

**INSTITUTE OF ADVANCED STUDIES IN EDUCATION  
(DEEMED TO BE UNIVERSITY)**

of

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## **SYLLABUS**

**SCHEME OF EXAMINATION AND COURSE OF STUDY**

**FACULTY OF EDUCATION**

**M.Ed. (TWO YEAR COURSE)**

**Master of Education Examination**

**Session – 2017-19**



### **Preamble**

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary education (classes IX-X).

### **Aims of the Programme:-**

2-year M.Ed. Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas, and also develop research capacities, leading to specialization in either elementary education or secondary education.

To develop in prospective teacher educators skills related to independent study of literature, research, academic writing, professional communication and team work. It should also endeavour to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

### **Duration**

The M.Ed. programme shall be of duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer break should be used for field attachment/practicum/other activities.

### **Working Days**

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a week (five of six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 80% for theory Courses and Practicum, and 90% for Field Attachment.

**Eligibility**

- a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:-
- I. B.Ed.
  - II. B.A,B.Ed. /B.Sc. B.Ed
  - III. B.El.Ed.
  - IV. D.El.Ed. with an undergraduate degree (with 50% marks in each).
- b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

**Admission procedure:**

As per the policy & direction of the state government.

**Objectives of the Programme:**

- Professional preparation of teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers.
- To specialize in one or the other of such areas as – curriculum, pedagogy and assessment; policy and economics; leadership, administration and organization; elementary education; secondary education; and the like.
- To provide coherent perspective – socio-historical, political-economic, philosophical, and psychological aspects
- Student will be able to make critical reflection on aspects that go beyond theory courses such as self-development for mental and physical well-being through modalities such as yoga, etc.
- To understand and practice to logical balance between theory and field exposure.
- To presuppose on the part of the teacher both professional skills as well as conceptual and theoretical perspectives to locate these.
- To prepare teacher educators; however in the current developing scenario in education it should also cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration.

- Service provided with a relationship characterized by desire to help and with a sense of integrity, and authorized by an institutional body.
- A wider understanding of human knowledge, an idea of epistemic structure of disciplines other than one's own also will be necessary for a teacher educator to situate her own work in the curriculum, and educational perspective.
- In depth and breadth of understanding education of teacher educators will have to match with liberal studies otherwise it would be restrictive and further development of knowledge by the teacher educator himself/herself will be impaired.
- To provide disciplinary knowledge that is supposed to form an adequate perspective on education itself often approached in a manner that pulls the student in different directions and rather than helping in the formation of a coherent understanding leads to fragmentation and confusion.
- To provide training in pedagogy of school subjects, which itself requires a deeper engagement with the epistemological bases of the cognate disciplinary areas.
- To develop understanding on professional status of teaching and other supportive processes like educational administration, curriculum design, textbook development, educational evaluation and so on.
- To develop ability to acknowledge apply, refine & modify the contributions of various foundational areas in the perspective building exercise.
- To Synthesis the academic knowledge of prospective teacher educator.
- To develop competency of problem solving & to face the future challenges in teacher education.
- Use advance pedagogies and classroom techniques.
- Research orientated and solves their education problem through research.
- To internalize the working of teacher training institution.
- To develop insight into the working of training college.
- To create an interface of theory and practice.
- To enhance practical competence of M.Ed students regarding various function of teaching, management & organization of activities.

**Programme structure:-**

**The curriculum of the two-year M.Ed. programme will comprise of the following components:**

<b>Major Components</b>	<b>Areas Covered</b>	<b>Description</b>
<b>Common Core</b> (Theory and Practicum included)	Perspective, Tool, and Teacher Education Courses	<ol style="list-style-type: none"> <li>1. Perspective Courses in the areas of: Philosophy of Education, Sociology History Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies.</li> <li>2. Tool Courses comprising of basic and advanced level education research, academic writing and communication skills; educational technology and ICT; self-development (with focus on gender and society, inclusive education and mental and physical well-being through modalities such as yoga)</li> <li>3. Teacher Education Courses (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall also be included in the core.</li> </ol>
<b>Specialization Branches</b> (Theory and Practicum included)	Courses in any one of the school levels/areas (such as elementary, or secondary and Senior secondary) and further thematic specializations.	<p>The Specialization branches in one of the school stages: Elementary (upto VIII), or, secondary and senior secondary (IX to XII), each with:</p> <ol style="list-style-type: none"> <li>1. Core courses, within elementary/secondary specialization, focusing on mapping the area</li> <li>2. Specialization/elective</li> </ol>

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		clusters in thematic areas pertinent to that stage, such as: Curriculum, pedagogy and assessment; Policy, economics and planning; Educational management and administration; Education for differently abled; Education Technology, etc.
<b>Internship/ Field Attachment</b>	Teacher Education Institution + Related to specialization	Field internship/attachment in: 1. A Teacher Education Institution and 2. The area of specialization
<b>Research leading to Dissertation</b>	Related to specialisation/ foundations	Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis.

**Instruction for the programme :**

- M.Ed. programme should have a provision for regular field visits of students across the year. A day in every week may be reserved for this purpose. Field visit is visualized as a space where practicum for various courses could be organized. It should provide school experience opportunities (preferably in the first year) that have sufficient rigor to enable the student to understand school practice from a broader/holistic perspective of/that informs teacher education (.i.e. it should not be repetition of the school experience in first degree in education – and should weave in the broader perspective of teacher education).
- Internship should be organized in a way that it involves engagement with teacher education institutions for all students, and field experience associated with the specialization that a student chooses.
- Since the M.Ed. programme structure proposed in this report is hinged on schools and teacher education institutions (and other sites) based activities, the M.Ed. calendar should be developed keeping in mind the schedule of these institutions.

**A. Courses of Study and Scheme of Evaluation**

**First Year**

<b>Course code</b>	<b>Title of the course</b>	<b>Evaluation</b>			
		<b>External</b>	<b>Internal</b>	<b>Practical</b>	<b>Total</b>
Course–1/ M.ED.- 110	Psychology of learning and development	70	30		<b>100</b>
Course–2/ M.ED.- 120	Historical, Political & Economic Foundations of Education	70	30		<b>100</b>
Course–3/ M.ED.- 130	Educational Studies	70	30		<b>100</b>
Course–4/ M.ED.- 140	Introduction to Educational Research	70	30		<b>100</b>
Course –5 M.ED- 150	Philosophical Foundations of Education	70	30		<b>100</b>
Course – 6 M.ED- 160	Sociological foundations of Education	70	30		<b>100</b>
Course -7 M.ED- 170	Curriculum Studies	70	30		<b>100</b>
Course – 8 M.ED- 180	Pre-service & In-service Teacher Education	70	30		<b>100</b>
Tool Course –9 / M.ED.- 190	Communication and Expository writing	15	10		<b>25</b>
Tool Course – 10/ M.ED.-	Self-Development	15	10		<b>25</b>

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Course – 11 M.ED-210	Dissertation	30	20		<b>50</b>
Course – 12 M.ED.-220	Internship in TEI (3-weeks)	-	100		<b>100</b>
	CCA		25		25
	Prayer, Yoga, meditation & festival etc		25		25
<b>Total</b>					<b>1050</b>

**Second Year**

Course code	Title of the course	Evaluation			
		External	Internal	Practical	Total
<b>Course – 1</b> (Core Course of specialization) M.ED-230 S	Institutional Planning & Management Secondary level	70	30		<b>100</b>
M.ED-230 E	Institutional Planning & Management Elementary level				
<b>Course – 2</b> (Core Course of specialization) M.ED-240 E	Issues, Curriculum & Assessment Elementary level	70	30		<b>100</b>
MED – 240 S	Issues, Curriculum & Assessment Secondary level				
<b>Course – 3</b>	Advance educational	70	30		<b>100</b>



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	research				
Elective M.ED.-250 I	I Qualitative Educational Research				
Elective M.ED.-250 II	ii) Quantitative Educational Research				
<b>Course – 4</b> M.ED.-260	Perspectives, Research and Issues in Teacher Education	70	30		<b>100</b>
<b>Course – 5</b>	<b>Elective First- Theme: Curriculum &amp; Pedagogy</b>	<b>70</b>	<b>30</b>		<b>100</b>
M.ED.-270 I E	Advance Curriculum Theory	70	30		100
M.ED.-270 I S	Advance Curriculum Theory Secondary level	70	30		100
	Advance Level subject pedagogy				
M.ED.-280 II E I	Pedagogy of Science Education Elementary level	70	30		100
M.ED.-280 II E II	Pedagogy of Mathematics Education Elementary level	70	30		100
M.ED.-280 II E III	Pedagogy of Language Education Elementary level	70	30		100
M.ED.-280 II E IV	Pedagogy of Social Science	70	30		100

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	Education Elementary level				
M.ED.-280 II S I	Pedagogy of Science Education Secondary level	70	30		100
M.ED.-280 II S II	Pedagogy of Mathematics Education Secondary level	70	30		100
M.ED.-280 II S III	Pedagogy of Language Education Secondary level	70	30		100
M.ED.-280 II S IV	Pedagogy of Social Science Education Secondary level	70	30		100
<b>Course – 6</b> <b>M.ED.-290</b>	<b>Elective second</b> <b>–Theme:</b> <b>Education</b> <b>policy,</b> <b>economics and</b> <b>planning</b>	<b>70</b>	<b>30</b>		<b>100</b>
M.ED.-290 I E	Advanced course in economics of education at Elementary level	70	30		100
M.ED.-290 I S	Advanced course in economics of education at Secondary level	70	30		100
M.ED.-290 II E	Issues, Planning and Policies of Education at Elementary level	70	30		100
M.ED.-290 II S	Issues, Planning and Policies of Education at Secondary level	70	30		100

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	Workshop course any two sub theme Elementary level				
M.ED.-290 III E I	Strategy planning	35	15		50
M.ED.-290 III E II	Budget preparation	35	15		50
M.ED.-290 III E III	Policy analysis	35	15		50
	Workshop course any two sub theme Secondary level				
M.ED.-290 III S I	Strategy planning	35	15		50
M.ED.-290 III S II	Budget preparation	35	15		50
M.ED.-290 III S III	Policy analysis	35	15		50
<b>Course – 7</b> <b>M.ED. -300</b>	<b>Elective third- theme: Educational management, administration, leadership and planning</b>				<b>100</b>
M.ED. -300 I E	Education management and Planning of Elementary level.	70	30		100
M.ED. -300 I S	Education management and Planning of secondary level.	70	30		100
M.ED. -300 II E	Educational administration of Elementary level.	70	30		100

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M.ED. -300 II S	Educational administration of secondary level.	70	30		100
M.ED. -300 III E I	Towards Academic leadership at Elementary school level	70	30		100
M.ED. -300 III S I	Towards Academic leadership at secondary school level.	70	30		100
	Any two of these: any one at Elementary level				
M.ED. -300 III E II	Inclusive education	35	15		50
M.ED. -300 III E III	ICT	35	15		50
M.ED. -300 III E IV	Physical & health education	35	15		50
M.ED. -300 III E V	Peace education	35	15		50
	Any two of these: any one at Secondary level				
M.ED. -300 III S II	Inclusive education	35	15		50
M.ED. -300 III S III	ICT	35	15		50
M.ED. -300 III S IV	Physical & health education	35	15		50
M.ED. -300 III E V	Peace education	35	15		50
<b>Tool Course – 8</b> M.ED.-310	Academic writing	35	15		<b>50</b>

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<b>Course – 9</b> <b>M.ED.-320</b>	Internship(in School) (3 -weeks)	-	100		<b>100</b>
<b>Course – 10</b> <b>M.ED.-330</b>	<b>Dissertation</b>	<b>50</b>	<b>50</b>		<b>100</b>
	CCA		25		<b>25</b>
	Prayer,Yoga,Me ditation& festival etc		25		<b>25</b>
<b>Total</b>					<b>1000</b>

**Evaluation, Rules & Regulations:-**

- Final examination is dividing in to two parts, external and internal in all the courses, except the courses having practical exams. Internal assignment will be included two tests each test will be carried 5 marks.
- The Degree will be awarded to a student who completes the total available course allotted for the whole programme.
- To pass a course a candidate has to pass internal and external part of the theory examination separately.
- The student will be finally declared as failed if she\he does not pass in all courses within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time,
- Year: Each year will consist of 30-36 weeks of academic work equivalent to 200 actual teaching days. The year may be scheduled from July to June.
- Successful candidates will be awarded division on the basis of the aggregate marks of all Courses As per the following:
  - i. First Division 60% or more
  - ii. Second Division 48% or more (but less than 60%)
  - iii. Pass 45% or more (but less than 48%)
- Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for M.Ed degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from

time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

**Promotion:-**

- The maximum span period of the program is three years from the date of registration in the program. The minimum marks for passing the examination for each year shall be 50% in each practicum/field work 40% in end year Examination of each theory paper, 50% in training and project, and 45% in the aggregate of all the subjects (theory, practicum/field work I and internship) of the year.
- A student will be permitted to attend the classes of the second year immediately after the examination of the first year examination, as the case may be, provided he/she has appeared in the first /second year examination, respectively.
- To be eligible for promotion to the second year of the program a student must have successfully cleared at least half of the total subjects including practicum/field work of the second year taken together.
- A candidate who has secured minimum marks to pass in each paper but has not secured the minimum marks required to pass in the aggregate for the year concerned may take re-examination in not more than two papers to obtain the aggregate percentage required to pass the year. The candidate will have to pay the requisite examination fee in order to be eligible for re- examination. In this case the marks secured by the candidate in the earlier examination in the paper concerned will be cancelled.
- A candidate will have to pass minimum 50% of the aggregated courses of first year of the programme for promotion in second year of the programme or a candidate who has passed 50% of the aggregated courses of first year will be eligible to promote in second year and give the supplementary examination in the course(s) in which s/he fails along with subsequent examination and get two more chances for clearing this course.

**Special Notes –**

1. It is mandatory to attend a seven days workshop on Chetna Vikas Mulya Shiksha to quality first year examination.
2. There shall be a university examination at the end of each year as per details of the scheme of examination.
3. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
4. The minimum pass marks in each examination shall be 40% for each theory paper and 50% in each internship and dissertation. The candidate will have to pass internal and external part of theory course separately.
5. A candidate who fails in 50% courses or less than 50% courses in first year of the programme will be eligible to take admission in second year and give the supplementary examination in the course(s) in which s/he fails along with subsequent examination and get two more chances for clearing this course. In second year, if a candidate is fail, she/he has only one more chance to qualify the exam. Non-appearance or absence from the examination of this paper will be counted as a chance.
6. If a student is fail more than 50% courses in first year, he/she has to appear as ex- student in next subsequent year.
7. In case the candidate is not able to pass supplementary examination in two subsequent years, she/he can appear only as an ex-student in all courses again at the main examination of the next subsequent year. She/he will not be required to appear in practical(s) if she/he has already cleared the same and have to pay extra one third fees as ex-student. A candidate shall be deemed to be an ex-student if s/he completed a regular course of study at the Institute and fulfilled the required attendance and appeared in University examination but failed or did not take the examination.
8. To pass a course a candidate has to pass theory & practical examination separately.
9. Candidates can apply for re-evaluation in any of the theory course as per

rules stipulated by the University for the M.Ed. degree.

Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

**Time Allocation-**

Six days per week and 32 weeks per year .Each period is of an hour and the classroom engagement is spread across 10:30 am to 4:30 pm with a break of 55 minutes for lunch. Yoga session at 6.00 to 7.00 AM.

**First Year**

Course code	Title of the course	Evaluation			
		External	Internal	Practical	Total
Course– 1/ M.ED.- 110	Psychology of learning and development	70	30		<b>100</b>
Course– 2/ M.ED.- 120	Historical, Political & Economic Foundations of Education	70	30		<b>100</b>
Course– 3/ M.ED.- 130	Educational Studies	70	30		<b>100</b>
Course– 4/ M.ED.- 140	Introduction to Educational Research	70	30		<b>100</b>
Course – 5 M.ED- 150	Philosophical Foundations of Education	70	30		<b>100</b>
Course – 6 M.ED- 160	Sociological foundations of Education	70	30		<b>100</b>



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Course - 7 M.ED- 170	Curriculum Studies	70	30		<b>100</b>
Course – 8 M.ED- 180	Pre-service & In- service Teacher Education	70	30		<b>100</b>
Tool Course – 9 / M.ED.- 190	Communication and Expository writing	15	10		<b>25</b>
Tool Course – 10/ M.ED.- 200	Self-Development	15	10		<b>25</b>
Course – 11 M.ED- 210	Dissertation	30	20		<b>50</b>
Course – 12 M.ED.- 220	Internship in TEI (3-weeks)	-	100		<b>100</b>
	CCA		25		25
	Prayer, Yoga, meditation & festival etc		25		25
<b>Total</b>					<b>1050</b>

**Psychology of learning and development**

**Course -1**

**Code: - M.ED.-110**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able:-

- To understand concepts and principles of Educational Psychology as an applied science.
- To understand implications of psychological theories for education.
- To acquaint the learner with the process of development and assessment of various abilities and traits.
- To assess personalities and modified their teaching strategy according to needs of students.
- To understand mental hygiene & its Implications for education
- To use adjustment strategies in their day to day life.

**Unit – I Nature of Educational Psychology:**

- Educational Psychology: Concept and scope of educational psychology, contribution of psychology to education.
- Human Development: Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristics and problems of each stage.
- Theories of Piaget and Bruner- major concepts and stages and implications for education.
- Indian theories of Psychological Development.

**Practicum/Field Work**

- Identify the factors which affect human development in diverse culture and society.
- Comparative study of Indian and western psychological theory on human development.

**Unit -II Learning & Individual Difference:**

- Learning: Concept, kinds, levels of learning, various view points on learning, Concept, kinds & causes of individual difference

- Intelligence, Emotional Intelligence and cognitive abilities-Meaning, Concept, identification & fostering.
- Motivation, Interests, attitude and Aptitude – Concept, Kinds & Techniques.

**Practicum/Field Work**

- Administration and interpretation of IQ/EQ test on school student and give suggestions for improvement.
- Prepare a report of fostering on intelligence and cognitive abilities based on current Research

**Unit-III Personality & Creativity:**

- Personality: Concept, development, structure and dynamics of personality
- Theories of Personality – Allport, Psychoanalytic approach of Bandura, Murray's need theory; Humanistic approach – Karl Roger, Maslow, Sri Aurobindo, Patanjali, Chanakya, Buddhism, Indian psychology on Personality & creativity .
- Techniques of Assessment of Personality –
  - a. Projective
  - b. Non-Projective
- Creativity – Nature, Process, Identification, fostering and guiding creative children.

**Practicum/Field Work**

- Administration and interpretation of personality test on school student.
- Write a report after applying at least one projective test on secondary school level students.

**Unit-IV Bhartiya Manovigyan:**

- Salient features
- Concept & Nature of Mind
- Trigunatmak prakriti
- Panch kosha development
- Mukti

**Practicum/Field Work:**

- Conduct an awareness programme for mental hygiene among adolescence

in schools.

- Conduct a drama in school on “Trigunatmak prakriti of human being”.

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**Historical, Political and Economic Foundations of Education**

**Course -2**

**Code: M.ED.-120**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able:-

- To enable the students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.
- To acquaint the students with the political economy of education.
- To develop among students understanding of labour markets.
- To enable the students to forecast man power requirements in various streams.
- To develop among the students an understanding of the financial aspects of education.
- To understand the Pre-independence and post-independence development of education in India.
- To understand the factors from historical perspective that contributed to present education system.
- To explain the important features of various reports, commissions and policies of education during pre and post-independence development of Education - in India.
- To understand that development of Education is influenced by political forces of the time.
- To acquire knowledge of characteristics features of ancient, medieval and British system of Education in India and of their strengths and limitations.

**UNIT I: Foundation of Education**

- Foundation of education: Meaning, need, nature, concept, type and role in shaping education.
- Historical Perspective on Education
- Political Perspective on Education

- Economical Perspective on Education

**Practicum / Field Work:-**

- Debate on the most influencing Perspective on education with logical justification.
- Review of related literature to justify the role of Political/Economic/Historical foundations of education in shaping of education.

**UNIT II: Historical Foundations of Education**

- Origin and development of modern education in India.
- Education in India during – Vedic, Buddhist, Jainism Periods.
- Medieval Period & English period : Concept, ideas, Agencies of Education, organization of Education, teacher pupil relationship and their duties, curriculum, methods of Teaching, women Education, relevance to the Present day education.

**Practicum / Field Work:-**

- Student Teacher will write an analytical paper on one topic to perform one activity on the topics/ activities decided by the concerned teacher. The student teacher will present the report in class.
- Write a script on educational development in ancient India; after classroom discussion on the script organized a drama/play on it.

**UNIT III: Political Foundation of Education**

- Political ideology: Meaning, Concept, need and relation with education.
- Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- Multiple School Contexts- rural/urban; minority/denominational/government
- Education and Monarchy, Democracy, Constitutional Provisions for Education, Nationalism and Education.
- Study and Review the political motive behind these Policies: a) Macaulay's minutes b) Wood's dispatch. c) Hunter's Commission. d) Sargent's Report. e) . Sadler Commission 1917-19 f) Indian Universities Commission g) Constitutional Provision for Education h) National Policy on Education, (1986) and NPE, 1992) NCF (2005),NCFTE(2009)

- RTE Act 2009
- Secondary Education commission
- Kothari commission

**Practicum / Field Work:-**

- Research two or three educational policies or approaches used in other countries but not in India. Do they seem applicable to India If so, what problems might occur in implementing them? How would you prepare a plan to convince school officials to let you try such a policy or approach in your subject or teaching field?
- Which is the Landmark educational policy according to you and why? Prepare a detailed report on the effectiveness of the policy.

**UNIT IV: Economic Foundations of Education**

- LPG and its impact on Indian economy and education.
- Gandhi's Basic Education.
- Knowledge Industries and knowledge occupations.
- Contribution of education to development.
- Education and labor market: Investment in education, skill based education
- Youth unemployment and education
- Economics of brain drain.
- Educational Financing: Elementary, Secondary and senior secondary school level..

**Practicum / Field Work:-**

- Comparative study of work efficiency and achievement level of at least 10-10 each trained /skill oriented and untrained/ no oriented teachers.
- Prepare a report on Estimation of institutional cost of a secondary school/Estimation of unit cost of education in a school taking student as a unit/Estimation of opportunity cost on a sample of working school age children.

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**Educational Studies**

**Course-3**

**Code: M.ED.-130**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Introduce the nature of education studies and map the fields.
- Introduce certain selected seminal educational texts representing the foundational perspectives.
- Orient to the institutions, systems and structures of education and flag the contemporary concerns of education policy and practice.
- Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
- Introduce, understand and to enable critical analysis to form current and future professionals.
- Analyse educational issues systematically
- Evaluate education policy in informed and systematic way and to accommodate new principles and new knowledge
- Apply key principles across educational systems.
- Highlight the underlying values and principles relevant to education studies and for developing personal stance which draws on their knowledge and understanding

**Unit – I Nature of Educational studies:-**

- Meaning, concept, perspectives, aims and values of educational studies and educational issues.
- Defining principles of education studies.
- Field of Educational studies & education studies as a discipline.
-

**Practicum / Field Work:-**

- Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.
- Seminar on Field of Educational studies

**Unit – II Foundational educational texts**

- Contribution in development of education as a discipline - Ved, Vedanta, Upnishad, Geeta, Pestalozzi: - Leonard and Gertrude, John Dewey :-The school and society, John Lock:-Some Thoughts Concerning, Aristotle: - Policies: school & child Republic, Education, on Creation & Destruction, Rouso Jean-Jacques Rousseau:- Emile & Education, Ravindra Nath Tagore:- Geetanjali.

**Practicum / Field Work:-**

- Play on educational contribution of any seminal text.
- Comparative study of educational contribution of Indian and western educationist.

**Unit – III Institution system and structure of Education:-**

- Structure & System of education in India from elementary to higher education.
- Commonalities & common challenges, in educational systems of world,(social injustice, , inclusion, gender discrimination,
- Restructure and standards based on reform of elementary and secondary education.
- Mental & Physical well being, Peace and Human Values.

**Practicum / Field Work:-**

- Interview someone from a low-income background who has been successful in the educational system. To what does he or she attribute this success? What special obstacles did the person encounter, and how were they overcome?
- What nations stand out with regard to high or low percentages of girls or women enrolled in schools at various levels of education? What seem to be some of the determinants of high or low percentages? What changes appear to be likely in the next few years?

**Unit – IV Contemporary educational policies and practices:-**

- SSA & RTE act: Introduction, articles, chapters and salient features, impact on Indian Education.
- Educational Reform in post independence India.
- Contemporary challenges of UEE
- National and state level reform in school education
- Employment opportunities and placement in educational institutions, organizations and economic enterprises engaged in education and training.

**Practicum / Field Work:-**

- Research two or three educational policies or approaches used in other countries but not in India. Do they seem applicable to India If so, what problems might occur in implementing them? How would you prepare a plan to convince school officials to let you try such a policy or approach in your subject or teaching field?
- Use internet to find sources on elementary/secondary education in other countries. (Try searching “elementary/secondary” plus “international.”) What practices elsewhere might be useful here? What kinds of change would be needed to implement them?

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and Broadcasting, Government of India, ISBN 978-81-230-1557-6.

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**Introduction to Educational Research**

**Course-4**

**Code:-M.ED.-140**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Describe the nature, purpose, scope, areas, and types of research in education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Select and explain the method appropriate for a research study
- Conduct a literature search and develop a research proposal
- Explain a sampling design appropriate for a research study
- Examine the nature of hypothesis and their roles in research, and discuss possible alternatives to use hypothesis.
- Explain research design and procedure for collection of analysis
- Explain the importance of documentation and dissemination of researches in education
- Select and use appropriate statistics for analysis and interpretation.
- Familiarise with basic educational statistics so as to make them better equipped to Read educational research and literature.
- Understand Interdisciplinary research.

**Unit I- Research in Education:**

- Conceptual Issues: Meaning, purpose, areas and philosophy of educational research & Interdisciplinary research.
- Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics.
- Source of knowledge, positivism and scientific inquiry, pure induction, deduction and hypothetic-deduction method , scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, the principle of evidence.
- Research paradigms in education: qualitative, mixed and quantitative, and their characteristics, Types of researches under each paradigm.

**Practicum/field work-**

- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study.
- Seminar on Research paradigms in education.

**Unit II- Basic research concepts and skills:**

- Sources of research problems, Review of the literature-purpose and esources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.
- Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research.
- Meaning, concept, need and types of hypothesis, Formulation of Hypotheses and Variables.
- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals.

**Practicum/field work-**

- Identification of variables of a research study and classification of them in terms of functions and level of measurement.
- Make a list of the likely skills that you will need to learn and practice before you can carry out various stages in your research plan.
- Development of a Research Proposal on an identified research Problem.

**UNIT III : Types of Educational Research & Research Design :**

- Historical
- Descriptive Research – Survey and Normative Survey
- Experimental Research.
- Action Research
- Concept of Research Design.
- General Characteristics of a Research Design.
- Simple Research Design
- General Group & Pre-Post Test Design.
- Correlation Studies.

**Practicum/field work-**

- Select any one relevant research problem and prepare their research design.
- Workshop on educational research designing.

**UNIT IV: Analysis Procedures:**

- Normal Distribution - Properties and uses of Normal distribution.
- Measurement of central tendency: Mean, Mode, Median.
- Dispersion, Standard deviation
- Correlation & regression
- Parametric & Non-parametric test:
- T-test, Sign test, Chi-square test, F-ratio test, Median – test, H-test, Sign-test.
- Interpretation of Data - Conclusions and Generalisations.
- Level of significance, Two-tailed and one-tailed tests of significance, Degree of freedom

**Practicum/field work-**

- Analyse used statistical analysis in any research work in the light of Two-tailed and one-tailed tests of significance and its explanation.
- Organize a training program on the use of parametric and nonparametric tests in educational research.

**References**

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**Philosophical Foundation of Education**

**Course-5**

**Code: M.ED.-150**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able:-

- Understanding the nature and functions of philosophy of education.
- Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- Understanding and use of philosophical methods in studying educational data.
- Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.
- To understand and relate philosophical theories with educational practices.
- To understand and relate philosophical traditions with educational practice.

**Unit – I Nature of Educational Philosophy:**

- Meaning, Concept and nature of Educational Philosophy & Philosophical inquiry.
- Metaphysical problem and education related to nature, man and Society.
- Epistemology & Axiology of educational philosophy: Knowledge, Methods of acquiring valid knowledge with specific reference to analytic philosophy, Dialectical approach & scientific inquiry.

**Practicum /field work:-**

- Visit a school to study the philosophical background of the school; and prepare a report based on it.
- Debate on Epistemology to acquire from the people valid knowledge/ Axiology.

**Unit -II Modern concept of Philosophy and Contributions of Thinkers:**

- Analysis-Logical analysis, Logical empiricism and Positive relativism-(Morris L. Prigge) Contributions of Vivekananda, Tagore Gandhi Dewey, Krishnamurti, Montessori, Giju bhia, A.Nagraj and Swami Shree Ram sharan ji maharaj to educational thinking.

**Practicum /field work:-**

- Conduct a play on educational contribution of Swami Ramsaran Ji Maharaj.
- Analyze a school activities in the light of Ideas of any thinkers.
- Analyse the contribution of Giju Bhai in the light of child centered Education

**Unit-III Indian Schools of Philosophy:-**

- *Sankhya, Geeta*, Vedanta Yoga, Buddhism, Jainism, Islamic, Traditions with special reference to the concept of knowledge, reality and values and their educational implications.

**Practicum /field work:-**

- Conduct a competition examination on educational values of *Geeta Darshan* in school.
- Prepare a report after reviewing common factors to inculcate among Indian philosophy.

**Unit-IV Western Schools of Philosophy:-**

- Idealism, Realism, naturalism, Pragmatism, Existentialism & Post existentialism; with special reference to the concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

**Practicum /field work:-**

- Drama or Play on Naturalism.
- Identify the common factors between Indian & western philosophies.

**References:**

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- Dewey, Jotin . Democracy and Education, New York.

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**Sociological Foundation of Education**

**Course -6**

**Code: M.ED.-160**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able:-

- To enable the student to explain and reflect on-
- Gender ideology.
- Relationship between education and social change with special reference to modernization and globalization.
- Relationship between concepts and processes of sociology and education.
- Theories and characteristics of sociological analysis and its relation to education.
- Understand and explore the meaning, aims, purposes of education
- Develop understanding of sociological dimension of education.
- Identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed M.Ed., meaningful understanding of them.
- Expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations.

**Unit – I: Sociology & Education**

- Meaning & Nature of Educational Sociology & Sociology of education.
- Interrelationships between Education and Social Variables : Education and Family, Education and culture in general , Education and religion, Caste, Gender, Class

**Practicum / Field Work:-**

- Make a questionnaire on different aspects of socialization and administration on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.
- Organise a debate on Education & Socialization.

**Unit- II: Contexts of Socialization**

- Concept of socialization: family and adult-child relationships; parenting, child rearing practices.
- Theory of Socialization
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

**Practicum / Field Work:-**

- Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result, if there is a difference, suggest proper remedial.
- List the first actions you would take to improve the effectiveness of a typical elementary /high school. Defend your list. How do your proposals reflect research on school effectiveness? How do they reflect your personal philosophy?

**Unit- III: Education as a means of social change**

- Concept and implications of social change
- Education for emotional & social Integration.
- Education for Nationalism and International understanding
- Meaning and need of Equality of Education opportunity and Social Justice with special reference with Indian Society
- Education of Socially, Economically under-developed society.
- De-Schooling

**Practicum / Field Work:-**

- Prepare portfolio through an analysis of unusually effective schools of those whose students achieve more than students with similar social background at most other schools. What are the characteristics or

correlates of these unusually effective schools? Searching the Internet for “effective schools” will give you access to sites that focus on effective schools.

- Conduct a seminar on Education for emotional & social Integration.

**Unit- IV: Education and society:**

- Gender ideology in society. Role of religion, constitution and law in gender ideology. Gender differentiation, stereotyping and inequality in society liberal feminism.
- Present status of women’s education in India. Education and Gender.
- Modernization, globalization in relation to education.
- Concept and dimensions of plurality. Curriculum for multicultural education. Teacher’s role in the strategies of multicultural education, Socialization in cultural diversity through education.
- Meaning and importance of peace education to address social issues.

**Practicum / Field Work:-**

- Prepare a plan for the mobilization of different types of resources for a school from the community.
- Collect and analyze information about cooperation between schools and other institutions (such as businesses and colleges) in your community. To what extent has such cooperation helped the schools?

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**Curriculum Studies**

**Course-7**

**Code: M.ED.-170**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able:-

- Conceptualize the meaning and different perspectives of curriculum
- Understand the epistemological, sociological and the psychological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches
- Compare and analyse the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

**Unit I: Perspectives on curriculum**

- Meaning, Concept and importance of curriculum
- Four perspectives on curriculum
  - Essentialist
  - Conceptual-Empiricists
  - Social constructivists
  - Social Engineering

**Practicum / Field Work:-**

- Organise a Debate on perspective of curriculum.
- Find out the component of hidden curriculum in the syllabus of M.Ed. (any one )

**Unit II: Construction & Development of Curriculum**

- Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.
- Different Models
- Grass Root



- Demonstration
- System Analysis
- Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance.

**Practicum / Field Work:-**

- Preparation and presentation of papers on comparative study of National curriculum of other countries at different levels.
- Study of National Policies of Education –1986, 1992(modified version) and POA on NPE-1996 in relation to National curriculum frameworks that were developed later.
- Detailed study of National curriculum framework of school Education, India (1988, 2000, 2005) followed by seminar presentation.

**Unit III: Bases of Curriculum Development**

- Philosophical bases
- Sociological bases
- Skills & attributes as foundations of curriculum
- Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

**Practicum / Field Work:-**

- Study a curriculum of any level of education and find out their bases of construction. Prepare a report to this effect.
- Review a curriculum of Teacher education in the light of critical issues.

**Unit IV: Curriculum Administration & Evaluation**

- Administration as a process.
- Administration as a bureaucracy
- Human relation approach to Administration.
- Formative, Summative & Interpretation of Evaluation results.

**Practicum / Field Work:-**

- Comparative study of B.Ed curriculum administration in light of problems and innovation.
- Workshop on Curriculum Evaluation.

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**Pre-Service and In-Service Teacher Education**

**Course-8**

**Code: M.ED.-180**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher educator and understand the organisational culture.
- Develop competence in organisation and evaluation of various components of a preservice and in-service teacher education programmes
- Design in-service teacher professional development program/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator

**Unit I: Structure, Curriculum and Modes of Pre-service Teacher Education**

- Pre-service teacher education – concept, nature, objectives and scope.
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE

- Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
- Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

**Practicum / Field Work:-**

- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis .
- A review of the understanding developed on teacher roles and functions from various relevant sources and present the review report in class.

**Unit II: Organisation of Different Components of Teacher Education Curriculum**

- The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
- Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation
- Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment
- Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in preinternship, internship and post-internship

**Practicum / Field Work:-**

- Analyse the existing B.ED/M.ED curriculum of any university in the light of Organisation, transaction and evaluation of different components.
- Organize a Workshop on skills and competency development for skill and competency development.

**Unit III: In-service Teacher Education in India – Concept, Structure and**

### **Modes**

- Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- Modes and Models of in-service teacher education:
  - Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
  - induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

### **Practicum / Field Work:-**

- Interview practicing teachers to identify the nature of in-service teacher education received and the felt needs.
- Make a Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis.
- Make an Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

### **Unit IV: Planning, Organising and Evaluating an In-service Teacher Education**

- Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget.
- Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
- Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- Qualities and characteristics of an effective in-service teacher educator.
- Practicum / Field Work:-

- Workshop on Design, implementation and evaluation of a training programme.
- Critical analysis of all the aspects of any one inservice training programme with suggestive action plan.
- Planning, organizing and assessing the effectiveness of an in-service training programme with the help of teacher educator.

### **References**

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## **Communication and Expository Writing**

### **Course-9**

**Code:-M.ED.-190**

Maximum Marks: 25

External: 15 Marks

Internal: 10 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

### **Course content**

Communication skills: Meaning, concept and components of effective communication

- Strategy of effective communication.
- Role of ICT in effective communication.
- Development of pre-academic skills (pre-reading, pre-writing and number)
- Expository writing: Meaning, concept, Types and tips for effective expository writing. Listening skill: meaning, concept and importance of listening skills academic listening-(lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, listening for tone/mood and attitude at the other end, handling the stations especially trouble shooting, tele-conference, tele interviews handling.

### **Practicum/field work:-**

- Workshop on Development of Expository Writing skills for seven days.
- Workshop on Communication skills for ten days.

Note:- Mode of transaction of this course will be workshop.

### **References**

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- [www.ugc.ac.in](http://www.ugc.ac.in)
- [www.ncte-india.org](http://www.ncte-india.org)
- [www.ngu.ac.in](http://www.ngu.ac.in)
- [www.education.nic.in](http://www.education.nic.in)
- [www.scribid.com](http://www.scribid.com)
- HNGU Handbook-I
- HNGU Handbook-II



**Self-Development**

**Course-10**

**Code: M.ED.-200**

Maximum Marks: 25

External: 15 Marks

Internal: 10 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able:-

- To understand what you are and what you want to be?
- To make self-exploration and self-evolution.
- To know oneself and through that knowing entire existence.
- To recognize one's relation with every unit in existence and fulfilling it.
- To know human conduct, human character and to live accordingly.
- To being in harmony in one self and in harmony with entire existence.
- It is a process of reflecting on the linkages between the self and one's professional practice.

**Course Content:-**

- Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, will be central to these workshops.
- Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
- Happiness, harmony: with/within I, body, other society, nature, existence
- Realization, understanding, desiring, thinking, selecting such, Shanti, Santosh, Anand.
- Prosperity- S2 D2 & S4 (Harmony: with body, in family, in society, in nature, in existence.)
- Human Values:
- Swatantrata
- Swarajya
- Moksha
- Idea of self: Self-concept and self-esteem

- Analysis of SWOT: Strength, Weakness and opportunity
- Prayer & Meditation

**Dissertation**  
**Course -11**  
**Code: M.ED.-210**

Maximum Marks: 50

External: 30 Marks

Internal: 20 Marks

- Teacher educator will explore the areas of educational research.
- Student /scholar is expected to take up a research based project on an area of interest which is associated with optional/specialization course or Problems face /recent needs
- Identification of the problem and definition.
- Preparation of Synopsis & presentation of the synopsis in DRC.

**Internship in Teacher Education Institution**

**Course-12**

**Code: M.ED.-220**

Maximum Marks: 100

- Internship will be organized with attachment to both pre service teacher education and in service teacher education setting for 3 weeks.
- Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

**Learning Outcomes:** After completion of the course, the student-teachers will be able:-

- To internalize the working of teacher training institution.
- To develop insight into the working of training college. To create an interface of theory and practice.
- To enhance practical competence of M.Ed students regarding various function of teaching, management & organization of activities.

<b>Assessment is based on the following activities –</b>		<b>Marks</b>
Mode of transaction and gives suggestive plan for improvement		5
Observation of day-to-day * school activities and report of an in- depth study of two activities.		4
Participation and organization of Co-curriculum activities		8
1. Cultural	2. Literacy	
3. Games & sports	4. Shramdan.	
Teaching work Five period in any one compulsory paper of TEI and five period in methodology of teaching based		10
Observation & supervision of 10 lesson in teaching subjects		5
Select two students and mentoring on psychology, social, academics any perspective, prepare a report.		8
5-5 critical review with suggestions of lesson plan diaries, including supervisor's remarks.		5
Participation in any in service teachers training programme		5

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for preparation of depth report on it.	
Analyze nature & type of in-service teachers training programme organized by the institution.	5
Prepare an evaluation preforma in service teachers training programme, apply it and prepare a report on its effectiveness of the programme with suggestive plan.	10
Prepare a module for in service teachers training programme and find its effectivity.	10
Review new trends in research of teacher education and Draft a report.	5
Training about arrangement of different department of the school. 1. Library management 2. Administration and scoring of any five psychological tests. 3. Science club. 4. Office Records and maintenance of attendance register, teacher's diary & stock Register. 5. Maintenance of technology department.	10
Training for evaluation process:- Construction of question paper Pre-Preparation for Examination. Evaluation of answer books and preparation of result	5
<b>TOTAL MARKS</b>	<b>100</b>

**Second Year**

Course code	Title of the course	Evaluation			
		External	Internal	Practical	Total
<b>Course – 1</b> (Core Course of specialization) M.ED-230 S	Institutional Planning & Management Secondary level	70	30		<b>100</b>
M.ED-230 E	Institutional Planning & Management Elementary level				
<b>Course – 2</b> (Core Course of specialization) M.ED-240 E	Issues, Curriculum & Assessment Elementary level	70	30		<b>100</b>
MED – 240 S	Issues, Curriculum & Assessment Secondary level				
<b>Course – 3</b>	Advance educational research	70	30		<b>100</b>
Elective M.ED.-250 I	i) Qualitative Educational Research				
Elective M.ED.-250 II	ii) Quantitative Educational Research				
<b>Course – 4</b> M.ED.-260	Perspectives, Research and Issues in Teacher Education	70	30		<b>100</b>
<b>Course – 5</b>	<b>Elective First-Theme: Curriculum &amp; Pedagogy</b>	<b>70</b>	<b>30</b>		<b>100</b>
M.ED.-270 I E	Advance	70	30		100

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	Curriculum Theory				
M.ED.-270 I S	Advance Curriculum Theory Secondary level	70	30		100
	Advance Level subject pedagogy				
M.ED.-280 II E I	Pedagogy of Science Education Elementary level	70	30		100
M.ED.-280 II E II	Pedagogy of Mathematics Education Elementary level	70	30		100
M.ED.-280 II E III	Pedagogy of Language Education Elementary level	70	30		100
M.ED.-280 II E IV	Pedagogy of Social Science Education Elementary level	70	30		100
M.ED.-280 II S I	Pedagogy of Science Education Secondary level	70	30		100
M.ED.-280 II S II	Pedagogy of Mathematics Education Secondary level	70	30		100
M.ED.-280 II S III	Pedagogy of Language Education Secondary level	70	30		100
M.ED.-280 II S IV	Pedagogy of Social Science Education	70	30		100

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	Secondary level				
<b>Course – 6</b> <b>M.ED.-290</b>	<b>Elective second</b> <b>–Theme:</b> <b>Education</b> <b>policy,</b> <b>economics and</b> <b>planning</b>	<b>70</b>	<b>30</b>		<b>100</b>
M.ED.-290 I E	Advanced course in economics of education at Elementary level	70	30		100
M.ED.-290 I S	Advanced course in economics of education at Secondary level	70	30		100
M.ED.-290 II E	Issues, Planning and Policies of Education at Elementary level	70	30		100
M.ED.-290 II S	Issues, Planning and Policies of Education at Secondary level	70	30		100
	Workshop course any two sub theme Elementary level				
M.ED.-290 III E I	Strategy planning	35	15		50
M.ED.-290 III E II	Budget preparation	35	15		50
M.ED.-290 III E III	Policy analysis	35	15		50
	Workshop course any two sub theme Secondary level				
M.ED.-290 III S I	Strategy planning	35	15		50
M.ED.-290 III	Budget	35	15		50



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S II	preparation				
M.ED.-290 III S III	Policy analysis	35	15		50
<b>Course – 7</b> <b>M.ED. -300</b>	<b>Elective third- theme: Educational management, administration, leadership and planning</b>				<b>100</b>
M.ED. -300 I E	Education management and Planning of Elementary level.	70	30		100
M.ED. -300 I S	Education management and Planning of secondary level.	70	30		100
M.ED. -300 II E	Educational administration of Elementary level.	70	30		100
M.ED. -300 II S	Educational administration of secondary level.	70	30		100
M.ED. -300 III E I	Towards Academic leadership at Elementary school level	70	30		100
M.ED. -300 III S I	Towards Academic leadership at secondary school level.	70	30		100
	Any two of these: any one at Elementary level				
M.ED. -300	Inclusive	35	15		50

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III E II	education				
M.ED. -300 III E III	ICT	35	15		50
M.ED. -300 III E IV	Physical & health education	35	15		50
M.ED. -300 III E V	Peace education	35	15		50
	Any two of these: any one at Secondary level				
M.ED. -300 III S II	Inclusive education	35	15		50
M.ED. -300 III S III	ICT	35	15		50
M.ED. -300 III S IV	Physical & health education	35	15		50
M.ED. -300 III E V	Peace education	35	15		50
<b>Tool Course – 8</b> M.ED.-310	Academic writing	35	15		<b>50</b>
<b>Course – 9</b> M.ED.-320	Internship(in School) (3 -weeks)	-	100		<b>100</b>
<b>Course – 10</b> <b>M.ED.-330</b>	<b>Dissertation</b>	<b>50</b>	<b>50</b>		<b>100</b>
	CCA		25		<b>25</b>
	Prayer, Yoga, Me ditation & festival etc		25		<b>25</b>
<b>Total</b>					<b>1000</b>

**Specialization in Elementary /Secondary &**

**Senior secondary school level**

**CORE –COURSE**

**Institutional Planning & Management of Secondary & Senior Secondary  
Education**

**Course - 1**

**Code: M.ED.-230 S**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, 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 in them the skills and attitudes to utilise human energy in getting the maximum work done.
- To understand the recommendations of different education commissions regarding secondary education commissions.
- To know different programmes and policies for realising the constitutional obligations related to secondary education in India.
- To develop an idea about the structure of secondary education in India.

**Unit - I Introduction to Secondary & Senior Secondary Education**

- Meaning, aims ,objective of secondary & Senior Secondary education
- Purpose, function & Indigenous system of Secondary education.
- Secondary Education in India – Historical Perspective, pre and post-independence.
- Constitutional Provisions and centre-state relationship in India.
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Programme of Action,

1986, NPE, Ramamurti Review Committee Janardhan Reddy Committee, Yashpal, Committee, RMSA and NCF-2005.

- Constitutional obligations related to secondary education.

**Practicum / Field Work:-**

- Prepare a report on major obstacles and challenges in universalization of secondary education.
- Organize a Seminar in secondary school on Constitutional obligations related to secondary education.

**Unit –II Institution Planning**

- Concept, scope and nature of Institution Planning
- Need and importance of Institution Planning
- Types of Institution Planning
- Process of Institution Planning in India.
- Characteristics, - School Calendar.
- Evaluation of Institutional Planning.

**Practicum / Field Work:-**

- Prepare a blue print of Process of Institution Planning in India. Present it in seminar.
- Prepare an annual school calendar for secondary/senior secondary school.

**Unit - III Principles and techniques of Educational Planning**

- Formulation of aims and objectives.
- Methods and techniques of planning.
- Approaches to Educational Planning.
  - Social demand approach
  - Man-power approach
  - Return of Investment approach
- Concepts
  - Optimal analysis
    - Input and output
    - Marginal analysis
    - Programming

- Target and control figures
- Tools for Planning
- New approach to planning
  - Planning
  - Adoption
  - Execution

**Practicum / Field Work:-**

- In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public/Govt/private secondary schools. What does the author propose to reform? How? Is the proposal realistic? What philosophic perspectives does it represent? What conditions or resources would be required to implement it successfully? What is the likelihood of its success?
- Organize a Debate on the best approach to planning.

**Unit - IV Educational Management**

- Meaning, Concept and need for management at secondary to senior secondary school level..
- Management at Nation : MHRD, CABE, NCERT
- State, District, Sub-district level.
- Management of educational Institution at secondary school level.
- Type of Management, Effective management, Co-ordination, Supervision & Inspection.
- Techniques & Skill for effective management in secondary school.

**Practicum / Field Work:-**

- Conduct a panel discussion on Effective management.
- Organize an orientation Programme on Techniques & Skill for effective management in secondary school.

**References:**

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- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

**CORE –COURSE**

**Institutional Planning & Management of Elementary Education**

**Course - 1**

**Code: M.ED.-230 E**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Understand Indigenous system of Elementary Education.
- Contribute to strengthen elementary education system.
- Make a Critical review policies and programmes related to elementary education.
- Understand structure and system of elementary education.
- Understand monetary, planning and management of elementary education at national, state & local level.
- Read and understand global reports on elementary education and review state policies in the light of global trends.

**Unit-I Introduction to Elementary Education:-**

- Indigenous system of Elementary Education.
- Objectives of Elementary Education – Elementary, Upper Elementary.
- Elementary Education in India – Historical Perspective, pre and post-independence.
- Constitutional Provisions and centre-state relationship in India.
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Iswari Bhai Patel Committee NPE – ‘1986 and POA 92, Rama Murthy Committee, Janardhan Reddy Committee, Yashpal ,Committee and NCF-2005.

**Practicum/Field work:-**

- Conduct a play to illustrate recommendations of various committees on elementary education.
- Organize a Seminar on indigenous system of elementary education.

**Unit II- Structure of Elementary Education:-Structure of Elementary Education in India**

- Structure of Elementary education in India and Rajasthan.
- Governance and administration of Elementary Education in India.
- Legal & Institutional Framework.
- UEE, District Elementary Education Programme & RTE Act.
- EFA Global Monitoring Report (UNESCO, 2005: 142)
- Education in facilitating change and development in society (Dreze and Sen, 1995, 2002)
- Education reform and reform-oriented state policies.
- NIOS, International schools, Islamic schools (Madrasah) & Autonomous schools.

**Practicum work:-**

- Write a report on types of school in your state with special reference to their vision, mission and objectives.
- Organize a Seminar on governance & administration of elementary education in India.

**Unit III-Management in Elementary Education:-**

- National Level  
Ministry of Education (MHRD) CABE – NCERT -RIE -NUEPA- NCTE – CIET
- State Level  
Ministry of School Education  
Directorate of School Education  
Board of Education  
SCERT – SSA – SIET – SRC – SIEMAT
- District Level  
District Education Administration –DEO, Dy. E.O (ZP), DPO (SSA)  
Sub-district Level  
BRC/BEO, Representatives from CRCs, innovative teachers.



**Practicum work:-**

- Visit any two schools and find out innovative teachers. Prepare a detailed report on their innovation.
- After surveying a Govt & private school, prepare a report on how the nation and state agencies are really working for their betterment?
- Each student is required to prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

**Unit IV-Planning Process in Elementary Education:-**

- Concept of planning.
- Micro Level, Decentralized planning,
- Macro level planning & school mapping
- School plant – meaning, site, area, design and dimensions.
- Institutional Planning – Meaning, scope, Steps, Characteristics, - School Calendar.
- Evaluation of Institutional Planning.
- Rajasthan District Elementary Education Project
- Planning of technical Education and Training Education Planning at District Level.

**Practicum work:-**

- Prepare a report on planning, preparation implementation and organization of a new institution after conducting interviews with school authorities.
- Prepare a yearly plan for school after reviewing all the activities of the school.
- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject.
- Design an instructional plan of a unit in a subject at elementary level.

**References:-**

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- NCTE, (2004): Teacher Education Curriculum, New Delhi.

**Core Course**

**Issues, Curriculum and Assessment (Elementary Level)**

**Course - 2**

**Code: M.ED.-240 E**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Understand various schemes & programmes of Govt. for elementary education.
- To make effective practices with various curriculum transaction strategies.
- To practice research trends in elementary education
- To actively engage with students after getting perception on various forms of learners engagement & pedagogies.
- To select and use appropriate assessment to meet the needs of the students.
- To practice continuous assessment of students for all round development.
- To understand how various requirements of education are measured, evaluated interpreted and their results are recorded to help learners.
- To understand the concept of quality education in elementary level.
- To understand different programmes and agencies for ensuring the quality of elementary education in India
- To develop an idea about the structure of elementary education in India
- To reflect upon different issues, concerns and problems of elementary education in India.
- To understand principles, aims and features of elementary school curriculum.

**Unit I:-Issues & concern of Elementary Education**

- Major quality dimensions of elementary education and Quality monitoring tool of NCERT.
- Quality issues at upper elementary stage:- teacher qualification,

competency, subject specific deployment in schools, academic support through BRCs/CRCs, training needs of teachers, classroom based support and supervision issues.

- Alternative Strategies for achieving UEE -
- Dialect, drop out, socio-economic issues, inclusive education.
- Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and Improvement of the System; building accountability

**Practicum/field work:**

- Make a critical review on schemes and programmes to achieve UEE in your state.
- Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.

**Unit II: - Teachers and Curriculum Transaction Strategies**

- Thematic & Constructivism base of curriculum
- Joyful learning, Teachers and Pedagogical Attributes
- Research in curriculum
- Life skill education & creativity
- Analysis of Elementary Education Curriculum • Role of I.C.T.
- Research Trends in Elementary Education

**Practicum/field work:**

- Visit DIET of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
- Conduct an orientation programme on Construction of curriculum.

**Unit III- Type of schools & Pedagogy**

- Child centered pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
- Type of school & their contribution to society
- Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.

- Pedagogical analysis of the subject contents: Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijubhai with special reference to their relevance in teaching-learning.
- Innovative Educational Programmes in India

**Practicum/field work:**

- Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyse the effectiveness of used pedagogy
- Find out the best learning engagement method of elementary level student, after experience with them.
- Prepare a report after analysing the innovative educational programmes in India

**Unit IV:-Assessment Process**

- Pupil Assessment Techniques
- National Expert Group on Assessment in Elementary Education (NEGAE)
- Concept of Evaluation & CCE
- Types of evaluation
- Diagnostic & remedial teaching
- Student records
- Cumulative records
- Progress reports, grading system, class school, School Grading.

**Practicum/field work:**

- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters.
- Make an Evaluation of assessment process in any school and write about its merit and demerits.

**Reference:-**

- Aggarwal, J.C, (2005) "The Progress of Education in free India, "Man Singh Arya book Depot, New Delhi
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**Issues, Curriculum and Assessment**  
**(Secondary & Senior secondary school level.)**  
**Code: M.ED.-240 S**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Understand the problem and challenges related to secondary and senior secondary education.
- Examine the status of development of secondary and senior secondary education in India after Independence.
- Reflect on various issues related with secondary education
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- Identify the problems issues of secondary school teachers and visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education
- Identify critical issues related to universalization of secondary education.
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education
- To understand the concept of quality education at secondary school level.
- To understand different programmes and agencies for ensuring the quality of secondary education in India
- To reflect upon different issues, concerns and problems of secondary education in India.
- To understand principles, aims and features of secondary school curriculum.
- To examine the present school curriculum.
- To analyze the present evaluation system at secondary school level.

**UNIT I: Quality in secondary Education**

- Concepts, indicators of quality, setting standards for performance.
- Continuous professional development of teachers.

- Teacher selection test CTAT, SAT etc. and in-service programme
- Privatization of secondary education.
- Present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA – IASE etc

**Practicum/field work:**

- List out the training programmes organized by NUEPA/NCERT in previous session and find out number of teacher educators benefitted from your state mentioning various current issues of training.
- List out the nation parameters of quality education in India and examine the quality of secondary education in your state.

**Unit-II Issues & Concerns**

- Challenges related to universalization of Secondary Education
- Problems and Strategies of Alternative Schooling at Secondary school Stage
- Challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities
- Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems
- Type of schools and their contribution to society.
- Issues of quality in secondary and senior secondary education.
- Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.

**Practicum/field work:**

- Critical review on education management system of secondary school education -.
- Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.

**Unit III: - Teachers and Curriculum Transaction Strategies**

- Thematic & Constructivism base of curriculum



- Joyful learning, Teachers and Pedagogical Attributes
- Research in curriculum
- Life skill education & creativity
- Analysis of Elementary Education Curriculum • Role of I.C.T.
- Research Trends in Elementary Education.
- Critical appraisal of present Secondary School curriculum in the state.

**Practicum/field work:**

- Visit CTE/IASE of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
- Conduct an orientation program on Construction of curriculum.
- Visit secondary teachers training in your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)

**UNIT IV: Assessment and evaluation in secondary school level.**

- Meaning nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment.
- New trends in evaluation – grading , internal assessment ,year system, CCE
- Critical appraisal of the present evaluation system at secondary school level.

**Practicum/field work:**

- Prepare unit-test, administrate the test, determine gaps in attainment of objectives and plan remedial instruction for non masters.
- Evaluation of assessment process in any school and write about its merit and demerits.

**Reference:-**

- Aggerwal, J.C, (2005) “The Progress of Education in free India, “Man Singh Arya book Depot, 30 Naiwala. Karol bag, New Delhi-110005
- Chaube, Dr. S.P, (2011), “ History and Problems of Indian Education “Agrawal

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- East, lorna M. Assessment as learning sage pub. 2010
- Ecclestone, Kathryn. Transforming formative assessment in life long learning. Mc Grau H, ll. Eng. 2010

**Advance Educational research**  
**Qualitative Educational Research**  
**Course-3**  
**Code: M.ED.-250 I**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Understand concept, Characteristics & Themes of Qualitative Research.
- Examine different types of qualitative research and their characteristics.
- Examine the concept of Qualitative Research.
- Develop a tool which allows for the evaluation and data collection of Qualitative Research
- Design a framework or outline of Qualitative Research.
- Investigate appropriate methods of data analysis.
- Explain the processes of Qualitative Research
- Explain how to plan the research project of Qualitative Research.

**Unit I: Introduction to Qualitative Research**

- Meaning, concept and types of Qualitative Research.
- Qualitative Research: Characteristics, issues, concerns & major approaches
- Relevance of Qualitative Research in education.
- Qualitative Research in education: Retrospect and prospect.
- Themes of Qualitative Research & research question.

**Practicum/field work-**

- Selection of a problem and developing a research synopsis.
- Identify five qualitative research problem and prepare at least five research questions for each with clear research title.

**Unit II- Approaches/Methods of Qualitative research**

- Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory Ethnography : Meaning, types, purpose,

steps and common terms used by Ethnographers Grounded theory :  
Goals, perspectives, Methods and steps of Ethnography theory.

- Content & Trend analysis: Meaning, concept, assumption, and steps.
- Issues of reliability and validity of Discourse analysis.
- Case Study: Meaning, concept, assumption, and steps.
- Phenomenology: Meaning, concept, assumption, and steps.
- Historical Research-Meaning, significance, steps, elementary and secondary sources of information, external and internal criticism of the source.

**Practicum/field work-**

- Make a research strategy. Decide the types of questions you will be asking. You might add your own, based on another source. Also, you might use more than one in order to cover your topic.
- Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them. (use three perspectives i.e. Strategies, data collection/analysis, and approaches.)
- A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education /Secondary Education.

**Unit III- Data Analysis in Qualitative Research**

- Characteristics and applications
- Criticism of historical data
- Coding of qualitative data – Axial coding, Selective coding
- Methods of qualitative data analysis—content analysis, logical and inductive analysis, illustrative method; analogies.
- Meta analysis & Triangulation of data.

**Practicum/field work-**

- Review the sort of data you will be collecting and the type of analysis you will want to subject them to. Do they fall into one or the other category? Recognize the difference and explain, how can you recognize the difference?

- Make a list of the likely skills that you will need to learn and practise before you can carry out various stages in your research plan.

#### **Unit IV- Reporting and Evaluation in Qualitative Research**

- Concept and Meaning of Evaluation or Analysing of Data in Qualitative Research
- Strategies of data Interpretation in Qualitative Research
- Concept and meaning of reporting of the data in Qualitative Research
- Steps of preparing a report of the data in Qualitative Research

#### **Practicum/Field work**

- Plan & preparation of Qualitative Research proposal.
- Review of research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.

#### **References**

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- x[rk] mek dKUr ½2016½ vuq ãkku Lo: i , oa vk; ke] fnYyh % ok. kh i ðk' ku
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- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.
- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.
- Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Gravetter. F.J. & Wallanau, C.B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition) Australia, Wodsworth.
- Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.
- Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall.

## **Quantitative Educational Research**

### **Course – 3**

**(CODE: M.ED 250 II)**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Understand concept, Characteristics & Themes of Quantitative educational Research.
- Examine different types of Quantitative educational Research and their characteristics.
- Examine the concept of Quantitative educational Research.
- Develop a tool which allows for the evaluation and data collection of Quantitative educational Research.
- Design a framework or outline of Quantitative educational Research.
- Investigate appropriate methods of quantitative data analysis.
- Explain the processes of Quantitative educational Research.
- Explain how to plan the research project of Quantitative educational Research.

### **Unit I: Introduction to Quantitative Research**

- Quantitative Research: Meaning, concept, steps and characteristics.
- Nature, scope and trends of quantitative research
- Relevance of Quantitative Research in education.
- Research Data: Sources and Collection.
  - a) Sources of educational data: Individual, Institutions, Documents, Census, Journals, Books, Schools of thought etc.
  - b) Sampling techniques: Concept, need, probability and non-probability samples, sampling errors and their control.
  - c) Techniques and Tools of data collection: Observation, interview, questionnaire, scale, inventory, checklist, content analysis.

### **Practicum/field work-**

- Preparation, administration and interpretation of any one tool i.e.

observation, interview, questionnaire etc.

- Identify five quantitative research problems and prepare at least five research questions for each with clear research title.
- Conduct a training program on the use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.

## **Unit II- Quantitative Methods of Research**

- Experimental Research: Meaning, concept, Nature of experimental research, Variables in experimental research independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables.
- Descriptive studies: assessment, evaluation, and research.
- Follow-up study and The post Hoc fallacy
- Action Research: Meaning, concept, importance and strategies.

### **Practicum/field work-**

- A critical analysis of the scope, merits and limitations of various approaches of Quantitative research.
- Select any one classroom based action research problem and prepare an action plan of its resolution.

## **Unit III- Quantitative Research Designing:**

- Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design
- Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design
- Internal and external validity of results in experimental research
- Non- Experimental Research
- Steps in Non- Experimental Research
- Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation
- Techniques of control: matching, holding the extraneous variable constant and statistical control

- Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives Descriptive, Predictive and Explanatory.

**Practicum/field work-**

- Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them. (Use three perspectives i.e. Strategies, data collection/analysis, and approaches.)
- Identify an experimental educational research problem and prepare their research designing with justification.

**Unit IV- Data Analysis in Quantitative Research**

- Student's Distribution & homogeneity of variances
- Analysis of Variances: Concept and procedure.
- Partial and multiple Correlation
- Multiple regression and their use in educational research.
- Research report of Quantitative Research

**Practicum/field work-**

- Workshop on Data Analysis in Quantitative Research.
- Review of Quantitative research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.

**Reference**

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- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.



**Perspectives, Research and Issues in Teacher Education**

**Course -4**

**Code: M.ED.-260**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Develop competence in organisation and evaluation of various components of a pre-service and in-service teacher education programmes
- Design in-service teacher professional development programmes/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator

**Unit I: Perspectives and Policy on Teacher Education**

- Teacher Development – Concept, Factors influencing teacher development – personal, contextual. Teacher Expertise – Berliner's stages of development of a teacher.
- Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
- National and state policies on teacher education – A review
- Different organisations and agencies involved in teacher education– their roles, functions and networking
- In-service teacher education under DPEP, SSA and RMSA
- Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices
- Initiatives of the NGOs in designing and implementing in-service teacher education programmes

**Practicum / Field Work:-**

- Designing training material on any one of art, craft, music, physical education and special education or any other for in-service teachers at secondary school level.
- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify various programmes for professional development of teacher educators.

**Unit II: Structure and Management of Teacher Education**

- Structure of teacher education system in India – its merits and demerits.
- Universalisation of Secondary Education and its implications for teacher education at the secondary school level.
- Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
- Vertical mobility of a school teacher - avenues
- Professional development of teachers and teacher educators – present practices and avenues
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers

**Practicum / Field Work:-**

- Select any one current practice in teacher education and trace the background of its formulation as a policy.
- Collect and analyze information about cooperation between schools and other institutions (such as businesses and colleges) in your community. To what extent has such cooperation helped the schools?

**Unit III: Research in Teacher Education**

- Paradigms for research on teaching – Gage, Doyle and Shulman.
- Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme
- Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation
- Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy

implications

**Practicum / Field Work:-**

- A review of researches in any one area of research in teacher education and write the policy implications
- A review of a research article in teacher education and write implications for practitioner Evaluation

**Unit IV: Problems and Issues in Teacher Education Challenges in professional development of teachers –**

- Relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- Sufficiency of subject matter knowledge for teaching at the senior secondary school level.,
- Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
- Issues related to enhancing teacher competence, commitment and teacher performance
- Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education.

**Practicum / Field Work:-**

- Study of the teacher education institution on instructional and evaluation practices.
- Prepare report for presentation.
- Plan, design and conduct an activity for collaborative work of TEI & school e.g. workshop or training programme for school teachers on the development of low cost teaching material/science experiments/New trends in assessment /development of assessment tool etc.

**Reference:**

- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.

- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
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- Linda Darling, Hammond & John Bransford (2005): Preparing Teachers for changing World. John Wiley & Son Francisco.
- Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.
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**Elective First**  
**Curriculum & Pedagogy**  
**(Elementary Level)**  
**Course 5**  
**Advance Curriculum Theory**  
**Code: - M.ED.-270 I E**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- To enhance quality of syllabus, after understanding of curriculum and concept of syllabus \analysis.
- To expertise/ specialize in curriculum theories, models and analysis of syllabus.
- To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
- To understand appropriate text books, syllabus and other curriculum material.
- To play their role in refining curriculum after understanding curriculum theories and model of evaluation.

**Unit – I Curriculum Theories:-**

- Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure, Empirical structure, Existential Structure.
- Type of Curriculum in Elementary Level
- Curriculum Theories:- Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.

**Practicum/Field Work**

- Analyse the curriculum theories in chronological order, find out the reason of change and evolution in ideas.
- Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.

**Unit – II Analysis of Syllabus:-**

- Criteria for Analysing the syllabus
- Analysis of the syllabi for the elementary education in India
- Characteristics & Mechanism of the preparation of text book. Criteria for Text book Evaluation:-
- Physical Aspects, presentation of content and its organization in the text books
- Content and Organization of curriculum.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- Difference between curriculum and syllabus.

**Practicum/Field Work:-**

- Critical study of existing school curriculum of state (at any level), preparing a training plan or design for the in service training or specified target group on a specified theme.
- Review of any school text book, in the light of physical aspects, presentation of content and its organization.

**Unit – III Model of Curriculum Evaluation:-**

- Objective model, Tradition Model, Illuminative Model, Decision-Making Model, Case study of portrayal Model, Research and Development Model, Professional Model.
- Parameters of Curriculum Evaluation- Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.

**Practicum/Field Work**

- Evaluate secondary school level. curriculum in the light of given parameters.
- Organize a seminar on role of curriculum evaluation agencies.

**Unit – IV Elementary Curriculums in Indian**

- Critical analysis of curriculum :concept, importance and process
- Study of different state curriculum
- Difference of curriculum among different type of school

- Curriculum and NCERT,SIERT

**Practicum/Field Work:-**

- Conduct a play to demonstrate the development of elementary education in country.
- Comparative study of status of elementary education in various state.

**Reference**

- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
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- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 16.
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- Smith, M. K. (1996, 2000) 'Curriculum theory and practice' the encyclopaedia of informal education, [www.infed.org/biblio/b-curric.htm](http://www.infed.org/biblio/b-curric.htm).
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- Gay, G. (2002). Preparing for culturally responsive teaching. JOURNAL OF TEACHER EDUCATION-WASHINGTON DC-, 53(2), 106–116

**Elective First**  
**Curriculum, Pedagogy and assessment at Secondary & senior secondary**  
**school level**

**Advance Curriculum Theory**

**Course – 4**

**M.ED.-270 I S**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

- To enhance quality of syllabus, after understanding of curriculum and concept of syllabus \analysis.
- To expertise/ specialize in curriculum theories, models and analyst of syllabus.
- To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
- To understand appropriate text books, syllabus and other curriculum material.
- To play their role in refining curriculum after understanding curriculum theories and model of evaluation.

**Unit – I Curriculum Theories:-**

- Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure Empirical structure, Existential Structure.
- Type of Curriculum at secondary school level.
- Curriculum Theories:- Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.

**Practicum/Field Work:-**

- Analyse the curriculum theories in chronological order, find out the reason of change and evolution in ideas.
- Visit two schools, where different curricula are adopted, find out learning level or attain educational objective.



**Unit – II Analysis of Syllabus:-**

- Criteria for Analysing the syllabus
- Analysis of the syllabi for the elementary education in India
- Characteristics & Mechanism of the preparation of text book. Criteria for Text book Evaluation:-
- Physical Aspects, presentation of content and its organization in the text books
- Content and Organization of curriculum.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- Difference between curriculum and syllabus.

**Practicum/Field Work:-**

- Critical study of existing school curriculum of state (at any level), preparing a training plan or design for the in service training or specified target group on a specified theme.
- Review of any school text book, in the light of physical aspects, presentation of content and its organization.

**Unit – III Model of Curriculum Evaluation:-**

- Objective model, Tradition Model, Illuminative Model, Decision-Making Model, Case study of portrayal Model, Research and Development Model, Professional Model.
- Parameters of Curriculum Evaluation- Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.
- Relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.
- Perspectives to curriculum transaction and their synthesis – behavioristic, cognitive and constructivist.

**Practicum/Field Work:-**

- Evaluate secondary school level. curriculum in the light of given parameters.
- Organize a seminar on the role of curriculum evaluation agencies.

**Unit – IV Secondary Curriculum in India**

- Critical analysis of curriculum :concept, importance and process
- Study of different state curriculum
- Difference of curriculum among different type of school
- Curriculum and NCERT,SIERT

**Practicum/Field Work:-**

- Conduct a play to demonstrate the development of Secondary education in country.
- Comparative study of status of secondary education in various state.

**Reference**

- J.J. Wallin (2011). What is ?Curriculum Theorizing: for a People Yet to Come. Stud Philos Educ, 30, 285-301.
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- Hamilton (1989) in W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 71.
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- Smith, M. K. (1996, 2000) 'Curriculum theory and practice' the encyclopaedia of informal education, [www.infed.org/biblio/b-curric.htm](http://www.infed.org/biblio/b-curric.htm).
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 75.

**Advance Level Subject Pedagogy**  
**(4 Credit) at Elementary level. Any one of the Following-**  
**Pedagogy of Science Education**  
**Course – 5**  
**M.ED.-280 II E I**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- Understand the difference and relationship between Science and Technology;
- Understand the need to evaluate curricula;
- Know about and critical study of innovative curricular efforts in India;
- Understand diversity of instructional materials, their role and the need for contextualization in science education;
- Appreciate the role of Co-curriculum activities in science education;
- Understand the constructivist approach to science instruction;
- Understand the role of assessment in the teaching –learning process in science;
- 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**

- Meaning, concept, scope and importance of science.
- Historical Development of Science
- Science - its origin and development Structure of Science – Syntactic, Process
- including Stretch Methods. Attitude inquiring. Substantive: Facts, concepts, laws, theories, generalization

- Correlation of science with other subjects.
- Nature of science; characteristics of different disciplines of science, their interrelationship and integration.
- Experiences in Science :Science Centres , Science museums , Science Clubs ,Science fairs ,Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium

**Practicum / Field Work:-**

- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
- Develop an action plan on an experiment for development of physical science concept.
- Development of a concept map of a selected topic in Physics/Chemistry/Biology.
- Develop science club in elementary school with help of their teachers, students and community. Conduct at least five activities related to club.

**Unit II -Curriculum of Science Education**

- Meaning, concept and types of Curriculum, NCF – 1972, 77, 79 & 2005 related to Science.
- Principle for curriculum development in Science Education.
- Science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with science education.
- Approaches to organization of science curriculum at various stages of school education.
- Recommendations of commissions and committees on curriculum of Science.
- Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

**Practicum / Field Work:-**

- A critical study of science curriculum of secondary school stage of Rajasthan.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.
- Analysis of curricular materials with reference to development of values analysis of curricular materials with reference to gender sensitivity
- A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.
- Analysis of curricular materials with reference to development of value analysis of curricular materials with reference to gender sensitivity
- A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.

**Unit III- Approaches to Teaching-Learning of Science**

- Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development; inductive method, project method and learner centered activity-based participatory learning.
- Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments,
- Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- Use of ICT in teaching-learning of science.
- Strategies of Teaching Science Approaches of teaching Science:
- Teacher - Centered approach
- Child - centered approach

**Practicum / Field Work:-**

- Visit to science centre/science museum and presenting the report
- Development of an action plan for organization of a science exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- An action plan for adopting a multi-sensory approach to teach science to students with special needs.
- Development of a lesson design based on constructivist approach in a collaborative mode.
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction
- Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of physics.
- Development of criteria for evaluation of laboratory work and using it in the laboratory.

**Unit IV-Assessment & Contemporary Issues in Science Education**

- Continuous and comprehensive evaluation 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.
- Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- Types of test items, Preparation of test Items.
- Weight age tables, Preparation of blue Print based on Competency.
- Preparation of question bank
- Unit tests, Projects and assignments
- Analysis of tests and remedies

**Practicum / Field Work:-**

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What

solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?

- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- Make a Study of the evaluation practices in selected schools critical analysis of examination papers.

### **References**

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**Pedagogy of Mathematics Education**

**Course – 5**

**M.ED.-280 II E II**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Appreciate the abstract nature of mathematics distinguish between science and 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**

- 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 such as Gauss, Ramanujan, etc.; teaching of mathematical modeling.
- Mathematical Reasoning: Processes of generalisation; pattern recognition and inductive reasoning process that enable formation of Hypothesis, Structure of Mathematics: Axioms, Definitions, Theorems, Validation process of mathematical statements: Proof; Counter-Example; Conjecture.
- Algebra Thinking: Number Patterns, Functional relations, when and why we use variables, Forming and solving simple linear equations, Mathematical investigations/puzzles that rely on algebraic thinking.



**Practicum / Field Work:-**

- Analyse famous quotations on mathematics and prepare a report.
- A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of maths. i.e. discovery of the zero; the development of Pythagoras theorem etc.
- Develop an action plan on an experiment for development of any mathematics concept at senior/ secondary school level.

**Unit II- Curriculum of mathematics at secondary to senior secondary school level.**

- Principle for curriculum development in mathematics Education.
- Mathematics curriculum at different stages of school education-at secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with mathematics education.
- Approaches to organization of mathematics curriculum at various stages of school education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

**Practicum / Field Work:-**

- A critical study of maths curriculum of secondary school stage of Rajasthan.
- A critical appraisal/analysis of existing syllabi and textbooks at secondary/senior secondary level developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

**Unit III- Objectives and Strategies of Teaching-learning mathematics**

- 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 (Polya method); 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

**Practicum / Field Work:-**

- Development of an action plan for organization of an exhibition at different levels, framing guidelines on a selected theme and various sub-themes.
- An action plan for adopting a multi-sensory approach to teach mathematics to students with special needs.
- Development of a lesson design based on constructivist approach in a collaborative mode.
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.
- Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of maths.
- Development of criteria for evaluation of laboratory work and using it in the laboratory.

**Unit - IV- Evaluation in Mathematics**

- Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics
- Open-ended questions and problems
- Assessment for evaluation of skills such as communication and reasoning

**Practicum / Field Work:-**

- Identify Mathematics phobia and coping with failure students at elementary level, giving them proper remedies. Prepare a report on effectiveness of the treatment.
- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- Make a Study of the evaluation practices in selected schools making critical analysis of examination papers.

**References**

- Bhanumurthy, I.S. (1992). Ancient Indian Mathematics. Wiley Eastern Ltd, New Delhi.
- Gronlund, N.E., (1990) Measurement and Evaluation in Teaching. New York; Macmillan.
- Mathematics;Reading. Massachusetts: Addison Wesley Publishing C
- Lieback, Pamela (1984). How Children Learn Mathematics. Penguin Books.
- Polya, G Mathematical Discovery on Understanding, Learning and Teaching Problem Solving. John Wiley & Sons.
- Reasonik, L.B. and W.W. Ford (1980). The Psychology of Mathematics for Instruction. New Jersey: Lawrence Erlbaum Associates.

**Pedagogy of Language Education**

**Course – 5**

**M.ED.-280 II E III**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Understand of the nature, sanctions and the implications of planning for teaching language/languages.
- Understand the psychology of language learning.
- Understand in the pedagogy of language learning.
- Analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Evaluate various areas of research in language Education.
- Identify various problems with respect to language learning.
- Know and high light on factors affecting language policy.
- 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.
- Evaluate various areas of research in language education.
- Survey various problems with respect to language learning.
- Identify and reflect on factors affecting language policy.

**Unit I- Conceptual Issues Language Learning**

- 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.
- Preservation of heritage language, home language & school language-problem of tribal dialects.
- Issues of learning language in a multi-lingual/multi-cultural society: the multi-lingual
- Teaching of first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching
- Language teaching in India; key factors affecting second language acquisition

**Practicum / Field Work:-**

- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Make Comparison with writings in English.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.

**Unit II-Curriculum of Language Education**

- Development of language curriculum.
- Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- Multilingual class room problem of curriculum text about development.
- Three languages for rule constitution provision regarding language.
- The text book: Critical literacy, personal response to poems and stories, adapting the textbook.

**Practicum / Field Work:-**

- A critical study of language curriculum of secondary school stage of Rajasthan.
- A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.

- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

### **Unit III- Skills and Strategies of Teaching-learning language**

- Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes etc, socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration)
- Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- Communicative language teaching: focusing on meaning, role of text books and other resources, role of a teacher and classroom management
- Meta linguistic awareness with a focus on listening, speaking, saving, comprehension at writing.
- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction.
- Innovative techniques for teaching grammar, reading Comprehension and written Expression.
- Use of ICT in Teaching-learning language
- Beyond the textbook: including children's literature in the classroom (poems, stories, songs etc)

### **Practicum / Field Work:-**

- Development of an action plan for organization of an exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction
- Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of language.
- Development of criteria for evaluation of language laboratory work and using it in the laboratory.

#### **Unit IV- Evaluation in Language**

- Review of current assessment procedures - cursive writing, dictation, cloze, questions and answers, utilization of feedback.
- Responding to content and form, using portfolios for subjective assessment, continuous and comprehensive assessment.
- Assessing, speaking and listening - using interviews, story-telling, re-telling, assessing reading comprehension-using miscue analysis, meta-linguistic awareness.
- Teacher's diary – anecdotal records, assessing writing - informal feedback from teacher, measuring progress.

#### **Practicum / Field Work:-**

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?
- A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.

#### **References**

- Braden, K (2006). Task Based Language Education: From Theory to Practice. Cambridge University Press.
- Byrnes, Heidi (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
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- Pavlenko, Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Walter de' Gruyter GmbH & Co. KG, Berlin.
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**Pedagogy of Social Science Education**

**Course – 5**

**M.ED.-280 II E IV**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, the student-teachers will 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 methods 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**

- Concept, nature, and scope of social sciences.
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.
- Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge
- Interdisciplinary & Intra -disciplinary correlation of social science.
- Nature, types and factors of social change in historical cultural growth in 19th and 20th century in India.
- Contemporary and current problems in India, perspective of elementary education

**Practicum / Field Work:-**

- Develop an action plan on an experiment for development of physical science concept.



- Seminar on Evolution of social science as a discipline.

## **Unit II –Social Science Curriculum**

- Meaning of Curriculum and Core Curriculum.
- Approaches to Curriculum framing - concentric - spiral- Chronological - Topical and Unit approaches.
- Curriculum - syllabus - Textbooks, workbook - Hand Book. Seminar/ Project work / Review
- Principle for curriculum development in social Science Education.
- Integrating Co-curriculum activities with social science education.
- Methodology of development & evaluation of curricular materials viz., textbooks, workbooks, teacher handbooks.

### **Practicum / Field Work:-**

- A critical study of social science curriculum of secondary school stage of Rajasthan.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

## **Unit III – Approaches to Pedagogy and Resources for Teaching-Learning of Social Science**

- Methods of Teaching Social Studies: Lecturer method, Discussion and debate, Socialized recitation method, Problem solving method, Source method, innovative methods,
- Play way methods and activity based approaches.
- Techniques: Observation, Questioning, Dramatization, Role Play, Simulation, Story Telling, Display & Exhibition, Survey, field trips, Educational games, Songs I Action Songs, Data Collection and Data representation through graphs, tables, charts, maps and cartoons Puppetry.

**Practicum / Field Work:-**

- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other Co-curriculum activities in schools.
- Preparation and teaching two lessons using integrated approach of teaching social science.
- Visit a social science Centre/science museum and then present the report
- Development of an action plan for organization of a social science exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- An action plan for adopting a multi-sensory approach to teach social science to students with special needs.
- Development of a lesson design based on constructivist approach in a collaborative mode.
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.

**Unit IV – Evaluation in Social Science Education**

- Competency based evaluation, continuous and comprehensive evaluation;, diagnostic test and remediation; construction of achievement test
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- 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.

**Practicum / Field Work:-**

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?
- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.

- Make a Study of the evaluation practices in selected schools making critical analysis of examination papers.
- A study of curriculum load and home work practices, conducting an action research and reporting the results critical study of a text-book/work book.

### **References**

- Arora, GL (1988), Curriculum and Quality in Education, NCERT, New Delhi.
- Ashley Kent, (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd.
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- NCERT (2005a) National Curriculum Framework Review 2005 National

Focus Group Position Paper on Curriculum, Syllabus and Textbooks,  
National Council of Educational Research and Training, New Delhi.

- NCERT (2005b), National Curriculum Framework 2005, National Council of Educational Research and Training, New Delhi.
- NCERT (2006a), Syllabi for Secondary and Senior secondary Classes, National Council of Educational Research and Training, New Delhi.

**Advance Level Subject Pedagogy**  
**(4 Credit) at Secondary to senior secondary school level.**  
**(Any one )**

**Pedagogy of Science Education**

**Course – 5**

**M.ED.-280 II S I**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, the student-teachers will be able to:-

- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- Understand the difference and relationship between Science and Technology;
- Understand the need to evaluate curricula;
- Know about and make a critical study of innovative curricular efforts in India;
- Understand diversity of instructional materials, their role and the need for contextualization in science education;
- Appreciate the role of Co-curriculum activities in science education;
- Understand the constructivist approach to science instruction;
- Understand the role of assessment in the teaching –learning process in science;
- 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**

- Evolution of science as a discipline, science as a dynamic expanding body of knowledge; development of scientific temper; scientific method.
- Science and technology, relationship between science and technology; Science and Mathematics and their relationship, role of mathematics in Science.

- Nature of science; characteristics of different disciplines of science, their interrelationship and integration.
- Concept, nature, and scope of sciences.
- Place of sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.

**Practicum / Field Work:-**

- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
- Develop an action plan on an experiment for development of physical science concept.
- Development of a concept map of a selected topic in Physics/Chemistry/Biology.

**Unit II -Curriculum of Science Education**

- Principle for curriculum development in Science Education.
- Science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with science education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

**Practicum / Field Work:-**

- A critical study of science curriculum of secondary school stage of Rajasthan.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the

analysis of your own experiences.

- Analysis of curricular materials with reference to development of values  
analysis of curricular materials with reference to gender sensitivity
- A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.
- Analysis of curricular materials with reference to development of values  
analysis of curricular materials with reference to gender sensitivity
- A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.

### **Unit III- Approaches to Teaching-Learning of Science**

- Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development; inductive method, project method and learner centered activity-based participatory learning.
- Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments,
- Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- Use of ICT in teaching-learning of science.

### **Practicum / Field Work:-**

- Visit to science centre/science museum and presenting the report
- Development of an action plan for organization of a science exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- An action plan for adopting a multi-sensory approach to teach science to students with special needs.
- Development of a lesson design based on constructivist approach in a collaborative mode.
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction
- Prepare and experiment on an action plan for use of ICT multimedia in

teaching concepts of physics.

- Development of criteria for evaluation of laboratory work and using it in the laboratory.

#### **Unit IV-Assessment & Contemporary Issues in Science Education**

- Continuous and comprehensive evaluation in science
- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- Contribution of women scientists.
- Scientific and technological literacy.
- Ethical aspects of science.
- Innovations and creativity in science.

#### **Practicum / Field Work:-**

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?
- Seminar on contribution of women to science and their implications to women empowerment.
- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- Make a Study of the evaluation practices in selected schools making a critical analysis of examination papers.

#### **References**

- Bhanumathi, S. (1994) Small Scale Chemical Techniques–Chemistry Education (April-June) 20-25.
- Driver, R, Leach, J, Millar, R and Scott, P. (1996). Young Peoples' Image of Science. Open University Press, Buckingham.
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- Minkoff, E.C. and Pamela J. Baker (2004). Biology Today: An issues Approach. Garland Science New York pp. 1-32, Biology: Science and Ethics.
- NCERT, National Curriculum Framework- 2005, NCERT. New Delhi.
- NCERT, 'Focus Group Report' Teaching of Science (2005). NCERT New Delhi.

**Pedagogy of Mathematics Education**

**Course – 5**

**M.ED.-280 II S II**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Appreciate the abstract nature of mathematics distinguish between science and 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.**

- 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 such as Gauss, Ramanujan, etc.; teaching of mathematical modeling.
- Undefined terms and axioms; proofs and verification in mathematics and 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.

**Practicum / Field Work:-**

- Analyse famous quotations on mathematics and prepare a report.

- A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of maths. i.e. discovery of the zero; the development of Pythagorean theorem etc.
- Develop an action plan on an experiment for development of any mathematics concept at senior/ secondary school level.

**Unit II- Curriculum of mathematics at secondary to senior secondary school level.**

- Principle for curriculum development in mathematics Education.
- Mathematics curriculum at different stages of school education-at secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with mathematics education.
- Approaches to organization of mathematics curriculum at various stages of school education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

**Practicum / Field Work:-**

- A critical study of maths curriculum of secondary school stage of Rajasthan.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

**Unit III- Objectives and Strategies of Teaching-learning mathematics**

- 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 , 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.

**Practicum / Field Work:-**

- Development of an action plan for organization of an exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- An action plan for adopting a multi-sensory approach to teach mathematics to students with special needs.
- Development of a lesson design based on constructivist approach in a collaborative mode.
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.
- Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of maths.
- Development of criteria for evaluation of laboratory work and using it in the laboratory.

**UnitIV- Evaluation in Mathematics**

- Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics

**Practicum / Field Work:-**

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kindsof material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?

- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- Make a Study of the evaluation practices in selected schools making a critical analysis of examination papers.

**References:-**

- Bhanumurthy, I.S. (1992). Ancient Indian Mathematics. Wiley Eastern Ltd, New Delhi.
- Gronlund, N.E., (1990) Measurement and Evaluation in Teaching. NewYork; Macmillan.
- Lieback, Pamela (1984). How Children Learn Mathematics. Penguin Books.
- Polya, G (1957). How to Solve it.2nd edition, Garden City, N.Y.: Doubleday and Company.
- Polya, G Mathematical Discovery on Understanding, Learning and TeachingProblem Solving. John Wiley & Sons.
- Reasonik, L.B. and W.W. Ford (1980). The Psychology of Mathematics forInstruction. New Jersey: Lawrence Erlbaum Associates.

**Pedagogy of Language Education**

**Course – 5**

**M.ED.-280 II S III**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

- Understand of the nature, sanctions and the implications of planning for teaching language/languages.
- Understand the psychology of language learning.
- Understand the pedagogy of language learning.
- Analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Evaluate various areas of research in language Education.
- Identify various problems with respect to language learning.
- Know and highlight on factors affecting language policy.
- 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.
- Evaluate various areas of research in language education.
- Survey various problems with respect to language learning.
- Identify and reflect on factors affecting language policy.

**Unit I- Conceptual Issues Language Learning**

- 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.
- Preservation of heritage language, home language & school language-problem of tribal dialects.

**Practicum / Field Work:-**

- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Make a comparison with writings in English.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.

**Unit II- Curriculum of Language Education**

- Development of language curriculum.
- Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- Multilingual class room problems of curriculum text about development.
- Three languages for rule constitution provision regarding language.

**Practicum / Field Work:-**

- A critical study of language curriculum of secondary school stage of Rajasthan.
- A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary school developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

**Unit III- Skills and Strategies of Teaching-learning language**

- Development of basic language skills as well as advanced language skills elementary, secondary and senior secondary school level.s.
- Discourse Analysis: Theories of discourse analysis including speech acts,

conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.

- Meta linguistic awareness with a focus on listening, speaking, comprehension at writing.
- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction.
- Innovative techniques for teaching grammar, reading Comprehension and written Expression.
- Pedagogical study of languages at secondary and senior secondary.
- Use of ICT in Teaching-learning language

**Practicum / Field Work:-**

- Development of an action plan for organization of an exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction
- Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of language.
- Development of criteria for evaluation of language laboratory work and using it in the laboratory.

**Unit IV- Evaluation in Language**

- Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic).
- Types of mistakes in language, their identification and analysis with a purpose of preventing and remedial measures.
- Types of test items in language such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items.

**Practicum / Field Work:-**

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What



solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?

- A study of curriculum load and home work practices, conducting an action research and reporting the results critical study of a text-book/work book.

### **References**

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- Byrnes, Heidi (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
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**Pedagogy of Social Science Education**

**Course – 5**

**M.ED.-280 II S IV**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** After completion of the course the student-teachers will 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**

- Concept, nature, and scope of social sciences.
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.
- Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge
- Interdisciplinary & Intra -disciplinary correlation of social science.
- Science and technology, relationship between social science and technology.
- Nature of social science; characteristics of different disciplines of social science, their interrelationship and integration.

**Practicum / Field Work:-**

- Develop an action plan on an experiment for development of physical science concept.

- Seminar on Evolution of social science as a discipline.

## **Unit II –Social Science Curriculum**

- Principle for curriculum development in social Science Education.
- Social science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with social science education.
- Approaches to organization of social science curriculum at various stages of school education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

### **Practicum / Field Work:-**

- A critical study of social science curriculum of secondary school stage of Rajasthan.
- A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

## **Unit III – Approaches to Pedagogy and Resources for Teaching-Learning of Social Science**

- A critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach.
- A critical appraisal of various teaching learning strategies viz., lecture cum discussion, project method, investigative project, field survey problem solving, field visits and case studies; action research etc.
- Pedagogical analysis of social science.
- Integration of ICT in teaching-learning of social science.

- 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.

**Practicum / Field Work:-**

- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other Co-curriculum activities in schools.
- Preparation and teaching two lessons using integrated approach of teaching social science.
- Visit a social science Centre/science museum and present the report
- Development of an action plan for organization of a social science exhibition at different levels, framing guidelines on a selected theme and various sub-themes.
- An action plan for adopting a multi-sensory approach to teach social science to students with special needs.
- Development of a lesson design based on constructivist approach in a collaborative mode.
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.

**Unit IV – Evaluation in Social Science Education**

- Competency based evaluation, continuous and comprehensive evaluation, diagnostic test and remediation; construction of achievement test
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- 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.
- Assessment of curricular activities.

**Practicum / Field Work:-**

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources

consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?

- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- Make a Study of the evaluation practices in selected schools making a critical analysis of examination papers.
- A study of curriculum load and home work practices, conducting an action research and reporting the results critical study of a text-book/work book.

### **References**

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- Maggie Smith (2002), Teaching Geography in Secondary Schools: A Reader, Routledge Falmer, London,
- NCERT (2001), National Curriculum Framework for School Education, Reprint Edition, National Council of Educational Research and Training, New Delhi.
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**SYLLABUS 2017-19**  
**M.Ed. (TWO YEAR COURSE)**

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**ELECTIVE-2**

**Theme- Education policy, economics and planning at  
Elementary/Secondary & senior secondary level**

**Advance course in Economics of Education**

**Course –6**

**M.ED.-290 I E**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

- To reflect on financial sources and funding mechanism of elementary education at various levels.
- Understand economics of education and relation between education and economics.
- Reflect upon economics of elementary education.
- To implement their knowledge about school finance and budget in real social or professional life.
- Develop own perception about school in social context on the basis of knowledge about financial contribution of community to school.

**Unit-I Introduction to Economics of Education**

- Concept of Economics and Education & Economics of Education.
- Meaning, Nature & Area of Economics of Education.
- Relation between Economics and Education.
- Relation among Economics, Economics of Education & Education contribution to Economics.
- Basic Education of Mahatma Gandhi

**Practicum / Field Work:-**

- Analyse similarities & differences of thoughts of Indian & western economists on economics of education.
- Prepare a note on education thoughts or thoughts on economics of education or analyse any economist and conduct a play/ or Present a speech on the note.

**Unit-II Financing on Elementary Education-**

- Historical review and present status of Contribution to Elementary Education funding: Three level; Federal, State and Local.
- financial estimates by Tapas Mazumdar Committee (GoI, 1998)
- Capacity and credibility of the public education system
- State school system and financial resources.
- Educational organizations, especially in the backward and difficult areas.
- Curriculum and a massive fiscal commitment to funding UEE, de-saffronize, & Implementation of RTE Act.
- Relationship of financing & quality of education.

**Practicum / Field Work:-**

- Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- Through internet surfing of literature review find out chronologically financial resources of elementary school/education.
- In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public schools. What does the author propose to reform? How? Is the proposal realistic? What philosophic perspectives does it represent? What conditions or resources would be required to implement it successfully? What is the likelihood of success?

**Unit-III Economics of Elementary Education**

- Mapping Change in Elementary Education
- Challenges of Public Finance and private provisions
- Cost and financing of elementary education in Rajasthan.
- Central and state level expansion on Elementary Education & girl education
- Govt programs & Projects (like lok jumbish projects, shiksha karni projects, Kasturba Gandhi Shiksha Yojana, Sharde hostels)
- Models of development based on free market economies

**Practicum / Field Work:-**

- Seminar on Models of development based on free market economies.



- Poster designing competition on Central and state level expansion on Elementary Education & girl education.

#### **Unit-IV Economics of Elementary School**

- Type of School & Finance and Budget
- Public Finance in Education
- Financing general and vocational educational.
- Cost analysis in education, student fees and loans.
- Physical and Human resources of school.
- Financial Contribution of community to school.

#### **Practicum / Field Work:-**

- Preparation of budget for a school
- Preparation of a blue print for expenditure control in a school.
- Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure.
- Establish a guidance cell in school for special guidance to students on fees, finance, scholarships and loans.
- Draft a report on Financial Contribution of community to school and prepare a suggestive action plan /strategy for enhancement.

#### **References:-**

- Blaug. Mark (1972): An Introduction to Economics of Education, Allen lane. London, Penguin. Cohn E and T.
- Gaske (1989), Economics of Education, Pregamon Press, London.
- Mehrotra,Santosh(2006) The Economics of Elementary Education in India,The Challenge of public finance,private provision and household costs,sage publication,New Delhi.

**Advance course in Economics of Education**

**Course –6**

**M.ED.-290 I S**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

- To acquaint the students with the relationship between the financial support of education and quality of education,
- To develop familiarities with various sources of financing in India;
- To develop in them the understanding of school accounting and developing skill in school budgeting;
- To develop appreciation of the financial problems of educational administration critically analyse the policies of educational finance and its implications of efficiency of the system,
- Discuss the linkages of various state, district and local level functionaries
- To acquaint the students with the relationship between the financial support of education and quality of education.
- To develop familiarity with various sources of financing education in India.
- To develop in them the understanding of school accounting and developing skill in school budgeting.

**Unit-I Financing on secondary Education-**

- Educational Expenditure: Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.
- School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.
- Financial estimates by Tapas Mazumdar Committee (GoI, 1998)

**Practicum / Field Work:-**

- Analyse similarities & differences of thoughts of Indian & western economists on economics of education.
- Prepare a note on education thoughts or thoughts on economics of education or analyse any economist and conduct a play/ or Present a speech on the note.

**Unit - II Economics of Educational System:**

- Cost of Education:
- Increase in per pupil cost and its relation to per capital income.
- Methods of determining educational costs, unit costs, direct cost, opportunity costs.
- Decisive factors on costs: Size of class, teaching load, enrolment at different levels etc.
- Salary of teachers.

**Practicum / Field Work:-**

- Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- Through internet surfing of literature review find out chronologically financial resources of elementary school/education.
- In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public schools. What does the author propose to reform? How? Is the proposal realistic? What philosophic perspectives does it represent? What conditions or resources would be required to implement it successfully? What is the likelihood of success?

**Unit - III Educational Expenditure:**

- The Determinants of expenditure on education :
  - Public expenditure as a percentage of GDP
  - Edu. Expenditure in relation to government revenue.
  - Inflation and public expenditure on education.
- Clarification of Educational expenditure.
- Direct and indirect objects of expenditure :

- Direct objects: Elementary, secondary higher, professional and technical education.
- Indirect objects: Direction and Inspection, stipends and scholarships, building, furniture and equipment, boards of secondary education etc.

**Practicum / Field Work:-**

- Seminar on Models of development based on free market economies.
- Poster designing competition on Central and state level expansion on Elementary Education & girl education.

**Unit-IV School Budget:**

- Type of school & Budget making process Budget as an instrument of Educational Planning , Capital Improvement
- Evaluation
- Planning a school budget in relation to Govt., grants, resources from the society, tuition fees, donations and local endowments etc.
- EWS according to RTE

**Practicum / Field Work:-**

- Preparation of budget for a school
- Preparation of a blue print for expenditure control in a school.
- Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure.
- Establish a guidance cell in school for special guidance to students on fees, finance, scholarships and loans.
- Draft a report on Financial Contribution of community to school and prepare a suggestive action plan /strategy for enhancement.

**References:-**

- Azad, Jagdishlal Financial 1975 of Higher Education in India, New Delhi, Sterling Publishers,.
- Misra, Atmanand Financing Education in India, Bombay: Asia Publishing Co., 1964.
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- Vaizeg, J. 1964 Costs of Education, London : Allen and Union,.
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- Gaske (1989), Economics of Education, Pregamon Press, London.

**Issues, planning and Policies of Education at Elementary level**

**Course-6**

**M.ED.-290 II E**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

- Gain insight into the vision and mission of Elementary Education in the country.
- Develop understanding for enhancing learner's achievement.
- Reflect on various concerns of elementary education
- Gain insight into factors promoting success and participation in quality in elementary education.
- Develop understanding about quality dimensions of elementary education
- Promote understanding of vision and mission of elementary education.
- Examine the existing reports to gain insight into concerns of elementary education.
- Reflect on various issues related with elementary education.
- Understand about the policies and programmes of elementary education
- Contribute to reform the elementary education system of India.

**Unit I- Vision and mission**

- Vision and Mission of Elementary Education
- School Systems across the States
- 12th Five-Year Plans –Objectives, key issues and focus.
- Constitutional Provisions, Right to Education and its implications
- Quality Assurance in Elementary Education
- Responsibility between the Union Government and the States.

**Practicum/field work:**

- Conduct a play in school to generate awareness among students & teachers on Child Right.
- Case study of a school or some innovative practice under SSA

## **Unit II- Concerns in Elementary Education**

- School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School, quantity & quality of trained teachers.
- Systemic Reform- Strengthening Community Participation; Role of PTC/ MTC/SMC
- Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School
- Inspection, Supervision and Monitoring.
- Innovative Approaches: Activity Based learning Experiment

### **Practicum/field work:**

- Preparation of research design on a theme, discipline and RTE act. 2009
- Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO

## **Unit III- Policies & Programs of Elementary Education**

- District elementary education programme-goals and strategies.
- Sarva Shiksha Abhiyan & RTE Act 2009- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.

### **Practicum/field work:**

- Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
- Critical Analysis of Research Studies on programs and policies related to elementary education.

## **Unit IV- Financing and Planning of Elementary Education**

- Meaning, nature and scope
- Economic development and financing of education

- Financing of education in India: Center- State relationship, mobilization of resources
- Write a report on Criteria of resource mobilization and resource utilization
- Cost analysis in Education

**Practicum/field work:**

- Write a report on Criteria of resource mobilization and resource utilization Cost analysis in Education
- Each student is required to prepare and present in a seminar a status report on economic development & financing of education.

**References:-**

- Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). Achieving Universal Elementary Education by 2015. A Chance for Every Child. World Bank Publications.
- Kumar, Ravi (2006). The Crisis of Elementary Education in India. Sage Publications Pvt. Ltd.
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- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.

**Issues, Planning and Policies of Education at Secondary level**

**Course– 6**

**M.ED.-290 II S**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

- Acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- Help them determine and implement objectives of planning on the basis of individual needs of the students.
- Develop in them the skills in planning and implementing conventional administrative procedures.
- Acquaint the students with the relationship between the financial support of education and quality of education,
- Develop familiarities with various sources of financing in India;
- Develop in them the understanding of school accounting and developing skill in school budgeting;
- Develop appreciation of the financial problems of educational administration;
- Enable the students to locate human and material resources and utilize them to the maximum benefit for education

**Unit I- Principles, Techniques and approaches of Educational Planning**

- Guiding principles of educational planning
- Methods and techniques of educational planning.
- Approaches to educational planning. - Social demand approach - Man-power approach - Return of return approach
- Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.

**Practicum / Field Work:-**

- Critical analysis of educational planning in Rajasthan, giving a suggestive plan of action.

- Conduct a survey in an excellent institute to know about adopted approaches to educational planning and prepare a report to present it in seminar.

### **Unit II- Planning Mechanisms and Five-Year Plan in Education**

- Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- Priorities to be given at central and state levels.
- Perspective plan for education in the 12th Five Year plan.
- District level planning: recent initiatives.
- Institutional Planning.
- School mapping exercises
- Availability of educational statistics at central, state and district levels.
- Main features of five year plans with special reference to education, impact of five year plans on education.

### **Practicum / Field Work:-**

- Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO.
- Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

### **Unit III- Educational Finance:**

- Need, Significance ,Principles and Concept of Educational Finance.
- Educational Financing in India: Historical Perspective
- Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education, Supply of education, Constitutional responsibility for providing education.
- Principles of educational finance: Allocation of resources-economic and social basis for allocation of resources in education.
- Financing education for equality of education-social justice Efficiency-

cost-minimization and quality improvement, Productivity-relevance of education to the world of work and create qualified and productive manpower.

**Practicum / Field Work:-**

- Listing the numbers of secondary /senior secondary schools in your district/town/city and numbers students of the standard of that area. Analyse the demand and supply of resources and school at the level.
- What nations/state stand out with regard to high or low percentages of girls or women enrolled in schools at various levels of education? What seem to be some of the financial determinants of high or low percentages? What changes appear to be likely in the next few years?

**Unit - IV Some problems and issues of Educational Finance :**

- Tuition fees : Merits and demerits of uniform, tuition fees.
- Additional resources for education.
- Critical review of present grant-in-aid policy of the state government with special reference to secondary education.
- The factors affecting increasing the financial burden on local governments.
- Ways and means of controlling funds.

**Practicum / Field Work:-**

- Contact a nearby elementary schools to determine what steps teachers are taking to improve achievement among low-income and / or minority students. Compare your findings with those of your classmates. You may wish to work together in identifying ideas and approaches to use them in your own classroom.
- Awareness programme on RTE act and provision of tuition fees among parents, students and teachers.

**References:-**

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- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
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- Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.

**Workshop Course any two**

<b>Workshop course any two sub theme</b>	
<b>Elementary level</b>	
Strategy planning	M.ED.-290 III E I
Budget preparation	M.ED.-290 III E II
Policy analysis	M.ED.-290III E III
<b>Workshop course any two sub theme</b>	
<b>Secondary level</b>	
Strategy planning	M.ED.-290III S I
Budget preparation	M.ED.-290III S II
Policy analysis	M.ED.-290III S III

**Elective third-theme: Educational management, administration, leadership  
and planning**

**Education management and Planning of Elementary level**

**Course– 7**

**M.ED.-300 I E**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** 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 & educational management & planning.
- Understand structure & programme of UEE.

**Unit-I Management of Elementary Education:-**

- 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, Navodaya, 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)

**Practicum / Field Work:-**

- 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.
- Evaluation of management of SSA activities in a district.

**Unit-II Planning & school management:-**

- 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.

**Practicum / Field Work:-**

- Collect data from relevant sources on student & teachers ratio for elementary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Make a comparative study of PTA of any one Govt and private school.

**Unit-III Universalization of Elementary Education (UEE)**

- 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.

**Practicum / Field Work:-**

- Orientation programme in elementary school on RTE act.
- Organise a debate on Pattern of Education structure up to class VII



overview of Elementary Education in India.

#### **Unit-IV Programmes & Policies for Elementary Education**

- 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.

#### **Practicum / Field Work:-**

- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyse quality & quantity of Mid-day meal in any rural and urban school.

#### **References**

- Less Bell & Howard Stevenson (2006): Education Policy: Process, Themes and Importance. Routledge.
- Livack, Jennie, AhM.Ed., Junaid and Bird, Richard (1998): Rethinking Decentralization in Developing Countries. Washington, D.C. World Bank.
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**Education management and Planning of secondary level**

**Course– 7**

**M.ED.-300 I S**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** 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 - I Concept, need and process of Educational Planning**

- 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.

**Practicum / Field Work:-**

- 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.
- Review research on educational management or management of secondary education which are used in other countries but not in India.

**Unit – II planning at central, state and local levels:**

- 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.

**Practicum / Field Work:-**

- Collect data for relevant sources on student & teacher ratio in secondary level school. Of your district. Is it according to constitution provision? Prepare a report and send it to authorities.
- Make a comparative study of PTA of any one Govt and private school.

**Unit - III some problems of educational Planning:**

- Calculating cost of education at various type of school.
- Comprehensive approach vs. selective approach.
- Public sector vs. private sector.
- Educational planning and exceptional children, gifted, backward and handicapped.
- Educational planning for qualitative improvement.
- Educational expenditure & planning.

**Practicum / Field Work:-**

- Comparative study of problems related to educational planning in Public
  - sector and private sector.
- Analysis of educational expenditure for planning in public/private sector.

**Unit IV-Performance and Resource Management in educational institutions**

- Monitoring of school performance.
- Performance appraisal of the teachers.
- Scientific principles of management-PERT, CPM, PPBS system

approach.

- Financial and administrative management of educational institutions.
- 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.

**Practicum / Field Work:-**

- 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:**

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- ekFkj] i h-ds ¼2016½ 'kḥ{kḍ urRo , oa i ḍa'ku] v kxjk % vxḍky i ḍk' ku
- i ue enu , oa 'kḍyk] i h-, l ¼2016½ 'kḥ{kḍ uhfr; kj fo|ky; urRp , oa i ḍa'ku] v kxjk % vxḍky i ḍk' ku
- 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.

**Educational Administration of Elementary level**

**Course – 7**

**M.ED.-300 II E**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** 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:**

- 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.

**Practicum/Field Work**

- 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.

**UNIT – II: Issues, Concern & challenges:-**

- 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.

**Practicum/Field Work**

- Interview some school administrative staff and local authorities to find out the status of local administration in elementary school.
- What special obstacles did they encounter, and how were they overcome?

**UNIT – III: School Community Relationship**

- 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 student 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.

**Practicum/Field Work**

- Plan of action for enhancement of local community and authorities in day to day activities of school to achieve Moto of school in a social context.
- Prepare a report after interview (with local eminent persons and school staff) for inviting suggestions or involvement of community in school.

**UNIT – IV School Administration:**

- 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

### **Practicum/Field Work**

- 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.
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**Educational Administration of secondary level**

**Course – 7**

**M.ED.-300 II E**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

**Learning Outcomes:** 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:-**

- 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.

**Practicum/Field Work**

- 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.

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

- State level administration: - Need importance and limitations  
Recommendations of committees on role of state and local bodies.
- Local bodies:- Distract 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.

**Practicum/Field Work**

- Interview some school administrative, staff and local authorities to find out the status of local administration in elementary school.
- What special obstacles did they encounter, and how were they overcome?

**UNIT – III: Types of Educational Administration**

(a) Totalitarian Educational Administration

Merits of Totalitarian Education

Demerits of Totalitarian Education

(b) Democratic Educational Administration

1. Factors Determining the Character of Administration

i. Personal Factors

ii. Environmental Factors

(c) Professional organization of teachers

(d) 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.

(e) Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other

**Practicum/Field Work**

- Visit any one teacher training institution and a school to assess, which types of administration is practiced there. And take a view of the related stakeholder on it.
- Plan of action for enhancement of local community and authorities in day to day activities of school to achieve Moto of school in a social context.
- Prepare a report after interviewing local eminent persons and school staff inviting suggestions for involvement of community in school.

**UNIT – IV Issues in Educational Administration**

- 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

- Need for school administration, 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.
- DIETS- Responsibilities

**Practicum/Field Work**

- 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.
- FFRamcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.
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- i ue enu , oa 'kpy] i h-, l ¼2016½ 'k{k d uhfr; k; fo | ky; urRp , oa i a/ku] vxjk % vxoky i dk' ku

**Towards Academic leadership at Elementary school level**

**Course – 7**

**M.ED.-300 III E I**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders.
- To equip the students with the leadership skills needed to emerge as Leaders.
- Understand school leadership and build a vision for change and improvement
- To enable school leaders to bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders.
- To prepare a critical mass of experts to take leadership development forward in the respective States.
- To build capacities of school heads in the areas of teaching learning, personal and professional development, innovations in school system processes, and partnerships .
- Establish linkages between school leaders and grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- Create Professional Learning Communities of school leaders across the district, state and region to generate collective learning experience for effective implementation of leadership development in the country

**Unit-I Introduction to Academic Leadership:-**

- Meaning, Concept, Need Importance and Nature of Academic Leadership in Elementary Education.
- Meaning, Need and Importance to shift from management of schools to Leadership of school.
- Role and responsibilities of leadership ( in reference to RTE & CCE)
- Component and characteristics of high quality school leadership.

**Practicum / Field Work:-**

- Make a survey of at least five schools to identify the most popular leadership style. Analyze the reason of its popularity.
- Orientation cum workshop on any topic related to nature of leadership.
- Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.

**Unit-II School leadership:-**

- Curriculum framework, outline key areas for leadership development in elementary schools:- (capacity building to transform function at managers to school leaders)
- Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- School & Community: - Interlinkage, Role and responsibilities.
- School as a learning organization
- Developing a vision for school: - vision for school transformation, assessing context and constraints.

**Practicum / Field Work:-**

- Write a report on the best theory of leadership in the light of RTE act 2009,
- Suggest or develop fusion based best approach of leadership, giving

logics of formulation of the approach or theory.

- Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.
- Personality Development program of Managers for emerging as a leader.

### **Unit III Leadership Roles: Challenges and Perspectives**

- Values, vision and moral purpose in educational leadership
- Leading and managing educational change and improvement
- Leadership for the learning community
- Developing leadership and management skills and insights
- Issues of diversity in educational organizations, including issues related to gender and multiculturalism
- Work Ethos: Meaning, nature, and transformation in present scenario.
- Right of child in school: Equality, non-discrimination and respect for all.

#### **Practicum / Field Work:-**

- Conduct a survey in school to assess the perception of teacher for their head or managers as an initiator of change.
- Debate on Issues of diversity in educational organizations, including issues related to gender and multiculturalism.
- Prepare a report after Visit any school by interactive process to understand transformation (through Inclusion, Equity and Quality etc.)

### **Unit IV: Research and Innovation & Leadership**

- Innovation and research in leadership
- Culture of innovation in school:- At all levels of school, at classroom, student & teacher as innovators.
- Professional development of teachers:-Issues, concerns, programmes and practices at International, National & Local level...
- Leadership programs of:-UKIERI, MHRD, NUEPA, NCSL With reference to goal, vision and strategy.

#### **Practicum / Field Work:-**

- Tracking change through periodic review and revision of vision or culture school.

- Prepare a report after visiting a school by interactive process to understand transformation (through Inclusion. Equity and Quality etc.)

### References

- oek] MKW jkeiky fl g , oa iks i'oh fl g]Bfo|ky; i DU/ku , oa f'k{kk dh l eL; k, W ¼2008½ foukn i lrd efUnj] vxjk&2 i" B l a 29-40
- tkxM] vke idk'k] 'k{k d i DU/k , oa fo|ky; l xBu ¼2007½ vxj u f'k{kk idk'ku] jkexat cktkj] t; ij i" B l a 103-123
- 'kek] MKW d l e] Bfo|ky; idk'ku , oa LokLF; f'k{kk] ¼2005½ jk/kk idk'ku efUnj] vxjk i" B l a
- vkM] iks , y- ds] B'k{k d idk'ku ¼2008½ BjktLFkku fgUnh xJFk vdkneh] t; ij A
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- r: .k] MKW gfjoak] ¼2005½ fo|ky; i DU/k , oa LokLF; f'k{kk idk'ku l LFkku] nfj; kxat ubl fnYyh&110002
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- Sindhu, I.S.(2008), “ Educational Administration and management International Publishing House, Meerut
- Mishra, R.c, (2010), “ class room management APH Publishing corporation Darya Gang, New Delhi-110002

**Towards Academic leadership at Secondary school level**

**Course –7**

**M.ED.-300 III S I**

Maximum Marks: 100

External: 70 Marks

Internal: 30 Marks

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

- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders.
- To equip the students with the leadership skills needed to emerge as Leaders.
- To understand school leadership and build a vision for change and improvement
- To enable school leaders to bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders.
- To prepare a critical mass of experts to take leadership development forward in the respective States and UTs.
- To build capacities of school heads in the areas of teaching learning, personal and professional development, innovations in school system processes, and partnerships .
- Establish linkages between school leaders and grass root level (field) administrators working closely with schools at cluster block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- Create Professional Learning Communities of school leaders, across the district, state and region to generate collective learning experience for effective implementation of leadership development in the country

**Unit-I Nature of Academic Leadership:-**

- Meaning, Concept, Need, Importance and nature of Academic Leadership.
- Leadership Styles.
- Evaluating styles of Leadership.
- Functions of Educational Leader/Manager.
- Meaning, need and Importance to shift from management of schools to Leadership of school.
- Role and responsibilities of leadership (in reference to RTE & CCE)
- Workshop on Component and characteristics of high quality school leadership.
- Grid Concept of Academic Leadership Measurement of Leadership

**Practicum field/work:**

- Make a survey of at least five schools to identify the most popular leadership style and analyze the reason of its popularity.
- Orientation cum workshop on any topic related to nature of leadership.

**Unit-II School leadership:-**

- Curriculum framework, outline key areas for leadership development in secondary schools:- (capacity building to transform function at managers to school leaders)
- Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- School & Community: - Interlink age, Role and responsibilities.
- School as a learning organization
- Developing a vision for school: - vision for school transformation, assessing context and constraints.

**Practicum / Field Work:-**

- Suggest or develop fusion based best approach of leadership, giving



logics of formulation of the approach or theory.

- Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.
- Personality Development program of Managers for emerging as a leader.
- Write a report on the best theory of leadership in the light of humanistic approach.
- Suggest or develop fusion based best approach of leadership, giving logics of formulation of the approach or theory.
- Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.

**Unit-III School leadership:-**

- Curriculum framework outline key areas for leadership development in elementary schools:- (capacity building to transform function at managerial level to school leaders)
- Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- School & Community: - Inter linkage, Role and responsibilities.
- School as a learning organization
- Developing a vision for school: - vision for school transformation, assessing context and constraints.

**Practicum field/work:**

- Conduct a survey in school to assess the perception of teacher for their head or managers as an initiator of change.
- Panel Discussions on School & Community.
- Personality Development program of Managers for emerging as a leader.

#### **Unit IV: Research and Innovation & Leadership**

- Innovation and research in leadership
- Culture of innovation in school:- At all levels of school, at classroom, student & teacher as innovators.
- Seminar on Professional development of teachers:-Issues, concerns, programmes and practices at International, National & Local level..
- Leadership programs of:-UKIERI, MHRD, NUEPA, NCSL With reference to goal, vision and strategy.

#### **Practicum field/work:**

- Tracking change through periodic review and revision of vision or culture school.
- Prepare a report after Visit any school by interactive process on understand transformation (through Inclusion. Equity and Quality etc.)
- Tracking change through periodic review and revision of vision or culture school.
- Prepare a report after visiting a school by interactive process to understand transformation (through Inclusion. Equity and Quality etc.)

#### **References:-**

- oek] MKW jkeiky fl g , oa iks i'oh fl g]Bfo|ky; i DU/ku , oa f'k{kk dh l eL; k, W ¼2008½ foukn i lrd efUnj] vkxjk&2 i "B l a 29-40
- tkxM] vke i dk'k] 'k{k d i DU/k , oa fo|ky; l xBu ¼2007½ vxu f'k{kk i dk'ku] jkexat cktkj] t; i j i "B l a 103-123
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- vkM] i ks , y- ds] B'k{k d i dk'ku ¼2008½ BjktLFkku fgUnh xUFk vdkneh] t; i j A
- HkVukxj] MKW vkj-i h- , oa fo|k vxpkj] ¼2007½ B'k{k d i z kkl u bUVjus kuy i fcyf'kæ gkÅl ] ejB&250001
- Elxy MKW , l -ds, oa Jherh 'k{k e xy]¼2002½ Bfo|ky; l xBu , oa i DU/k vk; l cpd fMi k] djky cks] ubl fnYyh&110005
- r: .k] MKW gfjoak] ¼2005½ fo|ky; i DU/k , oa LokLF; f'k{kk i dk'ku l LFkku] nfj; kxat ubl fnYyh&110002

**SYLLABUS 2017-19**  
**M.Ed. (TWO YEAR COURSE)**

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- Ediger, Prof. Morlow and Dr. Digumarti Bhaskara Rao, (2006), school Organisation , Discovery Publishing House, New Delhi-110002
- Sindhu, I.S.(2008), “ Educational Administration and management International Publishing House, Meerut
- Mishra, R.c, (2010), “ class room management APH Publishing corporation Darya Gang, New Delhi-110002

**Any Two of these**  
**Inclusive Education at Elementary level**  
**Course – 7**  
**M.ED.-300 III E II**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- Prepare a conducive teaching learning environment in varied school settings,
- Develop the ability to conduct and supervise action research activities.

**Unit- I: Introduction to Inclusive Education**

- Conceptual Clarification and Definition,
- Prevalence, Myths & Facts.
- Types of inclusion
- Historical perspective of Inclusive education in India & world.
- Advantages of inclusive education for education for all children in the context of right to education.

**Practicum / Field Work:-**

- Make a critical appreciation of right to education act in the context of inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

**Unit -II: Factors related to Inclusion**

- Access – In terms of proximity gender and socially backward children, minorities, physically challenged, Programme to equate deprived children.
- Barrier Free Environment (BFE): from Biwako Millennium Frame Work and BFE manual by CCD, New Delhi.
- Enrolment – Reasons for nonenrolment, probable strategies from educational social point of view, gross enrolment and net enrolment. Role of Community / Parents / Teachers in achieving 100% achievement.
- Achievement – Reasons for under achievement, strategies for enhancing achievement levels.

**Practicum / Field Work:-**

- Study & review any two national policies in the light of inclusive education.
- Make a critical analysis of N. C. F 2005 for planning quality teacher preparation programme

**Unit -III: Issues & Challenges for Implimentation**

- Constitutional provisions, important articles and their educational implications for General and disabled population.
- DENOs cascade model of Educational Placements for CWSN in Inclusive programmes.
- Universalization of Elementary
- Education
- Child rights – Acts.

**Practicum / Field Work:-**

- Steps involved in planning and supervising research activities.

- Recent trends in research - national and international level
- Observation of inclusive teaching strategies and discussion.

#### **Unit IV : Planning Inclusive Education**

- Meaning, Concept and need of planning of inclusive education
- Models of IE, Components of IE ;
- Planning – Onsite assessment of resources, Team Collaboration, Time table preparation, and Planning an IEP & Curriculum adaptation & NCF 2005 recommendation.

#### **Practicum / Field Work:-**

- Planning and conducting multi level teaching in the DMS (two classes).
- Identify suitable research areas in inclusive education.

#### **References**

- Maitra, Krishna (2008): INCLUSION ISSUES AND PERSPECTIVES (For Teachers, Teachers' Educators and Parents) : Kanishka Publishers, Distributors New Delhi-110002
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Siddiqui, Hena (2016). Inclusive education. Agra: Agraval Publication
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**ICT in Educationat Elementary level**

**Course – 7**

**M.ED.-300 III E III**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- To understand about Policy and Programs for developing ICT in Education
- To enable the trainees to understand the Role of ICT in education
- To enable the trainees to prepare and use of ICT and Self-instructional material in Education.
- To enable the trainees to prepare instructional aids in classroom instruction
- To enable the trainees to prepare and use of work book, worksheet and author work
- Understand the scope of ICT and its applications in teaching learning.
- Understand the means of ICT integration in teaching learning.
- Understand the computer components and software and hardware approach in education.
- Know the instructional applications of Internet and web resources.
- Develop awareness about uses of computer technology in teaching learning training and research,
- Develop understanding about various aspects of data analysis software; develop various skills to use computer technology for sharing of information and ideas through the Blogs and Chatting groups.
- To understand the process of locating the research studies available in the Internet and use of on-line journals and books,
- Understand the utility of professional forums and professional associations in use of computer technology.
- Understand the concept of courseware and various formats of courseware, understand the process of preparation of courseware, understand the

technical aspects of courseware.

- To understand the courseware management system in Intranet and Internet environments, understand the evaluation procedure of on-line courseware and off-line courseware.

#### **Unit -I Developing Potential to Effectiveness**

- Educational Policies related to ICT in Education
- Approach to ICTs
- Infrastructure
- ICT-Enhanced Content
- Committed and Trained Personnel
- Financial Resources
- Integration

#### **Practicum / Field Work:-**

- Workshop on Information & communication basics.
- Preparation and presentation of slides for teaching a topic at the school level.

#### **Unit -II Instructional Technology:**

- Usage of communication,
- Principles in Instructional Technology,
- Development of Computer Aided learning material
- MS Word
- MS PowerPoint
- MS Excel

#### **Practicum / Field Work:-**

- Prepare a data sheet, Attendance register, Tools, charts or Prepare a work sheet showing data analysis of your dissertation.
- Develop self-instructional material on teaching any topic of B.Ed. syllabus.

#### **Unit-III Web Based Learning**

- www, Domain, Hosting, Browser, Search Engine
- Internet: Internet application in class rooms Teaching



- E-learning/Online Learning

**Practicum / Field Work:-.**

- Critical analysis of Teaching aids and their applications in instruction and learning Critical analysis of a computer based media packages with reference to its use in learning process.
- Interventions of educational technology in the current practices of teacher training programmes in India. Preparation of Learning Object Repository (LOR).
- Critical analysis of Courseware and their applications in learning
- Critical analysis of a computer based courseware with reference to its use in learning process.

**Unit: IV Improving Policy Planning & Management**

- Management of Institutions and Systems
- School: Admissions, student flow, personnel, staff development, facilities.
- System: School mapping, personnel payroll, MIS, communication, information,
- Management of Policy Making
- Storage and analysis of data, Piloting and Evaluation

**Practicum / Field Work:-**

- Critical analysis of the different research reports based on data analysis and interpretation.
- Preparation and presentation of research report based on empirical data.
- Critical analysis of the different courseware developed by different agencies/institutions.

**References:**

- Anderson,Neil. Equity and Information Communication Technology (ICT) in Education. Peter lang Pub. New York
- Vrasidas, Charalambos et. al. ICT for Education, Development, and Social Justice. IAP Inc.
- Abbott , Chris . ICT: Changing Education. Routledge
- Selwood, Ian D.et. al . Management of Education in the Information Age:

The Role of ICT. Kluwer Academics.

- Pelgrum , Willem J. and Law , Nancy . ICT in Education Around the World: Trends, Bonnie Bracey, Terry Culver Problems and Prospects. Unesco, International Institute for Educational Planning, 2003
- Bracey,Bonnie and Culver , Terry . Harnessing the Potential of ICT for Education: A Multistakeholder Approach .United Nation Publication
- Huang , Ronghuai et. al. ICT in Education in Global Context: Emerging Trends Report 2013-2014. Springer

**Physical and Health Education at Elementary level**

**Course – 7**

**M.ED.-300 III E IV**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkar, etc.
- Understand the meaning and relevance of Yoga as a way to spiritual ascent of man via physical and mental integration.
- Understand different types of Yoga – The Ashtang Yoga, the Jnana Yoga, Bhakti Yoga and other modern off-shoots.
- Understand the socio-psychological basis leading to a dynamic transformation of personality.
- Understand the scientific basis and therapeutic values of Yoga Theory
- Conceptualize health & Physical education.
- Implement yoga philosophy in own personal & professional life.

**Unit I: Health Education**

- Meaning of Health
- Nature and scope of Health Education
- Concept of Health Education
- Need of Health Education programme
- School Health programme :-Concept, need and Importance of health education programme in school

**Practicum/field work**

- Orientation programme in school among parents, teachers, students & eminent social workers on health education.
- Debate on-Govt health policy for schools & their implementation.

## **Unit II: Health habits**

- Health habits – Concept, need and strategy: Personal Cleanliness, Environmental Cleanliness, Food and Nutrition Balanced Diet.
- Components of Balanced Diet.
- Safety education- Concept, need and strategy
- Pollution –concept, types, measure for prevention.
- Communicable diseases – transmission, symptoms, prevention, control & First Aid.

### **Practicum/field work**

- Play or drama on balanced diet & its importance/ or prepare a documentary film on balanced diet & its importance.
- Garden management in the institution Campus cleaning (clean and green)
- Organization of Health activities camp in school
- Plan & establish a health club in school and sew activities like regular health checkup of student, distribution of vitamins & mineral supplements etc,
- The health club should be run or planned in collaboration with community members.

## **Unit 3: Physical Education**

- Meaning, nature, scope, Definitions of Physical Education.
- Aims & objectives of physical education – need for physical educational programmes.
- Foundations of physical education – Biological –Philosophical – Sociological – Psychological.
- Modern concepts of physical education
- Major games – Kabaddi, Volley Ball, Khokho,
- Athletics – Origin and history of the games – Court marking – Rules & Regulations of each game.

### **Practicum/Field Work**

- Organization of sports day Celebrations.
- Conduct tournaments in school on any major games.

- Physical efficiency test

#### **Unit 4: Yoga Education**

- Yoga & Posture – Ideal Posture – concept of Yoga Education – Nature, scope, importance of Yoga in School Curriculum, sitting postures (Padmasana Yogic /Mudras, Sukhasana) – lying postures (Shavasana, Sarvangasana, Shalabhasana, Pranayama – breathing exercises.

#### **Practicum/Field Work**

- Practice school student to sit in padmasana during study in class and find out its effect in concentration.
- Analyze school curriculum to find out the content related to yoga education, write report with proper suggestions.

#### **References**

- National Plan of Physical Education and Recreation (Ministry of Education Govt. of India)
- Thomas, J.P. : Organisation of Physical Education Madras Y.M.C.A.
- Williams J.F. Principles of Education.
- Sharma, J .R. Principles of Physical Education.
- Tirunarayan, O. and Harisharan S. Methods in Physical Education (A.C.P.E. Karaikudi-4) ,
- Rice E.A., A Brief History of Physical Education.
- Weight Training in Throwing Events - Vidya Sagar Sharma (NIS Edition)
- Dr. R.L. Anand: Playing Field Manual ( NIS Edition)
- Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
- Y.M.C.A. Chennai,: Rules of Games and Sports.
- B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi - 110031.

**Teacher education for peace & harmony at Elementary level**

**Course – 7**

**M.ED.-300 III E V**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- To appreciate the current challenges of teacher education in context with the introduction of education for peace harmony.
- To develop skills among teacher trainees in human values, harmonious living with co-existence.
- To create awareness among student teachers for development of activities for peace and harmony education.
- To articulate and identify the activities & programmes for promoting peace and harmony.
- To understand Vedic Darshan of international work for promoting peace values.

**Unit-I**

- Peace & harmony: - concept, need and importance in teacher education.
- Teacher as Peacemaker, characteristics of the teacher, peace related value attitude.
- Physical & intellectual need of human being and peace values according to Vedic darshan.

**Practicum /Field work :-**

- Analysis of morning assembly programme of a school from the point of view of peace and harmony education.
- Debate on characteristics of teacher as peacemaker.

**Unit-II**

- Concept of harmonious society, co-existence, universal aspiration of human being: advantage & disadvantage of science and technology in prosperity and peace & harmony.
- Universal human values, faith based religious system to logic based

society.

- Human relationship in family and in community, classification of values.

**Practicum /Field work :-**

- Workshop on Chetna Vikas Mulya Shiksha for seven days. After workshop prepare a report on Human relationship in family and in community, classification of values.

**Unit-III**

- Peace related societal concerns ( special reference to teachers and teacher education ) democracy, secularism, social justice , social reforms, protection of environment and national integration, role of UNESCO inculcating peace and harmony.
- Meaning and strategy to learning to live together (by UNESCO)

**Practicum /Field work :-**

- Make your own programme (based on activities) to conduct cooperative games and education activities for inculcation of harmony in students.
- List out the resources for effective implementation of peace education programme.

**Unit-IV**

- Global trends and new scenario of teacher education in context of peace and harmony.
- Humanization of teacher education : meaning concept, ( strategy and process )
- Role of teacher in multicultural and multiethnic society.
- Ecology in education for peace: implication for teacher education.
- Bad habits: drug, abuses, theft, indiscipline.
- Pedagogy of peace: conflict resolution, brain storming.
- Problem solving model, activity performance.

**Practicum /Field work :-**

- Case study of a child suffering from bad habits.
- Observation of classroom situation and identification of factors promoting peace.

**Reference**

- Sharma, R K(2009) . Teacher Education .delhi: Shri Sai Printographers
- Mishra, Lokanath ,(2009), “ Encyclo paedia of Peace Education, A.P.H Publishing Corporation, Anrari road, Darya Ganj New Delhi-110002
- Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary,(2010), “ Peace and human rights education , A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002
- International Seminar (Feb-11-13, 2012) on teacher Education for Peace and Harmony , IASE, (D), University, Sardarshahar, Rajasthan
- Mishra, Dr. Loknath, (2009), “Peace education frame work for teachers” A.P.H Publishing Corporation Anrari Road, Darya Ganj, New Delhi-110002
- Bagchi, Jyoti Prakash and Vinod teckchandani, (2005), “Value Education” University book House (P) Ltd. Chaura Rasta, Jaipur-302003
- Chitkara, M.G, (2009), “Education and Human values”, A.P.H Publishing Corporation, Anrari Road, Darya Ganj, New Delhi-110002
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**Inclusive Education at Secondary level**

**Course – 7**

**M.ED.-300 III S II**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- On completion of this course the students will be able to:-
- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children
- Preparation of teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- Prepare a conducive teaching learning environment in varied school settings,
- Develop the ability to conduct and supervise action research activities,

**Unit I: Introduction, Issues& perspectives of Inclusive Education**

- Definition, concept and importance of inclusive education.
- Historical perspectives of inclusive education for children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education for education for all children in the context of Right to Education.

- N.C.F and adaptation of teaching learning material

**Practicum/field work**

- Make a critical appreciation of Right to Education Act in the context of inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

**Unit II: Policy Perspective**

- Recommendations of Indian Education Commission (1964-66).
- Scheme of Integrated Education for Disabled Children
- National Policy on Education (NPE, 1986-92).
- National Curriculum Framework, 2005 NCERT
- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10&12).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- Promoting Inclusion Preventing Exclusion
- The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

**Practicum/field work**

- Study & review any two national policies in the light of inclusive education.
- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme

**UNIT III: Diversity in the classroom**

- Diversity- Meaning and definition.
- Disability – Legal definition, discrimination.
- Giftedness.
- Concept, Nature, and Characteristics of Multiple Disabilities.
- Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre,

drama etc in inclusive settings.

- Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- Techniques and methods used for adaptation of content , laboratory skills and play material

**Practicum/field work:**

- Selecting appropriate areas of research.
- Types of research needed for enhancement of learning.
- Steps involved in planning and supervising research activities.
- Recent trends in research - national and international level
- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi level teaching in the DMS (two classes).
- Identify suitable research areas in inclusive education.

**Unit IV: Teacher Preparation and Inclusive Education**

- Review existing educational programmes offered in secondary school (general, special education).
- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.

**Practicum/field work**

- Observe an inclusive class at least five days and find out skills & competencies used by the teacher. Give suggestive strategy/plan of teaching for betterment.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the

class.

**References:-**

- Maitra, Krishna (2008): INCLUSION ISSUES AND PERSPECTIVES (For Teachers, Teachers' Educators and Parents) : Kanishka Publishers, Distributors New Delhi-110002
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Siddiqui, Hena (2016). Inclusive education. Agra: Agraval Publication
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**ICT in Education at Secondary level**

**Course – 7**

**M.ED.-300 III S III**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Understand the scope of ICT applications & ICT integration in teaching learning.
- Know the instructional applications of Internet and web resources.
- Understand the process of using the application software for creating documents, database, presentation and other media applications. -
- Develop awareness about uses of computer technology in teaching learning training and research,
- Develop understanding about various aspects of data analysis software, develop various skills to use computer technology for sharing of information and ideas through the Blogs and Chatting groups, understand the process of locating the research studies available in the Internet and use of on-line journals and books,
- Understand the utility of professional forums and professional associations in use of computer technology.
- Understand the concept of courseware and various formats of courseware, understand the process of preparation of courseware, understanding the technical aspects of courseware, understanding the courseware management system in Intranet and Internet environments, understand the evaluation procedure of on-line courseware and off-line courseware.

**Unit I-Information and Communication Technologies – an Introduction**

- Information and Communication Basics: Nature and scope of a communication
- One-to-one, one-to-many, and many-to-many communication; broadcast and non-broadcast applications – technologies and prospects;
- Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and

applications;

- Applications of Information and Communication Technologies: Classroom and ICT; Professional development and ICT; School management and ICT.

**Practicum/field work:**

- Workshop on Information & communication basics.
- Preparation and presentation of slides for teaching any topic at the school level.

**Unit II-Computer Fundamentals:**

- Introduction to a personal computer: Functional overview of a computer (Personal Computer/Laptop/Palmtop) and its parts and functions; Standard computer accessories
- The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web.
- Security Concerns Related to Interactive Content: Viewing, disabling and managing interactive content;
- Securing the computer from viruses, worms and other internet attacks; Safe internet content.

**Practicum/field work:**

- Critical analysis of the different instructional packages developed by different agencies/institutions.
- Critical analysis of database software including open source.

**Unit III-ICT Applications in Education**

- Word Processors and Word Processing, Spreadsheets, Databases, Presentations. Digital media, Graphics, photographs, animation, audio and video in the digital context; Sourcing, digitizing and using; Educational applications of digital media. Multi-media Content
- Websites with educational content: Search, locate and maintain lists of educational web sites.
- Academic and Research content on the web: Online journals and abstraction services;
- Online Learning, online courses and learning management systems.

- Communication through the web: Audio and video applications on the Internet; Interpersonal communication through the e-Mail, Web forums and chatting groups.

**Practicum/field work:**

- Critical analysis of Teaching aids and their applications in instruction and learning Critical analysis of a computer based media packages with reference to its use in learning process.
- Interventions of educational technology in the current practices of teacher training programmes in India. Preparation of Learning Object Repository (LOR).
- Critical analysis of Courseware and their applications in learning
- Critical analysis of a computer based courseware with reference to its use in learning process.

**Unit IV- Use of ICT In the conduct of Research and Research Communication**

- Use of ICT in Research, including on-line research
- Use of ICT for reporting in the form of theses, journal articles, and presentations in seminars and conferences.
- Downloading of international standards for writing a research report
- Downloading of references, and biography new books/journals from internet.

**Practicum/field work:**

- Critical analysis of the different research reports based on data analysis and interpretation.
- Preparation and presentation of research report based on empirical data.
- Critical analysis of the different courseware developed by different agencies/institutions.

**References:**

- Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.

- Horton, W (2001): Designing web-based Training John Wiley & Sons.
- Lee, William W; Diana L Owens (2001) Multi-media – Based Instructional Design:
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Schank, R.C. (2001) Virtual Learning McGraw Hill.
- Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
- T.M. Srinivasan (2002), Use of Computers and Multi-media in Education Horton, W (2001).
- Vaughan, T. (1999) Multi-media making it work, New Delhi: Tata McGraw Hill [Fourth Edition].
- Mallik, Utpal et al. (2001): Learning with Computers Level – III. NCERT New Delhi.



**Health & Physical Education at Secondary level**

**Course – 7**

**M.ED.-300 III S IV**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkar, etc.
- Understand the meaning and relevance of Yoga as a way to spiritual ascent of man via physical and mental integration.
- Understand different types of Yoga – The Ashtang Yoga, the Jnana Yoga, Bhakti Yoga and other modern off-shoots.
- Understand the socio-psychological basis leading to a dynamic transformation of personality.
- Understand the scientific basis and therapeutic values of Yoga. Theory
- Conceptualize health & Physical education.
- Run/conduct health awareness programme.
- Adopt healthy habits and also develop among their students also.
- Organise various major & minor games.
- Implement yoga philosophy in own personal & professional life.

**Unit I: Philosophy of Yoga:**

- Concept of coexistence (space & unit)
- Man, (mind), Budhi, Chit, Vsati, Atma
- Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.
- Nature of knowledge and knowledge getting process – the Pramanas.

**Practicum/Field work:**

- Organisation of debate competition in Secondary School on Co-existence

- Seminar on Philosophy of Yoga.

**Unit II: Different Types of Yoga Systems:**

- Ashtanga Yoga of Patanjali
- Characteristics of a practitioner of Yoga
- Yoga as a way to healthy and integrated living
- Yoga as a way to socio-moral upliftment of man
- Yoga as a way to spiritual enlightenment

**Practicum/Field work:**

- Practice two any yogashan in secondary school, which boost up memory & concentration (for five day)
- Interview a yoga practitioner of yoga, teacher of school to find out-their physical & Cognitive powers and characteristics of personality.

**Unit III: The Instrumentals of Yoga :**

- Asans – The right postures
- Pranayam – controlling the senses
- Pratyahara – controlling the senses
- Dharana (concentration) and its methods
- Dhyana (Meditation) and its kinds
- Yoga and Bio-feedback
- Therapeutic values of yoga
- Different Asans and their effects to promote a sound physical and mental health

**Practicum/Field work:**

- Organize an awareness programme in collaboration with school & community on yoga & physical & mental health.
- Workshop on Different Asans and their effects to promote a sound physical and mental health.

**Unit IV Physical Education:-**

- Meaning, nature, scope, Definitions of Physical Education.
- Aims & objectives of physical education – need for physical educational programmes.

- Foundations of physical education – Biological –Philosophical – Sociological – Psychological.

### **Practicum/Field Work**

- Organization of sports day Celebrations.
- Conduct tournaments in school on any major games.
- Physical efficiency test

### **References**

- National Plan of Physical Education and Recreation (Ministry of Education Govt. of India)
- Thomas, J.P. : Organisation of Physical Education Madras Y.M.C.A.
- Williams J.F. Principles of Education.
- Sharma, J .R. Principles of Physical Education.
- Tirunarayan, O. and Harisharan S. Methods in Physical Education (A.C.P.E. Karakaikudi-4) ,
- Rice E.A., A Brief History of Physical Education.
- Weight Training in Throwing Events - Vidya Sagar Sharma (NIS Edition)
- Dr. R.L. Anand: Playing Field Manual ( NIS Edition)
- Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
- Y.M.C.A. Chennai,: Rules of Games and Sports.
- B.D. Bhatt and S.R. Sharma: Teaching of Physical and Health Education Kanishka Publishing House, 9/2325, Street No.12, Kailash Nagar, Delhi - 110031.
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**Teacher education for peace & harmony at Secondary level**

**Course – 7**

**M.ED.-300 III S V**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- To appreciate the current challenges of teacher education in context with the introduction of education for peace harmony.
- To develop skills among teacher trainees in human values, harmonious living with co-existence.
- To create awareness among student teachers for development of activities for peace and harmony education.
- To articulate and identify the activities & programmes for promoting peace and harmony.
- To understand Vedic Darshan of international work for promoting peace values.

**Unit-I**

- Peace & harmony: - concept, need and importance in teacher education.
- Teacher as Peacemaker, characteristics of the teacher, peace related value attitude.
- Physical & intellectual need of human being and peace values according to Vedic darshan.

**Practicum /Field work :-**

- Analyse a morning assembly programme of a school from the point of view of peace and harmony education.
- Debate on characteristics of teacher as peacemaker.

**Unit-II**

- Concept of harmonious society, co-existence, universal aspiration of human being: advantage & disadvantage of science and technology in prosperity and peace & harmony.
- Universal human values, faith based religious system to logic based

society.

- Human relationship in family and in community, classification of values.

**Practicum /Field work :-**

- Workshop on Chetna Vikas Mulya Shiksha for seven days. After workshop prepare a report on Human relationship in family and in community, classification of values.

**Unit-III**

- Peace related societal concerns (special reference to teachers and teacher education) democracy, secularism, social justice, social reforms, protection of environment and national integration, role of UNESCO inculcating peace and harmony.
- Meaning and strategy to learning to live together (by UNESCO)

**Practicum /Field work :-**

- Make your own programme (based on activities) to conduct cooperative games and education activities for inculcation of harmony in students.
- List out the resources for effective implementation of peace education programme.

**Unit-IV**

- Global trends and new scenario of teacher education in the context of peace and harmony.
- Humanization of teacher education : meaning concept, ( strategy and process )
- Role of teacher in multicultural and multiethnic society.
- Ecology in education for peace: implication for teacher education.
- Bad habits: drug, abuses, theft, indiscipline.

**Practicum /Field work :-**

- Case study of a child suffering from bad habits.
- Observation of classroom situation and identification of factors promoting peace.

**Reference**

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**Course 8**  
**Academic Writing**  
**Code M.Ed. 310**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

**Learning Outcomes:** After completion of the course, student-teachers will be able to:-

- Sensitize to their communicative behaviour.
- Enable to reject and improve their communicative behaviour performance
- Build capacities for self criticism and facilitate growth.
- Enhance their listening & writing skill.
- Present effective lecture after enhancing their listening skills.
- Write or draft professional letters and mail etc.
- Use & differentiate different kinds of writings and writing styles according to Co-curriculum activities.
- Reflect on essential requirements of academic writing & distinguish a good academic writing from others.
- Analyse academic sources and how to refer to them.
- Cite a source, paraphrase and acknowledge the source & edit one's own writing.

**Unit – I**

- Meaning, concept and nature of different kinds of writings and writing styles.
- Meaning, concept and need of academic writing.
- Essential requirements of academic writing & distinguishing a good academic writing from others.
- Meaning, type, refer and analysis of academic sources.
- Meaning, concept and style of citing a source, paraphrase and acknowledging the source & editing one's own writing.

**Practicum/field work:-**

- Workshop on academic writing skill.

- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

### **Unit -II**

- Writing Skills: Essential components of writing skills, writing standard, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation. Adaptation & text selection, academic articles.

#### **Practicum/field work:-**

- Prepare a Programme on SMS case writing and documentation.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Workshop on e-mail drafting.

### **Unit-III**

- Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective analysis of writing critical thinking, negotiation skill. Newspaper writing, public speech writing, academic proposal, developing story by listening.

#### **Practicum/field work:-**

- Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
- Prepare your resume/effective profile for an interview.

**Note: - Mode of transaction of this course will be workshop.**

#### **References:**

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- HNGU Handbook-I
- HNGU Handbook-II

**INTERNSHIP (IN SCHOOL)**

**Course – 9**

**Code: M.ED.-320**

Maximum Marks: 100

**Learning out comes:** - After completion the internship, students will be able-

- To experience and understand the academic and social climate of school as social Institution.
- To observe and drive the developmental need of students.
- To identify and workout practical solution of different type of problems.
- Develop teaching competence through practice teaching and social modeling.

<b>ACTIVITY</b>	<b>MARKS</b>
A journal by the student in which he/she records one's experiences, observations, and reflections during internship.	<b>10</b>
Make lesson plan using 10- different methods in which 5 must involve, student could develop their own method (fusion based) with the help on teacher educator.	<b>10</b>

**These two activities mention above are mandatory for all and Select any two activity from each group given below:-**

<b>Activity Group A</b>	<b>Marks</b>
Prepare a report after analysis of private/innovative/alternative schools which develop their own curricular or Co-curriculum activities/material or any innovation.	<b>8</b>
Working with community based on any project of social welfare. (submission of activity report)	<b>8</b>
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.	<b>8</b>
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.	<b>8</b>

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Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process	<b>8</b>
<b>Activity Group B</b>	<b>Marks</b>
Preparing a suggested comprehensive plan of action for some aspects of school improvement	<b>8</b>
Prepare portfolio, including detailing of teaching-learning plans, resources used, Assessment tools, student observations and records.	<b>8</b>
Analysis of text book from peace perspective	<b>8</b>
Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not.	<b>8</b>
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/Link school knowledge in different subjects and children's everyday experiences.	<b>8</b>
<b>Activity Group C</b>	<b>Marks</b>
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.	<b>8</b>
Learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period.	<b>8</b>
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.	<b>8</b>
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.	<b>8</b>
<b>Activity Group D</b>	<b>Marks</b>
Exhibition of work done by the students during the internship programme. (Seeking reactions of students,	<b>8</b>

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headmasters/ principals/ cooperating teachers and supervisors)	
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment	<b>8</b>
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.	<b>8</b>
Conduct a programme in school with/in association of local artisans/workmen inschool activities.	<b>8</b>
<b>ActivityGroup E</b>	<b>Marks</b>
On the basis of QMTs (developed by Govt of India with the help of NCERT)examine the quality aspect of a school, prepare a report with suggestion.	<b>8</b>
Development of strong resource pools by inviting resource persons from nearbyteacher education institutions, NGOs, Colleges/ Universities and resourcefulindividuals form Resource Groups in different subject areas of school.	<b>8</b>
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.	<b>8</b>
On the basis of recommendations of Research Advisory Committee (RAC) atnational level to discuss research issues and to suggest new studies to be under taken in education and allied areas.	<b>8</b>

**Dissertation**  
**Course - 10**  
**M.ED.-330**

Maximum Marks: 100

External: 50 Marks

Internal: 50 Marks

- Give the background of the problem.
- Review of the literature.
- Make a research designing
- Selection of Tool and Collecting and using data thought provokingly and in a convincing manner.
- Analysis and Tabulation of data.
- Result, Conclusion and findings.
- Bibliography and abstract.
- Solution must be implement in the school and justified the result.
- Write a report on entire activities.