

APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE

Notwithstanding the integrated nature of the course spread over four semesters in two academic years, the regulations in force at the time a student joins a course shall hold good only for the examinations held during or at the end of each semester. Nothing in these regulations shall be deemed to debar the University from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.

Attendance Component	Marks bduor Theory Papers
a) Below 80%	Nil
b) 80% and above up to 85%	1
c) Above 85%	2

Duration of each paper in the semester end examinations will be of three hours.

Outlines of tests, syllabi and courses of reading for M.Ed. (General) 2 Year Syllabus

M.Ed. General Semester I

Program Code: MEDGN-I

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/ Practical	
I	C01-PIE-I	Perspectives in Education-I	4	70	-	20	10 (sessional work)	100
II	C02-LLP-I	Learner and Learning Process-I	4	60	10	20	10 (Practical)	100
III	C03-ERS-I	Educational Research and Statistics-I	4	70	-	20	10 (sessional work)	100
IV	C04-HOE-I	History of Education-I	4	70	-	20	10 (sessional work)	100
V	C05-TED-I	Teacher Education-I	4	70	-	20	10 (sessional work)	100

M.Ed General Semester II

Program Code: MEDGN-II

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/Practical	
I	C07-PED-II	Process of Education-II	4	70	-	20	10 (sessional work)	100
II	C08-PIS-II	Psychology for Individual and Social Development-II	4	60	10	20	10 (Practical)	100
III	C09-ERS-II	Educational Research and Statistics-II	4	70	-	20	10 (sessional work)	100
IV	C10-DIS-II	Dissertation-II (submission of Research Proposal)	1	-	-	25	-	25
V	C11-SDS-II	Self Development Skills –II (Yoga, Communication and Professional Skills)	1	-	-	25	-	25

M.Ed General Semester III

Program Code: MEDGN-III

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/Practical	
I	C12-ESD-III	Education for Sustainable Development & Global Peace-III	4	70	-	20	10 (sessional work)	100
II	C13-GNC-III	Guidance and Counselling-III	4	60	10	20	10 (Practical)	100
III	C14-MEV-III	Measurement, Assessment and Evaluation-III	4	70	-	20	10 (sessional work)	100
IV	C15-EPF-III	Educational Management, Policy Planning -III	4	70	-	20	10 (sessional work)	100
V	C16-FAI-III	Field Attachment/Internship (Actual Conduct)	2	-	-	50	-	50

M.Ed General Semester IV
Program Code: MEDGN-IV

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/Practical	
I	C17-EDT-IV	Educational Technology and ICT-IV	4	60	10	20	10 (Practical)	100
II	C18-DIS-II	Dissertation-IV (Viva Voce)	5	100	-	25	-	125
III	C19-FAI-III	Field Attachment/Internship-IV (only Assessment)	2	50	-	-	-	50
IV	C20-SDS-II	Self Development Skills –II (Yoga, Communication and Professional Skills)	1	-	-	25	-	25
V,VI & VII	Any three of the following:							
	E05-INE-IV	Education for Differently Able-IV	4	60	10	20	10 (Practical)	100
	E06-CRS-IV	Curriculum Studies-IV	4	70	-	20	10 (sessional work)	100
	E07-CME-IV	Comparative Education-IV	4	70	-	20	10 (sessional work)	100
	E08-LLL-IV	Life Long Learning-IV	4	70	-	20	10 (sessional work)	100

**OUTLINES OF SYLLABI, COURSES OF READING AND TESTS FOR M.ED.
(GENERAL) – SEMESTER SYSTEM FOR THE EXAMINATION OF 2021-2022**

SEMESTER-I

PROGRAM CODE: MEDGN-I

PAPER-I

COURSE CODE: C01-PIE-I

COURSE TITLE: Perspectives in Education - I

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of the course students will be able to:

explain assumptions and principles of education.

explain epistemological and axiological issues in education.

discuss concepts and theoretical perspectives of sociology of education.

explain the meaning of modernization, social change and role of school as a place for social change.

explain the concept of social equity & equality; social mobility and social stratification.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

- a) Concepts, Principles and Assumptions of education, critical analysis of education as a discipline or area of study; connecting knowledge across disciplinary boundary.
- b) Prioritizing the aims of education in the context of national values enshrined in the constitution of India

Unit-II

- a) Epistemology and Education: Knowledge; methods of acquiring valid knowledge with special reference to logical analysis, positive relativism and constructivism.
- b) Axiological issues in education

Unit-III

- a) Sociology of Education: Concept and Theoretical Perspectives (Functionalist, Conflict & Interactionist).
- b) Secondary School Education: Status and Contemporary Challenges, Multiple School Contexts.
- c) Social Change: Concept and determinants of Social Change, Modernization, Education as an agency of Social Change.

Unit-IV

- a) Education as related to social equity and equality of educational opportunities with special reference to socio-economically disadvantaged sections of society based on caste, gender, locale, income disparity and different disabilities.
- b) Social Stratification and Social Mobility; Concepts, Factors affecting; Education in relation to Social stratification and Social Mobility with special reference to Indian Society.

Sessional Work: Visit to a rural, urban (slum), alternative, innovative, secondary schools; observation of activities and preparation of a reflective diary. **(10 marks)**

SUGGESTED READINGS

1. Aggarwal, J.C. (2005). Theory and principles of education

9. Butchvarov, P. (1970). The concept of knowledge. Evanston, Illinois: North Western University Press.
10. Chaudhary, K. (2008). A handbook of philosophy of Education. New Delhi: Mahamaya Publishing House.
11. Dearden R. F. (1984). Theory and practice in education. Routledge K Kegan & Paul.
12. Debra H., Martin H., Pam C. & Lingard, B. (2007) Teachers and schooling: Making a difference. Australia: Allen and Unwin.
13. Edgerton, S.H. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. Routledge.
14. Eqan, K. (1986). Individual development and the curriculum. Hyperion Books.
15. Etta, R. H. (1996). Transforming curriculum for a culturally Diverse Society. New Jersey: Lawrence Erlbaum Associates Publishers.
16. Gardner, H. (1993). Creating minds. New York: Basic Books.
17. Hiriyanna, M. (1995). The essentials of Indian philosophy. Motilal Banarasidas Publishers.
18. Jonathon C. M. (1966). Social foundations of education: Current readings from the behavioural sciences. New York: The Macmillian Company.
19. Kenkel, W.F. (1980). Introduction to sociology. New York: Harper and Row.
20. Kneller, G.F. (1963). Foundations of education. London and New York: John Wiley and Sons, Inc.
20. Khanna Jyoti, Nangia Anita, Sareen Seema (2015) Education as a field of study. Tandon Publications, Ludhiana.
21. Matheson, D. (2004). An Introduction to the study of education. (2nd edition). David Fulton Publish.
22. Mathur S.S., (2008). A Sociological approach to Indian education. Agra: Vinod Pustak Mandir.
23. MHRD, (1992). Programme of action. Government of India, New Delhi.
24. MHRD, Government of India (1992). National policy on education (revised). New Delhi.
- 25.

PAPER-II

COURSE CODE: C02-LLP-I

COURSE TITLE: Learner and Learning Process-I

Credits= 4

Total Marks= 100

External= 70 (Theory=60; Practical=10)

Internal= 30(Assessment=20; Practical=10)

COURSE OBJECTIVES

After completing the course, the student will be able to:

- understand learner in psycho-social context
- explain growth development and problems of adolescents
- analyse the learning process based on theoretical approaches of learning
- understand environments conducive to learning

It is assumed that the students are aware of role of Educational Psychology in theory and Practice of Education.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Dynamics of Individual Development

- (a) Growth and Development: Concept, Difference, Principles of Development.
- (b) Cognitive process (Sensation, Attention, Perception, concept formation), Piagetian Model of Cognitive Development.
- (c) Development during Adolescence: Physical, Cognitive, Social and Emotional
- (d) Problems of Adolescents, Educational support required for adolescents

Unit-II

Learning Environment

- a) Essentials of good physical environment, Characteristics of class room, school and community environment that enhance learning
- b)

11. Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
12. Hall, C. S. & Lindzey, G. (1970). Theories of personality (2nd edition). New York: John Wiley & Sons, Inc.
13. Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
14. Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
15. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
16. Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
17. Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
18. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
19. Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall
20. Rani, A. (2011): Psychology of Learning Behavior. New Delhi, Centrum Press.
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PAPER-III

COURSE CODE: C03-ERS-I

COURSE TITLE: Educational Research and Statistics-I

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of the course, the students will be able to:

define research problem.

formulate a hypothesis.

select a sample and forward reasons in support of his/her decisions.

understand the meaning and importance of statistics.

understand the meaning and compute measures of central tendency, measures of variability, measures of relationship.

understand the meaning and application of normal probability curve.

select and conduct the statistical analysis of data by applying the statistics suitable for the problem.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five**

Unit-II

- a) Hypothesis: definition, importance, types and formulation of hypothesis. Testing of hypothesis, Type-I and Type –II Errors.
- b) Sampling: meaning and steps. Methods of sampling: Non-Probability and Probability, types of Non-Probability and Probability sampling, Sampling Error

Unit-III

- a) Meaning and importance of statistics
- b) Measures of Central tendency and Graphical representation of data: Histogram, Frequency Polygon, Ogive, pie diagram and box plot
- c) Measures of Variability: Range, Average Deviation, Quartile deviation and standard deviation.

Unit-IV

- a) Measures of relationship: Rank Order Correlation, Product Moment method of Correlation and significance of correlation.
- b) Normal Probability Curve: Concept, Characteristics and Application.

Sessional work: (10 marks)

Writing research proposal

SUGGESTED READINGS

1. Ary, Donald & Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi: Holt Rinehart and Winston.
2. Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice

11. Jackson, S.L. (2010). Research methods and statistics. Jacksonville University. New Delhi: Cengage Learning.
12. Hinton, P.R. (2014) : Statistics Explained. London: Routledge.
13. Hustler, D., Cassidy, T. & Cuff, T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
14. Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
15. Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
16. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
17. Lambert, M. (2012): A beginners guide to doing your education research project. London: Sage Publications
18. Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.
19. Ljungberg, M.K. (2015): Reconceptualising Qualitative Research. New Delhi: Sage Publications.
20. Panneerselvam, R. (2011): Research Methodology. New Delhi: PHI Learning Pvt. Ltd.
21. Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.
22. Tuckman, B.W. (1972): Conducting Educational research. Javanovich: Harcourt Brace.
23. Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.
24. Wayne, K.H. & Curt, M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

PAPER-IV

COURSE CODE: C04-HOE-I

COURSE TITLE: History of Education-I

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of this course, students will be able to:

trace the progress of education in ancient and medieval India – Vedic, Post Vedic and Buddhist Education, Islamic education

explain education during pre and post-independent India

explain the various committees and commission formed for the progress of education during pre and post-independent India

explain the various issues and trends of education in India

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Education in ancient India

Education in the Ancient period with special reference to :

- a) Vedic and Buddhist period
- b) Jainism and Islamic tradition

Unit-II

Education in British period

a) Study and review the impact of the following on Indian Education System:

Macaulay's Minutes and its Effect, Woods Dispatch, The Education Commission (1882), The University Commission (1902), The Sargent Report(1944)

b) Efforts by Indian reformers for education during British period such as Raja Ram Mohan Roy, Gopal Krishan Gokhale, Maulana Azad and Mahatama Gandhi

Unit-III

A critical review of: Education in the post- Independence period

- a) The University Education Commission (1948)
- b) Secondary Education Commission (1952)
- c) Indian Education Commission (Kothari Commission) (1964-66)
- d) National Policy on Education (1986&1992)
- e) Universalization of elementary education RTE Act (2009)

Unit-IV

Trends and issues in Education

- a) Dynamics of colonial and post colonial encounters and their influence on Indian education system. Education in India in the 21st century.
- b) Millennium Development Goal given by UNESCO Highlighting Education
- c) The status and challenges of existing structure of secondary school education
- d) Impact of LPG policies on Indian education

Sessional Work (10 marks)

SUGGESTED READINGS

1. Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.
2. Altekar, A.S. (1944): Education - In Ancient India. Benaras :Nand Kishore& Bros.
3. Blackwell, Fritz (2004), *India: A Global Studies Handbook*, ABC-CLIO, Inc., ISBN 1-57607-348-3.
4. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
5. Dash, M.(2000),*EducationinIndia:ProblemsandPerspectives*, Delhi: Eastern Book Corporation.
6. Ellis, Catriona. (2009). Education for All: Reassessing the Historiography of Education in Colonial India.*History Compass*, (March 2009), 7#2,pp 363–375
7. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.
8. Ghosh S. C. (2007), *History of Education in India*,New Delhi: Eastern Book Corporation.
9. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
10. GOI. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.
11. GOI. (1986). National policy of education. GOI.
GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
12. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
13. GOI. (2011). Sarvashikshaabhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009. GOI. Retrieved from [http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_\(revised\)_9-6-2011.pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf)
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25. Rawat, P. L. (1956) History of Indian Education: Ancient to Modern. Delhi: Bharat Publication
26. Reyhner J. (2004) History of Indian Education, Allahabad:Vohra Publishers.
27. Sharma R (2006) History of Indian Education, Delhi: Shubhi Publishers
28. Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers.
29. Vashist R. (2005), History of Education in India.New Delhi:Eastern Book Corporation.
30. Draft of NPE 2019.

PAPER-V

COURSE CODE: C05-TED-I

COURSE TITLE: Teacher Education-I

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

After completing the course, the student will be able to:

describe the scope and importance of teacher education.

COURSE CONTENT

Unit-I

(a)

2. Barker, I. (2006): Teachers and Trainers. New Delhi: Cambridge University Press India Pvt Ltd.
3. Chaurasia, G. (1976): New Era in Teacher Education. New Delhi.
4. Cockburn, A & Handscomb, G,(2012) Teaching Children 3-11 A Student's guide,New Delhi, SAGE Publications India Pvt Ltd.
5. Devedi, Prabhakar (1990): Teacher Education- a Resource Book, New Delhi, N.C.E.R.T.
6. Govt. of India (1966): Education and National Development, New Delhi, Report of Education.
7. Govt. of India (1992): Report of C.A.B.E. Committee Department of Education, New Delhi.
8. Govt. of India (1986): National Policy of Education, Ministry of Human Resource and Development , New Delhi
9. Khan, Mohd. Sharif (1983): Teacher Education in India and Abroad, New Delhi, Sheetal Printing Press.
10. Khera, S.(2011) Education and Teacher Professionalism, New Delhi, Rawat Publication
11. Kohli, V.K. (1992): Teacher Education in India, Ambala, Vivek Publishers.
12. Misra, K.S. (1993): Teachers and their Education, New Delhi, Associated Publication.
13. Mohan, R. (2011) Teacher Education. New Delhi: PHI Learning Private Ltd.
14. Mohanty, J.N. (1988): Modern Trends in India Education, New Delhi, Deep and Deep Publication.
15. Naik, N. (2011): Teaching English Language Through Literature,New Delhi, Sarup Book Publishers Pvt Ltd.
16. Naqvi, T. (2010): Teachers in classroom. The Perceptual Roadblocks, Delhi, Shipra Publications
17. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
18. NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.
19. N.I.E.P.A. (1984): Report on Status of Teachers, New Delhi.
20. Mohanty, J.N. (1993): Adult and National Education, New Delhi, Deep and Deep Publication.
21. Rao, D.B. (1988): Teacher Education in India, New Delhi, Discovery Publishing House.
22. Sharma., R.A. (2005) : Teacher Education, Meerut, Loyal Book Depot.
23. Sharma, S.P. (2005) : Teacher Education, New Delhi, Kanishka Publisher.
24. Singh, L.C (1983): Third National Survey of Scholastic Education in India, New Delhi, N.C.E.R.T.
25. Srivastava, R.C & Bose K. (1973) : Theory & Practice of Teaching Education in Indi

PAPER-VI

COURSE CODE: C06-DIS-I

COURSE TITLE: Dissertation-I (Orientation to Writing a synopsis)

Credits=Nil

Marks=Nil

COURSE OBJECTIVES

Orient students to the process of research.

Enable them to identify a problem for undertaking the research project

Enable them to prepare a synopsis on which they will submit a research proposal in Semester II.

COURSE REQUIREMENT

A research problem will be taken up by each candidate under the supe

SEMESTER II

PROGRAM CODE: MEDGN-II

PAPER-I

COURSE CODE: C07-PED-II

COURSE TITLE: Process of Education-II

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of the course, students will be able to:

explain the educational implications of some schools of philosophy in Western Thought and Indian Philosophy.

examine critically the concerns arising from the vision of great Western and Indian thinkers.

reflect on changing political context of education and support system of education.

discuss the changing socio-cultural dimensions in the context of education.

NOTE: Examiner will set 9 questions, two from each unit and one question (Q11(m)13(e0d [E)1(x)T

with life outside the school; in relating subject knowledge with real life experiences of the child; between the knowledge and practices; between the content and the pedagogy; Between ICT and teaching -learning process

(b) Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context.

Unit-IV

a) Process of socialization and acculturation of the child-critical appraisal of the role of school, parent, peer-group and the community.

b) Economy and Education- Impact of LPG (Liberalisation, Privatization and Globalisation) on education.

Sessional Work: Reading of original texts of Rabindernath Tagore /M.K Gandhi/SriAurobindo/John Dewey /J.Krishnamurthy and writing of review

It is assumed that the students are aware of role of Educational Psychology in theory and practice of Education.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No.

SUGGESTED READINGS

1. Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
2. Bigge, M., L. & Hun,t M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
3. Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper & Row.
4. Chand, J. (2010): Psychological Foundations of Education. New Delhi, Anshah Publishing House.
5. Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
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28. Woolfolk, A. E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.
29. Zohar, D. & Marshal, I. (2001): Spiritual Intelligence: The ultimate intelligence, New York: Bloomsbury Publishing.

PAPER-III

COURSE CODE: C9-ERS-II

COURSE TITLE: Educational Research and Statistics-II

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of the course, the students will be able to:

- select the tools for studying different variables.
- understand historical, descriptive and experimental method of research.
- select/ formulate the design of the study by controlling and classifying the variables demanded by the design.
- understand the meaning and compute ANOVA, Chi square, Wilcoxon Signed Rank Test Mann- Whitney Test.
- report the research work in accordance with the current trends and procedures of report writing.
- select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.

COURSE CONTENT

Unit-I

- a) Tools: Characteristics of a good tool, Meaning and methods of reliability and validity.
- b) Psychological tests, questionnaire, rating scales, attitude scale (Thurston and Likert's scale).
- c) Technique: observation and interview.

Unit-II

- a) Historical Method: Meaning, Value, Difficulties, Types and steps.
- b) Descriptive Method: Meaning, Value and types.
- c)

9. Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: Vakils Feiffer's and Simons Pvt. Ltd.
10. Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
11. Jackson, S.L. (2010). Research methods and statistics. Jacksonville University. New Delhi: Cengage Learning.
12. Hinton, P.R. (2014): Statistics Explained. London: Routledge.
- 13.

PAPER-V

COURSE CODE: C11-SDS-II

COURSE TITLE: Self Development Skills-II (Yoga, communication and professional skills)

Credit=1

Internal=25

COURSE OBJECTIVES

1. To create effective communicators
2. To master yogasanas and maintain fitness

COURSE CONTENT

UNIT-I

- a) Importance of communication Purpose of communication - -Effective communication skills : verbal and non- verbal
- b)-Barriers to effective communication –
- c) Technological advances in communication, Communication media

UNIT-II

- a) Patanjali's yoga Sutras
- b) Basic yoga exercises and *asanas* (*pranayam, surya-namaskar, taad-asana, kapaalbhaati, shav-asana*)

Sessional work

-Communication exercises/written submission.
Mastering mentioned five yoga exercises/*asanas*

PAPER-VI

Any one of the following:

E01-PSE-II: Pedagogy of Science Education-II

E02-PSS-II: Pedagogy of Social Science Education-II

E03-PLA-II: Pedagogy of Language Education-II

E04-PME-II: Pedagogy of Mathematics Education-II

COURSE CODE: E01-PSE-II

Unit-II

Curriculum of Science Education

- a) Trends in science curriculum, considerations in developing learner centred curriculum in science.
- b) Criteria of validity of science curriculum: content, ethical, environmental, process, cognitive, historical
- c) Analysis of science curriculum at secondary stage.

Unit-III

Approaches to Teaching-Learning of Science

- a) Constructivist paradigm and its implications for science learning
- b) Constructivist approaches to science learning: inquiry method, problem solving strategies, guided discovery approach; inducto-deductive method, project based learning, cooperative collaborative learning.
- c) Role of experiments in science, development of laboratory design, planning and organisation of laboratory work, improvisation in the laboratory and low cost science experiments,
- d) Metacognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.
- e) Use of ICT in teaching-learning of science concepts at secondary level.

Unit-IV

Evaluation Assessment and Contemporary Issues in Science Education

- a) Evaluation in science: Formative and summative
- b) Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- c) Contribution of Indian scientists
- d) Scientific and technological literacy
- e) Innovations and creativity in science.

Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, school visits and sharing of experiences, experimentation with kits and laboratory work project and assignments focusing in observation and interaction with children adolescent, group and individual field based assignments followed by workshops and seminar presentation.

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

Development of lesson plan

Development of achievement test

(10 marks)

SUGGESTED READINGS

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 (April-June) 20-25.
3. Bhatnagat S.S. (2003).Teaching of science. Meerut: Surya publications
4. Black, P (1998). Testing: Triend or Foe? Theory and practice of Assessment and Testing. London : Falmer Press.
5. Carey, S. (1986). Cognitive Science and Science Education. American Psy

develop an understanding about the meaning, nature, scope of social sciences and social science education

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 approach for transaction of social science curriculum

14.

COURSE CONTENT

Unit-I

Conceptual Issues of Language Learning

- a) Language acquisition and communication – factors affecting language learning and language acquisitions and communication
- b) Linguistic, psychological and social processes involved in learning of languages
- c) 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

Language Analysis and Individualization of Language Learning

- a) Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- b) Meta- linguistic awareness with a focus on listening, speaking, reading, comprehension at writing.
- c) Need and techniques (viz. differential assignments, classroom tasks, etc.) for personalized system of instruction

Unit-III

Curriculum and Pedagogy of Language

- a) Language learning at secondary and higher secondary stage
- b) Pedagogy of First language, Second language, Third language
- c) Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencing of content, contexts, transaction and evaluation techniques

Unit-IV

Issues in Language Learning and Evaluation

- a) Cross linguistic influence in learning another language; ecology of bilingual memoryage-h ()Tj -407.88 -13.

SUGGESTED READINGS

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*.

Develop the understanding of using constructivist approach in mathematics.

Develop the skill of using various methods and techniques of teaching mathematics.

Develop problem solving skills.

Develop the skills required for action research in mathematics.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Meaning, Nature, Structure and Development of Mathematics

- a) Meaning, Nature and scope of mathematics. Distinction between mathematics and Science; Structure of Mathematics: Pure and Applied Mathematics, Axiom Postulates, Proof / Solution of mathematics Problems- Direct proof, indirect proof, Proof by contradiction, Importance, Application and Selection of Examples.
- b) Recreational and Aesthetic aspect of mathematics: Games, Puzzles, Riddles, Symmetry etc and their role in learning mathematics.
Mathematics Club: Need and Importance, Goals, Organization and Activities.
Mathematics Laboratory: Designing and Layout, Need and Importance, Materials and Procedure to set up.
- c) Development of Mathematics with some famous anecdotes, Pythagoras, Aryabhata, Ramanujan.
Teaching Mathematics Modeling.
Pedagogical Analysis of Mathematics

Unit-II

Curriculum of Mathematics

- a)

12. Malove, J. & Taylor, P.(1993): Constructivist interpretations of teaching and learning mathematics, Perth: Curtin University of Technology.
13. Michael, D. R. (1977): Mathematics as a Science of Patterns. Oxford Press.
14. 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.
16. NCERT(2005): National curriculum framework, New Delhi.
17. NCERT (2006): Position Paper: National focus group on teaching mathematics, New Delhi. NCERT and Bosem textbooks in mathematics for Class VIII TO X.
18. Nunes, T. And Bryant, P. (1997): Learning and Teaching mathematics: An International Perspective, Psychology Press.
19. Resonik, L.B. & Ford W.W. (1980):The psychology of Mathematics instruction, New Jersey: Lawrence Erlbaum Associates.
20. Singh.M (2004): Modern Teaching of Mathematics. New Delhi: D.K. Publishers.
21. Schonell, F.J.& Schonell, F.E. (1965): Diagnostic and Attainment Testing. Edinburg, London: Oliver and Boyd Ltd.

SEMESTER-III

PROGRAM CODE: MEDGN-III

PAPER-I

COURSE CODE: C12-ESD-III

COURSE TITLE: Education for Sustainable Development & Global Peace-III

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

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

explain concepts concerning various aspects of the Educational for sustainable development.

explain the concept of world peace and role of education

recognize dependence of human life on the environment.

identify local and region specific environmental problems.

understand the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.

develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.

develop awareness, desirable skills and appreciation for the protection, preservation and conservation of the environment.

understand the role of school and teacher in creating awareness among students about need for sustainable development.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Education for Sustainable Development:

- a) Meaning nature and scope of Sustainable Development; concept of global peace
- b) Education for Sustainable Development: Approaches & Strategies
- c) Education for global peace
- d) Integration of global peace and environmental concerns in school curriculum.
- e) Role of teacher in promoting sustainable development.

PAPER: II

COURSE CODE: C13-GNC-III

COURSE TITLE: Guidance and Counselling-III

Credits = 4

Total Marks = 100

External = 70(Theory=60; Practical=10)

Internal= 30(Assessment=20; Practical=10)

COURSE OBJECTIVES

After completing the course, the student will be able to:

- understand the meaning, nature, aims, need and scope of guidance.
- understand the meaning, nature, aims, need and scope of counselling.
- recognise the role of guidance in attaining the goals of education.
- understand the meaning, objectives, and advantages of group guidance.
- develop the acquaintance with various techniques of group guidance.
- understand the qualitative and quantitative appraisal of student.
- develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, personality, interest and their assessment for providing guidance.
- develop the skill of administration and interpretation of psychological assessment.

NOTE:

Unit-III

Theories/ Therapies of Counselling

- a) Behaviouristic
- b) Rational Emotive
- c) Reality

Unit-IV

Student Appraisal

- a) Quantitative Assessment: Concept and assessment of Interest, Intelligence, Personality and Aptitude.
- b) Tools for Qualitative Assessment: Interview, Observation, Case Study, Sociometry.

PRACTICAL (20 marks) External + Internal

- a) Administration and Interpretation of psychological tests:
 - 1) Interest Inventory
 - 2) DAT/DBDA
- b) Preparation and presentation of Career Talk and /or Career exhibition
- c) Report of visit to employment exchange
- d) Viva- voce

SUGGESTED READINGS

1. Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper Saddle River. NJ: Prentice Hall.
2. Arbuckle, D.s. (1965). Counselling: Philosophy, theory and practice. Boston: Allyn and Bacon.
3. Bantole, M.D. (1984). Guidance and Counselling. Bombay: Sheth and Sheth Publications.
4. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.I: A practical approach. New Delhi: Vikas
5. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.II: A practical approach. New Delhi: Vikas
6. Burnard, P.(2005). Counselling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.
7. Chaturvedi, R. (2007). Guidance and Counselling Skills. New Delhi: Crescent Publishing Corporation.
8. Corey, G. (1986). Theory and practice of counselling and psychotherapy, 3rd Ed. Belmont: Calif- Brooks Cole.
9. Cormier, L.& Hackney, H. (1987). The professional counsellor. Englewood Clifffes, New Jersey: Prentice Hall.
10. Denzin, N.K. & Lincoln, Y. (2000). Handbook of Qualitative research. New Delhi: Sage Publications.
11. Drummond, R.J. (1998). Appraisal procedures for counsellors and helping professional. Columbus, OH: Merrill.
12. Dryden, W. & Filethaman C. (1994). Developing Counsellor Training. London: Sage
13. Gardner, H. (1999). Multiple Intelligence: Intelligence, Understanding and Mind. NY: National Professional Resources.

14. Gibson, R.L. & Mitchell, M.H. (2008). Introduction to counselling and Guidance (7th edition). New Delhi: Pearson education. Inc.
15. Gelsco, C.J. & Fretz, B.R. (1995). Counselling Psychology. Banglore: Prisin Book.
16. George, R.L. & Critiani, T.S. (1990) Counselling theory and Practise. New Jersey: Prentice Hall.
17. Gladding, S.T. (2014).Counselling: a comprehensive Profession (7th ed.).USA: Pearson Education, Inc
18. Leuis, M.D., Mayer, R.L.&Louis, J.A.(1986). An introduction to counselling profession. Illinas:F.E.Peacock Publishers.
19. Mohan, S. & Sibia, A. (1998) Handbook of Personality measurement in India. New Delhi: NCERT
20. Myers, G.E.(1998). Principles and Techniques of Vocational Guidance. London: Mcgraw Hills Company.
21. Oliver, W. & Randall, W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication
22. Petterson, G.H. (1962). Counselling and Guidance in Schools. London: Mcgraw Hill Book Company.
23. Pietrofesa, J.J., Bernstein, B. & Stanforn. S. (1980) Guidance: An Introduction. Chicago: Rand McNally.
24. Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill
25. Saraswat, R.K. & Gaur.J.S.(1994). Manual for Guidance counsellors. New Delhi: NCERT.
26. Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston, USA: Houghton Mifflin Co.
27. Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counselling. Boston, USA: Houghton Mifflin Co.
28. Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.
29. Tudor, K. (1999). Group Counselling. London: Sage Publications

COURSE CODE: C14-MEV-III

COURSE TITLE: Measurement, Assessment and Evaluation-III

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of the course, the students will be able to:

- acquaint the students with concepts and techniques of measurement and evaluation.
- develop skills in the construction and standardization of tests.
- acquaint themselves with the new trends in evaluation.

NOTE:

4. Brown, G.T.L., Irving, E.S. & Keegan, P.J. (2014): An introduction to Educational Assessment, Measurement and Evaluation: Improving the quality of Teacher Based Assessment (3rd Edition). New Delhi: Dunmore Publishers.
5. Cronbach, L.G. (1964) : Essentials of Psychological Testing, New York : Harper.
6. Ebel, L.R. and Frisbie, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
7. Freeman, F.S. (1965): Theory & Practice of Psychological Testing, New York: Rinehart & Winston.
8. Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay, Vakils Febber and Simons.
9. Guilford, S.P. and Fruchtor, B. (1973) : Fundamental Statistics in Psychology and Education 5th Ed. New York: McGraw Hill and Co.
10. Guilford, J.P. (1978) : Fundamental Statistics in Psychology and Education, New York: McGraw Hills, 6th Ed.
11. Karmel, L.C & Karmel, M.C. (1978) : Measurement and Evaluation in Schools, New York: Macmillan.
12. Laak, J.J.F.T, Gokhale, M., Desai, D. (2013): Understanding Psychological Assessment. New Delhi: Sage Publications.
13. McDavid, J.C., Huse, I. & Hawthorn, L.R.L. (2013): Program Evaluation and Performance Measurement. New Delhi: Sage Publishers.
14. Mehrens, W.A. & Lehmann, I.J. (1984): Measurement and Evaluation in Education and Psychology, New York: Holt, Rinehart, Winston 52
15. Popham, W.J. (1988) : Educational Evaluation. New Delhi: Prentice Hall.
16. Secolsky, C. & Denison, D.B. (2011): Handbook on measurement, Assessment and Evaluation in Higher Education. London: Routledge Press.
17. Sidhu, K.S. (2005): New approaches to Measurement and Evaluation. New Delhi: Sterling Publishers.
18. Singh, A.K (1986): Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Tata McGraw Hill Publishers.
19. Thorndike, R.L. and Hagen E. (1977): Measurement and Evaluation on Psychology and Education. New York: John Wiley and Sons, Inc.
20. Thorndike, R.M & Christ, T.M.T (2009): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.
21. Thorndike, R.M & Christ, T.M.T (2011): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.

PAPER-IV

COURSE CODE: C15-EPF-III

COURSE TITLE: Educational Management, Policy Planning -III

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES:

After completing the course, students will be able to:

explain the process of policy formulation

critically analyse the determinants of educational policy

explain the principles, methods and approaches of educational planning

explain types, approaches and agencies for performance appraisal (jTj /R0(r)3(a)oaches and aainge(nd a10

Unit III

Educational policy and its formulation

- a) Need and importance of educational policy. Determinants of educational policy
- b) Process of policy formulation, Policy research, Discussion document, consultations,

10. Chand, T., & Prakash, R. (2003). *Advanced educational administration*. New Delhi, India: Kanishka.
11. Dennison, W. F. (1984). *Educational finance and resources*. London: Croom Helm.
12. Greene, J.F.(1975). *School Personnel Administration*. Pennsylvania: Chilton Book Company.
13. Guthrie, J. W., & Reed, R. J. (1991). *Educational administration and policy: Effective leadership for American education* (2nd ed.). Boston: Allyn and Bacon.
14. Hanson (E-Mark). *Educational Administration and Organisational Behaviour*. New Delhi: Discovery Publishing House.
15. Hough J.R. (1990). *Education, Policy-An International Survey*. London: Croom Helm.
16. Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New Delhi, theEuropean Commission.
17. Khan, N. Sharif & Khan, M. S. (1980). *Educational Administration*, New Delhi: Ashish Publishing House.
18. Kaur, K. (1986). *Education in India (1981-1985): Policies, Planning and Implementation*, Chandigarh: Arun and Rajive Pvt. Ltd.
19. Lulla, B.P. & Murthy, S.K. (1976). *Essential of Educational Administration*, Chandigarh: Mohindra Capital Publishing.
20. Luthens, Fred. (1981). *Organizational Behavior*. Tokyo: Mcgraw Hill.
21. Mathur, S.P. (2001): *Financial Administration and Management*. The Indian Publications, India.
22. Mathur, S.S. (1978). *Educational Administration and Management*, Ambala Cantt. : Indian Publicatons.
23. Milton, Charles R. (1989). *Human Behavior in Organizations*. NY: Prentice Hall, Inc.
24. Mukherji, S.N.(1970). *Administration and Educational Planning and Finance*. Baroda : Acharya Book Depot.
25. Mohanty, J. (2005). *Educational administration, supervision and schoolmanagement*(2nd ed.). New Delhi: Deep & Deep Publications.
26. Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi, NIEPA.
27. Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.
28. Naik, J.P. (1982): *The Educational Commission & After*. New Delhi: Allied.
29. Philip H. Coomba. (1985). *The World Crisis in Education*, Oxford University Press.
30. Robert G. Oweus. (1970). *Organizational Behaviour*. Englewood Clifs : Prentice Hall. Inc.
31. Sharma, B. M. (1997). *Classroom administration*. New Delhi: Commonwealth Publishers.
32. Talesra, H., Ruhela, S. P., Nagda, M. L., & Rajasthan Council of Educational Administration and Management. (1997). *Educational management: Innovative globalpatterns*. Rajasthan, India: Rajasthan Council of Educational Administration andManagement
33. Tara Chand and Ravi Prakash (1997). *Advanced Educational Administration*, New Delhi : Kanishka Publishers.
34. Thakur D. & Thakur, D.N. (1996). *Educational Planning and Administration*, New Delhi : Deep and Deep Publications.
35. Thomas I. S. (1980). *Educational Governance and Administration*, NY : Prentice Hall.

36. Trivedi, P.R. & Sudershan, K.N., (1996). *Management Education*. New Delhi : Discovery Publishing House.
37. Vashisht, S. R. (1994). *Theory of educational administration*. New Delhi: Anmol Publications Pvt Ltd.
38. Vashist, S. R. (1994). *Educational administration in India*. New Delhi: Anmol Publications Pvt Ltd.

PAPER-IV

COURSE CODE: C16-FAI-III

COURSE TITLE: Field Attachment/ Internship-III (September-October)

Credits=2
Total Marks=50
External=00
Internal=50

COURSE OBJECTIVE

- To acquire hands-on training of pedagogy

COURSE CONTENT

Field attachments/internship/immersions shall be facilitated with organizations and institutions working in education. These would aim at engaging students with field-based situations and work in secondary education, and to prog4pa(hi)-2(7(ogp8da)4(r)-17(y)20()-170(e)4(du)-10(

SEMESTER-IV

PROGRAM CODE: MEDGN- IV

PAPER: I

COURSE CODE: C17-EDT-IV

COURSE TITLE: Educational Technology and ICT-IV

Credits= 4

Total Marks= 100

External= 70 (Theory=60; Practical=10)

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

After completing the course, the student will be able to:

- explain the concept of educational technology.
- explain the nature and scope of educational technology.
- trace the history of educational technology.
- explain the types of educational technology.
- discuss major trends in educational technology.
- explain the concepts, variables, phases and levels of teaching.
- describe the meaning of models of teaching.
- discuss different models of teaching.
- explain various teacher training techniques.
- discuss the concept, principles and types of programmed instruction.
- explain the development stages of linear program.
- discuss the concept, characteristics and selection of audio-visual media.
- explain the concept, process, principles and barriers of communication.
- discuss the concept, need and advantages of ict.
- discuss the concept and method of computer-assisted instruction, e-learning, online learning and m-learning.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

- a) Educational Technology: Concept, Nature and scope of educational technology in India.
- b) Historical perspective of Educational Technology. Types of Educational Technology.
- c) Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC.

Unit-II

- a) Teaching: Concept, variables, phases and levels of teaching.
- b) Models of Teaching: Basic teaching model, Concept Attainment model and Advance Organizer Model.
- c) Teacher Training Techniques: Microteaching, Teaching skills, Skill of stimulus variation, introducing the lesson, reinforcement and probing question. Flanders Interaction Analysis.

Unit-III

- a) Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction.
- b) Development of a linear programme.
- c) Print and electronic media in education: concept, Characteristics, selection of media. EDUSAT. Media in Distance Education, MOOCS

Unit-IV

- a) Communication: Concept of communication, process, principles and barriers of communication.
- b) Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology.
- c) Computer assisted instruction, e-learning, online learning and m-learning.

Practical: (20 marks)

1. Power-point presentation (at least 20 slides)
2. Development of a linear programme (50 frames).

SUGGESTED READINGS

1. Bhushan, A. & Ahuja, M. (1992): Educational Technology, Meerut, Vikas Publication.
2. Bigge, M.L. & Hunt, M. (1968): Psychological Foundation of Education, London, Harper and Row Publishers.
3. Bloom, B.S. (1972): Taxonomy of Education Objectives. A Hand Book-I (Cognitive Domain), New York: David McKay Campo.
4. Briggs, A.R.J. and Sommefeldt, D. (2002) Managing Effective Teaching and learning, London: Paul Chapman Publishing.
5. Burkill, B & Eaton, R. (2011) Developing Teaching and Learning. New Delhi: Cambridge University Press.
6. Chauhan, S.S. (1978): A Textbook of Programmed Instruction, New Delhi, Sterling Publishers.

7. Das, R.C. (1993): Educational Technology : A Basic Text, New Delhi, Sterling Publishers.
8. Dececco, J.P. & Cramford, W.R., (1970): Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
9. Flanders, Ned A.(1978): Analysing Teaching Behaviour, London , Addison Wesley

PAPER-III

COURSE CODE: C19-FAI-IV

COURSE TITLE: Field Attachment/ Internship-Viva voce

Credits=2
Total Marks=50
External=50
Internal=00

COURSE CONTENT

Systematically planned field internship/ attachment in a teacher education institution, and in the specialization area chosen by the student which was organized during the program in 3rd Semester of 2 year M.Ed. course will be evaluated by external examiner on the basis of Internship report and viva voce.

PAPER-IV

COURSE CODE: C20-SDS-IV

COURSE TITLE: Self Development Skills – IV (Placement/Entrepreneurship Skills)

Credit=1
Internal=25

COURSE OBJECTIVES

- To enable the learners to prepare a CV
- To prepare the learners for facing an interview
- -To make them aware of the possible pitfalls/threats of using e-resources

COURSE CONTENT

1. Writing a CV
2. Interview
Preparation, body language, communication skills, dealing with anxiety, assertiveness
3. using internet/social network interface for educational/research purposes; constructing and sharing knowledge using social network sites, ethical issues of using e-resources, Behaving responsibly on the internet
4. identifying expectations and requirements of institutions and Industry from educational professionals

Sessional work (10 marks)

- Preparing a CV
- Mock Interview
- Creating an e-group for purpose of research ideas

Unit-II

Children with Diverse Needs

- (a) Definition, Characteristics and Educational Implications for Children with Hearing and Visual Impairments, Intellectually Challenged, Locomotionally Challenged, Children with Autism, Cerebral Palsy, Learning Disabilities, Slow Learners, Linguistic Minorities, Gifted and Creative.
- (b) Importance of early detection, functional assessment and early intervention for development of compensatory skills.

Unit-III

Resources, Curricular and Other Changes

- (a) Concept and need for curricular adaptations for children with diverse needs
- (b) Role of Technology for meeting diverse needs of learners
- (c) Changing attitude of significant others and society in general
- (d) Sources required for Children with special needs: Human, Financial and Physical
- (e) Adaptations in instructional objectives, co-curricular and curricular activities for children with diverse needs

Unit-IV

Teacher Preparation

- (a)

5. Berdine, W.H., Blackhurst, A.E. (eds.) (1980): *An Introduction to Special Education*. Boston: Little, Brown and Company.
6. Collier, C. (2011): *Seven Steps to Separating Difference from Disability*, California: Corwin- A Sage Company.
7. Corbett, Jenny (1998): *Special Education needs in the Twentieth Century. A Cultural Analysis*, Trowbridge, Wilts: Redwood Books.
8. *Encyclopaedia of Special Education* (1987): Vol.1,2,3 ed's Cecil, R, Reynolds and Lester Mann, New York : John Wiley and Sons.
9. Frank, M.H. & Steven, R.F. (1984): *Education of Exceptional Learners*, Allyn & Bacon, Inc., Massachusetts.
10. Glass, K.T. (2009): *Lesson Design for Differentiated Instruction, Grades 4-9*, California: Corwin- A Sage Company.
11. Hallahan, D.P. & Kauffman, J.M. (1991): *Exceptional Children—Introduction to Special Education*. Massachusetts: Allyn & Bacon.
12. Hans, I.J. (2000): *Children in Need of Special Care*, Human Horizons Series, Souvenir Press (E & A Ltd.).
13. Hegarty, S., & Alur, M. (2005): *Education and Children with Special Needs-From Segregation to Inclusion*. Sage.
14. Jangira, N.K. and Mani, M.N.11(a)4(ng)10(i)-2(r)3(a)4(,)-14.

COURSE CODE: E06-CRS-IV

COURSE TITLE: Curriculum Studies-IV

Credits= 4
Total Marks= 100
External= 70 Theory
Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

After completing the course, the student will be able to:

- explain the concept of curriculum and curriculum development.
- explain the foundations of curriculum development.
- discuss factors affecting curriculum change.
- appreciate the role of teacher as a curriculum maker.
- explain the nature, purposes, scope and principles of curriculum development.
- explain taba's model of curriculum development
- explain the concept and need of curriculum development
- explain features of different curriculum designs.
- explain eclectic model of curriculum design.
- explain different models of curriculum engineering.
- appraise critically the present day curriculum of indian schools.
- discuss curriculum issues and trends.
- predict future directions for curriculum.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

- a) Concept of curriculum, curriculum development and other curri ea

Unit-II

- a) Curriculum development: nature, purposes, scope and principles.
- b) Principles of formulating aims, selecting content, teaching, learning and evaluation procedures.
- c) Taba's Model of Curriculum development.

Unit-III

- a) Curriculum design: concept and need.
- b) Different curriculum designs: subject-centred, experience and activity centred and core curriculum.
- c) Eclectic model of curriculum design.

Unit-IV

- a) Models of curriculum engineering: administrative model, grass-root model, system analysis model.
- b) Critical appraisal of present curriculum in secondary and senior secondary schools of India.
- c) Curriculum issues and trends and future directions for curriculum.

Sessional Work: (10 marks)

Critical appraisal of curriculum of secondary stage.

SUGGESTED READINGS

1. Aggrawal, D. (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi, Book Enclave.
2. Anning, A. (1995): A National Curriculum for the Early Years, Buckingham, Philadelphia Open University Press,
3. Davies, I. K. (1976) : Objectives in Curriculum Design, England, Mcgraw Hill Book Company Limited
4. Fogarty, R. (2009): How to Integrate the Curriculum. New Delhi: Sage India Pvt Ltd.
5. Goodson, I. F. (1994): Studying Curriculum, Buckingham, Open University Press.
6. Graves, K.(Editor) (2010): Teachers as Course Developers. New Delhi: Cambridge University Press.
7. Hugh (1976): Designing the Curriculum, London, Open Books.
8. Krug, E.A. (1960): The Secondary School Curriculum, New York, Harper and Row Publishers.
9. Joseph, P.B. et al. (2000): Cultures of Curriculum (studies in Curriculum Theory). New York, Teacher College Press.
- 10.

17. Pratt, D.(1980): Curriculum Design and Development, New York, Harcourt Brace and World Inc.
- 18.

Unit-II

- a) Educational ladder of U.K., Finland and India, Administrative agencies for education
- b) Compare the salient features of educational system (aims, curriculum, and evaluation) of U.K, Finland and India.

Unit-III

- a) Educational ladder of U.S.A. and China with special reference to India
- b) Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., China and India.

Unit-IV

- a) Teacher Education program in U.K., Finland, U.S.A., China and India.
- b) Recent trends and innovations in education of above mentioned countries.

Sessional work: Exhibit on socio-political-cultural-geographical aspect of any of the five countries in course. (10 marks)

SUGGESTED READINGS

1. Beredy, G.Z.F.(1964) : Comparative Methods in Education, New Delhi,Oxford & East Publishing Co.
2. Blavic, E. (1987) : Primary Education : Development and Reform, Perspectives in Education, Vol. 3, No. 3, 153-60.
3. Carlton, R., Colley and Machinnon (1977) : Educational Change and Society, Toronto, Gage Educational Publishing.
4. Carnoy, M.H. L.(1985) : Schooling and Work in the Democratic State, California, Stanford University Press.
5. Cantor, L. (1989): The Re-visioning of Vocational Education in American High School, Journal of Comparative Education, Vol. 25, Number 2.
6. Choube, S.P. and Choube, A., (1993) : Comparative Education, New Delhi : Commonwealth Publishers.
7. Choube, S.P., Features of Comparative Education, Agra : Vinod Pustak Mandir.
8. Dearden. R.F. (1970): The Philosophy of Primary Education. London, The English Language Book Society & Routledge and Kegan Paul Ltd.
9. Dent, H.C. (1961): The Educational System of England and Wales, University of London Press Ltd., Warwick Square London & C.V.
10. Epstein, E. H., (1987) : Against the Currents : A critique of Ideology in Comparative Education, Compare, 17, No. 1.
11. Green, J.L. (1981) : Comparative Education and Global Village, Meerut, Anu Book.
12. Hans, N. (1965) : Comparative Education, London, Routledge and Kegan Paul Ltd.
13. James, H.R. & Mathew, A. (1988) : Development of Education System in India, Ansari Road, Daryaganj, New Delhi, D.K. Publisher Distributors (P.) Ltd.,
14. Jangira, N.K.(1986) : Special Education Scenario in Britain and India : Issues, Practice, Perspective Indian Documentation, Patel Nagar, P.B. No. 13, Gurgaon, Service Book Seller and Publishers.
15. Sharma, Y.K. (2004): Comparative Education – A Comparative Study of Educational

- Systems, New Delhi: Kanishka Publishers.
16. Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.
 17. Rao, V.K. and Reddy, R.S. (2004): Comparative Education, New Delhi : Common wealth Publishers.
 18. Rawat, Dubey and Upadhyaya (2008) : Comparative Education Agra : Radha Krishan Mandir.
 19. Sharma, R.N. (2008): Comparative Education, New Delhi: Surjeet Publications.
 20. Sharma, R.A. (2007): Comparative Education, Meerut: R. Lall Book Depot.
 21. Sharma, R.A. (2005): Comparative Perspective on Education, Jaipur, Imliwala Phatak, ABD Publishers,.
 22. Sharma, R.A. (2008): Tulnatamak Adhyan Shiksha. Meerut: R. Lall Book Depot (HINDI VERSION).

COURSE CODE: E08-LLL-IV

COURSE TITLE: Lifelong Learning-IV

Credits= 4
Total Marks= 100
External= 70 Theory
Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES: After completing the course, the student will be able to explain:

- Concept of lifelong education
- Approaches to lifelong education
- Concept, aims ,Need and importance of adult and continuing education
- Literacy situation in the country and government initiatives to improve literacy status
- Administration and management of adult and continuing education programmes
- Role of universities in adult and continuing education
- Concept of andragogy and its applications
- Impact of lifelong education on formal education
- Types of continuing education programmes
- Areas of research in adult , continuing and lifelong education

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

- a) Philosophical and sociological basis of lifelong education – Need and importance in contemporary world
- b) Concept and Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all sections of society.
- c) Adult and Continuing Education; Evolution of concept, aims, need and importance in the contemporary world and practice.

Unit-II

- a) Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies; New Initiatives in Adult and Continuing education; Sakshar Bharat.
- b) Centre and State Level organisations for Administration and management of adult and continuing education programmes.
- c) Role of UGC and Universities in adult, continuing and lifelong education : Departments/Centres for adult and continuing education and extension education. The field outreach programmes.

Unit-III

- a) Andragogy : meaning and concept, implication for lifelong learning.
- b) Psychology of adult learners; Principles of adult learning and curriculum development for adults.
- c) Teaching methods for adult learners.

Unit – IV

- a) Impact of Life Long Education on formal education – Education for diverse target groups through open and distance mode, web based learning and community colleges
- b) Continuing education programmes for community development with special reference to literacy mission, women empowerment, legal literacy and vocational education and awareness
- c) Research Areas in Life Long Learning and Adult Education and Continuing Education

Sessional Work (10 marks)

Any of (a) and (b)

- a) Poster preparation and exhibition of any of the following :
 - (i) Legal Literacy
 - (ii) Open learning
 - (iii) Part time courses
 - (iv) Web based Education
- b) Planning a target specific continuing education course and submission of a detailed course draft.

SUGGESTED READINGS

1. Alford, Harold J. (1968): Continuing education in action : residential centres for lifelong learning. New York : Wiley.

2.

29. Yadav, Rajender Singh, (1991): Adult Education Training and Productivity, Ambala Cantt. Indian Publications.
30. www.mhrd.gov.in- for school education and literacy.

COURSE CODE: E09-ECE-IV

COURSE TITLE: Economics of Education-IV

Credits= 4
Total Marks= 100
External= 70 Theory
Internal= (Assessment=20; Sessional work=10)

Course Objectives

After completing this course the students will be able to

1. know the general status and progress of education in relation to economics.
2. understand the concept of Economics of education in different theoretical perspectives
3. Understand the model of human resource development and education as generation of human capital.
4. Know the economic returns and benefits of education.
5. evaluate the place and role of education in various socio- economic development policies of the state.
6. understand political economy of education in national and international perspective.
7. acquaint with scope of human resource development and need of skilled manpower with changing needs of the society.
8. describe concept, need, significance and principles of educational financing

COURSE CONTENT

Unit –I

Economics of Education, Educational development and sustainable development

- a) Economics of Education-Concept, Nature and Scope in context with educational development.
- b) Role of Education in sustainable development and socio- economic mobility.
- c) Economic factors and their role in achieving educational objectives with special reference to Millennium development goals.

11.