

## **B. Ed. Syllabus (As Per CBCS Rules) w.e.f. - 2019**

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**

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

## 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 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 TE662-672)	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 Language & Literature (TE 663) Pedagogy of Hindi Language & Literature (TE 664) Pedagogy of Sanskrit Language & 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
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### SEMESTER – III

S.No. of Paper	Course Code	Course Title	Credit	Marks
1	TE 605	Assessment of Learning	4	100
2	TE 606	Educational 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.

- **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.**
- **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.**

## 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
- 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 ( 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 development profile of a student

or

Studying characteristics of a child with special needs

T1 & T3 : 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 ( 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 difficulty of a student.

or

Teachers opinion about teachers handbook.

T1 & T3 : 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( 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, microteaching 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, 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.

**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

**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 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 Arts and its place in the curriculum ,correlation with other subject
- Discussion on art through examples of the works of old masters and contemporary artist.
- Discussion on different material and medium 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 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 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,**

**(TE 653)Sanskrit,**

**(TE 654)Mathematics,**

**(TE 655)Physical Science,**

**(TE 656)Biological Science,**

**(TE 657) History,**

**(TE 658 H)Geography,**

**(TE 659)Economics,**

**(TE 660)Political Science,**

**(TE 661)Commerce**

**COURSE CODE-TE-651**

**ENGLISH**

### **Unit I:Prose**

- The Enchanted Pool,
- The Ganga,
- Plants also Breathe and feel,
- Gandhijee and a coffee drinker.
- Marco polo
- Playing the game

### **Unit II:Poetry**

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

### **Unit III:Grammar**

- Partes 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-प्रेमचंद
- गिल्लू –महादेवी वर्मा
- मित्रता-आचार्य राम चन्द्र शुक्ल
- ममता –जयशंकर प्रसाद
- बात-प्रताप नारायण मिश्र
- भारतीय संस्कृति-राजेंद्र प्रसाद

**Unit II**

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

**Unit III**

- रस
- छन्द
- अलंकार
- उपसर्ग
- प्रत्यय
- तत्सम
- पर्यायवाची, विलोम , मुहावरे और लोकोक्तियाँ ,संधि
- शब्द रूप ,धातु रूप
- पत्र लेखन ,निबंध

**Unit IV**

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

**COURSE CODE – TE 653  
SANSKRIT**

**Unit I**

- अस्माकं राष्ट्रीय प्रतीकानी
- महात्मा बुद्ध
- नैतिक मूल्यानि
- लोकमान्य तिलकः
- प्राचीन राष्ट्रीय शिक्षा व्यवस्था
- पर्यावरण शुद्धिः

#### Unit II

- नारी महिमा
- क्रिया करक कुतूहलम
- विद्यार्थिचर्या
- गीतामृतं
- सुभाषितानि
- भारत देशः

#### Unit III

- शकुंतला पतिगृह गमनम
- श्रम एवं विजयते
- भीमसेन प्रतिज्ञा
- महात्मनः संस्मरणानि
- भोजस्य शल्यचिकित्सा
- कारुणिको जीमूतवाहनः

#### Unit IV

- स्वर संधि के प्रकार ,व्यंजन संधि
- समास परिचय-तत्पुरुष समास ,कर्मधारय समास ,द्वंद्व समास ,द्विगु, बहुब्रीह,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 and 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- Various Trigonometrical ratios of a right angled triangle, trigonometrical ratios of  $[0^\circ, 30^\circ, 45^\circ, 60^\circ, 90^\circ, (90+\theta)^\circ, (180+\theta)^\circ]$  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 counterrevolution 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 II

##### 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 III

- **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, contributionof 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-1**

- 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-2**

- 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-3**

- 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-4**

- Economic Planning : Meaning, necessity and objectives, 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
- Panchayati raj-village panchayat,panchayati 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
- Relation with neighboring 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 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 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, 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 665) 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 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
- 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 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. : Etihad Shikshan
- Jonson, H. : Teaching of History
- Kochhar, S.K. : Teaching of History
- Tyagi, G.S.D. : Etihad Shikshan.

#### **(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 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
- Gospil, 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.
- Mofat, 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.

**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 nondirective; 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 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 & T3 : 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 ailments among children in any one school.

&

Preparing a report on school plant of any one school.

- T1 & T3 : Test

**Books Recommended :**

- Bhatnagar, R.P. and Agrawal, V. : Shaikshik Prashashan
- Everard, K.B. and Morris, G. : Effective School Management
- Gaind, 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 –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, 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- 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.