

SINGHANIA UNIVERSITY

PACHERI BARI (JHUNJHUNU) RAJASTHAN

SCHEME OF B.ED. EXAMINATION

The B.Ed. programme will consist of following components:

- Part I Main theory paper I to VI
- Part II Teaching Practice and Practical Work
- Part III Qualifying Compulsory Paper VII
(Computer)
- Part IV Specialization (Additional optional paper VIII).

There will be six theory papers of three hours duration carrying 100 marks each for final Examination.

Compulsory Papers – I to IV

Optional Paper – V & VI

Compulsory

- Paper-I Education and Emerging Indian Society
- Paper-II Psychology of Teaching and Learning.
- Paper-III Educational System in India and School Organization
- Paper-IV Educational Technology and classroom Management

Optional

Paper V & VI Contents cum Methodology Teaching Learning-

Under Paper V and VI candidate shall be required to offer any two papers from the following:-

Hindi	Sanskrit
English	Social Studies
History	Civics
Geography	Mathematics
Physics	Biology

Chemistry General Science
Home Science Economics

Qualifying Compulsory Paper: Paper VII-
Computer Literacy and Education Application
Paper VIII Specialization (Additional optional)

1. Environmental Education
2. Population Education
3. Educational and Vocational Guidance
4. Measurement and Evaluation
5. Elementary Education
6. Comparative Study of Education: India & Abroad

Graduates in Arts, Science, Commerce Streams shall have to offer any two teaching subjects studied at Graduate Level at least for two years for paper V & VI.

Evaluation Papers I to VI

Each theory paper will carry 100 marks out of which 80 marks will be of theory paper at the final examination and 20 marks to be internally assessed. Out of the 20 marks, 10 marks shall be for assessing the sessional work and 10 marks for the mid-term test.

III. Question Papers:

1. Each question paper (in papers I to V) will have two sections. Section 'A' will contain 12 short answer type questions, out of which candidate will be required to attempt 7 questions each carrying 5 marks. Section 'B' will contain three essay type questions with an internal choice for each question. Essay type question will carry 15 marks.
2. Short answer type questions should aim at testing

knowledge of concepts, facts, definitions, laws, principles and generalizations etc. & also testing of understanding of principles & concepts etc. The answer to such questions not exceed a page for each question.

3. Essay type questions are to aim at testing abilities of critical thinking and application of principles etc. taught in theory.
4. The syllabus of content part in papers V & VI shall be the same as prescribed in the relevant teaching subject (optional wherever provided) for the Senior Secondary Examination of the Board of Secondary Education, Rajasthan, Ajmer from time to time.
5. No direct question will be set in this content part but it will be evaluated along with methodology prescribed in the syllabus i.e., the questions set on this part will be based on the application of methodology.
6. (i) Each questions paper set on subjects included under Paper V and VI will have two sections. Section 'A' will contain 12 short answer type of 5 marks each. Section 'B' will contain 3 essay type questions with an internal choice for each question and each essay type question will carry 15 marks.
(ii) Section 'A' will further have section A₁ and A₂. Section A₁ will have 5 questions related to the content based methodology & section A₂ will have 5 questions related directly with methodology. Candidates will be required to attempt 4 questions from section A₁ and 3

question from section A₂ of these parts of Section A.

7. The first of the three questions set in Section 'B' in papers included under Paper V to VI will be on content based methodology. The internal choice given in this question will be also of the same nature i.e. content base methodology (application of the methodology in content area).

PART II

IV Teaching Practice and Practical Work

The Teaching Practice will carry 300 marks comprising of:

1. Internal assessment 150 Marks
2. External Examination 150 Marks

Board of Examiners for Teaching Practice, As far as practicable each candidates will be examined by atleast one examiner of his stream. Board will consist of two external examiners and Principal or his nominee. The name of Internal Examiner may be proposed by Principal.

Internal – The distribution of 150 marks of Internal assessment shall be as follows:-

Internal Assessment Scheme

S.No.	Activities	Marks Distribution
1.	Micro Teaching (5 skills) (Each skill of 2 marks)	10
2.	Regular Practice Teaching including unit Test (each subject of 25 marks).	50
3.	Criticism Lesson (Each subject of 10 marks)	20
4.	Observation	05

I.	Criticism Lesson	
II.	Demonstration	
III.	Ordinary Lesson	
5.	Teaching Aids	05
	(For Arts Student- four in each method subject) (For Science Student – two teaching aids and practical in each method subject).	
6.	Practical in the Audio Visual equipments – two	05
	(to be evaluated by Audio Visual in charge)	
7.	Open air session/SUPW camp and community service	20
	1. Beautifications and Shramdan	
	2. Community Participation	
	3. Studies (work experience related with some theory course)	
	4. Cultural and literary activities & games.	
8.	Internship (Block Practice teaching).	
	1. Teaching of Method Subject (15 x 1 = 15)	15
	2. Social Participation in group.	05
	3. Participation in activities of school.	10
	4. Report of any feature of school/Case Study/Action Research	05

Grand Total 150

V. Organization Evaluation of Practice Teaching:

1. Every candidate will teach at least 40 lesson (20 lesson in each subject) during Practice teaching session. At least ten lesson in each subject should be supervised.
2. 40 lessons as desired in the syllabus should be completed as full period classroom lesson.

Micro teaching lesson be used in addition to those 40 lessons for developing certain teaching skills.

3. A minimum of ten lessons in each subject will be supervised evaluated by the subject specialist or a team of specialists of the subjects.
4. By and large, the evaluation of the performance in the practical teaching will be based on the last ten lessons in the subject when the student has acquired some competence and skills of teaching.
5. The internal assessment in practice of teaching will be finalized by the principal with the help of the members of the teaching staff and the same will be communicated to the University before the commencement of the practical each year.
6. Each candidate should be prepared to teach two lessons (one in each subject) at the final practical examination. The external examiners may pickup atleast 10% of candidates to deliver two lessons.
7. There will be a Board of Examiners for the external examination for each college which will examine each candidate in atleast on lesson and a minimum of 15% in two lessons (one in each of two subjects).
8. The Board of Examination will consist of:
 - (a) The Principal of the college concerned.
 - (b) A principal or a senior & experienced

member of the teaching staff of another training college, affiliated to Singhania University.

- (c) An external examiner from outside the Singhania University or a senior member of the teaching staff of an affiliated training college.
 - (d) The Board as far as possible will represent Humanities, Languages and science.
9. Approximately 40 lessons will be examined by the Board each day.

VI. Working out the result & awarding the division:

- (i) A candidate in order to be declared successful at the B.Ed. Examination shall be required to pass separately in Part I (Theory) & Part II (Practice of Teaching).
- (ii) For a pass in Part I (Theory) a candidate shall be required to obtain atleast (a) 30 percents marks in each theory paper and sessionals (24 marks out of 80 and 6 marks out of 20); (b) 36 percent marks in the aggregate of all the theory papers.
- (iii) For a pass in Part II (Practice of Teaching) a candidate shall be required to obtain separately at least-
 - (a) 40 percent marks in external examination.
 - (b) 40 percent marks in internal assessment.
- (iv) The successful candidates will be classified in three divisions and shall be assigned separately in theory and practice of teaching as follows:

Division	Theory	Practice of Teaching
I	60%	60%
II	48%	48%
Pass	36%	36%
Comp. Pr.	36%	40%

**VII Part III Qualifying Compulsory Paper - VII
Computer Literacy & Educational Applications**

- (a) Each candidate is required to qualify this paper for obtaining the degree. However the marks obtained in this paper will not be included to determine the overall division.
- (b) This paper will consist of 100 marks (50 marks for Theory taken by a board of examiners consisting of one external and one internal examiner.
- (c) In order to be declared successful in this paper candidate must obtain a minimum of 30% marks separately in Theory and Practical and 36% in aggregate.

Evaluation

1.	Theory Paper of	50 Marks
2.	Practical Examination	50 Marks
	(a) Practical Examination	20 Marks
	(b) Submission of Report	20 Marks
	(c) Viva	10 Marks
	Total	50 Marks

VIII Part IV Specialization Additional Paper-VIII

1. Candidates may offer any one of programme mentioned under paper VIII. Each will consist of 100 marks out of which 80 marks will be theory paper at the final examination and 20 marks to be internally assessed out of 20 marks. 10 marks shall be for assessing the sessional work and 10

- marks for the mid-term test.
2. Marks obtained in this paper will not be included to determine the overall division but if successful, a mention will be made to the effect in the degree conferred.
3. The examination paper will comprise of questions based on the theoretical as well as practical work prescribed for the paper.
4. (i) Questions paper set on subjects included under Paper VIII will have two sections. Section 'A' will contain **12 short answer type question** of 5 marks each. Section 'B' will contain 3 essay type questions with an internal choice for each question and each essay type question will carry 15 marks.
(ii) Candidates will be required to attempt only 7 questions out of 12 questions from Section A and three questions from Section B which have internal choice.
5. The practical work record shall be properly maintained by the college and may be made available for satisfaction of external examiners in practice teaching who are expected to submit a report regarding this separately.
6. In order to be declared successful in Additional Special Programmes, the candidates must obtain a minimum of 50 marks in this paper.

Paper VIII. Special Papers:

Any one of following may be offered:

1. Environmental Education
2. Population Education
3. Physical Education

4. School Library Organization
5. Educational and Vocational guidance
6. Measurement and Evaluation
7. Elementary Education.

PAPER-I

EDUCATIONAL AND EMERGING INDIAN SOCIETY

Objective

To enable the Student teacher to understand:

1. The relationship between philosophy & education, how different philosophical system have influenced the education.
2. The context in which various educational approaches have evolved in India.
3. The Provisions regarding education in the Indian constitution.
4. The need to study education in a sociological perspective. The Process of social change influencing the education and the role of education in social change.
5. The role and commitment of the teachers and learners about the challenges faced in evolving new education order.
6. Role of education in changing Indian Society towards a new social order.

Course Content

Unit 1:

1. Concept, nature and Meaning, aims and the objectives of education.
2. Forms of Education-Formal, Informal, Non-Formal
3. Values and aspirations of present Indian Society.
4. Cultural heritage and its relevance In the modern

Indian education.

Unit 2:

Educational implications of the following:

1. Idealism
2. Naturalism
3. Pragmatism

Educational contribution of the following:

1. Jainism
2. Geeta
3. Buddhism
4. Ravindra Nath Tagore
5. M.K. Gandhi
6. Swami Vivekanand
7. Sri Aurobindo Ghosh

Unit 3: Indian Constitution and the status of education with reference to the following:-

1. Universalisation of education.
2. Equality of opportunities in education.
3. Education and fundamental rights and duties.
4. Relationship between education & democracy.
5. Role of education in developing Socialistic patterns and national integration.

Unit 4:

Education as a sub System.

Education as an agent of social change, social change influencing the trend of education and social disparities.

Social Mobility, Cultural Lag, Gender disparities, Regional disparities.

The role of educational institution for creating new social orders.

Unit 5:

Emerging Indian Concerns & their educational implications.

Population education

Ecological imbalance

Globalization

Human rights

Technological invasion.

Sessional Work

(20 Marks)

- (1) One test of 10 marks.
- (2) An essay of 10 marks on any one of the foll.:
 1. Role of teacher to prepare students for responsible citizenship.
 2. Inculcation of values in the present system of education.
 3. Education opportunities
 4. Educational opportunities.
 5. Universalization of Education.
 6. Education and Culture.

PAPER-II

PSYCHOLOGY OF TEACHING AND LEARNING

Objectives

1. To develop an understanding of the basic concepts, methods and principles of Psychology and of Educational Psychology with reference to learning and teaching.
2. To develop an understanding of the nature and process of learning in the context of various learning theories and factors.
3. To develop an understanding about the various factors that affect learner like personality, intelligence, creativity and motivation.

(12)

4. To develop an understanding of the impact of social and psychological factors responsible for a balance development of personality of the learners.
5. To develop effective teaching skills in the teacher: in the making.
6. To acquaint them with various aspects of teaching such as factors that affect it, teaching models and various teaching theories.
7. To develop necessary skills to evaluate and interpret the learning outcomes.

Contents

Unit-I

1. Educational Psychology its meaning, methods, scope, Functions and applications.
2. Implications of Educational Psychology for a Teacher, Curricula, Classroom situations and learner development.
3. Growth and Development of the learner – Growth and Development meaning, Principles (Physical, social, mental & Emotional Development) and their Implications for learning.

Unit-II

1. Learning, its meaning, factors affecting learning and types of learning. (Gagne)
2. Theories of learning: Trial and Error, classic, Conditioning, Operant Conditioning, Gestalt, Piaget and Burner.
3. Transfer of learning, factors, theories, and its implications for teacher.
4. Motivation meaning and role in the process of learning.

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Unit-III

1. Personality meaning, types, factors responsible for shaping in objective & Projective of assessment.
2. Intelligence meaning. Theories, measurement and role in learning.
3. Creativity meaning components, development and measurement.

Unit-IV

Psychology of adjustment, concepts of adjustment, mechanism of adjustment Ego-defense mechanisms, identification and education of mal adjusted children.

Individual differences-meaning causes and their educational Implications. (with special reference to the slow learner, gifted delinquent, Physically disabled and Socially deprived children.

Unit-V

- (i) Group Dynamics, Classroom as a group-its impact upon learning.
- (ii) Development of a child as an individual (concept development), school and development of self-concept.
- (iii) Creative thinking, reasoning and problem-solving & the effects of social class on their development.
- (iv) Learning increments of Socialization, Individualized instruction, Diagnosing learning difficulties.
- (v) Concept of Social Learning (Bandura).

Sessional Work

(20 Marks)

- (1) One Test of (10 marks)
- (2) Any one of the following (10 marks).
 - (i) Case-Study of Special Child.
 - (ii) Administration of Psychological test and

- (iii) Observing the behavior of an adolescent boy/girl and listing his/her characteristics and problem.
- (iv) Sociometry-preparation and interpretation.
- (v) Study of community factors that effect pupil learning.
- (vi) One experiment on any aspect of learning.

PAPER III

EDUCATIONAL SYSTEM IN INDIA AND SCHOOL ORGANIZATION

Objectives:

To enable student teacher to

1. Acquire a knowledge of the concept of Educational Administration and Management.
2. Understand the role of centre state and local agencies in managing education.
3. Acquire a knowledge of administration and supervision of education in Rajasthan.
4. Develop and understanding of principles and practices of school organization.
5. Develop and understanding of the main issues related to Indian educational system.

Unit-I

Concept, need, Characteristics, principles of Educational Administration and Educational Management. Concept of authority, delegation of power, centralization and decentralization, direction, communication unity of command, TQM.

Unit-II

Concept, types, principles, styles, need, problems of Leadership. Leadership role of school HM in Institutional

planning.

Concept, type aims, need of Institutional planning and financial management.

School budget, nature, process of preparation, problems and solutions.

Unit-III

Meaning, old and modern concept, types, differences objectives, principles, nature, problem, remedies of supervision and inspection.

Role of school Headmaster in Supervision and Inspection. Concept, type, objectives, principles, nature, problem, remedies of following:-

- Development and maintenance of infrastructure.
- Time Table
- Planning co-curricular activities.
- School records
- Student discipline
- Overall school climate and tons.

Unit-IV

A brief survey of growth & development of education in India

- (A) Pre-Independence era:
- (i) Education during Vedic, Buddhist and Medieval period.
 - (ii) Development during British period: Maculay's minute.
- (B) Post-independence era:
Salient features of the Secondary Education Commission 1952-53, Education commission, 1964 and National Policy on Education 1986.
- (C) Major recommendations of Education Commission (1964) & NPE, 1986 for educational administration.

Unit-V

Role of central and state agencies of education

- MHRD, NCTE, NCERT, CBSE, CABE (Central Advisory Board of Education), NIEPA
- State Dept. of Education, RBSE, SIERT, IASE, CTE, DIET.

Sessional Work (20 Marks)

(1) One test of 10 marks.

Any one of the following: (10 Marks)

1. A detailed essay on any aspect of educational administration in India.
2. Detailed essay on any aspect of school organization.
3. Preparation of an institutional planning on any aspect of school organization.
4. A case study of a secondary school with reference to the leadership role of school Headmaster.

PAPER-IV

EDUCATIONAL TECHNOLOGY AND CLASSROOM MANAGEMENT

Objectives:

After completing this course the students & teachers will be able to:

1. Explain the concept of E.T., its types, scope and role in education practice.
2. Make use of Modern information & communication technology improve teaching-learning process.
3. Differentiate the concept of teaching, learning, training and instruction.
4. Structure the content for different levels of teaching.
5. Perform content analysis and write instructional objectives in student behavioral terms.

6. Distinguish approaches, strategies & methods of teaching and thereby plan and select the most appropriate method / strategy / communication strategies/teaching aids to the context of classroom situation.
7. Identify the different teaching skills and device various teaching strategies for development of skills.
8. Explain the concept & significance of different teaching models in relation to instructional objectives.
9. Realize the importance of feed-back devices in teacher education & develop competency to provide feed-back through different procedures.
10. Diagnose learning difficulties and to suggest the remedial procedures.
11. Develop skill of computation and use of elementary statistics.
12. Construct and use of evaluation tools and techniques.

Course Content

Unit-I

- (i) Concept of Educational Technology - Scope and its role in Educational Practices.
- (ii) Types of ET-Teaching Technology, Instructional Technology, Instructional Technology and Behavior (meaning characteristic, basic assumptions and content).
- (iii) Concept of communication, Elements of communication, Communication skills, Teaching Learning process as the process of communication.
- (iv) System Approach in Education.

Unit-II

- (i) Concept of teaching, instruction, training and learning, Relationship between teaching and learning.
- (ii) Nature of teaching and maxims of teaching.
- (iii) Content analysis
- (iv) Classification and specification of instructional behavior.
- (v) Strategies of Teaching: Group discussion, Panel discussion, Team teaching, Programmed Instruction (concept, organization, merits and limitations), Computer Assisted Instruction [CAI].

Unit-III

- (i) Concept of Teaching Effectiveness and its development.
- (ii) Meaning and concept of Teaching Skills.
- (iii) Micro-Teaching, its meaning, need and concept, micro-teaching.
- (iv) Skill of questioning, probing, illustrating reinforcement, stimulus variation & using Black Board (concept, components and observation schedule).
- (v) Concept, steps and significance of following teaching models:
 - I. Enquiry Training Model
 - II. Concept attainment Model
- (vi) Concept of feed-back in teacher education. Flanders' interaction analysis category system [FIACS].

Unit-IV

- (i) Concept of measurement and evaluation and purpose, types of evaluation.

- (ii) Characteristics of good test.
- (iii) Steps of achievement test construction.
- (iv) Concept and the procedure of Educational diagnosis and their characteristics.
- (v) Diagnostic Test.
- (vi) Concept of Remedial teaching, Preparation of a remedial programme.

Unit-V

- (i) Importance and uses of Educational Statistics.
- (ii) Frequency distribution.
- (iii) Graphical presentation: Histogram, Frequency Polygon, Ogive.
- (iv) Measures of Central tendency mean, median and mode.
- (v) Measures of dispersion-Standard Deviation.
- (vi) Correlation, its interpretation, Rank difference correlation.

Sessional Work (20 Marks)

- (1) One test of 10 Marks
- (2) Any one of the following: (10 Marks)
 - 1. Preparation of a Diagnostic Test on a unit.
 - 2. Preparation, try out & reporting of an instructional plan based on teaching strategies (any one viz. Group discussion, panel discussion, team teaching).
 - 3. Observation of two lessons of the same student - teacher for encoding and decoding on the basis of FLACS.
 - 4. Preparation of Action plan.

पेपर 5 एवं 6
हिन्दी शिक्षण

(20)

उद्देश्य:-

1. माता संरक्षना में हिन्दी भाषा तत्वों का ज्ञान देना।
2. श्रवण, भाषण, वाचन एवं लेखन संबंधी भाषाटी कौशल का ज्ञान देना।
3. इकाई, दैनिक व सूक्ष्म पाठ योजनाओं के महत्व से अवगत कराना व निर्माण का ज्ञान देना।
4. हिन्दी भाषा शिक्षण प्रणालियों के उपयोग का ज्ञान देना।
5. हिन्दी की विधाओं एवं उनके व्यावहारिक शिक्षण की संस्थितियों का ज्ञान देना।
6. हिन्दी भाषा शिक्षण में दृश्य, श्रव्य उपकरणों के व्यावहारिक उपयोग का ज्ञान देना।
7. हिन्दी शिक्षण में मूल्यांकन के महत्व, मूल्यांकन की संस्थितियों व विधाओं का ज्ञान देना।
8. निदानात्मक एवं उपचारात्मक परीक्षण के अर्थ, स्वरूप, महत्व एवं उपयोग का ज्ञान देना।
9. मातृभाषा एवं राष्ट्रभाषा के रूप में हिन्दी की स्थिति से अवगत कराना।

इकाई (1)

1. भाषा का वैज्ञानिक स्वरूप (वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि से)
2. मातृभाषा कौशलों के विकास हेतु निर्माकित पक्षों के स्वरूप का शिक्षण: (क) श्रवण (ख) उच्चारण (ग) वर्तनी (घ) वाचन (संस्वर एवं मीन) (ङ) अभिव्यक्ति (मीथिक एवं लिखित)
3. मातृभाषा/राष्ट्रभाषा के रूप में हिन्दी शिक्षण की स्थिति।
4. पुस्तकालय एवं वाचनालय का हिन्दी भाषाटी विकास में उपयोग।
5. मातृभाषा का अन्य विषयों के साथ सम्बन्ध।

इकाई (2)

1. मातृभाषा और उसका महत्व
2. मातृभाषा शिक्षण के उद्देश्य
3. मातृभाषा के सिद्धान्त
4. कला शिक्षण के सिद्धान्त

इकाई (3)

1. हिन्दी की विभिन्न विधाओं का शिक्षण
(क) गद्य शिक्षण (व्यापक एवं गहन पाठ रूप में एवं द्रुत पाठ रूप में)

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- (ख) पद्य शिक्षण (रस पाठ एवं बोध पाठ रूप में)
 (ग) नाटक शिक्षण (वाचिका एवं अभिनयात्मक रूप में)
 (घ) कहानी शिक्षण (औपचारिक एवं व्यावहारिक शिक्षण के रूप में)
 (ङ) रचना शिक्षण (औपचारिक एवं व्यावहारिक शिक्षण के रूप में)
 (च) व्याकरण शिक्षण
2. हिन्दी शिक्षण में दृश्य उपकरणों का महत्व एवं प्रयोग
 3. हिन्दी भाषा शिक्षण में पाठ्य पुस्तकों का महत्व

इकाई (4)

हिन्दी शिक्षण में निम्नलिखित विधियों का ज्ञान एवं उपयोग तथा प्रथम तीन के पाठ प्रारूप:

(क) प्रयोजना विधि	(ख) पर्यवेक्षित अध्ययन विधि
(ग) अभिक्रमिक विधि	(घ) क्षेत्रीय भ्रमण
(ङ) सामुदायिक संसाधन	(च) कम्प्यूटर
(छ) दूरदर्शन	(ज) भाषा प्रयोगशाला

इकाई (5)

1. हिन्दी शिक्षण में मूल्यांकन:
 (क) मूल्यांकन का अर्थ व विशेषताएं
 (ख) पाठान्तर्गत, पठोपरान्त मूल्यांकन
 (ग) प्रश्न पत्र निर्माण एवं नील पत्र
 (घ) प्रश्नों के विभिन्न प्रकार एवं रचना
2. (क) भाषा शिक्षण संबंधी विषय-वस्तु का विश्लेषण
 (ख) पाठ योजना निर्माण एवं प्रकार-दैनिक पाठ योजना एवं इकाई योजना।

सत्रीय कार्य (20 अंक)

- (1) एक परीक्षा (10 अंक)
 (2) निम्नांकित में से कोई एक (10 अंक)
 1. किन्हीं दो शिक्षण कौशल के लिए सूक्ष्म पाठ निर्माण करना
 2. व्याकरण के किसी विषय पर अक्षराला अभिक्रम का निर्माण करना।
 3. इकाई या वार्षिक प्रश्न पत्र का निर्माण
 4. एक पुस्तक की समीक्षा
 5. सह-युक्त सामग्री के रूप में दो ट्रान्स्पैरेंसीज तैयार करना।
 6. व्याकरण शिक्षण से संबंधित दो चार्ट तैयार करना।

संस्कृत शिक्षण

उद्देश्य:

छात्राध्यापक:

1. भाषा कौशल एवं तृतीय भाषा शिक्षण के आधारभूत सिद्धांत एवं उद्देश्यों को जान सकेंगे।
2. संस्कृत भाषा के विभिन्न कौशलों का पृथक् एवं समन्वित शिक्षण कर सकेंगे।
3. विभिन्न विधाओं के सफल अध्यापन हेतु विभिन्न विधियों एवं उपकरणों का प्रयोग कर सकेंगे।
4. संस्कृत भाषा शिक्षण में दृश्य-श्रव्य सामग्री का निर्माण एवं प्रयोग कर सकेंगे।
5. संस्कृत शिक्षण में मूल्यांकन हेतु प्रश्न-पत्र निर्माण कर कौशलधारित परीक्षण कर सकेंगे।
6. छात्रों की अशुद्धियों का कौशलानुसार निदान एवं उपचार अध्यापन कर सकेंगे।

इकाई प्रथम

1. तृतीय भाषा शिक्षण के सिद्धांत- महत्व, प्रकार
मनोवैज्ञानिक, भाषायी तथा शिक्षण विज्ञान संबंधी सिद्धांत।
2. (अ) भाषायी कौशल-
(1) अवबोध कौशल
(2) अभिव्यक्ति कौशल
(ब) उप-कौशल एवं उनका महत्व
3. तृतीय भाषा के रूप में संस्कृत शिक्षण के उद्देश्य-
(1) माध्यमिक स्तर पर
(2) उच्च माध्यमिक स्तर पर

इकाई द्वितीय

1. भाषायी कौशल शिक्षण समात्यय महत्व, विधि, प्रविधि।
(1) श्रवण कौशल- स्वर, व्यंजन, बलाघात, स्वराघात, आरोह, अवरोह, लय इत्यादि।
(2) कथन कौशल- स्वर, व्यंजन, बलाघात, स्वराघात, आरोह/अवरोह, लय इत्यादि एवं मौखिक अभिव्यक्ति।
(3) पठन कौशल- वर्ण, शब्द, अक्षर पहचान, अवबोध, सस्वर वाचन, मौनवाचन।
(4) लेखन कौशल- अभिव्यक्ति कौशल, लेखन तकनीक के तत्व (Mechanics of Writing)

चारों कौशलों में सहसंबंध एवं समन्वयत्मक शिक्षण।

इकाई तृतीय

1. तृतीय भाषा के रूप में संस्कृत शिक्षण की विधियों एवं प्रविधियों के सम्प्रत्यय, महत्त्व, प्रक्रिया, विशेषतायें एवं कमियाँ—
 - (1) प्रत्यक्ष विधि (Direct Method)
 - (2) संरचना उपागम (Structural Approach)
 - (3) सन्प्रेषण उपागम (Communicative Approach)
 - (4) सन्तर्ग उपागम (Integrated Approach)
2. उपर्युक्त विधियों का निम्नांकित दृष्टि से अध्ययन एवं प्रयोग—
 - (1) तृतीय भाषा अधिगम मनोविज्ञान
 - (2) संस्कृत भाषा की प्रकृति
 - (3) कक्षा-कक्ष वातावरण और परिस्थितियाँ
 - (4) भाषा का व्यवहार में प्रयोग
 - (5) भाषा शिक्षण के उद्देश्य
 - (6) मातृभाषा की भूमिका
 - (7) शिक्षक, छात्र पाठ्य पुस्तक तथा दृश्य-श्रव्य सहायक सामग्री की भूमिका
 - (8) चुटियाँ व उपचारात्मक कार्य
 - (9) परीक्षण व मूल्यांकन

इकाई चतुर्थ

1. तृतीय भाषा (संस्कृत) शिक्षण में दृश्य-श्रव्य सामग्री—
 - (1) सम्प्रत्यय, महत्त्व एवं सावधानियाँ
 - (2) निम्नांकित का चयन निर्माण एवं इनके प्रयोग के सिद्धांत
 - (अ) श्यामपट्ट, चित्र, चार्ट, शब्द चित्र, फ्लैन्ल बोर्ड, रेडियो, कम्प्यूटर, इंटरनेट एवं ओ.एच.पी.
 - (ब) अभिनय, युग्म कार्य, समूह कार्य
2. संस्कृत पाठ्य सामग्री का शिक्षण: निम्नांकित का सम्प्रत्यय, महत्त्व, प्रयोग, विधि, प्रविधि, शिक्षण सामग्री एवं गुण-दोष
 - (1) व्याकरण शिक्षण
 - (2) गद्य शिक्षण
 - (3) नाटक शिक्षण
 - (4) कहानी विकास शिक्षण

- (5) संवाद शिक्षण
- (6) पद्य शिक्षण
- (7) रचना शिक्षण
- (8) अनुवाद शिक्षण

इकाई पंचम

1. मूल्यांकन
 - (1) भाषा में मूल्यांकन का सम्प्रत्यय, अर्थ, महत्त्व।
 - (2) तृतीय भाषा में मूल्यांकन का सम्प्रत्यय, व्याकरण, अनुवाद एवं भाषा कौशल का मूल्यांकन
 - (3) तृतीय भाषा के रूप में संस्कृत का मूल्यांकन— अर्थ सम्प्रत्यय एवं महत्त्व
 - (4) प्रश्न पत्र निर्माण (ब्लू प्रिंट)
2. निदानात्मक एवं उपचारात्मक शिक्षण: सम्प्रत्यय, महत्त्व, शिक्षण एवं सामग्री निर्माण के सिद्धान्त।
 - (अ) संस्कृत में निम्नांकित का निदानात्मक एवं उपचारात्मक शिक्षण:
 - (1) श्रवण संबंधी
 - (2) कथन संबंधी
 - (3) पठन संबंधी
 - (4) लेखन संबंधी
 - (5) व्याकरण संबंधी

सत्रीय कार्य (20 अंक)

- 1) एक परीक्षा (10 अंक)
- 2) निर्देश: निम्नांकित में से किसी एक पर सत्रीय कार्य (10 अंक)
 1. मध्यमिक स्तर की किसी एक संस्कृत पाठ्य पुस्तक की समीक्षा।
 2. पाठ्य पुस्तक में सम्मिलित भाषागत अभ्यास कार्य की सूची बनाना एवं उनकी समीक्षा।
 3. संरचना उपागम पर आधारित अभ्यास कार्य की पांच तालिकाएँ बनाना।
 4. विभिन्न कौशल पर आधारित 20 प्रश्नों का निर्माण करना।
 5. रचना पाठ के लिए पांच चित्रों का निर्माण तथा उच्चारण सुधार हेतु पांच अभ्यासिकाएँ बनाना।
 6. व्याकरण शिक्षण हेतु चित्र एवं अधिगम सामग्री का निर्माण (5 पृष्ठ)

7. पत्र शिक्षण हेतु अभ्यास सामग्री का निर्माण (5 पृष्ठ)
8. कहानी शिक्षण हेतु पांच चित्र एवं अधिगम सामग्री का निर्माण (5 पृष्ठ)
9. संवाद शिक्षण हेतु पांच चित्र एवं अधिगम सामग्री का निर्माण (5 पृष्ठ)
10. सम्प्रेषण उपागम आधारित शिक्षण सामग्री का निर्माण करना (5 पृष्ठ)
11. आगमन-निगमन उपागम पर आधारित व्याकरण शिक्षण सामग्री का निर्माण (5 पृष्ठ)

ENGLISH

Objectives: To enable the student teachers to-

1. Develop a good understanding of the basic concepts in second language teaching.
2. Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.
3. Critically review and use appropriately different approaches and methods of teaching English as second language.
4. Prepare lesson plans on different and prescribed aspects of English as second language.
5. Choose, prepare and use appropriate audio visual teaching aids for effective teaching of English.
6. Use various techniques of testing English as second language and develop remedial and conduct teaching.

Course Content

Unit-1: Basic Concepts, Objectives and Methods of Teaching English as a Second Language:

(A) **Basic Concept:**

1. Mother-Language
2. Second Language
3. Difference between teaching and language teaching.
4. Principle of Second Language Teaching.
5. Forms of English-Formal, Informal, Written, Spoken, Global English.
6. English as a Second Language (ESL), English as a Foreign Language (EFL), English for Specific Purpose (ESP).

(B) Objectives

Objectives of Teaching English as a Second Language.

- (a) Skill based (LSRW)
- (b) Competence based: Linguistic Competence (LC) and Communicative Competence (CC) in reference to LSRW skills.

(C) Methods and Approaches:

Introduction to methods of and approaches to teaching of English as a second language.

- (1)
 - (a) Direct Method
 - (b) Structural Situational Approach
 - (c) Audio-Lingual Method.
 - (d) Bilingual Method.
 - (e) Communicative Language Teaching (CLT).
- (2) Role of Computer and Internet in Second Language Teaching-Computer Assisted Language Learning (CALL), Computer Assisted Language Teaching (CALT).
- (3) Eclectic Approach to Second Language Teaching.

Study of the above methods & approaches in the light of:

- (a) Psychology of second language learning.
- (b) Nature of the English Language
- (c) Classroom environment & conditions.
- (d) Language functions.
- (e) Aims of language teaching, role of mother-tongue, role of teacher learners, text-books and A.V. aids, language skills, testing, errors and remedial work.

Unit-2: Teaching of listening and speaking skills.

(a) Listening:

- (i) Concept of listening in second language.
- (ii) The phonetic elements involved in listening at the receptive level.
(Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm.)
- (iii) Listening skills and their sub-skills.
- (iv) Authentic listening vs Graded listening.
- (v) Techniques of teaching listening.
- (vi) Role of teaching aids in teaching listening skills.
- (vii) Note-taking.

(b) Speaking:

- (i) Concept of listening in second language;
- (ii) The phonetic elements involved in listening at the receptive level.
(Monothongs, diphthongs, consonants, pause, juncture, stress, accent, beat, intonation, rhythm);
- (iii) The Stress System: Weak Forms and scheme.
- (iv) Use of pronouncing dictionary.

- (v) Phonetics transcription.
- (vi) Techniques of teaching speaking skills and pronunciation. Pronunciation practice and drills- Ear Training, Repetition, Dialogues and Conversation.
- (vii) Role of A.V. aids in teaching speaking skills.

Unit-3: Teaching, Reading and Writing skills:

Reading Skills :

- (i) Concept of Reading in second language.
- (ii) Mechanics of Reading (Eye span, Pause, Fixations, Regression);
- (iii) Types of reading: Skimming, Scanning, Silent reading, Reading aloud, Intensive Reading, Extensive Reading, Local & Global Comprehension.
- (iv) Role of speed and pace;
- (v) Relating teaching of Reading to listening and speaking skills;
- (vi) Teaching silent reading, intensive reading, extensive reading and genuine reading comprehension in terms of Inference Prediction, Critical Reading, Interpretation, Judgement, Summarizing, Central idea etc.
- (vii) Role of course reader and rapid reader, Cloze procedure, Maza method, dictionary in teaching Reading Skills.

Writing Skills:

- (a) Written skills;
- (b) Concept of Writing in First Language and the Second Language.
- (c) Types of composition oral, written, controlled, guided, contextualized & integrated composition.
- (d) Teaching the following items keeping in view

their style ingredients and mechanics; Letters (Formal & informal), Essays, Report, Telegram, E-mail, Notices, Precis, Paragraph, Developing stories, Note Making.

Unit-4.: Resources and Planning for English Language Teaching.

(a) Resources for English Language Teaching:

- (i) The Blackboard and the white board.
- (ii) Blackboard drawings and sketches.
- (iii) The Overhead Project (OHP)
- (iv) Flashcards, Posters and Flip Charts.
- (v) Songs, raps and chants.
- (vi) Video Clips
- (vii) Pictures, Photos, Postcards & Advertisements.
- (viii) Newspapers, Magazines and Brochures.
- (ix) Mind Maps
- (x) Radio, Tape-Recorder, T.V.
- (xi) Language Laboratory
- (xii) Realia
- (xiii) Stories and anecdotes.

(b) Planning for English Language Teaching as A Second Language

(B.1): Prose Lessons:

- (i) Content analysis:
 - (a) Planning a Unit Bases on a lesson in the Course Reader (text book).
 - (b) Identifying and listing language material to be taught (New lexical and structural items, their usage and uses).
- (ii) Planning for teaching the content and skills in the following order:

- (a) New lexical items (vocabulary)
- (b) New Structural items
- (c) Reading comprehension
- (d) Textual exercises
- (e) Writing/composition
- (f) Unit Test

(B.2.): Poetry Lessons:

- (i) Components of Poetry
- (ii) Concept, aims and objectives of teaching, Poetry in Second Language.
- (iii) Steps of teaching, Poetry at the Secondary stage.

Unit-5. Testing and Evaluation in English

Concept of testing and evaluation in English as a second language.

- Difference in Testing in content-subjects and skill - subjects;
- Testing Language skills (LSRW), lexical and structural items and poetry.
- Type of test (Achievement test, Proficiency test, Diagnostic test, prognostic test, Formative and Summative test).
- Preparation of unit test and examination paper- their blue print and answer key.
- Types and preparation of test-items.
- Error analysis;
- Concept of need of remedial teaching and remedial work.

Sessional Work (20 Marks)

- (1) One test of (10 marks).
- (2) The student will be required to do any one of the following (10 marks).

1. Review of a text book.
2. Preparation of a list of structural items included in the text-book at a Secondary stage and its critical analysis.
3. Preparation of five (5) word-cards, five (5) picture cards and five (5) cross-word puzzles.
4. Preparation of twenty (20) test items in Listening/Speaking/Readings/Writing Skill.
5. Preparation of five (5) OHT for teaching structures/compositions exercises.
6. Preparation of CALL material (five (5) pages).
7. Preparation of CALT material (five (5) pages).
8. Preparation of Language Lab. Material of Listening/Speaking skill. (five (5) pages).
9. Collection of Newspaper and Magazine advertisement for teaching lexical and structural items and preparing language exercises based on them.

SOCIAL STUDIES

Objectives: To enable the student teacher to:

1. Define and differentiate the concept of Social Studies and explain its relative position in the Syllabus.
2. Understand the aims and objectives of teaching Social Studies.
3. Prepare Unit plans and Lesson plans for different classes.
4. Critically evaluate the existing school syllabus of Social Studies.
5. To enable the pupil teacher to review the Text-Book of Social Studies (Secondary Level)

6. Apply appropriate methods and techniques of teaching to particular topic at different levels.
7. Prepare, select and utilize different teaching aids.
8. Evaluate his pupils in Social Studies.
9. Clarify particular concepts, trends, principles, methods etc. with the help of Co-relation to similar Content of situation.

Unit-1: Nature, Scope and Objectives

- Nature, scope and concept of Social Studies.
- Importance
- Aims and Objectives of teaching Social Studies as different levels.
- Co-relation of Social Studies with other school subjects.

Unit-II: Curriculum and Planning

- Nature, scope and concept of Social Studies.
- Characteristics of good Social Studies curriculum.
- Critical appraisal of Social Studies curriculum.
- Concept and objective of lesson planning.
- Planning of daily lesson plan, unit plan and yearly lesson plan.
- Social Studies text books.
- Qualities, role and professional growth of teacher of Social Studies.

Unit-III: Instructional Strategies, Methods and Approaches

- Various methods of teaching Social Studies (Lecture, Socialized recitation Story Telling, Project, Problem Solving Methods).
- Field trips.
- Other innovative practices (Brain storming, role Playing).

Unit-IV: Instructional Support System

- Planning of Social Studies lab and its use.
- Use of mass media and Computers in Social Studies teaching.
- Resource material-use of local resources in teaching social studies.

Unit-V: Evaluation of Teaching Social Studies

- Concept and objectives of evaluation.
- Tools and techniques of evaluation in social studies teaching.
- Preparation of achievements test.
- (i) Different types of question.
- (ii) Blue Print.
- (iii) Preparation of question papers.

Sessional Work (20 Marks)

- (1) One test of 10 Marks.
- (2) Any one of the following (10 Marks)
 1. Content analysis & preparation of instructional material related to any unit of subject related to Social Studies.
 2. Preparation of TV/Radio Script.
 3. Study of anyone aspect of social issue and prepare report.
 4. Collection of newspaper cutting related to Social Study's issues.
 5. Construction of different objective types test items.

CIVICS

- Objectives:** To enable the Student teachers to:-
1. Refresh the knowledge of student teacher about the meaning and importance of Civics.

2. Establish Co-relation of Civics with other school subjects.
3. Apply appropriate methods in teaching particular topics at a different level.
4. Select and use relevant teaching aids.
5. Imbibe and develop basic teaching skills.
6. Clarify particular concepts, trends, principles, methods etc. with the help of co-relation to similar content or situation.
7. Prepare yearly, unit and daily lesson plans.
8. Prepare achievement and diagnostic test on scientific basis.
9. Develop skills and abilities for organizing school activities related to the subject.

Unit-I: Nature, Scope and Objectives

- Concept, Nature and Scope of Civics.
- Contemporary importance of Civics.
- Aims and Objectives of Teaching Civics at different level (Elementary, Upper Primary, Secondary and Senior Secondary).
- Co-relation of Civics to other subjects.
- Role of Civics in promoting international Understanding.

Unit-II: Curriculum and planning

- Meaning and concept of Curriculum.
- Fundamental principles of formulation of curriculum in Civics.
- Critical appraisal of the existing syllabus.
- Lesson Plan- Annual Plan, Unit Plan and Daily lesson plan of teaching Civics.

Unit-III: Methods and approaches of Civics Teaching