

SYLLABUS
FOR
BACHELOR OF EDUCATION
(Two-Year Course)

RANCHI UNIVERSITY
RANCHI

Syllabus for Bachelor of Education

Two-Year Course

ANNUAL DISTRIBUTION OF THE COURSES

Year 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary India and Education	100 marks
Course 3	Learning and Teaching	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subjects (1/2)	50 marks
Course 6	Gender, School and Society (1/2)	50 marks
Course 7a	Pedagogy of a School Subject - Part I (1/2)	50 marks
Course EPC1	Reading and Reflecting on Text (1/2)	50 marks
Course EPC2	Drama and Art in Education (1/2)	50 marks
Course EPC3	Critical Understanding of ICT (1/2)	50 marks
Engagement with the Field: Task and Assignments for Courses 1-6 & 7a		-----
		Total- 650 marks

Year 2

Course 7b	Pedagogy of a School Subject - Part II (1/2)	50 marks
Course 8	Knowledge and Curriculum	100 marks
Course 9	Assessment for Learning	100 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course *(1/2)	50 marks
Course EPC4	Understanding the Self (1/2)	50 marks
School Internship		150 marks
	Practical Exam. Pedagogy of a School Subject - A	50
	Pedagogy of a School Subject - B	50
Engagement with the Field: Task and Assignments for Courses 7b & 8 -10		-----
		Total - 650 marks

Curriculum Transactions

1. Total number of working days	-	200 days
2. Minimum attendance for course work	-	80%
3. Attendance for school internship	-	90%
4. Internship in schools (minimum period)	-	20 weeks
- In first year	-	04 weeks
- In second year	-	16 weeks

Note: The Internship should include an initial phase of one week for observing a regular classroom with regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons. Student Teacher will observe at least 10 lessons in each pedagogy of school subjects (Course 7a&7b).

Syllabus for Bachelor of Education

Two-Year Course

ANNUAL DISTRIBUTION OF THE COURSE

Year 1

Course 1	Childhood and Growing Up	100 marks
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Course 3	Learning and Teaching	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
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Course 6	Gender, School and Society (1/2)	50 marks
Course 7a	Pedagogy of a School Subject - Part I (1/2)	50 marks
Course EPC1	Reading and Reflecting on Text (1/2)	50 marks
Course EPC2	Drama and Art in Education (1/2)	50 marks
Course EPC3	Critical Understanding of ICT (1/2)	50 marks

Total- 650 marks

Engagement with the Field: Task and Assignments for Courses 1-6 & 7a

Year 2

Course 7b	Pedagogy of a School Subject - Part II (1/2)	50 marks
Course 8	Knowledge and Curriculum	100 marks
Course 9	Assessment for Learning	100 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course * (1/2)	50 marks
Course EPC ₄	Understanding the Self (1/2)	50 marks

School Internship 250 marks

Engagement with the Field: Task and Assignments for Courses 7b & 8 -10

Total - 650 marks

Curriculum Transactions

1.	Total number of working days	-	200 days
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Note: The Internship should include an initial phase of one week for observing a regular classroom with regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons. Student Teacher will observe at least 10 lessons in each pedagogy of school subjects (Course 7a&7b).

Distribution of Total Marks

The marks distribution of different papers are as follows:

No. Course	Title of papers	Year 1		Sessional/ Internal Marks	Total
		Duration of Exam.	Theory		
1. Course 1	Childhood and Growing up	3 hrs.	80	20	100
2. Course 2	Contemporary India and Education	3 yrs.	80	20	100
3. Course 3	Learning and Teaching	3 hrs.	80	20	100
4. Course 4	Language across the Curriculum (1/2)	1.30 hrs.	40	10	50
5. Course 5	Understanding Disciplines and Subjects (1/2)	1.30 hrs.	40	10	50
6. Course 6	Gender, School and Society (1/2)	1.30 hrs.	40	10	50
7. Course 7a	Pedagogy of a School Subjects - Part I (1/2)	1.30 hrs.	40	10	50
8. Course EPC1	Reading and Reflecting of Text (1/2)	1.30 hrs.	40	10	50
9. Course EPC2	Drama and Art in Education (1/2)	1.30 hrs.	40	10	50
10. Course EPC3	Critical Understanding of ICT (1/2)	1.30 hrs.	40	10	50
.....					
Total - 650 Marks					
		Year 2			
11. Course 7b	Pedagogy of a School Subjects - Part II (1/2)	1.30 hrs.	40	10	50
12. Course 8	Knowledge and Curriculum	3 hrs.	80	20	100
13. Course 9	Assessment for Learning	3 hrs.	80	20	100
14. Course 10	Creating an Inclusive School (1/2)	1.30 hrs.	40	10	50
15. Course 11	Optional Course * (1/2)	1.30 hrs.	40	10	50
16. Course EPC4	Understanding the Self (1/2)	1.30 hrs.	40	10	50
School Internship					150
Practical Exam.	Pedagogy of a School Subject -	A			50
	Pedagogy of a School Subject -	B			50
.....					
Total - 650 Marks					

- Record should be kept by the College:

1. Microteaching
2. Teaching Practice and Internship
3. Psychological tests (at least five)
4. A record at least two demonstration lessons, one in each of the methods attended and observed
5. Science practical (at least four)
6. A record of observation (at least 10 classes of fellow students)
7. A record of participation in criticism and demonstration classes (at least 10 classes in each method).

- About Practical and Project Work.

1. Those Students who opt Science method e.g., Physical Science, Biological Science and Maths, they must have done any ten practical work in the college Science Lab, as per the standard of secondary 9th, 10th or senior secondary.
2. Those students who opt language method, for example, Hindi, English, Sanskrit, Urdu, Regional Language. They must have done any five practical work in the college language Lab as per the standard of secondary 9th, 10th and Higher secondary classes.
3. Those students who opt Arts method subject. For example - History, Civics, Geography, Home Science, Economics, Commerce, etc. they must have at least two project works of the concerned method subject.
4. Each course includes tasks and assignments.

- Rules & Regulations:

Eligibility for Admission:

- (a) Candidates with at least fifty percent marks either in the Bachelor's degree and/or in the Master's Degree in Sciences/Social Sciences/Commerce/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC and other categories shall be as per the rules of the Jharkhand State Government.

Selection of Pedagogy subjects (Methods) of Teaching:

Every candidate is expected to select two methods based on the subjects studied in graduation.

Working Days

- (a) There shall be at least 200 hundred working days each year exclusive of periods of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers is

necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for school internship.

School Internship

School internship would be a part of the broad curricular area of Engagement with the Field and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessments for learning), thereby creating a synergy with schools in the neighborhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks to the final year of the course. They shall be engaged at two levels, namely upper primary (classes VI - VIII) and secondary (IX - X) or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

Modality of Teaching Practice and Internship

1. Candidates are required to complete 5 micro lessons & at least two simulation classes in each pedagogy subject before going for practice teaching. In addition to this, they are expected to observe the demonstration lessons undertaken by the members of the staff of the college.

Every candidate shall have to undergo practice teaching and internship of 5 full months (20 weeks) in a cooperating school as "Teaching Practice and Internship". During this period the candidate shall be attached to a school and he/she shall have to undertake such duties as are assigned to him/her by the Principal of the school in both curricular and co-curricular activities. In practice teaching the candidate will teach ten lessons in each method (10+10=20). During internship the candidates shall take 80 periods in the school taking equal number of lessons (40 + 40) from each of his/her methods opted, under the supervision of the respective teacher/educator/head of the school or any of the subject teachers in the school who are referred to as "Supervising teachers". During the teaching practice and internship period the lecturers concerned of the College of Education will go round the schools and observe the lessons of each student along with the supervising teachers and assess their lessons jointly. At the end of the teaching practice and internship program, all the

student teachers shall show the teaching aids prepared in both the method subjects and also submit at least 5 teaching aids (practice teaching) and 15 (internship) = 20 each to the teacher educator of the college concerned. A certificate of satisfactory work shall be issued to the candidate by the Principal of the cooperating school after completion of teaching practice and internship.

Declaration of Awards

Candidates will be awarded Class based on the total marks in theory examinations of first year and second year as well as practical examinations, Records and Project Works.

+ First Class with Distinction	75% and above
+ First Class	60% and above but less than 75%
+ Second Class	45% and above but less than 60%
+ Minimum pass marks in Theory papers	45%
+ Minimum pass marks in Practical papers	45%
+ Minimum pass marks in Practical/Project/Records	45%

Break-up of marks for passing an examination:

Table: 1

Details	Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
1) Courses 1, 2, 3, 8 & 9	100	80	35	20	10	45
2) Courses having 50 Marks	50	40	18	10	5	23

Table: 2

Details	Grand Total	Practical Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
Optional Paper	50	40	18	10	5	23

Note: Student must pass separately in Sessional, University Examination and Aggregate.

Eligibility for promotion:

1. To get promotion from 1st Year to 2nd Year one should pass at least in 4 papers out of seven theory papers (course 1 to 7a)
2. A student not promoted to the 2nd Year course will have to appear in all the papers in the subsequent examination up to a maximum of 3 attempts.

Provision of Grace Marks:

Upto 5 marks in any one of the theory papers once in complete course to pass the paper or improve Class from 2nd to 1st Class only.

Failure Students:

1. Sessional marks will remain the same for three consecutive years.
2. If any student fails in any subject in first year, and promoted to second year, he/she will get chance to clear his/her failure paper(s) in the next examination with junior batch.

Year - 1

[100 Marks]

Course 1: Childhood and growing up:

Unit I: Growth and Development

- Meaning, Nature and principal of Growth and development.
- Stages of Growth and development with respect to physical, motor, social, emotional, and Cognitive development with reference to -
(i) Infancy (ii) Early Childhood (iii) Childhood
- Adolescence - with special reference to the -
i) Needs and problems of the adolescent.
ii) Aspects of Growth and development during adolescence (physical, emotional, social and mental)

Unit II: Heredity and Environment

- Meaning, importance and role of heredity and environment.
- Educational implications.

Unit III: Individual difference

- Meaning, nature, areas, causes.
- Influence of individual differences on learning
- Educational implications

Unit IV: Intelligence and creativity

Intelligence:

- Nature of intelligence, emotional intelligence
- Theories of intelligence
- Distribution of intelligence
(i) Gifted (ii) Backward - slow Learner (iii) Mentally challenged

Creativity:

- Meaning and characteristics
- Process of creativity
- Role of the teachers in enhancing creativity

Unit V: Personality

1. Definition, nature, factors, types, theories
2. Mental Hygiene: Meaning, causes of maladjustment, educational programs to promote mental hygiene and defense mechanism

References:

1. Agarwal J.C. : *Essentials of Educational Psychology*
2. Bhatia H.R. : *A textbook of Educational Psychology*
3. Boring E.G. et. : *A Textbook of Educational Psychology*
4. Chauhan S.S. : *Advanced Educational Psychology*
5. Chaube S.P. : *Modern Psychology in the new Education*
6. Crow L.D. & Crow A. : *Educational Psychology*
7. Colem L.E. Bruce W. F : *Educational Psychology*
8. Dandekar W.N. : *Psychology Foundation of Education*
9. Dash M. : *Educational Psychology*

10. Demo M.H.	:	<i>Teaching for Learning: Applying Educational Psychology in the Classroom</i>
11. Denis Child	:	<i>Psychology and Teacher</i>
12. De Cecco J.P. & Crawford W	:	<i>Instruction: Educational Psychology</i>
13. Dutta N.K.	:	<i>Psychology and foundations of Education</i>
14. Gange N.L. & Berliner D.L.	:	<i>Educational Psychology</i>
15. Hurlock E.B.	:	<i>Development Psychology</i>
16. Jayswal S.R.	:	<i>Foundation of Educational Psychology</i>
17. Kashyap A.C. & Pree G.S.	:	<i>Educational Psychology and Guidance, Counselling</i>
18. Murthy S.K.	:	<i>Educational Psychology</i>
19. Pandey K.P.	:	<i>Advanced Educational Psychology</i>

Distribution of Marks:

Internal Assessment	-	20 marks
University Examination	-	80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks. 5X16 = 80

Course - 2: Contemporary India and Education

[100 Marks]

Unit I: Meaning and aims of Education, scope, nature and function of education, factors influencing aims of education.

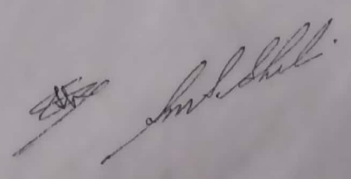
Unit II: Indian constitutional basis of Education:

- Concept of diversity: At the level of Individual, of Religions, Castes, Tribes etc.
- Equity, Inequality, Discrimination and Marginalization in the way of Universalisation of education.
- Critical understanding of the constitutional values related to the aims of education in context of :
 - ❖ Preamble
 - ❖ Fundamental Rights and Duties of citizens
 - ❖ Directive principle of state policy

Unit III: Background of policy of Education in British India:
Brief history of policies between 1947 - 64, 1964 - 86, 1986 and after

Unit IV: Policy frameworks for public education in India:
Contemporary Issues and policies

- A) Right to Education: Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children, Role and agency of teachers in the context of universal and inclusive education.
- B) Earlier policies for Universal Elementary Education; Naye Taleem to integrate life, Work and Education in context of community Participation and Development, The response of diverse social groups of India to the spread of modern education in the colonial and Post - Independence periods.
- C) Education for marginalized group; Women, Dalits and Tribal people, Nationalist critique of colonial education and experiments.



- D) Liberalization and Globalization of Indian Economy, Pedagogic and curricular shift of 1990s and 2000s, Mid Day Meal Programme and the role of Legislative action to ensure nutrition and public space where children eat together.
- E) Current concerns: Plebianisation, Privatization, Stratification of education.

References:

- | | |
|---------------------------|--|
| 1. Ghosh, S.C (2007) | : History of Education in India |
| 2. Sharma Y. K. | : The Doctrines of Education |
| 3. Venkateshwaran S | : Principles of Education |
| 4. Chakraborty J. C | : Modern Education : It's Aims & Principles |
| 5. R. Chopra & P. Jeffery | : Educational regimes in contemporary India. Sage. |
| 6. GOI (1966) | : Report of the Education Commission: Educational national Development. New Delhi: Ministry of Education |
| 7. GOI (1986) | : National Policy of Education |
| 8. GOI (2009) | : The right of Children to free and compulsory education act, 2009 |
| 9. GOI (2011) | : Sarva shiksha Abhiyan - Framework for implementation based On right of children to free and compulsory education act, 2009 |

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks. 5X16 = 80

Course -3:- Learning and Teaching

[100 Marks]

Unit I: Learning Process

1. Definition, meaning, characteristics, factors affecting learning curve.
2. Theories of learning
3. Classical conditioning
4. Operant conditioning
5. Trial and error
6. Insight learning
7. Transfer of learning: definition meaning, types, theories educational Implications.

Unit II: Memory

1. Concept, factors, aids to develop memory.
2. Technique to motivate children in the classroom

Unit III: Motivation.

1. Concept, types and Maslow's theory
2. Techniques to motivate children in classroom

Unit IV: Guidance and Counseling.

1. Definition and meaning, differences between guidance and counselling
2. Types of guidance - personal, educational, vocational: Aims, needs & techniques.
3. Role of the teacher and school in guidance and counseling

Unit V: learning and special children

1. Concept and meaning of special children
2. Identification of children with (i) Dyslexia (ii) Autism (iii) Attention Deficient disorders
3. Mainstreaming of special children with normal children
4. Special education programme for these children

N.B. Psychological Tests (Any Three)

- Intelligence Test
- Attitude towards Teaching Profession (ATTP Scale) by Dr. A.K. Tewar
- Determine an individual's Personality, i.e. to know about oneself - "WHO ARE YOU"
- Division of attention on 2 simultaneous tasks - one Muscular and one mental
- Educational and vocational interest test
- Case study of the Exceptional child
- Memory Test : Whole & part Method, Verbal Learning

References:

1. Safaya R.N.& Bhatia B.D. : *Educational Psychology and Guidance, Counselling*
2. Shankar Uday : *Advanced Educational Psychology*
3. Soreson H : *Educational Psychology*
4. Skinner C.E. : *Educational of Psychology*
5. Walia J.S. : *Foundations of Educational Psychology*
6. White William F. : *Psychological principles Applied to Classroom teaching*
7. Yelon L and Western G.C. : *Teachers World: Psychology in Classroom*
8. Collins Mary & Drever J. : *Experiments Psychology*
9. Dandekar W.N. : *Fundamental of Experimental Psychology*
10. Kuppiswami B. : *Elementary Experiments in Psychology*
11. Paraweswaran E.G. & Rao : *Manual of Experimental Psychology*
12. Parry John & Adishesaih W. : *Experimental Psychology*
13. Postman L. & Introduction : *Experimental Psychology Egan James P. An*
14. Woodsworth R.& Scholsberg H. : *Experimental Psychology*
15. Kirk Samuel A. : *Educations Exceptional Children*
16. Chauhan S.S. : *Education of Exceptional Children*
17. Mangal S.K. : *Educating Exceptional Children*
18. Das M. : *Education of Exceptional Children*
19. Mohin M. : *Teaching's Handbook for Exceptional Children*

Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks. 5X16 = 80

Course - 4: Language across the curriculum.

[50Marks]

Unit I: Language Policies

- Three language formula
- Constitutional provisions
- Colonial debates on school language policies

Unit II: Strategies for developing language competencies (Listening, Speaking and writing)

- 1. Listening** - Pronunciation, Expression, Phonetic, Stress and Intonation
- 2. Speaking**- Conversation and Dialogues, Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Word and Sentence stress, Drill
- 3. Reading:** Mechanics of reading, Method of teaching reading, (Alphabetical method, word method, Sentences method), Kinds of reading (Loud and silent reading) Types of reading (intensive & extensive reading)
- 4. Writing:** Mechanics of writing, Good handwriting, Teaching of spellings

Unit III: Aspects of language teaching

- 1. Techniques:** Discussion, Notation, Questioning
- 2. Methods:** Storytelling, Dramatization, Simulation, Recitation, Song/ Action, Appreciation, Comprehension, Summarizing.

References:

1. Padma Satakopachari : On Education for Teacher Educators
2. Raghunath Safaya : Hindi Teaching
3. Ramshakal Pandey : Hindi Teaching
4. B.P. Johri, P.P.Pathak : Development of Educational System in India
5. Grellet, F : Developing reading skills: A practical guide
6. Agnihotri, R. K : Multilingualism as a classroom recourse to reading comprehension exercises
7. Piaget, J. (1997) : Development & Learning
8. M. Gauvain & M. Cole : Readings on the development of children

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which the examinees will attempt only four. Each question will carry equal marks.

4X10= 40

Course - 5: Understanding Disciplines and Subjects.

[50 Marks]

Unit- I: Philosophical aspects of Education

1. Western Thinkers
 - John Dewey
 - Rousseau
2. Indian Thinkers
 - Swami Vivekanand
 - Ravindra Nath Tagore

Unit- II: 1. Concept and Scope of Curriculum

2. Importance, Need and Utility of Curriculum
3. Approaches and methods of Organizing different pedagogical subjects
4. Principles of designing curriculum in pedagogical subjects at different stages in school.
5. Current discourses on school curricula (eg. Purely discipline oriented, not learner oriented).
Suggestions/Guidelines for selection of materials for curriculum (eg. Work related subjects like horticulture or hospitality, need to be creatively developed etc.).

Reference:

1. Great Educators : Ram Babu Gupta
2. Curriculum Development : S. Arulswamy
3. On Education for Teacher Educators : Padma Satakopachari
4. Ideas and Great Western Educators : Chaula and Chaula
5. Education in the Emerging Indian society : Yadav H.S. & Yadav S.
6. A New approach to Teacher & Education in the Emerging Indian Society : B.N.Dash.
7. Teaching of Social Study : J.S. Walia
8. Deng, Z (2013) : School subjects and academic disciplines
9. A. Luke ,A. Woods, & K. Weir : Curriculum, syllabus design & equity

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which examinees will attempt four. Each question will carry equal marks. 4X10= 40

Course - 6: Gender, School and Society (1/2)

[50 Marks]

Unit I:

- + Meaning of Gender, Gender bias and its indicators
- + Role of women, Measures for the uplift of women and removing gender bias with reference to Indian constitution.

Unit II:

- + Sociological basis of Education
- + Relation between society and Education with special reference to aims of Education, Method of teaching Curriculum.
- + Gendered roles of agencies in education: Family, Community, School, Mass Media, Caste, Religion, Culture and popular culture, Law and State in challenging gender inequalities or reinforcing gender parity.

Unit III:

- + The role of teachers in formulating of positive notions of sexuality among young people
- + Its Impact and Issues - Perceptions of safety at school, Home and beyond, Identification of sexual abuse/violence and its verbalization, Combating the dominant societal outlook of objectification of female body.

Reference:

1. Education in Emerging India - S. Gupta (2nd Edition)
2. Foundations of Education - Prof. Ramesh Ghanta & B.N. Dash
3. Teacher in developing Indian society - Dr. Ramshakal Pandey
4. Psychological, Philosophical and sociological foundation of education - J. C. Agrawal

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which the examinees will attempt only four. Each question will carry equal marks. 4X10= 40

PEDAGOGY OF A SCHOOL SUBJECT

N.B. There will be examination for Course 7a in First Year and for Course 7b in Second Year.

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

ENGLISH

Unit I: Place of English in India and its Aims.

1. Place of English in India colonial and post colonial perspective
2. English as a library language, a link language, a language for communication in a globalized economy, a window to the world, a world language to foster international brotherhood.
3. Aims and Objectives of teaching English as a second language at higher/lower Level
4. The theories and principles of language learning based on the Piaget, Vygotsky, Bruner and Chomsky.

Unit II: A Method and Approach of teaching English

1. Grammar Com translation method vs. direct method

2. Dr. West's new method & bilingual method
3. Structural approach vs. functional communicative approach
4. Situational language teaching
5. Skills of Introducing, Questioning, Probing, Explaining, Illustrating.

Unit III:

1. Teaching of Prose, Poetry, Grammar, Composition
2. Difference between Prose and Poetry
3. Important components of lesson Plan
4. Lesson plan of Prose, Poetry, Grammar, and Composition
5. Different Literary and poetic devices: Rhyme, Rhythm, Simile, Metaphor, Alliteration, Pun Repetition...etc.
6. Essential qualification and qualities of an English Teacher

Unit IV: Audio - Visual Aids in the Teaching of English

1. Need and importance of Audio - Visual Aids
2. Types of Audio - Visual Aids and its appropriate uses
3. Language laboratory

Unit V: Teaching of Grammar

1. Nature of Grammar
2. Types: Functional and Formal
3. Methods: Inductive and Deductive
4. Important aspects of English Grammar - Prefixes, Suffixes (Inflectional and Derivational) Stress, Intonation, Juncture

Unit VI:

1. Teaching of Vocabulary
2. Selection and Gradation of English Vocabulary for Teaching
3. Vocabulary Games

Unit VII: Spoken English

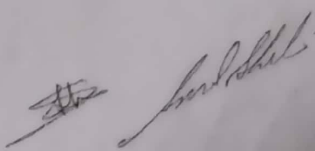
- (i) Phonology- Definition, organs of speech, vowels, consonants, Diphthongs
- (ii) Stress and intonation
- (iii) Practical work- use of pronouncing dictionary, pronunciation drill, reading phonetic description.

Unit VIII: Evaluation in English

1. Concept of evaluation
2. Essentials of a good test
3. Tools of evaluation-Oral, Written, Types of questions
4. Importance of test and examination.

References:

1. Ahiya N.P. : *Teaching of English*
2. Bhatia K.K. : *New Techniques of Teaching English as a Foreign Language*
3. Bhatia KT : *The Teaching of English in India: Its Principles and Technique*
4. Bisht Abha Rani : *Teaching English in India*



5. Bose K	: Teaching of English: of Modern Approach
6. French F.G.	: The Teaching of English in Abroad Part I, II, III.
7. Rishy A.W.	: The Teaching of English: Notes & Comments on Teaching
8. Gokak V.K.	: English in India: its Present & Future
9. Jain R.K.	: Essentials of English Teaching
10. Kohli A.L.	: Techniques of English Teaching
11. Memon & Patel	: Teaching English as a Foreign Language
12. Palmer H.E.	: The Principles of Language Study
13. Sharma K.L.	: Method of Teaching English in India
14. Varghese Paul	: Teaching of English as Second Language

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long- answer questions, from which the examinees will attempt three carrying 10 marks each and four short- answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

HINDI

Course 7 a/7b: Pedagogy of a school subject - part 1 (1/2) & part II (1/2) [50 Marks]

Unit I : हिन्दी शिक्षण: सैद्धान्तिक पक्ष

1. भाषा की प्रकृति, महत्त्व एवं अविगम प्रक्रिया ।
2. हिन्दी शिक्षण के उद्देश्य,
3. विद्यालयी स्तर पर भाषा
4. हिन्दी भाषा एवं साहित्य शिक्षण की विधियाँ।

Unit II : भाषिक योग्यता का विकास

- 1- श्रवण, दृश्य एवं मौखिक अभिव्यक्ति कौशल का विकास ।
- 2- पठन योग्यता का विकास, पठन शिक्षण की विधियाँ – सरवर पठन, मौन पठन, समकालिक पठन, रूझ पठन एवं विस्तृत पठन।
- 3- लिखित अभिव्यक्ति क्षमता का विकास ।

Unit III : साहित्यिक विद्या का एवं व्याकरण शिक्षण

1. कविता शिक्षण
- 2- गद्य तथा गद्य की विभिन्न विधाओं का शिक्षण- उपन्यास, नाटक, निबंध कहानी।
3. व्याकरण शिक्षण

Unit IV : मूल्यांकन, क्रियात्मक शोध तथा समुन्नयन कार्य।

- 1- हिन्दी पाठ्य पुस्तक समीक्षा
- 2- भाषा संप्रति मूल्यांकन
- 3- निदानात्मक एवं उपचारात्मक कार्य ।
- 4- क्रियात्मक शोध
- 5- समुन्नयन कार्य

प्रायोगिक कार्य

- 1- क्रियात्मक शोध
- 2- कलानी का नाट्य रूपान्तरण, अनुवाद
- 3- प्रोजेक्ट, दत्त कार्य
- 4- प्रश्न पत्र प्रारूप एवं प्रश्न पत्र निर्माण ।

References:

- | | |
|---|---|
| 1- निरंजन कुमार सिंह | : माध्यमिक विद्यालयों में हिन्दी शिक्षण |
| 2- रामशकल पाण्डेय | : हिन्दी शिक्षण |
| 3- रमन लाल बिहारी | : हिन्दी शिक्षण |
| 4- रघुनाथ सफाया | : हिन्दी शिक्षण विधि |
| 5- विश्वनाथ त्रिपाठी | : हिन्दी साहित्य का संक्षिप्त इतिहास |
| 6- के.पी. पी. पाण्डेय | : शिक्षा में क्रियात्मक अनुसंधान |
| 7- कृष्णगोपाल रस्तोगी | : भाषा सम्प्रति मूल्यांकन |
| 8- सेंट्रल पेडागोजिकल इंस्टीट्यूट, इलाहाबाद | : उच्चारण शिक्षण |
| 9- डा. कर्ण सिंह | : हिन्दी शिक्षण |

Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long- answer questions, from which the examinees will attempt three carrying 10 marks each and four short- answer questions from which examinees will attempt two, carrying 5 marks each.

$$3 \times 10 = 30 \text{ \& } 2 \times 5 = 10$$

Total Marks : 40

URDU

Course 7 a / 7b: Pedagogy of a school subject - part 1 (1/2) & part II (1/2) [50 Marks]

A. Language

1. Origin and Development of Urdu language in India
2. Position of Urdu language in the post Independent India
3. Various formats (Asnal) of Urdu Language and Literature
4. Aims of teaching language (Psychological and Linguistic approach of Language teaching)
5. Aims and objectives of teaching Urdu language
6. Importance of Mother Tongue in school subject

B. Methodology

1. Pronunciation in Urdu, Skill in questioning, example & explanation
2. Technique of Urdu Teaching
3. Teaching Urdu Prose, Poetry, Ghazal, Grammar, Essay & Letter Writing
4. Examination & Evaluation
5. Importance of Homework in Urdu
6. Lesson Planning: (Meaning, Importance & Structure) planning of prose, poetry, grammar & essay.

C. Material

1. Urdu Text-Book (Evaluation of existing curriculum)
2. Teaching and reading material
(Silent, loud, simultaneous, extensive & intensive reading)
3. Audio-Visual Aids in Urdu Teaching
4. Personality of Urdu Teachers
5. Co-curricular activities (Practical activities) in Urdu
6. Urdu Library

Reference:

1. Ryburn : *Suggestion for the Teaching of Mother Tongue in India*
2. Akhtar Ansari : *Ghazal aur Darse Ghazal*
3. Farman Saleem : *Urdu Zaban aur uski Taleem*
4. Mukhtar Ahmad Makki : *Tadris Urdu Usool wa Zawabit: Urdu Adab ki Asnaf*
5. Azaj Ahmad : *Makhtasar Tarikh Urdu*
6. Farman Fatehpuri : *Tadrees Urdu*
7. Moinuddin : *Urdu Zaban ki Tadris*
8. K.G.Saiyidain : *Usool Taleem*
9. Sajid Hussain : *Urdu uar Uska Tadrisi Tariqa*

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

SANSKRIT

Course 7 a/7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit I: Aims and objectives of teaching learning

1. Importance of Sanskrit as language and its status
2. The position of Sanskrit in India.
3. The place of Sanskrit in the School curriculum

Unit II: Methods of teaching Techniques:-

1. Prose - Discussion, narration, questioning
Methods - Story telling, Dramatization, Simulation
2. Poetry Methods - Recitation, Song/ Action, Dramatization, discussion, appreciation
3. Grammar Methods - Inductive, Deductive, Play way, Interactive
4. Composition - Guided, free, creative, correction of composition.

Unit III:

- A. Strategies of developing language competencies
- Listening- Pronunciation, expressive, phonetics, stress on intonation
 - Speaking- Loud, silent, chorus, expressive, speed.
 - Writing- Hand writing skill, poetic & non poetic
 - Extra - curricular activities of Sanskrit

Unit IV: Teacher and Text-Book

- Teacher - Qualities, role and responsibilities, Professional growth, diagnostic testing and remedial teaching
- Textbook: Characteristics of a text -book, critical analysis of a text book

Unit V: Materials of Instruction or language Teaching

- Language Practice - assignment, games, club, Language club.
- Use of technology: Multimedia centre, OHP, Video, tape recorder Computer assisted instruction
- Use of media: TV, Newspaper, Advertisements
- Use of Library: Koshas, Dictionaries
- Language -Lab

Reference

- Dr. Santosh Mittal : संस्कृत शिक्षा
- Raghunath Safaya : संस्कृत शिक्षण
- Ramun Narayan Tripathi : संस्कृत अध्यापन विधि
- Ram Shakal Pandey : संस्कृत शिक्षण
- Dr. Karn Singh : संस्कृत शिक्षण
- Dr. Satyadeo Singh, Shashikala Sharima : संस्कृत शिक्षण

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long- answer questions, from which the examinees will attempt three carrying 10 marks each and four short- answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

PHYSICAL SCIENCE

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit - I: The nature and scope of physical science

- Nature and scope of Science
- Structure of science, substantive structure, empirical knowledge, theoretical knowledge (Facts, concepts, Hypothesis, theory, principle, law, syntactic structure of science, scientific enquiry, process of science, attitude of inquiry)

Unit - II: Aims, Values & Objectives of Teaching Physical Science

1. Aims and objectives of teaching physical science
2. Importance of physical Science in school curriculum

Unit - III: Science Curriculum

1. Definition of curriculum
2. Principles of curriculum organization
3. Qualities of a good Science text book state & CBSE
4. Critical review of Physical science text book

Unit - IV: Strategies of teaching Physical Science

1. *Science teaching* - Concepts and meaning of approaches methods, & techniques
2. *Approaches* - Inductive, deductive, & heuristic
3. *Methods* - Lecture, demonstration, lecture cum demonstration, scientific problem - solving, team teaching.
4. *Modern techniques of science teaching* - Brain storming, quiz, seminars, discussion, scenario building.

Unit - V: Instruction Planning

1. Importance & use of teaching aids
Visual: projected aids, slides, film strips, transparencies.
Audiovisual: TV, Radio, Film Projector, Computed (multimedia)
Audio: Radio, Tape recorder
Non -projected: Charts, models
2. Maintenance of register in the lab.
3. Lab work & safety procedures
4. Collection, Improvisation and preservation of apparatus

Unit - VI: Strengthening Science teaching

1. Science Clubs, Eco-clubs, Museum, and Science Fairs.
2. Role of Govt. & Non Govt. organizations in popularizing Science.

Unit - VII: Evaluation

1. Concept, Type and importance of Evaluation
2. Tools of Evaluation
3. Construction of unit test.
4. Construction of a Questions bank

References:

1. Sharma R.C. : *Modern Science Teaching*
2. Sharma & Sharma : *Teaching of Science*
3. Kohli Y.K. & Siddiqui M.N. : *Science Teaching Today & Tomorrow*
4. Viadya N. & Rajput J.S. : *Reshaping our Schools/ Science Education*
5. Jagtap : *Science Teaching*
6. Hakim D.S. : *Science Teaching (Marathi)*
7. Rai B.C. : *Modern Science Teaching*
8. Bandula : *Science Teaching*
9. Chanda R.C. : *Teaching of Science*
10. Jose S. : *Science Teaching as Continuous Enquiry*
11. Rowe M.B. : *Teaching Science as Continuous Enquiry*
12. Mandal : *Educational Technology*

13. Usha Rao : Educational Technology
 14. Publication : Science in Secondary Schools
 15. Dr. Dubey J.R. & Dr. Singh Karn : Teaching of Physical Science

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

LIFE SCIENCE

Course 7 a /7b: Pedagogy of a school subject - part 1 (1/2) & part II (1/2) [50 Marks]

Unit - I: The Nature & Scope of Life Science

1. Meaning, Nature and Scope of life science
2. Importance of life science in school curriculum
3. Aims & Objectives of teaching life science
4. Specifying instructional objectives in behavioral terms.

Unit- II: Development of Instructional Material

1. Meaning of unit planning in life science
2. Step involved in development of teaching unit, determination of teaching points
3. Unit plan, lesson plan.

Unit - III: Aids to science teaching

1. Classification of teaching aids
2. Importance of teaching aids in teaching life science

Unit - IV: Science Curriculum, Science library and text books

1. Concept, scope and principles of curriculum constructions in life science
2. Significance of good science library and selecting of books
3. Characteristics of good Science book
4. Evaluation of the text book

Unit- V: Approaches & Methods of teaching Life Science

1. Enquiry, Problem solving, Lecture cum Demonstration, Laboratory, Project, Assignment, Team teaching, Workshops

Unit-VI: Planning and Management of Science Laboratory

1. Planning and organizing laboratory for practical and teaching of life science
2. Safety in Bio- laboratory
3. Maintenance of Science records & registers

Unit - VII: Evaluating outcome of Science teaching

1. Concept of Evaluation
2. Steps in construction of objective based test.
3. Devising & adopting assessments procedure

References:

1. Agarwal, D.D. : Methods of Teaching Biology
2. Bhaskara Rao, D. : Teaching of Biology
3. Clark, Julia V. : Redirecting Science Education

- | | | |
|-----------------|---|--|
| 4. Mohan, Radha | : | <i>Innovative Science Teaching</i> |
| 5. Vaidya, N. | : | <i>Science Teaching for the 21st Century</i> |
| 6. Sood, T.K. | : | <i>New Directions to Science Teaching</i> |
| 7. Maval, S.K. | : | <i>Teaching of Physical & Life Science</i> |
| 8. Paluja Sudha | : | <i>Teaching of Biological Science</i> |

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

MATHEMATICAL SCIENCE

Course 7 a /7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit- I: Nature of Mathematics

1. Understanding the nature of Mathematics, specially the role of Axioms, hypothesis, postulates & operations
2. Contribution of any two mathematicians (Aryabhatta, Ramanuja, Euclid, Pythagoras)
3. Importance of Mathematics in life
4. Maths across the curriculum- its relation with other disciplines

Unit-II:

1. Aims & Objectives of Mathematics
2. Methods / techniques of teaching Maths-inductive, deductive, analytic, synthetic, problem solving, lecture cum demonstration, drill, assignments, graded presentation.

Unit- III:

1. Special programme & motivational schemes for gifted children
2. Diagnosis causes and remedies of backwardness in mathematics

Unit- IV: Mathematics Teacher

1. Qualities and Qualifications
2. Professional growth
3. Difficulties faced by the teachers and suggestive measures to overcome them

Unit- V: Curriculum and Text Book of Mathematics

1. Critical study of syllabus of deferent stages in accordance with the theoretical principles of curriculum construction
2. Organization of content on the basis of topical and concentric approaches.
2. Characteristics of a good text book of Mathematics
4. Evaluation of text books (std V to XII)

Unit- VI

1. Mathematics room & Its equipments, Maths Laboratory
2. Co-Curricular activities: Games, Quiz, Puzzles, Visits, Talks
3. Organization & importance of Maths club

Unit- VII: Instructional Material

Type, Importance, uses with special reference & following visual aids

1. Projected aids - Slides, Transparencies
2. Non- projected - Charts, Models, Boards, Calculators
3. Audio Visual - TV. Video

Unit- VIII

1. Making a lesson plan and construction of an achievement test in mathematics
2. Designing of some experimental projects in Maths

Unit IX

1. Popularizing mathematics

References

1. Haggarty Lind : *New Idea of Teacher Education: A Mathematics Framework*
2. Mangal, S.K. : *A Text Book on Teaching Mathematics*
3. Butler & Wren : *Teaching a Secondary Maths*
4. Yong : *Teaching of Mathematics*
5. Davis : *Teaching of Maths*
6. Sidhu, Kulbir Singh : *The Teaching of Mathematics*
7. Wider, Sue : *Learning to Teach Mathematics in School*
8. Kulshrestha, A.K : *Teaching of Mathematics*
9. James, Anice : *Teaching of Mathematics*
10. Banga, Chaman Lal : *Teaching of Mathematics*
11. Shukla, C.S : *Teaching of Mathematics*

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short -answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

HOME SCIENCE

Course 7 a / 7b: Pedagogy of a school subject - part 1 (1/2) & part II (1/2) [50 Marks]

Unit -I: Meaning and Scope of Home Science

1. Meaning, nature of Home Science and its place in the secondary school
2. Aims & Objectives of teaching Home Science at Senior Secondary level
3. Importance and Scope of Home Science

Unit -II: Methods and Approaches of teaching Home Science

1. Discussion method,
2. Lecture and question and answer method
3. Project method
4. Problem solving method
5. Demonstration method
6. Laboratory method
7. Dramatization and field trips

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Unit -III: Teaching Learning Process in Home Science

1. Teaching of Child Development
2. Teaching of Food, Health and Nutrition
3. Teaching of Textile and Clothing
4. Teaching of Home Management

Unit- IV: Audio Visual Aids in Teaching Home Science

Unit- V: Home Science Teacher

1. Qualities of good Home Science Teacher
2. Role of Home Science Teacher

Unit -VI: Curriculum Contentions

1. Concept, Principles, Basis and Measures
2. Curriculum for Secondary School stage
3. Unit planning - Meaning, Importance, Steps, Advantages

Unit- VII: Lesson Planning

1. Concept of Planning for Home Science teaching
2. Various steps of Lesson Planning

Unit- VIII: Evaluation in Home Science teaching

1. Concept of measurement and evaluation
2. Criteria of good evaluation
3. Preparation of blue print in evaluation

Reference:-

1. Chandra Arvinda : *Fundamentals of Teaching Home Science*
2. Das, R.R. & Ray Binita : *Teaching of Home Science*
3. Devdas R.P. : *Teaching of Home Science*
4. Sukhiga S.P. & Mahnotra : *गृह विज्ञान*
5. Shery S.P. : *गृह प्रबन्ध व व्यवस्था*

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

$3 \times 10 = 30$ & $2 \times 5 = 10$

Total Marks : 40

HISTORY METHOD

Course 7 a/7b: Pedagogy of a school subject - part 1 (1/2) & part II (1/2) [50 Marks]

Unit - I: Concept of History

1. Concept of History, Aims and objectives of teaching History, Place and importance of teaching the subject at secondary and higher secondary level of Education.

Unit- II: Methods

1. Method of teaching- Story telling, Dramatization and Role play, Lecture, Discussion, Sources, Question & Answer, Project, Self Study, Assignments, Supervised study.

Unit - III: Co-Relation with other subjects

1. Co-relation with other school subjects, Geography, Literature, Philosophy, Science, Economics, Political Science, (Civics)
2. Scientific approach to teaching the subject
 - Concept based teaching
 - Generalization based teaching
 - Maxims of teaching- known to unknown, simple to complex, concrete to abstract.

Unit - IV: Co Curricular Activities

1. Importance and organization of co-curricular activities, clubs, visits, celebration of days of National importance and festivals.
2. Knowing History through Excursion, Museum.
3. History room needs, equipments, maintenance

Unit - V: Qualities of Teacher

Qualities and qualifications of a good History teacher, Challenges faced by the History teacher in the present day context.

Unit- VI: Instructional Materials and teaching Aids - Types and Importance

1. Visual- CB, charts, pictures, graph, maps, globes, models, flannel board
2. Auditory - Radio, gramophone, phonograph records
3. Audio Visual - TV. Motion pictures, films,
4. Miscellaneous - Booklets, Newspaper, Magazine, computer assisted instructions.

Unit- VII: Examination and Evaluation of History

1. Planning of History Lesson
2. Unit Planning

References:-

1. Gosh, K.D. : *Creative Teaching of History, Bombay*
2. NCERT : *Teaching History in Secondary Schools*
3. Vajreshwari, R. : *A Handbook of History Teachers*
4. Tyagi, Guru Sharan Das : *इतिहास शिक्षण*
5. Kocher, S.K. : *Teaching of History*
6. Sharma, R.A. : *इतिहास शिक्षण*

Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

CIVICS METHOD

Course 7 a /7b: Pedagogy of a school subject - part 1 (1/2) & part II (1/2) [50 Marks]

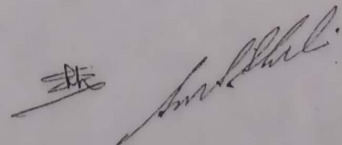
- Unit - I : Meaning and Scope of Civics / Political Science
Unit - II : Aims & Objectives of teaching Civics at Various stages of Education
Unit - III : Relation of Civics with other Social Sciences
Unit - IV : Curriculum of Civics in School, Meaning, Definition, principles, Curriculum Principle of selection and organization of curriculum
Unit - V : Methods of teaching : Unit Method, Source Method, Discussion Method, Problem Method, Project Method, Socialized Recitation Method
Unit - VI : Audio Visual Aids in Civics
Unit - VII : Civics Room, Museum and club
Unit - VIII : Textbook and Reference books in Civics
Unit - IX : Civics Teacher
Unit - X : Examination & Evaluation in Civics
Unit - XI : Practical Activities in Civics (Youth parliament, UNO etc.)
Unit - XII : Planning of Civics lesson
Unit - XIII : Concept of citizenship and its important on present day social order

References

1. R. Tripathi & K. Tripathi : Teaching of Civics
2. Rai B.C. : Methods of Teaching Civics
3. N. R. Saxena , B.K. Mishra
P. K. Mohanty : Teaching of Civics
4. J. S. Walia : Teaching of Social Studies
5. Kochar S.K. : Teaching Social Studies
6. Saxena N.R. : Teaching of Civics
7. Yadav Nirmal : Teaching of Civics & Political Science
8. Binning & Binning : Teaching of Social Studies
9. Mital H.C. : Teaching of Social Studies
10. Tyagi G. : नागरिक शास्त्र का शिक्षण
11. Kshetriay K. : नागरिक शास्त्र शिक्षण
12. Singh Rampal : नागरिक शास्त्र शिक्षण
13. Sharma B.L. : सामाजिक विज्ञान शिक्षा
14. Agarwal N.N. : Teaching of Political Science
15. Buch H.B. : Improving Instruction in Civics
16. Sufia Maharotra : नागरिक शास्त्र का शिक्षण
17. White F.M. : Teaching of Modern Civics
18. Mouley & Rajput : नागरिक शास्त्र शिक्षण

Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks



There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

ECONOMICS METHOD

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit - I: Economics and its Aims

1. Nature, Scope, Importance of Economics, Aims & Objectives of teaching at secondary and higher secondary level.
2. Co relation of Economics with Mathematics, History, Geography, Science and Language

Unit - II: Approaches to teaching Economics Methods (Importance, procedure, advantage and limitations)

1. Lecture cum discussion method
2. Project method
3. Problem solving method
4. Symposium
5. Self Learning
6. Dramatization

Unit - III: Pedagogical Analysis (in relation to core elements given in NPE 1986)

1. Unit Analysis
2. Instructional Objectives and procedure
3. Planning in Economics

Unit - IV: Economics Curriculum and its Objectives

1. Meaning of Curriculum
2. Importance of Economics Curriculum at the School: Secondary & Higher Secondary Stage
3. Principles and Organization of Curriculum
4. Innovations in Curriculum

Unit - V: Economics Teacher

1. Qualities and qualification
2. Role and responsibility
3. Professional Growth
4. Diagnostic testing and remedial teaching

Unit - VI: Facilities and Equipments

1. Instructional material and teaching aids
 - (i) Visual - Chalkboard, chart, pictures, graphs, maps, globes, objects, models, specimens and Flannel board
 - (ii) Auditory - Radio, recorders
 - (iii) Audio Visual - Television, Motion picture, Films
 - (iv) Miscellaneous - Booklets, Newspapers, magazines

2. Computer assisted instructions

Unit - VII: Examination & Evaluation in Economics

REFERENCES

1. Rai B.C. : Method: Teaching of Economics
2. Sharma K. : Teaching of Economics
3. Siddiqui : Teaching of Economics
4. Yadav A : Teaching of Economics
5. Aggrawal J.C. : Teaching of Economics: A practical Approach
6. सब जी कामेश : अर्थशास्त्र शिक्षण
7. सिंह रामपाल एवं कुमार
चर्मोन्द : अर्थशास्त्र शिक्षण
8. त्यागी गुरसरणदास : अर्थशास्त्र शिक्षण
9. सब जी. कामेश : अर्थशास्त्र शिक्षण
10. मल्लिक डी. एस. : अर्थशास्त्र शिक्षण
11. युप्ता रेणु : अर्थशास्त्र शिक्षण

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

$$3 \times 10 = 30 \text{ \& } 2 \times 5 = 10$$

Total Marks : 40

GEOGRAPHY METHOD

Course 7 a / 7b: Pedagogy of a school subject - part 1 (1/2) & part II (1/2) [50 Marks]

Unit - I: Nature and Scope of Geography

1. Unique position of Geography among social sciences
2. Geography as a bridge between arts and science

Unit - II: Aims & Objectives of Geography as a means to:-

1. Understand the life of Man and his environment
2. Develop a balance understanding of the people of the world
3. Create awareness of relationship between resources and over population

Unit - III: Concept of Geography

1. Geography in the description of the earth
2. Study of landscape- physical and cultural
3. Science of distribution on earth
4. Study of the earth as the home of man and the interaction between man and his environment

Unit - IV: Planning the Geography Curriculum, Its importance, Basic principles and techniques of curriculum construction for different levels

Unit - V: Correlation of Geography with other subjects



Unit - VI: Local Geography: Its meaning, significance and usefulness

Unit - VII: Method of teaching Geography

1. Story telling, Text book, Observation & direct, Libratory, Regional & Comparative Project, Discussion method
2. Lesson planning in Geography teaching

Unit -VIII : Geography Teacher

Unit - IX: Teaching Aids: Kinds importance, Chalk Board, Globes, Maps, Atlas, Charts, Models, Pictures, Projected Aids

Unit - X: Methodology: Instruments and Sample Survey, Instruments: types, and uses

Unit - XI: Geography Room: Laboratory, Geography Museum, Excursion - their importance & Equipment

Unit-XII: Environment Pollution: A Geographical Problem

Unit -XIII: The importance of Audio- Visual in Geography

Unit - XIV : Examination, Evaluation and Measurements in teaching Geography

References:

1. R. P.Singh : Teaching of Geography
2. J.P Verma : Teaching of Geography
3. J.C Bhattacharya : भूगोल अध्यापन
4. R. Tripathi : भूगोल शिक्षण
5. Sanjay Dutta & O.P. Garg : Teaching of Geography
6. Ram Bachhan Rao : भूगोल शिक्षण में नये आयाम
7. Yadav Siyaram : भूगोल शिक्षण
8. Singh Sawindra : भूगोल शिक्षण
9. Singh sachidananda : भूगोल शिक्षण
10. Pandey Raushakal : Geography Teaching
11. Yadav Hiralal : Teaching of Geography
12. Singh Sabindra : Teaching of Geography

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

COMMERCE METHOD

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit- I: Concept of commerce

1. Meaning need and scope of Commerce
2. Importance of the subject
3. Aims and objectives of teaching at Secondary and Higher Secondary Level

4. Co-relation with other subjects like Business Maths, Economics, Geography, Book Keeping, Science, language

Unit- II: Planning

1. lesson planning, unit planning, annual planning with objectives, procedures and evaluation.

Unit- III: Method of Teaching

1. Expository based- Lecture, debate, discussion, story telling
2. Discovery based- Experimental, inquiry, problem solving
3. Activity based - Simulation/ gaming, survey, case study, project
4. Individualized Instructive based- Computer assisted instruction modular, Mastery learning, Dalton plan
5. Group Dynamics based- Seminars, conference, panel discussion, symposium

Unit- IV: Text book in commerce

1. Characteristics, importance of text books
2. Criteria for their selection

Unit- V: Commerce Teacher

1. Qualification and training, qualities
2. Roles and responsibilities
3. Professional growth

Unit VI: Co-curricular activities -

Objectives, Importance, principles of organization

Practical visits/assignment:

Stock exchange, Bank, Insurance Company, department store, mall, Account/Commerce Club and its activities.

References

1. Khan Maha Sharif : *The Teaching of Commerce*
2. Singh M.N. : *Methods and Technique of Teaching Commerce Subject*
3. Rao Seema : *Teaching of Commerce*
4. Dr. Singh R.P. : *Teaching of Commerce*
5. डॉ. कुमार युक्तेश : *वाणिज्य शिक्षण*
6. शर्मा बी. एल. : *वाणिज्य शिक्षण*
7. मित्तल अभित : *वाणिज्य शिक्षण*
8. पाल हंसराज : *वाणिज्य शिक्षण*
9. Tomer Sanjiv : *Teaching of Commerce*
10. Gupta Rainu : *Teaching of Commerce*
11. Aggrawal J.C. : *Teaching of Commerce*

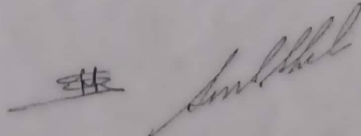
Distribution of Marks:

Internal Assessment - 10 marks
University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40



Note: Micro Teaching, Demonstration, Simulation classes will be organized according to convenience of the institution concerned.

Course EPC 1: Reading and Reflecting on Texts: [50 Marks]

- (a) The role of language and the pedagogy of reading and writing.
- (b) The aims of the readings interactively - individually and in small groups.
- (c) Different types of readings skills and strategies : Narrative texts, Field Notes, Ethnographies
- (d) Expository texts: Learn to make prediction, check their prediction, answer questions and summarize them, Responding to a text with one's own opinions or writing within the context of others' ideas.

Possibilities of Practical work:

- Read and respond to a variety of texts in their own ways (creative or critical)
- Learn to think together depending on the text and purpose of reading.

Important : (Students will prepare project reports and files)

Reference:

1. Agnihotri, R. K : *Multilingualism as a classroom recourse*
2. Anderson, R. C (1984) : *Role of the reader's schema in comprehension, Learning & memory*
3. Delpit, L. D. (2012) : *The silenced dialogue: Power and pedagogy in educating other people's children.*
4. Dr. Arya Sharma : *Teaching of English*

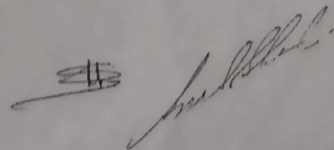
N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

Course EPC2: Drama and art in education (1/2) [50 Marks]

1. Aims and Objectives of teaching art and drama in schools
2. Place of Art in school education - child art, its characteristic.
3. The Art Teacher: Role, Areas of activities viz. Environment, Participation in life, visit to the place of Art.
4. Methods of teaching art/ drama
5. Activities related to Drama / Art
 - Organization of School exhibition
 - Art exhibition with different articles and waste materials
 - One act play ,Role play and cultural show



Preparation of teaching aids, articles of decoration

Important : (Students will prepare projects reports and files)

References

1. Armstrong, M. (1980) : *The practice of art and the growth of understanding.*
2. Davis, J. H (2008) : *Why are schools need the arts.*
3. Heathcote, D. & Bolton, G.(1995) : *Drama for learning*
4. John, B. Yogin, C. & Chawla, R.(2007) : *Playing for real: Using drama in the Classroom*
5. Prasad, D. (1998) : *Art as the basis of education.*

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

Course: EPC 3 : Critical Understanding of ICT (1/2)

(50 Marks)

- Unit - I:** (a) Concept of ICT or ICT in Education: Definition, Its Nature, Aims and Objectives and Importance of ICT.
(b) Educational Technology and ICT.

Unit - II: Teaching Learning materials

- a) Audio materials, visual and audio visual materials.
- b) Project and non Project materials.
- c) Computer, E - mail, Internet.

Unit - III: Emerging communication; communication satellite, Teleconferencing, Interactive Broadcasting, Language Lab mobile service.

- Unit - IV:** (a) Computer in Teaching learning
(b) Computer in Evaluation
(c) Computer in Educational Administration

Practical: (Each student will prepare at least one Power Point Presentation and computerized assignment.)

Important : (Students will prepare project reports and files)

Reference:

1. Mohanty J. : *Educational Technology & Communication Media*
2. Mohanty J. : *Educational Technology*
3. Kulkarni S.S. : *Introduction to Educational Technology*
4. Kumar K.L. : *Educational Technology*
5. Sampath K. Pannirselvam : *Introduction to Educational Technology*

A. Santhanam S.	:	Educational Technology
6. Balia J. S.	:	Educational Technology and
7. Rajaseker S.	:	Computer Education
Vanaja M.	:	Foundation of Educational Technology
8. Kulsreshtha S.P.	:	Educational Technology and management
9. Sharma R.A.	:	Educational Technology and management
10. Aggrawal J.C.	:	

Distribution of Marks:

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

Year - 2

PEDAGOGY OF A SCHOOL SUBJECT

N.B. There will be examination for Course 7b in Second Year.

Course 7b: Pedagogy of a school subject - part II (1/2) [50 Marks]

N.B: Content Test - Class VII to X and XI to XII

(The Institutions will take content test of secondary school syllabus before sending the students for school internship.)

School Internship [150 Marks]

Course 8: Knowledge and curriculum [100 Marks]

Unit - 1: Curriculum, Aims and objectives

1. What is curriculum, syllabus / Text book?
2. Aim and objective of curriculum.
3. Principles and procedures, of curriculum construction.
4. Relationship between curriculum and syllabus.

Unit - II: designing of curriculum

1. Role of state and school in designing curriculum with reference to its activities, rules, disciplines and time table.

Unit - III: Epistemological bases of education

1. Epistemological bases :- Differences between
 - Knowledge and school
 - Teaching and training
 - Knowledge and information
 - Reason and belief
2. Child centre education - activity, discovery, dialogue with reference to philosophy of Gandhi and Tagore, Dewey and Plato.

Unit - IV: Concept of: Nationalism, Universalism, secularism and their interrelationship with education with reference to Tagore and Krishnamurti.

Unit - VI: Philosophical Basis of Education Indian and Western thinkers.
Indian thinkers :- Gandhi, Tagore, Vivekananda, Aurobindo
Western thinkers :- Rousseau, Froebel, Pestalozzi, John Dewey

Unit -VII: Social bases of education

1. Social bases of education in the context of society, culture and modernity.
2. Historical changes introduced by Industrialization, Democracy, ideas of Individual Autonomy.
3. Education in relation to modern values :-
 - Equity and equality
 - Individual opportunity and social justice and dignity with reference to Ambedkar.

References

1. Deng, Z (2013) : *School subjects and academic disciplines*
2. A. Luke, A. Woods, & K. Weir : *Curriculum, syllabus design & equity*
3. Curriculum Development : *S. Arulswamy*
4. Great Educators : *Ram Babu Gupta*
5. Ideas and Great Western Educators : *Chaula and Chaula*

6. Apple, M. W. (2008) : *Can schooling contribute to a more just Society? Education citizenship and social Justice*
7. Apple, M. W., Beane, J. A (2006) : *Democratic schools : Lessons in powerful education*
8. Education in emerging Indian social : *Dr. J.S. Walia.*
9. Education in emerging Indian social : *Dr. g. Singaravelu.*
10. Foundations and Development of Education in Emerging Indian Society.: *N.R. Swaroop Saxena, Dr. Hari Shankar Singh (2013)*
11. Curriculum Development : *Dr. S. Arulsamy*
12. Education in emerging India : *S. Gupta*
13. On Education for teacher educators : *Padma Satakopopachari*

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks. 5X16 = 80

Course 9: Assessment for learning

[100 Marks]

Unit - I: Significance of Evaluation in Teaching-Learning Process

1. Definition and meaning of evaluation, differences among measurement, assessment and evaluation.
2. Scales of measurement: nominal scale, ordinal scale, interval scale and ratio scale

3. Approaches of evaluation: Formative and summative, criterion Referenced and Norm Referenced Evaluation, Internal and External Evaluation.
4. Instructional Objectives and their specification in behavior terms.
5. Bloom's and Anderson's taxonomy of educational objectives in cognitive, affective and psychomotor domain.

Unit - II: Techniques and Tools of Evaluation

1. Meaning of testing and interpretation of test results
2. Techniques of Evaluation Self - Reporting, Observation, Peer Rating and Sociogram
3. Tools of testing - Rating Scales, Inventories, Anecdotal Record, Interview Schedules and Cumulative Record Cards.

Unit - III: Learner Evaluation Process

1. Construction of Teacher Made Achievement Test - Design, Blue Print, Preparing the Question Paper and Marking Scheme, Steps in Standardizing and Achievement Test.
2. Different types of questions

Unit - IV: Statistics; Interpretation and Significance

1. Concept and types of statistics
2. Utility of statistics in teaching - learning process

Unit - V: Tabulation of data its graphical representation

1. Classification and tabulation of un - grouped and grouped data
2. Graphical representation of data: Histogram, Frequency polygon, Cumulative frequency curve, Pie chart and Ogive.
3. Applications of various graphical representations of data

Unit - VI: Measures of Central Tendency

1. Mean, Median and Mode: Correlation coefficient their nature and characteristics
2. Methods of calculation and their application to test scores

Unit - VII: Measures of Dispersion

1. Range, Quartiles Deviation, Mean Deviation and Standard Deviation Nature and Significance
2. Methods of calculation and their application to test graphical

Unit - VIII: Measures of Relative Position

1. Percentiles and Quartiles - nature and significance
2. Methods of calculation - statistical and graphical

References

1. Axon A, & Axon E.N. : *Statistics for Psychology*
2. Asthana B. : *Measurement and Evaluation in Psychology and Education*
3. Bhatnagar A B & Bhatnagar M : *मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन*
4. Dash B. N. & Dash N : *Educational Measurement, Statistics and Guidance Services*
5. Garrett H.E. : *Statistics in Psychology and Education*
6. Guilford J.C. & Fruchter B. : *Fundamental Statistics in*



- Psychology and Evaluation
7. Gupta S.P. : शिक्षा तथा मनोविज्ञान में अधुनिक मापन तथा मूल्यांकन
8. Lal J.P. (2006) : Educational Measurement and Evaluation
9. Linn R.L. & Miller M.D. : Measurement and Assessment in Teaching
10. Sharma R.A. : मापन एवं मूल्यांकन
11. Sharma R.A. : Essentials of Measurement in Education and Psychology
12. Sharma R.A. : Elementary Statistics in Education and Psychology
13. Sharma R.A. : Advanced Statistics in Education and Psychology
14. Sharma T.R. & Bhargava V. : Elementary Statistics in Education and Psychology
15. Singh L.S. : मापन मूल्यांकन एवं सांख्यिकी
16. Smith D. : Measurement and Evaluation in Secondary Schools
17. Thorndike R.L. & Nagen H. : Measurement and Evaluation in Psychology and Education
18. Vashist S.R. : Practice and Educational Evaluation
19. Vashist S.R. : Theory of Education Measurement
20. Varma R.P. : शैक्षिक मूल्यांकन

Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions out of which the examinees will attempt any five. Each question will carry equal marks. 5X16 = 80

Course: 10 Creating an Inclusive School (1/2)

[50 Marks]

Unit - I: Meaning, Nature and scope of Inclusive education

1. Meaning and scope of Inclusive Education / Special education.

2. Inclusive education in different perspectives:-

- Historical perspective
- Meaning of normality
- Meaning of exceptionality

- Quantitative Concept
- Qualitative Concept
- Statistical Concept
- Medical Concept


3. Aims/ Objectives of creating an inclusive school.

4. Definition of "disability" and "Inclusive" within the education framework (NPE 1986, UNESCO 1989, RTE Act 2009)

5. Need and importance of Inclusive education.

Unit - II: Learning Disabilities and Educational Adaptation

1. Historical background and definitions of learning disabilities.



2. Characteristics of learning disabled children:-
 - Cognitive
 - Educational
 - Physical
 - Behavioral
 - Communication
3. Types of learning disabilities
4. Teaching of learning disabilities.
5. Treatment of learning disabilities:-
 - Behaviour guidance method
 - Cognitive behaviour modification
6. Adaptation teaching methods:-
 - Improving basic skills
 - Improving classroom behaviour
 - Improving social behavior

Unit - III: Instruction and Assessment Procedure

1. Components of effective Instruction
2. Individualized education programs
3. Special teaching method
4. Special Instructional adaptation
5. Special procedure in special education
6. Techniques of assessment in special education
7. Behavior assessment in special education

References:

1. Educating exceptional children.
An Introduction to special education. : S. K.Mangal
2. Foundation of educational Psychology : Walia J.S.
3. Special Education. : M.S. Ansari (2008)
4. Booth, T. & Anisow, M., (2000) : *Index for inclusion: Developing learning & participation in schools.*
5. UNESCO, (2009) : *Policy guidelines on inclusion in education*

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Internal Assessment - 10 marks
University Examination - 40 marks

There shall be six questions from which the examinees will attempt only four. Each question will carry equal marks. 4X10= 40

Course 11: Optional Courses * (1/2)

Vocational/ Work Education:

[50 Marks]

GARDENING

Unit - I: Gardening

1. Concept, need and importance of Work Experience with special emphasis on Gardening
2. Objectives of teaching Gardening in schools
3. Method of teaching
4. Evaluating Student work

Unit- II: Materials and Tools

1. Seeds, cutting and grasses: types, uses and resources
2. Pots, types, uses and resources
3. Manure & Fertilizers: types, sources and importance
4. Tools & Equipments - Sources, function and uses

Unit- III: Content Enrichment

1. Soil classification texture and structure
2. Methods of preparation:
 - (a) Sexual and Vegetative
 - (b) Cutting, lying, grafting and budding
 - (c) Ornamental Gardening -
 - (i) Ornamental Plants: types and their classification
 - (ii) Techniques of growing vegetables
 - (d) Kitchen Gardening
 - (i) Vegetables: Types, (seasonal & perennial)
 - (ii) Techniques of growing vegetables

Practical Work

1. Preparing the compost
2. Pot Culture - Filling and preparing pots for sowing seeds and plants
3. Plant propagation- stem cutting, budding, grafting, and laying
4. Planting and pruning different kinds of hedges
5. Preparing Bonsai of common plants like Peepal, Bargad, Pilkhan, Bougainvillea, Mango
6. Project collecting and pasting pictures of common flowering plants, their sowing techniques and seasons of flower

References:

1. Swamienger Gopal K.S. : Complete Gardening in India
2. Parthsarthy ICAR : Handbook of Agriculture
3. Upadhyaya K.D. : "Plant" Protection (Insect, Pest)
4. Srivastava K.P. : A Textbook of Applied Entomology
5. Fisher Sue : Garden Colour
6. Trivedi P.P. : Home Gardening
7. Pavey A. Graham : Flower Gardens
8. Pavey A. Graham : Container Gardens

Distribution of Marks:

- Internal Assessment - 10 marks (to be awarded on Practical Note Book)
- University Examination (Practical) - 40 marks

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

BASICS OF COMPUTER**Unit - I: Fundamentals of Computers**

1. Introduction, Characteristics of Computers
2. Essential Components of Computer
 - Input Unit
 - Central Processing Unit
 - Output Devices
3. Types of Memory, Storage devices
4. Computer Languages (Assembly, Machine, High Level)
5. Uses & Applications of Computer

Unit - II: Introduction to Operating system

1. Components & Types of Operating system
2. Basics of MS Windows
3. Components of Windows
4. Advantages of Windows

Unit - III: Introduction to MS-Office

1. Microsoft Word
 - Introduction, Components of Word documents, Basics of Word Processing,
 - saving/ Opening new Documents/Files in different locations (Drives)
 - Text Editing, Spell check, Insert pictures, word Art,
 - Text printing, Mail merge
2. Microsoft Excel,
 - Introduction, components of excel,
 - Enter & edit data in Excel Work sheet,
 - Statistical application,
 - Function,
 - Graphical representation, How to create/ draw graphs
 - Standard statistical function,
3. Microsoft PowerPoint
 - Introduction, application,
 - Creating & viewing a presentation
 - Clip Art,
 - Editing the presentation
 - Slide Show

Unit - IV: Introduction to Internet & E-mail

1. Internet, History & working, Characteristic of Internet,
2. Electronic Mail
3. Browsing Internet
4. World Wide Web (WWW)
5. Advantage of Internet
6. Educational Websites

PRACTICAL

MS -Windows

- Creating folder, opening, moving, and searching files and folders.
- Use of accessories: - Calculator, Notepad, Paint, WordPad

MS-Word

- Opening new document, saving, closing, opening the old document, Exit word.
- Selecting text with mouse and key, copy, cut, paste, find and replace, delete text, check spelling & grammar, Bold, Italic, underline text, font size, color, & effect,
- Changing case, text alignment & orientation, setting border & shading, bullets & numbering, header & footer,
- Inserting graphics, word art, pictures, clip art, tables, mail merge,
- Printing.

MS - Power Point

- Creating presentation, entering contents in slide, p.p views
- Insert, delete and duplicate slide,
- Apply designs, change color scheme, slide background, color, font size, header & footer.
- Animations and transitions, setting timings for slide show, rehearsing time, add transition, animate text & object, insert music or sound, insert video.

MS - EXCEL

- Writing in a worksheet, save unnamed workbook, exit.
- Opening existing workbook, selecting cells, changing and editing worksheet content, moving, copying, deleting ranges.
- Changing column width, font size, color, bold, italic, underline. Formatting numeric content, date & time, applying border and shading. Inserting & removing sheet, insert cells, rows, columns, charts.
- Function: sum, count, average, max, Min, sort,

INTERNET

- E-mail: create e-mail Account.
- Sending, message, attaching files,
- Receiving & replying, deleting, forwarding, message,
- Use of search engines: downloading information

References:

- | | | | |
|----|------------------------|---|----------------------------------|
| 1. | Rajaraman V | : | <i>Fundamentals of Computers</i> |
| 2. | Ram V. | : | <i>Fundamentals of Computers</i> |
| 3. | Balaguruswami B. | : | <i>Fundamentals of Computers</i> |
| 4. | Rajshekhar S. | : | <i>Computer Education</i> |
| 5. | Dangwal Kiranlata | : | <i>Computer in Teaching</i> |
| 6. | Goyal H.K | : | <i>कम्प्यूटर शिक्षा</i> |
| 7. | Upadhaya A. & Singh N. | : | <i>कम्प्यूटर शिक्षा</i> |
| 8. | Singhal V.K. (ed.) | : | <i>रपिडेक्स कम्प्यूटर कोर्स</i> |

Distribution of Marks:

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination (Practical)	-	40 marks

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

Vocational/ Work Education:

[50 Marks]

FINE ARTS

Content

1. Definition of Arts.
2. Aims and Objectives of teaching art and craft in schools
3. A Brief History of Indian Art : Pre- historic period to -Modern Indian Art
4. A Brief History of Western Art : Pre- historic period to Modern times .
5. The Art Teacher - role, areas of activities, viz. Environment, participation in life, excursion of the place of Art.
6. Technique of Drawing & Painting - Color Theory
7. Theory of Perspective
8. Aesthetics

Practical

1. Drawing from Nature - Tree, Flower, Landscape
2. Two Dimensional Design - Poster making, Collage, Illustration
3. Three Dimensional Design - Clay, Wood, Wax, Thread etc.
4. Calligraphy - Hindi & English
5. Figure drawing - Human & Animals
6. Man Made Objects - (E.g. Building, Furniture, Vehicle, commonly used objects).

References:

1. Sinha Gayatri : Art and Visual Culture in India 1857 - 2007
2. Chaitanya Krishna : A History of Indian Painting

Distribution of Marks:

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination (Practical)	-	40 marks.

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

Vocational/ Work Education:

[50 Marks]

TAILORING

Unit 1: Textile and clothing

- History of textile and clothing
- Characteristics, Importance of textile and clothing
- Classification of textile and clothing
- Textile clothing of the body

40



- The Laundry of the clothing
- Unit 2: History of Sewing Machine
- Types of Sewing Machine
- Parts and Tools of Sewing Machine
- Machine faults and their remedies
- Pattern making and cutting
- Precautions in drafting and sewing
- Maintenance of sewing machine

Practical Work:

- Embroidery Work
- Drafting and Stitching
- Baby Frock
- Baba shirt and Pant
- Blouse and Petticoat
- Salwar and Kurta

References:

1. वार्षीय शशीए वार्षीय प्रियंका : सिलाई कढ़ाई शिक्षा
2. प्रकाशवती : होम टेलरिंग कोर्स
3. हंस एल. आर. : कटिंग एण्ड टेलरिंग - पार्ट 1
4. टमटा जी. एल. : टेलरिंग - कटिंग एण्ड फैशन डिजाइनिंग
5. Verma Gayatri & Deo Kapil : Cutting and Tailoring Course Illustrated

Distribution of Marks:

Internal Assessment	-	10 marks(to be awarded on Practical Note Book)
University Examination (Practical)	-	40 marks

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner

Course EPC4: Understanding the self

(50 Marks)

- Unit - 1: Holistic and integrated understanding of human self and personality:
- WHO AM I?
 - Individual in society with different Identities: Gender, relational, cultural.
 - Beliefs: Stereotypes and prejudices
 - Relationship with self, others, family, society
 - "I"- A teacher. Who a teacher is? Role of a teacher, Qualities and Functions.
 - Communication skills including the ability to listen and observe.
- Unit - II: Personality development
- Self exploration: Knowing ones strengths and weaknesses, Positive strokes and negative strokes etc.
 - Spiritual/ Character Development
 - Self - Esteem

- Emotions:
 - The Power of Emotions in Human Behavior
 - Understanding of the Emotions
 - Growth toward Emotional Maturity
 - Stages of Emotional Growth

- Unit - III: Philosophy of yoga**
- Meaning of Yoga
 - Yoga as a way to Healthy and Integrated Living
 - Characteristics of the practitioners of Yoga
 - Utility of yoga in different contexts. (Exercise : Meditation, Pranayam)

The course shall focus on the following exercises:

- Revisiting one's childhood experiences - influences, Limitations and potentials - while empathizing with other childhoods, and also the childhood experiences of one's peers.
- Personal narratives, Life stories, Group interaction and film reviews.

Workshops: The institutions can invite resource persons according to their convenient.

Possibilities: Johari Window, Transactional analysis, Communication Skills, Enneagram and Stress Management etc.

N.B: Methodologies: Interactive sessions & Exercises . Students will prepare Personal diary.

Important : (Students will prepare some project reports and files)

Reference:

- | | |
|---|---|
| 1. Hall , C., & Hall, E. (2003) | : Human relations in education |
| 2. Choubey, M., et.al | : Fundamentals of Physical Education |
| 3. Qureshi M.U. | : Modern Teaching of Physical Education |
| 4. Dr. Mrunalini, T., | : Yoga Education |
| 5. Rohr, Richerd, et.al | : Experiencing the Enneagram |
| 6. Kegan Robert | : The Evolving Self |
| 7. Dalal A.S | : Psychology Mental Health and Yoga |
| 8. Lawrence E. Cole & William F. Brouce | : Educational Psychology |
| 9. Patricia H. Berne & Louis M. Savary | : Building Self Esteem in children |
| 10. Goleman Daniel | : Emotional Intelligence |
| 11. Dr. Mrunalini T. | : Yoga Education |
| 12. Baed Rajesh Kumar | : Yoga Education and Physical Education |

Distribution of Marks:

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

REGULATIONS AND COURSES OF STUDY

FOR

2 YEAR

MASTER OF EDUCATION (M. ED.)

CHOICE BASED CREDIT BASED SYSTEM

OF

Ranchi University Ranchi



**URSULINE WOMEN'S TEACHERS'
TRAINING COLLEGE,
LOHARDAGA**

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COURSES OF STUDY
SEMESTER I

Course Code	Subjects	Credits	Internal	External	Total	Page No
PC-01	Psychology of Learner	04	30	70	100	10
PC-02	Philosophy of Education	04	30	70	100	13
TE-01	Perspectives, Research and Issues in Teacher Education	04	30	70	100	15
TC-01	Research Methods and Statistics	04	30	70	100	18
Total	Semester-I	16	120	280	400	

INTER SEMESTER BREAK-I

Course Code	Subjects	Credits	Internal	External	Total	Page No
Dissertation	Standardization of Research Tools	02	50		50	21

SEMESTER II

Course Code	Subjects	Credits	Internal	External	Total	Page No
PC-03	Psychology of Learning	04	30	70	100	22
PC-04	Sociology of Education	04	30	70	100	25
PC-05	Educational Technology and ICT	04	30	70	100	27
TC-02	Research Methods and Advanced Statistics	04	30	70	100	29
Internship	Internship in a Teacher Education Institution	04	50		50	32
Total	Semester-II	20	170	280	450	

INTER SEMESTER BREAK-II

Course Code	Subjects	Credits	Internal	External	Total	Page No
Dissertation	Proposal Writing	02	50		50	33

SEMESTER III

Course Code	Subjects	Credits	Internal	External	Total	Page No
SPE-01*	Perspectives in Elementary Education-I	04	30	70	100	34
SPE-02*	Perspectives in Elementary Education-II	04	30	70	100	36
SPS-01#	Perspectives in Secondary Education-I	04	30	70	100	38
SPS-02#	Perspectives in Secondary Education-II	04	30	70	100	40
PC-06	Principles and practices of curriculum development	04	30	70	100	42
PC-07	History and Political Economy of Education	04	30	70	100	45
Internship	Internship in Area of Specialization	04	50		50	48
Total	Semester-III	20	170	280	450	

INTER SEMESTER BREAK-III

Course Code	Subjects	Credits	Internal	External	Total	Page No
TC (Tool course)	Research Report Writing	02	50		50	49

SEMESTER IV

Course Code	Subjects	Credits	Internal	External	Total	Page No
SPE-03*	Early Childhood Care and Education	04	30	70	100	50
SPE-04*	Curriculum, Pedagogy and Assessment in Elementary Education	04	30	70	100	53
SPE-05*	Elementary Teacher Education	04	30	70	100	55
SPS-03#	Senior Secondary Education	04	30	70	100	57
SPS-04#	Curriculum, Pedagogy and Assessment in Secondary and Senior Secondary Education	04	30	70	100	59
SPS-05#	Secondary and Senior Secondary Tchr. Education	04	30	70	100	62
Dissertation	Dissertation and Viva-Voce	06	50	100	150	66
Total	Semester-IV	18	140	310	450	

* Is for Elementary Specialisation and # for Secondary and Senior Secondary Specialisation

REGULATIONS

R.1 About the Course

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

Any person who has taken the degree of Bachelor of Education of this University or of another university recognized as equivalent there to may be admitted to the examination for the degree of Master of education after having fulfilled the requirements as mentioned in R.1.2

Students passing the B.Ed. (Physical Education), B.Ed. (Special Education) or equivalent thereto of any statutory University will also be held eligible for the admission to the M.Ed. course.

R 1.1 General Objectives of the Course

After successfully undergoing this course, trainee-teacher-educators will be able

- (i) To understand the Socio-economic-cultural background and academic competency of entrants to B.Ed. course.
- (ii) To master the methods and techniques of developing competencies, commitments and performance skills of a teachers.
- (iii) To explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.
- (iv) To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country, and the ways and means to equip would be secondary teachers for the same.
- (v) To understand, in the light of recent global developments, the new thrusts in education, and the ways and means to inculcate intellectual, emotional and performance skills among secondary and senior secondary pupils - the "Global citizens of tomorrow".
- (vi) To imbibe in them attitudes and skills required of 'life-long learners" on the 'ICT influenced world' of today and tomorrow.
- (vii) To acquire the skills required of a 'consumer' and 'practitioner' of educational research and innovations.
- (viii) To develop experts of curriculum, pedagogy and evaluation for elementary, secondary and senior secondary education

R 1.2 Admission to the Course-

A candidate should have a minimum of 55% marks at B.Ed. degree course or a CGPA of B+ to be eligible for admission to M.Ed. Admission to the course will be given on the basis of Entrance Examination, Interviews and marks of eligibility degree.

- The examination for the degree of M. Ed. shall consist of division of marks, credit and allotment of time to each Credit. Each component of syllabus is shown in table-1.

TABLE -1: Scheme of Examination

Course Code	Subject	Instructional hours/week (L+T+P)	Credit	Exam Hours	Total		
					Internal	External	Total
PC-01	Psychology of Learner	4	4	3	30	70	100
PC-02	Philosophy of Education	4	4	3	30	70	100
TE-01	Perspectives, Research and Issues in Teacher Education	4	4	3	30	70	100
TC-01	Research Methods and Statistics	4	4	3	30	70	100
	Total	16	16		120	280	400

(L+T+P)=Lecture + Tutorial+ Practical

Inter Semester Break-I

Course	Subject	Credit	Total		
			Internal	External	Total
Dissertation	Standardization of Research Tools	2	50		50
	Total	2	50		50

Semester-II

Course Code	Subject	Instructional hours/week (L+T+P)	Credit	Exam Hours	Total		
					Internal	External	Total
PC-03	Psychology of Learning	4	4	3	30	70	100
PC-04	Sociology of Education	4	4	3	30	70	100
PC-05	Educational Technology and ICT	4	4	3	30	70	100
TC-02	Research Methods and Advanced Statistics	4	4	3	30	70	100
Internship	Internship in a Teacher Education Institution	(3 to 4 weeks)	4		50		50
	Total	16	20		170	280	450

(L+T+P)=Lecture + Tutorial+ Practical

Inter Semester Break-II

Course	Subject	Credit	Total		
			Internal	External	Total
Dissertation	Proposal Writing	2	50		50
	Total	2	50		50

Semester-III

Course Code	Subject	Instructional hours/week (L+T+P)	Credit	Exam Hours	Total		
					Internal	External	Total
✓ SPE-01*	Perspectives in Elementary Education-I	4	4	3	30	70	100
✓ SPE-02*	Perspectives in Elementary Education-II	4	4	3	30	70	100
✓ SPS-01#	Perspectives in Secondary Education-I	4	4	3	30	70	100
✓ SPS-02#	Perspectives in Secondary Education-II	4	4	3	30	70	100
PC-06	Principles and practices of curriculum development	4	4	3	30	70	100
PC-07	History and Political Economy of Education	4	4	3	30	70	100
Internship	Internship in Area of Specialization	(3 to 4 weeks)	4		50		50
	Total	16	20		170	280	450

* Is for Elementary Specialisation and # for Secondary and Senior Secondary Specialisation
(L+T+P)=Lecture + Tutorial+ Practical

Inter Semester Break-III

Course	Subject	Credit	Total		
			Internal	External	Total
Tool Course	Research Report Writing	2	50		50
	Total	2	50		50

Semester-IV

Course Code	Subject	Instructional hours/week (L+T+P)	Credit	Exam Hours	Total		
					Internal	External	Total
SPE-03*	Early Childhood Care and Education	4	4	3	30	70	100
SPE-04*	Curriculum, Pedagogy and Assessment in Elementary Education	4	4	3	30	70	100
SPE-05*	Elementary Teacher Education	4	4	3	30	70	100
SPS-03#	Senior Secondary Education	4	4	3	30	70	100
SPS-04#	Curriculum, Pedagogy and Assessment in Secondary and Senior Secondary Education	4	4	3	30	70	100
SPS-05#	Secondary and Senior Secondary Teacher Education	4	4	3	30	70	100
Dissertation	Dissertation and Viva-Voce	4	6		50	100	150
	Total	16	18		140	310	450

* Is for Elementary Specialisation and # for Secondary and Senior Secondary Specialisation
(L+T+P)=Lecture + Tutorial+ Practical

Dissertation and Internship

The facility of Dissertation provides for students interested in doing research on the topic of his / her choice. The topic and the plan of the dissertation will be decided in consultation with the faculty member/ supervisor preferably in the area of specialisation. The internship has been conceptualized in two parts having 4 credits each. First part involves a compulsory attachment with a teacher education institution during the summer. The second part involves interning at/associating with a field site relevant to the area of specialization.

R 2 : Duration of the Programme :

While conceptualising the credit apportionments, the Choice Based Credit System (CBCS) proposed by UGC should be adopted. The programme follows the following organisation and credit apportionment format:

Year 1: 16 – 18 weeks * 2 semesters + 3 weeks in summer

Year 2: 16 – 18 weeks * 2 semesters + 3 weeks in inter-semester breaks

Total: 16 – 18 weeks * 4 semesters = 64 – 72 weeks; + 6 weeks for field immersion during inter-semester breaks = 70 – 78 weeks. Apart from the 6 weeks in the various inter-semester breaks, 7 weeks should be allocated to the field immersion. Each year should have a total of at least 200 working days.

R. 3: Programmes offered at M.Ed. Programme and Specializations:

(1) Two Year M.Ed. has been planned with specializations in elementary and secondary and senior secondary education. The specialization component has 20 credits. In the process of developing the specialisation clusters, the professional roles that a graduate of the M.Ed. programme may assume/perform have been kept in mind. The idea is to develop a programme that prepares teacher educators who not only have a thorough understanding of a specific school stage (such as

elementary/secondary and senior secondary) but also specialise in one such area as curriculum, pedagogy and assessment; policy, planning and economics; administration and leadership; inclusive education, and the like. Keeping this in mind, the specialisation component has been organised in the following fashion:

School/Education level/stage based specialisation clusters: Since the entrants of the 2-year M.Ed. programme will already have a first degree in education with a specific school level/stage focus, they may specialise in the same level in the M.Ed. programme. Thus, the students would make a choice from among the following stage/level based specialisations:

- a. Elementary Education, or
- b. Secondary and Senior Secondary Education

R. 4 : Semesters and Course Structure :

The course is spread for two (2) years, i.e., four (4) semesters. The course is composed of Perspectives (PC), Tools (TC), Teacher Education (TE) and Specialisations (elementary/secondary and senior secondary) (SPE/SPS). This is followed by a discussion on the proposed modality of transacting these (taught, workshop/seminar/practicum, internship and dissertation).

R. 5: Credits :

The M.Ed. Sub-Committee has outlined a model that has 80 credits in total: 40 for core courses, 20 credits for specializations, 8 credits for field internship (4 credits in a teacher education institution and 4 in the area of specialization), and 12 credits for research leading to dissertation. Put differently, the curriculum will have core courses (which shall have about 60% of credits) and specialization courses and dissertation with about 40% of credits. The taught courses will also have practicum component. Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ laboratory work/ field-work/ workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities. While conceptualizing the credits the Choice Based Credit System (CBCS) proposed by UGC should be adopted.

R. 6 : Examinations :

(i) There shall be examinations at the end of each semester, for the first semester, in the month of December and for the second semester in the month of May and similarly for III and IV Semester respectively. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the next examinations to be held in December or May, as the case may be.

(ii) A candidate should get enrolled /registered for the first semester examination. If enrollment/registration is not possible owing to shortage of attendance beyond condonation limit / regulations prescribed OR belated joining OR on medical grounds, the candidates will not be permitted to move to the next semester. Such candidates shall redo the semester in the subsequent turn of that semester as a regular student; however, a student of first semester shall be admitted in the second semester if he/she has successfully kept the term in first semester.

R. 7 : Condonation :

Student must have 80% of attendance in each course for appearing in the end-semester examination. Shortage of attendance up to 15% can be condoned by the Vice Chancellor as per R.U. rules.

R. 8: Questions Paper Pattern:

Question Paper shall have Four questions corresponding to four units of each theory course. Question No. 5 shall have objective type of questions to be asked from all the four units of the theory course by giving equal weightage.

Format of Theory Question Paper for M.Ed. Semester:

Q.1 and 2 From Unit-1	Answer any one question from the following two questions.	14 Marks
Q.3 and 4 From Unit-2	Answer any one question from the following two questions.	14 Marks
Q.5 and 6 From Unit-3	Answer any one question from the following two questions.	14 Marks
Q.7 and 8 From Unit-4	Answer any one question from the following two questions.	14 Marks
Q.9 From Unit-1- 4	Q.5 Answer any 7 of the following 10 questions in short.	14 Marks

R. 9 : Evaluation :

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by an end semester examination and will be consolidated at the end of the course. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70.

R. 10 : Passing Minimum :

The passing minimum for CIA (Continuous Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks), where the candidate is required to appear for the internal test at least once. Failed candidates in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semester (2 chances will be given) by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks). However a student is required to score at least 50% as aggregate marks for the award of M.Ed. Degree. In order to be promoted from Semester I to Semester II and further, a student shall have to pass in at least 3 out of five papers of previous Semester to continue the next Semester. A maximum of 5 grace marks can be given if a student fails to get the minimum of 40% marks in the external examinations in any subject.

R. 11 : Grading :

Once the marks the CIA (Continuous Internal Assessment) and end semester examinations for each of the courses are available, they will be added. The marks thus obtained will then be graded on a 10-point scale as per details provided in R.19 from the first semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA). These two are calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

where C_i is the Credit earned for the course in any semester; G_i is the Grade point obtained by the student for the course i and n number of courses passed in that semester. $CGPA = SGPA$ of all the Courses starting from the first semester to the current semester.
Note : Examples for the calculation of GPA & CGPA are explained in R.19

R. 12 : Final Results :

For purpose of declaring a candidate to have qualified for the Degree of M.Ed. in the first class/second class or first class with Distinction, the marks and the corresponding CGPA earned by the candidate will be the criterion.

R. 13 : Conferment of the M.Ed. Degree : A candidate shall be eligible for the degree of M.Ed. only if he/she has earned the minimum required credits for the programme prescribed therefore (i.e. 80 Credits).

R. 14 : External Examinations :

The University shall conduct the External or End semester Examination for Semester – I, II, III and IV. The Internal Examination for the Semester I, II, III and IV shall be conducted by the concerned college. Evaluation for Dissertation and Viva will be conducted partly internally and partly by a panel of 2 examiners (1 external and 1 internal) to be appointed by the University and the Head of the Department.

R. 15 : Self-Financing Stream :

The above Regulations shall be applicable also for the candidates undergoing the programmes in self-financing stream.

R. 16 : Grievance Redressal Committee :

The college shall form a Grievance Redressal Committee for each course in each college with the Course teacher / Principal and the HOD of the faculty as the members. This Committee shall solve all grievances relating to the Internal Assessment marks of the students.

R 17 : Conduct of Examination and Moderation of Results

- ❖ All the Four Semester and Examinations shall be conducted by the University which shall also finalize the programme for these examinations. The approved examination fee only shall be charged.
 - ❖ Answer sheets shall be Coded before being sent to the Examiners, and shall be decoded before tabulation of marks.
 - ❖ In order to pass Master of Education examination, a candidate shall have to obtain at least 45% marks in each theory paper and 50% marks in each practicum paper/activity separately. A candidate, not securing the above qualifying marks, shall be declared as fail.
- (a) Final result of M.Ed. Course shall be published on the basis of candidates performance in all the papers spread over all Four Semesters.
 - (b) The Final result will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the Regulations.

R 18 : Promotion Procedure:

- ❖ A student who fails in not more than Two papers (Theory + Practical) in First Semester Examination, he/she may be promoted to Second Semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.
- ❖ Likewise, If a Second Semester student fails in not more than Two Papers, he/she may be promoted to 3rd Semester; but all such students will have to clear their backlog papers of 1st and 2nd both Semesters in the next succeeding examination of that semester.
- ❖ No student shall be promoted to 4th Semester, unless he/she has cleared all the backlog papers.

R 19 : Grade on 10-point scale:

Percentage of Marks	Grade	Grade Points
86 and Above	O (Outstanding)	10
76 to 85	A+(Excellent)	9
66 to 75	A(Very Good)	8
56 to 65	B(Good)	7
45 to 55	C(Average)	6
Less than 45	D(Fail)	0

19.1 : Example for Calculating SGPA and CGPA :

Calculation of Semester Grade Point Average (SGPA)

The Semester Grade Point Average (SGPA) are to be calculated on the following basis :

$$SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i} = \frac{\text{Sum of grade points of all courses of the particular semester}}{\text{Total credit of the semester}}$$

 C_i = Number of Credits of the i^{th} course; G_i = Grade points Score in the i^{th} course

Semester - I M.Ed. Examination

Courses	Marks obtain/100	Percentage of Marks	Grade Point	Credit	Credit Point	Grade
MEPC-01	82	82	10	4	40	
MEPC-02	71	71	9	4	36	
METE-01	56	56	7	4	28	
METC-01	47	47	6	4	24	
Total	256			16	128	

Semester Grade Point Average

$$SGPA = \frac{128}{16} = 8.0$$

Suppose:

(SGPA) for M.Ed. student in semester -I = 8.0 Total credits = 18

(SGPA) for M.Ed. student in semester -II = 6.22 Total credits = 22

(SGPA) for M.Ed. student in semester-III = 5.44 Total credits = 22

(SGPA) for M.Ed. student in semester-IV = 8.0 Total credits = 18

Grand Total credits = 80

Grand Total credits (sem. I+II+III+IV) is 80

- Semester I – Total credit 16 + 2 (Standardization of Research Tools) = 18
- Semester II – Total credit 20 + 2 (Proposal Writing) = 22
- Semester III – Total credit 20 + 2 (Research Report Writing) = 22
- Semester IV – Total credit = 18

Now we will calculate CGPA of the student :

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

 S_i = SGPA of the i^{th} Semester; C_i = total credits in the i^{th} semester

$$= \frac{8.0 \times 18 + 6.22 \times 22 + 5.44 \times 22 + 8.0 \times 18}{80}$$

CGPA = 6.80

The cumulative grade point average will be calculated as per the formula given above
For the award of the class CGPA shall be calculated on the basis of:

- (a) End Semester External Examination Marks
- (b) Total Marks obtained (End Semester External Examination Marks + (Marks for internal assessment) for each course.

The final Class for M.Ed. Degree shall be awarded on the basis of CGPA obtained on the basis of the four semesters

Classification of Final Result

Classification of Final Result	CGPA From - to
First class with Distinction	7.5 and Above
First Class	6.00 - 7.49
Second Class	4.5 - 5.99
Dropped or Fail	Below 4.5

SEMESTER-I

PC-01- PSYCHOLOGY OF LEARNER

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

1. To enable students to understand the nature, concept and principles of educational psychology as an applied discipline with its own scientific methods and approaches.
2. To acquaint learners with the nature and processes of development and assessment of various traits and abilities; appreciate common characteristics, educational needs and behavioural problems of learners at successive stages of development from childhood to adolescence to adulthood.
3. To familiarize students with the structure, functioning, and development of personality and their implications for education.
4. To make them know and appreciate the need and value of organizing different educational programmes to suit the needs and demands of special children.
5. To understand the emotional behavior and balances their emotions

COURSE CONTENTS

UNIT I

1. Educational Psychology: concept, nature, concerns and methodology. An overview of its emergence as an independent discipline. Important contributions of psychology to education and its significance and importance for teachers.
2. Human Growth and Development: Meaning and relation, General principles and stages of development, problems of each stage (with special reference to adolescence). Influencing processes and factors of development and their relative role. Developmental paradigms and issues – nurture vs. nature, Passivity vs. Activity; Continuity vs Discontinuity. A broad Indian view about psychological development.
3. Social Development: meaning and context (Family, Parenting style, peer, school and school – family linkage). Development of self, self – esteem, self identity and their educational significance. Theory of social development (Erickson's).

UNIT II

1. Group dynamics and socio-emotional climate of the class room and influence of teacher characteristics and teaching – process.
2. Emotion – Meaning, nature, and kinds of emotions (Anger, love, fear, frustration and anxiety) and their significant educational implications. Emotional Intelligence: concept and dimensions; implications for teachers and students.
3. Moral development and moral education: meaning and influencing factors. Theory of moral development (Kohlberg's). Educational approaches to moral education and role of school.

UNIT -III

1. Cognitive development: meaning of cognition, development of thought and knowledge – constructivist theory (of Piaget and Vygotsky), and its educational significance.
2. Development of Concepts, Reasoning and problem- solving. Individual Variations : concept and aspects; intra and inter differences, determinants (heredity and environment); Learning styles and teaching strategies to suit individual differences.
3. Intelligence and Aptitude: meaning, difference, identification and measurement. Theories of Intelligence: Theories of multiple intelligence (one factor, two – factor, multifactor, Group factor theories and model of intelligence in brief; Later views and theories of multiple intelligence (Stern-berg's theory).

UNIT IV

1. Interest, Attitude and Values- meaning, nature, and factors that foster. Their significance and relation to education.
2. Creativity – nature, process, identification and measurement; fostering of creativity – role of education.
3. Personality – concept, development, structure and dynamics of personality; Assessment of personality- objective methods (personality inventory, scales, Questionnaires); Projective techniques (T.A.T., Rorschach); and subjective techniques; Personality Theories – Trait Theories – Allport and Cattell, Psychoanalytic theory – Freud; Behaviour Theories – Miller and Dollard, Bandura; Humanistic approach – Roger, Maslow Indian Theories – Vedic and Buddhist views, Krishnamurti and Aurobindo's views.

Transaction Mode

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

Sessional Work and Practicum : The students may undertake any one of the following activities:

- Studying the personality characteristics of some successful individuals.
- Project work on identified themes.
- Test on Personality, Aptitude and Creativity
- Identification of IQ, EQ, and SQ
- Administering and interpreting the results of two tests of intelligence – verbal, non-verbal or performance.
- Assignments and tests
- Seminar and symposium.

Suggested Readings

- Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
- Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.
- Bower G.H. and Hilgard E.R. : theories of Learning New Delhi Prentice Hall india Pvt. Ltd.
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- C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989
- Charles N. Newmark : Major Psychological assessment Instruments : Allyn And Becan Inc. Boston, London, Sydney, Totonto, 1985.
- Dandapani, S.-Advanced Educational Psychology
- Daniel Goleman 'Working with Emotional Intelligence 1998'
- Gage and Berlinger : Educational Psychology, Boston Houghton Miffins Company 1984.
- Gupta, S.P. & Alka Gupta-उच्चतर शिक्षा मनोविज्ञान
- Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press 1978
- Herenhahn B.R. : 'An Introduction to Theories of Learning Prentice Hall International Edition, 1988.
- Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.

- Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
- Joyce Bruce and well Marsha. Models of Teaching prentice Hall of India Ltd. 1985.
- Kohlberg, L., & Gilligan, C. (1974). *The Adolescent as a Philosopher: The Discovery of the Self in a Post-Conventional World*. In H.V. Kraemer (ed) *Youth and Culture: A Human Development Approach*. Monterey, CA: Brooks/Cole.
- Kohlberg, L., Levine, C., & Hwer, A. (1983). *Moral Stages: A Current Formulation and a Response to Critics*. New York: S. Karger.
- Mangal S.K. : Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd;193
- Michael Green: Theories of Human Development prentice Hall,englewood cliffs,New Jersey,1989
- Moully George J : Psychology of teaching botton Allyn & Decan Inc.
- Passi B.K. : Creativity in education NPC Agra 1982.
- S. Owen, H. Parker Blount, Heny Moscow : Educational Psychology - An Introduction Little, Brown and Company Boston, Toronto, 1978.
- Sharma,Rajnath & Rachna Sharma-उच्चतर शिक्षा मनोविज्ञान
- Singh,Arun Kumar-उच्चतर मनोवैज्ञानिक प्रयोग एवं परीक्षण
- Srivastava, G.N.P. (1995). *Recent Trends in Educational Psychology*. Agra Psycho Research Cell, Agra, India.
- Wordsworth B.J. Piaget's : Theory of cognitive and affective Development, New York, Longman incorporated, 1989.

SEMESTER-I

PC-02 – PHILOSOPHY OF EDUCATION

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

It aims at developing the following competencies amongst the learners:

1. Knowing the meaning of philosophy and philosophical foundations of education.
2. Understanding the nature and functions of philosophy of education.
3. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
4. Understanding and use of philosophical methods and in studying educational data.
5. Developing philosophical insight for resolution of educational issues.
6. Critical appraisal of contributions of great educators to education and society.
7. Comparing partially and holistically concepts of education between/among various philosophical schools/traditions.

COURSE CONTENTS

UNIT I

- Philosophy of Education : its nature - Directive Doctrine
- a Liberal Discipline;
- an activity.
- Its Function - Speculative, Normative and Analytical

UNIT II

- Metaphysical Problem - Education related to Nature, Man and Society.
- Impact of Idealism, Realism, Marxism, Pragmatism, and Vedanta schools of thought

UNIT III

- Critical appreciation of contribution made by Buddhism, Jainism, Bhagwatgita, Islam and Christianity in terms of value formulation

UNIT IV

- Thinkers and their contribution
Karl Marx, Rousseau, Gandhi, Tagore, Aurobindo, Paulo friere

Practicum

- Paper presentation on a given topic

Tests and Assignment

Two tests of 10 marks each and their average will be counted.

Four Assignments of 5 marks each (20 Marks).

Suggested Readings

1. Aggrawal J.C. Philosophical and Sociological Perspectives on Education
2. Bhatia & Bhatia Philosophical & Sociological Foundation of Education
3. Bhatia Kamala Philosophical & Sociological Foundation of Education
4. Brubacher, J.S. (1950) *Modern Philosophies of Education*, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd., P.393.

5. Butler, J.D.(1968) *Four Philosophies and their practice in Education and Religion*, Third Edition , NewYork, Harper and Row co.,P.528.
6. Cahn, S.M. *The Philosophical Foundations of Education*, P.433
7. Chaube, S.P., *Philosophical & Sociological Foundation of Education*
8. Hiriyana, M. (). *Introduction to Indian Philosophy*.
9. Jayaswal Dr. Sitaram *Philosophical and Sociological Principles of Education*
10. Jayaswal Sitaram शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त
11. Kirilenko, G. And Korshunova, L. (1988). *What is philosophy?* (Hindi translation by J.C.Pandey), Jaipur: Rajasthan Pupils Publishing House, Pp.272
12. Malwa Rajeev शिक्षा दर्शन एवं समाजशास्त्रीय पृष्ठभूमि
13. Mathur, S.S. शिक्षा के दार्शनिक तथा सामाजिक आधार
14. Mathur, S.S. *Philosophical and Sociological Foundations of Education*
15. Pandey Ram Shakal *Introduction to Major Philosophies of Education*
16. Park, J. *Selected Readings in the Philosophy of Education*, London, Macmillan and Co. Ltd.P.440.
17. Radhakrishnan, S. (2004) *Bhartiya Sanskriti Kuchh Vichar*, New Delhi, Hind Pocket Books., P.116.
18. Radhakrishnan, S. (2004) *Uddeshyapurna Jeevan*, New Delhi, Hind Pocket Books., P.110.
19. Radhakrishnan,S. (2004) *Hamari Virasat*, New Delhi, Hind Pocket Books.,P.98.
20. Radhakrishnan,S. (2004) *Upnishado Ka Sandesh*, New Delhi, Hind Pocket Books., P.160.
21. Rusk, R.R. (1928) *The Philosophical Bases of Education* ,London ,University of London Press Ltd.,P205.
22. Rusk, R.R. and Scotland, J.(1979) *Doctrines of the Great Educators*, (Fifth Edition), New York, The Macmillan Press Ltd., P.310.
23. Saxena Dr. Saroj शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार
24. Sharma, Ramnath प्रमुख भारतीय शिक्षा दार्शनिक
25. Sharma,Y.K.(2002)*The Doctrines of the Great Indian Educators*, New Delhi, Kanishka Publishers, P.371.

SEMESTER-I
**TE-01 – PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER
EDUCATION**

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

To enable the students

1. To develop in the student understanding of the concept, objectives and principles of teacher education.
2. To acquaint the student with the innovative practice in teacher education.
3. To develop in the student professional ethics and commitment to the profession.
4. To acquaint the student with different agencies of teacher education in India and their rules and functions.
5. To acquaint the student with the system of teacher education in one of the developed countries.
6. To acquaint the student with the role of professional organization of teacher educators.
7. To help the student to understand major issues and problems of teacher education.
8. To acquaint the student with the research orientation in a teacher education program
9. To enable the student to understand the need for continuing education of teachers and teacher educators.
10. To enable the student understand planning, administration and financing of teacher education.

COURSE CONTENTS

Unit I: Perspectives and Policy on Teacher Education

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

Unit II: Structure and Management of Teacher Education

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

Unit III: Research in Teacher Education

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

Unit IV: Problems and Issues in Teacher Education

- Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
- Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education

Transaction Mode

(1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers; (2) Seminar reading- presentation by students on selected themes individually and collectively leading to discussion; (3) Library readings on selected theme followed by group discussion; (4) Study of documents and references, interaction with field staff and reflective interaction with the peer group.

Sessional work:

Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.

- Select any one current practice in teacher education and trace the background of its formulation as a policy.
- A review of researches in any one area of research in teacher education and write the policy implications
- A review of a research article in teacher education and write implications for practitioner

Suggested Readings

1. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
2. William Taylor – Society and the Education of Teachers, Faber 7 Faber
3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
4. Udayveer (2006), Modern Teacher Training, New Delhi: Anmol Publications
5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
6. Dr. S. S. Dikshit- Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd., Delhi- G

7. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
8. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B 1/G-A, Model Down, Delhi-9.
9. Investigations, Studies, and Projects Relating to Internship in teaching- N.C.E.R.T., New Delhi.
10. Report of the Committee on Teacher Education in Maharashtra State, Government of Maharashtra.
11. Richardson C.A. and others – Education of Teachers in France and U.S.A. Unesco, 1953.
12. Commission on teacher Education- The Improvement of teacher Education, Washington.
13. The process of Education-Burner S S The Education Harvard University Press 1961.
14. The future of teacher Education Edited by J.W. Tibble Routledge & Kegan Paul, London
15. Innovation in Teacher Education- J.J. Hayson & C.R. Sutton, M.C. Graw Hill book company (UL) Ltd.
16. Teachers Education in India (INSET) - Nizam Elahi.
17. Emerging Trends in Teacher Education- R S Shukla
19. Teacher education- Theory, Practice & Research – R.A. Sharma.
20. Education of Teachers in India- Volume I & II –S. N. Mukerji
21. Policy perspectives in Teacher education – Critique & documentation- NCTE, New Delhi
22. Teacher Education-Shashi Prabha Sharma ,Kanishka Pub. New Delhi.
23. National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher, (2009) NCTE New Delhi.
24. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
25. Devedi, Prabhakar (1980), Teacher Education- a Resource Book, N.C.E.R.T., New Delhi.
26. Govt. of India (1966), Education and National Development, Report of Education Commission, New Delhi.
27. Govt. of India (1992), Report of C.A.B.E. Committee Department of Education, New Delhi.
28. Govt. of India (1986), National Policy of Education, Ministry of Human Resource and Development, New Delhi.
29. Kohli, V.K. (1992), Teacher Education in India, Ambala: Vivek Publishers.
30. N.I.E.P.A. (1984), Report on Status of Teachers, New Delhi.
31. Sharma, R.A. (2005), Teacher Education, Meerut: Loyal Book Depot.
32. Sharma, S.P. (2005), Teacher Education, New Delhi: Kanishka Publisher.

SEMESTER-I

TC-01– RESEARCH METHODS AND STATISTICS

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

To enable the students

- (1) To understand the concept of research and educational research.
- (2) To understand the types and methods of educational research,
- (3) To understand the steps involved in educational research,
- (4) To understand the procedure to conduct the research in the educational field.
- (5) To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.
- (6) To examine the role of research tools in a research study
- (7) To develop the skills in preparation of a research tool.
- (8) To understand the role and use of statistics in educational research.
- (9) To understand the uses of NPC and its implication in the area of research.
- (10) To review the educational research articles.
- (11) To convey the essential characteristics of a set of data by representing in tabular and graphical forms

COURSE CONTENT

Unit-1: Concept of Educational Research and Nature of a Problem

- 1.1 Meaning and nature, need and importance and scope of educational research.
- 1.2 Scientific Inquiry and Theory Development- some emerging trends in research.
- 1.3 Areas of educational research and different source of generating knowledge
- 1.4 Source, selection and criteria of research problem- based on experience, discussion. Literature- scope and delimitations, statement of the problem in different forms.

Unit-II: Types of Research and its Uses

- 2.1 Types of educational research – Fundamental, Applied, Action research
- 2.2 Methods of Educational Research:
 - 2.2.1 Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data
 - 2.2.2 Descriptive Research- surveys, case study, developmental and correlation studies – nature and use, steps and interpretation, Ex- Post Facto Research.
 - 2.2.3 Experimental Research – need and significance- nature and steps validity; internal and external, use and limitations of different types of experimental designs: Pre-experimental, Quasi- experimental, True experimental- role of control.
 - 2.2.4 Qualitative Research- Ethnomethodical, Ethnographic.

Unit-III: Tools and Techniques of Data Collection

3.1 Tools and Techniques of Educational Research- meaning and concept

- (a) Observation
- (b) Interview Schedule
- (c) Questionnaire
- (d) Tests-achievement, creativity, intelligence, aptitude, and personality.
- (e) Opinionative-attitude scale, rating scale, check list
- (f) E tools – Email, fax, website, Internet, tele conference.

3.3 Qualities of a good measuring tool and standardization procedure

- (a) Preparation of tools
- (b) Implementation of tools
- (c) Collection of information.
- (d) Methods of Collection

Unit-IV: Simple Data Organisation Techniques

4.1 Organization and tabulation of data

4.2 Graphical Representation

- (i) Histogram
- (ii) Bar Diagram
- (iii) Picto-graph
- (iv) Frequency curve
- (v) Frequency polygon
- (vi) Ogive
- (vii) Pie chart

4.3 NPC- Properties and uses, Skewness and Kurtosis

Transaction Mode

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion; Seminar presentations, research exercises.

Sessional work and Practicum:

- (i) Preparing and standardization of a research tool.
- (ii) A project on sample description using data organisation techniques

Suggested Readings

1. Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
3. Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
4. Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
5. Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
6. Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
7. Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
8. Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
9. Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
10. Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).

11. Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
12. Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
13. Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
14. Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
15. Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
16. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
17. Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
18. Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.
19. Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
20. Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
21. Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
22. Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage.
23. Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merrill, Prentice Hall.
24. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
25. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
26. Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.
27. Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
28. Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
29. Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.
30. VanLeeuwen, T., & Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.
31. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge

Inter Semester Break-I

1. Standardization of Research Tools (2 credits): Research Dissertation Internal- 50

The dissertation is a compulsory 10 credit component of the MEd programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor.

Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory(/ies)), analysing and writing the findings in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay/treatise.] The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses.

The final dissertation may be submitted at the end of the Semester 4 of the programme. As the proposal has been already approved it is advisable here to stress on Research tool preparation. Thus the *Inter Semester Break-I* comprises of **Developing and Standardizing the Research Tools**. This covers selection of the items, item-analysis, reliability, validity, discriminating index, difficulty index, scoring procedure, blue-prints, and try-outs related activities. The **Evaluation** in this area consists of final presentation of the research tools and approval by the team of experts internally.

SEMESTER-II

PC-03 – PSYCHOLOGY OF LEARNING

No. of Credits: 4 Contact Hours per week: 4
 Examination Duration: 3 hours

Maximum Marks: 100
 Internal: 30 External: 70

COURSE OBJECTIVES:

1. To help students understand the implications of various psychological theories for education.
2. To familiarize students with the different methods of learning theories
3. To make the students work with different learning theories and its implications
5. To make them know and appreciate the need and value of organizing different educational programmes to suit the needs and demands of special children.
6. To understand the emotional behavior and balances their emotions
7. To understand the process of adjustment and stress management

COURSE CONTENTS

UNIT –I

1. Learning: Concept, Kinds, and Levels (Gagne's hierarchy of learning)
2. Cognitive and Information processing views about learning and instruction (Bruner, Ausubel and Piaget) and their educational implications.

UNIT –II

1. Theories of learning – Gestalt and Sign Gestalt Theories (Tolman's). Kurt Lewin's – Field Theory; Bandura's – Social Learning Theory.
2. Motivation: Concept, nature and relationship with learning; strategies of motivation.
3. Memory and Forgetting: Meaning and nature; processes and factors involved.

UNIT –III

1. Mental Health and Hygiene: nature, concept, scope and principles; factors affecting mental health and hygiene, measures used to promote mental health (preventive, constructive); Educational implications of mental health.
2. Mechanisms of Adjustment- defense, escape, withdrawal and compensatory.
3. Introduction to common forms of neurosis, psychosis and somatic disorders.

UNIT –IV

1. Exceptional Children: nature and special needs of children with
 - deficiency and handicaps
 - emotional deprivation / emotionally disturbed
 - socially deprived/ disturbed
 - exceptional abilities.
2. Types of exceptional children – mentally retarded, educationally backward, physically impaired, learning disabled, delinquents, creative and gifted.
3. Special Education – concept, nature, objectives and scope. Educational provisions

Transaction Mode

Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and, presentation/panel discussion.

Sessional Work and Practicum : The students may undertake any one of the following activities:

1. Case study of one student with adjustment problems.
2. Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
3. Project work on identified themes.
4. A case study of an exceptional child and suggesting how to provide education for the particular child
5. Assignments and tests
6. Seminar and symposium

Suggested Readings

1. Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc 1969.
2. Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
3. Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.
4. Bower G.H. and Hilgard E.R. : theories of Learning New Delhi Prentice Hall india Pvt. Ltd.
5. Bower G.H. and Hilgard E.R.:Theories of Learning Prentice Hall of India, New Delhi. 1980
6. C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989
7. Charles N. Newmark : Major Psychological assessment Instruments : Allyn And Becan Inc. Boston, London, Sydney, Totonto, 1985.
8. Dandapani, S.-Advanced Educational Psychology
9. Daniel Goleman 'Working with Emotional Intelligence 1998'
10. Gage and Berliner : Educational Psychology, Boston Houghton Mifflin Company 1984.
11. Gupta,S.P. & Alka Gupta-उच्चतर शिक्षा मनोविज्ञान
12. Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey press 1978
13. Herenhahn B.R. : 'An Introduction to Theories of Learning Prentice Hall International Edition, 1988.
14. Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.
15. Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
16. Joyce Bruce and well Marsha. Models of Teaching prentice Hall of India Ltd. 1985.
17. Kohlberg, L., & Gilligan, C. (1974). *The Adolescent as a Philosopher: The Discovery of the Self in a Post-Conventional World*. In H.V. Kraemer (ed) *Youth and Culture: A Human Development Approach*. Monterey, CA: Brooks/Cole.
18. Kohlberg, L., Levine, C., & Hewer, A. (1983). *Moral Stages: A Current Formulation and a Response to Critics*. New York: S. Karger.

19. Mangal S.K. : Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd;193
20. Michael Green: Theories of Human Development prentice Hall,englewood cliffs,New Jersey,1989
21. Moully George J : Psychology of teaching botton Allyn & Decan Inc.
22. Passi B.K. : Creativity in education NPC Agra 1982.
23. S. Owen, H. Parker Blount, Heny Moscow : Educational Psychology – An Introduction Little, Brown and Company Boston, Toronto, 1978.
24. Sharma,Rajnath & Rachna Sharma-उच्चतर शिक्षा मनोविज्ञान
25. Singh,Arun Kumar-उच्चतर मनोवैज्ञानिक प्रयोग एवं परीक्षण
26. Srivastava, G.N.P. (1995). *Recent Trends in Educational Psychology*. Agra Psycho Research Cell, Agra, India.
27. Wordsworth B.J. Piaget's : Theory of cognitive and affective Development, New York, Longman incorporated, 1989.

SEMESTER-II

PC-04 – SOCIOLOGY OF EDUCATION

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

This course is expected to cover key areas in the Sociology of Education. Emphasis would be on developing a broad perspective to education and schooling as a social sub-system. This course would attempt:

1. To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
2. To enable students to understand how the 'Education' is embedded in social structure and culture;
3. To enable students to understand education as a social institution and its complex linkages with other major social institutions.
4. To enable students to understand educational problems and issues related to educationally excluded/ disadvantaged groups, deriving out of intersections of gender, caste, class, culture, ethnicity, disability.
5. To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.
6. To apply the knowledge towards the promotion of National Integration and International understanding.

COURSE CONTENTS

UNIT I

- Concept and nature of sociology of education, Difference between sociology of education and educational sociology, social organization, social groups, social stratification, factors influencing social organisation.
- Characteristics of social organization; institutions, attitudes and values.

UNIT II

- a) Culture - Meaning and nature of culture, Role of education in cultural context, Education and cultural change.
- b) Education and society - Education as a social system, as a socialization process and a process of social progress and change.

UNIT III

- Equality of educational opportunity and excellence in education, Equality - Vs equity in education, inequalities in Indian social system with special reference to social disadvantages, gender and habitation; measures to address them

UNIT IV

- Education and democracy: constitutional provision of education, Nationalism and education, Education for national integration and international understanding

Practicum

- Paper presentation on a given topic
- Role Play, Seminar and Discussion Sessions on Social Issues

Tests and Assignments Marks

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 5 marks each (20 Marks).

Suggested Readings

1. Acharya, P., (1987). Education: Politics and Social Structure. In Ghosh. R. and Zachariah, M. (eds.). *Education and the Process of Change*. New Delhi: Sage. pp. 64-79
2. Acharya, Poromesh, (1988). Is Macaulay Still Our Guru? *Economic and Political Weekly*, Vol. XXIII, No. 22. May 28. pp. 1124-1130.
3. Aggrawal J.C., Philosophical and Sociological Perspectives on Education
4. Aikara, J., (1994). *Sociology of Education*. Indian Council of Social Sciences Research, New Delhi
5. Althusser, (1971). Ideology and Ideological State Apparatuses 'Notes towards an Investigation'. *Lenin and Philosophy and Other Essays*. New Left Books.
6. Annamalai, E., (2001). *Managing Multilingualism in India: Political and Linguistic Manifestations*. New Delhi: Sage Publications.
7. Apple, M.W., (1988). *Teaches and Texts: A Political Economy of Class and Gender Relations in Education*. New York: Routledge.
8. Apple, Michael, (1979). *Ideology and Curriculum*. London: Routledge & Kegan Paul.
9. Bhatia & Bhatia Philosophical & Sociological Foundation of Education
10. Bhatia Kamala Philosophical & Sociological Foundation of Education
11. Bona, J. E. Di., 1973. *Change and Conflict in the Indian University*. Lilavati Publishing House: Bombay
12. Chaube, SP Philosophical & Sociological Foundation of Education
13. Gore, M. S., 1995. *Indian Education: Structure and Process*. Jaipur: Rawat Publications.
14. Jayaswal Dr. Sitaram Philosophical and Sociological Principles of Education
15. Jayaswal Sitaram शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त
16. Kumar, K., 1983. Educational experience of scheduled castes and tribes. *Economic and Political Weekly*, Vol. -17 No.36-37 Sept. 3-10
17. Kumar, Krishna, 1989. *Social Character of learning*. New Delhi: SAGE.
18. Kumar, Krishna, 1991. *Political Agenda of Education: A study of Colonialist and Nationalist Ideas*. SAGE: New Delhi
19. Malwa Rajeev शिक्षा दर्शन एवं समाजशास्त्रीय पृष्ठभूमी
20. Mathur, S.S. शिक्षा के दार्शनिक तथा सामाजिक आधार
21. Mathur, S.S. Philosophical and Sociological Foundations of Education
22. Pandey Ram Shakal Introduction to Major Philosophies of Education
23. Saxena Dr. Saroj शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार
24. तेलुक्क, के., 2011, तोल्लचान, (अनु.) पू. या. कुशवाहा ट्र, नई दिल्ली
25. दोशी, एस. एल., और जैन, पी. सी. 2009, प्रम समाज शास्त्रविचारक, रावत पब्लिकेशन जयपुर

SEMESTER-II

PC-05-EDUCATIONAL TECHNOLOGY AND ICT

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

To enable the students

- To develop an understanding of the concept of Educational Technology
- To develop an understanding of the importance and need of communication through ICT
- To develop skills of using Educational and communication technology in classrooms
- To develop an understanding of the concept of Instructional System
- To develop an understanding of the importance and need of Instructional System Design
- To develop awareness of process of different Instructional Strategies
- To make the learners skilled in using different Instructional Models
- To develop an understanding of the concept of ICT in Education.
- To develop an understanding of the new trends and technology in ET and ICT

COURSE CONTENTS

UNIT I

- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET
- Components of ET: Software, hardware.
- Educational Technology and instructional technology
- Programmed instruction (linear/branching model) - Origin and types - linear and branching.

UNIT II : Instructional Technology

- Designing Instructional System:
- Formulation of Instructional objectives
- Task analysis
- Designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

UNIT III

- Teaching levels, Strategies & Models
- Memory, Understanding and Reflective levels of teaching
- Teaching strategies : Meaning, Nature, Functions and Types
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching)
- Modification of teaching behaviour
- Micro teaching, Flanders Interaction Analysis, Simulation

UNIT IV

- Concept, Meaning and Importance of Information and Communication Technology
- Difference between Educational Technology and ICT

- Challenges in integrating ICT in School Education
- Computer Assisted Instruction
- On-line Learning- (Synchronous and Asynchronous), E-learning, Online learning
- Emerging trends in ET and ICT.
Tele-conferencing, CAI, INSAT, Virtual Classroom, Web 2.0 Technology and Tools

Transaction Mode

(1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc in preparation and selection of Educational technology and Instructional Technology (2) Seminar reading- presentation by students on selected themes individually and collectively leading to discussion; (3) Working with assignment on CAI and Programmed Instruction (4) Group activities in understanding Web Technology and tools.

Suggested Readings

1. Aggarwal J.C. Essentials of Educational Technology : Teaching Learning
2. Aggarwal J.C. शैक्षिक तकनीकी एवं प्रबंध
3. Agarwal J.P. Modern Educational Technology. Black Prints, Delhi.
4. Barton, R. Teaching Secondary Science with ICT. McGraw Hill International
5. Bhaskar Rao .Samachara Prasara Sankethika vidya Shastramu, Masterminds Guntur.
6. Cambridge, D. E-Portfolios for Lifelong Learning and Assessment. John Wiley and Sons
7. Costantino, P.M., DeLorenzo, M.N., Kobrinski, E.J. Developing a professional teaching portfolio: a guide for success. Pearson
8. Denis, Kim, Sen and Morin . Information Technology – The breaking Wave. Tata McGraw-Hill Publishing Company Limited, New Delhi.
9. Imison, T., Taylor, P.H. Managing ICT in the Secondary Schools. Heinemann: Oxford.
10. Intel Teach to the Future Pre-Service Binder – Version 2.0
11. Jati Sunanda Advanced Educational Technology
12. Khulshreth S.P. शैक्षिक तकनीकी के मूलाधार
13. Kirwadkar A & Karanam P . E-Learning Methodology. Sarup Book Publishers Pvt Ltd. New Delhi.
14. Kumar K.L. Educational Technology. New Age International Pvt. Limited. New Delhi.
15. Madhu P . Satellite in Education. Shipra Publications. Delhi.
16. Mangal S.K. & Uma Mangal Essentials of Educational Technology, PHI Learning Pvt Limited, New Delhi.
17. Mangal S.M. Educational Technology
18. Meredith Marilyn and Rustkosky Nita. Advanced Microsoft Office 2000, BPB Publication, New Delhi.
19. Mishra D.C. शैक्षिक तकनीकी के सरभूत तत्व एवं प्रबोधन
20. Norton P . Introduction to Computers. Tata McGraw Hill Publications, New Delhi.
21. Roblyer M.D . Integrating Educational Technology into Teaching. Pearson Prentice Hall Inc. New Jersey.
22. Sampath K. Introduction of Educational Technology
23. Sharma Y.K. & Sharma M . Educational Technology and Management. Vol 1. Kanishka Publishers and Distributors, New Delhi
24. Shartendu Saty Narayan Dubey. शिक्षा तकनीकी के मूल तत्व एवं प्रबोधन

SEMESTER-II

TC-02 – RESEARCH METHODS AND ADVANCED STATISTICS

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

To enable the students

- To review the educational research articles.
- To use the library, Internet services and other sources of knowledge for educational research Purposes
- To explain the importance of documentation and dissemination of researches in education
- To understand the role and use of statistics in educational research.
- To examine relationship between and among different types of variables of a study
- To understand the essential of a research proposal and how to write it.
- To select the appropriate statistical methods in educational research
- To explain or predict values of a dependent variable based on the values of one or more independent variables
- To test specific hypotheses about populations based on their sample data
- To use appropriate procedures to analyse qualitative data
- To demonstrate competence in the use of statistical packages for analysis of data
- Use computers for data analysis

Course Content

Unit-I: Variables, Sample and Hypotheses and Proposal Writing

- 1.1 Concept, nature characteristics and types of variables- inter relationship of different variables.
- 1.2 Concept, importance, characteristics and forms of hypothesis- formulation and testing.
- 1.3 Population- Concept
- 1.4 Sampling- Concept and Need ,characteristics of good sample
- 1.5 Sampling Method: Probability sampling : Simple Random sampling, use of random number table, Cluster, Stratified and multistage sampling
 - Non probability sampling (Quota, judgment and purposive.
- 1.6 Research Proposal
 - (a) Conceptual Framework
 - (b) Selection & finalization of an educational research problem
 - (c) Operational and functional terms
 - (d) Review of related literature
 - (e) Objectives, assumptions, hypothesis
 - (f) Selection of method, sample and tools
 - (g) Data analysis method
 - (h) Time schedule financial budget

Unit-II: Review of Literature and Report writing

- 2.1 Educational Research Report Writing
- 2.2 purpose and need at different stages of research

- 2.3 Source and types of Review material
- 2.4 Recording of various references- notes taking etc.
- 2.5 On line/ off line references.
- 2.6 Format, Style, content and chapterisation of a Research Report
- 2.7 Bibliography, Appendices
- 2.8 Characteristics of a good research report.

Unit-III: Descriptive Statistics –

- 3.1 Significance and uses of:
 - (i) Measures of Central tendency – Mean, Median, Mode.
 - (ii) Measures of variability – Range, Q.D. , S.D.
 - (iii) Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores and T scores.
- 3.2 Correlation
 - (i) Concepts, types and uses; assumption and uses of rank difference , computation of rank difference correlation and Product Moment Method,
 - (ii) Concepts- Bi-serial, point bi-serial- partial and multiple correlation, tetra choric and phi- coefficient.
 - (iii) Regression equation and predictions

Unit-IV : Inferential Methods

- 4.1 Concept of parameter, statistic, sampling distribution, sampling error, and standard error.
- 4.2 Levels of significance, confidence, limits and intervals, degrees of freedom, types of error- Types I, Type II; Tests of significance of mean and of difference between means (both large and small samples) one and two tailed tests.
- 4.3 F-test (one way and ANOVA)
- 4.4 Parametric and non-parametric Statistics: uses and computation of Chi-square test and Contingency coefficient.
- 4.5 Data analysis using computers – Excel/SPSS

Transaction Mode

Presentation, Demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

Sessional Work and Practicum : The students may undertake any one of the following activities:

- Identification of variables of a research study and classification of them in terms of functions and level of measurement
- Use of computers in Literature Review
- Review of Educational research report/article.
- Data analysis using computer

Suggested Readings

1. Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
3. Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
4. Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.

5. Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
6. Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
7. Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
8. Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
9. Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
10. Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
11. Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
12. Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
13. Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
14. Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
15. Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
16. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
17. Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
18. Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.
19. Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
20. Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
21. Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
22. Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*: Thousand Oaks, CA: Sage.
23. Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merrill, Prentice Hall.
24. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
25. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
26. Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.
27. Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
28. Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
29. Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.
30. VanLeeuwen, T., & Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.
31. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge

SEMESTER-II
INTERNSHIP – INTERNSHIP IN A TEACHER EDUCATION
INSTITUTION

No. of Credits: 4

Duration: 3 to 4 Weeks

Internal: 50

The internship has been conceptualised in two parts or 2 credits each. *First part involves a compulsory attachment with a teacher education institution during the Semester II.* The second part involves interning at/associating with a field site relevant to the area of specialization to be held during Semester-III. The internship will be for durations of three to four weeks each.

The internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of assessment may be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organising the internship.

The Evaluation comprised of Internal Component of 50 marks .

Inter Semester Break-II

1. Proposal Writing (2 credits): Research Dissertation

Internal- 50

The dissertation is a compulsory 10 credit component of the MEd programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor.

Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory(/ies)), analysing and writing the findings in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay/treatise.] The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses.

While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at it should begin early on, ideally in the Semester 2 onwards. This also means that the assessment of this component should be spread over various stages in this process, viz., developing a research proposal, presenting it, conducting the research, developing the first draft, finalising the dissertation and presenting it in a viva-voce situation. All these stages should be given due weightage in the assessment of the dissertation.

The **Inter Semester Break-II** comprises of developing a **Research Proposal**. This covers selection of appropriate Problem Area of Study and writing the proposal in the appropriate format preferably in the area of specialization. The Evaluation in this area consists of Proposal Presentation and approval by the team of experts internally.

SEMESTER-III
Special Paper- Elementary Education
SPE-01- PERSPECTIVES IN ELEMENTARY EDUCATION-I

No. of Credits: 4 Contact Hours per week: 4
 Examination Duration: 3 hours

Maximum Marks: 100
 Internal: 30 External: 70

COURSE OBJECTIVES:

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

- Understand the context of elementary education
- Understand the structure of elementary education
- Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- Discuss the development of elementary education in India since independence
- Reflect on the relevance of strategies and programmes of UEE.

COURSE CONTENTS

Unit I- Context of Elementary Education

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

Unit II- Development of Elementary Education

- Nature and focus of Elementary Education after independence.
- Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental right)
- Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

Unit III- Challenges of Elementary Education

- Problems of wastage and stagnation - Single teacher schools - Improper infrastructure - Financial problems of the students - Rural class teaching
- Free and compulsory primary education - staff pattern and content of teacher training of primary school teachers - In-service programmes for professional growth.
- Dropout rate-meaning and computation; reasons for drop out.
- Achievement levels of different types of learners-status and issues.
- Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.

Unit IV- Structure of Elementary Education

- Elementary Education System
- Aims & Objectives - Activities - Linkage with Early Childhood Care education - offshoots
- of primary schools –
- Management and administration of Elementary schools - role of local panchayats
- Functions of Elementary schools

Transaction mode

Lecture-cum-discussion; discussion and reflection in groups; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

Sessional work: The students may undertake any one of the following activities: Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

Suggested Readings

1. Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
2. Government of India (1986) National Policy on Education, New Delhi; MHRD.
3. Government of India (1987) Programme of Action, New Delhi: MHRD.
4. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
5. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
6. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
7. Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
8. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
9. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K. MHRD (2001): Convention on the Right of the child. New Delhi.
10. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
11. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
12. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
13. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
14. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
15. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
16. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
17. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

SEMESTER-III
Special Paper- Elementary Education
SPE-02- PERSPECTIVES IN ELEMENTARY EDUCATION-II

No. of Credits: 4 Contact Hours per week: 4
 Examination Duration: 3 hours

Maximum Marks: 100
 Internal: 30 External: 70

COURSE OBJECTIVES:

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

- Understand the basic curriculum of elementary education
- Understand the techniques of assessment at elementary education
- Understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- Reflect on the relevance of strategies and programmes of UEE.
- Discuss the success of SSA and DPEP for elementary education

COURSE CONTENTS

Unit I: Curriculum and Evaluation at elementary level

- General principles to curricular approaches – activity based play-way, child-centred, theme-based, holistic, joyful, inclusive – meaning, rationale and practical implications in specific contexts; story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, selection criteria, method of transaction
- Local specific community resources – human and material & their integration in curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of elementary education programmes
- Informal evaluation through observation & remediation training of elementary education teachers.

Unit II- UEE, Objectives and Challenges

- Concept, objectives, meaning and justification of UEE.
- Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- Access and enrolment of different types of learners-issues and challenges.

Unit III- Strategies for Quality Elementary Education

- Panchayatraj and community involvement in educational planning and management-related issues
- Participation of NGOs in achieving goals of UEE
- ECCE programme, women empowerment as support services
- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.

Unit IV- Programmes in Elementary Education

- District primary education programme-goals and strategies.

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

Transaction mode

Lecture-cum-discussion; discussion and reflection in groups; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

Sessional work: The students may undertake any one of the following activities:

Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

Suggested Readings

1. Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
2. Government of India (1986) National Policy on Education, New Delhi, MHRD.
3. Government of India (1987) Programme of Action, New Delhi: MHRD.
4. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
5. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
6. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
7. Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
8. Kurrian, J. (1993) Elementary Education in India, New Delhi: Concept Publication.
9. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
10. Mohanty, J. N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi
11. National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
12. Rao, V.K. (2007): Universatisation of Elementary Education. Indian Publishers, New Delhi.
13. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
14. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
15. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
16. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
17. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

SEMESTER-III**Special Paper- Secondary and Senior Secondary Education
SPS-01- PERSPECTIVES IN SECONDARY EDUCATION-I**

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

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

- Understand the context of secondary education
- Understand the structure of secondary education
- Understand the concept, objectives, rationale, challenges in secondary education
- Discuss the development of secondary education in India since independence

COURSE CONTENTS**Unit I- Context of Secondary Education**

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

Unit II- Development of Secondary Education

- Nature and focus of Secondary Education after independence.
- Relevance of educational thought of Mahatama Gandhi and Tagore to secondary education.
- Constitutional provision for education and Directive Principles related to secondary education and their implications.
- Secondary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.

Unit III- Challenges of Secondary Education

- Problems of wastage and stagnation - Single teacher schools – Improper infrastructure - Financial problems of the students - Rural class teaching
- Staff pattern and content of teacher training of secondary school teachers - In-service programmes for professional growth.
- Dropout rate-meaning and computation; reasons for drop out.
- Achievement levels of different types of learners-status and issues.
- Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.

Unit IV- Structure of Secondary Education

- Secondary Education System
- Aims & Objectives - Activities - Linkage with elementary education -
- Management and administration of Secondary schools - role of local panchayats –
- Functions of Secondary schools

Transaction mode

Lecture-cum-discussion; discussion and reflection in groups; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

Sessional work: The students may undertake any one of the following activities:

Each student is required to prepare and present in a seminar a status report on secondary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

Suggested Readings

1. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
2. Govt. of India (1953) Report of Secondary Education Commission, New Delhi
3. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
4. Government of India (1986) National Policy on Education, New Delhi, MHRD.
5. Government of India (1987) Programme of Action, New Delhi: MHRD.
6. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
7. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
8. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
9. Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
10. Kurrian, J. (1993) Secondary Education in India, New Delhi: Concept Publication.
11. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
MHRD (2001): Convention on the Right of the child. New Delhi.
12. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
13. NCERT (1997) Code of Professional Ethics for Teachers, National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
14. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
15. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
16. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
17. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
18. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

SEMESTER-III
Special Paper- Secondary and Senior Secondary Education
SPS-02 – PERSPECTIVES IN SECONDARY EDUCATION-II

No. of Credits: 4 Contact Hours per week: 4
 Examination Duration: 3 hours

Maximum Marks: 100
 Internal: 30 External: 70

COURSE OBJECTIVES:

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

- Understand the basic curriculum of secondary education
- Understand the techniques of assessment at secondary education
- Understand the concept, objectives, rationale, challenges and extent of success of Quality Secondary Education (UEE)
- Reflect on the relevance of strategies and programmes of UEE.
- Discuss the program implementation of RMSA for secondary education

COURSE CONTENTS**Unit I: Curriculum and Evaluation at secondary level**

- Principles of curriculum development and programmes for implementation
- Language issue: importance of mathematics and humanities and social sciences;
- Physical education - Socially Useful Productive Works - Techniques of teaching at
- Secondary stage; Teaching models - team teaching - individualized instruction programmed instruction;
- Dynamic methods of teaching and innovations in teaching techniques: with particular emphasis on the teaching of mother- tongue, science, mathematics and social skills -
- Improvisation of aids and materials for teaching - Evaluation of pupil progress - area of internal assessment - patterns and techniques of evaluation.

Unit II- Administration of Secondary Education

- Decentralization and Centralisation - Agencies of Secondary education -
- Secondary education Boards/ Councils - Staff - Personnel Administration; Teacher morale - Job-satisfaction - School budget - sources of income - Management
- Innovations in Secondary school - Community relationships.

Unit III- Strategies for Quality Secondary Education

- Panchayatraj and community involvement in educational planning and management related issues
- Participation of NGOs in achieving Quality Secondary Education
- Open and Alternative Schooling-NIOS
- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.

Unit IV- Programmes in Secondary Education

- Rastriya Madhyamik Siksha Abhiyan: Mission, Goal, Objectives, Functioning, Financing and Implementation
- Monitoring, research and evaluation of specific schemes like scholarships etc. and different incentive schemes for disadvantaged classes and its uses.
- CBSE, ICSE and State Boards and their functions for successful secondary education program and its certifications,

Transaction mode

Lecture-cum-discussion; discussion and reflection in groups; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

Sessional work: The students may undertake any one of the following activities:

Each student is required to prepare and present in a seminar a status report on secondary education in a chosen state or district with reference to classroom process; access; enrolment, retention/participation, dropout and learning achievement and present in a seminar.

Suggested Readings

1. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
2. Govt. of India (1953) Report of Secondary Education Commission, New Delhi
3. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
4. Government of India (1986) National Policy on Education, New Delhi, MHRD.
5. Government of India (1987) Programme of Acción, New Delhi: MHRD.
6. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
7. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
8. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
9. Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
10. Kurrian, J. (1993) Secondary Education in India, New Delhi: Concept Publication.
11. Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K. MHRD (2001): Convention on the Right of the child. New Delhi.
12. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
13. NCERT (1997) Code of Professional Ethics for Teachers, National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
14. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
15. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
16. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
17. Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
18. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

SEMESTER-III
**PC-06 – PRINCIPLES AND PRACTICES OF CURRICULUM
 DEVELOPMENT**

No. of Credits: 4 Contact Hours per week: 4
 Examination Duration: 3 hours

Maximum Marks: 100
 Internal: 30 External: 70

COURSE OBJECTIVES:

To enable students –

1. To understand the underlying basis, principles, and intricacies inherent in the structure of a sound curriculum and the various forces and considerations involved which must be taken into account when developing a curriculum.
2. To understand the Foundations of curriculum development.
3. To be acquainted with various curricular types and their designs, process and construction.
4. To know about curricular content, curriculum implementation and the process of curriculum evaluation.
5. To know and understand issues, trends and researches conducted in India in the area of curriculum and curriculum development.
6. To design and develop a curricular framework with given objectives in a particular field of formal study.
7. To understand the concept and principles of curriculum development.
8. To understand and appreciate curriculum as a means of development of the individual.
9. To appreciate the need for continuous Curriculum reconstruction.
10. To develop skills in framing curriculum for subjects of teaching, analysing curriculum
11. To analyse teaching-learning process and developing course contents in the subjects of teaching.

COURSE CONTENT:**UNIT I**

- 1.1. Curriculum: Concept and meaning.
- 1.2 Curriculum, syllabus and Textbooks – selection, gradation and organization of subject matter.
- 1.3 Bases, determinants and motives of curriculum – Philosophical, Psychological, Sociological and discipline oriented considerations.
- 1.4 Basic elements and principles of curriculum.
- 1.5 Curriculum theories and procedures.
- 1.6 History of curriculum development.

UNIT II

- 2.1 Categories and Types of Curriculum: Teacher centered, subject centered, child-centered, peripheral, Enrichment, Special, Integrated, Correlated, Fused, Interdisciplinary, Window-shopping, Frontline, Crash, Spinal.
- 2.2 Curriculum design and organization: Components, source, principles and approaches.

UNIT III

- 3.1 Models of curriculum: Different models of curriculum development – Administrative Line Staff (Taxler), Grassroot-level planning (Hild Taba) Demonstration, System-analysis.

- 3.2 Criteria for selecting a model.
- 3.3 Curriculum Construction – principles and approaches; deduction of curriculum from aims and objectives of education.
- 3.4 Curriculum Implementation: Models and Strategies, Leadership role and community participation.
- 3.5 Role of curriculum support materials and Types and place of materials and media (aids) to be used.
- 3.6 Process of curriculum implementation in India.

UNIT IV

- 4.1 Curriculum Evaluation: Importance and Models of curriculum evaluation.
- 4.2 Types of curriculum evaluation (formative, summative).
- 4.3 Interpretation of evaluation results and the method.
- 4.4 Issues and Trends in curriculum development and curriculum researches in India.
- 4.5 Suggestions and recommendations in curriculum development – as per University Education Commission (1948), Secondary Education Commission (1952), Education Commission (1966) and NPE (1986).

Transaction mode Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CABE reports, commissions and committees on secondary Education and Curriculum related issues and reflective discussion on the recommendations could be done. Hands on experience at work situation and observation of training sessions and presentation etc could constitute the different forms of curriculum transaction.

Both the individual and group learning/transactional strategies need to be adopted. Besides, the lectures, discussions, demonstration methods; attempts needs to be made to provide hands on in developing and demonstrating the materials. Students' seminars on select themes especially the current issues in curriculum development could be originalised. Field visits to places of curricular other sites i.e. Museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers. As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.

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

- Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks.
- Evolving criteria for development of syllabi and textbooks
- Maintaining of reflective diary on schools/institutions (SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.
- Evaluation of a primary class text book.
- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.

Suggested Readings

1. Andrey & Howard Nicholls. Developing Curriculum – A Practical Guide. George Allen and Unwin, London, 1978.
2. Bexday, G.Z.L.: Comparative methods in Education, Oxford and IBH Publishing Col., New Delhi, 1964.
3. Cramer, I.F. & Brown. G.S.: Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.
4. Denis Lawten, School Curriculum Planning. Hodder and Stoughton, London, 1986.
5. Dent, H.C. Educational System of England, George Allen and Unwin, London, 1981.
6. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press
7. Edward, A. Krug. The Secondary School Curriculum Harper and Row Publishers, New York, 1960.
8. Hans, Nicholas. Comparative Education. Routledge and Kegan Paul, London, 1961.
9. Harold Alberty. Reorganizing the High School Curriculum. MacMillan Company, New York, 1957.
10. Harold, B. Alberty & Elsic, J. Alberty. The Curriculum. The MacMillan Company, New York, 1963.
11. Hugh Sockelt. Designing the Curriculum. Open Books, London, 1976.
12. Ivor, K. Davies. Objectives in Curriculum Design, McGraw Hill, London, 1976.
13. John, D.McNeil., Curriculum, Little Brown and Company, Boston, 1977.
14. Joseph. Leese. The Teacher in Curriculum Making, Haprer and Brothers Publishers, New York, 1961.
15. Kandel, I.L. Studies in Comparative Education, George Harrup, New York, 1963.
16. King, E.J. Other Schools and Ours. Holt, Rinehart and Winston, New York, 1959.
17. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
18. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
19. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
20. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
21. William, M. Alexander, Planning Curriculum for Schools. Holt, Rinehart and Winston, New York, 1966.
22. Vernon, E. Anderson (1962) : "Principles and Procedures of Curriculum Improvement".
23. Zais, R.S. (1976) : "Curriculum Principles and Foundations", Harper & Row Pub., London.

Audio-Video CDs

- CIET (2006) The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi.

SEMESTER-III

MEPC-07- HISTORY AND POLITICAL ECONOMY OF EDUCATION

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

- (1) To acquaint the students with the general development and progress of education prior to independence.
- (2) To acquaint the students with general development and progress of education after independence.
- (3) To enable the students to assess and evaluate various "Plan efforts" (V Year Plans) put into effect from time to time.
- (4) To enable the students to understand the concept and meaning of problems of Education (social, economic, political)
- (5) To enable the students to understand the various problems of education at different stage (Primary, Secondary, Higher Secondary, higher education, Vocational, women, Handicapped) with special reference to different Commissions and Committees.
- (6) To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
- (7) To enable the students to understand the problems related to the policies of Government and to find out remedies.
- (8) To acquaint the students with the relationship between the financial support of education and quality of education.
- (9) To develop familiarity with the various sources of financing education in India.
- (10) To enable the students to locate human and material resources and utilise them to the maximum benefit for education.

COURSE CONTENT:

UNIT-I: HISTORY OF INDIAN EDUCATION-I

- Progress of Education in Ancient Indian Education- Review of
(a) Brahmanic (Vedic), Buddhistic (c) Jain (d) Muslim-Islamic-(Education System during these periods)

UNIT-II: HISTORY OF INDIAN EDUCATION-II

- Education in the early years of the 19th century
Charter act of 1813, 1833
- Role of Missionaries in Education.
- Macaulay's Minutes
- Wood's Dispatch 1854.
- Indian Education commission 1882 (Hunter Commission.)
 - Education in the 20th century :
 - Lord Curzon policy of education 1904.
 - Hartog Committee.
 - Recommendation of Dr. Jakir Hussain Committee for basic education.
 - Seargent Plan - 1944.

UNIT-III : EDUCATIONAL PROVISIONS IN FREE INDIA

- Constitutional Provision: Articles ,Sections ,Subsections, addition and reviews for Education
- Radhakrishnan Commission Recommendations.
- Mudaliar Commission Recommendations.
- Ed. Commission of 1964-66.
- Challenge to education - New ed. policy.- Policy of Education 1986
- Plan of Action 1992.
- Planned efforts of India for Education Plans (V Year Plans), Niti Ayog
- Assessment and Evaluation of development and progress of Education during plan

UNIT-IV: ECONOMICS OF EDUCATIONAL SYSTEM AND ECONOMICAL CHALLENGES

- Need and significance of Educational Finance
 - i. Rising Unit costs and resources constraints
 - ii. Demand for education.
 - iii. Supply of education.
 - iv. Constitutional responsibility for providing education.
- Return of Investment in education.
- Sources of Finance :
 1. Government grant (central, state, local)
 2. Tuition fees
 3. Taxes
 4. Endowments, Donation and gifts
 5. Foreign aids.
- Critical review of present grant-in-aid System

Transactional Mode The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

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

- Assignment/term paper on selected theme from the course.
- A study of the functioning and contribution of a VEC/SMC/PTA.
- Critical analysis of grant in aid schemes of the state and the centre
- Funding scheme under RUSA
- Prepare a plan for the mobilization of different types of resources form the community.
- Analysis of School Education Act of a state.
- Case studies of School Education Act of state high results at the secondary/senior secondary levels.
- Identifying Social Problem and its solution for one B.Ed College
- Critical Study of National policy of Education (1986).

Suggested Readings

1. Education in Ancient India – Dr. A.S. Altekar
2. Ancient Indian Education – R.K. Miharji
3. A History of Education in India (during the British period) by J.P. Naik and Nurulla
4. A text Book in History of Education- Paul I Munroe.
5. N.C.E.R.T., NCERT- the First Year Book of Education 1961.
6. Ministry of Education- Education Commission Report- 1964-66 Dr. Kothari Commission
7. UNESCO- Economic and Social aspects of Educational Planning, 1963

8. Naik J.P.- educational Planning in India 1965-allied Publishers
9. Problems of Higher Education in India- An Approach to Structural Analysis and Recognition.
10. Educational Recognition- Acharya Narendra Dev Committee (1939-1953)
11. History and Problems of Education Voi.I- Yogendra K. Sharma
12. History and problems of Education Voi. II- Yogendra K Sharma. Reference Books : 10. Saffer, H. Investment in Human Capital, New York : MacGraw Hill, 1961.
13. Azad, Jagdishlal Financial of Higher Education in India, New Delhi, Sterling Publishers, 1975.
14. Misra, Atmanand Financing Education in India, Bombay : Asia Publishing Co., 1964.
15. John, R. L. and Morphet, B.L.(Ed.) Problems and Issues in public school finance, New York: Columbia University, 1952.
16. Mort, P. R. and Reusser, W.C. Public School Finance, New York : McGraw Hill, 1960.
17. Musgrave, R. A., Theory of public Finance : A Study of public Economy, New York : McGraw Hill.
18. Saxton, P. G. Education and Income, New York : Viking Press, 1961.
19. Vaizeg, J. Costs of Education, London : Allen and Union, 1964.
20. UNESCO Financing of Education, Paris : 1961.
21. Syed, Nurullah & Naik, A History of Education in India, (in 1800-1965. Bombay : MacMilan Co.,1958.)
22. Rawat, P. L. History of Education, Agra : Rempreasad & Sons, 1965.
23. Chauble, S. P., A History of Education, Allahabad, Bharat Publication, 1955.
24. Mukerji S. N. Education in India To-day & Tomorrow, Baroda : Acharya Book, Baroda, 1960.
25. Saiyeddin K. C. Compulsory Education in India, Delhi, University Publication Commission, 1964.
26. Report of Education Commission, 1964-66.
27. S. B. Rajor - History of Education.
28. Hartog Philip, Some aspects of India Education : Past & Present, London, Oxford.

SEMESTER-III**Internship in the Area of Specialisation (4 credits)****Internal-50**

The internship has been conceptualised in two parts or 2 credits each. First part involves a compulsory attachment with a teacher education institution during the Inter Semester break-II. *The second part involves interning at/associating with a field site relevant to the area of specialization in Semester III.* The internships will be for durations of three to four weeks each. It is suggested that the institutions develop a network of partner organisations where the students can intern. The host organisations may help in designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

Further, level based specialisations (such as ECCE, Elementary, Secondary and Tertiary) would necessitate that the internship for students with these specialisations are organised in institutions at the relevant level only. For example, Students with specialisation in elementary education will be placed in Elementary School/Elementary Teacher Education institution, those with secondary education will be placed in Secondary School/Secondary Teacher Education Institution.

This also implies that the internship should be structured around some focussed tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organisation. These tasks may converge in a short field report on the basis of which a part of assessment may be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (3 to 5) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organising the internship.

The Evaluation comprised of Internal Assessment of 50 marks.

Inter Semester Break-III

Tool Course

1. Research Report writing (2 credits)

Internal- 50

This component comes under Tool Courses of the Program. The research report writing component is meant to focus on questions such as: What are the different kinds of writings and writing styles? What are the essential requirements of research report writing or dissertation writing? What are the different parts of a research report and go forward in writing them? What distinguishes a good research report writing from others? What are review sources and how to refer to them? How to cite a source, paraphrase and acknowledge the source? How to edit one's own writing? How to write the references? How to refer a Web Search etc ? This component is also evaluated internally through presentation and assignments and projects.

The evaluations in the above Area is totally internal and a criterion for marking has to be chosen by the teacher concerns.

SEMESTER-IV
Special Paper- Elementary Education
SPE-03 – EARLY CHILDHOOD CARE AND EDUCATION

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

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

- understand the need and significance of early childhood care and education
- understand the policy perspectives on ECCE in India and world
- understand social and personal development of children (3-6 years)
- understand the quality dimensions i.e. curriculum, programmes and work force for ECCE
- develop knowledge and skills for research and evaluation in ECCE and training of personnel.

COURSE CONTENTS

Unit I- ECCE: Policy and Perspectives

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

Unit II- Psycho – social Context of Pre-school Education and Curriculum of ECCE

- Developmental characteristics and norms – physical, cognitive, language and socio-emotional during early childhood.
- Transition from home to school – issues and concerns.
- Socio-cultural contexts in school and home and child-rearing practices in different cultures.
- Curriculum for School Readiness – physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches
- Different types of pre-school curriculum/ Montessori, Kindergarten, Balawadi and Anganwadi Centres
- Support of workforce: teachers, parents and community support in functioning of ECCE centers

Unit III- Strategies/ Approaches and Resources

- Characteristics of programmes for different settings – Pre-primary and early primary grade children – needed emphasis and rationale

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

Unit IV – Training, Research & Evaluation in ECCE

- Need and significance of personnel involved in ECCE programme.
- Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems.
- Areas of research studies in ECCE.
- Evaluation of ECCE programmes, methodology and implications.

Transaction Mode

- Group Discussion : reviews and analysis of book/reports/documents;
- Observation of activities of the children followed by case studies
- Visit to pre-school, Anganwadies/ICDS centers and pre-school Teacher Education institutions followed by discussion
- Film shows followed by discussion
- Seminar presentations followed by discussion
- Research review and criticism
- Development of research proposals
- Projects and assignments focusing on observation and interaction with children on specific theme.

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

- * Case study of Anganwadi, pre-school centers
- * Assignment on selected themes from the course
- * Study of present status of ECCE in a State//District
- * Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1992)
- * Reflection on literature on equality ECCE services of one western country (internet, journals)
- * Writing of journal articles on different issues on ECCE
- * Survey of play materials and comparing with the socio-cultural set-up
- * Survey of child rearing practices in different cultures

Essential Readings

- * NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- * Govt. of India (2005). National Plan of Action for Children, 2005: Department of Women and Child Development, New Delhi

- * NCERT (2005). Position Paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
- * UNESCO (2007): Strong Foundations: Early Childhood Care and education. Paris.

Suggested Readings

1. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.), Shipra Publications, New Delhi.
2. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
3. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
4. NCERT (2005). National Curriculum Framework, New Delhi.
5. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
6. NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
7. Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.
8. Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.
9. Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
10. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.
11. UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.
12. UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.
13. World Bank (2004). Reaching out to the Child: An Integrated Approach to Child Development, New Delhi, Oxford University Press.

SEMESTER-IV
Special Paper- Elementary Education
SPE-04- CURRICULUM, PEDAGOGY AND ASSESSMENT IN
ELEMENTARY EDUCATION

No. of Credits: 4 Contact Hours per week: 4
 Examination Duration: 3 hours

Maximum Marks: 100
 Internal: 30 External: 70

COURSE OBJECTIVES:

On completion of this course the students will be able to

- Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- Reflect on the need and importance of work experience, art education and health and physical education
- Understand the importance of teaching of language and mathematics at elementary level
- Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level
- Develop research insight for curriculum development in elementary education.

COURSE CONTENT

Unit I- Principles of Elementary School Curriculum

- Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; different perspectives to curriculum and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; techniques and tools of assessing cognitive abilities, affective learning, skills and processed and motor abilities. The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit II-Work Experience, Art Education and Health & Physical Education

- Place of Work Experience in curriculum, objectives, planning and organisation of learning experiences, methods, media and activities, teacher's role, evaluation - issues and challenges in evaluation of co-scholastic areas
- Place of Health and Physical Education in the elementary school curriculum; objectives – knowledge, skills, attitudes; content and process of health and physical education; instructional strategies; conditions for effective motor learning; evaluation in health and physical education – issues
- Evaluation of different programmes in elementary schools – work experience, art education, health & physical education

Unit III- Language(s) and Social Sciences

- Place of language in elementary school curriculum, objectives of teaching mother-tongue/language(s) - listening, reading, speaking and writing; psycho- linguistic and socio-linguistic aspects of language learning and factors influencing language development; listening skills: nature, types, guidelines for teaching listening – listening sessions and activities; speaking skills: attention to speaking skills, instructional setting and situations; reading skills: speed at different levels of comprehension; writing skills: writing and experience, developing writing skills, spelling in the writing programme, developing handwriting skills.
- Evaluation and remedial teaching with reference to the above language skills

- Need for developing environmental awareness, population awareness, family welfare awareness; place of social sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the social world and environment of the child
- Evaluation in social Sciences and Preparation of curricular material

Unit IV–Mathematics and Environmental Studies/ Natural Sciences

- Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and its implications for teaching
- Content and process in learning mathematics; strategies for teaching concepts, principles, computational and drawing skills and problem-solving abilities in mathematics; laboratory approach to learning mathematics, use of mathematics kit
- Evaluation of learning in mathematics; diagnosis and remediation of difficulties in learning mathematics
- Need for developing environmental awareness, population awareness, family welfare awareness; place of environmental studies and natural sciences in elementary school curriculum; objectives, content and process in learning, organisation of learning experiences, observation, investigation and exploration of the environment of the child, evaluation of student's learning in EVS programme
- Preparation and use of different types of curricular material; Evaluation of Science Learning and Process Skills

Transactional Mode

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

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

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programme as existing in any school

Suggested Readings

1. Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
2. Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally & Co., Chicago.
3. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
4. In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
5. NCERT (2005): National Curriculum Framework, NCERT, New Delhi
6. National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
7. Petty, W.T (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co, Chicago.
8. Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, N.York.
9. The Study of Primary Education – A Source Book, Volume I & II, 1984
10. Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

SEMESTER-IV
Special Paper- Elementary Education
SPE-05 – ELEMENTARY TEACHER EDUCATION

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

On completion of this course the students will be able to

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

COURSE CONTENT

Unit I – Teaching as a Profession

- Teaching skills and competencies required of an elementary school teacher, the need for education and training of teachers; code of ethics.
- Expectations of NCF 2005 from teacher as a professional practitioner; Academic and professional qualification of an elementary school teacher – analysis of status; Teaching as profession – analysis of present status and types of personnel recruited as teachers

Unit II– Pre-service Teacher Education and Teacher Education Curriculum at Elementary level

- Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility requirements
- Orientation, objectives, curriculum components, weightages and organisations
- Theoretical inputs in teacher education, foundation courses and teaching methods of different school subjects – content, rationale, objectives and organisation
- Rationale and objectives for different inputs in practical and field experiences – developing skills – instructional skills, communication skills, managerial skills, organizational skills and contextual skills (multigrade, large class etc.)
- Organising learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment
- Supervising student teaching – objectives, tools and techniques
- Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques

Unit III– Teacher Training Methods and Techniques

- Making training participatory – methods and techniques, delivery of training – modes, methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role-play, peer teaching, projects, modular and mini course
- Using ET resources in training – films, studios and videos

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Unit IV– In-service Teacher Training and Resource Institutions

- Complementary nature of pre and in-service teacher education – need for in-service training, objectives of in-service training, planning in in-service training, identifying training needs, determining objectives, content and methodology; monitoring, evaluation, reporting and follow-up of in-service training programme
- Different formats – workshops, seminars, institutes, courses and their features
- Enhancing effectiveness of in-service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills)
- Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes
- NCTE – objectives, functions and roles in quality control of teacher education
- Professional associations of teachers/trainers – roles and functions

Transactional Mode

Group discussion, Lecture-cum –discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences

Sessional Works: The students may undertake any one of the following• Critical study of existing teacher education curriculum of a state

- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

Suggested Readings

- Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
- Kauchak, D.P. & Paul, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
- Kundu, C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
- Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.

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SEMESTER-IV
Special Paper- Secondary and Senior Secondary Education
SPS-03- SENIOR SECONDARY EDUCATION

No. of Credits: 4 Contact Hours per week: 4
 Examination Duration: 3 hours

Maximum Marks: 100
 Internal: 30 External: 70

COURSE OBJECTIVES:

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

- understand the need and significance of senior secondary education
- understand the policy perspectives on higher secondary education in India and world
- understand social and personal development of Adolescent learners
- understand the quality dimensions i.e. curriculum, programmes and work force for Secondary Education
- develop knowledge and skills for research and evaluation in senior secondary education and training of personnel.

COURSE CONTENTS**Unit I- Senior Secondary Education : Policy and Perspectives**

- Concept, significance and objectives of Higher Secondary (HS) education.
- H.S. Education in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992); National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009). Vocationalisation of Higher Secondary Education (VHSE).

Unit II- Psycho – social Context of Secondary-school Education and Curriculum

- Developmental characteristics and norms – physical, cognitive, language and socio-emotional during Adolescence.
- Transition from child to adolescence – issues and concerns.
- Socio-cultural contexts in school and home and adolescence coping with his stress and strain.
- Curriculum for Career Readiness – physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches
- Support of workforce: teachers, parents and community support for adolescence learners.

Unit III- Strategies/ Approaches and Resources

- Characteristics of programmes for different settings – Classroom, Laboratory and Field-Visit
- General principles to curricular approaches – activity based, theme-based, Project based, Performance based, holistic, field trips and explorations as methods in higher secondary stages – meaning, rationale, method of transaction in specific contexts.
- Strategies to move from Client Centred teaching to Discipline centred teaching
- Local specific community resources – human and material & their integration to curricular activities;; community involvement in effective implementation of higher secondary programmes
- Informal evaluation through observation & remediation; training of higher secondary teachers.

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Unit IV – Training, Research & Evaluation in Higher Secondary Level

- Need and significance of personnel involved in senior secondary programme.
- Status & nature of training programmes – pre-service & in-service – a critical evaluation, issues, concerns and problems.
- Areas of research studies in Higher Education.
- Evaluation of Higher Education programmes, methodology and implications.

Transaction Mode

- Group Discussion: reviews and analysis of book/reports/documents;
- Observation of activities of the children followed by case studies
- Visit to Higher Secondary school and Teacher Education institutions followed by discussion
- Film shows followed by discussion
- Seminar presentations followed by discussion
- Research review and criticism
- Development of research proposals
- Projects and assignments focusing on observation and interaction with children on specific theme.

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

- Assignment on selected themes from the course
- Study of present status of higher secondary schools and board in a State//District
- Reflection on resource material, book available for higher secondary education
- Writing of journal articles on different issues on higher secondary education ECCE

Suggested Readings

- Government of India (1986). National Policy on Education, Department of Education, New Delhi.
- NCERT (2005). National Curriculum Framework, New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
- Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
- Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
- Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993) Secondary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.
- MHRD (2001): Convention on the Right of the child. New Delhi.
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
- NCERT (1997) Code of Professional Ethics for Teachers
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

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SEMESTER-IV

Special Paper- Secondary and Senior Secondary Education SPS-04-CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY AND SENIOR SECONDARY EDUCATION

No. of Credits: 4 Contact Hours per week: 4
Examination Duration: 3 hours

Maximum Marks: 100
Internal: 30 External: 70

COURSE OBJECTIVES:

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

- develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
- reflect on the need and importance of work experience, art education, health physical education and working with the community.
- understand the importance of teaching of language science and mathematics at secondary level
- develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
- develop research insight for curriculum development in elementary education.
- understand the nature and uses of different types of tools and techniques of evaluation in education
- acquire the skill to construct the achievement and diagnostic tests
- administer the tests and interpret the best scores and its implication to students and parents
- undertake action research and interpret the results

COURSE CONTENT

Unit I: Principles of School Curriculum Development at Secondary and Senior Secondary Level

- Concept, components and determinants of curriculum; principles of curriculum construction, criteria for selection and organisation of content and learning activities; designing integrated and interdisciplinary learning experiences different – Principles of School Curriculum. Development at Secondary and Senior Secondary Level
- Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum – formative and summative; The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

Unit II: Language and Social Sciences Curriculum

- Focus on three (3) language formula emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction
- English needs to find its place along with other Indian Languages –
- Multilingual character of the classroom.
- Focus on conceptual understanding rather than living up facts, ability to think independently and reflect critically on social issues.
- At secondary stage social sciences comprise history, geography, sociology, political science and economics

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- At + 2 stage disciplines like political science, geography, history economics, sociology and psychology will be introduced.

Unit III: Science and Mathematics Curriculum

- Science as a composite discipline at secondary stage
- Systematic experimentation as a tool to discover/verify theoretical principles and working on locally significant projects involving science and technology.
- Introduction of science as separate discipline such as Physics, Chemistry, Mathematics, Biology etc with emphasis on experiments/technology and problem solving.
- Rationalization of curriculum load to avoid steep gradient between secondary and higher secondary syllabi.
- Need to identify core topics of a discipline at +2 level taking into account recent advances in the field.

Unit IV Educational Evaluation - Tools and Techniques

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

Transaction mode Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CABE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations.. Hands- on-experiences at work situation and observation of training sessions and presentation etc

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

- Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organisations) observed visited and analysis of the own experiences.

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- Evaluation of syllabus related to teacher education of any state either at senior secondary level.
- Critical analysis of a curriculum
- conducting continuous evaluation in scholastic and non-scholastic areas
- preparation, administration and interpretation of a diagnostic test
- preparation of SES scale for 30 students of a class, collection, classification, tabulation and graphical representation of data as well as interpretation of data
- analysis of curricular materials with reference to development of values
- analysis of curricular materials with reference to gender sensitivity
- a study of curriculum load and home work practices,
- conducting an action research and reporting the results
- critical study of a text-book/work book
- conducting a case study
- study of the evaluation practices in selected schools
- critical analysis of examination papers
- construction and tryout of classroom tests

Suggested Readings

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

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SEMESTER-IV
Special Paper- Secondary and Senior Secondary Education
MESPS-05- SECONDARY AND SENIOR SECONDARY TEACHER
EDUCATION

No. of Credits: 4 Contact Hours per week: 4
 Examination Duration: 3 hours

Maximum Marks: 100
 Internal: 30 External: 70

COURSE OBJECTIVES:

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

- examine the nature and objectives of teacher education
- critically examine the growth and development of teacher education in the country
- appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- develop understanding of various strategies of teachers' professional development
- gain insight into the status of teachers in-service education in the country
- develop understanding of the process of in-service teacher education,
- use various methods and techniques for the identification of training needs,
- use various techniques for the evaluation of in-service teacher education programmes,
- reflect on issues, concerns and problems of teacher in-service education of the teachers.
- appreciate the use of ICT for the professional development of the teachers.

COURSE CONTENT

Unit I – Teaching as a Profession

- Teaching skills and competencies required of any secondary and senior secondary school teacher, the need for education and training of teachers; code of ethics.
- Expectations of NCF 2005 from teacher as a professional practitioner; Academic and professional qualification of an secondary and senior secondary school teacher – analysis of status; Teaching as profession – analysis of present status and types of personnel recruited as teachers

Unit-II Teacher Education in India at Secondary and Senior Secondary level

- Pre-Service and Inservice Teacher Education: concept, nature, objectives and scope.
- Development of teacher education in India at secondary and senior secondary level, recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system.
- The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level: roles and functions of IASEs, CTE.
- Roles, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.
- Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.

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Unit-III: Secondary education Management Information System (SEMIS) and assessment and evaluation

- CCE in Teacher Education.
- Formative and summative evaluation; norm referenced and criterion reference evaluation.
- Evaluation of school experience/internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
- Portfolio assessment
- Structure of MIS School mapping at secondary level
- Course mapping at senior secondary level
- Types of Media—Audio, Video, Audio-Video.
- Interactive technologies-teleconferencing, e-learning, designing of e-content.
- EDUSAT for teacher professional development programme (CPD).
- Role of IGNOU, UGC, NCERT, SIETs
- Challenges and limitations of interactive technologies for INSET.

Unit-IV : Curriculum and evaluation of Secondary and Senior Secondary Education

- –Principles of School Curriculum Development at Secondary and Senior Secondary Level
- CCE in Teacher Education.
- Formative and summative evaluation; norm referenced and criterion reference evaluation.
- Evaluation of school experience/internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
- Portfolio assessment

Transactional Mode

1. Group discussion, lecture-cum-discussion, panel discussion, symposium, reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.
2. Preparing a training plan (design) for the in-service training of specified target group on a specified theme
3. Demonstrating a training technique with peers
4. Constructing a tool for evaluation of specified skills/understanding/attitudes
5. Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions
6. Preparation of a plan for INSET of the teachers of school.
7. Construction of Tools for identification of Training needs in different subject areas.
8. Identification of Training needs of a group of teachers of a school.
9. Preparation of self-learning material/e-content for primary or secondary school teachers.

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10. Appraisal of a training programme organised by DIET/IASE/CTE.

Sessional Work : Suggested Activities: preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement

- preparing a report on the existing status of the teachers, method of recruitment of salary structure
- conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest improvement there of
- visits of different types of secondary schools and preparation of school profiles
- conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- preparation of status report of performance of teachers in contextual curriculum transaction
- observation of in-service teacher education programme at secondary level and preparation of a report
- identification of committed teachers and preparation of their profiles
- visit to alternative education centres at secondary level and preparation of a report
- survey of educational needs of disadvantages/disabled

Suggested Readings

1. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
2. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
3. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
4. The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
5. Report of the Education Commission (1964-66).
6. Report of the National Commission on Teachers (1983-85).
7. National Curriculum Frameworks for Teacher education, 2009
8. Report of the Delors Commission, UNESCO, 1996
9. National Policy of Education 1986/1992.
10. National Curriculum Framework on school education, 2005.
11. Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi References
12. Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
13. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
14. Herne Steve, Jessel John & Griffith, Jenny (2000). *Study to Teach: A Guide to Studying in Teacher Education*. Rout ledge Falmer. London and New York.
15. Korthagen, Fred A.J. et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
16. NCTE (1998): *Policy Perspectives in Teacher Education*. New Delhi.
17. NCTE (1998). *Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education*. New Delhi.

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18. Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. Discovery Publishing House. New Delhi.
19. Linda Darling, Hammond & John Bransford (2005): *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
20. Loughran, John (2006): *Developing a Pedagogy of Teacher education : Understanding Teaching and Learning about Teaching*. Routledge: New York.
21. Yadav, M.S. & Lakshmi, T.K.S. (2003): *Conceptual inputs for Secondary Teacher Education: The instructional Role*. India, NCTE.
22. Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
23. Mohammad Miyan (2004). *Professionalisation of Teacher Education*. Mittal Publications. New Delhi.
24. NCTE. (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. NCTE New Delhi.
25. Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature*. UNESCO: IIEP, Paris.
26. Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi.
27. Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
28. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
29. Govt. of India (1953) Report of Secondary Education Commission, New Delhi
30. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
31. Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
32. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
33. NCERT (1997) Code of Professional Ethics for Teachers

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SEMESTER-IV**Research Dissertation (6 credits)**

Internal -50

External-100

The dissertation is a compulsory 10 credit component of the MEd programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor.

Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory(/ies)), analysing and writing the findings in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay/treatise.] The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses.

Semester 4 of the programme, is where the student has to submit the final dissertation for which he/she has initiated the work from Semester 2 onwards. After the preparation of the proposal and also the research tools, at this semester they will be developing the first draft, finalize the dissertation and present it in a viva-voce situation. All these stages should be given due weightage in the assessment of the dissertation.

For supporting the students through these processes, apart from mentoring by faculty, timely orientations (to explain the expectations, processes, roles of the students and research mentors, and assessment), workshops (for example: on doing fieldwork, taking field-notes, referencing and editing, etc.) and research seminars (where the MEd students present work-in-progress, and other researchers are invited to present their work) should be organised. Sessions guiding students to understand the interfaces between theory (transacted through taught courses) and the dissertation must also be planned. These could be in the form of special tutorials in relevant courses.