

Syllabus
of
Two Year Bachelor of Education (B.Ed.)
Programme

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(With Effect from Session 2018-20)



Faculty of Education
Patliputra University
Patna

Nalanda Teacher's Training College

Deepnagar, Biharsharif, Nalanda, Bihar - 803111

Recognised by ERC, NCTE, Bhubneshwar (Govt. of India)

Affiliated by Patliputra University, Patna



VISION

Nalanda Group of Institutions

To impart quality education to young aspirants at an affordable cost by molding students as individuals with discipline, human values and ability thus contributing to the educational growth of the country. To provide intellectual and moral leadership by igniting the minds of young learners for realization of their potential and make positive contributions leading to prosperity of the society and the nation at large.

MISSION

Nalanda Group of Institutions

To create a well equipped centre for the youth for successful completion of M.Ed./B.Ed. course as a professional career contributing to enhance the status of young learners and build the wealth in the teaching field with a mission to impart the quality Teachers Training Education to each and every segment of our society.

Syllabus of Two-year Bachelor of Education (B.Ed.) Course

General Instructions:

In India, the system of Teacher education comprises teacher education programmes meant for preparing teachers for different stages of school education or for different curricular areas across stages. The teacher education programme leading to the Bachelor in Education (B. Ed.) aims at preparing teachers for upper primary or middle level (VI-VII), secondary and senior secondary level of education, that is, classes IX-XII. The RTE Act highlights the need and importance of having well qualified and professionally trained teachers to facilitate realization of the goals.

The teacher education programme leading to the Bachelor in Education (B. Ed.), teacher is called upon to engage with children of 6-17 years in a variety of socio-cultural contexts. The purpose of engagement is to facilitate children's learning and development, for which the teacher must have thorough understanding of the child and his process of learning and development and also of problems and rights of children. Needless to say that the teacher is expected to develop the requisite understandings through his/her own observation, experimentation and reflection. Every child grows in a particular socio cultural context, which impacts his/her, acquisition of knowledge, skills, attitudes, etc. This makes it imperative for the teacher to understand the social set up in which the child is placed and the demands it puts on the child as well as on the teacher.

In addition to developing understanding of the child's development in various contexts, the teacher is also expected to facilitate acquisition of knowledge and skills by the students in different curricular areas, for which he/she must have the competence to use appropriate pedagogies, which may be subject-specific or general pedagogy relevant and appropriate for different areas of school curriculum. For instance, the utility of ICT, Arts and Crafts and Community resources and folk arts as pedagogical tools is well established for different areas of school curriculum. This implies that the inclusion of all these pedagogical tools in the curriculum of a teacher education programme will enhance the effectiveness and quality of teacher preparation.

The present day Indian Society is a technology driven Society and is on the way of becoming a learning society. The increasing use of Information and Communication Technologies has brought about a sea change in the generation and transmission of knowledge. This has empowered the learners for self-learning. The programme envisages the use of ICT as a pedagogical tool for all areas of school curriculum at the elementary stage. Besides ICT, fine arts, music, dance, theatre and crafts have immense potential for being used as a medium for the teaching of various areas of school curriculum like Science, Mathematics, Social Studies, Environmental Studies, etc. The inclusion of Arts and Crafts in the curriculum shall not only equip the prospective teachers to appreciate our rich cultural heritage in the field of Arts, but will also prepare them to expose their potential as pedagogical tools for the education of different areas of school curriculum.

NCFTE -2009 emphasized that we need teachers who:

- * Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems, and treat all children equally.
- * Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.
- * Critically examine curriculum and textbooks, contextualize curriculum to suit local needs.
- * Do not treat knowledge as a given embedded in the curriculum and accepted without question.
- * Organize learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.
- * Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.

- * Promote values of peace, democratic way of life, equality, justice, liberty, secularism and for social reconstruction.

This can only be achieved if teacher education curriculum provides appropriate and critical opportunities for student teachers to:

- * Observe and engage with children, communicate with and relate to children.
- * Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- * Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
- * Engage with subject content, examine disciplinary knowledge and social realited subject matter
- * Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

Each of the above stated opportunities can be provided through a carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers' experiential knowledge. (NCFTE-2009)

The B.Ed. Programme aims to prepare teachers who are able to continuously assess and improve their professional practice as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and can engage with context and subject matter that they will be teaching. The student-teachers will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects, familiarized with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of all the learners in diverse and plural settings of classrooms.

Eligibility:

- Candidate with at least fifty percent marks either in the Bachelor's Degree and /or in the Master's Degree in Science/ Social Science/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent there to be eligible for admission to the programme.
- The reservation and relaxation for SC/ ST/ OBC/ PHC and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

I. Scheme of Study:

First Year Annual Distribution Of The Course

Course no.	Course Name	Credit	Theory	Practicum	Full Marks
BCC 1	Childhood and Growing Up	4	80	20	100
BCC 2	Contemporary India and Education	4	80	20	100
BCC 3	Learning and Teaching	4	80	20	100
BCC 4	Language across the Curriculum	2	40	10	50
BCC 5	Understanding Disciplines and Subjects	2	40	10	50
BCC 6	Gender, School and Society in Education	2	40	10	50
BCC 7a	Pedagogy of a School Subject	2	40	10	50
BEPC 1	Reading and Reflecting on Texts	2	00	50	50
BEPC 2	Drama and Art in Education	2	00	50	50
BEPC 3	Critical Understanding of ICT	2	00	50	50
	Total	26			650

**Engagement with the Field: Tasks and Assignments for Courses 1-6 & 7a.*

SECOND YEAR ANNUAL DISTRIBUTION OF THE COURSES

Course no.	Course Name	Credit	Theory	Practicum	Full Marks
BCC7(b)	Pedagogy of a School Subject	2	40	10	50
BCC 8	Knowledge and Curriculum	4	80	20	100
BCC 9	Assessment for Learning	4	80	20	100
BCC 10	Creating an Inclusive School	2	40	10	50
BCC 11	Optional Course*	2	40	10	50
BEPC 4	Understanding the Self	2	00	50	50
	School Internship	10	0	250	250
	Total	26			650

* Engagement with the Field : Tasks and Assignments for Courses 7b & 8-10.

* One Credit is equal to 16 hours for theory and for practicum 32 hours.

Note:

* Optional Courses can be from among the following – Health and Physical Education, Peace Education & Guidance and Counseling.

I. Examination:

- To be permitted to appear in the examination for the Degree of the Bachelor of Education (B.Ed.) a candidate must have :
 - I. Completed the courses of study prescribed for the B.Ed. Programme.
 - II. Registered with Patliputra University, Patna as a student.
 - III. Having completed 80% attendance in theory classes and 90% in school internship and practicum of the total classes held.
 - IV. The course must be completed in a maximum of three academic session from the date of admission to the programme.
- A candidate for Bachelor of Education degree shall be examined in eighteen paper carrying total of 1300 marks.
 - (a) There shall be five core papers carrying 100 marks each (80 marks for Theory & 20 marks for Internal assessment)
 - (b) There shall be four core papers carrying 50 marks each (40 marks for Theory & 10 marks for Internal assessment)
 - (c) There shall be two papers of pedagogy of School subject (PSS), carrying 50 marks each (40 marks for Theory & 10 marks for Internal assessment)
 - (d) There shall be one optional course to be offered in areas such as Vocational, Health and Physical Education, Peace Education, Guidance and Counseling course carrying 50 marks (40 marks for Theory & 10 marks for Internal assessment).
 - (e) There shall be four EPC courses carrying 50 marks each which shall be evaluated internally.
 - (f) There shall be School Internship programme for 250 marks. The marks shall be awarded on the basis of overall performance of the student-teachers in the school during Internship programme. The institution shall maintain cumulative record of activities of each student-teacher during Internship programme for the assessment of overall performance.
- There shall be written examination in each of the theoretical core papers, pedagogy of school subject & elective papers. The theoretical core papers carrying 80 marks shall be of three

FIRST YEAR**BCC-1****CHILDHOOD AND GROWING UP**

Course Credit: 4

Full Marks: 100

Duration: 3 Hours

Theory: 80

Practicum : 20

Objectives:

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

- To develop understanding about children of different age groups through close observation and interaction with children from diverse socio-economic and cultural background.
- To enable student teacher to arrive at an understanding of how different socio-political relation construct different childhoods & Community.
- To bring together theories of child development and crucial aspects from the construct of childhood, which has political, social & cultural dimensions?
- To interact with children using activities as a base to establish rapport.
- To critically understand how students and teacher observations relate to the theories they have learned & also to situate their learning's in realistic frames.
- To interpose how gender, caste and social class may impact the lined experiments of children.

Content:**UNIT 1: Introduction to Childhood**

- Concept of Childhood, Growth and Development;
- Stages of Development: Physical, Mental, Emotional, Social and Moral
- Factors affecting Childhood: Family, Peer group, neighbors Schools and Community.

UNIT 2: Understanding Adolescence

- Cultural difference and Adolescent, impact of urbanization and economic change in his experience.
- Growing up as Adolescent: Impact religion, socio-cultural context, gender, class poverty and media.
- Childhood and adolescence. Problems of Indian adolescents and role of teacher, family and community.

UNIT 3: Perspectives in Development

- Concept and introduction to perspectives in development and theories of development with reference to Piaget and Vygotsky.
- Enduring themes in the study of development: development as multidimensional; Development as continuing through the life span; ways in which development is continuous/discontinuous; socio-cultural contexts influencing development.

UNIT 4: *Language Development of child*

- Development of Speech and Language
- Stages of language development
- Factors affecting language development
- Bilingual or multilingual children: Pedagogical implications for teachers

UNIT 5: *Children in Their Natural Settings*

- Impact of gender, caste, social class, urban setting and on the lived experiences of children.

Practicum: (20 Marks)

- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.

Mode of Transaction:

- Classroom discussions for developing conceptual understanding.
- Close reading of text material/research papers.
- Individual and group presentations of issues and concerns raised in assignments, and Theoretical and practical activities/exercises/investigations; analysis interpretation of collected observations, systematic data.

BCC- 2**CONTEMPORARY INDIA AND EDUCATION****Course Credit: 4****Full Marks: 100****Exam Duration: 3 Hours****Theory: 80****Practicum : 20****Objectives: *On completion of the course the student teacher will be able:******On completion of the course the student teacher will be able:***

- To enable student teachers to engage with studies on Indian society & education.
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children & schools.
- To respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully & justly.
- To understand critically the constitutional values related to the aims of education.
- To make them understand the policy frameworks for public education in India.

Content:**UNIT 1: *Diversity, Inequality and Marginalization***

- Diversity, Inequality and Marginalization in the Indian society and its implications for education.
- Marginalization on the basis of individual regions, languages, religions, caste, tribes etc.
- Education of marginalized groups like women, Dalits, Minorities and tribal people.

UNIT 2: *Universalization of Elementary Education*

- Right to education and its implications,
- Universalization of Education with special reference to:
 - (a) Universal Enrolment (b) Universal Retention (c) Universal Achievement
- Impact of realizing the UEE on secondary education: access, enrolment, participation and Achievement, Lessons from implementation of UEE.
- RMSA : Issues and concerns.

UNIT 3: *Constitutional Values and Education*

- Study of Constitution especially the preamble for the fundamental Rights, Duties and the directive principles of state policies;
- Constitutional values related to aims of education;
- Democracy: Equality, Justice, Freedom, secularism, socialization, Fraternity.

UNIT 4: *Conceptualizing Education*

- Concept and process of education.
- School of Philosophy: Idealism, Naturalism and Pragmatism with reference to the thoughts of Plato, Rousseau and Dewey.

UNIT 5: *Study of Different Commissions and Policies in Education*

- Basic system of Education.
- Mudaliar commission (1951-53).
- Kothari commissions (1966) recommendations and their implementation
- National Policy of Education (NPE) 1986 & its review 1992

Mode of Transaction:

- Teachers should incorporate discussions, projects, documentaries and fields based projects
- Close and critical reading, as well as analysis of various articles, policy documents, textbooks, documentaries, movies should be developed
- In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- Dialogue and discussions has to be the key for the transaction of this course.



BCC - 3

LEARNING AND TEACHING

Course Credit: 4

Full Marks: 100

Exam Duration: 3 Hours Theory: 80

Practicum : 20

Objectives:

- To reflect on and critique notions of learning and teaching that they have formed from their own experience, and to move beyond them.
- To understand learning socio-cultural & cognitive process.
- To understand the learner, learning in and out of school.
- To understand culturally responsive teaching approaches they support learning.
- To enable them to realize values, personal relationships between teacher and learners, relationship among the learner themselves, autonomy, self-esteem & freedom by them.
- To appreciate that all teaching is directed at learning and they the learner is out the heart of the teaching.

Content:

A. LEARNING

UNIT 1: *Understanding the learner and Learning Process*

- Understanding the learner's scholastics and behavioral characteristic.
- Learning as a process and learning as an outcome.
- Socio cultural & Cognitive Processes of learning.

UNIT 2: *Dimensions of Learning*

- Types of learning: Factual, conceptual, procedural and generalization.
- Current theories of learning (Piaget(1977), Vygotsky (1937) and insight theory.
- Learning as construction of knowledge learning in school & outside of school.
- Notion of learning as construction of knowledge (NCF-2005);

UNIT 3: *Learning and Motivation*

- Meaning, factors influencing learning: learner related, teacher related, process and task related.
- Transfer of learning - Meaning and transfer of learning from classroom to actual life situations.
- Concept and Theories of motivation,
- Motivating children in classroom situations

B. TEACHING

UNIT 4: *Understanding Teacher and Teaching*

- Teacher's professional identity and proficiency: Competencies and commitment.
- Teacher's roles in teaching process

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UNIT 5: *Teaching as a Profession*

- Teaching as a Profession.
- Analyzing teaching in diverse classrooms.
- Multiple responsibilities in institutional setting.
- Need & opportunities for professional growth of teacher.

Practicum: (20 Marks)

1. Positive transformer of training
2. Negative transformer of training
3. Personality Test
4. Performance Test
5. Verbal General Intelligence Test



BCC- 4**LANGUAGE ACROSS THE CURRICULUM****Course Credit: 2****Full Marks : 50****Exam Duration: 2 Hours, Theory: 40****Practicum : 10****Objectives:***On completion of the course the student teacher will be able:*

- To enable them to understand students' language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- To be familiar with theoretical issues, and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- To create sensitivity to the language diversity that exists in the classrooms.
- To understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner they promote learning in the subject area.
- To understand the nature of reading comprehension in the content areas (informational reading) and writing specified content areas.
- To analyze children's writing to understand their concepts; writing with a sense of purpose, writing to lesson and understand.

Content:**UNIT 1: Language and Literacy**

- Linguistic background of students and its influence in classroom interaction.
- Literacy, Oral and Written language used in classroom
- Develop Strategies for using oral language in the classroom to promote learning in the subject area.

UNIT 2: Language Diversity & Multilingualism

- The home language and school language gap -Deficit theory, Discontinuity theory.
- Constitutional Provisions about Language
- Multilingualism as a Resource and a Strategy

UNIT 3: Language and Role of Teacher

- Language in education and Curriculum
- Learning language and learning through language
- Studying Bihar state policies on language in education
- Role of the Teacher in language teaching Developing Listening and Speaking skills; Dialogue, Story telling, Poem recitation, short play.
- Developing Writing Skills and Linkages between reading and writing.

Mode of Transaction

- Close and critical reading of selective texts under "discussion" reading in small groups
- Participatory transaction by building them around responses of students
- Giving students opportunities to go through experimental process for transacting some topics such as process writing

UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Credit: 2

Exam Duration: 2 Hours.

Theory: 40

Full Marks: 50

Practicum : 10

Objectives:

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

- Reflect the nature and role of disciplinary knowledge in the school curriculum.
- To redefine the school subjects in schools with concern for social justice.
- To know the 'Theory of content' framed in the syllabus and how it can be transformed.
- To analyse critically about the media which propagates popular believes, reinforcing gender roles in the popular culture and its implication at school.
- To become aware with some issues of gender identity roles and perform activity for the development by positive notions of body and self.
- To reflect on one's aspiration and possibilities in order to develop a growing sense of interdisciplinary approach of knowledge.
- To identify experiences of children with community.

Content:

UNIT 1: Understanding Discipline and Subjects

- Understanding the development and changes in natural discipline and Subjects. (Social science, Humanities and Science).
- Emerging of subjects in particular social, political and intellectual concepts

UNIT 2: Disciplinary Knowledge

- Role of disciplinary knowledge in the overall scheme of school curriculum. (John Dewey)
- Values of disciplines

UNIT 3: Theory of Contents Selection

- Formulation of contents and principles of selection of content
- Recent development of Science, Mathematics, Languages & Social Science and issues related with rates disciplinary knowledge.

Mode of Transaction

- Group discussion, Brainstorming,
- Audio visual environment,
- Developing community relationship,
- classroom transaction, seminar presentation
- Reading Various Resources

BCC - 6**GENDER, SCHOOL AND SOCIETY**

Course Credit: 2

Full Marks: 50

Exam Duration: 2 Hours.

Theory: 40

Practicum : 10

Objectives:

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

- To explore the complex relationship of gender and education and understand how gender power and sexually relate to education.
- To understand the gender roles in society, through a variety of institution such as the family, caste, religion, culture, media and popular culture.
- To understand how socialization into a specific gender influences, how we and others look at ourselves and others.
- To examine the role of schools, peers, teachers, curriculum and textbooks etc. in challenging gender inequalities or reinforcing gender parity.
- To help to develop abilities to handle notions of gender and secularity, often addressing the issues under diverse cultured conspiring, their own and their students, instead of studying away from the same.

Content:**UNIT- I: Gender Issues: Key Concepts**

- In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations.
- Gender, Sex, Sexuality, Patriarchy, Masculinity and Feminisms: liberal, socialist and radical.
- Gender bias, Gender stereotyping, Gender parity.
- Gender hierarchy.

UNIT-II: Learning of Gender Roles

- Meaning of socialization
- Learning of gender roles in cross-cultural perspectives
- Formation of Gender Identities and Socialization Practices in: Family, Schools and other formal and informal organization.

UNIT-III: Gender and Education

- Schooling of Girls.
- Issues of equity, inequalities and resistances (issues of access, retention and exclusion in relation to caste, tribe, religion and region, disability).
- Instrumentalist approach to women education- Application in the Indian Context
Gender and Subject choices.

UNIT- IV: *Issues of Gender Inequality in Curriculum and School*

- In the Structure of knowledge; Feminist critique of various school subjects.
- In pedagogical practices.
- In the development of curriculum and text books.
- Gender and the hidden curriculum

UNIT -V: *Strategies for Change*

- Women's movement
- Critical Media Literacy
- Teacher as an agent of change

MODE OF TRANSACTION:

Teachers should incorporate discussions, projects, documentaries, movies and field based projects.

Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be used.

Dialogue and discussions has to be the key for the transaction of this course.

Individual and group presentations of issues and concerns raised in assignments



BCC 7a & 7b:
PEDAGOGY OF SCHOOL SUBJECT

(PSS for 1st Year and 2nd Year)

Course Credit: 2+2

Full Marks: 50+50

Exam Duration: (2 Hours) x 2 Theory : 40+40

Practicum: 10+10

Objectives:

On the whole the Pedagogy of School Subject following objectives:

- To understand the epistemological and Pedagogical bases of their own chosen school subject.
- To understand the Pedagogy as the integration of knowledge about the learner, the subject and the social context.
- To embed the Pedagogy within the teaching learning process, an approach to draw upon socialites to address issues of justice & equity.
- To comprise of three areas:-
 - (a) Nature of the school subject, including its relation to disciplinary knowledge and its social history;
 - (b) Approaches for the teaching of the subjects at different stages of school;
 - (c) Deeper theoretical understanding of how children in diverse social condense construct knowledge of specific subject concept areas.
- To go over some of the basic concepts of the subject area.
- To relate their understanding of concepts with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.
- To work with theoretical studies as well as on the field with school children from different backgrounds to understand their initiative conceptions and to adequately prepare for their own internship.
- To examine teaching-learning process that incorporates enquiry, discovery, conceptual development, activity based learning etc. Within the classroom.

PSS-1

TEACHING OF ENGLISH

Objectives:

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

- Understand the nature and resources of language and issues related to language acquisition, variation and change.
- Use the knowledge and skills needed to understand, analyse and evaluate their own performance.
- Appreciate the uniqueness of multilingualism in India as a linguistic and socio-linguistic phenomenon and its implications for pedagogy.
- Acquire knowledge about the role, status, objectives and problems of teaching English as a second language in India.
- Develop the four basic skills i.e. listening, speaking, reading and writing among the students.
- Enrich their knowledge of English vocabulary, structures, grammar and usage and to develop the ability to teach them.
- Improvise and use appropriate aids for teaching English.
- Know compare and analyse various methods and approaches of teaching English
- Plan and teach lessons in English prose, poetry, grammar and composition related to the courses prescribed by different state boards of Secondary Education.
- Use of various techniques for the evaluation of learner's achievement in English.
- Identify and analyse errors and plan and execute remedial instruction.

Content:

UNIT I: *Introduction*

- Values and importance of teaching English in India
- The objectives of teaching English as a second language at the secondary level.
- Problems possible solutions

UNIT II: *Reading and Writing*

- Types of Reading
- Reading defects and their remedy
- Developing the skills of writing-steps, stages, types
- Acquaintance with different literary genres: Poetry, Drama, Novel, Essay and Story.

UNIT II: *Methods of Teaching*

- Grammar – translation method
- Direct method
- Structural – situational approach
- Bilingual approach

- Communicative language teaching

UNIT IV: *Teaching English*

- Teaching of Prose – detailed and non-detailed
- Teaching of Poetry
- Teaching of Grammar
- Lesson planning in all the above four areas

UNIT V: *Various Aspects of English Teaching*

- Maxims for teaching of English
- Place of mother tongue in English teaching
- Evaluation in English teaching

Transaction Mode:

The approach to be followed is the eclectic approach. It includes questioning, lecture cum-discussion, demonstrations, and communicative activities, situational teaching and learning by doing. The emphasis will be on learner-centered teaching.

Practicum:

Any two of the following

- Tracing the objectives of teaching in a given passage
- Preparation of unit plans and lesson plans
- Framing suitable exercises on a given topic/passage
- Framing comprehension questions and finding correct answers
- Participation in Conservation
- Describing places after visiting them
- Preparing different teaching aids
- Development of language games
- Action research on different problems of teaching English in India
- Assignments on the prescribed suitable topics
- Abstracting and review of articles published in standard journals



TEACHING OF URDU

Objectives:

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

- Understand the nature and mechanics of language.
- Use the knowledge and skills needed to understand, analyse, and evaluate his own performance.
- Appreciate the uniqueness of Urdu language and literature.
- Identify the components of the four language skills.
- Develop acquaintance with approaches and methods of teaching.
- Plan and teach lessons in Urdu prose, poetry, drama, grammar and composition.

Content:

UNIT I. Introduction

- Concept of language (verbal & non-verbal) concept of language learning and acquisition functions of language,
- Objectives of teaching Urdu at Secondary levels.
- Origin and development of Urdu as a language.
- Urdu as a mother tongue.
- The qualities of a good language teacher.

UNIT II. Writing Skills

- Writing: Elementary knowledge of Urdu scripts- Khat-e-Naskh, Khat-e-Nastaliq and Khat-e-Shikast.
- Teaching of alphabets, borrowed from Arabic, Persian and Hindi, its shapes and nomenclatures.
- Punctuation
- Qualities of good hand writing
- Letter writing (Formal and Informal) & Essay writing

UNIT III. Reading Skills

- Reading: Its importance, concept and meaning.
- Types of reading – Silent and loud reading, extensive and intensive reading.
- Reading comprehension
- Reading defects and their cure.

UNIT IV. Methods of Teaching:

- Translation method

- Direct method
- Play way method
- Structural approach
- Communicative approach

UNIT V. Various Dimensions of Teaching Urdu

- Teaching of prose & Poetry
- Teaching of Grammar & Composition
- Lesson planning in all the above areas
- Skills of questioning
- Teaching aids in Urdu teaching

Practicum:

Any two of the following

- Preparation of objective type tests
- Writing objectives for teaching of prose
- Writing of objectives of teaching poetry
- Preparation of teaching aids
- Framing suitable exercises on given topic
- Preparation of lesson plan and unit plans
- Participation in conservation
- Practicum on suitable topics



PSS - 3

TEACHING OF HINDI

उद्देश्य - प्रशिक्षणार्थी -

1. माध्यमिक स्तर पर पढ़ाई जाने वाली हिन्दी भाषा और उसकी विषय वस्तु को पूरी तरह जान समझ सकें तथा उसकी शिक्षण विधियों का कुशलतापूर्वक प्रयोग कर सकें।
2. हिन्दी भाषा की मौखिक एवं लिखित अभिव्यक्ति के शिक्षण के लिए भाषा के अनिवार्य अंगो-उपांगों का वैज्ञानिक विश्लेषण कर सकें तथा हिन्दी भाषा के व्यावहारिक रूप का कक्षा शिक्षण में प्रयोग कर सकें।
3. छात्रों में भाषा बोध के विभिन्न आयामों के विकास के लिए पढ़ाई जाने वाली विषयवस्तु यथा-कविता, कहानी, निबंध, नाटक तथा अन्य विधाओं के शैक्षणिक उद्देश्य और उनका अलग-अलग महत्त्व समझ सकें तथा विभिन्न विधाओं की पाठ योजनाओं का विकास कुशलतापूर्वक कर सकें।

हिन्दी भाषा शिक्षण

इकाई -1 : हिन्दी शिक्षण के उद्देश्य एवं लक्ष्य

- हिन्दी भाषा का अर्थ एवं सम्प्रत्यय
- हिन्दी भाषा शिक्षण के सामान्य व विशिष्ट उद्देश्य
- माध्यमिक एवं उच्चतर माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य
- भारत में हिन्दी शिक्षण की समस्याएँ
- हिन्दी भाषा शिक्षण के सिद्धान्त
- ब्लूम वर्गीकरण के अनुसार शैक्षिक उद्देश्यों का व्यवहारपरक लेखन

इकाई -2 : हिन्दी शिक्षण में पाठ योजना

- पाठ योजना- अर्थ, महत्त्व एवं विशेषताएँ
- पाठ योजना के विभिन्न उपागम (हरबर्ट एवं ब्लूम)
- गद्य, पद्य एवं व्याकरण की पाठ योजना के सोपान
- एक उत्तम पाठ योजना का निर्माण
- विभिन्न श्रव्य-दृश्य उपकरणों का हिन्दी शिक्षण में प्रयोग

इकाई -3 : हिन्दी शिक्षण में विभिन्न भाषायी कौशल

- हिन्दी भाषा कौशल के विकास का महत्त्व
- श्रवण कौशल का अर्थ, महत्त्व एवं शिक्षण तकनीक
- वाचन कौशल का अर्थ, महत्त्व एवं शिक्षण तकनीक
- पठन कौशल का अर्थ, महत्त्व एवं पठन कौशल के तकनीक का विकास
- लेखन कौशल का अर्थ, महत्त्व, लेखन शिक्षण के चरण, औपचारिक एवं अनौपचारिक लेखन

इकाई - 4 : हिन्दी शिक्षण की विधियाँ

- गद्य शिक्षण विधि - व्याख्यान, अर्थबोध व पाठ्यपुस्तक विधि
- पद्य शिक्षण विधि - गीत, अभिनय, व्याख्यान व प्रश्नोत्तर विधि
- व्याकरण शिक्षण विधि - पाठ्यपुस्तक, सूत्र प्रणाली, आगमन व निगमन विधि
- रचना शिक्षण विधि, खेल विधि, चित्रपूर्ति, रिक्त स्थान, प्रबोधन व प्रश्नोत्तर विधि

कार्य सम्पादन प्रणाली

- व्याख्यान एवं समूह वार्तालाप
- विभिन्न मुद्दों पर सामग्री एकत्र करना (समाचार पत्र से)
- आदर्श पाठ योजना का निर्माण (गद्य, पद्य व व्याकरण)
- उपयुक्त शिक्षण सहायक सामग्री का निर्माण
- अपनी मनपसंद कविताओं का मूल्यांकन तथा उन पर एक लेख तैयार करना ।

