

## B. Ed.

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.	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 605	Personality Development & Yoga	4	100

**SEMESTER – II**

<b>S.No.</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit</b>	<b>Marks</b>
<b>1</b>	<b>TE 606</b>	<b>Subject Knowledge</b> <b>Subjects taught at secondary level in any two of the teaching subjects opted by the candidate -</b> (TE 606- A)English (TE 606- B) Hindi, (TE 606- C)Sanskrit, (TE 606- D)Mathematics, (TE 606- E)Physical Science, (TE 606- F)Biological Science, (TE 606- G) History, (TE 606- H)Geography, (TE 606- I)Economics, (TE 606- J)Political Science, (TE 606- K)Commerce	<b>2+2</b>	<b>50+50</b>
<b>2</b>	<b>TE 607</b>	<b>Pedagogy of School Subjects</b> <b>(Any two from the prescribed combinations)</b>  (TE 607- A)Pedagogy of English Language & Literature (TE 607- B)Pedagogy of Hindi Language & Literature (TE 607- C)Pedagogy of Sanskrit Language & Literature (TE 607- D)Pedagogy of Mathematics (TE 607- E)Pedagogy of Physical Science (TE 607- F)Pedagogy of Biological Science (TE 607- G)Pedagogy of History (TE 607- H)Pedagogy of Geography (TE 607- I)Pedagogy of Economics (TE 607- J)Pedagogy of Political Science (TE 607- K)Pedagogy of Commerce	<b>4+4</b>	<b>100+100</b>
<b>3</b>	<b>TE 608</b>	<b>School Internship – I (School Experience)</b>	<b>8</b>	<b>200</b>

### SEMESTER – III

S.No.	Course Code	Course Title	Credit	Marks
1	TE 609	Assessment of Learning	4	100
2	TE 610	Educational Technology & ICT	4	100
3	TE 611-A	School Internship – II-A (20 Lesson Plans in each of the 2 subjects)	4	100
4	TE 611-B	School Internship – II- B (Teaching of 2 final lessons, 1 in each subject)	4	100
5	TE 611-C	School Internship – II- C (Community Work)	4	100

### SEMESTER – IV

S.No.	Course Code	Course Title	Credit	Marks
1	TE 612	Psychology of Learning	4	100
2	TE 613	Education in Contemporary Indian Society	4	100
3	TE 614	School Management	4	100
4	TE 615	Action research	4	100
5	TE 616	Language Across the Curriculum	4	100

#### EVALUATION:

- Evaluation of Course Code- TE – 605, TE 608, TE 611-A, TE 611-C, will be internal only
- Evaluation of Course Code- TE 616 will be internal based on the report of activities submitted by the candidate.
- Evaluation of Course Code- TE 611-B will be done by a Board of Examiners consisting of 2 external examiners and Head of Education Department, University of Allahabad

- 20% marks for Course Code- TE 601, 602, 603, 604, 606, 607, 609, 610, 612, 613, 614, 615 shall be allocated for internal evaluation. 10% marks for practicum and 10% marks for the sessional test.
- Question paper will consist of 4 questions with internal choice.

### **Course Code- TE 601**

## **Philosophy and Sociology of Education**

1. 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.
2. Educational Thinkers : Educational ideas of Tagore, Gandhiji, Sri Aurobindo and Zakir Hussain.
3. Educational Sociology : Meaning, scope and need  
Culture, Social Mobility and Modernization : Their nature and their impact on education, role of education in social reconstruction.
4. Social Stratification and its effect on education  
Social Change and Socialization : Their concepts, factors influencing social change, education for social change and socialization.

### **Practicum :**

- Reading of books of thinkers and reflections on books.
- Sessional Test

### **Book Recommended :**

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

## Course Code- TE 602

### Development of Learner

1. 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.
2. Mental Health and Adjustment: Characteristics of a mentally healthy student, principles of mental health, threats of adjustment, behaviour problems of learners, adjustment mechanism.
3. Intelligence and Personality : Meaning, nature and theories.
4. Children with Special Needs : Identification of gifted, mentally retarded, delinquent and handicapped children, special versus inclusive education.

#### Practicum

- Preparation of development profile of a student  
or
- Studying characteristics of a child with special needs
- Sessional Test

#### Book Recommended :

- Bigge, M.L. & Hunt, M.P. : Psychological Foundations of Education
- Graig, R.C., Mehrens, W.A. & Clarizaion, H.F. : Contemporary Educational Psychology
- Gupta, S.P. : Adhunik Shiksha Manovigyan
- Hurlock, E.P. : Child Development
- Mathur, S.S. : Shiksha 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**

### **School Curriculum Development**

1. Educational Objectives : Classification, writing them in the terms of behavioural outcomes.
2. Curriculum : Meaning, difference from syllabus, types of curriculum, Curriculum development : A historical perspective, Defects in existing curriculum.
3. 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.
4. 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.

#### **Practicum**

- Analysis of any lesson of a school textbook  
or
- Identifying reading or writing difficulty of a student.  
or
- Teachers opinion about teachers handbook.
- Sessional Test

#### **Book 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

### Principles and Methods of Teaching

1. Process of Teaching : Meaning, phases and level of teaching, Basic Teaching model  
Communication process – meaning, factors affecting it, means of communication.
2. Teaching Skills : Skills of introducing a lesson, questioning, stimulus variation, illustration, explanation, closure, reinforcement, demonstration, microteaching and skill integration.
3. 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.
4. Brainstorming, Dialog 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.

#### Practicum

- Micro teaching practice
- Preparing a lesson plan based on any one model of teaching and its delivery in simulated situation.
- Sessional Test

#### Book Recommended :

- Misra, K. S. : Shiksha mai Nav Chintan: Shikshan Pratiman
- Bruce, R. & Joyce : Models of Teaching
- Allien & 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 605**

### **Personality Development and Yoga**

- Visual Art- Painting, Poster, Model, Clay Modelling, Wall Magzines, Rangoli
- Performing Art- Play, Music, Dance
- Creative Art- Puppet Making, Toy Making, Recitation
- Yoga, Games & Sports
- Oral Presentation & Group Discussion on social issues.





**Course Code- TE 606**

**Subject Knowledge**

The course content prescribed by U.P. 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 08 short answer question of 05 marks each. Ten questions will be set for each paper.

**Practicum:**

- Term paper based on practical work
- Or
- Project on issues related to the subject.
- Sessional Test



**Course Code- TE 607**

**Pedagogy of School Subjects**

**(TE 607- A) Pedagogy of English Language & Literature**

**CREDIT-4**

1. Nature of English Language, its places in Indian schools as a subject, factors influencing development of English language, Theories of Chomsky, Bernstein and Phill more about language development.  
Aim of teaching English, Writing objectives in behavioural terms.  
Critical appraisal of syllabi prescribed for high school classes.
2. Methods of teaching English – Direct method, grammar-translation method, bilingual method, inductive-deductive 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 :**

- Agnihtri, 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 607- B) 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 607- C) 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, etc. and ICT for teaching Sanskrit  
Organization of co-curricular activities  
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
- Pandey, R.S. : Sanskrit Shikshan
- Tripathi, R.N. : Sanskrit Adhyapan Vidhi

## **(TE 607- D) Pedagogy of Mathematics**

1. Nature, scope and importance of Mathematics  
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 607- E) 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 607- F) 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
- NSSE : Rethinking in science Education.
- Misra, K.S. : Perspectives in Science Education
- Newbury, N.F. :Teaching of Chemistry
- Vaidya, N. : Impact Science Teaching
- Washton : Teaching Science Creatively.



## **(TE 607- G) 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, epidiastope, 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. : Etahas Shikshan
- Jonson, H. : Teaching of History
- Kochhar, S.K. : Teaching of History
- Tyagi, G.S.D. : Etahas Shikshan.



## **(TE 607- H) 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 e.g. 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
- Gopil, G.H. : The Teaching of Geography
- Phillip, C. : The Teaching of Geography
- UNESCO : Source Book for Geography Teaching
- Singh, H.N. : Bhoogol Shikshan

## **(TE 607- I) 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.
- Mofat, M.P. : Social Studies Instruction
- Kieth : New Development in the Teaching of Economics
- Tyagi, G.S.D. : Arhashastra Shikshan

## **(TE 607- J) 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

Political Science

## **(TE 607- K) 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

### **Practicum**

- Preparing 5 audio-visual aid in each of the two subjects opted.
- Sessional Test in each of the two subject opted.

**Course Code- TE 608**

**School Internship – I**

School Internship- I (School Experience)

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
- Conducting a sociometric test in the classroom
- Administration of intelligence test/ personality test/ aptitude test on the student and analysis of results.
- Preparation of cumulative records
- Preparation of school time-table
- Organization of Quiz programme/Debate/PTA Meeting
- Planning & organization of local field trip.



## Course Code- TE 609

### Assessment of Learning

1. 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.
2. 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.
3. Tools for measuring intelligence, creativity, aptitude, interest and personality of learners. Non testing techniques for evaluation- Observation, Rating scale, Interview, Sociometry, Projective technique.
4. 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.

### Practicum :

- Construction, administration of objective type achievement test in any one subject and interpretation of result.
- Sessional 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 610

### Education Technology and ICT

2. Origin, meaning, nature, scope, needs and types of educational technology.  
Programmed learning, steps involved in preparing a programmed instructional material  
Teaching Machines, Language laboratory.
3. 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
4. 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.
5. 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.

#### **Practicum :**

- Critical review of Educational Programme presented through T.V., CDs, Videocassettes, radio.  
Or
- Development of computer aided materials/slides/PowerPoints.
- Sessional test.

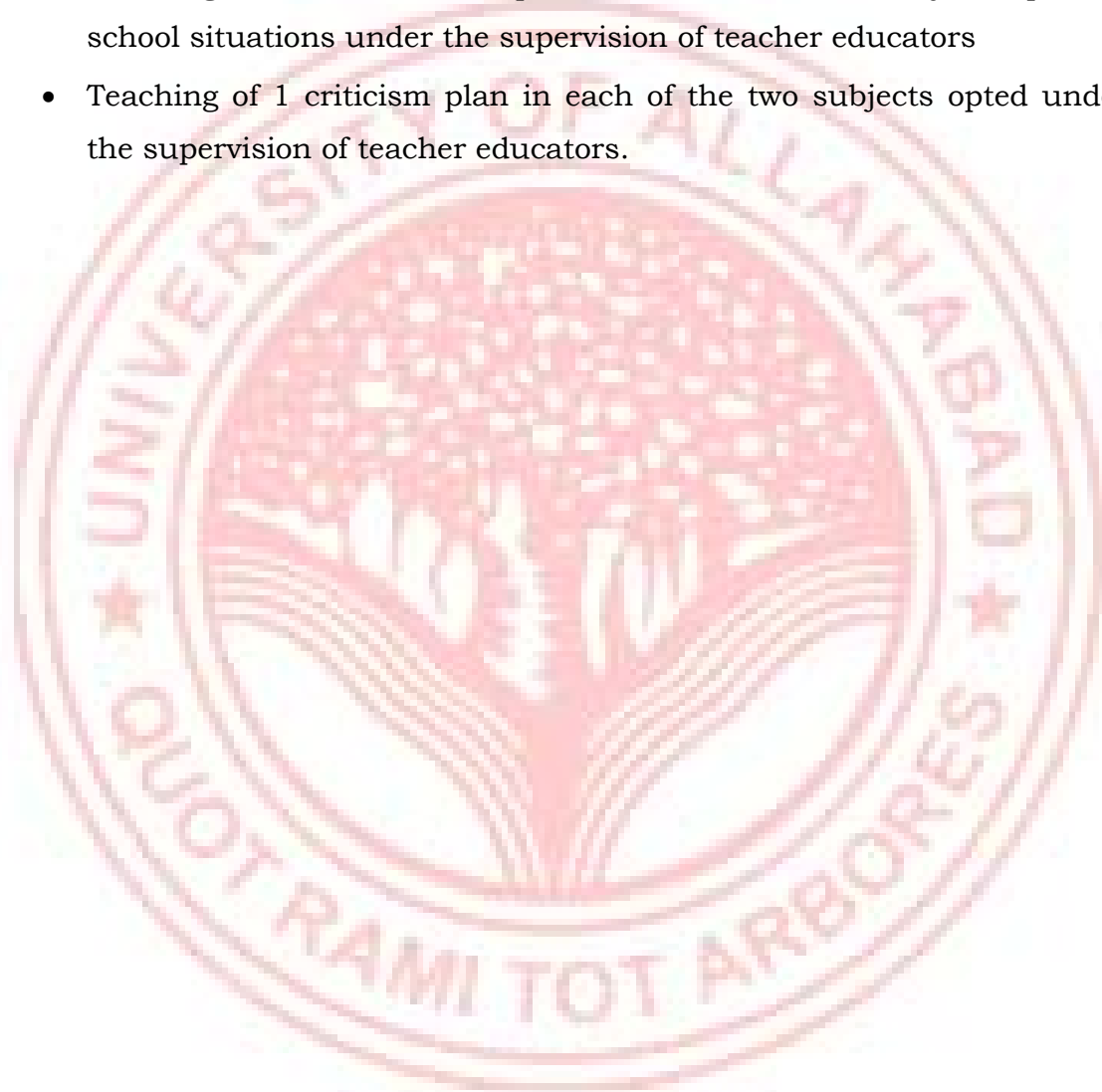
#### **Book Recommended :**

- 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 611-A**

## **School Internship – II-A**

- Teaching of 20 Macro lesson plans in each of the two subjects opted in school situations under the supervision of teacher educators
- Teaching of 1 criticism plan in each of the two subjects opted under the supervision of teacher educators.





**Course Code –TE 611-C**

## **School Internship – II-C**

**(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.

## **Course Code –TE612**

### **Psychology of Learning**

1. 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.
2. 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.
3. Guidance and Counselling : Their meaning, types of guidance – educational, vocational and personal; need of guidance; Types of counselling – directive and nondirective; Minimum guidance programme for a secondary school.
4. Group Dynamics : Meaning, class as a group, social interaction, Leadership – Styles and strategies for developing leadership qualities.

#### **Practicum**

- 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
- Sessional 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 –TE613

### Education in Contemporary Indian Society

1. 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.
2. Historical Foundation of Indian Education : Education in Vedic, Buddhist, Medieval and British period.
3. 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.
4. 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.

#### Practicum

- Identification of problems of girl child, SC, ST, exploitation of children.  
or
- Study of any one problem of secondary education
- Sessional 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
- Subramaniam, S. : Human Rights Training
- Upadhyaya, P. : Emerging Trends in Indian Education
- Upadhyaya, P. : Peace Education: Utopia or Reality

## **Course Code –TE614**

### **School Management**

1. 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.
2. School plant : School building – its site, types and construction, light and ventilation in classroom, furniture and its impact on posture.
3. 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.
4. Organisation of school activities : Time table – need, types and principles of constructing it; co-curricular activities- importance, types and organisation.

#### **Practicum**

- Identification of common ailments among children in any one school.  
or
- Preparing a report on school plant of any one school.
- Sessional Test

#### **Books Recommended :**

- Bhatnagar, R.P. and Agrawal, V. : Shaikshik Prashashan
- Everard, K.B. and Morris, G. : Effective School Management
- Gaiind, D.N. and Sharma, R.P. Madhyamik Shikshalaya Vyavastha
- Kochar, S.A. Secondary School Administration
- Mathur, S.S.: School Prabhandh Tatha Sangathan
- Mukherjee, S.N. : Secondary School Administration
- Panda, U.N. : School Management
- Sharma, R.C. : School Management
- Sukhia, S.P. : Vidhyalay Prashasan Evem Sangathan
- Tara Chand and Ravi Prakash : Advanced Educational Administration

- Thakur, D. & Thakur, D.N. (Ed.) : Educational Planning and Administration.



## **Course Code –TE615**

### **Action Research**

1. Concept of action research : Meaning of action research, difference from fundamental research.
2. Problem for action research : Need of action research, identification and evaluation of problems for action research.
3. Hypotheses: Action research hypotheses: Their nature, need and formulation.
4. 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.

#### **Practicum**

- Preparation of Action Research Proposal, conducting the Action Research Project in real classroom situation and submitting the report.
- Sessional Test

#### **Books Recommended :**

- Greenwood, D.J. & Levin, M. : Introduction to Action Research
- Stringer, E.T. : Action Research
- Best, J.W. & Kahn, J.V. : Research in Education
- Hedrick, T.E., Bickman, L. & Rog, D.J. : Applied Research Design.

## Course Code –TE616

### Language across the Curriculum

Activities will be performed by every student on the following themes under the supervision of teacher-educators-

- Language Acquisition process: First language, second language, bilingualism, various approaches to language learning
- Language in Indian Classroom context
  - (a) Linguistic diversity in India: Multilanguage classrooms
  - (b) Examining the issues related to the respective statuses of English and other Indian languages. The consequences of competency or the lack of it in these languages. Motivation and challenges in acquiring these languages
  - (c) Dialects: The current classroom attitudes and approach towards dialects. Understanding the nature of dialects from a sociolinguistic perspective. Re-examining the notions of errors and the place of dialect in the classrooms
  - (d) Deficit theory and its problems: Discontinuity theory
- Oral language in the classroom: The classroom discourse. Functions of language. Examining the assumptions related to correct pronunciation.
- Reading comprehension: reading in the content area: comprehension strategies in science, social studies and maths. Schema theory and metacognition. Factors affecting comprehension, implications for classroom practices: reading strategies, questioning, text structure.
- Response to literature. Examining literature teaching in Indian classrooms. Reader response theories: The nature of response; efferent and aesthetic stances in reading; factors affecting response. Response-centered curriculum objectives, strategies that promote response
- Writing: Writing in the Indian classrooms: limitations and challenges. Difference between the product and process approaches. Process writing approach: purpose of writing, the process of writing, teaching writing in the classroom
- Assessment: Current practices. Purpose and principles of assessment

#### **Practicum:**

- Collection and analysis of common errors in spellings
- Study of common errors in pronunciation and construction of remedial exercises for them