

EPC-3: WORK EDUCATION (VOCATIONAL)-PART-I (CODE: EPC-3)

(Any one of the following)



## BANDHANI AND BLOCK PRINTING

**MAXIMUM MARKS: 50**

**100% Internal Assessment**

**Credit: 2, Contact Hours: 60**

**Rationale:** This course introduces theoretical and historical concepts of work education and its role in teaching learning process.

There are two sub units of the work education course.

- (a) Theoretical perspectives
- (b) Hands on experiences.

Pre-service teacher opting for this course would be provided with hand's on experiences for preparing visual, they will search for relevant visuals through internet surfing for using them during teaching learning process and they would be engaged in activities to prepare utility items for enhancing facilities of the classroom and school building or offices they would also learn to design many productive and decorative items. They will also use their aesthetic abilities during school functions.

### Objectives:

- To acquaint children with the world of work and productive occupation going on in the community to develop in them a sense of respect for manual workers/ dignity of labour.
- To develop in the children an awareness of social problems and inculcate in them positive attitude towards community service.
- To develop in them a desire to be a useful member of the society and to contribute their best to common good.
- To inculcate in them a positive attitude of team work and socially desirable values like self reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness.
- To provide opportunities for creative self-expression and the development of problem solving activities.
- Develop aesthetic sense in children.
- Three H (head, heart and hand) co-ordination.

### THEORY

Brief history, concept, need and importance of work education with special emphasis on Bandhani and printing (block and stencils).

### MATERIAL AND TOOLS

Different types of colours: uses and sources

Tools and equipments: Functions and uses

## CONTENT ENRICHMENT

- Different techniques used in conducting practical work related to bandhani (tying & dyeing and colours).
- Different techniques used in conducting printing (block and stencils).
- Free hand drawing.
- Element of design, colours harmony, balance, gestalt laws, motifs, designs, placement of design.

## RELATED ACTIVITIES:

Preparing sample file of different pattern and design in bandhani and printing (blocks and stencils).

## PRACTICAL WORK:

Productive work: cushion covers, table covers, wall hanging, napkins, bags pillow covers, mobile covers cloth, scarf, dupatta, table mats, bed sheets, etc.

Decorative work (classroom and school, offices buildings.)

Wall hangings, lamp shades, collage, file covers, assignment sheets, bulletin board etc.

## Suggestive Readings

1. Wardha Commission Report 1937
2. Kothari Commission 1964-66
3. N.P.E. 1986, N.C.F.2005
4. N.C.E.R.T. – Socially useful productive work curriculum developing and implementing the program
5. Veena Singh: Nutan Bandhini Kala screen and Batik printing sahitya (Hindi)
6. Shanta Deshpande: Batik for the beginners, Bhatiya Vidya Bhavan, Pune
7. <http://en.wikipedia.org/wiki/batik>
8. <http://www.tiedyyetodierfor.com>
9. <http://www.handlooms.com/htrindya.aspx>
10. <http://www.wikipedia.org/wiki/screen>

## GARDENING

**MAXIMUM MARKS: 50**  
**100% Internal Assessment**  
**Credit: 2, Contact Hours: 60**

### **Rationale and Objectives:**

Gardening has equal importance from nursery to higher level of education. Children take keen interest in attractive flowers of different kind and love delightful tasty vegetables. They are affectionate to play in grass and soil while learning and making social relations. At senior secondary level, this subject is very useful due to its relation with bioscience, chemistry, physics and climate. It provides the scope for learning by doing, learning to do, learning to live together, sustainable development, healthy competition and production.

India has second position in vegetable production and first place in fruit production. Now we have more grain and we need more nutrition, therefore gardening is a better choice besides a good source of livelihood and earning more money as mango, pomegranate, papaya and grape etc already being exported to several Asian and European countries.

### **Unit- I Gardening**

1. Concept, need and importance of work experience with special emphasis on Gardening
2. Brief history of work education in India with reference of Bunyadi/Naitaleem
3. Aim and objectives of gardening at school level
4. Physical, social and environmental effect of gardening

### **Unit- II Teaching Methodology**

1. Teaching methods for Gardening: Lecture, demonstration, discussion, observation, experiment, visits and field projects
2. Lesson Planning in Gardening
3. Evaluation process, tools and techniques for student work evaluation

### **Unit- III Required Materials**

1. Seeds (Local, NSC, Foundation and Breeder seeds)
2. Pots, types and uses with diameter and depth
3. Manure and Fertilizers, types, sources and importance
4. Tools and equipment
5. Soil, Water

### **Practical Work/Suggested Activities**

- Preparing beds, sowing seeds and transplanting seedlings
- Pot culture: filling and preparing pots for sowing seeds and plants
- Excursion and visits to garden, fields, nurseries, agriculture and flower shows
- Preparing bonsai of common plants like Peepal, Bargad, Pilkhan, Bougainvillea, Mango etc.
- Plant propagation Technique ( Air gottee, Budding, Grafting )

**Suggested Readings:**

1. Ali, Sohrab (2006), Applied Entomology, Arise Publisher, Darya Ganj, New Delhi
2. Ali, Sohrab (2005), Wormi Composting, Diamond Publisher, Darya Ganj, New Delhi
3. Enger, Swami (1985), Complete gardening in India
4. Paul, B.P. (1985), The rose in India, Published by ICAR, New Delhi
5. Journal Phal Phool, Quarterly, ICAR, New Delhi
6. Indian journal of Horticulture, Annually, ICAR, New Delhi



## INTERIOR DECORATION

**MAXIMUM MARKS: 50**

**100% Internal Assessment**

**Credit: 2, Contact Hours: 60**

**Rationale:** The planning and execution of the layout, decoration and furnishing of an architectural interior is known as Interior Decoration. Interior Decoration is basically the decoration of the interior of a building or room, especially with regard for color combination and artistic effect. It is the art of shaping the places in which we live, work and play in a functional and pleasing way.

Interior Decoration plays a vital role in everyday life. It introduces students to beauty, relaxation and modernism. It is an art that makes things look nice and attractive, thus reflecting creativity of students. This creativity can be showcased in schools, offices, homes etc. It is a method by which students can make simple places attractive. In school, this skill is used to make the learning more attractive and interesting.

Interior Decoration can be used in making the classroom attractive which will result in the happy environment of the classroom. If the classroom is well-decorated, the children would like to study there. Classrooms can be decorated in various ways with the help of charts, models, colorful drawing, display boards, bulletin boards, wall magazine etc. Through interior decoration the rooms can become beautiful by using accessories made either very cheap or waste material. The waste product or material is turned out into a creative, useful and attractive masterpiece that immediately catches the eyes of the person who sees it. It helps us to recycle and reuse the things. So, it has an immensely important environmental aspect.

With the help of Interior Decoration, an educational environment can be created in the classroom. Various things such as attractive boxes, magazines holders, and colorful materials attract the students. Interior decoration also helps a lot in various functions of schools and various events like festivals.

### **Objective:**

- Students will be engaged in creative activities.
- Students will be able to develop personal qualities like exploration, imagination, creation, collaboration, experimentation and self-reliance.
- It will enable the students to develop the skills and technique, which are necessary for expression.
- It will help the students to learn how to critically think about something.
- Students will be encouraged to come up with their own ideas and solution to a design.

### **Unit 1: Introduction to Work Education**

Work Education, Historical development, Primary and Secondary work Education, Introduction of New Course (Work Education), Requirement of introducing New Course, and

Courses under Work Education. Objectives of Work education in Schools with special emphasis to Interior Decoration, Evaluating students work.

### **Tools and Materials:**

**Distempers and paints for painting wall:** Types, uses and sources

**Cotton and synthetic fabrics for curtains:** Types uses and sources

**West Buttons, Fabrics, Beads, Boxes, Pots, Baskets, Branches of Dried trees:** their practical utility

**Plaster of Paris, M.Seal of Shilpkar, Types of Glasses, Rangoli Colours, Glass paints etc.**

**Tools:** Function and uses

### **Content Enrichment:**

**Principles of Design:** Proportion Harmony, Balance, Emphasis and rhythms

**Elements of Design:** Lines, Form, Texture, Light, Space, colour, pattern

### **Unit 2: Practical Work**

#### **Productive Work (Utility Items)**

1. Dustbins
2. Magazine Holder
3. Glass Painting
4. Flower making
5. Photo Frame
6. Lines: Cushions, Bed Sheets, Doormats, Carpets (using waste cloths)
7. Paper Weight

#### **Unit 3: Related Activities:**

1. Integrating ICT in work education
2. Preparation of colour charts and schemes
3. Layout furniture arrangement in Classrooms, offices, lawns etc.

**Note:** Every student is required to submit 6-8 items

#### **Suggested Readings:**

1. Harling, Robert (Ed) (1967): Guide to Interior Decoration, London Conde Nast Pub.
2. Parsons, Frank A. Interior Decoration: Its Principles and Practice. Gardon City, N.Y.: Doubleday, Page & Co.,1915.
3. Gray, Susan. Designers on Designers: The Inspiration Behind Great Interiors. New York: McGraw Hills 2004.
4. Le Corbusier: Furniture and Interiors 1905-1965.
5. Decorate: 1000 Design Ideas for Every Room in Your Home by Holly Becker, Joanna Copestick
6. Philip Graham; Interior design
7. Sarah Rossbach: interior Design with feng Shui.
8. Corky Bingelli: Interior Design

## Maintenance and Repair of Domestic Electrical Gadgets (MRDEG)

**MAXIMUM MARKS: 50**

**100% Internal Assessment**

**Credit: 2, Contact Hours: 60**

**Rational:** Maintenance and Repair of Domestic Electrical Gadgets (MRDEG) is introduced as one of the Work Education (Craft) in B.Ed. This Work Education course is introduced as secondary work education by means of enabling learners to earn while in study or after study. The objective of this Work Education Course is to enable learner to repair and install domestic electrical appliances. By acquiring such skills the productivity of the person, family and country increases. Hence this provides opportunity to increase productivity and gross income of the country. Simultaneously to identify the scientific principle involved and apply in various form or as and when require. The students are also guided to take up this course as productive work in the schools.

Rational of this course is to inculcate required skills among students about domestic home appliances. The learners are guided to learn application and correct use of the tools, scientific principles involved, materials and components used. Learners are exposed to material used and different parts of the appliances. Working safe is also important aspect of the course.

### Objectives:

- Developing understanding of principles of Work Education and historical prospective of Work Education.
- Developing familiarization with the Electrical Energy (Basic Concepts, Properties of Matters, Ideal Fuel, Types of Electricity, Production of Electrical Energy and Transmission of Electrical Energy).
- Developing Skills of working safely while working on Electrical Appliances and Installations.
- Identifying and using different hand Tools.
- Developing skill of using different measuring instruments.
- Identifying and using different Electrical Accessories.
- Developing acquaintance with properties and use of different materials (Conducting, Semi conducting, Insulating, Magnetic and Nonmagnetic.
- Developing skills for various kinds of electrical wiring.
- Acquiring skills of testing and repairing of all electrical installations and all domestic Appliances.
- Acquiring skills of dismantling, testing of parts and Reassembling of Heater, Electric Kettle, Room Heater, Toaster, Tube Light, Table Lamp etc.
- Acquiring skills of rewinding of Electric Fan and Washing Machine motor.
- Acquiring skill of domestic installation testing before energizing a domestic installation.



## **1: Introduction to Work Education**

Work Education, Historical development, Primary and Secondary work Education, Introduction of New Course (Work Education), Requirement of introducing New Course, and Courses under Work Education. Objectives of Work education in Schools.

## **2: Tools and Materials**

Electrical tools used their specifications and dimensions. Physical and electrical properties of the materials used in electric appliances and accessories. Construction, working and specifications of Electrical Instruments used in electrical installation and appliances.

## **3: Electrical Energy**

Energy, Electrical Energy, atom, electron proton and neutron, Types of Electrical energy, production of Electrical Energy, Transmission and distribution of Electrical Energy. Safety precaution and Indian safety Standards.

## **4: Basic Electricity**

Introduction to cell, parallel and series connection of cells, Charging of Batteries, electrical accessories and their application, electrical symbols, Properties of materials, conductor, insulator, resistance, parallel and series connection, LED, series and parallel connection of LED. Application of LED in Teaching Aid and in decoration, Electromagnet their applications.

## **5: Repair of Electrical Appliances:**

Scientific Principle involved in domestic appliances, Identification and testing of parts used in appliance. Dismantling and assembling of appliances. Electric Iron, Electric Kettle, Tube light, Room Heater, Electric Stove, Toaster, Table Lamp, ceiling and table Fan,

## **6: House Wiring:**

Types of House wiring, Distribution System, Testing of House wiring, Symbols used in Wiring Diagram. Reading of a Typical House wiring Diagram.

## **List of Activities**

### **Theory:-**

1. Familiarisation with Electrical energy.
2. Electrical circuits
3. Electrical tools
4. Electrical Accessories
5. Electrical Measurement And Measuring Instruments
6. Electrical safety precautions

### **Practicals:**

1. Series test lamp
2. Extension boards

3. Distribution board
4. Electric iron
5. Room heater
6. Toaster
7. Geyser
8. Electric stoves
9. Electric cattle
10. Ceiling Fan
11. Table fan
12. Tube light
13. Stair case light
14. Electric bell
15. Distribution board (Three Phase)
16. Switch board
17. Fan regulator
18. House wiring
19. Table lamp

### **Evaluation**

1. Assignment
2. Project with Project Report
3. Via voice
4. Practical File

### **Suggested Readings:**

1. SupwGuidlines For Teachers, (Ed.) New Delhi
2. A Text Book On Electrical Gadgets And Appliances,
3. P. Venkateshwara Rao, Venson Publication, Madras
4. Elements Of Electrical Gadgets And Their Repairs, M.L. Anwani
5. Elements Of Electrical Gadgets, R.B. Bhatia, Arya Book Depot, New Delhi

## NEEDLE WORK

**MAXIMUM MARKS: 50**  
**100% Internal Assessment**  
**Credit: 2, Contact Hours: 60**

**Rationale:** Needlework provides the opportunity to develop an awareness of nature and the use of fabrics and to extend student's knowledge and skills by combining theory and practice. This craft combines knowledge from various fields of study to help individuals and families. In developing the capabilities and skills of students, it enables them to make their own contribution to the teaching learning process as well as improvement of their quality of life. The paper promotes self-reliance through its integration with the overall curriculum.

**Objectives:** Needle work aims to enable learners to:

- develop understanding of principles of Work Education and historical prospective of Work Education.
- develop acquaintance with properties and use of different materials used in needle work
- acquire basic embroidery and stitching skills required for construction and decoration of household and utility items
- develop ability for judicious use of needle work skills in teaching learning process
- develop the ability to improvise resources when necessary
- develop an appreciation of the value of production and the quality of a craft
- acquire relevant knowledge in Needlework to make productive and decorative items for family, school and community

### Unit 1: Needle Work in Teaching Learning Process

1. Concept, need and importance of Work Experience with special emphasis on Needle work.
2. Objectives of teaching Needle work in schools
3. Lesson Planning
4. Evaluating students' work

### Unit 2: Materials, Tools and Resources

1. Materials used for articles and toys (threads, wool and fabrics) - types, uses and sources
2. Tools and equipments- functions and uses
3. Utilizing resources: Magazines, books and internet- source of patterns
4. Drafting of a pattern
5. Deciphering the formulas for knitting patterns

### Unit 3: Stitches and Seams

1. Stitches and Seams- Techniques of basic and decorative stitches: even and uneven basting, back stitch, hemming, stem stitch, chain stitch, button hole, blanket stitch, herring bone, French knot, bullion knot, satin stitch.

2. Sewing of fasteners- hook and eye, thread eye, button, buttonhole, press button
3. Preparing an article of utility with the use of stitches- table cover, napkins, wall panel, cushion cover, mobile/ tablet/ laptop cover, etc.
4. Preparing a practical work book with samples of different stitches and seams

### **Suggested Readings**

1. Amanda O' Neill (1991) Needle Work and Sewing Techniques – The Complete Encyclopaedia Quintet Publishing Limited, London.
2. Janeaton (1986) Complete Stitch Encyclopaedia Hamlyn Publishing, London. Retrieved from <http://www.amazon.com/Jan-Eaton/e/B001IXTPW2>
3. Margret Hutchings (1967) Modern Soft Toys, Mills & Boons, London
4. Morton Brenda (1969). Making your own Soft Toys. Faber and Faber Ltd., London.
5. Raul Jewel Encyclopaedia of Dress Making (2000) APH Publishing Corporation, New Delhi. Retrieved from <http://www.abebooks.com/Encyclopaedia-Dress-Making-Raul-Jewel-APH/3667746401/bd>



## PAPER WORK

**MAXIMUM MARKS: 50**  
**100% Internal Assessment**  
**Credit: 2, Contact Hours: 60**

**Rationale:** “The Gandhian proposal of *NaiTalim* (Basic Education) was a radical departure from Brahminical-cum-colonial paradigm insofar it challenged dichotomy by placing productive manual work at the centre of school curriculum itself. In the Gandhian view, participation in productive work under conditions approximating to real-life situations is pedagogically linked to learning and simultaneously becomes the medium of *knowledge acquisition, developing values and skillformation*, affirms Work Education Focus paper, NCF 2005.

This term paper is based on viewpoint of *NaiTaleem* and NCF 2005; nevertheless it departs from the traditional notion of manual productive work. The concept of work in this term paper includes hands on activities as well. Emphasis is on what is doable. This course would orient pre service teachers to appreciate dignity of labor, learn to work with precision and with the community so as their efficiency as a teacher is enhanced.

**Objectives:** Pre service teachers would work, deliberate and learn the following:

- Rationale for Work Education
- Theoretical perspectives of Work Education
- Psychological views in support of Work Education
- Visual literacy and significance of visuals in teaching learning process
- Work as a pedagogic medium
- Marjorie Sykes , Story of *NaiTalim* ( review)

### Unit – I Epistemological concerns:

- [i] Concept and rationale for Work Education including perspective of NCF 2005
- [ii] Historical perspectives
- [iii] Psychological Theories supporting work education
- [iv] work as a pedagogic medium
- [vii] Review of the Majorieskye’s article on NAI TALEEM.

### Unit – II Work & hands on as a Pedagogic Medium:

- [i] Preparing educational aids (Science and Social science, languages stream) / Flash cards and cut outs for story telling (languages)/ Illustrating Mathematical concepts for students from this stream
- [ii] lesson plan on work/hands as pedagogic medium.

### UNIT -III Integrating ICT in teaching learning process:

- [i] Preparing Posters/ calendars/ time table/ invitation cards etc using MS publisher for cultural activities in school
- [ii] PPT for preparing slides with text and pictures aligned to curricular subject.

#### **Unit IV: Creative work:**

Warli (Tribal art), Calligraphy, Montage/ Collage/ sketching/ shading/ quelling/ displays using Tanagram and using paper cutouts for classroom and school decorations

#### **Unit – VI: Enhancing Educational Facilities:**

Dustbins/ File cover/ pen stand/ Magazine holder/ hexagonal boxes etc

#### **Unit VII: Community Work:**

Preparing for community work in 1<sup>st</sup> yr and working with NGO during summer vacation and submission of a project in 2<sup>nd</sup> year of B.Ed program

#### **Unit VIII: Reduce, Reuse and Recycle**

[i] Submission of a report on reduce, reuse and recycle with variety of ideas, planning for best out of waste model during summer vacation( group work) and finishing it in 2<sup>nd</sup> yr for submission.

Submissions: One assignment, one report on reduce, reuse and recycle one lesson plan: work as a pedagogic medium and 3 - 5 models at least 1 from each unit.

Tasks for summer vacation: [i] working with an NGO/community work, submission of report in 2<sup>nd</sup> yr. [ii] Basic planning & preparation for best out of waste.

#### **Essential Readings:**

1. **Banerjee N P (1995)** *Work Experience in General Education*, Ambala, Associated Publishers, Concept Of Teacher Education, [http://www.mu.ac.in/myweb\\_test/ma%20edu/Teacher%20Education%20-%20IV.pdf](http://www.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf)
2. Report of Education commission (1964-66), Report of Government of India
3. **Helen Jill Fletcher, The big book of things to do, Odkama Press Ltd London**
4. <http://notesfromtheblacklagoon.files.wordpress.com/2008/03/dsc00095.jpg>
5. <http://www.kkhsou.in/main/education/wardha.html> [http://www.ncert.nic.in/html/pdf/sc\\_hoolcurriculum/position\\_papers/work&education.pdf](http://www.ncert.nic.in/html/pdf/sc_hoolcurriculum/position_papers/work&education.pdf)
6. **Ingrid Kletteuneimer**, *Great Paper Craft Projects* **Sterling Publishing Co. Inc**, New York
7. Introduction to Wardha Scheme of Basic Education
8. **Kaul ML(1983)** *Gandhian Thoughts of Bsisc Education ; Relevance and Development* Journal of Indian Education 8(5) p 11-16
9. **M.K. Gandhi** (1927) *The story of my experiments with truth*, Navjivan Trust
10. **Mahmood S (1996)** *Work Experience, Its Role in Educational Process in Co Curricular Activities* edited by Faruqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
11. **Narvekar S**, *Basic painting* Navneet Publication(India) Limited
12. **Narvekar S**, *learn to draw birds*, Navneet Publication (India) Limited
13. **Narvekar S**, *Learn to draw designs*, Navneet Publication (India) Limited
14. **Narvekar S, Vikas**, *learn Pencil Shading Series*, Navneet Publication (India) Limited
15. Position Paper National Focus Group On Work And Education, NCF 2005, NCERT
16. Report National Policy on Education 1986, Govt of India Government of India,
17. Flower making, *SaubhagayaPrakashan*

18. Report National Policy on Education 1986 , Govt of India Government of India,
19. Sykes M (1988), *The Story Of Nai Talim, Fifty Years Of Education At Sevagram, India*, (1937-1987) [http://home.iitk.ac.in/~amman/soc748/sykes\\_story\\_of\\_nai\\_talim.html](http://home.iitk.ac.in/~amman/soc748/sykes_story_of_nai_talim.html)
20. [unesdoc.unesco.org/images/0006/000631/063100eb.pdf](http://unesdoc.unesco.org/images/0006/000631/063100eb.pdf)

**Websites for creative ideas:**

1. [https://in.search.yahoo.com/yhs/search?hsimp=yhs-002&hspart=CND&type=AA2FB83CFBA\\_s58\\_g\\_e&p=Best%20out%20of%20waste](https://in.search.yahoo.com/yhs/search?hsimp=yhs-002&hspart=CND&type=AA2FB83CFBA_s58_g_e&p=Best%20out%20of%20waste)
2. <http://cp.c-ij.com/en/contents/3158/disguise-mouse001f02/index.html>
3. <http://notesfromtheblacklagoon.files.wordpress.com/2008/03/dsc00095.jpg>
4. [http://www.4to40.com/activities/artcraft/index.asp?article=activities\\_artcraft\\_dustbin\\_drum](http://www.4to40.com/activities/artcraft/index.asp?article=activities_artcraft_dustbin_drum)
5. <http://www.daniellesplace.com/HTML/paperplate.html>
6. <http://www.dltk-kids.com/animals/fish.html>
7. <http://www.dltk-kids.com/animals/index.html>
8. <http://www.enchantedlearning.com/crafts/chinesenewyear/tangram/>
9. [http://www.internet4classrooms.com/science\\_elem.htm](http://www.internet4classrooms.com/science_elem.htm)
10. <http://www.made-in-china.com/image/2f0j00aBCEpyJtYrbPM/Paper-Lantern-SF-D1001-.jpg>
11. <http://www.papercraft101.com/diypapertoykit-home>
12. <http://www.talkingchild.com/craftsplate.aspx>
13. <http://www.teach-nology.com/crafts/paperplates/>
14. <http://www.yamaha-motor.co.jp/global/entertainment/papercraft/animal-global/macaw/index.html>

## VOCAL MUSIC

**MAXIMUM MARKS: 50**  
**100% Internal Assessment**  
**Credit: 2, Contact Hours: 60**

**Rationale:** Music is worth knowing. Music is one of the most important manifestation of our cultural heritage. Music is a potential in every individual that, like all potential, should be developed to its fullest. Music provides an outlet for creativity, self-expression, and individual uniqueness. It enables us to express our noblest thoughts and feelings. Music teaches students about unique aspects of their relationship with other human beings and with the world around them, in their own and other cultures. Music opens avenues of success for students who may have problems in other areas of the curriculum and opens approaches to learning that can be applied on other context. Studying music increases the satisfaction student's drive from music by sharpening sensitivity, raising their level of appreciation, and expanding their musical horizons. Music is one of the most powerful and profound symbol systems that exists. Music helps students learn a significant lessons that not all aspects of life quantifiable.

### Objectives:

- To give the solid classical foundation so that they can prepare for singing.
- Making the teacher student capable of singing according to the beats and rhythms
- To develop song composing creativity skill
- To make the teacher student aware of every forms of Music

### THEORY

#### Unit -1: Content Enrichment

1. Basic knowledge of Classical Music
  - a. Alankars, Aroh&Avroh, Alaap, Saptak, Bandish, Taans,
2. Rhythms practice with hands (Taals)
  - a. Talee&khalee, Double (dugun), Trippl (tigon), Fourth (chaugun)
3. Instruments: Function, classification and Uses
  - a. (Harmonium, Dholak)

#### Unit-2 : Music in Teaching Learning Process

1. Concept, Need and Importance of Work Experience with special emphasis on Music
2. Objectives of Teaching Music in School
3. Evaluating students work
4. Meaning of Sawara and its significance
5. Definition of Raaga and Taals

### PRACTICAL

#### Unit -3: Classical Music

1. **Raagas** (RaagaYaman , RaagaBhairav)
2. **Activities** (Alankars, Aroh&Avroh, Alaap, Pakar, Compositions, Taans)
3. **Taals** (Teentaal, Dadra Taal)
4. **Activities:** (Talee&Khalee, Dugun (Double), Tigon (Tripple), Chaugun (Fourth).



#### **Unit-4: Light Music**

(Patriotic Songs, Group Songs, Folk Songs, Gazals, Qawwalis)

#### **Recommended Books:**

1. Shrivastav. H., RaagaParichay (Part 1 & 2), SnageetSadan, Prakashan ,2013.
2. Narayan, L., Sangeet Taalparichay (part 1), Sangeet Karyalaya
3. Sharma, B., Bhartiye sangeet ka litihas, Sangeet Karyalaya.
4. Bhatkhande, SargamGeetSangarah. Sangeet Karyalaya, Hathras.U.P.
5. Narayan, L., Bhartiye Sangeet Vadya, Bhartiye, Jananpith, 2011.



## WOOD WORK

**MAXIMUM MARKS: 50**  
**100% Internal Assessment**  
**Credit: 2, Contact Hours: 60**

**Rationale:** Work Experience is dominated by pragmatic Philosophy as it aims at making the child capable of acquiring the knowledge for him and also the skills necessary to deal effectively with real life situations. Its develop a new type of work ethics which includes respect for manual work, self-reliance in daily life, creative efforts, increased productivity and work habits and values conducive to efficiency and excellence in work.

The Rational of this paper (Wood Work) is to develop is to prepare a skill, competent and confident pupil teacher, equipping him with the full knowledge, helping to teaching and learning of the creative manual work effectively with an appropriate technique.

**Objectives:** After study the pupil teacher will be able to:

- Develop the personality of the individual in terms of individual own needs, ability and aptitudes.
- Develop and understanding of pedagogical process for teaching-learning of wood work.
- Understand concept need and importance of work experience with special emphasis on wood work.
- Develop in the Children an awareness of social problems and inculcate in them positive attitude towards community services.
- Need the Children to participate increasingly in productive work
- Acquire competence to prepare teaching aids relevant to the school subject.

### Unit- I      Knowledge of Wood Work

1. Handling and using the tools in wood work
2. Knowledge about various types of woods and uses
3. Effective use waste of wood and its substitute etc.
4. Seasoning different type of wood and preparation the same.
5. Making simple objective of use in everyday life
6. Tools and equipment functions and applications.

### Unit-II Techniques use in different type of Wood Work

Knowledge of planning, measuring and cutting of peace, joints and joints material like nails, screw, staple and their proper names and standard size and different joints and d their uses, join fret of piece with glue (Fevecole), fixing sunmica, polishing, calculating and estimating of cost for a task.

**Unit-III Decorative Work:** Decorating school and classroom, creative work (using waste likes sawdust, ice cream stick, match stick etc.)

**Productive Work:** Duster, pen stand, name plate, tray fix with Sun mica.



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**MAXIMUM MARKS: 50**  
**100% Internal Assessment**  
**Credit: 2, Contact Hours: 60**

### Objectives:

- To acquaint children with the world of work and productive occupation going on in the community to develop in them a sense of respect for manual workers/ dignity of labour.
- To develop in the children an awareness of social problems and inculcate in them positive attitude towards community service.
- To develop in them a desire to be a useful member of the society and to contribute their best to common good.
- To inculcate in them a positive attitude of team work and socially desirable values like self reliance, dignity of labour, tolerance, co-operation, sympathy and helpfulness.
- To provide opportunities for creative self-expression and the development of problem solving activities.
- Develop aesthetic sense in children.
- Three H (head, heart and hand) co-ordination.

### THEORY:

Content enrichment

History of screen printing and batik.

Tool and materials

Colours: types uses and sources

Frames: types uses and sources

Cloth: Types uses and sources

Wax: Types uses and sources

Techniques for conducting practical work:

Making of screen, drawing layout and filling with paint and using of wax for making different designs.

## **PRACTICAL WORK:**

Productive work: cushion covers, bed sheet, table covers, bags, pillow covers, cloth dupatta, etc.

Decorative work: wall hangings, lamp shades, pillow covers, napkins, apron, dining table mats, covers for book and note book bags etc.

## **Suggestive Readings**

1. Wardha Commission Report 1937
2. Kothari Commission 1964-66
3. N.P.E. 1986, N.C.F.2005
4. N.C.E.R.T. – Socially useful productive work curriculum developing and implementing the program
5. Veena Singh: Nutan Bandhini Kala screen avam Batik printing sahiteya (Hindi)
6. Shanta Despande: Batik for the beginners, Bhatiya Vidya Bhavan, Pune
7. <http://en.wikipedia.org/wiki/batik>
8. <http://www.tiedyyetodierfor.com>
9. <http://www.handlooms.com/htrindya.aspx>
10. <http://www.wikipedia.org/wiki/screen>



## **GARDENING**

**MAXIMUM MARKS: 50**  
**100% Internal Assessment**  
**Credit: 2, Contact Hours: 60**

### **Objectives:**

Gardening has equal importance from nursery to higher level of education. Children take keen interest in attractive flowers of different kind and love delightful tasty vegetables. They are affectionate to play in grass and soil while learning and making social relations. At senior secondary level, this subject is very useful due to its relation with bioscience, chemistry, physics and climate. It provides the scope for learning by doing, learning to do, learning to live together, sustainable development, healthy competition and production.

India has second position in vegetable production and first place in fruit production. Now we have more grain and we need more nutrition, therefore gardening is a better choice besides a good source of livelihood and earning more money as mango, pomegranate, papaya and grape etc already being exported to several Asian and European countries.

### **Unit- I            Use of Natural Resources**

1. Soil classification: Structure and Texture
2. Methods of Plant Propagation: a) Sexual: Mass selection, Emasculation, Hybridization and Pure line selection
3. b) Vegetative: Live plant propagation, Cutting, Layering, Grafting and Budding
4. Sprinkler and Drip irrigation

### **Unit- II            Home Gardening**

1. Ornamental Gardening: Ornamental plants, types and their classification
2. Kitchen Gardening; types (roots, bulb, tuber, leaf and stem)
3. Vertical gardening
4. Apiculture and Mushroom cultivation

### **Unit- III    Plant Protection**

1. Weeds; types, effect on plant and their eradication
2. Pests, harmful insects
3. Diseases: fungal, bacterial, viral, protozoan and physical disorder
4. Biological control and techniques of using insecticides and pesticides
5. I.C.T in Agriculture

### **Practical Work/Suggested Activities**

- Preparing Herbarium file
- Identification, collection and preservation of neighbourhood plants and their parts
- Planting and pruning different types of hedges
- Developing nursery at IASE, maintaining and improving IASE gardens
- Project collecting and pasting pictures of common flowering plants and their flowers
- Gardening demonstration
- Visit: IARI and agriculture research station specially of fruits and kitchen gardening

**Essential Readings:**

1. Ali, Sohrab (2006), Applied Entomology, Arise Publisher, Darya Ganj, New Delhi
2. Ali, Sohrab (2005), Wormi Composting, Diamond Publisher, Darya Ganj, New Delhi
3. Enger, Swami (1985), Complete gardening in India
4. Paul, B.P. (1985), The rose in India, Published by ICAR, New Delhi
5. Journal Phal Phool, Quarterly, ICAR, New Delhi
6. Indian journal of Horticulture, Annually, ICAR, New Delhi



## INTERIOR DECORATION

**MAXIMUM MARKS: 50**  
**100% Internal Assessment**  
**Credit: 2, Contact Hours: 60**

### Objectives:

- Students will be able to shape their creative ideas.
- Students will be able to enhance their thinking abilities and skills.
- Students will understand various color schemes, methods of making decorative and utility items.
- Students will be able to create their own teaching learning material according to their teaching subjects.

### Unit 1:

1. visit (Show rooms emporium and trade fair)
2. One Assignment
3. Working with community (Project work)

### Unit 2: Decorative work (Decorating Classrooms and School)

1. Flower arrangements (Dry and Fresh)
2. Floor Decoration- rangoli (using colour powder, pastel colour, flower patels, grains etc.)
3. Decoration of Pots or Flower vases

### Unit 3: Related Activities

#### One day observation in school (Ist Year)

Arrangement of classroom furniture, offices and lawns

Decorating Bulletin Boards

Concepts of Bala

Two Lesson plan if Interior Decoration during School Experience Practice (Subject Wise-2<sup>nd</sup> year)

**Note:** Every student is required to submit 3-4 items

### Suggested Readings:

1. Harling, Robert (Ed) (1967): Guide to Interior Decoration, London Conde Nast Pub.
2. Parsons, Frank A. Interior Decoration: Its Principles and Practice. Gardon City, N.Y.: Doubleday, Page & Co.,1915.
3. Gray, Susan. Designers on Designers: The Inspiration Behind Great Interiors. New York: McGraw Hills 2004.
4. Le Corbusier: Furniture and Interiors 1905-1965.
5. Decorate: 1000 Design Ideas for Every Room in Your Home by Holly Becker, Joanna Copestick
6. Philip Graham; Interior design
7. Sarah Rossbach: interior Design with feng Shui.
8. Corky Bingelli: Interior Design



## Maintenance and Repair of Domestic Electrical Gadgets (MRDEG)

**MAXIMUM MARKS: 50**  
**100% Internal Assessment**  
**Credit: 2, Contact Hours: 60**

The concerned teacher will break up the one year syllabus into two year (50-50 in each year)  
with 60 contact hours in each year



## NEEDLE WORK

**MAXIMUM MARKS: 50**

**100% Internal Assessment**

**Credit: 2, Contact Hours: 60**

**Objectives:** The course aims to enable learners to:

- acquire basic knitting and stitching skills required for construction and decoration of household items, clothing and toys
- develop acquaintance with properties and use of different materials used in needle work and toy making
- develop ability for judicious use of needle work skills in teaching learning process
- develop creativity by means of learning experiences
- develop the ability to improvise resources when necessary
- acquire judicious selection and care of wool and various fabrics and materials as well as the necessary apparatus and equipments
- develop an appreciation of the value of production and the quality of a craft
- acquire relevant knowledge in Needlework to make productive and decorative items for family, school and community
- develop skills in the integration of needle work in the curriculum and utilize the skills intelligently
- acquire skills to use ICT in teaching learning of work education.

### **Unit 1: Decorating Classrooms and School with Integration of ICT**

1. Decorating bulletin boards and flannel boards with needle work
2. Integrating ICT in teaching and learning of needle work
3. Integrating work education in the curriculum- Preparation of 2 lesson plans with use of needle work in two teaching subjects.
4. Preparing teaching aids with the use of needle work

### **Unit 2: Productive Work: Utility Items and Toys**

1. Toys using fabric, wool and other waste material- flat toys, jointed toys, pompon toys, knitted toys
2. Making puppets for puppetry- finger puppets, glove puppets
3. Preparing a practical work book with layout of different toys

### **Unit 3: Community Education**

1. Visit to State Resource Centers in Delhi
2. Any one project with the nearby community related to Work Education with special emphasis on Needle work.

### **Suggested Readings**

1. Amanda O' Neill (1991) Needle Work and Sewing Techniques – The Complete Encyclopaedia Quintet Publishing Limited, London.
2. Gammon Joy (1979) Easy to Make Puppets

3. Greenhouse Jean (1976). Knitted Toys
4. Janeaton (1986) Complete Stitch Encyclopaedia Hamlyn Publishing, London. Retrieved from <http://www.amazon.com/Jan-Eaton/e/B001IXTPW2>
5. Luckin Joyce (1979). Easy to make Puppets
6. Margret Hutchings (1967) Modern Soft Toys, Mills & Boons, London
7. Morton Brenda (1969). Making your own Soft Toys. Faber and Faber Ltd., London.
8. Raul Jewel Encyclopaedia of Dress Making (2000) APH Publishing Corporation, New Delhi. Retrieved from <http://www.abebooks.com/Encyclopaedia-Dress-Making-Raul-Jewel-APH/3667746401/bd>



## PAPER WORK

**MAXIMUM MARKS: 50**

**100% Internal Assessment**

**Credit: 2, Contact Hours: 60**

**Objectives:** Pre service teachers would work, deliberate and learn the following-

- School community Partnership
- Concept and significance of sustainable environment
- Assessing students work and hands on
- Folk and tribal art
- ICT for facilitating administrative work in school

### **Unit 1 Epistemological concerns**

- 1 Assessing students work: CCE, Rating scales, check list, Anecdotal records etc.[ii] School community partnership [iii] folk and Tribal art[iv] submission of review: Majorieskye's STORY OF NAI TALEEM.

### **Unit – II Work & hands on as a pedagogic medium**

- 1 Preparing bulletin boards for educational displays for the classroom (group activity)

### **Unit -3 ICT for administrative work**

- 1 MS excel for computing attendance, keeping records of student's performance, preparing results etc.

### **Unit IV: Creative work**

- 1 Monatge/ Collage/ sketching/ shading/ quelling/ displays using Tanagram and using paper cutouts for classroom and school decorations

### **UNIT – V: Enhancing Educational Facilities**

- 1 Dustbins/ File cover/ pen stand/ Magazine holder/ hexagonal boxes etc

### **Unit VI: Visits and Community Work**

- 1 Visit to showrooms of handmade paper and handmade paper articles/ participation in paper work workshop. Working with NGO during summer vacation in B.Ed 1<sup>st</sup>yr and submission of a project in 2<sup>nd</sup> year of B.Ed program

### **Unit VII: Reduce, Reuse and Recycle**

- 1 Preparing a model using the concept of three R<sup>s</sup> /best out of waste. ( group work)

**Submissions:** One assignment/review

One lesson plan

One model/ report from each unit

Report on community work

### Essential Readings:

- 1 **Mahmood S (1996)** *Work Experience, Its Role in Educational Process in Co Curricular Activities* edited by Faruqui SK and Ahmad I, New Delhi Jamia Millia Islamia, ND
- 2 **Narvekar S**, *Basic painting* Navneet Publication(India) Limited
- 3 **Narvekar S**, *learn to draw birds*, Navneet Publication (India) Limited
- 4 **Narvekar S**, *Learn to draw designs*, Navneet Publication (India) Limited
- 5 **Narvekar S, Vikas** , *learn Pencil Shading Series* ,Navneet Publication (India) Limited
- 6 Position Paper National Focus Group On Work And Education, NCF 2005, NCERT
- 7 Flower making, *SaubhagayaPrakashan*
- 8 Report National Policy on Education 1986 , Govt of India Government of India,
- 9 **Sykes M (1988)**, *The Story Of NaiTalim, Fifty Years Of Education At Sevagram, India,* (1937-1987)[http://home.iitk.ac.in/~amman/soc748/sykes\\_story\\_of\\_nai\\_talim.html](http://home.iitk.ac.in/~amman/soc748/sykes_story_of_nai_talim.html)
- 10 [unesdoc.unesco.org/images/0006/000631/063100eb.pdf](http://unesdoc.unesco.org/images/0006/000631/063100eb.pdf)

### Websites for creative ideas:

- 1 [https://in.search.yahoo.com/yhs/search?hsimp=yhs-002&hspart=CND&type=AA2FB83CFBA\\_s58\\_g\\_e&p=Best%20out%20of%20waste](https://in.search.yahoo.com/yhs/search?hsimp=yhs-002&hspart=CND&type=AA2FB83CFBA_s58_g_e&p=Best%20out%20of%20waste)
- 2 <http://cp.c-ij.com/en/contents/3158/disguise-mouse001f02/index.html>
- 3 <http://notesfromtheblacklagoon.files.wordpress.com/2008/03/dsc00095.jpg>
- 4 [http://www.4to40.com/activities/artcraft/index.asp?article=activities\\_artcraft\\_dustbin\\_drum](http://www.4to40.com/activities/artcraft/index.asp?article=activities_artcraft_dustbin_drum)
- 5 <http://www.daniellesplace.com/HTML/paperplate.html>
- 6 <http://www.dltk-kids.com/animals/fish.html>
- 7 <http://www.dltk-kids.com/animals/index.html>
- 8 <http://www.enchantedlearning.com/crafts/chinesenewyear/tangram/>
- 9 [http://www.internet4classrooms.com/science\\_elem.htm](http://www.internet4classrooms.com/science_elem.htm)
- 10 <http://www.made-in-china.com/image/2f0j00aBCEpyJtYrbPM/Paper-Lantern-SF-D1001-.jpg>
- 11 <http://www.papercraft101.com/diypapertoykit-home>
- 12 <http://www.talkingchild.com/craftsplate.aspx>
- 13 <http://www.teach-nology.com/crafts/paperplates/>
14. <http://www.yamaha-motor.co.jp/global/entertainment/papercraft/animal-global/macaw/index.html>

## VOCAL MUSIC

**MAXIMUM MARKS: 50**  
**100% Internal Assessment**  
**Credit: 2, Contact Hours: 60**

**Objectives:** On the completion of the course, trainee will be able to:

- Sing unhesitatingly.
- Describe the classical foundation of music
- Become aware of different form of vocal music.

### **THEORY**

#### **Unit-1: Theory of Indian Music**

1. Alaap
2. Vadi
3. Samvadi
4. Anuvadi
5. Vivadi

#### **Instrument: Function and Uses**

1. Taanpura
2. Guitar
3. Dafli

#### **Practical**

#### **Unit -2: Raagas:** (RaagaBhopali, RaagaJaunpuri)

**Activities:**(Alankars, Aroh&Avroh,.Alaap,.Pakar.Compositions,Taans)

#### **Unit-3: Taals**

- a). RupakTaal
- b). KaharwaTaal

#### **Activities:**

1. Talee&Khalee
2. Dugun (Double)
3. Tigun (Tripple)
4. Chaugun (Fourth).

#### **Unit-4: Light Music**

- a) Patriotic Songs
- b) Group Songs
- c) Folk Songs
- d) Gazals
- e) Qawwalis etc.

#### **Recommended Books:**

1. Shrivastav. H., RaagaParichay (Part 1 & 2), SnageetSadan, Prakashan ,2013.
2. Narayan, L., Sangeet Taalparichay (part 1), Sangeet Karyalaya
3. Sharma, B., Bhartiye sangeet ka litihas, Sangeet Karyalaya.
4. Bhatkhande, SargamGeetSangarah. Sangeet Karyalaya, Hathras.U.P.
5. Narayan, L., Bhartiye Sangeet Vadya, Bhartiye, Jananpith, 2011.



## WOOD WORK

**MAXIMUM MARKS: 50**

**100% Internal Assessment**

**Credit: 2, Contact Hours: 60**

**Objectives:** After study the pupil teacher will be able to:

- Develop the personality of the individual in terms of individual own needs, ability and aptitudes.
- Develop and understanding of pedagogical process for teaching-learning of wood work.
- Understand concept need and importance of work experience with special emphasis on wood work.
- Develop in the Children an awareness of social problems and inculcate in them positive attitude towards community services.
- Need the Children to participate increasingly in productive work
- Acquire competence to prepare teaching aids relevant to the school subject.

### **Unit-I Wood in Teaching Learning Process**

1. Concept, need and importance of work experience with special emphasis
2. Objectives of Teaching wood work in school
3. Evaluation students work

### **Unit-II Knowledge of furniture its drawing, design and making the models for daily use**

**&**

Practical Knowledge of methods and materials in the finishing of objects like polishing, varnishing and laqar, paints etc.

### **Unit-III Practical Work**

1. To prepare wall mirror magazine folder, lamp of bamboo or wooden.
2. Planning and designing, estimating through computer.
3. Any Group, Individual project in creative, community work relevant to the wood work and teachings aids relevant to the school subject

### **Suggested Reading:**

- 1 Things to make and do readers **Digest Publication**
- 2 Educational Craft in wood- **Yabslay**
- 3 General Wood Working- **Chris.H**
- 4 Text Book in Wood Working- **Solan Son**



## EPC-9: READING AND REFLECTION ON TEXT (CODE: EPC-9)

**MAXIMUM MARKS: 50**

**100% Internal Assessment**

**Credit: 2, Contact Hours: 30**

**Rationale:** This paper is aimed at introducing student-teachers to original texts related to children, society, school, state, politics and programs. Emphasis is on reading and reflecting on selections of classics/critically acclaimed texts.

**Objectives:** The objectives of the paper are:

- To develop critical reading capacities of student-teachers
- To generate collective deliberations and reflections of the text.
- To relate the texts with personal, social and institutional realities of child, schooling and society.
- To generate capabilities in student-teachers to deepen their own understanding and practice of education of themselves and the children they will engage with in schools.

Student-teachers will select any one of the following text, read and identify a section of text for detailed reading and reflection.

Student-teacher will then present to the group, the overview of the text, and the section selected for detailed reading.

Student-teachers will reflect on the discussions generated through the presentation.

Student-teacher will write a reflection report of the above experience.

### List of readings:

1. Chattopadhyaya Committee Report
2. Sacher Committee Report
3. Ramamoorthy Committee Report of NPE 1986
4. Zoya Hasan Committee Report on Curriculum, Syllabi and textbooks: Regulations framework
5. National Curriculum Framework. Focus Group on Aims of Education
6. National Curriculum Framework. Focus Group on Gender Issues in Education
7. National Curriculum Framework. Focus Group on Education of SC, STs.
8. National Curriculum Framework. Focus Group on Work and Education.
9. National Curriculum Framework. Focus Group on Teacher Education.
10. John Dewey: School and Society
11. BhattarCharjee: Multiculturalism
12. Paulo Friere: Banking Concept of Education
13. Maria Montessori: The adolescent Mind.
14. Marjorie Syles: The story of NaiTaleem
15. Zakir Husain : National Conference of NaiTaleem-Report
16. Anil Sadgopal: Shiksha main Badlav ka Sawal
17. Tutra Weber Garden: Meri Grameen Shala ki Diary
18. Syhra Ashton Warner: Adhyapak
19. John Holt: Asafal School
20. John Dewey: Democratic School

- Types of paper used in preparation of different items.
- Planning and preparation of items.
- Techniques used in practical work.
- Material required for practical work.

### **Practical work**

#### Unit-I

#### **Warm-Up Exercises:**

Line practicing

Colour scheme

Colour balancing

#### Unit II

#### **Importance of calligraphy in teaching learning process:**

Block letters

#### Unit-III

#### **Importance of art in teaching learning process:**

Preparation of teaching aids to teach concepts related to curricular subjects. Such as Flash card (five) and Dominos.

#### Unit-IV

#### **New techniques of doing art work:**

Printing – leaf, block, thumb, vegetable, thread, spray etc.( atleast ten),

Paper folding (ten).

#### Unit-V

#### **Enhancing drawing skill:**

Stick and easy drawing

Basic shapes drawing

### **SUGGESTED READINGS**

- NCRT, Art education, A teachers handbook classes 1<sup>st</sup> to four, 1969.
- Eisner, E. (2002). *The Arts and the Creation of Mind*. Yale University Press.

**COURSE CODE: B24-WE-1**

**2. (Performing Arts)**

**Max Marks: 25**

#### Theory

Importance of dance and drama for pre school

Importance of Puppets and masks

Use of Puppets in pre-school

**Practical Work**

Making story catalogue

Presentation of rhyme using masks and puppets

Preparation of story using puppets and masks

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**SECOND YEAR****COURSE CODE: B24-C7****INTRODUCTION TO PRIMARY EDUCATION****Credits : 02**  
**MM:50****Objectives**

The course will enable student-teachers to:

- 1 Understand the perspectives of education and society
- 2 Develop an understanding of inequalities in India Society
- 3 Become familiar with the contemporary issues and concerns in education
- 4 Understand the policies in ECCE and primary education.
- 5 Understand the potential of rights' based approach to provide a just and equitable environment for children's care and education and develop related knowledge and skills for planning programs for early years

**Course outline:****Unit 1: Inequalities in Indian Society**

- Nature and Causes of Inequality
- Inequalities in ancient, medieval and modern education
- Equality, Equity and Democratization of Quality Education
- Power, Ideology and Merit in Education
- Caste, Class and Social Exclusion
- Equalization of Educational Opportunities in India.

**Unit 2: Contemporary Issues and Concerns in Education**

- To provide a release for pupils in order to refresh for academic work.
- To provide healthy competition through inter-house matches.

## **A. GAMES**

**(35 Marks)**

In this section student will be engaged in two different types of activities, first part will be innovative games and second part deals with athletics.

### **Part 1: Games**

#### **a) Major Games**

- I. Handy Footy
- II. Dodge Ball
- III. Ball Pass Relay
- IV. Combined Cricket
- V. Tug of War

#### **b) Minor Games/Recreational Games**

- I. Leg Cricket
- II. Standing Kho-kho
- III. In and Out
- IV. Under and Over Relay
- V. Crock fight/ Hanky Snatch
- VI. Mayhem
- VII. Chain Relay
- VIII. One Leg Relay
- IX. Bean Bag Scramble
- X. Dodge Relay
- XI. Give and Go
- XII. Chain Tag in Action
- XIII. Catch Triangle

### **Part 2: Athletics**

#### **a) Running Events**

- I. 100 Meters (Boys and Girls)
- II. 200 Meters (Boys and Girls)
- III. 400 Meters (Boys and Girls)
- IV. 1500 Meters (Boys)
- V. 4×100 Meters Relay (Boys and Girls)
- VI. Skipping (Girls)
- VII. Sack Race (Boys and Girls)
- VIII. Chatti Race (Boys and Girls)
- IX. Obstacle Race (Boys and Girls)
- X. Three Legged Relay (Boys and Girls)

#### **b) Jumping Events**

- I. High Jump (Boys and Girls)
- II. Long Jump (Boys and Girls)

#### **c) Throwing Events**

- I. Shot Put (Boys and Girls)
- II. Medicine Ball Throw (Boys)
- III. Cricket Ball Throw (Girls)

## **B. YOGA ACTIVITIES:**

**(15 Marks)**

Yoga activities will be divided into two parts, in the first part students will ask to practice yogic exercise i.e. yoga asanas, and the second part will deals with breath holding (pranayama) activities.

### **Part 1: Yogic Exercises (Yoga Asanas)**

- I. Mountain Pose (Tadasana)
- II. Triangle Pose (Trikonasana)
- III. Chair Pose (Utkatasana)
- IV. Hands to Feet (Pada Hastasana)
- V. Thunderbolt Pose or Zen Pose (Vajrasana)
- VI. Easy Pose (Sukhasana)
- VII. Lotus Pose (Padmasana)
- VIII. Seated Forward Bend (Paschimothanasana)
- IX. Half Spinal Twist (ArdhaMatsyendrasana)
- X. Wind Relieving Pose (Pawanamuktasana)
- XI. Full Boat Pose (ParipurnaNavasana)
- XII. Plough Pose (Halasana)
- XIII. Crane Pose (Bakasana)
- XIV. Bow Pose (Dhanurasana)
- XV. Camel Pose (Ustrasana)
- XVI. Locust Pose (Salabhasana)
- XVII. Cobra Pose (Bhujangasana)
- XVIII. Child Pose (Balasana)
- XIX. Corpse Pose (Savasana)
- XX. Crocodile Pose (Makarasana)

### **Part 2: Breath Holding (Pranayama)**

- I. Alternate Nostril Breathing (NadiShodhan or AnulomaViloma)
- II. Cleansing or Skull Shining Breathing (Kapalbhati)
- III. Bellows Breathing (Bhastrika)
- IV. Cooling Breathing (Sheetali)

### **EVALUATION PROCEDURE**

Evaluation of proficiency in games and yoga activities is totally internal. In the following table distribution of marks is given.

### **Distribution of Marks/Breakup**

Activity	Marks
<b>Games (35 Marks)</b>	

Involvement in Class	15
Participation in Annual Games	20
<b>Yoga (15 Marks)</b>	
Practical of Yogic Exercises (Yoga Asana)	10
Practical of Breath Holding Activities	5
<b>Total Marks</b>	<b>50</b>

