

**DISTRIBUTION OF MAXIMUM MARKS FOR
VARIOUS COURSES SHALL BE AS FOLLOWS.**

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

Theory Paper (Marks - 80)

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 : (Marks 10 - Internal)

- **Reading of books of thinkers and reflections on books.**

Sessional Test (Marks 10 - Internal)

Books 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 Samajshastra**
- **Ruhela, S. P. & Ahmad, I : Uniqueness of Zakir Hussain and His Contributions.**

Marks - 100

CREDIT - 4

Theory Paper (Marks - 80)

Course Code : TE 602

Development of Learner

1. **Educational Psychology : Nature, scope and methods.**
Principles of growth and development, Developmental 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 (Marks 10 - Internal)

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

Sessional Test (Marks 10 - Internal)

Books 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

Marks - 100

CREDIT - 4

Theory Paper (Marks - 80)

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 (Marks 10 - Internal)

- 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 (Marks 10 - Internal)

Books Recommended :

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

Marks - 100

CREDIT - 4

Theory Paper (Marks - 80)

Course Code - TE 604

Principles and Methods of Teaching

1. **Process of Teaching : Meaning, phases and levels 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, Dialogue method, Participatory method, Project, Jigsaw activities and Constructivist method of teaching, Problem solving, Role playing, Dramatization, Seminar, Quiz, Programmed**

Instruction, Concept Attainment, Approaches to small group instruction, Resource centre based learning.

Practicum (Marks 10 - Internal)

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

Sessional Test (Marks 10 - Internal)

Books 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

Marks - 100 (Internal)

CREDIT - 4

Course Code- TE 605

Personality Development and Yoga

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

SEMESTER - II

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

Marks - (50 + 50)

CREDIT - 2 + 2

Theory Paper (Marks - 40+40)

Course Code - TE 606

Subject Knowledge

The common course content prescribed by various Boards in Class IX-X in corresponding teaching subjects shall be considered as the Course content of 'Subject-knowledge'.

Practicum : [Marks (5 + 5) Internal]

- Term paper based on practical work.

Or

Project on issues related to the subject.

Sessional Test (Marks 5 + 5 Internal)

Course Code- TE 607

Pedagogy of School Subjects

Marks - 100

CREDIT - 4

Theory Paper (Marks - 80)

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

1. Nature of English Language, its place in Indian schools as a subject, factors influencing development of English language, Theories of Chomsky, Bernstein and Phillmore about language development.

Aims 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.

Practicum (10 Marks Internal)

- Preparing 5 audio - visual aids

Sessional test (10 Marks Internal)

Books Recommended :

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

(TE 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, video cassettes, 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.

Practicum (10 Marks - Internal)

- Preparing 5 audio - visual aids.

Sessional test (10 Marks Internal)

Books Recommended :

- Flower, R. P. : Language and Education
- Harribolt, 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- 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 Teacher.

Practicum (10 Marks - Internal)

- Preparing 5 audio - visual aids.

Sessional test (10 Marks Internal)

Books Recommended :

- Chadha, B. N. : Teaching of Mathematics
- Dharambir 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 Physical Science, Method of inquiry.

Aims and objectives of teaching Physical Science at secondary level: A review of various taxonomies of objectives of teaching Physical Science.

2. Place of Physical Science in School curriculum, need for teaching Physical Science as a subject, Physical 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 Physical Science laboratory for High School, Laboratory accidents.

3. Methods of teaching Physical 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 Physical Science.

Qualities and competencies of an effective teacher of Physical Science,

Increasing professional growth.

Techniques for evaluation in the context of aims. Relevance of practical examination at secondary level.

Practicum (10 Marks - Internal)

- Preparing 5 audio - visual aids.

Sessional test (10 Marks Internal)

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
- Washton : Teaching Science Creatively.

Marks - 100

CREDIT - 4

Theory Paper (Marks - 80)

(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 educational technology and ICT in teaching Biology : use of hardwares and softwares.

Techniques for evaluating learning outcomes in Biology.

Practicum (10 Marks - Internal)

- Preparing 5 audio - visual aids.

Sessional test (10 Marks Internal)

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
- Vaidya, N. : Impact Science Teaching
- Washton : Teaching Science Creatively.

Theory Paper (Marks - 80)

(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, epidiascope, overhead 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.

Practicum (10 Marks - Internal)

- Preparing 5 audio - visual aids.

Sessional test (10 Marks Internal)

Books Recommended:

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

Practicum (10 Marks - Internal)

- Preparing 5 audio - visual aids.

Sessional test (10 Marks - Internal)

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 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.

Practicum (10 Marks - Internal)

- Preparing 5 audio - visual aids.

Sessional test (10 Marks Internal)

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. : Arthashastra Shikshan

(TE 607- J) Pedagogy of Political Science/Civics

1. Development of the concept of Political Science/Civics, scope and importance of Political Science/Civics.
Place of Political Science/Civics in school curriculum, its correlation with other school subjects.
Aims of teaching of Political Science/Civics, writing objectives in terms of behavioural outcomes.
Principles and approaches to designing curriculum of Political Science/Civics, a critical appraisal of Political Science/Civics curriculum at secondary level.
2. Methods of teaching Political Science/Civics - 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/Civics.
3. Qualities and competencies of a good Political Science /Civics teacher.
Characteristics of a good textbook of Political Science /Civics.
Co-curricular activities for learning Political Science /Civics.
4. Assessment of learning outcome in Political Science /Civics.
Lesson plan and unit plan.

Practicum (10 Marks - Internal)

- Preparing 5 audio - visual aids.

Sessional test (10 Marks - Internal)

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 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.

Practicum (10 Marks - Internal)

- Preparing 5 audio-visual aids.

Sessional Test (10 Marks - Internal)

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

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-

	<u>Marks</u>
● Maintenance of registers & records	25
● School Assembly	25
● Conducting a sociometric test in the classroom	25
● Administration of intelligence test / personality test / aptitude test on the student and analysis of results.	25
● Preparation of cumulative records	25
● Preparation of school time-table	25
● Organization of Quiz programme / Debate / PTA Meeting	25
● Planning & organization of local field trip.	25