

FUNDAMENTALS OF COMPUTERS AND INFORMATION TECHNOLOGY

Unit – I

(16 Marks)

Introduction to Computer and Information Technology

- History of development of computers
- Computer system concepts
- Characteristics
- Capabilities and limitations
- Types of computers – Analog, Digital, Hybrid, General, Special Purpose, Micro, Mini, Mainframe, Super.
- Generations of computers
- Personal Computer (PCs) – IBM PCs, Characteristics, PC/PCXT/PCAT – Configurations, Pentium and Newer PCs Specifications and Main Characteristics.
- Types of PC's – Desktop, Laptop, Notebook, Palmtop, Workstations etc. their characteristics.

Computer Organizations

- Basic components of a computer system – Control Unit, ALU, Input/Output functions and characteristics, memory – RAM, ROM, EPROM, PROM and other types of memory.

Unit – II

(16

Marks)

Input Devices

- Keyboard, Mouse, Trackball, Joystick, Digitizing tablet, Scanners, Digital Camera, MICR, OCR, OMR, Bar-code Reader, Voice Recognition, Light pen, Touch Screen.

Output Devices

- Monitors – characteristics and types of monitor – Digital, Analog, Size, Resolution, Refresh Rate, Interlaced/Non-Interlaced, Dot pitch, Video Standard – VGA, SVGA, XGA, LCD Screens etc.
- Printers – Daisy wheel, Dot Matrix, Inkjet, Laser, Line Printer
- Plotter
- Sound Card and Speakers

Storage Devices

- Storage fundamentals – Primary Vs Secondary
- Data Storage and Retrieval methods – Sequential, Direct and Index Sequential.
- Various Storage Devices – Magnetic Tape, Magnetic Disks, Cartridge Tape, Data Drives, Hard Disk Drives, Floppy (Winchester Disk), Disks, Optical Disks, CD, VCD, CD-R, CD-RW, Zip Drive, DVD, SVCD.

Unit – III

(16

Marks)

Computer Softwares

- Need, Types of Soft wares – System software, Application software.
- System Software – Operating System, Utility Programme, Programming languages, Assemblers, Compilers and Interpreter.

- Operating Systems – Functions, Types – Batch, Single, Multi-programming, Multi-processing.
- Programming languages – Machine, Assembly, High Level, 4 GL, their merits and demerits (Theory).
- Application Software – Word-processing, Spreadsheet, Presentation Graphics, Data Base Management Software, Characteristics, Uses and examples and area of applications of each of them.

Number System

- Data representation in computers.
- Number System of computers – Binary, Octal, Hexa – Representation & their conversion.
- Coding System – ASCII, BCD, and EBCDIC etc.

Computer Virus

- Virus working principals
- Types of Viruses
- Virus detection and prevention
- Viruses on network

Unit – IV

(16

Marks)

Disk Operating System (DOS)

- Introduction, History & Versions of DOS

DOS basics

- Physical structure of disk, drive name, FAT, file & directory structure and naming rules, booting process, DOS system files.

DOS Commands

- Internal – DIR, MD, CD, RD, Copy, DEL, REN, VOL, DATE, TIME, CLS, PATH, TYPE etc.
- External – CHKDSK, SCOPY, PRINT, DISKCOPY, DISKCOMP, DOSKEY, TREE, MOVE, LABEL, APPEND, FORMAT, SORT, FDISK, BACKUP, EDIT, MODE, ATTRIB, HELP, SYS etc.

Executable V/s Non executable files in DOS

Unit –V

(16Marks)

Data Communication and Networks

- Analog and Digital Signals
- Modulations – Amplitude Modular (AM), Frequency Modulation (FM), Phase Modulation (PM).
- Communication Process
- Direction of Transmissions Flow – Simplex, Half Duplex, Full Duplex.
- Communication Software
- Communication Protocols, Http, Hp, Sntp, NNtp, gophar, etc
- Communication Channels–Twisted, Coaxial, Fiber Optic, Serial and Parallel Communication.
- Modem – Working and Characteristics
- Types of Connections – Dialup, Leased Lines, ISDN

- Types of Network – LAN, WAN, MAN, etc.
- Topologies of LAN - Ring, Bus, Star, Mesh and Tree topologies
- Components of LAN – Media, NIC, Nos, Bridges, HUB, Routers Repeater and Gateways.
- Use of Communication in daily life.

DNHE III – Nutrition & Health Education

COURSE III : NUTRITION AND HEALTH EDUCATION (8Credits)

Block I : Nutrition and Health Status of the Community

- Unit 1 Learning and Working with Community.
- Unit 2 Community Nutrition and Health.
- Unit 3 Factors Influencing Community Health and Nutrition.

Block II : Themes and Messages in Nutrition and Health Education

- Unit 4 Themes in Nutrition Education.
- Unit 5 Themes in Health Education.
- Unit 6 Messages in Nutrition and Health Education.

Block III : Methods of Communication in Nutrition and Health Education

- Unit 7 Group Communication Methods.
- Unit 8 Mass Communication Media.
- Unit 9 Presentation of Selected Communication media.
- Unit 10 Non-machine Media-Planning and Preparation.
- Unit 11 Machine Operated Devices-Planning and Preparation.

Block IV : Approaches in Nutrition and Health Education

- Unit 12 Traditional Approaches.
- Unit 13 Presentation of Traditional Approaches.
- Unit 14 Modern Approaches.
- Unit 15 Presentation of Modern Approaches.

Block V : Community Strategies in Nutrition and Health Education

- Unit 16 Individual Strategies.
- Unit 17 Community Strategies.
- Unit 18 Presentation of the Operation of Selected Strategies.

Block VI : Nutrition Programmes

- Unit 19 Past and present Nutrition programmes.
- Unit 20 Nutrition Education Programmes-Planning, Implementation and Evaluation

DNHE II – Public Health & Hygiene

COURSE II : PUBLIC HEALTH AND HYGIENCE (8 credits)

Block I : Health Indicators

- Unit 1 Population Dynamics and Epidemiology.
- Unit 2 Family Planning programme.
- Unit 3 Asian Perspectives on Health Quality of Life.

Block II : Environmental Sanitation and safety

- Unit 4 Agents of Contamination.
- Unit 5 Water Supply and Waste Disposal.
- Unit 6 Personal Hygiene.
- Unit 7 Public and Home Safety.

Block III : Dietary Management of Disease

- Unit 8 Diet in Disease : Basic principles.
- Unit 9 Dietary Management of Nutrition – related Disorders and associated Problems.
- Unit 10 Dietary Management of Disorders of Non-Nutritional Origin.

Block IV : Food-borne Disease, Food Infections and Intoxications

- Unit 11 Common Food –borne Diseases-I
- Unit 12 Common Food-borne Diseases-II
- Unit 13 Parasitic Infestation.
- Unit 14 Food Infections and Intoxications.

Block V : Common Infections and Infectious Diseases

- Unit 15 Measles, Tuberculosis and Whooping Cough.

Unit 16 Diphtheria, Tetanus and Poliomyelitis.

Unit 17 Malaria.

Unit 18 Skin, Eye and Ear Infections.

Block VI : Public Health

- Unit 19 Primary Health Care-I : Concept and Organization
- Unit 20 Primary Health Care-II : Current Status in India.
- Unit 21 Primary Health Care –III : Delivery of Services.
- Unit 22 Health Programmes.
- Unit 23 Income Generation programmes.
- Unit 24 Environmental Protection.

- Vygotsky, L. (1997) *Interaction Between Learning and Development*. In M.Gauvain & M. Cole (Eds.) *Readings on the Development of Children*, New York: WH Freeman & Company.

GEODL-23 DRAMA AND ART IN EDUCATION

Max. Marks : 50

External : 35

Internal : 15

INTRODUCTION

Art is particular reflection of one's aesthetic and emotional manifestation. Art in education has its multi-dimensional approaches to development of a being. So, this is most approachable and critical issue to integrate art in the school syllabus. This practicum for prospective teachers includes three critical areas: drama, art and the educational mandates for implementations. All three components are to be covered through the two years programme. The objectives are also given separately. To enhance the professional capacities through art and drama the present practicum is very useful.

The well being and fulfillment of an individual's potentials is the common thread of the components of fine art and creative drama as it connects with work experience and art education. Art education aims to help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings. It is not about beautification- applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms, relations, and character.

OBJECTIVES

- Bring the arts into the centre of exploration, e.g. in visual arts: semiotics of the image/film/play/music; how is an image to be made meaning of; how can an image act as a starting point for an exploration?
- Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
- Examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students
- Explore the role of the teacher as creative guide in learning that is drama driven.
- Identify and develop one's own creative potential.
- Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives.
- Learn to identify areas that are best suited for drama exploration
- Recognise the role of drama as education in the elementary school
- Develop a perspective of artistic and creative expression through experimentation with different tools, techniques and medium in two and three dimensional visual art forms.

- Develop all the senses of children through observation, exploration and expression
- Develop an insight towards sensibility and aesthetic appreciation.
- Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- Expose the learner to the cultural diversity of the country through folk art forms, local specific arts and other cultural components leading to an awareness and appreciation of national heritage.
- Make children express freely their ideas and emotions about different aspects of life.
- Make children understand cultural diversity by recognizing different traditional art forms prevalent in the country.
- Make the learners conscious about the good and beautiful in environment, including classroom, school, home and community through an integrated learning approach, which they enjoy.
- Refine aesthetic sensibilities based on earlier experiences.

BLOCK-1 ART AND DRAMA EDUCATION

Unit-1 Background of Art Education

- Recommendations of various educational commissions and committees (especially Secondary Education Commission, 1952-53 and Indian Education Commission, 1964-66)
- National Policy on Education, 1986
- Yashpal Committee, 1992
- National Curricular Framework, 2005 (NCF)
- UNESCO Documents

Unit-2 Aims of Art Education

- Pre-Primary Stage
- Primary Stage
- Upper Primary Stage
- Secondary Stage
- Higher Secondary Stage
- Connection with values of creativity, sensibility, collective consciousness and humanity

Unit-3 Art Education and its Integration in School Curriculum

- Co-curricular or extra-curricular
- Methods and Strategies
 - Project
 - Case Study
 - Documentary
 - Creating Album
 - Visiting the places of art, exhibitions and cultural festivals
 - Documentation of best practices

- Classroom based activities: Bal-Sabha, Role Playing,

Unit-4 Curriculum of Visual and Performing Arts at School Stages [Music, Drama, etc.]

- Objectives
- Content
- Methods
- Drama as ‘Critical Pedagogy’

BLOCK-2 PRACTICUM ISSUES IN ART EDUCATION

Unit-1 Practicum Issues I

1. **Drawing:** contour line, rendering, sketching, value, shading, hatching, crosshatching
2. **Painting:** wet-on-wet, wet-on-dry, sponge, wash, watercolor techniques of sponging
3. **Printmaking:** relief, frottage (rubbing)

Unit-2 Practicum Issues II

1. **Ceramics:** pinch and pulled forms, slab, drape mold, coil, surface decoration techniques
2. **Sculpture/architecture:** carving, additive, subtractive, modeling, constructing
3. **Fibers:** pulling threads, weaving, stitchery, tying and wrapping techniques, braiding, basketry
4. **Other Activities:** Sculpture/Architecture/Jewellery Carving, additive, subtractive, modeling, constructing, casting

Unit-3 Sessional Work I

- **Painting:**
 - Five selected object studies of drawings in any media done during the session.
 - Five selected works of paintings done during the year.
- **Drawing:**
 - Five selected studies of exercises in any media done during the session, including minimum of two still-life exercises.
 - Five selected works of drawings done by the candidate during the year.
- **Sculpture:**
 - Five selected pieces of works prepared during the course by the candidate and certified by the school authorities as works executed in the school are to be placed before the examiners for assessment. Cramp projects for community/Industry be considered and given weight age.
 - Free hand drawing, Print making, basic principles of design, Serigraphy, Sculpture, Graphics, Theory of Art methods & materials.
 - History of Art, Art of foreign countries, Art appreciation, Languages creative art, applied art.

Unit-4 Sessional Work I

- Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad.
- Position Paper: National Focus Group on Art, Music, Dance and Theatre. Published (2006), NCERT, New Delhi
- Position Paper: National Focus Group on Heritage Crafts. (2005), Published (2006), NCERT, New Delhi.
- Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi.
- Report of the Education Commission (1964-66): Education and National Development (also known as Kothari Commission). New Delhi: Ministry of Education. (1964-66): Government of India
- Report of the Secondary Education Commission, 1952-53. New Delhi: Ministry of Education. (1954): Government of India
- Sahi, Jane and Sahi, R., Learning Through Art, Eklavya, 2009.
- Teachers' Handbook of Art Education, Class VI. Published (2005), NCERT, New Delhi.

GEODL-24 CRITICAL UNDERSTANDING OF ICT

Max. Marks : 50
External : 35
Internal : 15

INTRODUCTION

Computation and internet have occupied a very prominent place in our life in recent time. Therefore the classroom instruction remains free from the use of ICT for classroom processes. The central objective of keeping this course in teacher training programme is to make use of it in accessing useful data for classroom instruction. The course of study also aims at promoting online learning, preparation of projects using ICT in teaching learning techniques and also using computers as a support equipment for effective and meaningful classroom instruction.

OBJECTIVES

The course will enable the pupil teacher to:

1. Develop a critical understanding of ICT.
2. Understand the meaning, nature and scope of ICT in Education.
3. Get acquainted with structure-Hardware and Software-of computer.
4. Understand the changes that occur due to ICT in Education.

5. Prepare student to select the appropriate communication facilities through Internet.
6. Understand the legal and ethical issues related to internet and student safety.
7. Understand ICT supported teaching learning strategies.
8. Get acquainted with e-learning and development in ICT.
9. Understand and use technology in the instructional system.

BLOCK1 : ICT AND ITS APPLICATION IN TEACHING- LEARNING

UNIT 1:- ICT IN EDUCATION

- Concept, Need and Importance of ICT in Education
- Paradigm Shift due to I C T from ‘Teaching’ to ‘Learning’. Curriculum, and Methods of Teaching , Role of Teacher, Evaluation Procedure and Educational Management.
- Challenges and Barriers to the integration of I C T in schools classrooms

UNIT 2: VISUALISING LEARNING SITUATIONS USING MEDIA

- Use of radio and audio media in education
- Use of television and video in education
- Use of computer in education
- Use of multi- media in education
- Use of mobiles in education
- Critical understanding regarding the selection and use of appropriate media

UNIT 3: FUNCTIONAL KNOWLEDGE OF COMPUTER

- Use of Ms-word for word processing
- Use of Power point for presentation: Developing PPT slide show for classroom use
- Use of Excel for spreadsheet
- Use of Adobe reader for PDF files
- Enabling students to plan and execute projects (using computer based research)

UNIT 4: INTERNET AS LEARNING RESOURCE

- Effective browsing of the internet
- Use search engines and directories effectively to find information
- Download files and images from a Web page

- Cross collating knowledge from varied sources
- Organise your email
- Preparation of learning schemes
- Use of available software or CDs with LCD / DLP projection for subject learning interactions
- Use of e-learning
- Use of OERs

BLOCK 2: ICT: OTHER SUPPORT SYSTEM AND POLICIES AND ETHICAL ISSUES

UNIT 1: ICT FOR ADMINISTRATION AND ACADEMIC SUPPORT SYSTEM

- ICT for educational administration and management
 - Admission process
 - Record keeping
 - Information management
 - Conducting examination
 - Documentation
- ICT for academic support systems: Library, e-library and Laboratory

UNIT 2: ICT FOR CONTINUOUS PROFESSIONAL DEVELOPMENT

- ICT for Access to Resources
 - Sakshat
 - Massive Online Open Courses(MOOCs)
 - Open Educational Recourses(OERs)
- ICT for Communication and Collaboration
 - Wiki

- Blogs and Discussion forum
- Discussion Groups
- Social Networking
- Knowledge Sharing Communities
- ICT for Construction and Co-creation of Knowledge

UNIT 3: ICT FOR INCLUSIVE EDUCATION

- ICT for development of inclusive classroom environment
- Assistive technology for children with special need: Hearing Impairment , Visual Impairment, Intellectual and Learning Disabled and Multiple and other Disabilities.

Unit 4 : ICT Policies, Ethics and Legal Issues

- National Policy on ICT in Education
- National mission of Education through ICT
- National programme for technology Enhance Learning NPTEL
- Critical issues in 'internet usage' – authenticity of information, addiction
- Plagiarism :Issue of copyright, Creative Common License
- Professional ethics related for use of ICT

Suggested Readings

- Adam, D.M. (1985) Computers and Teacher Training: A practical guide, The Haworth Pren, Inc., N.Y.
- Alexey Semenov, UNESCO (2005): Information and Communication Technologies in Schools: A Handbook for teachers.
- Apter, Michael J. (1968) – The new technology of education, Mac Milan, London.
- Bose K. Sanjay (1996): Hardware and Software of personal computer.
- Conrad, Kerri (2001) Instructional Design for web – based training HRD press.
- Gagne, RM, Leslie J.B., Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.

- Horton, W (2001): Designing web-based training John Wiley & sons.
- Lee, William W; Diana L Owens (2001) Multimedia – bases instructional design: computer – based training jossey – bass
- Mallik, Utpal et al. (2001): Learning with computers level – III NCERT New Delhi
- Morey, D. Maybury M & Bhavani Th. (2001) Knowledge Management Univrsity Press (India) Ltd. Hyd.
- Peter Norton’s (200) – Introduction to computer, Tata McGraw Hill publications, New Delhi.
- Phillips. R (1997) Interactive multimedia London: Kogan Page
- Rosenberg, M.J. (2001) e-learning New York, MC Graw Hill
- Sallis, E & Jones, G (2002) Knowledge Management in Eduaciton London: Kogan Page Ltd.
- Schank, R.C., (2001) Virtual learning MC Graw Hill
- Sinha P.K. (1992) – Computer Fundamentals, BPB Publications, New Delhi.
- Srinivasan, T.M. (2002): Information’s and Communication Technology Teaching Skills, Jaipur, Avihkar Publishers and Distributors.
- Stevense, E I, (1997) – Teach yourself windows, BPB Publications, New Delhi.
- T,M. Srinivasan (2002), Use of computers and multimedia in education Horton.

GEODL-23

GEODL-9 GENDER, SCHOOL AND SOCIETY

Max. Marks : 50

External : 35

Internal : 15

INTRODUCTION

This course is intended to help student-teachers understand gender inequality in order to work towards a change in gender relations. It will examine gendered roles and beliefs about gender in society. Student-teachers will critically examine their own role as well as the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender

DELED-21

PROFICIENCY IN ENGLISH-I First Year

Maximum Marks-50

External Marks -35

Internal Marks - 15

INTRODUCTION

A teacher is confident in her classroom only when he/she is proficient in a language including English. Otherwise poor command over English shakes a teacher's confidence and results in ineffective teaching and learning. Therefore the teacher's own belief in his/her effectiveness has tremendous impact on classroom transaction. A proficient teacher is more likely to use communicative and other innovative teaching strategies, rather than depending on simple translation and using guide-books for teaching.

This course focuses on the receptive and productive skills in English and combines within each of these, both an approach towards proficiency in usage and classroom teaching

OBJECTIVES

- To enable the student-teacher to improve upon their own proficiency in English.
- To develop competencies of listening, speaking and reading skills in student-teacher.
- To enable the student-teacher to brush-up their knowledge of grammatical, lexical and discourse systems in English and use English in context appropriately.
- To enable the student-teacher to link their knowledge with pedagogic practices.

BLOCK -I DEVELOPMENT OF LISTENING, SPEAKING AND READING SKILLS

UNIT-I LISTENING SKILL

- Understanding Listening Skill and their importance in language learning
- Listening with comprehension to follow simple instructions, announcements, telephonic conversation, discussions, radio, T.V., news, sports commentary etc.

UNIT-II SOUND SYSTEM OF LANGUAGE

- phonology, prosody and phonetics

UNIT-III SPEAKING SKILL

- Understanding Speaking Skill and their importance in language learning
- Constructing and making contextual oral discourses – Use of dictionary

UNIT-IV READING SKILL

- Understanding Reading Skills and its importance in language learning
- Reading with comprehension different types of texts, reading for global and local comprehension
- Importance of reading aloud, silently reading,
- Inferential, analytical and critical reading of different types of texts.

BLOCK-II GRAMMAR AND VOCABULARY DEVELOPMENT – PART I

UNIT-I THE SENTENCE

- Subject and Predicate

UNIT-II PARTS OF SPEECH -I

- Noun: kinds of nouns, Gender, Number, Adjective - comparison of adjectives, Articles, Pronouns – types of pronouns

UNIT-III PARTS OF SPEECH- II

- Verb - person and number
- Tenses – past, present, future and their transformation
- Adverb - comparison of adverbs

UNIT-IV PARTS OF SPEECH- III

- Preposition – words followed by prepositions
- Conjunction and their uses
- Interjection and their uses

Assignment (Practical)

- The students will actively perform the following activities in classroom situations, real and simulated, and will discuss freely on the strategies and importance of each one of them and submit five assignments compulsorily.
- Listening with comprehension to follow simple oral instructions, public announcements, telephonic conversations, classroom discussions, radio, TV news, sports commentary
- Reading aloud text with proper pronunciation, intonation and stress, reciting poems,

story-telling, role-play, situational talk. Silent reading. Reading different text type: Comics, stories, riddles, jokes, instructions for games

- Phonemic drills
- Organizing listening and speaking activities: rhymes, songs, use of stories, poems, role play and dramatization

Suggested Readings

- Anandan. K.N. (2006) Tuition to Intuition , Transcend , Calicut
- Brewster, E., Girard, D. and Ellis G. (2004). The Primary English Teacher's Guide. Penguin.(New Edition)
- Ellis, G. and Brewster, J. (2002), Tell it again! The new Story-telling Handbook for Teachers. Penguin.
- NCERT, (2005). National Curriculum Framework, 2005. New Delhi: NCERT.
- NCERT, (2006). Position Paper National Focus Group on Teaching of English. New Delhi:NCERT
- Scott, W. A. and Ytreberg, L. H. (1990). Teaching English to Children. London: Longman.
- Slatterly, M. and Willis, J. 2001, English for Primary Teachers: A Handbook of Activities and Classroom Language, Oxford: Oxford University Press.
- Fogarty, R. (2006). Literacy Matters: Strategies Every Teacher Can Use. USA:Corwin Press pp.59-62.
- Wyse, D. and Jones, R. (2001). Teaching English, Language and Literacy. New York:RoutledgeFalmer, pp. 169-175.

DELED-22

PROFICIENCY IN ENGLISH-II Second Year

Maximum Marks-50

External Marks -35

Internal Marks - 15

INTRODUCTION

The purpose of this course is to enable the student teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself, as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to using simple translation or guidebooks for teaching English. This course focuses on the receptive and productive skills of English and combines within each of these, both an approach on proficiency in usage and proficiency in classroom teaching.

OBJECTIVES

On completion of this course the student teacher will be able to:

- understand the need and importance of writing skill
- Develop competencies in writing skill
- Improve own English language proficiency.
- Brush up their knowledge of grammatical, lexical and discourse systems in English.
- Link this with pedagogy.

BLOCK-I DEVELOPMENT OF WRITING SKILL

UNIT-I WRITING SKILL: AN INTRODUCTION

- Understanding writing skill and its importance in language learning

UNIT-II MECHANISM OF WRITING SKILL

- Strokes and curves, capital and small letters, cursive and print script, punctuations

UNIT-III TYPES OF WRITING AND THEIR EXAMPLES

- Narrative, descriptive, expository, persuasive

UNIT-IV IMPROVING WRITING SKILLS

– writing letters (informal, business, to the editor ,application for a job), e-mails, notices, reports, articles, reviews, advertisements, making notes, writing replies (formal and informal), invitations (formal and informal) and summarization

BLOCK-II GRAMMAR AND VOCABULARY DEVELOPMENT – PART II

UNIT-I SENTENCES:

- Simple, Compound and Complex
- Phrases and Clauses

UNIT-II TRANSFORMATION OF SENTENCES

- Active and Passive voice
- Affirmative, Assertive, Interrogative, Exclamatory, Negative sentences
- Direct and Indirect speech

UNIT-III NON FINITE VERBS –

- Infinitives, Gerund, and Participles
- Agreement of the verb with the subject

UNIT-IV VOCABULARY DEVELOPMENT

- Synonyms, Antonyms, Homophones, Homographs, Phrasal verbs and Idioms

Assignment (Practical)

The students will actively perform the following activities in classroom situations, real and simulated, and will discuss freely on the strategies and importance of each one of them and submit five assignments compulsorily.

- Writing dialogues, speeches, poems, skits, describing events
- Using ideas of critical literacy: looking at the socio-cultural dimensions of literacy, encouraging questioning on the dominant ethos in a society.

Suggested Reading /Reference Material

- Practical English Grammar: Thompson and Martinet
- Intermediate English Grammar :Raymond Murphy
- How Languages are learned, Oxford, OUP : Lightbown,P M & Spade , N (1999)
- English as a Foreign Language : R. A. Close
- Lessons for guided writing scholastic : Sullivan, Mary (2008)

- Pictures for language learning- CUP Wright A (1989)
- Drama techniques in language learning: A Resource book of communication activities for language teachers (2nd edition) –CUP- Maley, A and A Duff (1991)
- English for Primary Teachers : A handbook of activities and classroom language - OUP – Slatternly, M & J. Wallis (2001)
- Handouts : [http://www using English. com](http://www.usingenglish.com)

DEIED-25
YOGA, PHYSICAL AND HEALTH EDUCATION

Maximum Marks-100

Internal-100

INTRODUCTION

The association between Yoga, Physical and Health education forms the core justification behind this course. While the role of education on health has been extensively recognized, the impact of health on education is often not acknowledged adequately. This course unfolds the reciprocal relationship between health and education. Health is a vital and necessary condition for learning apart from being a basic right of every child. Enrolment, retention, concentration and learning outcomes in the classroom have a strong linkage with a child's physical health. The course aims to equip the teacher with a perspective that helps both the teacher and the children to understand health issues as determined by socio-economic contexts. This will enable them to move beyond a solely behavioral change model to an approach that seeks to address larger health determinants. This is not to deny the importance of healthy habits but it is important to recognize that to tell a child to „bathe every day“ or „eat nutritious foods“ is not sufficient. The teacher will have to locate health messages and ideas in the lived reality of the children they teach so as to meaningfully engage with the issue. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio-economic background. It is possible to address issues of teacher attitudes, Engagement and willingness to accept diversity in their classroom. This is likely to help teachers move towards a broad vision of inclusive education through an understanding yoga physical health and well-being in the broadest sense. Instead of speaking of teacher attitudes alone, the course gives student-teachers a chance to understand unequal and multiple kinds of children's experience.

Design of the Course

This course is designed to be one component of a practicum course. It offers the scope to engage` critically with systems and practices related to Yoga, Physical and healthof children and school health. Two sets of practicum are provided for the first and the second year of study.

Objectives-

- To introduce student-teacher the philosophical bases of Yoga.
- To introduce tpestudent-teacher s of Yoga & its importance.
- To motivate them to resort to physical activity for the fitness development.
- To enable student teachers to generate an understanding of the principles of yogic practices so as to improve quality of life.
- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education and health.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & health activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce the student teacher with the concept of holistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to health program and its importance.
- To enable them to understand the concept of food and nutrition.
- To make them aware health hazards.

COURSE STRUCTURE

BLOCK1.YOGA AND ITS PERSPECTIVE

Unit-1.Yoga: An Introduction

- Meaning and definition of Yoga
- Scope of Yoga
- Misconceptions about of Yoga
- Characteristics of a practitioner of Yoga

- Yoga for personality development

Unit-2. Historical perspectives on Yoga:

- Yoga before the time of patanjali, (Vedas, Upanishads Puranas)
- Buddhism and Yoga
- Jainism and Yoga

Unit-3. Patanjali's Yoga

- Systematization of Yoga by patanjali: Eight limits of Yoga, Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana Dhyana and Samadhi, Patanjali's Contributions to the Yoga.

Unit-4. Contemporary Yoga

- Contribution of different Yoga Institutions – Bihar School of Yoga -Mangar Bihar, Kaivalyadhama of Lonavala- M.H., Swami Vivekananda Yoga,
- Modern trends and development in the field of Yoga.

BLOCK2. YOGA IN DAILY LIFE

Unit-1. Yogic Practices

- Concept of Yogic Practices - Definition.
- Kinds of Yogic Practices – Asana, Pranayama, Kriya, Mudra, Bandhan, Dhayan
- Scope and Limitations of Asanas.

Unit-2. Meditation

- Meaning and Concept of Meditation.
- Types of meditation
- Japa Meditation.
- Ajapa Meditation.
- Preksha Meditation-Obstacles to Meditation.
- Importance of yoga in school education

Unit-3. Importance of Yoga in School.

- Measures and Precautions while performing asana Pranayama.
- Yoga and Modern Education System.

Unit-4. Bandha, Mudra and Kriyas

- Meaning and benefit of Bandhas, Mudra and Kriyas

- Different Bandhas: Jalandhar bandh, udiyanbandh ,mula Bandha
- Types of Mudras: Chin, brahma, ,Shamavbhi,yoga Mudra
- Kriyas: Jalneti, Kunjal, Dhoti, Vastra, KapalBhati.

Practicum and Suggested Activities

- Prepare procedure for practicing at least five yogasanas, Pranayamas, SuriyaNamaskarams – related to school children.
- Visit any Yoga center and write a report on the activities conducted at the center.
- Interview any one Yoga Practitioner and write a report on benefits experienced by him/her.
- Collect information on Yoga Asana by reviewing authoritative sources on Yoga and write a report on it.
- Demonstrate before your peer group any five Asana and write a report on them
- Project on Yoga, analysis of various textbooks from Health and Physical Education point of view

BLOCK 3: PHYSICAL EDUCATION AS INTEGRAL TO HEALTH AND EDUCATION.

UNIT-1 Physical Education:

- Meaning and importance.
- Need for Physical Education.
- Awareness for Physical Education.

UNIT-2 Physical Education and Play.

- Development of team spirit, Coordination., Cooperation., Self- Confidence.
- Diversity in Capabilities and Interests.
- School practices and physical Education.

UNIT-3 Linkages to Physical Education and Health Education

- Capturing Children Perception on nutrition and physical health.
- Role of Teacher in Physical Education.

Practicum and Suggested Activities

- Preparing a Workbook (project reports of the selected five Asanas, their Physiological, Psychological and Anatomical effects on Human Body, Mind, Senses and Intellect.)
- Preparation of file including the layout of the ground, brief history, fundamentals skills and rules and regulations of Athletics and any one game of the following:
 - i. Basketball.
 - ii. Badminton.
 - iii. Kho-Kho.
 - iv. Volleyball.
 - v. Table Tennis.

- Activities for development of physical fitness, i.e. strength, speed, Endurance, flexibility and body composition (Fundamental Sports Skills);
- Project on Sports, analysis of various textbooks from Health and Physical Education point of view.
- Trip of Gymnasium with a brief report.

BLOCK 4: UNDERSTANDING HEALTH AND WELL- BEING AND CHILDREN'S' HEALTH

UNIT-1 The meaning of health and well-being

- Concept and meaning of Health and Health Education.
- Concept and Meaning of Well Being.
- Health Education: Understanding the Linkage between Poverty, Inequality, and Health.

UNIT-2 Health Hazards

- To Understand Health Hazards.
- Reciprocal Linkage between Health and Education.
- Malnutrition- Health Hazard by malnutrition and its treatment, kinds of malnutrition.
- Pollution Hazards on Health and its remedy.

UNIT-3 Food and Nutrition, Hygiene, Sanitation.

- Meaning and difference between food and Nutrition
- Midday Meal Programme; Justification, Functioning, Role of Teacher.
- Importance of Personal Hygiene; Care of eye, ear, hear and teeth.
- Hygiene for different organs of body and Sanitation, Sanitation & Health maintenance.

UNIT-4 Disease, Morbidity and Mapping

- Communicable Diseases, Non-Communicable Diseases.
- Alternative System of Healing.
- First Aid- and its Utility
- Morbidity Mapping –Methods, Observation, Daily Notes,

Practicum and Suggested Activities

- Organization of days related with health, sports meet, sanitation week, Minor games etc.
- Preparation of chart/poster on any two:
 - Balanced diet,
 - postural deformities,
 - drug abuse,
 - personal hygiene,
 - communicable and non –communicable diseases,
 - various systems of body,

- family welfare,
- safety and first aid,
- road signs.
- Project on Health, analysis of various textbooks from Health and Physical Education point of view.
- Project on various kinds of pollution cousin damage to health and remedies.
- Project on Community Health and Sanitation.
- Food Poisoning - Damage and Control.

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