਪ੍ਰਸੰਗ ਵਿੱਚ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਣ -ਪ੍ਰਕਿਰਿਆ

ਇਕਾਈ :IV

ਸਹਾਇਕ ਸਿੱਖਣ ਸਾਧਨ

- ਭਾਸ਼ਾ ਦਾ ਪਾਠ-ਕ੍ਰਮ: ਅਰਥ, ਲੋੜ, ਮਹੱਤਤਾ ਅਤੇ ਸਿਧਾਂਤ
- ਬਾਲ ਸਾਹਿਤ : ਲੋੜ, ਮਹੱਤਤਾ, ਪਛੜੇਪਨ ਦੇ ਕਾਰਨ ਤੇ ਦੂਰ ਕਰਨ ਲਈ ਸੁਝਾਅ
- ਪਾਠ-ਪੁਸਤਕ: ਲੋੜ ਤੇ ਮਹੱਤਤਾ, ਚੰਗੀ ਪਾਠ- ਪੁਸਤਕ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ
- ਭਾਸ਼ਾ ਦੀ ਪੁਸਤਕ : ਮਹੱਤਤਾ, ਸੰਗਠਨ ਜਾਂ ਪ੍ਰਬੰਧ
- ਅਧਿਆਪਨ ਸਹਾਇਕ ਸਾਧਨ: ਸੂਵ ਸਾਧਨ, ਦ੍ਰਿਸ਼ ਸਾਧਨ ਤੇ ਸੂਵ-ਦ੍ਰਿਸ਼ ਸਾਧਨਾਂ ਦੀ ਮਹੱਤਵ, ਕਿਸਮਾਂ ਤੇ ਸੁਚੱਜੀ ਵਰਤੋਂ ਦੇ ਸਿਧਾਂਤ

ਇਕਾਈ :V

ਮੁਲਾਂਕਣ ਅਤੇ ਉਪਚਾਰਤਾਮਕ ਸਿੱਖਿਆ ਵਿਧੀਆਂ

- ਮੁਲਾਂਕਣ: ਆਧੁਨਿਕ ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਅੰਤਰ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ, ਮੁਲਾਂਕਣ ਵਿਵਸਥਾ ਦੇ ਦੇਸ਼ ਤੇ ਸੁਧਾਰ ਲਈ ਉਪਾਅ।
- ਉਪਚਾਰਕ ਸਿੱਖਿਆ ਤੇ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਦੀਆਂ ਉਪਚਾਰੀ ਵਿਧੀਆਂ