

दुर्ग विश्वविद्यालय, दुर्ग (छ.ग.)



पाठ्यक्रम

परीक्षा – 2018–19

बी.ए.बी.एड. भाग-3

B.A.B.ED Part-III

Index

B.A.B.Ed Part-III

1. Scheme of Examination
2. Foundation Course
 - a) Hindi
 - b) English
3. Political Science
4. Sociology
5. History
6. Learner and learning process
7. Pedagogical studies (Elective Part 1)
 - a. Padagogy of social science
 - b. Padagogy of language(English)
 - c. Padagogy of language(Hindi)

B.A. B.Ed.- III
SCHEME OF EXAMINATION

Subject	Paper	Max. Marks	Total Marks	Min. Marks
<u>ARTS GROUP</u>				
Environmental Studies		75	100	40
Field Work		25		
Foundation Course				
Hindi Language	I	75	75	26
English Language	I	75	75	26
1. Political Science	I	75	150	26
	II	75		26
2. Sociology	I	75	150	26
	II	75		26
3. History	I	75	150	26
	II	75		26
<u>B.ED. GROUP</u>				
4. Learner and learning process			100	33
5. Pedagogical studies (Elective Part 1)			100	33
a. Padagogy of social science				
b. Padagogy of language(English)				
c. Padagogy of language (Hindi)				
<u>PRACTICUM</u>				
Psycho-metric Assessment			50 (External)	20

P. Sharma *S. Kumar* *Sharma* *Ramesh*

At least 5 Practicals have to be conducted.

1. Span of attention by techisto-scope.
2. Transfer of learning by mirror drawing.
3. Case study to measure the problematic behavior of the child.
4. Value Test.
5. Testing individual differences/ intellegence test.
6. Reasoning ability.
7. Aptitude test in any school subject (Compulsory)
8. Achievement test in any school subject with finding difuculty level only.(Compulsory)

Internship (1month) 50 (Internal) 20

Reflective Diary & Supervisor's Assessment

Preparation of Teaching aids 50 (Internal) 20

P. S. S. S. S. S.

हिन्दी भाषा
प्रथम प्रश्न पत्र

पूर्णांक – 75

॥ सम्प्रेषण कौशल, हिन्दी भाषा और सामान्य ज्ञान ॥

आधार पाठ्यक्रम की संरचना और अनिवार्य पाठ्य पुस्तक—हिन्दी भाषा एवं समसामयिकी— का संयोजन इस तरह किया गया है कि सामान्य ज्ञान की विषय वस्तु— विकासशील देशों की समस्याओं— के माध्यम, आधार और साथ-साथ हिन्दी भाषा का ज्ञान और उसमें सम्प्रेषण कौशल अर्जित किया जा सके । इसी प्रयोजन से व्याकरण की अन्तर्वस्तु को विविध विधाओं की संकलित रचनाओं और सामान्य ज्ञान की पाठ्य सामग्री के साथ अन्तर्गुर्षित किया गया है । अध्ययन—अध्यापन के लिए पूरी पुस्तक की पाठ्य सामग्री है और अभ्यास के लिये विस्तृत प्रश्नावली है । यह प्रश्नपत्र भाषा का है अतः पाठ्य सामग्री कर व्याख्यात्मक या आलोचनात्मक अध्ययन अपेक्षित नहीं है । पाठ्यक्रम अरैर पाठ्य सामग्री का संयोजन निम्नलिखित पांच इकाइयों में किया जाता है । प्रत्येक इकाई दो भागों में विभक्त किया गया है ।

- इकाई –1 (क) भारत माता : सुमित्रानंदन पंत, परशुराम की प्रतीज्ञा : रामधारी सिंह दिनकर, बहुत बड़ा सवाल : मोहन राकेश, संस्कृति और राष्ट्रीय एकीकरण : योगेश अटल
(ख) कथन की शैलियां : रचनागत उदाहरण और प्रयोग ।
- इकाई –2 (क) विकासशील देशों की समस्याएँ, विकासात्मक पुनर्विचार, और प्रौद्योगिकी एवं नगरीकरण ।
(ख) विभिन्न संरचनाएं ।
- इकाई–3 (क) आधुनिक तकनीकी सभ्यता, पर्यावरण प्रदूषण तथा धारणीय विकास ।
(ख) कार्यालयीन पत्र और आलेख ।
- इकाई–4 (क) जनसंख्या : भारत के संदर्भ में और गरीबी तथा बेरोजगारी ।
(ख) अनुवाद ।
- इकाई–5 (क) ऊर्जा अरैर शक्तिमानता का अर्थशास्त्र ।
(ख) घटनाओं, समारोहों आदि का प्रतिवेदलन और विभिन्न प्रकार के निमंत्रण—पत्र ।

मूल्यांक योजना : प्रत्येक इकाई से एक—एक प्रश्न पूछा जायेगा । प्रत्येक प्रश्न में आंतरिक विकल्प होगा । प्रत्येक प्रश्न के 15 अंक होंगे । प्रत्येक इकाई दो—दो खण्ड (क्रमशः 'क' और 'ख' में) विभक्त है, इसलिए प्रत्येक प्रश्न के भी दो भाग, (क्रमशः 'क' और 'ख' में) होंगे । 'क' अर्थात् पाठ एवं सामान्य ज्ञान से संबद्ध प्रश्न के अंक 8 एवं 'ख' अर्थात् भाषा एवं सम्प्रेषण कौशल से संबद्ध प्रश्न के अंक 7 होंगे । इस प्रकार पूरे प्रश्न के पूर्णांक 75 होंगे ।

PART - II
ENGLISH LANGUAGE

M.M. 75

	Five question to be attempted, each carrying 3 marks.	
UNIT-I	Essay type answer in about 200 words. 5 essay type question to be asked three to be attempted.	15
UNIT-II	Essay writing	10
UNIT-III	Precis writing	10
UNIT-IV	(a) Reading comprehension of an unseen passage (b) Vocabulary based on text	05 10
UNIT-V	Grammar Advanced Exercises	25
Note :	Question on unit I and IV (b) shall be asked from the prescribed text. Which will comprise of popular create writing and the following items. Minimum needs housing and transport Geo-economic profile of M.P. communication Educate and culture. Women and Worm in Empowerment Development, management of change, physical quality of life. War and human survival, the question of human social value survival, the question of human social value, new Economic Philosophy Recent Diberaliation Method) Demoration docontralisation (with reference to 73, 74 constitutional Amendment.	

Books Prescribed :

Aspects of English Language And Development - Published by M.P. Hindi Granth Academy, Bhopal.


(Dr. M. Chakrabarti)

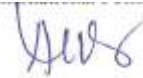
राजनीति विज्ञान
प्रश्न नत्र-प्रथम
अंतर्राष्ट्रीय राजनीति

पूर्णांक - 75

- इकाई -1 अंतर्राष्ट्रीय राजनीति का अर्थ, प्रकृति, क्षेत्र, अंतर्राष्ट्रीय राजनीति के अध्ययन के उपागम।
- इकाई-2 अंतर्राष्ट्रीय राजनीति के विभिन्न सिद्धांत - शक्ति, परिभाषा, तत्व।
शक्ति संघर्ष, शक्ति संचय, शक्ति वृद्धि, शक्ति प्रदर्शन।
- इकाई-3 शक्ति सन्तुलन की अवधारणा - सैद्धांतिक लाभ एवं मुल्यांकन।
शांति एवं सुरक्षा की अवधारणा - सामूहिक सुरक्षा का सिद्धांत।
- इकाई -4 राजनय परिभाषा, प्रकार, कार्य, उद्देश्य एवं साधन निःशस्त्रीकरण - अर्थ, परिभाषा एवं विकास, निःशस्त्रीकरण के मार्ग की बाधाएं एवं निराकरण
- इकाई-5 अंतर्राष्ट्रीय राजनीति के नए प्रतिमान :
1. पर्यावरणवाद,
 2. वैश्वीकरण,
 3. मानव अधिकार,

संदर्भ ग्रन्थ -

1. महेन्द्र कुमार - अन्तर्राष्ट्रीय राजनीति के सैद्धांतिक पत्र
2. विजय कुमार अरोरा - अन्तर्राष्ट्रीय राजनीति
3. दीनानाथ वर्मा - अन्तः संबंध - ज्ञानदर प्रकाशन, दिल्ली
4. मथुरालाल शर्मा - अन्तः संबंध - 1945 से, कॉलेज बुक डिपो, जयपुर
5. डी.सी. चतुर्वेदी - अन्तः संबंध - 1945 से, वर्तमान तक, रस्तौगी प्रकाशन, मेरठ
6. रमेश भारद्वाज - नवीन विश्व व्यवहार और भारती विदेश नीति
7. पंत एवं जैन - अन्तर्राष्ट्रीय संबंध, मीनाक्षी प्रकाशन, मेरठ
8. बी.के. खन्ना एवं अरोरा - भारतीय विदेशनीति के नये आयाम, डी. के. प्रकाशन, नई दिल्ली
9. Palmar and Prkins - International Relations.
10. R. Aron - Peace & war - A theory of International Relations, London.
11. Organski - World Politics
12. C.P. Schliccher - International Relations, Co-operation and Competition.
13. J. Frankel - The making of Foreign policy, london, 1963.
14. H.J. Morgenthau - Politics Among Nations, 6th adition, New York, 1985.
15. K.N. Waltz - Theory of International Politics, Addison - Wesley, 1979.



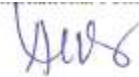
प्रश्न पत्र— द्वितीय
लोक प्रशासन

पूर्णांक — 75

- इकाई —1 लोकप्रशासन का अर्थ, प्रकृति एवं क्षेत्र
एक अनुशासन के रूप में लोक प्रशासन का मुल्यांकन लोक प्रशासन एवं व्यक्तिगत प्रशासन में समानताएं एवं व्यक्तिगत प्रशासन में समानताएं एवं असमानताएं।
- इकाई —2 लोक प्रशासन के अध्ययन की पद्धति एवं उपागम,
नवीन लोक प्रशासन ।
- इकाई— 3 राजनीति एवं लोकप्रशासन
प्रशासनिक व्यवहार— नेतृत्व, निर्णय, निर्माण यंचार, जवाबदेही।
- इकाई—4 नौकरशाही एवं बजट प्रक्रिया
वैश्वीकरण एवं उदारीकरण के युग में लोक प्रशासन के नये आयाम ।
- इकाई —5 प्रशासन पर विधायी नियंत्रण,
प्रशासन पर न्यायिक नियंत्रण।

संदर्भ ग्रंथ —

- | | | |
|--------------------------|---|--|
| 1. सी.पी. भाम्भरी | — | लाक प्रशासन की सिद्धांत |
| 2. पी.डी. शर्मा | — | भारत में लाक प्रशासन |
| 3. खान एवं वर्मा | — | प्रशासनिक विचारधाराएं, भाग 1, 2 |
| 4. इन्द्रीजीत कौर | — | लोक प्रशासन, साहित्यभवन, आगरा |
| 5. जे. पह शर्मा | — | लोक प्रशासन रायपुर |
| 6. आर. बसु | — | लोक प्रशासन, नई दिल्ली, जवाहार पब्लिशर्स |
| 7. बी. एल. फातिया | — | लोक प्रशासन — सहित्य भवन, आगरा |
| 8. निशा वशिष्ठ | — | भारत में नौकरशाही की कार्यप्रणाली |
| 9. सी.एन. चतुर्वेदी | — | तुलनात्मक लाक प्रशासन, जयपुर (कॉलेज बुक डिपो) |
| 10. Pfittner J.M. | — | Public Administration. |
| 11. White L.D. | — | Introduction to the Principles of Public Administration. |
| 12. Bhambhari C.P. | — | Bureaucracy and Politics in India, Delhi Vikas 1971. |
| 13. Bhattacharya M. | — | Public Administration. |
| 14. Maheshwari S.R. | — | Indian Administration system. |
| 15. Awasthi & Maheshwari | — | Public Administration. |



इतिहास
प्रश्न-पत्र प्रथम
भारत का इतिहास सन् 1761 ई. से 1950 ई. तक

पूर्णांक 75

उद्देश्य : इस पाठ्यक्रम का उद्देश्य आधुनिक काल में भारत के राजनीतिक, सामाजिक आर्थिक एवं सांस्कृतिक इतिहास से विद्यार्थियों को अवगत कराना है ।

इकाई-1

1. ब्रिटिश साम्राज्य का विस्तार एवं सुदृढीकरण – युद्ध एवं कुटनीति – कनार्टक युद्ध
2. ब्रिटिश साम्राज्य का विस्तार एवं सुदृढीकरण – प्लासी एवं बक्सर
3. सहायक संधि एवं हड़प् नीति (व्यपगत का सिद्धांत)
4. ब्रिटिश प्रशासन एवं सुधार – बेंटिंग, लिटन, रिपन, कर्जन

इकाई-2

1. वाणिज्यवाद – उद्योगों का पतन
2. वाणिज्यवाद – व्यापार का पतन
3. कृषि का हास एवं कृषक आन्दोलन
4. भूराजस्व व्यवस्थाएं – स्थाई बन्दोबस्त, रैयतवाड़ी, महालवाड़ी

इकाई-3


1. भारतीय पुनर्जागरण – ब्रह्म समाज, आर्य समाज, प्रार्थना समाज,
2. रामकृष्ण मिशन, थियोसोफिकल सोसायटी, अलीगढ़ आन्दोलन
3. पाश्चात्य शिक्षा का विकास एवं प्रेस
4. विभिन्न सामाजिक वर्ग – कृषक, मजदूरी, मध्यम वर्ग एवं महिलाएं

इकाई-4

1. राष्ट्रवाद का उदय एवं 1857 की क्रांति
2. भारतीय राष्ट्रीय कांग्रेस – उदारवादी, उग्रवादी
3. क्रान्तिकारी आन्दोलन गांधीवादी आन्दोलन

इकाई-5

1. साम्प्रदायिकता : उदय एवं विकास
2. सुभाषचन्द्र बोस एवं आजाद हिन्द फौज
3. भारत का संवैधानिक विकास : 1919 ई. – द्वैध शासन 1935 – प्रान्तीय स्वायत्तता
4. भारत की स्वतंत्रता तथा भारतीय संविधान की विशेषताएं।

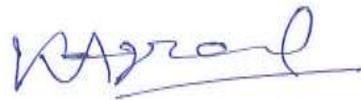


संदर्भ ग्रंथ :

1. Sarkar and Dutt — ModernIndia(EnglishandHindiVersion)
2. Singh, Nihal Gurumukh — Landmarks in Indian Constitutional Development and National Movement.
3. Agrawal R.C. — Indian Constitutional Development and National Movement in India.
4. राधेशरण — भारत की सामाजिक एवं आर्थिक संरचना और संस्कृति के मूल तत्व (आदिकाल से 1950 ई. तक) (म.प्र. हिन्दी ग्रंथ अकादमी का प्रकाशन)

5. मिश्रा जे.पी — आधुनिक भारत का इतिहास
6. नागौरी एस.एल. लाल — आधुनिक भारत का इतिहास
7. गोवर बी.एल. — आधुनिक भारत का इतिहास
8. दुबे सत्यनारायण — आधुनिक भारत का इतिहास
9. मजूमदार, दत्त, राय, चौधरी — भारत का वृहत इतिहास
10. जैन एम.एस. — आधुनिक भारत का इतिहास
11. सिंह प्रताप — आधुनिक भारत का सामाजिक एवं आर्थिक इतिहास
12. सिंह प्रताप — आधुनिक भारत (1858—1919)
13. सिंह प्रताप — आधुनिक भारत (1919—1950)
14. दिल्ली विश्वविद्यालय प्रकाशन — आधुनिक भारत का इतिहास
15. दिवाकर ब्रज मोहन — आधुनिक भारत
16. छाबड़ा जी. एस. — आधुनिक भारत का इतिहास (तीन खण्डों में)
17. नगपाल ओम — भारत का राष्ट्रीय आन्दोलन और.....
18. सीता राम शर्मा — उन्नीसवीं सदी भारतीय धार्मिक तथा सामाजिक जागरण

19. डॉ. सीताराम जी 'श्याम ' — भारतीय स्वतंत्रता संग्राम की रूपरेखा
20. विपिन चन्द्रा — भारत का स्वतंत्रता संग्राम
21. रामलखन शुक्ल — आधुनिक भारत
22. रमेशचन्द्र दत्त — ब्रिटिश भारत का आर्थिक इतिहास
23. डॉ. आयोध्यासिंह — भारत का मुक्ति संग्राम
24. डॉ. एग्नेस ठाकुर — आधुनिक भारत का इतिहास



प्रश्न- पत्र द्वितीय
विश्व इतिहास – सन् 1871 ई. से 1945 ई. तक

पूर्णांक 75

उद्देश्य : –इस पाठ्यक्रम का उद्देश्य विश्व इतिहास की प्रमुख घटनाओं से विद्यार्थियों को अवगत कराना है साथ ही अन्तर्राष्ट्रीय परिदृश्य का ज्ञान भी इन्हें देना है ।

इकाई-1

1. फ्रांस का तृतीय गणतंत्र
2. बिस्मार्क – सह एवं विदेश नीति
3. विलियम द्वितीय की विदेश नीति
4. अफ्रीका का विभाजन

इकाई-2

1. जापान का आधुनिकीकरण
2. रूस – जापान युद्ध : कारण एवं परिणाम
3. चीन की क्रान्ति – कारण एवं परिणाम
4. डाफ. सन-यत-सेन

इकाई-3

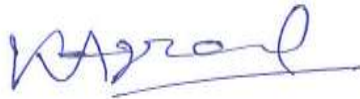
1. पूर्वी समस्या-वियना कांग्रेस, युवा तुर्क आन्दोलन
2. बाल्कन युद्ध : कारण एवं परिणाम
3. प्रथम विश्व युद्ध : कारण एवं परिणाम
4. रूस की क्रान्ति 1917

इकाई-4

1. वर्साई की संधि
2. फासीवाद – मुसोलिनी
3. नजीवाद – हटलर
4. जापान का सैन्यवाद – तोजो

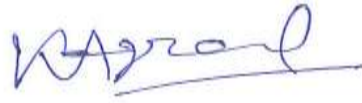
इकाई-5

1. राष्ट्रसंघ : स्थापना एवं विल्सन के 14 सूत्र
2. द्वितीय विश्वयुद्ध – कारण एवं परिणाम
3. संयुक्त राष्ट्र संघ – स्थापना एवं संगठन
4. संयुक्त राष्ट्र संघ – उपलब्धियां



अनुशंसित ग्रंथ :

1. Grant and Temperley - Europe in the 19th and 20th Century (also Hi--Version)
2. Kettelby - History of the Modern Times
3. Moon - Imperialism in World Politics
4. Plamor & Parkins - International Politics
5. Parks, Hengy Bamford - The United States of America A History
6. Panikkar K.M. - Asia and Western Dominance
7. Schuman - International politics
8. Taylor, A.J.P. - Struggle for Mastery over Europe
9. Vinacke, H.M. - A History of Far East in Modern Times
10. Fay - Origins of the World War
11. Robert. Engong - Europe since waterloo
12. Manazir Ahmad - Europe ka Itihas (in Hindi)
13. Satyaketu Vidyalankar - Sudurpurva ka Itihas (in Hindi)
14. दीनानाथ वर्मा - इंग्लैण्ड का इतिहास
15. वर्मा भगवान सिंह - विश्व इतिहास की प्रमुख धारायें (1871-1956)
(म.प्र. हिन्दी ग्रंथ एकादमी का प्रकाशन)
16. शर्मा भथुरालाल एवं बघेला हेतसिंह - यूरोप का इतिहास (1789-1945) : एक शोध पूर्ण
अध्ययन एवं माधुर कौशिक इत्यादि
17. अहमद लइक - आधुनिक विश्व का इतिहास



SOCIOLOGY

PAPER - I

SOCIOLOGY OF TRIBAL SOCIETY

M.M. 75

- UNIT-I** The concept of Tribe.
Characteristics of Tribal society Distinction in Tribe and Caste.
- UNIT-II** Classification of Tribal people :-
Food gatherers and hunters, shifting cultivates, nomads, peasants settled agriculturists, artisans.
- UNIT-III** Sociocultural profile - Kinship, marriage and family, religions beliefs cultural traditions.
- UNIT-IV** Social mobility and change sensitization.
Schemes of Tribal Development Various tribal movements.
- UNIT-V** Problems of Tribal people -
Poverty, illiteracy, indebtedness, agrarian issues, exploitation study of tribal immunities in Chhattisgarh with special reference to "oraon", "Kanwar" and "Gond".

PAPER - II

SOCIAL RESEARCH METHODS

M.M. 75

- UNIT-I** Meaning and significance of Social Research.
Hypothesis and its formulation Scientific method and its applicability.
- UNIT-II** Positivism
Ethnography, observation, case study, content analysis.
- Unit-III** Types of Research -
Historical, descriptive, comparative exploratory, experimental.
- UNIT-IV** Techniques of data collection - survey sampling, Questionnaire, Interview schedule and Interview guide.
- UNIT-V** Meaning, importance and limitations of social statistics.
Graphs, diagrams and measures of central tendency - mean mode, median correlation.

Shadkh
5/2/2017

S. S. S. S.

B.A. B.ED
PAPER -I
LEARNER AND LEARNING PROCESS

MARKS: 100

COURSE OBJECTIVES:

To enable teacher trainees to-

- (i) acquire knowledge and understanding of stages of human development and developmental tasks with special reference to adolescent learners;
- (ii) develop understanding of process of child learning in the context of various theories of learning;
- (iii) understand intelligence, motivation and various types of exceptional children; and
- (iv) develop skills for effective teaching-learning process and use of psychometric assessment.

Course Outline

Unit - I: Nature of Psychology and Learners

- Psychology: Its meaning, nature, methods and scope; functions of educational psychology.
- Stages of Human Development: Stage specific characteristics and developmental tasks.
- Adolescence in Indian Context: Characteristics and problems of adolescents, their needs and aspirations.
- Guidance and counselling for adolescents.

Unit - II: Learning

- Nature of Learning: Learning theories with specific reference to Piaget's Cognitive Theory and Vigotsky's Social Learning.
- Factors influencing learning and teaching process: Learner related, teacher related, process related, and content related.

Unit - III: Intelligence

- Nature and characteristics of intelligence and its development.
- Theories of intelligence: Two factor theory - Multifactor Theory (PMA) and SI Model.
- Measuring intelligence: Verbal, Non-Verbal and Performance tests (one representative of group test and individual test of each),
- Creativity: definition & measurement.

S. Purkan

Unit - IV: Exceptional Children

- Concept of exceptional children: Types and characteristics of each type including Children with learning disabilities.
- Individual differences: Nature; accommodating Individual differences in the classroom. Learner centered techniques for teaching exceptional children.
- Personality: Definition, meaning and nature; development of personality; type and trait theories of personality.
- Group Dynamics, Psycho-analysis.

Unit - V: Socialization, Culture and Education in Indian context

- History of Indian psychology with specific reference to religions and epics.
- Durganand Sinha's Cognitive Development.
- Understanding diversity in Indian culture.

Suggested Readings:

1. Bhatia, H.R.: Elements of Educational Psychology. OrientLangman Ltd., Bombay.
2. Chauhan, S.S.: Advance Educational Psychology. Vikas Publishing House, New Delhi.
3. Chauhan, S.S.: Psychology of Adolescence. Allied Publishers, New Delhi.
4. Garrett, H.E.: Statistics in Psychology and Education. Vakils, Fetter and Simo Ltd., Bombay.
5. Gulati, Sushma: Education for Creativity, NCERT, 1985.
6. Hurlock, E.B.: Adolescent Development. McGraw Hill, New York.
7. Kapil, H.K.: Sankhiyiki ke Mool Tatva. Vinod Pustak Mandir, Agra.
8. Kulshrestha S.P: Educational Psychology.
9. Mangal, S.K.: Psychological Education. Prakash Brothers, Ludhiana.
10. Mathur, S.S.: Educational Psychology. Vinod Pustak Mandir, Agra.
11. Mathur, S.S.: Shiksha Manovigyan. Lall Book Depot, Meerut.

Sturcan

12. Srivastava, G. N. P.: Recent Trends in Educational Psychology. Psycho Research Cell, Agra.
13. Tripathi, S. N.: Pratibha Aur Srijnatmakta. Macmillan Co., Bombay.
14. Psychology in a Third world country: The Indian experience by Durganand Sinha.
15. Motivation and Rural development by Durganand Sinha.

Srinivasan

PAPER –II

PEDAGOGICAL STUDIES (PART I)

(A) PEDAGOGY OF SOCIAL SCIENCE (PART I)

TOTAL MARKS: 100

This course in the teaching of Social Sciences introduces student teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student teachers understand key concepts of the various Social Sciences as well as related pedagogical issues. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e. see Social Sciences as an integrated area of study.

Social and economic issues and the concerns of Indian society have been introduced through real-life situations and primary sources of information. *Student-teachers are encouraged to grasp concepts and to develop thinking skills.* That is why, in certain cases, Case Studies for the transaction of topics has been indicated.

COURSE OBJECTIVES:

After completion of course the students will be able to-

- (i) develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/interdisciplinary area of study;
- (ii) acquire a conceptual understanding of the processes of teaching and learning Social Sciences;
- (iii) enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- (iv) acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life.
- (v) sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

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Course Outline (Part I)

Unit - I: Social Sciences as an Integrating Area of Study: Context and Concerns

- Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.
- What is 'social' about various Social Sciences?
- Uniqueness of disciplines vis-a-vis inter-disciplinarity.
- Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present day Indian society.
- Multiple perspectives/plurality of approaches for constructing explanations and arguments.

Unit - II: Teaching-Learning Resources in Social Sciences

- People as Resource: The significance of oral data.
- Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopedias.
- Various Teaching Aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals.
- Audio-Visual Aids, CD-Rom, multimedia, internet.

Unit - III: Social Sciences Curriculum for Schools in India

- Curriculum Development Process: National and State levels.
- Studying the Social Sciences Syllabus: Aims and objectives, content organisation and presentation of any State Board and CBSE for different stages of school education.

Unit - IV: Teaching-Learning of Geography- Space, Resources and Development

- Meaning, Nature and Scope of Geography: Current Trends.
- Teaching and Learning Major Themes and Key Concepts in Geography.
- Location: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place).

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- Place: Distinct physical and human characteristic of places that distinguish one from the other.
- Movements: Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centres, pathways and hinterlands.
- Regions: Formation and change.
- The above content may be used to understand teaching-learning strategies and skill development in Geography.
- Developing Skills in Geography: Observation, recording and interpretation of physical and social features and phenomena; Reading and interpreting geographical information through tables, figures, diagrams, photographs; Map reading and interpreting using scale (distance), direction, symbols, point, line and area; Visual-to-verbal and verbal-to-visual transformation leading to mental mapping; Identifying, constructing and asking geographical questions; Developing and gathering relevant information and data and analysing them to answer geographical questions and offering explanations and interpretations of their findings; applying acquired knowledge and skills for understanding the wider world and taking personal decisions; taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.
- Teaching Strategies in Geography: Questioning; Collaborative strategies; Games, simulations and role plays; Values clarification; problem-solving and decision-making.
- Methods: Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with 'places' at an emotional or sensory level using art, poetry and literature.
- Techniques: Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

Unit - V: Teaching-Learning of Economics: State, Market, and Development

- As a branch of social science, economics is concerned with people. It studies how to provide them with means to realise their potential. This unit on economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. The course endeavours to introduce the learners to key economic concepts and issues that affect their everyday lives.
- Meaning, Nature and Scope of Economics: Current Trends Key Concepts in Economics like Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.
- Classification of Economic System: Capitalism, Socialism, mixed economy (case study: India)

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- Developmental Issues in Economics: Sustainable Development- economic growth and economic development- indicators of measuring the well-being of an economy; Gross Domestic Product; economic planning; Poverty; Food Security; Price rise; Role and functions of Money- formal and informal financial institutions and budget; Classification of Production Activities- primary, secondary and tertiary; Economic Reforms and Globalisation (discuss these developmental issues with reference to India).
- The above content may be used to understand the teaching, learning strategies and skill development in economics.
- Teaching-Learning Methods in Economics: In addition to usual methods like lecture, discussion, story-telling, other methods like problem-solving, simulation, games, use of media and technology, concept mapping, project and activities like field visits (e.g. visit to a construction site for data on wages and employment), collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs) can be undertaken. Self-study and collaborative learning activities should be encouraged.
- Teaching-Learning Materials: Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.

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PEDAGOGICAL STUDIES (PART I)

(B) PEDAGOGY OF LANGUAGE (ENGLISH) (PART I)

MARKS: 100

School education and teacher-education share a symbiotic relationship. To have qualitative improvement in education, both teacher education and school education need to mutually reinforce each other. NCF-2005 and the Right to Education Act, 2009 suggest a rethinking in the area of teacher education as well. A need to review and redesign the B.Ed. Syllabus was felt as NCF-2005 expects the teacher to look at school education in a holistic manner. It advocates learner-centred learning rather than teacher-centred teaching. Teacher's attitude, aptitude and motivation play an important role because the teacher needs to engage with the learning process of the learner. Teacher as a facilitator helps learners construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning.

COURSE OBJECTIVES:

After completion of Course the student will be able to-

- (i) understand the different roles of language;
- (ii) understand the relation between literature and language;
- (iii) understand and appreciate different registers of language;
- (iv) develop creativity among learners;
- (v) understand the role and importance of translation;
- (vi) examine authentic literary and non-literary texts and develop insight and appreciation;
- (vii) understand the use of language in context, such as grammar and vocabulary;
- (viii) develop activities and tasks for learners;
- (ix) understand the importance of home language and school language and the role of mother tongue in education;
- (x) use multilingualism as a strategy in the classroom situation;
- (xi) develop an understanding of the nature of language system;
- (xii) understand about the teaching of poetry, prose and drama;
- (xiii) identify methods, approaches and materials for teaching English at various levels in the Indian context;
- (xiv) understand constructive approach to language teaching and learning;

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(xv) develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;

(xvi) develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology);

(xvii) understand the process of language assessment;

(xviii) understand need and functions of language lab;

(xix) sensitize teacher-students about emerging issues, such as right to education for children, peace and environment education in context with language teaching; and familiarize students with our rich culture, heritage and aspects of our contemporary life.

(xx) Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation.

Course Outline (Part I)

Unit - I: Role of Language

- Language and Society: Language and Gender; Language and Identity; Language and Power; Language and Class (Society).

- Language in School: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; Critical review of Medium of Instruction; Multilingual classrooms; Multicultural awareness and language teaching.

- Constitutional Provisions and Policies of Language Education: Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

Activities

(i) Discussion of Position paper on:

- 'Teaching of English';
- 'Teaching of Indian Languages'; and
- 'Multilingualism as a Resource'.

(ii) Analysis of advertisements aired on Radio/Television on the basis of language and gender.

(iii) Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:

- How the different registers of language have been introduced?

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- Does the language clearly convey the meaning of the topic being discussed?
- Is the language learner-friendly?
- Is the language too technical?
- Does it help in language learning?

(iv) Now write an analysis based on the above issues.

(v) Project

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE-1986, and POA-1992, Syllabus for Two-Year Bachelor of Education.
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Teaching Practice
- Talk to the students and find out the different languages that they speak.
- Prepare a plan to use multilingualism as a strategy in the English classroom.

(vi) On the basis of the English Textbooks (VI to XII) prepare a list of Topics and activities given on: (a) Language and Gender (b) Language and Peace. Write a report on their reflection in the textbooks.

Unit - II: Position of English in India

- Role of English Language in the Indian Context: English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as a second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

Activities

- (i) Discuss in groups about how the role of English language has changed in the twenty-first century.
- (ii) Topic for Debate: Globalisation and English.
- (iii) Discussion on the topic: 'War Begins When Words Fail'.
- (iv) Keeping in view the topics given in this unit, prepare a questionnaire.
- (v) Interview ten people and write a report on 'English Language in India'.
- (vi) Project:

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- Do a survey of five schools in your neighbourhood to find out:
 - (a) Level of Introduction of English
 - (b) Materials (textbooks) used in the classroom
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

Unit - III: An Overview of Language Teaching

- Different Approaches/Theories to Language Learning and Teaching (MT & SL): Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching.
- A Critical Analysis of the Evaluation of Language Teaching Methodologies: Grammar cum Translation Method, Direct Method, Structural-Situational Method, Bilingual Method, Communicative Approach.

Activities

- (i) Discussion on the topic: 'Mother Tongue and Other Tongue'.
- (ii) Project:
 - Do a comparative study of positive features and weaknesses of different approaches to language learning.
- (iii) Teaching Practice
- (iv) Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

Unit - IV: Nature of Language

- Aspects of Linguistic Behaviour: Language as a rule-governed behaviour and linguistic variability; Pronunciation- linguistic diversity, its impact on English, pedagogical implication; Speech and writing.
- Linguistic System: The organisation of sounds; The structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

Activities

- Have a discussion on the topic 'Difference between Spoken and Written Language'.

Spoken

Unit - V: Acquisition of Language Skills

- Grammar in context; vocabulary in context
- Acquisition of language skills: Listening, speaking, reading and writing.
- Listening and Speaking: Sub skills of listening: Tasks, Materials and resources for developing the listening and speaking skills: Story-telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesaurus, dictionary, encyclopedia, etc.
- Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.

Activities

- (i) Collect ten examples of Grammar in context from English Textbooks of Classes VI to VIII and have a group discussion.
- (ii) Teaching Practice
- (iii) Prepare activities for listening, speaking, reading and writing. (5 Each)
- (iv) Prepare three activities to develop the reading skills of Class VI students.
- (v) Project
- (vi) Keeping in view the needs of the children with special needs prepare two activities for English teachers.

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Suggested Readings:

1. Bond, L. G. et al. (1980): Reading Difficulties- Their Diagnosis and Correction. New York, Appleton - Century Crafts.
2. Valdmen (1987): "Trends in Language Teaching. New York, London, Mac Graw Hill.
3. Johnson, K. (1983): Communicative Syllabus Design and Methodology. Oxford, Pergamon Press.
4. Widdowson, H.G. (1979): Teaching language as Communication. London, OUP.
5. David, E. (1977): Classroom Techniques- Foreign Languages and English as a Second Language. New York, Harcourt Brace, 30.

Storkan

6. Parrot, M. (1993): Tasks for the Classroom Teacher. London, Pergamon.
7. Grillett, M. (1983): Developing Reading Comprehension. London, CUP.
8. Byrne, D. (1975): Teaching Writing. London, Longman.
9. Morgan & Rinvoluri (1991): New Ways of Dictation. London, Longman.
10. Mukalel, J. C. (1998): Approaches to English Language Teaching. Sterling Publishing House, New Delhi.
11. Palmer, H. E.: The Principles of Language Study.
12. Sharma, K. L.: Methods of Teaching English in India.
13. Thomson & Wyatt, H.G.: Teaching of English in India. University of London.
14. Varghese, Paul: Teaching of English as Second Language.
15. Kohli, A. L.: Techniques of Teaching English.
16. Jain, R. K.: Essentials of English Teaching.
17. Bhatia, K. K: New Techniques of Teaching English as a Foreign Language.
18. Venkateshwaran, S: Principles of Teaching English.
19. Yoakum, G.A. & Simpson, R.G.: Modern Methods and Techniques of Teaching.
20. Dave, Pratima S. (2002): Communicative Approach to the Teaching of English as a Second Language. Himalaya Publishing House, Mumbai.
21. Halbe, Malati (2005): Methodology of English Teaching. Himalaya Publishing House, Mumbai.
22. Choudhary, N.R. (2002): English Language Teaching, Himalaya Publishing House, Mumbai.
23. Sachdeva, M.L.: A New Approach to Teaching of English in India.
24. Sonwani, V. K. (2005): The English Language and Indian Culture.
25. Adams, M. J. (1990): Thinking and Learning about Print. Cambridge, Ma: MIT Press.

Spontaneous

(C) PEDAGOGICAL STUDIES (PART I)

हिंदी भाषा का शिक्षण (भाग-1)

कुलअंक: 100

एक परिचय

राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 अध्यापकों की भूमिका में एक बड़ी तब्दीली की मांग करती है। पाठ्यचर्या में अब तक अमयापकों को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का कामकरते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे मांग करती है कि वे सूचनाओं के वितरक औरज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। वे विद्यार्थियों को शिक्षा-प्रक्रिया में सक्रिय भागीदार के रूप में देखें और उनके सवालों को सुनने और समझने की जरूरतों को समझें। इन सब तब्दीलियों को उनके व्यवहार का हिस्सा बनाने के लिए जरूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में बदलाव आए। स्कूली व्यवस्था में बदलाव की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों के दृष्टिकोण में परिवर्तन आए और अध्यापक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है क्योंकि भाषा पूरी शिक्षा की जमीन तैयार करती है जहां सिर्फ भाषा पढ़ना सीखना नहीं बल्कि भाषा के जरिये और विषयों में भी निपुणता हासिल करने की बात आती है। इसके साथ ही भाषा से जुड़े नए मुद्दे जैसे बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ अध्यापकों के लिए जरूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की मांग करते हैं। यह पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। हमें आशा है कि प्रशिक्षु अध्यापकों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

पाठ्यक्रम के उद्देश्य

- (i) भाषा के अलग-अलग भूमिकाओं को जानना;
- (ii) भाषा सीखने की सृजनात्मक प्रक्रिया को जानना;
- (ii) भाषा के स्वरूप और व्यवस्था को समझना;
- (iv) स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना;
- (v) भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना;
- (vi) भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना;

Spurcan

- (vii) पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना;
- (viii) भाषा और साहित्य संबंध को जानना;
- (ix) हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना;
- (x) भावों और विचारों की स्वतंत्र अभिव्यक्ति करना;
- (xi) भाषायी बारीकियों के प्रति संवेदनशील होना;
- (xii) अनुवाद के महत्व और भूमिका को जानना;
- (xiii) विद्यार्थियों की सृजनात्मक क्षमता को पहचानना;
- (xiv) बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना;
- (xv) भाषा के मूल्यांकन की प्रक्रिया को जानना;
- (xvi) साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना; एवं
- (xvii) भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना।

Course Outline (Part I)

इकाई-I: भाषा की भूमिका

(बच्चा जब स्कूल आता है तो उसके पास भाषा का एक रूप मौजूद होता है। कक्षा में बच्चों की भाषा के इस रूप को सम्मान देने से उसका आत्मविश्वास बढ़ेगा, यह सीखने की बुनियाद है।)

-समाज में भाषा- भाषा और लिंग, भाषा और सत्ताभाषा और अस्मिता, भाषा और वर्ग

-विद्यालय में भाषा-घर की भाषा और स्कूल की भाषा, समझ का माध्यम (बच्चे की भाषा) समूचे पाठ्यक्रम में भाषा, ज्ञान सृजन और भाषा, माध्यम भाषा: एक आलोचनात्मक दृष्टि, विषय के रूप में भाषा और माध्यम भाषा में अंतर, विविध भाषिक प्रयुक्तियाँ बहुभाषिक कक्षा, शिक्षक-शिक्षार्थी संबंध के पहलू के रूप में भाषा

- संविधान और शिक्षा समितियों के रिपोर्ट में भाषा- भाषाओं की स्थिति (धारा 343-351, 350), कोठारी कमीशन (64 से 66), राष्ट्रीय शिक्षा नीति- 1986, पी.ओ. 2005 (भाषा अध्ययन)ए -1992, राष्ट्रीय पाठ्यचर्या

Shantanu

गतिविधि/पोर्टफोलियो

प्रशिक्षण के दौरान

- (i) छोटे समूह में बांट कर भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर का अध्ययन और उस पर चर्चा
- (ii) विज्ञान, समाज विज्ञान और गणित की कक्षा VI से VII की किताबों से कुछ अंश चुनकर निम्नलिखित बिंदुओं को ध्यान में रखते हुए विश्लेषण करिए—
- (iii) विभिन्न भाषिक प्रयुक्तियों को कैसे प्रस्तुत किया गया है।
- (iv) उस अंश में प्रयुक्त भाषा विषय संबंधी भाव स्पष्ट करने में कहां तक समर्थ है।
- (iv) बच्चे के स्तर के अनुरूप हैं?
- (v) क्या इसमें तकनीकी भाषा का बहुत इस्तेमाल किया गया है ?
- (vi) क्या यह भाषा सीखने में सहायक है?

कक्षा-शिक्षण के दौरान

- (i) कक्षा-शिक्षण के दौरान बच्चों के परिवेश और उनकी भाषा के बारे में जानकारी प्राप्त करें और बहुभाषिकता को स्रोत के रूप में इस्तेमाल करते हुए हिंदी शिक्षण की एक कक्षा-प्रविधि तैयार करें

परियोजना कार्य

- (i) संविधान में भारतीय भाषाओं संबंधी अनुसंशाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना ।
- (ii) कक्षा छह से बारह तक के हिंदी की किताबों में लिंग और शांति संबंधी बिंदुओं की सूची तैयार कर उसके लिए कक्षा प्रविधि तैयार करना ।
- (iii) अपने आस-पास के पांच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?

इकाई-II: हिंदी भाषा की स्थिति और भूमिका

-हिंदी भाषा की भूमिका: स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी, हिंदी के विविध रूप, अंतर्राष्ट्रीय स्तर पर हिंदी, ज्ञान की भाषाके रूप में हिंदी, हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।

Spurican

गतिविधि/पोर्टफोलियो

प्रशिक्षण के दौरान

- (i) स्वातंत्रोत्तर भारत में हिंदी की भूमिका पर समूह में चर्चा करें।
- (ii) जब शब्द नहीं रहते तब शस्त्र उठते हैं विषय पर परिचर्चा का आयोजन

कक्षा-शिक्षण के दौरान

- (i) चुने हुए कुछ कक्षाओं में बच्चों की भाषा का जायजा लेते हुए हिंदी के विविध रूपों पर एक रिपोर्ट तैयार करें।
- (ii) रोजमर्रा की जिंदगी में प्रयोग होने वाली कम से कम बीस क्रियाओं , जैसे नहाना, आना, पकाना, जाना आदिको कक्षा में मौजूद बच्चे किस-किस तरह से प्रयोग करते हैं - इस आधार पर सूची बनाएँ

परियोजना कार्य

- (i) इस इकाई में दिए गए विषयों को ध्यान में रखते हुए एक प्रश्नावली तैयार करें, दस व्यक्तियों का साक्षात्कार करे इस साक्षात्कार के आधार पर हिंदी की स्थिति पर एक रिपोर्ट लिखें।
- (ii) हिंदी भाषा के विकास में क्षेत्रीय जनपदीय हिंदी की भूमिका पर आलेख पाठ करें। (हरेक विद्यार्थी अपने क्षेत्र विशेष को ध्यान में रखते हुए आलेख तैयार करे।)

इकाई-III: भाषा शिक्षण पर एक दृष्टि

(हिंदी में विज्ञान, गणित, समाज विज्ञान और कला सब कुछ है पर ये विषय स्वयं हिंदी या भाषा नहीं हैं।)

-भाषा सीखने सिखाने की विभिन्न दृष्टियाँ-भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने-सीखाने की बहुभाषिक दृष्टि आदि (जॉनडुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्की आदि) भारतीय भाषा दृष्टि(पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि)

-भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण- व्याकरण अनुवादप्रणाली, प्रत्यक्षप्रणाली, ढाँचागत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक(अन्तर्विषयक/अन्तर्नुशासनात्मक) संप्रेषणात्मक प्रणाली आदि।

Sturcan

गतिविधि/पोर्टफोलियो

प्रशिक्षण के दौरान

- (i) मातृभाषा और अन्य भाषा' विषय पर छोटे समूह में चर्चा करें।
- (ii) कक्षा शिक्षण के दौरान
- (iii) भाषा की कक्षा में रचनात्मक दृष्टिकोण को म्यान में रखते हुए चार गतिविधियां तैयार करें।

परियोजना कार्य

- (i) विविध राजभाषा शिक्षा प्रणालियों का अध्ययन करते हुए उनका विश्लेषण कीजिए।

इकाई-IV: भाषा का स्वरूप

(कोई व्याकरण भाषा की चाल को बदल नहीं सकता। भाषा लोक व्यवहार से परिचालित होती है।)

-भाषायी व्यवहार के विविध पक्ष— नियमबद्ध व्यवस्था के रूप में भाषा : भाषायी परिवर्तनशीलता (उच्चारण वेफ संदर्भ में) हिंदी की बोलियाँ वाक् तथा लेखन।

-भाषायी व्यवस्थाएँ— सार्वभौमिक व्याकरण की संकल्पना , अर्थ की प्रकृति तथा संरचना , वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ स्वनिम विज्ञान और रूप विज्ञान ,

(उपयुक्त उदाहरण देकर पढ़ाए जाएँगे)

गतिविधि/पोर्टफोलियो

प्रशिक्षण/कक्षा शिक्षण के दौरान

- (i) लिखित और मौखिक भाषा में अंतर' विषय पर समूह में चर्चा करें

इकाई-V: भाषायी दक्षताएँ

-संदर्भ मे भाषा—संदर्भ में व्याकरण और संदर्भ में शब्द

-भाषायी दक्षताएँ—सुनना, बोलना,पढ़ना और लिखना

-सुनना और बोलना – सुनने का कौशल, बोलने का लहजा— भाषाई विविधता और हिंदी पर इसका प्रभाव, पढ़ने—पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण

Shurcan

-पढ़ना-पढ़ने के कौशल, पढ़ने के कौशल विकास में समझ का महत्व, मौन और मुखर पठन, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मकसाहित्य (कहानी, कविता आदि) सहायक, थिसॉरस, शब्दकोश और इन्साइक्लोपीडियाका उपयोग/महत्व

-लिखना-लिखने के चरण, लेखन-प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

गतिविधि/पोर्टफोलियो

- (i) सभी भाषायी कौशलों के सीखने से संबंधित 4-4 गतिविधियाँ तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें।
- (ii) पढ़ने के कौशल विकास को ध्यान में रखते हुए कक्षा छह हिंदी के विद्यार्थी के लिए तीन गतिविधियाँ तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें।
- (iii) सभी विद्यार्थी कक्षा छह से आठ के हिंदी पाठ्यपुस्तकों से संदर्भ में व्याकरण के दस नमूने इकट्ठा करें और उन पर समूह में चर्चा करें।

परियोजना कार्य

- (i) सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिंदी शिक्षण की दो गतिविधियाँ तैयार करें।

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B.A.B.ED

Internship Guide

Description of Roles:

Interns are students who are a graduate in their subject major, and are spending a four month working with experienced mentor teachers on their teaching practice while taking graduate courses in the Teacher Education department.

Mentor Teachers are experienced school teachers who mentor interns. They provide guidance, insight and opportunities for supported practice.

Supervisors work with school administrators/Mentors to determine school experience for interns, mediate in difficult situations, and oversee interns' progress in schools and with respect to program requirements. They are faculty who organize campus based lectures and seminars in each subject area. They provide supervision and guidance for the interns in and out of the campus.

Intern Responsibilities

Interns are students of teaching. In contrast to traditional student teaching programs, interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build their capacity toward assuming responsibility for extended lead teaching during the semester.

Interns are in a period of transition from students to professional teachers. During this transition, they must retain the perspective of a learner as they take on the new and unfamiliar role of a teacher. Interns are expected to take an active role in their own learning and to contribute to the learning of fellow interns.

Planning and Communication

- Keep supervisor informed about classroom schedules and events.
- Direct questions or concerns to supervisors or mentor.
- Schedule observations and conferences with the mentor and inform supervisor about changes promptly.
- Meet regularly with the mentor to discuss planning for instruction.
- Prepare written lesson and unit plans according to both mentor teacher and supervisor's expectations.
- Arrange to share all plans and materials with the mentor in a timely way to allow for feedback before using them.
- Keep the focus class binder up to date with plans and materials and ensure that it is accessible

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to the mentor and supervisor at all times.

- Engage in reflective diary writing or other communication forums required by mentors and/or supervisors.
- Provide mentor/supervisor with copies of plans and materials.
- Confer regularly with the mentor teacher and supervisor about progress and concerns.

Professional Activities

- Prepare for and participate in seminars.
- Participate in orientation activities, faculty meetings and other school events.
- Initiate introductions to school faculty, staff and administrators.
- Maintain accurate contact information for mentor teacher(s) and supervisor.
- In case of absence, inform everyone affected promptly, i.e. prior to the absence.
- Comply with the school absence policies and have substitute teacher plans available if scheduled to teach lessons during the absence.
- Comply with the internship attendance policy.
- Dress professionally.
- Comply with the Professional Conduct policy.
- Consult mentor teacher and supervisor about the work schedule for any part time job and arrange a mutually acceptable schedule.

Personal Learning

- Take initiative in asking questions, searching out resources, inviting feedback and creating opportunities to learn.
- Reflect on teaching and learning through discussions and assignments.
- Prepare a professional portfolio (reflective diary).
- Observe teachers and students carefully, taking notes and asking questions.
- Study and participate in the formation and maintenance of a classroom learning community.
- Begin the year by co-planning and co-teaching lessons and activities, moving towards independent planning and teaching as the year progresses.

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Mentor Teacher Responsibilities

Planning and Communication

- Negotiate with intern and supervisor about sequence of intern responsibilities in accordance with the program standards.
- Provide intern with an outline or list of topics intern will be responsible for teaching, allowing extra time for intern to locate resources, plan, receive feedback from mentor teacher and supervisor, and revise.
- Establish regular times to confer with the intern about unit planning and provide support for identifying big ideas and appropriate curriculum materials.
- Help identify places in the curriculum where the intern can try out ideas learned in seminars.
- Confer regularly with the supervisor about progress and concerns.
- Participate in all school activities from morning assembly to evening assembly.

Supporting Intern Learning

- Facilitate and monitor intern's progress from observation to co-planning and co-teaching to lead teaching.
- Guide the intern through daily school-based experiences such as working with other teachers, dealing with classes on an assembly day, etc.
- Provide appropriate, classroom-based learning opportunities throughout the year.
- Work with intern as a co-teacher as soon as possible, sharing decisions and observations.
- Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.
- Provide interns with oral and written feedback about their teaching, including written feedback.
- Reflect with the intern about teaching, student learning and ideas and strategies studied in seminars.

Assessment

- Participate in assessment conferences.
- Write and submit an Exit Performance Description at the end of the internship programme.
- Help interns think about their careers as educators and assist with reviewing portfolios, videotaping, writing letters of recommendation, etc.

Supervisor Responsibilities

Meetings, Observation Visits, and Assessments

- Provide copies of written assessments to interns and mentor teachers.

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- Conduct five feedback sessions with the intern and mentor teacher at the appropriate point of time.
- Prepare participants for sessions by explaining what to bring and topics to discuss.
- Make at least five observation visits during a week.
- Prepare written assessments prior to feedback sessions, using the appropriate forms for your intern's subject area, and provide copies for the intern and mentor teacher at the conference.
- Write and submit an Exit Performance Description at the end of the internship programme.

Communication

- Facilitate communication among interns, mentor teachers and others involved with the internship.
- Communicate regularly with each intern, at least every other day.
- Communicate regularly with each mentor teacher.
- Communicate regularly, as scheduled, with subject area leaders about interns' progress and problems.
- Provide the intern and mentor teacher with detailed notes and written feedback about observation visits.
- Make sure intern and mentor clearly understand expectations and program standards.
- Keep informed about program developments and pass this information on to interns and mentors promptly.
- Know where to direct questions and relay answers as soon as possible.

Support of Intern's Learning by the Supervisor

- Observe the intern's teaching and confer about the planning and teaching of each observed lesson.
- Provide constructive written and oral feedback for each observed lesson.
- Identify the intern's specific needs and work on them with the intern and mentor teacher.
- Inform subject area leader about problems promptly.
- Help interns to develop their portfolios by giving feedback on materials, assisting with videotaping, etc. records.
- Keep notes of all observation visits including date, progress observed, suggestions made and actions taken.
- Keep notes of all communication with interns and mentor teachers.
- Keep examples of intern work indicative of progress or problems.

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- Keep copies of all written assessments and professional development plans.
- Submit evaluation reports and professional development plans to the department head.

This highlights the intern's field experience that contribute to the overall design of the internship year experience. In schools with other configurations of class time, interns and mentors should discuss with their field instructors how the intern's lead teaching time will be distributed throughout the year. Key aspects of any intern's lead teaching schedule include:

- After the initial week or two of school, the intern should have lead teaching responsibility (but not sole teaching responsibility) for at least one class period in a week.
- Interns are novice teachers for whom out-of-class preparation and reflection takes longer than it does for more experienced teachers. Having regular time during the school day to plan well for their teaching and reflect carefully on it is vital for the growth of the intern's practice and for the quality of the instruction they can provide to the students they share with their mentor. Interns may spend some of this time outside the classroom, and they may spend some of it in observation and analysis of the mentor's teaching.
- In the initial internship programme, short periods of increased lead (sole) teaching responsibilities should be preceded and followed by periods during which interns return to teaching only the focus class. From each period of increased lead teaching responsibility to the next, the demands on the intern's planning, teaching, and/or assessing should increase.
- Interns' on-campus classes do not meet every week of the internship. During certain weeks, the classes do not meet so that interns can be in their placement schools all five days of the week. Interns' obligations to their courses during this time focus more on at-school or in-class activities and less on lengthy reading or writing assignments

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(Format A)

TEACHING REFLECTIVE LOG FORMAT

(This is to be completed daily during the week you teach)

Objectives for day:

Materials for day:

Instructional Strategies used (explain how the strategies were implemented):

What I did well:

What my students did well:

What I didn't do so well:

What my students didn't do so well:

What I would keep the same:

What I would Change:

What did I learn about teaching today? (If you had to modify your lesson to help students, briefly explain here)

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(Format B)

SCORE SHEET FOR REFLECTION LOG ON FOCUS LESSON

(To be filled by the trainee, based on student reflection)

Name of the Trainee:

Duration:

Class:

Section:

Unit of teaching:

S.No.	CRITERION ON STUDENT RESPONSE	0	1	2	3	4
1	Ability to identify specific and/or varied instructional strategies.					
2	Examples to support the strategy.					
3	Connectivity across disciplines.					
4	Ability to identify learning styles.					
5	Examples to reflect according to learning styles.					
6	Ability to display personal reflections					
7	Examples reflected in support of personal reflection					
8	Group conformity					
9	Contribution to activity/strategy					
10	Acceptance in group/solo activity or Strategy					

Any other remarks by the trainee:

Mentor's Remarks:

Mentor's Signature

Trainee's Signature

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(Format C)

MENTOR'S EVALUATION REPORT OF TRAINEE

Name of the Trainee:

Period of Evaluation: From.....to.....

Focus Lesson No.:

Subject:

S.NO.	CRITERION	0	1	2	3	4
I	INSTRUCTIONAL STRATEGIES USED-					
1	Are appropriate for the topic/topics.					
2	Has scope for learner engagement.					
3	Has suitability of learning materials.					
4	Assess learner's understanding throughout the Lesson.					
5	Has effective displays.					
6	Are consistent with the objectives.					
II	LEARNER'S (LEARNING STYLES) IN CLASS-					
7	Identification of personalities and talents of learners					
8	Identification of learning styles of learners.					
9	Ensuring learner participation.					
10	Identification of learner's pace.					
III	LEARNING ENVIRONMENT-					
11	Learners are motivated, appreciated and involved.					
12	Learners are relaxed and confident.					
13	Management of classroom.					
14	Teacher-Student relationship					
15	Class control					
16	Overall performance					

Strengths of the Trainee:

(May use separate papers for detailed report)

Areas of Improvement:

(May use separate papers for detailed report)

Sign of Mentor with Name

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Weekly Reflective Diary Format

We learn by doing and reflecting on what we do. (John Dewey)

Use this template to record your observations weekly. This document will be turned in every Monday following each week in the field. The weeks you teach will have a different format to follow. Please note that your document will be longer than one page.

Name:

Date:

Analyze your observations to identify specific teaching and learning strategies you observed involving the classroom teachers and their students. You may include your behavior if you are involved in the teaching process. Include more than one strategy.

Instructional Strategies (Include more than one strategy)	Specific example describing how the strategy was implemented

Learning Styles observed	Specific examples how the learner was supported through instructional delivery

1. What have you learned about teaching this week?

2. What have you observed/learned about students and their learning this week?

Theory base observed	Specific example from classroom to apply/support theory

Personal Reflection: Reflect specifically on something you observed and connect to personal opinions.

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