

- Organise academic enrichment programmes including interactions with faculty from parent disciplines; and encourage faculty members to participate in academic pursuits and pursue research, especially in schools.
- School teachers shall be invited to teacher education institutions for feedback to student-teachers and for extension/guest lectures and organising colloquium.
- There shall be mechanisms and provisions for addressing complaints of students and faculty, and for grievance redress.
- For school internship, the school teachers and the participating schools set up a mutually agreed mechanism for mentoring, supervising, tracking and assessing the student teachers.
- Expenses of practical activities and school internship will be met by sessional fee realized by concerned institution.
- Board of Studies may reconsider and communicate the number and format of assignments in every academic session.

4.3 Assessment

All the theoretical courses shall be assigned maximum marks of 100 out of which 80 marks will be external and 20 will be internal based on different assignments mentioned in each of the theory paper. Practicum, teaching and sessional works shall be assessed internally in 50 marks and externally in 150 marks in both years. In first year candidates will be assessed on the entire Practical Activities internally and externally through viva-voce on activity based records and in second year it will be done on basis of Practice Teaching (Teaching of two school subjects) and sessional works. The bases of internal assessment may include individual or group assignments, observation records, student portfolio, diaries, journal etc.

Grand Total (1st and 2nd Year)

Theory	800
Practical	400

5-B: Practical Orientation:

Each candidate shall have to compulsorily undergo the following learning experiences of school internship (practical activities) in second year.

1. Teaching of minimum 40 (forty) supervised lessons (20 in each school subject taken up as pedagogy of school- I and II in actual classroom situation and prepare a record of their observation.
2. Observations of 20 peers teaching sessions in the actual classroom situation and prepare a record thereof.
3. Following activities will be done by the student-teachers in real school situation under the supervision of teacher educators and prepare a record thereof;
 - Maintenance of Registers and Records.
 - School Assembly.
 - Conducting Socio metric test in the class room.
 - Administration of intelligence test/Personality test/ Aptitude test on the students and analysis of results.
 - Preparation of Cumulative records.
 - Preparation of School Time-Table.
 - Organization of Quiz Programme/ Debate/ PTA Meeting.
 - Preparation of School Diary.
4. Action research/Project work in any one of the concerned pedagogic course
5. Planning and organisation of Academic Tour(minimum three days)

5-C: Activities of Rovers & Rangers






1. Activities of Rover and Rangers shall be internally evaluated under following grades;

Excellent	-	A
Very Good	-	B
Good	-	C
Satisfactory	-	D
Unsatisfactory	-	E

6. Rules Pertaining to Examinations:

- The marks of Theory Courses and Practical Activities will be mentioned in the relevant column of the mark sheet. Grades of Rovers and Rangers will be mentioned separately in the candidate's mark sheet. The grade however will not affect the division of the examinee.
- Marks of practical activities shall be submitted by the internal examiner to the Controller of Examinations.
- It shall be mandatory for each student to attend a minimum of 80% theory classes. In case the attendance falls short of the minimum percentage the candidate will not be allowed to appear in the B.Ed. theory examination. In case of shortage of attendance the Principal of College will have the power to condone up to 5% of

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the attendance and the Vice-Chancellor on the recommendation of the Principal of the concerned College may condone up to 10% of the attendance. Thus, a maximum of 15% attendance may be condoned. Relaxation in attendance may be allowed for candidates participating in sports or other activities sponsored by the University/College or on medical grounds only.

- It shall be mandatory for each student to participate in all practical activities and Rover Rangers activities. In case a student fails to complete, for whatsoever reason, these activities during the academic session, he/she shall be de-barred from taking the B.Ed. practice teaching examination as well as sitting in the final theory examination.
- In case student fulfills the above requirements and is eligible to sit in the B.Ed. theory and practice of teaching examinations and passes in practical but fails in theory examination then he/she shall be permitted to appear as an ex-student..
- It shall be mandatory to pass in the all practical examinations in order to be able to appear as an ex-student in the B.Ed. theory examinations.

6.1 Conduct of Examinations:

(A). In the examinations of theory courses a candidate shall be declared to have passed B.Ed. Examination in the divisions as detailed here under:-

- I- Division : 60% or above marks.
 II- Division : 48% or above but less than 60% marks.
 III- Division : 36% or above but less than 48% marks.

(B). In the Practical examinations of two pedagogic courses and Viva-Voce candidate shall be declared to have passed the B.Ed. Examination in the divisions as detailed here under:

- I- Division : 75% or above marks.
 II- Division : 60% or above but less than 75% marks.
 III- Division : 50% or above but less than 60% marks.

Separate division will be allotted for both theory and practical examinations on performance of both years. The final result will be declared on the basis of marks obtained in both years. A candidate will be declared passed in theory part if he/she obtains 36% marks in the aggregate and at least 30% in each of the theory papers. Minimum 50% marks are mandatory to pass in practical examination.

(C). A Candidate who fails in any compulsory or optional theory paper or practical activities will be treated as fail in the entire examination. How ever the candidate can appear in the improvement of the examination (Back Paper) as per University rules.

(D). In first year each candidates will be examined on Viva-Voce based on practical activities while in second year each candidate will also be required to teach two lesson (one in each subject) for their evaluation by panel of examiner appointed by the University.

Note: Any of issues not covered above shall be governed by the University rules and regulations.

6.1.1. Theory Examination

Candidates will have the option of writing the examination either in Hindi or in English medium.

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6.1.2. Practice Teaching/School Experience Examination:

- Final Practice Examination shall be of 200 marks. Each candidate will be required to teach two lessons and will be evaluated by a panel of two external examiners and one internal examiner appointed by the appropriate authority of the University. It will be mandatory for the institution to place before the examiners' panel record of student's sessional work. The examiners' panel will have the power to moderate the internally awarded marks. The examiners shall submit the marks directly to the controller of examination of the University.
- In both years separate internal examiners will be appointed by the university on the basis of seniority and recommendation of principal of concerned college. And the external examiners will be appointed by university from the list provided by Board of Studies.
- In all such activities the Internal Examiners will take guidelines from the Head of Department/ Faculty for the smooth and proper running of the department/departmental activities.
- In panel of examiners to conduct B.Ed. practical examination one internal and two external examiners (one from same university and one from other university) will be appointed as per rules keeping in view the status of teaching subjects viz. language, science and social studies.
- Practical examination in both years for one unit will be conducted in at least two days and minimum three days for two units.

B. Ed. FIRST YEAR

COURSE-I: KNOWLEDGE AND CURRICULUM

COURSE OBJECTIVES: To enable student teachers to understand:

- Basic ideas of different Schools of Philosophy of Education.
- Relationship between Philosophy and Education and implications of Philosophy for Education.
- The Importance and Role of Education in the Progress of Indian Society.
- The Role of Education in Promoting National Integration and International Understanding.
- Understand the characteristics of good text books.

Unit-I:- Concept of Education

- Understanding meaning, nature and place of Education in life: Brief Introduction about the terms like Vidya, Avidya, Shiksha, Ilm, Talim and Education from Upanishadic, Buddhist, Islamic and Western Literature.
- Reflection on Indian heritage, Role of Philosophical, Social and Cultural Traditions and shaping of Human Values through various agencies of Education, Convocation message in Taitriya Upnishad.

Unit-II: Philosophical Bases of Education:

- Philosophy of Education-concept, scope and need;
- Relationship between Philosophy and Education;

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- Major Philosophies of Education (Idealism, Naturalism, Realism and Pragmatism) with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline and its impact on Modern Education ;
- Major Indian philosophies of Education with reference to Aims, Curriculum, Methods, Teacher Taught Relations and Discipline in Vedanta, Buddhism and Islamic tradition and its impact on Modern Education;
- Study about following Visionaries:
 - Gurudeo Tagore (Shantinekatan), Mahatma Gandhi (Basic education), Swami Vivekanand (Navya Vedant and Man Making Education) and Sri. Aurobindo (Integral education)

Unit-III: Sociological Bases of Education:

- Sociology of Education-concept, scope and need;
- Individual and social aims of Education Agencies of educations.
- Education as promoter of Socialism, Secularism and Democratic Values
- Education as a Process of Socialization;
- Role of Education in process of Social Change and Modernization;
- Role of Education in Promoting National Integration, Emotional Integration and International Understanding .
- Religion, Culture and Education.

Unit-IV: Conceptual Framework of Curriculum:

- Curriculum: concept, aims and types;
- Principles of Curriculum Construction and
- Characteristics of a good text book

Unit-V: Curriculum and School:

- Relationship between aims of Education and Curriculum;
- Teacher's role in Curriculum Construction and
- Curriculum and Discipline

Assignment - Student are required to do any two of following assignment.

- A study of an educationist with a view to study his/her contributions to present educational practices.
- Survey of any ~~some~~ educational institution and submission of detailed report of it.
- Assignment extension work in community -Relateds to literacy, health and hygiene.

BOOKS RECOMMENDED:

- 1 Aggarwal, J.C. : Handbook of Curriculum and Instruction, Doaba Book House, New Delhi, 2002
2. Brubacher J.S. : Modern Philosophies of Education, Mc-Graw Hill, New York, 1939.

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- 3 Butler, J.D. : The Four Philosophies and their Practice in Education. Harper & Row Publishers, New York, 1968.
- 4 Dewey, John : Reconstruction in Philosophy, University of London Press, London, 1921.
- 5 Dewey, John : The child and the Curriculum, The University of Chicago Press, 1966.
- 6 Gandhi, M.K. : Basic Education, Nav Jivan Publishing House, Ahmedabad, 1951
- 7 Govt. Of India : Challenges of Education - A Policy Perspective, Ministry of Education, Govt. Of India, New Delhi, Aug. 1985
- 8 Govt. of India : Report of Secondary Education Commission, Ministry of Education, Govt. of India, New Delhi, 1953
- 9 Govt. of India : Reports of the Education Commission, Ministry of Education, Govt. Of India, New Delhi, 1964-66.
- 10 Khan, M.S. : School Curriculum, APH Publishing Corporation, New Delhi, 2008
- 11 Lal, Raman Behari : *SHIKSHA KE DARSHNIK AUR SAMAJ SHASTRIY SIDDHANT*, Rastogi Publication Meerut, 1993.
- 12 Mathur, S.S. : A Sociological Approach To Indian Education, Vinod Pustak Mandir Agra. 1989
- 13 NCERT : National Curriculum Framework-2000, NCERT, New Delhi
- 14 NCERT : National Curriculum Framework-2005, NCERT, New Delhi
- 15 NCERT : The Teacher And Education In Emerging Indian Society, NCERT, 1983
- 16 Oad, L.K. : *SHIKSHA KE DARSHNIK PRISHTHBHUMI*, Rajsthan Hindi Granth Academy, Jaipur, 1979.
- 17 Ruhela, S.P. : Sociological Foundations of Education in Contemporary India, Dhanpat Rai and Sons, Delhi, 1970
- & Vyas, .K.C
- 18 Pandey, R.S. : *SHIKSHA KE DARSHANIK AVAM SAMAJ SHASTRIYA PRISHTHBHUMI*, Vinod Pustak Mandir, Agra, 1995.
- 19 Radhakrishnan, S. *Hamari Virasat*, New Delhi, Hind Pocket Books., 2004.
- 20 Radhakrishnan, S. *Upanishado Ka Sandesh*, New Delhi, Hind Pocket Books., 2004 .
- 21 Singh, Satya Deo : *SHIKSHA SIDDHANT AVAM DARSHAN*, Vishwa Vidyalay Prakashan, Varanasi.
- 22 Sharma, R.A. : *PATHYKRAM VIKAS*, Loyal Book Depot, Meerut.
- 23 Srivastava, K.M. : Uddiyaman Bhartiya Samaj Men Shiksha, Sahitya Prakashan, Agra., 2015
- & Singh, Angad
- 24 UNESCO : Curriculum and Lifelong Education, UNESCO, Paris, 1981
- 25 *Upanishads* : Gita Press, Gorakhpur
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COURSE-II: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

COURSE OBJECTIVES: To enable student teachers to:

- Understand the psychology of learners.
- Acquire knowledge and understanding of adolescent's learners.
- Understanding of process and theories of learning & motivation.
- Understand the techniques of teaching exceptional children.
- Understand the basic concept of measurement and evaluation.
- Understanding the issues of development of learners in different genders, castes and poverty etc.

COURSE CONTENT

Unit-I: Psychology of Growth and Development:

- Meaning and methods of Educational Psychology
- Importance of Heredity and Environment in Child Development
- Developmental Stage wise characteristics of the Learners
- Emotional and Cognitive Development
- Theory of Cognitive Development-Jean Piaget

Unit-II: Learning and Motivation:

- Concept of Learning laws of learning.
- Learning Theories of Thorndike, Pavlov, Skinner and Kohler.
- Factors affecting Learning, Theories of transfer of learning, Plateau in learning.
- Motivation – meaning and techniques of Enhancing Learners' Motivation

Unit-III: Intelligence and Personality;

- Concept of Intelligence and its Measurement
- Theories of Intelligence
- Use of Standardized Intelligence Tests
- Concept of Personality and its theories and Measurement

Unit-IV: Mental Health and Adjustment

- Characteristics of Mentally Healthy Students
- Principles of Mental Health
- Adjustment and maladjustment
- Behaviour Problems of Learners
- Adjustment Mechanism

Unit-V: Understanding the Issues Related to Learners;

- Differences and Diversity among Learners (Individual Differences)
- Effect of Family and Community on Learners
- Exceptional Learners

ASSIGNMENTS: Students are required do any two of the following assignments:

- Compare the learning abilities of Gifted Students and Low Achievers
- Study of a Family providing different Health and Educational Facilities to its Male and Female Children.
- Administration of one Standardized Intelligence Test.

BOOKS RECOMMENDED

- Chauhan, S.S. Advanced Educational Psychology, Vikas, New Delhi, 1978
- Gage, N.L. & D.C. Berliner Educational Psychology McNally College Publishing Co., Chicago.

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- Gupta S. P (2004), *Uchchatar Shiksha Manovigyan*, 2nd edition, arada, Pustak Bhawan Allahabad
- Kulshreshth, Educational Psychology, International Publishing House, Meerut, 1979.
- Lovel, K. An Introduction to Human Development Scott, Foresman And Co. London
- Lortan, J.W. & B.L. Walley Introduction to Early Childhood Education D. Van Nostrand Co. New York
- Mangal, S.K. Shiksha Manovigyan, PHI Learning, Pvt. Ltd., New Delhi, 2012
- Oven, Steven et. Al. Educational Psychology: An Introduction. Little, Brown & Co. Boston
- Pandey, R.S. Shiksha Manovigyan, R. Lal Book Depot, Meerut, 1998
- Pandey, K.P. *Advanced Educational Psychology*, Second Edition, Vishwavidyalaya Prakashan, Varanasi, 1988
- Patel, R.N. Educational Psychology, Himalayan Publishing House, Mumbai
- Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman
- Saraswat, Malti Shiksha Manovigyan Ki Ruprekha, Aok Prakashan, Allahabad, 2008
- Vernon, P.E. Intelligence and Cultural Environment, Methuen, London, 1969
- Wadsworth, B. Piaget's Theory of Cognitive and Affective Development (5th ed.) White Plains, N.Y. :Longman, 1996

COURSE- III: EDUCATIONAL TECHNOLOGY AND ICT

COURSE OBJECTIVES: To enable student teacher to learn and understand

- 1 The concept of Educational Technology and its approaches
- 2 Classification and methods of writing instructional objectives
- 3 The importance of various skills in bringing effectiveness in teaching behaviour.
- 4 Use of various teaching skills in classroom situation and adopt effective classroom managerial skills.
- 5 Concept of classroom management its characteristics and strategies

COURSE CONTENT

UNIT – I: Educational Technology - Origin, Meaning, Nature, Scope and Need

- Approaches of Educational Technology – Hardware, Software and System Approach
- Types of Educational Technology – Teaching Technology, Instructional Technology, Behavioural Technology and Instructional Design

UNIT – II : Teaching Technology --

- Concept and Principles of Teaching
- Theories of Teaching
- Stages of Teaching
- Levels of Teaching – Memory, Understanding and Reflective
- Bloom's Taxonomy of Instructional Objectives
- Communication in Teaching – Process, Classroom Approach, Basic Teaching Model, Auto-instructional Approach and Teaching Skills

UNIT – III : Methods of Teaching – Brain storming, Participatory method, Project Method, Constructivist Method, Problem-Solving Method, Seminar, Programmed Instruction, Concept Attainment and Computer Assisted Instruction, Micro teaching – Concept, Steps, Skills, Merits & Demerits

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UNIT- IV: Introduction to ICT (Information Communication Technology) –

- ICT and its Components
- Using Computers and Internet for Teaching learning
- Teleconferencing and its Educational Implications

UNIT – V : Education and ICT in Indian Context –

- ICT to Improve the Quality of Education
- E-learning and Blended Learning
- Smart Class
- Challenges in integrating ICT in Education
- Use of Computers, CCTV, LCD Projector and OHP
- Language laboratory
- Role of CIET, UGC and IGNOU in Production of Educational Television Programmes and Software.

ASSIGNMENTS – Students are required to perform any two of the following:

Session	Theme	Duration and Assignment
1	Functional knowledge of operating Computer System	2 Hours Write a brief report on various components of a computer system
2	Practice of MS Word	04 Hours Describe the essential features of MS Words
3	Practice of MS Power Point and Use Animation	08 Hours Develop 10 Slide presentation for teaching a topic of your subject
4	Practice of MS Excel	04 Hours Prepare salary of 10 teachers in different grades of your school. Prepare attendance register for one month of your class
5	Practice on Internet	06 Hours Describe the concept of surfing and browsing on internet.
6	Creating Blogs and Web page	04 Hours How do you create website of your school ?

BOOKS RECOMMENDED:

- Atkinson, C: Beyond Bullets Psoints : using Microsoft Office Power Point 2007 to Create Presentations That Infirm, Motivate and Inspire, Prentice hall of India, 2008
- Brooks – Young, 2010, teaching with the Tools Kids really use : Leaqrning with Web and Mobile Technologies, Published by Corwin, A Sage Company.

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- Bonk, C.J., The World is Open. How Web Technology is Revolutionising Education, Jossey Bass, A wiley Imprint the World
- Brow, J.W. & Lewis, R.B. : Audio – Visual Instructional Technology, Annual for Independent Study, McGraw Hill Book Col. Inc., New York, 1977
- Castells, M. : The Rise of the Network Society: The Information Age: Economy, Society and Culture (Vol. I, II & III), John wiley & Sons. 2011
- Collins,A., Halverson, R., (2009) *Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America* (Technology, Education-Connections, the TecSeries) Published by Teachers College Press, 1234 Amsterdam Avenue, New York.
- Dececco, JP, Educational Technology , New York, HRW
- Mangal , S. K., Mangal U.: Essentials of Educational Technology, Prentice – Hall of India.
- MHRD, : National policy on Information and Communication Technology (ICT) in School Education, MHRD, Govt. of India, 2012.10
- Pandey, K. P., Modern Concepts of Teaching Behaviour, Vishwavidyalaya Prakashan, Varanasi.
- Phillips, D.C. (1995). The good, the bad, and the ugly: The many faces of Constructivism. *Educational Researcher*, 5–12.
- Pitler, H., Hubbell, E. and Kahn,M. (2012)*Using Technology with Classroom Instruction That Works*. ASCD Publications.
- Rajaraman, V. : Fundamental of Computers, Prentice Hall of India, 2003.
- Richardson : Blogs, Wikis, Podcasts and Other Powerful Web tools for Classrooms, Corwin, a Sage Company, 2010 .
- Sharma, R. A., Technology of Teaching, International Publishing House, Meerut
- Sampath, K. et al, Educational Technology, New Delhi.

COURSE-IV / V: PEDAGOGY OF ANY TWO OF THE FOLLOWING SCHOOL SUBJECTS AS OPTIONAL PAPERS –

OPTIONAL – I : METHODS OF TEACHING HINDI LANGUAGE

अध्ययन के उद्देश्य

इस पाठ्यक्रम के अध्ययन से छात्रों में:

1. मातृभाषा की महत्ता का ज्ञान विकसित होगा।
2. मातृभाषा शिक्षण के उद्देश्यों का ज्ञान विकसित होगा।
3. हिन्दी के शिक्षण की विधियों की जानकारी विकसित होगी।

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4. भाषा के मूल्यांकन की क्षमता की विकास होगा।
पाठ्य विवरण

इकाई - 1 भाषा का अर्थ एवं स्वरूप

- भाषा का अर्थ, परिभाषाएं
- भाषा की विशेषतायें एवं प्रकृति
- अन्य विषयों के साथ सहसम्बन्ध
- मातृभाषा का उद्भव एवं विकास
- भाषा के विविध रूप
- विकास की विभिन्न अवस्थाओं में भाषायिक विकास-विशेषतायें एवं प्रकृति
- हिन्दी भाषा शिक्षक के गुण

इकाई - 2 मातृभाषा शिक्षण के उद्देश्य एवं लक्ष्य

- मातृभाषा के सामान्य उद्देश्य, विशिष्ट उद्देश्य, स्तरानुसार उद्देश्य
- शिक्षण उद्देश्यों का वर्गीकरण - ज्ञानात्मक, भावात्मक, क्रियात्मक
- उद्देश्यों को व्यावहारिक रूप में लिखने की विधियाँ, आवश्यकता
- विभिन्न स्तर की शिक्षा के पाठ्यक्रम में इसका स्थान
- त्रिभाषा सूत्र
- हिन्दी भाषा शिक्षण की समस्यायें एवं समाधान

इकाई - 3 हिन्दी भाषा की शिक्षण प्रविधि

- हिन्दी भाषा का शिक्षण सिद्धान्त एवं सूत्र
- भाषायिक कौशलों का शिक्षण (श्रवण, वाचन, पठन, लेखन रचना)
- हिन्दी भाषा शिक्षण की प्रविधियाँ-गद्य, पद्य, व्याकरण एवं रचना
- मातृभाषा शिक्षण में सहायक सामग्री का अनुप्रयोग, प्रकार एवं महत्ता

इकाई - 4 हिन्दी भाषा की विविध विद्याओं का शिक्षण एवं मूल्यांकन विधा

- गद्य शिक्षण - उद्देश्य, महत्व एवं पाठयोजना प्रारूप।
- पद्य शिक्षण - उद्देश्य, महत्व एवं पाठ्य योजना प्रारूप।
- रचना शिक्षण - उद्देश्य, महत्व एवं पाठ्य योजना प्रारूप।
- व्याकरण शिक्षण - उद्देश्य, महत्व एवं पाठ्य योजना प्रारूप।
- हिन्दी भाषा में मूल्यांकन की आवश्यकता, महत्व, प्रकार विधियाँ प्रश्नों का निर्माण, उपलब्धि परीक्षण का निर्माण।

इकाई - 5 हिन्दी भाषा शिक्षण में नवाचार

- भाषा शिक्षण में निदानात्मक शिक्षण एवं उपचारात्मक शिक्षण आवश्यकता एवं निर्माण, अनुप्रयोग
- हिन्दी भाषा में क्रियात्मक अनुसंधान एवं प्रोजेक्ट कार्य- आवश्यकता एवं प्रविधि
- भाषा शिक्षण में शिक्षण साधनों का प्रयोग (दृश्य एवं श्रव्य साधन)
- भाषा कक्ष एवं प्रयोगशाला
- हिन्दी भाषा शिक्षण में पाठ्य सहभागी क्रियाकलाप
- इकाई परीक्षण निर्माण, अनुप्रयोग एवं मूल्यांकन दत्त कार्य

निम्नलिखित में से कोई दो कार्य करना छात्रों से अपेक्षित है-

- निष्पत्ति परीक्षण की संरचना, प्रशासन एवं मूल्यांकन
- स्वनिर्मित शिक्षण सहायक सामग्री का निर्माण
- माध्यमिक स्तर पर प्रश्न पत्र का निर्माण
- हिन्दी भाषा से सम्बन्धित किसी एक प्रासंगिक समस्या पर ऐक्शन रिसर्च/प्रोजेक्ट कार्य

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सन्दर्भ पुस्तकें

1 भाषा विज्ञान	:	भोलानाथ तिवारी
2 शुद्ध हिन्दी	:	डॉ० हरदेव बिहारी
3 हिन्दी शिक्षण	:	डॉ० रामशकल पाण्डेय
4 हिन्दी व्याकरण	:	डॉ० कामता प्रसाद गुरु
5 हिन्दी भाषा शिक्षण विधि	:	भाई योगेन्द्र जीत
6 हिन्दी व्याकरण रचना	:	डॉ० भोलाशंकर ब्यास, डॉ० भोलानाथ तिवारी, डॉ० रवीन्द्र नाथ श्रीवास्तव
7 माध्यमिक विद्यालय में हिन्दी शिक्षण	:	डॉ० निरंजन कुमार सिंह
8 हिन्दी शिक्षण विधि	:	डॉ० वैद्यनाथ प्रसाद वर्मा
9 सुबोध हिन्दी व्याकरण एवं रचना	:	मानावत एवं जोशी
10 मानक हिन्दी का ऐतिहासिक व्याकरण	:	डॉ० माताबदल जायसवाल

OPTIONAL – II : METHODS OF TEACHING SANSKRIT LANGUAGE

अध्ययन के उद्देश्य

इस पाठ्यक्रम के अध्ययन से छात्रों में:

- संस्कृत भाषा की महत्ता का ज्ञान विकसित होगा।
- संस्कृत भाषा शिक्षण के उद्देश्यों का ज्ञान विकसित होगा।
- संस्कृत शिक्षण की विधियों की जानकारी विकसित होगी।
- संस्कृत भाषा के मूल्यांकन की क्षमता का विकास होगा।

पाठ्य विवरण

- इकाई 1—संस्कृत भाषा की प्रकृति, विशेषतायें, सम्पन्नता, प्रयोग।
पाठ्यक्रम में स्थान महत्व — संस्कृत की महत्ता, आवश्यकता। संस्कृत भाषा शिक्षक के गुण
- इकाई 2—संस्कृत भाषा हेतु अपेक्षित योग्यतायें —
सुनना, बोलना, पठन सम्बन्धी, लेखन एवं चिन्तन सम्बन्धी।
संस्कृत भाषा शिक्षण के सामान्य एवं विशिष्ट उद्देश्य —प्राथमिक, माध्यमिक, उच्च शिक्षा स्तर पर, संस्कृत भाषा के उद्देश्यों का व्यवहार परक ढंग से लेखन
- इकाई 3—संस्कृत भाषा शिक्षण के सामान्य सिद्धान्त —
स्वाभाविकता, प्रयत्न, लेखन से पूर्व मौखिक बोलने लिखने में सामन्जस्य, वैयक्तिक भिन्नता बालकेन्द्रित, क्रियाशीलता, चयन, अनुकरण, अभ्यास, स्वयं संशोधन : शिक्षण सूत्र
- इकाई 4—संस्कृत भाषा शिक्षण की सामान्य विधियाँ एवं विधानुसार विधियाँ अग्रांकित के संदर्भ में —
गद्य, पद्य, व्याकरण, रचना : संस्कृत भाषा शिक्षण की युक्तियाँ
- इकाई 5—संस्कृत भाषा शिक्षण हेतु आवश्यक सहायक साग्री की जानकारी एवं निर्माण, दृश्य श्रव्य साधनों का महत्व एवं प्रयोग, भाषा प्रयोगशाला एवं कम्प्यूटर का प्रयोग
- इकाई 6—संस्कृत भाषा शिक्षण हेतु पाठ योजना निर्माण—पाठ योजना का अर्थ महत्व एवं उत्तम पाठ योजना की विशेषताएं, पाठयोजना बनाना —गद्य, पद्य, व्याकरण, एवं रचना।
- इकाई 7—संस्कृत भाषा में मूल्यांकन —मूल्यांकन का अर्थ, उपयोगिता, प्रश्नों के प्रकार, परीक्षा प्रणाली के दोष, सुधार की आवश्यकता, उपाय, निदानात्मक एवं उपचारात्मक शिक्षण, संस्कृत भाषा शिक्षण से संबंधित एक्शन रिसर्च एवं प्रोजेक्ट कार्य।

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दत्त कार्य

निम्नलिखित में से कोई दो कार्य करना छात्रों से अपेक्षित है—

- निष्पत्ति परीक्षण की संरचना, प्रशासन एवं मूल्यांकन
- स्वनिर्मित शिक्षण सहायक सामग्री का निर्माण
- माध्यमिक स्तर पर प्रश्न पत्र का निर्माण
- संस्कृत भाषा से सम्बन्धित किसी एक प्रासंगिक समस्या पर ऐक्शन रिसर्च/प्रोजेक्ट कार्य

संदर्भ पुस्तकें

- | | | |
|---|-----------------------------------|-----------------------------------------------------|
| 1 | Apte, D.G. & Dongre, P.K. | : Teaching of Sanskrit in Secondary Schools. |
| 2 | Singh, T. | :Sanskrit Shikshan, Bhavdiya Prakashan, Faizabad |
| 3 | Report of the Sanskrit Commission | : Govt. of India, 1955. |
| 4 | कुशवाहा, के०एस० | : संस्कृत शिक्षण, गोविन्द प्रकाशन, लखीमपुर खीरी |
| 5 | पाण्डेय, आर०एस० | : संस्कृत शिक्षण, विनोद पुस्तक मंदिर आगरा |
| 6 | चौबे, बी०एन० | : संस्कृत शिक्षण, विधि, उ०प्र० हिन्दी संस्थान, लखनऊ |
| 7 | मित्तल, संतोष | : संस्कृत शिक्षण, आर० लाल बुक डिपो, मेरठ |

OPTIONAL – III : METHODS OF TEACHING ENGLISH LANGUAGE**COURSE OBJECTIVES: To enable the student teacher to understand:**

- The nature and characteristics of a language and its use.
- The required skills for mastering a language.
- The various approaches to successful language teaching.
- Approaches/Methods of teaching different aspects of language.
- The importance teaching aids and other technological devices used for language teaching.
- Evaluation and testing techniques for obtaining feedback.

COURSE CONTENT**UNIT – I: Teaching of English as a Second Language:**

- General characteristics of a language.
- Principles of language teaching.
- Nature of English language.
- Qualities of an English Teacher.

UNIT – II: Role of English as Second Language in India:

- Its important place in the school curriculum.
- Aims and objectives of teaching English as a second language.
- Writing of objectives in behavioral terms.
- Developing skills of Listening Reading, Writing and Speaking.

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UNIT -III: Methods of teaching English as a Second Language:

- Translation Method.
- Direct Method.
- Structural Approach.
- Bilingual Method.
- Communicative Approach.

UNIT - IV: Teaching and Lesson-Planning of various Aspects of English:

- Prose
- Poetry
- Grammar
- Composition
- Structures

UNIT - V: Audio - Visual and Technological Aids:

- Need and importance
- Types and purpose
- Technological aids as Language Laboratory, CAI

UNIT - VI: Testing and Evaluation:

- Concept of Testing and Evaluation.
- Need and Importance of Testing in English.
- Types of Tests - Oral, Written and Skill Testing.
- Diagnostic test and Remedial teaching.
- Action research and project work in the teaching of English language

Assignment- Student are required to do any two of the following.

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action resarch / Project work on any one relivent problem of this Pedagogy of school subject.

BOOKS RECOMMENDED:

- Allen B. Harold Campbell N Russel : Teaching English as a second language, Tata-Mac-graw Hill publishing Co. Ltd, Bombay-New Delhi (1972)
- Bisht, Abha Rani : Teaching English in India, Shri Vinod Pustak Mandir, Agra, 2011
- Bright, G.A. & McGregor G.P. : Teaching English as a Second Language, Longmans (1972)
- Brumgit C.J., Johnson, K. : The Communicative Approach to Language Teaching: ELBS; Oxford University Press, Hong-Kong, 1979.
- O'Connor, J.D. : Better, English Pronunciation: ELBS, Cambridge University Press, Great Britain, 1977.
- Mullic, Ratna & Ghosh, Shefali : English Language Teaching : From Theory to Practice, Spectrum

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- French, F.G. : Ink., Calcutta, 1993
- Hornby, A.S. : Teaching English as an International Language; Oxford University Press, London, 1975.
- Jain, R.C. Sharma, C.K. : The Teaching of structured words and Sentence Pattern, Stage I-IV: Oxford University Press, London, 1991.
- Kohli, A.L. : Essentials of English Teaching: Vinod Pustak Mandir, Agra.
- Lado, Robert : Techniques of Teaching English: Dhanpat Rai & Sons, Delhi, 1996.
- Lado, Robert : "Language Teaching: A Scientific Approach, McGraw Hill, Inc., New York (1964).
- Lado, Robert : Language Testing: The Construction and use of Foreign Language Test, Language, 1961.
- Pandey, K.P. & Amita : The Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi, (1998).

OPTIONAL IV: METHODS OF TEACHING URDU LANGUAGE

COURSE OBJECTIVE ; To enable the pupil teacher to understand-

- The nature and characteristics of a language and its use.
- The required skills for mastering a language.
- Approaches /Methods of Urdu language teaching
- The important teachings aids and other technological devices used for language teaching.
- Evaluation and testing techniques for obtaining feedback.

COURSE CONTENT

UNIT 1- Need and significance of language

- General characteristics of a Language.
- Principles of language teaching.
- Nature of Urdu Language and its development.
- Its importance and place in school curriculum.
- Qualities of a good Urdu teacher.

UNIT II- Aims and objectives of teaching Urdu language

- Developing skills of listening, reading ,writing and speaking.
- General and specific aims and objectives of teaching Urdu language.
- Writing of objective in behavioral terms.

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- Classification of teaching objectives- cognitive ,affective ,conetive.
- General aims and objectives according various aspect of language –Prose ,Poetry ,Grammer and Composition.

UNIT III- Methods and Techniques of Teching Urdu

- General principles and maxims of teachings .
- General and specific method of Urdu language teaching in the view of prose, poetry ,grammar and composition.
- Techniques of Urdu language teaching.

UNIT IV – Lesson Planning of Urdu Teaching.

- Needs and importance of lesson planning
- Characteristics of good lesson plan
- Lesson planning of various aspects- Prose , Poetry , grammer and Composition.

UNIT V – Audio Visual and Technological Aids

- Need and Importance
- Types and purpose
- Technological aids – Language , Laboratory , Computer

UNIT VI – Evaluation in Teaching Urdu Language

- Traditional and modern concept of evaluation.
- Need and importance of evaluations
- Different types of Tests- Oral ,written and skill testing.
- Diagnostic and remedial teaching.
- Action resarch and project work in the teaching of Urdu Language

Assignments - Student are required to do any two of the following.

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action resarch / Project work on any one relivent problem of this Pedagogy of school subject.

BOOKS RECOMMENDED:

Saleem Farani -	Teaching of Urdu
Fakhru Hasan -	Methods of teaching Urdu
Moulvi Salim Abdullah -	How to teach Urdu
Moulvi Abdul Hai -	Teaching of language

OPTIONAL V - METHODS OF TEACHING MATHEMETICS

COURSE OBJECTIVES: To enable the pupil teacher to:

- Understand and appreciate the uses and significance of mathematics in daily life.
- Learn successfully various approaches to mathematics and to use them judiciously.
- Know the methods of planning instruction for the classroom.
- Prepare curricular activities and organize the library in it as per the needs.
- Appreciate and organize activities to develop aesthetics of mathematics.
- Obtain feedback both about teaching as well as student's learning.

COURSE CONTENT

UNIT – I Nature and Concept of Mathematics; History of Mathematics; Place of Mathematics in Secondary School Curriculum, Correlation of Mathematics with other subject and contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelavathi, Ramanujan and contribution of Euclid, Pythagoras, Rene Descarte and Qualities of the Mathematics Teacher.

UNIT – II Objectives of teaching Mathematics in terms of instruction and behavior, approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, Heuristic, project and laboratory, using various techniques for teaching mathematics viz., oral, written, drill assignment, supervised study and programmed learning.

UNIT – III Meaning and importance/purpose of a lesson plan, Proforma of a lesson plan and its rationality, meaning and purpose of a unit-and-unit plan, purpose of an yearly plan, developing/preparing low cost improvised teaching aids relevant to local ethos, skill in maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

UNIT – IV Principles and rationale of curriculum development; organizing the syllabi both logically and psychologically according to the age groups of children, Planning activities and methods of developing the substitutes/alternatives material to the prescribed, for completing the syllabi.

UNIT – V Using Mathematics as a game for recreation, organizing Quiz programmes, skill development in answering puzzles, magic squares, word search etc., developing a Math's laboratory; learning about the short cuts mentioned in Vedic Mathematics , Evaluation in Mathematics , Diagnostic and remedial teaching, Action resarch and project work.

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Assignment - Student are required to do any two of the following.

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action resarch / Project work on any one relivent problem of this Pedagogy of school subject.

BOOKS RECOMMENDED

- Butler, C.H. and Wren, F.L. : Teaching of Secondary Maths.
- Durel : Teaching of Arithmetic.
- Godfry and Siddons : The Teaching of Mathematics.
- Kulshreshth, AK : Teaching of Mathematics, R. Lal Bokk Depot, Meerut, 2011
- Mangal, SK : Teaching of Mathematics, Arya Book Depot, New Delhi, 1993
- Schulze : Teaching of Mathematics in Secondary School.
- Siddhu, KS : Teaching of Mathematics, Sterling Publications, New Delhi, 1990
- Smith, B.E. : History of Elementary Mathematics, Vols I & II.
- Young, J.W.A. : The Teaching of Mathematics.
- दत्त, बी० एवं सिंह ए०एन० : हिन्दू गणित का इतिहास
- रावत, एम०एस० एवं अग्रवाल, एम०एल० : गणित शिक्षण, विनोद पुस्तक मन्दिर, आगरा

OPTIONAL -VI: METHOD OF TEACHING PHYSICAL SCIENCES

COURSE OBJECTIVES –To enable the student teacher to;

- Develop their essential skills for practicing modern Science Education.
- Develop their skills necessary for preparing instructional accessories.
- Prepare models; select teaching strategies essential for preparing designs of lessons.
- Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives of teaching.

COURSE CONTENT

UNIT – I Structure and Nature of Physical Sciences-

- Structure of Physical Science, facts, Concepts, Hypothesis, Theory and Law.
- Nature of Physical Science (Process and Product) and Scope of Physical Science
- Impact of Physical Science on Modern Life
- Globalization and Physical Science
- Correlation of Physical Science with other subjects

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- Place of Science in Secondary School Curriculum
- UNIT – II Aims and Objectives of Teaching Physical Science**
 - Aims and Objectives of teaching Physical Science at Secondary Level
 - Bloom's Taxonomy of Educational Objectives
 - Writing Instructional Objectives
- UNIT – III Strategies and Methods of Teaching Physical Science**
 - Physical Science teaching – concept and meaning of approaches, methods and techniques
 - Approaches- Inductive and Deductive
 - Methods – Lecture, Demonstration, Lecture cum Demonstration, Problem Solving, Heuristic, Laboratory and Project.
 - Modern Techniques in Physical Science Teaching- Brain Storming, Quiz, Discussion and Seminar
- UNIT – IV Strengthening Physical Science Teaching**
 - Science Clubs, Science Museums, Science Fairs, Science Exhibitions and Field trips.
- UNIT – V Teaching Learning Material and Improvised Low Cost Teaching Aids**
 - Importance, Use and Classification of Teaching Aids
 - Multi Media in Physical Science Teaching, Preparation and development of improvised apparatus and The use of computer in teaching Physical Sciences.
 - Edgar Dale's Cone of Learning Experiences
- UNIT – VI Planning for Instruction**
 - Planning for Teaching and Developing Annual Plans, Unit Plans, Lesson Planning and Content Analysis
 - Lesson Planning- Definition, Characteristics and Significance of a good lesson plan
 - Different types of Lesson Planning
- UNIT – VII Evaluation in Physical Science Teaching**
 - Concept, Types and Importance of Evaluation
 - Qualities of a good Tool of Evaluation
 - Construction of an Unit Test in Physical Science
 - Diagnostic Testing and Remedial Teaching
 - Action research and project work in the teaching of physical science.
- UNIT – VIII The Qualities of a Physical Science Teacher**
 - Qualities, Responsibility, Accountability and Professional Growth

Assignment- Student are required to do any two of the following.

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action resarch / Project work on any one relivent problem of this Pedagogy of school subject.

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BOOKS RECOMMENDED:

- Sharma, RC and Shukla, CS : Modern Science Teaching , Dhanpat Rai Pub. Company, New Delhi 2002
- Sood, JK : New Direction in Science Teaching, Kohli Pblishers, Chandigarh, 1989
- Mohan, Radha : Innovative Science Teaching, Prentice hall of India, New Delhi, 2004
- Kulshreshth, AK & Kulshreshth NK : Teaching of Physical Science, R. Lal Book Depot, Meerut, 2012
- Dass G. : Teaching of Physics and Chemistry in India.
- John Brown : Teaching of Science in Schools.
- Joseph E.D. : Teaching of Science in Tropical Primary Schools.
- Science Master's Association : The Teaching of General Science.
- Summer : The Teaching of Science.
- Twiss : Textbook on the principles of Science Teaching.
- Tripathi, S.N. : Cognitive Development and Achievement Levels in Science, Chandra Prakashan, Gorakhpur, (1994)
- Vaidya, N : Science Teaching for the 21st Century, Deep and Deep Pub. New Delhi, 1996

OPTIONAL - VII: METHOD OF TEACHING BIOLOGICAL SCIENCES**COURSE OBJECTIVES: Student teacher shall be able to:**

- Develop a broad understanding of the principles and procedures used in modern biology education.
- Develop their essential skills for practicing modern Biology Education.
- Develop their skills necessary for preparing instructional accessories.
- Prepare models; select teaching strategies essential for preparing designs of lessons.
- Manage instructional activity in such a way that the vast majority of the learners attain most of the objectives of teaching.

COURSE CONTENT

UNIT – I Nature of Biological Sciences – Thrust areas of Biology and their impact on modern life, globalization and Biology. Path tracking discoveries and land mark development in Biology; Professions in the area of Biological Sciences and qualities of the Biology teacher

UNIT – II Justification for including biology as a subject of study in the school curriculum. Objective of Teaching Biology at the secondary level of schooling. Taxonomy of educational objective.

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UNIT – III Major methods used for biology instruction: lecture, Discussion, Demonstration, Project, and Heuristic etc.

UNIT – IV Co-curricular and non-formal approaches: Activity approaches and non-formal methods of Biology teaching such as: field trips, gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums, and variorums, taking up of project work. Importance of organizing science fairs and excursions.

UNIT – V Planning for teaching Biology: developing year plans, unit plans, lesson plans, content analysis and pedagogical analysis..

- Preparation and development of improvised apparatus; preparation, selection and use of teaching aids. The use of computer in teaching Biology.

UNIT – VI Curriculum and resource utilization: Principles for designing a Biology curriculum.

UNIT – VII Curricular accessories and support material –Journals, student's work books, display slides, laboratory materials, audio-video support material.

UNIT – VIII Evaluating outcomes of Biology teaching: Merits and limitations of different item formats for assessing learning outcomes of Biology teaching, formative and summative evaluation, Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning, Action research and project work in the Biology Teaching

Assignment - Student are required to do any two of the following.

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research / Project work on any one relivent problem of this Pedagogy of school subject.

BOOKS RECOMEENDED:

- | | |
|----------------------|-----------------------------------------------|
| 1 Bally. I. II. | : The Nature study Idea. |
| 2 Blough & Backwoods | : Teaching of Elementary Science. |
| 3 Dass G. | : Teaching of Physics and Chemistry in India. |

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- 4 John Brown : Teaching of Science in Schools.
 5 Joseph E.D. : Teaching of Science in Tropical Primary Schools.
 6 Science Master's Association : The Teaching of General Science.
 7 Summer : The Teaching of Science.
 8 Tripathi, S.N. : Cognitive Development and Achievement Levels in Science,
 Chandra Prakashan, Gorakhpur, (1994)
 9 Twiss : Text-book on the principles of Science Teaching.
 10 Waste way : Science Teaching.

OPTIONAL - VIII: METHODS OF TEACHING HOME SCIENCE

COURSE OBJECTIVES- Student teacher shall be able to ;

- Appreciate the need for Learning Home Science
- Develop their essential skill for class room teaching
- Know the concept, Principle, Method of Home science Teaching
- Develop instructional support material

COURSE CONTENT

UNIT I- Concept and meaning of Home Science, Need and significance of Home Science, Modern concept, Place of Home Science in school curriculum, Correlation of Home Science with other subject, Qualities of a good Home Science Teacher

UNIT II – Aims and objectives of teaching Home Science at various levels, Writing instructional objectives in behavioral terms.

UNIT III – General Principles of teaching, Maxims of teaching, Methods of teaching Home Science, Laboratory, Demonstration, Project, Problem Solving Group work.

UNIT IV – Audio Visual Aids and their use in teaching Home Science, Use of Modern Technology, Need and importance of Home Science Room and Equipments.

UNIT V – Lesson Planning in Home Science Teaching, Need and importance of Lesson plan, Characteristics of good Lesson Plan, Unit Plan.

UNIT VI – Evaluation in Home Science Traditional and Modern Concept of Evaluation, Different types of tests, Diagnostic and remedial teaching, Action research and project work in Home Science

Assignment - Student are required to do any two of the following.

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research / Project work on any one relevant problem of this Pedagogy of school subject.

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BOOKS RECOMMENDED (संस्तुत ग्रंथ)

- | | | |
|---|-----------------------------|----------------------------------------------------------------------|
| 1 | अस्थाना, एस0आर0 | : गृहविज्ञान का अध्ययन, लक्ष्मी नारायण अग्रवाल, आगरा। |
| 2 | वैरी, जी0पी0 और सरन, डी0पी0 | : गृहविज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा। |
| 3 | Dantyogi, S | : Fundamentals of Textiles and their Care. |
| 4 | Strong | : Teaching of Domestic Science I & II. |
| 5 | William & Lyle | : Home Making Education in High School; Appleton Century Croft, Inc. |

OPTIONAL - IX: METHODS OF TEACHING CIVICS

COURSE OBJECTIVES: Student teacher will have the ability to:

- Know the concept and significance of civics.
- Propagate the social ideals through teaching of civics.
- Know the methods of planning instruction for the classroom.
- Know the principles and maxims of teaching the subject.
- Learn successfully various methods of teaching civics.
- Develop instructional support materials.

UNIT - I Meaning, nature and scope of Civics, place and importance of Civics in school curriculum, Importance of Civics in the development of International Understanding correlation of Civics with other subjects, Importance of Text book of Civics and Qualities of Civics teacher

UNIT - II Objectives of teaching Civics in democratic India, objectives of teaching the subject at different stages, Instructional objectives.

UNIT - III General principles and maxims of teaching Civics, Presentation of subject matter of Civics at different stages, Teaching techniques of Civics, Evaluation of text book of Civics.

UNIT - IV Considerations for the selection of methods of teaching, methods of teaching Civics: Lecture, Textbook, Project, Discussion Supervised study and Problem Solving.

UNIT - V Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids.

UNIT - VI Lesson planning in Civics.

UNIT VII Evaluation of attainment in Civics. Different types of test-essay type, short answer type and objective type, Merits and Demerits of Objective type test; Diagnostic and remedial Teaching, Action research and project work in the teaching of Civics.

Assignment - Student are required to do any two of the following.

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level.
- Action research / Project work on any one relivent problem of this Pedagogy of school subject.

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BOOKS RECOMMENDED

- 1 Bining, A.C. and D.H. Bining : Teaching of Social Studies In Secondary Schools, New York: McGraw Hill Book Company, 1952
- 2 Forrester, J.F. : Introducing Social Studies, Bombay: Orient Longmans, 1956
- 3 Kochar, S.K. : The Teaching of Social Studies, Delhi: University Publisher, 1963
- 4 Nasiali, K. : Social Studies in The School, Madras: Oxford University Press, 1964
- 5 Samford, C.D. : Social Studies in The Secondary School, New York: McGraw Hill, 1952
- 6 Taneja, V.R. : Teaching of Social Studies, Chadigarh: Mohindra Capital Publisher, 1958.

OPTIONAL - X: METHODS OF TEACHING HISTORY

COURSE OBJECTIVE: To enable the pupil teacher to;

- Appreciate the need for learning history.
- Develop knowledge about the basic principles governing the construction of history curriculum.
- Develop the classroom skills needed for teaching history using modern methodologies.
- Acquire the ability to complete the plan for institution.
- Develop the ability to organize co-curricular activities and community resource for promoting history learning.
- Acquire the ability to develop instructional support materials.

UNIT – I Need and Significance of Teaching History in Schools

- Concept of history.
- Correlation and differentiation of history with Geography, Political Science, Economics and Literature.
- Objectives of teaching history at secondary level.

UNIT – II: Curriculam of History-

- Principles of construction of curriculum of History.
- Charactersticks of good Curriculam

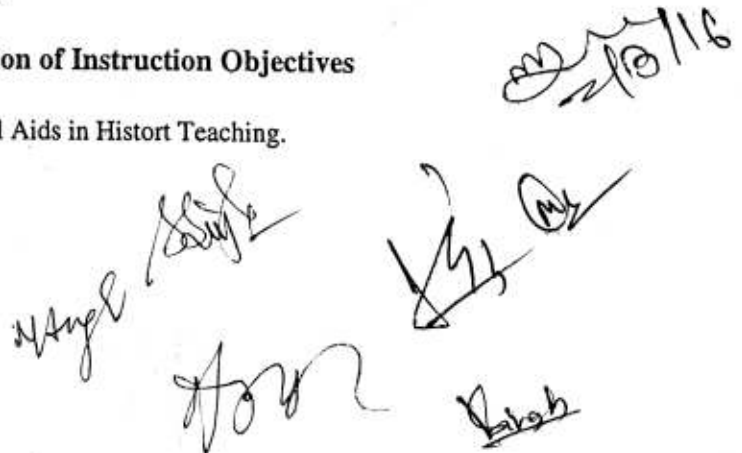
UNIT – III: Importance of Instructional Strategies in Teaching History

- Methods of teaching history – Lecture, Lecture-cum-discussion, Source method, Project, Social Recitation, Supervised Study, Story Telling, Chronological and Team Teaching.

UNIT – IV Content Analysis and Formulation of Instruction Objectives

- Lesson plan and unit plan.
- Need and importance of Audio Visual Aids in Histort Teaching.

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- Arranging, organizing, planning, executing and reporting of Field trips.
- History room.
- Role-playing.

UNIT – V Purpose of Evaluating History Teaching

- Salient features of summative and formative evaluation in History.
- Diagnostic and Remedial teaching.
- Question preparation in objective and essay type tests.
- Preparation of Achievement test in History.
- Action research and project work in History Teaching.

Assignment - Student are required to do any two of the following.

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research / Project work on any one relevant problem of this Pedagogy of school subject.

BOOKS RECOMMENDED

- 1 Ghatge, V.D. (1989) : history Teaching, Chandigarh, Haryana Hindi Granth Academy.
- 2 Tyagi, Gursaran Das (1995) : Teaching of History, Agra, Vinod Pustak Mandir
- 3 Sharma, R.A., (1994) : *ITI HAS SHIKSHAN*, Meerut, Loyal Book Depot.
- 4 Dixit, Upendranath And Hestingh Baghela, (1990) : *ITI HAS SHIKSHAN*, Jaipur, Rajasthan Hindi Granth Academy.
- 5 Kochar, S.K., (1994) : The Teaching Of History, Delhi, Vikas Publishing House.
- 6 Carr, E.H., (1952) : What Is History, Oxford University, Press.

OPTIONAL - XI: METHODS OF TEACHING GEOGRAPHY

COURSE OBJECTIVES: To enable the pupil teacher to:

- Develop an understanding of teaching Geography.
- Develop the classroom skills needed for teaching Geography.
- Develop geographical sense, critical thinking and scientific outlook.
- Acquire the ability to develop instructional support materials.

UNIT – I The Modern Concepts of Geography.

- Scope of Geography.
- Importance of Geography in the school curriculum.
- Aims and objectives of teaching Geography at various levels
- Qualities of Geography Teacher.
- Correlation of Geography with other School Subjects

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UNIT - II. Curriculum

- Principles of curriculum construction.
- Curriculum of Geography at different stages.

UNIT - III Lesson Planning in Geography. Need and Importance of Audiovisual Aids.**UNIT - IV Methods of Teaching Geography**

- Lecture method.
- Discussion method.
- Regional method.
- Excursion method.
- Project method.

UNIT - V Need and Importance of Geography Room, Equipments and Museum**UNIT VI Evaluation in Geography**

- Traditional and modern concepts of evaluation.
- Different types of tests-essay type, short answer type and objective type, their merits and demerits
- Diagnostic and Remedial teaching.
- Action research and project work in Geography Teaching.

Assignment - Student are required to do any two of the following.

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research / Project work on any one relevant problem of this Pedagogy of school subject.

BOOKS RECOMMENDED

- | | | |
|----|------------------------------|------------------------------|
| 1 | Arora, K.L. | : Teaching of Geography. |
| 2 | Gopsil, G.H. | : The Teaching of Geography. |
| 3 | Grieve, J.S. | : Geography in School. |
| 4 | Kaul, A.K. | : Teaching of Geography. |
| 5 | Maenee, E.A. | : The Teaching of Geography. |
| 6 | Shaida, B.D. and J.C. Sharma | : Teaching of Geography. |
| 7 | Singh, H.N. | : Teaching of Geography. |
| 8 | Srivastava, K. M. | : Bhoogole Shikshan. |
| 9 | The rall, Z.A. | : Teaching of Geography. |
| 10 | Verma, J.P. | : Teaching of Geography. |

OPTIONAL - XII: METHODS OF TEACHING ECONOMICS**COURSE OBJECTIVES:** To enable the pupil teacher to:

- Appreciate the need for learning Economics.
- Develop knowledge about the basic principles governing the construction of Economics curriculum.

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- Develop the classroom skills needed for teaching of Economics using modern methodologies.
- Acquire the ability to complete the plan for instruction.
- Develop the ability to organize co-curricular activities and community for promoting Economics learning.
- Acquire the ability to develop instructional support materials.

COURSE CONTENT

UNIT – I Need & Significance of Teaching Economics.

- Concept/Nature of teaching Economics.
- Correlation and differentiation of Economics with other Social Science subjects- Geography, History, Political science.
- Aims and Objective of Economic Teaching.
- Qualities of Economic Teacher.

UNIT –II Principles of Economics Curriculum Construction.

- Approaches to organize Economics curriculum in terms of concentric, correlation, and integration approaches.

UNIT – III Importance of Instructional Strategies in teaching Economics.

- Strategies in teaching Economics.
- Methods of teaching Economics – Lecture, Lecture-cum-discussion, Projects, Source method & Team-teaching.
- Need and importance of Audio Visual aids in Economic.

UNIT – IV Objectives of teaching Economics for:

Lesson Planning
Unit Planning

UNIT – V Arranging, Organizing, Planning, Executing and Reporting of Field Trips.

- Organizing Economic clubs and thought provoking programmes like quizzes.

UNIT – VI Purpose of Evaluation in Economics.

- Salient features of summative and formative evaluation.
- Question preparation for objective and essay type examinations.
- Diagnostic and Remedial teaching.
- Action research and project work in Economic Teaching.

Assignmen - Student are required to do any two of the following.

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research / Project work on any one relivent problem of this Pedagogy of school subject.

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BOOKS RECOMMENDED:

- 1 Chakravarty, Sakhomy : Teaching of Economics in India, Bombay, 1987.

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• Organizing commerce clubs and thought provoking programmes like quizzes.

UNIT – VI Purpose of Evaluation in Commerce.

- Salient feature of summative and formative evaluation.
- Question preparation and objectivity in essay type examinations of commerce.
- Preparation of unit tests.
- Diagnostic and Remedial teaching.
- Action research and project work in Economic Teaching.

Assignment - Student are required to do any two of the following.

- Construction, administration and Evaluation of an Achievement test .
- Construction/Preparation of low cost/improvised material aids.
- Preparation of a question paper at Secondary level
- Action research / Project work on any one relivent problem of this Pedagogy of school subject.

BOOKS RECOMMENDED

- 1 Dame, J.F. & A.R. Brinknan : Guidance in Business Education, South Western Pub. Co.
- 2 NCERT : Teacher's Guide in Book Keeping and Accounting, New Delhi.
- 3 Rai, B.C. : Commerce Teaching, Lucknow Prakashan Kendra.
- 4 Singh, Rampal & Prithvi Singh : *Vanijya Shikshan*, Agra: Vinod Pustak Mandir.

PRACTICAL ACTIVITIES (FIRST YEAR)

(A). READING AND REFLECTING ON TEXTS

COURSE OBJECTIVES: To enable the pupil teachers to

1. Read and respond to a variety of texts in different ways.
2. Enhance their capacity as readers and writers.
3. Learn to think together.

COURSE CONTENT: Reading and reflecting on any two of the following texts;

- SHANTINIKETAN by Shivani. Radhakrishan Prakashan, 2007.
- AAPKA BUNTY by Mannu Bhandari, Radhakrishan Prakashan, 2006.
- What is Worth Teaching by Krishan Kumar, Hyderabad: Orient Blackswan Pvt. Ltd. 1992..
- BALKON MEIN BHASHA VIKAS by Krishan Kumar, National Book Trust, 2000.
- DIVA SWAPNA, by Gijju Bhai Badheka Translated into Hindi by Kashinath Trivedi, New Delhi: National Book Trust, 1991.
- SHIKSHA AUR VIDYA by Achary Shriram Sharma, Akhand Jyoti Sansthan, Mathura, 1990

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(B). MICRO-TEACHING AND LESSON PLANNING**COURSE OBJECTIVES:** To enable the pupil teachers to;

1. Develop practical understanding of micro teaching.
2. Develop practical understanding of lesson planning.
3. Develop practical understanding of preparation of TLM.

COURSE CONTENT

Preparing the records/ reports on all of the following;

- To prepare and practiced skill based micro teaching lesson plans of five teaching skills in each of the two pedagogic subjects.
- To prepare objective based five macro lesson plans in each of the two pedagogic subjects.
- To prepare one soft lesson plan for each of the two pedagogic subjects.
- To prepare two TLM for each of the two school subjects.

(C) PERSONALITY DEVELOPMENT AND YOGA**COURSE OBJECTIVES:** To enable the pupil teachers to;

1. Develop a holistic and integrated understanding of the human self and personality.
2. Develop the skills of personal growth.
3. Develop social relational sensitivity and effective communication skills.

COURSE CONTENT

- Performing and report writing on any two of the following;
- Interaction with minimum 10 children from class or community regarding his/ her Dreams educational aspirations and problems.
- Debate on important educational/ social/ local issues to understand the hidden beliefs and prejudices.
- Presentation/ narration of life stories of Educationalist /Social Reformer in your area .
- Organizing minimum Ten activities of Yoga/ physical exercise/ warm up exercises/ cool down exercises.
- Self-composed poems/stories and anecdotes.
- Sharing of special Events experiences in peer group.
- Project work based on any Social problem.

(D): DRAMA , ART AND MUSIC IN EDUCATION**COURSE OBJECTIVES:** To enable the pupil teachers to;

- Give message to the society regarding educational and social problems
- Understand the functioning of informal agents of education.
- Organize different types of educational activities.

COURSE CONTENT

Performing and report writing on any two of the following;

- Dramatization on educational/ social problems
- Street Play on educational/ social problems
- Organizing Quiz / Educational Exhibitions

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- Visit to places of Arts/ Crafts and educational importance
- Role of Movies and Media in addressing on educational/ social problems
- Understanding the Development of child in diverse social contexts like caste, religion etc.
- Study of regional Art, Music, Dance and Theatre
- Understanding of self, peers and surrounding
- Role of SUPW(Socially Useful Productive Work) in Educational/ Vocational Context.

B. Ed. SECOND YEAR

COURSE – I: Educational Administration, Management and . . Environmental Education

COURSE OBJECTIVES:

1. To acquaint the student teacher with the concept of Educational Administration and Management
- 2 To enable the student teachers to understand the role of different bodies of central and state governments in Education.
- 3 To enable the student teachers to understand the role of Principal in school management.
- 4 To enable the student teachers to understand the importance of environmental Education.
- 5 Concept of classroom management its characteristics and strategies

COURSE CONTENT:

UNIT – I Meaning and Nature of Educational Administration.

- Objectives and scope of Educational Administration.
- Function of Educational Administration.
- Principles of Educational Administration.
- Type of Educational Administration.
- Theories of Educational Administration.

UNIT – II Central Administrative Machinery of Education.

- Role of the Central Government in Education.
- Advisory bodies of the Union Government in the field of Education.

UNIT – III State Administrative machinery of Education in Uttar Pradesh.

- The functions of the State Department of Education.
- Role of the Local bodies and NGOs in Education.
- Role of the Head Master in School management.

UNIT – IV Meaning and nature of School Management

- Objectives and Scope of School Management

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- Methods of School Management – Human Resource Power Method, Cost Method, Social demand Method and Social Justice method .
- School Academic Calendar and Time Table
- Educational Supervision and School Discipline.
- Managing Co-Curricular Activities
- School Budget
- Classroom Management
- Teacher as a Learning Manager

UNIT – V Environmental Education-

- Concept of Environment, Its Components and Scope
- Disaster Management
- Environmental education-Meaning, Scope and Nature
- Environmental Hazards and Educational Remedies
- Role of School in Environmental Conservation and Sustainable Development

UNIT –VI Health Education

- Concept of human Health and Hygiene
- Basic Health Services
- Understanding preventive Physical and Mental health Measures- Balanced Diet, Nutrition, Yoga, Stress Management
- Role of Teachers, School and Society to Understand Health and Safety Issues
- Common Diseases and their Prevention
- Health , Population Control and AIDS
- Educational Implications of Glands in Human Body

ASSIGNMENTS: Students are required to do any two of the following assignments;

- Developing Hygienic Environment in the Classroom and School
- Preparation of Charts regarding central and state machinery of educational administration at center and state level.
- To visit a village and educate people regarding Water Management.

BOOKS RECOMMENDED:

- 1 Bhatnagar, R.P. & V. Agrawal : Educational Administration, Surya Publications, Meerut, 1997.
- 2 Gaiind, D.N. & R.P. Sharma : Educational & Secondary School Administration, Ram Prasad & Sons, Agra, 1966.
- 3 Newman, William H. : Administrative Action, McGraw Hill London, 1963.
- 4 Owen, R.G. : Organizational Behavior In Schools, Prentice Hall, Inclave, Englewood Cliffs, New Jersey, 1970.
- 5 Reeser Clayton : Management: Functions & Modern Concepts Scott Freshman And Co., Illinois, 1973,
- 6 Shukla P.D. : Administration of Education In India, Vikas Publishing House, New Delhi, 1983.
- 7 Tead Ordway : The Art of Administration, McGraw Hill Co., New York, 1951
- 8 Agarwala, S.N : India's - Population, Asia Publishing House, New Delhi.

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- 9 Ali, Syed Ashfaq : Population Problems in India and Abroad Jai Bharat Publishing House, Bhopal, 1983.
- 10 Bandhu, D. & N.L. Ramanathan: Education for environmental Planning & conservation. (Ed.) Indian Environmental Society, New Delhi, 1982.
- 11 Bose, Ashish (Ed) : Pattern of population Change in India, Allied publishers, New Delhi.
- 12 Bose, Ashish (et. al.) : Population studies in India. Vikas Publishing House Pvt. Ltd. New Delhi.
- 13 NCERT : Population Education for Teachers, NCERT, New Delhi, 1974.
- 14 Pandey, K.P. & S. Pandey : Paryavaran shiksha avam Bhartiya Sandharbh, Bhartiya Paryavaran Siksha Parishad.
- 15 Report : Our Common Future --- Report of the World Commission on Environment & Development, Oxford University Press, New Delhi.
- 16 Sharma, R.A. : Environmental Education, R.Lall book Depot, Meerut.

COURSE-II: ASSESSMENT OF LEARNING AND ACTION RESEARCH

COURSE OBJECTIVES To enable student teachers to;

1. Acquire knowledge of assessment and evaluation
2. Develop understanding of process of summative and formative evaluation
3. Understand the concept of continuous and comprehensive evaluation.
4. Develop skills to use statistics in Educational Evaluation
5. To help students prepare an action research proposal based on their understanding of the process of action research.

UNIT-I: Perspective in Assessment and Evaluation

- Meaning, Principles and Purposes of Assessment.
- Relationship between Measurement, Assessment and Evaluation.
- Continuous and comprehensive evaluation: concept and need
- Forms of assessment based on
 - Purpose (prognostic, formative, diagnostic and summative),
 - Scope (teacher made, standardized),
 - Attribute measured (achievement, aptitude and attitude),
 - Nature of information gathered (qualitative, quantitative),
 - Mode of responses (oral and written; selection and supply),
 - Nature of interpretation (norm referenced, criterion referenced) and
 - Context (internal, external)

UNI- II: Tools and Techniques of Assessing Learning

- General principles of test construction, Construction of table of specifications and writing different type of test items- various forms of objective type, short answer type, essay type and interpretive exercises
- Construction of diagnostic test

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- Assessment of Performance: tools and techniques for assessment of skills
- Existing Practices: Unit tests, half-yearly and annual examinations, semester system,
- Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity
- Role of feedback in improving learning

UNIT-III: Fundamentals of Statistics

- Data, Scores and Scales of measurement
- Meaning, nature and scope of educational statistics, Frequency distribution, tabulation and graphical representation of data (Histogram, Frequency Polygon, Ogives, Pie-Diagram)
- Measures of central tendency- computation and uses of mean, median and mode
- Standard Deviation
- Correlation- concept, types and interpretation; Rank difference Method of measuring correlation coefficient

UNIT-IV: Understanding Action Research

- Research: Definition, Meaning and Types
- Action Research: Meaning, Nature and Scope of Action Research; Types of Action Research (Individual and Collaborative)
- Action research as a means for professional development of teachers
- Limitations of Action Research
- Methods used in Action Research (Experimental, Diagnostic and Remedial and Case Study)

UNIT-V: Conducting Action Research

- Defining an Action Research Problem and creating a narrative explanation of the Problem
- Substantiating the potential causes of Problem through evidence (Data)
- Writing working Research Questions
- Reviewing Literature for Potential Context Specific Solutions to the problem
- Planning an intervention
- Preparing Action Research Proposal
- Data collection and Analysis (Different Tools and Analysis procedures)
- Expected Outcome from Intervention
- Preparing Action Research Report.

ASSIGNMENTS: Students are required to do any two of the following assignments;

1. Construction of an Achievement Test in any school subject at Secondary Level.
2. Development of a progress card for continuous and comprehensive evaluation of the students at the secondary level.
3. Present an outline for an Action research Project that is relevant to addressing a problem in context of school.

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BOOKS RECOMMENDED:

1. Anastasi, A. and Urbina, S. (2005). *Psychological Testing*. Singapore: Pearson Education.
2. Ebel, R.L and Frisbie (1979). *Educational Achievement*. Singapore: Pearson Education.
3. Gronlund, N.E and Linn R.L.(2003). *Measurement and Assessment in Teaching*, Singapore: Pearson Education.
- 4 Nitko, A.J. (2001). *Educational assessment of students* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
5. Reynolds, C.R, Livingston, R.B and Willson Victor(2005). *Measurement and Assessment in Education*, New York: Pearson
6. Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
7. Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin
8. Natrajan V. and Kulshreshta S.P. (1983). *Assessing non-Scholastic Aspects-Learners Behaviour*. New Delhi: Association of Indian Universities.
9. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
10. Norris N.(1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
11. Singh H.S.(1974). *Modern Educational Testing*. New Delhi: Sterling Publication
12. Stanley, J.C and K.D Hopkins(1978). *Educational and Psychological Measurement and Evaluation*. New Delhi: Prentice Hall of India.
13. Thorndike, Rober, L and Hagen, Elizabeth, (1955). *Measurement and Evaluation in Psychology and Education*. New York: John Wiley and Sons. Inc
14. Thorndike, R.L. & E.P. Hagan Measurement and Evaluation in Psychology and Education, (III ed) Wiley Eastern Ltd. New Delhi
15. Carr, W. and S. Kemmis (1986). *Becoming Critical: Education, Knowledge and Action Research*. Geelong: Deakin University Press..
16. Building Teacher-Researcher Collaboration: Dilemmas and strategies, *Educational Action Research*, Volume 2, No. 2 available online at <http://dx.doi.org/10.1080/0965079940020206>
17. Newton, P., & Burgess, D. (2008). Exploring Types of Educational Action Research: Implications for Research Validity, *International Journal of Qualitative Methods*, available online at <http://creativecommons.org/licenses/by/2.0>

COURSE III : CONTEMPORARY INDIA AND EDUCATION: CONCERNS AND ISSUES**COURSE OBJECTIVES: To enable student teacher to;**

- Understand the influenced of socio-political forces of the time education.
- Understand the characteristic features, strengths and weaknesses of ancient, medieval, British and contemporary system of Education in India.

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- Understand the contribution of various major committees and commissions on education set up from time to time;
- Appreciate the development of Indian education in the post-independence era.
- Understand the critical issues of contemporary system of education in India.

COURSE CONTENT

Unit-I: Education in Pre Colonial Era;

- Concept, aims and characteristics of Education in Vedic, Buddhist and Islamic Era;

Unit-II: Education in Pre-independence Era;

- Main recommendations of

Charter Act-1813,
Macaulay's Minute-1835
Woods Despatch-1854
National Education Movement
Gokhale's Bill and Wardha Scheme of Education

Unit-III: Education in Independent Era;

- Recommendations on Teacher Education, Primary Education, Secondary Education, Higher Education and Vocational Education of the following:
University Education Commission
Secondary Education Commission
Education Commission
NPE and Revised NPE
Knowledge Commission

Unit-IV: Crucial Issues of Education

- Education to live together
- Peace Education
- Gender Issues
- Inclusive Education

Unit-V: Government Initiatives in 21st Century

- Sarva Shiksha Abhiyan
- Rastriya Madhyamik Shiksha Athiyan
- Rastriya Uchcharat Shiksha Abhiyan
- Right to Education Act-2009
- National Curriculum Framework

Unit-VI: Education in Indian Constitution;

- Constitutional provisions for education
- Role of education in promoting constitutional values (freedom, justice and democracy)
- Alternative experiments in Education-SNDT, Banasthali Vidyapeeth, EKLAVYA.
- Role of NCERT, SCERT, Distance Education, IGNOU, NIOS, NCTE.

ASSIGNMENTS: Students are required to do any two of the following assignments;

1. A study of a school in historical perspective.
2. Study of MDM Programme being run at least in five schools.
3. A comparative study of any two National Policies on Education.

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BOOKS RECOMMENDED:

1. Altekar, A.S. : Education in Ancient India, Varanasi: The Indian Book shop, 1934
2. Ghosh, S.C. : Educational Policy in India since Warren Hastings, Calcutta: *Naya Prakashan*, 1989
3. Jaffar, S.M. : Education in Muslim India, Lahore, 1936
4. Mukherjee, R.K. : Ancient Indian Education, Delhi: Motilal Banarasi Das, 1960
5. Nurrullah, S. and J.P. Naik : A Students History of Education in India, Bombay; Macmillam.
6. Pandey, R.S. : Development of Indian Education System, Vinod Pustak Mamdir, Agra, 2005
7. Saraswat, Malti et.al. : Bhartiya Shiksha ka Itihas Evam Samasyayen, New Kailash Prakashan, Allahabad, 2013
8. Uppal, S. (Ed.). Basics in Education Textbook for B.Ed. Course, New Delhi: NCERT, 2014
9. Varghese, A. : Education for the Third Millennium, Indore: Satprachar Press, 2000.

PRACTICAL ACTIVITIES (SECOND YEAR)

School internship would be a part of the broad area of 'Engagement with the Field'. Students will be actively engaged at teaching for 16 (sixteen) weeks in Second year. Each candidate shall have to compulsorily undergo the following learning experiences of school internship (practical activities) in second year.

1. Teaching of minimum 40 (forty) supervised lessons (20 in each school subject taken up as pedagogy of school- I and II in actual classroom situation and prepare a record of their observation.
2. Observations of 20 peers teaching sessions in the actual classroom situation and prepare a record thereof.
3. Following activities will be done by the student-teachers in real school situation under the supervision of teacher educators and prepare a record thereof;
 - Maintenance of Registers and Records.
 - School Assembly.
 - Conducting Socio metric test in the class room.
 - Administration of intelligence test/Personality test/ Aptitude test on the students and analysis of results.
 - Preparation of Cumulative records.
 - Preparation of School Time-Table.
 - Organization of Quiz Programme/ Debate/ PTA Meeting.
 - Preparation of School Diary
4. Action research/Project work: in any one of the concerned pedagogic course
5. Planning and organisation of Academic Tour (minimum three days)

Mewari 23/16
Dr. (Smt) Mohini Tewari

Dean, Faculty Of Education,
Dr. RML Avadh University, Faizabad

Head, Faculty of Education
LBS PG College, Gonda - 271001
Mob. 9454513266
Email: mohinitewari001@gmail.com

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To,
The Registrar (Academic)
Dr RML Avadh University
Faizabad.

Date : Nov 03, 2015


Sub. : New Syllabus for M.Ed. Two Years Programme w.e.f. Session 2015-16

Sir,

With due deference this is to bring to your kind notice that as per the resolution of meeting of Board of Studies, Faculty of Education (B.Ed./M.Ed.) held on June 30, 2015 on the premises of University, please find attached herewith the recently framed/prepared syllabus for M.Ed. two years programme (annually based).

Please do accordingly.

Regards
Sincerely Yours



Dr. Angad Singh

Head, Faculty of Education
RRPG College, Amethi - 227405
(Accredited 'A' Grade by NAAC)
Convenor, Board of Studies in Education
Dr. RML Avadh University, Faizabad
Mob. 9415931931
Email : angadsinghamethi@gmail.com