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Bundelkhand University, Jhansi

Faculty of Education

Syllabus for Two years B.Ed. Programme (Session 2015-17 onwards)

Regulations

1. Preamble

The Bachelor of Education Programme generally known as B.Ed. is a professional course that prepares teachers for Upper primary or Middle level (classes VI-VIII), Secondary (Classes IX- X) and senior secondary level (classes XI-XII).

2. Duration and working days

2.1. Duration: B.Ed. programme shall be of the duration of at least two academic years with a maximum of 03 (three) years for the completion of the course.

2.2. Working days: As per norms of NCTE/ State Government/ B.U. Jhansi

3. Attendance

A candidate will not be eligible to fill the examination form unless he/she fulfills the required attendance as per norms of NCTE/State Govt./ B.U. Jhansi.

4. Intake, Eligibility and Admission procedure

4.1- Intake: As approved by NCTE

4.2- Eligibility-

(a) As per norms of NCTE.

(b) The reservation in seats and relaxation in the qualifying marks in favour of reserved categories shall be as per the rules of the state government.

4.3- Admission Procedure: Admission shall be made as per the merit list prepared on the basis of marks obtained in the qualifying examination and/or in the entrance examination or by any other selection process as per the policy of the State Government/ B. U. Jhansi.

5. Fees

The Institution/college shall charge only such fees as prescribed by the State Government /B. U. Jhansi concerned in accordance with the provision of National Council for Teacher Education (NCTE) (Guidance for regulation of tuition fees and other fees chargeable by unaided Teacher Education

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(Dr. Shikha Singh)

Institutions) Regulation, 2002, as amended from time to time, and shall not charge in any way the donation and capitation fee etc. from the students.

Note: - Any Institution violating the norms of the fee structure prescribed by the State Govt. /B.U. Jhansi from time to time and charges more amount of money in any other form, will come under the charge/crime of corruption and hence, a legal action against the Manager/Principal of that institution will be taken by the Vice-Chancellor and subsequently concerned person/persons will have to bear any punishment imposed/decided against him/them by Vice-Chancellor., B.U. Jhansi. It may also lead to the withdrawal of the affiliation of the course from such Institutions.

6. Distribution of Two-Year B.Ed. Programme

Distribution of Two year B.Ed. programme in two years will be as follows:

First Year –

Part I – Theory & Practicum (Course- I, II, III, IV, V & VI) :- 600 Marks

Part III– Engagement with the field :- 200 Marks

- (i) School Internship 4 Weeks (50 Marks)
- (ii) Enhancing Professional Capacities (EPC)
 - EPC I – Reading and Reflecting on texts (50 Marks)
 - EPC II – Drama and Art in Education (50 Marks)
 - EPC III – Critical understanding of ICT (50 Marks)

Second Year -

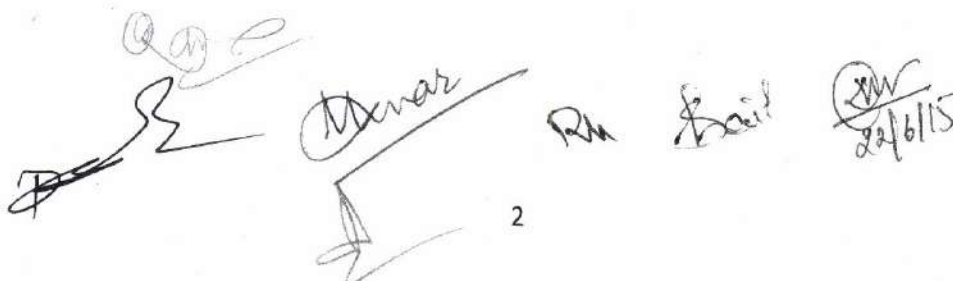
Part I – Theory & Practicum (Course- VII, VIII, IX & X) :- 400 Marks

Part II- Teaching of Two School Subjects :- 200 Marks

(The candidate has to teach 40 lessons in all, 20 lessons in each subject).

Part III – Engagement with the field :- 200 Marks

- (i) School Internship 16 Week (150 Marks)
- (ii) EPC IV – Understanding the self :- 50 Marks



7. **Examination :** The B.Ed. Examination will be conducted in Three parts –

Part I -	Theory and Practicum	: 1000 Marks
Part II -	Teaching of school subjects	: 200 Marks
Part III -	Engagement with the field	: 400 Marks

Note: Evaluation of Part III will be done by the members of teaching staff of the College/Dept. in Grading System.

A candidate in order to be declared successful in the B.Ed. Examination will be required to pass in all the three parts of the course.

Scheme of Examination and Weight-age given to each Course

First Year:-

Part I: - Theory and Practicum

Course		Name of the Course	Maximum Marks		
			External	Internal	Total
Compulsory	I	Philosophical & Sociological Perspectives in Education	80	20	100
	II	Psychological Perspectives in Education	80	20	100
	III	Physical Education , Health & Yoga	80	20	100
Elective (Any one)	IV	(i) Contemporary Issues of Education	80	20	100
		(ii) Curriculum Development	80	20	100
		(iii) Educational Measurement & Evaluation	80	20	100
Pedagogy	V	Pedagogy of School Subjects I	80	20	100
	VI	Pedagogy of School Subjects II	80	20	100
	Total		480	120	600

Note: -

1. A candidate has to offer any two of the below mentioned subjects in course (V) and course (VI).
2. The subjects chosen must figure in candidates either graduation or post- graduation level.

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3. The subjects finally chosen by the candidates will be subjected to the availability of the concerned pedagogy teacher in the department.

1- Hindi 2- Urdu 3- Sanskrit 4- English
 5- Social Science 6- Home Science 7- Commerce 8- Mathematics
 9- Life Science 10- Physical Science 11- Computer Science 12- Agriculture

Second Year:-

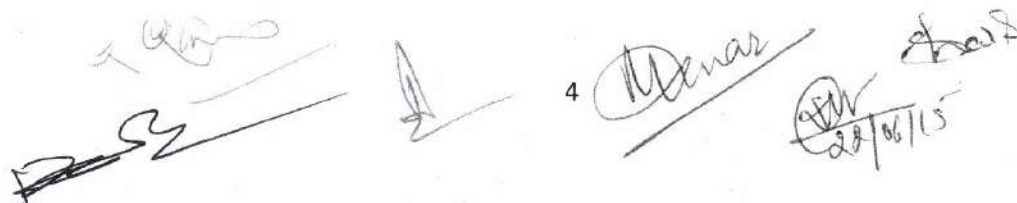
Part I: - Theory and Practicum

Course		Name of Course	Maximum Marks		
			External	Internal	Total
Compulsory	VII	Historical Perspective of Indian Education	80	20	100
	VII I	Information & Communication Technology in Education	80	20	100
	IX	Inclusive Education	80	20	100
Elective (Any one)	X	(i) Value Education	80	20	100
		(ii) Educational Administration & Management	80	20	100
		(iii) Educational Guidance & Counselling	80	20	100
		Total	320	80	400

Part I - Theory and Practicum

The theory examination will be conducted on the dates as per the examination scheme of B.U. Jhansi. The theory examination will be of 1000 marks, 800 marks for external assessment and 200 marks for internal assessment.

The internal assessment of practicum will be done by In-Charge Teacher/ Teachers of the College/ Dept. and will be submitted to the Head of the Dept. The In-Charge teachers will maintain the records of the practicum. The Head of the Dept. will send the marks given by all the In-charge teachers under his/her signature to the Registrar, B.U. Jhansi before the commencement of theory examination.

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To pass in theory, a candidate has to secure at least 36% marks out of 1000 marks. A candidate has to secure at least 30 marks out of 80 marks in each paper separately in external assessment.

The successful candidates will be classified in three divisions in theory examination as below:

I-	1 st	Division	:	60% and above
II-	2 nd	Division	:	48% and above but below 60%
III-	3 rd	Division	:	36% and above but below 48%

Part II- Teaching of School Subjects

Working days: 40 Days

Maximum Marks: 200

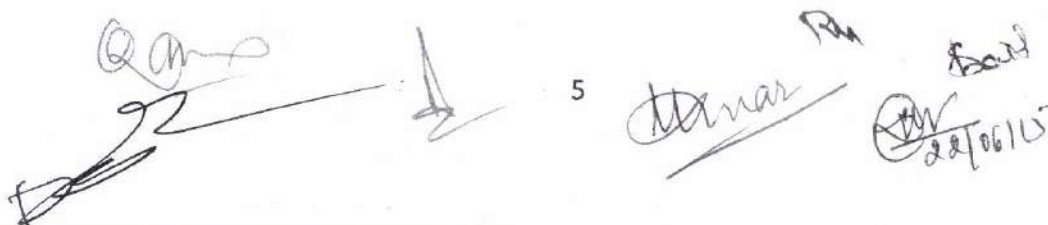
- I- A Candidate has to teach twenty lessons in each school subject offered by him/her under paper V & VI in a recognized school under the supervision of the teaching staff of the College / Dept. and has to observe ten lessons of other candidates in the subject offered by him/her.

Out of 200 marks for teaching of school subjects, 50 Marks will be for internal assessment.

The distribution of marks for internal assessments will be as follows:

1-	Planning & teaching of Lessons in first subject-----	20 Marks
2-	Planning & teaching of Lessons in Second subject-----	20 Marks
3-	Observing ten lessons note book-----	10 Marks
	Total -----	50 Marks

- II- The concerned Subject teachers will submit the internal assessment of his/her subject to the Head of Department. If the marks are not submitted by some In-charge teachers in time, Head of dept. would award the marks.
- III- Head of Dept. will enter the total marks of internal assessment in the award list of the practical examination in the separate column and will submit the same under his/her signature to the convener of the board of practical examiners. The Head of Dept. will maintain the record of internal assessment of marks.
- IV- Out of 200 Marks for Part II practical examinations, 150 marks will be awarded for teaching skills by the board of examiners.
- V- The list of marks of teaching of school subjects (External and Internal) shall be forwarded to Registrar of B.U. Jhansi by the Convener of the Board of Examiners.
- VI- **Board of Examiners** -The final practical Examination, Part II (Teaching Skills)will be conducted by the board of three examiners which will be constituted by the B.U. Jhansi as follows:

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- i. **Convener-** Convener will be the permanent teacher of Government/ Govt. Aided College by rotation.

(In case of a self-financed college/Self-financed Department, the teacher should have at least three years teaching experience in the same college and approved by the University by rotation).

- ii. **Internal Examiner-** The permanent teacher of the other Govt. /Govt. Aided B.Ed. Department affiliated to B.U. Jhansi will be the internal examiner to conduct B.Ed. practical examination.

- iii. **External Examiner-** The permanent B.Ed. teachers of any other University or B.Ed. Department of the college and Retired Govt./Aided B.Ed. College Teachers of B.U. Jhansi will be external Examiner for conducting B.Ed. practical exams.

Note: No teacher will be appointed as an external examiner by the University for conducting B.Ed. Practical Examination more than once in the same college at least for a period of 5 years.

A Candidate to pass in final practical examination (Part II) will be required to obtain minimum 40% marks out of 200 marks. Details are given below-

Evaluation of Teaching of School Subjects

	Activities	Maximum Marks
I-	Evaluation of teaching skills (two lessons) by board of examiners.	75+75= 150
II-	Internal assessment of two teaching subject by subject teachers.	25+25=50
Total		200

The successful candidates will be classified in three divisions in practical examination as below:

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|-------|----------------------|---|------------------------------|
| (i) | 1 st Div. | : | 60% and above. |
| (ii) | 2 nd Div. | : | 48% and above but below 60%. |
| (iii) | 3 rd Div. | : | 40% and above but below 48%. |

Part III - Engagement with the Field

All the students will have to work in a recognized Middle School/Secondary School/Senior Secondary School as regular teacher under the guidance and supervision of the Headmaster/Principal of the concerned school and the member of teaching staff of the College/Dept. of Education.

The purpose of engagement with the field is to link all the courses of the programme to bring about integrated development of the trainee teachers touching cognitive and non-cognitive aspects of their behavior. It will also help to prepare them to take care for children, enjoy to be with them, seek knowledge, own responsibility towards the society, work to build a new world and have finer inner sensibilities. It is primarily practical oriented programme giving stress on practical activities like internal assessment, project work, sessional work, internship in teaching practice, and introducing the innovative ways for conducting practical activities. This programme will develop reflective teachers with creative and positive attitudes, values and perspectives along with the skills for the craft of teaching.

Engagement with the field shall be transacted through three modes.

- (a) Tasks and assignments that run through all the courses.
- (b) School Internship
- (c) Courses on Enhancing Professional Capacities (EPC)

Course EPC 1: Reading and Reflecting on Texts

Course EPC 2: Drama and Art in Education

Course EPC 3: Critical Understanding of ICT

Course EPC 4: Understanding the Self

School Internship -

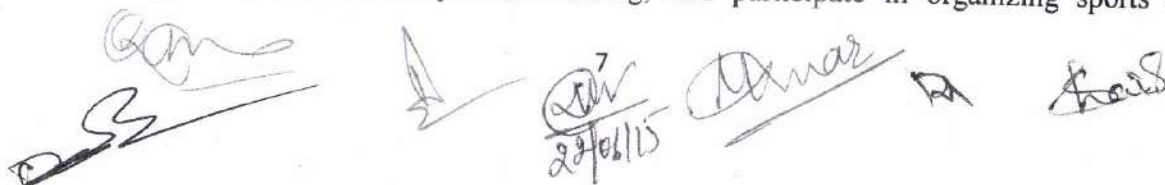
A minimum of 20 weeks (4+16) shall be allocated over two years for tasks, assignments and school internship in the field.

First Year (4 weeks)

The duration of 4 weeks of first year of B.Ed. the pupil teacher will spend in school internship during which he/she will introduce himself /herself to the staff and students of the respective school, will gather information of rules and regulations of the school and library, will go through the syllabus and annual calendar of the school. The pupil teacher will closely observe the life of the teacher in school and will try to understand the philosophy and aims, organization and management of the class rooms and the needs of physical, mental and emotional development of the children by interacting with the regular teachers and students.

Second Year (16 weeks)

In the second year of B.Ed. the pupil teacher will get Sixteen weeks of school internship during which he/she will have to work like a regular teacher, starting from the conduct of morning assembly, maintaining the attendance record of the students, teaching a regular class, checking the home works, maintaining the CCE (Continues and comprehensive evaluation) records, maintaining the teaching dairy. He/she will also participate in staff meeting, prepare examination papers, make arrangements for teacher parents meeting, and participate in organizing sports and

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other co-curricular activities. Out of the regular works he/she will also do all the duties which will be assigned to him/her by the Principal of practice teaching center from time to time.

Courses on Enhancing Professional Competencies

The programme of enhancing professional competencies of teacher trainees aims at providing a theoretical foundation of a "Thinking Teacher". It is a competency based approach to teacher training with creativity at the heart of education. It also aims towards developing a knowledge and understanding of the use of technology effectively both to aid pupil learning and to support a teacher's professional role.

EPC 1: Reading and Reflecting on Texts

This course will develop and enhance reading and writing skills and capacities as readers and writers by becoming participants in the process of reading in a variety of ways. The teacher trainees will learn to think together and make responses which may be personal, creative or critical. It will offer opportunities to read a wide variety of texts including empirical, conceptual, historical work, policy documents, and studies about schools, teaching learning and about different people's experiences of all of these. This course will help the teacher trainees in developing reflective, creative and meaningful texts. The course will be transacted as follows:

Students will be given opportunities to read a variety of texts from diverse sources including autobiographical narratives, field notes, ethnographies, etc. to address different types of reading skills and strategies. The students will also be asked to prepare brief write ups on the read text and outline its main points.

A debate session will be organized to enable students to express their views on newspapers and magazines expressing social views on education and current affairs.

The students will be asked to collect relevant material on burning issues of education and give individual presentations.

Comprehension exercises will be given to students to assess their reading and writing abilities.

EPC 2: Drama and Art in Education

This course aims at developing certain skills of cultural expressions in teacher trainees which will help them in establishing a relationship among the head, heart and hand. It will help them in improving communication and problem solving skills. It will also enhance creativity and confidence in them. This course will be transacted as follows:

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Through performing Arts, fine arts, music, literary activities, and all sorts of art and cultural activities. The Student teacher will also be encouraged to visit art galleries, exhibition and cultural festivals and will be motivated to understand the local culture and art forms by the help of art works, movies and other media available.

EPC 3: Critical Understanding of ICT

This course aims at exploring ICT along three broad strands; teaching learning, administrative and academic support and broader implications for the society. It will also enhance teacher's ownership, enhancement of expertise and engagement in ICT as an important curricular resource. It also aims at training the teacher trainees in simplifying record keeping, information management and educational administration. This course will cover the following components. :

- Critical analysis of Teaching aids and their application in instruction and learning.
- Critical analysis of a computer based media packages with reference to its use in the learning process.
- Critical analysis of the different instructional packages developed by different agencies/institutions.
- Interventions of educational technology in the current practices of teacher training programmes in India.
- Preparation of Learning Object Repository (LOR).
- Preparation and presentation of slides for teaching any topic at the school level.
- Familiarize the teacher trainees with new trends, techniques in education along with e-learning.
- Enable the student to identify the use of computer packages in education to become good practitioners of Educational technology and e-learning.

EPC 4: Understanding the Self:

The main objective of this paper is to facilitate the personal growth of the teacher trainees by helping them understand and reflect upon their personal self. It will enable the teacher trainees to develop sensibilities, dispositions and skills that will help them in facilitating the personal growth of their own students while they teach. The course will be transacted through workshops.

- There will be twelve workshop sessions of two hours each. These workshops will make use of personal narratives, film reviews, group interaction and watching movies or documentaries.
- Reflective journals shall also be developed and regular feedback on those journals shall be given.
- To help the pupil teacher to live in peace and harmony with one's surrounding, will be motivated to practice Yoga in regular basis which will help to enhance his/her abilities of body and mind.

The assessment will be done internally by the In-charge member of the teaching staff with consultation of the Principal and teachers of the school where the candidates have completed their internship. For it, every candidate has to obtain a certificate from the Principal of the school to which he/she was attached, to.

Marks of part III i.e., Engagement with the Field (Internship & EPC) is of 400 Marks, will be converted in grades and will reflect in the final year marks-sheet separately.

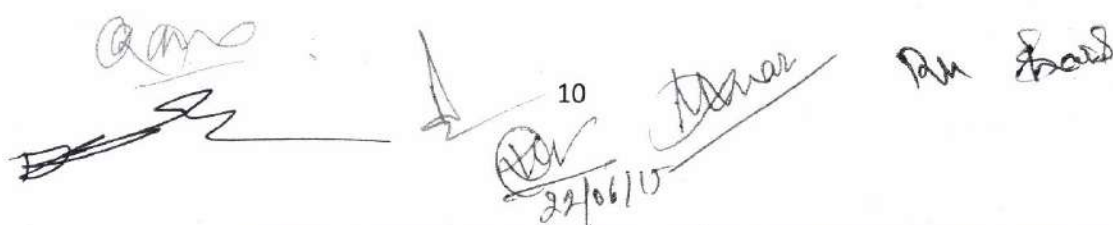
The Marks secured by the students will be converted in grades in the departmental meeting. In case a student fails to get minimum C grade, he/she shall be declared fail. The list of grades will be forwarded to the Registrar, B.U. Jhansi by the Head of Department.

The system of grading will be as follows:

I-	O ----- (Above 80% marks)	:	Outstanding
II-	A ----- (70% or more but less than 80% marks.)	:	Very Good
III-	B ----- (60% or more but less than 70% marks)	:	Good
IV-	C ----- (50% or more but less than 60% marks):	:	Average
V-	D ----- (Below 50% marks)	:	Fail

Note:

- 1- The theory and Practical examinations of B.Ed. will be conducted at the Nodal Centers for sustaining transparency, quality and accountability. Only the University campus/Government/Govt. Aided College will be made the Nodal Centers for these examinations.
- 2- The Principals of Government/Govt. Aided College affiliated to B.U. Jhansi will be the coordinator of the Nodal Centers, and in case of the University Campus, the Director, Institute of Education, will be the coordinator of the Nodal Centre, the coordinator will be the examination superintendent.
- 3- Though the candidate have to complete the B.Ed. course in two years but if a candidate fails to complete the course in two years because of any reason, he/she may complete the course in three years.
- 4- In case, a candidate is declared fail in one or more than one theory paper or in total in the first year course, he/she may be allowed to take admission in the second year's course and may clear first year paper/ papers in the second year along with second year's course. In case he/she could not clear the first year paper/papers even

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- in the second year, he/she may reattempt the paper/papers in third year and if he/she fails to clear the papers even in the third year, he/she will be declared fail.
- 5- In case a candidate is declared fail in one or more than one theory paper or in total in the second year course, he/she may clear the second year paper/ papers in third year, and if he/she fails to clear the papers in the third year will be declared fail.
 - 6- In case, a candidate fails to appear in the part II (Teaching of school subjects) Examination due to illness, he/she may be allowed to appear in the examination in the next year, provided he/she submit the medical certificate along with the report of the Principal concerning the completion of teaching of 40 lessons in second year.
 - 7- If a candidate fails in part II (Teaching of School Subjects), he/she will be declared fail.
 - 8- All the candidates have to complete the activities under Part III in the scheduled time; no candidates in any case will be allowed to complete the activities next year and will be declared fail.
 - 9- In case a candidate is debarred for one year by the University for having used unfair means in the theory examinations in the first year's theory examination, he /she may be allowed to take examination in the second year after the period of punishment is over but he /she will have to clear the previous and final year examinations in the same year (i.e., third year).
 - 10- In case a candidate is debarred for more than one year by the University for having used unfair means in the first year and one or more years in second year of the examination, he/she will cease his/her right to continue B.Ed. course and will be declared fail.
 - 11- For conducting examinations orderly, smoothly and fairly, and also for timely declaration of the result, the panel of examiners constituted by the University for practical examinations of the concerned colleges should be sent to the nodal officers, who will further contact the examiners to fix the dates of practical examinations and will subsequently inform to the Principals of the concerned colleges regarding the examinations centers and dates of exams.
 - 12- The selection of schools (middle/secondary/sr. secondary level) for the purpose of practical examinations would be done by the Principals of concerned colleges with the consent of the coordinator of B.Ed. practical examinations.
 - 13- Adequate amount of money would be paid by the Principal of the colleges through University to the Principal/coordinator of the practical examinations centers in advance to meet various expenses.
 - 14- The responsibility for providing breakfast/ snacks, generator, electricity, sanitation etc to the students at the practical examination centre would be of the principal of the concerned B.Ed. colleges.

B.Ed. (1st Year)

Compulsory Paper I

Philosophical & Sociological Perspectives in Education

Time - 3 hrs.

Max. Marks- 80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

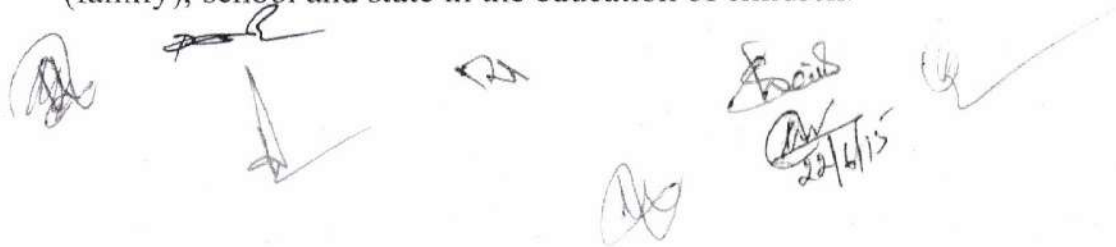
Objectives: To enable the student-teacher-

1. To develop understanding of the interrelationship between Philosophy and Education.
2. To develop appreciation of the basic tenets, principles and developments of the major Indian School of Philosophy and Educational thoughts of Indian Philosophers.
3. To develop the understanding of interrelationship between Sociology and Education.
4. To enable teachers to act as agents of modernization and social changes.
5. To assimilate the concept, significance and scope of gender studies.

Course Content-

Unit-I

- i. Meaning and nature of Education, difference between Education as a process and Education as a discipline (subject).
- ii. Meaning and difference between aims and objectives, need of definite aims of Education, bases of formation of aims of Education, aims of Education in present democratic India.
- iii. Agencies of Education: Formal, Non -formal and Informal. Role of home (family), school and state in the education of children.

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Unit-II

- i. Meaning Nature and Scope of Philosophy, relationship between education and philosophy, Philosophy of Education: (nature, scope and need) and its utility for teachers.
- ii. Indian schools of Philosophy: Vedanta, Buddhism, Jainism and Islamic Traditions and their impact on education with special reference to the concept, aims, curriculum and methods.
- iii. Contribution of Indian educational thinkers: Tagore, Vivekanand and Gandhi with special reference to the concept, aims, content and methods.

Unit-III

- i. Western schools of Philosophy: Idealism, Naturalism, Pragmatism and Humanism and their impact on education with special reference to the concept, aims, curriculum and methods.
- ii. Contribution of Western Education thinkers: Plato, Rousseau and Dewey with special reference to concept, aims, content and methods.

Unit-IV

- i. Meaning and scope of sociology, relationship between education and sociology, meaning and scope of educational sociology and its utility for teachers.
- ii. Indian Society: its salient features and impact on Education. Role of education in the evolution of democratic socialistic and secular society.
- iii. Education and socialization: Meaning, Factors and Agencies of Socialization, Role of education in the socialization of children.
- iv. Education and social change: Meaning and factors of social change. Role of education in bringing about social change.
- v. Education for national Integration and international understanding.

Unit-V

- i. Meaning, nature and scope of Gender studies. Need of Gender studies for Teacher.

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- ii. Gender differences and Gender discrimination, Causes of differences and discrimination, measures of eradication of differences and discrimination.
- iii. Gender sensitive teaching practices in education Institutions, Gender bias in curriculum, teachers and educational Institutions.
- iv. Gender: Types of Gender (Male, Female & Transgender), Gender rules and Gender division of labor.
- v. Culture and the formation of Gender Identities.

Practicum:

Assessment Internal

Max. Marks 20

- 1- Comparison of educational contribution of any two Indian thinkers.
- 2- Comparison of educational contribution of any two Western thinkers.
- 3- A study of any one agencies of Education.
- 4- Analysis the gender status in any one of school text books.

References:

- Anand, C.L. et. Al (Eds) 1983 : The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.
- Ruhela, S.P. ; Philosophical and Sociological foundation of Education, Agarwal public. Agra.
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- Krishanraj.M. and Chanana.K. (Eds) Gender and the household domain, New Delhi, SAGE.
- लाल रमन बिहारी, शैक्षिक चिन्तन एवं प्रयोग, आर० लाल बुक डिपो मेरठ
- लाल रमन बिहारी, शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, रस्तोगी पब्लिकेशन, मेरठ
- ओड, एल.के. : शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- रुहेला, एस.पी. : शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, अग्रवाल पब्लिकेशन, आगरा।
- माथुर, एस.एस., शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, अग्रवाल पब्लिकेशन, आगरा।



- पाण्डेय, रामशक्ल : शिक्षा की दार्शनिक एवं समाजशास्त्रीय पृष्ठभूमि : अग्रवाल पब्लिकेशन, आगरा।
- पचौरी, गिरीश, उदीयमान भारतीय समाज में शिक्षक, लायल बुक डिपो मेरठ
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B.Ed. (Ist Year)

Compulsory Paper II

Psychological Perspectives in Education

Time - 3 hrs.

Max. Marks- 80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

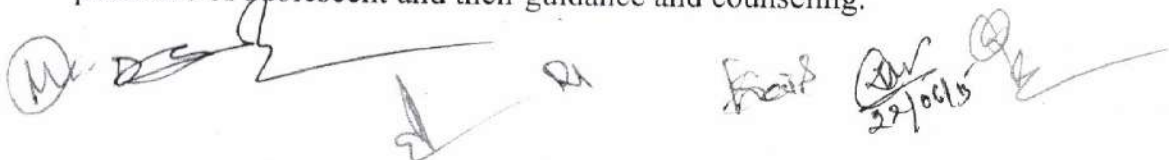
Objectives : To enable the student-teacher-

1. to understand the psychology as a scientific discipline and it's application in education.
2. to acquire knowledge and to understand the stages of human development and development tasks with special reference to adolescent's learners.
3. to develop understanding of process of children learning in the context of various theories of learning.
4. to understand the development of personality and identify the types and traits of personality.
5. to understand the concept of intelligence and the process of memory.

Course content:

Unit-I

- i. Meaning, nature and scope of Psychology, relationship between education and psychology; meaning, nature and scope of educational psychology and its utility for teachers.
- ii. Human growth and development: Meaning and nature of growth and development, difference between growth and development, principles of development, factors influencing the development.
- iii. Heredity and environment, importance of heredity and environment in Education.
- iv. Stages of development of human beings. Aspects of development (physical, motor, mental, cognitive, emotional, social and moral).
- v. Developmental characteristics of adolescence and their education, need and problems of adolescent and their guidance and counseling.

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Unit-II

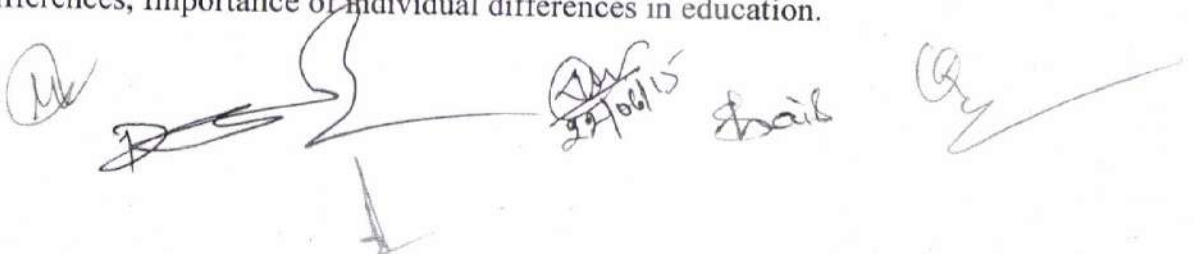
- i. Meaning and nature of learning, Theories of learning (Thorndike's S-R, Pavlov's Classical conditioning, Skinner's Operant conditioning, Kohler's Insight and constructive.) Thorndike's laws of learning, levels of learning.
- ii. Teaching-learning process, factors affecting Teaching-learning (learner-related, teacher-related, content-related, method of teaching-related and environment related), Acceleratory and obstructing teachers of learning.
- iii. Motivation and learning: Meaning, Nature, Factors and components of motivation, theories of motivation, techniques of enhancing learner's motivation.

Unit-III

- i. Memory and forgetting: Meaning, Stages of memory, characteristics of good memory, types of memory, methods of memorization. Factors influencing memory, techniques of developing memory of children, meaning of forgetting, causes of forgetting, techniques of minimizing forgetting, Importance of forgetting in education.
- ii. Thinking and problem solving: Meaning, kinds, steps and means of thinking, importance of thinking in teaching-learning process, means of developing thinking power of children. Meaning and steps of problem-solving, methods of problem solving, importance of problem-solving in teaching-learning, means of developing problem-solving skills of children.
- iii. Intelligence: Meaning, Nature and theories of intelligence (uni-factor, two factor's, three factor, multi factor's, group factor's, hierarchical, and three dimensional -SI model). Development and types of intelligence tests.

Unit-IV

- i. Personality: Meaning, Nature, types and theories (psycho-analytical theory, Allport's trait theory, Cattell's trait theory and Need theory), determinants of development of personality, education for personality development.
- ii. Mental health and hygiene: Meaning of mental health, characteristics of mentally and healthy person, factors affecting mental health of child, Meaning of mental hygiene, Aims, Functions, Utility and importance of mental hygiene, factors hinder mental health of a teacher, measures to reap good mental health.
- iii. Individual differences: Meaning, Nature, Types, Areas and causes of individual differences, Importance of individual differences in education.

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Unit-V

- i. Statistics- Meaning and its use in education.
- ii. Collection, classification and tabulation of data.
- iii. Calculation and uses- central tendencies (mean, median and mode) and variability (quartile deviation and standard deviation)
- iv. Correlation (rank difference; meaning, use and calculation)

Practicum:

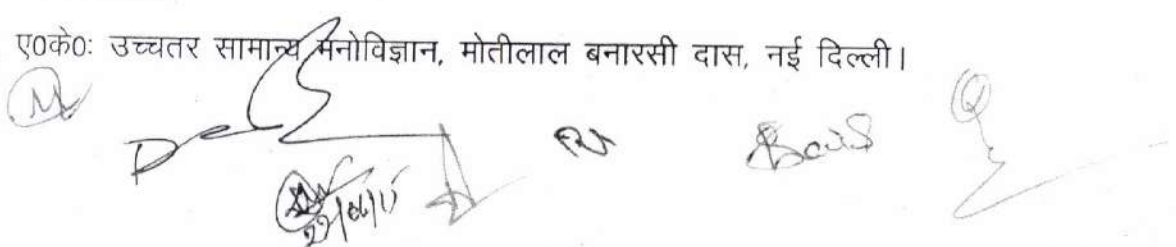
Assessment Internal

Max. Marks 20

- 1- Focus on two high and two low achievers record and report of their interaction with teacher and their participation in the class.
- 2- Identify a student with special need in a normal classroom and make detailed study of the child. Suggest remedial measures.
- 3- Administration and interpreting the results of two test of intelligence- verbal, non verbal or performance.
- 4- Administering and interpreting the result of one personality Test.

References:

- Ausubel, D.P. (1968): Educational psychology, A cognitive view, New York.
- Allport, G.W.(1937): Personality: A psychological interpretation, Hencary hold, New York.
- Crow, L.D. and A. Crow (1948); Educational psychology, American book company New York.
- Jaiswal, Sitaram : Advanced Educational Psychology, shri Vinod Pustak Mandir Agra.
- Mathur, S.S. (1975): Educational Psychology, Shri Vinod Pustak mandir, Agra.
- मानव आर०एन० (2014) उच्चतर शिक्षा मनोविज्ञान आर०लाल० बुक डिपो मेरठ।
- भटनागर, सुरेश. (1980) : शैक्षिक मनोविज्ञान, आर. लाल. बुक डिपो, मेरठ।
- कुलश्रेष्ठ, एस०पी०: शिक्षा मनोविज्ञान, आर०लाल०, बुक डिपो, मेरठ।
- गुप्ता, एस०पी०, अलका गुप्ता :उच्चतर शिक्षा मनोविज्ञान: सिद्धान्त एवं व्यवहार, शारदा पुस्तक भवन, इलाहाबाद।
- सिंह, ए०के०: उच्चतर सामान्य मनोविज्ञान, मोतीलाल बनारसी दास, नई दिल्ली।



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B.Ed. (Ist Year)

Compulsory Paper III

Physical Education, Health & Yoga

Time -3hrs.

Max. Marks- 80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objectives: To enable the student-teacher-

1. to introduce the concept of holistic health.
2. to understand the various dimensions and determinants of health.
3. to acquaint them with school health programme and its importance.
4. to understand the need and importance of physical education.
5. to make them aware of the benefits of physical fitness and activities for its development.
6. to introduce them the need of Yoga and its importance.

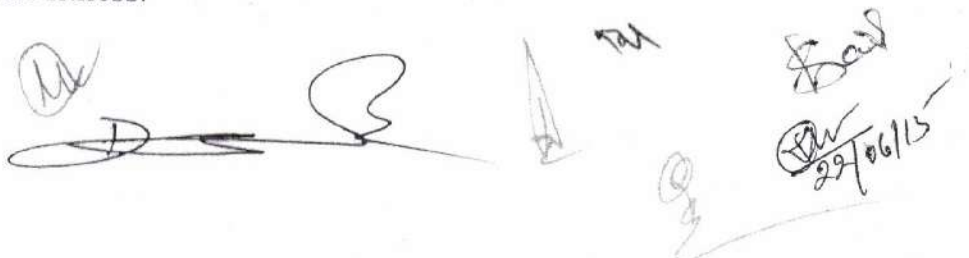
Course Content:

Unit-I

- i. Meaning and definition of physical education, Aims and objectives of physical education, Need and importance of physical education in different levels of school, Misconceptions about physical education
- ii. Concept, dimensions and determinants of health.
- iii. Health Education: Concept, aims, objectives and scope.
- iv. School health programme and role of teacher in the development of health.

Unit-II

- i. Physical fitness: concept, factors affecting, benefits and assessment of physical fitness.

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- ii. Need and importance of physical activities at school level.
- iii. Classification of foods, balance diet, role of various nutrients, vitamins and their role, malnutrition, adulteration of food.

Unit-III

- i. Personal and environmental hygiene: Concept and importance.
- ii. Care of skin, mouth, nails, clothing, and bathing etc., brief account of housing, water supply, sewage and proper disposal, Development of personal and environmental hygiene.
- iii. Concept of first aids, importance of knowledge of first aids for the school teacher, first aids for sun stroke, snake bite, dog bite, fracture, etc.
- iv. First aid box and its importance in school.

Unit-IV

- i. NMEP (National Malaria Eradication Programme), DDCP (Diarrhea Diseases Control Programme), National TB Control Programme.
- ii. STD Control Programme, NFPP (National family Planning Programme), Polio and Leprosy Control Programme.
- iii. International Health Agencies: WHO, UNICEF, UNDP.

Unit-V

- i. Yoga: Introduction, meaning, type and need. Misconception about Yoga
- ii. Various Yogic postures (Asanas), surya namaskara and its importance.
- iii. Importance of Meditation in school, importance of Yoga practice in school.
- iv. Importance of Yoga for teacher.

Practicum:

Assessment Internal

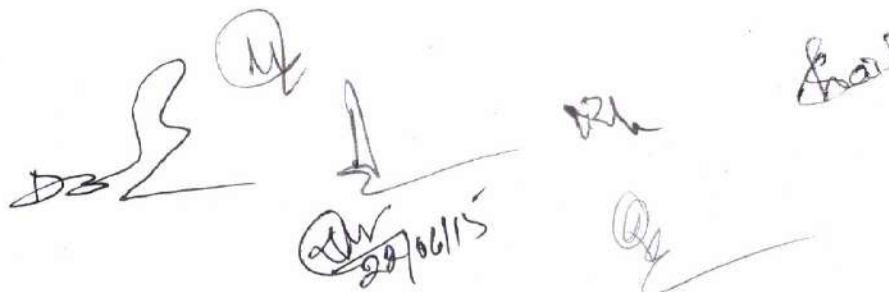
Max. Marks 20

1. Preparation of first aid box and using first aid to the students in various cases.
2. Learning about the type of bandages and how to use them.
3. Processing of cleaning and storage of safe drinking water.
4. Yoga practice (Asana and meditation).

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Reference:

- Park, J.E. and Park, K. "Text Book of Preventive and Social Medicine". 2002
- Uppal A.K., Physical Fitness, Friends publication India, 1992
- Singh Ajmer "Essentials of Physical Education". Ludhiana: Kalyani Publishers.
- Gala. D.R. and Gala. Dhiran "From fat to fit"
- Kaul. H. Kumar "Yoga for Health" New Delhi: New Light Publishers
- Bucher, C.A. (1964) Foundations of physical education, saint louice, C.V. Mousy and Company.
- Thomas.J.P. (1964) physical education lessons. Madras Gnanodaya Publishers.
- Saraswati S.N., (2012) Gheranda samhita Munger, Bihar: Yoga publication Trust.
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B.Ed. (Ist Year)
Elective Paper IV (i)
Contemporary Issues of Education

Time - 3 hrs.

Max. Marks- 80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objective: To enable the student teachers:

1. to understand the contemporary issues of Education in India.
2. to acquaint them with the social changes in India.
3. to understand the importance of environmental education.
4. to understand general concept of Disaster Management.
5. to understand Disaster Preparedness and rescue, relief for disaster.

Course Content:

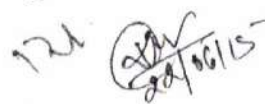
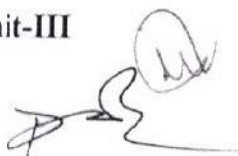
Unit-I

- i. Human rights education: Concept, need and aims, efforts for awareness towards human rights, human rights in Indian Constitution, role of teacher in human rights, steps for the protection of human rights in India
- ii. Meaning and Definition of social and National welfare, role of education in social welfare and national welfare
- iii. Population education: meaning, aims and importance. Efforts for expansion of population education by government

Unit-II

- i. Women empowerment through education.
- ii. Meaning and need of equality and equity. Equalization of educational opportunities. Role of education in ensuring modern values of equity, equality, social justice and dignity.
- iii. Wastage and Stagnation: Meaning, definition and causes. Measures for eradication of wastage and stagnation

Unit-III



- i. Environmental Education: Meaning needs and aims. Green and clean society through environmental education.
- ii. Constraints in social change in India (caste, ethnicity, class, language, religion, regionalism).
- iii. Universalization of elementary education in India.
- iv. Impact of liberalization, privatization, globalization and vocationalization on Education in India

Unit-IV

- i. Distance education: Meaning, definition, importance and its development in India.
- ii. Education and economic development. Concept of sustainable development.
- iii. Education as an investment.

Unit-V

- i. Disaster Management: Meaning and type. Causes of different disasters and their effects, disaster management cycle.
- ii. Disaster preparedness at different level: Individual, Society or a group of Independent houses, at work place (Industry, offices, educational institutes, hospitals, hostels, place of entertainment, religious places, celebrations places, transport modes, government organizations, major infrastructures- dams, power plants, mines etc.).
- iii. Rescue operation during Disaster. Principles of governing rescue. Rescue process.

Practicum:

Assessment Internal

Max. Marks 20

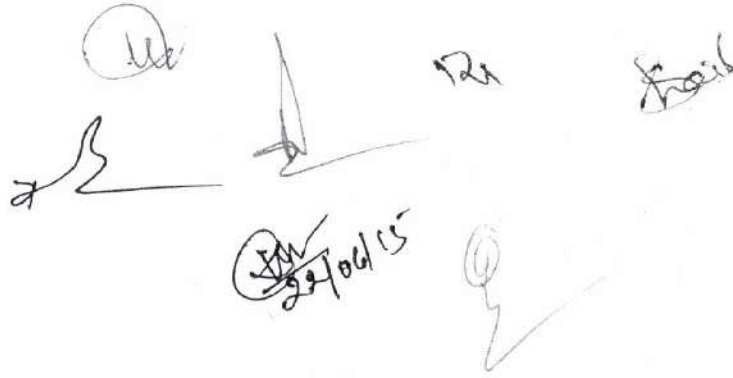
1. A project based on any one environmental problem on village level.
2. Survey of any school from the view of Disaster Management and its report writing.
3. Demonstration of about use of first Aid for rescue in presence of school students and its report writing.
4. A survey of facilities available in district head quarter regarding disaster management and report writing.

Reference:

- शुक्ला डी0 एस0 पर्यावरण शिक्षा, आलोक प्रकाशन लखनऊ



- प्रसाद गायत्री एवं नौटियाल राजेश, पर्यावरण अध्ययन शारदा पुस्तक भवन, इलाहाबाद
- पाण्डेय के०पी० भारद्वाज अमिता, पाण्डेय अक्शा विश्वविद्यालय प्रकाशन वाराणसी
- मलैया के०सी० एवं शर्मा रमा, जनसंख्या शिक्षा श्री विनोद पुस्तक मन्दिर आगरा-2
- चन्देल नरेन्द्र पाल, एवं विजय कुमार जनसंख्या शिक्षा विनोद पुस्तक मन्दिर आगरा-2
- कुमार नरेश, जनसंख्या शिक्षा, आर०लाल बुक डिपो मेरठ
- Gupta P.K., Population Education, R.Lall Book Depot, Meerut
- Singh S.K., Fundamental of Environmental Education, Sharda Pustak Bhawan Allahabad
- Internet.

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B.Ed. (1st Year)
Elective Paper IV (ii)
Curriculum Development

Time - 3 hrs.

Max. Marks- 80

Note- Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objectives : To enable the student teachers:

1. to understand the concept and principles of curriculum development.
2. to understand the nature and relationship of the components of curriculum.
3. to develop insight about the development of new curriculum.
4. to understand the foundations of new curriculum.
5. to appreciate the need for continuous curriculum reconstruction.

Unit-I

- i. Meaning and concept of curriculum
- ii. Concept of curriculum development
- iii. Stages in the process of curriculum development
- iv. Curriculum, syllabus and units
- v. Fusion, integration and Inter-subject co-relation

Unit-II

- i. Philosophical foundation of curriculum development in view of different schools of philosophy.
- ii. Social and political forces, culture and cultural roots of curriculum, sociology of curriculum.
- iii. Curriculum design: Basic consideration for curriculum design (scope, integration, sequence, continuity, articulation and balance).

Unit-III

- i. Curriculum development and teaching learning process.



- ii. Subject centered, learner centered and problem Centered Design of Curriculum development.
- iii. Implementation of Curriculum- full time, part time, correspondence, Open University, non formal and continuing Education.

Unit-IV

- i. Content: Its selection and organization, syllabus and Text book.
- ii. Transactional strategies: Teacher Controlled instruction, Learner controlled instruction and Group controlled instruction of curriculum.
- iii. Model of curriculum development: Hilda Taba's Model.

Unit-V

- i. Core curriculum
- ii. Activity curriculum
- iii. Interdisciplinary curriculum.

Practicum:

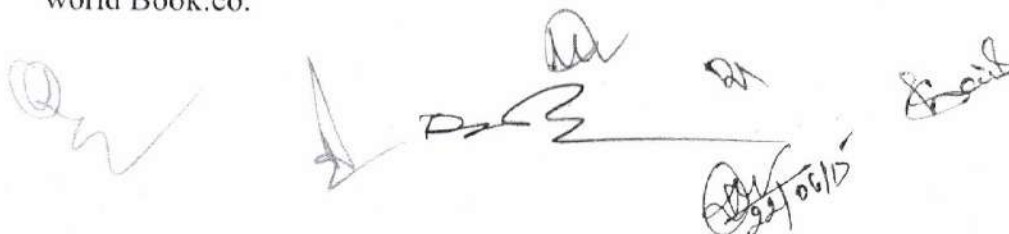
Assessment Internal

Max. Marks 20

1. Critical Analysis of the existing curriculum at secondary level.
2. A comparative study of two syllabus - State Government/CBSE/ICSE
3. Seminar on one of the topic Assigned.
4. Preparation and presentation of Power Point Presentation on assigned topic.

Reference:

- Agrawal.J.C. (1990): Curriculum Reform in India: World Overview New Delhi, Daoba House.
- Arora GL (1988): Curriculum and quality in Education, New Delhi NCERT, 1988
- Jacobsen, D.A. (1999) Philosophy in classroom Teaching: Bridging the Gap, New Jersey Merrill Prentice Hall
- Smith B.O et. Al (1950) Fundamental of Curriculum Development, New York world Book.co.



- NCERT (1988) National Curriculum for Elementary and Secondary Education: A frame work, New Delhi
- NCERT (2000) National Curriculum framework for school Education, New Delhi
- NCERT (1999 & 2000) Special Issues on Curriculum Development Vol 18 11 January of Indian Education
- Taba, H., Curriculum Development, Theory and Practice, Harcourt Brace and World, Inc., 1962.
- Internet.

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B.Ed. (Ist Year)
Elective Paper IV (iii)
Educational Measurement & Evaluation

Time - 3 hrs.

Max. Marks- 80

Note- Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objectives: To enable student teachers:

1. to understand the nature of measurement and evaluation
2. to develop and use various tools and techniques of evaluation for scholastic achievement.
3. to understand the process of test development and their standardization.
4. to know the Process and interpret students' performance according to the test results.
5. Use of elementary statistical methods for analysis and interpretation of data.

Course contents:

Unit I

- i. Measurement: meaning, variables, levels, scales and types.
- ii. Evaluation: meaning and types – formative and summative evaluation
- iii. Evaluation in Education, errors of measurement and evaluation.

Unit-II

- i. Tools and methods of educational measurement and evaluation, qualities of good tools; educational tests, norm referenced tests and criterion reference tests, essay type, short answer type and objective type tests.
- ii. Validity, reliability, objectivity and norms of a test.

Unit III

- i. Construction and standardization of Achievement Tests.



- ii. Examination system: meaning and classification, comprehensive and continuous evaluation, semester system, grading system, credit system, online exam, open book exam, a critical analysis of present system of examination.
- iii. Diagnostic Test and Remedial Measures.

Unit IV

- i. Construction of an objective type test: Planning, The blue print, writing of test items and first try-out.
- ii. Item analysis - difficulty and discrimination.
- iii. Final form of the test.

Unit-V

- i. Frequency Distribution
- ii. Graphical Representation of data: Frequency Polygon, Histogram, Ogives.
- iii. Measures of central tendency- mean, median, mode
- iv. Measures of variability – Range, Quartile Deviation (QD), Standard Deviation (SD).
- v. Norms – Percentiles, Percentile Rank, Standard Scores.
- vi. Correlation by Rank method, Product moment correlation.

Practicum:

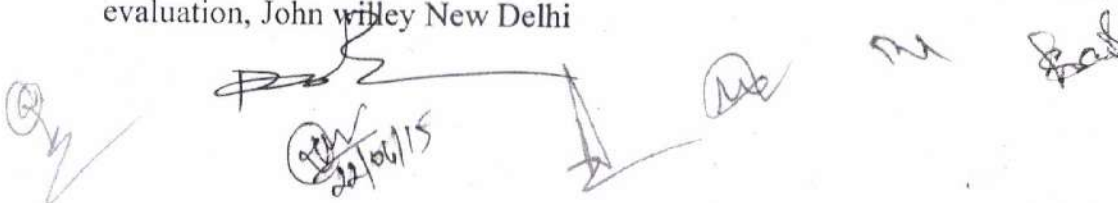
Assessment Internal

Max. Marks 20

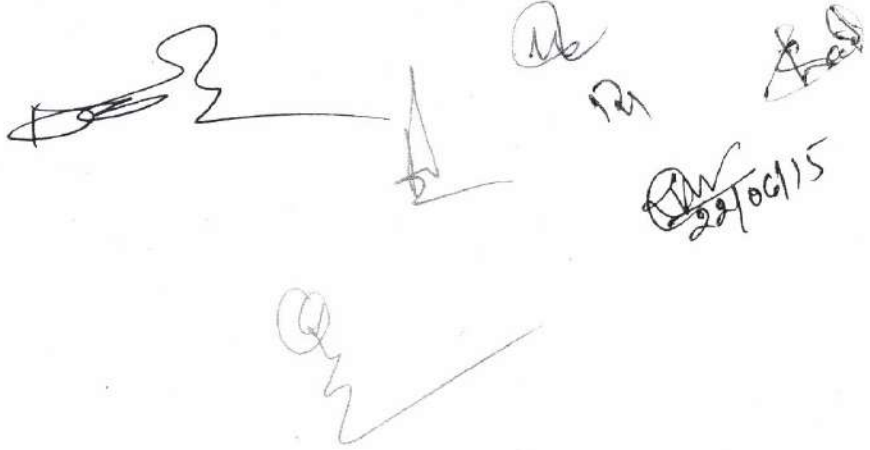
- 1. Administration of any one Psychological Test and interpretation of test results.
- 2. Determination of reliability or validity of any self made test.
- 3. Construction of an objective type test.
- 4. Study of online exam.

References:

- Lal, Raman Bihari and Joshi suresh chemd, Educational Measurement. Evaluation and statistics, R.Lall Book Depot Meerut.
- Bhatnagar, A.B., mental measurement and evaluation, R.Lall Book Depot meerut.
- Agarwal, S.N., Educational and Psychological Measurement, Vinod pustak Bhandar, Agra.
- Stanly, J.C. and Hoppins, KD, measurement and evaluation, prentice hall, New Delhi.
- Thoondike R.L. and Hogen.E., Measurement and evaluation in Psychology and evaluation, John wiley New Delhi

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- Groundund, N.E., Measurement and evaluation in Teaching, New York: Mc Millan.
- लाल, रमन बिहारी एवं जोशी , शैक्षिक मापन, मूल्यांकन, एवं सांख्यिकी रस्तोगी पब्लिकेशन, मेरठ।
- शर्मा, आर०ए० शिक्षा मापन के मूल तत्व एवं सांख्यिकी, मेरठ, आर०लाल०।
- शर्मा एवं सिंह. आधुनिक मापन एवं मूल्यांकन, आलोक प्रकाशन लखनऊ
- भटनागर ए०बी० एवं भटनागर मीनाक्षी, मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, आर० लाल बुक डिपो मेरठ
- शर्मा पी०सी०, आधुनिक मापन एवं मूल्यांकन, आलोक प्रकाशन लखनऊ
- सिंह गया, शैक्षिक एवं मानसिक मापन, आर०लाल० बुक डिपो, मेरठ
- इन्टरनेट

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B.Ed. (1st Year)
Pedagogy paper V or VI
Pedagogy of Hindi

Time - 3 hrs.

Max.Marks-80

Note - Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objective : To enable student-teacher to understand about -

1. The nature and characteristic of Hindi language and its importance.
2. The required skill and their interlinks for mastering Hindi.
3. Planning for successful Hindi teaching.
4. Different methods and techniques for teaching Hindi.
5. Audio-visual Aids' for teaching of Hindi.
6. Evaluation for teaching of Hindi.

Course Content :

Unit I

- i. The nature and characteristics of Hindi language, it's phonology, morphology and syntax.
- ii. The importance of Hindi in the school curriculum in India.
- iii. Aims and objectives of teaching Hindi at secondary and Higher secondary stages.

Unit II

- i. General principles of curriculum construction.
- ii. A critical appraisal of the existing secondary school curriculum in Hindi.
- iii. General Principles of Teaching Hindi.
- iv. Problems of teaching Hindi at school level.

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Unit III

- i. Audio - visual Aids for teaching of Hindi.
- ii. Use of test book and criteria of a good text book of Hindi.
- iii. Qualities of a good Hindi teacher.
- iv. Language (Hindi) room and library.

Unit IV

- i. Methods of developing listening, speaking, reading and writing skills.
- ii. Methods and techniques of improving pronunciation and correcting spelling mistakes.
- iii. Methods of teaching prose, poetry, drama, story, composition and grammar.
- iv. Planning of lessons for prose, poetry, drama, story, composition and essay writing.
- v. Use of literary activities in teaching of Hindi.

Unit - V

- i. Evaluation : meaning and importance.
- ii. Comprehensive and continuous evaluation (CCE) in Hindi.
- iii. Diagnostic tests and remedial teaching.
- iv. Preparation of achievement test.

Practicum

Assessment Internal

Max. Marks 20

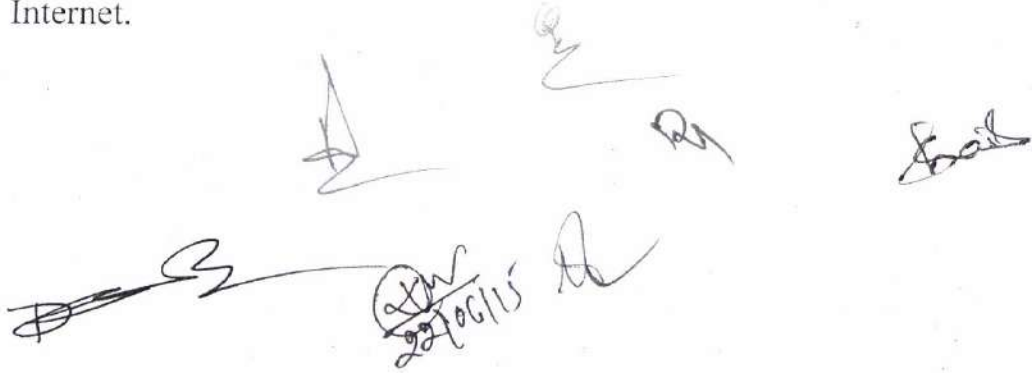
1. Prepare one achievement test of Hindi based on blue-print.
2. Organize one co-curricular activities of Hindi in school and prepare its report.
3. Prepare two teaching aids for teaching Hindi and prepare its report.
4. One practical oriented assignment given by subject teacher.

Reference:

- Chhatriya. K. (1989); Matra Bhasha Shikshan, Vinod Pustak, Mandir, Agra.
- Mangal, Uma (1991); Hindi Shikshan, Arya Book Depot, Delhi.

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- Pandey, R.S. (1992); Hindi Shikshan, Vonod Pustak Mandir, Agra.
- Singh, N.K. (1993), madhyamic Vidhyalayan mein hindi shikshan, Rajasthan Hindi granth academy, Jaipur.
- Singh, Savitri (1992), Hindi Shikshan, Loyal book Depot, Meerut.
- Shrivastava R.P. (1979) Teaching of Reading, Bahri publication, New Delhi.
- Girish, Pachauri, Hindi Shikshan, R. Lal Book Depot, Meerut.
- भटनागर, मिनाक्षी: हिन्दी शिक्षण, श्री विनोद पुस्तक मन्दिर, आगरा।
- शर्मा, मार्तण्ड: हिन्दी शिक्षण, शारदा पुस्तक भवन, इलाहाबाद ।
- Internet.

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- (a) Oral expression.
- (b) Reading : Reading process, Oral and silent reading, intensive and extensive reading, reading interests and reading habits.
- (c) Writing composition, objectives and methodology and correction of composition.
- (d) Poetry : Objectives and methodology, Lesson planning.
- (e) Prose : Objectives and methodology, Lesson planning.
- (f) Grammar : Objective and approaches, Lesson planning.

Unit III

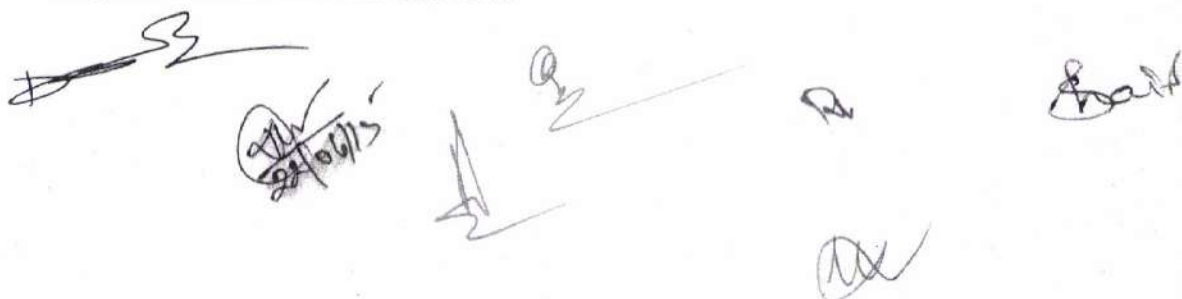
- i. Pedagogical analysis in Urdu.
- ii. Identification of linguistic and Ideational content of the lessons.
- iii. Listing behavioral objectives.
- iv. Urdu Text book and its evaluation.
- v. Supplementary Readers.

Unit IV

- i. Audio-Visual aids in teaching Urdu.
- ii. Qualities of a good Urdu teacher.
- iii. Activities for developing listening and speaking competencies.
- iv. Activities for developing reading competency.
- v. Activities for developing writing competency.

Unit V

- i. Meanings and importance of Evaluation.
- ii. Comprehensive and continuous evaluation in Urdu.
- iii. Development of test items : Essay, short answer and objectives types.
- iv. Diagnostic testing and remedial teaching.
- v. Preparation of achievement test.



Practicum:

Assessment Internal

Max. Marks 20

1. Prepare one achievement test of Urdu based on blue print.
2. Prepare two teaching aids for teaching Urdu and prepare its reports.
3. Organize a co-curricular activity and prepare its report.
4. practical oriented assignment given by subject teacher.

Reference :

- मक्की, एम0ए0, "उर्दू शिक्षण", अग्रवाल पब्लिकेशन्स, आगरा।
- एम0डी0बुच, "उर्दू शिक्षण" आर0लाल0 बुक डिपो, मेरठ।
- Ryburn, W.M. (1950), "Suggestions for the teaching of Mother Tongue in India" London Oxford University Press.
- Faramo, Saleem (1953)- Urdu Zaban aur Uski Taleem, Pakistan Book Store, Lahore .
- Ansari Akhtar (1950), "Studies in language and Language Teaching", Friends book House, Aligarh.
- Internet.

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22/06/15

B.Ed. (Ist Year)
Pedagogy paper V or VI
Pedagogy of Sanskrit

Time - 3 hrs.

Max.Marks-80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objective : To enable Students- teacher to understand about-

1. The nature and characteristics of Sanskrit language and its importance.
2. Planning for successful Sanskrit teaching.
3. Different methods and techniques for teaching Sanskrit.
4. Audio-visual aids for teaching Sanskrit.
5. Evaluation for teaching of Sanskrit.

Course Content :

Unit I

- i. Sanskrit : its phonology, morphology and syntax and importance of Sanskrit in Indian society.
- ii. The position of Sanskrit in the school curriculum : its literacy, cultural and linguistic value, its relations with modern Indian language.
- iii. Aims and objectives with specification of teaching Sanskrit (cognitive, affective and psychomotor domains) in behavioral terms.

Unit II

- i. Need, bases and principles of curriculum construction.
- ii. Precaution in developing curriculum of Sanskrit.
- iii. Evaluation of present secondary school curriculum of Sanskrit and Suggestions for improvement.

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Unit III

- i. Teaching Methods : Pathshala method, Bhandarkar Method, Textbook Method, Direct method and the Elective method.
- ii. Oral work and pronunciation, recitation of passages from prose and poetry, their aims and teaching methods.
- iii. Text book of Sanskrit- Characteristics and Evaluation procedure of text book.

Unit IV

- i. Teaching aids of Sanskrit, Qualities of a good Sanskrit teacher.
- ii. Lesson plans for teaching of prose, poetry, grammar.
- iii. Composition, translation, drama, rapid reading and spelling in Sanskrit.

Unit V

- i. Evaluation in teaching of Sanskrit and its need.
- ii. Formative and Summative Evaluation.
- iii. Comprehensive and continuous Evaluation in Sanskrit.
- iv. Preparation of achievement test.

Practicum:

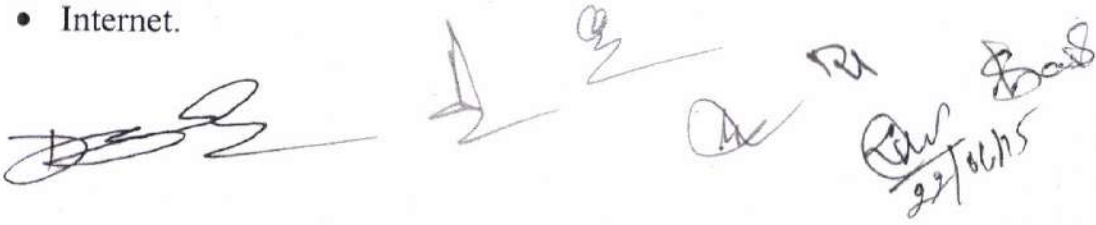
Assessment Internal

Max. Marks 20

1. Prepare one achievement test of Sanskrit based on blue-print.
2. Prepare two teaching aids for teaching Sanskrit and prepare its report.
3. Organize one co-curricular activity in Sanskrit and prepare its report.
4. One Practical oriented assignment given by subject teacher.

Reference :

- शर्मा शिखा "संस्कृत शिक्षण" अग्रवाल पब्लिकेशन, आगरा।
- पाण्डेय डॉ० रामशकल, संस्कृत शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
- वत्स डॉ० वी०एल० "संस्कृत शिक्षण" विनोद पुस्तक मन्दिर, आगरा।
- मित्तल डॉ० संतोष "संस्कृत शिक्षण", आर०लाल बुक डिपो, मेरठ।
- Internet.



B.Ed. (Ist Year)
Pedagogy paper V or VI
Pedagogy of English

Time - 3 hrs.

Max.Marks-80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

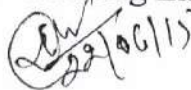
Objective : To enable the student - teacher to understand about -

1. The nature and characteristics of English language and its importance.
2. The required skills and their inter-links per mastering English.
3. The various approaches for planning for successful English teaching.
4. The approaches and methods for teaching different aspects of English.
5. Aids and other similar available material that could be used for teaching English.
6. The techniques of obtaining feedback for self- evaluation and evaluation of students. success in learning and using English language.

Course Content :

Unit I

- i. The nature and characteristic of English language.
- ii. Aims and objectives of teaching English at the secondary and higher secondary stage.
- iii. Present position of English in the school curriculum and its importance in India.
- iv. General principles of English curriculum construction
- v. Board principles of teaching English.



Unit II

- i. Methods : Translation method, the direct method, substitution method, look and learn method, bilingual method, structural approach.
- ii. Teaching the science of pronunciation.
- iii. The procedures of teaching prose, poetry, translation and composition.

Unit III

- i. Place of Grammar in teaching of English.
- ii. Advantages and disadvantage of teaching Grammar.
- iii. Audio-visual Aids in teaching of English.
- iv. Low cost and no-cost teaching aids. in teaching of English.
- v. Qualities of a good English teacher.

Unit IV

- i. Evaluation: meaning and importance.
- ii. Tools and devices of evaluation.
- iii. Comprehensive and continuous evaluation in English.
- iv. Preparation of achievement test.

Unit V

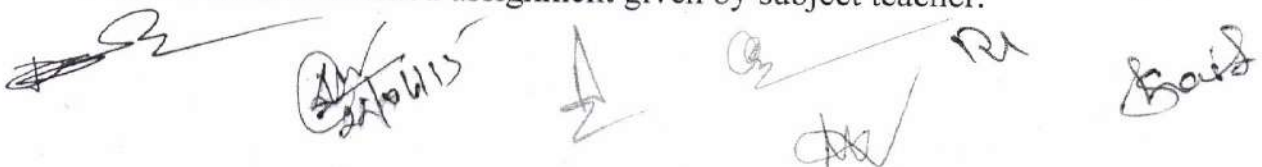
- i. Lesson planning- in English prose, poetry, translation and composition.
- ii. General principles of curriculum construction.
- iii. A critical appraisal of the existing secondary school curriculum in English.

Practicum:

Assessment Internal

Max. Marks 20

1. Organizing a co-curricular activity in English and prepare its report.
2. Prepare one achievement test of English based on blue print.
3. Prepare two teaching aid for teaching English and prepare its report.
4. One Practical oriented assignment given by subject teacher.

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References :

- Chaturvedi, M.G.(1973) "A contractive study of Hindi - English phonology".
- Frisby, A.W. (1970) Teaching English : Notes and comments in teaching English.
- Gimson, A.C. (1970); An Introduction to the pronunciation of English : Edward Arnold, Second Edition, London.
- Sharma, R.A.; Teaching of English, R.Lall book Depot, Meerut.
- Gupta, P.K.; Teaching of English, R.Lall book Depot, Meerut.
- Rai, Geeta : Teaching of English, R.Lall Book Depot, Meerut.
- Pahuja, Sudha; Teaching of English, Shri Vinod Pustak Mandir, Agra.
- Internet.

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B.Ed. (1st Year)
Pedagogy paper V or VI
Pedagogy of Social Science

Time - 3 hrs.

Max.Marks-80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten sort answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objective: To enable the student teacher to-

1. Appreciate the need for learning Social Science.
2. Develop the knowledge about the basic principles governing the construction of social science curriculum.
3. Develop the classroom skills needed for teaching of social science using modern methodology.
4. Acquire the ability to plan for instruction.
5. Develop the ability to organize co-curricular activities and utilize community resources for promoting social science learning.
6. Acquire the ability to develop instructional support materials.

Course Content :

Unit I

- i. The need for teaching social science in school. Concept of social science and how it differs from other social science like History, Civics, Economic, Geography and Sociology.
- ii. Objectives of teaching social science at secondary and higher secondary levels. Discipline - oriented teaching of social science and social reconstruction approach.
- iii. Principles of designing social science curriculum with weight-age to be given for each component subject studies areas, approaches to organizing

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social science curriculum in terms of correlation, integration, unit and chronological approaches.

Unit II

- i. Meaning and importance of instructional strategies for teaching social science in term of specific method like lecture, lecture - cum discussion, project and source method, socialized recitation and supervised studies.
- ii. Lesson Planning - specification to clarify planning vise lesson, unit and year plans, micro-teaching lesson plans for developing the, skills of introduction, explanation, black board writing, questioning, stimulus variation and providing illustration with relevant examples.

Unit III

- i. Audio-visual aids - need, types and its uses in Social Science teaching.
- ii. Qualities of a good social science teacher.

Unit IV

- i. Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and follow-up the field trip for learning the under lying importance of the subject.
- ii. Team teaching.
- iii. Organization of social studies club.
- iv. Organization of thought provoking programmes like Quizzes, word searches etc.

Unit V

- i. Purpose of evaluation in social Science, formative & summative evaluations and their features.
- ii. Diagnostic test and remedial teaching. Objective and essay type examinations.
- iii. Comprehensive and continuous Evaluation in Social Science.

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iv. Preparation of achievement test.

Practicum:

Assessment Internal

Max. Marks 20

1. Prepare one achievement test of social Science based on blue print.
2. Prepare two teaching aids for teaching social Science and prepare its reports.
3. Organized quiz in the school and prepare its report.
4. One practical oriented assignment given by subject teaching.

Reference :

- Sharma, R.A. 'Teaching of social studies' - R.Lal Book Depot, Meerut.
- Saxena, Mishra & Mohanti, 'Teaching of Social Science' R.Lall Book Depot, Meerut.
- Sahu, Surendra Kumar, 'Teaching of social science'.
- Wesley, E.b. Teaching Social studies in high school.
- Bining & Bining, 'Teaching social studies in secondary school'.
- राठौर, डॉ० कुसुमलता, "सामाजिक विज्ञान शिक्षण", आर०लाल० बुक डिपो, मेरठ।
- मंगल एवं सिसौरिया, " सामाजिक अध्ययन शिक्षण"
- सिंह एवं राजपूत, " सामाजिक विज्ञान और उनका शिक्षण"
- त्यागी, गुरुसरनदास, "सामाजिक अध्ययन का शिक्षण" विनोद पुस्तक मन्दिर, आगरा।
- Internet.

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B.Ed. (1st Year)
Pedagogy paper V or VI
Pedagogy of Home Science

Time - 3 hrs.

Max.Marks-80

Note - Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objective : Student - teacher to have the ability to :

1. Develop a board understanding of the principles and procedures used in Modern Home Science education.
2. Develop their essential skills for practicing modern Home science education.
3. Develop their skills necessary for preparing international accessories.
4. Prepare acceptance lesson models which lay down this procedure to the adopted for preparing designs of lessons.
5. Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Course Content :

Unit I

- i. The concept of Home Science : Meaning and components; place of home science in secondary education.
- ii. Aims and objectives of teaching of Home Science at secondary and higher-secondary level.
- iii. Writing objectives in behavioral term.
- iv. Correlation of Home Science with other school subjects.

Unit II

- i. Foods, Nutrition and Health.

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- ii. Child Care.
- iii. Fiber and Fabric.
- iv. Home Management - importance of planning, principles of budget making.
- v. Hygiene and sanitation.

Unit III

- i. General principles and methods of teaching Home Science - project method, discussion method, demonstration, practical, individual work.
- ii. Micro-teaching skills - explanation, questioning, illustration, stimulus - variation and black board writing.

Unit IV

- i. Development and designing of curriculum.
- ii. Teaching aids - classification, importance and uses.
- iii. Concept of lesson plan, preparation of lesson plan.
- iv. Criteria of Good text book.
- v. Planning of space and equipment of Home Science laboratory.

Unit V

- i. Evaluation in Home Science - Meaning and importance.
- ii. Comprehensive and continuous evaluation (CCE) in Home Science.
- iii. Evaluation devices - Written, oral, observation, practical work, assignment.
- iv. Preparation of achievement test.

Practicum:

Assessment Internal

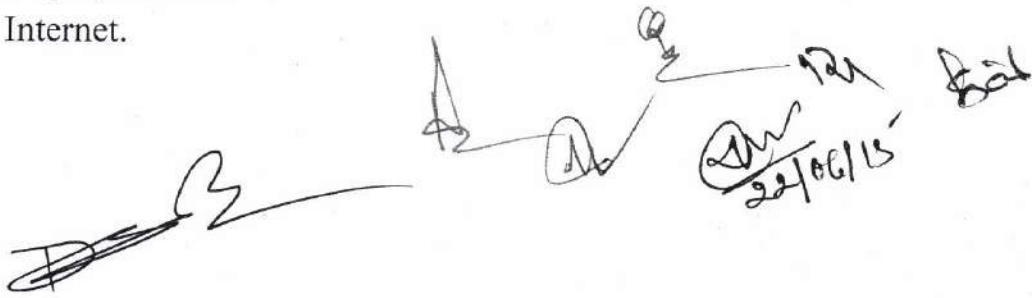
Max. Marks 20

1. Prepare a achievement test of home science based on blue print.
2. Prepare a budget of own family.
3. Prepare two teaching aids for teaching home science and prepare its report.
4. One practical oriented assignment given by subject teacher.



References :

- शर्मा एण्ड सक्सेना "गृहविज्ञान शिक्षण" आर०लाल बुक डिपो, मेरठ।
- डॉ० महिमा गुप्ता, "गृहविज्ञान शिक्षण" आर०लाल० बुक डिपो मेरठ।
- जे०पी०शैरी, " गृहविज्ञान शिक्षण", - अग्रवाल पब्लिकेशन्स, आगरा।
- Sharma B.L. and Saxena B.M., Teaching of Home Science, R.L. Book Depot, Meerut.
- Internet.

A handwritten signature is written on the left. To its right, there is a series of handwritten marks: a checkmark, a circle with a checkmark, a circle with a checkmark, and the date "22/06/15". To the right of the date, the word "Bat" is written.

B.Ed. (Ist Year)
Pedagogy paper V or VI
Pedagogy of Commerce

Time - 3 hrs.

Max.Marks-80

Note - Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objective : To enable the pupil teacher to -

1. Appreciate the need for learning Commerce.
2. Develop knowledge about the basic principles governing the construction of Commerce Curriculum.
3. Develop the classroom skill needed for teaching of Commerce using modern methodology.
4. Acquire the knowledge to plan for instruction.
5. Develop the ability to develop and utilize available support material for Commerce teaching.
6. Acquire the techniques of attaining feedback for self -evaluation and evaluation of students success in learning.

Course Content :

Unit I

- i. Nature, scope and importance of Commerce.
- ii. The place of Commerce in school curriculum.
- iii. Aims and objectives of teaching commerce at secondary and higher-secondary level.
- iv. Correlation of Commerce with other school subjects.

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Unit II

- i. Enrichment content -social responsibilities of business, consumer awareness, E-Commerce and E-Business.
- ii. Basic principles of curriculum construction.
- iii. Approaches of organizing commerce curriculum.

Unit III

- i. Methods of teaching Commerce : Book keeping, type writing and stenography.
- ii. Teaching of elements of Commerce.
- iii. Explanation of local resources in teaching of Commerce.

Unit IV

- i. Audio visual aids and their use in teaching of Commerce.
- ii. Qualities of a good commerce teacher.

Unit V

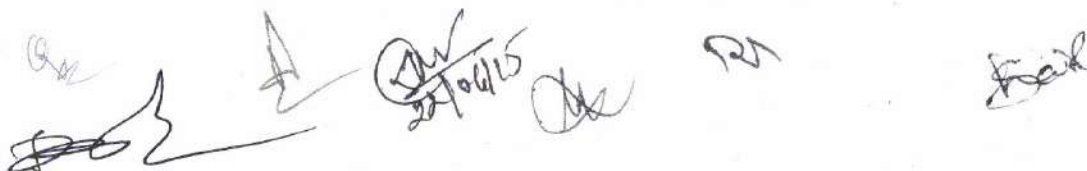
- i. Preparation of lesson plan, unit plan. micro-teaching lesson plan for developing the skills of introduction, explanation, black-board writing, Stimulus variation and providing illustration with relevant examples.
- ii. Evaluation : meaning and importance.
- iii. Formative and Summative evaluation.
- iv. Preparation of achievement test.

Practicum:

Assessment Internal

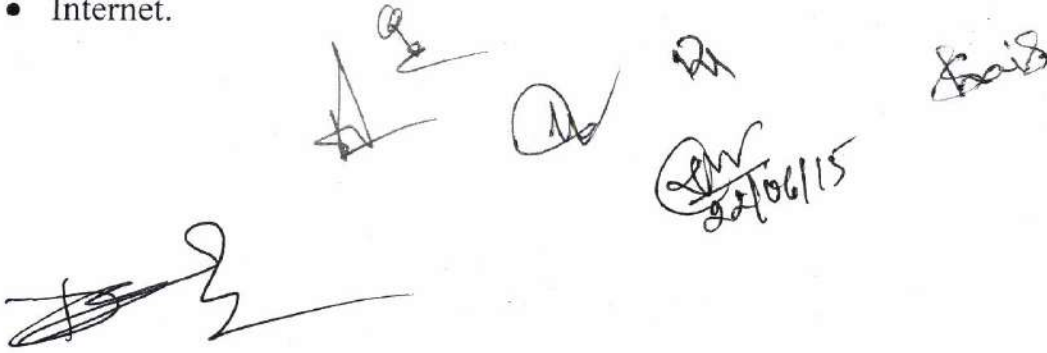
Max. Marks 20

1. Prepare one achievement test of commerce based on blue print.
2. Prepare two teaching aids for teaching commerce and prepare its report.
3. Organize one day departmental seminar on consumer awareness and prepare its report.
4. One practical oriented assignment given by subject teacher.

Handwritten signatures and dates at the bottom of the page, including a date stamp '22/10/15'.

Reference :

- सिंह, डॉ० रामपाल "वाणिज्य शिक्षण" अग्रवाल पब्लिकेशन्स, आगरा।
- त्यागी, डॉ० गुरु शरण दास - "वाणिज्य शिक्षण" अग्रवाल पब्लिकेशन्स, आगरा।
- शर्मा, योगेश कुमार - "बही खाता शिक्षण" अग्रवाल पब्लिकेशन्स, आगरा।
- सक्सेना, उदयवीर "वाणिज्य शिक्षण" - विनोद पुस्तक मन्दिर, आगरा।
- Singh, R.P. 'Teaching of Commerce' - R. Lal Book Depot, Meerut.
- Chandar, S.C. and Sharma 'Teaching of Commerce' - R.L. Book Depot, Meerut.
- Internet.

The block contains several handwritten signatures and initials. At the top left, there is a signature that appears to be 'R. Singh'. Below it, on the left, is a large, stylized signature. In the center, there is a circular stamp with the word 'Meerut' inside. To the right of the stamp, there is a signature and the date '22/06/15'. Further right, there is another signature. At the bottom right, there is a signature that looks like 'S. Singh'.

B.Ed. (Ist Year)
Pedagogy paper V or VI
Pedagogy of Mathematics

Time - 3 hrs.

Max.Marks-80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objective : To enable the student teacher to -

1. Understand and appreciate the uses and significance of mathematics in daily life.
2. Learn successfully various approaches of teaching mathematics and to use them judiciously.
3. Know the methods of planning instruction for the classroom.
4. Prepare curricular activities and organized the library and book in it as per the needs.
5. Appreciate and organize activities to develop aesthetic of mathematics.
6. Obtain feedback both about teaching as well as students learning.

Course Content :

Unit I

- i. Meaning and nature of mathematics, Uses and significance of Mathematics
- ii. Contribution of Indian Mathematician - AryaBhatt, Brahmagupta, Bhaskaracharya and Ramanujam.
- iii. Contribution of Euclid, Pythagoras and Rene-Descartes.
- iv. Aims and objectives of teaching of Mathematics at secondary and higher secondary school stage.
- v. Objectives of teaching mathematics in terms of behavioral outcomes.



Unit II

- i. Methods : inductive - deductive, analytic - synthetic, problem solving, heuristic, project, laboratory.
- ii. Techniques : oral, written, drill, assignment, supervised study, programmed learning.

Unit III

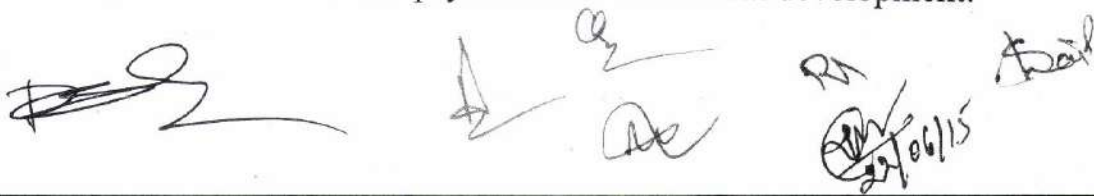
- i. Lesson plan - Meaning, purpose and Performance of lesson plan and its rationality.
- ii. Unit plan - Meaning purpose of unit and unit plan.
- iii. Developing/preparing low cost improvised teaching aids, relevant to local ethos.
- iv. Skill in maintaining and using black board, models, charts, T.V. films, video tapes and VCR.
- v. Application of computer in teaching of Mathematics.

Unit IV

- i. Principles and rational of curriculum development, Organizing the syllabi both logically and psychologically according the age groups of children.
- ii. Planning activities and methods of developing the substitute/ alternative material to the prescribed for completing the syllabi, Organization of library.
- iii. Text book in mathematics - qualities of a good text book in mathematics.
- iv. Using Mathematics as a game for recreation; organizing quiz programmers, skill-development in answering puzzles riddles, magic squares, word search etc.
- v. Learning about the short cuts mentioned in Vedic mathematics Development of math's laboratory.

Unit V

- i. Process of obtaining feedback and evaluation in mathematics in terms of cognitive affective and psychomotor behavioral development.

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- ii. Mean and need of Evaluation.
- iii. Comprehensive and continuous evaluation (C.C.E.) in Mathematics.
- iv. Development of test item (short answer and objective type).
- v. Diagnostic testing and remedial teaching.
- vi. Preparation of an Achievement test.

Practicum:

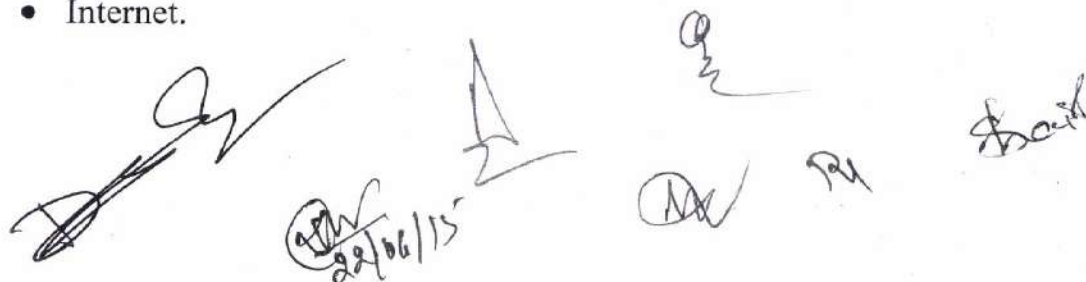
Assessment Internal

Max. Marks 20

1. Developing learning experiences/activities from one unit.
2. Organizing one co-curricular activity related to mathematics in the school and prepare its report.
3. Preparation of an achievement test of mathematics based on blue print.
4. Organized quiz in the school and prepare its reports.

References :

- Davis, D.R. (1951); 'The teaching of mathematics', Addison Wesley press, London.
- Fexmont and Herbert; 'How to teach Mathematics in secondary school', w.b. saunders company, London.
- Kulshrestha, A.K.; 'Teaching of Mathematics', R.Lall, Book Depot, Meerut.
- Vishnoi, Unnati; 'Teaching of mathematics', Shri Vinod Pustak Mandir, Agra.
- Pratap, Naresh, Teaching of mathematics, R.Lall book Depot, Meerut.
- रावत, एम0एस0 एण्ड अग्रवाल एम0डी0, "गणित शिक्षण", विनोद पुस्तक मन्दिर, आगरा।
- सिंह, सोरन - गणित शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा ।
- Internet.

The bottom of the page features several handwritten signatures and dates. On the left, there is a large, stylized signature. In the center, a date '22/06/15' is written inside a circle. To the right of the date, there are several other signatures and initials, including one that appears to be 'R' and another that looks like 'Sachin'.

B.Ed. (1st Year)
Pedagogy paper V or VI
Pedagogy of Life Science

Time - 3 hrs.

Max.Marks-80

Note - Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

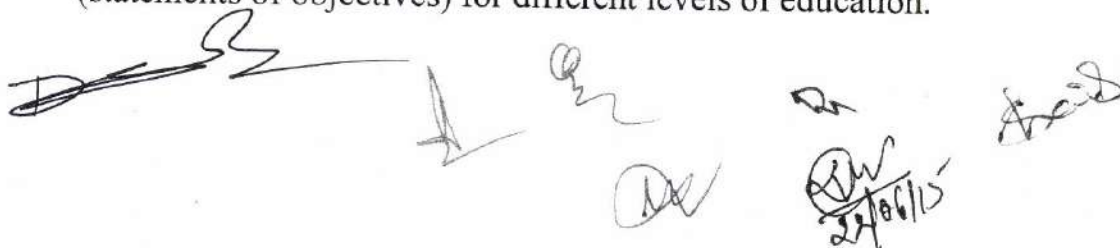
Objective : To enable to student-teacher to-

1. Develop a broad understanding of the principles and procedures used in modern life science education.
2. Develop their essential skill for practicing modern life science education.
3. Develop their skills necessary for preparing international accessories.
4. Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs of lessons.
5. Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Course Content :

Unit I

- i. Meaning and nature of Life Science. Path tracking discoveries and land mark development in Life Science. Impact of Life Science on modern communities.
- ii. Justification for including Life Science as a subject in school curriculum, professions in the area of Life Science, Eminent Indian and world Life Scientists-an introduction.
- iii. General aims and objectives of teaching Life Science at secondary and higher secondary school stage, Instructional objectives with special emphasis on Bloom's Taxonomy.
- iv. Concept of entering and terminal behavior, defining desired outcomes (statements of objectives) for different levels of education.



Unit - II

- i. Methods - Lecture, Demonstration, Heuristic, project, laboratory, problem solving.
- ii. Techniques - Team teaching, Micro-teaching, computer assistance teaching.

Unit III

- i. Biology club
- ii. School gardening.
- iii. Maintenance of aquariums, herbariums and valiums.
- iv. Excursions.
- v. Life Science project.

Unit IV

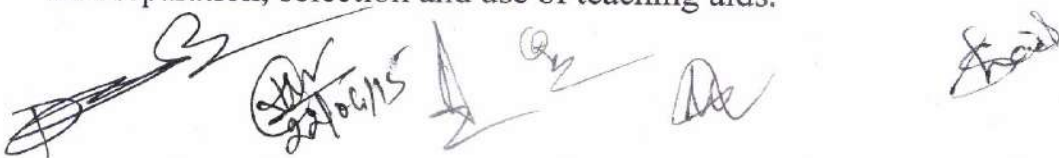
- i. Content analysis, pedagogical analysis of content (Talking an example of any one topic of Life science)

Following points should be followed for pedagogical analysis.

- (a) Identification of minor and major concepts.
- (b) Listing behavioral outcomes.
- (c) Listing activity and experiments.
- (d) Listing evaluation procedure.
- ii. Developing unit plans and lesson plans.
- iii. Interior for designing a Life science curriculum
 - (a) Approaches to curriculum organization ,
 - (b) Critical evaluation of the present Life science curriculum at the secondary stage and suggestion for its improvement.

Unit V

- i. Practical work in Life science teaching,
- ii. Preparation and development of improvised apparatus,
- iii. Preparation, selection and use of teaching aids.



- iv. Curriculum accessories and support material - text books, journals, handbooks, student's work book, display slide, laboratory materials. Developing tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- v. Preparation of achievement test.
- vi. Measurement : meaning and need, Formative and summative evaluation, Diagnostic testing and remedial teaching.

Practicum:

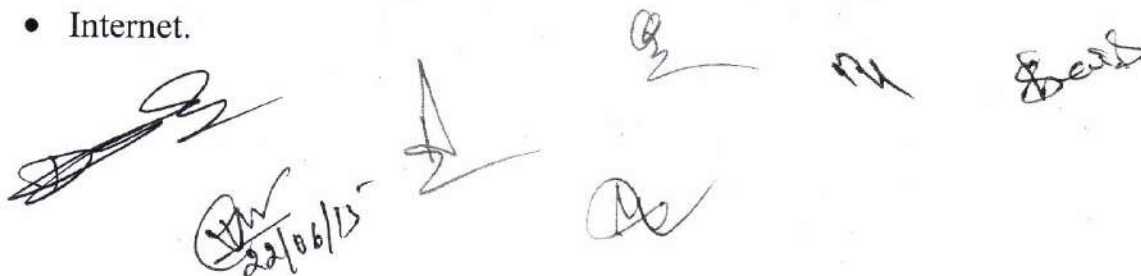
Assessment Internal

Max. Marks 20

1. Developing learning experiences/ activities from one unit.
2. Organizing one co-curricular activities related to life science in the school and prepare its report.
3. Prepare one achievement test based on blue print.
4. PPT presentation related topic of Life science.

Reference :

- Heller, R. (1967) : 'New trends in biology teaching,' UNESCO, Paris.
- Watson, N.S. (1967) : 'Teaching Science creativity in secondary school' U.B. Saunders company, London.
- Green. T.C. (1967) : 'The Teaching and learning biology,' Allman and sons, London.
- Kulshrestha, S.P. : 'Teaching of biology,' Aggrawal Publications, Agra.
- Pahuja, sudha : 'Teaching of Life science,' R.Lall Book Depot, Meerut.
- माहेश्वरी, बी०के० : "जीव विज्ञान, शिक्षण", आर०लाल० बुक डिपो, मेरठ।
- भटनागर, ए०बी० : जीव विज्ञान शिक्षण शारदा पुस्तक भवन, इलाहाबाद।
- सूद, जे०के० जैविक विज्ञान शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- भूषण, शैलेन्द्र: जीव विज्ञान शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा।
- Internet.

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B.Ed. (Ist Year)
Pedagogy paper V or VI
Pedagogy of Physical Science

Time - 3 hrs.

Max.Marks-80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objective : To enable the student teacher to-

- i. Develop a broad understanding of the principles and procedures used in modern physical science education.
- ii. Develop their essential skill for practicing modern physical science education.
- iii. Develop their skills necessary for preparing international accessories.
- iv. Prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lesson.
- v. Manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Course Content :

Unit I

- i. Meaning and nature of physical science, Path tracking discoveries and land mark development in science , Impact of science on modern communities, Globalization and Science.
- ii. Justification for including science as a subject in school curriculum, Eminent Indian and world Scientists - an introduction, Professions in the area of science.
- iii. General aims and objectives of teaching physical science at secondary and higher secondary school stage. Instructional objectives with special emphasis on Bloom's Taxonomy.

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- iv. Concept of entering and terminal behavior, defining desired outcomes (statements of objectives) for different levels of education.

Unit II

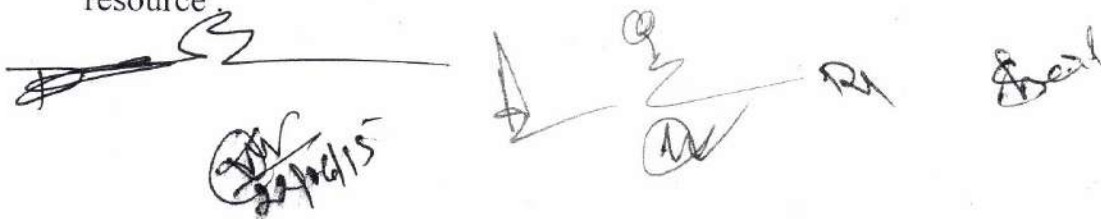
- i. Methods - Lecture, Demonstration, Heuristic, project, laboratory, problems solving.
- ii. Techniques - Team teaching, Micro-teaching, computer assistance teaching.

Unit III

- i. Excursion .
- ii. Science - museums.
- iii. Science - club.
- iv. Science - fair.
- v. Science projects.

Unit IV

- i. Content analysis, pedagogical analysis of content (Talking an example of any one topic of physical science) Following points should be followed for pedagogical analysis -
 - (a) Identification of minor and major concepts.
 - (b) Listing behavioral outcomes.
 - (c) Listing activity and experiments.
 - (d) Listing evaluation procedure.
- ii. Developing unit plans and lesson plans.
- iii. Interior for designing a physical science curriculum, approaches to curriculum organization, critical evaluation of the present science curriculum at the secondary stage and suggestion for its improvement, adapting the curriculum to local needs and requirements and the availability of local resource

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Unit V

- i. Practical work in science teaching, Developing tests for measuring specific outcomes - cognitive outcomes, affective outcomes and psychomotor outcomes.
- ii. Diagnostic testing and remedial teaching.
- iii. Evaluation : Meaning and needs, Formative and summative evaluation.
- iv. Preparation of achievement test, preparation and development of improvised apparatus. Preparation, selection and use of teaching aids, Curriculum accessories and support material - text books, journals, hand books, student's workbook, display slide, laboratory materials.

Practicum:

Assessment Internal

Max. Marks 20

1. Developing learning experiences/ activities from one unit.
2. Organizing one co-curricular activity related to physical science in school and prepare its report.
3. Prepare one achievement test based on blue print.
4. PPT presentation related topic of physical science.

References :

- Gaez, Alert v; 'Innovation in science education', world-wide Paris, The UNESCO press, Paris.
- Heiss, obourn and hoff man, 'Modern Science teaching,' Mc Millan co, N.V.
- Kuhn David J; Science Education in a changing society'; Science Education 56 (3) 1972.
- Sharma, R.C. (1981): 'Modern Science teaching', Dhanpat Rai and sons, Delhi.
- Kulshrestha, S.P.; 'Teaching of science,' R.Lall Book Depot, Meerut.
- भटनाकर, ए०वी० : "फिजिकल साइन्स शिक्षण," आर०लाल० बुक डिपो, मेरठ।
- माहेश्वरी, बी०के० : "विज्ञान शिक्षण", श्री विनोद पुस्तक मन्दिर, आगरा।
- विश्नोई, उन्नति : "विज्ञान शिक्षण", आर०लाल० बुक डिपो, मेरठ।
- कुलश्रेष्ठ, ए०के० : विज्ञान शिक्षण, अग्रवाल पब्लिकेशन्स, आगरा।
- इन्टरनेट।

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B.Ed. (1st Year)

Pedagogy paper V or VI
Pedagogy of Computer Science

Time - 3 hrs.

Max.Marks-80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objective : To enable the student-teacher to -

1. Develop a broad understanding of the principles and procedures used in computer science education.
2. Develop their skills necessary for preparing instructional accessories.
3. Know the methods of planning instruction for the classroom.
4. Learn successfully various methods of teaching computer science and use them judiciously.
5. Manage instructional activity in such a way that the vast majority of the learner attain most of the objectives.

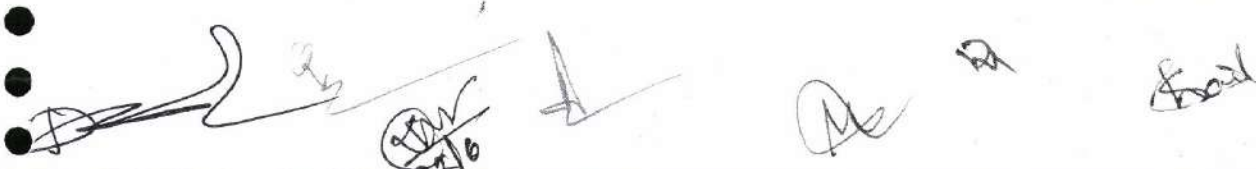
Course Content :

Unit I

- i. Need and importance of computer in education, significance of teaching computer in secondary/senior secondary schools.
- ii. Objectives based teaching of computer science-
 - (a) General objectives of teaching computer science.
 - (b) Classification of educational objectives (bloom's taxonomy).
 - (c) Statement of specific objectives in behavior terms.

Unit II

- i. Co-operative Learning Approach, Demonstration-cum-Discussion Method.



- ii. Personalized Instruction
- iii. System Approach
- iv. Multimedia Approach.

Unit III

- i. Importance of Planning a lesson.
- ii. Importance, Preparation and use of Teaching Aids.
- iii. Organizing a computer Laboratory.

Unit IV

- i. Meaning and importance of evaluation.
- ii. Comprehensive and continuous evaluation (CCE) in computer science.
- iii. Development of test items objective type, short answer type, essay type.
- iv. Preparation of an Achievement Test.
- v. Analysis and Interpretation of Test results.

Unit V

- i. Basic Programming.
- ii. Data Representation.
- iii. Computer Organization
- iv. Operating Environment.
- v. Computer Network.

Practicum:

Assessment Internal

Max. Marks 20

1. Prepare a achievement test of computer science based on blue print.
2. Prepare two teaching aids for teaching computer science and prepare it's report.
3. Organize one day Seminar on "uses of computer in education" and present a seminar paper.
4. Practical based assignment given by subject teacher.



6A

Reference :

- Agarwal V.B. Computer Science for Class XII
- Dayal, Deam, Gottfriend, D. (1966), Computer Science for Class XI and XII outlines of theory and problems of programming with Basic including expanded micro computer basic section, New York : MC Graw Hill Publication.
- Sharma, A.H. Computer Science for Class XI and XII.
- Hunt, Jaggi, Raja Raman V. (1986) "Computer Science for class XII' fundamentals of computer : PHI Publications.
- Goel, Hemant Kumar "Teaching of Computer Science" R.Lal Book Depot, Meerut.
- गोयल, हेमन्त कुमार, 'कम्प्यूटर विज्ञान शिक्षण' आर लाल बुक डिपो, मेरठ।
- गोयल, हेमन्त कुमार, कम्प्यूटर शिक्षा आर लाल बुक डिपो, मेरठ
- यादव, के०के०, "कम्प्यूटर शिक्षा" अग्रवाल पब्लिकेशन्स, आगरा।
- अरोरा, रंजना, "शिक्षा मे कम्प्यूटर एवं संचार कौशलों का प्र० एवं विकास", अग्रवाल पब्लिकेशन, आगरा।
- Internet.

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B.Ed. (1st Year)
Pedagogy paper V or VI
Pedagogy of Agriculture Science

Time - 3 hrs.

Max.Marks-80

Note - Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objective : To enable to student teacher to -

1. Develop a broad understanding of the principles and procedures used in modern Agricultural science education.
2. Develop their essential skill for practicing modern Agricultural science education.
3. Develop their skills necessary for preparing international accessories.
4. prepare acceptance lesson models which lay down this procedure to the acceptance for preparing designs for lessons.
5. manage introduction activity in such a way that the vast majority of the learners attain most of the objectives.

Course Content :

Unit I

- i. Meaning and nature of Agricultural Science, Path tracking discoveries and land mark development in Agricultural Science.
- ii. Impact of Agricultural Science on modern communities.
- iii. Justification for including Agricultural Science as a subject in school curriculum, Professions in the area of Agricultural Science.
- iv. General aims and objectives of teaching Biological Science at secondary and higher secondary school stage. Instructional objectives with special emphasis on Bloom's Taxonomy.

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- 15- The University would pay money in advance to the Principal of the Nodal Centers/coordinators well before the commencement of the practical examination to meet out the expenses of T.A. and D.A. of the examiners and other related expenditures.
- 16- B.Ed. Students admitted in Govt. /Govt. Aided Colleges have to submit Rs. 1000/- at the time of admission for meeting out the expenses of Part II i.e., Teaching of two school subjects & Part III i.e., Engagement in the field experience. This amount will be deposited by the student in the joint account of Principal and Head of the Department in a nationalized bank operated jointly. Rs. 100/- per student of this amount will be given to the Principal of the concern teaching practice center as maintenance charges and rest of the amount will be spent on the breakfast, lunch and evening snacks of the participating B.Ed. students by the concerned in-charge teacher on various activities of Part II & III. The in-charge teacher will be decided by the Head of the Department.
- 17- Any difficulties arising out of these regulations may be resolved by the Vice-Chancellor.

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(Dr. Anwar Chaudhary)




(Dr. Anwar Chaudhary)


(Dr. Anwar Chaudhary)


(Dr. Anwar Chaudhary)


(Dr. Anwar Chaudhary)


Dr

- v. Concept of entering and terminal behavior, Defining desired outcomes (statements of objectives) for different levels of education.

Unit II

- i. Methods- Lecture, Demonstration, Heuristic, project, laboratory, Inductive Deductive Method.
- ii. Techniques - Team teaching, Micro-teaching, computer assistance teaching.

Unit III

- i. Field Trips.
- ii. Excursions.
- iii. Agricultural Science-museums.
- iv. Agricultural Science-fair.
- v. Agricultural Science projects.

Unit IV

- i. Content analysis, Pedagogical analysis of content (Taking an example of any one topic of Agricultural science)
Following points should be followed for pedagogical analysis -
 - (a) Identification of minor and major concepts.
 - (b) Listing behavioral outcomes.
 - (c) Listing activity and experiments.
 - (d) Listing evaluation procedure.
- ii. Developing unit plans and lesson plans.
- iii. Interior for designing a Agricultural science curriculum. Approaches to curriculum organization.
- iv. Critical evaluation of the present Agricultural science curriculum at the secondary stage and suggestion for its improvement.
- v. Adapting the curriculum to local needs and requirements and the availability of local resources availabilities.

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Unit V

- i. Practical work in Agricultural science teaching, Preparation and development of improvised apparatus. Preparation, selection and use of teaching aids.
- ii. Curriculum accessories and support a material student's workbook, laboratory materials, affective outcomes and psychomotor outcomes.
- iii. Developing tests of measuring specific outcomes, cognitive outcomes, affective outcomes and psychomotor outcomes.
- iv. Preparation of achievement test, Diagnostic testing and remedial teaching.
- v. Evaluation : meaning and needs, formative and summative evaluation.

Practicum :

Assessment internal

Max. Marks 20

1. Prepare one achievement test of Agricultural science based on blue print.
2. Prepare two teaching aids for teaching agriculture science and prepare its report.
3. Content analysis of one lesson of class 10th Agriculture science.
4. One practical oriented assignment given by subject teacher.

Reference :

- भूषण शैलेन्द्र - जीव विज्ञान शिक्षा
- रावत डॉ० एम०एस० एवं अग्रवाल - नवीन विज्ञान शिक्षण
- सूद प्रो०जे०के० - विज्ञान शिक्षण
- Internet.

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B.Ed. (IIInd Year)

Compulsory Paper VII

Historical Perspectives of Indian Education

Time - 3 hrs.

Max. Marks- 80

Note- Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objectives : To enable the student teacher-

1. to acquaint the student teacher with the historical background of education in modern India.
2. to acquire knowledge of characteristic features of Ancient, Medieval and British system of education in India and their strengths and limitations.
3. to understand the contribution of various major committees and commissions on education set up from time to time.
4. to appreciate the development in Indian education of the post-independence.

Course Content-

Unit-I

- i. Development of system of education in Vedic, Buddhist and Muslim period in India and their contribution in the development of modern system of Education.
- ii. Inception of Modern English system of Education in India.

Unit-II

- i. Education under East India Company rule: Charter Acts of 1813 and 1833, Oriental- Anglicist controversy, Macaulay Minutes, Bentinck Resolution 1885 Wood Dispatch (1854) and their contribution in the development of Modern system of Education in India.

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- ii. Education under British Rule: Indian Education Commission (1882), Lord Curzon's Education Policy (1904), National Education Movement, Gokhlay Bill (1911), Wardha scheme (Basic Education) 1937 and Sargent plan (1944) and their contribution in the development of modern Indian system of Education.

Unit-III

- i. University Education commission (1948-49): its recommendation and contribution in the development of modern higher Education in India.
- ii. Education provisions in India, Constitution and its impact on Indian Education.
- iii. Secondary Education Commission (1952-53), its recommendations and contribution in the development of Modern secondary education in India.
- iv. National Education Commission (1964-66), its recommendations and role in the development of Indian Modern system of Education.

Unit IV

- i. National Education Policy (1968) and its impact on Indian system of Education.
- ii. National Education Policy (1886) and Programme of Action (1992), its Basic feature and impact on Indian Education.
- iii. National Knowledge Commission: its recommendation and impact on Indian Education.

Unit-V

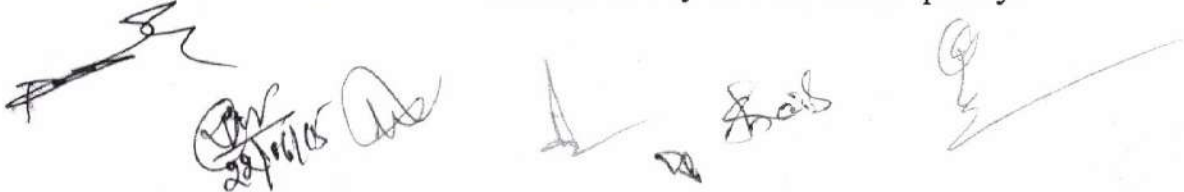
- i. Right to Education Act, 2009: its main feature and its impact on primary Education in India.
- ii. Problems of Education in India: universalization of elementary education (SSA and Mid-Day Meal scheme), Vocationalization of secondary Education in raising the standard of Higher Education.
- iii. Equalization of Educational opportunities.

Practicum:

Assessment Internal

Max. Marks 20

1. Review of the recommendation of any one education policy.

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2. Critical analysis of recommendation of any one commissions on education.
3. Project on Right to Education Act 2009.
4. Project on Education Guarantee Scheme.

Reference:

- लाल रमन बिहारी, भारतीय शिक्षा का इतिहास, विकास एवं समस्याये, आर० लाल बुक डिपो मेरठ
- त्यागी गुरशरन दास, भारत में शिक्षा का विकास अग्रवाल पब्लिकेशन, आगरा
- मदान. पूनम, भारत में शिक्षा व्यवस्था का विकास अग्रवाल पब्लिकेशन आगरा
- Pandey R.S. Development of Indian system of Education, Agarwal publication Agra.
- Bhatnagar S. and Saxena A. modern Indian education and its problem:
- Government of India National Policy on Education, 1986 (with modifications undertaking in 1992) MHRD Department of Education.
- MHRD (1953) Secondary Education Commission Report, Govt. of India New Delhi.
- MHRD Indian Education Commission (1964-66) Report, Govt. of India New Delhi 1966.
- Internet

A series of handwritten signatures and initials are present below the references. From left to right, there is a large, stylized signature, a circled 'M', a signature that appears to be 'R. S.', another signature, and a date '22.06.15' written inside a circle.

B.Ed. (IInd Year)

Compulsory Paper VIII

Information and Communication Technology in Education

Time - 3 hrs.

Max. Marks- 80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objectives : The student teacher will be able to:

1. Understand the meaning, nature and scope of ICT in Education.
2. Understand the changes occurring due to implication of ICT in Education.
3. Appreciate the application of ICT in enrichment of curriculum.
4. Understand ICT supported teaching learning strategies and Know And different ICT based support services.
5. Get acquainted with e-learning & development in ICT.

Course Content

Unit- I

- i. Information and Communication Technology (ICT) – Meaning, Nature and Development of ICT in historical perspectives, Scope and Functions.
- ii. Role of ICT in the changing conceptions of information, knowledge and skills (software and hardware approaches)
- iii. Selected gadgets of ICT and their educational implication: OHP, Steel and Movie projector, Audio, Video, Recording instruments, TV – ETV, CCTV, Computers and interactive white board.

Unit-II

- i. Role of ICT in Educational Communication: Concept, elements, types and barriers. Components of effective Communication in teaching.



- ii. Enhancing professional competencies of teachers through the application of ICT such as Micro teaching, interaction analysis, programmed instruction, CAI, PSI, team teaching, distance and open learning.
- iii. Multimedia: Electronic media print media and mass media.

Unit III

- i. Online educational resources: Concept, features and application, techniques like E- mail, teleconferencing, Social networking and online libraries.
- ii. ICT in the classroom (hardware and software)

Unit-IV

- i. Computer Assisted Learning (CAL), Project Based Learning (PBL), Collaborative Learning, Web based Learning(WBL), Learning through ICT Modeling, Virtual classroom and Role of EDUSAT.
- ii. Blended Learning: meaning, nature and Type of blended- learning, e-content and e- books.

Unit V

- i. ICT and curriculum enrichment – child centered curriculum, learning activities based on communication technologies, web based resources.
- ii. Diversity of study material, continuous updating of curriculum, curriculum enrichment, easy access.
- iii. ICT in educational administration and management: concept of MIS systems for educational management, learning management system(LMS), Learning content management system (LCMS), Course management using Wiki and standard for e- learning On- line admission
- iv. Assessment and evaluation: Designing evaluation criteria for assessment of e- content and other courseware, online evaluation of courses in different subject

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Practicum:

Assessment Internal

Max. Marks 20

1. Use of MS Office
2. Project on Preparation of one term paper
3. Critical review of TV or Radio programme of NCERT, NOS, IGNOU, UGC at etc.
4. Use of audio/visual instructional programme and preparation of its report.

References

- Assessment and Evaluations - P.G. Pnag.
- Information and communication - Kishore, Chavan.
- Information Technology - Dyne, Nandkishore.
- ABC to internet- Crumlish Christian.
- ICT strategies for school - Mohenty Laxman.
- NCF 2005.
- NCFTE 2009.
- NCERT position Paper on Educational Technology.
- National policies on ICT in School Education.
- UNESCO- ICT Competencies for teacher.
- Internet .

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B.Ed. (IInd Year)
Compulsory Paper IX
Inclusive Education

Time -3 hrs.

Max. Marks- 80

Note : Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objectives : To enable student teacher:

1. to understand the nature of Inclusive, Integrated and Special education.
2. to understand inclusive instruction design and collaborative instruction to promote inclusion.
3. to organize inclusive classroom.
4. to appreciate the education of children with special needs.
5. to identify the children of special need.

Course Content:

Unit-I

- i. Inclusive Education: concept, objective and need.
- ii. Development of Inclusive Education in India.
- iii. Legal provision of Inclusive Education in India.
- iv. Efforts for Inclusive Education.

Unit-II

- i. Diversity – Meaning and Definition.
- ii. Disability – Legal Definition and discrimination based on disability.
- iii. Inclusive Education in Education: Curriculum, Linking individual objectives and the classroom curriculum.
- iv. Inclusive Lesson planning.













Unit-III

- i. Exceptional, Learning Disable, Health Impaired, Orthopedic Handicapped and Delinquent children in Inclusive Education.
- ii. Emotional disturbed, Speech Impaired children, visually Impaired children and Hearing Impaired children in Inclusive Education.

Unit-IV

- i. Socially- economical-educational disadvantaged.
- ii. Government efforts to address these problems.

Unit-V

- i. Classroom management in Inclusive Education.
- ii. Strategy for adapting diversities in Inclusive Education.
- iii. Family and its functions in Inclusive Education.

Practicum:

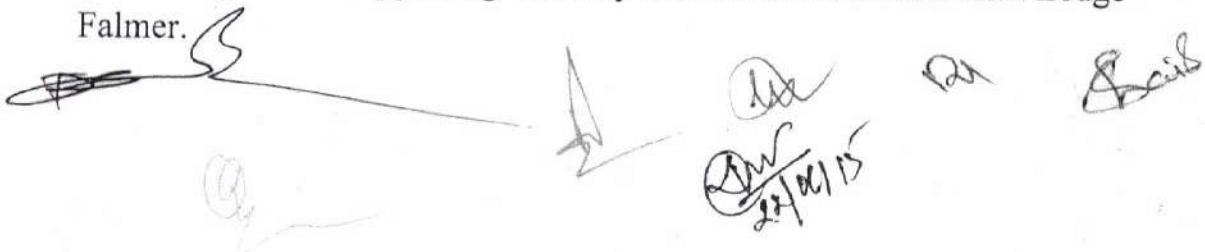
Assessment Internal

Max. Marks 20

1. Visit to an Inclusive school and prepare a report.
2. Preparation of a report on importance of education for children with special needs.
3. Identification of Gifted/creative/ slow learner/ children with learning disability using standardized tests:
4. Observation of classroom situation and Identification of special needs.

Reference:

- Corbett Jenny- Supporting inclusive Education, Routledge falmer, 2001
- Montgomery,D. (1990) Special need in ordinary school; children with learning , difficulties, cassel Educational Ltd. London
- Hallahan and Kauffman J.M. (1984), Exceptional Children and youth ohio:Columbus Charles E Merrill Publishing co. A Bell and Howell co
- Loreman, Tim; deppeler J. and Harrey D. (2005) Inclusive Education- A Practical guide to supporting diversity in the class. London: Ront Ledge Falmer.

The bottom of the page contains several handwritten signatures and dates. On the left, there is a long, horizontal signature. In the center, there is a signature with the date '22/11/15' written below it. To the right of this, there are two more signatures, one of which is partially obscured by the date. On the far right, there is a signature that appears to be 'S. S. S.'.

- UNESCO (1994) The Salamanca Statement and Framework for Action on special needs education Paris, UNESCO
- The person with Disability Act (1995) Ministry of law, Justice and Company Affairs, Government of India, New Delhi, Chapter V.
- मदन सिंह, समावेशी शिक्षा, आर०लाल बुक डिपो मेरठ।
- Internet.



मदन सिंह
22/06/15



B.Ed. (IInd Year)

Elective Paper X (i)

Value Education

Time -3 hrs.

Max. Marks- 80

Note- Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objectives: To enable student teacher -

1. to understand the need and importance of value –Education.
2. to understand the process of value education.
3. to differentiate the indicator of values.
4. to appreciate role of values in life.
5. to understand the different methods of value education.

Course Content:

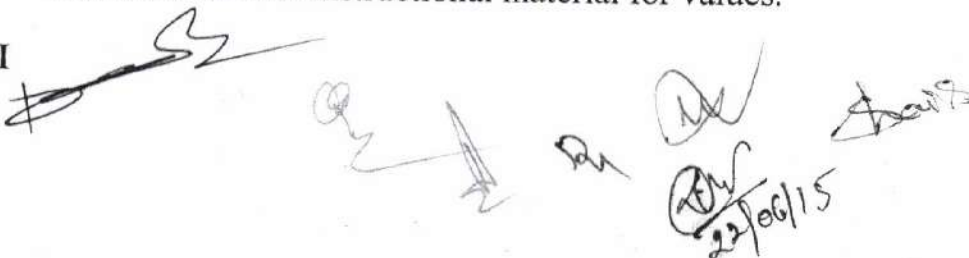
Unit-I

- i. Nature and sources of values. Biological, psychological, social and ecological determinants of values and their bearing on education.
- ii. Classification of values: material, social, moral and spiritual values, status of values, how values can these be realized through education.
- iii. Need of value education for a teacher.

Unit-II

- i. Values in Indian culture- Tolerance and Peace
- ii. Universal brotherhood
- iii. Values in Indian Constitution and Fundamental Duties of citizens.
- iv. Characteristics of instructional material for values.

Unit-III

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- i. Personal and social values.
- ii. Social, moral, spiritual and democratic values on the basis of expectation of society.
- iii. Value Conflicts: Identification of emerging issues.
- iv. Design and development of instructional material for nurturing values.

Unit-IV

- i. Development of values as a life- long process,
- ii. Teaching of values as an integral part of education.

Unit-V

- i. Traditional Methods of value development: Storytelling, Ramleela, Tamasha , Street play and folk songs.
- ii. Causes of values crisis: material, social and economic.
- iii. Role of school: Every teacher as teacher of values, School curriculum as value laden.
- iv. Moral dilemma (Dharmasankat) and one's duty towards self and society.

Practicum:

Assessment Internal

Max. Marks 20

1. Analysis of morning assembly programme of a school from the point of view of value education.
2. Analysis of a text book of a school subject from the point of view of values.
3. Practice of role-playing in two situations and preparation of report.
4. Administration of value scales available in the psychology lab in the school and report writing.

Reference:

- Dhokalia, R.P. 2001. External Human Values and world Religions, New Delhi.
- चन्द्र सोती शिवेन्द्र मूल्य शिक्षा के परिप्रेक्ष्य
- शर्मा आर०ए० मानव मूल्य एवं शिक्षा आर०लाल बुक डिपो, मेरठ
- Internet.

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B.Ed. (IInd Year)

Elective Paper X (ii)

EDUCATIONAL ADMINISTRATION & MANAGEMENT

Time - 3 hrs.

Max. Marks- 80

Note- Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objectives: To enable the student teacher to -

1. Understand how school education is administered and managed in India at various levels of government.
2. Understand the concept of "school as an organization" and what makes a school an effective organization.
3. Know what the roles and responsibilities of a school principal are.
4. Learn what school leadership means and what makes it effective and successful.
5. Contribute their most to quality of school education when and where possible for them.

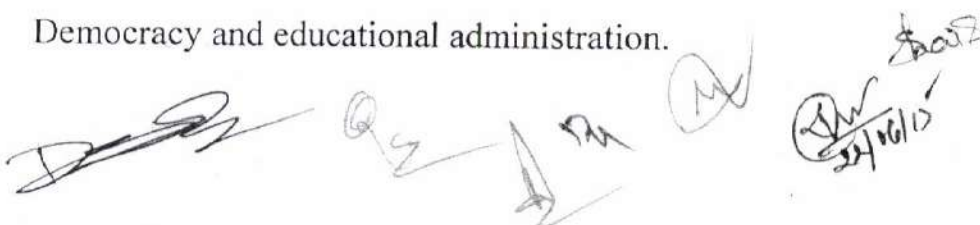
Course Content

Unit-I

- i. Meaning, definitions and scope of educational administration.
- ii. The principal as an administrator, his responsibilities and functions.
- iii. The school as an organization.

Unit-II

- i. Leadership in school administration.
- ii. Democracy and educational administration.


24/10/15

Unit-III

- i. Constitutional provisions : Articles 28(1), 29(1), 30(1)
- ii. Directive principles of state policy (Articles 41,45,46)
- iii. Relations between the Union and the States (Article 246)
 - a. Union List-1, Entry 63,64,65,66
 - b. State List-2, Entry-11
 - c. Concurrent List, Entry -25
- iv. Role of central administrative machineries (MHRD) including CAB, UGC, NCERT, Boards of Education)
- v. Role of state government, Its administrative machineries, Local Bodies and Private Agencies.

Unit-IV

- i. Meaning and nature, need, characteristics and principles of educational planning.
- ii. Approaches to educational planning.

Unit-V

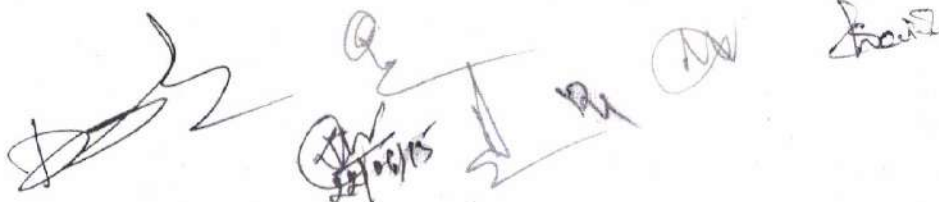
- i. Current meaning of educational supervision.
- ii. Difference between traditional and modern concepts of supervision.
- iii. Functions of educational supervision.

Practicum:

Assessment Internal

Max. Marks 20

1. Observing how a school is run and writing a critical report within the framework of planning and supervision as discussed.
2. Each student will participate in a seminar on Constitutional Provision For Gender Education or Inclusive Education or any other theme.
3. Each student will observe and prepare a status survey report on current supervisory practices of local one or two schools.
4. Every student will be asked to read a standard book prescribed by the teacher and submit a summary of any one chapter.



References:

- Educational Administration, Supervision, Planning and Financing by Dr. R.P. Bhatnagar, Dr. Vidya Agarwal, R. Lal Publication, Meerut (U.P.).
- Hindi version of the above published by the same agency R. Lal Publication, Meerut (U.P.).
- Education Administration and Management – M.L. Mittal
- शैक्षिक प्रशासन एवं प्रबन्ध डॉ जी०एसी० वर्मा
- सुखिया एस०पी०, विद्यालय प्रशासन एवं संगठन विनोद पुस्तक मन्दिर, आगरा
- Internet.

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B.Ed. (IInd Year)

Elective Paper X (iii)

Educational Guidance and Counseling

Time - 3 hrs.

Max. Marks- 80

Note- Thirteen questions will be asked in all. Three essay type questions with internal choice of fifteen marks each. Ten short answer type questions out of which seven have to be attempted by the candidate of five marks each. The Candidate shall have to attempt ten questions in all.

Objectives: To enable the student teacher-

1. To understand the concept, need and importance of guidance.
2. To get acquainted with the principles, issues, problems and procedure of guidance.
3. To enable the students to understand the concept of educational guidance and vocational guidance.
4. To understand the tools and techniques in Guidance.
5. To enable the students to understand the concept of Testing in Guidance and counseling.

Course Content:

Unit-I

- i. Concept, need and importance of Guidance.
- ii. Principles of Guidance, Procedure of Guidance (steps).
- iii. Issues and problems of Guidance.
- iv. Personal, Educational and Vocational Guidance.

Unit-II

- i. Cumulative Records, Rating scales, Questionnaires and Inventories used in Guidance.
- ii. Techniques in Guidance- Observation, Interview and sociometry.

Unit-III

- i. Guidance and Curriculum.

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- ii. Guidance and Classroom Learning.
- iii. Guidance of Special Child: Gifted, Backward, Underachievers and Dull.

Unit-IV

- i. Concepts, need and importance of counseling.
- ii. Principles of counseling, counseling process and role.
- iii. Directive, non-directive and eclectic counseling.
- iv. Individual counseling and group counseling.
- v. Lectures, discussions and Dramatics as techniques in Counseling.

Unit-V

- i. Use of Tests in Guidance and Counseling: Intelligence Test, Creativity Tests, Achievement Tests, Aptitude Tests; Interest Inventories, Personality Measures.
- ii. Administering, Scoring, Interpretation and Analysis of Test Scores and Communication of Test Result as relevant in context of Guidance Programme.

Practicum:

Assessment Internal

Max. Marks 20

- 1. Interview of a school counselor
- 2. Visit to a guidance or counseling centre and write a report.
- 3. Administration of an individual test and preparing a report.
- 4. Visit to an Intermediate School for guidance of any five students of VI-X class

Reference:

- Dave I, The Basic Essentials of Conselling. New Delhi: Sterling publishers Pvt. Ltd. 1984.
- Crow, LD and Grow, A, An Introduction to Guidance, New Delhi: Eurasia Publishing House Pvt. Ltd.
- Rao, S.N., Counselling Psychology, New York Tata Mc Graw Hill 1981.
- जायसवाल सीताराम, शिक्षा में निर्देशन और परामर्श, श्री विनोद पुस्तक मन्दिर, आगरा-2
- राय अमरनाथ एवं अस्थाना मधु, निर्देशन एवं परामर्शन, मोतीलाल बनारसीदास, दिल्ली
- अग्निहोत्री कल्पना, शिक्षा में निर्देशन और परामर्श के मूल्य तत्व, आर0एस0ए0 इंटरनेशनल, आगरा-2
- विपिन अस्थाना
- इन्टरनेट

