

**M.Ed. (TWO YEAR COURSE)
Master of Education Examination
(Session – 2015-17)**

O.327:

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 analyst, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either elementary education (up to class VIII) or in secondary education (up to class VI to XII).

a) Duration:

The M.Ed. programme will be of duration of two academic years including field attachment for a minimum of four 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.

b) Working days:

- There will 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 will work for a minimum of thirty six hours in a week (six days) during which faculty and students concerned with the conduct of the programme will be available for interaction, dialogue, consultation and mentoring students.
- The minimum attendance of students will be 80% for Theory Courses and Practicum, and 90% for field attachment.

c) Eligibility Criteria:

Eligibility Rules for the M.Ed. course shall be the same as decided by the NCTE/Government of the Rajasthan from Time to time.

d) RESERVATION:

Reservation of seats for SC/ST/OBC/SBC/others & Specially-abled will be as per existing Rajasthan Govt. /Central Govt. /University rules.

e) Admission Procedure:

Admission Rules for the M.Ed. course shall be the same as decided by the NCTE/Government of the Rajasthan from Time to time.

O.327 B Curriculum:

The M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in selected areas and also develop research capacities, leading to specialization in Elementary/Secondary Education. The curriculum of the two year M.Ed. programme will comprise of the following components:

- I) A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Courses, and a Self Development component.
- II) Specialization branches where students choose to specialize in the area of Elementary/Secondary Education.
- III) Research leading to dissertation, and
- IV) Field immersion/attachment/internship. There will be Core Courses (which

will have about 60% of total marks) and specialized courses in Elementary/Secondary education and dissertation with about 40% of total marks.

(a) **Theory (Core and Specialization) Courses**

- The Theory Courses are divided into Core Courses and Specialization Courses. The main core courses shall comprise perspective courses, tool courses, and teacher education courses.
- Perspective Courses shall be in the areas of Philosophy of Education, Sociology, History, Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies.
- Tool Courses will comprise of those in basic and advanced level education research, academic/professional writing and communication skills, and educational technology, including workshops/courses in ICT, Teacher Education courses which are also linked with the field internship/ immersion/ attachment in a teacher education institution will also be included in the core.
- The Specialization component/branches will offer to students a specialization in the Elementary school stage (I-VIII)/ Secondary school stage (VI to XII). The courses within the school stage specializations will represent/cover selected thematic areas pertinent to that stage such as curriculum pedagogy and assessment, policy, educational management and administration, education for differently abled children, etc. A field internship attachment relevant to the area of specialization will be organized during the programme.

(b) **Practicum**

Organization of workshops, activities and seminars to enhance professional skills and understanding of the students will be part of the teaching modality of the various papers.

(c) **Internship and Attachment**

Field attachments/internships/immersions will be facilitated with organizations and institutions working in elementary/secondary education. These would aim at engaging students with field-based situations and work in elementary/ secondary education to provide an opportunity for reflection and writing on the same. Systematically planned field internship/attachment in teacher education institution, and in the specialization areas chosen by the student will be organized during the course.

Close mentorship by faculty in relevant area will be provided for the internship and attachment in the form of tutorials, guided reading groups, field attachment and guided research dissertation.

d) Foundation Courses:

The objectives of the Foundation Courses are to make trainee understand the philosophical roots of education and their applications for different processes of education like curriculum development, pedagogy of teaching various school subjects and assessment, etc. The study of these courses will enable the trainees to understand the problems of elementary/secondary education, the linkages between education and various social systems and the role of education in changing the social system and vice-versa. These will also help the trainees to understand the processes of children's learning and development. Further, these will also help the trainees to understand and

use methods of educational research, procedure of gathering empirical evidences, techniques for analyses and interpretations of data and report writing.

e) Specialized Courses related to Elementary/Secondary Education:

Since it will be a professional course meant for preparation of teacher educators and educational administrators at the elementary/secondary stage of education, it will have strong input of specialization in elementary/secondary education. The purpose of this course will be to equip the trainees to perform the task expected from a teacher educator in a DIET, IASE, CTE or other elementary/secondary teacher education institutions. The trainees are also expected to engage in the development of curriculum, instructional material and evaluation tools, organization on in-service teacher education programmes, involvement in planning and management of elementary/secondary education in general and teacher education of elementary/secondary level in particular. Therefore, educational technology, curriculum and instruction, teacher education, educational planning and management and pedagogy of teaching various school subjects at elementary/secondary level are offered as courses under specialized category.

f) Dissertation:

As the elementary/secondary teacher educators, educational administrators and supervisors may have to undertake some sort of research to find solutions to their day-to-day problems and to provide research support to various policy decisions. It would be desirable for them to acquire practical experience by undertaking research. However, the research to be undertaken by the students of this professional programme must be drawn from the area of elementary/secondary education which will commenced from first year. The activities to be completed in first year, such as identification of research problem, selection and development of tools and techniques and preparation of synopsis. However, the data collection, analysis and report writing will be completed by the students in IInd year.

g) Sessional Work:

There are many occasions for undertaking practical work relating to various courses included in the curriculum. The trainees will be assigned such projects as will involve comprehensive evaluation of students' ability manifested in different aspects of planning, preparation of models and teaching aids, evaluation of textbooks, preparation of plans for organization of different days/ celebrations, collection of material relating to different topics in the syllabus etc., as part of sessional work. Field interaction with DIETs/IASEs/CTEs may be provided as one of the optional under this component.

O.328 Learning Outcomes 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.
- To provide general perspective on society, social needs and concerns and well-being of human beings will also be essential to be an educator.
- 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.

O.329 SCHEME OF EXAMINATION

R.43 The examination for the degree of Master of Education shall be held in all the Theory Course/ papers.

Course/Paper-wise scheme of examination: Theory

Courses/Papers with External weight-age of 100 Marks (3 hours duration)

- I. There will be ten questions covering 5 units in each theory course/ papers. One question from each unit will be compulsory. One essay type (with a word limit of 400 words) question will be set from each unit carrying 20 marks. There will be an internal choice of attempting two questions of short answer type (with a word limit of 150 words) from the same unit. Each short answer type question will carry 10 marks.
- II. **Internal weightage of 50 will be divided as under:**
Assessment in the papers with internal weightage of 50 marks will be divided in 3 parts. Internal test I and II 15 marks each and sessional work/practicum 10 marks each, total 20 marks.

III. EXAMINATION

1. There shall be a university examination at the end of each year as per details of the scheme of examination.
2. A candidate will be permitted to appear in the annual examination only if she/he has pursued a regular course of study and has at least 80% attendance in all course work and practicum classes and 90% attendance in School Internship.
3. The minimum pass marks in each year examination shall be 40% for each theory paper and practicum and 50% for internship separately. The candidate will have to pass each theory paper, practicum and internship separately.
4. A candidate who fails only in one subject (theory paper/ internal) as the case may be, in first year of the course will be eligible to take the examination in that part of the subject with the Examinations of second year
5. If he/she fails only in Theory paper he/she will be allowed to carry forward his/her Internal marks.
6. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
7. Internship is mandatory in both the years. First year internship will be in schools and Second year internship will be in Teacher Education Institutions.
8. Field work is mandatory in both the years. First year field work will be conducted in schools and Second year field work will be in Teacher Education Institutions.
9. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for the M.Ed. degree.
10. The candidates shall have to abide by any change in statutes/ordinances/rules/regulations/syllabi and books from time to time.
11. Each candidate for the M.Ed. Degree is required to investigate a research problem in the field of education and submit a synopsis of the same in First Year. Synopsis will be evaluated and internal viva-voce will be conducted in the first year and marks will be awarded out of 50.
12. The complete Dissertation along with summary should be submitted before the Commencement of University M.Ed. Examination for second year in 3 copies, out of which 2 copies will be forwarded to the University by the college/institute. The dissertation will carry 150 marks.

13. The Viva-voce Examination based on the dissertation will be conducted in the second year. The maximum marks for viva-voce will be 50. The external examiner will be appointed by the University.

O.329A. Award of Division:

- (i) The successful candidates will be awarded the following division based on the aggregate marks:
- | | |
|---------------------|----------|
| i) First division | 60% |
| ii) Second division | 48% |
- Minimum pass marks in each theory paper, practicum/project work/ and dissertation will be 40%.
- ii) An examinee who has failed in the examination or a candidate who was duly admitted, on completion of regular course of study as enumerated according to this ordinance, to the examination but could not appear in it on account of illness or a similar bonafide reason, may reappear at a subsequent examination as an ex-student without undergoing regular course of study again in the institute.
- iii) In the case of a candidate who has been declared 'failed' in the dissertation shall be required to prepare and submit a revised dissertation on the earlier subject or a new dissertation on a fresh problem as assigned by the head of education department in the institute.
- iv) A candidate who has failed in examination in one paper only would have option for admission to course and to reappear in that paper only in the examination to be held in the next subsequent year. If he/she fails further, the candidate will be treated as ex-student.
- v) A candidate who has failed in examination may reappear in that examination held in the next subsequent year. The candidate shall be allowed to exercise an option for retaining the marks obtained by him/her in the dissertation. Provided that the advantages under the provision of this paragraph shall be admissible to a candidate for a period of three subsequent years, to the year when she/he appeared at the examination for the first time as a regular candidate.
- vi) A candidate seeking re-admission to a subsequent examination under the provision of foregoing paras shall submit his/her application in prescribed form through the principal of the institute indicating clearly the part or full examination in which he/she has to reappear, together with fees required by ordinances and a copy of statement of marks obtained earlier attested by the principal, so as to reach the registrar by such date preceding the examination as fixed by him for the purpose.
- vii) Comply with provisions of and be governed by the conditions laid down in this and such other ordinances as are applicable to him/her.
- viii) Notwithstanding the provisions of paragraphs above the vice chancellor may, if a candidate is failing or missing a division by not more than one mark, condone the deficiency of one mark, which however, shall not be added anywhere.

O.329B. Transaction & Evaluation Techniques:

- I) Dissertation/ Research Guidance on individual basis (as far as possible not more than five students should be allotted to a teacher educator for supervision of dissertation work)

- II) Curriculum transaction techniques:
 - a. Lectures, Tutorials, Discussion, Laboratory work, Library study-based assignments. Review of literature, writing research paper/articles, seminar, etc.
- III) Internship experiences – Lectures, discussions, observations, supervision, assessment, feedback, etc.
- IV) Evaluation Techniques- Continuous internal assessment, Test, Assignments, Seminars, Presentations.
- V) **For external assessment one external (to be appointed by the University) and one internal examiner (who is guide of the particular student) will work as the members of the committee.**

COURSES OF STUDY AND SCHEME OF EVALUATION
M.Ed. Programme First Year

Course/ Paper	Nomenclature of the Course/Paper	Ext. mark s	Int. marks				Total marks	Allocation of hours	Duration of Exam
			Int. Test I	Int. Test II	Sessional work/Pr acticum	Total			
Course -I	Philosophy and Sociology of Education	100	15	15	20	50	150	135	3 Hrs.
Course -II	Psychology of learning and development	100	15	15	20	50	150	135	3 Hrs
Course -III	Methods of Educational Research and Data Analysis	100	15	15	20	50	150	135	3 Hrs
Course -IV	Education and Curriculum Studies	100	15	15	20	50	150	135	3 Hrs
Course -V(Specialisation in any one course from area I/II Elementary/secondary level)	AREA-I at Elementary level (Any one of the following papers) V(EE). Ia. Pedagogy and Assessment of Learning Language-Hindi , V(EE) Ib. Pedagogy and Assessment of Learning Language - English, V(EE) II. Pedagogy and Assessment of Mathematics V(EE) III. Pedagogy and Assessment of EVS/ Science V(EE) IV. Pedagogy and Assessment of EVS/Social Science Education AREA-II at secondary level (Any one of the following papers) V(SE) I. Pedagogy and Assessment of Language V(SE) II. Pedagogy and Assessment of Mathematics V(SE) III Pedagogy and Assessment of Science V(SE) IV. Pedagogy and Assessment of Social Science	100	15	15	20	50	150	135	3 Hrs
Total marks (Course I-V)							750		
Practicum for Enhancing Professional Skills							100		
(i)Advanced Technology Lesson (two): (10x2)		-	-	-	-	20			
(ii)Periodical Colloquium /Seminar on:									
a) Trends in research on pedagogy and assessment		-	-	-	-	25			
b) Write up on Contemporary issues in School Education		-	-	-	-	25			
c) Seminar Reading on Internship/Field work Programme		-	-	-	-	30			
(iii) Workshop on Yoga, Art and Aesthetic will be an integral part of the programme for which grade will be awarded on the basis of assessment.									
Internship and Attachment*						50	50		
iv) Internship (for two weeks)									
v) Field work (for two weeks)							100		
a)Research Projects: Action Research/ Survey/ Case Study/Tool development (Internal Assessment)**						50			
b)Preparation of Synopsis (Dissertation) and						25			
(c) Viva of the research						25			
Grand Total							750+100+50+100 = 1000 marks		

Practicum for Enhancing Professional Skills

- (i) Workshop on Yoga, Art and Aesthetic will be an integral part of the programme for which grade will be awarded on the basis of assessment. The distribution of grade will be as follows :

GRADE POINT AVERAGE.

Letter Grade	Grade Point
A+(Excellent)	90-99
A(Very Good)	80-89
B+(Good)	70-79
B(Above Average)	60-69
C(Average)	50-59
P (Pass)	40-49
F(Fail)	Below 40
Ab (Absent)	0

Note-

- A student obtaining Grade F shall be considered failed and will be required to reappear in the Practicum for Enhancing Professional Skills and this grade will not be counted in the grand total marks for the of the course.
- * Students will be attached to the elementary/Secondary schools, for systematically planned Internship/attachment for working in the specialization area chosen by them.
- ** Committee of five faculty members including internal subject experts will be constituted by the Principal/ HOD for assessment.

SPECIAL NOTE–Seminar/ Workshop Must are organized on Self- Development, ICT and Writing Skills all through the year. Besides, these can be organised on any other Themes in which students are interested.

MDSU M.Ed. 2015-17

II Year

Course /PAPER	Nomenclature of Course/Paper	Ext. marks	Int. marks				Total	Allocation of hours	Duration of Exam
			Int. Test I	Int. Test II	Sessional work/Practicum	Total			
Course - I	Qualitative Educational Research	100	15	15	20	50	150	135	3 Hrs.
Course -II	Quantitative Educational Research	100	15	15	20	50	150	135	3 Hrs
Course -III &IV (From Area I or Area II)	Area-I Elementary Education								3 Hrs
	Paper-III EE I Elementary Teacher Education	100	15	15	20	50	150	135	
	Paper IV EE II - Early Childhood Care and Education	100	15	15	20	50	150	135	
	Area II - Secondary and Senior Secondary Education								3 Hrs
	Paper III SE I : Preparation of Secondary and Senior Secondary Teachers : Pre-service and In-service	100	15	15	20	50	150	135	
	Paper IV SE II: Curriculum and Evaluation at Secondary and Senior Secondary Level.	100	15	15	20	50	150	135	
Course -V Specialisation (any one course from Area-I,II,III&IV)	Area- Guidance and Counselling <ul style="list-style-type: none"> • V(I) Introduction to Educational Guidance and Counselling Area- Planning, Management and Financing of Education <ul style="list-style-type: none"> • V(II) Issues in Planning, Management, and Financing of Education and its challenges Area- Educational Technology and ICT <ul style="list-style-type: none"> • V(III) Education Technology and e-Learning. Area- Inclusive Education <ul style="list-style-type: none"> • V(IV) Inclusive Strategies and Education for children with Special Needs 	100	15	15	20	50	150	135	3 Hrs
TOTAL MARKS (Course I to V)							750		
Practicum for Enhancing Professional Skills									
(i)Advanced Technology Lesson (two): (10x2)		-		-	-	20	100		
(ii)Periodical Colloquium /Seminar on:									
a) Write up on Recent Trends in Educational Research in Specialized area		-	-	-	-	25			
b) Contemporary issues in School Education		-	-	-	-	25			
c) Seminar Reading on Internship/Field work Programme		-	-	-	-	30			
(iii) Workshop on Yoga, Art and Aesthetic will be an integral part of the programme for which grade will be awarded on the basis of assessment.									
Internship and Attachment*						50	50		
iv) Internship (for two weeks) (Internal Assessment)									
v) Field work (for two weeks)							50		
Research Projects: Related to specialization courses i.e. Teacher Education, Guidance and Counselling, Planning, Management and Financing, ET and ICT, Inclusive Education (Internal Assessment)**									
a) Project Report						25			
b) Viva of the research						25			
Dissertation work will be commenced in 1st Year and will be completed by the end of IInd year (50 Internal+50 External+ 50 Viva-voce)								150	
Grand total								750+100+50+50+150=1100	

*Internal Of 50 marks will include i. Practical related with theory paper-15marks, ii. Internal test-15marks, iii. Tutorial-20marks
 Dissertation work will be commenced in Ist year and will be completed by the end of 2nd year. **50 Internal examiner, +50 external examiner + 50 viva-voce =150 marks*****
Total 2nd Year 1100 Marks

Grand Total Marks: First year (1000) + Second year (1100) = 2100

Practicum for Enhancing Professional Skills

- (i) Workshop on Yoga, Art and Aesthetic will be an integral part of the programme for which grade will be awarded on the basis of assessment. The distribution of grade will be as follows :

GRADE POINT AVERAGE.

Letter Grade	Grade Point
A+(Excellent)	90-99
A(Very Good)	80-89
B+(Good)	70-79
B(Above Average)	60-69
C(Average)	50-59
P (Pass)	40-49
F(Fail)	Below 40
Ab (Absent)	0

Note- A student obtaining Grade F shall be considered failed and will be required to reappear in the Practicum for Enhancing Professional Skills and this grade will not be counted in the grand total marks for the course.

Dissertation

The research to be undertaken by the students of this professional programme must be drawn from the area of elementary/secondary education which will commenced from first year. The activities to be completed in first year, such as identification of research problem, selection and development of tools and techniques and preparation of synopsis. However, the data collection, analysis and report writing will be completed by the students in IInd year.

*Students will be attached to the elementary/secondary teacher education institutions such as DIETs, IASEs, TTIs and CTEs etc., for systematically planned field internship/attachment for working in the specialization area chosen by them

** Committee of five faculty members including internal subject experts will be constituted by the Principal/ HOD for assessment.

*** The dissertation is to be completed by every candidate by the end of the session. A candidate shall under the supervision of a teacher in the Institute/College of education as selected by the Principal/Head of Institution carry out research/project work on a problem admitted to him/her by Head Department of Education.

SPECIAL NOTE –Seminar/ Workshop Must be organized on Self- Development, ICT and Writing Skills all through the year. Besides, these can be organized on any other Themes in which students are interested.

O.329C Rules and Regulations For M.Ed. The Degree will be awarded to a student who completes a total of two years

1. Each successful candidate shall be awarded the degree of Master of Education showing therein the division obtained by the candidate concerned on the basis of the total marks.
2. Each written paper shall be of three hours duration.
3. The theory examination papers will be set both in Hindi and English languages.

4. The Medium of examination for all papers including dissertations shall be either Hindi or English.
5. Rules for declaration of results: Minimum pass marks in theory papers, Viva-voce and dissertation taken together shall be 40% of the aggregate which will include the marks of sessional work/Practicum. A candidate must obtain at least 40% marks separately in all theory papers, as well as in sessional work/practicum.
6. A candidate must obtain at least 40% marks in dissertation and viva-voce separately.
7. Criteria for awarding divisions: Successful candidates will be placed in two divisions only on the basis of their total awards.
I Division 60% marks or above.
II division 48% marks or above but less than 60% marks.
8. **Assessment of dissertation:** The dissertation carries 150 marks. The Dissertation along with summary should be submitted before the Commencement of University M.Ed. Examination for second year in 3 copies, out of which 2 copies will be forwarded to the University by the college. The dissertation shall be evaluated by the respective supervisors and one external examiner. The supervisor and external examiner will award marks out of 50 each independently. The average of total of both these awards shall be tabulated by the Institute/College and forwarded to University. In case of significant discrepancy between the internal and external examiner, the dissertation will be sent to third examiner for final evaluation.
9. Viva-voce Board: The Viva-voce Board will consist of the following three persons:
 1. The external examiner
 2. Supervisor concerned
 3. The Principal/Head of the College
 The Viva-voce will be of 50 marks
10. When a candidate has failed in the examination but has obtained the minimum pass marks in the viva-voce and dissertation, these marks may be carried at his/her option. Such option shall be given at the time of filling the examination form for appearing at the subsequent examination.
11. The students will submit the two copies of the sessional work separately subject-wise.
12. The awards of sessional work will be forwarded to the University direct by the Principal of the College on the basis of the marks awarded by the subject teacher.

M.Ed. Programme -Curriculum Transaction

1. Number of Working Days per Year	200 days 190 Days (31 Weeks)
2. Number of Teaching Days	27 weeks
3. Time Table Based Instruction	24 Weeks
3.1 Theory and Practicum Based Instructions	3 Weeks
3.2 Internship Experience Pre-service Teacher based	4 Weeks
4. Field Work Related To Dissertation And Practicum	

MDSU M.Ed. 2015-17

Total Teaching hours in a 06 Days Week– 36 Hrs.

Analysis of Weekly Time Table (For both the years separately)

1. Theory Papers (5Periods per paper)	25 Periods
2. Consultation regarding Dissertation Work	4 Periods
3. Tutorials	4Periods
4. Seminar	5 Periods
5. Library Based Self Directed Study	8 Periods
6. Internship (Planning & Guidance)	2 Period
TOTAL	48 Periods

PAPER- I PHILOSOPHY AND SOCIOLOGY OF EDUCATION

Maximum Marks: 150

Internal: 50

External: 100

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

- 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.
- understand and relate philosophical theories with educational practices.
- understand and relate philosophical traditions with educational practice.
- enable the student to explain and reflect on- Gender ideology, Relationship between education and social change with special reference to modernization and globalization,
- understand 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.
- Understand Peace education and Gender sensitization.

b) Course Content

UNIT - I NATURE AND MODERN CONCEPT OF PHILOSOPHY

- 1.1 The Nature of Philosophy : Use of Philosophy, Branches of Philosophy, metaphysics, epistemology and axiology and their implications for education, Philosophical redirection of educational research in recent times.
- 1.2 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 and Gijubhai to educational thinking.

UNIT - II INDIAN PHILOSOPHICAL FOUNDATION OF EDUCATION

- 2.1 Indian Philosophical Foundation of Education; Characteristics of Indian Philosophy.
- 2.2 Education as conceived in Vedic times.
- 2.3 Nature of the Learner, goals of life theory of knowledge and ethical values as advocated in the following philosophies : Buddhism, Jainism, Nyaya, and Vedanta (Upanishad and Advaita Vedanta only)
- 2.4 Teacher student relationship as manifested in Upanishad and Vedanta

UNIT – III WESTERN PHILOSOPHICAL FOUNDATIONS OF EDUCATION:

- 3.1 Naturalism: Its metaphysics and epistemology, aims of education educative process, freedom and discipline in education according to Naturalism.
- 3.2 Idealism : Its metaphysics and theories of knowledge, the nature of learner, aims of education, teacher-pupil relationship, method of education, freedom of and discipline values in education and curriculum according to idealism.
- 3.3 Realism: Its metaphysics and theories of knowledge, aims of education, nature of the learner and educative process according to Realism.
- 3.4 Pragmatism: Its metaphysics and theories of knowledge, the nature of the learner of education, teacher-pupil relationship, method of education and curriculum according to Pragmatism.
- 3.5 Existentialism: Its development with special reference to Sartre and its implications for education.

UNIT – IV SOCIAL DETERMINANTS OF EDUCATION

- 4.1 Education as a Social sub-system. Concept of social system, Specific characteristics of education as a social sub-system, Education and its relationship with other social sub-systems i.e. family, caste and state.
- 4.2 Education as a Social Process.
- 4.3 Socialization- Meaning, Agencies, Theories of Socialization, Process of socialization, social, economic and cultural differences in socialization: implications for inclusion.
- 4.4 Culture- Concept, Meaning, Characteristics, Role of family, caste and state in preservation, transmission and enrichment of culture; acculturation and its Process.
- 4.5 Meaning and importance of peace education to address social issues.

UNIT - V CHANGING DIMENSIONS OF EDUCATION IN REFERENCE TO SOCIETY

- 5.1 Change and Education, Concept of change and planned change, Process of planned change, Functions and qualities of change agent,
- 5.2 Social mobility,
- 5.3 Modernization and Indianization of education,
- 5.4 Education and Gender, Gender ideology in society. Role of religion, constitution and law in gender ideology. Gender differentiation, stereotyping and inequality in society in reference to gender discrimination.
- 5.5 Present status of women’s education in India.
- 5.6 Social Dimension of Indian Education, Approaches to religious and moral education Humanistic and Spiritualistic Approaches, Socialistic pattern of society and education, existing educational disparities.

c) Sessional/Practicum work

Group A Sessional work (Any one of the following)

- 1 One term paper and three abstracts of articles published in some Educational Standard Journals.

- 2 Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience.
- 3 Analyze the contribution of Giju Bhai in the light of child centered Education
- 4 Study the dialogic conversation of Upanishads in Reference to teacher child relationship and education management.

Group B Practicum/Field work (Any One of the following)

- 1 Socio-metric study of a class consisting of not less than 25 students.
- 2 Prepare a questionnaire on different aspects of socialization and administer it on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.

d) REFERENCES-

1. Adam, S.D., Education Modernization in Asia, Addition Wiley Publishing Co. Philosophies, 1970
2. Altekar, A.S., Education in Ancient India, Book Shop, Varanasi, 1934.
3. Arubindo and Mother: On Education, Shri Arubindo Ashram, Pondichery, 1969
4. Brown, F., Educational Sociology
5. Butler, I.D., Four Philosophies (3rd ed.), Harper & Bros, New York, 1969
6. Core, N.S. Desai, I.P. and Simon Chitnis (ed.): Papers in Sociology of Education, N.C.E.R.T., New Delhi, 1967
7. Dent, H.C. British Education, Longmans Press, London, 1961
8. Educational Commission Report (1964-66): Government of India, New Delhi, 1966
9. Griffin&Pareek, U., Planned Change in Education, Somaiya Publications Pvt. Ltd., Bombay, 1970
10. Hussain, Zakir: Educational and Cultural Foundation, Education and National Development, 1975, A Report on Symposium organized by the Foundation, New Delhi
11. Johnson, Herbart., A Philosophy of Education, McGraw Hill Book Co., Inc., New York, 1963.
12. Kneller, G.F., Existentialism and Education, John Wiley & Sons, Inc., New York 1958
13. Max Muller, F., The Six Systems of Philosophy, Sushill Gupta, Calcutta, 1955
14. Morris, V.C., Modern Movements in Educational Philosophy, Miffine Co., Bastor, Hougton, 1969.
15. Mukerjee, R.K., Ancient Indian Education, Macmillan & Co., London, 1947
16. Munshi Ram, Vaidiki, Granthan, Kanpur, Samvat 2059 (In Hindi)
17. Oad, L.K., Shiksha ki DarshnikPrasthabhumi, Rajasthan Hindi Granth Academy, Jaipur, 1973 (In Hindi)
18. Ramkrishan Mission Institute of Culture, The Cultural Heritage of India, Vol.II, Calcutta, 1969

19. Russel, F., On Education, Alien &Unwin, London, 1962
20. ViyogiHari, AryaJeevanDarshan, Bihar Hindi Granth Academy
21. Shab, A.B., Social Context of Education, Allied Publications, 1978
22. Young, C.A.D., Introduction to American Public Education McGraw Hill Book Co., Inc., New York, 1957

PAPER- II PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Maximum Marks: 150

Internal: 50

External: 100

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

- understand concepts and principles of Educational Psychology as an applied science.
- understand implications of psychological theories for education.
- acquaint the learner with the process of development and assessment of various abilities and traits.
- assess personalities and modified their teaching strategy according to needs of students.
- use adjustment strategies in their day to day life.
- understand the Concept of Intelligence, Emotional and Spiritual Intelligence.
- To understand the concept of Cognition and metacognition and different cognitive process
- understand inclusive education from Psychological point.
- understand the theories of Development.

b) COURSE CONTENT

UNIT – I SCHOOL OF PSYCHOLOGY AND LEARNING THEORIES

- 1.1 School of Psychology An Introduction to - Behaviourism, Purposivism, Gestalt, Psycho-analysis,
- 1.2 Learning Theories with Class-room implications: Skinner's Operant Conditioning, Lewin's Cognitive field Theory, Cognitive and Contextual Theories: Learning by Insight by Kohler, Bandura, Vygotsky; Contribution of Piaget, Bruner and Ausubel to learning.

UNIT - II PSYCHOLOGY OF LEARNER AND TEACHING LEARNING PROCESS-

- 2.1 Psychology of Learner: Psychology of exceptional children, Gifted and low achievers.
- 2.2 Motivating the learner, Maslow's self-actualization and McClelland's Achievement Motivation with reference to research done in India.
- 2.3 Creativity - Concept, measurement and teaching for creativity.
- 2.4 Constructivism & learning
- 2.5 Group dynamics: Concept, structure and process, Class-room climate and educational implications,
- 2.6 Transfer of Learning: Concept and Implications For Education
- 2.7 Inclusive Education: Need, Process and Barriers.

UNIT-III COGNITION, META-COGNITION AND THEORIES OF DEVELOPMENT

- 3.1 Cognitive Processes: Sensation, Attention, Perception, Cognition, Problem - solving

- 3.2 Metacognition- Meaning, Dimensions, Difference between meta-cognition and cognition, Ways of developing Metacognitive strategies and Self -regulation.
- 3.3 Theories of development
- Piaget's Cognitive development
 - Freud's Psycho-sexual development
 - Erikson's psycho-social development
 - Having Hurst's developmental tasks
 - Kohlberg's moral development
 - Gessel's Maturation theory.
- 3.4 Development concept according to Eminent Indian Thinkers: Aurobindo, J Krishnamurti, Giju Bhai Badheka

UNIT – IV PERSONALITY AND ADJUSTMENT-

- 4.1 Theories of personality - Psycho-analysis, Trait theory - Cattell and Allport
Measurement of personality through projective and semi-projective techniques.
- 4.2 Adjustment: Psychology of adjustment, adjustment processes and different adjustment mechanism. Mal-adjustment, Juvenile delinquency and corrective measures.

UNIT – V INTELLIGENCE

- 5.1 Intelligence: Concept, Nature and Theories (Spearman, Thurstone, Guilford, Gardner and Sternberg).
- 5.2 Measurement of Intelligence.
- 5.3 Developing Emotional and Spiritual Intelligence.

c) SESSIONAL/PRACTICAL WORK

Group-A SESSIONAL WORK (Any One of the following)

- 1 One term paper and three abstracts of articles published in some Educational Standard Journals.
- 2 Visit a school to study the psychological aspects of the learners and prepare a report based on observations and experience.

Group-B PRATICUM /FIELD WORK (Any One of the following)

- Case study of an exceptional child
- An institutional Case study with reference to inclusive education.
- Administration, Scoring and interpretation of any one of the following psychological test on one subject-
- Performance test of intelligence.
- Projective/ semi- projective personality test.

d) REFERENCES-

1. Alur, M. & Timmons, V. (Eds.). (2009). *Inclusive education across cultures: Crossing boundaries, sharing ideas*. New Delhi: SAGE Publications India Pvt Ltd.
2. Anastasi, A., Psychological Testing, Macmillan Co., New York, 1971
3. Ausubel, D.P., Educational Psychology - A Cognitive View, Holt Rinehart, New York, 1968

4. Baker, H.J., Introduction to Exceptional Children, Macmillan Co., New York, 1957
5. Bigge Morris, L. & Hunt Maurice, P. (1968) , Psychological Foundations of Education, 2nd Edition, N.Y. Harper & Row.
6. Biggee Morris C., and Row,(1971) , Learning Theories for Teachers, 2nd Edition N.Y.Harper.
7. Blair, Jones Simpson, Educational Psychology, Macmillan CO., New York, 1968
8. Cattell, R.B., Description and Measurement of Personality, World Book Co., New York, 1946
9. Dave, Indu: Shiksha ke Manovaigyanik Adhar, Rajasthan Hindi Granth Academy, Jaipur, 1971
10. Dececco John, P., (1968) ,The Psychology of Learning and Instruction, Prentice Hall of India, New Delhi
11. Goleman, D.L. (1995) , Emotional Intelligence. London: Bloowsbusy
12. Mathis, B.C. and Others, Psychological Foundation of Education, Academic Press, New York, 1970
13. McCell and, D. et. al., The Achievement Motives, Applleton-Century Crofts, New York, 1953
14. Mouilly, H.C. (ed.), Reading in Educational Psychology, HoltReinhart, New York, 1971
15. Piagert, J., Science of Education and the Psychology of Child, Viking, New York, 1970
16. Stones, E. (ed.), Reading in Educational Psychology, Methuen Co., London, 1870

Paper-III

Methods of Educational Research and Data Analysis

Maximum Marks: 150

Internal: 50

External: 100

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

- understand the meaning and process of research ;
- select suitable research problem after consulting various sources;
- understand the various methods of sampling;
- understand the characteristics and use of different tools and techniques for data collection;
- understand the various methods and techniques in educational research; and
- prepare a research proposal, dissertation abstract and research article.
- interpretation of results obtained through different techniques of analysis of data.
- appreciate the role of research methodology in the present context.

B) COURSE CONTENT

Unit I: Research Problems, Variables and Hypotheses in Elementary/ Secondary Education

- 1.1 Meaning, need, importance (purposes), scope, dimensions and history of research in elementary education, types of research—basic, applied and action in Elementary/ Secondary education, methods, special characteristics and steps.
- 1.2 Sources, criteria and selection of research problem and statement of problem in different forms.
- 1.3 Meaning, characteristics and types of variables and interrelationship among different variables.
- 1.4 Meaning, importance, characteristics, types and forms of hypothesis.
- 1.5 Research blue print—components.
- 1.6 Purpose and need at different stages of research, sources and types.

Unit II: Methods of Research in Elementary/ Secondary Education

- 2.1 *Historical:* Need and significance of historical research, characteristics and steps in historical research, techniques used in historical research, source collection, criticism and interpretation of data.
- 2.2 *Descriptive:* Characteristics and steps in descriptive research, surveys, correlation and causal comparative studies, case and developmental studies—nature and use, steps and interpretation.
- 2.3 *Experimental:* Need and significance, characteristics and steps in experimental research, Nature of quasi experimental research. Validity—internal and external, Role of control, Designs—single group, parallel groups and rotation groups.

Unit III: Sampling Techniques and Tools for Data Collection

- 3.1 Population, Concept and need of sampling , Selection of adequate and representative sample characteristics of a good sample.

- 3.2 Sampling Methods: random, stratified, cluster and multistage, quota and purposive.
- 3.3 Sampling errors and its minimization, Table of random numbers types and uses
- 3.4 Characteristics, types, construction and uses of (a) observation (b) Questionnaire (c) Interview (d) Rating Scales (e) Attitude scales (f) Projective Techniques (g) Schedules (h) Sociometry Validity and reliability of various tools and technique?
- 3.5 Format, cauterization and characteristics of a good research report.

Unit IV: Descriptive Statistics in Research

- 4.1 Quantitative Data Scales of measurement Nominal Ordinal: Interval and Ratio.
- 4.2 Tabular representation of data.
- 4.3 Graphical representation of data: Histogram Frequency polygon. Ogive, Pie and Bar diagrams.
- 4.4 Measures of central tendencies - computation and uses of Mean. Median, Mode, Percentile and standard deviation.
- 4.5 Normal Distribution - characteristics of Normal distribution curve.

Unit V: Inferential statistics

- 5.1 Correlation - concept, types, assumptions, computation, uses and interpretation of rank order, product moment, Bi-serial, Point Bi-serial, partial and multiple correlation.
- 5.2 Concept of regression and regression equations.
- 5.3 Concept of degree of freedom and level of significance one tailed and two tailed tests
- 5.4 Significance of the difference between Means - t- test and critical ratio. Concept assumptions and uses of analysis of variance.
- 5.5 Concept and uses of non- parametric techniques: Chi-square.

c) SESSIONAL/PRACTICAL WORK

Group-A Sessional work (Any One of the following)

- Review of two research papers, one quantitative and the other qualitative
- Selection of a problem and developing a research proposal for M.Ed. dissertation and its seminar presentation

Group-B Praticum/Field work (Any One of the following)

- Construction of one tool for data collection following standard procedure
- Tryout of tool

d) REFERENCES

1. Best, J. W. (1986)., *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.

2. Borg, W. R. and Gall, M. D. (1983)., *Educational Research-An Introduction*, New York, Longman, Inc.
3. Christensen, L. (2007)., *Experimental Methodology*. Boston: Allyn & Bacon.
4. Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
5. Garret, H.E. 1967. *Statistics in Psychology and Education*, Bombay Vakils.
6. Guilford. J.P. and B. Fruchter. 1987 *Fundamental Statistics in Education and Psychology* Tokyo: McGraw Hill (Student-Sixth edition.)
7. Kaul. Lokesh. 1984. *Methodology of Educational Research*, New Delhi; Vikas Publications.
8. Kerlinger. F.N, 1973. *Foundations of Behavioural Research*, New York: Holt. Rinehart and Winston.
9. Fraenkel, J. R., Wallen, N. E. (1983). *How to Design and Evaluate Research in Education*, Singapore; McGraw Hill, Inc.
10. Fogelman, (1977). *Piagetian Tests for Primary Schools*, NFER of UK.
11. Good, Carter, V. *Methodology of Educational Research*, New York: Appleton Century Crafts.
12. Gupta, Santosh. (1983). *Research Methodology and Statistical Techniques*, New Delhi: Deep and Deep Publisher.
13. Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
14. Kaul, Lokesh. (1984). *Methodology of Educational Research*, New Delhi: Vikas Publications.
15. Kerlinger, F. N. (1973). *Foundations of Behavioural Research*, New York: Holt, Rinehart and Winston.
16. Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
17. Raizada. B. S. "Shaikshik and Anusandhan ke Mool Tatva" Hindi Sahitya Granth Academy, Jaipur.
18. Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merrill, Prentice Hall.
19. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
20. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd
21. Sidhu, K. S. (1987). *Methodology of Research in Education*, New Delhi: Sterling Publishers Pvt. Ltd.
22. Srivastava, G. N. P. (1994). *Advanced Research Methodology*, New Delhi: Radha Publications.
23. Sukhia, S. P., Mehrotra P. V. and Mehrotra R. N. (1966). *Elements of Educational Research*, New Delhi: Allied Publications.
24. Travers, R. M. W. (1969). *An Introduction to Educational Research*, New Delhi: Sterling Publishers Pvt. Ltd.
25. Tuckman, B. W. (1969). *An Introduction to Educational Research*, New York: The MacMillan Company.
26. Van, Dalen, Debonald, B-and Meyer, William, J. (1979). *Understanding Educational Research: An Introduction*, New York: McGraw Hill Co.

PAPER- IV EDUCATION AND CURRICULUM STUDIES

Maximum Marks: 150

Internal: 50

External: 100

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

- Introduce the nature of education studies and map the fields.
- Apply key principles across educational systems.
- Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- understand the factors from historical perspective that contributed to present education system.
- acquaint the students with the political economy of education.
- understand the Pre-independence and post-independence development of education in India.
- Orient to the institutions, systems and structures of education and flag the contemporary concerns of education policy and practice.
- understand that development of Education is influenced by political forces of the time.
- develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
- understand Restructure and standards based on reform of elementary and secondary education
- understand the common challenges in educational system of world.
- 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.

b) COURSE CONTENT

UNIT- I NATURE OF EDUCATIONAL STUDIES

- 1.1 Meaning, concept, perspectives (Historical, Political, Economical) aims, and values of educational studies and educational issues.
- 1.2 Defining principles of education studies.
- 1.3 Field of Educational studies & education studies as a discipline.
- 1.4 Education in Vedic Period, Buddhist Period, Medieval 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.
- 1.5 Economics of Education:- Meaning, Aims, Scope and Significance

UNIT – II INSTITUTIONAL SYSTEM AND STRUCTURE OF EDUCATION

- 2.1 Structure & System of education in India from primary to higher education.

- 2.2 Commonalities & common challenges, in educational systems of world,(social injustice, , inclusion, gender discrimination,)
- 2.3 Restructure and standards based on reform of elementary and secondary education.
- 2.4 Social Justice, Inclusion, Gender Discrimination, Mental & Physical well- being, Peace and Human Values.

UNIT – III CONTEMPORARY EDUCATIONAL POLICIES AND PRACTICES

- 3.1 Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- 3.2 RMSA & RTE act: Introduction, constitutional provisions, chapters and salient features, impact on Indian Education.
- 3.3 Educational Reform in post -independence India.
- 3.4 contemporary challenges of RMSA
- 3.5 National and state level reform in school education
- 3.6 Employment opportunities and placement in educational institutions, organizations and economic enterprises engaged in education and training.

UNIT -IV CURRICULUM AND EVALUATION

- 4.1 Concept of Curriculum, Components of curriculum : objectives, content, transaction mode and evaluation.
- 4.2 Epistemological, Social and Psychological foundations of curriculum.
- 4.3 Principles of Curriculum Construction
- 4.4 Principles of formulating- aims, specifying content, defining teaching learning experiences and evaluation procedure.
- 4.5 Formative and Summative Evaluation.

UNIT- V CURRICULUM DEVELOPMENT

- 5.1 Factors affecting Curriculum change- Social factors, Pressure groups, Writers and publishers.
- 5.2 Role of teacher as a Curriculum maker : Integration of learning experiences related to work experiences, sensitivity to gender disparity, peace oriented values, health and needs of children with disabilities, art and India's heritage of crafts.
- 5.3 Understanding of NCFTE-2009 in reference to curriculum development.
- 5.4 Eclectic Model of Curriculum Design
- 5.5 Taba's Model of Curriculum Development

c) SESSIONAL/PRACTICAL WORK

Group A Sessional work (Any One of the following)-

- (A) Compile articles from newspapers, magazines, or internet on educational issues. Prepare a report with suggestion for solutions.
- (B) Review of related literature to justify the role of Political/Economic/Historical foundation of education in shaping of education.
- (C) Prepare a paper on comparative study of National curriculum of any two countries at any level.
- (D) Study any one policy with special reference to curriculum and prepare a report- 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).

Group B Field work: (Any One of the following) –

- (a) Evaluation of a school textbook.
- (b) Design an institutional plan learning outcomes and its tryout.
- (c) Development of unit test and its tryout.
- (d) Preparation of child centered activity based instructional strategy on a chosen subject and its tryout.
- (e) A critical study of science curriculum of secondary stage of any state.

d) REFERENCES-

1. Agrawal, J.C., Land Marks in the History of Modern Indian Education, New Delhi
2. Bloom, B.S., Hastings, J.T. & Madaus, G.F. (1971): Handbook of Formative and Summative Evaluation Student Learning. New York: McGraw Hill.
3. Education and National Development: Report of the Kothari Commission on Education, New Delhi, 1966.
4. Forsyth, I., Jolliffe, A. & Stevens, D. (1999), Evaluating a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
5. Forsyth, I., Jolliffee, A. & Stevens, D. (1999), Planning a Course. Practical Strategies for Teachers, Lectures and Trainers. London: Kogan Page.
6. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
7. Kneller, G.F. (1993), Foundation of Education: New York and London: John Wiley and Sons, Inc.
8. Koul, J.N. (1975), Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
9. Mathur, V.S. (1970), Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
10. Ministry of Education (1978), Report of the Education Commission 1964-66. New Delhi: Govt. of India.
11. Mohanty, J. (1987), Education - In India. New Delhi: Deep & Deep Publications.
12. Mukerji, S.N. (1965), Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).
13. Mukerji, S.N: History of Education in India- Modern period Acharya Book Depot; Baroda
14. NCF 2005, NCERT, New Delhi.
15. NCFTE 2009, NCTE, New Delhi
16. Ornstein, A.C. and Hunkins, F.P. (1988), Curriculum: Foundations, Principles and Issues. London: Prentice Hall International Ltd.
17. Taneja, V.R. (1983), Trust with Education. New Delhi: Sterling Publishers.

18. Teneja, V.R.(2005), Foundation of Education, Chandigarh 17, Abhishek Publishers.

Specialization
COURSE - V.EE I(a) : ELEMENTARY EDUCATION

हिंदी भाषा शिक्षण

Pedagogy and Assessment of Language Hindi

कुल अंक 150
बाह्य मूल्यांकन – 100
आंतरिक मूल्यांकन – 50

अ) पाठ्यक्रम के विशिष्ट उद्देश्य

- भाषा के स्वरूप और विकास की व्यवस्था को समझना।
- प्रारंभिक स्तर पर मातृभाषा के महत्व को समझना और हिंदी भाषा शिक्षण में उसका उपयोग करना।
- भाषा की विभिन्न भूमिकाओं को जानना और समझना।
- हिंदी भाषा के विविध कौशलों (सुनना, बोलना पढ़ना लिखना) में दक्षता प्राप्त करना।
- भाषा शिक्षण की विभिन्न विधियों से परिचित होना और उनका सफलतापूर्वक प्रयोग करना।
- भाषा के मूल्यांकन की प्रविधियों को जानना उनका प्रयोग और अभ्यास।

ब)

इकाई-I भाषा की प्रकृति

- 1.1 भाषा, भाषा की प्रकृति, भाषा की विशेषताएं, भाषा के प्रकार (मौखिक और लिखित) तथा कार्य।
- 1.2 मातृभाषा
- 1.3 प्रथम भाषा, द्वितीय भाषा, तृतीय भाषा
- 1.4 भाषा और अधिगम

इकाई II भारत में हिंदी की स्थिति और भाषा शिक्षा नीति

- 2.1 हिंदी प्रथम द्वितीय और तृतीय भाषा के रूप में
- 2.2 हिंदी पढ़ने और पढ़ाने की चुनौतियाँ
- 2.3 त्रिभाषा सूत्र की विशेषताएं और इसके व्यावहारिक प्रयोग की चुनौतियाँ
- 2.4 राष्ट्रीय शिक्षा नीति 1986 पी ओ ए 1992 राष्ट्रीय पाठ्यचर्या 2005

इकाई III भाषायी दक्षताएँ

- 3.1 सुनना और बोलना : कहानी कथन, संवाद बातचीत, भूमिका निर्वाह
- 3.2 पढ़ना : मुखर और मौन वाचन, व्यापक और गहन पठन पठन दोष और उनका निराकरण
- 3.3 लिखना – लिखने के चरण, सर्जनात्मक लेखन, औपचारिक और अनौपचारिक लेखना।
- 3.4 हिंदी उच्चारण शिक्षण
उच्चारण अवयव/स्थान
अशुद्ध उच्चारण के कारण उनके प्रकार एवं सुधार के उपाय।

इकाई IV भाषा शिक्षण की प्रचलित विधियाँ / प्रणालियाँ

- 4.1 व्याकरण अनुवाद प्रणाली/विधि
- 4.2 प्रत्यक्ष प्रणाली, ढांचागत प्रणाली
- 4.3 संप्रेषणात्मक प्रणाली, निर्मितवादी प्रणाली
- 4.4 पाठ योजना: प्रकृति उद्देश्य और आवश्यकता विभिन्न पाठ योजनाएं (गद्य पद्य कहानी नाटक व्याकरण)

इकाई V आंकलन एवं मूल्यांकन

- 5.1 मूल्यांकन— इसकी भूमिका और महत्व
- 5.2 भाषा विकास की प्रगति और मूल्यांकन
- 5.3 सतत और व्यापक मूल्यांकन

- 5.4 मूल्यांकन की प्रविधियां – मौखिक, लिखित, स्व मूल्यांकन आपसी मूल्यांकन, समूह मूल्यांकन
- 5.5 प्रश्नों का स्वरूप – खुले प्रश्न, बहुविकल्पीय प्रश्न, सत्य असत्य प्रश्न इत्यादि
- 5.6 क्रियात्मक अनुसंधान (मातृभाषा और हिंदी भाषा शिक्षण के संदर्भ में)

स) परियोजना / प्रयोगात्मक कार्य

समूह अ– निर्देश – निम्नलिखित में से केवल एक परियोजना कार्य करना है –

- 1 कक्षा 1 से 8 तक की हिंदी की दो राज्यों की किसी एक पाठ्य पुस्तक की तुलना करना।
- 2 विद्यालय पत्रिका की रूपरेखा बनाना।
- 3 कक्षा 1 से 8 के हिंदी के प्रश्न पत्र की समीक्षा करना। कक्षा 1 से 8 तक किसी एक कक्षा के हिंदी प्रश्न पत्र का निर्माण करना।
- 4 संविधान में भारतीय भाषाओं संबंधी अनुसंधान तथा राष्ट्रीय शिक्षा नीति पी ओ ए (प्रोग्राम ऑफ एक्शन) द्वारा संस्तृत भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार कीजिए।
- 5 सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिंदी शिक्षण की दो गतिविधि तैयार कीजिए।

समूह ब– निम्नलिखित में से केवल एक प्रयोगात्मक कार्य करना है –

- 1 विद्यालयी अनुभव कार्यक्रम के दौरान भाषा शिक्षण को लेकर आने वाली कठिनाइयों पर क्रियात्मक शोध/समकालीन बाल साहित्य की समीक्षा करना।
 - 2 एक प्रश्नावली तैयार करें तथा दस व्यक्तियों का साक्षात्कार करें और साक्षात्कार के आधार पर हिंदी की स्थिति पर एक रिपोर्ट तैयार कीजिए।
 - 3 नशा मुक्ति, जल, पर्यावरण संरक्षण, राष्ट्रीय स्वच्छता अभियान जैसे आंदोलनों को भाषों के पाठों द्वारा किस प्रकार प्रचारित करेंगे कुछ एक्टिविटी तैयार कर एक रिपोर्ट प्रस्तुत कीजिए।
- अध्यापन विधियाँ – व्याख्यान के साथ-साथ परिचर्चा छात्रों द्वारा स्वयं करके सीखना उनकी सहभागिता द्वारा शिक्षण

द) संदर्भ साहित्य

- 1 राष्ट्रीय पाठ्यचर्या 2005 की रूपरेखा, एन सी ई आर टी., प्रकाशन
- 2 भारतीय भाषाओं का शिक्षण आधार पत्र, एन. सी. ई. आर. टी. प्रकाशन
- 3 समझ का माध्यम एन.सी.ई.आर.टी. प्रकाशन
- 4 नई शिक्षा नीति 1986 मानव संसाधन विकास मंत्रालय
- 5 निरंजन कुमार सिंह, माध्यमिक विद्यालयों में हिंदी शिक्षण, राजस्थानी ग्रंथ अकादमी, जयपुर
- 6 व्यापक एवं सतत मूल्यांकन, एन.सी.ई.आर.टी. प्रकाशन
- 7 भोलानाथ तिवारी, भाषा विज्ञान किताब महल, इलाहाबाद
- 8 एम एम भाटिया और सी एल नारंग, आधुनिक हिंदी शिक्षण विधियां प्रकाश ब्रदर्स लुधियाना

COURSE - V.EE I(b) Pedagogy and Assessment of Learning Language (English)

Total Marks: 150
External Assessment: 50
Internal Assessment: 100

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

- understand the nature and resources of language and issues related to language acquisition, language learning and multilingualism.
- acquire knowledge about the role, status, objectives and problems of teaching English as a second language in India
- improvise and use appropriate aids for teaching English
- know, compare and analyse various methods and approaches of teaching English as a second language
- plan and teach lessons in English prose, poetry, grammar and composition at

- Elementary level.
- use various techniques for the evaluation of learner's achievement in English identify and analyse errors and plan and execute remedial instruction

b) COURSE CONTENT

Unit I: Language and Language Learning

- 1.1 Nature of language
- 1.2 Characteristics of language
- 1.3 Forms of language (oral and written)
- 1.4 Functions of language
- 1.5 Language Acquisition and Language Learning: Types and process: L1, L2 and FL.
- 1.6 Language and learning: Language Across Curriculum
- 1.7 Multilingualism as a Resource

Unit II: Position of English in India

- 2.1 Role and Position of English language in India
- 2.2 Challenges of teaching and learning English in India
- 2.3 NCF-2005 (Language Education)
- 2.4 Objectives of teaching English in India
- 2.5 Description and classification of speech sounds in English: Vowels and Consonants
- 2.6 Segmental features: Phoneme and allophone
- 2.7 Supra-segmental features: accent, stress, intonation and rhythm
- 2.8 Phonemic transcription

Unit III: Acquisition of Language Skills

- 3.1 *Receptive skills: listening and reading skills*
Developing listening skills through storytelling, dialogues, situational conversations, role plays etc. Developing reading skills through Reading Aloud and Silent reading, Intensive & Extensive Reading, Skimming and Scanning
- 3.2 *Productive Skills: speaking and writing*
Developing speaking and writing skills through storytelling, dialogues, situational conversations, role plays etc. Developing writing skills, process, mechanics and steps of writing: brainstorming, note-making, organizing thoughts, preparing first draft, editing and improving, finalizing. Writing and teaching of letters, applications, reports, stories, e-mails, paragraphs, CV/resume, précis, summary, notes, dialogues etc.

Unit IV: Approaches, Methods and Techniques

- 4.1 Various types of Approaches: Structural-Situational Approach Communicative Approach, Constructivist Approach and Eclectic Approach.
- 4.2 Various types of Methods: Grammar-Translation Method, Bilingual Method, Direct Method etc.
- 4.3 Teaching Different Forms of English Literature: Prose, Poetry and Drama
- 4.4 Lesson planning: Nature, objectives and needs; Lesson planning in prose, poetry and drama at school level.

Unit V: Assessment, Evaluation and Action Research

- 5.1 Concept, Scope and Importance
- 5.2 Types of Assessment and Evaluation
- 5.3 Difference between Assessment and Evaluation
- 5.4 Assessment of Language Skills(LSRW) and Language Content (Sounds, Vocabulary, Structure and Grammar)
- 5.5 Assessment in Poetry, Prose and Drama
- 5.6 Continuous and Comprehensive Evaluation: Concept, Scope and Process
- 5.7 Techniques of evaluation—oral, written, portfolio; cloze test, Self-evaluation; Peer evaluation; Group evaluation.
- 5.8 Type of questions and test items: Assessment Activities and tasks
- 5.9 Action Research-its need, importance, objectives and steps of preparing action research plan related to teaching of English at Elementary level

Language across the Curriculum Activities: As an integral part of teaching-learning process, relevant activities should be carried out to enhance and promote language skills (LSRW) and proficiency based on the rationale of *Language across Curriculum*. The activities in this regard are language centered and, therefore, the focus of learning and teaching activities should be on language skills not necessarily on the content. The activities in this regard may be designed/improvised according to the context. Some of the exemplar activities may include:

- Presentation (Oral and Written) based on themes from the content area
- Debate on themes from the content area
- Panel discussion/Seminar/ discussion etc.
- Group discussion/group work
- Question-answer sessions
- Role play/dramatization
- Extempore speech/Elocution
- Organization of reading/reflection activities beyond the textbooks

c) Sessional/Practical work:

Group A - Sessional work (Any one of the following)

Observation and recording of practical difficulties in the teaching of English at Elementary level

- Preparing a small dictionary of the difficult words used in the Elementary textbooks.
- Preparing different visual-aids for teaching.
- Framing suitable exercises on a given topic /passage.
- Development of language games

Group B - Practicum work (any one of the following)

- Preparation of 20 test items (5 each on the LSRW skills).
- Analysing errors committed by Primary students.

- Analysis and categorisation of exercises on grammar as given in the prescribed textbook of the school.
- A write-up on the problems faced by the school students in relation to the acquisition of the receptive (listening and reading) or productive (speaking and writing) skills in English.
- A write-up on the comparison between English and mother tongue/home language in terms of sounds and word-order.
- Selection of materials for writing in English from the newspapers, comics, magazines, advertisements and preparation of an outline for teaching language items.

d) REFERENCES:

1. Bansal, R.K. and Harrison, J.B. (1972). *Spoken English for India*. Madras: Orient Longman Ltd.
2. Baruah, T.C. (1985). *The English Teachers' Handbook*. New Delhi: Sterling Publishing Pvt. Ltd.
3. Bright, J. A. and McGregor, G. P. (1970). *Teaching English as Second Language*. London: Longman.
4. Brown, H. Douglas. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education.
5. Brumfit, C.J. (1984). *Communicative Methodology in Language Teaching*. Cambridge: Cambridge University Press.
6. Doff, A. (1988). *Teaching English*. Cambridge: Cambridge University Press.
7. Freeman, Diane-Larsen. (2000). *Techniques and Principles in language Teaching*. Oxford: Oxford University Press.
8. Gimson, A.C. (1980). *An Introduction to the Pronunciation of English*. London: Edward Arnold.
9. Harmer, Jeremy. (2007). *How to teach English*. Harlow: Pearson Education Limited.
10. Hornby, A.S. (1968). *A Guide to Patterns and Usage in English*. Oxford: Oxford University Press.
11. Krishnaswamy, N. and Krishnaswamy, Lalitha. (2008). *Story of English in India*. New Delhi: Foundation Books.
12. Lado, R. (1971). *Language Teaching*. New Delhi: Tata McGraw Hill Publishing.
13. Mishra, A. K. et al. (2013). *Issues in Education at Elementary Level*. New Delhi: Lakshi Publishers.
14. Paliwal, A.K. (2011). *Methodology of Teaching English as a Second Language*. Jaipur: Kalpana Publication.
15. Palmer, H.L. (1965). *The Principles of Language Study*. London: Oxford University Press.
16. Quirk, R. and Greenbaum, S. (1973). *A University Grammar of English*. London: Pearson Longman.
17. Raimes, Ann. (2010). *Techniques in Teaching Writing*. Oxford: Oxford University Press.
18. Richards, J.C. and Rodgers, T.S. (2014). *Approaches and Methods in language Teaching* Cambridge. Cambridge University Press.
19. Roach, Peter. (1991). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.

20. Sinclair, John. (2000). *Collins Cobuild English Grammar* London: Harper Collins.
21. Yadav, Saryug. (2014). *Challenges of Teaching English Language and Literature in the Age of Globalisation*. New Delhi: Lakshi Publishers.

COURSE - V.EE II -Pedagogy and Assessment of Mathematics

Maximum Marks: 150

Internal: 50

External: 100

a) 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, Scope and Objectives of Teaching-learning Mathematics

- 1.1 Nature and scope of elementary school Mathematics: aims and general objectives of teaching.
- 1.2 Mathematics at the elementary school level using instructional objectives in teaching Mathematics/Learning outcomes in Mathematics at elementary stage.

Unit II: Psychological Bases and Strategies of Teaching learning Mathematics

- 2.1 Application of learning theories in teaching-learning process of Mathematics.
- 2.2 Learning Processes in Mathematics-implications of the studies of Piaget and Bruner to classroom instruction in Mathematics.

Unit III: Approaches to Teaching-learning Mathematics

- 3.1 Concept formation in Mathematics, Strategies of teaching Mathematical concepts.
- 3.2 Expository and guided-discovery strategies for teaching of Mathematical generalizations.
- 3.3 Strategies of teaching Mathematics through child centered approach-heuristic methods, joyful learning through play way method, development of computation and drawing skills.
- 3.4 Designing mastery learning strategy for teaching based on different units in Arithmetic, Geometry and Mensuration.
- 3.5 CAI Computer Assisted Instruction

Unit IV: Assessment and Evaluation of Students' Learning in Mathematics

- 4.1 Role of evaluation in the teaching-learning process, evaluation techniques associated with pupils' learning outcomes-observation, oral work, analysis of written work. Testing-types of tests-planning and construction of learning outcome-based achievement tests, criterion referenced test, diagnostic test.
- 4.2 Formative and summative evaluation.

Unit V: Content and Process Enrichment in Elementary School Mathematics

The following topics must be dealt in an integrated way highlighting teaching-learning processes

- 5.1 Sets of numbers and numerals, concept of number, cardinality and ordinality of numbers, sets of number operations and their properties associated with whole numbers, integers and rational numbers, fractions, decimals and their conversion.
- 5.2 Informal geometry: basic concepts in informal geometry-point, line, curve, line segment, ray, angle etc. Concept of perpendicularity and parallelism, circles-radius, diameter, arc. Segment and chord, polygons-classification of polygons.
- 5.3 Measurement of concepts and skills-linear measurements area, volume and weight, metric system, activities for development of skills in measurement.

c) Sessional/Practicum work: (Any one of the following)

1. Designing a Mathematical game, puzzles.
2. Preparation of five lesson for multi-grade teaching.
3. Review of mathematics text book at Primary/Upper Primary level.

Group B Practicum work(any one of the following)

- 1 Analysing learning tasks in any one topic in developing diagnostic test items
- 2 Practical use of Mathematical kits.

d) REFERENCES

1. Alice F. Art and Eleanan Armaer Thomas. *Becoming a Reflective Mathematics Teacher*.
2. Ashlock, R.B. and Herman Jr. W.L. 1970. *Current Research in Elementary School Mathematics*, New York: Macmillan.
3. Baur, G.R. and George, L.U. 1976. *Helping Children Learn Mathematics-A Competency Based Laboratory Approach*, California: Commungis Publishing Co.
4. Baw, G.R. and George, L.U. (1976). *Helping Children Learn Mathematics-A Competency Based Laboratory Approach*. California, Cummings Publishing Co.
5. Bhanumurthy, I.S. (1992). *Ancient Indian Mathematics*. Wiley Eastern Ltd, New Delhi.
6. Gronlund, N.E., (1990) *Measurement and Evaluation in Teaching*. New York; Macmillan.
7. Heimer, R.T. and True blood, C.R. (1970) *Strategies for Teaching Children Mathematics; Reading*. Massachusetts: Addison Wesley Publishing Comp.

8. Kidd, Kenneth, P. et. al. 1970. *The Laboratory Approach to Mathematics*. Chicago: Science Research Associates.
9. Kenneth, Kidd P, et al. (1970). *The Laboratory Approach to Mathematics*. Chicago, Science Research Associates.
10. Lieback, Pamela (1984). *How Children Learn Mathematics*. Penguin Books.
11. Meimer, R.T. and True blood, C.R. 1977. *Strategies for Teaching Children Mathematics*. Reading, Massachusetts: Addison Wesley Publishing Co.
12. NCERT 1991, 1995. *Minimum Levels of Learning at Primary Stage*. NCERT, New Delhi.
13. NCERT 2000, *National Curriculum Framework for School Education*.
14. NCERT 2005, *National Curriculum Framework*, New Delhi
15. Resinck, L.B. and W.W. Ford. 1980. *The Psychology of Mathematics for Instruction*. New jersey: Lawrence Erlbaum Associates.
16. Polya, G (1957). *How to Solve it*. 2nd edition, Garden City, N.Y.: Doubleday and Company.
17. Polya, G *Mathematical Discovery on Understanding, Learning and Teaching Problem Solving*. John Wiley & Sons.
18. Resonik, L.B. and W.W. Ford (1980). *The Psychology of Mathematics for Instruction*. New Jersey: Lawrence Erlbaum Associates.
19. Sawyer, W.W. *Mathematics in Theory and Practice*. Udhams Press Ltd, London.

COURSE - V.EE III -Pedagogy and Assessment of EVS/Science

Maximum Marks: 150

Internal: 50

External: 100

- a) 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 endeavour;
 - understand the difference and complementarity between Science and Technology;
 - understand the need to evaluate curricula and evaluate the same on the basis of different validities;
 - know about and critically study innovative curricular efforts in India and abroad;
 - understand diversity of instructional materials, their role and the need for contextualization in science education;
 - appreciate the role of co-curricular 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.

b) Course content

Unit I: Nature and Objectives of Teaching Science

- 1.1 Nature of modern science and education.
- 1.2 Trends in teaching science at elementary stage, Integrated Science-conceptual process and environmental approach.
- 1.3 Different approaches adopted for defining educational outcomes – taxonomical approach, product versus process approach, problem solving approach.

Unit II: Curricular support and Resources for Elementary Science

- 2.1 Instructional materials for teaching primary science- text book, activity book, work book, teachers’ handbook and reference books.
- 2.2 Resources for teaching primary science-use of environment and community resources.
- 2.3 Construction and use of low-cost, improvised teaching-learning materials (models, charts, pictures, flash cards, A.V. aids etc.), Use of kit and computers.

Unit III: Instructional strategies for Teaching Learning Science

- 3.1 Strategies for teaching elementary science through local specific materials, play-way, enquiry approach, activity, concept mapping.
- 3.2 Project work in science learning
- 3.3 Use of co-curricular activities for science learning.
- 3.4 Instructional strategies for dealing with the gifted children, strategies for dealing with low achievers.

Unit IV: Assessment and Evaluation of Educational Outcomes

- 4.1 Continuous and Comprehensive Evaluation (CCE) in primary science- its meaning, evaluation based on learning outcomes, Multi-grade set up, summative and formative evaluation.
- 4.2 Art of questioning, role of question in classroom teaching, oral methods of testing, objective based test items.
- 4.3 Diagnostic testing and remedial teaching.
- 4.4 Grading in evaluation

Unit V: Content and Process

The following topics must be dealt in integrated way highlighting teaching-learning processes.

- 5.1 Our body, nutrition and health.
- 5.2 The solar system
- 5.3 Measurement

- 5.4 Important resources-conservation and preservation (water, air, minerals, energy, forest and animals).

c) Sessional/Practicum work

Group A : Sessional work(Any one of the following):

1. Preparation of an Album/Scrap book on a particular topic/unit.
2. Preparation of five lessons of multi-grade teaching.
3. Reviews of text-book at Primary/upper Primary level.

Group B : Practicum work (any one of the following)

- 1 Conducting a survey in the neighbour hood school and preparation of a brief report on resources available for teaching EVS/Science.
- 2 Preparation of diagnostic test on any topic.

d) REFERENCES:

1. Anderson, H.O. and Kaushik Paul G 1972, Towards More Effective Science Instruction in Secondary Education. The MacMillan Co., New York.
2. Anderson, Devito et. al. 1970. Developing Children's Thinking through Science.
3. Arthur, A. Carin, Robert, B. Sund. 1970. Teaching Science through Discovery (2nd Ed.)
4. B.L. Young. 1979. Teaching Primary Science
5. Brown, J. Cooper et. al. (eds.). 1986. Exploring the Curriculum: Science in Schools, The Open University Press.
6. Das, R.C. (1985) Science Teaching in Schools : Sterling Publication, New Delhi
7. D.L. Williams and W.L. Horman. 1971. Current Research in Elementary school Science.
8. Ditte, J. Delgiorno; N.B. Tissair. 1975, Environmental Science Activities-Handbook for Teachers, (Units 2.3, 5.1 etc.).
9. Donald P. Kouchak and Paul D. Baggen. 1989. Learning and Teaching: Research-based Methods.
10. H. Clerk, Hubler. 1974. Science for Children.
11. Kenneth D. George et. al. 1974. Elementary School Science-Why and How?
12. Minkoff, E.C.& Baker, P.J. (2004). *Biology Today: An Issues Approach, garland science*. New York. Pp.1-32. Biology: Science & Ethics.
13. Minkoff, E.C. and Pamela J. Baker (2004). *Biology Today: An issues Approach*. Garland Science New York pp. 1-32, Biology: Science and Ethics.
14. NCERT 1988. National Curriculum for Elementary and Secondary Education-A Framework, New Delhi.
15. NCERT 1991, Minimum Levels of Learning at Primary Stage, New Delhi.
16. NCERT 2000, National Curriculum Framework for School Education.
17. NCERT, *National Curriculum Framework-* 2005, NCERT. New Delhi.
18. NCERT, '*Focus Group Report*' *Teaching of Science* (2005). NCERT New Delhi.
19. Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.
20. UNESCO 1980. Handbook for Science Teachers, Paris.

COURSE - V.EE IV - Pedagogy and Assessment of EVS/Social Science

Maximum Marks: 150

Internal: 50

External: 100

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

- Develop an understanding about the meaning, nature, scope of evs/ social sciences.
- Understand the role of various methods and approaches of teaching evs/social sciences
- 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: Nature, Scope and Objectives of Teaching EVS-Social Studies

- 1.1 Meaning, nature and scope of EVS/social studies,
- 1.2 Importance in school curriculum. Modern approaches to social studies-environmental studies.
- 1.3 Aims and objectives of teaching social studies.

Unit II: Instructional Material and Resources for Teaching Elementary EVS/social studies.

- 2.1 Instructional material for teaching elementary EVS/social studies-activity book work book teachers' handbook and self learning material, tryout and improvement of learning material.
- 2.2 Resources for teaching-use of environment, community resources and use of low cost improvised teaching-learning material suiting to different learners and age groups.

Unit III: Approaches of Teaching EVS-Social Studies

- 3.1 Teaching techniques of EVS/social studies-environmental approach, project method, field trip and child centered approach, problem solving, role play, dramatization.
- 3.2 Effective use of technological media and audio-visual aids for teaching environmental studies. Characteristics of an effective social studies/EVS teacher.
- 3.3 Role of co-curricular activities for joyful learning. Organization and management of co-curricular activities like quiz on social issues, exhibitions and fairs, pupils' Parliament, field- trips and excursions.

- 3.4 Promotion of Peace and Harmony, organization of activities.

Unit IV: Assessment and Evaluation

- 4.1 Importance of evaluation in EVS/social studies, tools and techniques.
4.2 Learning outcome-based evaluation-formative and summative evaluation, criterion-referenced tests. Diagnostic tests in social studies/EVS and remedial measures`

Unit V: Content and Process

The following topics must be dealt in an integrated way highlighting teaching-learning processes.

- 5.1 Family, Neighbourhood -physical and human resources, community resources, available, teaching-learning processes
5.2 Health and sanitation, basic amenities available, social, cultural and geographic diversities, local crops, vegetation and agriculture system.
5.3 Salient features of Indian Constitution, Fundamental Right, Local self-government, human rights of the child, composite culture.
5.4 Map reading skills.

c) Sessional/Practicum work

Group A : Sessional work (Any one of the following):

1. Preparation of five lessons for multi-grade teaching.
2. Analysis of a textbook according to the modern criteria.

Group B : Praticum work (Any one of the following):

- 1 Conducting a survey in the neighbourhood and preparation of a brief report on resources available for teaching social studies.
- 2 Preparation of an album/scrap book on a particular unit/topic.
3. Organization of goal-oriented activities like-quiz, mock parliament, field trip, exhibitions, or any other co-curricular activity in a school.

d) REFERENCES:

1. Arora, G.L. 1988. Curriculum and Quality in Education, NCERT, New Delhi.
2. Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
3. Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, New Delhi.
4. Avil Robert. 1983. *Man and Environment*, Penguin Books.
5. Binning and Binning. 1952. *Teaching of Social Studies in Secondary Schools*, McGraw Hill, New York.
6. Ferris, J.Pamela (2003), *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, McGraw Hills, New York.
7. Jack Zevin, (2000) *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*, Lawrence Erlbaum Associates, Mahwah, New Jersey.

8. James Hemming. 1953. *The Teaching of Social Studies in secondary school*, Longman Green & Co., London.
9. Kochar, S.K. 1970. *Methods of Teaching Social Studies*, New Delhi, Sterling Publishing.
10. Michaelis. 1958. *Social Studies for Children in a Democracy*, Prentice Hall.
11. NCERT. 1972. *Teaching Units in Social Studies*.
12. NCERT. 1970. *Preparation, Evaluation and Production of Textbooks in Social Studies*.
13. NCERT (1988), *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
14. NCERT (2001), *National Curriculum Framework for School Education*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
15. NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks)*, National Council of Educational Research and Training, New Delhi.
16. 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.
17. NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
18. NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
19. NCERT (2006a), *Syllabi for Secondary and Higher Secondary Classes*, National Council of Educational Research and Training, New Delhi.
20. NCERT (2006b), *Syllabus for Classes at the Elementary Level*, National Council of Educational Research and Training, New Delhi.
21. Rajni Kumar, Anil Sethi and Shalini Sikka, (2005) *School Society and Nation: Popular Essays in Education*, Orient Longman, Delhi.
22. Viegas, Philip and Geeta, Menon. 1989. *The Impact of Environmental Degradations on People*, Indian Social Insti

Websites

- www.ncert.nic.in
- <http://www.history.org.uk> (for accessing e-version of teaching history).
- www.epw.in (for accessing e-version of journal of economic and political weekly).
- www.geographyteachingtoday.org.uk
- <http://www.indiana.edu/~econed/> (for accessing e-version of journal of economic education).

Area II - Secondary Education
COURSE - V.SE I - Pedagogy and Assessment of Languages

Maximum Marks: 150

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

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

Unit I- Conceptual Issues Language Learning

- 1.1 Language acquisition and communication -- factors affecting language learning and language acquisitions and communication
- 1.2 Linguistic, psychological and social processes involved in learning of languages.
- 1.3 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.
- 1.4 Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques
- 1.5 Development of basic language skills as well as advanced language skills at secondary and senior secondary levels.
- 1.6 Innovative techniques for teaching grammar, reading comprehension and written expression
- 1.7 Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- 1.8 met linguistic awareness with a focus on listening, speaking, reading, comprehension and writing.

Unit II-Individualization of Language Learning

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

Unit III- Pedagogy of Languages

- 3.1 First language
- 3.2 Second language
- 3.3 Third language

Unit IV- Teaching Learning of Languages

- 4.1 Teaching Learning of Languages at secondary and higher secondary level.
- 4.2 pedagogical study of languages.

Unit V- Contextual Problem in Language Learning

- 5.1 Multilingual class room- problem of curriculum text above development. three language for rule constitution provision regarding language, Medium of instruction-recommendations, recommendation of NPE 1986/1992, NCF (2005) preservation of heritage language, home language & school language-problem of tribal dialects

c) Sessional Work/Field work

Group-A Sessional work:

- The students may undertake any one of the following activities:
- 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. Comparison with writings in English.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.
- Seminar on L.1 and L.2 research and theories

Group-B Field work:

- Preparation and execution of action research proposal in any area relevant to improvement of teaching-learning language.
- Preparation and execution of five lessons on multi-grade teaching
- Organization of goal-orientated activities like- quiz, exhibition or any other co-scholastic activity in a school.

d) References

1. Bennett, W.A. (1969). *Aspects of Language and Language Teaching*. Cambridge University Press: London.
2. Braden, K (2006). *Task Based Language Education: From Theory to Practice*. Cambridge University Press.
3. Britton, James (1973). *Language and Learning*. Penguin Books, England.
4. Byrnes, Heidi (2006). *Advanced Language Learning: The Contribution of Halliday and Vygotsky*. Continuum International Publishing Group.
5. Hodges and Rudolf (1972). *Language and Learning to Read – What language teachers should know about language*. Houghton Mifflin Co, Boston.
6. Joyce and Banks (1971) *Teaching the Language Arts to Culturally Different Children*. Addison – Wesley, Pub Co., London.
7. Krashen, Stephen (1988). *Second Language Acquisition and Second Language Learning*. Prentice Hall International.
8. Martinovic, Tic (2004). *Discourse Across Languages and Cultures*. John Benjamins Publishing Company.
9. Ornstein, Jacob (1971). *Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems*. The Centre for Curriculum Development Inc, Philadelphia.

10. Osherson, N Daniel & Howard Lasnik (1990). *Language an Introduction to Cognitive Science*: - Vol.1, Massachusetts Institute of Technology, USA.
11. Pavelenko. Aneta et al (2001). *Multilingualism, Second Language Learning and Gender*. Walter de' Gruyter GmbH & Co. KG, Berlin.
12. Schiffrin, Deborah. et. al.(2001). *The Handbook of Discourse Analyses*. Blackwell Publishing.
13. Vygotsky, L.S. (1985). *Thought and Language*. Cambridge, MA: The MIT Press.
14. Wilkinson, Andrew. (1971). *The Foundations of Language*. Oxford University Press: London.

COURSE - V.SE.II- Pedagogy and Assessment of Mathematics

Maximum Marks: 150

Internal: 50

External: 100

a) **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

b) Course Content

Unit I- Nature, Development and Significance of Mathematics

- 1.1 Abstractness of mathematics; Distinction between mathematics and science;
- 1.2 Distinct roles of pure and applied Mathematics; mathematization;
- 1.3 aesthetic aspect of mathematic;
- 1.4 historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.;
- 1.5 teaching of mathematical modelling

Unit II- Objectives and Strategies of Teaching-learning mathematics

- 2.1 Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics;
- 2.2 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);
- 2.3 competence based approach in teaching mathematics;
- 2.4 teaching gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion Recreational aspect of mathematics- mathematical games, puzzles and amusements;
- 2.5 computer aided learning and computer based instructions; Use and preparation of teaching aids;
- 2.6 mathematics Laboratory and mathematics club

Unit III- Curriculum of Mathematics

- 3.1 Principle for curriculum development in mathematics Education.
- 3.2 Mathematics curriculum at different stages of school education-at secondary, senior secondary.
- 3.3 Instructional materials including textbook: contextualization, criteria and concerns.
- 3.4 Integrating Co-curricular activities with mathematics education.

- 3.5 Approaches to organization of mathematics curriculum at various stages of school education.

Unit IV- Structure of Mathematics

- 4.1 Undefined terms and axioms;
4.2 proofs and verification in mathematics and distinction between them;
4.3 types of theorems such as existence and uniqueness theorems etc.;
4.4 types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction;
4.5 role of examples, counter examples and non-examples in mathematics;
4.6 conjectures; scope and limitations of Intuition in mathematics;
4.7 Sets and Venn diagrams as a representative of mathematical properties and their relations

Unit V- Evaluation in Mathematics

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

c) Sessional /Practicum Work: The students may undertake any one of the following activities:

Group-A Sessional work(any one of the following)

- Assignment on construction of test items
- Analysis of famous quotations on mathematics Class Test

Group B- Praticum work: (any one of the following)

- Organization of Group puzzles activities and preparation of its report
- Preparation and demonstration of teaching aids

d) References

1. Alice F. Art and Eleanan Armaer Thomas. *Becoming a Reflective Mathematics Teacher*.
2. Baw, G.R. and George, L.U. (1976). *Helping Children Learn Mathematics-A Competency Based Laboratory Approach*. California, Cummings Publishing Co.
3. Bhanumurthy, I.S. (1992). *Ancient Indian Mathematics*. Wiley Eastern Ltd, New Delhi.
4. Gronlund, N.E., (1990) *Measurement and Evaluation in Teaching*. New York; Macmillan.
5. Heimer, R.T. and Trueblood, C.R. (1970) *Strategies for Teaching Children Mathematics; Reading*. Massachusetts: Addison Wesley Publishing C

6. Kenneth, Kidd P, et al. (1970). *The Laboratory Approach to Mathematics*. Chicago, Science Research Associates.
7. Lieback, Pamela (1984). *How Children Learn Mathematics*. Penguin Books.
8. Polya, G (1957). *How to solve it*. 2nd edition, Garden City, N.Y.: Doubleday and Company.
9. Polya, G *Mathematical Discovery on Understanding, Learning and Teaching Problem Solving*. John Wiley & Sons.
10. Resonik, L.B. and W.W. Ford (1980). *The Psychology of Mathematics for Instruction*. New Jersey: Lawrence Erlbaum Associates.
11. Sawyer, W.W. *Mathematics in Theory and Practice*. Udhams Press Ltd, London.

COURSE - V.SE.III Pedagogy and Assessment of Science

Maximum Marks: 150

Internal: 50

External: 100

(a) **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 complementarity between Science and Technology;
- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- appreciate the role of co-curricular 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.

b) Course Content

Unit I - Nature of Science

- 1.1 Evolution of science as a discipline, science as a dynamic expanding body of knowledge; development of scientific knowledge; scientific methods explanations.
- 1.2 Science and technology, complementarities between science and technology; Science and Mathematics and their complementarities, role of mathematics in Science.
- 1.3 Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science, their interrelationship and integration.

Unit II -Curriculum of Science Education

- 2.1 Trends in science education from the beginning of the nineteenth century to the present- at national and international level;
- 2.2 Criteria of validity of science curriculum: content, ethical environmental, process, cognitive, historical
- 2.3 Taxonomy for curriculum development in Science Education.
- 2.4 Science curriculum at secondary and senior secondary stages.
- 2.5 Instructional materials including textbook: Internet, contextualisation, criteria and concerns including all stakeholders in their development.
- 2.6 Integrating scholastic activities with science education.

Unit III- Approaches to Teaching-Learning of Science

- 3.1 Approaches to concept learning, conceptual change model (reconstructing alternative concepts in science).
- 3.2 Constructivist paradigm and its implications for science learning:
- 3.3 Constructivist approaches to science learning: inquiry method, Heuristic method problem solving strategies, concept development investigatory approach, guided discovery approach; inductive method, project based learning, planning different types of projects, cooperative, collaborative learning, learner centered activity-based participatory learning, role of experiments in science, integration of theories and experiments in science: development of laboratory design, planning and organisation of laboratory work reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiments, Encouraging and respecting children responses, introducing alternative approaches in science learning, integrating science across different disciplines and with real life situations. Reflective enquiry. Meta cognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.
- 3.4 use of ICT in teaching-learning of science pedagogical analysis of science at secondary level.

Unit IV-Assessment and Evaluation in Science Education

- 4.1 continues and comprehensive evaluation in science
- 4.2 Assessment of affective measures in science: use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- 4.3 Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- 4.4 Planning and assessment of portfolios in science learning.
- 4.5 Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.

Unit V- Contemporary Issues in Science Education

- 5.1 Contribution of women in science
- 5.2 Scientific and technological Literacy.
- 5.3 Ethical aspects of science.

5.4 Innovations and Creativity in Science.

c) Sessional /Practicum Work:

Group-A Sessional work: (any one of the following)

- 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.
- Development of a unit plan:
- Develop an action plan on an experiment for development of physical science concept.
- Development of a Vee map for a selected experiment in Physics, Chemistry or Biology and using it to conduct practicals in the laboratory;
- Development of a concept map of a selected topic in Physics/Chemistry/Biology;
- 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.
- An action plan for adopting a multisensory approach to teach science to students with special needs.
- Seminar on contribution of women to science and their implications to women empowerment.

Group-B Practicum work: (any one of the following)

- 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.

□

d) References

1. Alan J. McCormack. *Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum.* Kraus International Publications
2. Bhanumathi, S. (1994) *Small Scale Chemical Techniques – Chemistry Education* (April-June) 20-25.
3. Black, P (1998). *Testing: Trend or Foe? Theory and practice of Assessment and Testing.* Falmer Press, London.
4. Carey, S. (1986). *Cognitive Science and Science Education.* American Psychologist. 41 (10), 1123-1130
5. Chalmers, A. (1999). *What is the thing called Science.*3rd Ed. Open University Press, Buckingham?

6. Driver, R, Leach, J, Millar, R and Scott, P. (1996). *Young Peoples' Image of Science*. Open University Press, Buckingham.
7. Gipps, C.V. (1994). *Beyond Testing*. Falmer Press, London.
8. International Journal of Science Education.
9. Journal of Research in Science Teaching (Wiley-Blackwell).
10. Minkoff, E.C. and Baker, P.J. (2004). *Biology Today: An Issues Approach, Garland Science*. New York. Pp.1-32. Biology: Science & Ethics.
11. Minkoff, E.C. and Pamela J. Baker (2004). *Biology Today: An issues Approach*. Garland Science New York pp. 1-32, Biology: Science and Ethics.
12. NCERT, *National Curriculum Framework- 2005*, NCERT. New Delhi.
13. NCERT, '*Focus Group Report Teaching of Science* (2005). NCERT New Delhi.
14. Novak, J.D. & Gown, D.B. (1984). *Learning how to learn*; Cambridge University Press.
15. Science & Children (NSTA's peer reviewed journal for elementary teachers).
16. Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
17. Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.
18. Sutton, C. (1992). *Words, Science and Learning*. Open University Press, Buckingham.

COURSE - V.SE.IV - Pedagogy and Assessment of Social Science

Maximum Marks: 150

Internal: 50

External: 100

a) Learning Outcomes: After completion of the course, 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 – Conceptualisation of Social Science Education

- 1.1 Concept, nature, and scope of social sciences: existing approaches of teaching-learning of social sciences;
- 1.2 Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences.
- 1.3 Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education

- 1.4 Research perspectives in pedagogy of social science education.

Unit II –Social Science Curriculum

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

Unit III – Approaches to Pedagogy of Social Science

- 3.1 Critical appraisal of approaches to teaching learning social sciences – behaviourist approach;
3.2 constructivist approach;
3.3 inter disciplinary approach, integrated approach;
3.4 child-centred approach;
3.5 environmental approach;
3.6 the overlap between these approaches
3.7 Critical appraisal of various teaching learning strategies viz., lecture cum-discussion, project method, investigative project, field survey problem solving, role-play, appraisal, field visits and case studies; action research etc.
3.8 Critical appreciation of various learning-strategies - SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning pedagogical analysis of social science

Unit IV- Media, Materials and Resources for Teaching-Learning of Social Science.

- 4.1 Effective use of e-media, print media and audio-visual materials for social science;
4.2 Integration of ICT in teaching-learning of social science. development of teaching-learning materials; workbook;
4.3 activity book and self instructional materials.
4.4 Effective utilization of resources for teaching social science textbooks and supplementary materials;
4.5 literature and biographies, environment and community resources;
4.6 development of low cost improvised teaching aids.

Unit V – Assessment and Evaluation in Social Science Education

- 5.1 Competency based evaluation, continuous and comprehensive evaluation;
5.2 formative and summative evaluation, diagnostic test and remediation;
5.3 assessment tools; construction of achievement test Alternative assessment: rubrics, portfolios and projects Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics and Commerce etc. evaluation of attitudes , values, and its disposition etc.

c) Sessional /Practicum Work

Group-A Sessional work (any one of the following)

- Assignment / term paper on selected themes from the course and presentation in the seminar.
- Application of specific methods of teaching-learning during field experience
- Development of questions and achievement tests in social science subjects

Group-B Practicum work: (any one of the following)

- Preparation and teaching two lessons using integrated approach of teaching social science.
- Conducting a survey in the neighborhood and preparation of a brief report on the resources available for teaching social science and presentation
- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities in schools
- Analysis of a social science syllabus or a textbook of a stage/clam

d) References

1. Alan J Singer (2003), *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
2. Arora, GL (1988), *Curriculum and Quality in Education*, NCERT, New Delhi.
3. Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
4. Avijit Pathak, (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, Rainbow Publishers, New Delhi.
5. Binning and Binning (1952), *Teaching Social Studies in Secondary Schools*, McGraw Hills, New York.
6. David Lambert and David Balderstone (2000), *Learning to Teach Geography in Secondary School: A Companion to School Experience*, Routledge Falmer, London.
7. Digumarti Bhaskara Rao (ed.), *Techniques of Teaching Social Sciences*, Sonali Publications, Delhi.
8. Digumarti Bhaskara Rao and Ranga Rao (2007), *Techniques of Teaching Economics*, Sonali Publications, New Delhi.
9. Ferris, J.Pamela (2003), *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, McGraw Hills, New York.
10. GOI (1993), *Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education*, New Delhi.
11. GOI (2005), *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report*, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.
12. Indian Economic Association Trust for Research and Development (1991), *Teaching of Economics in India*, Interest Publications, New Delhi.
13. Jack Zevin, (2000) *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
14. James Hemming (1953), *Teaching of Social Studies in Secondary Schools*, Longman Geen & Co, London.

15. Krishna Kumar, (2002), *Prejudice and Pride*, Penguin Books India, Delhi.
16. Maggie Smith (2002), *Teaching Geography in Secondary Schools: A Reader*, Routledge Falmer, London,
17. NCERT (1972), *Preparation and Evaluation of Textbooks in Geography: Principles and Procedures*, National Council of Educational Research and Training, New Delhi.
18. NCERT (1976), *The Curriculum for the Ten-Year School: A Framework*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
19. NCERT (1988), *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
20. NCERT (2001), *National Curriculum Framework for School Education*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
21. NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks)*, National Council of Educational Research and Training, New Delhi.
22. 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.
23. NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
24. NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
25. NCERT (2006a), *Syllabi for Secondary and Higher Secondary Classes*, National Council of Educational Research and Training, New Delhi.
26. NCERT (2006b), *Syllabus for Classes at the Elementary Level*, National Council of Educational Research and Training, New Delhi.
27. Rajni Kumar, Anil Sethi and Shalini Sikka, (2005) *School Society and Nation: Popular Essays in Education*, Orient Longman Delhi
28. Williams E. Becker, Michael Watts and Suzanne R. Becker (2006) *Teaching Economics: More alternatives to chalk and Talk*, Edward Elgar Publishing, Northampton, USA.

Second Year

COURSE - I Qualitative Educational Research

Maximum Marks: 150

Internal: 50

External: 100

a) 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.

B) Course content

Unit I: Introduction to Qualitative Research

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

Unit II- Methods of Qualitative research

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

Unit III : Approaches of Qualitative research

- 3.1 Qualitative research approaches- 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.
- 3.2 Phenomenology : Meaning, concept, assumption, and steps

Unit IV- Data Analysis in Qualitative Research

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

Unit V- Reporting and Evaluation in Qualitative Research

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

Group A Sessional work (any one of the following)

- Identify five qualitative research problems and prepare at least five research questions for each with clear research title.
- 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.
- 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.

Group B Practicum/field work- (any one of the following)

- Selection of a problem and developing a research synopsis.
- 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

1. Anpara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.
2. Best J.W. (1986) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. Borg, W.R. and Gall, M.D. (1983) Educational Research – An Introduction, New York, Longman, Inc.
3. Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.
4. Elliott, Jane (2005).Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
5. Fraenkel, J.R., Wallen, N.E. (1983) How to Design and Evaluate Research in Education, Singapore: McGraw Hill, Inc.
6. Gravetter. F.J. & Wallanau, C.B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition) Australia, Wodsworth.
7. Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.
8. Gupta, Santosh (1983) Research Methodology and Statistical Techniques, New Delhi : Deep and Deep Publisher.
9. Kerlinger, F.N. (1973) Foundations of Behavioural Research, New York : Holt, Rinehart and Winston.
10. Kaul, Lokesh (1984) Methodology of Educational Research, New Delhi : Vikas Publications.
11. Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall
12. Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide. SAGE Publication.
13. Srivastava, G.N.P. (1994) Advanced Research Methodology, New Delhi : Radha Publications.
14. Sidhu, K.S. (1987) Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd.
15. Travers, R.M.W. (1969) An Introduction to Educational Research, New Delhi: Sterling Publishers Pvt. Ltd.

16. Van, Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction, New York: McGraw Hill Co.
17. Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall.
18. Wiersma, W.(2000). Research Methods in Education. (7th edition) Allyn & Bacon.
19. Willis, Jerry W. (2007). Foundations of Qualitative Research: Interpretive and Critical Approaches. SAGE Publication.

Course II - Quantitative Educational Research

Maximum Marks: 150

Internal: 50

External: 100

a) 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.

b) COURSE CONTENT

Unit I: Introduction to Quantitative Research

- 1.1 Quantitative Research: Meaning, concept, steps and characteristics.
- 1.2 Nature, scope and trends of quantitative research
- 1.3 Relevance of Quantitative Research in education.

Unit II : Research Data: Sources and Collection.

- 2.1 Sources of educational data: Individual, Institutions, Documents, Census, Journals, Books, Schools of thought etc.
- 2.2 Sampling techniques: Concept, need, probability and non-probability samples, sampling errors and their control.
- 2.3 Techniques and Tools of data collection: Observation, interview, questionnaire, scale, inventory, checklist, content analysis.

Unit III- Quantitative Methods of Research

- 3.1 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.

- 3.2 Descriptive studies: assessment, evaluation, and research.
- 3.3 Follow-up study and The post Hoc fallacy
- 3.4 Action Research: Meaning, concept, importance and strategies.

Unit IV- Quantitative Research Designing:

- 4.1 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
- 4.2 Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design
- 4.3 Internal and external validity of results in experimental research
- 4.4 Non- Experimental Research
- 4.5 Steps in Non- Experimental Research
- 4.6 Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation
- 4.7 Techniques of control: matching, holding the extraneous variable constant and statistical control
- 4.8 Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives Descriptive, Predictive and Explanatory.

Unit V- Data Analysis in Quantitative Research

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

c) Sessional/Practicum work :

Group A : Sessional work : (any one of the following)

□

- Identify five quantitative research problems and prepare at least five research questions for each with clear research title.
- A critical analysis of the scope, merits and limitations of various approaches of Quantitative research.
- 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□
- Review of Quantitative research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.

Group B : Practicum work- (any one of the following)

- Preparation, administration and interpretation of any one tool i.e. observation, interview, questionnaire etc.
- Select any one classroom based action research problem and prepare an action plan of its resolution.

- Workshop on Data Analysis in Quantitative Research.

d) REFERENCES

1. Best J.W. (1986) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983) Educational Research – An Introduction, New York, Longman, Inc.
3. □Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.
4. □ Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
5. □Fraenkel, J.R., Wallen, N.E. (1983) How to Design and Evaluate Research in Education, Singapore: McGraw Hill, Inc.
6. □ Gravetter. F.J. & Wallanau, C.B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition) Australia, Wodsworth.
7. Gupta, Santosh (1983) Research Methodology and Statistical Techniques, New Delhi: Deep and Deep Publisher.
8. Kerlinger, F.N. (1973) Foundations of Behavioural Research, New York: Holt, Rinehart and Winston.
9. Kaul, Lokesh (1984) Methodology of Educational Research, New Delhi: Vikas Publications.
10. Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall
11. Srivastava, G.N.P. (1994) Advanced Research Methodology, New Delhi: Radha Publications.

COURSE - III & IV

AREA-I ELEMENTARY EDUCATION

COURSE – III EE (I) ELEMENTARY TEACHER EDUCATION

Maximum Marks: 150

Internal: 50

External: 100

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

- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence,
- reflect on the relevance of strategies and programmes of UEE.
- develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- reflect on the need and importance of work experience, art education, health physical education and working with the community.
- understand the importance of teaching of language and mathematics at elementary level
- develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level

- develop research insight for curriculum development in elementary education.
- Gain insight into the need and objectives of elementary teacher education,
- Understand the development of elementary teacher education in post-independent India
- Gain insight into the existing pre-service teacher education programmes and their organisational aspects
- Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education
- Develop understanding of status of elementary teachers, the problems and issues related to professional growth.

UNIT-I PERSPECTIVES AND CONTEXT OF ELEMENTARY EDUCATION

- 1.1 Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred)
- 1.2 Influence of home, school and community related factors on child's development.
- 1.3 Conceptual analysis of the concepts in elementary education like learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.

UNIT-II DEVELOPMENT OF ELEMENTARY EDUCATION

- 2.1 Nature and focus of Elementary Education after independence.
- 2.2 Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
- 2.3 Constitutional provision for education and Directive Principles related to elementary education and their implications.
- 2.4 Right to Education as fundamental right ; provision in RTE Act and related issues.
- 2.5 Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

UNIT-III UEE, OBJECTIVES AND CHALLENGES

- 3.1 Concept, objectives, meaning and justification of UEE.
- 3.2 Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and
- 3.3 other socially disadvantaged groups including first generation learners and migrant population.(With Reference to Rajasthan)
- 3.4 Access and enrolment of different types of learners-issues and challenges.
- 3.5 Enrolment and drop out: meaning and assessment and related issues and dropout
- 3.6 achievement level of different types of learners- status and issues.(With Reference to Rajasthan).
- 3.7 Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.

UNIT- IV STRATEGIES AND PROGRAMMES IN ELEMENTARY EDUCATION

- 4.1 Panchayatraj and community involvement in educational planning and management related issues
- 4.2 Participation of NGOs in achieving goals of UEE
- 4.3 ECCE programme, women empowerment as support services
- 4.4 Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- 4.5 District primary education programme-goals and strategies.
- 4.6 Sarva Shiksha Abhiyan- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- 4.7 Monitoring, research and evaluation of specific schemes like mid-day meals, and different incentive schemes and achievement levels

Unit-V CURRICULUM AND EVALUATION IN ELEMENTARY EDUCATION

- 5.1 Principles of Elementary School Curriculum: Curriculum , Objectives, Planning , Organisation
- 5.2 Evaluation of Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education. And also preparation and use of different types of curricular material

c) SESSIONAL/PRACTICUM WORK

GROUP A: SESSIONAL WORK (Any one of the following)

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Evaluation of art education/health and physical education programmes as existing in any school
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction.

GROUP B: PRACTICUM WORK (Any one of the following)

- Prepare a training plan (design) for the in-service training of specified target group on a specified theme
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions and prepare a report.

d) REFERENCES-

1. Celin Richards (1984), The Study of Primary Education and Resource Book. Vol. I.
2. Dunkin, M.J. (Ed.) (1987), The International Encyclopaedia of Teacher and Training Education, Pergamon Press, N.Y.
3. Erickson, H.L. (2002), Concept-based Curriculum and Instruction. Crown Press, Inc. California.
4. Government of India (1986) National Policy on Education, New Delhi, MHRD.

5. Government of India (1987) Programme of Action, New Delhi: MHRD.
6. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
7. Hayes, Denis (2008), Primary Teaching Today: An Introduction. Routledge Publications, U.K.
8. In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
9. Kundu, C.L (1988), Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
10. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
11. Lewis, Ramón (2008), Understanding Pupil Behaviour. Routledge Publications, U.K.
12. MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
13. MHRD (2001), Convention on the Right to the child. New Delhi.
14. Mohanty, J. N. (2002), Primary and Elementary Education. Deep & Deep Publications, New Delhi
15. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
16. National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
17. NCERT (1987), In-service Teacher Education Package for Primary School Teachers, New Delhi.
18. NCERT (1991), Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
19. NCERT (2005), Position paper on Teacher Education for Curricular Renewal, New Delhi.
20. NCTE, (2004), Teacher Education Curriculum, New Delhi.
21. Petty, W.T (1978), Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
22. Rao, V.K. (2007), Universalization of Elementary Education. Indian Publishers, New Delhi.
23. Singh, L.C. (Ed.) (1987), Teacher Education – A Resource Book, NCERT, New Delhi.
24. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
25. Sharma, Ram Nath (2002), Indian Education at the cross road. Shubhi Publications.
26. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.

COURSE – IV EE (II) EARLY CHILDHOOD CARE AND EDUCATION

Maximum Marks: 150

Internal: 50

External: 100

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

- understand the need and significance of early childhood care and education
- understand the policy perspectives on ECCE in India and world
- understand social and personal development of children (3-6 years)

- understand the quality dimensions i.e. curriculum, programmes and work force for ECCE develop knowledge and skills for research and evaluation in ECCE and training of personnel.

b) COURSE CONTENT

UNIT -I ECCE: POLICY AND PERSPECTIVES

- 1.1 Concept, Significance and Objectives of ECCE.
- 1.2 ECCE in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009)
- 1.3 ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

UNIT- II: PSYCHO–SOCIAL CONTEXT OF PRE-SCHOOL EDUCATION

- 2.1 Developmental characteristics and norms – physical, cognitive, language and socio-emotional during early childhood.
- 2.2 Transition from home to school – issues and concerns.
- 2.3 Socio-cultural contexts in school and home and child-rearing practices in different cultures.

UNIT- III: CURRICULUM FOR PRE-SCHOOL EDUCATION

- 3.1 Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches
- 3.2 Different types of pre-school curriculum/ Montessori, Kindergarten, Balawadi and Anganwadi Centres
- 3.3 Support of workforce: teachers, parents and community support in functioning of ECCE centers

UNIT- IV: STRATEGIES/ APPROACHES AND RESOURCES

- 4.1 Characteristics of programmes for different settings – Pre-primary and early primary grade children – needed emphasis and rationale
- 4.2 General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, method of transaction in specific contexts.
- 4.3 Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes Informal evaluation through observation & remediation; training of ECCE workers.

UNIT- V: TRAINING, RESEARCH AND EVALUATION IN ECCE

- 5.1 Need and significance of personnel involved in ECCE programme.
- 5.2 Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems.

- 5.3 Areas of research studies in ECCE.
- 5.4 Evaluation of ECCE programmes, methodology and implications.

c) SESSIONAL/PRACTICAL WORK

GROUP A SESSIONAL WORK

The students may undertake any Two of the following activities and prepare a report:

- Assignment on a selected theme from the course
- Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1992)

GROUP B PRACTICUM/FIELD WORK

- Case study of Anganwadi, pre-school centers
- Survey of play materials and comparing with the socio-cultural set-up
- Survey of child rearing practices in different cultures

d) REFERENCES-

1. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (Ist Ed.). Shipra Publications, New Delhi.
2. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
3. Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi
4. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
5. NCERT (2005). National Curriculum Framework, New Delhi.
6. NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
7. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
8. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
9. NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
10. Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.
11. Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.
12. Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
13. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
14. UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
15. UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.

\

**COURSE – III & IV
AREA-II SECONDARY EDUCATION**

**COURSE – III SE (I) PREPARATION OF SECONDARY AND SENIOR
SECONDARY TEACHERS: PRE-SERVICE AND IN-SERVICE**

Maximum Marks: 150

Internal: 50

External: 100

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

- understand the nature-scope and systems of secondary and senior secondary education
- understand the problem and challenges related to secondary and senior 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
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education
- Understand the nature of education for multiple intelligence
- Understand the modalities of secondary education management information system
- examine the nature and objectives of teacher education
- critically examine the growth and development of teacher education in the country
- appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- use various methods and techniques for transaction of curriculum, identification of training needs, the evaluation of in-service teacher education programmes,
- develop understanding regarding organization and supervision School Experience Programme
- critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- develop understanding of various strategies of teachers' professional development
- gain insight into the status of teachers in-service education in the country
- develop understanding of the process of in-service teacher education,
- reflect on issues, concerns and problems of teacher in-service education of the teachers.
- appreciate the use of ICT for the professional development of the teachers.

b) COURSE CONTENT

**UNIT-I: SECONDARY AND SENIOR SECONDARY EDUCATION-
INTRODUCTION**

- 1.1 Nature, Scope, function and systems of Secondary and Senior Secondary Education

- 1.2 Exposure to integrated and subject specific streams guidelines ; and counselling strategies to meet changing physiological and sociological requirements.
- 1.3 Education for Multiple Intelligence.

UNIT-II: PROBLEMS AND CHALLENGES OF SECONDARY EDUCATION

- 2.1 Problems and challenges related to universalisation of Secondary Education
- 2.2 Problems and Strategies of Alternative Schooling at Secondary Stage
- 2.3 Problems / challenges / strategies / intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities, Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problem
- 2.4 Classroom problems- discipline, under achievement, lack of motivation, slow learners, delinquency and maladjustment
- 2.5 Issues of quality management in secondary and senior secondary education
- 2.6 System of secondary education- State and District Level.

UNIT-III: TEACHER EDUCATION IN INDIA AT SECONDARY AND SENIOR SECONDARY LEVEL

- 3.1 Pre-Service and In-service Teacher Education: concept, nature, objectives and scope.
- 3.2 Development of teacher education in India at secondary and senior secondary level, recommendations of various commissions and committees concerning teacher education system. Impact of NPE1986 and its POA on teacher education system.
- 3.3 The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level:
- 3.4 Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.

UNIT-IV: SECONDARY EDUCATION MANAGEMENT INFORMATION SYSTEM (SEMIS)

- 4.1 Structure of MIS School mapping at secondary level
- 4.2 Course- mapping at senior secondary level
- 4.3 Interactive technologies-teleconferencing, e-learning, designing of e-content.
- 4.4 EDUSAT for teacher professional development programme.
- 4.5 Challenges and limitations of interactive technologies for INSET.

UNIT-V: Role of Various Agencies

- 5.1 Roles and functions of IASEs, CTE.
- 5.2 Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, CUBE, etc.
- 5.3 RBSE and CBSE

c) SESSIONAL/PRACTICUM WORK

GROUP A SESSIONAL WORK (Any one of the following)

- Preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement
- Preparing a report on the existing status of the teachers, method of recruitment and salary structure

GROUP B - PRACTICUM/FIELD WORK (Any one of the following)

- Visits of different types of secondary schools and preparation of school profiles
- Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- Observation of in-service teacher education programme at secondary level and preparation of a report

d) REFERENCES-

1. Beck, Clive & Clark Kosnik Albany (2006), Innovations in Teacher Education: A Social Constructivist approach. State University of York.
2. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
3. Day, C. & J. Sachs, J. (Ed.) (2004), International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press
4. Govt. of India, MHRD (2005). Universalization of Secondary Education : Report of the CUBE Committee, New Delhi References
5. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Routledge Falmer. London and New York.
6. Korthagen, Fred A.J. et al; (2001), Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
7. Linda Darling, Hammond & John Bransford (2005), Preparing Teachers for a changing World. John Wiley & Son Francisco.
8. Loughran, John (2006): Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching. Routledge: New York.
9. Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
10. National Curriculum Frameworks for Teacher education, 2009
11. National Policy of Education 1986/1992.
12. National Curriculum Framework on school education, 2005
13. NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education, Pre-Service Education. New Delhi.
14. NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
15. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
16. Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery Publishing House. New Delhi.
17. Reimers, Eleonora Villegas (2003): Teacher Professional *development: an international review of the literature*. UNESCO: IIEP, Paris.
18. Report of the Education Commission (1964-66).
19. Report of the National Commission on Teachers (1983-85).
20. Report of the Delors Commission, UNESCO, 1996
21. Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi.

22. The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
23. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
24. Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

COURSE – IV SE (II) Curriculum and Evaluation at Secondary and Senior Secondary Level

Maximum Marks: 150

Internal: 50

External: 100

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

- develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
- Understands the role of ICT in transaction.
- develop research insight for curriculum development in Secondary and Senior Secondary education.
- understand the nature and uses of different types of tools and techniques of evaluation in education
- acquire the skill to construct the achievement and diagnostic tests administer the tests and interpret the best scores and its implication to students and parents
- undertake action research and interpret the results

UNIT- I: PRINCIPLES OF SCHOOL CURRICULUM DEVELOPMENT AT SECONDARY AND SENIOR SECONDARY LEVEL

- 1.1 Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; designing integrated and interdisciplinary learning experiences at different levels
- 1.2 Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; its relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges

UNIT-II: TEACHERS AND CURRICULUM TRANSACTION STRATEGIES

- 2.1 Thematic & Constructivism base of curriculum
- 2.2 Joyful learning, Teachers and Pedagogical Attributes
- 2.3 Research in curriculum
- 2.4 Life skill education & creativity
- 2.5 Analysis of Secondary Education Curriculum
- 2.6 Role of I.C.T.
- 2.7 Research Trends in Secondary and Senior Secondary Education.
- 2.8 Critical appraisal of present Secondary School curriculum in the state.

UNIT- III: ASSESSMENT AND EVALUATION AT SECONDARY SCHOOL LEVEL.

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

UNIT- IV TOOLS OF EVALUATION

- 4.1 Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading.
- 4.2 Characteristics of good test-objectivity, reliability, validity, usability, written, oral and observation, planning of tests; content-analysis, writing objective in behavioural terms; construction of blue-print of test writing of test items; assembling the test items and writing directions; planning key/scheme of evaluation; tryout and item analysis, difficulty value and discrimination power, construction of a diagnostic test-steps and guidelines
- 4.3 Construction of Achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results - norm-referenced and criterion-referenced, use of tests.

UNIT- V ASSESSMENT PROCESS

- 5.1 Pupil Assessment Techniques
- 5.2 Concept of Evaluation & CCE
- 5.3 Types of evaluation
- 5.4 Diagnostic testing& remedial teaching
- 5.5 Student records
- 5.6 Cumulative records
- 5.7 Progress reports, grading system,

c) SESSIONAL /PRACTICAL WORK

GROUP A: SESSIONAL WORK (any one of the following)

- Evaluation of assessment process in any school and write about its merit and demerits
- Construct an Achievement test, administer it and analyse the items.
- Critical analysis of a curriculum of any one subject Curriculum of your own choice.

GROUP B: PRACTICUM WORK (any one of the following)

- 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 continuous and comprehensive evaluation in scholastic and non-scholastic areas and write your experiences.

d) REFERENCES-

1. Aggarwal, Deepak (2007), Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984), Reflections on Curriculum. NCERT.
4. Baur, G.R & others (1976), Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
5. Chastain, K. (1970), The Development of Modern Language Skills – Theory to Practice. Rand Menally & Co., Chicago.
6. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
7. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
8. Erickson, H.L. (2002), Concept-based Curriculum and Instruction. Crown Press, Inc. California.
9. In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
10. Joseph, P.B. et al; (2000), Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
11. McKernan, James (2007), Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
12. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
13. NCERT (2005), National Curriculum Framework, NCERT, New Delhi.
14. NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi
15. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
16. Reddy, B. (2007): Principles of curriculum planning and development.
17. Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

COURSE – V (I): Introduction to Guidance and Counselling

Maximum Marks: 150

Internal: 50

External: 100

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

- Understand the meaning, nature and scope of guidance,
- Understand the meaning of and the need for group guidance ,
- Recognize the role of guidance in attaining the goals of education,
- Appreciate the need for guidance,
- Develop acquaintance with various techniques of group guidance ,
- Understand the meaning, nature and scope of counseling,

- Appreciate the need for and goals of counseling,
- Analyze the relationship between guidance and counseling,
- Understand the concept and process of counseling in group situation,
- Recognize the different areas of counseling,
- Understand the various stages involved in the process of counseling,
- Appreciate the importance of counseling relationship,
- Become acquainted with the skills and qualities of an effective counselor.

b) Course Content

Unit I- Understanding Guidance

- Meaning and Definitions
- Misconceptions about guidance
- Need for guidance
- Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- Scope of guidance programme

Unit II- Types of Guidance and Group Guidance

- Types of Guidance: Educational, Vocational/Career and Personal
- Individual guidance and group guidance; advantages of group guidance
- Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit III- Understanding Counselling

- Meaning and nature of counselling
- Misconceptions about counselling
- Scope of counselling
- Goals of counselling: resolution of problems, modification of behaviour, promotion of mental health
- Relationship between guidance and counselling: place of counselling in the total guidance programme

Unit IV- Counselling Process and Counselling Relationship

- Stages of the counselling process
- Counselling Techniques-person centred and group centred, cognitive interventions, behavioral interventions, and systematic interventions strategies.
- Skills and qualities of an effective counsellor
- Professional ethics

Unit V- Types and Areas of Counselling

- Uses of group process in counseling
- Process of group counseling
- Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups
- Peer counseling: Its concept and the relevance to the Indian situation.
- Steps and skills in group counseling process.

c) Sessional/Practicum work

Group-A Sessional Work:

The students may undertake any one of the following activities:

- Identification of the cases for counselling
- Exploring the possibilities for peer counselling in the institutions

Group-B Practicum work:

1. Having with the counselor related to the process of counseling, clients and writing a report on this.

d) References

1. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
2. Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
3. Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.
4. Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3rd Ed. Belmont: Calif-Brooks Cole.
5. Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.
6. Egan, Gerard (1994). The Skilled Helper. 5thEd. California: Brookes Cole Publishing Co.
7. Gazda George R.M.(1989). Group Counselling: A Development Approach. London: Allyn and Bacon.
8. Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.
9. Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.
10. Mallon, Brenda (1987). An Introduction to Counseling Skills for Special Educational Needs- Participants Manual. Manchester: Manchester University Press, UK.
11. Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
12. Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
13. Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.
14. Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.
15. Saraswat, R.K. & Gaur, J.S.(1994), Manual for Guidance Counselors. New Delhi” NCERT.

COURSE – V (II) Issues in Planning, Management and Financing of Education and its challenges

Maximum Marks: 150

Internal: 50

External: 100

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

- Understand issues related to planning and management of secondary education,
- identify the issues related to education as a investment in developing human resource,
- undertake cost-benefit analysis of education and estimation of interval efficiency of education,
- reflect on the role of principal and its relationship with the organisational culture of school,
- reflect on the conflict and stresses in school organisation and techniques of managing these,
- 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.

b) COURSE CONTENT

Unit I- Problems of educational planning

- 1.1 Education in equity in India.
- 1.2 Calculating cost of education.
- 1.3 Comprehensive approach vs. selective approach.
- 1.4 Public sector vs. private sector.
- 1.5 Educational Planning and exceptional children, gifted, backward and handicapped.
- 1.6 Analysis of educational expenditure for planning.

Unit II-Management Issues related to School Education

- 2.1 Educational Management Information System (EMIS), concept, functions, status and issues.
- 2.2 Role of school Boards, CAGE, State Boards
- 2.3 Role of Head, MTAs, PTAs and panel of expert resource persons.
- 2.4 Total quality Management (TQM) at school level.
- 2.5 Education in public and private schools: regulation and control of private schools
- 2.6 Role of educational legislation in the Educational Management: central legislation related to school education and child welfare, RTE Act.
- 2.7 Monitoring and supervision: its importance in the implementation of scheme/programmes.

Unit III- Organizational Behaviour in Education

- 3.1 Organizational Behaviour and Organizational effectiveness.
- 3.2 Factors influencing Organizational Culture in schools
- 3.3 Role of school Principal in creating school culture, leadership, decision making, human relations and communication.
- 3.4 Conflict and stress-conflict management, motivation and morale.
- 3.5 Critical review of educational planning in India.
- 3.6 Intra and Inter Personal Communication and group Dynamics.

Unit IV- Problems and Issues of Educational Finance

- 4.1 Tuition fees: merits and demerits of uniform tuition fees.

- 4.2 Additional resources for education.
- 4.3 Grant-in-aid policy of the state government with special reference to secondary education.
- 4.4 The factors affecting increasing the financial burden on local governments.
- 4.5 Ways and means of controlling funds.

Unit V-Professional growth of educational personnel

- 5.1 Concept of professional growth of personnel in educational institutions.
- 5.2 In-service education and professional development, policies, programmes and policies, welfare schemes
- 5.3 Role of the leader in professional growth of the personnel
- 5.4 Support staff-evolving roles and functions, recruitment policies, opportunities for professional growth.

e) SESSIONAL /PRACTICUM WORK

Group-A Sessional Work: The students may undertake any one of the following activities:

- Assignments on partnership of various stakeholders in secondary school.
- Evaluation of management of RMSA activities in a district.
- Assignment on any of the themes discussed in the paper.
- Study of Conflict Resolution technique adopted by Heads of two schools.

Group-B Practicum work (any one of the following)

- Project report on issues of educational finance based on data collected from educational administrations.
- Preparation of a plan of action for development of low cost equipments and apparatus in a secondary school.
- Cost benefits analysis of education at secondary level.

d) References:

1. Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi, NIEPA.
2. Mathur, S.P. (2001): *Financial Administration and Management*. The Indian Publications, India.
3. Ramcharan Padma & R. Vasantha (2005): *Education in India*. New Delhi, National Book Trust.
4. Robert G. Oweus (1970): *Organizational Behaviour*. Prentice Hall. Inc. Englewood Clifs.
5. Rao, V.K.R.V. (1966): *Education and Human Resources Developments*. Delhi, Allied Publishers.
6. Vaizeg, J. (1964): *Costs of Education*. London: Allen and Union.
7. School Organization and Management by Janardhan Prasad.
8. Educational Administration and Organizational Behaviour by Hanson (E-Mark). Discovery Publishing House, New Delhi.

COURSE – V (III) Educational Technology and e-learning

Maximum Marks: 150

Internal: 50

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

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

b) COURSE CONTENT

Unit – I: Meaning & Scope of Educational Technology

- 1.1 Educational Technology as system approach to educator.
- 1.2 System approach in educational technology and its characteristics.
- 1.3 Components of Educational technology software and hardware.

Unit – II: Modalities of Teaching

- 2.1 Difference between teaching and Instruction, conditioning & training
- 2.2 Stages of teaching pre – active, interactive and post – active.
- 2.3 Teaching at different levels one way, understanding and reflective.

Unit III: Instructional Design System

- 3.1 Formulation of instructional strategies
- 3.2 Task analysis
- 3.3 Designing of Instructional strategies, such as lecture, team teaching, discussion, panel discussion, seminars & tutorials.

Unit IV: Communication Modes in education

- 4.1 Concepts and process of communication
- 4.2 Principals of communications
- 4.3 Communication and learning
- 4.4 Modes of communication
- 4.5 Speaking and listening < --- > Writing and reading < ---- > visualizing and observing
- 4.6 Basis model of communication – Sender – Message - Receiver and Devid Berlo’s
- 4.7 SMCR model of communication, Sharon’s model of communication

Unit V: e-learning and on line learning management

- 5.1 E-learning definitions, scope, trends, attributes & opportunities
- 5.2 Pedagogical designs & e-learning
- 5.3 Assessments, feedback and e-moderation
- 5.4 On line learning management system
- 5.5 Digital learning objects
- 5.6 Online learning course development models
- 5,7 Management and implementation of e-learning

c) Sessional/Practicum work

Group A : Sessional work :

Sessional work on any one topic dealt in the above five units of the course.

Group B Practicum work: Creating and presenting new trends, emerging in integrating new technology in Educational process.

d) References:

1. Gaurav Chadha, S.M. Nafay Kumail (2002) *E-Learning: An Expression of the Knowledge Economy*, Tata McGraw-Hill Publication.
2. Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
3. Michael W. Allen, Michael Allen (2002), *Guide to E-Learning*, Wiley Publication, 2002.
4. Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
5. Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
6. Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.
7. P.P. Singh, Sandhir Sharma (2005), *E-Learning: New Trends and Innovations*, New Delhi: Deep & Deep Publications.
8. Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
9. Sampath et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

Paper V-Area-IV

Inclusive Strategies and Education for Children with Special Needs

Maximum Marks: 150

Internal: 50

External: 100

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

- developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
- appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
- developing a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- preparing a conducive teaching learning environment in varied school settings,
- develop the ability to conduct and supervise action research activities,
- identifying and utilizing existing support services for promoting inclusive practice,
- seeking parental and community support for utilizing available resources for education in inclusive settings.

b) COURSE CONTENT

Unit I- Meeting the needs of special learners

- 1.1 Social and academic inclusion of learners with diverse needs in mainstream classrooms.
- 1.2 Facts and myths and of inclusive education with reference to Indian context.
- 1.3 Inclusive educational strategies and their implications for universalization of elementary and secondary education.
- 1.4 Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Unit II-Curriculum adaptations and evaluation for children with special needs

- 2.1 Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
- 2.2 Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
- 2.3 Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- 2.4 Techniques and methods used for adaptation of content, laboratory skills and play material

Unit III-Teacher preparation for Inclusive Education

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

Unit IV-Planning and conducting research activities

- 4.1 Concept and importance of educational research.
- 4.2 Selecting appropriate areas of research.
- 4.3 Types of research needed for enhancement of learning.
- 4.4 Steps involved in planning and supervising research activities.
- 4.5 Recent trends in research - national and international level

Unit V- Supportive Services for inclusion and research

- 5.1 Concept, importance and types of supportive services (medical rehabilitative and educational).
- 5.2 Early identification and available referral services for support.
- 5.3 Myths and facts of supportive services for inclusive learning.
- 5.4 Role of teacher and teacher educators in utilizing support services for inclusion.

c) Sessional /Practicum Work:

Group A : Sessional work (any one of the following)

- Critical analysis of NCF 2005 for planning quality teacher preparation programme
- Identify suitable research areas in inclusive education.

Group B : Practicum work(any one of the following)

- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi level teaching in two classes.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- 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.

d) References:

1. Ainscow, M., Booth. T (2003), *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002), *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
3. Jangira N.K. and Mani, M.N.G. (1990), *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
6. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

SYLLABUS

SCHEME OF EXAMINATION AND COURSE OF STUDY

FACULTY OF EDUCATION

**M.Ed. (TWO YEAR COURSE)
Master of Education Examination
(Session – 2015-17)**

MDS University Ajmer