

MAHARAJA GANGA SINGH
UNIVERSITY, BIKANER

पाठ्यक्रम

SYLLABUS



M.ED. (2 YEAR) SCHEME OF EXAMINATION AND
COURSES OF STUDY

FACULTY OF EDUCATION
M. Ed.

महाराजा गंगासिंह विश्वविद्यालय, बीकानेर

Maharaja Ganga Singh University, Bikaner

M.Ed. 2 Year Syllabus –

Notice

1. The ordinances Government the examination in the Faculties of Arts, Fine Arts, Social Sciences, Science, Commerce, Management, Engineering, Education and Law are contained in separate booklet. The students are advised to the same.
2. Changes in Statutes / Ordinances / Rules / Regulations / Syllabus and Books may from time to time, by made by amendment or remaking, and candidate shall, except in so far as the University determines otherwise comply with any change that applies to years he has not completed at the time of change.
3. The list of textbooks / recommended books / Reference Books as approved by the various B.O.S. are printed along with the English version only.

Note : The decision taken by the Academic Council shall be final.

सूचना

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- 2- le;≤ ij l"kk/ku ;k iufuek.k dj vf/ktu;ek @ v/;kn"kk @ fu;ek @ fofu;ek @ ikB;Øek o iLrdk e ifjoru fd;k tk ldrk g] rFkk fdllh Hkh ifjoru dk] Nk= dk ekuuk gkxk tk ikB;Øe d mu oxk d fy; yx gk ftl ifjoru dle; ijk ugh fd;k gk] c"kn fd fo"ofokly; u vU;Fkk idkj l NV u n nh gkA
- 3- foHkUu ikB;Øe eMyk }kj LohÑr ikB; iLrdk@lLrr iLrdk@lnHk iLrdk dh

नोट :- lph vxt ikB;Øe निर्णयित्तु गये गये निर्णय अन्तिम होंगे ।

Aims of the Programme:-

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

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

Duration

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

Working Days

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

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

Entry Qualifications

The universities offering MEd programme should stipulate the minimum eligibility marks at par with what is practiced in the university in other professional and post-graduate programmes. It is essential that an entrance exam (which may include a written test and an Interview) is conducted for selection of the students. The applicants for entrance test should be drawn from the following programmes:

- a. BEd degree of 1 or 2 years duration, or
- b. 4 year integrated teacher education degree programme (BEEd/ BScEd/ BAEd).

Course of studies and Scheme of Examination
M.Ed. 2 year course

1st Year

Course	Course Title	Marks External	Marks Internal	Max marks
Course-I	Psychology of Learning & developing.	80	20	100
Course-II	Historical, Political and Economic Foundations of Education.	80	20	100
Course-III	Philosophical & Sociological Foundation of Education	80	20	100
Course-IV	Introduction To Research Methodology In Education.	80	20	100

Course-V	Pre-service & In-service Education	80	20	100
Course-VI	Educational Administration, planning & Finance	80	20	100
Course-VII	Internship in TEI (4 weeks)	Nil	100	100
Course-VIII	Self-Development skills: (e-skill)	Nil	25	25
Course-IX	Self-Development skills I (Academic Professional Writing & Communication Skill.	Nil	25	25
Course-X	Dissertation-I (Orientation to writing synopsis & Submission of research Proposal)	Nil	Nil	Nil
Total Marks		480	270	750

2ND YEAR

Course	Course Title	Marks External	Marks Internal	Max marks
Course-I	Educational Measurement and Evaluation	80	20	100
Course-II	Guidance & Counseling	80	20	100
Course-III	Teacher Education	80	20	100
Course-IV	Educational Technology	80	20	100
Course-V	Education for Differently-abled	80	20	100
Course-VI	Advance Level Subject Pedagogy (any one) a. Pedagogy of Science Education b. Pedagogy of Mathematics Education c. Pedagogy of Language Education d. Pedagogy of Social Science Education	80	20	100
Course-VII	Internship in School (4 weeks)	Nil	100	100
Course-VIII	Dissertation II (Submission, Evaluation/viva-voce)	100	50	150
Total Marks		580	270	850

Grand Total= 1600 Marks

Special Notes –

1. There shall be a university examination at the end of each year as per details of the scheme of examination.
2. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each year examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately. The candidate will have to pass each theory paper and practicum separately.
4. A candidate who fails only in one subject in first year of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next year.

5. 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.
6. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
7. A candidate will be given a maximum of two chances to pass the examination in any year of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for M.Ed. degree.
8. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for the M.Ed. degree.

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

1st Year Course:

Course	Course Title	Marks External	Marks Internal	Max marks
Course-I	Psychology of Learning & developing.	80	20	100
Course-II	Historical, Political and Economic Foundations of Education.	80	20	100
Course-III	Philosophical & Sociological Foundation of Education	80	20	100
Course-IV	Introduction To Research Methodology In Education.	80	20	100
Course-V	Pre-service & In-service Education	80	20	100
Course-VI	Educational Administration, planning & Finance	80	20	100
Course-VII	Internship in TEI (4 weeks)	Nil	100	100
Course-VIII	Self-Development skills: (e-skill)	Nil	25	25
Course-IX	Self-Development skills I (Academic Professional Writing & Communication Skill)	Nil	25	25
Course-X	Dissertation-I (Orientation to writing synopsis & Submission of research Proposal)	Nil	Nil	Nil
	Total Marks	480	270	750

Course – I (1st year) Psychology of learning and development

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To enable the student to understand a Systematic Study of Psychology.

2. To help him to understand the role of Psychology for students & teachers.
3. To impart knowledge of basic concept of educational psychology.
4. To understand the learner in terms of types of individual differences.
5. To be able to trace adolescent's growth and development.
6. To understand the psychology of children with special needs; identify them and make use of educational provisions.
7. To inculcate the skills of performing experiments with learning materials.
8. To administer, score and interpret intelligence achievement and personality tests.

COURSE CONTENT

Unit 1 Educational Psychology:

- (a) Brief introduction of Indian Psychology with reference to teaching & learning. Concept of Teaching & Learning.
- (b) Concept and principles of growth and development. Physical, mental, social and emotional development during adolescence.
- (c) Bruner and Piaget on cognitive development.

Unit 2 Psychology of intelligence & learning:

- (a) Intelligence: Nature, theories of intelligence, Spearman, Thurstone, Guilford, Gardner's, Measurement of intelligence.
- (b) Creativity: Creative Process, Methods of Identifying Creativity and Fostering Creativity
- (c) Learning: Concepts and factors. Theories of learning: Pavlov's classical and Skinner's operant conditioning, Hull's reinforcement theory and Tolman's theory. Implications of theories for effective learning.

Unit 3 Psychological factors and the Learner.

- (a) Individual differences: determinants; role of heredity and environment. Implications of individual differences for organizing educational programmes.
- (b) Needs: meaning, nature, types of needs and satisfying needs.
- (c) Motivation: meaning, kinds of motivation, theories of motivation, motivate the student to learn.
- (d) Personality and theories of personality: Freudian Psycho-analytic Theory, Murray's Need Theory, Allport's Trait Theory, Maslow's Humanistic Theory & Roger's Phenomenological Theory.

Unit 4 Psychology of traits of learner:

- (a) Remembering & forgetting: Process of memory or remembering, types of memory, methods of remembering & Kinds of forgetting.
- (b) Thinking: concept, types of thinking, elements in thinking, education and thinking.
- (c) Reasoning: concept, steps in reasoning.

- (d) Habits: meaning, characteristics, importance & kinds of habits. Cultivation/formation good habits. Reason for the formation of bad habits, role of teacher in the formation of good habits.

Unit 5 Problems related with child & Adolescent in Education

- (a) Psychotic, Hysterics, Neurotics, Drug Addicts Use & abuse of drug addiction in Adolescence. Treatment of behavioral problems & role of the teacher.
- (b) Problems of Activism, Terrorist & unemployment among Adolescence.
- (c) Sexual Knowledge, Hetero Sexual Relation, Sex Education.
- (d) Character formation: concept, traits of good character formation, factor influencing character formation, role of education in character formation.

Sessional Work:

Administration and Interpretation any Two of the following:

1. Intelligence Test.
2. Personality Test.
3. Attitude test
4. Achievement Test.
5. Learning Curve
6. Transfer of Training with the Mirror Drawing
7. Part and whole methods of learning poetry.

Reference Books:

1. Bigge, M.L. & Hunt, M.P. Psychological Foundation of Education 1962. (Second Edition)
2. Chouhan, S.S. Advanced Educational Psychology. 1978, Vikas Publishing House.
3. Hajella, L.A.& Ziegler, D.J. Personality- Theories, Basic assumptions, Research & Application N.Y.M Graw Hill Book Co. 1976..
4. Kakkar, S.B. (2001), Educational Psychology, New Delhi, Prentice Hall of India.
5. Kirk Samuel (1997), Educating Exceptional Children, New York, Houghton Mifflin Company.
6. Klusemeir, H.J.& Ripple R.E. Learning & Human Abilities Educational psychology, N.Y. Harper & Row, pub.1971.
7. Kupp Swamy B. Advanced Educational Psychology: Streling Publisher (P.) Ltd. Bombay.1972.
8. Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi : Prentice Hall of India.
9. Mathur, S.S., Educational Psychology, Revised and Enlarged Text Edition, 1986, Vinod Pustak Mandir, Agra.
10. Skinner, Charlas. E. Educational psychology, Atma Ram & Sons, Delhi.
11. Tiwari, Govind and Pal Rama (1997), Experimental Psychology : A Dynamic Approach, Agra, Vinod Pustak Mandir.
12. Walia, J.S. Foundations of Educational Psychology, Pal Publishers, Jallundhar.

13. Woolfolk, Anita, E., Educational Psychology, 3rd edition, 1987, Englewood Cliffs, Prentice Hall.

COURSE-II (1st Year)

Historical, Political and Economic Foundations of Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

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

- Trace the progress of education in ancient and medieval India – Vedic, Post Vedic and Buddhist Education, Islamic education
- Explain education during pre and post-independent India
- Explain the various committees and commission formed for the progress of education during pre and post-independent India
- Explain the various issues and trends of education in India

COURSE CONTENT

Unit-I Education in ancient India

- a) Salient features of education in vedic and post - vedic period
- b) Main features of education in medieval period with emphasis on budhist and Islamicperiod

Unit-II Political Foundation of Education

- a) Political ideology: Meaning, Concept, need and relation with education.
- b) Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- c) Macaulay's Minutes and its Effect, Woods Dispatch, The Education Commission (1882), The University Commission (1902), The Sargent Report(1944)
- d) Efforts by Indian reformers during British period such as Raja Ram Mohan Roy, Gopal Krishan Gokhale, Maulana Azad and Mahatama Gandhi

Unit-III Major recommendations of the following:

- a) The University Education Commission (1948)
- b) Secondary Education Commission (1952)
- c) Indian Education Commission (1964-66)
- d) National Policy on Education (1986&1992)
- e) NCFTE (2009)

Unit-IV Trends and issues in Education

- a) National Knowledge Commission

- b) Millennium Development Goal given by UNESCO Highlighting Education
- c) The challenges of existing structure of school education at secondary level
- d) Privatization of Higher Education

Unit-V Economic Foundations of Education

- a) Gandhi's Basic Education.
- b) Knowledge Industries and knowledge occupations.
- c) Contribution of education to development.
- d) Education and labor market: Investment in education, skill based education
- e) Youth unemployment and education

Sessional Work

- 1 Critique of POA/NCF-2005 /RTE/Book review of Education in India(Altekar,1944)/
- 2 The Education Commission and after.

Reference Books:

1. Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.
2. Altekar, A.S. (1944): Education - In Ancient India. Benaras :Nand Kishore& Bros.
3. Blackwell, Fritz (2004), India: A Global Studies Handbook, ABC-CLIO, Inc., ISBN 1- 57607-348-3.
4. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
5. Dash, M.(2000),EducationinIndia:ProblemsandPerspectives, Delhi: Eastern Book Corporation.
6. Ellis, Catriona. (2009). Education for All: Reassessing the Historiography of Education in Colonial India.History Compass, (March 2009), 7#2,pp 363–375
7. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.
8. Ghosh S. C. (2007), History of Education in India, New Delhi: Eastern Book Corporation.
9. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
10. Teneja, V.R.(2005): Foundation of Education, Chandigarh 17, Abhishek Publishers.
11. Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.
12. Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
13. Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
14. Ministry of Education (1978): Report of the Education Commission 1964-66. New Delhi: Govt. of India.

COURSE –III (1st Year)
PHILOSOPHICAL & SOCIOLOGICAL FOUNDATION OF EDUCATION.

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Objectives:

1. To enable the student to understand philosophical & sociological foundation of education.
2. To help him to understand the role of education for social subsystem & Social Dimension.

COURSE CONTENT

Unit I: The nature of philosophy:

- a) Uses of philosophy; Branches of philosophy and Indian philosophical foundation of Education. Metaphysics, epistemology and axiology and their implications for educations.
- b) Research Trends in philosophy of education in recent times.
- c) Indian Philosophical foundations of education-Characteristics of Indian philosophy: Educational as conceived in Vedic Times; nature of the learner goals of life.
- d) Theory of Knowledge and the ethical value as advocated in the following philosophies: Buddhism, Jainism, Nyaya, Vedanta (Upnishad, Geeta and Advaita Vedanta only) sankhya.
- e) Teacher student relationship as manifest in Bhagwat Geeta and Upnishads

Unit 2: Western philosophical foundations of Education:

- a) Naturalism: Its metaphysics and epistemology aims of education: education process, freedom and discipline in education according to Naturalism.
- b) Idealism: Its metaphysic and theories of Knowledge, the nature of the learner. Aims of education, teacher-pupil relationship, methods of education, freedom and discipline, values in education and curriculum according to idealism.
- c) Realism: Its metaphysics and theories of knowledge aims of education teacher-pupil relationship.
- d) Method of education, curriculum according to pragmatism.

Unit 3: Education as a social sub-system:

- a) Concept of social system. Specific characteristics of education as a special sub-system. Education and its relationship with other special subsystem i.e. family caste & state.
- b) Education as a Social process, Theories of Socialization.

Process of acculturation and socialization.

- c) Role of family caste and state in presentation transmission and enrichment of culture.

Unit 4: Change and Education:

- a) Concept of change and planned change.
- b) Process planned change
- c) Social Mobility, Modernization and Education.

Unit 5: Social Dimension of Education:

- a) Approaches to religious and moral education Humanistic and spiritual approaches.
- b) Socialistic pattern of society and education.
- c) Existing education disparities.
- d) Deschooling, Concept and consequences.
- e) Scientific humanism.

Sessional works: two

1. Two terms papers
2. Three abstracts of recent articles related to the subject published in journals.

Reference Books:

1. Alterchar, A.S : Education in Ancient India, Book Sho Varanasi 1934.
2. Bhaum, Archia -1 : Philosophy, An Introduction, Bombay, Asia Publishing House, 1962
3. Brubacher, J.S : Modern Philosophies of education (3rd) New York, Mc Graw Hill 1962.
4. Chatterji S.C & Datta D.A: An Introduction to Indian Philosophy, Kolkata University Press, 1955.
5. Johnston, Herbert: A Philosophy of Education New York Mc Graw Hill Book Co. Inc. 1963
6. Kabir, Humayun: Indian philosophy of education, Mumbai, Asia Publishing House, 1962.
7. Lodge R.C.: Philosophy of Education, New York Harper & Bross, 1947.
8. Manning Chapro: The Story of Indian Philosophy. Kolkata Sushil Gupta.
9. Max Muller F: The Six System of Indian Philosophy Kolkata, Sushil Gupat.
10. Momis. V.C. Modern Movement in Education Philosophy, Honghation Miffine Co. Buster, 1969..
11. Mukherji, R.K. : Ancient Indian Education London Macmillan Co, 1947.
12. Necess A: Four Modern Philosophies by Alastain Hanny. The University of Chicago Press. 1969.
13. Paliwal M.N.R. Social Change and Education Upper Publishing House. New Delhi. 1984.
14. Taneja, V.R. Foundation of Education, Mohindra Capital Publishers, Chandigarh

15. Walia, J.S. Principals of Education and Development of Educational Thought. Pal Publishers, Jallundhar City.

COURSE – IV (Semester-I)

INTRODUCTION TO RESEARCH METHODOLOGY IN EDUCATIONAL

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To enable the student to understand concept of educational research.
2. To Help him to understand the process of educational research .

COURSE CONTENT

Unit 1: A Conception of Research in Education:

- a) Meaning of research & research significance and need for research in education.
- b) The present status of education research in India and Abroad and its future.
Conducting education research in within a frame work of Theory:
- c) Meaning of theory, importance of theory building in education, Advantages of conducting research with in a Framework of Theory.
- d) Some basic terms in educational research, defining and explaining the following terms. :
Subject, Variable, Dependent Variable – Independent Variable, Extraneous Variables
Control Group – Experimental Group
Hypothesis – Null Hypothesis
Population – Sample
Statistical significance & Sampling.

Unit 2: Area of Educational Research :

- a) Basic and applied educational curriculum research related to development.
- b) Research on teaching – learning.
Research related to sociological and economic condition.
Research in teacher education.
Research on psychological aspect.
Research in economics of education related to philosophical aspect.
- b) Inter-disciplinary research.

Unit 3: Types of Educational Research:

- a) Historical, Descriptive survey and normative survey. Experimental research.
Action research, Prediction studies, Case study
- B) Conducting and organizing educational research
- c)Primary and secondary sources in education.
- d) Selection criteria of a plan.

Unit 4: Research Design:

- a) Concept of research design, General characteristics of research design,
- b) Simple Research design
General group pre-test, post-test design.
Rotation group design.
- c) Correlation studies
- d) Collection and analysis of data
- e) Tools and Techniques: Observation, Interview, Questionnaire, Psychological test, Rating scales, Check list and Attitude scale.

Unit 5: Analysis Procedure:

- a) Central Tendency, Variability, 't' test, The Mann-Whitney U test, the sign test, Chi-square test and f-ratio test. Median test, Interpretation of data: conclusions and generalizations.
- b) Qualitative analysis of data. Use of computer for research work.
- c) Reporting and evaluating a research report.

Sessional Work: Any two of the followings:

1. Construction of an attitude Scale including item analysis by Thurstone or Likert Technique.
2. Critical review of a recent Research study.
3. Preparation and presentation of research synopsis.
4. Construction, administration and interpretation of any test.

Reference Books:

1. Ahuja, Ram (2001): Research Method, New Dehli, Rawat Publication.
2. Best, J.W. and Kahn, J.V. (1986); Research in Education, New Delhi, Prentice Hall of India Pvt. Ltd.
3. Bhatnagar, R.P. (1995): Educational Administration, Surya Publication, Meerut
4. Good : Methods of research, New York, Appleton Century Crofts 1954.
5. Guilford J.P. Fundamental Statistics in Psychology and Education in Psychology and Education, London McGraw Hill Book Co. 1956
6. Gupta, Santosh (2005): Research Methodology and Statistical Techniques, New Dehli, Deep & Deep Publications.
7. Harris, Chester. W(Ed.) : Encyclopedia of Educational Research New York, MacMillan & Co. 1960.

8. Henry, E. Garrett: Statistics in Psychology and Education. Vakils, Feffer and Simons Ltd. Hague Bhilding,9 Sprott Road, Ballard Estate, Bombay.
9. Kapil, H.K. (1991): Methods of Research, Agra, H.P. Bhargav Book House.
10. Kothari, C.R. (1996): Research Methodology – ‘Methods & Techniques’, New Delhi Wishwa Prakashan.
11. Sharma, R.A. (2002): Advanced Statistical in Education and Psychology, Meerut, Lall Book Depot.
12. Sidhu, K.S., (1984): Methodology of Research in Education, New Delhi, Sterling Pub. Pvt. Ltd.
13. Sukhiia, S.P. Malhotra, P.V.: Element of Educational Research New Delhi, Allied Publishers.
14. Trawers, R.M.W. : An Introduction to Educational & Psychological Research Mumbai, Asia Publishing House.
15. Verma : An Introduce to Educational & Psychological Research, Mumbai Asia Publishing House.

Course-V (1st Year)

Pre-Service and In-Service Teacher Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES:

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

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher educator and understand the organisational culture.
- Develop competence in organisation and evaluation of various components of a preservice and in-service teacher education programmes

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

COURSE CONTENT

Unit 1

- a) Pre-service teacher education – concept, nature, objectives and scope.
- b) The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- c) Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
- d) Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

Unit 2

- a) The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
- b) Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- c) Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation
- d) Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment

Unit 3

- a) Concept, need for continuing professional development of a teacher – areas of professional development.
- b) Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- c) The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- d) Modes and Models of in-service teacher education:

Unit 4

- a) Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in preinternship, internship and post-internship
- b) Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
- c) induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

Unit 5

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

Peractical Work: Any two of the followings:

- 1 Critical analysis of all the aspects of any one inservice training programme with suggestive action plan.
- 2 Organize a Workshop on skills and competency development for skill and competency development.
- 3 Make a Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis.
- 4 Make an Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

References Books:

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
- The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, by NCERT (2006).
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).

- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, NCERT (2005).
- Govt. of India, MHRD (2005). Universilisation of Secondary Education : Report of the CABE Committee, New Delhi
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.

Course-VI (1st Year)

EDUCATIONAL ADMINISTRATION, PLANNING & FINANCE

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To develop in the students a broad understanding of the influences of behavioral science on educational administration.
2. To impart the knowledge of the principles and theories of educational administration.
3. To acquaint them with the administrative structure in education.
4. To give them knowledge of administrative types and system of administration.
5. To make them aware of the latest research in educational administration.
6. To enable them to understand the issues of administration.
7. To acquaint them with the principles of education Finance.
8. To acquaint them with the financing of education at centre and state and institutional levels.
9. To acquaint them with the problems of educational development in relation the financial resources

COURSE CONTENT

UNIT – I

- (a) Concept of Educational Administration
- (b) Growth & development of Administration
- (c) Important theories in Educational Administration – General Theory of conflict, Theory of getting Things done, Griffiths, Theory of decision making

UNIT – II

- (a) Fundamental Principles of Administration –
 - (i) Responsibility
 - (ii) Delegation
 - (iii) Communication
- (b) Educational Leadership Theories of Leadership evaluation & their implication in educational administration. Kinds & types of Leadership
- (c) Types of Administration – Authorization, Democratic, Laissez-faire.
- (d) Styles of Administration – Nonmagnetic, Ideographic & Transitional
- (e) Research in Educational Administration, need, importance dimension, problem areas methods and properties.

UNIT – III

- (a) Aims and Objectives of school Administration. The importance roles of school Administration.
- (b) The role of school administrator in school staff Management and Professional Growth.
- (c) Meaning of innovation planning for innovation making innovations and change in school.

UNIT – IV

- (a) The concept and nature of educational planning.
- (b) Administration and organization of planning Administrative Machinery –
 - i. National level
 - ii. State level
 - iii. District level
 - iv. Block level
 - v. Institutional level
- (c) Educational Planning in India.
- (d) A critical appraisal of Education Planning in the state of Rajasthan.

UNIT – V

- (a) Need of financing Education.
- (b) Principles of Financing. Equality & Convenience.
- (c) Role of financing agencies – Centre, State, Local bodies & Voluntary agencies.

- (d) Problems of Educational development in relation to financial resources.

Sessional Work: Any Two of The following –

- 1 A study of any aspects of Educational Administration of a school or College.
- 2 Review of research in Educational Administration.
- 3 Two term paper on Grant in aid Policy in India.
- 4 One term paper and three abstracts of articles in recent journal of education in relation of Educational Administration.

Reference Books:

1. Morphet R.L., John & Reller;: Educational Administration Englewood Cliffs N.O. Prentice Hall Inc. 1959.
2. Mort, P.R. : Principles of School Administration, New York Mc Graw Hill Book Co. Inc.
3. Seers, J.B. : The Nature of the Administrative Process, New York Mc Graw Hill 1950
4. Seers, J.B. : The Nature of the Administrative Process, New York Mc Graw Hill 1950
5. Bhatnagar & Verma : Educational Administration . International Publishing House, Meerut, U.P., 1978
6. Mathur S.S. : Educational Administration, Krishna Brother, Jullundur 1975.
7. Over Glen F.: Educational Administration, Krishna Brother, Jullundur 1975.
8. Ovard, Glen F. : Administration of changing Secondary School, The MaciMillan Company, New York, 1965
9. Campbell T. The Social Science View School Administration, Prentice Hall Inc. Englewood cliff, 1965.
10. Friffiths Danniell E. Administrative theory Appleton century Crofts, New York, 1959.
11. Haplin Andrew, W (Ed) Administrative Theory in Educational Chicago. University of Chicago 1958.
12. Griffiths, Deniel, E, : Research in Educational Administration Bureau of publications Teachers College Columbia University new York, 1969.
13. Griffiths, Denniel (Ed. Behavioural Science and Educational Administration, University of Chicago press Chicago. 1964.
14. Lulla: B.P.: Research in Educations Administration of Education and psychology, M.S. University Baroda.
15. Mukherji S.N. Secondary School Administration of education Acharya Book Depot Baroda.

COURSE – VII (1st year)
Internship in Teacher Education Institution
Maximum Marks: 100

Internship will be organized with attachment to both pre service teacher education and in service teacher education setting for 4 weeks. Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

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

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

COURSE – VIII (1st Year)
Self Development Skills–II (e-skills)

Internal=25 Marks

COURSE OBJECTIVES

- To enable the learners to use electronic aids and resources for educational/research purposes
- To make them aware of the possible pitfalls/threats of using e-resources

COURSE CONTENT

- a) Create e-mail account, facebook accounts, etc.
- b) Using internet/social network interface for educational/research purposes; constructing and sharing knowledge using social network sites
- c) Using e-resources and acknowledging the information thus retrieved; ethical issues of
- d) Using e-resources
- e) Behaving responsibly on the internet

Transactional mode

- Through theoretical as well as practical mode

Sessional work

- Creating an educational group/forum

COURSE IX (1st Year)
Self Development Skills-I

(Academic/Professional Writing & Communication Skills)

Marks Internal=25

COURSE CONTENT

- a) -Writing a research paper
-Essential components
- b) Importance of communication
-Purpose of communication
-Communication media
-Effective communication skills (listening, non verbal communication, managing stress, emotional awareness)
-Dangers of ineffective communication
-Barriers to effective communication
-Technological advances in communication

Transactional mode

Through both theoretical and practical mode

Sessional work

- Writing a research paper
- Communication exercises

COURSE – X (1st Year)

Dissertation-I (Orientation to writing a synopsis & submission of research proposal)

Marks=Nil

COURSE OBJECTIVES

- Orient students to the process of research.
- Enable them to identify a problem for undertaking the research project
- Enable them to prepare a synopsis on which they will submit a research proposal in Semester II.

COURSE REQUIREMENT

A research problem will be taken up by each candidate under the supervision of a guide allotted to them by the college/department's Academic Committee. They will follow steps of preparing a synopsis and report to their guides for its finalization.

Course	Course Title	Marks External	Marks Internal	Max marks
Course-I	Educational Measurement and Evaluation	80	20	100
Course-II	Guidance & Counseling	80	20	100
Course-III	Teacher Education	80	20	100
Course-IV	Educational Technology	80	20	100
Course-V	Education for Differently-abled	80	20	100
Course-VI	Advance Level Subject Pedagogy (any one) i. Pedagogy of Science Education ii. Pedagogy of Mathematics Education iii. Pedagogy of Language Education iv. Pedagogy of Social Science Education	80	20	100
Course-VII	Internship in School (4 weeks)	Nil	100	100
Course-VIII	Dissertation II (Submission, Evaluation/viva-voce)	100	50	150
Total Marks		580	270	850

Course-I (2nd Year)

EDUCATIONAL MEASUREMENT AND EVALUATION

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. Knowledge and understanding :
 - (a) To acquire Knowledge of :
 - (i) The History of examinations in India.
 - (ii) The Present system of examination in India
 - (iii) The system of examination in other countries.
 - (b) To gain understanding of :
 - (i) The basic concepts of measurement validity, Reliability and objectivity.
 - (ii) The theory of evaluation objectives, learning experience, evaluation, need for measurements and evaluation.
 - (iii) Purpose of measurement and evaluation.
 - (iv) Evolving educational objectives.
2. To develop critical thinking as an evidence in appraisal of examinations at all stages of education in India.
3. To develop skills necessary for the (i) formulation of educational objectives at various levels and their clarifications (ii) classification of educational objectives.

Course Contents

UNIT – I

- a) Nature and status of examination system in India. Merits and Defects of Present examination system.
- b) Evaluation system in advanced countries U.S.A., Russia, West Germany and U.K.
- c) Role of Measurement and Evaluation in our Educational system
- d) Need and significance of Measurement and Evaluation in Education.
- e) Purpose of Measurement and Evaluation Elementary, Secondary and University levels.

UNIT – II

- a) Nature, Classification and levels of Educational Objectives.
- b) Formulating Objectives – Bloom's Taxonomy.
- c) Writing Behavioral Objective – Megar's Contribution Criterion w/s Norm referenced objection.

- d) Basic Concepts – Measurement, Evaluation, Objectives, Objectivity, Validity, Norms etc.
- e) Techniques of writing objective based and objective type items supply type and matching type etc.

UNIT – III

- a) Planning and organizing testing programmes Qualities of a good test, Teacher made test and Standardized tests.
- b) Consideration for using and interpreting test results follow up work.
- c) Normal Probability Curve – its characteristics and uses.

UNIT – IV

- a) Step in Standardized of tests.
- b) Item analysis – its purpose determination of difficulty and discrimination India and consideration for selection of items. Establishing norms.
- c) Objectivity, Reliability and Validity of a test. Methods of calculating reliability – Test-retest, split half. Parallel form and rationale equivalence.
- d) Methods of establishing Validity Face, Content, Concurrent, Congruent periodicity Validity and Factorial Validity.
- e) Relationship between Reliability and Validity.

UNIT – V

- a) Concept of Correlation and Coefficient of Correlation.
- b) Methods of calculating Reliability Coefficients – Persons Product moment methods.
- c) Diagnostic Test – need of educational diagnosis in Elementary and secondary schools
- d) Purpose of diagnostic test. Steps in educational diagnosis test.

Sessional Work: Any Two of the followings:

- a) Diagnosis of students deficiencies in any one of following –
 - i Problem solving
 - ii Arithmetic
 - iii Spelling & sentence structure
 - iv Reading
- b) Administration of a test and calculation of its reliability coefficient by split half or test-retest method.
- c) Write a critical appraisal on recent examination system in India.

Reference Books:

1. D.C.E the concept of Evaluation and Examination series No.1 N.C.E.R.T new Delhi 1961.
2. D.C.E. Evaluation in general science, 2nd Edition, Government of India New Delhi. 1963.

3. D.C.E. Evaluation in social Studies 2nd Edition Government of India New Delhi. 1963.
4. D.C.E Evaluation in physics N.C.E.R.T. New Delhi. 1962.
5. D.C.E. Evaluation in Mathematics 2nd Edition, N.C.E.R.T. New Delhi, 1961.
6. D.C.E Evaluation in Geography N.C.E.R.T. New Delhi 1962.
7. Remmers H.H. & Others, Educational Measurement, and Education, Harper and row New York,1960.
8. Lindouist Everest F (Ed) Educational Measurement A.C.E. Washington.
9. Bloom taxonomy of educational objectives cognitive domain book 1 Mackey New York, 1956.
10. Krathwehl D.R. and others taxonomy of educational objectives affective domain bookie Mackey, New York,1964.
11. Arasarkedavil D.J. the secondary school leaving Examination in India Asia publishing house. Mumbai.1963.
12. A.I.C.S.E. Reports on eight meetings of all India council of secondary education (1955-56) New Delhi.
13. Government of India Report of the education commissions, 1964-66 Government of India press, New Delhi-1956.
14. D.C.E. studies of Internal Assessment in secondary schools N.C.E.R.T. New Delhi, 1960.

Course-II (2nd Year)

GUIDANCE AND COUNSELING

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To help students understand the basic principles of guidance and counseling, their need and application to the process of education.
2. Help students to appreciate need importance of guidance service in the Indian situation.
3. To Acquaint students with the basic guidance service.
4. To develop ability to plan guidance programme for Indian School in the Students.
5. To acquaint students with the research needs in guidance and counseling
6. To acquaint students with evaluation of guidance programme.

Course Contents:

UNIT – I

- a) Meaning, nature and scope of Guidance. Concept of Guidance and Counseling
- b) Objectives of Guidance at Primary, Secondary and College levels.
- c) Guidance programmes in Indian Higher Secondary School.
- d) Problems of Working with Parents.

UNIT – II

- a) Vocational development, vocational maturity.
- b) Career patterns factors influencing vocational development factor influencing planning.
- c) Using occupational information making career plans.
- d) Evaluation and research services needs for evaluation of guidance programme methods and techniques of evaluation and research in guidance.

UNIT – III

- a) The process of guidance. Essentials of guidance of process. Steps of guidance process
- b) Role of teacher in the process of guidance. Role of professional workers. Role of guidance workers
- c) Role of guidance workers in public relation

UNIT – IV

- a) Principles of Testing Guidance and Counseling
- b) Types of test available for Guidance Workers in India.
- c) Criteria for a minimum Guidance Testing Programme.
- d) Role of Teachers and Counselors in studying students.
- e) Research support for need to handy student.

UNIT – V

- a) Types of information sources of information, importance of environmental information.
- b) National and local information
- c) Essential of good guidance programme
- d) Planning guidance programme. Organizing guidance programme at Elementary, Higher secondary and College levels.
- e) How to Setup a guidance unit?

Sessional Work: Any two of the followings:

1. Case study of one student who needs help in different areas.
2. Counseling of one student and submitting its report.
3. One Term paper and three abstracts of recent articles in the research journals.

Reference Books:

1. Myers. Principle and Techniques of Vocational Guidance N.Y McGraw Hill Book co. Inc. 1941

2. Robert. Smith & Erickson: Organization and administration of Guidance Service, N.Y. Mcgraw Hil Book Co. Inc 1955.
3. Humphreys, J.A Guidance Services, Chicago, Science Research Association , Inc,1954.
4. Humphreys Traxler, Guidance Services, Chicago, Science Research Associations, Inc , 1960
5. Mosar and Mosar : Counseling and Guidance An Exploration, New Jersey, Prentice Hall, Inc 1963.
6. Talbert, E.L.: Introducing the counseling and Guidance An Exploration New Jersey, prentice Hall , Inc 1959.
7. Kochhar, S.K. Guidance in Indian Education New Delhi Sterling Publishers Ltd. 1979.
8. Taxler. A.E. Techniques of Guidance, New York Harper and Row, 1961.
9. Hoppock. Group guidance principles, Techniques and Evaluation, N.Y, McGraw Hill Book Co. Inc.
10. Knapp, R.H. Practical Guidance Method, N.Y McGraw Hill Book co. Ine.
11. Jones, A.J. Principles Guidance Method, McGraw hill books Co. Inc 1951.
12. Miller Frank W Guidance Principles and Services Columbus, Columbus chio, Caries, E. McGraw Hill Book Co. Inc. 1961
13. Patterson, C.H. : Counseling and guidance in School, new York, Haper and Brothers inc. 1962.
14. Miller Caroll h Foundation of Guidance Harper, and Bros. New York, 1961.
15. Mehdi Baker : Educational and Vocational Guidance in India NCERT, New Delhi. 1967.

COURSE-III (2nd Year)

Teacher Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To develop in the student understanding of the concept, Objectives and principles of teacher education.
2. To acquaint the student with focal points in the development teacher education in India with reference to its changing concept.

3. To acquaint the student with existing practice regarding structure. Curriculum's and evaluation in teacher education and different techniques.
4. To enable the student to organize various types of student teaching programmes.
5. To enable the student know the concept and practice of evaluation in teacher education
7. To acquaint the student with in innovative practices in teacher education.
8. To develop among the student Professional ethics.

COURSE CONTENT

UNIT – I

- a) Meaning, nature and Concepts of Teacher Education, Need of the educational system and teacher education programme.
- b) Preparation of teachers in Upnishadic, Medieval, Pre British Period, Monitorial system, Weakness of the system.
- c) Teacher Education in present era and its various stages of development.

UNIT – II

- a) Structure of Teacher Education – levels – Types – Two year undergraduate, One year Post Graduate and Four year integrated.
- b) Salient characteristics of teacher education-relevance flexibility, integration and interdisciplinary.
- c) Nature and concept of teacher education curriculum at Primary, Secondary and College level. Teacher Education Curriculum frame Work.

UNIT – III

- a) Pattern and Practice of student Teaching Programmes. Concept and objectives of student teacher, Pattern Practice teaching.
- b) Spaced lesson teaching: Nature, assumptions, merits and demerits.
- c) Block Teaching- off campus student teaching programme: Nature, assumptions, merits and demerits.
- d) Internship principles, Nature, assumptions, merits and demerits.
- e) Stages in the organization of practice-teaching programme.

UNIT – IV

- a) Concept of Evaluation and Measurement.
- b) Objectives of evaluation in teacher education.
 - i Pedagogical Theory
 - ii Practical Work
 - iii Practice Teaching
- c) Types of Evaluation: Formative and Summative Programme Evaluation. Existing Evaluation Practices: Internal v/s external evaluation.
- d) Models of Evaluation: Essay, Objective, Criterion reference and norm reference teaching.
- e) Utilization of evaluation for improvement of teacher education programmes.

UNIT – V

- a) Role of the agencies and organizations in teacher education
- b) Nature and scope of research in teacher education in India
- c) Areas of research in teacher education
- d) Problems of research in teacher education
- e) Innovative practices at secondary and elementary teacher educational level.

Sessional Work: Any Two of the followings:

1. One Term paper and three abstracts of recent articles in the research journals.
2. Preparation a plan of Block Teaching.
3. Submit a result report of Comparative study of Internal and External evaluation at B.Ed. Level.

Reference Books:

1. Altekar, A.S. : Education in Ancient India. Nand Kishore Bros. Bannaras.
2. Base. A.M.: Education In Modern India Orient Book Co. Kolkata. 1974.
3. C.E.R.I. Innovation in In-Service Education and Training of Teacher Practice and the Theory OECD, Paris. 1978.
4. Chaurasia, G.: New Era in Teacher Education Sterling Publication Delhi,1967.
5. Chaurasia, G.: Innovations and challenges in teacher Education, Vikas Publications. New Delhi, 1977.
6. Devegowda, A.C. Teacher Education in India Bangalore Book Bureau, Bangalore, 1973.
7. EooI, RL. (Ed.) : Teacher Education, American Association of Colleges for Teacher Education, Queeant, 1956.
8. Govt. of India: Reports of the Working Group to Review Teacher's Training Programme in the light of the need for value-orientation Ministry of Education and Culture, New Delhi, 1981
9. Hilgard, CH.(Ed.) Teaching the Teacher Trends in Teacher Education George alien and Union Ltd. London, 1971..
10. Jangira N.K. : Technology of Classroom Questioning, National Publishing House, Daryaganj. New Delhi, 1982
11. Jangira N.K. and Singh A. : Core Teaching Skills: Micro-teaching Approach , NCERT, New Delhi, 1982.
12. Jangira N,K.: Professional Enculturation : innovative, Experiments in Teaching and Training. Book-Worth of India, New Delhi, 1984.
13. Mukerji, S.M. (Ed) : Education of Teachers in India (Vol.1) S. Chand and Co. Delhi, 1968.
14. Pandey, B.N. and Khosal D.M. :Second National Survey OF Secondary Teacher Education in India, NCERT, New Delhi, 1969.
15. Pandey B.N. and Khosal D.M.: Student Teaching & evaluation, NCERT, New Delhi, 1974.

Course-IV (2nd Year)
EDUCATIONAL TECHNOLOGY

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To Develop in the prospective teacher the basic Knowledge and understanding about educational technology.
2. To Develop necessary background skills and understand about programmed learning and technology of teaching..
3. To Make the teacher aware of various methods. techniques, media and material being used for maximization learning outcomes approach.
4. To Make the teacher aware of classroom interaction analysis, Micro teaching & simulation

COURSE CONTENT

UNIT – I

- a) Concept of Educational Technology, its definition and scope, role of Educational Technology in modern time.
- b) Teaching & instruction, components of instruction process.
- c) System approach – definition, characteristics Role in Education. Formulation of Educational traditional v/s Modern approach.

UNIT – II

- a) Communication in Education, Communication Process, Components of Communication Process,
- b) Teaching – learning as a Communication Process
- c) Communication media in education, mass media. T.V., Computer, Radio, Films, Tape recorder, Mobile and other accessories.

UNIT – III

- a) Objective content, media learner, teacher and evaluation.
- b) Efficiency and Effectiveness
- c) Micro Teaching and simulation.
- d) Formulation of instructional objective. Behavioural specification entry and terminal behaviour.

- e) Objectives in the three domains of behaviour (Cognitive, affective and Psychomotor)

UNIT – IV

- a) Classroom interaction analysis, techniques encoding, decoding and interaction models. Flander's Interaction Category System.
- b) • J. Bruner – Concept Attainment Model
• Richard Suchman's Inquiry Model
• J.J. Schwetus – Science Inquiry Model
• J. Piaget, Sigel and Sullivan – Development Model
• D. Ausubel – Advance organizer Model

UNIT – V

- a) Programmed Learning – basic principles, types uses and limitations of programmed material.
- b) Skinner's contribution to the development of behaviour modification theory. Importance of use of behaviour modification techniques in education and role of teacher.
- c) Teaching machine
- d) Research innovations in Education Technology in India.

Sessional Work: Any Two of the followings:

- 1- Preparation and administration of programme learning materials (at least 20 frames)
- 2- Prepare lessons on three Models of teaching and deliver such lesson in the class and present the report.
- 3- Preparation of any two communicative aids.

Reference Books:

1. Amidon, Edmund J and John B Hough Interaction analysis Theory Rese and application, Addison Wesley publish Co. Reading Massachusetts London.
2. Bhatnagar, R.P.Suresh Shishhan shilp Vighyan puneet press Meerut 1977.
3. Bajpai, A.C and Leedham J.E.Aspects of Educational Technology Part IV Pitman Publishing Co New York.
4. Buch M.B and Santhanam M.R. Communication in Classroom case Baroda.
5. Clayton, Thomas E. Teaching and Learning Psychologic Perspective Prentice Hall, 1965.
6. Davis, Lvor K Management of Learning McGraw Hill Co London 1971.
7. Deceddo, John P.: Educational Technology, Readings in programme instruction. Holt Rinehartant Winston 1964.
9. Dunn. W.R. and Holoryed C. : 'Aspects of Educational' Technology Vol. I Pitman London.
10. Flanders, Ned. A 'Analysing Teaching Behaviour' Addison Wesley pub. Co. London, 1972.

11. Gromlundm, N.E. : ‘Stating Behavioural” Objectives for class room instruction
Macmillan Co. London, 1970.
12. Joyce Bruce and Weilmarsa : ‘Models of Teaching” Prentice Hall, Englewood Cliff,
New Jersey.
13. Knivi, F.G. Childs John W., ‘Instructional Technology” Holt Rinehart and Winston
New York.
14. Sharma R.A Technology of Teaching, Modern Publisher Meerut, 1972.

Course-V (2nd Year)
Education for Differently-abled

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

At the end of the course, the student will:

- Know types of children with diverse needs, their nature and educational implications
- Understand and appreciate inclusive education and legislation related to it
- Know about various resources needed for children with diverse needs
- Understand various aspects of teacher preparation for children with diverse needs

COURSE CONTENT

Unit-I Inclusive Education

- (a) Concept of Inclusive Education and Models of Implementation.
- (b) Difference between Special Education, Integrated and Inclusive Education.
Advantages of
- (C) Inclusive Education for Individual and Society.
- (d) Historical perspective of Inclusive education in India & world.
- (e) Advantages of inclusive education for education for all children in the context of right to education.

Unit-II Children with Diverse Needs

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

Unit-III Resources, Curricular and Other Changes

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

Unit-IV Teacher Preparation.

- (a) Guidelines for adaptation for teaching/practicing Science, Mathematics, Social Studies, Languages, Yoga, Physical Education, Drama etc
- (b) NCF 2005 and Curriculum for Teacher Preparation and Transaction Modes
- (c) Skills and Competence of teacher and teacher educators for secondary education in inclusive settings
- (d) Multicultural and Multigrade Teaching

Unit V Planning Inclusive Education.

- a) Meaning, Concept and need of planning of inclusive education
- b) Models of Inclusive Education, Components of Inclusive Education ;
- c) Planning – Onsite assessment of resources, Team Collaboration, Time table preparation, and Planning an Inclusive Education Programme & Curriculum adaptation & NCF 2005 recommendation.
- d) Current laws (RCI Act, PWD Act, National Trust Act, RTE); National Policy for the Disabled (2006) and agreements supporting Inclusive Education (examples); Recommendations of various education commissions to respond to diversity in education situations

Sessional Work: Any two of the followings:

1. Assessment / Identification test (of any of the following- Learning Disability and Slow Learner, Attention Deficit Hyperactivity Disorder)
2. Report on Visit to a Special School
3. Curricular adaptations for any disability.

Reference Books:

1. Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS Publishers and Distributors
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative |Learning based Approach: National Publishing House 23 Daryaganj, New Delhi 110002.
3. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participastion in Schools. Bristol: Center for Studies in Inclusive Education.
4. Alur, M. & Timmons, V. (2009): Inclusive Education across Cultures-Crossing boundaries, Sharing Ideas. Sage.

5. Berdine, W.H., Blackhurst, A.E. (eds.) (1980): An Introduction to Special Education. Boston: Little, Brown and Company.
6. Collier, C. (2011): Seven Steps to Separating Difference from Disability, California: Corwin- A Sage Company.
7. Encyclopaedia of Special Education (1987): Vol.1,2,3 ed's Cecil, R, Reynolds and Lester Mann, New York : John Wiley and Sons.
8. Frank, M.H. & Steven, R.F. (1984): Education of Exceptional Learners, Allyn & Bacon, Inc., Massachusetts.
9. Hans, I.J. (2000): Children in Need of Special Care, Human Horizons Series, Souvenir Press (E & A Ltd.).
10. Jangira, N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- 11.
12. Karanth, P. and Rozario, J. (2007): Learning Disabilities in India Willing the Mind to Learn, New Delhi, Sage Publications India Pvt. Ltd.
13. Kirk, S.A. & Gallagher, J.J. (1989): Education of Exceptional Children. Boston: Houghton Mifflin Co.
14. Panda, K.C. (1997): Education of Exceptional Children, New Delhi: Vikas Publication House. 1011.
15. Sengupta, Dr. Keya et. al. (2000): Human Disabilities Challenges for their Rehabilitation, New Delhi: Reliance Publishing House.

Course-VI (2nd Year)

Advance Level Subject Pedagogy (Any One of the following subjects)

COURSE VI (a):

Pedagogy of Science Education-II

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

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

- explain the nature of science as a dynamic, expanding body of knowledge and as a social endeavor.
- explain the difference and complementarily 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;
- explain 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.

COURSE CONTENT

Unit-I Nature of Science

- a) Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge;
- b) Science and technology, correlation between science and technology & other branches.
- c) Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science and their interrelationship.

Unit: II Experiences in Science

- a) Science - its origin and development Structure of Science – Syntactic, Process including Stretch Methods. Attitude inquiring. Substantive: Facts, concepts, laws, theories, generalization
- b) Correlation of science with other subjects.
- c) Nature of science; characteristics of different disciplines of science, their interrelationship and integration.
- d) Science Centers , Science museums , Science Clubs , Science fairs ,Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium

Unit-III Curriculum of Science Education

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

Unit-IV Approaches to Teaching-Learning of Science

- a) Constructivist paradigm and its implications for science learning
- b) Constructivist approaches to science learning: inquiry method, problem solving strategies, guided discovery approach; inductive-deductive method, project based learning, cooperative collaborative learning.

- c) Role of experiments in science, development of laboratory design, planning and organization of laboratory work, improvisation in the laboratory and low cost science experiments,
- d) Meta cognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.
- e) Use of ICT in teaching-learning of science concepts at secondary level.

Unit-V Evaluation Assessment and Contemporary Issues in Science Education

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

Sessional Work: Any one of the following activities:

- a) Development of lesson plan
- b) Development of achievement test

Reference Books:

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. Bhatnagar S.S. (2003).Teaching of science. Meerut: Surya publications
4. Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
5. Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples’ Image of Science. Buckingham: Open University Press.
6. Kaur. R. (2007).Teaching of Science. Patiala: Twenty first century publications.
7. Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
8. Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
9. Sharma R. C. (2013). Modern Science Teaching. New Delhi: DhanpatRai Publishing Co.
10. Sutton, C. (1992). Words, Science and Learning. Buckingham:Open University Press.
11. Yadav M.S. (2002). Teaching of science. New Delhi: Anmol publications Pvt. Ltd.
12. Zaidi S.M. (2006). Teaching of Modern science. New Delhi: Anmol Publications Pvt. Ltd.

COURSE: VI (b)
Pedagogy of Mathematics Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

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

- Appreciate the abstract nature of mathematics.
- Distinguish between science and mathematics.
- Develop the skill of solving real life problems through mathematics modelling as an art.
- Develop the understanding of using constructivist approach in mathematics.
- Develop the skill of using various methods and techniques of teaching mathematics.
- Develop problem solving skills.
- Develop the skills required for action research in mathematics.

COURSE CONTENT

Unit-I Meaning, Nature, Structure and Development of Mathematics

- a) Meaning, Nature and scope of mathematics. Distinction between mathematics and Science.
- b) Structure of Mathematics: Pure and Applied Mathematics, Axiom Postulates, Proof / Solution of mathematics Problems- Direct proof, indirect proof, Proof by contradiction, Importance, Application and Selection of Examples.
- c) Development of Mathematics with some famous anecdotes, Pythagoras, Aryabhata, Ramanujan. Teaching Mathematics Modeling. Pedagogical Analysis of Mathematics.

Unit-II Curriculum of Mathematics

- a) Curriculum: Meaning, Principles of curriculum, Construction and Organisation.
- b) Curriculum Evaluation and Reform in School Mathematics Curriculum: Rationale, Objective, Principles, Learning Experiences and Materials in mathematics, Recent Curriculum reforms at National and State Levels (NCF 2009).
- c) Developing Remedial Learning experiences and teaching material to overcome special problems of students. Developing enriched programmes and materials for teaching gifted and backward students in mathematics.

Unit III- Objectives and techniques of Teaching-learning mathematics

- a) Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics;
- b) teaching Gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion,
- c) Recreational and Aesthetic aspect of mathematics: Games, Puzzles, Riddles, Symmetry etc and their role in learning mathematics. Mathematics Club: Need and Importance, Goals, Organization and Activities. Mathematics Laboratory: Designing and Layout, Need and Importance, Materials and Procedure to set up.
- d) computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club

Unit-IV Strategies of Teaching Learning Mathematics

- a) Approaches of Mathematics Teaching- Learning: Constructivist Approach, Competency- Based Approach.
- b) Methods of Mathematics Teaching- Learning: Inductive and Deductive Method, Analytic- Synthetic method, Computer Based Instructions and Computer Aided Learning.
- c) Techniques of Mathematics Teaching- Learning: Problem-Solving: Stages of Problem Solving Techniques to improve Problem- Solving Skills (Polya Method), Co-operative Learning (Jigsaw Method, Think Pair- Share).

Unit-V Evaluation in Mathematics

- a) Evaluation in Teaching Learning Process: Formative, Summative and Diagnostic. Identification and analysis of mistakes in mathematics, prevention and suggested remedial measures. Enrichment Programmes in mathematics learning: National mathematics Talent Search, Mathematics Olympiad.
- b) Types of test items in mathematics: Meaning, merits, limitations and Construction of long answer type, short answer type, very short answer type and objective type construction and standardization of an achievement test in mathematics.
- d) Action Research in Mathematics

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

- 1 Development of lesson plan
- 2 Development of achievement test

Reference Books:

1. Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency based laboratory approach. California, Cummings Publishing Co.
2. Butler, C.H.& Wren, F.L. (1965): the teaching of Secondary Mathematics. New York: Mc Graw Hill.
3. Carpenter, T.P., Dossey, J.A. & Koehler, J. L.(2004): Classics in mathematics Education Research United States of America. The National Council of Teachers of Mathematics.

4. Chambers, P.(2010): Teaching Mathematics. New Delhi: Sage Publications.
5. Driscoll, M. (1999): Fostering algebraic Thinking: A guide for teachers, grade 5-10. Portsmouth, NH: Heinemann.
6. Grouws, D.A.(ED)(1992): Handbook of research on mathematics teaching and learning, NY: Macmillan Publishing Lester.
7. Heimer, R.T. & Trueblood, C.R.(1970): Strategies for teaching children Mathematics; Reading. Massachusetts: Addison Wesley Publishing Co.
8. Howard T. & Jones, S.(2000): Becoming Successful Teacher of Mathematics. London: Rout ledge Falarer Series.
9. Krutetski, V.A. (1976): The psychology of mathematical abilities in school children, University of Chicago Press.
10. Lieback, P (1984): How children learn mathematics. Penguin Books.
11. Malove, J. & Taylor, P.(1993): Constructivist interpretations of teaching and learning mathematics, Perth: Curtin University of Technology.
12. Michael, D. R. (1977): Mathematics as a Science of Patterns. Oxford Press.
13. Marilyn, N.(2000): Teaching and learning mathematics: A guide to Recent Research and its applications, NY: Continuum.
14. Nunes, T. And Bryant, P. (1997): Learning and Teaching mathematics: An International Perspective, Psychology Press.
15. Solanki, Tarun Kumar: Aadhunik Ganit Shikshan,Rajasthan Hindi Garnth Academi, Jaipur 2013.

COURSE: VI (c)

Pedagogy of Language Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

On completion of the course, students 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

- ▮ S 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

COURSE CONTENT

Unit-I Conceptual Issues of Language Learning

- a) Language acquisition and communication – factors affecting language learning and language acquisitions and communication
- b) Linguistic, psychological and social processes involved in learning of languages
- c) Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget - Cognitive Constructivism and Language; recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.

Unit: II Language teaching

- 6 Teaching of first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching
- 7 Language teaching in India; key factors affecting second language acquisition
- 6 Innovative techniques for teaching grammar, reading Comprehension and written Expression.
- 7 Use of ICT in Teaching-learning language

Unit-III Language Analysis and Individualization of Language Learning

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

Unit-IV Curriculum and Pedagogy of Language

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

Unit-V Issues in Language Learning and Evaluation

- a) Cross linguistic influence in learning another language; ecology of bilingual memory
- b) Multilingual classroom
- c) Medium of instruction – recommendation of NPE 1986/1992, NCF -2005

- d) Preservation of heritage language
- e) Home language & school language – problem of tribal dialects
- f) Problems related to evaluation of language learning

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

- 1 Development of lesson plan
- 2 Development of achievement test

Reference Books:

- 1. Bennett, W.A. (1969). *Aspects of Language and Language Teaching*. London : Cambridge University Press.
- 2. Braden, K. (2006). *Task Based Language Education: From Theory to Practice*. London : Cambridge University Press.
- 3. Britton, J. (1973). *Language and Learning*. England: Penguin Books.
- 4. Byrnes, H. (2006). *Advanced Language Learning: The Contribution of Halliday and Vygotsky*. Continuum International Publishing Group.
- 5. Hodges and Rudolf (1972). *Language and Learning to Read – What language teachers should know about language*. Boston: Houghton Mifflin Co.
- 6. Joyce & Banks (1971) *Teaching the Language Arts to Culturally Different Children*. London: Addison–Wesky, Pub Co.
- 7. Krashen, S. (1988). *Second Language Acquisition and Second Language Learning*. Prentice Hall International.
- 8. Martinovic, T. (2004). *Discourse Across Languages and Cultures*. John Benjamins Publishing Company.
- 9. Ornstein, J. (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. D. & Howard, L. (1990). *Language an Introduction to Cognitive Science: - Vol.1, USA: Massachuset Institute of Technology*.
- 11. Pavelenko, Aneta et al (2001). *Multilingualism, Second Language Learning and Gender*. Berlin: Walter de' Gruyter GmbH & Co. KG.
- 12. Schiffrin, D. 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, A. (1971). *The Foundations of Language*. London: Oxford University Press.

COURSE : VI (d)
Pedagogy of Social Science Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

After completion of the course, the students will be able to:

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

COURSE CONTENT

Unit-I Conceptualization of Social Science Education

- a) Concept, nature, and scope of social sciences: existing approaches of teaching learning of social sciences
- b) Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences
- c) Research perspectives in pedagogy of social science education

Unit: II Evolution of social science

- a) Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge
- b) Interdisciplinary & Intra -disciplinary correlation of social science.
- c) Nature, types and factors of social change in historical cultural growth in 19th and 20th century in India.
- d) Contemporary and current problems in India, perspective of elementary education

Unit-III Social Science Curriculum

- a) Meaning of Curriculum and Core Curriculum.
- b) Principle for curriculum development in social Science Education.

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

Unit-IV Approaches to Pedagogy of Social Science

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

Unit-V Resources and Evaluation of Teaching-Learning of Social Science

- a) Integration of ICT in teaching-learning of social science. Development of teaching-learning materials; workbook; activity book and self instructional materials.
- b) Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;
- c) Alternative assessment: rubrics, portfolios and projects
- d) Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- e) Evaluation of attitudes, values, etc.

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

- 1 Development of lesson plan
- 2 Development of achievement test

Reference Books:

1. Arora, GL (1988), Curriculum and Quality in Education. New Delhi: NCERT.
2. Becker, Williams E.; Watts, Michael & Becker, Suzanne R. (2006) Teaching Economics: More alternatives to chalk and Talk. Northampton, USA: Edward Elgar Publishing.
3. Binning and Binning (1952), Teaching Social Studies in Secondary Schools, McGraw Hills, New York.
4. Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach. New York: McGraw Hills.
5. GOI (1993), Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, New Delhi.

6. GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.
7. Hemming, James (1953): Teaching of Social Studies in Secondary Schools. London: Longman Geen & Co.
8. Indian Economic Association Trust for Research and Development (1991), Teaching of Economics in India, Interest Publications, New Delhi.
9. Kent, Ashley (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd.
10. Kumar, Krishna (2002), Prejudice and Pride. Delhi: Penguin Books India.
11. Kumar, Rajni; Sethi, Anil & Sikka, Shalini (2005) School Society and Nation: Popular Essays in Education. Delhi: Orient Longman.
12. Lambert, David and Balderstone, David (2000), Learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falmer.
13. NCERT (1972), Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, National Council of Educational Research and Training, New Delhi. and Training, New Delhi.
14. Pathak, Avijit (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi: Rainbow Publishers.
15. Rao, Digumarti Bhaskara (ed.), Techniques of Teaching Social Sciences. New Delhi, Sonali Publications.

COURSE – VII (2nd Year)

Internship in School (4 weeks)

Duration: 4 weeks

Maximum Marks (Internal): 100

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

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

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

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

Group-A

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

Group-B

Preparing a suggested comprehensive plan of action for some aspects of school improvement	8
Prepare portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.	8
Analysis of text book from peace perspective	8
Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not.	8
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/ Link school knowledge in different subjects and children's everyday experiences.	8

Group-C

Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.	8
Learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period.	8
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.	8
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.	8

Group-D

Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)	8
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment	8
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.	8
Conduct a programme in school with/in association of local artisans/workmen in school activities.	8

Group-E

On the basis of QMTs (developed by Govt; of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion.	8
Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas of school.	8
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.	8
On the basis of recommendations of Research Advisory Committee (RAC) at national level to discuss research issues and to suggest new studies to be undertaken in education and allied areas.	8

COURSE – VIII (2nd Year)

Dissertation-II (Submission, Evaluation/Viva-Voce)

External=100 + Internal=50

(Total Marks= 150)

Under the supervision of their research guides, Students will undertake all steps of research. They will procure all relevant tools/ prepare tools, collect data, analyze it, interpret it and write the dissertation chapters. Students will submit dissertation at a specified date, i.e., 30th April. The students will prepare and appear for dissertation viva before an external examiner and supervisor.

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MAHARAJA GANGA SINGH
UNIVERSITY, BIKANER

पाठ्यक्रम

SYLLABUS



M.ED. (2 YEAR) SCHEME OF EXAMINATION AND
COURSES OF STUDY

FACULTY OF EDUCATION
M. Ed.

महाराजा गंगासिंह विश्वविद्यालय, बीकानेर

Maharaja Ganga Singh University, Bikaner

Aims of the Programme:-

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

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

Duration

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

Working Days

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

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

Entry Qualifications

The universities offering MEd programme should stipulate the minimum eligibility marks at par with what is practiced in the university in other professional and post-graduate programmes. It is essential that an entrance exam (which may include a written test and an Interview) is conducted for selection of the students. The applicants for entrance test should be drawn from the following programmes:

- a. BEd degree of 1 or 2 years duration, or
- b. 4 year integrated teacher education degree programme (BEEd/ BScEd/ BAEd).

Course of studies and Scheme of Examination
M.Ed. 2 year course

1st Year

Course	Course Title	Marks External	Marks Internal	Max marks
Course-I	Psychology of Learning & developing.	80	20	100
Course-II	Historical, Political and Economic Foundations of Education.	80	20	100
Course-III	Philosophical & Sociological Foundation of Education	80	20	100
Course-IV	Introduction To Research Methodology In Education.	80	20	100

Course-V	Pre-service & In-service Education	80	20	100
Course-VI	Educational Administration, planning & Finance	80	20	100
Course-VII	Internship in TEI (4 weeks)	Nil	100	100
Course-VIII	Self-Development skills: (e-skill)	Nil	25	25
Course-IX	Self-Development skills I (Academic Professional Writing & Communication Skill.	Nil	25	25
Course-X	Dissertation-I (Orientation to writing synopsis & Submission of research Proposal)	Nil	Nil	Nil
Total Marks		480	270	750

2ND YEAR

Course	Course Title	Marks External	Marks Internal	Max marks
Course-I	Educational Measurement and Evaluation	80	20	100
Course-II	Guidance & Counseling	80	20	100
Course-III	Teacher Education	80	20	100
Course-IV	Educational Technology	80	20	100
Course-V	Education for Differently-abled	80	20	100
Course-VI	Advance Level Subject Pedagogy (any one) a. Pedagogy of Science Education b. Pedagogy of Mathematics Education c. Pedagogy of Language Education d. Pedagogy of Social Science Education	80	20	100
Course-VII	Internship in School (4 weeks)	Nil	100	100
Course-VIII	Dissertation II (Submission, Evaluation/viva-voce)	100	50	150
Total Marks		580	270	850

Grand Total= 1600 Marks

Special Notes –

1. There shall be a university examination at the end of each year as per details of the scheme of examination.
2. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
3. The minimum pass marks in each year examination shall be 40% for each theory paper and practicum and 50% for internship in teaching separately. The candidate will have to pass each theory paper and practicum separately.
4. A candidate who fails only in one subject in first year of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which he/she fails along with the next year.

5. 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.
6. In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
7. A candidate will be given a maximum of two chances to pass the examination in any year of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for M.Ed. degree.
8. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for the M.Ed. degree.

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

1st Year Course:

Course	Course Title	Marks External	Marks Internal	Max marks
Course-I	Psychology of Learning & developing.	80	20	100
Course-II	Historical, Political and Economic Foundations of Education.	80	20	100
Course-III	Philosophical & Sociological Foundation of Education	80	20	100
Course-IV	Introduction To Research Methodology In Education.	80	20	100
Course-V	Pre-service & In-service Education	80	20	100
Course-VI	Educational Administration, planning & Finance	80	20	100
Course-VII	Internship in TEI (4 weeks)	Nil	100	100
Course-VIII	Self-Development skills: (e-skill)	Nil	25	25
Course-IX	Self-Development skills I (Academic Professional Writing & Communication Skill)	Nil	25	25
Course-X	Dissertation-I (Orientation to writing synopsis & Submission of research Proposal)	Nil	Nil	Nil
	Total Marks	480	270	750

Course – I (1st year) Psychology of learning and development

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To enable the student to understand a Systematic Study of Psychology.

2. To help him to understand the role of Psychology for students & teachers.
3. To impart knowledge of basic concept of educational psychology.
4. To understand the learner in terms of types of individual differences.
5. To be able to trace adolescent's growth and development.
6. To understand the psychology of children with special needs; identify them and make use of educational provisions.
7. To inculcate the skills of performing experiments with learning materials.
8. To administer, score and interpret intelligence achievement and personality tests.

COURSE CONTENT

Unit 1 Educational Psychology:

- (a) Brief introduction of Indian Psychology with reference to teaching & learning. Concept of Teaching & Learning.
- (b) Concept and principles of growth and development. Physical, mental, social and emotional development during adolescence.
- (c) Bruner and Piaget on cognitive development.

Unit 2 Psychology of intelligence & learning:

- (a) Intelligence: Nature, theories of intelligence, Spearman, Thurstone, Guilford, Gardner's, Measurement of intelligence.
- (b) Creativity: Creative Process, Methods of Identifying Creativity and Fostering Creativity
- (c) Learning: Concepts and factors. Theories of learning: Pavlov's classical and Skinner's operant conditioning, Hull's reinforcement theory and Tolman's theory. Implications of theories for effective learning.

Unit 3 Psychological factors and the Learner.

- (a) Individual differences: determinants; role of heredity and environment. Implications of individual differences for organizing educational programmes.
- (b) Needs: meaning, nature, types of needs and satisfying needs.
- (c) Motivation: meaning, kinds of motivation, theories of motivation, motivate the student to learn.
- (d) Personality and theories of personality: Freudian Psycho-analytic Theory, Murray's Need Theory, Allport's Trait Theory, Maslow's Humanistic Theory & Roger's Phenomenological Theory.

Unit 4 Psychology of traits of learner:

- (a) Remembering & forgetting: Process of memory or remembering, types of memory, methods of remembering & Kinds of forgetting.
- (b) Thinking: concept, types of thinking, elements in thinking, education and thinking.
- (c) Reasoning: concept, steps in reasoning.

- (d) Habits: meaning, characteristics, importance & kinds of habits. Cultivation/formation good habits. Reason for the formation of bad habits, role of teacher in the formation of good habits.

Unit 5 Problems related with child & Adolescent in Education

- (a) Psychotic, Hysterics, Neurotics, Drug Addicts Use & abuse of drug addiction in Adolescence. Treatment of behavioral problems & role of the teacher.
- (b) Problems of Activism, Terrorist & unemployment among Adolescence.
- (c) Sexual Knowledge, Hetero Sexual Relation, Sex Education.
- (d) Character formation: concept, traits of good character formation, factor influencing character formation, role of education in character formation.

Sessional Work:

Administration and Interpretation any Two of the following:

1. Intelligence Test.
2. Personality Test.
3. Attitude test
4. Achievement Test.
5. Learning Curve
6. Transfer of Training with the Mirror Drawing
7. Part and whole methods of learning poetry.

Reference Books:

1. Bigge, M.L. & Hunt, M.P. Psychological Foundation of Education 1962. (Second Edition)
2. Chouhan, S.S. Advanced Educational Psychology. 1978, Vikas Publishing House.
3. Hajella, L.A.& Ziegler, D.J. Personality- Theories, Basic assumptions, Research & Application N.Y.M Graw Hill Book Co. 1976..
4. Kakkar, S.B. (2001), Educational Psychology, New Delhi, Prentice Hall of India.
5. Kirk Samuel (1997), Educating Exceptional Children, New York, Houghton Mifflin Company.
6. Klusemeir, H.J.& Ripple R.E. Learning & Human Abilities Educational psychology, N.Y. Harper & Row, pub.1971.
7. Kupp Swamy B. Advanced Educational Psychology: Streling Publisher (P.) Ltd. Bombay.1972.
8. Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi : Prentice Hall of India.
9. Mathur, S.S., Educational Psychology, Revised and Enlarged Text Edition, 1986, Vinod Pustak Mandir, Agra.
10. Skinner, Charlas. E. Educational psychology, Atma Ram & Sons, Delhi.
11. Tiwari, Govind and Pal Rama (1997), Experimental Psychology : A Dynamic Approach, Agra, Vinod Pustak Mandir.
12. Walia, J.S. Foundations of Educational Psychology, Pal Publishers, Jallundhar.

13. Woolfolk, Anita, E., Educational Psychology, 3rd edition, 1987, Englewood Cliffs, Prentice Hall.

COURSE-II (1st Year)

Historical, Political and Economic Foundations of Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

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

- Trace the progress of education in ancient and medieval India – Vedic, Post Vedic and Buddhist Education, Islamic education
- Explain education during pre and post-independent India
- Explain the various committees and commission formed for the progress of education during pre and post-independent India
- Explain the various issues and trends of education in India

COURSE CONTENT

Unit-I Education in ancient India

- a) Salient features of education in vedic and post - vedic period
- b) Main features of education in medieval period with emphasis on budhist and Islamicperiod

Unit-II Political Foundation of Education

- a) Political ideology: Meaning, Concept, need and relation with education.
- b) Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- c) Macaulay's Minutes and its Effect, Woods Dispatch, The Education Commission (1882), The University Commission (1902), The Sargent Report(1944)
- d) Efforts by Indian reformers during British period such as Raja Ram Mohan Roy, Gopal Krishan Gokhale, Maulana Azad and Mahatama Gandhi

Unit-III Major recommendations of the following:

- a) The University Education Commission (1948)
- b) Secondary Education Commission (1952)
- c) Indian Education Commission (1964-66)
- d) National Policy on Education (1986&1992)
- e) NCFTE (2009)

Unit-IV Trends and issues in Education

- a) National Knowledge Commission

- b) Millennium Development Goal given by UNESCO Highlighting Education
- c) The challenges of existing structure of school education at secondary level
- d) Privatization of Higher Education

Unit-V Economic Foundations of Education

- a) Gandhi's Basic Education.
- b) Knowledge Industries and knowledge occupations.
- c) Contribution of education to development.
- d) Education and labor market: Investment in education, skill based education
- e) Youth unemployment and education

Sessional Work

- 1 Critique of POA/NCF-2005 /RTE/Book review of Education in India(Altekar,1944)/
- 2 The Education Commission and after.

Reference Books:

1. Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.
2. Altekar, A.S. (1944): Education - In Ancient India. Benaras :Nand Kishore& Bros.
3. Blackwell, Fritz (2004), India: A Global Studies Handbook, ABC-CLIO, Inc., ISBN 1- 57607-348-3.
4. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
5. Dash, M.(2000),EducationinIndia:ProblemsandPerspectives, Delhi: Eastern Book Corporation.
6. Ellis, Catriona. (2009). Education for All: Reassessing the Historiography of Education in Colonial India.History Compass, (March 2009), 7#2,pp 363–375
7. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.
8. Ghosh S. C. (2007), History of Education in India, New Delhi: Eastern Book Corporation.
9. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
10. Teneja, V.R.(2005): Foundation of Education, Chandigarh 17, Abhishek Publishers.
11. Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.
12. Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
13. Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
14. Ministry of Education (1978): Report of the Education Commission 1964-66. New Delhi: Govt. of India.

COURSE –III (1st Year)
PHILOSOPHICAL & SOCIOLOGICAL FOUNDATION OF EDUCATION.

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Objectives:

1. To enable the student to understand philosophical & sociological foundation of education.
2. To help him to understand the role of education for social subsystem & Social Dimension.

COURSE CONTENT

Unit I: The nature of philosophy:

- a) Uses of philosophy; Branches of philosophy and Indian philosophical foundation of Education. Metaphysics, epistemology and axiology and their implications for educations.
- b) Research Trends in philosophy of education in recent times.
- c) Indian Philosophical foundations of education-Characteristics of Indian philosophy: Educational as conceived in Vedic Times; nature of the learner goals of life.
- d) Theory of Knowledge and the ethical value as advocated in the following philosophies: Buddhism, Jainism, Nyaya, Vedanta (Upnishad, Geeta and Advaita Vedanta only) sankhya.
- e) Teacher student relationship as manifest in Bhagwat Geeta and Upnishads

Unit 2: Western philosophical foundations of Education:

- a) Naturalism: Its metaphysics and epistemology aims of education: education process, freedom and discipline in education according to Naturalism.
- b) Idealism: Its metaphysic and theories of Knowledge, the nature of the learner. Aims of education, teacher-pupil relationship, methods of education, freedom and discipline, values in education and curriculum according to idealism.
- c) Realism: Its metaphysics and theories of knowledge aims of education teacher-pupil relationship.
- d) Method of education, curriculum according to pragmatism.

Unit 3: Education as a social sub-system:

- a) Concept of social system. Specific characteristics of education as a special sub-system. Education and its relationship with other special subsystem i.e. family caste & state.
- b) Education as a Social process, Theories of Socialization.

Process of acculturation and socialization.

- c) Role of family caste and state in presentation transmission and enrichment of culture.

Unit 4: Change and Education:

- a) Concept of change and planned change.
- b) Process planned change
- c) Social Mobility, Modernization and Education.

Unit 5: Social Dimension of Education:

- a) Approaches to religious and moral education Humanistic and spiritual approaches.
- b) Socialistic pattern of society and education.
- c) Existing education disparities.
- d) Deschooling, Concept and consequences.
- e) Scientific humanism.

Sessional works: two

1. Two terms papers
2. Three abstracts of recent articles related to the subject published in journals.

Reference Books:

1. Alterchar, A.S : Education in Ancient India, Book Sho Varanasi 1934.
2. Bhaum, Archia -1 : Philosophy, An Introduction, Bombay, Asia Publishing House, 1962
3. Brubacher, J.S : Modern Philosophies of education (3rd) New York, Mc Graw Hill 1962.
4. Chatterji S.C & Datta D.A: An Introduction to Indian Philosophy, Kolkata University Press, 1955.
5. Johnston, Herbert: A Philosophy of Education New York Mc Graw Hill Book Co. Inc. 1963
6. Kabir, Humayun: Indian philosophy of education, Mumbai, Asia Publishing House, 1962.
7. Lodge R.C.: Philosophy of Education, New York Harper & Bross, 1947.
8. Manning Chapro: The Story of Indian Philosophy. Kolkata Sushil Gupta.
9. Max Muller F: The Six System of Indian Philosophy Kolkata, Sushil Gupat.
10. Momis. V.C. Modern Movement in Education Philosophy, Honghation Miffine Co. Buster, 1969..
11. Mukherji, R.K. : Ancient Indian Education London Macmillan Co, 1947.
12. Necess A: Four Modern Philosophies by Alastain Hanny. The University of Chicago Press. 1969.
13. Paliwal M.N.R. Social Change and Education Upper Publishing House. New Delhi. 1984.
14. Taneja, V.R. Foundation of Education, Mohindra Capital Publishers, Chandigarh

15. Walia, J.S. Principals of Education and Development of Educational Thought. Pal Publishers, Jallundhar City.

COURSE – IV (Semester-I)

INTRODUCTION TO RESEARCH METHODOLOGY IN EDUCATIONAL

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To enable the student to understand concept of educational research.
2. To Help him to understand the process of educational research .

COURSE CONTENT

Unit 1: A Conception of Research in Education:

- a) Meaning of research & research significance and need for research in education.
- b) The present status of education research in India and Abroad and its future.
Conducting education research in within a frame work of Theory:
- c) Meaning of theory, importance of theory building in education, Advantages of conducting research with in a Framework of Theory.
- d) Some basic terms in educational research, defining and explaining the following terms. :

Subject, Variable, Dependent Variable – Independent Variable, Extraneous Variables

Control Group – Experimental Group

Hypothesis – Null Hypothesis

Population – Sample

Statistical significance & Sampling.

Unit 2: Area of Educational Research :

- a) Basic and applied educational curriculum research related to development.
- b) Research on teaching – learning.
Research related to sociological and economic condition.
Research in teacher education.
Research on psychological aspect.
Research in economics of education related to philosophical aspect.
- b) Inter-disciplinary research.

Unit 3: Types of Educational Research:

- a) Historical, Descriptive survey and normative survey. Experimental research.
Action research, Prediction studies, Case study
- B) Conducting and organizing educational research
- c)Primary and secondary sources in education.
- d) Selection criteria of a plan.

Unit 4: Research Design:

- a) Concept of research design, General characteristics of research design,
- b) Simple Research design
General group pre-test, post-test design.
Rotation group design.
- c) Correlation studies
- d) Collection and analysis of data
- e) Tools and Techniques: Observation, Interview, Questionnaire, Psychological test, Rating scales, Check list and Attitude scale.

Unit 5: Analysis Procedure:

- a) Central Tendency, Variability, 't' test, The Mann-Whitney U test, the sign test, Chi-square test and f-ratio test. Median test, Interpretation of data: conclusions and generalizations.
- b) Qualitative analysis of data. Use of computer for research work.
- c) Reporting and evaluating a research report.

Sessional Work: Any two of the followings:

1. Construction of an attitude Scale including item analysis by Thurstone or Likert Technique.
2. Critical review of a recent Research study.
3. Preparation and presentation of research synopsis.
4. Construction, administration and interpretation of any test.

Reference Books:

1. Ahuja, Ram (2001): Research Method, New Dehli, Rawat Publication.
2. Best, J.W. and Kahn, J.V. (1986); Research in Education, New Delhi, Prentice Hall of India Pvt. Ltd.
3. Bhatnagar, R.P. (1995): Educational Administration, Surya Publication, Meerut
4. Good : Methods of research, New York, Appleton Century Crofts 1954.
5. Guilford J.P. Fundamental Statistics in Psychology and Education in Psychology and Education, London McGraw Hill Book Co. 1956
6. Gupta, Santosh (2005): Research Methodology and Statistical Techniques, New Dehli, Deep & Deep Publications.
7. Harris, Chester. W(Ed.) : Encyclopedia of Educational Research New York, MacMillan & Co. 1960.

8. Henry, E. Garrett: Statistics in Psychology and Education. Vakils, Feffer and Simons Ltd. Hague Bhilding,9 Sprott Road, Ballard Estate, Bombay.
9. Kapil, H.K. (1991): Methods of Research, Agra, H.P. Bhargav Book House.
10. Kothari, C.R. (1996): Research Methodology – ‘Methods & Techniques’, New Delhi Wishwa Prakashan.
11. Sharma, R.A. (2002): Advanced Statistical in Education and Psychology, Meerut, Lall Book Depot.
12. Sidhu, K.S., (1984): Methodology of Research in Education, New Delhi, Sterling Pub. Pvt. Ltd.
13. Sukhiia, S.P. Malhotra, P.V.: Element of Educational Research New Delhi, Allied Publishers.
14. Trawers, R.M.W. : An Introduction to Educational & Psychological Research Mumbai, Asia Publishing House.
15. Verma : An Introduce to Educational & Psychological Research, Mumbai Asia Publishing House.

Course-V (1st Year)

Pre-Service and In-Service Teacher Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES:

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

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher educator and understand the organisational culture.
- Develop competence in organisation and evaluation of various components of a preservice and in-service teacher education programmes

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

COURSE CONTENT

Unit 1

- a) Pre-service teacher education – concept, nature, objectives and scope.
- b) The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- c) Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation
- d) Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

Unit 2

- a) The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
- b) Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- c) Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation
- d) Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment

Unit 3

- a) Concept, need for continuing professional development of a teacher – areas of professional development.
- b) Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- c) The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- d) Modes and Models of in-service teacher education:

Unit 4

- a) Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in preinternship, internship and post-internship
- b) Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
- c) induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

Unit 5

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

Peractical Work: Any two of the followings:

- 1 Critical analysis of all the aspects of any one inservice training programme with suggestive action plan.
- 2 Organize a Workshop on skills and competency development for skill and competency development.
- 3 Make a Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis.
- 4 Make an Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

References Books:

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
- The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, by NCERT (2006).
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).

- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, NCERT (2005).
- Govt. of India, MHRD (2005). Universilisation of Secondary Education : Report of the CABE Committee, New Delhi
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.
- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J.et al; (2001): Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.

Course-VI (1st Year)

EDUCATIONAL ADMINISTRATION, PLANNING & FINANCE

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To develop in the students a broad understanding of the influences of behavioral science on educational administration.
2. To impart the knowledge of the principles and theories of educational administration.
3. To acquaint them with the administrative structure in education.
4. To give them knowledge of administrative types and system of administration.
5. To make them aware of the latest research in educational administration.
6. To enable them to understand the issues of administration.
7. To acquaint them with the principles of education Finance.
8. To acquaint them with the financing of education at centre and state and institutional levels.
9. To acquaint them with the problems of educational development in relation the financial resources

COURSE CONTENT

UNIT – I

- (a) Concept of Educational Administration
- (b) Growth & development of Administration
- (c) Important theories in Educational Administration – General Theory of conflict, Theory of getting Things done, Griffiths, Theory of decision making

UNIT – II

- (a) Fundamental Principles of Administration –
 - (i) Responsibility
 - (ii) Delegation
 - (iii) Communication
- (b) Educational Leadership Theories of Leadership evaluation & their implication in educational administration. Kinds & types of Leadership
- (c) Types of Administration – Authorization, Democratic, Laissez-faire.
- (d) Styles of Administration – Nonmagnetic, Ideographic & Transitional
- (e) Research in Educational Administration, need, importance dimension, problem areas methods and properties.

UNIT – III

- (a) Aims and Objectives of school Administration. The importance roles of school Administration.
- (b) The role of school administrator in school staff Management and Professional Growth.
- (c) Meaning of innovation planning for innovation making innovations and change in school.

UNIT – IV

- (a) The concept and nature of educational planning.
- (b) Administration and organization of planning Administrative Machinery –
 - i. National level
 - ii. State level
 - iii. District level
 - iv. Block level
 - v. Institutional level
- (c) Educational Planning in India.
- (d) A critical appraisal of Education Planning in the state of Rajasthan.

UNIT – V

- (a) Need of financing Education.
- (b) Principles of Financing. Equality & Convenience.
- (c) Role of financing agencies – Centre, State, Local bodies & Voluntary agencies.

(d) Problems of Educational development in relation to financial resources.

Sessional Work: Any Two of The following –

- 1 A study of any aspects of Educational Administration of a school or College.
- 2 Review of research in Educational Administration.
- 3 Two term paper on Grant in aid Policy in India.
- 4 One term paper and three abstracts of articles in recent journal of education in relation of Educational Administration.

Reference Books:

1. Morphet R.L., John & Reller;: Educational Administration Englewood Cliffs N.O. Prentice Hall Inc. 1959.
2. Mort, P.R. : Principles of School Administration, New York Mc Graw Hill Book Co. Inc.
3. Seers, J.B. : The Nature of the Administrative Process, New York Mc Graw Hill 1950
4. Seers, J.B. : The Nature of the Administrative Process, New York Mc Graw Hill 1950
5. Bhatnagar & Verma : Educational Administration . International Publishing House, Meerut, U.P., 1978
6. Mathur S.S. : Educational Administration, Krishna Brother, Jullundur 1975.
7. Over Glen F.: Educational Administration, Krishna Brother, Jullundur 1975.
8. Ovard, Glen F. : Administration of changing Secondary School, The MaciMillan Company, New York, 1965
9. Campbell T. The Social Science View School Administration, Prentice Hall Inc. Englewood cliff, 1965.
10. Friffiths Danniell E. Administrative theory Appleton century Crofts, New York, 1959.
11. Haplin Andrew, W (Ed) Administrative Theory in Educational Chicago. University of Chicago 1958.
12. Griffiths, Deniel, E, : Research in Educational Administration Bureau of publications Teachers College Columbia University new York, 1969.
13. Griffiths, Denniel (Ed. Behavioural Science and Educational Administration, University of Chicago press Chicago. 1964.
14. Lulla: B.P.: Research in Educations Administration of Education and psychology, M.S. University Baroda.
15. Mukherji S.N. Secondary School Administration of education Acharya Book Depot Baroda.

COURSE – VII (1st year)
Internship in Teacher Education Institution
Maximum Marks: 100

Internship will be organized with attachment to both pre service teacher education and in service teacher education setting for 4 weeks. Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

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

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

Assessment is based on the following activities	Marks
Mode of transaction and gives suggestive plan for improvement	5
Observation of day-to-day school activities and report of an in- depth study of two activities.	4
Participation and organization of Co-curriculum activities 1. Cultural 2. Literacy 3. Games & sports 4. Shramdan.	8
Teaching work Five period in any one compulsory paper of TEI and five period in methodology of teaching based	10
Observation & supervision of 10 lesson in teaching subjects	5
Select two students and mentoring on psychology, social, academics any perspective, prepare a report.	8
Prepare reflective journal	5
5-5 critical review with suggestions of lesson plan diaries, including supervisor's remarks.	5
Participation in any in service teachers training programme for preparation of depth report on it.	5
Analyze nature & type of in-service teachers training programme organized by the institution.	5
Prepare an evaluation preforma in service teachers training programme, apply it and prepare a report on its effectiveness of the programme with suggestive plan.	10
Prepare a module for in service teachers training programme and find its effectivity.	10
Review new trends in research of teacher education and Draft a report.	5
Training about arrangement of different department of the school. 1. Library management 2. Administration and scoring of any five psychological tests. 3 Science club. 4 Office Records and maintenance of attendance register, teacher's diary & stock Register. 5 Maintenance of technology department.	10
Training for evaluation process:- Construction of question paper , Pre-Preparation for Examination. Evaluation of answer books and preparation of result	5
TOTAL MARKS	100

COURSE – VIII (1st Year)
Self Development Skills–II (e-skills)

Internal=25 Marks

COURSE OBJECTIVES

- To enable the learners to use electronic aids and resources for educational/research purposes
- To make them aware of the possible pitfalls/threats of using e-resources

COURSE CONTENT

- a) Create e-mail account, facebook accounts, etc.
- b) Using internet/social network interface for educational/research purposes; constructing and sharing knowledge using social network sites
- c) Using e-resources and acknowledging the information thus retrieved; ethical issues of
- d) Using e-resources
- e) Behaving responsibly on the internet

Transactional mode

- Through theoretical as well as practical mode

Sessional work

- Creating an educational group/forum

COURSE IX (1st Year)
Self Development Skills-I
(Academic/Professional Writing & Communication Skills)

Marks Internal=25

COURSE CONTENT

- a) -Writing a research paper
-Essential components
- b) Importance of communication
-Purpose of communication
-Communication media
-Effective communication skills (listening, non verbal communication, managing stress, emotional awareness)
-Dangers of ineffective communication
-Barriers to effective communication
-Technological advances in communication

Transactional mode

Through both theoretical and practical mode

Sessional work

- Writing a research paper
- Communication exercises

COURSE – X (1st Year)

Dissertation-I (Orientation to writing a synopsis & submission of research proposal)

Marks=Nil

COURSE OBJECTIVES

- Orient students to the process of research.
- Enable them to identify a problem for undertaking the research project
- Enable them to prepare a synopsis on which they will submit a research proposal in Semester II.

COURSE REQUIREMENT

A research problem will be taken up by each candidate under the supervision of a guide allotted to them by the college/department's Academic Committee. They will follow steps of preparing a synopsis and report to their guides for its finalization.

Course	Course Title	Marks External	Marks Internal	Max marks
Course-I	Educational Measurement and Evaluation	80	20	100
Course-II	Guidance & Counseling	80	20	100
Course-III	Teacher Education	80	20	100
Course-IV	Educational Technology	80	20	100
Course-V	Education for Differently-abled	80	20	100
Course-VI	Advance Level Subject Pedagogy (any one) i. Pedagogy of Science Education ii. Pedagogy of Mathematics Education iii. Pedagogy of Language Education iv. Pedagogy of Social Science Education	80	20	100
Course-VII	Internship in School (4 weeks)	Nil	100	100
Course-VIII	Dissertation II (Submission, Evaluation/viva-voce)	100	50	150
Total Marks		580	270	850

Course-I (2nd Year)

EDUCATIONAL MEASUREMENT AND EVALUATION

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. Knowledge and understanding :
 - (a) To acquire Knowledge of :
 - (i) The History of examinations in India.
 - (ii) The Present system of examination in India
 - (iii) The system of examination in other countries.
 - (b) To gain understanding of :
 - (i) The basic concepts of measurement validity, Reliability and objectivity.
 - (ii) The theory of evaluation objectives, learning experience, evaluation, need for measurements and evaluation.
 - (iii) Purpose of measurement and evaluation.
 - (iv) Evolving educational objectives.
2. To develop critical thinking as an evidence in appraisal of examinations at all stages of education in India.
3. To develop skills necessary for the (i) formulation of educational objectives at various levels and their clarifications (ii) classification of educational objectives.

Course Contents

UNIT – I

- a) Nature and status of examination system in India. Merits and Defects of Present examination system.
- b) Evaluation system in advanced countries U.S.A., Russia, West Germany and U.K.
- c) Role of Measurement and Evaluation in our Educational system
- d) Need and significance of Measurement and Evaluation in Education.
- e) Purpose of Measurement and Evaluation Elementary, Secondary and University levels.

UNIT – II

- a) Nature, Classification and levels of Educational Objectives.
- b) Formulating Objectives – Bloom's Taxonomy.
- c) Writing Behavioral Objective – Megar's Contribution Criterion w/s Norm referenced objection.

- d) Basic Concepts – Measurement, Evaluation, Objectives, Objectivity, Validity, Norms etc.
- e) Techniques of writing objective based and objective type items supply type and matching type etc.

UNIT – III

- a) Planning and organizing testing programmes Qualities of a good test, Teacher made test and Standardized tests.
- b) Consideration for using and interpreting test results follow up work.
- c) Normal Probability Curve – its characteristics and uses.

UNIT – IV

- a) Step in Standardized of tests.
- b) Item analysis – its purpose determination of difficulty and discrimination India and consideration for selection of items. Establishing norms.
- c) Objectivity, Reliability and Validity of a test. Methods of calculating reliability – Test-retest, split half. Parallel form and rationale equivalence.
- d) Methods of establishing Validity Face, Content, Concurrent, Congruent periodicity Validity and Factorial Validity.
- e) Relationship between Reliability and Validity.

UNIT – V

- a) Concept of Correlation and Coefficient of Correlation.
- b) Methods of calculating Reliability Coefficients – Persons Product moment methods.
- c) Diagnostic Test – need of educational diagnosis in Elementary and secondary schools
- d) Purpose of diagnostic test. Steps in educational diagnosis test.

Sessional Work: Any Two of the followings:

- a) Diagnosis of students deficiencies in any one of following –
 - i Problem solving
 - ii Arithmetic
 - iii Spelling & sentence structure
 - iv Reading
- b) Administration of a test and calculation of its reliability coefficient by split half or test-retest method.
- c) Write a critical appraisal on recent examination system in India.

Reference Books:

1. D.C.E the concept of Evaluation and Examination series No.1 N.C.E.R.T new Delhi 1961.
2. D.C.E. Evaluation in general science, 2nd Edition, Government of India New Delhi. 1963.

3. D.C.E. Evaluation in social Studies 2nd Edition Government of India New Delhi. 1963.
4. D.C.E Evaluation in physics N.C.E.R.T. New Delhi. 1962.
5. D.C.E. Evaluation in Mathematics 2nd Edition, N.C.E.R.T. New Delhi, 1961.
6. D.C.E Evaluation in Geography N.C.E.R.T. New Delhi 1962.
7. Remmers H.H. & Others, Educational Measurement, and Education, Harper and row New York,1960.
8. Lindouist Everest F (Ed) Educational Measurement A.C.E. Washington.
9. Bloom taxonomy of educational objectives cognitive domain book 1 Mackey New York, 1956.
10. Krathwehl D.R. and others taxonomy of educational objectives affective domain bookie Mackey, New York,1964.
11. Arasarkedavil D.J. the secondary school leaving Examination in India Asia publishing house. Mumbai.1963.
12. A.I.C.S.E. Reports on eight meetings of all India council of secondary education (1955-56) New Delhi.
13. Government of India Report of the education commissions, 1964-66 Government of India press, New Delhi-1956.
14. D.C.E. studies of Internal Assessment in secondary schools N.C.E.R.T. New Delhi, 1960.

Course-II (2nd Year)

GUIDANCE AND COUNSELING

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To help students understand the basic principles of guidance and counseling, their need and application to the process of education.
2. Help students to appreciate need importance of guidance service in the Indian situation.
3. To Acquaint students with the basic guidance service.
4. To develop ability to plan guidance programme for Indian School in the Students.
5. To acquaint students with the research needs in guidance and counseling
6. To acquaint students with evaluation of guidance programme.

Course Contents:

UNIT – I

- a) Meaning, nature and scope of Guidance. Concept of Guidance and Counseling
- b) Objectives of Guidance at Primary, Secondary and College levels.
- c) Guidance programmes in Indian Higher Secondary School.
- d) Problems of Working with Parents.

UNIT – II

- a) Vocational development, vocational maturity.
- b) Career patterns factors influencing vocational development factor influencing planning.
- c) Using occupational information making career plans.
- d) Evaluation and research services needs for evaluation of guidance programme methods and techniques of evaluation and research in guidance.

UNIT – III

- a) The process of guidance. Essentials of guidance of process. Steps of guidance process
- b) Role of teacher in the process of guidance. Role of professional workers. Role of guidance workers
- c) Role of guidance workers in public relation

UNIT – IV

- a) Principles of Testing Guidance and Counseling
- b) Types of test available for Guidance Workers in India.
- c) Criteria for a minimum Guidance Testing Programme.
- d) Role of Teachers and Counselors in studying students.
- e) Research support for need to handy student.

UNIT – V

- a) Types of information sources of information, importance of environmental information.
- b) National and local information
- c) Essential of good guidance programme
- d) Planning guidance programme. Organizing guidance programme at Elementary, Higher secondary and College levels.
- e) How to Setup a guidance unit?

Sessional Work: Any two of the followings:

1. Case study of one student who needs help in different areas.
2. Counseling of one student and submitting its report.
3. One Term paper and three abstracts of recent articles in the research journals.

Reference Books:

1. Myers. Principle and Techniques of Vocational Guidance N.Y McGraw Hill Book co. Inc. 1941

2. Robert. Smith & Erickson: Organization and administration of Guidance Service, N.Y. Mcgraw Hil Book Co. Inc 1955.
3. Humphreys, J.A Guidance Services, Chicago, Science Research Association , Inc,1954.
4. Humphreys Traxler, Guidance Services, Chicago, Science Research Associations, Inc , 1960
5. Mosar and Mosar : Counseling and Guidance An Exploration, New Jersey, Prentice Hall, Inc 1963.
6. Talbert, E.L.: Introducing the counseling and Guidance An Exploration New Jersey, prentice Hall , Inc 1959.
7. Kochhar, S.K. Guidance in Indian Education New Delhi Sterling Publishers Ltd. 1979.
8. Taxler. A.E. Techniques of Guidance, New York Harper and Row, 1961.
9. Hoppock. Group guidance principles, Techniques and Evaluation, N.Y, McGraw Hill Book Co. Inc.
10. Knapp, R.H. Practical Guidance Method, N.Y McGraw Hill Book co. Ine.
11. Jones, A.J. Principles Guidance Method, McGraw hill books Co. Inc 1951.
12. Miller Frank W Guidance Principles and Services Columbus, Columbus chio, Caries, E. McGraw Hill Book Co. Inc. 1961
13. Patterson, C.H. : Counseling and guidance in School, new York, Haper and Brothers inc. 1962.
14. Miller Caroll h Foundation of Guidance Harper, and Bros. New York, 1961.
15. Mehdi Baker : Educational and Vocational Guidance in India NCERT, New Delhi. 1967.

COURSE-III (2nd Year)

Teacher Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To develop in the student understanding of the concept, Objectives and principles of teacher education.
2. To acquaint the student with focal points in the development teacher education in India with reference to its changing concept.

3. To acquaint the student with existing practice regarding structure. Curriculum's and evaluation in teacher education and different techniques.
4. To enable the student to organize various types of student teaching programmes.
5. To enable the student know the concept and practice of evaluation in teacher education
7. To acquaint the student with in innovative practices in teacher education.
8. To develop among the student Professional ethics.

COURSE CONTENT

UNIT – I

- a) Meaning, nature and Concepts of Teacher Education, Need of the educational system and teacher education programme.
- b) Preparation of teachers in Upanishadic, Medieval, Pre British Period, Monitorial system, Weakness of the system.
- c) Teacher Education in present era and its various stages of development.

UNIT – II

- a) Structure of Teacher Education – levels – Types – Two year undergraduate, One year Post Graduate and Four year integrated.
- b) Salient characteristics of teacher education-relevance flexibility, integration and interdisciplinary.
- c) Nature and concept of teacher education curriculum at Primary, Secondary and College level. Teacher Education Curriculum frame Work.

UNIT – III

- a) Pattern and Practice of student Teaching Programmes. Concept and objectives of student teacher, Pattern Practice teaching.
- b) Spaced lesson teaching: Nature, assumptions, merits and demerits.
- c) Block Teaching- off campus student teaching programme: Nature, assumptions, merits and demerits.
- d) Internship principles, Nature, assumptions, merits and demerits.
- e) Stages in the organization of practice-teaching programme.

UNIT – IV

- a) Concept of Evaluation and Measurement.
- b) Objectives of evaluation in teacher education.
 - i Pedagogical Theory
 - ii Practical Work
 - iii Practice Teaching
- c) Types of Evaluation: Formative and Summative Programme Evaluation. Existing Evaluation Practices: Internal v/s external evaluation.
- d) Models of Evaluation: Essay, Objective, Criterion reference and norm reference teaching.
- e) Utilization of evaluation for improvement of teacher education programmes.

UNIT – V

- a) Role of the agencies and organizations in teacher education
- b) Nature and scope of research in teacher education in India
- c) Areas of research in teacher education
- d) Problems of research in teacher education
- e) Innovative practices at secondary and elementary teacher educational level.

Sessional Work: Any Two of the followings:

1. One Term paper and three abstracts of recent articles in the research journals.
2. Preparation a plan of Block Teaching.
3. Submit a result report of Comparative study of Internal and External evaluation at B.Ed. Level.

Reference Books:

1. Altekar, A.S. : Education in Ancient India. Nand Kishore Bros. Bannaras.
2. Base. A.M.: Education In Modern India Orient Book Co. Kolkata. 1974.
3. C.E.R.I. Innovation in In-Service Education and Training of Teacher Practice and the Theory OECD, Paris. 1978.
4. Chaurasia, G.: New Era in Teacher Education Sterling Publication Delhi,1967.
5. Chaurasia, G.: Innovations and challenges in teacher Education, Vikas Publications. New Delhi, 1977.
6. Devegowda, A.C. Teacher Education in India Bangalore Book Bureau, Bangalore, 1973.
7. EooI, RL. (Ed.) : Teacher Education, American Association of Colleges for Teacher Education, Queeant, 1956.
8. Govt. of India: Reports of the Working Group to Review Teacher's Training Programme in the light of the need for value-orientation Ministry of Education and Culture, New Delhi, 1981
9. Hilgard, CH.(Ed.) Teaching the Teacher Trends in Teacher Education George alien and Union Ltd. London, 1971..
10. Jangira N.K. : Technology of Classroom Questioning, National Publishing House, Daryaganj. New Delhi, 1982
11. Jangira N.K. and Singh A. : Core Teaching Skills: Micro-teaching Approach , NCERT, New Delhi, 1982.
12. Jangira N,K.: Professional Enculturation : innovative, Experiments in Teaching and Training. Book-Worth of India, New Delhi, 1984.
13. Mukerji, S.M. (Ed) : Education of Teachers in India (Vol.1) S. Chand and Co. Delhi, 1968.
14. Pandey, B.N. and Khosal D.M. :Second National Survey OF Secondary Teacher Education in India, NCERT, New Delhi, 1969.
15. Pandey B.N. and Khosal D.M.: Student Teaching & evaluation, NCERT, New Delhi, 1974.

Course-IV (2nd Year)
EDUCATIONAL TECHNOLOGY

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

Course Objectives:

1. To Develop in the prospective teacher the basic Knowledge and understanding about educational technology.
2. To Develop necessary background skills and understand about programmed learning and technology of teaching..
3. To Make the teacher aware of various methods. techniques, media and material being used for maximization learning outcomes approach.
4. To Make the teacher aware of classroom interaction analysis, Micro teaching & simulation

COURSE CONTENT

UNIT – I

- a) Concept of Educational Technology, its definition and scope, role of Educational Technology in modern time.
- b) Teaching & instruction, components of instruction process.
- c) System approach – definition, characteristics Role in Education. Formulation of Educational traditional v/s Modern approach.

UNIT – II

- a) Communication in Education, Communication Process, Components of Communication Process,
- b) Teaching – learning as a Communication Process
- c) Communication media in education, mass media. T.V., Computer, Radio, Films, Tape recorder, Mobile and other accessories.

UNIT – III

- a) Objective content, media learner, teacher and evaluation.
- b) Efficiency and Effectiveness
- c) Micro Teaching and simulation.
- d) Formulation of instructional objective. Behavioural specification entry and terminal behaviour.

- e) Objectives in the three domains of behaviour (Cognitive, affective and Psychomotor)

UNIT – IV

- a) Classroom interaction analysis, techniques encoding, decoding and interaction models. Flander's Interaction Category System.
- b) • J. Bruner – Concept Attainment Model
• Richard Suchman's Inquiry Model
• J.J. Schwetus – Science Inquiry Model
• J. Piaget, Sigel and Sullivan – Development Model
• D. Ausubel – Advance organizer Model

UNIT – V

- a) Programmed Learning – basic principles, types uses and limitations of programmed material.
- b) Skinner's contribution to the development of behaviour modification theory. Importance of use of behaviour modification techniques in education and role of teacher.
- c) Teaching machine
- d) Research innovations in Education Technology in India.

Sessional Work: Any Two of the followings:

- 1- Preparation and administration of programme learning materials (at least 20 frames)
- 2- Prepare lessons on three Models of teaching and deliver such lesson in the class and present the report.
- 3- Preparation of any two communicative aids.

Reference Books:

1. Amidon, Edmund J and John B Hough Interaction analysis Theory Rese and application, Addison Wesley publish Co. Reading Massachusetts London.
2. Bhatnagar, R.P.Suresh Shishhan shilp Vighyan puneet press Meerut 1977.
3. Bajpai, A.C and Leedham J.E.Aspects of Educational Technology Part IV Pitman Publishing Co New York.
4. Buch M.B and Santhanam M.R. Communication in Classroom case Baroda.
5. Clayton, Thomas E. Teaching and Learning Psychologic Perspective Prentice Hall, 1965.
6. Davis, Lvor K Management of Learning McGraw Hill Co London 1971.
7. Deceddo, John P.: Educational Technology, Readings in programme instruction. Holt Rinehartant Winston 1964.
9. Dunn. W.R. and Holoryed C. : 'Aspects of Educational' Technology Vol. I Pitman London.
10. Flanders, Ned. A 'Analysing Teaching Behaviour' Addison Wesley pub. Co. London, 1972.

11. Gromlundm, N.E. : ‘Stating Behavioural” Objectives for class room instruction
Macmillan Co. London, 1970.
12. Joyce Bruce and Weilmarsa : ‘Models of Teaching” Prentice Hall, Englewood Cliff,
New Jersey.
13. Knivi, F.G. Childs John W., ‘Instructional Technology” Holt Rinehart and Winston
New York.
14. Sharma R.A Technology of Teaching, Modern Publisher Meerut, 1972.

Course-V (2nd Year)
Education for Differently-abled

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

At the end of the course, the student will:

- Know types of children with diverse needs, their nature and educational implications
- Understand and appreciate inclusive education and legislation related to it
- Know about various resources needed for children with diverse needs
- Understand various aspects of teacher preparation for children with diverse needs

COURSE CONTENT

Unit-I Inclusive Education

- (a) Concept of Inclusive Education and Models of Implementation.
- (b) Difference between Special Education, Integrated and Inclusive Education.
Advantages of
- (C) Inclusive Education for Individual and Society.
- (d) Historical perspective of Inclusive education in India & world.
- (e) Advantages of inclusive education for education for all children in the context of right to education.

Unit-II Children with Diverse Needs

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

Unit-III Resources, Curricular and Other Changes

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

Unit-IV Teacher Preparation.

- (a) Guidelines for adaptation for teaching/practicing Science, Mathematics, Social Studies, Languages, Yoga, Physical Education, Drama etc
- (b) NCF 2005 and Curriculum for Teacher Preparation and Transaction Modes
- (c) Skills and Competence of teacher and teacher educators for secondary education in inclusive settings
- (d) Multicultural and Multigrade Teaching

Unit V Planning Inclusive Education.

- a) Meaning, Concept and need of planning of inclusive education
- b) Models of Inclusive Education, Components of Inclusive Education ;
- c) Planning – Onsite assessment of resources, Team Collaboration, Time table preparation, and Planning an Inclusive Education Programme & Curriculum adaptation & NCF 2005 recommendation.
- d) Current laws (RCI Act, PWD Act, National Trust Act, RTE); National Policy for the Disabled (2006) and agreements supporting Inclusive Education (examples); Recommendations of various education commissions to respond to diversity in education situations

Sessional Work: Any two of the followings:

1. Assessment / Identification test (of any of the following- Learning Disability and Slow Learner, Attention Deficit Hyperactivity Disorder)
2. Report on Visit to a Special School
3. Curricular adaptations for any disability.

Reference Books:

1. Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS Publishers and Distributors
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning based Approach: National Publishing House 23 Daryaganj, New Delhi 110002.
3. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
4. Alur, M. & Timmons, V. (2009): Inclusive Education across Cultures-Crossing boundaries, Sharing Ideas. Sage.

5. Berdine, W.H., Blackhurst, A.E. (eds.) (1980): An Introduction to Special Education. Boston: Little, Brown and Company.
6. Collier, C. (2011): Seven Steps to Separating Difference from Disability, California: Corwin- A Sage Company.
7. Encyclopaedia of Special Education (1987): Vol.1,2,3 ed's Cecil, R, Reynolds and Lester Mann, New York : John Wiley and Sons.
8. Frank, M.H. & Steven, R.F. (1984): Education of Exceptional Learners, Allyn & Bacon, Inc., Massachusetts.
9. Hans, I.J. (2000): Children in Need of Special Care, Human Horizons Series, Souvenir Press (E & A Ltd.).
10. Jangira, N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- 11.
12. Karanth, P. and Rozario, J. (2007): Learning Disabilities in India Willing the Mind to Learn, New Delhi, Sage Publications India Pvt. Ltd.
13. Kirk, S.A. & Gallagher, J.J. (1989): Education of Exceptional Children. Boston: Houghton Mifflin Co.
14. Panda, K.C. (1997): Education of Exceptional Children, New Delhi: Vikas Publication House. 1011.
15. Sengupta, Dr. Keya et. al. (2000): Human Disabilities Challenges for their Rehabilitation, New Delhi: Reliance Publishing House.

Course-VI (2nd Year)

Advance Level Subject Pedagogy (Any One of the following subjects)

COURSE VI (a):

Pedagogy of Science Education-II

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

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

- explain the nature of science as a dynamic, expanding body of knowledge and as a social endeavor.
- explain the difference and complementarily 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;
- explain 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.

COURSE CONTENT

Unit-I Nature of Science

- a) Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge;
- b) Science and technology, correlation between science and technology & other branches.
- c) Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science and their interrelationship.

Unit: II Experiences in Science

- a) Science - its origin and development Structure of Science – Syntactic, Process including Stretch Methods. Attitude inquiring. Substantive: Facts, concepts, laws, theories, generalization
- b) Correlation of science with other subjects.
- c) Nature of science; characteristics of different disciplines of science, their interrelationship and integration.
- d) Science Centers , Science museums , Science Clubs , Science fairs ,Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium

Unit-III Curriculum of Science Education

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

Unit-IV Approaches to Teaching-Learning of Science

- a) Constructivist paradigm and its implications for science learning
- b) Constructivist approaches to science learning: inquiry method, problem solving strategies, guided discovery approach; inductive-deductive method, project based learning, cooperative collaborative learning.

- c) Role of experiments in science, development of laboratory design, planning and organization of laboratory work, improvisation in the laboratory and low cost science experiments,
- d) Meta cognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.
- e) Use of ICT in teaching-learning of science concepts at secondary level.

Unit-V Evaluation Assessment and Contemporary Issues in Science Education

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

Sessional Work: Any one of the following activities:

- a) Development of lesson plan
- b) Development of achievement test

Reference Books:

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. Bhatnagar S.S. (2003).Teaching of science. Meerut: Surya publications
4. Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
5. Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples’ Image of Science. Buckingham: Open University Press.
6. Kaur. R. (2007).Teaching of Science. Patiala: Twenty first century publications.
7. Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
8. Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
9. Sharma R. C. (2013). Modern Science Teaching. New Delhi: DhanpatRai Publishing Co.
10. Sutton, C. (1992). Words, Science and Learning. Buckingham:Open University Press.
11. Yadav M.S. (2002). Teaching of science. New Delhi: Anmol publications Pvt. Ltd.
12. Zaidi S.M. (2006). Teaching of Modern science. New Delhi: Anmol Publications Pvt. Ltd.

COURSE: VI (b)
Pedagogy of Mathematics Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

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

- Appreciate the abstract nature of mathematics.
- Distinguish between science and mathematics.
- Develop the skill of solving real life problems through mathematics modelling as an art.
- Develop the understanding of using constructivist approach in mathematics.
- Develop the skill of using various methods and techniques of teaching mathematics.
- Develop problem solving skills.
- Develop the skills required for action research in mathematics.

COURSE CONTENT

Unit-I Meaning, Nature, Structure and Development of Mathematics

- a) Meaning, Nature and scope of mathematics. Distinction between mathematics and Science.
- b) Structure of Mathematics: Pure and Applied Mathematics, Axiom Postulates, Proof / Solution of mathematics Problems- Direct proof, indirect proof, Proof by contradiction, Importance, Application and Selection of Examples.
- c) Development of Mathematics with some famous anecdotes, Pythagoras, Aryabhata, Ramanujan. Teaching Mathematics Modeling. Pedagogical Analysis of Mathematics.

Unit-II Curriculum of Mathematics

- a) Curriculum: Meaning, Principles of curriculum, Construction and Organisation.
- b) Curriculum Evaluation and Reform in School Mathematics Curriculum: Rationale, Objective, Principles, Learning Experiences and Materials in mathematics, Recent Curriculum reforms at National and State Levels (NCF 2009).
- c) Developing Remedial Learning experiences and teaching material to overcome special problems of students. Developing enriched programmes and materials for teaching gifted and backward students in mathematics.

Unit III- Objectives and techniques of Teaching-learning mathematics

- a) Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics;
- b) teaching Gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion,
- c) Recreational and Aesthetic aspect of mathematics: Games, Puzzles, Riddles, Symmetry etc and their role in learning mathematics. Mathematics Club: Need and Importance, Goals, Organization and Activities. Mathematics Laboratory: Designing and Layout, Need and Importance, Materials and Procedure to set up.
- d) computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club

Unit-IV Strategies of Teaching Learning Mathematics

- a) Approaches of Mathematics Teaching- Learning: Constructivist Approach, Competency- Based Approach.
- b) Methods of Mathematics Teaching- Learning: Inductive and Deductive Method, Analytic- Synthetic method, Computer Based Instructions and Computer Aided Learning.
- c) Techniques of Mathematics Teaching- Learning: Problem-Solving: Stages of Problem Solving Techniques to improve Problem- Solving Skills (Polya Method), Co-operative Learning (Jigsaw Method, Think Pair- Share).

Unit-V Evaluation in Mathematics

- a) Evaluation in Teaching Learning Process: Formative, Summative and Diagnostic. Identification and analysis of mistakes in mathematics, prevention and suggested remedial measures. Enrichment Programmes in mathematics learning: National mathematics Talent Search, Mathematics Olympiad.
- b) Types of test items in mathematics: Meaning, merits, limitations and Construction of long answer type, short answer type, very short answer type and objective type construction and standardization of an achievement test in mathematics.
- d) Action Research in Mathematics

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

- 1 Development of lesson plan
- 2 Development of achievement test

Reference Books:

1. Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency basedlaboratory approach. California, Cummings Publishing Co.
2. Butler, C.H.& Wren, F.L. (1965): the teaching of Secondary Mathematics. NewYork: Mc Graw Hill.
3. Carpenter, T.P., Dossey, J.A. & Koehler, J. L.(2004): Classics in mathematics Education Research United States of America. The National Council of Teachers of Mathematics.

4. Chambers, P.(2010): Teaching Mathematics. New Delhi: Sage Publications.
5. Driscoll, M. (1999): Fostering algebraic Thinking: A guide for teachers, grade 5-10. Portsmouth, NH: Heinemann.
6. Grouws, D.A.(ED)(1992): Handbook of research on mathematics teaching and learning, NY: Macmillan Publishing Lester.
7. Heimer, R.T. & Trueblood, C.R.(1970): Strategies for teaching children Mathematics; Reading. Massachusetts: Addison Wesley Publishing Co.
8. Howard T. & Jones, S.(2000): Becoming Successful Teacher of Mathematics. London: Rout ledge Falarer Series.
9. Krutetski, V.A. (1976): The psychology of mathematical abilities in school children, University of Chicago Press.
10. Lieback, P (1984): How children learn mathematics. Penguin Books.
11. Malove, J. & Taylor, P.(1993): Constructivist interpretations of teaching and learning mathematics, Perth: Curtin University of Technology.
12. Michael, D. R. (1977): Mathematics as a Science of Patterns. Oxford Press.
13. Marilyn, N.(2000): Teaching and learning mathematics: A guide to Recent Research and its applications, NY: Continuum.
14. Nunes, T. And Bryant, P. (1997): Learning and Teaching mathematics: An International Perspective, Psychology Press.
15. Solanki, Tarun Kumar: Aadhunik Ganit Shikshan,Rajasthan Hindi Garnth Academi, Jaipur 2013.

COURSE: VI (c)

Pedagogy of Language Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

On completion of the course, students 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

- ▮ S 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

COURSE CONTENT

Unit-I Conceptual Issues of Language Learning

- a) Language acquisition and communication – factors affecting language learning and language acquisitions and communication
- b) Linguistic, psychological and social processes involved in learning of languages
- c) Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget - Cognitive Constructivism and Language; recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.

Unit: II Language teaching

- 6 Teaching of first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching
- 7 Language teaching in India; key factors affecting second language acquisition
- 6 Innovative techniques for teaching grammar, reading Comprehension and written Expression.
- 7 Use of ICT in Teaching-learning language

Unit-III Language Analysis and Individualization of Language Learning

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

Unit-IV Curriculum and Pedagogy of Language

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

Unit-V Issues in Language Learning and Evaluation

- a) Cross linguistic influence in learning another language; ecology of bilingual memory
- b) Multilingual classroom
- c) Medium of instruction – recommendation of NPE 1986/1992, NCF -2005

- d) Preservation of heritage language
- e) Home language & school language – problem of tribal dialects
- f) Problems related to evaluation of language learning

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

- 1 Development of lesson plan
- 2 Development of achievement test

Reference Books:

- 1. Bennett, W.A. (1969). Aspects of Language and Language Teaching. London : Cambridge University Press.
- 2. Braden, K. (2006). Task Based Language Education: From Theory to Practice. London : Cambridge University Press.
- 3. Britton, J. (1973). Language and Learning. England: Penguin Books.
- 4. Byrnes, H. (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
- 5. Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.
- 6. Joyce & Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison–Wesky, Pub Co.
- 7. Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.
- 8. Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company.
- 9. Ornstein, J. (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. D. & Howard, L. (1990). Language an Introduction to Cognitive Science: - Vol.1, USA: Massachuset Institute of Technology.
- 11. Pavelenko, Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter GmbH & Co. KG.
- 12. Schiffrin, D. 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, A. (1971). The Foundations of Language. London: Oxford University Press.

COURSE : VI (d)
Pedagogy of Social Science Education

Time Allowed: 3.00 Hours

Maximum Marks: 100

(External Theory: 80, Internal Assessment: 20)

NOTE FOR PAPER SETTERS:

Ten questions are to be set from all five units, two questions from each unit with internal choice. The students are to attempt five questions, taking one question from each unit. Each question will carry 16 marks.

COURSE OBJECTIVES

After completion of the course, the students will be able to:

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

COURSE CONTENT

Unit-I Conceptualization of Social Science Education

- a) Concept, nature, and scope of social sciences: existing approaches of teaching learning of social sciences
- b) Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences
- c) Research perspectives in pedagogy of social science education

Unit: II Evolution of social science

- a) Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge
- b) Interdisciplinary & Intra -disciplinary correlation of social science.
- c) Nature, types and factors of social change in historical cultural growth in 19th and 20th century in India.
- d) Contemporary and current problems in India, perspective of elementary education

Unit-III Social Science Curriculum

- a) Meaning of Curriculum and Core Curriculum.
- b) Principle for curriculum development in social Science Education.

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

Unit-IV Approaches to Pedagogy of Social Science

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

Unit-V Resources and Evaluation of Teaching-Learning of Social Science

- a) Integration of ICT in teaching-learning of social science. Development of teaching-learning materials; workbook; activity book and self instructional materials.
- b) Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;
- c) Alternative assessment: rubrics, portfolios and projects
- d) Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- e) Evaluation of attitudes, values, etc.

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

- 1 Development of lesson plan
- 2 Development of achievement test

Reference Books:

1. Arora, GL (1988), Curriculum and Quality in Education. New Delhi: NCERT.
2. Becker, Williams E.; Watts, Michael & Becker, Suzanne R. (2006) Teaching Economics: More alternatives to chalk and Talk. Northampton, USA: Edward Elgar Publishing.
3. Binning and Binning (1952), Teaching Social Studies in Secondary Schools, McGraw Hills, New York.
4. Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach. New York: McGraw Hills.
5. GOI (1993), Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, New Delhi.

6. GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.
7. Hemming, James (1953): Teaching of Social Studies in Secondary Schools. London: Longman Geen & Co.
8. Indian Economic Association Trust for Research and Development (1991), Teaching of Economics in India, Interest Publications, New Delhi.
9. Kent, Ashley (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd.
10. Kumar, Krishna (2002), Prejudice and Pride. Delhi: Penguin Books India.
11. Kumar, Rajni; Sethi, Anil & Sikka, Shalini (2005) School Society and Nation: Popular Essays in Education. Delhi: Orient Longman.
12. Lambert, David and Balderstone, David (2000), Learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falmer.
13. NCERT (1972), Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, National Council of Educational Research and Training, New Delhi. and Training, New Delhi.
14. Pathak, Avijit (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi: Rainbow Publishers.
15. Rao, Digumarti Bhaskara (ed.), Techniques of Teaching Social Sciences. New Delhi, Sonali Publications.

COURSE – VII (2nd Year)

Internship in School (4 weeks)

Duration: 4 weeks

Maximum Marks (Internal): 100

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

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

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

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

Group-A

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

Group-B

Preparing a suggested comprehensive plan of action for some aspects of school improvement	8
Prepare portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.	8
Analysis of text book from peace perspective	8
Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not.	8
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/ Link school knowledge in different subjects and children's everyday experiences.	8

Group-C

Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.	8
Learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period.	8
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.	8
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.	8

Group-D

Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)	8
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment	8
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.	8
Conduct a programme in school with/in association of local artisans/workmen in school activities.	8

Group-E

On the basis of QMTs (developed by Govt; of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion.	8
Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas of school.	8
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.	8
On the basis of recommendations of Research Advisory Committee (RAC) at national level to discuss research issues and to suggest new studies to be undertaken in education and allied areas.	8

COURSE – VIII (2nd Year)

Dissertation-II (Submission, Evaluation/Viva-Voce)

External=100 + Internal=50

(Total Marks= 150)

Under the supervision of their research guides, Students will undertake all steps of research. They will procure all relevant tools/ prepare tools, collect data, analyze it, interpret it and write the dissertation chapters. Students will submit dissertation at a specified date, i.e., 30th April. The students will prepare and appear for dissertation viva before an external examiner and supervisor.

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