

**Mohanlal Sukhadia University, Udaipur**

**Faculty of Education**

**Department of Education**



**MASTER OF EDUCATION (M.Ed.)**

(Two Year Programme)

**Syllabus**

Scheme of Examination and Course of Studies

**Session-2017-18**

**Department of Education**

**Mohanlal Sukhadia University, Udaipur**



# MASTER OF EDUCATION (M.Ed.)

## Syllabus

### Scheme of Examination and Course of Studies

#### (Two Year Programme)

From the academic session 2515-16, Mohan Lal Sukhadia University - one of the premiere universities of Rajasthan, under the directions of NCTE, New Delhi has decided to introduce a Master's degree course in Education, which would run across two years.

The two year M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of education, specialize in selected areas whether elementary or secondary education and also to develop research capacities. It would also endeavour to develop in the future practitioners a deep, introspective and critical awareness of professional ethics and an ability to engage in and reflect on the practical aspects.

#### 1. PERSPECTIVES

The new vision of two year M.Ed. curriculum stems from the concerns of NCF 2505, NCFTE 2509 and Justice Verma Committee (JVC) report that had recommended the following:

- Emphasis on the mastery over the content areas and stage specificity in training for various school levels.
- Reorientation of perception about the learners and learning - holistic approach in learning.
- Need for building education as a discipline and strengthening of knowledge base of education in Indian context and creating opportunity for interdisciplinary enquiry.
- Emphasis on integrative, eclectic, humanistic, non deductive and exploratory nature of teacher education responsive to changing socio-cultural contexts, diversity in learning needs, multicultural contexts, inclusive education and reflective practices.
- A logical framework of core courses and specialization streams that train entrants for the various professional roles.
- A logical balance between theory and field exposure.
- Comprehensive evaluation - both quantitative and qualitative.
- Integration of ICT, multimedia and e-learning in transaction of the programme.

Along with these concerns, M. Ed. is sought to be developed as a Teacher educator Training Programme with specialization in elementary/secondary teacher education so as to make it stage specific.

## **2. PROVISIONS FOR ADMISSION TO M.ED. PROGRAMME**

Admission shall be made on merit, on the basis of entrance test i.e. Pre-M.Ed. Examination to be conducted by the agency decided by the State Government.

### **Eligibility for the course:**

The eligibility of the applicants for admission to M.Ed. course would be:-

- a) B.Ed. degree of 1 or 2 years duration \*, or
- b) 4 year integrated teacher education degree programme (B.El.Ed./B.Sc.B.Ed./B.A.B.Ed.) \*, or
- c) D.El.Ed./D.Ed. with Bachelor's degree (B.A./B.Sc./B.Com, etc.) \*

(\* with at least 50% aggregate marks)

Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories would apply as per State Government rules.

### **Duration of the course:**

The M. Ed. programme shall be of the duration of two academic years.

### **Working days needed for the course:**

- a) There shall be at least two hundred working days each year exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination.
- b) Institutions shall work for a minimum of thirty six hours a week, during which the faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.
- c) The minimum attendance of students shall have to be 75% for all course work and practicum, and 90% for internship.

### **3. COURSE OBJECTIVES:**

The students will be helped to:

- Understand the nature of education as a discipline/area of study.
- Understand the basic concepts/issues of education especially with reference to the kind of concerns that NCF-2505 has raised in the context of understanding-oriented teaching.
- Understand the concepts, theories/issues drawn from disciplines cognate to education, i.e. Psychology, Sociology, Philosophy, Economics and Management, etc. and which could be used/practised suitably in the perspectives of teaching-learning in schools.
- Understand the need of teacher education in the context of changing school education.
- Integrate information and communication technology to teaching-learning and training transaction.
- Develop skills among students to manage internship, practical and in-service training programme.
- Develop competency in students to analyze and reflect upon her/his professional experience.
- Understand the process of school education and teacher education and the various factors enriching the processes.
- Develop social sensitivity and finer human qualities.

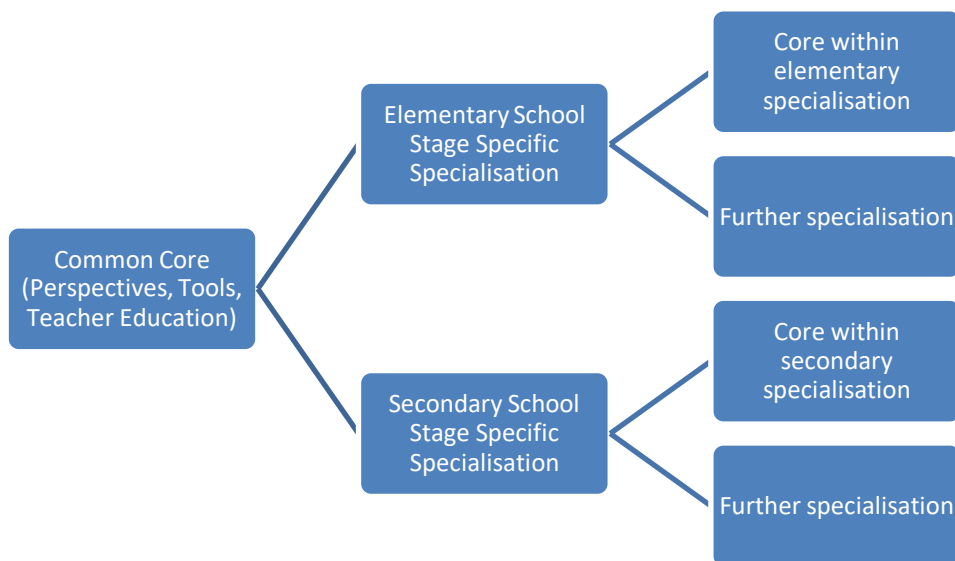
### **4. MODES OF LEARNING ENGAGEMENT:**

- Overall intention of modes of learning engagement are:
  - The curriculum is so designed that the students shall internalize the nature of education and pedagogic process through enriched experiences.
  - The kinds of learning engagements suggested will contribute to reduction of the gap between theory and practice.
  - Interactive processes wherein group reflection, critical thinking and meaning making is supposed to be encouraged.
  - In this respect, critical theory, critical pedagogy and critical thinking become very crucial theoretical inputs and are embedded implicitly in various papers.
- Some specific modes of learning engagements envisaged:
  - Overarching lectures cum discussions
  - Project reviews

- Case studies
- Use of video clips and transcripts of classroom teaching
- Observation and participation in schools and other field sites
- Panel/group discussion on issues
- Individual projects
- Article/ Abstract writing
- Using library and ICT resources
- Peer Group Learning
- Collaborative Learning

## 5. COMPONENTS OF THE M. ED. COURSE:

The programme comprises of the components that are briefly described in the subsequent table.



As shown in the graphic above, the M. Ed. programme is composed of:

- a) A common core that includes **perspective courses, tool courses and teacher education** courses.
  - Perspective courses shall consist of: Education as a field of studies, Philosophical and sociological foundation, Learner and learning process, Indian education with reference to its development, major policies, prospects and challenges.
  - Tool courses shall comprise of those in basic and advanced level educational research, Data Analysis, academic/professional writing and communication skills, and educational technology including workshops/courses in ICT.

- Teacher education course (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall be included in the Core as an essentials of Teacher education.
- b) **Specialisation branches** where students choose to specialise in any one of the school levels/areas such as elementary or secondary. The courses within the school stage specialisation shall represent selected thematic areas pertinent to that stage:
- I and II Year: Area (A) Elementary Education  
Area (B) Secondary Education
- c) **Elective/optional Area:** A student shall choose any one of the following elective areas in which s/he shall study two papers one in each year:
- I and II Year: Area (A) Comparative Education  
Area (B) Guidance and Counseling  
Area (C) Inclusive Education  
Area (D) ET and ICT in Education  
Area (E) Educational Management
- d) **Practicum:** Organization of workshops, practicum activities and seminars to enhance professional skills and understanding of the students, shall be part of the teaching modality of the various taught courses.

## M Ed Syllabus-First Year

Papers	Paper No. Code	Name of the Papers	Max. M.
Core Papers	I (9191)	Education as a Field of Study	100 (80+20)
	II (9192)	Philosophical and Sociological Foundation	100 (80+20)
	III (9193)	Learner and Learning Process	100 (80+20)
	IV (9194)	Methodology of Educational Research	100 (80+20)
Specialization	V (9195A) (9195B)	<p><b>Any one of the following:</b></p> <p><b>Area (A) Elementary Education</b> (i) Structure, Management and Quality concerns of Elementary Education-</p> <p><b>Area (B) Secondary Education</b> (ii) Structure, Management and Quality concerns of Secondary Education-</p>	100 (80+20)
Elective/ Optional	VI (9196A-E)	<p><b>Any one of the following:</b></p> <p><b>Area (A) Comparative Education</b> (i) Essentials of Comparative Education</p> <p><b>Area (B) Guidance and Counseling</b> (i) Principles and Procedures of Guidance and Counseling</p> <p><b>Area (C) Inclusive Education</b> (i) Theory of Inclusive Education</p> <p><b>Area (D) ET and ICT in Education</b> (i) Principles of ET and ICT</p> <p><b>Area (E) Educational Management</b> (i) Principles of Educational Management</p>	100 (80+20)
Practical/ Field Work	(9197)	Preparation of synopsis and seminar presentation, workshop on tool development of dissertation	50 marks
		Internship (Pre and In-Service )	50 marks
		Professional writing	25 marks
		Yoga for Self Development	25 marks
		Open Air Session and Social Participation	50 marks
<b>Practical Total</b>			<b>200 marks</b>
<b>Total marks</b>			<b>800 marks</b>

- a) Internship: The students shall be involved in internship programme covering both pre-service as well as in-service teacher education programmes.

- b) Dissertation: Each student shall select a research topic and present a dissertation, on the basis of research work done on the topic selected for research.

Keeping the above points in mind, the two-year curriculum framework of the M. Ed. course is being presented underneath:

### M. Ed. Syllabus-Second Year

Papers	Paper No. & Code:	Name of the Papers	Max.M.
<b>Core Papers</b>	<b>I (9291)</b>	Essentials of Teacher Education	100 marks (80+20)
	<b>II (9292)</b>	Indian Education – Its Development, Major Policies Prospects and Challenges	100 marks (75+25)
	<b>III (9293)</b>	Data Analysis (Quantitative and Qualitative)	100 marks (75+25)
<b>Specialization</b>	<b>IV</b>  <b>(9294A)</b>  <b>(9294B)</b>	<b>Any one of the following same area as selected in 1<sup>st</sup> year:</b>  <b>Area (A) Elementary Education</b> (ii) Issues, Curriculum and Assessment of Elementary Education  <b>Area (B) Secondary Education</b> (ii) Issues, Curriculum and Assessment of Secondary Education	100 marks (75+25)
<b>Elective/ Optional</b>	<b>V</b>  <b>(9295A)</b>  <b>(9295B)</b>  <b>(9295C)</b>  <b>(9295D)</b>  <b>(9295E)</b>	<b>Any one of the following same area as selected in 1<sup>st</sup> year:</b>  <b>Area (A) Comparative Education</b> (ii) Comparative study of systems of Education in India, UK, USA and Japan.  <b>Area (B) Guidance and Counseling</b> (ii) Dynamics and Techniques of Guidance and Counseling.  <b>Area (C) Inclusive Education</b> (ii) Inclusive education for Diverse Need  <b>Area (D) ET and ICT in Education</b> (ii) Implications of ET and ICT in Education.  <b>Area (E) Educational Management</b> (ii) Practices of Educational Management	100 marks (75+25)
<b>Practicals/ Field Work</b>	(9296 A,B,C)	Finalization and Submission of Dissertation (50 marks Internal, 50 Marks External, 50 Viva-Voce)	150 Marks
	(9297)	Communication skills	25 marks
	(9298)	Yoga for Self Development	25 marks
<b>Total Practical</b>			200 marks



Marks			
<b>Total</b>			<b>700 marks</b>

### 6. INTERNSHIP ( I YEAR)

Internship is compulsory and has to be done in the area of specialization (Elementary/ Secondary). Internship will carry a weightage of 50 marks and will be evaluated internally. Duration of internship will be 15 days which will include the experience of 10 days in pre-service teacher education and 5 days of in-service teacher education programme.

After completing internship, candidates will submit a report about the work done during internship.

#### Guidelines for Assessment

**Maximum Marks: 50**

Sr.No.	Activity	Duration	Marks	Mode of Evaluation
1	Participation in Guidance, Supervision and Feedback during internship of 5 students	5 days	15 marks	To be evaluated by concerned supervisor.
2.	Participation in theory programme – tutorial work, teaching a topic	5 days	15 marks	To be evaluated by lecturer concerned and Tutor.
3	Observation, Participation and reporting of an in-service teacher-education programme (Academic participation of the internee is expected)	5 days	25 marks	To be evaluated by the lecturer incharge of internship in consultation with the in-service teacher education programme incharge.
	<b>Total</b>	<b>15 days</b>	<b>50 marks</b>	

### 7. OPEN AIR SESSION AND SOCIAL PARTICIPATION (I YEAR)

Open Air Session will be organized for M.Ed. students. M.Ed. students will help in organization of the camp and also participate in different activities. The duration of the camp will be 5 days.

Every student is also expected to participate in the co-curricular activities organized in the institution during the session.

#### Guideline for Assessment

**Maximum Marks: 50**

1.	Participation in Planning	-	5 marks
2.	Presentation of Report of survey/ study	-	10 marks
3.	Participation in Community Awareness Programme	-	10 marks
4.	Participation in Organization of programmes(Community/ Literary / Cultural and aesthetic)	-	10 marks
5.	Participation in Co-curricular activities during the session	-	15 marks
Total			<b><u>50</u></b> marks

### 8. DISSERTATION (II YEAR)

The dissertation is a compulsory component of M.Ed. Course. The various skills expected to be developed through this component are:

- Articulating and Formulating Research Problem and Research questions
- Designing a research plan
- Executing the research plan
- Analysis and interpretation of data
- Report writing
- Presentation of the work done

The problem for the research work should be preferably related to the area of specialization that a student have opted for. Candidates will prepare and present their research proposal in 1<sup>st</sup> year and final submission will be done at the end of 2<sup>nd</sup> year.

The process of completion of research work will include participation in workshops and research seminars, presentation of the work in progress and viva-voce.

#### Guidelines for assessment of Dissertation

**Maximum Marks: 150**

1	Assessment by Supervisor	50 Marks (Internal)
2	Assessment by Examiner	50 Marks (External)
3	Vivo-voce	50 marks (Jointly by a Committee consisting of External Examiner, Principal and Supervisor.
<b>Total</b>		<b>150 Marks</b>

### 9.PRACTICALS (YEAR WISE)

## I Year

### (A)Yoga for Self Development

#### Course content:

- Importance of yoga for healthful living and self development
- Warming up exercises
- Surya Namaskar
- Asanas - Padmasan, Halasan,  
Sarvangasan, Paschimottasan,  
Bhujangasan, Shalabhasan  
Dhanurasan and Shavasan
- Pranayam – Kapal Bhati, Anulomvilom
- Meditation
- Practicing correct postures in Standing, Sitting, Walking

#### Scheme of Internal Assessment

S.NO	Activity	Marks
1	Written Test	05 marks
2	Participation in yogic Programme regularly	10 marks
3	Practical Test of Yoga Asanas/Pranayam	10 mark

### (B)Professional Writing

#### COURSE CONTENT:

Organization of various activities i.e. workshop, seminar, symposium etc. to develop the following skills related to professional writing among the students.

- Academic Proposal
- Article Writing
- Citation
- Research Paper
- Term Paper
- Project Report
- Abstract
- Report Writing
- Reference and Bibliography

- Editing and Proof Reading
- Press Note
- Advertisement for Recruitment
- Collection of Newspaper cutting and Preparation of a report or article based on it.

### **Scheme of Internal Assessment**

<b>S.No</b>	<b>Activity</b>	<b>Marks</b>
1	Written Test	05 marks
2	Participation in the activities	10 marks
3	Practical Test	10 mark

## **II Year**

### **(A) Yoga for self development**

#### **Course content :-**

- Some activities like, movement of fingers, Wrist, arms, shoulders, head, butterfly movement, cycling, grinding movement
- Warming up exercises
- Surya Namaskar
- Asanas First year asans to be repeated and in addition following asanas to be practiced – Chakrasan, Vajrasan, Matsyasan, Chatuspadasan, Trikonasan
- Pranayams – Kapal Bhati, Anulom Vilom, Bhramari, Bhastrika.

### **Scheme of Internal Assessment**

<b>S.No</b>	<b>Activity</b>	<b>Marks</b>
1	Written Test	05 marks
2	Participation in Yogic Programmes regularly	10 marks
3	Practical Test of Yoga Asanas/Pranayam	10 mark

### **(B) Communication Skills**

#### **Course Content:-**

Organization of various activities i.e. workshop, seminar, symposium etc. to develop the following communication skills among the students.

- Applying for job – Covering letter, Resume, Joining Report
- Mock Interview
- Public Address
- Speech in Assembly
- Group Discussion
- PPT Presentation
- Video Conferencing
- Briefing Session
- Preparation of Notice, Agenda, Meeting Minutes.
- Drafting Circulars
- E-mail Writing
- Correspondence - Formal/Official, Social

#### **Scheme of Internal Assessment**

<b>S.No</b>	<b>Activity</b>	<b>Marks</b>
1	Written Test	05 marks
2	Participation in the activities	10 marks
3	Practical Test	10 mark

### **10. EVALUATION**

- In case of papers having both external and internal evaluation:
  - a) Each Theory paper (Core, Specialization and Elective) will carry a weightage of 100 marks, out of which 75 marks will be for external university examination and 25 marks further to be divided into 10 marks for term test, 10 marks for internal assessment work and 5 marks for viva-voce for the sessional work for internal evaluation.
  - b) Each theory paper will consist of five units.
  - c) Each theory paper will consist of 5 questions with internal choice preferably covering all the units and each question will carry 15 marks.

- In case of internship/practicals having total internal evaluation, all the practical/field work and sessional work will be evaluated internally. Its marks distribution is discussed in the earlier part.
- Dissertation including viva-voce will be evaluated both internally and externally. Its details are given earlier.

## **11. WORKING OUT THE RESULT FOR AWARDING OF DIVISION:**

A candidate in order to be declared successful at the M.Ed. examination shall be required to pass with at least 40% of marks in aggregate of all the theory papers. The successful candidates will be classified in three divisions as:-

I Division – 60% and above

II Division – 48% to below 60%

III Division - 40% to below 48%

**I Year**  
**Core Paper**  
**Paper – I**

**Education as a Field of Study**

**Paper Code : 9191**

Maximum Marks: 100 marks  
External Assessment: 75 marks  
Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Understand the nature of education as a discipline an area of study.
- Examine issues related to education as interdisciplinary knowledge.
- Understand the basic concepts/ issues of education with reference to kind of concerns the NCF (2505) and NCFTE (2509) have raised.
- Examine critically the theories and basic concept of Education drawn from various disciplines cognate to education
- Reflect on multiple contexts in which the school and teacher education institutions are functioning.
- Discuss the emerging dimensions of school & teacher education.

**COURSE CONTENT**

**Unit-I            Theoretical Perspectives of Education as a Discipline:**

- Education as a discipline and an area of study.
- Prioritizing the aims of Indian Education to the context of a democratic, secular and a human society.
- Need for developing a vision of school education and teacher education.
- Concept of Values, National values enshrined in the Indian Constitution and their Educational Implications.
- Role of Education to protect sustainable future.

**Unit-II            Education as Interdisciplinary Knowledge**

- Interdisciplinary nature of education: relationship with disciplines/ subject such as philosophy, Psychology, Sociology, Management, Economics, Anthropology etc. Connecting

knowledge cross disciplinary boundaries to provide a broad framework for insightful construction of knowledge.

- Contribution of science & technology to education and challenges ahead.
- Axiological issues in education for quality life, role of peers and other values, rights and duties.
- Dynamic relationship of education with development.

### **Unit-III Changing Context of Education**

- Multiple school contexts rural/urban, tribal, school affiliated to different boards.
- Changed view of education, teaching and role of teacher.
- Need for Nurturing / learning friendly school environment.
- Teachers autonomy & academic freedom.

### **Unit-IV Education in Changing Social Scenario.**

- Educational goals as reflective of Social ideology of a Society.
- Social forces as necessary support & an inevitable constraints to education.
- Education as a field of knowledge.
- Linkage & humanistic nature of school and teacher education.
- Linkage between education & other social sectors such as NGOs, industry, community, corporate world etc.

### **Unit-V Education for Transformation**

- Educational transformation and National development.
- Need for developing a vision of school education in the light of Globalization, Privatization and Liberalization.
- Vision of education according to NCF 2505
- Education for responsible citizenship.

### **PRACTICUM:**

#### **Any two of the following:**

1. A term paper on any topic related to this paper.
2. Two Abstracts of articles on education published in standard journals.
3. A study on Autonomy of teachers in your university.



4. A report on identifying citizenship values to be inculcated through education
5. A Study of educational projects being conducted by an NGO.
6. A study of an institution runs by some corporate house.

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**I year**

**Core Paper**

**Paper Code : 9192**

**Paper- II**

**Philosophical and Sociological Foundation**

Maximum Marks: 100 marks

External Assessment: 75 marks

Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Understand the nature and functions of philosophy of education.
- Do Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- Understand and use philosophical methods in studying educational data.
- Do Critical appraisal of contributions made to education by prominent educational thinkers- both Indian and Western.
- Understand and relate philosophical theories and traditions with educational aims and practices.

**COURSE CONTENT**

**UNIT-I Nature of Educational Philosophy**

- Meaning, Concept, Nature and Scope of Educational Philosophy and its functions (Speculative, Normative and Analytical)
- Concept of Metaphysics, Epistemology, Axiology and their Implication for Education. Metaphysical problems related to nature, man and Society and their implications in education.

**UNIT-II Philosophical Perspective of Education: Indian Perspective**

- Education, Goal of Life, Theory of Knowledge, Nature of Learner as advocated in Vedanta (Advaita) Upanishad, Geeta.

- Indian Philosophical, foundation of education to Buddhism, Jainism, Nyaya and Sankhya with reference to theory of knowledge, aims of education. Discipline, Curriculum and Values.
- Critical analysis of thoughts of great educators :
  - i) Swami Vivekanand      ii) Rabindranath Tagore
  - iii) M.K. Gandhiji      iv) Shri Aurobindo
- Educational implications of Shrimad Bhagwadgeeta

### **UNIT–III      Philosophical Perspective of Education: Western Perspective**

- Metaphysics and Nature of Learner, Aim of Education, Teacher-Pupil Relationship, Method of Education, Freedom and Discipline, Values and Curriculum of –
  - Idealism
  - Naturalism
  - Pragmatism
  - Existentialism
  - Humanism
- Critical analysis of thoughts of great educators :
  - a)Plato b)Aristotal c)Rousseau d) John Dewey

### **UNIT–IV      Sociological Foundation of Education**

- Nature & Scope of Sociology of Education
- Development of school as a formal institution of education in society
- School as an Institution of socialization.
- Education and Social Change
- Social Stratification and education
- Education and Social mobility
- Role of family, community and Media in education of children

### **UNIT–V      Changing Socio-Political Context of Education**

- Socio-Political context of Education.
- Equality in Educational opportunity ways in which schooling, teaching, learning and curriculum, contribution to social inequality.
- Education for marginalized sections of society (SC, ST, women, minorities) and Constitutional provisions for their education

- Gender sensitivity and education

## **PRACTICUM:**

### **Any two of the following:**

- Prepare a life sketch of any one Philosopher.
- Write three abstracts on any recent articles published in Philosophical/Sociological journals.
- Organize a seminar on any one philosophical aspect of education.
- Conduct a social survey of Educational work done by an NGO.
- Survey of educational status in a marginalized section of society.

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**I Year**  
**Core Paper**  
**Paper III**

**Learner and Learning Process (Paper Code : 9193)**

Maximum Marks: 100 marks  
External Assessment: 75 marks  
Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Understand the concept and principles of educational psychology as an applied science.
- Understand implications of psychological theories for education.
- Understand the theories of learning.
- Understand the theories of personality
- Understand and use the process of assessing personality
- Understand the education of children with special needs.
- Understand the concept of motivation and its implications for learning.
- Understand the concept of creativity and measures to foster creativity
- Understand the concept of self concept, self esteem and self identity.
- Understand ways of fostering mental health of learner.

**COURSE CONTENT**

**Unit – I Educational Psychology and Development of Individual**

- Nature and scope of educational psychology.
- Methods of study of human behavior : experimental, clinical.
- Piaget's theory of cognitive development.
- Helping students with adjustment problems - counseling, psychotherapy, psychodrama.
- Affective development - Development of attitudes, interests, values, emotions, emotional maturity and emotional intelligence



## **Unit – II Psychology of Learning**

- Nature of learning
- Learning theories – Skinner, Guthrie, Hull, Tolman, Lewin, Bruner and Vygotsky.
- Gagne's conditions of learning and phases of learning.
- Group dynamics and learning in a group.

## **Unit – III Personality**

- Concept of personality and its development
- Theories of personality - Allport, Cattell, Psychoanalytic, Erickson
- Assessment of personality- Projective, Semi-Projective and non Projective.
- Detailed analysis of CAT, TAT, Rorschach Ink Blot Test, Sentence completion test.

## **Unit – IV Mental Health and Adjustment**

- Mental Health – Concept, Mental health of learner and ways to foster mental health of learner. Factors affecting mental health of teacher and ways of maintaining teacher's mental health.
- Adjustment, adjustment mechanisms and various types of adjustment problems among students (depression, Attention Deficient Hyper Disorder, Addictive behavior, psychosomatic diseases and phobia).

## **Unit – V Psychological Principles of Learner's Development**

- Creativity – Concept, its assessments and ways of fostering it.
- Motivation: Concept, Types (Intrinsic and extrinsic) and motivational devices
- Theory of Achievement Motivation and its importance in education
- Personal development – Nature of self concept, self esteem, self identity and their development

### **PRACTICUM:**

1. Administrations, Analyses and Interpretation of any one of the following test/Experiment:
  - (a) Any one projective test of personality
  - (b) Learning experiment
  - (c) Test of creativity

(d) Performance test of intelligence

2. Case study of a child with behavioral problem.

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**I YEAR**

**Core Paper**

**(Paper Code : 9194)**

**Paper-IV**

**Methodology of Educational Research**

Maximum Marks: 100 marks

External Assessment: 75 marks

Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Develop an understanding of the concept of Research.
- Describe the nature, purpose, scope, areas and types of research in Education.
- Explain the characteristics of qualitative and quantitative research.
- Select the method appropriate for a research study
- Understand method of drawing a sample to undertake research and draw appropriate sample for their research project.
- Conduct review of related Literature.
- Develop a research proposal.
- Examine the nature of hypothesis and their role in research and propose appropriate hypotheses for their research problem.
- Develop an understanding of methods of construction of tools and selecting appropriate tools for their research.
- Develop skill in writing a research proposal and research report.
- Appraise critically completed research study

## **COURSE CONTENT**

### **Unit-I            Research in Education: Conceptual Issues**

- Nature, Meaning, Purpose and Characteristics of Research, Educational research and its scope, Areas of Educational Research.
- Scientific method and scientific inquiry.
- Prerequisites for research – sensitivity, faith in-change, desire for bringing about improvement, faith in scientific method.
- Fundamental, Applied and action Research.
- Qualitative and Quantitative research.

### **Unit-II            Formulation of Research Problem**

- Sources of Research Problem
- Characteristics of a good research problem.
- Variables- Dependent, independent, intervening.
- Review of Related Literature: importance and various sources.
- Hypothesis :Concept, types of Hypothesis, characteristics of a good hypothesis, sources of hypothesis
- Objectives – Primary, Secondary & Concomitant.

### **Unit-III          Methods of Educational Research**

- Survey Method – Descriptive & Normative including base lines studies, policy research.
- Experimental research and its types.
- Historical and Developmental Research
- Case study and Evaluative Research
- Phenomenological Research
- Ethnographical Research

#### **Unit-IV      Sampling**

- Population and sample, units of sample, sample size, importance of sampling
- Probability sampling and non probability sampling techniques-Random, Stratified, Purposive, Cluster and Quota sampling. Random number Tables and their use for selection of random sample.
- Sampling errors and how to reduce them. Characteristics of a good sample.

#### **Unit-V      Tool, Technique and Research Report**

- Tools-technique of Data collection: Techniques -observation, interview, socio-metric technique. Tools-Questionnaire, rating scale, interview schedule, observation schedule, attitude scale and their construction.
- Item Analysis
- Reliability and validity of various tools – Concept and types, factors influencing reliability and validity of Tools.
- Developing a research proposal (synopsis)
- Research report: outline of a research report.
- Mechanics and Style of report writing
- Bibliography and references (Method of Writing).

#### **PRACTICUM:**

##### **Any two of the following:**

1. Review of an M.Ed. dissertation
2. Construction and try out of a tool of data collection
3. Development of a Research Proposal on an identified research Problem.
4. Abstract of three Research Articles published in standard research journals.
5. Presenting details of a research of any experimental study.
6. Preparing an outline of any policy research.

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**I Year**

**Specialization**

**Paper-V (Paper Code : 9195A)**

**Area (A) Elementary Education**

**Structure, Management & Quality Concerns of Elementary Education**

Maximum Marks: 100 marks

External Assessment: 75 marks

Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Understand perspective & concept of Elementary Education.
- Develop understanding about structure of the Elementary Education System.
- Analyze the history & development of Elementary Education in India.
- Understand the quality concerns in Elementary Education.
- Understand the strategy & programmes for quality enhancement of Elementary Education in India.

**Unit-I Structure of Elementary Education**

- Meaning, concepts & types of Elementary Education.
- Objectives & Functions of Primary Education as Elementary Education.
- Management of Elementary Education
- Elementary Education as the base of Education System.

**Unit-II Perspectives and Context of Elementary Education**

- Developmental characteristics and norms for Elementary stage of Education-physical, cognitive process and abilities, language development, socio-emotional development during early and late childhood
- Influence of home, school and community related factors on child's development.
- Conceptual analysis of the concepts in elementary education like learner / learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.

### **Unit-III      Development of Elementary Education**

- Indigenous system of Elementary education in India
- Nature and focus of Elementary Education after independence.
- Relevance of educational thought of Mahatama Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principles related to elementary education and their implications.
- Right to Education as fundamental right; provision in RTE Act and related issues. Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2505.

### **Unit-IV      IV-Strategies and Programmes in Elementary Education**

- Panchayatiraj and community involvement in educational planning and management related issues. Role of BRC, CRC, SMC.
- Participation of NGOs in achieving goals of UEE
- ECCE programme, women empowerment as support services
- Providing minimum facilities, improving internal efficiency of the system teacher empowerment and incentive schemes, capacity enhancement of teachers (role of DIETs and SIERT, managing learning in multigrade contexts).
- Strategies and programmes for quality enhancement of Elementary Education- Lok Jumbish, DPEP, SSA, Sambalan Programme, incentive schemes for enhancing enrollment and ensuring and retention in Elementary School such as Mid Day Meal programme.

### **Unit-V Quality Concern in Elementary Education**

- Minimum Level of Learning (MLL)
- Early Childhood Care and Education (ECCE)
- Continuous Comprehensive Evaluation at Elementary level
- Multi-grade teaching in elementary schools.

- Teacher's commitment.
- Use of modern technologies and media.

## **PRACTICUM:**

### **Any two of the following:**

1. Prepare a report on functioning of an Elementary School.
2. Study a Multi-graded School and prepare an Analytical Report on it.
3. Prepare a note on Educational Thoughts of any thinker on Elementary Education.
4. A study of implementation of a government scheme related to Elementary Education.
5. A report of functioning of a BRC / CRC
6. A report of conduct of an in service training programme for Elementary School Teachers.

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**I year**

**Specialization**

**Paper-V (Paper Code : (9195B))**

**Area (B) Secondary Education**

**Structure, Management & Quality Concerns of Secondary Education**

Maximum Marks: 100 marks

External Assessment: 75 marks

Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Develop an idea about the structure of secondary education in India.
- Know about the historical development of secondary education in Pre and Post Independent India.
- Understand the constitutional provisions, educational policies and documents of secondary education
- Understand the management system of secondary education at National and State Level.
- Know about the quality indicators of Secondary education
- Reflect upon various programmes to uplift quality in secondary school.

**COURSE CONTENT**

**Unit-I Structure of Secondary Education**

- Meaning, aims, objectives & functions of secondary education.
- Structure of secondary education in India.
- Status of secondary education with reference to access enrolment, retention, syllabus, availability of resources and quality learning.

- Vocationalization of secondary education in India (the efforts, present status, problems and prospects)

## **Unit-II          Development of Secondary Education in India**

- Secondary education in India – historical development in pre and post- independent Era
- Constitutional provision for secondary education.
- Policies and documents related to secondary education – Mudaliar commission, Kothari commission, NPE 1986, NCF 2505
- Universalization of secondary education: Issues and challenges.

## **Unit-III         Management of Secondary Education**

- Importance, function and management of secondary education.
- Management at national level: Role of MHRD, CIBE, NCERT
- Management of secondary level in Rajasthan
- Supervision for effective management in secondary education
- Privatization of secondary education

## **Unit-IV         Management at Institutional Level**

- Aims, objectives and role of secondary educational institution in the light of constitutional goals, NPE 1986 and NCF 2505.
- Management of secondary schools- planning (institutional Plan), coordinating, team building, visioning.
- Role of Heads/Principals and teachers in creating academic culture and appropriate climate in school
- Criteria of quality secondary school

## **Unit-V            Quality Concern in Secondary Education**

- Concept, indicators of quality, setting standards for performance
- Continuous professional development of Heads and teachers through in-service training programmes and in-house capacity building activities.
- Team work and transparency in functioning among teachers
- Total quality management (TQM) for institutional upliftment

## **PRACTICUM:**

**Any two of the following:-**

1. A comparative study on the functioning of any two different types of schools in India such as CBSE, Madarsa, Convent, urban, rural, Residential etc.
2. Visit a local school and evaluate the role of School Management Committee during last 2 years and prepare a report with pictures, photographs and sketches.
3. Conduct interviews of the teachers and students of various schools and Prepare a report based on their educational aspirations and problems with reference to the effectiveness of management
4. Conduct a study on 'good Practices' in various schools and prepare a report including leadership, communication process, information system, data management etc.
5. A study of implementation of government scheme related to secondary education.
6. A study of implementation of recommendations of any national document on education.

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[www.ncert.nic.in](http://www.ncert.nic.in)

[www.ncte.in.org](http://www.ncte.in.org).

[www.naac.india.com](http://www.naac.india.com)

[www.nkc.org](http://www.nkc.org)

[www.ugc.nic.in](http://www.ugc.nic.in),

**I year**

**Elective / Optional**

**Paper-VI**

**Area (A) Comparative Education (Paper Code : 9196 A)**

**Essentials of Comparative Education**

Maximum Marks: 100 marks

External Assessment: 75 marks

Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Understand comparative education as an emerging discipline of education.
- Know and understand concept, Nature and scope of comparative Education.
- Understand approaches & methods of study in comparative education.
- Know the factors responsible for shaping the education system of different countries.
- Know and appreciate role of national, international agencies in promoting education.

**COURSE CONTENT**

**Unit-I Concept, Nature and Objectives**

- Historical Development of comparative Education.
- Concept, nature and importance of comparative Education.
- Aims and Objectives of comparative education.
- Comparative education and International studies in education.

**Unit-II Purpose and Scope of Comparative Education**

- Intellectual value: comparative education as an academic pursuit.
- Reformative value: comparative education for effective improvement / reforms.
- Practical value: comparative education for better understanding of educational issues in a particular country.

- Humanitarian value: comparative education for better international understanding.
- Comparative education as a means for formulating Principles, generalization and policies.

### **Unit-III Methodology in Comparative Education**

#### **a. Methods of Comparison**

- Discipline based classification
- Purpose based classification

#### **b. Approaches of Comparative Education**

- Historical approach
- Cross – disciplinary approach
- Problem approach
- Statistical approach

### **Unit-IV Factors and Forces Influencing Education System**

- Geographical & Economical Factors
- Social & Political
- Historical & Cultural
- Technological

### **Unit-V National and International Initiatives in Education**

- Role of UNO
- Salient Features of Delors Commission Report
- NPE 1986
- National knowledge commission, RTE 2509

### **PRACTICUM:**

#### **Any two of the following:**

1. Two abstracts of recent articles any aspect of comparative education.
2. A study on political influence of education in India.
3. Economic and technological factors influencing education in any above countries

4. A term paper on national and international initiatives in the field of school education.
5. A study of influence of geographical factors on education of any two countries.
6. A review of main recommendation of Delors commission report.

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- ❖ Bexday, G.Z.L. Comparative Methods in Education: Oxford and IBH Publishing Co., New Delhi, 1964.
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- ❖ Singh, R.P. (2507) Educational finance and the planning challenge. New Delhi: Kanishka.

**I year**

**Elective / Optional**

**Paper-VI**

**Area (B) Guidance and Counseling (Paper Code : 9196 B)**

**Principles and Procedures of Guidance and Counseling**

Maximum Marks: 100 marks

External Assessment: 75 marks

Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Understand the meaning, nature and scope of guidance.
- Understand the objectives and need for guidance.
- Understand Principles and problems of different types of Guidance.
- Understand the essential services involved in school guidance programme.
- Understand the resources required and their optimum use in managing guidance programme at different levels.
- Understand the meaning, nature, scope and objectives of counseling.
- Understand the skills and qualities of an effective counselor.
- Understand different types and areas of counseling and steps involved in group counseling process.

**COURSE CONTENT**

**Unit-I            Understanding Guidance**

- Meaning and definitions
- Need for guidance
- Nature and scope of guidance
- Objectives of guidance; self understanding, self discovery, self direction, self actualization
- Principles of Guidance

## **Unit-II      Types of Guidance**

- Types of guidance - educational, vocational and personal.
- Educational, vocational and personal guidance at different level.
- Guiding children for career development, approaches to career guidance.
- Occupational Information – Sources, storage and dissemination.

## **Unit-III      Organising Guidance Programme**

- Essential guidance services- Individual inventory services, Information service, Counseling service, Placement service and Follow-up service.
- Essentials of good guidance programme.
- Planning a guidance programme.
- Resources required for organising guidance services – men (different types of guidance personnel) & material.
- Organising guidance programme at different level.
- Outline of a minimum essential guidance programme for an Indian secondary/ sr. secondary school

## **Unit-IV      Understanding Counseling**

- Meaning, scope and importance of counseling.
- Objectives of counseling: Resolution of problems, modification of behaviour, promotion of mental health.
- Principles of counseling.
- Characteristics of good counseling.

## **Unit-V      Types and Areas of Counseling**

- Types of counseling: Directive, non directive, Eclectic counseling.
- Areas of counseling; Family counseling, marital counseling, parental counseling, adolescent counseling, special children counseling and its relevance to the Indian situation.
- Steps and skills of counseling.

- Qualities and professional ethics of a counselor.

## **PRACTICUM**

Any two of the following

1. Conduct counseling of a student with some behavioral problem.
2. An outline of guidance programme for a secondary school.
3. A critical study of guidance activity in any secondary school.
4. Preparation of a career pamphlet/career talk on any career.
5. A report of organisation of a career conference in school.
6. A report of organisation of guidance day in a school.

## **REFERENCES :**

- ❖ Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
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**I year**

**Elective / Optional**

**Paper-VI**

**Area (C) Inclusive Education (Paper Code : 9196 C)**

**Theory of Inclusive Education**

Maximum Marks: 100 marks

External Assessment: 75 marks

Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Understand concept, need and types of inclusive education.
- Develop an understanding of historical perspective of inclusive education.
- Develop an understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
- Develop an understanding of factors related to inclusion.
- Understand roles, responsibilities and professional ethics of teachers promoting inclusive practices.
- Prepare conducive teaching learning environment for inclusive education in varied school settings.
- Identify research trends in the area of inclusive education.
- Understand the need for planning inclusive education programme.

**COURSE CONTENT**

**Unit– I      Meaning and Background of Inclusive Education**

- Meaning and concept of special education, integrated education and inclusive education.

- Need and Advantages of inclusive education.
- Types of inclusive education.
- Historical perspectives of inclusive education.

## **Unit-II Policy Perspectives**

### **National Initiatives for Inclusive Education:**

- Recommendations of Indian Education Commission (1964-66).
- Integrated Education for Disabled Children (IEDC, 1974)
- National Policy on Education (NPE, 1986)
- Project Integrated Education for Disabled Children (PIED, 1987).
- District Primary Education Program (DPEP)
- The Person with Disabilities Act (1995).
- National Curriculum Framework (2505)
- NCFTE(2509) NCERT.
- National Policy of Disabilities (2506).
- Inclusive Education under Sarva Shiksha Abhiyan (SSA)
- Right to Education.
- RAMSA
- Constitutional provisions for Marginalized Sections of Society.
- Concessions: Transport, income tax, age concessions, reservations, exemption from examination fee, family pension.

### **International Initiatives for Inclusive Education:**

- The World Declaration on Education for all and its framework for actions to meet basic learning need, 1990 (Article 3 clause 5)
- The World Declaration on Survival, Protection and Development of Children and the plans of action (Outcomes of the UNICEF World summit for children ,1990).

- The World conference on special needs Education and the Salamanca Statement and framework for action on special needs education.
- Initiatives of UNESCO

### **Unit – III Factors Related to Inclusion**

- Access – In terms of proximity, gender and socially backward children, minorities, Physically challenged, program to equate deprived children.
- Barrier Free Environment (BFE)
- Enrolment – Reasons for non enrolment, probable strategies from educational social point of view, gross enrolment and net enrolment.
- Achievement - Factors affecting achievement, strategies for enhancing achievement levels and role of community / parents/ teachers in achieving 100% achievement.

### **Unit –IV Teacher Preparation and Inclusive Education:**

- Roles, responsibilities and professional ethics of teachers and teacher educators with reference to inclusive education.
- Provision of in-service training and follow up programs for effective inclusive education in schools.
- Role of NCERT, UGC, Universities and teacher education institutions in promoting inclusive education.
- Research trends in the area of inclusive Education.

### **Unit – V Planning Inclusive Education:**

- Meaning, concept and need of planning of inclusive education.
- Models of Inclusive education.
- Components of inclusive education.
- Planning on site Assessment of resources, team collaboration, time table preparation, planning an Inclusive Education Programme.

### **PRACTICUM:**

**Any two of the following:**

1. Study and review any two national policies in the light of inclusive education.
2. Identify suitable research areas in inclusive education.
3. Observe an inclusive class at least for five days and find out skills and competencies used by teacher. Give suggestive strategy / plan of teaching for betterment.
4. Conduct a survey on the type of supportive service needed for inclusion for Children with any disability of your choice and share findings in the class.
5. Case study of a child with disability with a view to find out the extent to which he/she has derived benefit from inclusive education.
6. Report of survey of schools to identify various forms of inequality with reference to marginalized groups.

#### **REFERENCES:**

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- ❖ Sharma P.L. (1990) Teachers handbook on IED-Helping Children with special needs, NCERT publications.
- ❖ Sharma, P.L. (2503) Planning Inclusive Education in small schools, RIE Mysore.

**I year**

**Elective / Optional**

**Paper-VI**

**Area (D) ET and ICT in Education Education (Paper Code : 9196 D)**

**Principles of Educational Technology and Information**

**Communication Technology**

Maximum Marks: 100 marks

External Assessment: 75 marks

Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Know about the concept, nature scope and historical development of Education Technology.
- Understand the concept and scope of Instructional Technology.
- Understand concept, and application of systems approach in education.
- Understand the concept of models of teaching.
- Use following three models of teaching – concept attainment model, inquiry training model and information processing model.
- Understand the concept of communication
- Identify components of communication process.
- Understand classification and barriers of communication.
- Understand Principles of effective communication.
- Understand the use of ICT in teaching and Learning.
- Become familiar with various devices of ICT.

**COURSE CONTENT**

**Unit-I Basics of Educational Technology**

- Concept of Educational Technology, Scope, historical development of Educational Technology

- Components of Educational Technology - Software, Hardware
- Instructional Technology

## **Unit-II System Approach**

- Systems Approach – Definition, Characteristics and application in education.

## **Unit-III Models of Teaching**

- Meaning, Fundamental elements of Teaching models.
- Detailed Study of following models –
  - Concept attainment model
  - Inquiry training model
  - Information processing model

## **Unit-IV Communication Process**

- Meaning of Communication and mass-communication
- Components of communication process
- Classification of Communication –
  - Audio, Visual, Audio-Visual
  - Hardware and software
  - Static and motion
  - Primitive, Industrial & Modern
- Importance and effect of Mass communication in modern context
- Barriers of Communication -
  - Physical, Psychological and Language
- Principles of effective communication

## **Unit-V Communication and Information Technology**

- Concept, nature and scope of Information and Communication Technology
- Information basics – Nature and scope of communication system (Sender, receiver, message and medium).



- Information and communication Technology in Teaching Learning context.
- Information and Communication Technology devices.

### **PRACTICUM:**

1. Prepare a teaching plan based on any one of the models of teaching.
2. Developing a script and slides (at least ten) to teach a course content.
3. A report on use of ICT in a teacher education institute / school.
4. A critical review of radio / T.V. Programme on Education
5. Develop a self instructional material on teaching any topic of B.Ed. syllabus.
6. A paper on comparative analysis of audio, audio-visual and multimedia programme.
7. Preparation of a script for media production related to education.

### **REFERENCES:**

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- ❖ Buch, M.B. and Santharam M R (1972) Communication in Classroom, CASE, Faculty of Ed. & Psy. M S Univ. Baroda
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- ❖ Rajaraman, V. “Fundamentals of Computers”, Prentice Hall of India, New Delhi, 1996
- ❖ Saxena, S. “A First Course in Computers”, Vikas Publishing House Pvt. Ltd., New Delhi, 1998
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- ❖ Sethi, A. Multimedia Education : Theory and Practice. International Scientific Publishing Academy, New Delhi 2505.
- ❖ Yelland, Nicole et al (Editors). Rethinking Education with ICT. Sense Publishers, 2508.

**I year**

**Elective / Optional**

**Paper-VI**

**Area (E) Educational Management Education (Paper Code : 9196 E)**

**Principles of Educational Management**

Maximum Marks: 100 Marks

External Assessment: 75 marks

Internal Assessment: 25 marks

**OBJECTIVE:**

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

- Get acquainted with concept and principles of Educational Management.
- Understand various approaches and theories related to educational management.
- Analyze educational management as a process.
- Explain the concept, need & importance of Educational Finance.
- Develop appreciation of the financial Problems and issues of Educational management.
- Develop conceptual understanding of leadership.
- Develop capacities for being efficient and effective educational leaders.
- Understand concept, types and forms of Educational Supervision.

**COURSE CONTENT**

**Unit-I Educational Management**

- Concept, nature and scope of Management
- Principles and characteristics of Educational Management
- Approaches of Educational Management
  - Scientific Management approach
  - Human relation approaches
  - Integrated / situational approach

- Systems approach

- Theories of Educational Management -
  - Decision making theory of Griffiths
  - Role conflict theory of Getzel
  - Organization equilibrium theory

## **Unit-II Educational Management as a Process**

- Planning, organization, coordination, direction, communication and evaluation.
- Importance of Communication and decision making in the management process.
- Issues in educational management.
- Existing research and needed studies in educational management.

## **Unit-III Leadership in Education**

- Meaning, concept, need, importance of educational Leadership
- Leadership styles.
- Functions of educational Leaders.
- Leadership for Managing educational change and improvement.
- Measurement of leadership.

## **Unit-IV Educational Finance**

- Concept of educational Finance
- Need and importance of Education Finance.
- Calculation of Unit cost of education at particular educational level.
- Efficiency cost minimization and quality improvement.
- Problems and issues of educational finance in India.

## **Unit-V Educational Supervision**

- Meaning and nature of educational supervision.
- Types and Forms of educational supervision.
- Process of educational supervision.
- Planning, organizing and implementing supervisory programmes.
- Some innovations in the field of supervision launched in Rajasthan.

### **PRACTICUM:**

#### **Any two of the following:**

1. Abstract of two recent articles published in some standard journals related to educational management.
2. One term paper on any aspect of educational management.
3. Study of leadership behaviour of a head of an educational institution.
4. Critical analysis of four supervision reports of secondary/ sr. secondary schools.
5. A report on a budget of an educational organization.
6. A Study of innovative practices of an educational institution.

### **References :**

- ❖ Academics – India, a website on Higher Education in India at <http://www.academicsindia.com>.
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- ❖ Ramanujam, P. (2506) Globalisation, Education and Open Distance Learning. New Delhi : Shipra Publications.

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- ❖ Singh, B. (1967) Education as Investment. Delhi: Meenakshi Prakashan.
- ❖ Sobti, M. (1987) A Financial Code for University System, New Delhi : Vikas.
- ❖ UNESCO (1963) Economic and Social Aspects of Planning.

**II Year**  
**Core Paper**

**Paper-I (Paper Code : 9291)**

**Essentials of Teacher Education**

Maximum Marks: 100 marks  
External Assessment: 75 marks  
Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Understand the meaning, scope and system of teacher Education.
- Examine the development of teacher Education in India after Independence.
- Understand the Problems and challenges related to teacher education in National and Global context.
- Familiarize with the emerging Trends in Teacher Education.
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher Education.
- Use various methods and Techniques for Transacting curriculum of teacher education.
- Develop an understanding of process of in service teacher Education.
- Use various Techniques for the evaluation of in-service teacher Education Programmes.
- Develop understanding regarding organizations and supervision of school experience programme.
- Understand various innovations and researches in Teacher Education Programme.



## **COURSE CONTENT**

### **Unit-I Concept, Need and Structure of Teacher Education**

- Teacher education- concept, aims, need and scope.
- Structure of Teacher education at elementary and secondary level.
- Curriculum of Teacher education at elementary and secondary level.
- Challenges and initiatives in the field of Teacher education in National and Global scenario.
- Pre service and in service teacher education programmes.

### **Unit-II Historical Background of Teacher Education in India**

- Evolution and development of Teacher Education in India after Independence.
- Recommendation of various reports on education regarding teacher education published after independence.
- Critical Evaluation of existing education programme in Teacher Education.

### **Unit-III Organization of Pre-service Teacher Education Programme**

- Organization of Pre-service Teacher Education.
- Transaction of Curriculum of Teacher Education- Tutorials, Seminars, Practicum, field studies, reflective thinking sessions.
- Organization of Teaching Practice and Internship.
- Assessment of Teaching Proficiencies - criteria, Tools and Techniques.

### **Unit-IV Organization of In-service Teacher Education Programme**

- In-service Teacher Education Programme - Concept, Need and Objectives.
- Centrally sponsored scheme for the reconstructing and strengthening of In-service Teacher Education, Role and functions of IASE, CTE and DIETs.
- Planning, organization, monitoring and evaluation
- Strategies for organizing effective In-service Teacher Education Programme - Workshop, Seminars, Field based activities, simulation, role playing, brain storming, experience sharing.

### **Unit-V Research and Innovations in Teacher Education**

- Need of Research in Teacher Education, Areas of Research in Teacher Education.

- Action Research for quality improvement in Teacher Education.
- Current trends of Researches in Teacher Education.
- Innovations in Teacher Education – Constructivism, Total Quality Management (TQM), Interdisciplinary approaches in Teacher Education and open learning.
- Innovations in teacher education being conducted by different universities / institutions in India.

## **PRACTICUM:**

### **Any two of the following:-**

1. Prepare a Report of teacher education institute on the basis of quality criteria determined by the NAAC.
2. To prepare a review of a research conducted in the area of teacher education.
3. Evaluation of curriculum of Teacher Education Program of any state at secondary or elementary level.
4. Preparation of guidelines for organization of class room resources for teaching a topic using constructivist approach.
5. A critical study of organization of internship in a Teacher Education Institution.
6. A report on Identification of Training needs of teachers in a particular subject.

## **REFERENCES:**

- ❖ Aggarwal, J.C. (1995): Teacher and Education in a Developing Society: New Delhi, Vikas Publication House.
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- ❖ National Curriculum Framework for Teacher education, 2509 Report of the Delors Commission, UNESCO, 1996
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- ❖ Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT, New Delhi.
- ❖ Siddiqui, M.A. (1993). In-service Education of Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.
- ❖ The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2506 by NCERT.

## II Year

### Core Paper

#### Paper II (Paper Code : 9292)

#### Indian Education: Its Development, Major Policies, Prospects & Challenges

Maximum Marks:100 marks

External Assessment:75 marks

Internal Assessment:25 marks

#### OBJECTIVES:

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

- Understand the historical Background of development of Education in India.
- Identify the provisions related to education in Indian Constitution.
- Summaries the recommendations of various national documents on education.
- Understand the role of different agencies and their functioning for the development of education.
- Understand the changing perspective of the education and educational development.
- Understand challenges related to educational development.

#### COURSE CONTENT

##### Unit-I            **Development of Indian Education**

- Concept and Aims of Education in Indian context
- Development of Education in different period: Vedic, Buddha, Medieval.
- Development of Education in Pre-Independence: Charter Act of 1813, Adam's Report, Macaulay's Minute, The Wood's Dispatch.
- Development of Educational Institutions or centers of higher learning in ancient, Medieval and Pre independence period.

##### Unit-II            **Development of Education in Post- Independent India**

- Education for social and economic reconstruction of the nation
- Role of State and Society in Development of Education.
- Provisions related to education in the Indian Constitution.
- Education for marginalized section of the society.
- Universalization of Elementary education, RTE-2509: Its implication & challenges
- Expansion of the Education: Literacy, institutions, enrollment, schools, universities

### **Unit-III      Landmark of Educational Development in India**

- Establishment of UGC, NCERT, NCTE and their role in the development of Education
- Education Policy 1986 & Revised Policy 1992
- SSA
- RAMSA
- Establishment of NAAC
- Centrally sponsored schemes like-CTE, IASE, DIET, Mid-Day-Meal.
- Open universities, Open school, Central Universities, Navodaya Vidyalaya and central school schemes

### **Unit-IV      Changing Perspective**

- Yashpal Committee Report (1992)
- National Curriculum Framework (2505)
- National Curriculum Framework for Teacher Education(2509)
- Development of Education through Planning: Five year Plan, contribution and weightage on Education, Present five year plan.
- Vocationalization of Education

### **Unit-V      Challenges Related to Education & Educational Development**

- Quality vs. Quantity
- Inclusiveness & education for all
- Socio cultural issues
- Curriculum development & transaction

- evaluation system
- Liberalization, Privatization, Globalization
- Professionalization

**PRACTICUM:**

**Any two of the following:**

1. Prepare a term paper on any topic related to this paper.
2. Prepare a summary of recommendations made in any national document of education.
3. A critical review of any policy on education in India during British Period.
4. Two abstracts of articles on education published in standard educational journals.
5. A study of implementation of recommendation made by any national commission of education.
6. Report on problems encountered in the implementation of CCE in nearby school.
7. A study of educational development in your district in past two decades.

**REFERENCES:**

- ❖ Bhatnagar Suresh (2507), Education in India, Loyal Book Depot, Meerut.
- ❖ Chaube, S.P. (2509), History & Problems of Indian education, Vinod Pustak Mandir, Agra.
- ❖ Kabir, Humagun (1956), Education in India, George Allen & Unwin, London.
- ❖ National curriculum framework of Teacher education, (2509), NCTE, New Delhi.
- ❖ National Policy on education, 1986, MHRD, New Delhi.
- ❖ Sharma Yogendra (2501), History and Problems of Education, Vol.-I, Kanishka Publishers distributors, New Delhi.
- ❖ Sharma, R.A., (2504), Development of Educational System in India, R. Lall Book, Depot, Meerut.
- ❖ Sharma, R.N. Sharma, R.K., (1996), History of Education in India, Atlantic Publishers & distributors, New Delhi.

## II Year

### Core Paper

#### Paper III (Paper Code : 9293)

#### Data Analysis–Qualitative & Quantitative

Maximum Marks: 100 marks

External Assessment: 75 marks

Internal Assessment: 25 marks

#### OBJECTIVES:

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

- Present the external characteristics of a set of data by representing in tabular and graphical forms.
- Compute relevant measures of central tendencies and measures of variability.
- Examine relationship between different types of variables of a research study.
- Explain or predict values of dependent variable based on the values of one or more independent variables.
- Estimate the characteristics of populations based on their sample data.
- Test specific hypothesis about populations based on their sample data.
- Use appropriate procedures to analyze qualitative data.
- Demonstrate competence in the use of statistical packages for analysis of data.

#### COURSE CONTENT

##### UNIT-I Nature and Measures of Educational Data: Qualitative and Quantitative

- **Qualitative Data:** Its analysis with examples on content analysis of interview based and observation based data, Coding and categorization in case of qualitative area.
- **Quantitative Data:** Data types: Nominal, Ordinal, Interval & Ratio Scales
- **Graphical Representation of Data:** Concepts of scores, Tabulation of scores, Preparation of histogram, Frequency polygon and ogive curves.
- **Measures of Central Tendency :** Mean, Median, Mode, Quartiles, Deciles, Percentiles, percentile ranks, and uses of these measures. Calculation of Standard scores.



- **Measures of Variability :** Range, Average deviation, Standard deviation, Quartile deviation, Merits and limitations of different measures of variability, Combined means and S.D.'s

## **UNIT-II Descriptive Analysis of Quantitative Data**

- **Correlation :** Concept of Correlation, Rank difference and pearson product moment coefficient of correlation. Tetra choric correlation, Phi coefficient.
- **Linear Regression Analysis :** Concept of regression, regression equation, regression line and their uses, Accuracy of prediction.
- **Normal Distribution :**Theoretical and empirical distributions, Characteristics of normal probability curve and its applications.
- Skewness and its types, Kurtosis.

## **UNIT-III Inferential Analysis of Quantitative Data**

- **Estimation of a Parameter :** Concept of parameter and statistics, Sampling error, Sampling distribution, Standard error of mean.
- **Testing of Hypothesis :** Null and alternate hypothesis, Directional alternative hypothesis, Testing of null hypothesis, Types of errors and levels of significance.
- **Testing significance of difference between the following statistics for Independent and Correlated Samples:** Proportions, Means (Including small samples), Variances.
- **Inferential Statistics :** Standard errors, Confidence limits, Two tailed and one tailed tests.

## **UNIT-IV Inferential Statistics**

- **Analysis of variance and co-variance (ANOVA and ANCOVA)-** Concepts, assumption and uses.
- **Analysis of Frequencies using chi-square :** Chi-square as test of goodness of fit and test of independence, Contingency co-efficient and its uses.
- **Non Parametric Tests:** Chi-square, Mann-Whitney U test.
- Difference between parametric and non parametric tests.

## **Unit-V : Analysis of Qualitative Data:**

- Data reduction, Data display, Conclusion drawing and verification, Removing, Categorization and classification, Analysis of visual data.

- Use of computer for data analysis, Knowledge of software for statistical analysis such as SPSS, Excel.
- Coding of data and data entry in various computer software.

### **PRACTICUM:**

Any two of the following -

1. Critical assessment of statistical techniques used in research report.
2. Graphical presentation of a given data.
3. Selection and description of appropriate statistical technique(s) for answering a given research question or testing a given hypothesis.
4. Entering given data in Excel and analyzing it using SPSS package.
5. Calculation of percentile / deciles on the basis of a given data.
6. Writing a term paper on any of the concepts included in the paper.

### **REFERENCES :**

- ❖ Aggarwal, Y.P.(1998)Statistical Method, Sterling, New Delhi
- ❖ Asthana, H.S. & Bhushan, B. (2507) : statistics for Social Sciences. New Delhi: Prentice Hall.
- ❖ Best & Khan (2511) : Research in Education. New Delhi: PHI.
- ❖ Cononver, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.
- ❖ Ferguson,G. (1981). A statistical Analysis in Psychology and Education, New York : McGraw Hill.
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- ❖ VanLeeuwen, T., & Jewitt, C. (Eds).(2511). Handbook of Visual analysis. London:Sage.

## **II Year**

### **Specialization**

#### **Paper- IV**

#### **Area (A): Elementary Education (Paper Code : 9295A)**

#### **Issues, Curriculum and Assessment of Elementary Education**

Maximum Marks :100 marks

External Assessment : 75 marks

Internal Assessment :25 marks

#### **OBJECTIVES:**

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

- Understand the different issues related to Elementary Education Level.
- Understand the process of curriculum development and planning at Elementary level.
- Understand the evaluation process, tools and techniques of assessment in Elementary Education.

- Acquaint with the agencies for the training of Elementary Teachers.

## **COURSE CONTENT**

### **Unit- I Social Context of Elementary Education**

- Developmental Characteristics and norms in Social Context i.e
- Socialization of a child.
- Different issues related to elementary educations such as Low enrollment, Dropout rate, Infrastructure, Distance from location of child, education of girl child, education of children from marginalized sections of society, Teacher pupil ratio etc.
- Transition from home to School-issues of Concerns.

## **Unit-II Curriculum and Evaluation in Elementary Education**

- Principles of Curriculum at Elementary Stage.
- Objectives, Planning, Organization and Evaluation of curriculum at elementary Stage.

## **Unit- III Challenges in Elementary Education in India**

- Universalization of Elementary Education.
- Education of street children
- Critical appraisal of issues in Elementary Education in India in represent the equality disadvantages groups including First generation learners of migrant population
- Marginalization including gender issues and its impacts on Elementary Education.
- Different Kinds of Challenged learner in Elementary Education.

## **Unit- IV Assessment in Elementary Education**

- Meaning, Concept and Importance of Assessment in Elementary Education
- CCE in Elementary Education.
- Formative Assessment /Summative Assessment and its uses in different discipline
- Critical Appraisal of no detention policy,
- public examination at the end of the elementary stage and its viability
- Techniques and Tools of Assessment in Elementary Education.

## **Unit – V Professional Development of Teachers in Elementary Education**

- Role of different agencies for organizing in-service training programmes for Elementary School Teachers – DIETS, SIERT, SSA, BRC, CRC, NCERT
- Role of SMC in Elementary Education
- Role and responsibilities of Elementary School Teachers.
- Professional Ethics of Elementary school teachers

## **PRACTICUM:**

### **Any two of the following:-**

1. School mapping of a neighbouring area.
2. Critical appraisal of elementary school curriculum of any state
3. Report on functioning of an DIET/ Elementary teacher education institution
4. Report of functioning of an SMC.
5. Report on functioning of CCE in any elementary school.
6. Survey of status of education of girls in any village.

## **REFERENCES:**

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- ❖ Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
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- ❖ Kurrian, J.(1993) Elementary Education in India, New Delhi: Concept Publication.
- ❖ Lewis, Ramon (2508): Understanding Pupil Behaviour. Routledge Publications, U.K.
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- ❖ Mohanty, J.N. (2502): Primary and Elementary Education. Deep & Deep Publications, New Delhi.
- ❖ National Curriculum for Elementary and Secondary Education (1988)- A Framework, NCERT, New Delhi.
- ❖ NCERT (2505): National Curriculum Framework, NCERT, New Delhi
- ❖ NCERT (2505): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- ❖ NCTE, (2504): Teacher Education Curriculum, New Delhi.
- ❖ Petty, W.T. (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co., Chicago.
- ❖ Rao., V.K. (2507): Universatisation of Elementary Education, Indian Publishers, New Delhi.
- ❖ Rita Chemicals (2508): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- ❖ Rubin, D. (1975): Teaching Elementary Language Arts, Holt Reinhart & Winsten, N. York
- ❖ Sharma, Ram Nath (2502): Indian Education at the cross road. Shubhi Publications.
- ❖ Singh, L.C. (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- ❖ Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
- ❖ The Study of Primary Education – A Source Book, Volume I & II, 1984
- ❖ Tilak, J.B. (1992) Educational Planning at groos roots, New Delhi.
- ❖ UNESCO (2505): EFA Global Monitoring Report on Quality of Education Finance.
- ❖ UNESCO (2506): Teachers and Educational Quality. Monitoring Global Needs for 2515. UNESCO Publication, Montreal.
- ❖ Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.
- ❖ Wrage, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.

## II Year

### Specialization

#### Paper-IV

#### Area (B) Secondary Education (Paper Code : 9295B)

#### Issues, Curriculum & Assessment in Secondary Education

Maximum Marks: 100 marks

External Assessment: 75 marks

Internal Assessment: 25 marks

#### OBJECTIVES:

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

- Understand the importance of secondary education in relation to changing social, political, economic and cultural conditions of India.
- Understand the trends, issues and challenges of Indian society with reference to secondary education.
- Understand principles of curriculum development related to secondary education.
- Understand the evaluation process, tools and techniques of assessment in secondary education.
- Develop understanding about future perspectives of secondary education in India.

#### COURSE CONTENT

##### Unit-I Issues of Secondary Education in India

- Socio-cultural context of Secondary education in India.
- Problems and issues of Secondary Education in India - Equalization of Educational Opportunity (removing gender disparity, different types of schooling, rural urban disparity), wastage and stagnation in Sec. School Level, Privatization and Commercialization.
- Education for secularism, Pluralism and egalitarianism
- Education for national and emotional integration

##### Unit-II Curriculum of Secondary Education

- Curriculum, Objectives, stage specific and subject specific planning, and organization at secondary level (including distance education & open learning).



- Preparation and use of different types of curricular materials – text based materials, Activities, learning environment, Audio visual materials, role of ICT.
- Critical appraisal of present secondary school curriculum in the state (Relevance, National development, sustainability and local context).

### **Unit-III Assessment and Evaluation in Secondary Education**

- Meaning, nature and functions of evaluation and assessment in secondary education.
- New trends in evaluation- CCE, grading system, internal assessment, semester system, Self-assessment, feedback, online assessment and Open book exam.
- Critical appraisal of the present evaluation system at secondary Education.

### **Unit-IV Professional Development of Teachers at Secondary Education Level**

- Preparation of teachers for Secondary Education level with reference to the recommendation of various commissions/ Committees concerning Teacher Education System.
- Role, Function and need to empower secondary school heads and teachers in the present context.
- Role of NCERT, NCTE, IASE, CTE in professional development of sec. school teachers.

### **Unit-V Future Perspective of Secondary Education**

- Recommendations of NPE 1986 about revitalization of Secondary Education.
- Role of RAMSA in strengthening Secondary Education
- The vision of NCF-2505 with reference to Secondary Education.
- Research needs in the area of secondary education.

### **PRACTICUM:**

Any two of the following:-

1. A term paper on any one of the issues related to secondary education in India
2. Two abstracts on articles related to secondary education published in some standard Journals
3. A report on the status of dropout rates in the secondary schools of your city and also enumerate its causes
4. A survey of the evaluation practices in government and private schools

5. A critical appraisal of a training programme organized by IASEs and CTEs
6. A study of the changes in secondary education curriculum in the last one decade.

**REFERENCES:**

- ❖ Bhatt, B.D. (2505): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
- ❖ CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
- ❖ Deighton, Lec. C. The Encyclopedia of Education, Vol. I & II, Mac Millan& Co. & Free Press, New York.
- ❖ Delors, J. (1996) Learning: The Treasure with in UNESCO Publishing.
- ❖ Dunkin, J. Michal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
- ❖ Goel, S.L. and Goel, A. (1994): Education Policy and Administration. Deep and Deep Publications, New Delhi.
- ❖ Govt. of India. (1986): National Policy on Education. Ministry of HRD, New Delhi.
- ❖ Gupta, V.K. and Gupta, Ankur (2505): Development of Education System in India. Vinod Publication, Ludhiana.
- ❖ Husen, Torsten&Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press, New York, Vol. 1-12.
- ❖ Inderjeet, K. and Raj Kumar (2506): Development of Educational System in India. 21<sup>st</sup> century Publication, Patiala
- ❖ Jayapalan, N. (2502\_): Problems of Indian Education. H.B. Bhargava Publications, Delhi.
- ❖ Mangla, Sheela (2500), Teacher Education: Trends & Strategies, Radha Publishing, New Delhi.
- ❖ MHRD (1986) National Policy on Education and Programme of Action, Govt. of India, New Delhi.
- ❖ MHRD (1990) Rama Murti Committee Report, Department of Education, Govt. of India, New Delhi.
- ❖ MHRD (1990) Towards an Enlightened and Ilumance Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.

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- ❖ Oberoi, M.K. (1995) Professional competencies in Higher Education, UGC Publication, New Delhi.
- ❖ Sachdeva, M.S. and Umesh (2505): A Modern Approach to Education in Emerging Indian Society. Vinod Publication
- ❖ Sikula, J. (Ed.) Handbook of Research on Teacher Education, New York Mac Millan Publishing.
- ❖ Singh, L.C. et. Al. (1990) Teacher Education in India, New Delhi, NCERT.
- ❖ Singh, T. (1978), Diffusion of Innovations among Training Colleges of India, Varanasi, Bharat BharatiPrakashan.
- ❖ Sodhi, T.S. (2505): Development of Educational System in India. Bawa Publications, Patiala.
- ❖ Venakateshwaran (2504): Principles of Education. Vinod Publications, Ludhiana.
- ❖ Vijayen, Premavathy&Geetha, T. (2506) Integrated & Inclusive Education: DSE (VI) Manual. Kanishka Publishers.
- ❖ Walia, J.S. (1998): Modern Indian Education and its Problems. Paul Publishers, Jalandhar.

**Web sites:**

[www.education.nic.in](http://www.education.nic.in)

[www.socialjustice.nic.in](http://www.socialjustice.nic.in)

[www.ncert.nic.in](http://www.ncert.nic.in)

[www.ncte.in.org](http://www.ncte.in.org)

[www.naac.india.com](http://www.naac.india.com)

[www.nkc.org](http://www.nkc.org)

[www.ugc.nic.in](http://www.ugc.nic.in),

**II Year**  
**Elective/Optional**  
**Paper-V**

**Area (A) Comparative Education (Paper Code : 9295C)**

**Comparative Study of Educational System - India, U.K., U.S.A. & Japan**

Maximum Marks: 100 marks  
External Assessment: 75 marks  
Internal Assessment: 25 marks

**OBJECTIVES:**

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

- Understand aims and objective of education at different levels with reference to India, U.K., U.S.A. & Japan.
- Understand and reflect on the major educational policies in the countries to be studied.
- Understand the educational structure, its administration and supervision practices in Education.
- Understand the system of Teacher education of difference countries.

**COURSE CONTENT**

Study of the following aspects of Education in India, UK, USA & Japan:

**Unit-I**

- Aims and objectives of education at different educational levels.

**Unit-II**

- Study of educational policies and present vision about education.

**Unit-III**

- Administrative structure and Supervision practices in Education.

**Unit-IV**

Salient features and challenges of school education at elementary and secondary level.

**Unit-V**

## System of Teacher Education

- Aims and objectives
- Organization of Teacher education at different level
- In-service and Extension Education Programmes

### **PRACTICUM:**

#### **Any two of the following:-**

1. Two abstracts of recent articles on any aspect of comparative education from any standard journals.
2. A comparative study of aims and objectives of elementary and secondary level of education.
3. A term paper on comparison of educational policies of India and any other country included in the course.
4. A comparative study of Teacher Education of India and any other country included in the course.
5. A term paper on educational structure/Educational administration and supervision of India and any other country included in the course.
6. A report on the challenges of school education at different levels of any country.

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- ❖ Aggarwal, J.C. (2505) Recent developments and trends in education, New Delhi: Shipra Publication.
- ❖ Bexday, G.Z.L. Comparative Methods in Education: Oxford and IBH Publishing Co., New Delhi, 1964.
- ❖ Craner, I.F. & Brown, G.S.; Contemporary Education: A Comparative Study of National System. Harcourt Brace & Company, New York, 1965.
- ❖ Hans, Nicholas. Comparative Education. Routledge and Kegan Paul, London, 1961.
- ❖ Husen, Torsten – The international encyclopedia of Education, Vol. I, second edition, British Library cataloguing, 1994.
- ❖ Jayapalan. N. (2505) Problems of Indian Education. New Delhi: Atlantic
- ❖ Jha, P. (2505) Quality and Access in Primary Education, New Delhi: VPH.

- ❖ Kandel, LL. Studies in Comparative Education. George Harrup, New York, 1963.
- ❖ Khan, A. (2506) School Environment and Value Development. New Delh: Academic Excellence
- ❖ Khan, A. (2506) Education in the Modern Indian Context. New Delhi: Arisep.
- ❖ Mehrotra, S. (2505) Universalizing Elementary Education in India. New Delhi: Oxford University Press
- ❖ Ramaniyam, P.R. (2506) Globalisation, Education and Open distance learning. New Delhi: Shipra Publication.
- ❖ Sharma, P. (2505) Encyclopedia of comparative education (vol. I) aims and education.
- ❖ Singh, R.P. (2507) Educational finance and the planning challenge. New Delhi: Kanishka.

## II YEAR

### Elective/Optional

### Paper - V

#### Area (B) Guidance and Counseling (Paper Code : 9295D)

#### Dynamics and Techniques of Guidance and Counseling

Maximum Marks: 100 marks

External Assessment: 75 marks

Internal Assessment: 25 marks

#### OBJECTIVES:

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

- Develop understanding about guidance and assessment of students with behavioral problems and special abilities.
- Develop understanding about the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
- Gain insight into different techniques of psychological assessment, their need, importance and application in guidance and counseling.
- Develop skills for administering, scoring, interpreting and analysing test results.
- Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, interest and personality and their assessment for providing guidance and counseling.

#### COURSE CONTENT

##### Unit-I Guidance and Assessment of Students with Behavioral Problems

- Nature and causes of behavioral problems.
- Identification and Guidance of students with following behavioral problems - indiscipline, violence, bullying, Delinquency, drug abuse, truancy, addictive behavior, attention disorder etc.
- Stress and coping skills – nature of stress, its causes, consequences and coping skills.



## **Unit-II Guidance and Assessment of Students with Special Abilities and Needs**

- Students with special abilities - Concept and identification
- Students with special needs - Concept and identification
- Guidance for children with special abilities.
- Guidance for socially and economically disadvantaged students.
- Guidance for physically and intellectually challenged students.
- Guidance for educationally backward students.

## **Unit-III Assessment and Appraisal in Guidance and Counseling**

- Concept of assessment and appraisal.
- Nature and importance of assessment and appraisal in guidance and counseling.
- Assumptions and principles of assessment and appraisal

## **Unit-IV Techniques for Assessment**

- Need and importance of qualitative and quantitative assessment.
- Simple guidance tools – observation, interview, anecdotal record, case study, autobiography, rating scale, sociometry
- Psychological testing – nature and preliminary precautions, role and advantages and limitations, acquaintance with various psychological test and Procedure of their administration, scoring and interpretation.
- procedure of development, administration, scoring and interpretation of self made assessment tools.

## **Unit-V Individual Attributes and their Assessment**

- Concept of intelligence: Changing perspective assessment of intelligence.
- Concept of personality, Self concept, Adjustment, Guidance for Adjustment, Assessment of personality (Projective, semi projective and non–projective techniques, Non testing devices)
- Concept of interest and its assessment.

### **PRACTICUM:**

Any two of the following:

1. Report of a Sociometric study of a group of students.
2. Development of any two of the following tools –
  - a. Rating Scale
  - b. Anecdotal Record form
  - c. Individual inventory form
  - d. Problem checklist
3. A critical appraisal of any one research report in the area of guidance.
4. One term paper related to topic prescribed in this paper.
5. Two abstracts of articles related to guidance and counseling published in some standard journals.
6. Report of counseling of any one of the following behavioral problems –
  - a. Truancy
  - b. Bullying
  - c. Delinquency
  - d. Addictive behavior

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## **II Year**

### **Elective/Optional**

### **Paper – V**

#### **Area (C) Inclusive Education(Paper Code : 9295E)**

#### **Inclusive Education for Diverse Needs**

Maximum Marks:100 marks

External Assessment: 75 marks

Internal Assessment:25 marks

#### **OBJECTIVES:**

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

- Understand concept of diverse needs.

- Understand the nature of difficulties encountered by children with special needs and prepare conducive teaching learning environment.
- Identify and utilize existing resources for promoting inclusive practices.
- Develop an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs.
- Understand the roles and responsibilities of teachers' parents and community for supporting inclusion.
- Understand the schemes and programs for education of socially disadvantaged groups.
- Understand the concept and importance of gender, justice and equality.
- Analyze the status of education of girls in schools with regard to access, enrolment, achievement.

## **COURSE CONTENT**

### **Unit- I Children with Diverse Needs and Preparation for Inclusive Education**

- Concept and Meaning of diverse needs.
- Definition and characteristics of children with sensory, (hearing, visual and physically challenged) intellectual (gifted, talented and mentally challenged children) developmental disabilities (autism, cerebral palsy, learning disabilities) social and emotional problems, scholastic backwardness, under achievement, slow learners ,children with special health problems, environmental/ ecological difficulties and children belonging to other marginal groups-SC,ST,OBC and slum children.
- Educational approaches and measures for meeting the diverse needs-concept of remedial education, special education, integrated education and inclusive education.
- Building learning friendly classrooms, overcoming barriers for inclusion.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

### **Unit-II Utilization of Resources**

- Role of teachers working in inclusive settings and resource teachers in developing and enriching academic skills.

- Curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural ,tribal, girls, SC, ST and linguistic and other minority groups.
- Special teaching learning materials for children with diverse needs
- Aids and appliances for children with diverse needs.

### **Unit – III –Curriculum Adaptations for Children with Diverse Needs**

- Curriculum adaptations for children with sensory ( hearing, visual and physically challenged), intellectual (gifted, talented and mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, Children with special problem, environmental/ ecological difficulties and children belonging to other marginalized groups.
- Guidance for adaptation for teaching / practicing science, mathematics, social studies, languages, physical education, Yoga, heritage art, theatre, drama etc, in inclusive settings.
- Utilization of records / case profiles for identification, assessment and intervention for inclusive classrooms.

### **Unit –IV Educational Problems and Support Services of Disadvantaged Sections**

- Problems/ constraints in education of Socially disadvantaged children, multicultural education, organization and management of schools to address socio cultural diversity.
- Bias in text books, hidden curriculum (teacher attitude, expectations)
- Support materials and support services for children with diverse needs.
- Schemes, programs for education of socially disadvantaged sections.

### **Unit -V Status, Problems and Issue of Girls' Education in India:**

- Position of India in Human Development Index (with focus on gender) status of girls / women in Indian society.
- Status of access enrolment, retention and achievement of girls coming from disadvantaged sections and first generation learners.
- Social construction of gender, socialization, family and gender identity, media, gender roles, caste, class, community and gender relations.

- Gender inequality in schooling: Organization of schooling gender bias in text books, curricular choices and the hidden curriculum (expectations of teachers, student teacher interaction). Gender Bias in family and society.
- Co – education- its educational implications.

### **PRACTICUM:**

#### **Any two of the following:-**

1. Preparation of status report on school education of children with diverse needs in your city.
2. Evaluation of text books from the perspective of differently abled children/ gender perspective / socially disadvantaged group.
3. Observation report of a school promoting inclusive education.
4. Survey the locality for identification of children with disabilities.
5. Visit to special, integrated and inclusive classrooms, residential /Ashram schools and minorities' institution and reporting.
6. Preparation of report on institution /schools practicing innovations in the area of education for socially disadvantaged.
7. Report of a visit of any one institution for children with visually impaired, hearing impaired, mental retardation or handicapped. ( It must include reflection on problems faced by disabled children, resources, infrastructure, assistive devices, aids and appliances and support services.)

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## II Year

### Elective / Optional

### Paper- V

#### Area (D): ET and ICT in Education

#### Application of Educational Technology and Information Communication Technology in Education

Maximum Marks: 100 marks

External assessment:75 marks

Internal assessment:25 marks

#### OBJECTIVES:

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

1. Understand use of ET in formal, non formal and informal Education.
2. Understand use of ET in Distance Education and Open Learning System.
3. Enhance knowledge about various agencies working in the field of ET.
4. Understand the concept, importance and process of instructional design.
5. Understand importance of instruction design for competency based teaching and self learning.
6. Understand concept, definition, trends and management of e-learning.
7. Use ICT in teaching learning process.
8. Access different educational websites.
9. Use ET & ICT in research.

#### COURSE CONTENT

##### Unit-I Application of Educational Technology in Education

- Use of Educational Technology in Formal, Non Formal & Informal Education.
- Use of Educational Technology in Distance Education, Open Learning Systems and Evaluation.

##### Unit-II Agencies Working in the Field of Educational Technology

- CIET
- UGC
- IGNOU



- EMRC
- SIET

### **Unit-III Instructional Design**

- Concept and importance.
- Process and stages of development of instructional design.
- Use of instructional design for competency based teaching and self learning.
- Programmed Instruction.

### **Unit-IV E-Learning**

- Definition, Scope, Trends, Attributes and Opportunity.
- Digital Learning
- Management of e-learning
- On-line learning
- Virtual class-rooms and smart-class rooms.
- Adaptive e-learning.

### **Unit-V Application of ICT in Education**

- Meaning, advantages & concepts of multi-media.
- Multi-media packages and their use.
- Use of Internet
- Websites with educational contents
- Research in E.T. and I.C.T.

### **PRACTICUM:**

Any two of the following:

1. Critical analysis of a computer based media package.
2. Preparation of fifteen program learning frames related to any topic.
3. Preparation of a trend report on research in area of ET/ICT.
4. Report on use of ET in any non-formal education programme.
5. Review of use of ET in distance learning programme.
6. A report on experiences of online learner (at least two).

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## II Year

### Elective/Optional

#### Paper-V (Paper Code : 9295E)

#### Area (E) Educational Management

#### Practices of Educational Management

Maximum Marks: 100 marks

External Assessment:75 marks

Internal Assessment:25 marks

#### OBJECTIVES:

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

- Understand constitutional provisions related to educational management.
- Understand the role of centre, state and local body in educational management.
- Understand the role of different agency in relation to management of education in India.
- Understand management of Elementary & Secondary Education System.
- Understand the importance, types and approaches of educational planning.
- Critically review educational planning process in India.
- Identify and understand issues related to educational management.
- Understand the importance of innovations in educational management.

#### COURSE CONTENT

##### Unit-I Management of Education at Central Level

- Constitutional Provisions.
- Role of centre, state and local bodies.
- Centre state relationship.
- Important agencies and their role in managing education–MHRD, CABE, NCERT, NCTE, NUEPA.

##### Unit-II Management Practices in Elementary Education

- Vision of Elementary Education in Policy documents.

- Present status and challenges in management of Elementary Education.
- Policies and Programmes implementation strategies.
- Management of Elementary Education in Rajasthan.
- Role of SSA, SIERT and DIET's in quality improvement of elementary education.

### **Unit-III Management Practices of Secondary Education**

- Vision of secondary Education in Policy documents.
- Present status and Challenges related to management of Secondary Education.
- Policies programmes and Implementation of secondary education.
- Efforts for quality improvement by RAMSA, IASE's and CTE's.
- Some supervision practices followed in Rajasthan for Secondary Schools.

### **Unit-IV Educational Planning**

- Need, importance and Purpose of Educational Planning.
- Types and approaches of educational planning.
- A review of Educational Planning in India.
- A review of current five year plan with reference to education sector.

### **Unit-V Management Issues and Innovations**

- T.Q.M. for quality management.
- SWOT analysis.
- Organizational & Institutional Climate.
- Stress Management and time Management
- Innovation for change and improvement.

## **PRACTICUM:**

### **Any two of the following:-**

1. A term paper on any one topic related to this paper.
2. Critical review of the central-state relationship in education after Independence with reference to educational management.
3. SWOT analysis of an institution of any one school / Teacher Education Institution.
4. Study of innovation of an educational institution.
5. A critical analysis of present five year plan with reference to education sector.
6. Study of management structure and functioning of an educational Institution.
7. A survey of public opinion on implementation of any welfare scheme related to education.

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