



S. S. KHANNA GIRLS' DEGREE COLLEGE

Prayagraj

Accredited at "A" Grade by NAAC

(A Constituent College of University of Allahabad)

**Two Year B.Ed. Programme
(As per CBCS Rules)**

2022-24

- RULES
- ACADEMIC CALENDAR
- SYLLABUS



Dr. Madhu Tandon B.Ed. Faculty

डॉ. मधु टण्डन बी.एड. संकाय

*"Good Education depends upon good teachers & goodness of teachers
depends upon the quality of teacher education."*



छात्राध्यापिकाओं हेतु नियम (RULES FOR PUPIL TEACHERS)

1. छात्राध्यापिकाओं के लिए दोनो पाली में 90 प्रतिशत उपस्थिति अनिवार्य है।
An attendance of 90% is compulsory in both the meetings.
2. छात्राध्यापिकाओं को निर्धारित गणवेश में ही उपस्थित होना है।
It is mandatory to follow the defined dress code.
3. सभी पाठ्यचर्यात्मक कार्य तथा प्रायोगिक कार्य के लिए छात्राध्यापिकाओं की न्यूनतम उपस्थिति 80 प्रतिशत होगी तथा स्कूलबद्ध प्रशिक्षण के लिए न्यूनतम उपस्थिति की सीमा 90 प्रतिशत होगी।
The minimum attendance of Pupil-teachers shall have to be 80% for all course work and practicum and 90% for school internship/field attachment (According to NCTE, The Gazette of India : Extraordinary, Part III–Sec. 4
4. आंतरिक मूल्यांकन इलाहाबाद विश्वविद्यालय के सी.बी.सी.एस. नियम के आधार पर होगा।
Internal assessment will be as per CBCS rules of University of Allahabad) (According to University of Allahabad
5. बी.एड् कोर्स के दौरान नियोजन की स्थिति में कोर्स के अन्तिम सेमेस्टर की परीक्षा के उपरान्त ही कार्यभार ग्रहण हेतु अनुमति दी जायेगी।
In case of placement for job, joining will be allowed only after completion of the last semester of B.Ed.

S.N.	Months	Semester I	Semester III
		Activities	Activities
1.	July	Assembly Rangoli Yoga	Assembly Cleanliness of Campus and Beautification, Aesthetic Development Cleaning of Furniture, Gardening
2.	August	Assembly Clay Modeling Model Play Sports and Game Yoga Organisation of PTA Formation of Student's Council National Day celebration Fresher Function Internal Assessment T2: - Reading of books of thinkers and reflection of books Preparation of developmental profile of a student	Assembly Construction of Student's Council Cleanliness of Campus and Beautification Fresher Function National Day Celebration Rally School Internship II (Practice Teaching) Internal assessment T2: - Teaching of 2 Criticism Lesson Plans (One in each teaching subject) to be evaluated by a board of 2 internal teacher educators
3.	September	Assembly Poster Puppet Making Music Debate/Speech Sports and Game Yoga Internal assessment T2 : - Identifying reading or writing of difficulties of a student Micro Teaching and preparing a lesson plan based on any one model of teaching and its delivery in simulated situation.	Assembly Cleanliness of Campus and Beautification Community work S.U.P.W. Teachers day celebration Gardening Internal assessment T2: - Construction and administration of objective type achievement test
4.	October	Assembly Painting Dance Elocution/Recitation Sports and Game Yoga	Morning Assembly Gardening Cleanliness of Campus and Beautification Aesthetic development Cultural Programme Guiding First Aid Cleaning of Furniture Internal assessment T2 : - Development of computer aided materials/ slides/Power Points.
5.	November	Assembly Wall Magazines Internal Practical of Yoga Group Discussion Internal assessment: - Test- T1 and T3	Assembly Gardening Internal Assessment :- T1 & T3 (Evaluation of any 2 macro lesson plans in the subject, External evaluation of TE- 634 & 635 by a panel of 3 examiners (Final Exam of Practice Teaching)
6.	December	Assembly End Semester Practical examination of TE 631 by a panel of 2 examiners. External assessment of TE 601, TE 602, TE 603, TE 604 and TE 631	Assembly Aesthetic development External examination of TE- 605 & 606

S.N.	Months	Semester II	Semester IV
		Activities	Activities
1.	January	Assembly National Day Celebration Project on issues related to the School Subjects School internship-I (Management of School Activities)	Assembly National Day Celebration Reading Comprehension (Individual and Group wise) Reading of article from News Paper or Magazine Internal Assessment T2: - Measuring creativity of a Student
2.	February	Assembly School Internship-I (Management of School Activities and Learner Assessment) Planning and Organization of Local Field Trip by Pupil teacher Internal assessment T2: - Preparing Five Audio visual aids in each of two subjects	Assembly Reading Comprehension (Individual and Group wise) Reading of article from News Paper or Magazine Writing of different types of letters Internal assessment T2: - Study of any one problem of secondary education
3.	March	Assembly School Internship-I (Learner Assessment)	Assembly Writing summary of a Scene, Extrapolation of story, Converting a situation into dialogue. Writing job applications & resumes. Inter Collegiate Quiz Competition, Internal assessment T2: - Identification of common ailments of children in any one school & Preparing a report on school plant of any one school, Test: - T1
4.	April	Assembly School Internship-I Internal assessment T2: - Term Paper based on practical work Test: - T1 and T3	Assembly Audio visual presentation, Power point presentation Internal assessment T2: - Preparing of Action Research Proposal, conducting the Action Research Project in real classroom situation and submitting the report. Test : - T3
5.	May	Assembly External assessment of TE 651-661 & TE 662-672 (Optional Papers) External Evaluation of TE 632 & TE 633 on the basis of record of activities Viva-Voce by a Panel of two examiners	Assembly External evaluation of TE 637 on the basis of record of activities and Viva-Voce by a panel of 2 examiners, External Assessment of TE 607, 608, 609 & 610

B. Ed. Syllabus

(As Per CBCS Rules)

The B.Ed. programme of University of Allahabad is a two year programme which can be completed in a maximum of three years from the date of admission to the programme. The B.Ed. programme is of 80 credits.

The B.Ed. programme is divided into four semesters of 20 credits each.

SEMESTER - I

S.No. of Paper	Course Code	Course Title	Credit	Marks
1.	TE 601	Philosophy and Sociology of Education	4	100
2.	TE 602	Development of Learner	4	100
3.	TE 603	School Curriculum Development	4	100
4.	TE 604	Principles and Methods of Teaching	4	100
5.	TE 631	Personality Development & Yoga	4	100

Semester II

S.No. of Paper	Course Code	Course Title	Credit	Marks
1.	TE 651 - 661 (Optional)	Subject Knowledge Subjects taught at secondary level in any two of the following teaching subjects opted by the candidate - (TE 651) English (TE 652) Hindi, (TE 653) Sanskrit, (TE 654) Mathematics, (TE 655) Physical Science, (TE 656) Biological Science, (TE 657) History, (TE 658) Geography, (TE 659) Economics, (TE 660) Political Science, (TE 661) Commerce	2+2	50+50
2.	TE 662 - 672 (Optional)	Pedagogy of School Subject I (Any one of the following TE 662-672)	4	100
3.	TE 662 - 672 (Optional)	Pedagogy of School Subject II (Any one of the following TE 662-672 other than opted for School Subject I)	4	100
		(TE 662) Pedagogy of English Lang. & Literature (TE 663) Pedagogy of Hindi Lang. & Literature (TE 664) Pedagogy of Sanskrit Lang. & Literature (TE 665) Pedagogy of Mathematics (TE 666) Pedagogy of Physical Science (TE 667) Pedagogy of Biological Science (TE 668) Pedagogy of History (TE 669) Pedagogy of Geography (TE 670) Pedagogy of Economics (TE 671) Pedagogy of Political Science (TE 672) Pedagogy of Commerce		
4.	TE 632	School Internship – I (Management of School Activities)	4	100
5.	TE 633	School Internship – I (Learner Assessment)	4	100

Semester III

S.No. of Paper	Course Code	Course Title	Credit	Marks
1.	TE 605	Assessment of Learning	4	100
2.	TE 606	Education Technology & ICT	4	100
3.	TE 634	School Internship – II Subject I (20 Lesson Plans + 1 Final lesson plan teaching)	4	100
4.	TE 635	School Internship – II Subject II (20 Lesson Plans + 1 Final lesson plan teaching)	4	100
5.	TE 636	School internship - II (Community Work)	4	100

Semester IV

S.No. of Paper	Course Code	Course Title	Credit	Marks
1.	TE 607	Psychology of Learning	4	100
2.	TE 608	Education in Contemporary Indian Society	4	100
3.	TE 609	School Management	4	100
4.	TE 610	Action research	4	100
5.	TE 637	Language Across the Curriculum	4	100

EVALUATION :

- Evaluation of Course Code TE 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 651-672 will be 40% internal and 60% external. Internal assessment will be as per CBCS rules of University of Allahabad. T1 & T3 shall be tests. T2 will be compulsory and based on activities and their reports.
- Question paper for external assessment will consist of 4 questions with internal choice.
- TE 631 will be of 4 credits (2 Credit Theory + 2 Credit Practical i.e 50 Marks Theory & 50 Marks Practical). Evaluation of Course Code TE 631 Theory will be 40% internal and 60% external and evaluation of TE 631 Practical will be 40% internal and 60% external. End-semester practical examination will be conducted by a Panel of 2 Examiners suggested by BOS (Board of Studies).
- Evaluation of Course code TE 632, 633, 636, 637 will be 40% internal and 60% external. External evaluation will be done on the basis of record of activities and Viva-Voce by a Panel of 2 Examiners suggested by BOS (Board of Studies).
- Evaluation of Course code TE 634, 635 will be 40% internal and 60% external. External evaluation will be done by a Panel of 3 Examiners suggested by BOS (Board of Studies).

Semester I

Course Code-TE 601 (4 Credits) Philosophy and Sociology of Education

Unit - I :

- Philosophy of Education : Nature, Scope and need
- Philosophical foundation of Education : Essential features of naturalistic, pragmatic, idealistic and realistic approaches and their educational implications. Existentialism Characteristics and educational implications

Unit - II :

- Educational Thinkers: Educational ideas of Tagore. Gandhiji, Sri Aurobindo and Zakir Hussain

Unit - III :

- Educational Sociology: Meaning, scope and need
- Culture, Social Mobility and Modernization : Their nature and their impact on education, role of education in social reconstruction.

Unit - IV :

- Social Stratification and its effect on Education.
- Social Change and Socialization : Their concepts, factors influencing social change, education for social change and socialization.

Internal Assessment

T2	:	Reading of books of thinkers and reflections on books.
T1 & T3	:	Test

Book Recommended :

- **Rusk** : The Philosophical Bases of Education
- **Qad. L.K.** : Shiksha Ki Darshanik Evam Samaj Shastriya Prishthabhoomi
- **Pandey, R.S.** : Shiksha Darshan
- **Pradhan** : Ravindranath Ka Shiksha Darshan
- **Ruhela, S.P** : Shiksha Ka Samajshastra
- **Ruhela, S.P. & Ahmad, I** : Uniqueness of Zakir Hussain and His Contributions.

Course Code - TE 602 (4 Credits) Development of Learner

Unit-I

- Educational Psychology: Nature, scope and methods
- Principles of growth and development, Development Characteristics of secondary school students: Characteristics of cognitive, social, moral and emotional development
- Individual differences and their educational implications.

Unit-II

- Mental Health and Adjustment: Characteristics of a mentally healthy student, principles of mental health, threats of adjustment, behaviour problems of learners, adjustment mechanism.

Unit-III

- Intelligence and Personality : Meaning, Nature and theories.

Unit-IV

- Children with Special Needs: Identification of gifted, mentally retarded, delinquent and handicapped children, special versus inclusive education.

Internal Assessment :

T2 : Preparation of developmental profile of a student.

or

Studying characteristics of a child with special needs.

T1 & T3 : Test

Books Recommended :

- **Bigge, M. L. & Hunt, M. P. :** Psychological Foundations of Education
- **Graig, R. C., Mehrens, WA. & Clarizaion, H. F. :** Contemporary Educational Psychology
- **Gupta, S. P :** Adhunik Shiksha Manovigyan
- **Hurlock, E.P. :** Child Development
- **Mathur, S. S. :** Shiksha ka Manovigyan
- **Pandey, R. S. :** Shiksha Manovigyan
- **Rao, S. N. :** Advanced Educational Psychology
- **Singh, A. K. :** Shiksha Manovigyan
- **Woolfolk, A. E. :** Educational Psychology
- **Misra, K. S. :** Shiksha Manovigyan Ke Naye Kshitij

Course Code-TE 603 (4 Credits)
School Curriculum Development

Unit-I

- Educational Objectives : Classification, writing them in the terms of behavioural outcomes

Unit-II

- Curriculum Meaning, difference from syllabus, types of curriculum, curriculum development : A historical perspective, Defects in existing curriculum.

Unit-III

- Approach to Curriculum Development : Curriculum designs, principles of curriculum construction, steps in the process of curriculum development.
- Organization of curriculum: Selection of curriculum experiences and objectives, sequencing of curriculum, curriculum integration.

Unit-IV

- Professional support for curriculum development : Role of NCERT, CBSE, SCERT, and SIES, Preparing curriculum handbooks, modules, source material and innovative instructional material, Text books, their types, features, role in learning and evaluation of textbooks, NCF (2005)- Special Features

Internal Assessment

T2 : Analysis of any lesson of a school textbook **Or**
Identifying reading or writing difficulties of a student. **Or**
Teachers opinion about teacher's handbook.

T1 & T3 : Test

Books Recommended :

- **Balsara, M.** : Principles of Curriculum Construction
- **Biswas, N. B.** : Curriculum Studies : A Model for SAARC countries.
- **NCERT** : National Curriculum Framework for School Education
- **Ornstein, A. C** : Curriculum : Foundations, Principles & Theories
- **Prasad, J. & Kaushik, V. K.** : Advanced Curriculum Construction
- **Yadav, S. R.** : Pathayakram Vikas

Course Code-TE 604 (4 Credits)
Principles and Methods of Teaching

Unit I

- Process of Teaching : Meaning, phases and level of teaching, Basic Teaching model
Communication process : Meaning, factors affecting it, means of communication.

Unit-II

- Teaching Skills : Skills of introducing a lesson, questioning, stimulus variation, illustration, explanation, closure, reinforcement, demonstration, micro-teaching and skill integration.

Unit-III

- Models of Teaching : Meaning, main features, types-concept attainment, concept formation, advance organizer, inquiry teaching. Simulated teaching, Interaction analysis, Cybernetics, Team teaching. Co-operative learning, Maxims of teaching.

Unit IV

- Brainstorming, Dialogue method, Participatory method, Project, Jigsaw activities and Constructivist method of teaching, Problem solving, Role playing, Dramatization, Seminar, Quiz, Programmed Instruction, Concept Attainment, Approaches to small group instruction, Resource centre based learning.

Internal Assessment :

T2 : Micro teaching practice

&

Preparing a lesson plan based on any one model of teaching and its delivery in simulated situation

T1 & T3 : Test

Books Recommended :

- **Misra, K. S.** : Shiksha Mai Nav Chintan: Shikshan Pratiman
- **Bruce, R. & Joyce** : Models of Teaching
- **Allen & Ryan** : Microteaching Reading
- **Aggarwal J. C.** : Principles and Methods of Teaching
- **Aggarwal, J. C.** : Essentials of Educational Technology
- **Kochhar, S.K.** : Methods and Techniques of Teaching
- **Kyriacou, C.** : Essential Teaching Skills

Course Code-TE 631 (4 Credits)
Personality Development and Yoga

4 credit

2 Credit theory + 2 credit practical

100 marks= 50 Theory and 50 Practical

Unit-I

Visual Art and Aesthetics

Theory

- Importance of Art and its place in the curriculum, correlation with other subjects.
- Discussion on art through examples of the works of old masters and contemporary artist.
- Discussion on different materials and mediums for creative expressions (water color, poster color, oil pastels, mix media, charcoal, acrylic etc)
- Organisation of exhibition at school level.

Practical

- Painting,
- Poster,
- Model,
- Clay Modeling.
- Wall Magazines,
- Rangoli,
- Puppet Making.

Unit II

Performing Art and oral communication

Theory

- Discussion on identifying themes worth exploring through drama,
- Selection of Songs
- Planning, scripting and execution stages of Dramatics.
- Communication -Meaning, Importance, Tips for good audio visual Presentation.
- Organisation of cultural programme at school level

Practical

- Play
- Music
- Dance
- Debate/Speech
- Elocution/Recitation
- Group Discussion

Unit III**Health and Games****Theory**

- Concept of Health and Physical Fitness
- Place of Games and sports in curriculum, their impact on health
- Organizing sport activities in school.

Practical

- General physical fitness exercise, rhythmic activities, Self Defense.
- Working rules and laws on the following Games—

(a) Football	(b) Hockey	(c) Cricket
(d) Volley Ball	(e) Badminton	(f) Kabaddi
(g) Table Tennis	(h) Basket ball	(i) Cycling
(j) Kho-Kho		

Unit IV**Yoga****Theory**

- Meaning concept and Definition of yoga
- History and importance of Yoga
- Objectives and Guidelines for yogic practices, safety measures, and precautions while performing Asans.
- The concept of triguna, five yamas and five niyams
- Physical base of yoga : Asans, type and practices
- Pranayam: meaning. Type and practices
- Different phases of pranayam-poorak (inhalation), kumbhak (retention), rechak (Exhalation)

Practical

- Aasan
- Pranayam-Anulom vilom, Bhastrika, Bhramri.
- Soorya Namaskaar
- Dhyaan

Semester II

Course Code-TE 651-661 (2+2 Credits)

Subject Knowledge

- The course content prescribed by UP Board in Class IX-X in corresponding teaching subjects shall be considered as the course content of 'Subject-knowledge'.

Note: The question paper of End Semester Examination for each school subject shall consist of 06 short answer question of 05 marks each. Eight questions will be set for each paper.

Internal Assessment :

T2 : Term paper based on practical work *or*
Project on issues related to the subject.

T1 & T3 : Test

(TE 651) English

(TE 652) Hindi

(TE653) Sanskrit

(TE 654) Mathematics

(TE 655) Physical Science

(TE 656) Biological Science

(TE 657) History

(TE 658) Geography

(TE 659) Economics

(TE 660) Political Science

(TE 661) Commerce

COURSE CODE-TE-651

ENGLISH

Unit I: Prose

- The Enchanted Pool
- Plants also breathe and feel
- Gandhijee and a coffee drinker
- The Ganga
- Marcopolo
- Playing the game

Unit II: Poetry

- The Mountain and the squirrel
- Indian Weavers
- The Fountain
- The Psalm of Life
- Sympathy
- Faithful friends

Unit III: Grammar

- Parts of Speech-Noun, Pronoun, Adjective, Verb, Adverb, Preposition, Conjunction, Interjection
- Tenses (past, present, future)
- Direct and Indirect speech
- Active and passive voice
- Translation

Unit IV: Composition

- Guided and free composition
- Letter writing (formal and informal)
- Unseen passage

COURSE CODE-TE-652
HINDI

Unit I :

- गद्य का विकास : संक्षिप्त परिचय
- मंत्र – प्रेमचन्द
- गिल्लू – महादेवी वर्मा
- मित्रता – आचार्य रामचन्द्र शुक्ल
- ममता – जयशंकर प्रसाद
- बात- प्रताप नारायण मिश्र
- भारतीय संस्कृति – राजेन्द्र प्रसाद

Unit II :

- काव्य का विकास
- साखी-कबीर दास
- पंचवटी – मैथिलीशरण गुप्त
- पुष्प की अभिलाषा – माखन लाल चतुर्वेदी
- पथ की पहचान – हरिवंश राय बच्चन
- भक्ति नीति – बिहारी
- स्वदेश प्रेम – राम नरेश त्रिपाठी

Unit III :

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| <ul style="list-style-type: none"> • रस • अलंकार • प्रत्यय • पर्यायवाची, विलोम, मुहावरे और लोकावित्याँ, संधि • शब्द रूप, धातु रूप | <ul style="list-style-type: none"> • छन्द • उपसर्ग • तत्सम • पत्र लेखन, निबन्ध |
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Unit IV :

- दीपदान – राम कुमार वर्मा
- लक्ष्मी का स्वागत – उपेन्द्र नाथ अश्क
- सीमा रेखा- विष्णु प्रभाकर
- नए मेहमान

COURSE CODE-TE-653
SANSKRIT

Unit I :

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|--|---|
| <ul style="list-style-type: none"> • अस्माकं राष्ट्रीय प्रतीकानि • नैतिक मूल्यानि • प्राचीन राष्ट्रीय शिक्षा व्यवस्था | <ul style="list-style-type: none"> • महात्मा बुद्ध : • लोकमान्य तिलक : • पर्यावरण शुद्धि : |
|--|---|

Unit II :

- | | |
|---|--|
| <ul style="list-style-type: none"> • नारी महिमा • विद्यार्थिचर्या • सुभाषितानि | <ul style="list-style-type: none"> • क्रिया कारक कुतुहलम् • गीतामृतं • भारत देश : |
|---|--|

Unit III :

- | | |
|--|---|
| <ul style="list-style-type: none"> • शकुन्तलाया पतिगृह गमनम् • भीमसेन प्रतिज्ञा • भोजस्य शल्यचिकित्सा | <ul style="list-style-type: none"> • श्रम एवं विजयते • महात्मनः संस्मरणानि • कारुणिको जीमूतवाहनः |
|--|---|

Unit IV :

- स्वर संधि के प्रकार, व्यंजन संधि
- समास परिचय-तत्पुरुष समास, कर्मधारय समास, द्वंद्व समास, द्विगु, बहुव्रीहि, अव्ययीभाव समास
- कारक

COURSE CODE TE-654
MATHEMATICS

Unit-I**Arithmetic :**

- Number System: Natural and whole numbers, integers, rational and real numbers, complex numbers (definition, meaning and properties)
- Ratio and proportion-direct and inverse ratios; indices-presentation and laws; application of percentage, simple and compound interest, profit and loss.

Unit-II**Algebra :**

- Set Theory: Notation and elements of sets, different types of sets finite, infinite set, null set, subset, complementary set, union and intersection of sets.
- Functions of Expressions : Identities and their applications: $(a+b)^2$, $(a-b)^2$, (a^2-b^2) , $(a+b)^3$, $(a-b)^3$, $(a+b+c)^2$
- Linear Equations: Linear equation and numerical problems based on it.

Unit-III**Geometry & Constructions :**

Characteristics of congruent and similar triangles, verification of Pythagoras theorem, verification of following:

- (i) The sum of any two sides of a triangle is always greater than the third side of the triangle.
- (ii) Perpendiculars drawn from the vertices of a triangle on opposite sides are concurrent.
- (iii) Medians of a triangle are concurrent.
- (iv) All the three perpendicular bisectors of the sides of a triangle are concurrent.
- (v) Internal bisectors of all the three interior angles of a triangle are concurrent.
- (vi) Opposite sides/angles of a parallelogram are equal.
- (vii) Diagonals of parallelogram bisect each other and converse..
- (viii) Diagonals of a rectangle are equal.

Construction:

- (i) To bisect a given line segment.
- (ii) To bisect a given angle.
- (iii) To draw a line parallel to a given line.
- (iv) To construct a triangle- When all the three sides are given, all three angles are given, two sides and one angle is given and two angles and a side is given.
- (v) To construct a right angled triangle when hypotenuse and one side is given.
- (vi) To construct a quadrilateral-when four sides and a diagonal is given, three sides and both diagonals are given.

Unit-IV**Trigonometry and Mensuration:**

- Trigonometry-Variou Trigonometrical ratios of a right angled triangle, trigonometrical ratios of 0° , 30° , 45° , 60° , 90° , $(90+\theta)^\circ$, $(180+\theta)$ trigonometrical identities- $\sin^2\theta+\cos^2\theta=1$, $1+\tan^2\theta=\sec^2\theta$, $1+\cot^2\theta=\operatorname{cosec}^2\theta$
- Mensuration : Computation of areas of circle, triangle and quadrilateral, total surface area and volume of cube and cuboids, right circular cylinder and cone.

COURSE CODE-TE-655
PHYSICAL SCIENCE

Unit I

- Motion and Force-uniform and non uniform motion, speed and velocity, uniform circular motion, basic concept of force, laws of motion, conservation of momentum.
- Gravitation meaning, Laws of gravitation and its importance, motion of objects under the influence of Gravitational force of earth, concept of mass, weight, thrust, and pressure, Archimedes' principle.
- Work and energy - work done by constant force, Meaning of energy and forms of energy- Kinetic and potential energy, laws of conservation of energy

Unit II

- Light and sound-reflection and refraction of Light, Human eye and defects of vision, production, propagation and reflection of sound, Human ear.
- Electricity-electric current and circuit, electric potential and potential difference, Ohm's law, Resistance, series and parallel connection of resistance, Magnetic effects of Electric current
- Electric motor, Electromagnetic Induction, and Electric generator.

Unit III

- Matter-states of matter, elements, mixture and their types solution and its properties, compounds, difference between compounds and mixtures.
- Atomic structure-Atoms and Molecules. Atomic number, Atomic weight Isotopes, Isobars, Valency
- Structure of an Atom, Thomson's, Rutherford's and Bohr's model
- Chemical reactions and equations-writing a chemical equation. Balancing of chemical equation, Types of chemical reactions.
- Acid Bases and Salt-chemical properties and reactions of acids with metal carbonates, metallic oxides, reaction of bases with nonmetallic oxides,
- Concept of salt, type of salt, common salt, Bleaching powder, Baking soda, Washing soda, Plaster of Paris preparation and their uses

Unit IV

- Periodic table
- Metal and Nonmetals Physical and chemical properties
- Combustion, reactions with water, acids and other metal salts
- Refining of metals, Corrosions and its prevention
- Carbon and its compounds-occurrence, bonding in carbons, saturated and unsaturated carbon compounds, Nomenclature of carbon compounds, properties of carbon compounds.

COURSE CODE-TE-656
BIOLOGICAL SCIENCE

Unit I**Cells and tissues :**

- Structural organisation of cell-plasma membrane, chromosomes, DNA and RNA
- Plant tissues-meristematic and permanent
- Animal tissues-epithelial, connective, muscular, nervous

Diversity in living Organisms :

- Classification-basics, hierarchy of classification, characteristic features of the Monera, protista, fungi, plantae, Animalia
- Plant Kingdom- characteristic features of the various phylum.
- Animal kingdom-characteristic features of the various invertebrates (upto phylum level) and vertebrates (upto class level)

Unit-II

- Life processes in plant and animals
- Nutrition, Respiration, Transportation, Excretion
- Control and Coordination plant hormones, Movements in plants
- Nervous system, Endocrine system and skeletal system among animals
- Reproduction in plants and animals.

Unit-III**Heredity and Evolution**

- Inheritance of traits, Mendel's laws, sex linked inheritance, Bio technology-concept and utility.
- Origin of life, Theories of evolution, evidences of evolution, Human Evolution

Health and Diseases

- Significance of Health
- Infectious diseases-diseases caused by Bacteria, Virus, Fungi
- Causes. Treatment, and prevention of Typhoid, hepatitis, rabies, tuberculosis, polio, eczema.

Unit IV

- Ecosystem and its components
- Food chain and food web
- Air, water, soil and noise pollution
- Ozone layer and its depletion, green house effect, global warming
- Water cycle, Nitrogen cycle, carbon dioxide cycle, and oxygen cycle

COURSE CODE-TE-657
HISTORY

Unit I

- Process of Human development
- Development of Ancient Indian civilization-Indus valley civilization
- Development of Janpada and Mahajanpada and samrajya (empire)
- Achievements of Maurya, Gupta and Harsha Period

Unit II

- Sultanate Dynasty, Soofi and Bhakti movement
- Mughal Dynasty social, cultural and economic contributions
- Maratha an Introduction

Unit III

- Advent of Europeans
- First freedom struggle 1857: Introduction and causes
- Indian National Movement (Important events)

Unit IV

- Industrial Revolution
- Renaissance Period
- Revolution and counter revolution in Europe
- World war I and II, causes and consequences

COURSE CODE -658**GEOGRAPHY****Unit I**

- India-Size and Location & Physical Features of India: relief, structure, major physiographic units.
- **Drainage** : Major rivers and tributaries, lakes and seas, role of rivers in the economy, pollution of rivers, measures to control river pollution.
- **Climate** : Factors influencing the climate; monsoon its characteristics, rainfall and temperature distribution, seasons, climate and human life. Characteristics of Indian climate and its effect

Unit-III**Natural Resources**

- Land as a resource, soil types and distribution (Importance, different uses and effect on humans)
- **Forest and Wild Life Resources** : Types, uses and distribution, depletion of flora and fauna; conservation and protection of forest and wild life. (Government policies and programmes)
- **Water Resources** : Sources, distribution, utilization, multi-purpose projects (Rihand, Damodar, Bhakhra Nangal, Heerakud, Nagarjun Sagar), water scarcity, need for conservation and management, rainwater harvesting.
- **Agriculture** : Types of farming, major crops, cropping pattern, technological and institutional reforms; their impact, contribution of Agriculture to national economy-employment and output.

Unit-II

- **Minerals and Energy Resources** : Types of minerals, distribution, use and economic importance of minerals, conservation, types of power resources: conventional and nonconventional, distribution and utilization, and conservation
- **Fishery, Agriculture**
- **Manufacturing Industries** : Types, spatial distribution, contribution of industries to the national economy. industrial pollution and degradation of environment, measures to control degradation.
- **Occupations** : Primary & secondary
- **Services** : Transportation, telecommunication, trade

Unit-IV

- Population: Size, density, distribution, age-sex ratio, composition, problems of population explosion, control measures.
- Natural Hazards-(land slides, flood, drought, cyclones, tsunami) Prevention and Mitigation
- Man made disasters - Nuclear, Biological and Chemical (Explosion, Global Warming, Ozone Depletion, Green House Effect, Radioactivity-Cause and Effect)
- Introduction to Disaster Management

COURSE CODE-TE 659
ECONOMICS

Unit-I

- Meaning and Types of Economy-Capitalistic, socialistic and mixed.
- Basic elements of Economy – Production, Co-ordination in the means of production and expectations of consumers.
- Basic trends of Indian Economy-Economic, social and political development.
- Sectors of Indian Economy : According to ownership - Private, Public and Mixed. According to occupation - Primary- Agriculture, mining, fisheries and animal husbandry. Secondary- Manufacturing, Electricity, Gas and Water, Tertiary-Bank, Insurance services and other services(Including Intellectual Wealth)

Unit-II

- Indicators of Social Development- Education (Training- Research), Health, Housing, Life expectancy, Civil Amenities, Security, Peace Occupational facilities, Consumer awareness.
- Indicators of Economic Development- Transport and communication network, Electricity and Irrigation, Monetary and Financial Institution Indigenous or money lender, Reserve Bank, Specific Financial institutions and Non-banking Financial Institution.
- Position of India in the world as per the development.

Unit-III

- Relation between consumer & Production Barter system, sale purchase, Exchange, Market.
- Distribution of Production among Factors: An introduction of Land, Labour, Capital and Rent, Organization Wages, Interest and Profit
- Economic Development : Necessity of Finance, Sources of Income of Central, State and Local Bodies, Direct and indirect Taxes, items of Expenditure.
- Place of Agriculture in Indian Economy : Introduction, Land Reforms, Zamindari Abolition, Consolidation of Holdings, Land ceiling, Agricultural Labour, Agriculture input.
- Agricultural Productivity : Causes of backwardness, Measure to improve, Programmes of Agriculture Development, Possibilities of Development in Agriculture, Modernization in Agriculture.
- Interrelation of Agriculture and industry (Need for Rapid and Balanced industrialization Structure, Present Industrial Structure, Cottage Small and Large Scale industries)
- Industrial productivity and Efficiency, Causes of low productivity Steps taken for Industrial Development Achievements and Future outlook for industrial Development

Unit-IV

- Economic Planning : Meaning, necessity and objectectives, Five Year Plans and Achievements.
- Role of State in Promoting Economic Development Intervention by the State, State control on Production and Distribution, Industrial Licensing, Public Distribution System and Rationing.
- Meaning, importance of Policy of Foreign Trade, Main items of import-Export, Direction of import-Export

**COURSE CODE-TE-660
POLITICAL SCIENCE****Unit I**

- Indian constitution (salient features)
- Fundamental rights, Duties, Directive principles
- Democracy (An Introduction)
- Election process, voting behaviour
- Human rights and Right to information

Unit II

- Local self government
- Panchayti (raj village panchayat, panchayti samiti, zila parishad their composition and function)
- Municipal committee and municipal corporations (composition and functions)

Unit III

- The union legislature
- The union executive
- Judiciary system-Supreme Court, High Court, District and Session Court, Lok adalat

Unit IV

- Indian foreign policy neighbouring
- Relation with neighbouring countries
- United Nations
- Internal and External security of the country

**COURSE CODE-TE 661
COMMERCE****Unit I**

- Fundamentals, Principles and Practices of Double Entry System
- Maintenance of books-Journals, Ledger, Cash book, Trial balance
- Indian System of Accountancy

Unit II

- Money : History, Definitions, functions, importance, classification
- Indian monetary system
- Banks : Origin, definition, function, importance
- RBI, SBI, Commercial Bank, Co-operative Bank,

Unit III

- Economics : meaning, definition, scope, importance, terminology related to economics
- Wants : meaning, characteristics, classifications
- Law of diminishing utility, factors of production,

Unit IV

- Home trade
- Wholesale trade
- Retail trade
- Invoice and Account Sale

COURSE CODE-TE-662–672 (4 + 4 Credits)
Pedagogy of 2 School Subjects

Internal Assessment (TE 662-672)

T2 : Preparing 5 audio-visual aid in each of the two subjects opted.

T1 & T3 : Test

(TE-662) Pedagogy of English Language & Literature

1. Nature of English Language, its places in Indian schools as a subject, factors influencing development of English language, Theories of Chomsky, Bernstein and Fillmore about language development.
 Aims of teaching English, Writing objectives in behavioural terms. Critical appraisal of syllabus prescribed for high school classes.
2. Methods of teaching English – Direct method, grammar-translation method, bilingual method, inductive educative method, structural approach, situational approach, communication approach, programmed instruction.
3. Language Skills-Listening, reading, speaking and writing, development of language skills, Role of drill, Teaching of prose, poetry, novel, drama, grammar and composition.
4. Use of audio-visual aids, real objects, flash cards, wall charts, audio and video cassettes, records, film strips, radio, television, language laboratory, overhead projector, etc. and ICT for teaching English.
 - Assessment of learning outcomes
 - Qualities and competencies of an English teacher.
 - Organizing enrichment or remedial activities.

Books Recommended :

- **Agnihotri, R.K. & Sharma, A. L. :** English Language Teaching in India Issues & Innovations
- **Allen, H. B. & Campbell, R. P. :** Teaching of English as a Second Language
- **Chaudhary, N. R. :** Teaching English in Indian Schools
- **Frishy, A. C.:** Teaching English
- **Hornby, A. S. :** Teaching of Structural Words
- **Mukalel. J. C. :** Approaches to English language Teaching

(TE 663) Pedagogy of Hindi Language & Literature

1. Place of Hindi in school curriculum, its correlation with other school subjects, Hindi as a mother tongue and national language. Aims of teaching Hindi, Writing objectives of Hindi in behavioural terms.
2. Methods of teaching poetry, drama, prose, stories, idioms, grammar and criticism.
3. Teaching reading, writing, pronunciation and spellings.
 Preparation of textbook, supplementary readers, teacher guides and work books, criteria for selecting a good textbook.

4. Audio-visual aids in teaching of Hindi, use of radio, television, tape recorder, videocassettes, epidiascope, overhead projector, and language Laboratory and ICT for teaching Hindi.
Major language difficulties of secondary school students, factors influencing development of Hindi language among students.
Techniques of evaluation in Hindi
Qualities and competencies of a Hindi teacher.
Co-curricular activities and teaching of Hindi.

Books Recommended :

- **Flower, R.P.** : Language and Education
- **Hambolt, P.** : Language Learning
- **Oad, L.K.** : Hindi Shikshan Mein Truti Nidan Evam Upchar
- **Pandey, R.S.** : Hindi Shikshan
- **Querk, R.** : The study of the Mother language
- **Singh, M.K.** : Madhyamik Vidyalayon Mein Hindi Shikshan
- **Sharma, D.L.** : Hindi Shikshan Prashikshan

(TE 664) Pedagogy of Sanskrit Language & Literature

1. Importance of Sanskrit Language and Literature, its place in the school curriculum, General Principles of Sanskrit teaching.
Aims of Sanskrit teaching, writing objective in behavioural terms.
2. Methods of teaching Sanskrit.
3. Teaching of reading, writing, translation, grammar, prose, poetry, drama, story and composition.
Value of memorization in the teaching of Sanskrit.
Causes of language difficulties, remedial measures.
4. Use of audio-visual aids, radio, television, film strips, organisation of co-curricular activities and ICT for teaching Sanskrit.
Assessment of learning outcomes of teaching Sanskrit.
Qualities and competencies of Sanskrit teacher.

Books Recommended :

- **Apte, G.D. & Ongre, P.K.** : Teaching of Sanskrit in Secondary Schools.
- **Chaturvedi, S.P.** : Sanskrit Shikshan
- **Mishra, P.S.** : Sanskrit Shikshan
- **Pandy, R.S.** : Sanskrit Shikshan
- **Tripathi R.N.** : Sanskrit Adhyapan Vidhi

(TE 665) Pedagogy of Mathematics

1. Nature, scope and importance of Mathematics
2. Aims and objectives of teaching Mathematics
Concept formation, factors influencing learning of Mathematics

2. Place of Mathematics in school curriculum, selection, sequencing and organization of curriculum content, correlation of Mathematics with other school subjects
Critical appraisal of Mathematics curriculum at the High School stage and its textbook.
3. Methods of teaching Mathematics-Inductive and deductive, analytic and synthetic, project, lecture, mathematics type programmed instruction.
Teaching of fractions, percentage graph, equations, problems, logarithms,
4. Audio-visual aids, software and hardware and ICT for teaching Mathematics
Techniques for evaluating learning outcomes in Mathematics
Out of School activities for popularization of Mathematics.
Qualities and competencies of an effective Mathematics Teaching.

Books Recommended :

- **Chadha, B.N.** : Teaching of Mathematics
- **Dharamabir and Agrawal** : The Teaching of Mathematics in India.
- **Rawat, M.S. and Agrawal** : M.B.L. : Ganit Shikshan
- **Schultz, A.**: The Teaching of Mathematics in Secondary School.

(TE 666) Pedagogy of Physical Science

1. Nature, scope and importance of General Science, Method of inquiry
Aims and objectives of teaching General Science at secondary level : A review of various taxonomies of objectives of teaching General Science.
2. Place of General Science in School curriculum, need for teaching General Science as a subject, General Science syllabus at secondary level and its critical appraisal, How to select and organize science, some curriculum projects.
Science Textbook : Their types, defects and functions.
Science Laboratory: General principles for planning it, types of science laboratories, equipments needed for a General Science laboratory, for High School, laboratory accidents.
3. Methods of teaching General Science - Inductive and deductive, lecture, lecture-cum-demonstration, project, problem solving, heuristic, discovery, team teaching, programmed instruction, preparing lesson plans and unit plans.
4. Importance and organization of science club, science fair, museum, quiz.
Use of audio-visual aids, chart, films, film strips, slides, charts, actual objects, radio, television, audio/video cassettes, epidiascope, overhead projector, computer and ICT for teaching General Science.
Qualities and competencies of an effective teacher of General Science, Increasing professional growth.
Techniques for evaluation in the context of aims. Relevance of practical examination at secondary level.

Books Recommended :

- **Dass, R.S.** : Science Teaching in Schools
- **Gupta, S.K.** : Technology of Science Education
- **Heists, Obourn and Hoffman** : Modern Science Teaching
- **Hurd, P.D.** : New Directions in Teaching Secondary School Science.

- **NSSE** : Rethinking in Science Education
- **Misra, K. S.** : Perspective in Science Education
- **Newberry, N. F.** : Teaching of Chemistry
- **Vidya, N.** : New Trends in Chemistry Teaching
- **Wash Teen** : Teaching Science Creativity.

(TE 667) Pedagogy of Biological Science

1. Nature, scope and importance of Biology.
Aims and objectives of Biology teaching with an emphasis on Bloom's and Klopfer's taxonomies.
Principles of learning applied to the teaching of Biology.
2. Place of Biology in the school curriculum, its correlation with other school subjects, selection of content for Biology syllabus, recent trends and innovations in Biology curriculum.
Biology textbook : Its functions, approaches to its writing, qualities of a good Biology textbook.
Biology laboratory: Its organization and maintenance, importance of practical work in Biology
3. Methods of teaching Biology: Procedure, merits, demerits and preparation of lesson plans for various methods of teaching Biology-lecture-cum- demonstration, inquiry, laboratory, project, instruction, concept attainment, inductive deductive, concept mapping.
4. Importance and organization of field trips, setting and maintaining aquarium, vivarium and botanical garden. Use of education technology and ICT in teaching Biology: use of hardware's and software.
Techniques for evaluating learning outcomes in Biology.

Books Recommended :

- **Bremmer, J.:** Teaching Biology
- **Carian, R.A. and sound, R. B. :** Teaching Science through Discovery
- **Green, T.L. :** Teaching of Biology in Tropical Secondary Schools
- **Miller, D. F. and Blaydes, G. W. :** Methods and Materials for Teaching Biological Sciences
- **UNESCO :** New Trends in Biology Teaching .
- **Heiss, Obourn and Hoffman :** Modern Science Teaching
- **Hurd, P. D. :** New Directions in Teaching Secondary School Science
- **Misra, K. S. :** Perspectives in Science Education
- **Newbury, N. F. :** Teaching of Chemistry
- **Vaidya, N. :** Impact Science Teaching
- **Washton :** Teaching Science Creatively.

(TE 668) Pedagogy of History

1. The necessity for a historical outlook, meaning and significance of History.
Aims and objectives of teaching History at secondary level.
2. Place of History in school curriculum, correlation of History with other school subjects
Approaches to organizing History syllabus at secondary level, critical appraisal of the existing syllabi at secondary level, Evaluation of History textbooks.
3. Methods of teaching History : Their nature, advantages and limitations, Dramatization, story telling, biographical, textbook, source, assignment, project, lecture and programmed instruction.

4. Use of audio-visual aids, radio, television, computer, epidiascope, over head projector, slide projector, etc, and ICT in teaching History.
Planning and organization of a History room and excursion
Assessment of learning outcomes in History
Unit plan and lesson plan
Qualities and competencies of a History teacher.

Books Recommended :

- **Agarwal, J.C.:** Teaching of History
- **Ballard, M.:** New Movements in the Study and Teaching of History
- **Ghate, V.D. :** Etihashikshan
- **Jonson, H.:** Teaching of History
- **Kochhar, S.K.:** Teaching of History
- **Tyagi, G.S.D.:** Etihashikshan.

(TE 669) Pedagogy of Geography

1. Meaning, nature and scope of Geography.
Place of Geography in school curriculum, study of local geography and its value, correlation of geography with other school subjects.
Aims and objectives of teaching Geography at Secondary level.
Syllabi of Geography at secondary level.
2. Methods of teaching Geography - observation, excursion, project, laboratory, descriptive, comparative inductive and deductive, programmed instruction, etc.
Use of audio-visual aids eg. globe, maps, charts, sketches, pictures, radio, magazines, news papers, film strips, slides, television, epidiascope, overhead projector, computer etc. and ICT for teaching Geography.
- 3: Geography room and museum-Their nature and organization.
Characteristics of a good textbook of Geography.
4. Qualities and competencies of an effective teacher of Geography
Lesson plan and unit plan.
Assessment of learning outcomes in Geography.

Books Recommended :

- **Branom:** Teaching of Geography
- **Gosp, G.H.:** The Teaching of Geography
- **Phillip, C :** The Teaching of Geography
- **UNESCO** Source Book for Geography Teaching
- **Singh, H.N :** Bhoogol Shikshan

(TE 670) Pedagogy of Economics

1. The meaning, scope and importance of Economics.
Aims and objectives of teaching Economics at secondary level.
Place of Economics in the school curriculum, its correlation with other school subjects, syllabus for teaching of Economics in secondary schools, Criteria for constructing curriculum in Economics.
2. Methods of teaching Economics- descriptive, logical, problem solving, project, observational, analytic and synthetic, inductive and deductive, socialized recitation, preparing lesson plans for each method.
3. Economics room and organization of co-curricular activities for teaching Economics.
Characteristics of a good Economics textbook, critical study of the existing textbooks of Economics.
4. Use of educational technology and ICT for teaching Economics
Assessment of different learning outcomes in Economics.
Lesson plan and unit plan

Books Recommended :

- **Bining and Bining** : Teaching Social studies in secondary schools.
- **Molat, M.P** : Social Studies instruction
- **Kieth** : New Development in the Teaching of Economics
- **Tyagi, G.S.D.** : Arhashastra Shikshan

(TE 671) Pedagogy of Political Science

1. Development of the concept of Political Science, scope and importance of Political Science.
Place of Political Science in school curriculum, its correlation with other school subjects.
Aims of teaching of Political Science, writing objectives in terms of behavioural outcomes
Principles and approaches to designing curriculum of Political Science, a critical appraisal of Political Science, a critical appraisal of Political Science curriculum at secondary level.
2. Methods of teaching Political Science-project, problem solving, discussion, lecture, dramatization, observation, field trips.
Use of audio-visual aids, radio, television, films, computers, epidiascope, overhead projector, slide projector etc. and ICT for teaching Political Science.
3. Qualities and competencies of a good Political Science teacher.
Characteristics of a good textbook of Political Science.
Co-curricular activities for learning Political Science.
4. Assessment of learning outcome in Political Science
Lesson plan and unit plan.

Books Recommended:

- **Agarwal J. C.** : Teaching of Political Science and Civics
- **Awasthi, P. N.** : Nagrik Shastra Shikshan Vidhi
- **Banhela, H. S. & Vyas, H. C.** : Nagrik Shastra Shikshan
- **Mittal, M. L.** : Nagrik Shastra Shikshan
- **Tyagi, G. S. D.** : Nagrik Shastra Shikshan

(TE 672) Pedagogy of Commerce

1. Meaning, scope and importance of Commerce.
Aims and objectives of teaching Commerce.
Place of Commerce in school curriculum, its correlation with other school subjects, syllabus for Commerce, selection of students.
2. Methods for teaching Commerce.
Equipments and materials for effective instruction in different divisions of the commerce course.
Practical work in connection with various division of the course.
3. Need and method for organizing excursion to offices and factories.
Audio-visual aids for teaching Commerce- charts, film strips, video cassettes, tapes, epidiascope, overhead projector, television, CCTV, internet and ICT etc.
4. Assessment of different learning outcomes in Commerce.
Lesson plan and unit plan, competencies and qualities of good Commerce teacher.

Books Recommended :

- **Jain, K.C.S.** : Vanijya Shikshan
- **Rai, B.C.** : Teaching of Commerce
- **Shukla, R.** : Arthashastra aur Vanijya Shastra ki Shikshan.
- **Verma, R.P.S. & Singh, E. P.** : Vanijya Ka Adhyapan

Course Code-TE 632 (4 Credits)**School Internship-I : Management of School Activities**

Following activities will be done by the student-teachers in real school situation under the supervision of teacher educators :

- Maintenance of registers & records
- School Assembly
- Preparation of school time-table
- Organization of Quiz programme/Debate/PTA Meeting
- Planning & organization of local field trip,

Course Code-TE 633 (4 Credits)**School Internship-I : Learner Assessment**

Following activities will be done by the student-teachers in real school situation under the supervision of teacher educators :

- Conducting a sociometric test in the classroom
- Administration of intelligence test/personality test/aptitude test on the student
- Analysis of results.
- Preparation of cumulative records.

Semester III

Course Code-TE 605 (4 Credits) : Assessment of Learning

Unit I

- **Evaluation** : Concept of evaluation and measurement, Types of evaluation-formative and summative
- Present examination system at secondary level-its strengths and weaknesses, Examination reforms
- Characteristics of a good measuring tool-objectivity, usability, reliability, validity and norms.

Unit II

- Testing Achievement : process of evaluation, characteristics of a good achievement test.
- Type of achievement tests : criterion referenced vs. norm referenced, teacher made vs. standardized
- Type of test items : objective type, essay type and short answer type Construction of achievement test

Unit III

- Tools for measuring intelligence, creativity, aptitude, interest and personality of learners. Non testing techniques for evaluation-Observation, Rating scale, Interview, Sociometry, Projective technique.

Unit IV

- Statistics : Meaning of statistics
- Graphical presentation of data-histogram, frequency polygon, bar graph, pie graph and ogive.
- Measures of central tendency-mean, median and mode; their use and computation.
- Measures of variability Computation of standard deviation and percentiles.
- Correlation : Meaning, nature and computation of rank order correlation.
- Properties and uses of normal probability curve.
- Calculation of T, Z and stanine scores.
- Grading system.

Internal Assessment:

T2 : Construction, administration of objective type achievement test in any one subject and interpretation of result

T1 & T3 : Test

Book Recommended :

- **Bloom, B. S. Hstings, J. T. and Madaus, G. F.:** Handbook on Formative and Summative Evaluation of Student Learning.
- **Garrett, H. F. :** Statistics in Psychology and Education.
- **Gronlund, N. E. :** Measurement and Evaluation
- **Gupta, S. P. :** Shaikshik Mapan va Mulyankan
- **Rastogi, K. G.:** Shiskha mein Mapan evam Mulyankan
- **Sax, G.:** Principles of Educational, Measurement and Evaluation
- **Sharma, R. A.:** Pathyakram Shikshan Kala tatha Mulyankan
- **Thorndik, P. & Hagen, E :** Measurement and Evaluation in Psychology and Education.

Course Code-TE 606 (4 Credits) Education Technology and ICT

Unit-I

- Origin, meaning, nature, scope, needs and types of educational technology.
- Programmed learning, steps involved in preparing a programmed instructional material Teaching Machines, Language laboratory

Unit II

- Mass Media : Uses, advantages and limitations of radio, television, films, current status of mass media in education. Role of teacher in using mass media, how to select media for instruction.
- Open Educational Resources: Various sources

Unit III

- ICT and Multimedia as Technology- enhanced communication devices in teaching-learning, interactive white board.
- Computer as a learning resource.
- Internet as an information Resource.
- Designing and Development Technology- Enhanced Learning Material, Changing roles and competencies of a teacher in technology enhanced learning, Computer Assisted Instruction.

Unit IV

- Knowledge regarding working of various hardware-overhead projector, LCD, Computer, CCTV
- Online Learning & networking, e-mail, tele-conferencing.
- Role of CIET, UGC and IGNOU in production of educational television programmes and software.

Internal Assessment :

T2 : Critical review of Educational Programme presented through T.V., CDs, Videocassettes, radio.
&
Development of computer aided materials/slides/PowerPoints.

T1 & T3 : Test.

Book Recommended

- **Davies, I.K.:** The Management of Learning
- **Dececco & Crawford :** The psychology of learning and instruction
- **Merrit :** Educational Technology
- **Smith & Moore :** Programmed Learning
- **Taber & Glaser:** Learning & programmed Instruction
- **Sharma, R.A. :** Shiksha Takniki

Course Code-TE 634 (4 Credits) School Internship-II Subject I

Teaching of 20 Macro lesson plans in Subject 1 opted in school situations under the supervision of teacher educators

Internal Assessment :

T2 : Teaching of 1 criticism lesson plan in subject 1, to be evaluated by a board of 2 internal teacher educators

T1&T3 : Evaluation of any 2 macro lessons in the subject

Course Code-TE 635 (4 Credits)
School Internship - II Subject II

Teaching of 20 Macro lesson plans in Subject 2 opted in school situations under the supervision of teacher educators

Internal Assessment :

- T2 : Teaching of 1 criticism lesson plan in subject 2, to be evaluated by a board of 2 internal teacher educators.
- T1 & T3 : Evaluation of any 2 macro lessons in the subject.

Course Code-TE 636 (4 Credits)
School Internship-II (Community Work).

- Organization of a rally or campaign on any social issue e.g. Polio, HIV, Electoral Rights, Gender sensitization etc.
- Gardening
- Cleanliness of the campus and beautification
- Cleaning of furniture
- Assembly
- Community Games
- Cultural Programmes
- S.U.P.W.
- Scout & Guide
- Celebration of National Festivals, Teachers Day etc.
- First Aid
- Aesthetic development activities-decoration of classroom etc.
- Internal Assessment

Semester IV

Course Code-TE607 (4 Credits) : Psychology of Learning

Unit-I

- Learning : Nature, theories of Learning- trail and error, classical and operant conditioning, Insight: Factors influencing learning-factors related to task, learner, teacher, parents, school facilities and conditions: Transfer of learning Concept, theories and factor influencing it.

Unit-II

- Motivation, Memory and Creativity: Nature of motivation, role of motivation in learning, strategies for motivating learners.
- Meaning and nature of memory, causes of forgetting.
- Nature of creativity, difference between intelligence and creativity, teaching strategies for fostering creativity.

Unit-III

- Guidance and Counselling: Their meaning, types of guidance-educational, vocational and personal, need of guidance, Types of counselling - directive and non-directive, Minimum guidance programme for a secondary school.

Unit-IV

- Group Dynamics: Meaning, class as a group, social interaction, Leadership-Styles and strategies for developing leadership qualities.

Internal Assessment

T2 : Study of engagement of a learner in the classroom activities *Or*
 Study of social interaction in a group situation *Or*
 Measuring creativity of a student

T1 & T3 : Test

Books Recommended :

- **Bigge, M.L & Hunt, M.P.:** Psychological Foundations of Education
- **Chauhan, S.S.:** Principles & Techniques of Guidance
- **Chibber, S.K.:** Guidance and Education Counselling
- **Dececco, J.P. & Crawford, W. :** Psychology of Learning & Instruction
- **Gary, K. & Kingsley, H.L.:** Nature and Conditions of Learning
- **Gibson, R.L. :** Introduction to Guidance & Counselling
- **Hilgard, E.R. & Bower, G. :** Theories of Learning
- **Misra, K. S. :** Shiksha Manovigyan ke Naye Kshitij

Course Code-TE608 (4 Credits)
Education in Contemporary Indian Society

Unit I

- Concept of Education: Meaning of education, types of education, Formal Informal and Non formal, agencies of education
- Aims of Education: Various aims of education in the context of contemporary Indian society- knowledge acquisition, democratic socialism, emotional and national integration, secularism, awareness of human rights and rights of children, development of national values, international understanding and globalization training for citizenship.

Unit II

- Historical Foundation of Indian Education Education in Vedic, Buddhist, Medieval and British period.

Unit III

- Contemporary Indian society: Its nature, internal and external forces impinging on the society, constitutional provisions of education, (for SC, ST, OBC, girl child), RTE, Value crises, Education for peace, Education for conservation of environment.
- A critical review of the present school system, the public private divide, a stratified government school system Education Guarantee Scheme, Alternative Schools, Non-formal Education, Kendriya, Navodaya and Pratibha Vikas Vidyalayas, KGBV, Vision of Common School System.

Unit IV

- Development of Secondary Education in post independence period: Present status, Major recommendations of Mudaliar and Kothari commissions, National Policy of Education (1986), Acharya Ramamurti and Janardan Reddy
- Development of Secondary Education in post independence period: Present status, Major recommendations of Mudaliar and Kothari commissions, National Policy of Education (1986), Acharya Ramamurti and Janardan Reddy Committee.
- Problems in secondary education: Problems of vocationalization, nationalization, equality of educational opportunities, diversification of curriculum, distance education, inclusive education.

Internal assessment :

T2 : Identification of problems of girl child, SC, ST, exploitation of children. **Or**
Study of any one problem of secondary education

T1&73 : Test

Books Recommended:

- **Agnihotri, R. Adhunik Bhartiya Shiksha** : Samasyaen Aur Smadhan.
- **Altekar, A.S.** : Ancient Indian Education
- **Nadim, N.** : Garib Bachhon Ki Shiksha
- **Narasimhan, R.K.** : Human Rights and Social Justice.
- **Pandey, R.S.** : Shiksha ke Mulya Siddhantha
- **Pandey, R.S.** : New Dimentions in Education
- **Pandey, R.S.:** Development Strategies in Modern Indian Education
- **Pandey, R.S.:** Education: Yesterday and Today
- **Pandey, R.S:** Educational Controversies
- **Pandey, R.S.:** Education in Emerging Indian Society
- **Parmar, L** : Human Rights
- **Shukla, S.C.** : Adhunik Bhartiya Shiksha Subramanium, S.: Human Rights Training
- **Upadhyaya, P.** : Emerging Trends in Indian Education.
- **Upadhyaya, P.** : Peace Education: Utopia or Reality

Course Code-TE609 (4 Credits)
School Management

Unit I

- School Management and Supervision : Concept and functions of school management, concept and techniques of school supervision.
- Institutional planning and finance; Concept and process of institutional planning, school records, school finance sources of income and items of expenditure

Unit II

- School plant : School building-its site, types and construction, light and ventilation in classroom, furniture and its impact on posture.

Unit III

- School personnel : Qualities and roles of principal and teacher, procedure for recruitment of principals and teachers, code of professional conduct for teachers. Functions and responsibilities of teachers with reference to School Health Service- common ailments of children, common, physical defects, conditions of healthy physical life in school, nutrition, school meals, recreation, safety education.

Unit IV

- Organisation of school activities : Time table-need, types and principles of constructing it : co-curricular activities-importance types and organisation.

Internal Assessment :

T2 : Identification of common allments among children in any one school **Or**
Preparing a report on school plant of any one school.

T1 & T3 : Test

Books Recommended :

- **Bhatnagar, RE and Agrawal V** : Shakshik Prashashan
- **Everard B. and Morris, G** : Effective School Management

- ̈́ **Gand, D. and Sharma, R.P.** : Madhyamik Shikshalaya Vyavasth
 ̈́ **Kochar S. A.** : Secondary School Administration
 ̈́ **Mathur S. S.** : School Prabhandh Tanha Sangathan
 ̈́ **Mukherjee S. N.** : Secondary School Administration
 ̈́ **Panda, U. N.** : School Management
 ̈́ **Sharma R. C.** : School Management
 ̈́ **Suha S.P.** : Vidhyalay Prashasan Evem Sangathan
 ̈́ **Tara Chand and Ravi Prakash** : Advanced Educational Administration
 ̈́ **Thakur & Thakur DN. (Ed.)** : Educational Planning and Administration

Course Code-TE 610 (4 Credits) **Action Research**

Unit I

Concept of action research: Meaning of action research, difference from fundamental research.

Unit II

Problem for action research: Need of action research, identification and evaluation of problems for action research

Unit III

Hypotheses: Action research hypotheses: Their nature, need and formulation

Unit IV

Research Design: Need and types of research design for conducting action research.
 Tools of Action Research Observation, Interview, Checklist, Questionnaire.
 Analysis of Data Descriptive Statistics & t-test
 Report Writing Characteristics of a good research report

Internal Assessment

T2 : Preparation of Action Research Proposal, conducting the Action Research Project in real classroom situation and submitting the report.

T1 & T3 : Test

Books Recommended :

Greenwood, DJ. & Levin, M. : Introduction to Action Research

Stringer, ET : Action Research

Best, W. & Kahn, J.V. : Research in Education

Hedrick, TE, Bickman, L. & Rog, D.J. : Applied Research Design,

Course code-TE 637 (4 Credits) **Language across the Curriculum**

Unit I

Reading comprehension (individual plus group reading and discussion /explanation)
 Retelling the account in one's own word from different point of view

Unit II

Reading of article from Newspaper or magazine
 Presentation/writing based on the text e.g. summary of a scene, extrapolation of story, converting a situation into dialogue (individual task)

Unit III

Presentation Techniques, Meaning, Importance, and use of presentation.
 Audio visual Presentation, Power point presentation,
 Tips for good oral delivery

Unit IV

Forms of Technical communication, different type of letters, Job applications & Resumes, Reports: Types, significances, structure, style & Writing of Reports.





SADANLAL SANWAL DAS KHANNA GIRLS' DEGREE COLLEGE, PRAYAGRAJ

(A Constituent College of University of Allahabad)

सदनलाल सांवलदास खन्ना महिला महाविद्यालय, प्रयागराज

(संघटक महाविद्यालय - इलाहाबाद विश्वविद्यालय)

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