



UNIVERSITY OF RAJASTHAN JAIPUR

FACULTY OF EDUCATION

SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

M.Ed.-Two Year (Sem.-I, II, III & IV)

Semester Scheme

For the Examination of

Academic Session 2025-2027

As per NEP-2020

Master of Education (M.Ed.)

Pj/Tan 01/09/25
अतिरिक्त कुलसचिव
राजस्थान विश्वविद्यालय, जयपुर
1-8-25
01/09/25

राजस्थान विश्वविद्यालय University of Rajasthan

As per NEP 2020
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NOTICE

1. Change in syllabus /ordinance/rules/regulations/syllabi and books may from time to time, be made by amendment or remaking and a candidate shall, accept in so far as the university determines otherwise comply with any change that applies to years he/she has not completed at time of change.
2. All court cases shall be subject to the jurisdiction of Rajasthan University headquarters Jaipur only and not any other place.

PROGRAM OUTCOMES -

PO₁PEDAGOGICAL CONTENT KNOWLEDGE:

- Identify and explain various learning theories, psychological, sociological and philosophical concepts, principles and apply in daily classroom teaching.
- Explain the nature of issues and problems faced by the State system of education and suggest some innovative remedies to solve them.
- Understand the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways to equip would be teachers for the same.
- Understand about the school education system in philosophical, social, cultural, political, economic and historical perspectives
- Understand the basic principles and process of curriculum development at primary and secondary level

PO₂ENHANCING PROFESSIONAL COMPETENCY:

- Apply the knowledge of Educational administration & management in academic planning, organization, evaluation, decision making, resource management according to predetermined goals, norms and standards.
- Apply innovative teaching techniques and strategies in classroom teaching and expand professional Competencies skills, interest and expectation in preparing for career as a teacher.

PO₃TECHNOLOGICAL AND RESEARCH SKILL DEVELOPMENT:

- Understand concept and types of educational research, role and use of statistics in research
- Apply technological skills in 1. Planning, developing and implementing classroom teaching, 2. Recording, tabulating and analyzing research data etc.
- Select appropriate research tools and techniques for data collection and analysis
- Understand and explain importance of research ethics

PO₄ LEADERSHIP, ADVOCACY AND ADMINISTRATIVE MANAGEMENT -

- Future teacher educators will assume leadership skill to manage classrooms and educational institutions.
- Also will be able for advocating equity, social justice and systemic reforms.
- Acquiring administrative and managerial skills also which is necessary for effective dealing with classroom diversity.

PO₅ SENSITIVITY FOR EMERGING ISSUES

- Apply the knowledge and skills to deal with issues related to population, environment, Gender Equality, Literacy, Yoga and Health Education etc.
- Also respond to emerging issues by applying critical, constructive and creative thought process.

PO₆ CREATIVE AND CRITICAL THINKING ABILITY:

- Identify areas of commitment, accountability, constitutional values, and national goals & suggest various activities and perform accordingly.

PROGRAM SPECIFIC OUTCOMES -

The M.Ed. curriculum aims at the all-round development of teacher educators with a purpose to prepare teacher educators with requisite knowledge, skills and values. The specific programme outcomes can be listed as follows:

PSO₁ To enable teacher educators to develop critical approach towards psychological, social and philosophical perspectives so as to prepare teachers with critical and scientific mind.

PSO₂ To understand the foundations of curriculum development and the need of continuous curriculum reconstruction

PSO₃ To build up Social awareness and skills among teachers educators who can be leaders and agents of social change and transformation in society.

PSO₄ To develop competencies and skills require for inclusive classroom.

PSO₅ To build up scientific temperament and ICT knowledge for changing technological challenges and globalization demands.

PSO₆ To develop humanitarian values and ethics among teacher educators with competencies as well as humane values.

Ordinances for Admission of Students to the Examination of Master of Education Semester System(Two year programme):-

O.327. The candidates seeking admission for the degree of Master of Education (Two year programme) should have obtained at-least 50% marks or an equivalent in the following programme of this university or another university recognized by the syndicate for the purpose,a regular course of the study;.

- i) B.Ed/Shiksha Shastri
- ii) B.A.B.Ed/B.Sc.B.Ed (Four Year Course)
- iii) B.El.Ed (Four year course)
- iv) D.El.Ed with an Undergraduate Degree

N.B.: Candidate passing Shiksha Shastri Examination and seeking admission to M.Ed. Course shall be considered eligible for admission to M.Ed. if the candidate has passed Shiksha Shastri examination with courses of study as are identical to B.Ed. This shall be operative from the session 1980-81.

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per rules of the central/state government whichever is applicable.

O.328. The Master degree in Education (M.Ed.) programme is for a period of Two years(Four Semesters) shall be in two parts- part I (Semester I and II) Part II(Semester III AND IV) regular full time consisting of four semesters , viz. semester I, II, semester

III, semester IV. Each year shall comprise of two semester viz. odd & even semesters. Odd semesters shall be from July to December and even semesters shall be from January to June. There shall be an examination at the end of each semester, for first and third semester in the month of December/January, for the second and fourth semester in the month of May/June. A Candidate who does not pass the examination (Theory and/or Practical) in semester I shall be permitted to appear in such failed subjects in next semester III examination and if a candidate does not pass the examination (Theory and/or Practical) in Semester II shall be permitted to appear in such failed subject in next semester IV examination. If a candidate does not clear any paper (Theory and/or Practical) even the four semesters are over, he/she shall be given two more chances to complete remaining papers, After completing four semesters if any paper is not qualified in Odd or Even semesters, the candidate shall be permitted to appear in next subsequent semester to clear such papers. Hence the candidate shall have to complete in a maximum of 03 years from the date of admission to the program.

O.328 A. The objectives of the M.Ed. Course are:

1. To prepare professional personnel required for staff colleges of education at the pre-primary and secondary levels.
2. To prepare professionals, administrators and supervisors for the various positions of responsibility in Educational institution, Department of Education and Educational Planning and Supervisory Educational Services.
3. To train persons for various psychological services such as psychological testing, personal educational and vocational guidance, statistical services with an educational orientation.
4. To train persons for participation in programmes of examination reforms and educational evaluation.
5. To train persons for organizing curriculum development and preparation of instructional materials.

6. To prepare personnel through systematic study and research which will contribute to the development of educational literature and lead to the growth of education as a discipline.
7. To understand the Socio-economic-cultural background and academic of entrants to B.Ed course.
8. To master the methods and techniques of developing competencies, commitments and performance skills of a teacher.
9. To explain the nature of issues and problems faced by the state system of education and some innovative remedies to solve them.
10. To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country and the ways and means to equip would be secondary teachers for the same.
11. To understand, in the light of recent global developments, the new thrusts in education, the ways and means to inculcate intellectual, emotional and performance skills among secondary level teachers, the “Global citizens of tomorrow”.
12. To imbibe them attitudes and skills required for life-long learners on the ICT influenced world of today and tomorrow.
13. To acquire the skills required of a 'consumer' and 'practitioner' of educational research and innovations.
14. To provide additional learning opportunities not covered by the existing curriculum, fostering skill development and knowledge enhancement through VAC.
15. Skill based activities aim to develop practical abilities and real world competencies through hands-on engagement and application.

The objectives are expected to be achieved through (a) a closer study of fundamental basic subjects, (b) specialization in subjects allied to the selected field and (c) some research or investigation.

The course as a whole is flexible enough to provide (i) Specialization in a field of education (ii) broad study of education according to the needs and interest of the students.

O. 329. The Examination for the Degree of M.Ed. shall consist of the following:

Part I- Core Course, Elective Paper, Core, Practicum, Internship and VAC.

Part II- Dissertation

Dissertation:-

O329A. The dissertation under semester Part-II shall be closely related to the optional papers offered by the candidate. The topic and the plan of the dissertation will be decided in consultation with the faculty members appointed by the Principal of an affiliated college and Head of the department, Education of the University. The topic is finally approved by the Principal in case of affiliated college and by the Head of the department of Education in case of university. In special case the Principal/ Head of the university department, Education of the university may permit a student to select any other field for his/her dissertation.

Every candidate for the M.Ed. examination under Part-II shall, at the time of submitting the dissertation will produce a certificate from the Head of the Institution/Head of the university department of Education, where he/she has studied to the effect that the dissertation work of the candidate is genuine and is fit to examine.

The dissertation together with two copies of the summary shall be submitted to the Principal of the College/Head of university department of Education, who will forward the same to the Registrar of the University by the 10 March of IInd Year(IV semester).

In case of candidate having offered dissertation involving interdisciplinary approach to more than one subject, the Supervision by more than one person is permitted and such supervision be termed as joint supervision.

O.329 B. There shall be an examination at the end of each semester, for first semester in the month of December/January, for second semester in the month of May/ June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in December/January or May/ June. A Candidate shall be provided maximum 3 attempts to

clear any paper, i.e. papers of Odd semesters must be cleared in Semester - I, III and in subsequent semester of next year. Papers of even semesters must be cleared in Semester - II, IV and insubsequent semester of next year, If a candidate not permitted to appear in Semester examination due to short attendance, he/she shall not be allowed to sit in next semester examinations also.

O.329C. If in the examination both parts of which are taken simultaneously by a candidate, if dissertation is adequate but he/she has not reached the required standard in the written part of the examination, the candidate shall be exempted from re-entry on the presentation of a dissertation, similarly if the candidate has reached the required standard in the written papers, but the dissertation is not adequate, he/she shall be exempted from re-entry in the written part of the examination. After filling examination form, if a candidate fails to appear in any semester exam (part or full) for a valid reason, or he/she fails to clear any semester exam (part or full) either theory or practical, may be allowed to promote in next semester and he/she can appear for remaining paper(s) in subsequent semesters (Odd or Even).

O.329 D. A candidate who has passed the M.Ed. Examination of the University of any other University recognized by Syndicate may be permitted to appear for the examination in the remaining paper/papers in the area of specialization paper X already offered by him (without attending a affiliated college), or the papers in any other area of specialization under Part I (B) provided he/she studies at a Post-Graduate Teachers Training College affiliated to the University for at least six months and completes the required amount of Theoretical, Practical, Sessional work in the area of specialization which he/she wishes to offer is different from the one in which he/she submitted the dissertation during the M.Ed. Examination.

Regulation 43:-SCHEME OF EXAMINATION

Theory papers and ISB, demonstration, internship, practical work.

I semester Paper 101, 102, 103, 104 Practicum, Internship, VAC

| | | |
|--------------|--------------------------|--|
| II semester | Paper 201, 202, 203, 204 | Practicum, Research Based Activities, VAC, Internship |
| III semester | Paper 301, 302, 303, 304 | Practicum, Skill Based Activities, VAC |
| IV semester | Paper 401, 402, 403 | Dissertation, Practicum, Internship, VAC |

Detailed programme of Examination (I, II, III, & IV Semester)

Programme Outline of M.Ed

Semester-I

| Paper | Course Code | Course Title | Course Type | Credits | | | Evaluation | | Total |
|-------|-------------|--|--|---------|---|---|------------|----|-------|
| | | | | | | | EOS E | CA | |
| | | | | L | P | C | | | |
| I | M.EDCC-101 | Psychology of Learning and Development | Core Course | 4 | - | 4 | 80 | 20 | 100 |
| II | M.EDCC-102 | Historical, Political and Economical Perspective | Core Course | 4 | - | 4 | 80 | 20 | 100 |
| III | M.EDCC-103 | Introduction to Research Methods | Core Course | 4 | - | 4 | 80 | 20 | 100 |
| IV | M.EDSEL-104 | Part (A)Specialization on courses (Any one) i. Guidance and Counseling - I ii. Curriculum Pedagogy and assessment -I iii. Education Policy, Economics and Planning - I iv. Educational Management, Administration and Leadership-I v. Education | Specialization on Elective Paper (Select same group for both specialization on Elective) | 4 | - | 4 | 80 | 20 | 100 |

| | | | | | | | | | |
|----|---------------|--|--------------------|---|---|---|----|----|----|
| | | Technology – I vi. Theme based on Institutional Strengths (Any one) a) Life Long Education-I b) Value Education and Human Rights-I c) Inclusive Education-I | | | | | | | |
| V | M.ED CO-105.1 | Communication and expository Writing and creative writing Practicum | Core | - | - | 2 | | 50 | 50 |
| | M.ED CO-105.2 | Organize seminar, Symposium, workshop by students Practicum | Core | - | - | 2 | | 50 | 50 |
| VI | M.EDIN-106.1 | Lecture on two innovative method on current educational issues | Internship | - | - | 2 | | 50 | 50 |
| | M.EDVAC-106.2 | Value added course VAC - Peace Education/Physical Education | Value Added Course | 2 | - | 2 | 40 | 10 | 50 |

| | |
|---|---|
| Aggregate of Semester I 1 credits = 15 hours Credits = 20+2 (+2) = 24 Credit Marks = 100 x 4 = 400 50 X 4 = 200 550+50 = 600 | Theory - 18 X 15 = 270 hours Practicum - 06 X 30 = 180 hours Total hours= 450 hours |
|---|---|

Semester-II

| Paper | Course Code | Course Title | Course Type | Credits | | | Evaluation | | Total |
|-------|---------------|---|--------------------------------------|---------|---|---|------------|----|-------|
| | | | | | | | EOS E | CA | |
| | | | | L | P | C | | | |
| I | M.EDCC-201 | Philosophy of Education | Core Course | 4 | - | 4 | 80 | 20 | 100 |
| II | M.EDCC-202 | Sociology of Education | Core Course | 4 | - | 4 | 80 | 20 | 100 |
| III | M.EDCO EL-203 | Group-A : Elementary Education – Curriculum | Core Elective (Select Same group for | | | | 80 | 20 | 100 |

| | | | | | | | | | |
|----|----------------|--|---|---|---|---|----|----|-----|
| | | Construction I Group-B Secondary Education – Curriculum Construction I Group C – Higher Education – Curriculum Construction I | both Elective) | 4 | - | 4 | | | |
| IV | M.EDSEL-204 | Part (B)Specialization on courses (Any one) i. Guidance and Counseling - II ii. Curriculum Pedagogy and assessment -II iii. Education Policy, Economics and Planning - II iv. Educational Management, Administration and Leadership-II v. Education Technology –II vi. Theme based on Institutional Strengths (Any one) a) Life Long Education-II b) Value Education and Human Rights-II c) Inclusive Education-II Practical Work- Project work on topics of above papers | Specialization Elective Paper (Select Same group for both Specialization Elective) | 4 | - | 4 | 80 | 20 | 100 |
| V | M.EDCO-205.1 | Review of Related Literature and Selection of topic for Research | Core | - | - | 2 | - | 50 | 50 |
| | M.EDCO-205.2 | Research proposal for Dissertation | Core | - | - | 2 | - | 50 | 50 |
| VI | M.EDVA C-206.1 | Yoga Education | VAC | 2 | - | 2 | 40 | 10 | 50 |
| | M.EDINT-206.2 | 12 Days B.Ed. Internship its report and viva | Internship | - | - | 2 | - | 50 | 50 |

Aggregate of Semester II
1 credits = 15 hours

Theory - 18 X 15 = 270 hours
 Practicum - 06 X 30 = 180 hours

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|--|------------------------|
| Credits = 20+2 (+2) = 24 Credit Marks = 100 x 4 = 400 50 X 4 = 200 550+50 = 600 | Total hours= 450 hours |
|--|------------------------|

Semester-III

| Paper | Course Code | Course Title | Course Type | Credits | | | Evaluation | | Total |
|-------|---------------|---|---|---------|---|---|------------|----|-------|
| | | | | | | | EOSE | CA | |
| | | | | L | P | C | | | |
| I | M.EDCC-301 | Teacher Education - I | Core Course | 4 | - | 4 | 80 | 20 | 100 |
| II | M.EDCC-302 | Advanced Research Methods | Core Course | 4 | - | 4 | 80 | 20 | 100 |
| III | M.EDCOE L-303 | Group-A : Elementary Education – Policy Perspective & Problems Group-B Secondary Education – Policy Perspective & Problems Group C – Higher Education – Policy Perspective & Problems | Core Elective (Select Same group for both Elective) | 4 | - | 4 | 80 | 20 | 100 |
| IV | M.EDSEL304 | Specialization on courses :- On the basis of levels i.e Secondary and Sr. Secondary Education) (Any One)-opt any one following paper according to subject at Graduation or Post | Specialization Elective (Select Same group for both | 4 | - | 4 | 80 | 20 | 100 |

| | | | | | | | | | |
|----|---------------|---|--------------------------|---|---|---|----|----|----|
| | | Graduation level. (a) Pedagogy of Science Education - I (b) Pedagogy of Mathematics Education - I (c) Pedagogy of Language Education - I (d) Pedagogy of Social Science Education - I | Specialization Elective) | | | | | | |
| V | M.EDPR-305.1 | i. Prepare Administration and Standardize of any one Psychology Test. Practicum | Core | - | - | 2 | - | 50 | 50 |
| | M.EDPR-305.2 | Visit and Observation of One B.Ed institution and its Report writing Practicum | Practicum | - | - | 2 | - | 50 | 50 |
| VI | M.EDSEL-306.1 | Introduction of Basic knowledge of Computer | Self-Development Skill | - | - | 2 | - | 50 | 50 |
| | M.EDVAC-306.2 | Value Added Course - Health and Physical Education/Environmental Education | Value Added Course | 2 | - | 2 | 40 | 10 | 50 |

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|---|---|
| Aggregate of Semester III 1 credits = 15 hours Credits = 22+02 = 24 Credit Marks = 100 x 4 = 400 50 X 4 = 200 550+50 = 600 | Theory - 18 X 15 = 270 hours Practicum - 06 X 30 = 180 hours Total hours= 450 hours |
|---|---|

Semester-IV

| Paper | Course Code | Course Title | Course Type | Credits | | | Evaluation | | Total |
|-------|---------------|--|--|---------|---|---|------------|----|-------|
| | | | | | | | EOSE | CA | |
| | | | | L | P | C | | | |
| I | M.EDCC-401 | Teacher Education - II | Core Course | 4 | - | 4 | 80 | 20 | 100 |
| II | M.EDCC-402 | Educational Studies | Core Course | 4 | - | 4 | 80 | 20 | 100 |
| III | M.EDEL-403 | Specialization on Courses: - On the basis of levels i.e Secondary and Sr. Secondary Education) (Any One)-opt any one following paper according to subject at Graduation or Post Graduation level. (a) Pedagogy of Science Education-II (b) Pedagogy of Mathematics Education - II (c) Pedagogy of Language Education-II (d) Pedagogy of Social Science Education-II Practical Work- Project work on topics of above papers | Specialization Elective (Select Same group for both Specialization Elective) | 4 | - | 4 | 80 | 20 | 100 |
| IV | M.EDPR-404 | Dissertation - Dissertation writing - Dissertation (Pre-submission Presentation) Final Presentation and Viva-Voce | Core Subject Practicum | 4 | - | 4 | 25* 50 | 25 | 100 |
| V | M.EDSPR-405.1 | Presentation by students of statistical techniques used in data analysis using Excel/ SPSS | Core Course - Skill Practical | - | - | 2 | - | 50 | 50 |

| | | | | | | | | | |
|----|---------------|---|------------------------|---|---|---|---|----|----|
| | M.EDCO-405.2 | (i)Abstract writing of two research papers of dissertation work. (ii)Library based Self-directed study notes (any two topics) | Core Course | - | - | 2 | - | 50 | 50 |
| VI | M.EDSPR-406.1 | Knowledge of Plagiarism | Self-Skill Development | - | - | 2 | - | 50 | 50 |
| | M.EDIN-406.2 | Writing of Ethical Literature | Internship | - | - | 2 | - | 50 | 50 |
| | M.EDVAC | Anandam Social work | Value Added Course | - | - | 2 | - | 50 | 50 |

| | |
|---|--|
| Aggregate of Semester IV 1 credits = 15 hours Credits = 22+02 (+2) = 26 Credit Marks = 100 x 4 = 400 50 X 5 = 250 600+50 = 650 | Theory - 16 X 15 = 240 hours Practicum - 10 X 30 = 300 hours Total hours= 54'0 hours |
|---|--|

| SEM = 04 | I | II | III | IV |
|---------------------------|-------------------|-------------------|--------------|-------------------|
| Total Credits = 98 | 24 [20+2+(+2)] | 24 [20+2+(+2)] | 24 [22+2] | 26 [22+2+(+2)] |
| Total Marks = 2450 | 600 | 600 | 600 | 650 |
| Total Hours = 1890 | 450 | 450 | 450 | 540 |

Evaluation of M.Ed. Examination

- Each theory paper in semester I, II, III, & IV will carry 100 marks out of which 80 marks will be of theory paper and 20 marks to be assessed on Task and assignment.
- In each semester core course is compulsory theory paper. Code M.EDCC represents core course in each semester.
- M.EDSEL represents specification elective paper in each semester in which :
 - M.EDSEL 104 & 204 will be selected from same group.

- M.EDSEL 304 & 403 will be selected from same group on the basis according to their subject at Graduation or Post Graduation level.
4. M.EDCOEL represents core elective will be selected from same group in semester II & III.
 5. Core practicum - In M.Ed which is a PG Course Practicum Work Includes Assignments, Field Work, Online Learning, Paper Writing to strengthen the base of Research. For this students will be instructed by the principal's internal committee of college.
 6. In each semester value added course (M.EDVAC) will be of 50 marks in which 10 marks of Task and Assignment. Sessional work will be assessed internally only at college level through assignment and other activities relevant to VAC content.
 7. In each semester internship will be of 50 marks which include observation and visit of B.Ed. Institutes academic writing, Ethical Literature writing.
 8. In semester III & IV to develop attributes of technical knowledge skill based activities will be of total 150 marks where 50 marks in III sem. and 100 marks in IV sem.
 9. A student shall have to score at least 40% each in theory and practical separately to pass each semester examination, except dissertation, which shall have minimum 48% as passing marks.

QUESTION PAPERS:-

1. Each theory paper having weightage of 100 marks will be divided in 80 for theory and 20 for Task and assignment. Theory paper will be of 3 hours which contains three Parts A, B and C. Part A contains 10 very short answer type questions each carry 2 Marks and Part B Contains 4 short answer type questions with internal choice each question carry 5 Marks and Part C contains 4 Long answer type questions with internal choice each carrying 10 marks based on knowledge, understanding and applications of the topics/texts covered in the syllabus.
2. Each theory paper having weightage 50 Marks will be divided in 40 for theory 10 For Task and Assignment. Theory paper will be of Two hours which contains three parts A, B and C. Part A contains 5 very short answer type questions each carry 1

mark, Part B Contains 4 short answer type questions, out of which any 02 questions have to be attempted and each question will carry 5 marks, Part C contains 4 long answer type questions, out of which any 02 questions have to be attempted and each question will carry 10 marks.

3. Each practicum work will involve institutional visit/field work/assignment /creative writing skills/seminar/skill based activities/construction of standardized Test.
4. These marks will be divided further as:-

Theory Paper

80 Marks and 40 Marks

Task and Assignment

20 Marks and 10 Marks

Task and Assignment

The Task and Assignment work shall be examined by both the external and the internal examiner and the marks awarded by both the examiners shall be considered separately.

Working out the result and awarding Grades:

The successful candidate shall be classified into following Grades -

Class-I- Those obtaining 60% of the aggregate marks or more.

Class-II- Those obtaining at least 48% of the aggregate or more but less than 60%. The minimum passing marks in each paper except Dissertation shall be 40% in each of theory and practical separately. In dissertation the minimum passing marks shall be 48%.

Letter Grades and Grade Points:

| letter Grade | Grade Point | Marks Range (%) |
|---------------------|--------------------|-----------------------------------|
| O (Outstanding) | 10 | 91-100 |
| A+ (Excellent) | 9 | 81-90 |
| A (Very Good) | 8 | 71-80 |
| B+ (Good) | 7 | 61-70 |
| B (Above Average) | 6 | 51-60 |
| C (Average) | 5 | 40-50 |
| P (Pass) | 4 | When students take audit courses. |

| | | |
|-------------|---|--|
| F (Fail) | 0 | They will be given a pass (P) or Fail (F) grade without any credits. |
| Ab (Absent) | 0 | |

Computation of SGPA and CGPA : Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- I. The SGPA is the ratio of the sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student the sum of the number of credits in all the courses undergone by a student, i.e.

$$SGPA (S_i) = \sum (C_i \times G_i) / \sum C_i$$

Where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

- II. The Cumulative Grade Point Average (CGPA) is also calculated in the same manner, taking into account all the courses undergone by a student over all semesters of a programme, i.e.

$$CGPA = \sum (C_i \times S_i) / \sum C_i$$

Where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester.

O.8 B Credits:

The term ‘Credit’ refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, in case of Internship programme, symposium, seminar, workshop, communication skill and internal exams assigned 02 credits in each semester. However, in no instance the credits of a course can be greater than the hour allotted to it. One credit refers to 15 hours. Total 1890 hours in Four Semesters (two years). The total minimum credits, required for completing a PG M.Ed. Programme is 80 credits. Credit marks in I semester 24 in II Semester 24 in III Semester 24 and IV Semester 26. Total credit marks will be 98.

SEMESTER-I

PAPER - I

M.EDCC-101

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

100 Marks

Objectives

04 Credits

After completing the course the students will be -

1. To enable the students to understand the psychological foundation of education.
2. To develop an understanding about theories of learning.
3. To develop an understanding about learners cognitive thinking and learning styles.
4. To develop an understanding of theories of personality and its measurement.
5. To understand psychological measurement, of all aspects of educational psychology.
6. To develop an understanding of concept, models and types of Meta-cognition.

Course content

Unit-I Educational psychology and issues to Human Development 15HOURS

- A. Meaning and concerns** of education psychology, Contribution of various schools with reference to teaching –learning: Behaviorism, Humanistic, and Constructivism
- B. Methods in psychology-** Experimental, Observation, Clinical & Case Study
- C. Concept of Individual differences:-**meaning, causes and their Educational Implications (with special reference to mental retarded, gifted & delinquent).
- D. Stress, Sources of Stress, Stress management technique, Anxiety, Forms of Anxiety:-** panic and phobia, Vocational Guidance & Career Counseling.

Unit-II Cognitive aspects of an individual 15 HOURS

- A. Cognitive development:** -Cognitive process-Perception, Attention, Memory, Development of concepts, Logical–Reasoning, Critical-Thinking, Development of concepts, Strategies for Teaching concepts, Problem – Solving, Decision –

Making. Critical appraisal and comparative study of Piaget, Bruner & Vygotsky with reference to multiple school contexts of India.

- B. Intelligence** - Nature, Types of intelligence-Emotional, Social, Spiritual and Artificial Impact of Heredity and environment on intelligence, Theories (Multiple intelligence, PASS (Planning, Attention - Arousal and simultaneous successive model))
- C. Creativity** -Effect of school environment on creativity, Curriculum for pupils teachers based on Creativity Enhancement, Measurement of creativity, and Correlation of creativity with intelligence

Unit - III Paradigms of Learning

15 HOURS

- A. Learning:** - Meaning, affecting factors, types and learning styles
- B. Learning theories with educational Implication:-**Guthrie's Theory, Tolmen's Theory, Verbal Learning, Concept Learning, Skill Learning.
- C. Transfer of Learning:-** Factors, theories & their implication for teachers

Unit - IV Personality and Adjustment 15 HOURS

- A. Personality:-**Definition and nature , Theories-Pschoanalytical : classical and Neo-Freudian, Humanistic: Roger and Maslow's, Biological, Genetic: Eysenck Arousal Theory and Zuckerman's Theory, Social – Cognitive Theory: Bandura's Theory, Personality Traits by Carl- Jung's-(Extroversion v/s introversion, Sensing v/s Intuition, Thinking v/s Feelings, Perceiving v/s judging), Assessment of Personality.
- B. Motivation:** Instinct, Need, Drive, Motives, Maslow's Need Hierarchy, Achievement motivation by Mc-Clelland and educational implications, interest and aspiration, Assessment of Motivation.
- C. Adjustment:** Concept, definition, Factors affecting, adjustment (Frustration & Conflict), Ego-Defense mechanism, Identification and education of mal-adjusted children. Promoting of positive health and well being:- mental-health & hygiene Resilience,

Task and Assignment

(10 + 10 = 20 Marks)

- Organizing one day seminar on Mental Health and Hygiene, resilience and its report writing.
- Administration, scoring and conclusions of psychological tests. (anyone) - Personality, Attitude, Intelligence, Stress, Adjustment, wellbeing, Mental health, Anxiety, Motivation, Creativity

References:

1. Arora, Rita, (2005), "Shikshan Adhigam ke Mano-samajik Aadhar" Shiksha Prakashan, Jaipur.
2. Ausubel D.P. and Robison F.G.: School learning An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc 1969.
3. Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
4. Bower G.H. and Hilgard E.R.: theories of Learning New Delhi Prentice Hall India Pvt. Ltd.
5. Charles N. Newmark (1985) : Major Psychological assessment Instruments : Allyn And Becan Inc. Boston, London, Sydney, Totonto.
6. Chauhan, S.S. (2001). Advanced educational psychology, New Delhi: Vikas Publishing
7. C.L. Kundu (1989) : Personality Development, Sterling publishers Pvt. Ltd., New Delhi.
8. Gage and Berlinger (1984) : Educational Psychology, Boston Houghton Mifflin Company.
9. Hays J.R. (1978): Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press
10. Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
11. Joyce Bruce and well Marsha (1985). Models of Teaching prentice Hall of India Ltd.
12. Mangal S.K.: advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt, Ltd.

13. Michael Green (1989) : Theories of Human Development prentice Hall, englewood cliffs, New Jersey.
14. Moully George J : Psychology of teaching botton Allyn & Decan Inc.
15. S. Owen, H. Parker Blount, Henry Moscow (1978): Educational Psychology – An Introduction Little, Brown and Company Boston, Toronto.
16. Wordsworth B.J. piaget's (1989): Theory cognitive and affective Development, New York, Longman incorporated.

PAPER - II **M.EDCC-102**

HISTORICAL, POLITICAL AND ECONOMICAL PERSPECTIVE

MARKS-100

Objectives:-

Credits - 04

After completing the course the students will be able -

1. To understand the development and role of Education in Historical, Political and Economical aspects in India.
2. To understand about multidisciplinary approach in relation to Education with other aspects.
3. To understand the relationship between political institutions, economic policies and historicism.
4. To understand the educational contribution of great thinkers.
5. To understand the role of central agencies in development of education in India.
6. To acquaint with the experiments and their contribution in education.
7. To understand the importance of democratic values and constitutional provisions for Education in India.
8. To understand the global trends of education in changing nature of global society like-open learning system, scientific & technical invasion, economic and social challenges.

Course Content:

Unit – I: Historical Aspects**15 HOURS**

- A. Comparative study of the development of Education in ancient, medieval and modern reign with special reference to aims, objectives, curriculum, methods and Evaluation techniques, Impact of colonialism on Indian Society, economy, polity and education.
- B. Experiments and contribution in Indian Education: Gujarat Vidya Peeth, Shanti Niketan, Pondichari Ashram, Chitrakoot Gramodyog Vishva Vidhyalaya, Riverside School.

Unit – II: Political Aspects**15 HOURS**

- A. Educational Contribution of prominent thinkers in brief: M.K. Gandhi, Vivekanand, Maulana Abul Kalam Azad, Dr. A.P.J. Kalam and Jyotibha Phoolke.
- B. Democratization of Education, role of democracy and education in multicultural & multilingual societies, Constitutional provisions for Education in India, Human Rights (U.N. declaration) with special reference to Child Right.
- C. New trends, problems and their possible solutions of Indian Educational Administration, world Problems and Terrorism: its causes, impact on society, remedies through Education.

Unit – III: Economical Aspects**15 HOURS**

- A. Meaning, Concept, Importance of Economic Growth and Economic development, Planning, Role of Education for it, Economy and Education: Impact of LPG (Liberalization, Privatization, globalization) and concept of PPP (Public Private Partnership).
- B. Economics and Migration, The Economics of Brain Drain, Economic threatening: Poverty, Unskilled labour, lack of resources, inequitable growth, unemployment, Economic Underdevelopment.
- C. Contribution of Education for development: Skill development, Man power planning, Human Resource management and its relevance to Education, Niti Aayog : Origin concept, objects, role, functions and challenges.

Unit – IV: Global Aspects**15 HOURS**

- A. Economic and historical forces in shaping the aims of Education, Dominance conflict and resistance in the concept of Education.
Dellor's commission Report – 1996, Citizenship Education: Meaning, Concept, Qualities, Need and importance, Role of culture.
- B. A study of secularism, Nationalism and Universalism, Scientific, Technical and Cultural invasion, its impact on society and education.
- C. Open learning society and open learning system: origin, meaning, concept, objectives, merits and challenges.
- D. Introduction: MHRD, NCERT, CBSE, CABE, NUEPA, UGC, NAAC. Function of Central Agencies.

Task and Assignment

Attempt any two of the following.

(10 + 10 = 20 Marks)

1. Power point presentation on any topic of the syllabus of this paper (units 1-5).
2. Seminar on any topic related to political and economic issue based on education.
3. Two abstract of recent articles related to subject published in reputed journals.
4. Write two term papers on global aspects of education.
5. Contribution of any two in quality enhancement MHRD, NCERT, CBSE, CABE, NUEPA, UGC, NAAC

References:

1. अरोड़ा रीता .(2007) : शिक्षा में नवचिन्तन, शिक्षा प्रकाशन, जयपुर।
2. Banerjee, A.C. & Sharma S.R. (1999). Sociological and Philosophical issue in Education. Jaipur, Book Enclave.
3. Brubacher John S. (1962) : Modern Philosophy of Education, New Jersey, Prentice Hall Inc.
4. Chatterjee Partha (1986), Nationalist thought in the Colonial World: A Derivative Discourse, Oxford University Press: New Delhi.
5. Dewey, John (1961). Democracy and Education. New York: Macmillan Company.
6. Freire Paulo, Cultural Action for freedom, Penguin Books: London. (1974)

7. Freire Paulo, Education for Critical Consciousness, Seabury Press, New York. (1973)
8. Goel, A. and Goel, S.L. (2005). Human Values and Education. New Delhi: Deep & Deep Publications Pvt. Ltd.
9. Gupta, Rambabu (1995) : Indian Education and Its Problems. Ratan Prakashan Mandir, Agra.
10. Gupta Rainu (2010) : Shiksha Ke Sinddanth. Agra, Agrawal Publication.
11. Halsey, A.H.; Lander, H.; Brown, P. and Nells, A.S. (1997). Education: Culture, Economy and Society. New York: Oxford University Press.
12. Joshi, Kireet (2000). A National Agenda for Education. Delhi: The Mother's Institute of Research.
13. Joshi, Kireet (2000). Education at Corssroads. Delhi: The Mother's Institute of Research.
14. Mehta D.D. : Development of Education System in India. Tondon Publication, Ludhiana.
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16. Nathan, Dev; Kelkar, Govind and Walter, Pierre (Eds.) (2004). Globalization and Indigenious People in Asia. New Delhi : Sage Publishers.
17. National Council of Teacher Education (1999). Gandhi on Education. New Delhi: NCERT.
18. National Curriculum Framework. (2005). www.ncert.nic.in National Knowledge Commission (2006).
19. Pandey, R.S. (1997): East West thoughts on Education, Allahabad, Horizon Publishers.
20. Rusk, R.R. and Scotland, J.(1979) Doctrines of the Great Educators, (Fifth Edition), NewYork, The Macmillan Press Ltd.,P.310.
21. सक्सेना एन. आर. स्वरूप (2013) : शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत, आर. लाल बुक डिपो।

22. Sharma A.P. (1999) : An Approach to Philosophy of Education. New Delhi, The Indian Publication.
23. शर्मा आर. ए. (2014) : शिक्षा के दार्शनिक एवं सामाजिक एवं मूल आधार, आर. लाल बुक डिपो।
24. Sharma, Y.K. (2002) The Doctrines of the Great Indian Educators, New Delhi, Kanishka Publishers, P.371.
25. Sodhi, T.S. & Suri A (1998). Philosophical and Sociological Foundation of Edu., Patiala Bhawa Publication.
26. शुक्ला सी.एस. : भारत में शिक्षा प्रणाली का विकास, इण्टरनेशनल पब्लिशिंग हाउस, मेरठ।

PAPER - III

M.EDCC-103

Introduction to Research Methods

Marks 100

Objectives:-

Credits - 04

After undergoing this course the students will be able to:-

1. Explain and describe the meaning of Scientific Method, Scientific Inquiry and their implications for educational research.
2. Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.
3. Explain and adopt different strategies of research to solve educational problems.
4. Understand mechanics of writing research proposal research papers.
5. Select research problem, preparation of research proposal, doing research and its report writing.
6. Understand recent research trends in India & abroad.

COURSE CONTENT

UNIT I Structuring Educational Research

15Hours

A. Nature of research, knowledge and inquiry: Nature of knowledge and its sources (Instinct, reason, intuition etc). Scientific method of inquiry (Authority, Intuition, Tenacity, Rationalism, Empiricism) and their role in knowledge generation.

B. Research: Meaning, nature, need, scope and significance of Educational Research, Major orientation in Educational Research: Philosophical, Sociological, Psychological, Technological and Management etc. Types of Researches: Fundamental, Applied & Action Research, Quantitative & Qualitative.

C. Research Problem: Sources for identifying the research problem, Characteristics of a good research problem, Scientific Steps of Research, Reviewing Literature (online database, encyclopedia, etc), Ethical issues in Research-Plagiarism, APA guidelines for human participants in research.

UNIT II Design in Educational Research . 15Hours

A. Quantitative Research: Descriptive research. Subcategories of Descriptive Research: Surveys, Correlation Studies, Ex-post facto research, Historical research (meaning, steps, significance, primary and secondary sources and internal and external criticism). Experimental Research. Experimental design, Quasi Experimental Design, Factorial Design, Single-subjects design, Controlling, extraneous and intervening variables.

B. Qualitative Research: Case studies (Developmental and longitudinal), Ethnographic studies, Phenomenological research and naturalistic inquiry.

C. Mixed Research-meaning, fundamentals principals, strength and weakness, types and limitations

UNIT III Hypothesis, Variables, Population & Sample and Tools 15Hours

A) Hypothesis : Meaning, difference between assumptions, postulates and hypotheses, types of hypothesis, difference between Positive and Null Hypothesis, Characteristics of good hypothesis, Hypothesis testing, Types of errors: Type I and Type II

B) Variables: Meaning definition and types of variables. (Independent, Dependent, Extraneous, Intervening, Confounding etc.)

C) Populations and Samples : Meaning Characteristics of a good sample, Sampling

D) Tools: Types of Tools, Standardize & Non-Standardize Tests, Construction of a Test Questionnaire, Interview, Rating Scale, Observation, Attitude Scale, Schedule, and Sociometry. Validity, Reliability & Objectivity of a Test, Adaptation of a Test

UNIT IV Writing of Research Proposals, Recent trends in Education 15Hours

A. Writing of Research Proposals - Identification of a research topic: Sources and need, Review of related literature, Rationale and need of the study, Conceptual and operational definition of the term, Variables, Research question, aims, objectives and hypotheses, Delimitation, Methodology, samples, tools, Scope , limitation, delimitation, Significance of the study, Bibliography, Time frame, Budget if any and chapterisation

B. Recent trends in Education - History of Research, Education Research in India, Educational Research in Abroad, Futuristic Trends of educational Research

Sessional:-

(10 + 10 = 20 Marks)

1. Critically analyze any research dissertation.
2. Concept map of any area of research methods.

References:-

1. Best, John W. : *Research in Education*
2. Dalen, Deobold B. Van: *An Introduction to Educational Research*.
3. Fisher, R: *Designs of Experiments*.
4. Garrett, H.E. :*Statistics in Education and Psychology*.
5. Good, C.V.: *Introduction to Research*.
6. Guilford, J.P.: *Fundamental Statistics in Psychology and Education*.
7. Keeves, John P. (Ed.): *Educational Research, Methodology and Measurement: An International Handbook*.
8. Kerlinger, Fred N: *Foundations of Behavioural Research*.
9. Mouley, George J.: *The Science of Educational Research*.
10. Myros J.K.: *Fundamentals of Experimental designs*.
11. Verma, M.: *An Introduction to Educational and Psychological Research*.

PAPER - IV
M.EDSEL-104 (i)

(i) Guidance and Counseling - I
Marks-100

Objectives:-Credits -04

After completing the course the students will be -

- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with meaning, purposes and out-line of job-study.

COURSE:-

Unit- 1 Guidance 15 Hours

- Bases of guidance-Philosophical, Sociological, Pedagogical, Psychological
- Concept of guidance - Meaning, Basic assumptions, Need of guidance, Influence of familyand Community on guidance.
- Functions and purposes of Guidance.
- Types of guidance, Major guidance areas- Personal, educational, Career, Social, Health,Marital, Moral.
- Adjective guidance, Identification of maladjusted children and the principles of dealingwith them.

Unit – 2 Appraisal of an individual 15 Hours

- Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality
- Inventories, Interest Inventories, Attitude Scale
- Non testing devices- Cumulative record Card, Sociometric techniques, projectivetechniques, Rating Scale, Case Study. Anecdotal Record, Autobiography.

Unit-3 Counseling& theories 15 Hours

- Meaning, need, characteristics, Principles, Process and types of Counselling
- Rational Emotive Behaviour Therapy (REBT) (Albert Ellis)
- Behavior Therapy (B.F. Skinner)
- Gestalt Therapy (Fredric Pearls)
- Psychoanalytic Therapy (Sigmund Freud)
- Client Centered Therapy (Carl Rogers)

Unit- 4 Techniques of Counseling 15 Hours

- Individual counseling : Counseling interviews- Meaning, purpose, conditions of interview
- Qualities and responsibilities of an interviewer, evaluation through an interview.
- Group Counseling: Meaning, purpose, importance types of group Counseling- regular subject classes, core curriculum classes, special groups, school assemblies, clubs.

Task & Assignment:

(10 + 10 = 20 Marks)

- Prepare an interview schedule for an effective Counselling
- Visit a guidance Centre and Write a report about its organization and functions.

References:-

1. J. Agrawal J.C. : Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
2. Anatasi Anne : Psychological testing, New York, Mac Millan 1982
3. Mennet M.E. : Guidance and Counselling in Groups, McGraw Hill book Company, 1963.
4. Crites J.O : Vocational psychology, New York, GMC Grow Hill Book Company 1968
5. Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
7. Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
8. Swedish Mohan : Readings for Careers Teachers, NICER 1985

PAPER - IV

M.EDSEL-104 (ii)

(ii) Curriculum, Pedagogy and Assessment – I

Marks: 100 Objectives:

Credits - 04

- Understand the concept, principles and determinants and process of curriculum development at different levels.
- To help the student to develop skills in framing curriculum for subjects of teaching, analyzing curriculum for teaching-learning and developing course contents in the subjects of teaching.
- Understand the range of cognitive capacities among learners.
- Gain an understanding of different theoretical perspectives on learning.
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
- Understand the concept of assessment and evaluation.

Course:-

UNIT-1 Curriculum 15 Hours

- Curriculum : Need, scope and approaches (Teacher centered, child centered, activity centered). Curriculum and syllabus: concept and difference
- Foundations of curriculum : Epistemological, sociological, Psychological
- Principle of curriculum construction: Formulating aims and objectives, specifying content, defining teaching learning experience and evaluation.
- Characteristics of good curriculum

UNIT-2 Pedagogy: Teaching Learning Process 15 Hours

- Pedagogy: Concept, meaning and characteristics, difference between Pedagogy and Educational Technology.
- Instructional objectives: Difference between Objectives and Instructional Objectives, Bloom's Taxonomy.
- Relationship among teaching, learning and instruction

UNIT-3 E-Resources & Current Practices in Education 15 Hours

- Resource center : SIET, SITE, Edusat , Gayan Darshan
- E – Learning& Multimedia : Meaning and importance Offline and Online learning and E-Library, Print media (Text books), Electronic media (Radio, T.V., Computer)
- Teaching Methods:- Problem solving, Project method, Supervised study, Heuristic method, Brain storming Method.
- Instructional Techniques : Panel Discussion, Workshop, Seminar, Symposia, Team Teaching

UNIT-4 Educational Evaluation: Trends, Tools & Techniques 15 Hours

- Measurement, Assessment and Evaluation : Concept, Meaning, principle, Importance and difference.
- Tools and techniques of Evaluation: Characteristics, affecting factors.
- Tools of evaluation : Quantitative (Written, oral and practical)Qualitative (Observative , IntrospectiveProjective and Sociometry)
- Planning and Preparation of test (Including Blue Print)

Task &Assignment :(10 + 10 = 20 Marks)

(Any two of the following)

- * Critical analysis of the existing curriculum at various levels primary/Secondary/ Higher Secondary.
- * Critical analysis of curriculum development policies.
- * Study of instructional practices with reference to use of classroom skills.

References :-

1. Amidon, Edmund J. And John B. Hough (1967) – Interaction Analysis : Theory, Research and application, Addison Wesley publishing company, Reading Massachusetts London, Ontario, 401 pp.
2. Buch. M. B. and Santhanam. M. R. (1970) – Communication in Classroom, CASE. M.S. University, Baroda-2 165 pp.
3. Clayton, Thomas E. (1969) – Teaching and Learning : Psychological Perspective, Prentice-Hall.
4. De Cecco, John P. (1964) – Educational Technology : Reading Programmed Instruction. Hall, New Delhi. 880 pp
5. Knirk, R.G. And Chailds John W. General Method of Effective Teaching: Practical Approach, New York, Thomas y. Browell, 305 pp
6. Pandey, K.P. (1968) – Evaluation in Education (Hindi), Meenakshi Prakashan, Meerut, 230 pp.

7. Sharma, R.A. (1996) – Educational Technology , Internatinal Publishing Meeruit. Pp. 352.
 8. Thyne, James M. (1970) – Psychology of learning and Techniques of Teaching, London : University Press, 280 pp.
 9. Tanner, Baniel (1972) – Using Behaviour Objectives in the Classroom, New York : MacMillian, 71 pp.
- Chandra, Arvind (1977) Curriculum Development and Evaluation in Education,
Delhi : Sterling Publishers

PAPER - IV

M.EDSEL-104 (iii)

(iii) Education Policy, Economics and Planning – I

OBJECTIVES:

MARKS : 100

Credits - 04

After completion of the course the student-teachers will be able to:-

- Understand various policies, planning and initiation taken by Govt. at elementary level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- Gain insight on school planning and educational management.
- Understand planning, policies, research and innovation at the school level.
- Contribute to enhance innovation in school & educationa management & planning.
- Understand structure & programme of UEE.

Unit-I Management of Elementary Education:-15 Hours

- Meaning, concept, need and nature of management & management of education.
- Present policies and operational strategies of central, state Govt.,district& local level for Elementary Education.
- Management pattern of various kind school: Private/Govt., Aided ,central, Navodya, International ,public etc.
- Introduction- policies for strategy- Priority areas and Implementation machinery- training, Research and orientation.
- District-Planning and management of Education.
- Machinery of Local management DISE (District Information system for Education)

Unit-II School Management & Planning 15 Hours

- Planning, site & location- Design and Dimension, Equipment and infrastructure required for Elementary schools.
- Student teacher ratio, profession development programme for Elementary teachers.
- Managing committee: - Role. Constitution and functions
- Inspecting offices; Role, Duties, and functions.
- PTA- Need, Importance, formation and contributions
- School based Indicators, facility Indicators Teacher related Indicators.

Unit-III Universalization of Elementary Education (UEE) 15 Hours

- Meaning, concept importance nomenclature and present position of Elementary Education in India, measures for the promotion of UEE strategies for achieving RTE & UEE.
- Pattern of Education structure up to class VII, overview of Elementary Education in India.
- Control and support to Elementary schools.
- Free and compulsory Education Act 2009.
- Elementary Education, Comparative study of various countries.

Unit-IV Programmes & Policies for Elementary Education 15 Hours

- Operation black board
- Mid-day-meal
- DPEP (District elementary Education programme
- *Shiksha Karni* project (BRCS/URCS and CRCS)
- Centrally sponsored programs for Elementary Education:-
- SSA, *Kasturba Gandhi Balika* School, NPEGEL, (national programme for Education of Girls
- Role & responsibility of DO,BO,DD, Head masters & SMCetc.

SESSIONAL:-(TWO) (10 + 10 = 20 Marks)

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- Review research on educational management or management of elementary schools which are used in other countries but not in India.
- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyze quality & quantity of Mid-day meal in any rural and urban school.

References

- Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration.VII (2). April.
- Blaug, Mark (1972): An Introduction to Economics of Education. Allen Lane the Penguin, London.
- Chau, Ta-Ngoc (2003): Demographic Aspects of Educational Planning. Paris: International Institute for Educational Planning.
- Griffiths, V. L. (1963). Educational Planning. London, O. U. P.

PAPER - IV

M.EDSEL-104 (iv)

(iv) Educational Management, Administration and LeadershipI

OBJECTIVES

MARKS : 100

Credits - 04

: After completion of the course the student-teachers will be able to:-

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To develop in them the skills in planning and implementing conventional administrative procedures.
- To develop an insight into the perspectives of management in the light of practices in education.
- To study educational management system in India with specific reference to national, state, district and village levels structures.
- To recognize the importance of Educational Resources and their effective management for quality education,
- To understand the issues and challenges in educational management and administration in India.

Unit - 1 Concept, need and process of Educational Planning15 Hours

- Concept, scope and nature of Educational Planning
- Need and importance of Educational Planning
- Types of Educational Planning
- Process of Educational Planning in various type school in India.

Unit – 2 planning at central, state and local levels: 15 Hours

- Perspective planning at central, state and local levels.
- Priorities to be given at central and state levels.
- Schools for all and schools for the selected few
- Determine facilities to the needs :
 - ☐ School programme
 - ☐ School Building
 - ☐ Teaching training facilities
 - ☐ Location of Schools.
- Educational planning and exceptional children, gifted, backward and handicapped.
- Educational planning for qualitative improvement.

Unit – 3. Problems of educational Planning and performance : 15 Hours

- Calculating cost of education at various type of school.
- Comprehensive approach vs. selective approach.
- Public sector vs. private sector.
- Educational expenditure & planning.
- Monitoring of school performance.
- Performance appraisal of the teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach.

Unit 4Resource Management in education15 Hours

- Nature and characteristics of resource available in education.- need for resource management in education. - Material resources. - Human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization
- Quality assurance in material and human resources.
 - Financial and administrative management of educational institutions.

Task and Assignment:- (ANY ONE) (10 + 10 = 20 Marks)

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
- Examine the effectiveness of any one programme run by central Govt.for senior secondary students. Present the report in classroom seminar.

- Analyse the quality of financial and administrative management in any rural and urban school.

Reference:

- Fletcher, B. A. 'Planning of Education', Leeds, Institute of Education, 1963.
- Government of India Five Year Plans.
- Griffiths, V. L. 'Educational Planning', London, O. U. P. 1962.
- Krojsma Acjaro, V. T. 'Planning in India', New Delhi : Longmans, 1961.
- Rao, V.K.R.V. Education and Human Resources Developments, Delhi, Allied Publishers, 1966.
- Naik, J. P. Educational Planning in India, India : Allied Publishers, 1965.
- Rajgopal, M. V. Programmes of Educational Improvement at the District level, New Delhi: Asian Institute of Educational Planning and administration, 1969.
- Hanson, A. H. The Process of Planning: A Study of India's five year Plans (1950-1964) London : Oxford University Press, 1966.
- Schultz, T. W. Education and Economic Growth, University of Chicago, 1960.

PAPER - IV

M.EDSEL-104 (v)

(v) EDUCATIONAL TECHNOLOGY – I

Marks-100

Objectives:-Credits - 04

After completing the course the students will be -

- To enable the learner to become effective user of technology in Education
- To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- To make the student familiar with new trends, techniques in education along with e learning.
- To enable the student to become good practioner of Educational technology and e-learning.

UNIT – 1: Meaning & Scope of Educational Technology 15 Hours

- Educational Technology as system approach to educator.
- System approach in educational technology and its characteristics.

- Components of Educational technology software and hardware.
- Modalities of Teaching
- Difference between teaching and Instruction, conditioning & training Stages of teaching pre – active, interactive and post – active.

UNIT 2 – Communication and Multimedia in Education.

15 Hours

- Communication – Meaning, Elements, contexts and Models of Communication, necessities for better Communication.
- Multimedia concept and meaning text, graphics, animation, audio, video
- Multimedia applications - Computer based training - Electronic books and references - Multimedia application for educationist - Information kiosks - Multimedia www and web based training

UNIT - 3 Educational software applications 15 Hours

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software

UNIT -4: Distance Education 15 Hours

- Definition, characteristics, Methods and Techniques, Barriers, Modes of distance education
- Evaluation in Distance Education.
- Futuristic view of Educational Technology in India.
- Information Technology : Concept, Definition & Uses

Task & Assignment: (10 + 10 = 20 Marks)

- Students should develop at least 20 frames on any topic related to above topics.
- Create digital content through animated video/ video lecture on any topic related to syllabus .

References:

1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology
2. Essentials of Educational Technology, Madan Lal, Anmol Publications
3. Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons
4. Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford IBH Publishing company, New Delhi
5. Information and Communication Technology, N. Sareen, Anmol Publication
6. Communication and Education, D. N. Dasgupta, Pointer Publishers
7. e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asia
8. Education and Communication, O. P. Dham

PAPER - IV
THEME BASED ON INSTITUTIONAL STRENGTH
M.EDSEL-104 (VI a)
(VI a)Lifelong Education –I

Objectives:-

MARKS-100

Credits - 04

After completing the course the students will be -

- To enable the students Psychological, Philosophical and Sociological Perspectives of Lifelong Learning,
- To enable the students to various Learning Theories in the context of Lifelong Learning,
- To enable the students appropriate Skills for Motivation and Environment Building
Learn various Philosophies of Learning
- To enable the students the Conceptual framework of Adult and Lifelong Learning.
- To enable the students insight into the relationship between Literacy, Adult Education and Lifelong Learning.
- To enable the students the Role of Lifelong Learning in the context of Globalization.
- To enable the students International practices across the world.

Course:-

Unit –I Concept of Lifelong Learning15 Hours

- Meaning, Nature & Scope of Lifelong Learning
- Types of Learning – Informal, Non-formal & Formal
- Integrated Approaches in Lifelong Learning
- Role of Mass Media in Furthering Lifelong Learning

Unit– IIHistorical Perspective15 Hours

- Historical Perspective of Lifelong Learning in India – Pre and Post Independence period.
- Lifelong learning in developing and developed countries:
- Tanzania, Brazil, China, USA and Canada, Asia and Europe
- Approaches to Continuing Education / Lifelong Learning in different Five Year Plans.

Unit– III Andragogy &Pedagogy 15 Hours

- Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy,
- Continuing Education,
- Formal-Education,
- Non-Formal Education,
- Incidental Learning, Illiteracy and its forms.

Unit – IV Lifelong Learning Programmesand Development 15 Hours

- Lifelong Learning Programmes: Social Education,
- Gram Shiksha Mohim,
- Farmer’s Functional Literacy Programme,
- National Adult Education Programme
- National Literacy Mission.
- Lifelong Learning and Development - Social, Economic, Political and Cultural.
- Extension Education, Field Outreach and Community engagement in Lifelong Learning.
- .

SESSIONAL WORK(10 + 10 = 20 Marks)

(ANY TWO)

- Participation in literacy or other developmental awareness programmes in a village / mandal / neighbourhood;

- Participation in bridge school programmes in a village / neighbourhood;
- Visiting a distance education study center and studying its functioning;

References:

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10. Mahapatra B.C.& Kaushal Sharma (2010): Information Technology and DistanceEdcuation, Sarup Publishers Pvt. Ltd. New Delhi.
11. Mohanty S. (2012): Lifelong Learning and Adult Education, APH Publishing Corporation, New Delhi.
12. Mohsini.S.R, (1993), History of Adult Education in India, Anmol Publications, NewDelhi-110002.
13. Naik J.P., (1977), Some Perspectives as Non-formal Education, Allied Publishers,New Delhi.
14. Rahi. A. L,Adult Education: Trends & Issues (1994) The Indian Publications, 2963/2,Naliwali Gali, Kacha bazaar, Post Box No . 49. Ambala Cantt, 133001, India,
15. Rameshwari P (2010): Lifelong Learning in India, Edited book, Swastik Publications,Delhi.

PAPER - IV **M.EDSEL-104 (VI b)**

(VI b) Value Education and Human Rights – I

Objectives: MARKS : 100

Credits - 04

- To enable students to understand the need and importance of value-education and education for Human Rights.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development
- To orient the students with various intervention strategies for moral education and conversion of moral learning to moral education.

Course :-

Unit 1 The Socio-Moral and Cultural Context 15 Hours

- Concept, meaning, Need and importance of value education in the existing social scenario.
- Valuation of culture: Indian culture and human values, spiritual values.

Unit 2 Nature and Concept of Morality and Moral Education 15 Hours

- Nature and Concept of Moral Education
- Moral education vis-à-vis religious education, moral instructions, moral training and moral indoctrination

Unit 3 Moral Learning to Moral Education 15 Hours

- Moral learning outside the school –
- child rearing practices and moral learning,
- moral learning via imitation.
- Nature of society and moral learning.

Unit 4 Transactional Strategies and Assessment of Moral Education 15 Hours

- Models of moral education –
- Rationale building model,
- The consideration model,

- Value classification model,
- Social action model; assessment of moral values.
- Role of Assessment, Important of assessment, *Process and techniques*

TASK AND ASSIGNMENT:- (10 + 10 = 20 Marks) A review of implementation and evaluation of different schemes for human rights and values.

REFERENCES:-

1. Dagar, B. S. (1992), *Shiksha Tata Manav Mulya (Hindi)*, Chandigarh: Haryana Sahitya Academy.
2. Dagar, B. S. and Dhull Indira (1994), *Perspective in Moral Education*, New Delhi: Uppal Publishing House.
3. Mittal, K. K. (ed.) (1976), *Quest for Truth*, Delhi: Delhi University.
4. Hirst, P.H. (1974), *Moral Education in a Secular Society*, London: Hodder and Stroutlon
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8. Peters R. S. (1966), *Ethics and Education*, London: Allen and Unwin
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PAPER - IV

M.EDSEL-104 (VI c)

(VIc) Inclusive Education – I

Marks-100

Objectives: - Credis - 04

After completing the course the students will be

- To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse need so all learners.
- To develop an attitude to foster Inclusive Education
- To develop an understanding of the role of facilitators in Inclusive Education
- To incorporate innovative practices to respond to education of children with special needs;

Unit-I : Inclusive Education and Practices

- Concept of special education, Integrated education and Inclusive education, Philosophy of inclusive education , Principles of Special Education Concept of Impairment, Disability, Handicap
- Concept of an inclusive school-infrastructure and accessibility, human resources, attitudes to disability, School's readiness for learning difficulties.
- Technological advancement and its application-ICT, adaptive and assistive devices, equipment and other technologies for different disabilities, Supportive services required for meeting special needs in the classroom-special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor

Unit -II: Legal and Policy Perspectives-

- Constitutional Provisions for special need children

- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act);
- The Rehabilitation Council of India Act, 1992 (RCI Act);

Unit- III: Issues in planning and management of education

- Issues in planning and management of education of children and persons with disabilities
- Identification, assessment and certification of special education needs.
- Rights of children with disabilities and implications for education provisions, Role of Government and Non-Government organizations.

Unit-IV: Psychology& Teacher based Assessment of exceptional students

- Barriers and Facilitators in Inclusive Education :Attitude, Social and Educational
- Teacher based assessment
- Development and application of teacher friendly evaluation procedures

Task and Assignment

ANY TWO (10+10=20 marks)

- A report based on actual visit to an inclusive school.
- Make an assessment schedule for a child with any of the disability

- Mentally retarded, hearing impaired, orthopedically impaired, cerebral palsy, learning disabled and autistic children.

REFERENCES:-

1. Bhargava,M.,(2003):*VishisthaBalak –Unkisiksha Evam Punarvasa*, Vedanta Publications, Lucknow.
2. Bist, A.R., *Vishistha Balak*, Vinod Pustak Mandir,Agra. (Hindi)
3. Cruickshank, W.M. (1975), *Psychology of Exceptional Children and Youth*, Englewood Cliffs NJ,Prentice Hall.
4. Dash,M.,(2000)*Education of Exceptional Children*, New Delhi, Atlantic Publishers and Distributors.
5. *Drishtibadha*,(2012)AICB, New Delhi.(Hindi)
6. Guilford, (1971), *Special Education Needs*, RoutledgeKagan Paul.
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8. Kundu C.L.,(2000)Editor in Chief, *Status of Disability in India* ,RCI ,New Delhi.
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- 10.Mangal,S.K.,(2009),*Educating Exceptional Children: An Introduction to Special Education*, Prentice Hall of India private Limited, New Delhi.
- 11.Madan Mohan Jha (2002).School with out walls: inclusive education for all, Heinemann edu. Oxford
- 12.Mangal, S.K. ,Education of Exceptional Children, PHI, New Delhi
- Mathew, S.(2004)Education of children with hearing impairment .RCI, Kanishka Pub.
- 13.National Policy on Education(1986,1992),MHRD, GOI, Delhi
- 14.UNESCO (1989).UN convention on the rights of the child. UNESCO.
- 15.UNESCO.(2006).United Nations Conventions on the rights of persons with disabilities. UNESCO
- 16.UNESCO.(2009).Policy guidelines on inclusion in education. UNESCO

PAPER - VI
M.EDVAC 106.2
PEACE EDUCATION

OBJECTIVES:-

MARKS-50

Credits - 02

The course will enable the student teachers to –

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.
- To create frameworks for achieving Peaceful and Nonviolent societies.

Unit -I : Introduction of Peace Education 10 Hours

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education
- Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

Unit II - Bases of Peace Education 10 Hours

- Becoming peace teacher-acquisition of knowledge, values and attitudes.
- Life Skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management , Conservation of Environment
- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga , Dramatization , Debate and etc.

Unit III - Effective Teaching and Transacting Peace Education & Role of Social Agencies:10 Hours

- Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis,
- Integration of Peace Education through curricular and co-curricular activities
- Role of mass media in Peace Education
- Programmes for Promoting Peace Education –UNESCO
- Addressing challenges to peace in Multicultural Society.
- Role of Religion in propagation of Peace. Nelson Mandela Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace.

Tasks and Assignments (Any one)

10 Marks

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.
- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

REFERENCES :-

1. Adams.D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.
2. Aber,J.L. Brown, J.L.A.Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.
3. Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications.pvt.Ltd
4. Dr.Haseen Taj (2005) Current challeges in Education, Neelkamal Publications.pvt.Ltd

5. Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi
6. Prakashan, Agra-2 7. [Wttp://www.un.org/cyberschoolbus/peace/content.htm](http://www.un.org/cyberschoolbus/peace/content.htm).

PAPER - VI

M.EDVAC 106.2

PHYSICAL EDUCATION AND YOGA

OBJECTIVES:-MARKS-50

Credits - 02

The course will enable the student teachers to –

- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical activity for the fitness development.
- To help them understand the procedure of health related fitness evaluation

Unit 1. PHYSICAL EDUCATION 10 Hours

- Introduction, Definition and Meaning of physical education
- Objectives of physical education
- Scope of physical education & allied areas in Physical Education

Unit 2. PHYSICAL EDUCATION AND METHODS 10 Hours

- Need & importance of physical education in different levels of school (sec. and sr. sec. level)
- Training methods:- Development of components of physical fitness and motor fitness through following training methods (continuous method, interval method, circuit method, fartlek/speed play and weight training)

- Development of Techniques and Tactics

Unit 3. PHYSICAL FITNESS 10 Hours

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness

Tasks and Assignments (Any one)

10 marks

- Learning and performing of basic yogic activities
- Health and physical education relationship with other subject areas like science, social science and languages.
- Fundamental skill of games/sports and yoga

REFERENCES:-

- Kuvalayananda, Swami, Pranayama,(1983) , Popular Prakashan Bombay.
- Kuvalayananda, Swami,Asanas,(1983) Popular Prakashan Bombay, English/Hindi.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
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- Raju, P.T. (1982).The Philosophical Traditions of India. Delhi ,Moti Lal Banarsi Dass.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
- Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

SEMESTER - II

PAPER I

M.EDCC-201

Philosophy of Education

Marks : 100

Objectives:

Credits- 04

After completing the course the students will be able -

1. To understand the relevance of philosophy as a discipline.
2. To develop a deeper understanding of the relationship between philosophy and education.
3. To understand the scope and application of educational philosophy.
4. To acquaint with the philosophical theories underlying educational principles.
5. To appreciate the contribution of western philosophy and Indian Philosophy to Education.
6. To develop the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.

Course Content:

Unit 1 Educational Philosophy & Indian School of Philosophy

15 Hours

- A. Philosophical Foundation of Education: - Meaning & scope of Philosophy need of philosophy for a Teacher its Practical Meaning & Various definitions of educational philosophy.
- B. Interrelationship between philosophy & Education, Modern Concept of Philosophy: Analysis – Logical empiricism & positive relativism, Scope- Functions of Educational Philosophy
- C. Study of Indian Schools of philosophy keeping in mind the following points :- Thematic Concept, Aims of Education, Curriculum, Teaching Methods and Discipline

D. Upanishad, Bhagvad Gita, Jainism, Buddhism, Vedanta Philosophy and Islamic Philosophy

Unit 2 Fundamental philosophical Issues: -

15 Hours

- A. Metaphysical Issues: The issues with special reference to ontology, cosmology and theology, Epistemological and axiological issues.
- B. The issues special reference to reality and objectivity, worth of knowledge and truth
- C. Axiological Issues: Ethics and aesthetic issues, their origin and scope. Nyaya, Yoga, Samkhya.

Unit3. Comparative Study of the western Schools of Philosophy 15 Hours

- A. Study of western schools of Philosophy on the basis of following point : Principles and general maxims, Aims of Education, Curriculum, Teaching Methods, Discipline, Teacher pupil relationship and their place in education, Beliefs about nature of knowledge, Morality and Values.
- B. Naturalism, Pragmatism, Idealism, Existentialism and Realism

Unit 4. Impact of Educational Philosophy of some Indian Philosopher

15 Hours

- A. Study of Indian Philosophers keeping in mind the following points: - Concept of education and Effect of their contribution on philosophies.
- B. Specific contribution and its relevance with contemporary educational practice:- Dr. Jakir Hussain, Dr. S. Radhakrishnan, J. Krishnamurti, Dr. B.R. Ambedakar

Task and Assignment :

Any two of the following:

(10 + 10 = 20 Marks)

- ❖ One term paper on any topic related to educational philosophy.
- ❖ Report writing of a panel discussion or college of educational philosophy.
- ❖ Abstract of two recent educational philosophical research paper.

References:

1. Broalldy Harry (1967). Building a Philosophy of Education, Engleword; Cliffs, Prentice Hall Inc.

2. Brubacher G.S. (1962). Modern Philosophy of Education (International Student Edition) Tokyo; McGraw Hills.
3. Brubacher, John S. (1962): Modern Philosophy of Education: Prentice-Hall Inc., Englewood Cliffs, N.J.
4. Chaube S.P. (1981). A Philosophical and Sociological Foundations of Education, Agra; Vinod Pustak Mandir
5. Hiriyanna, M. (1995): The Essentials of Indian Philosophy, Motilal Banarasidas Publishers.
6. Noddings Nel (2012) Philosophy of Education, West View Press
7. ओड, लक्ष्मीलाल के. (1973). शिक्षा की दार्शनिक पृष्ठभूमि: राजस्थान हिन्दी ग्रन्थ अकादमी।
8. Pandey, R.S. (1997): East West Thoughts on Education: Allahabad, Horizon Publishers
9. Pareek, M. & Sharma Rajni, (2005). Udaiman Bhartiya Samaj mein shikshak avam Shiksha, Shiksha Prakashan, Jaipur
10. Rurk Robert R. (1956). The Philosophical Bases of Education, Boston; Houghton Mifflin.
11. शर्मा आर.ए. (2014) : तत्त्वमीमांसा, ज्ञानमीमांसा, मूल्यमीमांसा एवं शिक्षा, आर लाल बुक डिपो, मेरठ।
12. Thomson Godfrey (1957). A Modern Philosophy of Education, London; Gersrge G. Garper & Colts.
13. Wynee John P. (1947). Philosophy of Education, New York: Prentice Hall Inc.

PAPER II

M.EDCC-202

SOCIOLOGY OF EDUCATION

Marks 100

Objectives:-

Credits -04

After completing the course the students will be able -

1. To understand the concept of Educational Sociology and Sociology of Education.
2. To understand the relationship among Education, Society and social substance.

3. To understand the contribution of great educator's to society and education.
4. To understand the process of socialization relationship between culture, society and education.
5. To analyze, interpret and synthesize various concepts of sociological principles related to educational phenomena.
6. To understand the concept and process of social stratification and social change.
7. To understand the issues of excellence, equality and inequalities.
8. To understand emerging trends of society in global perspectives.
9. To understand the process of social change, modernization and role of education in the transmission of the national and cultural heritage.

Course Content:

Unit –I: Education and Sociology

15 Hours

- A. Meaning, Nature, Scope of Educational Sociology, Difference and relationship between Education Sociology and Sociology of Education.
- B. Nature of Sociological Inquiry, Relationship of Education and society, social-system, Education as a subsystem of society and its relationship with other subsystems: Family, caste and state. Theoretical approaches and contribution of sociology of Education: Antonio Gramsci, Paulo Freire, Talcott Parson's.

Unit – II: Socio- Cultural Context of Education

15 Hours

- A. Relationship of Education with culture, cultural change, cultural conflict, cultural relativity, cultural pluralism, Indian culture in global perspectives.
- B. Process of socialization and acculturation of the child, critical appraisal of the role of school, parents, peer groups and the community.
- C. Meaning & process of modernization, Concept of post modernism, Impact of modernization on education and culture, role of education for making composite culture.

Unit – III : Education as a Social Process

15 Hours

- A. Concept of change, planned change and process of planned change.
- B. Education as related to social change, social mobility and social stratification.

C. Education for sustainable development: Meaning, Dimensions, Principles, strategies and role of Education in sustainable development.

D. Social structure and education: conflict, Crisis within Indian social structure.

Unit – IV : Social Dimensions of Education & Futuristic Society 15 Hours

1. Meaning and concept of social ecology and contribution of education to maintain harmonious social ecology.
2. Unity and diversity in India, Education and Inequalities; caste, class, gender, education for the oppressed, issues of equality of Education opportunity and excellence in Education.
3. Meaning of futuristic society, goals of education in global perspective.
4. Social hindrance in educational upliftments as caste, religion, regionalism, poverty perspective
5. Challenges of education in future social perspective.

Task & Assignment-

Any two of the following :-

(10+10=20Marks)

- a. Survey of any social problem and present a report.
- b. Case study of any social institution.
- c. Conduct a social awareness programme in an educational institution.

REFERENCES :-

1. Anand C.L. and Et.al., The Teacher and Education in Emerging Indian Society, NCERT, New Delhi. (1983)
2. Banerjee A.C. & Sharma S.R. (1999), Sociological and Philosophical Issues in Education, Jaipur : Book Enclave.
3. Bhatia, K.K. (2005). Education in Emerging Indian Society. Ludhiana: Kalyani Publishers.
4. Bhatia, K.K. and Narang, C.L. (1992). Teacher and Education in Emerging Indian Society. Ludhiana: Tandon Publications.
5. Bhatia, K.K. and Narang, C.L. (2008). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.

6. Brown J.F.: Educational Sociology
7. Chaube, S.P. (1981). Philosophical and Sociological Foundations of Education. Agra: Ravi, Noudarnalya.
8. Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.
9. Dubey, S.C. (1994) Indian Society, New Delhi, NBT, Pp.
10. Francis M. Abraham (1982), Modern Sociological theory An introduction, Oxford University Press, Delhi.
11. Haralambos M., Sociology: Themes and Perspectives, Oxford University Press, New Delhi. (1980)
12. Harlambos N., R.M. Heald (1980), Sociology-themes and perspectives, Oxford University Press.
13. Jonathan.H.Turner (1995), The structure of sociological theory, Rawat publications, Jaipur.
14. Kenkel, W.F., Society in Action (1980), Introduction to Sociology. New York: Harper and Row.
15. Mathur S.S.(2008), A Sociological Approach to Indian Education, Agra : Vinod Pustak Mandir.
16. Mathur, S.S. (1985). Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir.
17. Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Pvt. Ltd.
18. Pandey, R.S. (1997), East West Thoughts on Education, Allahabad: Horizon Publishers.
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20. सक्सेना एन. आर. स्वरूप (2013) : शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत, आर. लाल बुक डिपो।

21. शर्मा, आर. ए. (2014) : शिक्षा के दार्शनिक एवं सामाजिक एवं मूल आधार, आर. लाल बुक डिपो।
22. Singh Yogender, Social Stratification and Change in India, Manohar Book Service, New Delhi. (1977)
23. Sodhi T.S. & Suri A.(1998), Philosophical and Sociological Foundation of Education, Patiala : Bawa Publications.
24. Srinivas M.N.: Social Change in Modern India
25. Weber, C.O. (1960), Basic Philosophies of Education, New York: Holt, Rinehart & Wins
26. Wilbur, B. Brookover, D. Gottlieb (1964), A Sociology of Education, New York : American Book Company.

PAPER - III

M.EDCOEL -203

Group A - Elementary Education- Curriculum Construction - I

Course Outcomes

Students will be able to-Marks :100

Credits - 04

- Understand the theoretical perspectives of curriculum.
- Develop analytical ability to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.
- Develop skills to design curriculum outline for a school programme.

UNIT I15 Hours

- Curriculum - Nature, Meanings and Elements

- Types of Curriculum - Teacher centred, subject centred, Child centred, correlational, Integrated Curriculum, core, fusion, accelerated, enriched, sandwich, crash, disciplinary, interdisciplinary, transdisciplinary.
- Curriculum, Syllabus and textbooks – their interrelationships, issues and problems of existing curriculum
- Bases of curriculum - Philosophical, Socio cultural, Political, Psychological, Knowledge system & technology advancement

UNIT II 15 Hours

- Steps of Curriculum Designing at Primary Level: -
 1. Objectives of education at Primary level.
 2. Understanding learners at Primary level.
 3. Selection & Organizations of learning experiences at Primary level.
 4. Course content at Primary level.
 5. Instructional Strategies Primary level.
 6. Course material & Recourses Primary level.
 7. Assessment & Evaluation Strategies Primary level.
 8. Modification & Resetting of objectives Primary level.

UNIT III 15 Hours

- Approaches to Curriculum: Behaviouristic, Cognitivist & Constructivist
- Support system & Management of Curricular practices, curricular reforms, Research and Teachers preparation,.
- Curricular Evaluation & Management: Formative & Summative, Individual & Group, Assessment by teachers, Self, Peer, External Expert and Bodies
 - Evaluation strategies of curricular goals, Methods & Content.
 - Comparison of curriculum context of different school boards

UNIT IV 15 Hours

- Models of Curriculum: - Inductive and deductive models, Hilda Taba Model, The Saylor and Alexander's models. Goodlad's model of curriculum design. Tyler's, Stake's, Scriven's and Krikpatrick's Model Administrative line staff, Grass root, Demonstration, System Approach
- Basic features of NCERT – 2005 Curriculum framework and NCFTE 2009
- Development of a Module.

Task & Assignment-

Following two:-**(10+10=20Marks)**

- Report writing on different basis of curriculum development in our country.
- Analyze Elementary Level curriculum of state board of any subject of your choice.

REFERENCES :-

1. NCERT, New Delhi (2005) National Curriculum Framework – 2005
2. NCERT, New Delhi, Curriculum and Evaluation.
3. Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc
4. Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.
5. Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT ; pp. 284
6. Hass G. & Parkay F. W. (1993). Curriculum Planning: A New Approach 6th Edition; United States of America.
7. [www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets / Howard.pdf](http://www.pdx.edu/sites/www.Pdx.edu/cae/files/media_assets/Howard.pdf)

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9. Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Holt, Rinehart & Winston Press.
10. Anning, Angela(1995): “ A National Curriculum for the Early Years”, Open University Press, Buckingham, Philadelphia.
11. Davies, Iron,K.(1976):” Objectives in Curriculum Design”, McGraw Hill Book Company Limited, England.
12. Denis Lawton(1986):” School curriculum planning”. Hodder & Stoughton, London, Sydney.

PAPER - III

M.EDCOEL -203

Group B - Secondary Education- Curriculum Construction I

Course Outcomes

Marks : 100

Students will be able to-

Credits : 04

- Understand the theoretical perspectives of curriculum.
- Develop analytical ability to assess the relevance of curriculum practice in the context of learner's development in socio cultural context and advancement of knowledge system.
- Develop skills to design curriculum outline for a school programme.

UNIT I

15 Hours

- Curriculum - Nature, Meanings and Elements
- Types of Curriculum - Teacher centred, subject centred, Child centred, correlational, Integrated Curriculum, core, fusion, accelerated, enriched, sandwich, crash, disciplinary, interdisciplinary, transdisciplinary.

- Curriculum, Syllabus and textbooks – their interrelationships, issues and problems of existing curriculum
- Bases of curriculum - Philosophical, Socio cultural, Political, Psychological, Knowledge system & technology advancement
- Determinants and motives of Curriculum

UNIT II

15 Hours

- Steps of Curriculum Designing at Secondary Level: -
 1. Objectives of education at Secondary level.
 2. Understanding learners at Secondary level.
 3. Selection & Organizations of learning experiences at Secondary level.
 4. Course content at Secondary level.
 5. Instructional Strategies Secondary level.
 6. Assessment & Evaluation Strategies Secondary level.
 7. Modification & Resetting of objectives Secondary level.

UNIT III

15 Hours

- Approaches to Curriculum: Behaviouristic, Cognitivist & Constructivist,
- Support system & Management of Curricular practices, curricular reforms, Research and Teachers preparation
- Assessment of Institutional practices
- Curricular Evaluation & Management: Formative & Summative, Individual & Group, Assessment by teachers, Self, Peer, External Expert and Bodies.
- Evaluation strategies of Curricular Goals, Methods & Content
- Comparison of curriculum context of different school boards

UNIT IV

15 Hours

- Models of Curriculum: - Inductive and deductive models, Hilda Taba Model, The Saylor and Alexander's models. Goodlad's model of curriculum design. Tyler's, Stake's, Scriven's and Krikpatrick's Model Administrative line staff, Grass root, Demonstration, System Approach
- Basic features of NCERT – 2005 Curriculum framework and NCFTE 2009
- Development of a Module.

Task & Assignment-

Following two:-**(10+10=20Marks)**

- Report writing on different basis of curriculum development in our country.
- Analyze secondary or senior secondary curriculum of state board of any subject of your choice.

REFERENCES :-

1. NCERT, New Delhi (2005) National Curriculum Framework – 2005
2. NCERT, New Delhi, Curriculum and Evaluation.
3. Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc
4. Walberg Herbert J and G. D. (eds). (1990) The International Encyclopaedia of educational evaluation, Oxford: Pergman Press.
5. Rajput, J. S. (2002). Dimensions of curriculum change, New Delhi: NCERT ; pp. 284
6. Hass G. & Parkay F. W. (1993). Curriculum Planning: A New Approach 6th Edition; United States of America.
7. [www.pdx.edu / sites / www. Pdx.edu.cae / files / media _assets / Howard.pdf](http://www.pdx.edu/sites/www.Pdx.edu/cae/files/media_assets/Howard.pdf)

8. [www.ascd.org / publications / books / 108005 / chapters / Developing – Curriculum – Leadership – and – Design aspx](http://www.ascd.org/publications/books/108005/chapters/Developing-Curriculum-Leadership-and-Design.aspx)
9. Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Halt, Richart & Winston Press.
10. Anning, Angela(1995): “ A National Curriculum for the Early Years”, Open Univesity Press, Buckingham, Philadelphia.
11. Davies, Iron,K.(1976):” Objectives in Curriculum Design”, Megraw Hill Book Company Limited, England.
12. Denis Lawton(1986):” School curriculum planning”. Hodder & Stonghton, London, Sydney.
13. Edward, A. Krug(1960): The Secondary School Curriculum”, Harpaer and Row Publishers, New Your & Evauston.

PAPER - III

M.EDCOEL -203

Group C - Higher Education- Curriculum ConstructionI

Course OutcomesMarks : 100

Students will be able to-Credits :04

- Understand the theoretical perspectives of curriculum.
- Develop analytical ability to assess the relevance of curriculum practice in the context of learner’s development in socio cultural context and advancement of knowledge system.
- Develop skills to design curriculum outline for a school programme.

UNIT I15 Hours

- Curriculum - Nature, Meanings and Elements

- Types of Curriculum - Teacher centred, subject centred, Child centred, correlational, Integrated Curriculum, core, fusion, accelerated, enriched, sandwich, crash, disciplinary, interdisciplinary, transdisciplinary.
- Curriculum, Syllabus and textbooks – their interrelationships, issues and problems of existing curriculum
- Bases of curriculum - Philosophical, Socio cultural, Political, Psychological, Knowledge system & technology advancement

UNIT II 15 Hours

- Steps of Curriculum Designing at Higher Education Level: -
9. Objectives of Education at Higher level.
 10. Understanding learners at Higher level.
 11. Selection & Organizations of learning experiences at Higher level.
 12. Course content at Higher level.
 13. Instructional Strategies Higher level.
 14. Course material & Recourses Higher level.
 15. Assessment & Evaluation Strategies Higher level.
 16. Modification & Resetting of objectives Higher level.

UNIT III 15 Hours

- Approaches to Curriculum: Behaviouristic, Cognitivist & Constructivist,
- Support system & Management of Curricular practices, curricular reforms, Research and Teachers preparation,.
- Curricular Evaluation & Management: Formative & Summative, Individual & Group, Assessment by teachers, Self, Peer, External Expert and Bodies
- Evaluation strategies of Curricular Goals, Methods & Content

- Comparison of Curriculum context of different Universities

UNIT IV15 Hours

- Models of Curriculum: - Inductive and deductive models, Hilda Taba Model, Administrative line staff, Grass root, Demonstration, System Approach,
- Basic features of UGC guidelines for Curriculum framing
- Development of a Module.

Task & Assignment-

Any two:-(10+10=20Marks)

- Report writing on different basis of curriculum development in our country
- Difference between Reference Book and Text Book.

REFERENCES :-

1. NCERT, New Delhi (2005) National Curriculum Framework – 2005
2. NCERT, New Delhi, Curriculum and Evaluation.
3. Taba Hilda, (1965). Curriculum Development Theory and Practice, New York: Harcourt Brace and World Inc
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9. Saylor, G.J. & Alexander, W.M. (1974). Planning Curriculum for Scholars. New York: Halt, Richart & Winston Press.
10. Anning, Angela(1995): “ A National Curriculum for the Early Years”, Open University Press, Buckingham, Philadelphia.
11. Davies, Iron,K.(1976):” Objectives in Curriculum Design”, Megraw Hill Book Company Limited, England.
12. Denis Lawton(1986):” School curriculum planning”. Hodder & Stoughton, London, Sydney.
13. IGNOU (2005): Curriculum and Instruction (ES-331) Block-1, New Delhi\

PAPER - IV
M.EDSEL-204 (i)

(i) Guidance and Counseling - II

Marks-100

Objectives :-Credits :04

After completing the course the students will be -

- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with the importance of placement and follow up services.
- To get acquainted with meaning, purposes and out-line of job-study.
- To develop understanding about Counselling- research, issues and trends.

COURSE:-

Unit- 1. Occupational Information 15 Hours

- Collection-need, sources, method of classification of occupation information.
- Dissemination of information about various Courses and occupation- career conference, Career exhibition, Visits, field trips, Career films etc.

- Use of technology in the collection and dissemination of occupational information.

Unit 2. Job Analysis15 Hours

- Meaning and objectives of job analysis
- Outline for job study
- Job profiles
- Job satisfaction

Unit-3 Guidance & Counselling and Techniques 15 Hours

- Research, Issues, Trends (with reference to present scenario)
- Techniques of guidance- home visits, interview, observation.
- Presenting, analyzing, interpreting and reporting the data.
- Techniques for group Counseling – formal informal discussions Committee reports, lectures,
- Dramatics question banks, Case Conference Methods.
- Effective Counsellor, increasing need of School counselor in the present set up.

Unit-4 Placement and follow up15 Hours

- Aims and types of placement
- Responsibility of the school and Community about the placement services
- Importance and purposes of follow up services
- Role of follow up

Task & Assignment

(10+10=20Marks)

1. Job analysis of one occupation
2. Prepare an interview schedule for Placement services.

References:-

1. J. Agrawal J.C. : Educational Vocational Guidance and Counselling, Daoba House, Nai Salak, Delhi.
2. Anatasi Anne : Psychological testing, New York, Mac Millan 1982
3. Mennet M.E. : Guidance and Counselling in Groups, McGraw Hill book Company, 1963.

4. Crites J.O : Vocational psychology, New York, GMC Grow Hill Book Company 1968.
5. Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
7. Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
8. Swedish Mohan : Readings for Careers Teachers, NICER 1985
9. Koceher SK : educational and Vocational Guidance in Secondary Schools, Sterling Publisher(p) Ltd. Delhi
10. Jones A.J. : principles of Guidance, McGraw Hill Book Co., New York.
11. Jayawal S.R. : Guidance and Counselling. Prakashan Kendra Lucknow.
12. Rogers C.R. : Client Centered Therapy, Mifflin.

PAPER - IV
M.EDSEL-204 (ii)

(ii)Curriculum, Pedagogy and AssessmentII

Marks : 100

Objectives:Credits : 04

To enable the student teacher to:

- Understand the concept, principles and determinants and process of curriculum development at different levels.
- Gain an understanding of different theoretical perspectives on learning.
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
- Understand the concept of assessment and evaluation.
- Understand the nature and uses of different assessing tasks and tools and techniques to assess student performance.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques.

Course :-

UNIT-1 Curriculum Development15 Hours

- Factors influencing to curriculum implementation: student, teacher and instructional environment.
- Development of national curriculum framework

UNIT-2 : Teaching Learning Process15 Hours

- Learning aspects : Behaviorism, Cognitivism , Constructivism.
- Teaching aspects: Maxims, Principles, phases and levels.
- Classroom communication: Concept, characteristics, cycle, barriers and facilitations, action research

UNIT-3 Practices in Education& Multisensory approaches 15 Hours

- Micro – Teaching : skill of Introduction, Questioning, explanation, stimulus variation and reinforcement.
- Analysis Teaching Behaviour (FIACS)
- Programme Learning and teaching Machine.
- Multisensory approaches : Audio – Visual aids (Edger Dale's cone of experience)
- Teacher in digital era (Visual Teacher)

UNIT-4New trends in Evaluation15 Hours

- New trends in Evaluation : CCE, Grading system, Semester system, Online Exam, Open book exam,Exam on demand.
- Statistics : Need and importance, Frequency Distribution Graphic, Representation, Measures of Central Tendency, Standard Deviation, Correlation (Rank difference)

Task & Assignment (10+10=20Marks) (Any two of the following)

- * Conducting of an action research.
- * Planning of an achievement test/Diagnostic test.
- * School visits followed by presentation on evaluation practices in schools.

References :-

1. Amidon, Edmund J. And John B. Hough (1967) – Interaction Analysis : Theory, Research and application, Addison Wesley publishing company, Reading Massachusetts London, Ontario, 401 pp.
2. Buch. M. B. and Santhanam. M. R. (1970) – Communication in Classroom, CASE. M.S. University, Baroda-2 165 pp.
3. Clayton, Thomas E. (1969) – Teaching and Learning : Psychological Perspective, Prentice-Hall.
4. De Cecco, John P. (1964) – Educational Technology : Reading Programmed Instruction. Hall, New Delhi. 880 pp
5. Knirk, R.G. And Chailds John W. General Method of Effective Teaching: Practical Approach, New York, Thomas y. Browell, 305 pp
6. Pandey, K.P. (1968) – Evaluation in Education (Hindi), Meenakshi Prakashan, Meerut, 230 pp.
7. Sharma, R.A. (1996) – Educational Teachnology , Internatinal Publishing Meeruit. Pp. 352.
8. Thyne, James M. (1970) – Psychology of learning and Techniques of Teaching, London : University Press, 280 pp.
9. Tanner, Baniel (1972) – Using Behaviour Objectives in the Classroom, New York : MacMillian, 71 pp.
10. Chandra, Arvind (1977) Curriculum Development and Evaluation in Education, Delhi : Sterling Publishers.

PAPER - IV

M.EDSEL-204 (iii)

(iii) Education Policy, Economics and PlanningII

Objectives :

MARKS-100

Credits : 04

After completion of the course the student-teachers will be able to:-

- To equip with essential skills of successful administrators.
- To understand structure and system of administration at national state and local level.
- To understand the division of authorities among employees.
- To play their active role to enhance school community relationship
- To critically evaluate policies related to local and state authorities, which play important role in shaping school performance.

UNIT – I: Educational Administration at National & states Level: 15 Hours

- Meaning concept, nature and types of structure of educational administration at national level.
- Role and responsibilities of center govt.
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, Department of Education.
- Major activities and organization of Department of Education of MHRD.
- *Kendriya Vidyalaya Sangathan*,
- State level administration: - Need importance and limitations
- Recommendations of committees on role of state and local bodies.

UNIT – II: Issues, Concern & challenges:-15 Hours

- Issues and challenges in elementary educational administration of at national, state and local level.
- Local bodies:- District boards and Municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

UNIT – III: School Community Relationship -1& 215 Hours

- Traditional and Modern view of School
- School as a miniature of society
- Ways and means of improving of school community relationship
- New Act, Oct, -2006 (School Management
- Committee) & RTE 2009, Education funds – PTA, Mothers Association, Old Students Association.
- Professional organization of teachers.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other departments.

UNIT – IV School Administration: 15 Hours

- Need for school administration, objectives, and Influencing factors.

- Main changing concept and scope of school administration, role and responsibilities of the principal & Teacher (with special reference to free and compulsory act)
- Organization of Elementary school – Meaning, type and its impact on shaping school performance.
- SMC and school administration

TASK & ASSIGNMENT:- (ONE) (10+10=20Marks)

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Govt school.
- Find out the most influencing factors of school administration after interaction with stake holders (at least 5 administrative steps).
- Prepare a report on role and responsibilities of the principal & Teachers (with special reference to free and compulsory act)

References :-

- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NIEPA. Mathur, S.P. (2001): Financial Administration and Management. Indian Publications, India.
- Ramcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.
- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi Luthens, Fred.

**PAPER - IV
M.EDSEL-204 (iv)**

(iv) Educational Management, Administration and Leadership II

OBJECTIVES:

MARKS : 100

Credits : 04

After completion of the course the student-teachers will be able to:--

- To handle or solve problems and issues related to educational administration at elementary level.
- Understand types of educational administration.
- Select/ practise/and suggest appropriate types of educational administration according to situations.

UNIT – I: Educational Administration at National Level:-15 Hours

- Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, department of education.
- Major activities and organization of department of education of MHRD.
- NCTE, Kendriya Vidyalaya Sangathan,
- Suggestions regarding Administrative reforms at the central level.

UNIT – II: Role of states Govt. in Secondary education:-15 Hours

- State level administration: - Need importance and limitations
Recommendations of committees on role of state and local bodies.
- Local bodies:- District boards and municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

UNIT – III: Types & Issues of Educational Administration 15 Hours

(A) Totalitarian Educational Administration

- Merits & Demerits of Totalitarian Education

(B) Democratic Educational Administration

- Factors Determining the Character of Administration, Personal Factors, Environmental Factors
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- Authority and Control: Centralization and Decentralization
- Bureaucrat and politicism / Bureaucrat and the Technocrat
- Educational Administrator

(a) Qualities of the Administrator

(b) Duties of the Administrator

(c) Human Relations

- DIETS- Responsibilities

UNIT – IV Need for school administration, 15 Hours

- Objectives, and Influencing factors.

- Main changing concept and scope of school administration, role and responsibilities of principal & Teacher (with special reference to free and compulsory act)
- Organization of Elementary school – Meaning, type and its impact on shaping school performance.

Task & Assignment (10+10=20Marks)

- Comparative study of qualities of the 4 administrators of best performing school and school with poor performance to identify the similarities & differences.
- Find out the most influencing factors of school administration after interaction with at least 5 administrative officers.
- Prepare a report on role and responsibilities of principal & Teacher (with special reference to free and compulsory act)

References:-

- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi, NIEPA.
- Mathur, S.P. (2001): *Financial Administration and Management*. Indian Publications, India.
- Ramcharan Padma & R. Vasantha (2005): *Education in India*. New Delhi, National Book Trust.
- Bhagia, N.M. (1990): *Educational Administration in India and other developing countries*. Commonwealth Publishers, New Delhi.
- Luthens, Fred. (1981), *Organizational Behavior*, Mcgraw Hill, Tokyo.
- Milton, Charles R. (1989). *Human Behavior in Organizations*, Prentice Hall, Inc, USA.
- Mahajan, Baldev and Khullar, K.K. (2002): *Educational administration in Central government: structures, processes, and future prospects*. Vikas Publication house Pvt. Ltd. New Delhi.
- Musaaazi, J.C.S. (1982): *The Theory & Practice of educational administration*. London: The Macmillan Press.

PAPER - IV

M.EDSEL-204 (v)

(v)EDUCATIONAL TECHNOLOGYII

OBJECTIVES:

MARKS-100

Credits - 04

After completion of the course the student-teachers will be able to:-

- Students will be able to attain the Concept of Communication.
- Students will be able to assess the status of Educational Technology in India.
- Students would learn the mechanism of developing PLM.
- Students will be acquainted with the concept of Distance Education, Open Education and their management.
- Students will be familiar with concepts like Model of Teaching, Instructional Strategies, Cybernetics etc.
- Students will be able to use Criterion Reference Tests and Norm Reference Tests appropriately.

COURSE

UNIT I: – Communication Modes in education 15 Hours

- Concepts and process of communication
- Principles of communications
- Communication and learning
- Modes of communication - Speaking and listening , Writing and reading ,visualizing and observing
- SMCR model of communication, Sharon's model of communication
- Task analysis
- Difference among message, method and medium, (d) Cybernetics – Concept and scope in Education.

UNIT II: Programme Learning Materials 15 Hours

- Mechanics of developing different types of Programmed Learning Materials,
- Mastery Learning,
- Criterion Reference Testing and Norm Reference Testing: Assumptions, Advantages, Disadvantages and Uses.

UNIT III: Behavioral Technology&Models of Teaching 15 Hours

- Flanders Interaction Analysis,
- Coding, Decoding,
- Feedback System and Simulation.
- Definition, classification and elements, ITM/CAM as an example.
- Assessments, feedback and e-moderation
- Pedagogical designs & e-learning

UNIT 4 – e-learning15 Hours

- E-learning definitions, scope, trends, attributes & opportunities
- e-learning on line learning management
- On line learning management system
- Digital learning objects
- Online learning course development models
- Management and implementation of e-learning
- Multimedia Approach and Instructional Strategy: meaning and designing,

Task & Assignment

(10+10=20Marks)

- Students should observe at least two lessons by using Flanders Interaction Analysis Category System and prepare a feedback report.

REFERENCES:

- Chouhan, S.S.: Innovations in Teaching and Learning Practices. Vikas Publishing House, New Delhi, 1973.
- Chouhan, S.S.: Textbook of Programmed Instruction. Sterling Publication, New Delhi, 1982.
- Davis, B.: Tools for Teaching. Maxwell, New York, 1993. Joyce, B. and Well, M.: Models of Teaching. New Jersey: Prentice Hall Inc., 1985.
- Kumar, K.L.: Educational Technology. New Age International, New Delhi, 1996.
- Khan, Inayat: Distance Teaching. Amar Prakashan, Delhi, 1992.
- Rathore, H.C.: Management of Distance Education in India. Ashish Publishing House, New Delhi, 1993.
- Sampath, K. et al.: Introduction to Educational Technology. Sterling Publisher, New Delhi, 1981.
- Sansanwal, D.N. Information Technology. University News, Vol. , No. , 2000. ?
Sharma, R.A.: Educational Technology. Loyal Book Depot, Meerut, 1982. 1996.

THEME BASED ON INSTRUCTIONAL STRENGTH

PAPER - IV

M.EDSEL-204 (vi a)

(vi a) Lifelong Education II

OBJECTIVES:-

MARKS-100

Credits - 04

After completion of the course the student-teachers will be able to:-

- To enable the student concept of lifelong education.
- To enable the student with approaches to lifelong education.
- to enable the student to the need of adult and continuing education in the contemporary world.
- to enable the student of the literacy situation and government efforts for improving the literacy status.
- to enable the student understand the role of universities in continuing education.
- to enable the student for the research in Continuing Education and Life Long Education.

UNIT – I 15 Hours

- Adult and Continuing Education; Evolution of concept, aims and practice.
- Need and importance of Adult and Continuing Education in the contemporary world.

UNIT – II

15 Hours

- Philosophical basis of lifelong education – Humanism and Existentialism.
- Sociological basis of lifelong education. Need and importance in the contemporary world.

UNIT – III

15 Hours

- Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all Sections of society.
 - Impact of Life Long Education on formal education – Education for diverse target groups through
 - Open Learning
 - Web Based Education
 - Community Colleges.
 - Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies.

Unit – IV

15 Hours

- The non formal approaches in education-Education for all
- School drop outs and universallization of primary education and its relationship with adult literacy: DPEP

- Teaching -learning materials for non formal education-Preparation according to the needs of various target group sarva Shiksha Abhiyan.
 - a. New Initiatives in Adult and Continuing education; Sakshar Bharat.

Task & Assignment (two)

(10+10=20Marks)

Poster preparation and exhibition of any /all of the following :

1. Open learning
2. Part time courses
3. Web based Education

REFERENCES

1. Alford, Harold J. (1968): Continuing education in action : residential centres for lifelong learning. NewYork : Wiley.
2. Belanger. P. & Gelpi, E. (1995) : Lifelong Education, London : Kluwer Academic Publishers.
3. Indian Journal of Adult Education, 69,3,2008.
4. Indian Journal of Adult Education, 69,4,.2008.
5. International Journal of Adult and Lifelong Education, Vol. No. 1., (2003), UNESCO & UNDPDocuments and Publications.
6. Jarvis, Peter, (1990) : International dictionary of adult and continuing education, London, Routledge.
7. Jethithar, Bhart,(1996) : Adult Education & Extension. New Delhi : APH Publishers.
8. New Frontiers in Education-International Journal of Education, Vol. XXXII, No. 2 April-June.
9. Pareek, Vijay Kumar,(1992) : Adult Education. Delhi. Himansher,
10. Patil, S.P., (1996) : Problems of adult education programme- Ambala Cantt. Associated Pubs.
11. Rahi, A.L, (1996) : Adult Education Policies and Programmes, Ambala Cantt. Associated Pubs.
12. Rao, D.S. (1993) : Continuing Education in India, Ambala : the Associated Publishers.

PAPER - IV

M.EDSEL-204 (vi b)
(vib)Value Education and Human RightsII

Objectives:

MARKS-100

Credits - 04

- To enable students to understand the need and importance of value-education and education for Human Rights.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development
- To orient the students with various intervention strategies for moral education and conversion of moral learning to moral education.

Course :-

Unit 1 Moral and Cultural Context

15 Hours

- Universal Charter of Human Rights –
- National Human Rights Commissions

Unit 2 Human Rights

15 Hours

- Concept, need,
- Importance,
- awareness about human right

Unit 3 Morality and Moral Education

15 Hours

- Justice and care – the two dimensions/perspective in morality: dichotomy between reason and passion
- Moral judgement and moral action.
- Moral education and the curriculum: can moral education be imparted taking it as a subject of curriculum.
-

Unit 4Media and moral learning

15 Hours

- Media and moral learning
- Moral learning inside the school: providing “form” and “content” to moral education.
-
- Models of moral education – a) Rationale building model, b) The consideration model, c) Value classification model, d) Social action model; assessment of moral values.

Task & Assignment:-(10+10=20Marks)

- A review of implementation and evaluation of different schemes for human rights.
- A critical review of human rights on human development with news coverage.

REFERENCES:-

1. Dagar, B. S. (1992), *Shiksha Tata Manav Mulya (Hindi)*, Chandigarh: Haryana Sahitya Academy.
2. Dagar, B. S. and Dhull Indira (1994), *Perspective in Moral Education*, New Delhi: Uppal Publishing House.
3. Mittal, K. K. (ed.) (1976), *Quest for Truth*, Delhi: Delhi University.
4. Hirst, P.H. (1974), *Moral Education in a Secular Society*, London: Hodder and Stroutlon
5. Piaget, Jean (1948), *The Moral Development of Child*, 2nd ed., Glencoe Illinois: Free Press.
6. Scarf Peter (ed.) (1978), *Readings in Moral Education*, Minnipolis Press Inc.
7. Newman, Fred (1975), *Education for Citizen Action: Challenge for Secondary School Curriculum*, Berkeley, Calif: Mc Cutchen.
8. Peters R. S. (1966), *Ethics and Education*, London: Allen and Unwin
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PAPER - IV

M.EDSEL-204 (vi c)
(vi c) Inclusive EducationII

Marks-100

Objectives :-

Credits - 04

After completing the course the students will be -

- To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse need so all learners
- To develop an attitude to foster Inclusive Education
- To develop an understanding of the role of facilitators in Inclusive Education
- To incorporate innovative practices to respond to education of children with special needs;
- To implement laws pertaining to education of children with special needs.

Unit-I Introduction to Inclusive Education-215 Hours

- Characteristics of children with Disability: Mentally Retarded, Hearing Impaired, Orthopedically Impaired, Visually Impaired, Cerebral Palsy, Learning Disabled and Autistic children.

Unit –II Inclusive Practices In Classrooms For All15 Hours

- Community based Rehabilitation ,Individualized Educational Plan (IEP):Development &Implementation
- Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teaching
- Main streaming, ActivityBased Learning, Peer tutoring and Cooperative/Collaborative Learning.

Unit III: Legal Policy and Assessment

15 Hours

- Education in the NationalPolicy on Disability,2006,
- Scheme for Inclusive Education for the Disabled Children (IEDC, 2000).
- Teacher based Assessment
- Impact Assessment of social welfare schemes for gender,marginalized and disabled groups.

Unit IV: Inclusive education model

15 Hours

- Inclusive education models and practices for universal schooling (Classes I-XII).
- Policy on teachers and special support staff for children with special needs (CWSN).
- Barrier in universal schooling: Physical, social, economic and pedagogic.

Unit V Teacher based Assessment of exceptional students 15 Hours

Task & Assignment Specialization Elective (Select Same group for both Specialization Elective)

- Make a report on observation of the behavior of any one child of an inclusive school.
- Make a report on role of community in fostering the education of gifted children.

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- Mathew, S. (2004) *Education of children with hearing impairment*. RCI, Kanishka Pub.
13. National Policy on Education (1986, 1992), MHRD, GOI, Delhi
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.PAPER - VI

**M.EDVAC-206.1
YOGA EDUCATION**

OBJECTIVES:-

MARKS-50

Credits - 02

The course will enable the student teachers to –

- To enable them to understand the need & importance of Yoga Education.
- To acquaint them to allied areas in Yoga Education.
- To sensitize the student teacher towards its importance.
- To make them aware of the benefits of physical and mentally fitness & activities for its development.
- To help them acquire the skills for assessment of over all fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical and mentally activity for the fitness development.

Unit 1. YOGA EDUCATION AND METHODS

14 Hours

- Introduction, Meaning, Definition and -concepts of Yoga Introduction,
- Objectives ,Scope of yoga education & allied areas in yoga Education
- Need & importance of yoga education in different levels of school(sec. and sr. sec.level)
- Training methods:- Development of components of fitness and motor fitness through training methods.
- Development of Techniques and Tactics.

Unit 2.Types of Yoga

08 Hours

- Importance of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school
- Theories of Yoga Practices- 1. Asana 2. Pranayama 3. Kriyas 4. Dhyana

Unit 3. PHYSICAL FITNESS AND YOGA ACTIVITIES

08 Hours

- Need of physical activities at school level
- Importance of physical activities at school level
- Assessment of physical fitness
- Ashtang Yoga (8 stages of Yoga)

Tasks and Assignments

Any one following :

10 marks

- Project on Learning and performing of basic yogic activities.
- Scrap Book / You Tube Video / Animation on yoga activities

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- Niranjananada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.
- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
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SEMESTER III

PAPER I
M.EDCC-301
TEACHER EDUCATION 1

MARKS 100

Credits -04

Objectives:-

After completing the course the students will be able –

1. To create awareness of various problems of Teacher Education.
2. To acquaint with the teacher education programmes at all levels.
3. To develop skills in organizing practice teaching and in selecting teaching strategies and teaching models.
4. To acquaint with the responsibilities pertaining to school organization and classroom management.
5. To appreciate the need for research in Teacher Education.
6. To acquaint with the various statutory bodies regarding Teacher Education.

Course Content:

Unit 1: Context of Teacher Education:

15 Hours

- a) Meaning, Nature, Scope and Significance of Teacher Education
- b) Aims and Objectives of teacher Education at different level.
- c) The Context of Teacher Education - The Dynamics of Social, Psychological, Political and Economic Changes in Society.
- d) Futuristic Views of Teacher Education. (Preparation of Teachers for Schools, Inclusive Classrooms and the Global Context)
- e) Curricular Areas of Initial Teacher Education – National Curriculum Framework (NCF) 2009. Training of special teacher-Arts, Crafts, Physical Education, Home Science, Vocational, Technical and work experience.
- f) Developmental concept of a teacher.
- g) Problems of teacher education at school levels.

Unit 2: Knowledge based Teacher Education:

15 Hours

- a) Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.
- b) Meaning and Types of Knowledge, Habermas's Theory of 'Knowledge - Deng and Luke's Conceptions of Knowledge, Shulman's Theory of 'Knowledge-base for Teaching'. The Knowledge Continuum - the General Principles of Teacher Effectiveness.
- c) Reflective Teacher Education –Meaning, Strategies for Promoting reflective teaching, Reflective Thinking v/s Reflective Action, The Reflective Teaching Model. Need for Reflective Teaching, Difference between Reflective Teaching and Reflective Research.

Unit 3: Models of Teacher Education and Instructional Methods 15 Hours

- a) Models of Teacher Education - Behaviouristic Teacher Education Model, Competency-based Model., Traditional Craft in Teacher Education, Inquiry-oriented Teacher Education, Knowledge Building Community Model.
- b) Large and Small Group Teaching Methods, Collaborative and Cooperative Teaching.
- c) Application of ICT in teacher education.

Unit 4: Managing Practicum & Concern in Teacher Education: 15 Hours

- a) Integration of Theory and Practice, Organization, Observation, Supervision and Assessment of Practice Teaching.
- b) Concept, Principles and Organization of Internship, types of Feedback to Student Teacher.
- c) Mentoring and Coaching in Teacher Education.
- d) Quality assurance and accreditation in teacher education.
- e) Role of NCTE and IASE.
- f) Code of teacher education.

Task & Assignment (any two) -

(10+10=20 Marks)

- A critical study of one teacher training college with reference to reorganization by NCTE.
- Role of any two for quality enhancement - IASE, CTE, SCERT.
- Educational Qualification and code of conduct for professional teacher given by UGC.

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2. Chaurasia, Dr. G. - New Era in Teacher Education, Sterling Publishing Pvt., Ltd.
3. Dikshit (Dr.) S. S. - Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi.
4. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, and Model Town, Delhi-9.
5. N.C.E.R.T., Investigations, Studies, and Projects Relating to Internship in teaching, New Delhi
6. Mukarjee (Editor) S.N. – Education of Teachers in India, Volume 1 e I& II – S. Chand & Co., Delhi
7. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
8. Shrimali K.L. -Better Teacher Education. Ministry of education, Government of India
9. Sharma, R.A. Teacher education- Theory, Practice & Research.
10. Sharma, R.S. Emerging Trends in Teacher Education.
11. Chakrabarti, Mohit Teacher Education modern Trends.
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17. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
18. Shrimali K.L. -Better Teacher Education. Ministry of education, Government of India
19. Sharma, R.A. Teacher education- Theory, Practice & Research.
20. Sharma, R.S. Emerging Trends in Teacher Education.

PAPER II

M.EDCC-302

Advanced Research Methods

MARKS:-100

Objectives:-Credits - 04

After completing the course the students will be -

- To understand the role and use of advanced Statistics in educational research.
- Select appropriate statistical methods in educational research
- To understand various Statistical measures for interpretation of data.
- To interpret the Statistical data.

COURSE:-

Unit- 1 The Normal distribution&Significance & the scaling of tests 15 Hours

- Properties of normal probability distribution
- Defects in normality-1 Skewness, 2. Kurtosis
- Applications of normal probability curve

- The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.
- The significance of difference, coefficient of correlation
- Sigma scaling and standard scores, T scaling, Stanine scaling, Percentile scaling

Unit 2 Analysis of Variance & Testing of Experimental hypothesis 15 Hours

- Meaning of variance
- Method of analyzing variance
- Meaning of Covariance
- Analysis of Co-variance
- Parametric and Non Parametric - Chi-square test, Sign test, Median test, Man whitney U test

Unit-3 Regression, prediction & correlation 15 Hours

- Meaning of regression
- Regression equations
- Application of regression equations in prediction
- Meaning of partial and multiple correlation
- Simple applications of partial and multiple correlation
- Biserial Correlation – Point biserial correlation
- phi-correlation-contingency coefficient

Unit-4 reliability and validity & Factor analysis 15 Hours

- Reliability of test scores and methods of determining it.
- Validity of test scores and determining validity
- Item analysis
- nature of factor analysis
- Basic assumptions I factor analysis
- hierarchy, factor saturation and group factors
- Methods of factor analysis

Task & Assignment (10+10=20 Marks)

Development of any one scale with reliability and validity.

1. PERSONALITY
2. ATTITUDE
3. APTITUDE

References:-

1. H.E. Garrett- Statistics on Psychology & edn, Longman Green & co., London
2. B. Fruchter-Introduction to factor analysis – D Van Nostrand & co., N.Y.
3. G Thompson – Factor analysis of human Ability, University of London Press
4. Albert Kurtz Samuel Mayo – Statistical Methods in education and Psychologicals Springer International student edition.

PAPER III

M.EDCOEL-303

Group A - Elementary Education- Policy Perspective & Problems II

Course Outcomes

MARKS:100

Students will be able to-

Credits :04

- Develop perception of the role and functions of a teacher as envisaged in the National Policy papers
- Familiarize with different projects and schemes at Primary level in Uttar Pradesh.
- Develop an understanding of the brief historical background of Indian Education with special reference to Primary Education.
- Develop an understanding of the objectives and scope of Primary Education.
- Develop an awareness of the professional Ethics.

UNIT I 15 Hours

- Nature and focus of Elementary Education in India
- Historical Background of Elementary Education in India - Ancient, Medieval, Pre & Post Independence period

- Aims & Objectives of Education at Elementary Level
- Problems of Elementary Education

UNIT II 15 Hours

- Policies and Programmes related to Elementary Education in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009)
- Emerging Quality issues in Elementary Education with reference to Pedagogy, Teacher Training, and Capacity Building.

UNIT III 15 Hours

- ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT IV 15 Hours

- Participation of NGOs in achieving goals of UEE
- Providing minimum facilities, improving internal efficiency of the system - teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- District Primary Education Programme - goals and strategies.
- Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.

Task & Assignment

(10+10=20 Marks)

- Comparative Study of National Plan of Action, 1992 and 2005.
- Discussion of recommendations of National Curriculum Framework (2005) with respective Elementary Education.
- Global Monitoring Report(UNESCO) 2007 – concerns and issues.
- Detailed discussion on Sarva Shiksha Abhiyan- goals and specific programme interventions at national level.

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3. Basu, B.D.- History of Education in India, cosmos publications, 1989.
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11. Frederick, Mayer-A History of Educational thought, Ohio Charles Merrill Books

Inc. 1966.

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28. Sharma, S.R.- Philosophy of Education India, (edited & complied) NewDelhi.Mohit Publication,

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PAPER III

M.EDCOEL – 303

Group-B – Secondary Education – Policy Perspective & Problems II

Course Outcomes

MARKS:100

Students will be able to-

Credits :04

- Develop perception of the role and functions of a teacher as envisaged in the NationalPolicy papers
- Familiarize with different projects and schemes at Secondary level in Uttar Pradesh.
- Develop an understanding of the brief historical background of Indian Education withspecial reference to Secondary Education.
- Develop an understanding of the objectives and scope of Secondary Education.

UNIT I15 Hours

- Nature and focus of Secondary Education in India
- Historical Background of Secondary Education in India - Ancient, Medieval, Pre & PostIndependence period.
- Aims & Objectives of Education at Secondary Level
 - Problems of Secondary Education

UNIT II15 Hours

- Policies and Programmes related to Secondary Education in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for TeacherEducation (2009)
 - Emerging Quality issues in Secondary Education with reference to Pedagogy, Teacher Training, and Capacity Building.

UNIT III15 Hours

- United Nations Convention on Rights of the Child (UNCRC, 1989), MillenniumDevelopment Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concernsand issues.

UNIT IV15 Hours

- Participation of NGOs in achieving goals of Secondary Education
- Providing minimum facilities, improving internal efficiency of the system – teacherempowerment and incentive schemes; managing learning in multigrade contexts.
- Rashtriya Madhyamik Shiksha Abhiyan (RAMSA) - goals and specific programmeinterventions at national level and in respective states to improve access, enrolment,retention/participation and achievement.

Task & Assignment

(10+10=20 Marks)

- Role of NGOs in achieving goals of Secondary Education.
- Comparative study on Recommendations of National Policy on Education (NPE, 1986) and POA (1992) with respective Secondary Education.
- Emerging Quality issues in Secondary Education with reference to Pedagogy.
- Rashtriya Madhyamik Shiksha Abhiyan (RAMSA) - goals and specific programme interventions at national level.

References:-

1. Biswas & Aggarwal J.C.-Seven Indian Education Arya Book Depot, New Delhi.
2. Brubacher-History and the problems of Education.
3. Chakraborty, Mohit-Modern Issues in Education New Delhi: Kanishka Publishers & Distributors.
4. Chaube, S.P. & Chaube, Akhilesh: Education in Ancient and Medieval India, New Delhi: Vikash Publishing House Pvt. Ltd.
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20. Rao, Digmurti Bhasker-National Policy on Education New Delhi. Discover y publishing House, -1998
21. Rusk R. Robert-The doctrines of the Great Educators. (Revised & Edited by S.P. Rahela New Delhi.) Kanishka Publishers & Distributors,
22. Shankhadhar B.M.-Education system from Indias Independence to the present day. (Edited) New Delhi, Deep & Deep publication Pvt. Ltd.
23. Sharma, R.N.-Indian Education into Millennium. Shubhi publications, New Delhi.

24. Sharma, S.R.- Philosophy of Education India, (edited & complied) New Delhi.Mohit Publication,

25. Thakur, Devendra-New Education Policy New Delhi; Deep & Deep Publications.

PAPER III

M.EDCOEL – 303

Group –C - Higher Education- Policy Perspective & Problems II

Course Outcomes

MARKS:100

Students will be able to-

Credits :04

- Develop perception of the role and functions of a teacher as envisaged in the National Policy papers
- Familiarize with different projects and schemes at Higher Education level in Uttar Pradesh.
- Develop an understanding of the brief historical background of Indian Education with special reference to Higher Education.
- Develop an understanding of the objectives and scope of Higher Education.

UNIT I 15 Hours

- Nature and focus of Higher Education in India
- Historical Background of Higher Education in India - Ancient, Medieval, Pre & Post Independence period
- Aims & Objectives of Education at Higher Level
 - Problems of Higher Education

UNIT II 15 Hours

- Emerging Quality issues in Higher Education with reference to Pedagogy, TeacherTraining, and Capacity Building.

- Policies and Programmes related to Higher Education in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009)

UNIT III15 Hours

- United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concernsand issues.

UNIT IV15 Hours

- Privatization of Higher Education – Merits and Demerits
- Rashtriya Uchcha Shiksha Abhiyan (RUSA) - goals and specific programmeinterventions at national level and in respective states to improve access, enrolment,retention/participation and achievement.
- Recommendations of Knowledge Commission
- Intellectual Property Rights.

Task & Assignment

(10+10=20 Marks)

- Discussion on Recommendations of Knowledge Commission.
- Study on recommendation of National Curriculum Framework for Teacher Education(2009) with respective Higher Education.
- Rashtriya Uchcha Shiksha Abhiyan (RUSA) - goals and specific programmeinterventions at national level.
- Emerging Quality issues in Higher Education with reference to Pedagogy, TeacherTraining, and Capacity Building.

References:-

1. Biswas & Aggarwal J.C.-Seven Indian Education Arya Book Depot, New Delhi.
2. Brubacher-History and the problems of Education.
3. Chakraborty, Mohit-Modern Issues in Education New Delhi: Kanishka Publishers & Distributors.
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5. Chaube, S.P. & Chaube, Akhilesh: Landmarks in Modern Indian Education, New Delhi: Vikash Publishing House Pvt. Ltd.
6. EBY, Frederick: The Development of Modern Education N.J. Prentice Hall INC Engle Cliffs.
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22. Shankhadhar B.M.-Education system from Indias Independence to the present day. (Edited)New Delhi, Deep & Deep publication Pvt. Ltd.
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PAPER IV

M.EDSEL-304(a)

(a)Pedagogy of Science Education I

Objectives:

marks-100

Credits - 04

On completion of this course, the students will be able to:

- To understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- To understand the difference and complementarity between Science and Technology;
- To understand the need to evaluate curricula and evaluate the same on the basis of different validities;;
- To understand diversity of instructional materials, their role and the need for contextualization in science education;
- To appreciate the role of co-curricular activities in science education;
- To familiarize with innovative trends in assessment, analyze issues in Science education pertaining to equity and access, gender, special. groups and ethical aspects;

Unit I - Nature of Science

15 Hours

- Evolution of science as a discipline
- Science as a dynamic expanding body of knowledge
- Development of scientific knowledge
- Scientific methods explanations
- Science and technology
- Ethical aspects of science.

Unit II -Curriculum of Science Education

15 Hours

- Trends in science education from the beginning of the nineteenth century to the present- at national and international level
- Criteria of validity of science curriculum
- Content, ethical environmental, cognitive, historical.

Unit III- Approaches to Teaching-Learning of Science-115 Hours

- Approaches to concept learning
- Constructivist approaches to science learning
- inquiry method, problem solving strategies
- concept, development investigatory approach
- inductive method, project based learning
- planning different types of projects
- Use of ICT in teaching-learning of science concepts at secondary level.

Unit IV-Assessment&Contemporary Issues in Science Education 15 Hours

- Continuous and comprehensive evaluation in science
- Assessment of affective measures in science
- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students
- Contribution of women in science
- Scientific and technological Literacy.

Task & Assignment(10+10=20 MARKS)

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiencesOR Experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children.

REFERENCES:-

1. Alan J. McCormack. Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum. Kraus International Publications
2. Bhanumathi, S. (1994) Small Scale Chemical Techniques – Chemistry Education (AprilJune) 20-25.
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4. Black, P (1998). Testing: Triend or Foe? Theory and practice of Assessment and Testing. London : Falmer Press.
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7. Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
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9. Gipps, C.V. (1994). Beyond Testing. London: Falmer Press.
10. International Journal of Science Education.
11. Journal of Research in Science Teaching (Wiley-Blackwell).
12. Kaur. R. (2007). Teaching of Science. Patiala: Twenty first century publications.
13. Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
14. Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
15. Minkoff, E.C.& Baker, P.J. (2004). Biology Today: An Issues Approach, Garland science. New York. Pp.1-32. Biology: Science & Ethics.

PAPER IV

M.EDSEL-304(b)

(b)Pedagogy of Mathematics Education I

Objectives:-

Marks-100

Credits- 04

On completion of this course students teacher will be able to:

- distinguish between science and mathematics appreciate the abstract nature of mathematics
- distinguish between the roles of pure and applied mathematics
- develop the skill of solving real-life problems through mathematical modeling as an art
- develop the understanding of using constructivist approach in mathematics
- develop the skill of using various methods of teaching mathematics
- develop problem solving skills highlight the significance of mathematics laboratory.
- enable to distinguish between induction and mathematical induction
- develop the skills required for action research in mathematics

Unit I- Nature, Development and Significance of Mathematics 15 Hours

- Distinction between mathematics and science
- Distinct roles of pure and applied Mathematics
- Mathematization-aesthetic aspect of mathematic
- Historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling

Unit II- Objectives and Strategies of Teaching-learning mathematics

15 Hours

- Aims and Objectives of teaching mathematics at various school levels,
- Instructional objectives in teaching mathematics
- constructivist approach in teaching of mathematics
- methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods, problem solving skills
- Stages in problem solving techniques to improve problem solving skills.

Unit III- Curriculum Structure of Mathematics of mathematics 15 Hours

- Analyze the curriculum at pre-primary, primary, upper primary & Secondary & higher secondary
- Undefined terms and axioms; proofs and verification in mathematics distinction between them
- Types of theorems such as existence and uniqueness theorems etc.
- types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction;

Unit IV- Evaluation in Mathematics-1

15 Hours

- Concept of evaluation in teaching
- learning process (formative, summative, criterion, diagnostic)
- Types of mistakes in mathematics, their identification
- Analysis with a purpose of preventing and remedial measures.

Task & Assignment (10+10=20 MARKS)

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences **OR** Experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children.

REFERENCES:-

1. Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency based laboratory approach. California, Cummings Publishing Co.
2. Butler, C.H. & Wren, F.L. (1965): the teaching of Secondary Mathematics. New York: Mc Graw Hill.
3. Carpenter, T.P., Dossey, J.A. & Koehler, J. L. (2004): Classics in mathematics Education Research United States of America. The National Council of Teachers of Mathematics.
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5. Cooney, T.J. (1975): Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin.
6. Driscoll, M., Nikula, E.M. & DiMatteo, R.W. (2007): Fostering Geometric thinking : A guide to teachers, Grade 6-10, Portsmouth, NH: Heinemann.
7. Driscoll, M. (1999): Fostering algebraic Thinking: A guide for teachers, grade 5-10. Portsmouth, NH: Heinemann.
8. Grouws, D.A. (ED) (1992): Handbook of research on mathematics teaching and learning, NY: Macmillan Publishing Lester.
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10. Howard T. & Jones, S. (2000): Becoming Successful Teacher of Mathematics. London: Routledge Falmer Series.
11. Krutetski, V.A. (1976): The psychology of mathematical abilities in school children, University of Chicago Press.
12. Lieback, P (1984): How children learn mathematics. Penguin Books.
13. Malove, J. & Taylor, P. (1993): Constructivist interpretations of teaching and learning mathematics, Perth: Curtin University of Technology.
14. Michael, D. R. (1977): Mathematics as a Science of Patterns. Oxford Press.
15. Marshal, S.P. (1995): Schemes in Problem Solving, NY: Cambridge University Press.

15. Marilyn, N.(2000): Teaching and learning mathematics: A guide to Recent Research and its applications, NY: Continuum.
17. Nunes, T. And Bryant, P. (1997): Learning and Teaching mathematics: An International Perspective, Psychology Press.
18. Resonik, L.B. & Ford W.W. (1980):The psychology of Mathematics instruction, New Jersey: Lawrence Erlbaum Associates.
19. Singh.M (2004): Modern Teaching of Mathematics. New Delhi: D.K. Publishers.
20. Schonell, F.J.& Schonell, F.E. (1965): Diagnostic and Attainment Testing. Edinburg, London: Oliver and Boyd Ltd.

PAPER IV

M.EDSEL-304(c)

(c)Pedagogy of Language Education I

Objectives :-

Marks-100

Credits- 04

On completion of the course students teacher will be able to:

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- Understand the psychology of language learning gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- examine various areas of research in language education

Unit I- Conceptual Issues Language Learning-1

15 Hours

- Language acquisition and communication
- factors affecting language learning and language acquisitions and communication Linguistic, psychological and social processes involved in learning of languages
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget-Cognitive,constructivism and Language,

- Recent theorization: intentionality,application of these theories to development of methodologies of teaching-learning of language.

Unit II-Individualization of Language Learning

15 Hours

- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction.
- Development of language curriculum and the syllabus: dimensions, factors.

Unit III- Pedagogy and Contextual Problem in Language Learning

15 Hours

- First language, Second language&Third language
- Multilingual class room
- problem of curriculum text above development
- three language for rule constitution provision regarding language

Unit IV- Innovative Teaching Learning of Languages

15 Hours

- At-primary
- upper primary
- secondary,
- and higher secondary
- Pedagogical study of languages.

Task & Assignment(10+10=20 MARKS)

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiencesand assignments focusing in observation and interaction with children.

REFERENCES;-

1. Bennett, W.A. (1969). Aspects of Language and Language Teaching.London : Cambridge University Press.
2. Braden, K. (2006). Task Based Language Education: From Theory to Practice. London : Cambridge University Press.
3. Britton, J. (1973). Language and Learning. England: Penguin Books.
4. Byrnes, H. (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.

5. Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.
6. Joyce & Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison–Wesky, Pub Co.
7. Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.
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11. Pavlenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter GmbH & Co. KG.

PAPER IV

M.EDSEL-304(d)

(d) Pedagogy of Social Science Education-1

Objectives:-

Marks-100

Credits-04

After completion of the course the students be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences employ appropriate for transaction of social science curriculum.
- Effectively Use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

Unit I – Conceptualization of Social Science Education**15 Hours**

- Concept, nature, and scope of social sciences
- Existing approaches of teaching-learning of social sciences
- Epistemological frame proposed in educational policy documents
- various national curriculum frameworks concerning teaching-learning of social sciences.

Unit II –Social Science Curriculum Approaches to organization of social science 15 Hours

- Curriculum; social science curriculum at various stages of school education
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks,
- Teacher's education manuals, other content enrichment materials –their conceptualization and processes;

Unit III – Approaches &Evaluation to Pedagogy of Social Science**15 Hours**

- Critical appraisal of approaches to teaching learning social sciences – behaviorist approach;constructivist approach;
- inter disciplinary approach, integrated approach; child-centered approach; environmental approach; the overlap between these approaches,
- Critical appraisal of various teaching learning strategies viz., lecture cum-discussion, project method,investigative project,
- Competency based evaluation, continuous and comprehensive evaluation; formative and summativeevaluation,
- diagnostic test and remediation; assessment tools,

Unit IV- Media, Materials and Resources for Teaching-Learning 15 Hours

- Effective use of print media and audio-visual materials for social science,
- Integration of ICT in teaching-learning of social science
- Development of teaching-learning materials, workbook, activity book and self instructional materials.

Tasks & Assignment**(10+10=20 MARKS)**

Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiencesOR Experimentation on any topic with laboratory work project and assignments focusing in observation and interaction with children.

REFERENCES:-

1. Arora, GL (1988), Curriculum and Quality in Education. New Delhi: NCERT.
2. Becker, Williams E.; Watts, Michael & Becker, Suzanne R. (2006) Teaching Economics: More alternatives to chalk and Talk. Northampton, USA: Edward Elgar Publishing.
3. Binning and Binning (1952), Teaching Social Studies in Secondary Schools, McGraw Hills, New York. 42
4. Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach. New York: McGraw Hills.
5. GOI (1993), Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, New Delhi.
6. GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.
7. Hemming, James (1953): Teaching of Social Studies in Secondary Schools. London: Longman Geen & Co.
8. Indian Economic Association Trust for Research and Development (1991), Teaching of Economics in India, Interest Publications, New Delhi.
9. Kent, Ashley (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd.
10. Kumar, Krishna (2002), Prejudice and Pride. Delhi: Penguin Books India.
11. Kumar, Rajni; Sethi, Anil & Sikka, Shalini (2005) School Society and Nation: Popular Essays in Education. Delhi: Orient Longman.

12. Lambert, David and Balderstone, David (2000), Learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falmer.

13. NCERT (1972), Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, National Council of Educational Research and Training, New Delhi.

PAPER VI M.EDVAC-306.2

HEALTH AND PHYSICAL EDUCATION

OBJECTIVES:-MARKS-50

Credits :02

The course will enable the student teachers to –

- To introduce the student teacher with the concept of wholistic health.
- To enable them to understand the various dimensions & determinants of health.
- To acquaint them to school health program and its importance.
- To enable them to understand the need & importance of Physical Education.
- To acquaint them to allied areas in Physical Education.
- To sensitize the student teacher towards physical fitness & its importance.
- To make them aware of the benefits of physical fitness & activities for its development.
- To help them acquire the skills for assessment of physical fitness.

Unit 1. CONCEPT OF HEALTH AND PROGRAMME

10 Hours

- Introduction, Definition and Meaning of Health
- Dimensions of health
- Determinants of health
- Importance of balanced diet
- School health programme
- Role of teacher in development of health
- Health Hygienic Education

Unit 2. PHYSICAL EDUCATION

10 Hours

- Introduction, Definition and Meaning of physical education
- Objectives of physical education

- Scope of physical education & allied areas in Physical Education

Unit 3. PHYSICAL FITNESS

10 Hours

- Definition, Meaning, Types and factors of physical fitness
- Factors affecting physical fitness
- Benefits Physical Fitness
- Physical education and sports.
- Need & Importance of physical activities at school level (SEC. & SR. SEC.)
- Techniques and methods of Assessment of physical fitness

Tasks and Assignments

Any one following :10 marks

- Activities for development of physical fitness
- Project on health/sports.
- Analysis of various text books from health and physical education point of view.
- Organization of games and sports tournaments.
- Rules and Regulation of sports.

References:-

- Brown, Gordon, Board of Education, Tentative Curriculum Guide for physical Education, Volume -1, Ridgewood public schools, New Jersey, 1960.
- Diehl, Harold, Text book of Healthful living, 5 edition, McGraw-Hill book company, New York, 1955.
- Bauer, W., Today's Health Guide, American Medical Association, 1965.
- Joint Committee of Central and Scottish Health Service Councils, "Health Education" Her Majesty's Stationary Office, London, 1964.
- Ministry of Education Govt. of India, "A national plan of physical education and recreation", Albion press, Delhi, 1956.
- Bulletin No. 5, "A Guide to Teaching physical Education in secondary schools", state department of education, Tallahassee, Florida, 1948.
- Moss, Bernice, "Health Education", National Education Association of the United States, Washington, 1961.

PAPER VI

M.EDVAC-306.2

ENVIRONMENTAL EDUCATION

OBJECTIVES:-MARKS-50

Credits :02

The course will enable the student teachers to –

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student-teachers in Environmental Education.
- To provide knowledge to the student–teachers about Pollution and its control.
- To sensitize student-teachers to the Global Environmental problems.
- To sensitize student-teachers to the need for Conservation of the resources.
- To develop desirable attitude, values and respect for the Environment.

COURSE

UNIT – I: ENVIRONMENTAL EDUCATION&ECOLOGY

- Introduction to Environment and Ecology: Concept of Environment
- Environmental Education: Meaning, Objectives,
- its need & importance
- Principles of Environmental Education.
- Ecology, Biosphere, Community, Population,
- Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).

UNIT –II :Health, Safety&Pollution Control

- Concept of health, safety and environment
- Diseases through pollution.
- Management to control diseases.
- Environmental Health & Human Society.

- Pollution Monitoring and Control: Concept of Pollution,
- Types of Pollution - Air, Soil, Water and Noise Pollution, their sources
- Effects, monitoring and control.

UNIT –III : NATURAL RESOURCES MANAGEMENT

- Natural Resource Conservation and Management: Definition Classification of Natural Resources,
- Their Conservation and Management.
- Wildlife Conservation & disaster management.

Tasks and Assignments

Any one 10 Marks

- Plant one tree and write a report on environmental awareness
- Organize rally on world environment day and write the report
- Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
- Carrying out a Project on Environment and preparing its detailed report.

REFERENCES:-

- Dani, H.M. (1996). *Environmental Education*. Chandigarh: Panjab University Publication Bureau.
- Kaur, A. (2003). *Scientific Approach to Environmental Education*. Ludhiana: Tandon Publications.
- Khoshoo, T.N. (1999). *Environmental Concerns and Strategies*. New Delhi: Ashish Publication House.
- Kohli, V.K. and Kohli, Vikas (1995). *Environmental Pollution and Management*. Ambala: Vivek Publishers.
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SEMESTER IV
PAPER I
M.EDCC-401
TEACHER EDUCATION - II
Marks-100

Objectives:-Credits-04

After completing the course the students will be -

- To understand the concept of teacher Education
- To develop necessary skills
- To develop insight into the problems of teacher Education at different levels.
- To develop experimental attitude in teacher Education
- To understand new trends, and techniques in teacher Education.

UNIT-1 Historical development of teacher Education in India

15 Hours

- Historical development of Teacher Education
- Teacher education as distinguished from teacher training.
- The need and importance of Teacher Education
- Concept and structure of teacher Education
- Need for pre-service and in service professional education of teachers at different levels in the present Indian situation

UNIT – 2: Content of Teacher Education

15 Hours

- Theory of teacher education and its duration, Practical activities to be conducted during the training Course, Relationship and weightage given to theory and practical work, Evaluation – Internal and external
- Instructional Methods in Teacher Education, Seminars, Group Discussion, Supervised study , New Methods- programme learning, Models of teaching, Content-cum methodology
- approach., Practice teaching in Teacher Education, Demonstrations ,Experimentation ,Practice teaching and observations ,

- Significance and Supervision of Practice teaching, Internship ,Relationship of College of Education with Co-operating Schools

UNIT-3 Evaluation procedures in Teacher Education 15 Hours

- Assessment (I) Aspect of Internal & External Assessment (II) New techniques of Evaluation
- Teaching as a profession:
- Recommendations of various commissions on Teacher Education: Kothari Commission, National policy on Education, NCTE policy.
- Professional organizations for various levels of teacher-types and there role & functions
- Performance appraisal of teacher
- Code of conduct and ethics of teaching profession. 3.7Faculty improvement programme for teacher Education.

UNIT-4 Research and Teacher Education&Types of Teacher Education Programmes and Agencies 15 Hours

- Need of Research in Teacher Education and Action Research Area of Research in T.E.-Teaching Effectiveness, Criteria of admission, Modification Of Teacher behavior, School effectiveness.
- Current problems of Teacher Education
- Teacher Education : practicing schools, UGC, NCTE, University.
- Preparing teacher for special school
- In-service T.E. - Concept, Meaning, Need and nature
- Preserves T.E. - Concept, Meaning, Need and nature
- Orientation and Refresher courses
- Agencies of T.E.- SCERT, Colleges of T. E., Open University. Academic Staff colleges, University Department of Education and Teacher PF Organization.

Task & Assignment:-(10+10=20 MARKS)

- Subject specific Term Work Module/assessment modes – at least two- (like Extension/field/experimental work, Short Quiz)

References:-

1. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
2. William Taylor – Society and the Education of Teachers, Faber Faber
3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
4. Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi

K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India

PAPER II M.EDCC-402 EDUCATIONAL STUDIES

MARKS 100

Objectives –

Credits - 04

After completing the course the students will be able –

1. To develop an understanding about the concept of Educational Studies.
2. To develop insight into different areas of Educational Studies.
3. To enrich their professional life by the study of comparative education.
4. To help them perceive the wide variety of education tasks and arrangement in different countries.
5. To acquaint them with the recent research done in different fields of Education.
6. To acquaint with contemporary concerns of Education.
7. To develop skill in analyzing research paper.
8. To understand recent education policies and acts.

Course Content:

UNIT - I Areas & Analysis of Educational Studies -

15HOURS

- A. Pedagogical, Philosophical, Sociological, Psychological, Health, Curriculum, Gender issues, Action Research, School Administration, Technological development, Drama-Arts, Special education and Environmental Scenario.
- B. Analysis of Educational Studies from reputed recognized educational journals.
- C. Constitutional Provision in Education

UNIT II-Changing Socio-Cultural Context of Education 15 HOURS

- A. Education in the present Socio-Cultural Perspective, Understanding Contemporary Indian society with reference to multilingual, multicultural gender, equity, poverty, diversity, human rights and rights of child, appropriate approaches for teaching, young children in the context of diversities and Constitutional provisions of education
- B. Process of socialization and acculturation of child—critical appraisal of the school, parents, peer group and the community, Young children and social policy, Social context as a source for rejuvenating teaching and learning and classroom as a social context

UNIT - III Comparative Education 15 HOURS

- A. Concept, Meaning, Nature and Importance Comparative Education.
- B. comparative study of Educational system at Primary, Secondary, Higher and Teacher education of India with reference U.S.A, U.K. and Russia

UNIT - IV Contemporary Concerns of Education& recent policy - 15HOURS

- A. Impact of prevailing examination system on students and stake holder, Past exam reforms,-Secondary Education Commission(1952-53), Education Commission(1966), NPC (1986), National Focus Group Position Paper on exam reform, (Improving quality through range of question, grading, credit system, mode of certification and role of ICT
- B. Public - Private Partnership - issues and challenges, Professional development of teacher through quality training, Interpersonal relationship, Financial Status, Job satisfaction, Education for skill development, Delinking of Jobs with degree

(emphasis on professional skills and life skills), Environmental Education, Gender Sensitization

C. RTE Act (2009) (Approaches to education, economic reforms, Human rights, Lifelong education), NCF 2005 and 2009, Ninth Five Year Plan on Education (1997 - 2002) Tenth Five Year Plan on Education (2002 – 2007)

Task & Assignment –

Any two (10+10=20 MARKS)

- Evaluation of Research Paper.
- Action Research on any one educational topics
- Review of NCF 2005 & 2009.
- A comparative study of professional life on the bases of India & abroad.

References:-

1. Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon. Bruubacher
2. Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
3. Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press. Debra Heyes
4. Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO
5. Freire, Paulo (1970). Pedagogy of the oppressed. New York: Continuum.
6. John S.; (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
7. Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin, Australia.
8. NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.

9. NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
10. NCERT (2005): National Curriculum Framework, New Delhi.
11. NCTE, (2004): Teacher Education Curriculum, New Delhi.
12. Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.

PAPER III

M.EDSEL-403(a) (a)Pedagogy of Science EducationII

Objectives:-

MARKS : 100

Credits - 04

On completion of this course, the students will be able to:

- To understand the difference and complementarity between Science and Technology;
- To understand the need to evaluate curricula and evaluate the same on the basis of different validities;;
- To understand diversity of instructional materials, their role and the need for contextualization in science education;
- To appreciate the role of co-curricular activities in science education;
- To understand the role of assessment in the teaching –learning process in science;
- To familiarize with innovative trends in assessment, analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Unit I -Science : Nature

15 Hours

- Complementarities between science and technology
- Science and Mathematics and their complementarities,
- Common misconceptions of pupils about the nature of science
- Characteristics of different disciplines of science, their interrelationship and integration.

- Innovations and Creativity in Science.

Unit II –Taxonomy in Science Education

15 Hours

- Taxonomy for curriculum development in Science Education
- Science curriculum at different stages of school education-at primary, upper primary secondary, higher secondary.
- Integrating co-curricular activities with science education,
- Trends in science curriculum, considerations in developing learner centred curriculum in science.

Unit III- Approaches &Contemporary Issues to Teaching-Learning of Science-2

15 Hours

- Role of experiments in science, integration of theories and experiments in science: development of laboratory design,
- Planning and organization of laboratory work reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiments,
- Encouraging and respecting children responses, introducing alternative approaches in science learning,
- Integrating science across different disciplines and with real life situations.
- Reflective enquiry.
- researches in science education,
- Contribution of Indian scientists, Scientific and technological literacy.

Unit IV- Planning and assessment

15 Hours

- Planning and assessment of portfolios in science learning.
- Assessment of curricular activities;
- assessment of content knowledge through activities and experiments,
- Assessment of laboratory skills.
- Effect of project work in pedagogy of science.

Task & Assignment(10+10= 20 MARKS)

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test.

REFERENCES:

- Bhatnagat S.S. (2003). Teaching of science. Meerut: Surya publications.
- Black, P (1998). Testing: Triend or Foe? Theory and practice of Assessment and Testing. London : Falmer Press.
- Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130
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- Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
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- Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
- Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
- Minkoff, E.C.& Baker, P.J. (2004). Biology Today: An Issues Approach, Garland science. New York. Pp.1-32. Biology: Science & Ethics.

PAPER III

M.EDSEL-403(b)

(b)Pedagogy of MathematicsEducation II

Objectives:-

MARKS : 100

Credits - 04

- On completion of this course students teacher will be able to:
- Distinguish between science and mathematics appreciate the abstract nature of mathematics
- Distinguish between the roles of pure and applied mathematics
- Develop the skill of solving real-life problems through mathematical modeling as an art
- Develop the understanding of using constructivist approach in mathematics
- Develop the skill of using various methods of teaching mathematics

Unit I- Nature, Development and Significance of Mathematics 15 Hours

- Abstractness of mathematics; Distinction between mathematics and science;
- Distinct roles of pure and applied Mathematics;
- Mathematization aesthetic aspect of mathematic;
- historical development of mathematical concepts with some famous anecdotes Pythagoras, Aryabhatt, Ramanujan., etc.; teaching of mathematical modeling

Unit II- Objectives and Strategies of Teaching-learning mathematics

15 Hours

- Competence based approach in teaching mathematics
- Teaching gifted/Slow learners in mathematics,
- Pedagogical analysis of mathematics,
- Reflective discussion Recreational aspect of mathematics- mathematical games, puzzles and amusements;
- Computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.

Unit III-Critical appraisal & Content Structure of mathematics 15 Hours

- At preprimary,primary, upper primary,secondary & higher secondary.

Unit IV- Content Structure of Mathematics

15 Hours

- Role of examples, counter examples and non-examples in mathematics
- conjectures; scope and limitations of Intuition in mathematics
- Sets and Venn diagrams as a representative of mathematical properties and their relations

Unit V- Evaluation in Mathematics-2

15 Hours

- Types of test items in mathematics: Meaning,
- Merits, limitations and Construction of long answer type, short answer type, very short answer type and
- Objective type construction and standardization of an achievement test in mathematics.
- Action Research in Mathematics.

Task & Assignment(10+10=20 MARKS)

The student teacher may undertake of the following .

- Development of achievement test.

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9. Howard T. & Jones, S.(2000): Becoming Successful Teacher of Mathematics. London: Rout ledge Falarer Series.
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12. Malove, J. & Taylor, P.(1993): Constructivist interpretations of teaching and learning mathematics, Perth: Curtin University of Technology.
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PAPER III

M.EDSEL-403(c)

(c)Pedagogy of Language Education II

Objectives :-

MARKS : 100

Credits - 04

On completion of the course students teacher will be able to:

- TO gain an understanding of the nature, functions and the implications of planning for teaching language/languages.
- To understand the psychology of language learning .
- To study and analyze different approaches, methods and techniques for differentiating between teaching language
- Teaching literature in the context of first language and second language examine various areas of research in language education
- To survey various problems with respect to language learning identify.
- To reflect on factors affecting language policy.

Unit I- Issues of Language Learning

15 Hours

- Curriculum, selection and sequencings of content,
- Contexts, transaction and evaluation techniques,
- Development of basic language skills as well as advanced language skills primary, secondary and seniorsecondary levels.
- Innovative techniques for teaching grammar, reading comprehension and written expression.

Unit II- Discourse Analysis:

15 Hours

- Theories of discourse analysis including speech acts, conversational maxims,
- conversational analysis,
- ethno-methodology, text analysis,
- critical discourse analysis.
- met linguistic awareness with a focus on listening, speaking, seaving, comprehension at writing.

Unit III-Individualization of Language Learning

15 Hours

- Need, techniques, viz.
- differential assignments,
- classroom tasks,
- personalized system of instruction

Unit IV- Teaching Learning & Contextual Problem in Languages 15 Hours

At referent stage of school education-

- Primary, upper primary
- secondary, and higher secondary.
- Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)
- Preservation of heritage language
- Home language
- School language-problem of tribal dialects.

Task & Assignment(10+10=20 MARKS)

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test.

REFERENCES;-

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13. Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.
14. Wilkinson, A. (1971). The Foundations of Language. London: Oxford University Press.

PAPER III

M.EDSEL-403(d)

(d) Pedagogy of Social Science Education II

Objectives :-

MARKS : 100

Credits - 04

After completion of the course the students be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences employ appropriate for transaction of social science curriculum.
- Effectively Use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.

Unit I – Social Science Education in school**15 Hours**

- Place of social sciences in school curriculum
- aims and objectives of teaching social sciences at various stages of school education
- Research perspectives in pedagogy of social science education.

Unit II –Social Science Curriculum Approaches**15 Hours**

- curriculum; social science curriculum at various stages of school education
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks,
- teacher's education manuals, other content enrichment materials –their conceptualization and processes;

Unit III – Approaches to Pedagogy of Social Science**15 Hours**

- Field survey, problem solving, role-play,
- Appraisal, field visits and case studies; action research etc.
- Critical appreciation of various learning-strategies - SQ3R (Survey, Questioning, Reading, Recite and Review),
- RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning, pedagogical analysis of social science.

Unit IV- Resources for Teaching-Learning and Evolution of Social Science.**15 Hours**

- Effective utilization of resources for teaching social science textbooks and
- Supplementary materials, Literature and biographies, Environment and community resources;
- Development of low cost improvised teaching aids.
- Construction of achievement test Alternative assessment: rubrics, portfolios and
- Projects Typology of questions as related to different subject areas viz.,
- History, Geography, Political Science, Economics etc.
- evaluation of attitudes ,

Task & Assignment(10+10=20 MARKS)

The student teacher may undertake any one of the following activities:

- Development of lesson plan

- Development of achievement test.

REFERENCES:-

1. NCERT (1976), The Curriculum for the Ten-Year School: A Framework, Reprint Edition, National Council of Educational Research and Training, New Delhi.
2. NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition, National Council of Educational Research and Training, New Delhi.
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6. NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science, National Council of Educational Research and Training, New Delhi.
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9. NCERT (2006b), Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.