Maharaja Surajmal Brij University, Bharatpur

FACULTY OF EDUCATION

SYLLABUS AND SCHEME OF EXAMINATION

M.Ed. (Two Year)

For the Examination of

III & IV Semester

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Ordinances for Admission of Students to the Examination of Master of Education (Two year programme):-

O.327. The candidates seeking admission for the degree of Master of Education (two year programme) should have obtained at-least 50% marks or an equivalent in the following programme of this university or another university recognized by the syndicate for the purpose,a regular course of the study:.

    i) B.Ed.

    ii) Shiksha Shastri

    iii) Graduation and B.Ed. (four year course)

    iv) B.El.Ed, (Four year course).

N.B.: Candidate passing Shiksha Shastri Examination and seeking admission to M.Ed. Course shall be considered eligible for admission to M.Ed. if the candidate has passed Shiksha Shastri examination with courses of study as are identical to B.Ed. This shall be operative form the session 1980-81.

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per rules of the central/state government whichever is applicable.

O.328. The Master degree in Education (M.Ed.) programme is for a period of two year regular full time consisting of four semesters , viz. semester I, semester II, semester III, semester IV. Each year shall comprise of two semester viz. odd & even semesters. Odd semesters shall be from July to December and Even semesters shall be from January to May. To complete the M.Ed. programme maximum time period will be three years from the date of the admission as per NCTE regulations.

O.328 A. The objectives of the M.Ed. Course are:

1. To prepare professional personnel required for staff colleges of education at the pre-primary and secondary levels.

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2. To prepare professionals, administrators and supervisors for the various positions of responsibility in Educational institution, Department of Education and Educational Planning and Supervisory Educational Services.

3. To train persons for various psychological services such as psychological testing, personal educational and vocational guidance, statistical services with an educational orientation.

4. To train persons for participation in programmes of examination reforms and educational evaluation.

5. To train persons for organizing curriculum development and preparation of instructional materials.

6. To prepare personnel through systematic study and research which will contribute to the development of educational literature and lead to the growth of education as a discipline.

7. To understand the Socio-economic-cultural background and academic of entrants to B.Ed course.

8. To master the methods and techniques of developing competencies, commitments and performance skills of a teacher.

9. To explain the nature of issues and problems faced by the state system of education and some innovative remedies to solve them.

10. 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.

11. To understand, in the light of recent global developments, the new thrusts in education, the ways and means to inculcate intellectual, emotional and performance skills among secondary level teachers, the "Global citizens of tomorrow".

12. To imbibe them attitudes and skills required for life-long learners on the ICT influenced world of today and tomorrow.

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13. To acquire the skills required of a 'consumer' and 'practitioner' of educational research and innovations.

The objectives are expected to be achieved through (a) a closer study of fundamental basic subjects, (b) specialization in subjects allied to the selected field and (c) some research or investigation.

The course as a whole is flexible enough to provide (i) Specialization in a field of education (ii) broad study of education according to the needs and interest of the students.

O. 329. The Examination for the Degree of M.Ed. shall consist of the following :

Part I- Theory paper and ISB, Demonstration ,Internship and Practical Work.

Part II- Dissertation

Dissertation:-

O329A. The dissertation under semester Part-II shall be closely related to the optional papers offered by the candidate. The topic and the plan of the dissertation will be decided in consultation with the faculty members appointed by the Principal of an affiliated college and Head of the department, Education of the University. The topic is finally approved by the Principal in case of affiliated college and by the Head of the department of Education in case of university. In special case the Principal/ Head of the university department, Education of the university may permit a student to select any other field for his/her dissertation.

Every candidate for the M.Ed. examination under Part-II shall, at the time of submitting the dissertation will produce a certificate from the Head of the Institution/Head of the university department of Education, where he/she has studied to the effect that the dissertation work of the candidate is genuine and is fit to examine.

The dissertation together with two copies of the summary shall be submitted to the Principal of the College/Head of university department of Education, who will forward the same to the Registrar of the University by the 10 March of IInd Year(IV semester).

In case of candidate having offered dissertation involving interdisciplinary approach to more than one subject, the Supervision by more than one person be permitted and such a supervision be termed as joint supervision.

O.329 B. There shall be an examination at the end of each semester, for first semester in the month of December/January, for second semester in the month of May/ June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in December/January or May/ June.

O.329C. If in the examination both parts of which are taken simultaneously by a candidate, if dissertation is adequate but he/she has not reached the required standard in the written part of the examination, the candidate shall be exempted from re-entry on the presentation of a dissertation, similarly if the candidate has reached the required standard in the written papers, but the dissertation is not adequate, he/she shall be exempted from re-entry in the written part of the examination.

O.329 D. A candidate who has passed the M.Ed. Examination of the University of any other University recognized by Syndicate may be permitted to appear for the examination in the remaining paper/papers in the area of specialization paper X already offered by him (without attending a affiliated college), or the papers in any other area of specialization under Part 1 (B) provided he/she studies at a Post-Graduate Teachers Training College affiliated to the University for at least six months and completes the required amount of Theoretical, Practical, Sessional work if the area of specialization which he/she wishes to offer is different from the one in which he/she submitted the dissertation during the M.Ed. Examination.

Regulation 43:- SCHEME OF EXAMINATION

Theory papers and ISB, demonstration, internship, practical work.

I semester	Paper 1,2,3,4	ISB I
II semester	Paper 5,6,7,8,	ISB II a) Dissertation work
		b) Internship
III semester	Paper 9,10,11,12, *13	ISB III a) Dissertation
	(*Intership)	b) Academic

Writing

IV semester Paper 14, 15, **16

(**Dissertation)

Detailed programme of Examination (I, II, III, & IV Semester)

Programme Outline of M.Ed

Semester-I

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
I	M.Ed-01	Psychology of Learning and Development.	04	75	25	100
II	M.Ed-02	Historical, Political and Economical Perspective	04	75	25	100
III	M.Ed-03	Educational Studies	04	75	25	100
IV	M.Ed-04	Introduction to Research Methods	04	75	25	100
ISB - I	*ISB I (Inter Semester Break)	**Communication and expository Writing:-**	02		50	50
		Part I - Review of Related Literature on any area of Education Research.	01	-	25	25
		Part II- Self Development Programme (Any Two)	01	-	2x12.5	25
		1. **Personality Development-**Meaning type, Factors, Approaches, Techniques to enhance the personality				
		2. **Communication Skills-** Meaning, components, types, barriers and ways of improving C.S. and its importance				
		3. **Creative writing Skills –** Meaning, Types, elements, forms and Techniques to improve the C.W. Skills				
		4. **Decision making Skills-** Meaning, Types, steps involved in decision making, Techniques to improve the D.M. Skills.				
		5. **Interpersonal Skills-** Meaning, Types, Techniques to improve & its importance.				
		6. **Managerial Skills-** Meaning, Characteristics, competence & its Importance.				
		7. **Research Skills-** Meaning, Types, Characteristics, components, ways of improving R.S. and its importance				
		8. **Analytical Skills -** Meaning, Types,				

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		Characteristics, Techniques to improve the Analytical Skills.					
		9. **Time Management** - Meaning, Types, Characteristics, components, ways of improving T.M. and its importance.					
Total			18				450

Aggregate of Semester I
1 credits = 12 hours

Total Credits = 16+2 = 18 Credit   Total hours = 18x12=216hrs

Total Marks   100 x 4 = 400

ISB I   50   450 Marks.

Semester-II

Paper	Course Code	Course Title	Credits	Evaluation External	Evaluation Internal	Total
V	M.Ed-05	Philosophy of Education	04	75	25	100
VI	M.Ed-06	Sociology of Education	04	75	25	100
VII	M.Ed-07	Curriculum Studies	04	75	25	100
VIII	M.Ed-08	Teacher Education -1	04	75	25	100

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ISB-II	*ISB-II	Course of Professional Development	06	-	150	150
		A. **Dissertation Work:-**				
		Synopsis Presentation of Research Study (PPT)	02		50	50
		Seminar on Tools development related to current issues in Educational areas.				
		B. **Internship in TEI**				
		i. Prepare, Administration and Standardize of any one Psychology Test.	04		100 1 x 25	100
		ii. Case Study on basis of Individual differences			1 x 25	
		iii. Observation of One Educational Training institution and its Report writing.			1 x 25	
		iv. Development Skills to maintain Institutional Office records.			1 x 25	
Total			22			550

Aggregate of Semester II

Total Credits = 16+06 = 22 Credit   Total hours=22x12=264hrs

Total Marks   100 x 4 = 400

ISB II   150   550 Marks.

Semester-III

Paper	Course Code	Course Title	Credits	Evaluation		Total
				External	Internal	
IX	M.Ed-09	Specialization on courses :- On the basis of two levels i.e Elementary Education, Secondary and Sr. Secondary Education) (Any One)-opt any one following paper with one level (a) Pedagogy of Science Education (b) Pedagogy of Mathematics Education	04	75	25	100

		(c) Pedagogy of Language Education				
		(d) Pedagogy of Social Science Education				
X	M.Ed-10	**Specialization on courses** (Any one) i. Guidance and Counseling - I ii. Curriculum Pedagogy and assessment -I iii. Education Policy, Economics and Planning - I iv. Educational Management, Administration and Leadership-I v. Education Technology – I vi. Theme based on Institutional Strengths **(Any one)** a) Life Long Education-I b) Value Education and Human Rights-I c) Peace Education-I d) Yoga Education-I e) Inclusive Education-I	04	75	25	100
XI	M.Ed-11	Advanced Research Methods	04	75	25	100
XII	M.Ed-12	Teacher Education -2	04	75	25	100
XIII	M.Ed - 13	**Internship** (Practicum Work with B.Ed. Students) Seminar, Workshop, Conference (attend & organize), Project, Lecturers, Discussion, Tutorials, Team Teaching, Two P.P.T. Presentation on Current Educational Issues, Evaluation Techniques	04	-	10x10=100	100
ISB III	ISB III	**A. Dissertation (2 Credits)** i. Data Collection ii. Introduction of Excel/SPSS for Data Analysis iii. Presentation by students of statistical techniques used in data analysis using Excel/ SPSS **B. Academic Writing (2 Credits)** i. Abstract writing of two published research papers ii. Library based Self directed study notes (any two topics)	04		100	100

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		Total		24			600

Aggregate of Semester III

Total Credits = 20+04 = 24 Credit Total hours=24x12=288hrs
Total Marks 500
ISB II 100 600 Marks.

Semester-IV

Paper	Course Code	Course Title	Credits	Evaluation External	Evaluation Internal	Total
XIV	M.Ed-14	Specialization on courses:-On the basis of two levels i.e Elementary Education, Secondary and Sr. Secondary Education (Any One) opt any one following paper with one level (a) Pedagogy of Science Education (b) Pedagogy of Mathematics Education (c) Pedagogy of Language Education (d) Pedagogy of Social Science Education **Practical Work-** Project work on topics of above papers	04	75	25	100
			02		50	50
XV	M.Ed-15	**Part (A) Specialization on courses** (Any one) i. Guidance and Counseling - II ✓ ii. Curriculum Pedagogy and assessment -II ✓ iii. Education Policy, Economics and Planning - II iv. Educational Management, Administration and Leadership-II v. Education Technology –II vi. Theme based on Institutional Strengths (Any one) a) Life Long Education-II b) Value Education and Human Rights-II c) Peace Education-II d) Yoga Education-II e) Inclusive Education-II **Practical Work-** Project work on topics of above papers	04	75	25	100
			02		50	50
XVI	M.Ed-16	**Dissertation** - Dissertation writing - Dissertation (Pre-submission Presentation) - Final Presentation and Viva-Voce	02 01 01	50 - 25	- 25	100
Total			16			400

Aggregate of Semester IV

Total Credits = 16 Credit   Total hours=16x12=192hrs   Total Marks   400

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Total Credits = Sem-I + Sem-II + Sem-III + Sem-IV	Total Marks = 450 + 550 + 600 + 400 = 2000 Marks
18 + 22 + 24 + 16 = 80 credits	Total hours = 216+264+288+192= 960hrs

Evaluation of M.Ed. Examination

1. Each theory paper in semester I, II, III, & IV will carry 100 marks out of which 75 marks will be of theory paper and 25 marks to be assessed on sessional work.

2. In each semester the duration of each paper shall be three hours. Internship programme in semester III will carry 100 marks equal evalent to one paper.

3. **ISB-1:** Semester-1 will be of 50 Marks, out of which 20 marks will be for Part I -Review of Related Literature on any area of Education Research and 30 marks will be for Part II- Self Development Programme.

4. **ISB-2:** Semester II will be of 150 Marks, out of which 50 marks will be for Dissertation Work and 100 marks will be Internship in TEI.

5. **ISB-3:** Semester III will be of 100 Marks, out of which 50 marks will be of Dissertation and 50 marks will be of Academic Writing.

6. 50 marks will be carry in ISB I: Semester I. 50 Marks will be carry in ISB II Semester II, 50 Marks will be carry in Semester-IV. 100 marks out of which 50 of dissertation writing as external assessment, 25 marks of dissertation (Pre submission Oresentation) as internal assessment & 25 marks of final Presentation and viva-Voce as external assessment.

QUESTION PAPERS:-

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1. Each theory paper shall carry 100 marks and will be of 3 hours. Part A of theory paper shall contain 15 short answer questions of 30 marks, based on knowledge, understanding and applications of the topics/texts covered in the syllabus. Each question will carry two marks for correct answer.

2. Part B of paper will consist five questions, In which candidate will attempt any three questions of 45 marks (Each question will carry 15 marks). Limit of the answer will be five pages.

3. Each practicum will be of four/six hour's durations and will involve laboratory experiments/ exercises.

4. These marks will be divided further as:-

Theory Paper   75 Marks

Sessional Work   25 Marks

Sessional Work:-

The Sessional work shall be examined by both the external and the internal examiner and an average of the marks awarded by them shall be considered. In case there is difference of more than 20% Marks than the same shall be examined by the third examiner and the nearest average shall be considered.

Part-II Dissertation   **200 Marks**

The dissertation shall be examined on the following line:

(i) External Examiner   75 Marks (Final Report=50 , Viva=25)

(ii) Internal Examiner   125 Marks (ISB PART-2 (50MARKS),ISB-3(50 MARKS), SEM-4(Pre-submission presentation 25 marks).

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Working out the result and awarding division:

The successful candidate shall be classified into two classes.

Class-I- Those obtaining 60 percent of the aggregate marks or more.

Class-II- Those obtaining at least 48 percent of the aggregate or more but less than 60 percent. The minimum passing marks in each paper except Dissertation shall be 30 per cent. In dissertation the minimum passing marks shall be 48 percent.

O.8 B Credits:

The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, in case of Internship programme, symposium, seminar, workshop, communication skill and internal exams assigned 40 credits in each semester. However, in no instance the credits of a course can be greater than the hour allotted to it. One credit refers to 12 hours. Total 960 hours in two years. The total minimum credits, required for completing a PG M.Ed. Programme is 80 credits. Credit marks in I semester 18 in II Semester 22 in III Semester 24 and IV Semester 16. Total credit marks will be 80.

SEMESTER-3

Specialization Select one out of four Paper

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Pedagogy of Science Education -1(a)

Objectives: marks-100

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

- To understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- To understand the difference and complementarily between Science and Technology;
- To understand the need to evaluate curricula and evaluate the same on the basis of different validities;;

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- To understand diversity of instructional materials, their role and the need for contextualization in science education;
- To appreciate the role of co-curricular activities in science education;
- To familiarize with innovative trends in assessment, analyze issues in Science education pertaining to equity and access, gender, special . groups and ethical aspects

Unit I - Nature of Science

- Evolution of science as a discipline,
- Science as a dynamic expanding body of knowledge
- Development of scientific knowledge
- Scientific methods explanations
- Science and technology,

Unit II -Curriculum of Science Education

- Trends in science education from the beginning of the nineteenth century to the present- at national and international level
- Criteria of validity of science curriculum
- Content, ethical environmental, process, cognitive, historical.

Unit III- Approaches to Teaching-Learning of Science-1

- Approaches to concept learning,
- Constructivist approaches to science learning
- inquiry method, problem solving strategies,
- concept, development investigatory approach,
- inductive method, project based learning,
- planning different types of projects,
- cooperative collaborative learning,
- Use of ICT in teaching-learning of science concepts at secondary level.

Unit IV-Assessment in Science Education

- Continues and comprehensive evaluation in science
- Assessment of affective measures in science

- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students

Unit V- Contemporary Issues in Science Education

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

SESSIONAL WORK   25 MARKS

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences OR Experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children.

REFERENCES:-

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

11. Journal of Research in Science Teaching (Wiley-Blackwell).

12. Kaur. R. (2007).Teaching of Science. Patiala: Twenty first century publications.

13. Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.

14. Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.

15. Minkoff, E.C.& Baker, P.J. (2004). Biology Today: An Issues Approach, Garland science. New York. Pp.1-32. Biology: Science & Ethics.

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Pedagogy of Mathematics Education-1(b)

Objectives:-   **marks-100**

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

- distinguish between science and mathematics appreciate the abstract nature of mathematics
- distinguish between the roles of pure and applied mathematics
- develop the skill of solving real-life problems through mathematical modeling as an art
- develop the understanding of using constructivist approach in mathematics
- develop the skill of using various methods of teaching mathematics
- develop problem solving skills highlight the significance of mathematics laboratory.
- enable to distinguish between induction and mathematical induction
- develop the skills required for action research in mathematics

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Unit I- Nature, Development and Significance of Mathematics

- Distinction between mathematics and science
- Distinct roles of pure and applied Mathematics
- Mathematization-aesthetic aspect of mathematic
- Historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling

Unit II- Objectives and Strategies of Teaching-learning mathematics

- Aims and Objectives of teaching mathematics at various school levels,
- Instructional objectives in teaching mathematics
- constructivist approach in teaching of mathematics
- methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods, problem solving skills
- Stages in problem solving techniques to improve problem solving skills.

Unit III- Curriculum of mathematics at different stages

Analyze the curriculum at-

- preprimary, primary,
- upper primary,
- Secondary & higher secondary.

Unit IV- Structure of Mathematics

- Undefined terms and axioms; proofs and verification in mathematics distinction between them
- Types of theorems such as existence and uniqueness theorems etc.
- types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction;

Unit V- Evaluation in Mathematics-1

- Concept of evaluation in teaching

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- learning process (formative, summative, criterion, diagnostic)
- Types of mistakes in mathematics, their identification
- Analysis with a purpose of preventing and remedial measures.

SESSIONAL WORK   25 MARKS

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences OR Experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children.

REFERENCES:-

1. Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency basedlaboratory approach. California, Cummings Publishing Co.
2. Butler, C.H.& Wren, F.L. (1965): the teaching of Secondary Mathematics. NewYork: Mc Graw Hill.
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17. Nunes, T. And Bryant, P. (1997): Learning and Teaching mathematics: An International Perspective, Psychology Press.

18. Resonik, L.B. & Ford W.W. (1980):The psychology of Mathematics instruction, New Jersey: Lawrence Eribaurn Associates.

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Pedagogy of Language Education-1(c)

Objectives :-   **marks-100**

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

- gain an understanding of the nature, functions and the implications of planning for
- teaching language/languages understand the psychology of language learning gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language
- and teaching literature in the context of first language and second language
- examine various areas of research in language education

Unit I- Conceptual Issues Language Learning-1

- Language acquision and communication

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- factors affecting language learning and language acquisitions and communication Linguistic, psychological and social processes involved in learning of languages
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget-Cognitive, constructivism and Language,
- Recent theorization: intentionality, application of these theories to development of methodologies of teaching-learning of language.

Unit II-Individualization of Language Learning

- Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction.
- Development of language curriculum and the syllabus: dimensions, factors.

Unit III- Pedagogy of Language

- First language
- Seconded language
- Third language

Unit IV- Innovative Teaching Learning of Languages

- At-primary
- upper primary
- secondary,
- and higher secondary
- Pedagogical study of languages.

Unit V- Contextual Problem in Language Learning

- Multilingual class room
- problem of curriculum text above development
- three language for rule constitution provision regarding language

SESSIONAL WORK   25 MARKS

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- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences and assignments focusing in observation and interaction with children.

REFERENCES;-

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2. Braden, K. (2006). Task Based Language Education: From Theory to Practice. London : Cambridge University Press.

3. Britton, J. (1973). Language and Learning. England: Penguin Books.

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Pedagogy of Social Science Education-1(d)

Objectives:-   marks-100

After completion of the course the students be able to:

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

Unit I – Conceptualisation of Social Science Education

- Concept, nature, and scope of social sciences
- Existing approaches of teaching-learning of social sciences
- Epistemological frame proposed in educational policy documents
- various national curriculum frameworks concerning teaching-learning of social sciences.

Unit II –Social Science Curriculum Approaches to organization of social science

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

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Unit III – Approaches to Pedagogy of Social Science

- Critical appraisal of approaches to teaching learning social sciences – behaviorist approach; constructivist approach;

- inter disciplinary approach, integrated approach; child-centered approach; environmental approach; the overlap between these approaches,

- Critical appraisal of various teaching learning strategies viz., lecture cum-discussion, project method, investigative project.

Unit IV- Media, Materials and Resources for Teaching-Learning

- Effective use of print media and audio-visual materials for social science,

- Integration of ICT in teaching-learning of social science. development of teaching-learning materials,workbook;

- activity book and self instructional materials.

Unit V – Evaluation in Social Science Education

- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation,
- diagnostic test and remediation; assessment tools,

SESSIONAL WORK   25 MARKS

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences OR Experimentation on any topic with laboratory work project and assignments focusing in observation and interaction with children.

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M.Ed – 10

Guidance and Counseling-1

Marks-100

Objectives :-

After completing the course the students will be -

- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with meaning, purposes and out-line of job-study.

COURSE:-

Unit- 1 Guidance

- Bases of guidance Philosophical, Sociological, Pedagogical, Psychological
- Concept of guidance Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance.
- Functions and purposes of Guidance.
- Types of guidance. Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.
- Adjective guidance, Identification of maladjusted children and the principles of dealing with them.

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Unit – 2 Appraisal of an individual

- Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality
- Inventories Interest, Inventories, Attitude Scale
- Non testing devices- Cumulative record Card Sociometric techniques projective techniques Rating Scale, Case Study. Anecdotal Record, Autobiography.

Unit-3 Counselling

- Meaning, need, characteristics,
- principles of Counselling
- Process and types of Counselling

Unit-4 Counselling theories

- Client Centered Therapy (Carl Rogers)
- Rational Emotive Therapy (Albert Ellis)
- Behavior Therapy (B.F. Skinner)
- Gesalt Therapy (Fredric Pearls)
- Psychoanalytic Therapy (Sigmund Freud)

Unit- 5 Techniques of Counselling

- Individual counseling : Counselling interviews- Meaning, purpose, conditions of interview,
- Qualities and responsibilities of an interviewer, evaluation of an interview. group Counseling : Meaning, purpose, importance types of group Counseling- regular subject
- classes, core curriculum classes, special groups, school assemblies, clubs.

Sessional Work: 25 marks

- Prepare an interview schedule for an effective Counselling
- Visit a guidance Centre and Write a report about its organization and functions.

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7. Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.
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M.ED-10

Curriculum, Pedagogy and Assessment-1(ii)

Marks : 100

Objectives:

- Understand the concept, principles and determinants and process of curriculum development at different levels.
- To help the student to develop skills in framing curriculum for subjects of teaching, analyzing curriculum for teaching-learning and developing course contents in the subjects of teaching.
- Understand the range of cognitive capacities among learners.
- Gain an understanding of different theoretical perspectives on learning.
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
- Understand the concept of assessment and evaluation.

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Course :-

UNIT-1 Curriculum

- Curriculum : Need, scope and approaches (Teacher centered, child centered, activity centered). Curriculum and syllabus: concept and difference
- Foundations of curriculum : Epistemological, sociological, Psychological
- Principle of curriculum construction: Formulating aims and objectives, specifying content, defining teaching learning experience and evaluation.
- Characteristics of good curriculum

UNIT-2 Pedagogy: Teaching Learning Process

- Pedagogy : Concept, meaning and characteristics, difference between Pedagogy and Educational Technology.
- Instructional objectives: Difference between Objectives and Instructional Objectives, Bloom's Taxonomy.
- Relationship among teaching, learning and instruction

UNIT-3 E-Resources in Teaching Learning Process

- Resource center : SIET, SITE, Edusat , Gayan Darshan
- E – Learning : Meaning and importance Offline and Online learning and E-Library
- Multimedia : Print media (Text books), Electronic media (Radio, T.V., Computer)

UNIT-4 Current Practices in Education

- Teaching Methods:- Problem solving, Project method, Supervised study, Heuristic method, Brain storming Method.
- Instructional Techniques : Panel Discussion, Workshop, Seminar, Symposia, Team Teaching

UNIT-5 Educational Evaluation: Trends, Tools & Techniques

- Measurement, Assessment and Evaluation : Concept, Meaning, principle, Importance and difference.
- Tools and techniques of Evaluation : Characteristics, affecting factors.
- Tools of evaluation : Quantitative (Written, oral and practical)Qualitative (Observative , Introspective Projective and Sociometry)

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- Planning and Preparation of test (Including Blue Print)

Sessional work:-   **MARKS—25**

(Any two of the following)

* Critical analysis of the existing curriculum at various levels primary/Secondary/ Higher Secondary.
* Critical analysis of curriculum development policies.
* Study of instructional practices with reference to use of classroom skills.

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M.Ed-10 (iii)
Education Policy, Economics and Planning – I

OBJECTIVES: **MARKS : 100**

After completion of the course the student-teachers will be able to:-
- Understand various policies, planning and initiation taken by Govt. at elementary level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- Gain insight on school planning and educational management.
- Understand planning, policies, research and innovation at the school level.
- Contribute to enhance innovation in school & educationa management & planning.
- Understand structure & programme of UEE.

Unit-I Management of Elementary Education:-
- Meaning, concept, need and nature of management & management of education.
- Present policies and operational strategies of central, state Govt.,district & local level for Elementary Education.
- Management pattern of various kind school: Private/Govt., Aided ,central, Navodya, International ,public etc.
- Introduction- policies for strategy- Priority areas and Implementation machinery- training, Research and orientation.
- District-Planning and management of Education.
- Machinery of Local management DISE (District Information system for Education)

Unit-II Planning
- Planning, site & location- Design and Dimension, Equipment and infrastructure required for Elementary schools.
- Student teacher ratio, profession development programme for Elementary teachers.

Unit-III School management:-
- Managing committee: - Role. Constitution and functions
- Inspecting offices; Role, Duties, and functions.
- PTA- Need, Importance, formation and contributions
- School based Indicators, facility Indicators Teacher related Indicators.

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Unit-IV Universalization of Elementary Education (UEE)

- Meaning, concept importance nomenclature and present position of Elementary Education in India, measures for the promotion of UEE strategies for achieving RTE & UEE.
- Pattern of Education structure up to class VII, overview of Elementary Education in India.
- Control and support to Elementary schools.
- Free and compulsory Education Act 2009.
- Elementary Education, Comparative study of various countries.

Unit-V Programmes & Policies for Elementary Education

- Operation black board
- Mid-day-meal
- DPEP (District elementary Education programme
- *Shiksha Karni* project (BRCS/URCS and CRCS)
- Centrally sponsored programs for Elementary Education:-
- SSA, *Kasturba Gandhi Balika* School, NPEGEL, (national programme for Education of Girls
- Role & responsibility of DO,BO,DD, Head masters & SMCetc.

SESSIONAL:- (TWO)   25 MARKS

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- Review research on educational management or management of elementary schools which are used in other countries but not in India.
- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyse quality & quantity of Mid-day meal in any rural and urban school.

References

- Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration. VII (2). April.
- Blaug, Mark (1972): An Introduction to Economics of Education. Allen Lane the Penguin, London.
- Chau, Ta-Ngoc (2003): Demographic Aspects of Educational Planning. Paris: International Institute for Educational Planning.
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M.Ed. 10 (iv)
Educational Management, Administration and Leadership-I (iv)

OBJECTIVES   **MARKS : 100**

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

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To develop in them the skills in planning and implementing conventional administrative procedures.
- To develop an insight into the perspectives of management in the light of practices in education.
- To study educational management system in India with specific reference to national, state, district and village levels structures.
- To recognize the importance of Educational Resources and their effective management for quality education,
- To understand the issues and challenges in educational management and administration in India.

Unit - 1 Concept, need and process of Educational Planning
- Concept, scope and nature of Educational Planning
- Need and importance of Educational Planning
- Types of Educational Planning
- Process of Educational Planning in various type school in India.

Unit – 2 planning at central, state and local levels:
- Perspective planning at central, state and local levels.
- Priorities to be given at central and state levels.
- Schools for all and schools for the selected few
- Determine facilities to the needs :
  □ School programme
  □ School Building
  □ Teaching training facilities
  □ Location of Schools.

Unit – 3. Problems of educational Planning:
- Calculating cost of education at various type of school.

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- Comprehensive approach vs. selective approach.
- Public sector vs. private sector.
- Educational planning and exceptional children, gifted, backward and handicapped.
- Educational planning for qualitative improvement.
- Educational expenditure & planning.

Unit 4-Performance in educationalstitutions
- Monitoring of school performance.
- Performance appraisal of the teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach.
- Financial and administrative management of educational institutions.

Unit 5 Resource Management in education
Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization
- Quality assurance in material and human resources.

- SESSIONAL:-   (ANY ONE)   MARKS -25
- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
-Examine the effectiveness of any one programme run by central Govt.for senior secondary students. Present the report in classroom seminar.
- Analyse the quality of financial and administrative management in any rural and urban school.

Reference:
- Fletcher, B. A. 'Planning of Education', Leeds, Institute of Education, 1963.
- Government of India Five Year Plans.
- Griffiths, V. L. 'Educational Planning', London, O. U. P. 1962.
- Krojsma Acjaro, V. T. 'Planning in India', New Delhi : Longmans, 1961.
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- Naik, J. P. Educational Planning in India, India : Allied Publishers, 1965.

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- Schultz, T. W. Education and Economic Growth, University of Chicago, 1960.

M.Ed 10
EDUCATIONAL TECHNOLOGY (v) -1

Marks-100

Objectives :-

After completing the course the students will be -

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

UNIT – 1: Meaning & Scope of Educational Technology

- Educational Technology as system approach to educator.
- System approach in educational technology and its characteristics.
- Components of Educational technology software and hardware.
- Modalities of Teaching
- Difference between teaching and Instruction, conditioning & training Stages of teaching pre – active, interactive and post – active.

UNIT 2 – Communication

- Communication – Meaning,
- Elements, contexts and
- Models of Communication, necessities for better Communication

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UNIT – 3: Integrating Multimedia in education

- Multimedia concept and meaning text, graphics, animation, audio, video
- Multimedia applications - Computer based training - Electronic books and references - Multimedia application for educationist - Information kiosks - Multimedia www and web based training

UNIT - 4 Educational software applications

- Computer assisted instruction
- Drill & practice software
- Educational simulations
- Integrated learning system
- Curriculum specific Educational software

UNIT V: Distance Education

- Definition, characteristics, Methods and Techniques, Barriers, Modes of
- Evaluation in Distance Education.
- Futuristic view of Educational Technology in India.
- Information Technology : Concept, Definition & Uses

Sessional Work: **25 marks**

- Students should develop at least 20 frames on any topic related to above topics.

References:

1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson   course technology

2. Essentials of Educational Technology, Madan Lal, Anmol Publications

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5. Information and Communication Technology, N. Sareen, Anmol Publication

6. Communication and Education, D. N. Dasgupta, Pointer Publishers

7. e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commwealth of Learning, Commonwealth Educational Media Centre for Asis 8. Education and Communication, O. P. Dham

THEME BASED ON INSTITUNAL STRENGTH
M.Ed.:10 (vi a)
Lifelong Education

Objectives:-   MARKS-100

After completing the course the students will be -

- To enable the students Psychological, Philosophical and Sociological Perspectives of Lifelong Learning.
- To enable the students to various Learning Theories in the context of Lifelong Learning,
- To enable the students appropriate Skills for Motivation and Environment Building
  Learn various Philosophies of Learning
- To enable the students the Conceptual framework of Adult and Lifelong Learning.
- To enable the students insight into the relationship between Literacy, Adult Education and Lifelong Learning.
- To enable the students the Role of Lifelong Learning in the context of Globalization.
- To enable the students International practices across the world.

Course:-
Unit –I Concept of Lifelong Learning
- Meaning, Nature & Scope of Lifelong Learning
- Types of Learning – Informal, Non-formal & Formal
- Integrated Approaches in Lifelong Learning
- Role of Mass Media in Furthering Lifelong Learning

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Unit– II Historical Perspective
- Historical Perspective of Lifelong Learning in India – Pre and Post Independence period.
- Lifelong learning in developing and developed countries:
- Tanzania, Brazil, China, USA and Canada, Asia and Europe

Unit– III Andragogy & Pedagogy

- Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy,
- Continuing Education,
- Formal-Education,
- Non-Formal Education,
- Incidental Learning, Illiteracy and its forms.

Unit – IV Lifelong Learning Programmes
- Lifelong Learning Programmes: Social Education,
- Gram Shiksha Mohim,
- Farmer's Functional Literacy Programme,
- National Adult Education Programme
- National Literacy Mission.

Unit – V Lifelong Learning and Development
- Lifelong Learning and Development - Social, Economic, Political and Cultural.
- Extension Education, Field Outreach and Community engagement in Lifelong Learning.
- Approaches to Continuing Education / Lifelong Learning in different Five Year Plans.

SESSIONAL WORK   **MARKS 25**
(ANY TWO)

- Participation in literacy or other developmental awareness programmes in a village / mandal / neighbourhood;
- Participation in bridge school programmes in a village / neighbourhood;
- Visiting a distance education study center and studying its functioning;

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References:

1. Adinarayana Reddy. P , and Uma Devi. D, (2006) Current Trends in Adult Education, Sarup & Sons Publishers, New Delhi,.

2. Anil Bordia, Kidd J.R and Draper.J.A, (Edt) Adult Education in India, Nachiketa Publications Limited 5, Kasturi Buildings, J Tata Road, Bombay – 400020.

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8. Jagannath Mohanty, (1991) Adult and Non-Formal Education, Deep & Deep Publication, New Delhi,

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M.Ed-10 (vi-b)

Value Education and Human Rights

Objectives: **MARKS : 100**

- To enable students to understand the need and importance of value-education and education for Human Rights.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development
- To orient the students with various intervention strategies for moral education and conversion of moral learning to moral education.

Course :-

Unit 1 The Socio-Moral and Cultural Context

- Concept, meaning, Need and importance of value education in the existing social scenario.
- Valuation of culture: Indian culture and human values spiritual values.

Unit 2 Nature and Concept of Morality and Moral Education
- Nature and Concept of Moral Education
- Moral education vis-à-vis religious education, moral instructions, moral training and moral indoctrination

Unit 3 Moral Learning to Moral Education
- Moral learning outside the school –
- child rearing practices and moral learning.
- moral learning via imitation.
- Nature of society and moral learning.

Unit 4 Transactional Strategies for Moral Education

- Models of moral education –
- Rationale building model.

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- The consideration model,
- Value classification model,
- Social action model; assessment of moral values.

Unit 5 Assessment of Moral Maturity
- Role of Assessment
- Important of assessment
- *Process and techniques*

TASK AND ASSIGNMENT:-   MARKS-25
- A review of implementation and evaluation of different schemes for human rights and values.

REFERENCES:-
1.   Dagar, B. S. (1992), *Shiksha Tata Manav Mulya (Hindi)*, Chandigarh: Haryana Sahitya Academy.
2.   Dagar, B. S. and Dhull Indira (1994), *Perspective in Moral Education*, New Delhi: Uppal Publishing House.
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PEACE EDUCATION I

OBJECTIVES:-   MARKS-100

The course will enable the student teachers to –

- To understand the concept of peace education.
- To acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.

UNIT I Concept of Peace-I

- Negative peace and Positive peace,
- Negative Peace - Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.

UNIT II Concept of Peace-2

- Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

Unit 3- Bases of Peace Education

- Becoming peace teacher-acquisition of knowledge, values and attitudes.
- Life Skills required for Peace Education (WHO)
- Areas of Peace Education: Conflict management , Conservation of Environment

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UNIT 4.Effective Teaching of Peace

- Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
- Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis,

Unit 5- Transacting Peace Education & Role of Social Agencies:

- Integration of Peace Education through curricular and co-curricular activities
- Role of mass media in Peace Education
- Programmes for Promoting Peace Education –UNESCO
- Addressing challenges to peace in Multicultural Society.

SESSIONAL:-

Any one   Marks-25

- Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.

REFERENCES :-

1. Adams.D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.

2. Aber,J.L. Brown, J.L.A.Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.

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M.Ed-10 (vi-d)

YOGA EDUCATION

OBJECTIVES:-   MARKS-100

The course will enable the student teachers to –

- To enable them to understand the need & importance of Yoga Education.
- To acquaint them to allied areas in Yoga Education.
- To sensitize the student teacher towards its importance.
- To make them aware of the benefits of physical and mentally fitness & activities for its development.
- To help them acquire the skills for assessment of over all fitness.
- To introduce them to the philosophical bases of Yoga.
- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical and mentally activity for the fitness development.

Unit 1. YOGA EDUCATION

- Introduction, Meaning, Definition and -concepts of Yoga Introduction,
- Objectives ,Scope of yoga education & allied areas in yoga Education

Unit 2. YOGA EDUCATION AND METHODS

- Need & importance of yoga education in different levels of school(sec. and sr. sec.level)
- Training methods:- Development of components of fitness and motor fitness through training methods.
- Development of Techniques and Tactics.

Unit 3. Types of Yoga
- Importance of Yogasanas, Pranayama and Shudhikriya
- Importance of Meditation in school

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- Theories of Yoga Practices- 1. Asana 2. Pranayama 3. Kriyas 4. Dhyana

Unit 4:- PHYSICAL FITNESS AND YOGA ACTIVITIES
- Need of physical activities at school level
- Importance of physical activities at school level
- Assessment of physical fitness
- Ashtang Yoga (8 stages of Yoga)

Unit 5 :- Human abilities and Yoga in Indian context
- Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary , Secondary and Higher education levels).
- Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

Tasks and Assignments

Any one following :   25marks
- Project on Learning and performing of basic yogic activities.

REFERENCES:-

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- Kuvalayananda, Swami,Asanas,(1983) Popular Prakashan Bombay, English/Hindi.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
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- Niranjananada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahamsa Alakh Bara.
- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.

- Raju, P.T. (1982).The Philosophical Traditions of India. Delhi ,Moti Lal Banarsi Dass.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.

Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

M.Ed-10(vi-e)
Inclusive Education -1

Marks-100

Objectives :-

After completing the course the students will be -

- To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse need so all learners
- To develop an attitude to foster Inclusive Education
- To develop an understanding of the role of facilitators in Inclusive Education
- To incorporate innovative practices to respond to education of children with special needs;

Unit-I Introduction to Inclusive Education -1

- Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.
- Principles of Special Education
- Concept of Impairment, Disability, Handicap

Unit –II Inclusive Practices

- Concept of an inclusive school–infrastructure and accessibility, human resources , attitudes to disability
- School's readiness for addressing learning difficulties.
- Technological advancement and its application–ICT, adaptive and assistive devices, equipments and other technologies for different

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disabilities
- Supportive services required for meeting special needs in the classroom—special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor

Unit III: Legal And Policy Perspectives- 1

- Constitutional Provisions for special need children

- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act);

- The Rehabilitation Council of India Act, 1992 (RCI Act);

Unit IV: Issues in planning and management of education

- Issues in planning and management of education of children and persons with disabilities

- Identification, assessment and certification of special education needs.

- Rights of children with disabilities and implications for education provisions, Role of Government and Non-Government organizations.

Unit V Psychology & Teacher based Assessment of exceptional students

- Barriers and Facilitators in Inclusive Education :Attitude, Social and Educational
- Teacher based assessment
- Development and application of teacher friendly evaluation procedures

Sessional Work: **25 marks**

- **ANY TWO**

- A report based on actual visit to an inclusive school
- Make an assessment schedule for a child with any of the disability
- Mentally retarded, hearing impaired, orthopedically impaired, cerebral palsy, learning disabled and autistic children.

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REFERENCES:-

1. Bhargava,M.,(2003): *VishisthaBalak –Unkisiksha Evam Punarvasa*, Vedanta Publications, Lucknow.

2. Bist, A.R., *Vishistha Balak*, Vinod Pustak Mandir,Agra. (Hindi)

3. Cruickshank, W.M. (1975), *Psychology of Exceptional Children and Youth*, Englewood Cliffs NJ,Prentice Hall.

4. Dash,M.,(2000)*Education of Exceptional Children*, New Delhi, Atlantic Publishers and Distributors.

5. *Drishtibadha*,(2012)AICB, New Delhi.(Hindi)

6. Guilford, (1971), *Special Education Needs*, RoutlegeKagan Paul.

7. Hollahan, D. and Kauffman, JM (1978), *Exceptional Children: An Introduction to Special Education* Englewood Cliffs NJ,Prentice Hall.

8. Kundu C.L.,(2000)Editor in Chief, *Status of Disability in India* ,RCI ,New Delhi.

9. Kumar, Sanjeev, *Vishishtha Balak*.(Hindi)

10. Mangal,S.K.,(2009),*Educating Exceptional Children: An Introduction to Special Education*, Prentice Hall of India private Limited, New Delhi.

11. Madan Mohan Jha (2002).School with out walls: inclusive education for all, Heinemann edu. Oxford

12. Mangal, S.K. ,Education of Exceptional Children, PHI, New Delhi
Mathew, S.(2004)Education of children with hearing impairment .RCI, Kanishka Pub.

13. National Policy on Education(1986,1992),MHRD, GOI, Delhi

14. UNESCO (1989).UN convention on the rights of the child. UNESCO.

15. UNESCO.(2006).United Nations Conventions on the rights of persons with disabilities. UNESCO

16. UNESCO.(2009).Policy guidelines on inclusion in education. UNESCO

M.Ed-11
Advanced Research Methods

MARKS:-100

Objectives:-

After completing the course the students will be -

- To understand the role and use of advanced Statistics in educational research.
- Select appropriate statistical methods in educational research
- To understand various Statistical measures for interpretation of data.
- To interpret the Statistical data.

COURSE:-

Unit- 1 The Normal distribution
- Properties of normal probability distribution
- Defects in normality-1 Skewness, 2. Kurtosis
- Applications of normal probability curve

Unit-2 Significance & the scaling of tests
- The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.
- The significance of difference, coefficient of correlation
- Sigma scaling and standard scores, T scaling, Stanine scaling,Percentile scaling

Unit 3 Analysis of Variance & Testing of Experimental hypothesis
- Meaning of variance
- Method of analyzing variance
- Meaning of Covariance
- Analysis of Co-variance
- Parametric and Non Parametric - Chi-square test, Sign test, Median test, Man whitney U test

Unit-4 Regression, prediction& correlation
- Meaning of regression
- Regression equations

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- Application of regression equations in prediction
- Meaning of partial and multiple correlation
- Simple applications of partial and multiple correlation
- Biserial Correlation – Point biserial correlation
- phi-correlation-contingency coefficient

Unit-5 reliability and validity & Factor analysis
- Reliability of test scores and methods of determining it.
- Validity of test scores and determining validity
- Item analysis
- nature of factor analysis
- Basic assumptions I factor analysis
- hierarchy, factor saturaturion and group factors
- Methods of factor analysis

Sessional Work:

Development of any one scale with reliability and validity.   **25 marks**
1. PERSONALITY
2. ATTITUDE

References:-

1. H.E. garett- Ststistics on Psychology & edn, Longman Green & co., London
2. B. fruchter-Introd 1.1ction to factor analysis – D Van Hostrand & co., N.Y.
3. G Thompson – Frctoranalysis of human Ability, University of London Press
4. Albert Kurtz Semual Mayo –Statistical Methods in education and Psychologicalspringer International student edition.

M.Ed-12

<u>TEACHER EDUCATION -2</u>

Marks-100

Objectives:-

After completing the course the students will be -

- To understand the concept of teacher Education

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- To develop necessary skills
- To develop insight into the problems of teacher Education at different levels.
- To develop experimental attitude in teacher Education
- To understand new trends, and techniques in teacher Education.

UNIT-1 Historical development of teacher Education in India

- Historical development of Teacher Education
- Teacher education as distinguished from teacher training.
- The need and importance of Teacher Education
- Concept and structure of teacher Education
- Need for pre-service and in service professional education of teachers at different levels in the present Indian situation

UNIT – 2: Content of Teacher Education

- Theory of teacher education and its duration, Practical activities to be conducted during the training Course, Relationship and weightage given to theory and practical work, Evaluation – Internal and external
- Instructional Methods in Teacher Education, Lecture and discussion ,Seminars , Work shops, Symposium ,Group Discussion , Supervised study , New Methods- Microteaching, Macro-teaching, programme learning, Models of teaching, Content-cum methodology
- approach., Practice teaching in Teacher Education, Demonstrations ,Experimentation ,Practice teaching and observations ,
- Significance and Supervision of Practice teaching, Internship ,Relationship of College of Education with Co-operating Schools

UNIT-3 Evaluation procedures in Teacher Education

- Assessment (I) Aspect of Internal & External Assessment (II) New techniques of Evaluation
- Teaching as a profession:
- Recommendations of various commissions on Teacher Education: Kothari Commission, National policy on Education, NCTE policy.

- Professional organizations for various levels of teacher-types and there role & functions
- Performance appraisal of teacher
- Code of conduct and ethics of teaching profession. 3.7Faculty improvement programme for teacher Education.

UNIT-4 Research and Teacher Education

- Need of Research in Teacher Education
- Action Research for quality improvement in T.E.
- Area of Research in T.E.-Teaching Effectiveness, Criteria of admission, Modification Of Teacher behavior, School effectiveness.
- Current problems of Teacher Education
- Teacher Education and practicing schools
- Teacher Education and UGC, NCTE, University.
- Preparing teacher for special school

UNIT- 5 Types of Teacher Education Programmes and Agencies:

- In-service T.E. - Concept, Meaning, Need and nature
- Preserves T.E. - Concept, Meaning, Need and nature
- Orientation and Refresher courses
- Agencies of T.E.-UGC, NCTERT, SCERT, Colleges of T. E., Open University. Academic Staff colleges, University Department of Education and Teacher Organization.

Sessional Work:-   25 marks

- Subject specific Term Work Module/assessment modes – at least two- (like Extension/field/experimental work, Short Quiz)

References :-

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 Faber

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3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.

4. Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi

5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India

IV Semester

M.Ed-14

Specialization Select one out of four Paper

Pedagogy of Science Education -14(a)

Objectives:-   **MARKS : 100**

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

- To understand the difference and complementarily between Science and Technology;
- To understand the need to evaluate curricula and evaluate the same on the basis of different validities;;
- To understand diversity of instructional materials, their role and the need for contextualization in science education;
- To appreciate the role of co-curricular activities in science education;
- To understand the role of assessment in the teaching –learning process in science;
- To familiarize with innovative trends in assessment, analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Unit I -Science : Nature

- Complementarities between science and technology
- Science and Mathematics and their complementarities.
- Common misconceptions of pupils about the nature of science

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- Characteristics of different disciplines of science, their interrelationship and integration.

Unit II – Taxonomy in Science Education

- Taxonomy for curriculum development in Science Education
- Science curriculum at different stages of school education-at primary, upper primary secondary, higher secondary.
- Integrating co-curricular activities with science education.
- Trends in science curriculum, considerations in developing learner centred curriculum in science.

Unit III- Approaches to Teaching-Learning of Science-2

- Role of experiments in science, integration of theories and experiments in science: development of laboratory design.
- Planning and organization of laboratory work reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiments.
- Encouraging and respecting children responses, introducing alternative approaches in science learning.
- Integrating science across different disciplines and with real life situations.
- Reflective enquiry.

Unit IV- Planning and assessment

- Planning and assessment of portfolios in science learning.
- Assessment of curricular activities;
- assessment of content knowledge through activities and experiments.
- Assessment of laboratory skills.

Unit V- Contemporary Issues in Science Education

- Innovations and Creativity in Science.
- researches in science education,
- Effect of project work in pedagogy of science.
- Contribution of Indian scientists, Scientific and technological literacy.

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Sessional Work: **25 MARKS**

The student teacher may undertake any one of the following activities:
- Development of lesson plan
- Development of achievement test.

REFERENCES:

- Bhatnagat S.S. (2003).Teaching of science. Meerut: Surya publications.
- Black, P (1998). Testing: Triend or Foe? Theory and practice of Assessment and Testing. London : Falmer Press.
- Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130
- Chalmers, A. (1999). What is the thing called Science.3rd Ed. Buckingham: Open University Press.
- Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
- Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Buckingham: Open University Press. 39
- Gipps, C.V. (1994). Beyond Testing. London: Falmer Press.
- International Journal of Science Education.
- Journal of Research in Science Teaching (Wiley-Blackwell).
- Kaur. R. (2007).Teaching of Science. Patiala: Twenty first century publications.
- Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
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- Minkoff, E.C.& Baker, P.J. (2004). Biology Today: An Issues Approach, Garland science. New York. Pp.1-32. Biology: Science & Ethics.

Pedagogy of Mathematics Education-14 (b)

Objectives:-

- On completion of this course students teacher will be able to:
- Distinguish between science and mathematics appreciate the abstract nature of mathematics
- Distinguish between the roles of pure and applied mathematics

- Develop the skill of solving real-life problems through mathematical modeling as an art
- Develop the understanding of using constructivist approach in mathematics
- Develop the skill of using various methods of teaching mathematics

Unit I- Nature, Development and Significance of Mathematics

- Abstractness of mathematics; Distinction between mathematics and science;
- Distinct roles of pure and applied Mathematics;
- Mathematization aesthetic aspect of mathematic;
- historical development of mathematical concepts with some famous anecdotes Pythagoras, Aryabhatt, Ramanujan., etc.; teaching of mathematical modeling

Unit II- Objectives and Strategies of Teaching-learning mathematics

- Competence based approach in teaching mathematics
- Teaching gifted/Slow learners in mathematics,
- Pedagogical analysis of mathematics,
- Reflective discussion Recreational aspect of mathematics- mathematical games, puzzles and amusements;
- Computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.

Unit III- Critical appraisal of Curriculum of mathematics

- At preprimary,
- primary, upper primary,
- secondary & higher secondary.

Unit IV- Content Structure of Mathematics

- Role of examples, counter examples and non-examples in mathematics
- conjectures; scope and limitations of Intuition in mathematics
- Sets and Venn diagrams as a representative of mathematical properties and their relations

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Unit V- Evaluation in Mathematics-2

- Types of test items in mathematics: Meaning,
- Merits, limitations and Construction of long answer type, short answer type, very short answer type and
- Objective type construction and standardization of an achievement test in mathematics.
- Action Research in Mathematics.

Sessional Work: 25 MARKS

The student teacher may undertake of the following .

- Development of achievement test.

REFERENCES:-

1. Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency basedlaboratory approach. California, Cummings Publishing Co.

2. Butler, C.H.& Wren, F.L. (1965): the teaching of Secondary Mathematics. NewYork: Mc Graw Hill.

3. Carpenter, T.P., Dossey, J.A. & Koehler, J. L.(2004): Classics in mathematics Education Research United States of America. The National Council of Teachers of Mathematics.

4. Chambers, P.(2010): Teaching Mathematics. New Delhi: Sage Publications.

5. Cooney, T.J. (1975): Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin. Driscoll, M., Nikula, E.M. & DiMatteo, R.W. (2007): Fostering Geometric thinking : A guide to teachers, Grade 6-10, Portsmouth, NH: Heinemann.

6. Driscoll, M. (1999): Fostering algebraic Thinking: A guide for teachers, grade 5-10. Portsmouth, NH: Heinemann.

7. Grouws, D.A.(ED)(1992): Handbook of research on mathematics teaching and learning, NY: Macmillan Publishing Lester.

8. Heimer, R.T. & Trueblood, C.R.(1970): Strategies for teaching children Mathematics; Reading. Massachusetts: Addison Wesley Publishing Co.

9. Howard T. & Jones, S.(2000): Becoming Successful Teacher of Mathematics. London: Rout ledge Falarer Series.

10. Kruteteski, V.A. (1976): The psychology of mathematical abilities in school children, University of Chicago Press.

11. Lieback, P (1984): How children learn mathematics. Penguin Books.

12. Malove, J. & Taylor, P.(1993): Constructivist interpretations of teaching and learning mathematics, Perth: Curtin University of Technology.

13. Michael, D. R. (1977): Mathematics as a Science of Patterns. Oxford Press.

14. Marshal, S.P. (1995): Schemes in Problem Solving, NY: Cambridge University Press.

15. Marilyn, N.(2000): Teaching and learning mathematics: A guide to Recent Research and its applications, NY: Continuum.

16. NCERT(2005): National curriculum framework, New Delhi.

M.Ed. :- 14

Pedagogy of Language Education-14 (c)

Objectives :-   **MARKS : 100**

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

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

Unit I- Issues of Language Learning

- Curriculum, selection and sequencings of content,
- Contexts, transaction and evaluation techniques,
- Development of basic language skills as well as advanced language skills primary, secondary and seniorsecondary levels.

- Innovative techniques for teaching grammar, reading comprehension and written expression.

Unit II- Discourse Analysis:

- Theories of discourse analysis including speech acts, conversational maxims,
- conversational analysis,
- ethno-methodology, text analysis,
- critical discourse analysis.
- met linguistic awareness with a focus on listening, speaking, scaving, comprehension at writing.

Unit III-Individualization of Language Learning

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

Unit IV- Teaching Learning of Languages

At referent stage of school education-

- Primary,upper primary
- secondary, and higher secondary.

Unit V- Contextual Problem in Language Learning

- Medium of instruction-recommence recommendation of NPE 1986/1992, NCF (2005)
- Preservation of heritage language
- Home language
- School language-problem of tribal dialects.

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Sessional Work: 25 MARKS

The student teacher may undertake any one of the following activities:
- Development of lesson plan
- Development of achievement test.

REFERENCES:-

1. Bennett, W.A. (1969). Aspects of Language and Language Teaching. London : Cambridge University Press.

2. Braden, K. (2006). Task Based Language Education: From Theory to Practice. London : Cambridge University Press.

3. Britton, J. (1973). Language and Learning. England: Penguin Books.

4. Byrnes, H. (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.

5. Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.

6. Joyce & Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison–Wesky, Pub Co.

7. Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.

8. Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company.

9. Ornstein, J. (1971). Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum Development Inc, Philadelphia.

10. Osherson, N. D. & Howard, L. (1990). Language an Introduction to Cognitive Science: - Vol.1, USA: Massachusets Institute of Technology.

11. Pavelenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter Gmbh & Co. KG.

12. Schiffrin, D. et. al.(2001). The Handbook of Discourse Analyses. Blackwell Publishing.

13. Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.

14. Wilkinson, A. (1971). The Foundations of Language. London: Oxford University Press.

Pedagogy of Social Science Education-14 (d)

Objectives :-   **MARKS : 100**

After completion of the course the students be able to:

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

Unit I – Social Science Education in school

- Place of social sciences in school curriculum
- aims and objectives of teaching social sciences at various stages of school education
- Research perspectives in pedagogy of social science education.

Unit II –Social Science Curriculum Approaches

- curriculum; social science curriculum at various stages of school education

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- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks,
- teacher's education manuals, other content enrichment materials –their conceptualization and processes;

Unit III – Approaches to Pedagogy of Social Science

- Field survey, problem solving, role-play,
- Appraisal, field visits and case studies; action research etc.
- Critical appreciation of various learning-strategies - SQ3R (Survey, Questioning, Reading, Recite and Review),
- RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning, pedagogical analysis of social science.

Unit IV- Resources for Teaching-Learning of Social Science.

- Effective utilization of resources for teaching social science textbooks and
- Supplementary materials,
- Literature and biographies,
- Environment and community resources;
- Development of low cost improvised teaching aids.

Unit V – Evaluation in Social Science Education

- Construction of achievement test Alternative assessment: rubrics, portfolios and
- Projects Typology of questions as related to different subject areas viz.,
- History, Geography, Political Science, Economics etc.
- evaluation of attitudes ,

Sessional Work: 25 MARKS

The student teacher may undertake any one of the following activities:
- Development of lesson plan
- Development of achievement test.

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REFERENCES:-

1. NCERT (1976), The Curriculum for the Ten-Year School: A Framework, Reprint Edition, National Council of Educational Research and Training, New Delhi.

2. NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition, National Council of Educational Research and Training, New Delhi.

3. NCERT (2001), National Curriculum Framework for School Education, Reprint Edition, National Council of Educational Research and Training, New Delhi.

4. NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks), National Council of Educational Research and Training, New Delhi.

5. NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks, National Council of Educational Research and Training, New Delhi.

6. NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science, National Council of Educational Research and Training, New Delhi.

7. NCERT (2005b), National Curriculum Framework 2005, National Council of Educational Research and Training, New Delhi. 43

8. NCERT (2006a), Syllabi for Secondary and Higher Secondary Classes, National Council of Educational Research and Training, New Delhi.

9. NCERT (2006b), Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.

M.Ed – 15-2(i)

Guidance and Counseling-2

Marks-100

Objectives :-

After completing the course the students will be -

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- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with the importance of placement and follow up services.
- To get acquainted with meaning, purposes and out-line of job-study.
- To develop understanding about Counselling- research, issues and trends.

COURSE:-

Unit- 1. Occupational Information
- Collection-need, sources, method of classification of occupation information.
- Dissemination of information about various Courses and occupation- career conference, Career exhibition, Visits, field trips, Career films etc.
- Use of technology in the collection and dissemination of occupational information.

Unit 2. Job Analysis
- Meaning and objectives of job analysis
- Outline for job study
- Job profiles
- Job satisfaction

Unit-3 Techniques of guidance & Counseling
- Techniques of guidance- home visits, interview, observation.
- Presenting, analyzing, interpreting and reporting the data.
- Techniques for group Counseling – formal informal discussions Committee reports, lectures,
- Dramatics question banks, Case Conference Methods.
- Effective Counsellor, increasing need of School counselor in the present set up.

Unit-4 Placement and follow up
- Aims and types of placement
- Responsibility of the school and Community about the placement services

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- Importance and purposes of follow up services
- Role of follow up

Unit-5 Guidance and counseling (with reference to present scenario)
- Research
- Issues
- Trends

Sessional Work: **25 marks**

1. Job analysis of one occupation
2. Prepare an interview schedule for Placement services.

References:-

1. J. Agrawal J.C. : Educational Vocational Guidance and Counselling,Daoba House, Nai Salak,Delhi.

2. Anatasi Anne : Psychological tesing, New York, Mac Millan 1982

3. Mennet M.E. : Guidance and Counselling in Groups, McGrow Hill book Company, 1963.

4. Crites J.O : Vocational psychology, New York, GMC Grow Hill Book Company 1968.

5. Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.

6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.

7. Gupta SK : Guidance and Counselling in Indian Education, Mittal Publication Pvt. Ltd.

8. Swedish Mohan : Readings for Careers Teachers, NICER 1985

9. Koceher SK : educational and Vocational Guidance in Secondary Schools, Sterling Publisher(p) Ltd. Delhi

10. Jones A.J. : principles of Guidance, McGraw Hill Book Co., New York.

11. Jayawal S.R. : Guidance and Counselling. Prakashan Kendra Lucknow.

12. Rogers C.R. : Client Centered Therapy, Mifflin.

Curriculum, Pedagogy and Assessment-2(ii)

Marks : 100

- Understand the concept, principles and determinants and process of curriculum development at different levels.
- Gain an understanding of different theoretical perspectives on learning.
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
- Understand the concept of assessment and evaluation.
- Understand the nature and uses of different assessing tasks and tools and techniques to assess student performance.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques.

C   :-

_____- _____**nt**

- ng to curriculum implementation: student, teacher and instructional environment.
- Development of national curriculum framework

_____-_____

- Learning aspects : Behaviorism, Congnitivism , Constructivism.
- Teaching aspects: Maxims, Principles, phases and levels.
- Classroom communication: Concept, characteristics, cycle, barriers and facilitations, action research

_____-

- Multisensory approaches : Audio – experience)
- Teacher in digital era (Visual Teacher)

- Micro –
  variation and reinforcement.
-
- Programme Learning and teaching Machine.

- New trends in Evaluation : CCE, Grading system, Semester system, Online Exam, Open book exam, Exam on demand.
-
  Representation, Measures of Central Tendency, Standard Deviation, Correlation (Rank difference)

Sessional work:-   **MARKS—25**

(Any two of the following)

* Conducting of an action research.
* Planning of an achievement test/Diagnostic test.
* School visits followed by presentation on evaluation practices in schools.

References :-

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2. Buch. M. B. and Santhanam. M. R. (1970) – Communication in Classroom, CASE. M.S. University, Baroda-2 165 pp.
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Education Policy, Economics and Planning-2 (iii)

Objectives :   **MARKS-100**

After completion of the course the student-teachers will be able to:-
- To equip with essential skills of successful administrators.
- To understand structure and system of administration at national state and local level.
- To understand the division of authorities among employees.
- To play their active role to enhance school community relationship
- To critically evaluate policies related to local and state authorities, which play important role in shaping school performance.

UNIT – I: Educational Administration at National & states Level:
- Meaning concept, nature and types of structure of educational administration at national level.
- Role and responsibilities of center govt.
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, Department of Education.
- Major activities and organization of Department of Education of MHRD.
- *Kendriya Vidyalaya Sangathan,*
- State level administration: - Need importance and limitations
- Recommendations of committees on role of state and local bodies.

UNIT – II: Issues, Concern & challenges:-
- Issues and challenges in elementary educational administration of at national, state and local level.
- Local bodies:- District boards and Municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

UNIT – III: School Community Relationship -1
- Traditional and Modern view of School

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- School as a miniature of society
- Ways and means of improving of school community relationship
- New Act, Oct, -2006 (School Management
- Committee) & RTE 2009, Education funds – PTA, Mothers Association, Old Students Association.

UNIT – IV: School Community Relationship -2

- Professional organization of teachers.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other departments.

UNIT – V School Administration:

- Need for school administration, objectives, and Influencing factors.
- Main changing concept and scope of school administration, role and responsibilities of the principal & Teacher (with special reference to free and compulsory act)
- Organization of Elementary school – Meaning, type and its impact on shaping school performance.
- SMC and school administration

ASSIGNMENT:-   (ONE)   **25 marks**

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Govt school.
- Find out the most influencing factors of school administration after interaction with stake holders (at least 5 administrative steps).
- Prepare a report on role and responsibilities of the principal & Teachers (with special reference to free and compulsory act)

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- Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School Education in India. New Delhi, NIEPA. Mathur, S.P. (2001): Financial Administration and Management. Indian Publications, India.
- Ramcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.
- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi Luthens, Fred.

Educational Management, Administration and Leadership-2 (iv)

OBJECTIVES:

After completion of the course the student-teachers will be able to:- -
- To handle or solve problems and issues related to educational administration at elementary level.
- Understand types of educational administration.
- Select/ practise/and suggest appropriate types of educational administration according to situations.

UNIT – I: Educational Administration at National Level:-
- Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, department of education.
- Major activities and organization of department of education of MHRD.
- NCTE, Kendriya Vidyalaya Sangathan,
- Suggestions regarding Administrative reforms at the central level.

UNIT – II: Role of states Govt. in Secondary education:-
- State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.
- Local bodies:- Distract boards and municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

UNIT – III: Types of Educational Administration
(A) Totalitarian Educational Administration
- Merits of Totalitarian Education
- Demerits of Totalitarian Education

(B) Democratic Educational Administration
- Factors Determining the Character of Administration
- Personal Factors

- Environmental Factors
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other

UNIT – IV Need for school administration,

- Objectives, and Influencing factors.
- Main changing concept and scope of school administration, role and responsibilities of principal & Teacher (with special reference to free and compulsory act)
- Organization of Elementary school – Meaning, type and its impact on shaping school performance.

UNIT – V Issues in Educational Administration

- Authority and Control: Centralization and Decentralization
- Bureaucrat and politicism / Bureaucrat and the Technocrat
- Educational Administrator

(a) Qualities of the Administrator

(b) Duties of the Administrator

(c) Human Relations

- DIETS- Responsibilities

SESSIONAL   **MARKS-25**

- Comparative study of qualities of the4 administrators of best performing school and school with poor performance to identify the similarities & differences.
- Find out the most influencing factors of school administration after interaction with at least 5 administrative officers.
- Prepare a report on role and responsibilities of principal & Teacher (with special reference to free and compulsory act)

References:-

Mukhopadadyay, Mamar & Tyagi, R.S. (2005): Governance of School *Education in India. New Delhi, NIEPA. Mathur, S.P. (2001): Financial* Administration and Management. Indian Publications, India.

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M.ED-15

EDUCATIONAL TECHNOLOGY-2(v)

OBJECTIVES: **MARKS-100**

- Students will be able to attain the Concept of Communication.
- Students will be able to assess the status of Educational Technology in India.
- Students would learn the mechanism of developing PLM.
- Students will be acquainted with the concept of Distance Education, Open Education and their management.
- Students will be familiar with concepts like Model of Teaching, Instructional Strategies, Cybernetics etc.
- Students will be able to use Criterion Reference Tests and Norm Reference Tests appropriately.

COURSE

UNIT I: – Communication Modes in education

- Concepts and process of communication
- Principals of communications
- Communication and learning
- Modes of communication - Speaking and listing , Writing and reading ,visualizing and observing
- SMCR model of communication, Sharon's model of communication

- Task analysis

UNIT II: Programme Learning Materials

- Mechanics of developing different types of Programmed Learning Materials,
- Mastery Learning,
- Criterion Reference Testing and Norm Reference Testing: Assumptions, Advantages, Disadvantages and Uses.

UNIT III: Behavioral Technology

- Flanders Interaction Analysis,
- Coding, Decoding,
- Feedback System and Simulation.

UNIT IV: Models of Teaching

- Definition, classification and elements, ITM/CAM as an example.
- Multimedia Approach and Instructional Strategy: meaning and designing,
- Difference among message, method and medium, (d) Cybernetics – Concept and scope in Education.

UNIT 5 – e-learning

- E-learning definitions, scope, trends, attributes & opportunities
- Pedagogical designs & e-learning
- Assessments, feedback and e-moderation
- e-learning on line learning management
- On line learning management system
- Digital learning objects
- Online learning course development models
- Management and implementation of e-learning

SESSIONAL   25 MARKS

- Students should observe at least two lessons by using Flanders Interaction Analysis Category System and prepare a feedback report.

REFERENCES:

- Chouhan, S.S.: Innovations in Teaching and Learning Practices. Vikas Publishing House, New Delhi, 1973.
- Chouhan, S.S.: Textbook of Programmed Instruction. Sterling Publication, New Delhi, 1982.
- Davis, B.: Tools for Teaching. Maxwell, New York, 1993. Joyce, B. and Well, M.: Models of Teaching. New Jersey: Prentice Hall Inc., 1985.
- Kumar, K.L.: Educational Technology. New Age International, New Delhi, 1996. Khan, Inayat: Distance Teaching. Amar Prakashan, Delhi, 1992.
- Rathore, H.C.: Management of Distance Education in India. Ashish Publishing House, New Delhi, 1993.
- Sampath, K. et al.: Introduction to Educational Technology. Sterling Publisher, New Delhi, 1981.
- Sansanwal,D.N. Information Technology. University News, Vol. , No. , 2000. ? Sharma, R.A.: Educational Technology. Loyal Book Depot, Meerut, 1982.

1996.

THEME BASED ON INSTRUCTIONAL STRENGTH

M.Ed-15

Lifelong Learning-2 VI(a)

OBJECTIVES:-   **MARKS-100**

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

- To enable the student concept of lifelong education.
- To enable the student with approaches to lifelong education.
- to enable the student to the need of adult and continuing education in the contemporary world.
- to enable the student of the literacy situation and government efforts for improving the literacy status.
- to enable the student understand the role of universities in continuing education.

- to enable the student for the research in Continuing Education and Life Long Education.

UNIT – I
- Adult and Continuing Education; Evolution of concept, aims and practice.
- Need and importance of Adult and Continuing Education in the contemporary world.

UNIT – II
- Philosophical basis of lifelong education – Humanism and Existentialism.
- Sociological basis of lifelong education. Need and importance in the contemporary world.

UNIT – III
- Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all
  - sections of society.
- Impact of Life Long Education on formal education – Education for diverse target groups through
  - Open Learning
  - Web Based Education
  - Community Colleges.

Unit – IV
- Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies.
- New Initiatives in Adult and Continuing education; Sakshar Bharat.

Unit – V
- The non formal approaches in education-Education for all
- School drop outs and universallization of primary education and its relationship with adult literacy: DPEP
- Teaching -learning materials for non formal education-Preparation according to the needs of various target group sarva Shiksha Abhiyan

Sessional work (two)   **marks- 25**

Poster preparation and exhibition of any /all of the following :
1. Open learning
2. Part time courses
3. Web based Education

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REFERENCES

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6. Jarvis, Peter, (1990) : International dictionary of adult and continuing education, London, Routledge.
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12. Rao, D.S. (1993) : Continuing Education in India, Ambala : the Associated Publishers.

M.Ed-15(vi-b)

Value Education and Human Rights-2

Objectives: MARKS-100

- To enable students to understand the need and importance of value-education and education for Human Rights.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development

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

Course :-

Unit 1 Moral and Cultural Context

- Universal Charter of Human Rights –
- National Human Rights Commissions

Unit 2 Human Rights
- Concept, need,
- Importance,
- awareness about human right

Unit 3 Morality and Moral Education

- Justice and care – the two dimensions/perspective in morality: dichotomy between reason and passion
- Moral judgement and moral action

Unit 4 Media and moral learning

o Media and moral learning
- Moral learning inside the school: providing "form" and "content" to moral education.
- Moral education and the curriculum: can moral education be imparted taking it as a subject of curriculum

Unit 5 Transactional Strategies for Moral Education

- Models of moral education – a) Rationale building model, b) The consideration model, c) Value classification model, d) Social action model; assessment of moral values.

SESSIONAL:-   **MARKS-25**
- A review of implementation and evaluation of different schemes for human rights.

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- A critical review of human rights on human development with news coverage.

REFERENCES:-

1. Dagar, B. S. (1992), *Shiksha Tata Manav Mulya (Hindi)*, Chandigarh: Haryana Sahitya Academy.
2. Dagar, B. S. and Dhull Indira (1994), *Perspective in Moral Education*, New Delhi: Uppal Publishing House.
3. Mittal, K. K. (ed.) (1976), *Quest for Truth*, Delhi: Delhi University.
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PEACE EDUCATION-2

OBJECTIVES:-   MARKS-100

The course will enable the student teachers to –

- to understand the concept of peace education.
- to acquire the knowledge about peaceful mind makes peaceful world.
- To understand the theory and practice of peace education
- To understand the philosophical thoughts for peace.
- To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.

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- To create frameworks for achieving Peaceful and Nonviolent societies

Unit -1: Introduction of Peace Education

- Meaning, Concept and need of Peace Education.
- As a universal value
- Aims and Objectives of Peace Education

Unit-2 Role of Social Agencies

- Role of Social Agencies : Family, Religion, Mass Media, Community, School, NGO's, Government Agencies in promoting peace education.
- Current Status of Peace Education at Global Scenario.

Unit 3- Challenges to Peace-

- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
- Strategies and Methods of teaching Peace Education- Meditation, Yoga , Dramatization , Debate and etc.

UNIT 4.Effective Teaching of Peace Education

- Peace Research, International classroom, International Parliament, Peace Awards, Creating Models for Peace technology - development of new tools, techniques, mechanisms and institutions for building up peace and Engaging students in Peace Process.

Unit 5- Role of Social Agencies:

Role of Religion in propogation of Peace. Nelson Mandela Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace **Tasks and Assignments**

1. Class Test   10 marks

2.Any one   10 Marks

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- Write a report on Gandhi and Peace.
- Write about the contribution of any two Noble prize winners for Peace.
- Prepare an album of Indian Philosophers and write their thoughts on peace.

REFERENCES :-

1. Adams.D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.

2. Aber,J.L. Brown, J.L.A.Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.

3. Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications.pvt.Ltd

4. Dr.Haseen Taj (2005) Current challeges in Education, Neelkamal Publications.pvt.Ltd

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6. Prakashan, Agra-2 7. Wttp://www.un.org/cyberschoolbus/peace/content.htm.

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YOGA EDUCATION

OBJECTIVES:-   MARKS-100

The course will enable the student teachers to –

- To enable them to understand the need & importance of Yoga Education.
- To acquaint them to allied areas in Yoga Education.
- To sensitize the student teacher towards its importance.
- To make them aware of the benefits of physical and mentally fitness & activities for its development.
- To help them acquire the skills for assessment of over all fitness.
- To introduce them to the philosophical bases of Yoga.

- To introduce them to types of Yoga & its importance.
- To motivate them to resort to physical and mentally activity for the fitness development.

Unit 1. Basis of Yoga

- Yoga Upanisada : Isa, Mandukya, Mundaka, Taitriya
- Bhagwadgita
- Concept of Dharma
- Karma Yoga

UNIT-2 Basic understanding

- Basic understanding of Karma Yoga according to Bhagwatgita
- Personality Development through Karma Yoga
- Community awareness Programme

UNIT-3 Application of Yoga

- Special Techniques: Asthama, Nasal allergy, Diabetes, Low bachache,Hypertension/IHD,IBS/GID,
- Tension/Migraine, Headache

UNIT-4 Advance Techniques:

- Self Management of Excessive Tension
- Pranic Energisation Technique
- Meditation: a. Omkara Dhyana, b.Cyclic Meditation
- Advance Techniques: a.SelfManagement of Excessive Tension b.Pranic Energisation Technique 3. Meditation: a. Omkara Dhyana, b.Cyclic Meditation

UNIT V - Education and Yoga
- Educational Philosophy: Definition, Meaning, Nature, Scope, Functions.
- Thinkers and Philosopher of Yoga and Education. Brief Life Sketch, Philosophy and

- contribution in the field of Yoga Education. i) Maharishi Patanjali, Buddha, and Gourakhnath ii) Vivekananda, J. Krishnamurti, Osho , Paramahansa Yogananda.

Tasks and Assignmentss

1. Following activity-   MARKS:- 25

- Fundamental skills of yoga with detailed.

REFERENCES:-

- Kuvalayananda, Swami, Pranayama,(1983) , Popular Prakashan Bombay.
- Kuvalayananda, Swami,Asanas,(1983) Popular Prakashan Bombay, English/Hindi.
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- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
- Raju, P.T. (1982).The Philosophical Traditions of India. Delhi ,Moti Lal Banarsi Dass.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.

Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.

M.Ed-15(vi-e)
Inclusive Education -2

Marks-100

Objectives :-

After completing the course the students will be -

- To develop an understanding of the concept and philosophy of inclusive

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education in the context of education for all.
- To identify and address diverse need so all learners
- To develop an attitude to foster Inclusive Education
- To develop an understanding of the role of facilitators in Inclusive Education
- To incorporate innovative practices to respond to education of children with special needs;
- To implement laws pertaining to education of children with special needs.

Unit-I Introduction to Inclusive Education-2

- Characteristics of children with Disability: Mentally Retarded, Hearing Impaired, Orthopedically Impaired, Visually Impaired, Cerebral Palsy, Learning Disabled and Autistic children.

Unit –II Inclusive Practices In Classrooms For All

- Community based Rehabiiltation ,Individualized Educational Plan (IEP):Development & Implementation
- Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teaching
- Main streaming, Activity Based Learning, Peer tutoring and Cooperative/Collaborative Learning.

Unit III: Legal And Policy Perspectives- 2

- Education in the National Policy on Disability,2006,
- Scheme for Inclusive Education for the Disabled Children (IEDC, 2000),

Unit IV: Inclusive education models

- Inclusive education models and practices for universal schooling (Classes I-XII).

- Policy on teachers and special support staff for children with special needs (CWSN).

- Barrier in universal schooling: Physical, social, economic and pedagogic

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Unit V Teacher based Assessment of exceptional students

- Teacher based Assessment
- Impact Assessment of social welfare schemes for gender, marginalized and disabled groups.

Sessional Work: **25 marks**

- Make a report on observation of the behavior of any one child of an inclusive school.
- Make a report on role of community in fostering the education of gifted children.

REFERENCES:-

1. Bhargava,M.,(2003): *VishisthaBalak –Unkisiksha Evam Punarvasa*, Vedanta Publications, Lucknow.

2. Bist, A.R., *Vishistha Balak*, Vinod Pustak Mandir,Agra. (Hindi)

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