

**COURSE OF STUDY  
FOR  
B.Ed.-M.Ed. THREE YEAR (VI SEMESTAR)  
INTEGRATED PROGRAMME  
(As per NCTE Regulation-2014)**

**Prepared by  
Dr.Rajesh Sakorikar  
Dr.Ashok Khare**

**Co-ordinator  
Dr.A.P.Pandey(Principal)**

**Govt. P.G.College of Teacher Education,Ujjain  
VIKRAM UNIVERSITY  
UJJAIN**

**SCHEME OF EXAMINATION AND COURSE OF STUDY  
FOR  
B.Ed.-M.Ed. THREE YEAR (VI SEMESTAR)  
INTEGRATED PROGRAMME  
(As per NCTE Regulation-2014)**

**Prepared by  
Committee members  
GOVT. C T E, UJJAIN  
VIKRAM UNIVERSITY, UJJAIN  
MADHYA PRADESH  
Dr.A.P.Pandey(Principal)  
Dr.Rajesh Sakorikar  
Dr.Ashok Khare**

**For Approval  
Coordination Committee of Madhya Pradesh Universities  
Department of Higher Education, M.P.**

**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**FIRST YEAR  
SEMESTER -I**

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int.	
<b>Theory :- sem -I</b>								
<b>Learner Studies</b>	T-1 Childhood, & Growing up				100	60	40	04
<b>Learner Studies</b>	T-2 Philosophy of Education				100	60	40	04
<b>Pedagogy of Subject</b>	<b>Understanding Disciplines and School subject</b>							
	T-3.1-English				100	60	40	04
	T-3.2-Hindi							
	T-3.3-Sanskrit							
	T-3.4- Urdu							
	T-3.5-Physics							
	T-3.6-Chemistry							
	T-3.7-Maths							
	T-3.8-Life Science							
	T-3.9- Science							
	T-3.10-History							
	T-3.11-Civics							
	T-3.12-Geography							
	T-3.13-Economics							
	T-3.14-Soc.Science							
<b>Teacher Enrichment</b>	P-1 Self Development							01
	<b>TOTAL</b>				300	180	120	13
<b>Practicum :- sem -I</b>								
<b>Teacher Enrichment</b>	P-2 Reading & Reflecting on Text				50	50		02
<b>Teacher Enrichment</b>	P-3 Micro Teaching				50		50	02
<b>Teacher Enrichment</b>	P-4.1 Book Review				100		30	03
	P-4.2 Community work						15	
	P-4.3 Participation in Co-Curricular Activity						15	
	P-4.4 Content Test						40	
	<b>TOTAL</b>				200	50	150	07
	<b>Grand Total</b>			<b>100 woking days</b>	<b>500</b>	<b>230</b>	<b>270</b>	<b>20</b>

*Practical Exam of P-2 by external examiner appointed by university*

# COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

## FIRST YEAR

### SEMESTER -II

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int.	
<b>Theory :- sem -II</b>								
Learner Studies	T-4 Sociology of Education				100	60	40	04
Learner Studies	T-5 Asesment for Learning				100	60	40	04
Learner Studies	T-6 Futurology in Education				100	60	40	04
	<b>TOTAL</b>				<b>300</b>	<b>180</b>	<b>120</b>	<b>12</b>
<b>Practicum :- sem -II</b>								
Teacher Enrichment	P-5 Art & Drama in Education				50	50		02
Teacher Enrichment	<b>P-6.1 Shadowing of Subject teacher and Observing minimum 10 lessons inpedagogy -I</b>				75		25	<b>06</b>
	P-6.2 Observation of School Activity						25	
	<b>P-6.3 Observation of Macro Lesson minimum 5 given by peer group</b>						25	
Teacher Enrichment	P-7.1 Participation in co-curricular Activity in College				25		10	02
	P-7.2 Critical Analysis of an Educational Film						15	
	<b>TOTAL</b>				<b>150</b>	<b>50</b>	<b>100</b>	<b>10</b>
	<b>Grand Total</b>			<b>100 Working Days</b>	<b>450</b>	<b>230</b>	<b>220</b>	<b>22</b>

*Practical Exam of P-5 by external examiner appointed by university*

**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION  
SECOND YEAR  
SEMESTER- III**

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	PrS	Total	Total	Ext.	Int.	
<b>Theory :- sem -III</b>								
Learner Studies	T-7 Teacher Education-I				100	60	40	04
Learner Studies	T-8 Introduction to Research Methodology				100	60	40	04
Learner Studies	T-9 Specialization Course (Any One)				100	60	40	04
	T-9.1 Comparative Education							
	T-9.2 Educational Technology							
	T-9.Environment Education							
	T-9.4 Guidance & Counseling							
	Total				300	180	120	12
<b>Practicum :- sem -III</b>								
Teacher Enrichment	P-9 Psychology Practicum (External+ Internal)	-			50	50		02
Teacher Enrichment	P-10 School Internship Programme (SIP)	-	-	-	-	-	-	
	Lesson (26X10)-10Weeks				260	160	100	30
	Theme based Learning(2X10)				20		20	
	Co-teaching lesson with school teachers(2X10)				20		20	
	Reports on records maintained in the school				15		15	
	Blue print & administration of test				20		20	
	Reflective journals on internship activity				15		15	
	Total				400	210	190	32
	Grand Total	100 Working Days			700	390	310	44

*Practical Exam of P-9 & P-10(Lesson plan) by external examiner appointed by university*

**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**SECOND YEAR**

**SEMESTER- IV**

Course code	Course Name	No. of Hours			Marks			Credits
		LS	Prs	Total	Total	Ext.	Int.	
<b>Theory :- sem -IV</b>								
<b>Learner Studies</b>	T-10 Psychology of Learning & Development				100	60	40	04
<b>Learner Studies</b>	T-11 Education studies				100	60	40	04
<b>Learner Studies</b>	T-12 Advance Research Methodology				100	60	40	04
<b>Learner Studies</b>	T-13 Teacher Education II				100	60	40	04
	<b>Total</b>				<b>400</b>	<b>240</b>	<b>160</b>	<b>16</b>
<b>Practicum :- sem -IV</b>								
<b>Teacher Enrichment</b>	P-11 Academic Writting				50		50	4
<b>Teacher Enrichment</b>	P12 Dissertation							
	<b>Total</b>				<b>50</b>		<b>50</b>	<b>4</b>
	<b>Grand Total</b>	<b>100 Working Days</b>			<b>450</b>	<b>240</b>	<b>210</b>	<b>20</b>

**COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION**

**THIRD YEAR**

**SEMESTER- V**

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	Prs	Total	Total	Ext.	Int.	
<b>Theory :- sem -V</b>								
<b>Learner Studies</b>	T-14 Issues and concern of Elementary Education				100	60	40	04
<b>Learner Studies</b>	T-15 Secondary Education & Teachers function				100	60	40	04
	<b>Total</b>				<b>200</b>	<b>120</b>	<b>80</b>	<b>08</b>
<b>Practicum :- sem -V</b>								
<b>Teacher Enrichment</b>	P-11 ICT for Education				50	50		02
	P-10 Internship Related to Field Work for Research Work of Dissertation (8Weeks)							24
	<b>Total</b>				<b>50</b>	<b>50</b>		<b>26</b>
	<b>Grand Total</b>			<b>100 Working Days</b>	<b>250</b>	<b>170</b>	<b>80</b>	<b>34</b>

*Practical Exam of P-11 by external examiner appointed by university*

## COURSE STRUCTURE AND SCHEME OF INSTRUCTION AND EXAMINATION

### THIRD YEAR

### SEMESTER- VI

Course Code	Course Name	No. of Hours			Marks			Credits
		LS	Prs	Total	Total	Ext.	Int.	
<b>Theory :- sem -VI</b>								
Learner Studies	T-16 Curriculum Studies				100	60	40	04
Learner Studies	T-17 History and Economics of Education				100	60	40	04
Learner Studies	T-18 Specialization Course -2 (any one)				100	60	40	04
Learner Studies	T-19 Specialization Course -3 (any one)				100	60	40	04
Student have to choose any two subject for T-18 & T-19								
T-18/19.1	1 Inclusive Education							
T-18/19.2	2 Mangm. of Education							
T-18/19.3	3 Assessment & Evaluation							
T-18/19.4	4 Women Education							
	Total				400	240	160	16
<b>Practicum :- sem -VI</b>								
Teacher Enrichment								
Teacher Enrichment	P-12 Dissertation				200	150	50	24
	Total				200	150	50	24
				100 Working Days	600	390	210	40

*Practical Exam of P-12 by external examiner appointed by university*

**COURSE STURCTURE AND SCHEME OF EXAMINATION OF  
TWO YEAR B.ED. PROGRAMME**

**FINAL MARKS AND CREDIT DIVISION OF SIX SEMESTERS**

<b>I</b>	230	270	500	20
<b>II</b>	230	220	450	22
<b>III</b>	390	310	700	44
<b>IV</b>	240	210	450	20
<b>V</b>	170	80	250	34
<b>VI</b>	390	210	600	40
<b>Total Marks/Credit</b>	<b>1650</b>	<b>1300</b>	<b>2900</b>	<b>180</b>

## Rules & Regulations

1. There shall be a university examination at the end of each semester as per details of the scheme of examination.
2. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each year or semester examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately.
4. A candidate who fails only in one subject in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next semester.
5. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
6. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
7. A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for B.Ed. degree.
8. Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
  - Teaching Subjects means a subject offered by a candidate at his Bachelor's or Master's Degree examination either as a compulsory subject or as an optional subject or a subsidiary subject provided that the candidate studied it for at least two years and took university examination each year but shall not include such subject as were studied by him only for a part of Bachelor's degree course.
  - Only such candidate shall be allowed to offer Social Studies for B.Ed. Examination as have taken their Bachelor's Degree with any two subjects of History, Political Science, Public Administration, Economics, Geography, Sociology, Psychology and Philosophy.
  - A person having Bachelor's degree in Agriculture will be allowed to offer General Science and Biology for B.Ed. Examination, General Science may be allowed to be offered by a candidate possessing a degree of B.Ed. (Home Science) or passing the B.Sc. Examination with (i) Chemistry and (ii) any one subject of Life Sciences i.e. Biology or Botany or Zoology.
  - A candidate who has offered Political Science or Public Administration at his Bachelors' or Masters' Degree examination shall be deemed eligible to offer Civics as a teaching subjects in the B.Ed. Examination.

### A. Evaluation of Examination

- The Degree will be awarded to a student who completes a total of 60 Credits in a minimum of two years taking four courses per Semester.
- To pass the degree course, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course and 50% in practicum.
- Students who have failed semester-end exam may reappear for the semester-end examination only twice in subsequent period. The student will be finally declared as failed if she/he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time,

- While marks will be given for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall, have grade points average and total percentage of marks (up to two decimal points).
- Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed courses
- Paper/Subjects: Usually referred to, as 'course' a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/viva/ seminars/ term papers/assignments/ presentations/ self-study etc. or a combination of some of these.
- Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- Credit Point: It is the product of grade point and number of credits for a course.
- Credit: A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.

### SCHEME OF EXAMINATION

#### SCHEME OF THEORY

Courses carrying	100 marks	60 External+40 Internal
------------------	-----------	-------------------------

#### SCHEME OF SCHOOL INTERNSHIP PROGRAMME

School Internship	100 marks	Internal
Final Teaching	160 marks	External

#### SCHEME OF PRACTICUM

P-2 , P-5 , P-11 External Exam	Each 50 marks
Record	30marks
Viva voce	20marks

#### Psychology Practicum (50 marks)

	External
Record File	10 marks
Two Tests / Experiments	20 (10+10) marks
Viva Voce	20

#### SCHEME OF DISSERTATION

	External (150 marks)	Internal(50 marks)	TOTAL 200Marks
Powerpoint presentation		50marks	
Dissertation		50marks	

B.Ed-M.Ed integrated course.

First year

Semester-I

Course Code - ~~A001-Learner Studies~~ course code : T-1 (Learner Studies)

Course Name : A-201- Childhood, Adolescence and Growing up.

Marks - 100  
Ext. - 60  
Int. - 40

Course Objectives:

The learners will be able :

- to acquire knowledge and understanding of stages of human development and development and developmental tasks with special reference to childhood and adolescence.
- to understand the theories and principles of human development.
- to understand the physical, motor and physiological development at childhood and adolescent stages.
- to understand the cognitive, social emotional and moral development at childhood as well as at adolescent stage and the related theories.
- to understand the meaning of 'self' in wider perspective and the related ideologies.
- to understand the concept of personality determinants of personality and theories of personality and various methods of assessment of personality.
- to understand the concept of integrated personality.
- to understand and decide their role as a teacher to help the students at childhood and adolescent stages for the development of integrated personality.

### **Unit-1 :Foundation of Human Development (Bharateey and Western Approach)**

- (i) Concept of Human Growth and Development meaning and principles.
- (ii) Difference between growth and development
- (iii) Stages of Development
- (iv) Stages of Development
- (v) Dimensions of physical, Motor and Physiological Development
- (vi) Idea of 'Lalyet Panchvarshani...' (लालयेत् पञ्चवर्षाणि ...)

### **Unit-2 :Cognitive Process and Development**

- (i) (a) Piaget's Theory
- (b) Vyogotsky's Theory
- (ii) Language Development:
  - (a) Prelinguistic Development
  - (b) Phonological Development
  - (c) Semantic Development
  - (d) Grammatical Development

### **Unit-3 : Socioemotional and Moral Development**

- (i) Social Development-socialization and Theory of Physiological Development by Erikson
- (ii) Emotions-Temperament and Regulating Emotions
- (iii) Moral Development-Concept, Theory of Kohlberg for Moral Development. Values, Religion, Spirituality and their meaning in life.

### **Unit-4: Self-identity and Personality**

- (i) Understanding of 'Self-concept of 'self' in Bharateey ideology.  
Erikson's idea of 'Identity'

- Components of Identity
- (ii) Personality-Concept-Meaning and definitions
- (iii) Determinants of Personality
- (iv) Brief introduction of Type and Trait Theory of Personality and Big five factors.  
Integrated Personality
- (v) Assessment of Personality

#### **Unit-5 : Teacher Functions and Role**

- (i) Role of teacher in nurturing childhood learners with reference to their development characteristics especially in designing academic activities
- (ii) Role of teacher in nurturing and guidance to adolescent learners with reference to developmental characteristics especially in creating suitable academic, social and emotional environment.

First year

Semester - I

Course code: T-1 (Learner studies)

Course name - Philosophy of Education.

~~M.Ed. SEMESTER - I~~

~~COURSE I. PHILOSOPHICAL PERSPECTIVES OF EDUCATION~~

Marks - 100

Ext. - 60

Int. - 40

**OBJECTIVES:**

- To highlight the idea of interrelatedness of the disciplines of education and philosophy.
- To enable the students to understand the branches of Philosophy.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- To familiarize students with some significant philosophical perspectives on education and implications for education.
- To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.
- To acquaint students with the philosophical thoughts of some prominent Indian and Western educational thinkers.
- To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

**CONTENT**

**UNIT I: PHILOSOPHY OF EDUCATION**

- (a) Meaning, Functions, Scope and Role of the Philosophy of Education. Relationship between education and philosophy
- (b) Metaphysics, Axiology and Epistemology in Philosophy.

**UNIT II: THEORY BUILDING**

- (a) Concept, Process, characteristics, types and importance of Definition
- (b) Concept, types and characteristics of Proposition and Assumption
- (c) Concept, Types and Structure of Inference.
- (d) Process of Theory building.

**UNIT III: SCHOOLS OF INDIAN PHILOSOPHY**

*vaiśhāṣik, Mīmāṃsā*

Study of traditional Indian schools of Philosophy: Sankhya, Vedanta, Nyaya, and Yoga with Special Reference to their Basic Tenets and their Educational Implications for Aims, Curriculum and Methodology of Education.

**UNIT IV: SCHOOLS OF WESTERN PHILOSOPHY**

Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical Empiricism Philosophies, with Special Reference to their Basic Tenets and Educational Implications for Aims, Curriculum and Methodology of Education.

**UNIT V: EDUCATIONAL THOUGHTS OF PROMINENT PHILOSOPHERS**

Indian Philosophers: Tagore, Aurobindo and Krishnamurti.

Western Philosophers: Rousseau, Russell and Dewey.

**ACTIVITIES**

- Book Reviews of original readings of Rabindranath Tagore / Sri Aurobindo/ John Dewey/ J. Krishnamurthy/ Bertrand Russell/ and presentation of their major philosophical ideas through seminar. (Any One)
- Presentation on Fallacies of Inference.
- Reviews of two Doctoral Level Research Works of Standard

- Analysis of Education Policy / Major policy Documents for their philosophical underpinnings.

REFERENCES

Agrawal, S.K.: Shiksha ke Darshnic Evam Samaj Shastriya Siddant, Modern Publishers, Meerut, 1981. Belford, T.O.: Toward a Philosophy of Education, New York: Holt Rinehart, 1969.

Aurobindo Society: Teaching of Aurobindo. Aurobindo Society, Pondicherry. 1952.

Brubacher, L.S.: Modern Philosophies of Education McGraw Hill Co. New York, 1962.

Butler, L.D.: Four Philosophies, Harper, New York, 1951.

Butler, J.D. *Four Philosophies and their practice in Education and Religion*, Third Edition, New York, Harper and Row co., 1968.

Brubacher, J.S. *Modern Philosophies of Education*, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd., 1950.

Canker, W.: Hindu Personality of Education. Tagore, Gandhi, Aurbindo, Manohar Book Service, New Delhi: 1976.

Cohen, Brenda: Educational Thought: An Introduction London: MacMillan Co., London, 1969.

Cohen, M.R. & Nagle, E.: Introduction to Logic and Scientific Method Delhi: Allied Publishers, 1984.

Connor, D.J.: Introduction to Philosophy of Education, London, Rutledge and Kegan Paul.

Copi, I.M.: Introduction to Logic London: Macmillan Co., 1968.

Dutt, R.P.; India today and Tomorrow. People Publishing House, Delhi, 1955.

Elmhrist, L.K.: Rabindra Nath Tagore, John Murrey, London, 1961.

Gaind, D.N. and Sharma, R.P.: Shiksha ke Siddhant, Universal Publishers, Agra, 1964.

Gokhale, B.G.: Indian Thought Through the Ages, Asia Publishing House, Bombay, 1961.

(7)

## COURSE OF STUDY

FOR

B.Ed.-M.Ed. ~~Three year~~ integrated programme

Semester-I

Course code: T-3-1 (Pedagogy of ~~English~~ subject)

Teaching of English

understanding disciplines of English.

Marks-100

Ext. - 60

Int. - 40

### Objectives -

The teacher trainees will be able -

- To understand the development of language.
- To realize the importance of philosophy of language.
- To master the different techniques and devices of the second language structure, sounds and vocabulary.
- To distinguish between different approaches and methods of teaching English and their uses in classroom.
- To acquire the basic skills of language learning
- To plan and execute of different types of lessons in literature, grammar and composition according to classroom situations.
- To execute the principles of curriculum construction.
- To prepare and use appropriate tools of evaluation to measure the linguistic abilities of the pupils.
- To realize his/her responsibilities as language teacher and pursue towards the aims of professional growth.
- To guide the students to use the language correctly.
- To feel enthusiastic about making use of innovative techniques.

**Unit I - Historical and philosophical investigation of language development**

- 1.1 Meaning and definition of language.
- 1.2 Process of language development
- 1.3 Theories of language development - Chomsky and Vygotsky.
- 1.4 Philosopher's concern with language : Metaphysics and epistemology.
- 1.5 Importance of language in human life and society.
- 1.6 Language as discipline.
- 1.7 History of English language teaching.

**Unit II - Core elements in teaching learning of English**

- 2.1 Aims and objectives of teaching and learning English at secondary level.
- 2.2 Importance of English as second language learning.
- 2.3 Place of English in the school curriculum.
- 2.4 Correlation of English with other subjects of curriculum.
- 2.5 Principles of curriculum construction in English subject.

**Unit III - Approaches, methods and techniques of teaching English**

- 3.1 Approaches of Teaching English - Structural and Communicative.
- 3.2 Methods of Teaching English - Grammar cum Translation, Direct and Bilingual.
- 3.3 Methods of Teaching Basic Skills - Listening, Speaking, Reading and Writing.
- 3.4 Technique of Teaching English -
  - Pair work / Group work
  - Language / Communication games

- 3.5 Special Methods of content teaching in English Teaching of Prose, Poetry, Grammar and Composition.
- 3.6 Models of Teaching - Concept attainment, Synectics, Brainstorming.

#### **Unit IV - Innovation in English Teaching and Role of English Teacher**

- 4.1 Collaborative teaching and learning.
- 4.2 Activity oriented learning
- 4.3 Edutainment - Language Quiz, Puzzles, Riddles, Wele tools
- 4.4 Language Lab
- 4.5 Role of English teacher in English language teaching.
- 4.6 Qualities and Responsibilities of English teacher in Teaching English Language
- 4.7 Audio-Visual Aids-Importance, Types, Production and Usage.

#### **Unit V - Evaluation Procedure**

- 5.1 Nature and Procedure of Evolution of auditory comprehension, speaking, reading, writing and composition.
- 5.2 Diagnostic testing and remedial teaching.
- 5.3 Continuous and comprehensive evaluation.
- 5.4 Formative and summative assessment.
- 5.5 Tools for evaluation.

#### **Activities for Internal Assessment**

- Prepare a listening audio especially meant for critical listening.
- Prepare task based activities to develop English speaking skills.
- Prepare literature to enhance and sharpen the reading skills.
- Prepare a critical analysis of English curriculum at secondary level.

- Prepare review of text books (State Board and CBSE)

### References

- Alston, William P. (2012). Philosophy of Language. New Delhi : PHI Learning Private Limited.
- Brown, H.D. (1993). Principles of Language Learning and Teaching. Englewood Cliffs, New Jersey : Prentice Hall.
- Brown, H.D. (1994). Teaching by Principles : An Interactive Approach to Language Pedagogy. Englewood cliffs, New Jersey : Printice Hall.
- Jain, R.K. and Sharma, C.K. (2011). Essentials of English. U.P., Agra : Vinod Pustak Mandir.
- Krashen, Stephen D. (1987). Principles and Practice in Second Language Acquisition. New York : Prentice Hall International.
- Mackay, W.F. (1967). Language teaching Analysis. Indiana. Indiana University Press.
- Mukabl, Joseph C. (1998). Approaches to English Language Teaching. New Delhi : Discovery Publishing House.
- Roblyer, M.D. and Edwards, J. (2000). Integrating Educational Technology into Teaching (2nded). Upper Saddle River, NJ : Prentice Hall.
- Sharma, N.R. (2011). Teaching of English. U.P., Agra : R.S.A. International.
- Skehan, P. (1998). A Cognitive Approach to Language Learning. Oxford : Oxford University Press.
- Singleton, D. (1999). Exploring the Second Language Mental Luxican. Cambridge : CUP.
- Vigatsky, L.S. (1962). Thought and language. Cambridge. MA : MIT Press

**COURSE OF STUDY**

**FOR**

**B.Ed.-M.Ed. ~~Three year~~ integrated programme**

**~~Subject Code B301~~**

**~~Semester~~**

**~~First~~**

**First Year  
Semester - I**

Marks-100

Course code : T-3-2 (Pedagogy of subject) Ext. - 60

Understanding discipline of Hindi Int. - 40

**Objectives -**

1. हिन्दी भाषा के अध्ययन अध्यापन में भाषायी क्षमताओं तथा प्रभावशीलता का विकास करना।
2. हिन्दी शिक्षण के प्रति रुचि एवं प्रतिबद्धता का विकास करना।
3. भाषायी कौशल में पारंगत करना।
4. हिन्दी शिक्षण की विभिन्न विधाओं में अध्यापन की कुशलता का विकास करना।

- युनिट 1 - भाषा का वैज्ञानिक स्वरूप।
- युनिट 2 - भाषायी कौशल का सामान्य ज्ञान।
- युनिट 3 - हिन्दी की विभिन्न विधाओं का शिक्षण।
- युनिट 4 - हिन्दी शिक्षक के गुण एवं दायित्व।
- युनिट 5 - हिन्दी शिक्षण में मूल्यांकन।

**उद्देश्य -**

- हिन्दी भाषा के अध्ययन अध्यापन में भाषायी क्षमताओं तथा प्रभावशीलता का विकास करना।
- हिन्दी शिक्षण के प्रति रुचि एवं प्रतिबद्धता का विकास करना।
- भाषायी कौशल में पारंगत करना।

- हिन्दी शिक्षण की विभिन्न विधाओं में अध्यापन की कुशलता का विकास करना।
- हिन्दी शिक्षण में निदानात्मक एवं उपचारात्मक कौशल विकसित करना।

#### प्रथम इकाई -

भाषा का वैज्ञानिक स्वरूप

- वर्ण विचार, शब्द विचार एवं वाक्य विचार की दृष्टि।
- देवनागरी लिपि और उसका मानक स्वरूप।
- भाषा के रूप-बोली एवं भाषा मातृभाषा, राष्ट्रभाषा, सम्पर्क भाषा अर्थ, स्वरूप, महत्व।

#### द्वितीय इकाई -

भाषायी कौशल का सामान्य ज्ञान

- श्रवण कौशल
- वाचन कौशल
- पठन कौशल
- लेखन कौशल
- उच्चतर माध्यमिक स्तर पर तथा माध्यमिक स्तर पर भाषा शिक्षण के उद्देश्य।
- पाठ योजना का अर्थ, महत्व, रूपरेखा, सक्रिय अधिगम प्रविधि पर आधारित पाठ योजना, सूक्ष्म शिक्षण के कौशलों पर आधारित पाठ योजना।

#### तृतीय इकाई -

हिन्दी की विभिन्न विधाओं का शिक्षण

- गद्य शिक्षण
- पद्य शिक्षण
- व्याकरण शिक्षण
- रचना शिक्षण

य) अन्य शिक्षण (यथा व्यंग्य, रिपोर्ताज, संस्मरण)

चतुर्थ इकाई –

हिन्दी शिक्षण के गुण एवं दायित्व

- अ) हिन्दी शिक्षक के गुण, भूमिका तथा वर्तमान में दायित्व
- ब) हिन्दी शिक्षण सूत्र
- स) हिन्दी शिक्षण सिद्धान्त
- द) सुलेख अनुलेख श्रुतलेख
- य) मूल्य की अवधारणा

पंचम इकाई –

- अ) हिन्दी शिक्षण में मूल्यांकन
- ब) सतत व्यापक मूल्यांकन का अर्थ विशेषताएँ
- स) पाठान्तर्गत, पाठोपरान्त मूल्यांकन
- द) निदानात्मक एवं उपचारात्मक शिक्षण
- य) प्रश्न पत्र निर्माण एवं नील पत्र

प्रदत्त कार्य –

- पाठ्यपुस्तक हिन्दी का समीक्षात्मक अध्ययन (कक्षा कोई एक)
- आकाशवाणी पर प्रसारण हेतु रेडियो पाठ की रचना।
- हिन्दी शिक्षण हेतु पाठ पर आधारित दो खेल का निर्माण
- कविता रचना प्रकृति, समाज पर आधारित।
- कहानी लेखन – समसामयिक स्थितियों पर।

## संदर्भ ग्रंथ -

- क्षत्रिय. के. : मातृभाषा शिक्षण विनोद पुस्तक मन्दिर, आगरा।
- सिंह, सावित्री हिन्दी शिक्षण लायल बुक डिपो, मेरठ।
- तिवारी, भोलानाथ : भाषा विज्ञान किताब महल सरोजनी नायडू, इलाहाबाद।
- भाई योगेन्द्रजीत : हिन्दी भाषा शिक्षण विनोद पुस्तक मंदिर, आगरा।
- शर्मा, भारत भूषण : हिन्दी शिक्षण अग्रवाल पब्लिकेशन, आगरा।
- पाण्डेय, रामशकल : हिन्दी शिक्षण अग्रवाल पब्लिकेशन इलाहाबाद।