

# **HEMCHNAD YADAV VISHWAVIDYALAYA, DURG (C.G.)**

Website - [www.durguniversity.ac.in](http://www.durguniversity.ac.in), Email - [durguniversity@gmail.com](mailto:durguniversity@gmail.com)



## **SCHEME OF EXAMINATION & SYLLABUS of B.A. B.Ed Part- III**

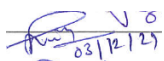
**Annual Exam  
UNDER  
Session 2021-22**

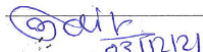
## B.A.B.Ed Part-III

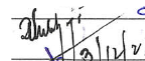
### विषय-सूची


1. Scheme of Examination
2. Foundation Course
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)

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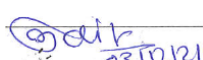
  
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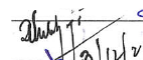
## B.A. B.Ed.- III SCHEME OF EXAMINATION

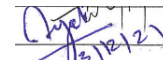
Subject	Paper	Max. Marks	Total Marks	Min. Marks
<b><u>ARTS GROUP</u></b>				
Environmental Studies		75	100	40
Field Work		25		
<b>Foundation Course</b>				
Hindi Language	I	75	75	26
English Language	I	75	75	26
1. Political Science	I	75	150	26
	II	75		26
2. Sociology	I	75	150	26
	II	75		26
3. History	I	75	150	26
	II	75		26
<b><u>B.ED. GROUP</u></b>				
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)				
<b><u>PRACTICUM</u></b>				
Psycho-metric Assessment			50 (External)	20

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**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/ intelligence 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

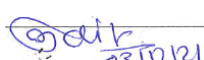
**USE OF CALCULATORS**

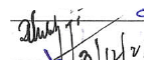
The Students of Degree/P.G. Classes will be permitted to use of Calculators in the examination hall from annual 1986 examnination on the following conditions as per decision of the standing committee of the Academic Council at its meeting held on 31-1-1986-

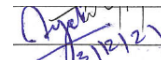
1. Student will bring their own Calculators.
2. Calculators will not be provided either by the university or examination centres.
3. Calculators with, memory and following variables be permitted +, -, x,  $\frac{1}{x}$  square, reciprocal, expotentials log, square root, trigonometric functions, wize, sine, cosine, tangent etc. factiorial summation, xy, yx and in the light of objective approval of merits and demerits of the viva only will be allowed.

  
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## बी.ए. बी.एड./बी.एस-सी. बी.एड.

भाग – तीन, आधार पाठ्यक्रम  
प्रश्न पत्र – प्रथम (हिन्दी भाषा)

पूर्णांक—

75

- इकाई—एक (क) भारत माता : सुमित्रानंदन पंत  
(ख) कथन की शैलियाँ  
1. विवरणात्मक शैली 2. मूल्यांकन शैली  
3. व्याख्यात्मक शैली 4. विचारात्मक शैली
- इकाई—दो (क) सूखी डाली : उपेन्द्रनाथ अशक  
(ख) विभिन्न संरचनाएँ  
1. विनम्रता सूचक संरचना 2. विधि सूचक संरचना  
3. निषेध परक संरचना 4. काल-बोधक संरचना  
5. स्थान-बोधक संरचना 6. दिशा बोधक संरचना  
7. कार्य-कारण सम्बन्ध संरचना 8. अनुक्रम संरचना
- इकाई—तीन (क) वसीयत : मालती जोशी  
(ख) कार्यालयीन पत्र और आलेख  
1. परिपत्र 2. आदेश  
3. अधिसूचना 4. ज्ञापन  
5. अनुस्मारक 6. पृष्ठांकन
- इकाई—चार (क) योग की शक्ति : हरिवंश राय बच्चन  
(ख) अनुवाद : स्वरूप एवं परिभाषा, उद्देश्य  
स्त्रोत भाषा और लक्ष्य भाषा,  
अच्छे अनुवाद की विशेषताएँ,  
अनुवाद प्रक्रिया, अनुवादक
- इकाई—पांच (क) संस्कृति और राष्ट्रीय एकीकरण : योगेश अटल  
(ख) घटनाओं, समारोहों आदि का प्रतिवेदन, विभिन्न प्रकार के  
निमंत्रण पत्र

मूल्यांकन योजना : प्रत्येक इकाई से एक-एक प्रश्न पूछा जाएगा। प्रत्येक प्रश्न में आंतरित विकल्प होगा। प्रत्येक प्रश्न के 15 अंक होंगे। इसलिए प्रत्येक प्रश्न के दो भाग 'क' और 'ख' होंगे एवं अंक क्रमशः 8 एवं 7 अंक होंगे। प्रश्नपत्र का पूर्णांक 75 निर्धारित है।

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**B.A. B.Ed. / B.Sc. B.Ed**  
**PART - III**  
**Foundaion Course**  
**ENGLISH LANGUAGE**

**M.M. 75**

The question paper for B.A.B.Ed / B.Sc.B.Ed -III Foundation course, English Language and General Answers shall comprise the following items :

Five question to be attempted, each carrying 3 marks.


<b>UNIT-I</b> Essay type answer in about 200 words. 5 essay type question to be asked three to be attempted.	15
<b>UNIT-II</b> Essay writing	10
<b>UNIT-III</b> Precis writing	10
<b>UNIT-IV</b> (a) Reading comprehension of an unseen passage	05
(b) Vocabulary based on text	10
<b>UNIT-V</b> Grammar Advanced Exercises	25

**Note :**

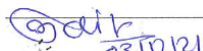
Question on unit I and IV (b) shall be asked from the prescribed text. Which will comprise of popular create writing and the following items. Minimum needs housingand transport Geo-economic profile of M.P. communication Educate and culture. Women and Worm in Empowerment Development, management of change, 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 Diberlialiation Method) Demoration docontralisation (with reference to 73, 74 constitutional Amendment.

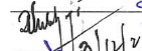
**Books Prescribed:**

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

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# राजनीति विज्ञान Political Science

## प्रथम प्रश्नपत्र : अन्तर्राष्ट्रीय राजनीति एवं भारत की विदेश नीति

### Paper I: International Politics and Foreign Policy of India

- इकाई 1 : अन्तर्राष्ट्रीय राजनीति : अर्थ, प्रकृति, क्षेत्र ।  
अन्तर्राष्ट्रीय राजनीति : अध्ययन उपागम – यथार्थवाद, आदर्शवाद, नवयथार्थवाद, विश्व व्यवस्था सिद्धान्त । राष्ट्रीय हित एवं राष्ट्रीय शक्ति : अर्थ, परिभाषा एवं तत्व ।
- Unit 1 : International Politics : meaning, Nature, Scope. International Politics: Approaches to the study: Realism, Idealism, New realism, World System theory. National interest and National power: Meaning Definition and Elements.
- इकाई 2 : अन्तर्राष्ट्रीय राजनीति के विभिन्न सिद्धान्त : व्यवस्था, खेल, निर्णय निर्माण, सौदेबाजी का सिद्धान्त । शक्ति संतुलन । सामूहिक सुरक्षा । निशस्त्रीकरण । शीतयुद्ध । राजनय ।
- Unit 2 : Various theories of International Politics : System, Game, Decision making, Bargaining theory. Balance of Power, Collective Security, Disarmament, Cold war, Diplomacy.
- इकाई 3 : भारत की विदेश नीति : निर्धारक तत्व, विशेषताएं । गुटनिरपेक्षता : अर्थ, विशेषताएं, प्रासंगिकता ।
- Unit 3 : Foreign Policy of India : Determinating elements, characteristics. Non-alignment: meaning, features, relevance.
- इकाई 4 : भारत का पड़ोसियों से सम्बंध – चीन, पाकिस्तान, नेपाल, श्रीलंका । भारत का महाशक्तियों से सम्बंध – संयुक्त राज्य अमेरिका, रूस, ब्रिटेन एवं फ्रांस
- Unit 4 : Indias' relations with neighboring countries : China, Pakistan, Nepal, Sri lanka, Relations with Super Powers - USA, Russia, Britain and France.
- इकाई 5 : अन्तर्राष्ट्रीय राजनीति के कुछ प्रमुख मुद्दे : पर्यावरणवाद । अन्तर्राष्ट्रीय आतंकवाद । वैश्वीकरण । मानव अधिकार । परमाणविक निशस्त्रीकरण ।
- Unit 5 : Some major issues of International Politics : Environmentalism, International Terrorism, Globalisation, Human Rights, Nuclear Disarmament.

#### सन्दर्भ ग्रन्थ सूची:-

1. अन्तर्राष्ट्रीय राजनीति के सैद्धान्तिक पक्ष – महेन्द्र कुमार
2. अन्तर्राष्ट्रीय राजनीति के सिद्धान्त एवं व्यवहार – यू.आर.घई
3. अन्तर्राष्ट्रीय राजनीति सिद्धान्त समकालिन एवं मुद्दे – बी.एल. फाडिया
4. अन्तर्राष्ट्रीय संबंध – पुष्पे पन्थ
5. अन्तर्राष्ट्रीय संबंध – दीनानाथ बर्मा
6. थियरी ऑफ इन्टरनेशनल पालिटिक्स – के.वाल्डज
7. इन्टरनेशनल रिलेशन्स – जे.गोल्ड स्टीन
8. द इन्टरनेशनल पालिटिक्स – पी.कलवरठ
9. इन्टरनेशनल रिलेशन्स – सी.ब्राउन
10. समकालीन विश्व एवं भारत – अरुणोदय बाजपेयी



## Reference :-

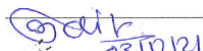
- M.S. Agwani, **Détente: Perspectives and Repercussions**, Vikas, 1975
- John Gray, **False Dawn: The Delusions of Global Capitalism**, Grant Book, U.K. , 1998
- Hans J. Morgenthau, **Politics Among Nations: The Struggle for Power and Peace**, Scientific Book Agency, Calcutta, 1972
- Mahendra Kumar, **Theoretical Aspects of International Politics**, Agra: Shiva Lal Agarwala & Co. Educational Publishers
- K.J. Holsti, **International Politics: A Framework for Analysis**, Prentice Hall of India, New Delhi, 1995.
- Paul Kennedy, **Preparing for the Twenty-First Century**, New York, 1993
- Hutchings, Kimbley, **International Political Theory**, Sage, New Delhi
- John Baylis and Steve Smith, **The Globalization of World Politics**, Oxford University Press, 2008
- Karen Mingst, **Essentials of International Relations**, New York: W.W. Norton & Company, 2007
- Kate Kelly S. Pease, **International Organizations**, New Jersey: Prentice Hall, 2000

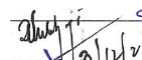
Robert Jackson and Georg Sørensen, **Introduction to International Relations: Theories and Approaches**, Oxford University Press, 2003

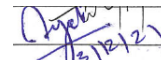
- Joshua S. Goldstein & Jon C. Pevehouse, **'International Relations'** 5<sup>th</sup> Edition, Pearson Education, 2002
- J. W. Burton, **'International Relations: A General Theory'**, Cambridge University Press, New York, 1965.
- M.S. Agwani, **Détente: Perspectives and Repercussions**, New Delhi: Vikas, 1975
- John Gray, **False Dawn: The Delusions of Global Capitalism**, Grant Book, U.K., 1998
- Hans J. Morgenthau, **Politics Among Nations: The Struggle for Power and Peace**, Calcutta, Scientific Book Agency, Calcutta, 1972
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- Paul Kennedy, **Preparing for the Twenty-First Century**, New York, 1993
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- Karen Mingst, **Essentials of International Relations**, New York: W.W. Norton & Company, 2007
- Kate Kelly S. Pease, **International Organizations**, New Jersey: Prentice Hall, 2000
- Robert Jackson and Georg Sørensen, **Introduction to International Relations: Theories and Approaches**, Oxford University Press, 2003
- Joshua S. Goldstein & Jon C. Pevehouse, **'International Relations'** 5<sup>th</sup> Edition, Pearson Education, 2002.
- J. W. Burton, **'International Relations: A General Theory'**, Cambridge University Press, New York, 1965.
- John Baylis & Steve Smith, **'Globalization of World Politics'** OUP, U.S.A. & Delhi, 2008.

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## राजनीति विज्ञान Political Science

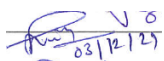
### द्वितीय प्रश्नपत्र : लोक प्रशासन Paper: II : Public Administration

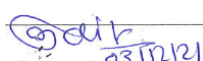
- इकाई 1 : लोक प्रशासन : अर्थ, परिभाषा, प्रकृति, क्षेत्र । लोक प्रशासन और निजी प्रशासन । अध्ययन पद्धतियां ।  
नवीन लोक प्रशासन । तुलनात्मक लोक प्रशासन ।
- Unit 1 : Public Administration : meaning and definition, nature, scope. Public Administration and Private Administration. Method of Studies. New Public Administration. Comparative Public Administration.
- इकाई 2 : संगठन के सिद्धान्त : पदसोपान, नियंत्रण का क्षेत्र , आदेश की एकता, प्रत्यायोजन । मुख्य कार्यपालिका । सूत्र एवं स्टाफ अभिकरण । विभागीय संगठन , लोक निगम । कार्मिक प्रशासन : भर्ती, पदोन्नति , प्रशिक्षण ।
- Unit 2 : Principles of Organisation : Hierarchy, Span of Control, Unity of Command, Delegation. Chief Executive. Line and Staff Agencies. Departmental Organisation. Public Corporation. Personnel Administration : Recruitment, Promotion, Training.
- इकाई 3 : विकास प्रशासन : प्रकृति, मुद्दे और विशेषताएं । रिग्स मॉडल । प्रशासन में नागरिक सहभागिता । सुशासन और ई शासन । संघ लोक सेवा आयोग ।
- Unit 3 : Development Administration : Nature, Issues, Characteristics. Riggs Model. Public participation in Administration. Good Governance and e- Governance. Union Public Service Commission.
- इकाई 4 : वित्तीय प्रशासन : बजट के सिद्धान्त । भारत में बजट प्रक्रिया । भारत में प्रशासनिक सुधार । प्रशासन पर कार्यपालिका, विधायी, न्यायिक और जन नियन्त्रण ।
- Unit 4 : Financial Administration: Principles of Budget. Budget procedure in India. Administrative reforms in India. Executive, Legislative, Judicial and Public Control on Administration.
- इकाई 5 : प्रशासन में भ्रष्टाचार : आम्बुड्समैन, लोकपाल और लोक आयुक्त । वैश्वीकरण के युग में लोक प्रशासन । उदारीकरण । नौकरशाही । लोक सम्पर्क ।
- Unit 5 : Corruption in Administration: Ombudsman, Lokpal and Lok Ayukta. Public Administration in the age of Globalisation. Liberalisation. Bureaucracy.

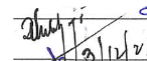
#### सन्दर्भ ग्रन्थ सूची:-

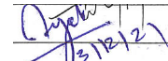
1. लोकप्रशासन – अवस्था और माहेश्वरी
2. लोक प्रशासन सिद्धांत एवं व्यवहार – सुषमा यादव और बलराम गौतम–(सम्पा)
3. तुलनात्मक लोक प्रशासन – रमेश अरोड़ा
4. लोक प्रशासन सिद्धांत एवं व्यवहार – पी.डी. शर्मा और हरीशचन्द्र शर्मा
5. वित्त प्रशासन – गौतम पद्मनाम
6. लोक प्रशासन के सिद्धांत – सी.पी. भामरी
7. लोक प्रशासन – बी.एल. फाडिया
8. प्रशासनिक सिद्धान्त – अवस्थी और अवस्थी





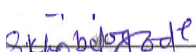


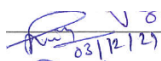


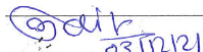


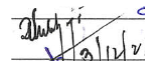
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इतिहास  
प्रश्न पत्र – प्रथम  
भारत का इतिहास 1761 ई. से 1947 ई. तक

इकाई-1

1. भारत में यूरोपीयनों का आगमन
2. आंग्ल-फ्रांसीसी प्रतिस्पर्धा- कर्नाटक युद्ध
3. ब्रिटिश साम्राज्य का विस्तार – प्लासी एवं बक्सर युद्ध
4. ब्रिटिश साम्राज्य का विस्तार – वेलेजली की सहायक संधि, डलहौजी की हड़प नीति

इकाई-2

1. ब्रिटिश प्रशासनिक सुधार – लार्ड विलियम बेंटिंक
2. लार्ड कर्जन का प्रशासन
3. यूरोपीय वाणिज्यवाद का भारत में प्रभाव-उद्योगों व व्यापार का पतन

इकाई-3

1. विभिन्न सामाजिक वर्ग-कृषक, मजदूर, महिलाएं
2. कृषि का पतन एवं कृषक आंदोलन
3. भूराजस्व व्यवस्थाएं – स्थायी बंदोबस्त, रैयतवाड़ी, महालवाड़ी
4. भारतीय पुनर्जागरण-ब्रह्मसमाज, आर्यसमाज
5. मुस्लिम समाज सुधार आंदोलन-अलीगढ़ आंदोलन

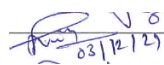
इकाई-4

1. रेल यातायात का उद्भव एवं विकास
2. हस्तशिल्प उद्योगों का पतन
3. ईस्ट इंडिया कंपनी का रियासतों से संबंध
4. पाश्चात्य शिक्षा का विकास एवं प्रेस

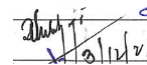
इकाई-5

1. ब्रिटिश नियंत्रण काल में छत्तीसगढ़ की प्रशासनिक व्यवस्था
2. ब्रिटिश कालीन प्रशासनिक व्यवस्था
3. छत्तीसगढ़ में सामाजिक सुधार-कबीर पंथ एवं सतनाम पंथ
4. छत्तीसगढ़ की जनजातीय संस्कृति

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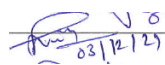
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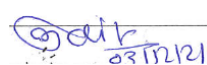
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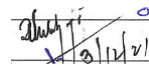
## संदर्भ ग्रन्थ सूची:-

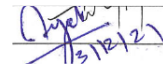
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|------------------------|--|
| 1) एल.पी. शर्मा        | — आधुनिक भारत  |
| (2) ए.आर. देसाई        | — आधुनिक राष्ट्रवाद की सामाजिक पृष्ठभूमि                       |
| (3) रजनी पामदत्त       | — इंडिया टुडे  |
| (4) ग्रोवर एवं यशपाल   | — आधुनिक भारत का इतिहास एवं नवीन मूल्यांकन (1707—1969)         |
| (5) एस.आर. शर्मा       | — मेकिंग आफ मॉडर्न इंडिया                                      |
| (6) प्रताप सिंह        | — आधुनिक भारत-1, खंड-3   |
| (7) एम.एस. जैन         | — आधुनिक भारत का इतिहास  |
| (8) एस.पी. नायर        | — सोशल एंड इकॉनामिक हिस्ट्री आफ मॉडर्न इंडिया                  |
| (9) S.P. Nanda         | - Economic and Social History of Modern India                  |
| (10) V.A. Narain       | - Social History of Modern India                               |
| (11) एग्नेस ठाकुर      | — भारत का आर्थिक इतिहास (1757—1950)                            |
| (12) पुरी, दास, चोपड़ा | — भारत का सामाजिक आर्थिक एवं सांस्कृतिक इतिहास                 |
| (13) अरुण भट्टाचार्य   | — हिस्ट्री आफ मॉडर्न इंडिया (1757—1947)                        |
| (14) नीलकंठ शास्त्री   | — एडवांस हिस्ट्री ऑफ इंडिया                                    |
| (15) आर.सी. मजुमदार    | — ऐन एडवांश हिस्ट्री ऑफ इंडिया एवं एच.सी. राय                  |
| (16) कौलेश्वर राय      | — आधुनिक भारत 1757—195   |
| (17) सीमा पाल          | — भारतीय संस्कृति एवं ब्रिटिश उपनिवेशवाद                       |
| (18) यशपाल एवं ग्रोवर  | — आधुनिक भारत का इतिहास  |
| (19) शेखर बंदोपाध्याय  | — प्लासी से विभाजन तक  |
| (20) दीलीप मेनन        | — आधुनिक भारत का इतिहास  |
| (21) दीलीप मेनन        | — कल्चरल हिस्ट्री ऑफ मॉडर्न इंडिया                             |
| (22) ए.पी.सिंह         | — भारत में उपनिवेश   |
| (23) घनश्याम शाह       | — भारत में सामाजिक आंदोलन                                      |
| (24) किशोर अग्रवाल     | — बीसवीं शताब्दी का छत्तीसगढ़                                  |
| (25) अशोक शुक्ला       | — छत्तीसगढ़ का राजनीतिक इतिहास                                 |
| (26) भगवान सिंह वर्मा  | — छत्तीसगढ़ का इतिहास  |
| (27) सुरेश चंद्र       | — छत्तीसगढ़ का समग्र इतिहास                                    |
| (28) हीरालाल शुक्ल     | — छत्तीसगढ़ का जनजातीय इतिहास                                  |
| (29) आभा पाल एवं       | — बस्तर का राजनीतिक, सामाजिक एवं आर्थिक इतिहास डिश्वर नाथ खुटे |

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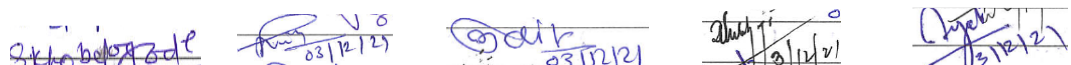
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इतिहास  
प्रश्न पत्र – द्वितीय  
भारत के राष्ट्रीय आन्दोलन का इतिहास 1857 ई. से 1947 ई. तक

- इकाई-1**
1. राष्ट्रवाद का उदय
  2. 1857ई. की क्रांति : कारण एवं परिणाम
  3. भारतीय राष्ट्रीय कांग्रेस की स्थापना – उद्देश्य, उदारवाद, उग्रवाद
  4. बंगाल का विभाजन एवं स्वदेशी आंदोलन
  5. क्रांतिकारी आंदोलन– प्रथम एवं द्वितीय चरण
- इकाई-2**
1. भारतीय राजनीति में साम्प्रदायिकता का उदय– मुस्लिम लीग की स्थापना
  2. होमरूल आंदोलन
  3. लखनऊ समझौता
  4. गांधीवादी आंदोलन – असहयोग आंदोलन
- इकाई-3**
1. सविनय अवज्ञा आंदोलन
  2. आदिवासी मजदूर एवं कृषक आंदोलन
  3. भारत छोड़ो आंदोलन
  4. आजाद हिन्द फौज
- इकाई-4**
1. भारत का विभाजन एवं स्वतंत्रता
  2. रियासतों का विलिनीकरण
  3. भारतीय संविधान की प्रमुख विशेषताएं
  4. छत्तीसगढ़ में 1857ई. की क्रांति– नारायणसिंह एवं हनुमानसिंह
- इकाई-5**
1. बस्तर का मुरिया विद्रोह एवं भूमकाल आंदोलन
  2. छत्तीसगढ़ में गांधीवादी आंदोलन
  3. छत्तीसगढ़ में रियासतों का विलिनीकरण

**संदर्भ ग्रन्थ सूची:-**

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|---------------------------|---|
| (1) ताराचंद               | – भारतीय स्वाधीनता आंदोलन का इतिहास भाग 1 व 2 |
| (2) सुमित सरकार           | – आधुनिक भारत                                 |
| (3) पं.सुंदरलाल शर्मा     | – भारत में अंग्रेजी राज                       |
| (4) डॉ. आभा सक्सेना       | – इंडियन नेशनल मूवमेंट एंड द लिबरलस           |
| (5) ए.आर. देसाई           | – भारतीय राष्ट्रवाद की सामाजिक पृष्ठभूमि      |
| (6) शर्मा एवं शर्मा       | – भारतीय राष्ट्रीय आंदोलन एवं राजनैतिक विकास  |
| (7) कौलेश्वर राय          | – फ्रीडम स्ट्रगल                              |
| (8) विपिन चन्द्र          | – भारतीय स्वतंत्रता संग्राम का इतिहास         |
| (9) बीरकेश्वर प्रसाद सिंह | – भारतीय राष्ट्रीय आंदोलन एवं संवैधानिक विकास |



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| (10) रामलखन शुक्ला                | — आधुनिक भारत का इतिहास                                |
| (11) विनोद कुमार सक्सेना          | — द पार्टीशन ऑफ बंगाल                                  |
| (12) के.पी. बहादुर                | — हिस्ट्री ऑफ फ्रीडम मूवमेंट इन इंडिया                 |
| (13) योगेन्द्र श्रीवास्तव         | — हिस्ट्री ऑफ फ्रीडम मूवमेंट 1857—1947                 |
| (14) यशपाल एवं ग्रोवर             | — आधुनिक भारत का इतिहास                                |
| (15) कौलेश्वर राय                 | — आधुनिक भारत 1757—1950                                |
| (16) दामोदर धर्मानंद कौसंबी       | — भारतीय इतिहास का अध्ययन                              |
| (17) उषा ठक्कर एवं जयश्री मेहता   | — गांधी बोध  |
| (18) माधुरी बोस                   | — बोस बंधु और भारतीय स्वतंत्रता                        |
| (19) अजय गुडावर्धी                | — भारत में राजनीतिक आंदोलनों का समकालीन इतिहास         |
| (20) एम.आजाद                      | — आजादी का कहानी                                       |
| (21) ए.पी. सिंह                   | — भारत में राष्ट्रवाद                                  |
| (22) सुमीत सरकार                  | — मॉडर्न टाइम्स  |
| (23) रजनी कोठारी                  | — पोलिटिक्स इन इंडिया                                  |
| (24) एम.के. गांधी                 | — हिन्द स्वराज   |
| (25) किशोर अग्रवाल                | — बीसवीं शताब्दी का छत्तीसगढ़                          |
| (26) अरविंद शर्मा                 | — छत्तीसगढ़ का इतिहास                                  |
| (27) अशोक शुक्ला                  | — छत्तीसगढ़ का राजनीतिक इतिहास                         |
| (28) भगवान सिंह वर्मा             | — छत्तीसगढ़ का इतिहास                                  |
| (29) सुरेश चंद्र                  | — छत्तीसगढ़ का समग्र इतिहास                            |
| (30) सुरेश चंद्र शुक्ला,          | — छत्तीसगढ़ की रियासतों का विलीनीकरण एवं अर्चना शुक्ला |
| (31.) आभा पाल एवं डिश्वर नाथ खुटे | — बस्तर का राजनीतिक, सामाजिक एवं आर्थिक इतिहास         |

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**SOCIOLOGY**  
**B.A. PART- III**  
**PAPER- I**  
**FOUNDATIONS OF SOCIOLOGICAL THOUGHT**

- UNIT-I**      **August Comte:** The Law of Three Stages, Positivism, Hierarchy of Science.  
                 **Durkheim:** Social Solidarity and Suicide
- UNIT-II**      **Karl Marx:** Dialectic Materialism, Class Struggle and Surplus value.  
                 **Max Weber:** Bureaucracy, Authority and the Protestant Ethic and the spirit of Capitalism.
- UNIT-III**      **Pareto:** Circulation of Elits and Logical and Nonlogical action.  
                 **Spencer:** Social Darwinism, Superorganic evolutions.
- UNIT-IV**      **Thorstein Veblen:** The Theory of Leisure Class, Theory of Social Change  
                 **R.K. Morton:** Functionalism and Reference Group.
- UNIT-V**      **Development of Sociological thought in India:-**  
                 **Mahatma Ghandhi :** Ahimsa, Satya Graha and Trusteeship.  
                 **RadhaKamal Mukherjee:** The Concept of Value.

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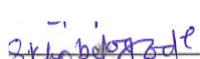


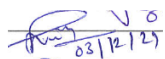
**SOCIOLOGY**  
**PAPER- II**  
**METHODS OF SOCIAL RESEARCH**

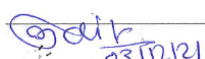
- UNIT-I** Social Research: **Meaning, Characteristics and Significance.**  
Scientific Methods, Hypothesis.
- UNIT-II** **Qualitative Research:** Ethnography, Observation, Case Study,  
Content analysis.
- UNIT-III** **Research design:** Exploatory, Descriptive, Explanatory, Experimental  
and Diagnostic.
- UNIT-IV** **Tools and Techniques of Social Research:** Social Survey, Sampling,  
Questionnaire, Interview- Schedule and Interview - Guide
- UNIT-V** **Social Statistics:** Meaning, Importance and Limitations.  
Graphs, Diagram and Measures of Central Tendency- Mean, Mode,  
Median, Co-relation, Use of Computer in Social Research.


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Dr. K. K. Bhatnagar

  
Dr. V. S. V. S.

  
Dr. S. K. S. K.

  
Dr. S. K. S. K.

  
Dr. S. K. S. K.



**MARKS: 100**

- (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.

## **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

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#### **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**

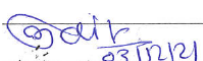
- History of Indian psychology with specific reference to religions and epics.
- Durganand Sinha's Cognitive Development.
- Understanding diversity in Indian culture.

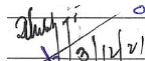
#### **Suggested Readings:**

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.
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.

  
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**PAPER –VII**  
**PEDAGOGICAL STUDIES (PART I)**  
**(A) PEDAGOGY OF SOCIAL SCIENCE (PART I)**

**TOTAL MARKS: 100**

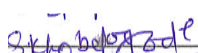
This course in the teaching of Social Sciences introduces student teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences. In fact, the 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.

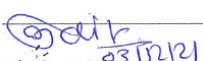
**COURSE OBJECTIVES:**

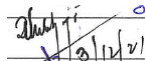
**After completion of course the students will be able to-**

- (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.

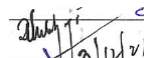
### **Unit - IV: Teaching-Learning of Geography- Space, Resources and Development**

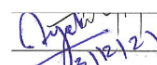
- Meaning, Nature and Scope of Geography: Current Trends.
- Teaching and Learning Major Themes and Key Concepts in Geography.
- Location: Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating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

  
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- 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)
- 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).

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- 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. Economic 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:**

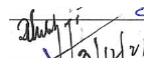
**After completion of Course the student will be able to-**

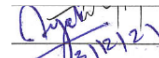
- (i) understand the different roles of language;
- (ii) understand the relation between literature and language;
- (iii) understand and appreciate different registers of language;
- (iv) develop creativity among learners;
- (v) understand the role and importance of translation;
- (vi) examine authentic 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;
- (xv) develop an insight into the symbiotic relationship between curriculum syllabus and

  
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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:

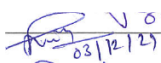
- 'Teaching of English';
- 'Teaching of Indian Languages'; and
- 'Multilingualism as a Resource'.

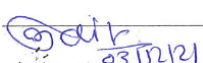
(ii) Analysis of advertisements aired on Radio/Television on the basis of language and gender.

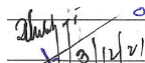
(iii) Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:

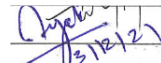
- How the different registers of language have been introduced?
- Does the language clearly convey the meaning of the topic being discussed?
- Is the language learner-friendly?

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- 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:

- Do a survey of five schools in your neighbourhood to find out:

(a) Level of Introduction of English

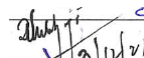
(b) Materials (textbooks) used in the classroom

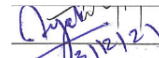
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-

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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'.

### **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;

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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.
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.

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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.

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## (C) PEDAGOGICAL STUDIES (PART I)

हिंदी भाषा का शिक्षण (भाग-1)

कुल अंक: 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 और ज्ञान 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;
- (vii) पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना;

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- (viii)भाषा और साहित्यसंबंध 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

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## 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 कहाँ तक समर्थ है।
- (v) बच्चे के स्तर के अनुरूप हैं?
- (vi) क्या इसमें तकनीकी भाषा का बहुत इस्तेमाल किया गया है ?
- (vii) 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 अनुसंधाएँ 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 भाषा के रूप में हिंदी, हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।

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## 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।

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## 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 में 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

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-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 सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थिसॉरस, शब्दकोश और इन्साइक्लोपीडिया का 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.

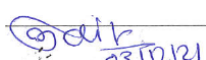
## ***Supervisor Responsibilities***

### **Meetings, Observation Visits, and Assessments**

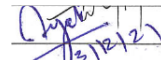
- Provide copies of written assessments to interns and mentor teachers.

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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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## 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:

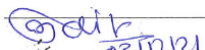
Mentor's Remarks:

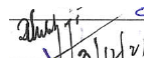
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Trainee's Signature

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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:

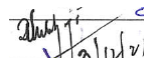
(May use separate papers for detailed report)

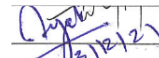
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(Format D)

## 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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