ORDINANCE, REGULATIONS & SYLLABUS
For
M.Ed. [MASTER OF EDUCATION]

Offered by

NEHRU GRAM BHARATI

(DEEMED TO BE UNIVERSITY),
KOTWA-JAMUNIPUR-DUBAWAL
PRAYAGRAJ-221505
UTTAR PRADESH

Session:
From 2019 – 2020

Course Code TEM 101

Nature of Knowledge and Education

Course Objectives:
This course aims to make student-teachers analyse and understand educational concepts, their premises and contexts that are unique to education:

☐ To understand and appreciate the nature and the purpose of education, their practical ramifications in the school context.

☐ To understand types, bases and objectives of Education.

☐ To understand the interdisciplinary nature of education

☐ To understand the Meaning, Concept, Nature and Types, Origin, Limitation and Facets of Knowledge

☐ To understand the nature of Autonomy of Teacher and Autonomy of Learner

☐ To understand the Concept of liberal studies, vocational and professional education

Unit I

☐ Meaning, Nature and Concept of Education

☐ Typesand agencies of education: Formal, Informal and Non-formal

☐ Bases of Education: Philosophical, Psychological,Social, Economic

☐ Purpose of Education: Individual, Social etc.

Unit II

☐ Critical analysis of education as a discipline

☐ Interdisciplinary nature of education.

☐ Concept of , vocational and professional education,

Unit III

☐ Knowledge : Meaning, Concept, Nature and Types, Origin and Limitation of Knowledge

☐ Distinguish betweenknowledge and information

☐ Methods of obtaining knowledge

Unit IV

Facts of Knowledge
☐ Different facts of knowledge , theoretical and practical, school and out of school

Unit V

☐ Autonomy of Teacher: autonomy and freedom, autonomy and accountability

☐ Autonomy of Learner:restraints on learners in schools

☐ Philosophy of inclusive education, equitable and sustainable development.

☐ Right To Education, National Knowledge Commission etc.

Practicum
☐ Assignment 10 Marks

☐ Sessional Test 10 Marks

Total 20 Marks

References
☐ Bruner, J.S. (1996),*The Culture of education*. Cambridge, M.A.: Harward University Press.

☐ Broudy, H.S. (1977)*Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.

☐ Dearden R. F. (1984).*Theory and practice in Education*. Routledge K Kegan & Paul.

☐ NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.

☐ Peters, R.S. (1967), The Concept of education, Routledge, United Kingdom.

☐ Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press.

☐ Freire, P. and Shor, I. (1987).*A Pedagogy of liberation*. London, Macmillan Education.

☐ Slatterry, Patrick and Dana Rapp. (2002).*Ethics and the foundations of education- Teaching Convictions in a postmodern world*.

Course Code 102

Philosophical Foundations of Education

Course Objectives :

☐ Understanding the nature and functions of philosophy of education.

☐ Logical analysis, interpretation and synthesis of various concepts, position and philosophical assumptions about educational phenomena.

☐ Understanding and use of philosophical method in studying educational data.

☐ To enable the student to understand concept and process of social organization, social stratification and institution.

☐ To enable the student to understand relationship, between culture, society and education.

☐ To enable the student to know issues of equality, excellence and inequalities in education.

UNIT I
☐ The meaning and nature of Philosophy: , Metaphysics, Epistemology and Axiology and their implications for education,

☐ Philosophy of Education: Its meaning, nature and needs.

☐ Relationship between Education and Philosophy.

UNIT II
☐ Western school of Philosophy : Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism and Humanism, with special reference to the concepts of knowledge, reality and values, their education implications for aims, contents and methods of education.

UNIT III
☐ Modern concept of Phibsophy: Reconstructionism, .

☐ Liberalization Privatization Globalization

☐ Education for Excellence

UNIT IV
☐ Indian school of Philosophy: Sankhya, Vedanta, Yoga, Nyaya, Buddhism, Jainism, Bhagwatgita and Islamic traditions, with special reference to the concept of knowledge, reality and values and their educational implication.

UNIT V

☐ Contribution of Plato, Kant, Dewey, Pestalozzi, in education.

☐ Contribution of Vivekanand, Tagore, Gandhi and Sri Aurobindo in education,

Practicum

☐ Assignment 10 Marks

☐ Sessional Test 10 Marks

Total 20 Marks

REFERENCES

☐ ओड, एल0के0 (2006), शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।

☐ गुप्ता, टण्डन (2011), उदीयमान भारतीय समाज में शिक्षक, आलोक प्रकाशन, लखनऊ।

☐ पाण्डेय, रामशकल (2010), उदीयमान भारतीय समाज में शिक्षक, अग्रवाल प्रकाशन, आगरा।

☐ Beyer, L.E. (Ed.) (1996), *Creating democratic classrooms: The struggle to integrate theory and practice*: Teachers College Press, New York

☐ Broundy, H.S. (1966), *Social Foundation of Education.* Prentice Hall of India, New Delhi.

☐ Brown, F.J. (1961), *Educational Sociology*. Prentice Hall, Inc. Indian Edition.

☐ Brubacher, John, S. (1962) *Modern Philosophies of Education,*. McGraw Hill Book Company, New York.

☐ Kilpatrick, W.H. (1934), *Source Book in the Philosophy of Education*, McMillan and Company, New York.

☐ Mayer, F. (1963), *Foundations of Education*, Charles E., Merril Book Inc.

☐ Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian Education*, Allied Publications, Bombay.

☐ Peters, R.S. (ed),(1975). *The Philosophy of Education*, Oxford University Press, London.

☐ Peters, R.S. (1967), *The Concept of Education*, Routledge, United Kingdom

☐ Rusk, R.R. (1956),. *Philosophical Bases of Education*, University of London Press,

London.

Course CodeTEM 103

Research Method in Education and Statistics

Course Objectives :
On completion of this course, the students 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 aresearch study.

- Explain tool, design and procedure for collection of data.

- Explain the importance of documentation and dissemination of researches in education.

Unit-1
- Educational Research: Meaning, Nature, Scope,Need and Purpose of Research.

- Types of Research: on different bases.

- Research Design: Meaning, PurposeTypes and Criteria for Good Research Design.
- Methods of Research:Historical, Descriptive, and Experimental

Unit-2
- Research Problem: Criteria and source for Identifying Research Problem,

- Variables : Meaning and types

- Review of Related Literature

- Research Hypothesis: Types, Source and Criteria for Research Hypothesis, Functions of Research Hypothesis

Unit-3
.

- Population and Sample: Concepts of Population and Sample, Types of Sampling, Characteristics of good Sample.

- Methods of Data Collections: Tools and Techniques- Observation, Interview, Questionnaire, Tests and Rating Scale.

- Preparation of Research Report: Style and Format of Writing Chapters and pagination, References and Bibliography, tables and Figures etc.

Unit-4

☐ Introduction and Application of Statistics in Educational Research.

☐ Classification of Data: Preparation of Frequency Distribution, Graphical Presentation of Data.

☐ Measures of Central Tendency

☐ Measures of Variability

☐ Measures of Positions

Unit-5

☐ Normal Probability Curve : Characteristics and Uses

☐ Measure of Relationships: Product Moments Correlation Coefficient,Rank Order Correlation Coefficient

☐ Partial and Multiple Correlation.

Practicum

☐ Action Research/Tool Construction   10 Marks each

☐ Sessional Test   10 Marks

                                                    Total 20 Marks

REFERENCES

☐ गुप्ता, एस0पी0 (2008), सांख्यिकीय विधियाँ, शारदा पुस्तक भवन, इलाहाबाद।

☐ राय, पारसनाथ (2008), अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल पब्लिकेशन, आगरा।

☐ सिंह, अरूण कुमार (2009), मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ, श्री नरेन्द्र प्रकाश जैन बंगलो रोड, दिल्ली।

☐ श्रीवास्तव, जी0पी0 (1989), सामाजिक सर्वेक्षण, श्री पब्लिकेशन हाउस, नई दिल्ली।

☐ Best, J.W. (1999), *Research in Education*,: Prentice Hall of India Pvt. Ltd, New Delhi.

☐ Borg, W.R. and Gall, M.D. (1983),*Educational Research - An Introduction*, Longman, Inc, New York

☐ Cononver, W.J. (1971),*Practical Non-Parametric Statistics*, John Wiley & Sons Inc New York.

☐ Guilford, J.P. and B. Fruchter (1987), *Fundamental Statistics in Education and Psychology*, : McGraw Hill (Student-Sixth edition), Tokyo.

☐ Kaul, Lokesh (1984),*Methodology of Educational Research*, Vikas Publications, New Delhi:

☐ Kerlinger, F.N. (1986),*Foundations of Behavioural Research. Fort Worth*, TX : Harcourt Bmce Jovanovich.

Course Code TEM 104

Pre-service and In-service Teacher Education

Course Objective :

To enable the students to understand about the
- Concept, aims and scope of Pre service teacher education in India and its Historical perspectives.
- Development of Pre service teacher education curriculum in India.
- Different competencies essential for a Pre service teacher education for effective transaction.
- Pre service teacher education Teaching models-concept & process.
- Pre service teacher education Teaching skills
- Various aspects of supervision and feedback in Pre service teacher education
- Concept, aims and scope of In- service teacher education in India and its Historical perspectives.
- Development of In- service teacher education curriculum in India.
- Different competencies essential for a In- service teacher education for effective transaction.
- In- service teacher education Teaching models-concept & process.
- In- service teacher education Teaching skills
- Various aspects of supervision and feedback in In service teacher education

Unit: 1 Structure, Curriculum and Modes of Pre-service Teacher Education
- Needs, Roles and functions of School Teachers

- Pre service teacher education objectives and scope.

- Mode of pre service teacher education- Face-to-Face (Linear and Integrated) and Open Distance Learning; needs and significance.

Unit: II Organizations of Different Components of Teacher Education Curriculum
- The students' teacher as adult learner characteristics. The concept of **Andragogy** and its principles. .

- Concept and scope of school based practicum and internship objectives, organisation and duration. Activities and experiences in pre-internship, internship and post internship, model practices.

Unit: III Approaches of Teacher Education

□ Transactional approaches for the foundation courses in teacher education programmes individualized, Group Based, Teacher Centered .

□ Transactional approaches for the skill and competency development courses. Micro-teaching, Simulated Teaching, Models of Teaching.

□ Role of Teacher Educators in Pre-Service teacher education.

Unit: IV In-service Teacher Education in India

□ Concept, need for continuing professional development of teachers-Areas of professional development. Purpose of in-service teacher education programme orientation, refresher, workshop, seminar and conference- their meaning and objectives.

□ Agencies of in-service teacher education Local Level, District Level , State Level and National Level agencies. .

□ Role of Teacher Educators in different modes of In-Service teacher education.

Unit: V Planning, Organisation and Evaluation of In-Service Teacher Education

□ Planning in-service teacher education programme- context, purpose, duration

□ Designing an in-service teacher education programme: assessment of training needs, formulation of training curriculum, preparation of course materials, evaluation of curricular inputs.

□ Organising in-service teacher education programme- common problems faced by teacher education institutions. .

Practicum

□ Assignment   10 Marks

□ Sessional Test   10 Marks

Total 20 Marks

References Book:

☐ Bruce R Juice et al (2014), Models of Teaching (9h edition), London; Pearson.

☐ Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT

☐ Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.

☐ Furlong John (2013), Education an Anatomy of the Discipline, Routledge London.

☐ Sahoo P.K. etal (eds) (2010), Professionalism in Teacher Education, New Delhi Concept.

☐ Sahoo P.K. et al (eds) (2014), Quality Education in India Vol I &Vol II New Delhi Concept.

☐ Passi B.K. (eds) (1976), Becoming better teacher, Ahmedabad, Sahitya mudranalaya.

☐ Allen. D. & Ryan, K. (1969), Microteaching reading Mass: Addison-wesley.

☐ NCERT, New Delhi, (2006) 6h survey of Research in Education.

☐ Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.

☐ Gardener,H (1983), Frame ofMind; the theory of multiple intelligences, Basic Books New York.

☐ NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.

☐ NCTE (2014) Norms and Guidelines of Teacher Education Programmes.

☐ NCTE (1979) Organisation of Core TeachingProgramme Package, NCERT, New Delhi.

TEM 105

Internship in Teacher Education institution

It will be divided into three sections

Part A. Observation of activities- 2credits

- ☐ Assembly
- ☐ class room teaching
- ☐ co curricular activities
- ☐ Community work
- ☐ micro teaching practice
- ☐ Model Lesson
- ☐ Organisation of In service education Programme
- ☐ Preparation of lesson plan
- ☐ Seminar presentation
- ☐ student council

Part B. Assisting B.Ed. students- 1 credit

- ☐ Assisting B.Ed.students in lesson plan preparation
- ☐ Assisting B.Ed.students in giving seminar presentations
- ☐ Assisting B.Ed.students in TLM preperation
- ☐ Assisting B.Ed. students in SUPW Activities
- ☐ Assisting B.Ed. students in organizing exhibitions
- ☐ Assisting B.Ed. students in organizing community work

Part C - 1 credit

Interviews on Teaching Learning Environment with pupil teachers, teacher educators and employees

Assesment Guide-

The internship would be evaluated by performance rating on following basis

- ☐ Under the supervision of M.Ed. teacher in charge and mentors student will maintain a Diary for all observations.
- ☐ Cumulative Assessment by the mentor teacher
- ☐ Outcome of the activities
- ☐ Records submitted on reflections during internship
- ☐ Submissions of reports
- ☐ Study of teacher education institution on instructional and evaluation practices

Course Code TEM 201

Sociological Foundations of Education

Course Objectives

☐ Understanding the nature and functions of sociology of education.

☐ Understanding and use of sociological method in studying educational data.

☐ To enable the student to understand concept and process of social organization, social stratification and institution.

☐ To enable the student to understand relationship, between culture, society and education.

☐ To enable the student to know issues of equality, excellence and inequalities in education.

Unit I

☐ Concepts, meaning, scope and functions of sociology of education.

☐ Education as a social sub system: Concept of social system, education and its relationship with other special sub-system like family and caste.

Unit II

☐ Culture: functional characteristic, cross culture transmission, cultural lag, conflict.

☐ Characteristic of Indian culture

☐ Socio cultural diversity in education

Unit III

☐ Meaning and nature of social change: Role of education, constraints on social change, factors promoting social change

☐ Social Control: Nature, Agencies and Role of Education in social control

☐ Modernization: Constraints on modernization in India

☐ Urbanization and Westernization .

Unit IV

☐ Social stratification Socialization and social mobility, Social Conflict and Social Control

☐ Social equity, equality and equalization of educational opportunities

Unit V

☐ Education of the socially and economically disadvantaged section of society with special reference to scheduled caste, scheduled tribe, rural population and problems and Issues of Girls' education in India, Gender bias, Gender inequality in Education

☐ Concept of Futurology & De-schooling.

Practicum

☐ Assignment   10 Marks

☐ Sessional Test   10 Marks

Total   **20 Marks**

References

ओड, एल0के0 (2006), शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।

गुप्ता, टण्डन (2011), उदीयमान भारतीय समाज में शिक्षक, आलोक प्रकाशन, लखनऊ।

पाण्डेय, रामशकल (2010), उदीयमान भारतीय समाज में शिक्षक, अग्रवाल प्रकाशन, आगरा।

माथुर, एस0एस0 (2010), उदीयमान भारतीय समाज में शिक्षक, अग्रवाल प्रकाशन, आगरा।

लाल, रमन बिहारी (2009), शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, आर0लाल0 बुक डिपो, मेरठ।

Beyer, L.E. (Ed.) (1996), *Creating democratic classrooms: The struggle to integrate theory and practice*: Teachers College Press, New York

Broundy, H.S. (1966),*Social Foundation of Education.* Prentice Hall of India, New Delhi.

Brown, F.J. (1961),*Educational Sociology*. Prentice Hall, Inc. Indian Edition.

Brubacher, John, S.(1962)*, Modern Philosophies of Education,*. McGraw Hill Book Company, New York.

Brubacher, John, S. (1962),*Elective Philosophy of Education*, Prentice Hall, New Jersey.

Cook, L.A. and Cook, E.F. (1960),*A Sociological Approach to Education*, McGraw

Hill Book Company, New York

Dewey, J. (1977) ,*Democracy and Education: An introduction to the philosophy of education*, New York: Macmillan.

Kilpatrick, W.H. (1934),*Source Book in the Philosophy of Education*, McMillan and Company, New York.

Mayer,F. (1963), *Foundations of Education*, Charles E., Merril Book Inc.

Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian Education*, Allied Publications, Bombay.

Peters, R.S. (ed), (1975).*The Philosophy of Education*, Oxford University Press, London.

Peters, R.S. (1967),*The Concept of Education*, Routledge, United Kingdom

Rusk, R.R. (1956*),. Philosophical Bases of Education*, University of London Press,

London.

Stanely, W.D., Smith, B.O., Benne, K.D. and Anderson,A.W. (1977*), Social Foundation of Education*, Holt, Rinecharl and Winston,NewYork

Winch, C. (1st edition). (1996),*Key Concepts in the Philosophy of Education*. Routledge.

Winch, C. (1986*), Philosophy of human learning*, Routledge, London.

Course Code TEM 202

Development of Learner

Course Objectives :

☐ To enable the students to understand concepts and principles of Educational Psychology as an applied science.

☐ To enable the learner to understand implications of Psychological theories for education.

☐ Critically analyse the process of learning from the point of view of cognitive psychological and the implications of other development.

☐ Visualize multiple dimensions and stages of Cognitive development and their implications .

☐ Understand the learner in terms of various characteristics.

☐ Learn the factors affecting learner's Mental Health.

Unit-1
☐ Educational Psychology: Meaning, Nature, Aim, Scope

☐ Methods of Educational Psychology

☐ Schools of Psychology to education

Unit-2
☐ Growth and development

☐ Stages, Principles and Nature of Development and Growth

☐ Cognitive Development Stages, Theories of Piaget, Bruner and Vygostky and their Educational Implications

☐ Language Development Factors influencing it, Theories, and Educational Implications Chomsky and Bruner's theories.

Unit-3
☐ Intelligence Concept and Theories

☐ Measurement of Intelligence

☐ Personality Concept, Theories of Freud, Erickson, Eysenck, Rogers, Cattell

☐ Measurement of Personality

Unit-4
☐ Emotional Intelligence Concept, Factors Influencing it.

☐ Social Competence Concept, Factors Influencing it, Theories of *Bronfrennner* and Erikson and their Educational Implications

☐ Moral Development Factors Influencing it, Theories of, Social learning, Freud, Piaget, Kohlberg

Unit-5
☐ Mental Health Concept, Process of Adjustment and Individual Differences
☐ Conflict and Defense Mechanism
☐ Stress - Concept, Factors influencing Stress among Learners

Practicum

☐ Administrationthe Intelligence and Personality Test   10 Marks

☐ Sessional Test   10 Marks

Total   **20 Marks**

References :

☐ गुप्ता, एस0पी0 एवं गुप्ता, डॉ0 अलका (2008), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, लखनऊ।

☐ पाठक पी0डी0 (2009), शिक्षा मनोविज्ञान विनोद पुस्तक मंदिर, आगरा।

☐ भटनागर, सुरेश एवं सक्सेना, अनामिका (2008), शिक्षा मनोविज्ञान लायल बुक डिपो मेरठ।

☐ मंगल, एस0के0 (2008), शिक्षा मनोविज्ञान, प्रिन्टर्स हाल आफ इण्डिया प्रा0लि0 नई दिल्ली।

☐ सारस्वत, मालती (2007), शिक्षा मनोविज्ञान की रूपरेखा, आलोक प्रकाशन लखनऊ।

☐ Anderson, J.R. (1983), *The Architecture of Cognition*, Cambridge, MA : Harvard University Press.

☐ Anderson, J.R. (1983), *Rules of the Mind. Hillsdale*, NJ: Erlbaum.

☐ Atkinson, Richard C.(1983),*Introduction to Psychology*, Harcount Brace Joranovich Inc., New York.

☐ Bandura, A. (1977),*Social Learning Theory*, Cliff, N.J. : Prentice Hall.

☐ Barry and Johnson (1964),*Classroom Group Behaviour*, Macmillan, New York.

☐ Bhargava, Mahesh (1964),*Introduction to Exceptional Children*, Sterling Publishers Pvt. Ltd., New Delhi

☐ Bruner, R.F. (1978),*Psychology applied to teaching*, Houghton Mifflin, Boston.

☐ Dutt, Suresh (1997), *Society and Education*, Anmol Publications, New Delhi.

☐ Dececo, J.P. (1977),*The Psychology of Learning and Instruction*, Prentice Hall, Delhi.

☐ Erickson, E.H. (1968),*Identity, Youth and Crisis*, W.W. Norton, New York.

☐ Guilford, J.P. (1967),*Nature of Human Intelligence*, McGraw Hill, New York

☐ NCTE (2009),*National Curriculum Framework for Teacher Education*, New Delhi.

☐ Newell, A. and Simon, H.A. (1972),*Human problem Solving,* Englewood Cliffs, NJ : Prentice Hall

☐ Piaget, J. (1999),*Judgment and reasoning in the child*, Routledge, London

☐ Piaget, J. and Inhelden, B. (1969),*Psychology of the child*, Basic Books, New York.

☐ Pintrich, P.R. and Schunk, D.H. (1996),*Motivation in Education : Theory, Research and Applications,*. Englewood Cliffs, N.J. Merill.

☐ Vygostsky, L. (1986), *Thought and Language (A. Kazulin, Trans.)*, , M.A. : MIT Press,

Cambridge.

Course code TEM 203

Perspectives, Research and Issues in Teacher Education

Course Objectives

☐ To enable the students to understand concepts and principles of Teacher Education as Professional Education

☐ To enable the learner to understand the role of Regulatory Bodies Institutes of Teacher Education

☐ Critically analyse the Structure and Management of Teacher Education

☐ Visualize the multiple Problems and Issues in Teacher education

☐ Understand the different dimensions of Research and Development in Teacher Education

Unit I: Teacher Education as Professional Education

☐ Professionalism in Teacher Education.

☐ Teacher education in India: historical perspective.

☐ Approaches of teacher development

Unit II: Regulatory Bodies Institutes of Teacher Education

☐ NCTE: Structure and Functions.

☐ Scope of Teacher Education Programmes as enlisted in NCTE Regulations, Stage specific and area specific teacher education programmes.

☐ NCTE Norms and standards for Teacher Education Programmes at elementary level, secondary level and master's degree level.

☐ Role of UGC, , NAAC, SCERT, SIEMAT,.

Unit III: Structure and Management of Teacher Education

☐ Preparing Teachers for different contexts of School Education. .

☐ Patterns of Practice Teaching

☐ Educational and Instructional Technology in Teacher Education

Unit IV: Problems and Issues in Teacher education

.☐ Challenges in professional development of teacher relevance to school education. Improperly qualified teacher educators, assurance of quality of teacher education programmes.

☐ evaluation of pre-service and in-service teacher education programmes.

☐ Issues related to enhancing teacher education competence. Commitment and teacher performance.

Unit V: Research and Development in Teacher Education

☐ Education of Teacher Educators: Preparatory Programme and Professional development of Teacher Educators at different stages.

☐ Teacher Behaviour and Behavioural Analysis

☐ Paradigms for research and Teaching: Doyle and Shulman.

☐ Research and effectiveness of teacher education programmes.

☐ Trends of research in Teacher Education with reference to theme design, findings and policy implications.

Practicum
- ☐ Prepare the Dissertation Praposal   10 Marks
- ☐ Sessional Test   10 Marks

Total   **20 Marks**

References Book:
1. Bruce R Juice et al (2014), Models of Teaching (9th edition), London; Pearson.
2. Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT
3. Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.
4. qFurlong John (2013), Education an Anatomy of the Discipline, Routledge London.
5. Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi Concept.
6. Sahoo P.K. et al (eds) (2014), Quality Education in India Vol I &Vol II New Delhi Concept.
7. Passi B.K. (eds) (1976), Becoming better teacher,Ahmedabad, Sahitya mudranalaya.
8. Allen. D. & Ryan, K. (1969), Microteaching reading Mass: Addison-wesley.
9. NCERT, New Delhi, (2006) 6th survey of Research in Education.
10. Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.
11. Gardener,H (1983), Frame of Mind; the theory of multiple intelligences, Basic Books New York.
12. NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
13. NCTE (2014) Norms and Guidelines of Teacher Education Programmes.
14. NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.

Perspectives of Secondary Education System

Course Objectives

- To enable the students to understand concepts and principles of secondary Education

- To enable the learner to understand the role of different Commissions, Committees and Policies.

- Critically analyse the status of Rastriya Madhayamic Shiksha Abhiyan.

- Visualize the multiple Problems and Issues in Secondary Education

- Understand the different dimensions of Vocationalisation of Secondary Education

Unit-1 Background of Secondary Education:

- Historical background of school education in India with special reference to secondary education.

- Comparative status of secondary education in India, USA, UK .

Unit-II Secondary Education in different Commissions, Committees and Policies

- Sadler commission,

- Secondary education commission,

- Education commission 1964-66,

- Education policies and implementation.

Unit-III Status of secondary education

- Rastriya Madhayamic Shiksha Abhiyan.

- New initiatives in secondary education: common school system, Neighbour hood schools, multipurpose schools, Tribal schools (Ashram schools), Kasturba Vidyalayas

Unit- IV Organization of Secondary Education

- Administration, Structure and organization of secondary education

- Agencies of secondary education: National level, State level , District level Government agencies, Private
  agencies and public private partnership. Open school system.

Unit-V. Vocationalisation of Secondary Education

- Concept, meaning and importance of Vocationalisation of Secondary Education

- Vocational schools, IITs, Trade schools etc.

- National Skill Development Mission,

- National Council for vocational education.

Practicum

  ☐ Assignment/Project   10Marks

  ☐ Sessional Test   10 Marks

Total   **20 Marks**

References Book:

1. Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.

2. Gardener,H (1983), Frame of Mind; the theory of multiple intelligences, Basic Books New York.

3. Government Orders of India

4. Gupta,S.P.(2010) History, Development and Problems of Indian Education, Allahabad: Sharada Pustak Bhawan.

5. NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.

6. NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.

7. NCTE (2014) Norms and Guidelines of Teacher Education Programmes.

8. Passi B.K. (eds) (1976), Becoming better teacher,Ahmedabad, Sahitya mudranalaya.

9. Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi Concept.

10. Sahoo P.K. et al (eds) (2014), Quality Education in India Vol I &Vol II New Delhi Concept.

11. Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT

12. Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.

Course code TEM 205

Personality Development and Yoga

Course Objects:
To enable the pupil teachers to;
 develop a holistic and integrated understanding of the human self and personality.

 develop the skills of personal growth.

 develop social relational sensitivity and effective communication skills.

 develop positive attitude towards health as individual and be collectively responsible to achieve it;

 create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-

   control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life;

 To help student teachers discover and develop open-mindeness, the attitude of a self- motivated learner,

   having self-knowledge and self-restraint.

 To help student teachers develop the capacity for sensitivity, sound communication skills and ways to

   establish peace and harmony.

 To develop the capacity to facilitate personal growth and social skills in their own students

Unit 1: Academic writing and Communication Skill
 Oral Presentation, Group Discussion , Extempore, Subjective Discussion

 Creative Writing, Translation.

 Wall magazine, college and poster and Display.

 , English Speaking

Unit II: Health and Physical Development
o Concept of health, importance, dimensions and determinants of health; Health needs of children and

   adolescents, including differently-abled children

o Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and

   major games) rhythmic activities and their impact on health

o Physical fitness, strength, endurance and flexibility, its components, sports skills,

Unit III: Self Development and Yoga
 Meaning, concept and Definitions of Yoga

 Classification of Yoga: Ashtang Yoga(Raj Yoga),Karma Yoga, Gyan Yoga, Bhakti Yoga, Hatha Yoga,

   Sankhya Yoga, Mantra Yoga etc.

 Yoga and Self Development

 Yoga and Personality Development
 Yoga and Stress Management

Unit IV : Astang Yoga
- Socio-moral base of yoga: the five Yamas and five Niyamas.

- Physical base of Yoga: Asanas and Pranayam

- Psychology of yoga: Chitta(mind) and the methods of Chitt control-Pratyahar , Dharana and dhyana

- Kinds of Dhyana: Sthula, Jyoti and sukshma, Nirmal Chitt and the final goal

- Kinds of Smadhi

Unit V: Other Co-Curricular Activities
- Multimedia, Counseling.

- Nature Attachment, Organize a Awareness Programme

- Role playing, Dramatics and Literary Activities,

- Planning a Drama for a performance/presentation by the student-teacher.

- Planning a Mime and Skit for a performance/presentation by the student-teacher.

Practicum
Practical	30 Marks
Assignment	10 Marks
Sessional Test	10 Marks

Total   **50 Marks**

Essential Readings
- Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
- Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.

- Dalal, A.S. (1987). Living Within, ondicherry, India: Sri Aurobindo Ashram Trust.
- Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
- Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (http://www.arvindguptatoys.com/films.html)
- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.

- Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
- NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.

Course code TEM 301

Psychology of Learning

Course Objectives:
- To enable the students to understand concepts and principles of learning
- To enable the learner to understand implications of learning theories for education.
- Critically analyse the process of learning from the point of view of cognitive psychological and the implications of constructivist learning.
- Visualize multiple dimensions and stages of learner's mental ability and their implications on learning.
- Understand the learner in terms of various characteristics.
- Learn the factors affecting learner's environment and assessment.

Unit-1
- Learning- Meaning, definition and concept.
- Theories of learning-Thorndike, Pavlov, Skinner, insight theory, Hull, Lewin, Tolman, Ausubel, Bruner Social learning theory.
- Factor influencing learning

Unit-2
- Transfer of Learning- concept, Theories, Factor influencing transfer of learning,
- Motivation- Concept, Theories, Strategies for developing motivation
- Role of motivation in learning

Unit-3
- Concept formation and principals
- learning styles, Mastery learning, Gagne's view on learning
- Role of advance organizer in learning

Unit-4
- Memory: Meaning, Types and relationship with learning
- Forgetting: Nature, Causes and theories
- Interest: Meaning, Types and relationship with learning
- Group dynamics

Unit-5
- Creativity- nature, Factor influencing creativity, Measurement of creativity
- Problem solving- Nature, Factor influencing problem solving
- Thinking, Imagination and Reasoning

Practicum

☐ Assignment/ Test   10 Marks

☐ Sessional Test   10 Marks

Total   **20 Marks**

REFERENCES

☐ गुप्ता, एस0पी0 एवं गुप्ता, डॉ0 अलका (2008), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, लखनऊ।

☐ पाठक पी0डी0 (2009), शिक्षा मनोविज्ञान विनोद पुस्तक मंदिर, आगरा।

☐ भटनागर, सुरेश एवं सक्सेना, अनामिका (2008), शिक्षा मनोविज्ञान लायल बुक डिपो मेरठ।

☐ मंगल, एस0के0 (2008), शिक्षा मनोविज्ञान, प्रिन्टर्स हाल आफ इण्डिया प्रा0लि0 नई दिल्ली।

☐ सारस्वत, मालती (2007), शिक्षा मनोविज्ञान की रूपरेखा, आलोक प्रकाशन लखनऊ।

☐ Anderson, J.R. (1983), *The Architecture of Cognition*, Cambridge, MA : Harvard University Press.

☐ Anderson, J.R. (1983),*Rules of the Mind. Hillsdale*, NJ: Erlbaum.

☐ Atkinson, Richard C.(1983), *Introduction to Psychology*, Harcount Brace Joranovich Inc., New York.

☐ Bandura, A. (1977),*Social Learning Theory*, Cliff, N.J. : Prentice Hall.

☐ Barry and Johnson (1964),*Classroom Group Behaviour*, Macmillan, New York.

☐ Bhargava, Mahesh (1964),*Introduction to Exceptional Children*, Sterling Publishers Pvt. Ltd., New Delhi

☐ Bruner, R.F. (1978),*Psychology applied to teaching*, Houghton Mifflin, Boston.

☐ Bower, G.H. and Hilgard, E.R. (1981),*Theories of Learning*, Prentice Hall, Inc. Englewood Cliffs, New Jersey

☐ Cruickshank, W.M. (1980),*Psychology of Exceptional Children and Youth*, N.J. Prentice Hall

☐ Dandapani, S.; (2001),*Advanced educational psychology (2nd edition),*Anmol Publications Pvt. Ltd. New Delhi.

☐ Dut, Suresh (1997), *Society and Education*, Anmol Publications, New Delhi.

☐ Dececo, J.P. (1977),*The Psychology of Learning and Instruction*, Prentice Hall, Delhi.

☐ Erickson, E.H. (1968),*Identity, Youth and Crisis*, W.W. Norton, New York.

☐ Guilford, J.P.(1967), *Nature of Human Intelligence*, McGraw Hill, New York

☐ NCTE (2009),*National Curriculum Framework for Teacher Education*, New Delhi.

☐ Newell, A. and Simon, H.A. (1972),*Human problem Solving,* Englewood Cliffs, NJ : Prentice Hall

☐ Piaget, J. (1999),*Judgment and reasoning in the child*, Routledge, London

☐ Piaget, J. and Inhelden, B. (1969),*Psychology of the child*, Basic Books, New York.

☐ Pintrich, P.R. and Schunk, D.H. (1996),*Motivation in Education : Theory, Research and Applications,*. Englewood Cliffs, N.J. Merill.

☐ Vygostsky, L. (1986),*Thought and Language (A. Kazulin, Trans.)*, , M.A. : MIT Press, Cambridge.

Course Code TEM 302

CURRICULUM STUDIES AND ASSESSMENT

Course Objectives:
  This course aims to make student-teachers analyse and understand educational curriculum and they are eligible :

- To understand and appreciate the nature and the purpose of curriculum,

- To understand types, bases and objectives of curriculum

- To understand the Role of Regulatory Bodies in curriculum development,

- To understand the Concept, need and importance of educational measurement and evaluation,

- To understand the nature of Taxonomies of Educational Objectives,

- To understand theTrends in examination and evaluation

Unit – I
- Meaning, concept and types of curriculum,

- Philosophical, Psychological and Sociological basis of curriculum,

- Development of curriculum– Historical perspective,

- Principles of curriculum construction,

- Models of curriculum,

Unit –II
- Role of Regulatory Bodies in curriculum development, ,

- Different Models of Curriculum Evaluation,

- Analysis of Curriculum Frame works,

Unit - III
- Concept, need and importance of educational measurement and evaluation,

- Taxonomies of Educational Objectives,

- NRT and CRT, Standard Scores,

- Formative and Summative evaluation,

Unit - IV
- Feedback– nature, importance and methods.

- Concept, types and calculation of Reliability, Validity and Norms,

- Development and standardization of Achievement Test and Attitude Scale,

Unit - V
- Trends in examination and evaluation– CBCS, Self assessment, Peer Assessment and Tutor assessment,

- Examination on demand, On–line examination,
- Scaling and grading of marks, etc.

- Assessment of Examination Systems,

Practicum

- Assignment   10Marks

- Sessional Test   10 Marks

Total   **20 Marks**

Suggested Readings:

- Balsara, M.– Principles of Curriculum Construction.

- Biswas, N. B.– Curriculum Studies: A model for SAARC Countries.

- NCERT– National Curriculum Frame Work for School Education.

- UGC– Model Curriculum Frame Work, NCF- 2005.

- NCTE– NCFTE – 2011.

- Ornstein, A. C.– Curriculum: Foundations, Principles and Theories.

- Thorndike, P. &Hagen, E. – Measurement and Evaluation in Psychology and Education.

- Sax, G.– Principles of Educational Measurement and Evaluation.

- Grondlund, N. E.– Measurement and Evaluation Teaching.

- Anastasi, A.– Psychological Testing.

- Cronbach– Essentials of Psychological Testing.

- Srivastav– Reforming Examination.

Course code TEM 303
Advanced Research Methods and statistics in education

Course Objectives :

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

☐ Describe the nature, purpose, scope, areas, and types of Qualitative 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.

☐ Explain tool, design and procedure for collection of data.

☐ Explain the importance of Inferential Statistics in education.

Unit-I

☐ Overview of research methodology in education and need of advance research method

☐ Qualitative Research: Meaning, purpose and Need.

☐ Qualitative Research Design and Strategies: Case Study

☐ Approaches to Qualitative Research:
o Ethnography: Anthropological Approach
o Phenomenology: Philosophical Approach.
o Grounded Theory: Social Science Approach

Unit-II

☐ Data collection and Field Techniques for qualitative research: Observation, Interview, Review of Documents, Content Analysis, Triangulation of Data.

☐ Combination of Qualitative and Quantitative Research (Mixed Methodological Approach)

Unit-III

☐ Parametric and Non-Parametric Data: Meaning and Difference

☐ Regression and Prediction

☐ Test of Statistical Significance

☐ Sampling Distribution

☐ Significance of Mean, Percentages and Correlation.

☐ Testing Null Hypothesis, level of Significance, Degree of Freedom

☐ One tailed and Two Tailed Test

☐ Type-I and Type-II Error in Decision Making

Unit-IV

☐ Significance of Difference Between two Mean (t-test)

☐ One Way and Two Way Analysis of Variance (ANOVA)-F test.

☐ Analysis of Co Variance (ANOCOVA)

Unit-V

☐ Chi-Square Test

☐ Mann Whitney U-Test

☐ Median Test

☐ Sign Test

Practicum

☐ Content analysis of Selected Topic/Project   10 Marks

☐ Sessional Test   10 Marks

Total   **20 Marks**

REFERENCES

☐ अस्थाना, विपिन (2011), शैक्षिक अनुसंधान एवं सांख्यिकी, अग्रवाल पब्लिकेशन, मेरठ।

☐ गुप्ता, एस0पी0 (2008), सांख्यिकीय विधिया', शारदा पुस्तक भवन, इलाहाबाद।

☐ राय, पारसनाथ (2008), अनुसंधान परिचय, लक्ष्मी नारायण अग्रवाल पब्लिकेशन, आगरा।

☐ सिंह, अरूण कुमार (2009), मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ, श्री नरेन्द्र प्रकाश जैन बंगलो रोड, दिल्ली।

☐ श्रीवास्तव, जी0पी0 (1989), सामाजिक सर्वेक्षण, श्री पब्लिकेशन हाउस, नई दिल्ली।

☐ Best, J.W. (1999), *Research in Education*,: Prentice Hall of India Pvt. Ltd, New Delhi.

☐ Borg, W.R. and Gall, M.D. (1983),*Educational Research - An Introduction*, Longman, Inc, New York

☐ Newman,Laurance,W : Social Research Methodology of Quantitative and Qualitative Approach,U.S.A

☐ N.K. Denzin and Y.S. Lincoln : Handbook of Qualitative Research, Thousands Oaks, CA: Sags

☐ B.Gillham : Case Study Research Methods , Continnum, New Yark (2000)

☐ Y.S. Lincoln & E.C. Guba : Naturalistic Inquire, Beverly Hills C.A. Sage.

☐ C.Marshall & C.B. Rossman : Designing Qualitative Research (3rd Ed.) Thousand Oaks C.A. Sage,

☐ R.K. Yin : Case Study Research : Design andMethods (2nd ed.) Thousand Oaks CA. Sage.

☐ James H.Mcmillan & Sally Schumacher : Research in Education A Conceptual Introduction

☐ Kate L. TURABIAN : A Manual for Writers of Dissertations.

☐ Barney G. Flaser & Anselm L. Strass : The Discovery of Grounded Theory .

Course code TEM 304
Secondary Education internship

Internship in secondary schools (under supervision of M.Ed. teacher in charge and school level mentor teachers)

Observation of school activities.- 2 credit

☐ Assembly

☐ Classroom teaching

☐ Cleanliness of campus and beautification

☐ Record survey

☐ Supervisory activities

☐ Laboratory work

☐ Library activities

☐ ICT Lab

☐ Cultural activities

☐ CCE and Learner Assessment

☐ Guidance and counseling activities

☐ Parent Teacher Association

B. Participation in the various curricular and co curricular activities in the school 1 Credit
C. Interviews of Stake holders about Teaching-Learning environment 1 Credit
Students, teachers, parents, school management personnel and
Government authorities, community members
Assessment guide-

☐ Student will maintain a Diary for all observations.

☐ Cumulative Assessment by the mentor teacher

☐ Outcome of the activities

☐ Records submitted on reflections during internship

☐ Study of secondary education institution on instructional and evaluation practices

☐ Submission of Reports

The whole internship will be structured on some focused task or project and each intern will have to submit his field report for assessment.

Course Code TEM 305
Dissertation

Dissertation activities will be carried out under the supervision of the guide. Each student will finalize three chapters-

☐ Write the background of the study

☐ Write the importance, objectives, hypothesis and delimitations of the study

☐ Write relatedreviews of the research

☐ Finalize the research designs of the study.

☐ Finalize the population, sample and tools and techniques for study

   Monthly Progress Report   30 marks

☐ Presentation of first three chapters by ppt   30 Marks

☐ Submit the report for assessment

☐ Viva-Voce for first three chapters   40 Marks
Tota   **l100 Marks**

Course code TEM401

Historical, Economic and Political Perspectives in Education

Course Objectives
- Understanding the nature of developmental History of education.
- Understanding the status of education in the different Commissions and Committees
- To enable the student to understand the Educational provision in Indian constitution, human rights
- To enable the student to understand relationship, between Education and Human Development Index
- To enable the student to know the role of internationalbodies in educational development

Unit I Historical Perspective-Pre Independence
- Brief overview of education in Vedic Period , Bauddha Period, medieval Period, British Period in India

Unit II Historical Perspective-Post Independence
- Important Education Commissions, Committees, National Policies on Education
- National System of Education and Structure

Unit III Political Perspective
- Educational provision in Indian constitution
- Education and human rights
- Right to Education and Information

Unit IV Economical Perspective
- Education and Human Development Index ,.
- Human capital theory, Dynamic relationship of education with the political process. .
- Education and employment , Education as an investment
- Privatization,and liberalization in education

Unit V Global Perspective
☐ Role of international bodies in educational development: UNDP, WHO, UNICEF, UNESCO,
☐ Contribution of science and technology to education and challenges ahead.

Practicum
☐ Assignment   10 Marks

☐ Sessional Test   10 Marks

Total   **20 Marks**

References
☐ Blaug, Mark (1972):*An Introduction to Economics of Education.* Allen Lane the Penguin, London.
☐ Hough J.R. (1990):*Education, Policy-An International Survey.* Croom Helm, London.
☐ Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance.* Routledge.
☐ Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries.* Washington, D.C. World Bank.
☐ Nanjundappa, D.M. (1995): *Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning.* B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
☐ Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly,* June 25, pp. 2822-32.
☐ Scheerens, Jaap (2000): *Improving School Effectiveness.* Paris: International Institute for Educational Planning.
☐ Tilak, J.B.G. (1988).*Cost of Education In India*: International Journal of Educational Development
☐ Tilak, J.B.G. (1992).*Educational Planning at Grassroots*. Ashish Publications. New Delhi.
☐ UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines.* Montreal: Canada.
☐ NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
☐ NCERT (2005).*National curriculum framework*, New Delhi.
☐ MHRD, Gov. of India (1992),*National policy on education (*revised) New Delhi.
☐ MHRD, (1992),*Programme of action*. Govt. of India, New Delhi.

Course code TEM 402

Curriculum, Assessment and Evaluation in Secondary Education

Course Objectives
- To enable the students to understand concepts and principles of Curriculum
- To enable the learner to understand implications of Vocationalisation of school education.
- Critically analyse the process of Curriculum transaction
- Visualize multiple dimensions and stages of learner's mental ability and their implications on learning.
- Understand the General methods and techniques of teaching at secondary stage.
- Learn the factors affecting learner's environment and assessment.

Unit-1 : Curriculum Objectives, Problems and Issues
- Curriculum objectives in State board and CBSE boardat VI – VIII and IX-X classes.
- Curriculum objectives of plus two (+2) level programmes in State Board and CBSE Board.

Unit-II : Problems and Issues
- Language Education: problem and Issues,
- Science Education: Problem and Issues,
- Social Science Education: Problem and Issues.
- Education for Personality development of children: problem and issues.

Unit-III : Problems of Vocationalisation of Secondary Education
- Vocationalisation of school education,
- Craft centred education. Work experience and SUPW. .
- Problem and issues concerning implementation of vocationalisation of education and teacher preparation.

Unit-IV : Role of Models of Teaching in Curriculum Transaction
- Curriculum transaction practices. .
- Models of teaching: Advance organizer, Jurisprundential model Taba's Model, Inquiry training model.

Unit-V Assessment and Evaluation:
☐ Overview of assessment and evaluation on practices of secondary education.
☐ Comparative view of assessment of state board and CBSE board different board systemin school.
☐ Different tools and techniques of Continuous and Comprehensive evaluation, scholastic, co-scholastic and non-scholastic areas of Learning Grading system, Psychometric testing, portfolio assessment, formative and summative evaluation practices.

Practicum

☐ Assignment   10 Marks

☐ Sessional Test   10 Marks

Total   **20 Marks**

References Book:
☐ Bruce R Juice et al (2014), Models of Teaching (9th edition),London; Pearson.
☐ Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT
☐ Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.
☐ Blaug, Mark (1972):*An Introduction to Economics of Education.* Allen Lane the Penguin, London.
☐ Hough J.R. (1990):*Education, Policy-An International Survey.* Croom Helm, London.
☐ Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance.* Routledge.
☐ Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries.* Washington, D.C. World Bank.
☐ Nanjundappa, D.M. (1995): *Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning.* B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
☐ Scheerens, Jaap (2000): *Improving School Effectiveness.* Paris: International Institute for Educational Planning.
☐ Tilak, J.B.G. (1992).*Educational Planning at Grassroots*. Ashish Publications. New Delhi.
☐ UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines.* Montreal: Canada.
☐ NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
☐ NCERT (2005).*National curriculum framework*, New Delhi.
☐ MHRD, Gov. of India (1992),*National policy on education (*revised) New Delhi.

Educational Administration & Management

Course Objectives :

On completion of this course, the students will be able -

☐ To enable the student teachers to understand meaning, nature, scope, function, principle and approaches of educational management.

☐ To develop an understanding in the students about various approaches to educational planning.

☐ To develop an understanding of required educational leadership and accountability to be maintained by the teacher and administrator.

☐ To orient students with the concept of educational supervision, inspection and improvement in the field of education.

☐ To acquaint the students with specific trends in educational management.

Unit - I

☐ Meaning, Nature and Difference between Administration and Management.

☐ Function and Theories

☐ Development of modern concept of educational management from 1900 to present day

☐ Meeting the psychological needs of employees

☐ Total Quality Management

☐ MBO (Management by Objectives)

☐ Organizational Development

☐ Organizational compliance

Unit - II

☐ Meaning, Nature and Need of Educational Planning

☐ Approaches to Educational Planning

☐ Kinds of Educational Planning- Institutional, Strategic, Operational, Manpower Planning.

☐ Perspective & Institutional Planning

Unit - III

☐ Meaning and Nature of Leadership

☐ Theories of Leadership

☐ Leadership Styles

☐ Evaluating Styles of Leadership

☐ Functions of Educational Leader/Manager

☐ Decision Making at Secondary level- Concept, types and process of Decision Making.

☐ PERT

Unit - IV
☐ Meaning, Nature, Scope, Need and Functions of School Supervision
☐ Inspection vs Supervision
☐ Process of Supervision at Secondary level.
☐ Planning, Organizing & Implementing of Supervisory Programme

Unit - V
☐ Nature, Source and Scope of Educational Finance
☐ Procurement, Budgeting and Allocation of Funds
☐ Mobilization Official Resources
☐ Evaluation for Performance and Accountability
☐ Resources at Secondary level.
☐ Problems of Educational Finance, Sources of Income and Items of Expenditure at Secondary level.
☐ Research relating to Educational Management

Practicum
☐ Assignment   10 Marks
☐ Sessional Test   10 Marks

Total   20 Marks

REFERENCES
☐ vksM+] ,y0ds0 ¼2010½] 'kSf{kd iz'kklu] jktLFkku fgUnh xzUFk vdkneh] t;iqjA
☐ dqnsfl;k] mes'k pUnz ¼2001½] f'k{kk iz'kklu] vxzoky ifCyds'ku] vkxjkA
☐ xqIrk] ch0lh0 ¼2005½] fo|ky; O;oLFkk] jktLFkku LVkslZ] mn;iqjA
☐ Baugman (Ed.), (1969), *Administration and Supervision of the Modern Secondary Schools,* West Nyak .
☐ Bhatnagar, R.P. and Agrawal, V. (1986), *Educational Administration*, Loyal Book Depot Pvt. Ltd, Meerut.
☐ Campbell, R.F. Gregg, Russel T. (1957),, *Administrative Behaviour in Education*, Harper and Brothers Publishers, New York.
☐ Haris, Ben (1963), *Supervisory Behaviour In Education*, Prentice Hall.
☐ Iyar Fred C. (1954), *Fundamentals of Instructional Supervision*, Harper.
☐ Mathur, S.S. (1969), *Educational Administration, Principles and Practices,* Krishna, Brothers, Julandhar.
☐ Misa, A.N. (1962), *Educational Finance in India*, Asia Pub, Bombay.
☐ Morphet, Edgar, L. et al. (1967), *Educational Organization and Administration*, New Jersey, Prentice Hall.
☐ Myers, Roberts, S. (1954), *The Development of Leadership for Leadership Education*. Doctoral Diss University of Florida.

Course Code TEM 403/4B

EDUCATIONAL MEASUREMENT &EVALUATION

Course Objectives :

☐ To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.

☐ To help the students understand relationship between measurement and evaluation in education and the existing models of evaluation.

☐ To orient the student with tools and techniques of measurement and evaluation.

☐ To develop skills and competencies in constructing and standardizing a test. a test.

☐ To make the students understand how various requirements of education are measured evaluated, interpreted and their results are recorded to help learners.

UNIT I

☐ The Measurement and evaluation process: Concept scope and need.

☐ Taxonomies of educational objective, Norm referenced and criterion- referenced measurement.

☐ Evaluation Functions of evaluation, and the basic principles of evaluation.

☐ Models in Educational Evaluation.

☐ Interrelationship between measurement and evaluation in education

UNIT II

☐ Tools of Measurement and Evaluation

☐ Subjective and objective tools essay test, objectives test, scales, questionnaires, schedules, inventories performance tests.

☐ Basic Characteristics of good measuring instruments: Validity, objectivity, Reliability, Usability and Norms.

☐ Norm referenced test and criterion referenced test.

UNIT III

☐ Test Construction. General Principles of test construction and its standardization.

☐ Writing test times : Objective types, essay type and interpretive type.

☐ Item analysis procedures for achievement tests..

☐ Standard scores, T-scores & C- Scores

UNIT IV

☐ Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interest, Skills.

☐ Interpretation of the above test scores and methods of feed back to students.

UNIT IV

☐ New trends in evaluation: Grading, Semester system, Continuous internal Assessment, Question Bank and Scaling.
☐ Choice Based Credit System
☐ Use ofcomputers in Evaluation

Practicum

☐ Assignment   10 Marks
☐
☐ Sessional Test   10 Marks

Total   **20 Marks**

REFERENCES

☐ vLFkkuk] fofiu ¼2010½] euksfoKku vkSj f'k{kkesa ekiu ,oa ewY;kadu] vxzoky ifCyds'ku] esjBA
☐ diwj] chuk ,oa jkoy ¼2001½] f'k{kk esa ekiu ewY;akdu ,oa lkaf[;dh] Jh fouksn iqLrd efUnj] vkxjkA
☐ xqIrk] ,l0ih0 vkSj xqIrk vYdk ¼2010½] vk/kqfud ekiu ,oa ewY;kadu] 'kkjnk iqLrd Hkou] bykgkcknA
☐ xqIrk] ,l0ih0 vkSj xqIrk] vYdk ¼2008½] lkaf[;dh; fof/k;k¡] 'kkjnk iqLrd Hkou] bykgkcknA
☐ ik.Ms;] jkeldy ¼1999½] f'k{kk euksfoKku] vkj0 yky cqd fMiks] esjBA
☐ Bloom, B.S. (1956),*Taxonomy of Educational Objectives. Handbook I, Cognitive Domain*, David McKay Co. Inc, New York.
☐ Ebel, R.L. and Frisbel, D.A. (1979),*Essential of Educational Measurement, 3rd Ed*. ,Prentice Hall of India, New Delhi.
☐ Grownland, N.E. (1981),*Measurement and Evaluation in Teaching*, Mac Millan, New York.
☐ Gupta, S.P. (2009),*Modern Measurement and Evaluations with Statistics*, Sharda Pustak Bhavan, Allahabad .
☐ NCERT, (1963),*The Concept of Evaluations in Education,* New Delhi .
☐ Sax, G. (1970),*Principle of Educational Measurement and Evaluation*, Wordsworth Pub. California .
☐ Stanley & Hopkins (1966), *Education and Psychological Measurement and Evaluation*, Prentice Hall Pvt. Ltd. Eaglewood Cliff,New Jersey.
☐ Simpson, E.J. (1967), *Classification of Educational Objectives Handbook III. Psychomotor Domain*, University of Illinois, U.S.A.
☐ Thornadike, R.L. and Hagen, E. :*Measurement and Evaluation in Psychology and Education*, John Wiolley and Sons Pub, New York.
☐ UGC,(1972),*Examination Reforms : A Plan of Actions*, New Delhi.

Course Code TEM 403/4C

Inclusive Education

Course Objectives :

☐ To develop an understanding of the concept, principals and models of Inclusive Education in the context of education for All

☐ To know about the status of Inclusive Education in different Policy and programmes

☐ To explore the needs for Special Educational Learners in Inclusive School

☐ To orient the student to understand the Concept and Importance of Human and Material Resources.

☐ To develop skills and competencies in constructing and standardizing a test.

☐ To make the students understand how various requirements of education are measured evaluated, interpreted and their results are recorded to help learners.

Unit I: Introduction to Inclusive Education

☐ Concept, Meaning and Importance of Inclusive Education.

☐ Historical Perspectives on Education of children with Diverse Needs.

☐ Difference- Special Education, Integrated Education, and Inclusive Education.

☐ Principal and Models of Inclusive Education

☐ Advantages of Inclusive Education for Education for all Children.

Unit II: Policy and programmes

☐ Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations (with special reference to recommendation of NPE -1986, POA-1992, RCI and PWD Act 1995;

☐ Sarva Shiksha Abhiyan -2002 with special reference to Inclusive Education.

☐ National curriculum framework 2005,

☐ National Trust for Special Education

☐ National and International initiatives for inclusive education

Unit III: Special Educational Needs of Learners in Inclusive School

☐ Identification of Diverse Needs of SEN Learners and Referrals

☐ Definition and Characteristics of children with

a) Sensory (Hearing, Visual,) and physically challenged.

b) Intellectual (gifted with high intellect & talents, and mentally challenged).

c) developmental disabilities(autism ,cerebral plasy, learning disabilities)

d) Orthopedic Impairment Multiple Disabilities

e) social and emotional problems

f) scholastic backwardness(underachievement, slow learner)

g) children belonging to other marginalized groups

Unit IV: Utilization for Resources

☐ Concept and Importance of Human and Material Resources.

☐ Types and use of Assistive Devices for learners with SEN

☐ Role of Teachers Working in Inclusive Setting and Resource Teacher in Developing and Enriching academic skills for higher learning.
☐ Types of service and approaches, strategies, personnel involved and their specific role and responsibilities.
☐ Creating Conducive Environment in Inclusive Schools, Material Resources, and Human Resources, Changing the Attitude of the Significant People, Exploring and Utilizing the Services and Resources available in the Community.
☐ Importance of Early Detention, Functional Assessment for Development of Compensatory Skills
☐ Role of Technology for meeting diverse needs of learners
☐ Managerial Skills for Mobilizing appropriate Resources.
☐ Identifying the required Resources for Children with Various Special Needs.

Unit V Planning and Managing Inclusive Curriculum in Schools
☐ School readiness and school transition
☐ Individualized Educational Plan: Development and Implementation.
☐ Practice and Classroom management in Inclusive Education: Seating arrangement, Whole classroom Teaching, Collaborative Teaching, Activity based learning, Peer-Tutoring and co-operative learning.
☐ Curricular and Instructional accommodations
☐ Need for multidisciplinary approach
☐ Role and Responsibility: General, Special and Resource Teacher
☐ Role and Responsibility: Family and Community
☐ Parent-Professional Partnership: Need and Relevance

Practicum
☐ Assignment   10 Marks
☐ Sessional Test   10 Marks

Total   20 Marks
Suggested Reading-
☐ Ahuja, A., & Jangira, N.K.(2002). Effective Teacher Training: Cooperative Learning Based Approach. New Delhi: National Publishing House.
☐ Ainscow, M. & Booth, T.(2003). The Index of Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
☐ Jangira, A. & Mani, M.N.G.(1990). Integrated Education for Visually Handicapped. Gurgaon: Academic Press.
☐ Jha, M.(2002). Inclusive Education for All: Schools without Walls. Chennai: Heinemann Educational Publishers.
☐ Sharma, P.L.(1990). Teacher Handbook on IED-Helping Children with Special Needs. New Delhi: NCERT Publications

Educational Technology and ICT

Course Objectives :

☐ To enable the student teachers to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and software.

☐ To help the students teachers to distinguish between communication and instruction so that can develop and design and sound instructional system.

☐ To acquaint students teachers withlevels, strategies and models of teaching for future improvement.

☐ To enable the student teachers to understand about the importance of programmed instructions and researches in E.T.

☐ To acquaint the student with emerging trends in E.T. alongwith the resource centres of E.T.

Unit I- Fundamentals of Educational Technology

☐ Meaning, Nature and Scope of Educational Technology; Hardware, Software and System Approach.

☐ Theoretical bases of Educational Technology: Psychological, Communication, Taxonomy.

☐ Audio Tape, Radio Broadcast, ETV, CCTV, VCR, Preparation of ETV Lessons, Interactive Radio and Interactive Television and Teleconferencing.

☐ Indian experience of Radio Broadcast, ETV and Interactive Radio and interactive TV, Gyan Vani and Gyan Darshan.

Unit II – Learning Technology

☐ Programmed Learning Material, Principles, Styles of Programming: Linear, Branching and Mathetic; Steps of development of PLM.

☐ Instructional Materials: Modules, Computer Aided Instructional Materials, Multimedia Package, Learning Kits, Open Learning Material.

☐ Mastery Learning: Concepts, Types, Planning, Strategies. Personalized system of Instruction (PSI), Keller Plan: Preparing and Organizing PSI.

☐ System Approach: Meaning and Scope, Open vs. Closed System. Education as Open System,

☐ System Approach to Education, Steps in Designing Instructional Strategies.

Unit III – Teaching Technology

☐ Modalities of teaching, Difference between Teaching, Instruction, Conditioning and Training.

☐ Stages of Teaching: Pre-active, Interactive and Post-active;

☐ Nature and Characteristics of Models of Teaching; Teaching at different Levels Memory, Understanding and Reflective.

☐ Modifications of Teaching Behaviour: Micro teaching, Flander's Interaction Analysis, Simulation and Gaming.

☐ Designing teaching Strategies: Writing in Instructional Objectives,

☐ Task Analysis;

☐ Modes of Teaching: Lecture, Team Teaching, Panel Discussion, Tutorial, Group Discussion, Seminar, Symposia, Conference, Cooperative Leaning, Dialogue.

Unit IV – Information and Communication Technology in Education

☐ ICT: Nature; Information: Nature and Structure;

☐ Communication: Concept, Components, Models;

☐ Information and Communication Technology, Integration of ICT in Teaching and Learning,

☐ Use and assessment ofICT in Teacher Centered and Learner Centered Pedagogy.

☐ Multimedia Approaches to Instruction: Concept, Role and Importance, Development of Multimedia Package. Criteria of selection of Media and Technology in Multimedia Package.

☐ Interactivity and Networking, Conferencing, Web based Learning, Open Education Resources and Blended Learning.

Unit V- Open and Distance Learning System

☐ Open and Distance Learning System (ODLS): Concept, Definition and Characteristics.

☐ Criteria of Openness,

☐ Different Stagesof Distance Education,

☐ Media Materials and Technology in ODLS,

☐ Learner Support Services and Counseling, Evaluation Strategies.

☐ Uses of ICT in ODLS: Different Stages and Futures Scope.

Practicum

☐ Assignment   10 Marks

☐ Sessional Test   10 Marks

Total   20 Marks

Suggested Readings

☐ Behera, S.C. (1991):*Educational Television Programmes,* Deep and Deep Publications, New Delhi.

☐ Das, R.C. (1993):*Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.

☐ Evaut, M.*The International Encyclopaedia of Educational Technology*.

☐ Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids,* 3rd Edition, Prentice Hall, Inc.

☐ Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

☐ Mukhopadhyay, M. (1990):*Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.

☐ Rana, S. (1994):*Open Learning in India*, Commonwealth Publishers, New Delhi.

☐ Sharma, B.M. (1994):*Distance Education*, New Delhi: Commonwealth Publishers.

☐ Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd., New Delhi.

☐ Venkataiah, N. (1996):*Educational technology*, New Delhi: APH Publishing Corporation.

☐ Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.

☐ Ruhela S P (2001): Some Aspects of Educational Technology.

☐ Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).

☐ Walter A Written and Charles F Schuller: Instructional Technology - its nature and use of A.V. Materials (5th Ed), Harper and Row Publishers, New York.

Course Code TEM 403/4E

Guidance and Counselling

Course Objectives :

☐ Understand the meaning, nature and scope of guidance.
☐ Recognize the role of guidance in attaining the goals of education.
☐ Develop acquaintance with various techniques of group guidance.
☐ Understand of various procedures of organizing various guidance services.
☐ Understand the meaning, nature and scope of counseling.
☐ Analyse the relationship between guidance and counseling.
☐ Understand the various stages involved in the process of counseling.

Unit - I

☐ Concept, assumptions, issues, need, scope and problems of guidance.
☐ Purpose of Guidance : Self understanding, self discovery, self reliance, self direction and self actualization.
☐ Types of guidance : Educational, Vocational and Personal.
☐ Tools and Techniques of Guidance: Record, Scales, Tests, Techniques and interview.
☐ Agencies of Guidance : National and State level.
☐ Organizing Guidance service at different levels of education, occupational, information, kinds of services like informations, testing.

Unit - II

☐ Guidance and Curriculum, guidance and classroom learning.
☐ Group Guidance Techniques : Class talk, career talk orientation talk. Group discussion, career conference, career corner, Bulletin board and Role play.
☐ Career development : Super's Theory about Guidance.
☐ Approaches to career guidance, vocationalization of secondary education and career development.

Unit - III

☐ Guidance of children with special needs: Problems and needs.
☐ Guidance of the gifted and creative students.
☐ Guidance of under-achiever and first generation learners.
☐ Role of the teacher in helping children with special needs.

Unit - IV

☐ Counselling Process: Concept, Nature, Principles and Approaches.
☐ Characteristics of good counselling.
☐ Group counselling vs. Individual counselling, counselling for adjustment.

- Groupcounselling: Process, Step, skills and Progress in group counselling process
- Pearcounselling: Its concept and the relevance to the situation.
- Goals of counselling: Resolution of problems, modification of behavior and promotion of mental health
- Areas ofcounselling: Family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special group.

Unit - V
- Use of tests in guidance andcounselling.
- Test of intelligence, aptitude, creativity, interest personality.
- Administering, scoring and interpretation of test scores.
- Communication of results as relevant in the context of guidanceprogramme.

Practicum
- Assignment   10 Marks
- Sessonal Test   10 Marks

Total   **20 Marks**

REFERENCES

- जायसवाल, सीताराम (1987), शिक्षा में निर्देशन एवं परामर्श, विनोद पुस्तक मन्दिर, आगरा।
- दुबे, रमाकान्त (1982), शैक्षिक एवं व्यवसायिक निर्देशन के मूल आधार, राजेश पब्लिशिंग हाउस, मेरठ।
- पाण्डेय, के0पी0 (1987), शैक्षिक तथा व्यवसायिक निर्देशन के आधार, अमिताश प्रकाशन, दिल्ली।
- सक्सेना, राधारानी एवं इन्दिरा रानी (1990), शिक्षा में निर्देशन एवं परामर्श, राजस्थान हिन्दी ग्रन्थ अकादमी।
- शर्मा, आर0ए0 तथा चतुर्वेदी, शिखा (2003), निर्देशन एवं परामर्श के मूल तत्व, आर0 लाल बुक डिपो, मेरठ।
- वर्मा, रामपाल सिंह (1989), शैक्षिक एवं व्यवसायिक निर्देशन तथा परामर्श, विनेद पुस्तक मन्दिर, आगरा।
- Anastasi, A. and Urbina, S. (1997), *Psychological Testing, 7th Ed*, Upper saddle River. NJ: Prentice Hall.
- Bhatnagar, and Gupta Nirmala (Eds.) (1999), *Guidance and Counseling*: *Vol. I: A Theoretical Perspective*, Vikas, New Delhi.
- Corey, G. (1986), *Theory and Practice of Counseling and Psychotherapy, 3rd Ed*, Bellment: Clief. Brooks Cole.
- Dave Indu (1984), *The Basic Essentials of Counseling*, Stesting Pvt. Ltd, New Delhi.
- Denzin, N.K. and Lincoln, Y. (2000), *Handbook of Qualitative Research*, Sage Publications, New Delhi.
- Drummond, R.J. (1988), *Appraisal Procedures for Counselors and Helping Professionals*, Columbus, OH: Merrill.

☐ Gardner, H. (1999), *Multiple Intelligence: intelligence, understanding and the mind*, National Professional Resources: NY.

☐ Gozda George, R.M. (1989), *Group Counseling : A Development Approach*, Allyn and Bacon, London.

☐ Kline, J.B. Theresa (2005), *Psychological Testing: A Practical Approach to Design and Evaluation*, Sage Publications, London.

☐ Le Compete, M.D; Millory, W.L. and Preisste, J. (1992), *The Handbook of Qualitative Research in Education*, Academic Press, New York.

☐ Mc Leod, J. and Cropley, A.J. (1989), *Fostering academic excellence*. Pergamon Press.

☐ Mohan, S. and Sibia, A. (1998), *Handbook of personality measurement in India,* NCERT, New Delhi.

☐ Oliver, W. and Randall, W.E. (2005), *Handbook of understanding and measuring intelligence*, Sage Publications, London.

☐ Patton, M.Q. (1990), *Qualitative evaluation and research methods*, Sage Publications, California.

☐ Saraswat, R. K. and Gaur, J.S. (1994), *Manual for Guidance Counselors*. NCERT, New Delhi.

Course Code TEM 403/4F

Value Education and Human Rights

Course Objectives :

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

☐ To enable the student to understand the need and importance of Value education and Education for Human Rights.

☐ To enable them to understand the nature of value, moral values, moral education and to differentiate such values from religions education, moral training or moral indentation.

☐ To orient the students with the basis of morality and with the place of reason and motions in moral development of the child.

☐ To enable them to understand the process of moral development of the child and their cognitive and social development.

☐ To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

Unit - I

☐ Need and Importance of Value Education and Education for Human Rights in the existing social scenario.

☐ Valuation of culture: Indian Culture and Human Values.

☐ The Socio-moral and cultural context in Indian perspective.

Unit - II

☐ Nature and Concept of Morality and Moral Education.

☐ Moral Education Vs Religious Education; moral instructions, moral training and moral indoctrination.

☐ Language of moral education; form and context characteristics of morally educated persons.

☐ Justice and Care - The two dimensions perspectives in Morality: Dichotomy between reason and passion.

☐ Moral Judgment and Moral Action.

Unit - III

☐ Moral Development of the Child.

☐ Concept of Development and Concept of Moral Development.

☐ Psycho-analytic approach.

☐ Learning theory approach, especially social learning theory approach.

☐ Cognitive development approach: Piaget and Kohlberg.

☐ Stages of moral development and their characteristic.

Unit - IV
☐ Moral Learning outside the school- child rearing practices and moral Learning, Moral Learning via limitation. Nature of Society and moral learning. Media and moral learning.

☐ Moral Learning inside school providing form and Content to Education.

☐ Moral Education and the curriculum

☐ Intervention Strategies for Moral Education and Assessment of Moral Maturity: Models on Values JIM, VAM. ,Rationale Building Model ,The consideration Model ,Value classification Model Social Action Model and Just Community intervention Model.

☐ Assessment of moral maturity via moral dilemma resolution.

Unit - V
☐ Need and importance of Human Rights in existing social scenario

☐ History of Human Rights Development

☐ Human Rights Education : Meaning, need and scope

☐ Agencies of citizenship and Human Rights Education- School, Family, Community, Teacher

☐ Teaching Learning Process in citizenship and Human Rights Education through Curricular and co-curricular activities.

☐ Role of different Government and non-government organizations in Citizenship and Human Rights Education.

Practicum
☐ Assignment	10 Marks
☐ Sessional Test	10 Marks

Total   **20 Marks**

REFERENCES:
☐ दुबे 'शरतेन्दु', डॉ0 सत्यनारायण (2009), मूल्य शिक्षण, शारदा पुस्तक भवन, इलाहाबाद।
☐ पाण्डेय, डॉ0 रामशकल एवं मिश्र, डॉ0 करूणाशंकर (2010), मूल्य शिक्षण,, अग्रवाल पब्लिकेशन्स, आगरा–2।
☐ माथुर, टी0बी0 (1988), मूल्यपरक शिक्षा, रीजनल कालेज ऑफ एजूकेशन, अजमेर।
☐ मिश्रा, के0एस0 (1986), शिक्षा में नवचिंतन : शिक्षण प्रतिमान, संज्ञानालय, कानपुर।
☐ रूहेला, डॉ0 एस0पी0, मूल्य शिक्षा क्या, क्यों, कैसे?, अग्रवाल पब्लिकेशन्स, आगरा–2।
☐ वत्स, डॉ0 बी0एल0 (2009), नैतिक शिक्षण, श्री विनोद पुस्तक मन्दिर, आगरा–2।
☐ Bhatt, S.R. (1986),*Knowledge, Value and Education : An Axiomatic Analysis*, Gian Pub. Delhi.
☐ Chandra, Ashish (2000),*Human Rights and Conflicts Resolution Rajat*, New Delhi.

☐ Dev, Arjun and Indra Arjun Dev and others (1996), *Human Rights: A Source Book*, N.C.E.R.T., New Delhi.

☐ Dhand, Harry (2000), *Teaching Human Rights : A Handbook*. Ashian Institute of Human Rights, Bhopal.

☐ Josta, Hari Ram (1991), *Spiritual Value and Education*, Associate Press, Ambala.

☐ Jois, M. Rana (1998), *Human Rights and Indian Values*, N.C.T.E., New Delhi.

☐ Kar, N.N. (1996), *Value Education : A Philosophical Study*, Associate Pub. Ambala.

☐ Karan, Reddy V. Narayan (1979), *Men Education and Values,* B.R. Pub. Corporation, New Delhi.

☐ Khanna, S.K. (1998), *Children and Human Rights*, Commonwealth, New Delhi.

☐ Kulshrestha, S.P. (1979), *Emerging Value Pattern of Teachers and New Trends of Education in India*, Light and Life Pub, New Delhi.

☐ Mohanty, Jagannath (2000), *Human Rights Education*, Deep and Deep Pub, New Delhi.

☐ Pachami, S.K. (1999), *Children and Human Rights*, APH Pub, New Delhi.

☐ Palai, Arun Kumar (1999), *National Human Rights Commission of India : Formation, Functioning and Future Prospects,* Atlantic Pub, New Delhi.

☐ Paul, R.C. (2000), *Protection of Human Rights*, Commonwealth, New Delhi.

☐ Ronald, King (1969), *Values and Involvement in Grammar School*, Routledge, London.

☐ Samporan, Singh (1979), *Human Values*, Fifth Pub, Jodhpur.

☐ Sen, Sankar (1998), *Human Rights in a Developing Society*, APH Pub, New Delhi.

☐ Sharma, S.R. (1999), *Teaching of Moral Education*, Cosmo Pub, New Delhi.

Course code TEM 405

Dissertation

Dissertation activities done during third semester will be extended up to completion and submission of the dissertation in bound form under the supervision of the guide.
Completion of Dissertation will be following Steps:-

☐ Presentation of Analysis and Interpretation of Data

☐ Presentation of Results of work

☐ Views on Educational Implication

☐ Bibliography/ References

☐ Appendix

☐ Pre-submission in PPT Presentation

☐ Submission

☐ Viva-Voce

} Monthly progress report of research works **10 marrks**

20 Marks

80 Marks

Total 100