

**SCHEME OF ASSESSMENT**  
**M.Ed. Two Year Course, Session 2017-2018**

<b>SL.NO.</b>	<b>PAPER</b>	<b>EXTERNAL</b>	<b>INTERNAL</b>
<b>SEMESTER I</b>	<b>THEORY</b>		
<b>Paper 1</b>	<b>Philosophical Perspectives of Education</b>	<b>100</b>	
<b>Paper 2</b>	<b>Sociological Perspectives of Education</b>	<b>100</b>	
<b>Paper 3</b>	<b>Education Technology/ Teacher Education</b>	<b>100</b>	
<b>Paper 4</b>	<b>Strengthening Language Proficiency</b>	<b>100</b>	
	<b>PRACTICUM</b>		
	<b>Exploring Library Resources</b>		<b>50</b>
<b>SEMESTER II</b>	<b>THEORY</b>		
<b>Paper 5</b>	<b>Introduction of Research Methodology in Education</b>	<b>100</b>	
<b>Paper 6</b>	<b>Psychological Perspectives of Education</b>	<b>100</b>	
<b>Paper 7</b>	<b>Specialization part I</b>	<b>100</b>	
	<b>PRACTICUM</b>		
	<b>Proposal of Dissertation</b>	<b>100</b>	
	<b>Internship , School based Activities</b>		<b>50</b>
<b>SEMESTER III</b>	<b>THEORY</b>		
<b>Paper 8</b>	<b>History and Development of Education in India</b>	<b>100</b>	
<b>Paper 9</b>	<b>Economic and Political perspectives of Education</b>	<b>100</b>	
<b>Paper 10</b>	<b>Advanced Edu. Statistics/Edu. Administration</b>	<b>100</b>	
<b>Paper 11</b>	<b>Gender Perspectives in Education</b>	<b>100</b>	
	<b>PRACTICUM</b>		
	<b>Psycho-metric assessment</b>		<b>50</b>
<b>SEMESTER IV</b>	<b>THEORY</b>		
<b>Paper 12</b>	<b>Curriculum Development</b>	<b>100</b>	
<b>Paper 13</b>	<b>Specialization Part II</b>	<b>100</b>	
	<b>PRACTICUM</b>		
	<b>Academic Writing</b>		<b>50</b>
	<b>Dissertation</b>	<b>100</b>	
	<b>Viva Voce on Dissertation</b>	<b>100</b>	
	<b>TOTAL</b>	<b>1600</b>	<b>200</b>
	<b>GRAND TOTAL</b>	<b>1800</b>	

# Curriculum Framework

**M.ED. TWO YEAR COURSE 2017-2018.**

Curriculum Organization based on NCTE framework							
Semester I	PEC	Semester II	P	Semester III	P	Semester IV	PEC
( C ) Philosophical perspectives of Education (4 credits)	Strengthening language proficiency (4 credits)	( C ) Introduction to Research methodology in Education (4 credits)	Proposal presentation on Dissertation (2 Credits)	( C ) History and Development of Education in India (4 credits)	Psycho-metric Testing (4 Credits)	( C ) Curriculum Development (4Credits)	Academic Writing (2 Credits)
(C) Sociological perspectives of Education (4 credits)		( C ) Psychological perspectives of Education (4 credits)	Internship School based Activities (4 Credits)	( C ) Economic & Political perspectives of Education (4 credits)		( S)Educational Guidance & Counseling / Education for differently abled (4Credits)	
( E ) Education Technology / Teacher Education (4 credits)	Exploringlibrary resources (4 Credits)	( S ) Educational Guidance & Counseling (4 Credits)/ Education for differently abled (4 credits)		( E ) Advanced Education Statistics / Educational Administration and Management (4 credits)		Dissertation & Viva-Voce (8 Credits)	
				( C ) Gender perspectives in Education (4 Credits)			
<b>12</b>	<b>8</b>	<b>12</b>	<b>6</b>	<b>16</b>	<b>4</b>	<b>16</b>	<b>2</b>
<b>20</b>		<b>18</b>		<b>20</b>		<b>18</b>	
C = Core paper, E = Elective paper, S = Specialization, PEC = Professional Enhancement Course, P = Practicum							

## **MED. TWO YEAR COURSE ( 2017-2018 )**

### **CORE STUDY (SEMESTER I )**

#### **PAPER I- PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

Objectives of the course:

- (i) To develop understanding of the interrelationship between Philosophy and Education
- (ii) To develop appreciation of the basic tenets, principles and developments of the major Indian Schools of Philosophy and Educational thoughts of Indian Philosophers.
- (iii) To develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.
- (iv) To acquire knowledge of human values and role of education.
- (v) To develop the understanding of interrelationship between Sociology and Education.
- (vi) To develop appreciation of education as a means of social reconstruction
- (vii) To understand the bearing of various Political & religious ideologies on Education.

#### **UNIT- 1: Philosophical Foundation of Education**

Philosophy of Education

Nature and Functions of Philosophy of Education

Interrelationship between philosophy & Education

Modern Concept of Philosophy: Analysis – Logical empiricism & positive relativism.

Scope- Functions of Educational Philosophy

#### **UNIT 2 - Indian Schools of Philosophy**

Sankhya, Nyaya, Vedic, Buddhist, Jainism, Islamic Traditions

Education Implications of these schools with special reference to the concept of Knowledge, reality & values, methodology, public- Teacher. Relationship, freedom & discipline, Basic Tenets, aims, & objectives, curriculum.

Contributions of Vivekanand, Tagore, Gandhiji, Dr. Ambedkar & J.P.Naik, J. Krishnamurthi, Dr. Radhakrishnan, Arbindo to educational thinking.

### UNIT- 3 : Western Schools of Philosophy

Idealism, Naturalism, pragmatism, realism, Existentialism, Marxism with.

Educational implications of these schools with special reference to basic tenets, Aims, & objectives curriculum methodology, Teacher. Pupil relationship, freedom & discipline.

Contribution of Plato, Rousseau, Dewey

### UNIT- 4 Axiology & Education

Meaning of values

Types of various- spiritual, moral, social, aesthetic values

Values as mentioned in different schools of philosophy and their educational implications  
professional ethics of teachers.

### UNIT -5 Critical Analysis of educational thoughts:

With reference to-

Concept of man and the process of development

Epistemological perspectives of different thoughts.

Schools of Indian and western thought.

Reference books

1 . The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia

2. Groundwork of Theory of Education – by Ross
3. Modern Philosophy of Education – by Brubacher
4. Foundations of Education – V.P. Bokil
5. Anand C.L. et.al. : Teacher and Education in Emerging India, NCERT, New Delhi.
6. Anant Padmnabhan : Population Education in Classrooms, NCERT, New Delhi.
7. Bhatnagar, S. : Adhunik Bhartiya Shiksha Aur Uski Samasyayen, Lyall Book Depot, Meerut.
8. Chakravorty M. : Gandhian Dimension in Education Daya Publishing House New Delhi.
9. Mani R.S. : Educational ideas and ideals of Gandhi and Tagore, New Book Society, New Delhi.
10. Ministry of Human Resource Development: National Policy on Education, 1986, New Delhi.
11. Mohanty Jagannath : Indian Education in Emerging Society, Sterling Publication, New Delhi.
12. Pandey, Shyam Swaroop : Shiksha ki Darshanik evam Samajik Shastriya Pursht Bcomi Vinod Pustak Mandir, Agra.
13. Pathak and Tyagi : Shiksha ke Samnya Siddhant, Vinod Pustak Mandir, Agra.
14. Pathak, RD. and Tyagi, I.S.D. Shiksha ke Samariya Siddhant. Vinod Pust8tk Mandir, Agra.
15. Saxena, N:R. Swaroop Shksha Re Samanya Siddhant, Lyall Book Depot, Meerut.
16. Singh B.P. : Alms of Education in India, Ajanta Publication New, Delhi.
17. Agrawal, J.C.: Nai Shiksha Niti. Prabhat Prakashan, Delhi.

18. Bhatnagar, R.P. Technology of Teaching, International Publishing House, Meerut.
19. Bhatnagar, R.R & Agarwal, Vidya Shaikshik Prashasan, Eagle Books.
20. Bhatnagar, Suresh Shiksha Ki Samasyaen, Lyall Book Depot, Meerut.
21. Bhooshan, Shailendra & Anil Kumar : Shikshan Taknik. Vinod Pustak Mandir, Agra.
22. Manav Sansadhan Vikas mantralaya: Rashtriy Shiksha Niti 1986. New Delhi.
23. Safaya. Raghunath,. School Sangathan, Dhanpat Ram & Sons, Delhi.
24. Sampath, K. : Introduction to Educational Technology, Sterling Publishers, New Delhi.
25. Saxena, N.R. Swaroop, Shikshan Kala Ewam Paddatiyan. Lyall Book Depot, Meerut.
26. Sharma & Sharma Secondary Education and teacher Functions, Radha Publisher Mandir, Agra.
27. Higher Education in India ; Albach

## **CORE STUDY ( SEMESTER I )**

### **PAPER II : SOCIOLOGICAL PERSPECTIVES OF EDUCATION.**

#### UNIT 1 Sociology & Education

Meaning & Nature of Educational Sociology

Interrelationship between Education and Social Variables

- (i) Sociology of Education
- (ii) Political Education – Process of Socialization
- (iii) Education and Family
- (iv) Education and Schooling
- (v) Education and culture in general
- (vi) Education and religion, Caste, Gender, Class
- (vii) Education for Weaker Sections
- (viii) Education and Development
- (ix) Sex Education
- (x) Economics of Education
- (xi) Education and Constitution

#### UNIT-2 Education and Socialization

Process of Socialization

Social Stratification and education

Social Mobility and Education

### UNIT- 3 Education as a means of social changes

Education for emotional AND SOCIAL INTEGRATION

Education for Nationalism and International understanding

Meaning and need of Equality of Education opportunity and Social Justice with special reference to caste, class, race and religion.

Education of Socially, Economically under-developed society.

### UNIT- 4 social forces and education

Education for maintaining the peace in diverse religious beliefs.

World problems and terrorism – its causes, its impact on Society and remedies through Education.

concept of Secularism in India and World prospect and building of Secularism through Education

### UNIT- 5 Political Ideologies and Education

Totalitarian: Meaning, Main features, aims of Education, curriculum, Methods of teaching and School administration.

Democracy: Meaning, Values, Main features of democratic Education, aims, curriculum methods of teaching and School administration.

Practical Work (any one)

(i) Study of the comparison between one western school with one Indian school of philosophy.

(ii) Case Study of economically under developed student.

(iii) Study of the impact of modern Technology in one secondary school.

## Reference books

1. A Sociological Approach to Indian Education (Vinod Pustak mandir, Agra 2 , by S.S. Mathur)
2. The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia
3. Groundwork of Theory of Education – by Ross
4. Modern Philosophy of Education – by Brubacher
5. Foundations of Education – V.P. Bokil
6. Educational Sociology – Brown
7. De Schooling Society- Evan Illich.

## **ELECTIVE COURSE ( SEMESTER I )**

### **PAPER III ( A ) - EDUCATIONAL TECHNOLOGY**

#### **OBJECTIVES :**

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

#### **UNIT – 1: Meaning & Scope of Educational Technology**

Educational Technology as system approach to educator.

System approach in educational technology and its characteristics.

Components of Educational technology software and hardware.

Modalities of Teaching

Difference between teaching and Instruction, conditioning & training

Stages of teaching pre – active, interactive and post – active.

Teaching at different levels one way, understanding and reflective.

Modification of teaching behavior microteaching, Flander;s interaction analysis simulation.

#### **UNIT 2 – Communication Modes in education**

Concepts and process of communication

Principals of communications

Communication and learning

Modes of communication

- Speaking and listening < --- > Writing and reading < ---- > visualizing and observing

SMCR model of communication, Sharon's model of communication

Task analysis

UNIT – 3: Integrating Multimedia in education

Multimedia concept and meaning text, graphics, animation, audio, video

Multimedia applications

- Computer based training
- Electronic books and references
- Multimedia application for educationist
- Information kiosks
- Multimedia www and web based training

UNIT - 4 Educational software applications

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

UNIT 5 – e-learning

E-learning definitions, scope, trends, attributes & opportunities

Pedagogical designs & e-learning

Assessments, feedback and e-moderation

e-learning on line learning management

On line learning management system

Digital learning objects

Online learning course development models

Management and implementation of e-learning

#### Reference Books

1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology
2. Essentials of Educational Technology, Madan Lal, Anmol Publications
3. Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons
4. Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford  
IBH Publishing company, New Delhi
5. Information and Communication Technology, N. Sareen, Anmol Publication
6. Communication and Education, D. N. Dasgupta, Pointer Publishers
7. e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of  
Learning, Commonwealth Educational Media Centre for Asia
8. Education and Communication, O. P. Dham

## **ELECTIVE COURSE ( SEMESTER I )**

### **PAPER III ( B ) : TEACHER EDUCATION**

Objectives:

To enable the students

- (1) To understand the concept of teacher Education
- (2) To develop necessary skills
- (3) To develop insight into the problems of teacher Education at different levels.
- (4) To develop experimental attitude in teacher Education
- (5) To understand new trends, and techniques in teacher Education.

#### SECTION – 1

UNIT- 1 Historical development of teacher Education in India

##### 1.1 Historical development of Teacher Education

Teacher education as distinguished from teacher training.

The need and importance of Teacher Education

Concept and structure of teacher Education

Meaning, Nature, Scope of Teacher education

Aims and Objectives of teacher Education at different level

Need for pre-service and in service professional education of teachers at different levels in the present Indian situation.

Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.

Training of special teacher-Arts, Crafts, Physical Education, Home Science,  
Vocational Technical and work experience.

## UNIT – 2: Content of Teacher Education

i. Theory of teacher education and its duration.

ii. Practical activities to be conducted during the training Course

iii. Relationship and weightage given to theory and practical work.

iv. Evaluation – Internal and external

## Instructional Methods in Teacher Education

I. Lecture and discussion

II. Seminars

III. Work shops

IV. Symposium

V. Group Discussion

VI. Supervised study

VII. New Methods- Microteaching, Macro-teaching, programme learning, Models of teaching, Content-cum methodology approach.

VIII. Virtual and e-mode

## Practice teaching in Teacher Education i

### Demonstrations

ii Experimentation

iii Practice teaching and observations

iv Significance and Supervision of Practice teaching

v Internship

vi Relationship of College of Education with Co-operating Schools

UNIT-3 Evaluation procedures in Teacher Education

3.1) Assessment

(I) Aspect of Internal & External Assessment

(II) New techniques of Evaluation

teaching as a profession:

Recommendations of various commissions on Teacher Education: Kothari

Commission, National policy on Education, NCTE policy.

Professional organizations for various levels of teacher-types and their role & functions

Performance appraisal of teacher

Code of conduct and ethics of teaching profession.

Faculty improvement programme for teacher Education.

UNIT-4 Research and Teacher Education

Need of Research in Teacher Education

Action Research for quality improvement in T.E.

Area of Research in T.E.-Teaching Effectiveness, Criteria of admission, Modification Of Teacher behavior, School effectiveness.

Current problems of Teacher Education

Teacher Education and practicing schools

Teacher Education and UGC, NCTE, University.

Preparing teacher for special school

Preparing teacher for Inclusive classroom.

Integrating Technology in Teacher Education.

UNIT- 5 Types of Teacher Education Programmes and Agencies:

In-service T.E. - Concept, Meaning, Need and nature

Preserves T.E. - Concept, Meaning, Need and nature

Orientation and Refresher courses

Agencies of T.E.-UGC, NCTERT, SCERT, Colleges of T. E., Open University.

Academic Staff colleges, University Department of Education and Teacher Organization.

Reference Books

1. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
2. William Taylor – Society and the Education of Teachers, Faber 7 Faber
3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
4. Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi
5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
6. Dr. S. S. Dikshit- Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd.,

Delhi- G

7. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.

## **M. Ed.**

### **PROFESSIONAL ENHANCEMENT COURSE (SEMESTER I) PAPER IV: STRENGTHENING LANGUAGE PROFICIENCY**

*There will be two parts of this paper:*

*(A) Language proficiency in Hindi -50 marks.*

*(A) Language proficiency in English -50 marks.*

*Minimum pass mark will be calculated out of 100. There is no requirement to pass both the part separately.*

#### **Course Objectives**

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach. This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts. Overall, areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

#### **Course outline**

##### **UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS**

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

##### **Suggested Activities**

- ✓ Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation).
- ✓ Re-telling the account – in one's own words/from different points of view (taking turns in

a smaller group)

- ✓ Narrating/describing a related account from one's life experience (in front of a smaller group)
- ✓ Discussion of characters and situations – sharing interpretations and points of view (in a smaller group).
- ✓ Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

## **UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING**

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)

For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

### **Suggested Activities**

- ✓ Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- ✓ Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- ✓ Explaining the gist of the text/topic to others (in the larger subject group)
- ✓ Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing).
- ✓ Writing a review or a summary of the text, with comments and opinions (individual task)

## **UNIT 3: ENGAGING WITH JOURNALISTIC WRITING**

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

### **Suggested Activities**

- ✓ Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task).
- ✓ Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs).
- ✓ Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion).
- ✓ Researching and writing articles on topics of local interest (working to produce a local interest magazine).

#### **UNIT 4: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS**

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

##### Sequence of Activities

- Selecting the topic for research and articulating some guiding questions.
- Searching and locating relevant reference books (could be from a school library or the institute library).
- Scanning, skimming and extracting relevant information from the books by making notes
- Collating notes and organizing information under various subheadings
- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions.

#### **UNIT 5: ENGAGING WITH EDUCATIONAL WRITING**

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

##### **Suggested Activities**

- ✓ Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs)
- ✓ Analysing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and

transitions (guided small group discussion)

- ✓ Discussion of the theme, sharing responses and point(s) of view (small group discussion)
- ✓ Writing a response paper (individually or in pairs)
- ✓ Presentations of selected papers, questions and answers (large group).

## “भाषा प्रवीणता”

यूनिट-1- कथा और वर्णात्मक खातों के साथ कार्य करना:-

चयनित ग्रंथों में कल्पित कहानियों या अध्यायों में नाटकिय घटनाओं, ज्वलंत वर्णात्मक खातों या यहां तक कि अच्छी तरह से उत्पादित कॉमिक स्ट्रिप कहानियाँ शामिल हो सकते हैं।

- (व्यक्तिगत प्लस समूह पढ़ने और चर्चा) स्पष्टीकरण को समझने और खाते दृश्यमान करने के लिये पढ़ना।
- खाते को पुनः विचार करना— अपने ही शब्दों में/ विभिन्न दृष्टिकोणों से (छोटे-छोटे समूहों में)
- अपने ही जीवन अनुभव से एक संबंधित घटना का विवरण या वर्णन करना। (एक छोटे समूह के समक्ष)
- पात्रों और स्थितियों की चर्चा – निष्कर्षों एवं दृष्टिकोणों की साझेदारी।
- पाठ के आधार पर लेखन – उदाहरण के लिये एक दृश्य का सारांश, कहानी के निष्कर्षों एक परिस्थिति को संवाद में बदलना। (व्यक्तिगत कार्य)

यूनिट-2- लोकप्रिय विषय आधारित वर्णात्मक लेखन के साथ कार्य करना।

चयनित ग्रंथों में लेख, जीवनी लेखन या लोकप्रिय लेखन जो विभिन्न छात्र शिक्षकों के विषय क्षेत्रों से लिया गया है। इस इकाई में छात्र शिक्षक अपने-अपने विषयानुसार समूहों में विभाजित होकर विभिन्न ग्रंथों पर कार्य करेंगे।

सुझाव क्रियायें:-

- विषय ज्ञान का समग्र अर्थ, सूचना को निकालने के लिये पढ़ना। (सरल नोट बनाने एवं दो लोगों को एक साथ पढ़ने के लिये)
- प्रमुख प्रत्ययों एवं विचारों को पहचानना तथा उससे संबंधित नोट्स को चित्रों के माध्यम से अभिव्यक्त करना। प्रवाहारिक, पेड़ आरेख, मस्तिष्क, मानचित्र (जोड़ों में कार्य करना)
- किसी विषय का सार दूसरों को समझाना (बड़े समूहों में) प्रस्तुत किये गये विभिन्न प्रकरणों की लेखन शैली, विषय विशिष्ट शब्दावली और परिप्रेक्ष्य या संदर्भ फ्रेम को समझना, या प्रत्येक भाग एवं विषयों में भिन्नता हो सकता है तथा निष्कर्षात्मक कौशलों की आवश्यकता है। (समूह चर्चा)



- पाठ का सारांश एवं समीक्षा को टिप्पणी एवं दृष्टिकोण के साथ लिखना (व्यक्तिगत कार्य)

#### यूनिट-3- पत्रकारिता लेखन के साथ कार्य करना

चयनित ग्रंथों में समकालिन रूचि के विषयों पर समाचार पत्र या पत्रिका के लेख शामिल होंगे। (छात्र शिक्षकों को यादृच्छिक रूप से समूहों में विभाजित किया जा सकता है)

- लेख के प्रारंभिक पढ़ने पर जानकारी या सूचना निकालने के लिये विभिन्न आव्यूहों का उपयोग करना जैसे स्कैनिंग। (व्यक्तिगत कार्य)
- लेख की संरचना का विश्लेषण करना, उप शीर्षकों, मुख्य शब्द, विचारों की क्रमबद्धता, मुख्य बिंदुओं का प्रयोग, उदाहरण एवं सांख्यिकीय प्रत्ययों को पहचानना। (दो व्यक्तियों के समूह में)
- लेख की रूपरेखा तैयार करने के लिये आलोचनात्मक पठन (विभिन्न दृष्टिकोणों एवं संभावित पक्षकारों को प्रस्तुत करना) लघु समूह चर्चा।
- स्थानीय हित के विषयों से शोध व लेखन लेख (स्थानीय रूचि की पत्रिका को संपादित करना)

#### यूनिट-4- विषय से संबंधित संदर्भ पुस्तकों के साथ कार्य करना :-

इस इकाई के लिये छात्र शिक्षकों को उनके विषयों के अनुसार विभाजित समूहों में कार्य करना चाहिए। इन समूहों के भीतर छात्र शिक्षकों के जोड़े में व उपलब्ध संदर्भ पुस्तकों से अनुसंधान कर सकता है जो उनके विषय क्षेत्र से एक चयनित विषय या प्रकरण होगा। इस इकाई का मुख्य उद्देश्य संदर्भ अनुसंधान के विभिन्न प्रक्रियाओं एवं प्रस्तुतिकरण को सीखना है एवं संदर्भित पुस्तकों को वास्तविक पठन करना है।

- क्रियाओं का क्रम:-  
अनुसंधान के लिये विषय का चयन करना, कुछ मार्गदर्शक प्रश्नों का निर्माण करना।
- कुछ प्रासंगिक संदर्भित पुस्तकों की खोज करना (पुस्तकालय से)
- किताबों से प्रासंगिक सूचनाओं को नोट्स या स्कैन करके निकालना।
- सूचनाओं को विभिन्न उपशीर्षक एवं क्रमवार नोट्स में आयोजित करना।
- मौखिक एवं प्रदर्शन के द्वारा प्रस्तुतीकरण की योजना बनाना।
- पूरे विषय समूह के समक्ष प्रस्तुतीकरण बनाना।

यूनिट-5- शैक्षिक लेखन के साथ कार्य करना।

शिक्षा, स्कूली शिक्षा या शिक्षण अधिगम से लिया गया लोकप्रिय शिक्षण लेखन निबंध अर्क या अध्यायों के रूप में चयनित ग्रंथ हो सकता है। लेखन उन पहलुओं पर कुछ विशिष्ट दृष्टिकोण या तर्क प्रस्तुत करना है।

सुझाव क्रियाएं :-

- निबंध का विषय और तर्क को समझने के लिये पढ़ना (व्यक्तिगत या दो के समूह में)
- तर्क संरचना का विश्लेषण करना – मुख्य विचारों को पहचानना, अनुच्छेद के वाक्यों को समझना। विचारों एवं उदाहरणों को सहयोग करना। शब्दों को जोड़ने के रूप में प्रयोग करना। (लघु समूह चर्चा)
- प्रकरण की विवेचना, अनुक्रियाओं एवं दृष्टिकोणों की साझेदारी (समूह चर्चा)
- एक अनुक्रियात्मक रचना का लेखन (व्यक्तिगत या जोड़ों में)
- चयनित आलेख का प्रस्तुतीकरण (प्रश्नों व उत्तर के साथ बड़े समूह में )

## **PROFESSIONAL ENHANCEMENT COURSE - SEMESTER I**

### **EXPLORING LIBRARY AND OTHER LEARNING RESOURCES ( PRACTICUM )**

#### Objectives

Student-teachers are expected to take some initiative in pursuing interests outside the formal course work from a range of available resources. Some of these resources are as follows:

- The institute library
- Websites on the internet
- Local events and facilities, as well as local issues (in the neighbourhood or town)

- Members of local community
- Visiting resource persons.

This component is aimed at developing a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings.

## Course Outline

### UNIT 1

Knowing your library, Layout of the library

Library policies

Library procedures – cataloguing, locating a book/material in the library.

Library Management

### UNIT 2

Library as a resource of learning, pleasure and concentration

School library as an intellectual space for students and teachers.

### UNIT 3

Types of books and other material used by different readers.

Techniques of keeping these books and materials

Dimensions of setting up of a school library.

### UNIT 4

Locating information and using it for one's own career development. Resources helpful in providing information for career development: newspaper, magazines, websites, learning guides, members of local community, resource persons.

## **CORE PAPER ( SEMESTER II )**

### **PAPER V : INTRODUCTION TO RESEARCH METHODOLOGY IN EDUCATION.**

#### **OBJECTIVES :**

To enable the students to

- (1) To understand the concept of research and educational research.
- (2) To understand the types and methods of educational research,
- (3) To understand the steps involved in educational research,
- (4) To understand the use of different tools and techniques in educational research
- (5) To use the library, Internet services and other sources of knowledge for educational research Purposes.
- (6) To understand the procedure to conduct the research in the educational field.
- (7) To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.
- (8) To understand the role and use of statistics in educational research.
- (9) To select the appropriate statistical methods in educational research.
- (10) To review the educational research articles.
- (11) Use computers for data analysis.

#### **UNIT –I Concept of Educational Research**

Meaning and nature, need and importance and scope of educational research.

Scientific Inquiry and Theory Development- some emerging trends in research.

Areas of educational research and different source of generating knowledge

Research Proposal

UNIT –2 Types and Methods of Educational research

Types of educational research – Fundamental, Applied, Action research

Methods of Educational Research:

- (i) Qualitative Research- Ethno-methodical
- (ii) Quantitative Research
- (iii) Research problems, Variables and Hypothesis
- (iv) Population and Sampling

UNIT- 3 Review of related literature-

purpose and need at different stages of research, sources of literature

Tools and Techniques of Educational Research- meaning and types of tools

Qualities of a good measuring tool and standardization procedure

Collection of Data, Methods of collection of data.

UNIT- 4 : Analysis and Interpretation of Data

NPC- Properties and uses, Skewness and Kurtosis

Descriptive Statistics – Significance and uses of:

- (i) Measures of Central tendency – Mean, Median, Mode.
- (ii) Measures of variability – Range, Q.D. , S.D.
- (iii) Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, standard scores and T scores.

(i) Correlation – Concepts, types and uses; assumption and uses of rank difference ,computation of rank difference correlation and Product Moment Method,

(ii) Concepts- Bi-serial, point bi-serial- partial and multiple correlation and phi-coefficient.

(iii) Regression equation and predictions

UNIT 5 : Inferential Methods.

Concept of parameter, statistic, sampling distribution, sampling error, and standard error.

Levels of significance, confidence, limits and intervals, degrees of freedom, types of error- Types I, Type II; Tests of significance of mean and of difference between means (both large and small samples) one and two tailed tests.

Parametric and non-parametric Statistics: uses and computation of Chi-square test and Contingency coefficient.

Educational Research Report Writing

(i)Format, Style, content and chapterisation

(ii)Bibliography, Appendices

(iv) Characteristics of a good research report.

PRACTICAL WORK: (any one)

(i) Review of Educational research report/article.

(ii) Data analysis using computer

Reference Books

1. Best, J.W. and Kahn research in Education (9th Ed. Prentice of India, Pvt, Ltd, New Delhi,1982)

2. Tuckman Bruce W: Conducting educational Research (Harcourt Brace Javanovich, Inc. New York, 1978)
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4. Kuriz Albert J. and Samuel T. Mayo, Stastitics in Education and Psychology ( Narousa Publishing House, New Delhi, 1981)
5. Buch M.B., A survey of Research in Education (Centre of advanced Studies in Education, M.S. University Baroda, 1974)
6. Buch m.B. et al' second Survey of research in Education.
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10. Fox David J : Techniques for the Analysis of Quantitative Data, Holt, Rinehart, & Winson, Inc.1969.
11. George Aegyrous , Statistics for research II edition Sage Publication, 2006.
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## **CORE STUDY ( SEMESTER II )**

### **PAPER VI : PSYCHOLOGICAL PERSPECTIVES OF EDUCATION**

Objectives:

To enable students:

- (1) To develop understanding of the Psychological basis of Education
- (2) To understand the Cognitive, Affective and Psychomotor development of adolescents and youth.
- (3) To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.
- (4) To understand the Changing Concept of Intelligence and it's application.
- (5) To understand the theories of Learning and their Utility in the Teaching Learning Process.
- (6) To understand the Concept and Process of teaching.

#### **UNIT-1 Introduction to Psychological Basis of Education**

Psychology as scientific study, its concerns-mind, consciousness, behavior, and experience: methods of study in psychology- introspection/self-reporting- observation, survey, case/study, interview, testing, Experimental.

Major schools of psychology-Structuralism, associationism behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive.

Contribution of these Schools to Education.

#### **UNIT-2 Development**

Development – Concept, stages, dimensions.

Factors influencing development – genetic, biological environmental and physical.

Theories of development

- Piaget's Cognitive development
- Freud's Psycho-sexual development
- Erikson's psycho-social development
- Kohlberg's moral development

Language development with reference to syntax and structure

Social development – Erikson's Psycho-socio test.

Moral Development- Theories of Piaget and Kohlberg.

UNIT – 3 Personality, Intelligence and Creativity

Theories of personality

Measurement of Personality

Intelligence

Nature and Theories of Intelligence

Measurement of Intelligence – Verbal, Non-Verbal Performance, Individual and Group Test

of intelligence developed in India

Creativity

Creativity Concept, Factors and process, techniques for development of Creativity. Brain-Storming, Synectics, Attribute – listing.

UNIT- 4 Learning

## Theories of Learning

(i) Operant conditioning (Skinner)

(ii) Conditions of Learning (Gagne)

(iii) Information processing (Donald Norman)

(iv) Mastery learning (Bloom)

(V) Hull's reinforcement theory

(Vi) Tolman's theory of learning

(Vii) Levin's field theory

(i) Constructivism & learning.

(ii) Brain base learning.

(i) Educational implications of theories of learning

(ii) Factors influencing learning

## UNIT-5 Teaching

Models of teaching –concept and 4 families of models

Educational implications of research in the following areas in teaching :

(i) Teacher's thought processes

(ii) Student's thought processes

(iii) Teaching of learning strategies

(iv) Teacher behavior and student achievement

(v) Teaching functions

(vi) Classroom organization and Management

## Reference Books

1. Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology  
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Little, Brown and Company Boston, Toronto, 1978.
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17. Bower G.H. and Hilgard E.R. : Theories of Learning Prentice Hall of India, New Delhi. 1980
18. Anastasi Anne: Psychological Testing, McMillan Co. New York.
19. Passi B.K. : Creativity ineducation NPC Agra 1982.
20. Daniel Goleman : Emotional Intelligence, Bantam books 1995
21. Daniel Goleman ‘Working with Emotional Intelligence 1998’
22. Bichler R.F. and Jack Snowman : psychology Applied to Teaching Houghton Mifflin Company, Boston 1986

### **SPECIALIZATION COURSE ( SEMESTER II )**

**ANY ONE COURSE IS TO BE CHOSEN FROM THE BELOW GIVEN:**

**A ) Educational Guidance and Counseling.**

**B) Education for differently abled.**

### **PAPER VII ( A ) - EDUCATIONAL GUIDANCE AND COUNSELLING**

**COURSE OBJECTIVES:**

1. To acquire the students with the concepts, needs and viewpoints about Guidance and

Counselling and the underlying principles in reference to normal children as well as in reference to children with special needs.

2. To acquire the students with the organizational framework and procedures of Guidance-Services in educational institutions.

3. To acquire the students with the tools and techniques required for providing guidance and counselling services to students.

## COURSE CONTENT

### UNIT I

1. Guidance and Counselling : Concept, nature, need, scope and purpose; relationship with education; issues and problems; role of teacher

- Basic types of Guidance and the underlying principles, their nature, scope and purposes.
- Basic approaches of counselling and their underlying assumptions.

### UNIT II

1. Educational Guidance: basic assumptions and principles

- Curricular choice and its implications for Career guidance; Guidance and Curriculum and the class room learning.

2. Vocational Guidance: basic principles.

- Vocational choice as a development process
- Nature of work and Job analysis, dissemination of occupational information:  
vocationalisation of secondary education and career development

### UNIT III

1. Personal Guidance: basic assumptions; types of behavioural problems of school stage students. Methods and strategies of Personal Guidance
2. Group Guidance: basic assumptions. Group Guidance and Individual guidance. Techniques of Group Guidance

#### UNIT IV

1. Counselling: Meaning, need, characteristics, principles of Counselling
2. Process and types of Counselling
3. Counselling theories

#### UNIT V

1. Guidance and Counselling in Groups: Nature, aim, Principles and procedure; Group Counselling Vs Individual counselling; counselling for adjustment. Types of group activities- their merits and demerits
2. Current Trends, Concerns and Demands in Guidance.

( SUGGESTED READINGS ARE GIVEN AT THE END OF SECOND PART OF THE PAPER IN SEMESTER III)

#### **SPECIALIZATION COURSE ( SEMESTER II )**

#### **PAPER VII (B) - EDUCATION FOR THE DIFFERENTLY ABLED**

##### OBJECTIVES:

- 1) To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.
- 2) To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education.

- 3) To enable the learner with the new trends in education for the differently abled with respect to the curriculum.
- 4) To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.
- 5) To enable the learner with the educational programmes, equipments and aids for the differently abled.

## PART - I

### COURSE CONTENTS

#### UNIT I

Inclusive, Integrated and Special education-concept, meaning and difference .Concept of mainstreaming from segregated, integrated to inclusive. Introduction to education for the disabled, its objectives, assumptions and scope. Key terms – Handicap, Impairment and disability. Historical perspectives of special education.

Special education in India: Constitutional provisions , government policies and legislations. Recommendations of various Committees and Commissions – NPE (1986), POA (1992) , PWD ( Person's with Disability ) Act (1995). National Institutes for the handicapped and the role of rehabilitation Council of India.

#### UNIT II

Current issues in education for the differently abled. Cross Disability Approach. Meaning of educational intervention: Nature and objectives of schools and support services for differently abled . Role of family, counselor, peer members and the community in educating the child.

#### UNIT III

Types of special children : children with exceptional abilities- creative and gifted ; with deficiency and handicaps - mentally retarded , sensory and physically disabled ; with learning disability – slow learners ,under achievers ,and other types of learning disabled ; with social and emotional problems – truant ,delinquents ,drug addicts .Easy identification and educational programmes and their placement.

#### UNIT IV

Children with exceptional abilities: Types – Gifted and creative ;Meaning, characteristics and identification of each type. Measurement of creativity and fostering activities and programmes for creativity. Psychology of teaching and learning in respect to the gifted and the creative.

Curriculum, Pedagogy , evaluation and placement for each type.

#### UNIT V

Problem children : concept , meaning of truants , delinquents , drug addicts and other types of problem children. Etiology and prevention. Preventive measures and educational programmes ; placement of delinquents , drug addicts and other types.

#### PRACTICUM

Visit to integrated school : identification of creative child – measurement of creativity

( SUGGESTED READINGS ARE GIVEN AT THE END OF PART II )

### **CORE COURSE ( SEMESTER III )**

#### **PAPER VIII - HISTORY AND DEVELOPMENT OF EDUCATION IN INDIA**

Course Objectives-

- 1.To be acquainted with the salient features of education in India in Ancient & Medieval times.
2. To be acquainted with the development of education in British India.
3. To be acquainted with the development of education in Independent India, including

significant points of selected Education.

4. To be acquainted with current issues and trends in Education.

UNIT– I 1. Synoptic study of Brahmanic, Buddhist and Islamic Education in Ancient and Medieval India with respect to a) Aims and Objectives b) Subject of study c) Methods of teaching including teacher – Pupil relationship. d) Evaluation e) Centre of Learning (f) Education of woman (g) Education in Ancient and Medieval India, characteristics of Gurukul, Matha/Vihar, Madarasah of and Maktabas.

2. Brief outline of events relating education from 1757 to 1947 - Missionaries activities (Srirampur Trio) (3) Charter Act of 1813 Bengal Renaissance – Contribution of Rammohan Ray H.L.V. Derozio. And Vidyasagar. Adams Report. Anglicist –Orientalist controversy – Macaulay’s Minute & Bentinck’s resolution. Wood dispatch (Recommendations only)

UNIT–II Brief outline of Hunter Commission 1882-83 (Primary and Secondary Education), Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education). National Education Movement (cause and effect) Calcutta University Commission (1917-1919), Basic Education(concept & development) , Sargent Plan, Gokhle-bill, Sadler commission, Wardha Scheme.

UNIT-III 1. Constitutional provision for Education in India 2. Brief outline of the recommendations made by different Education Commission: 3. University Education Commission (1948-49) (4) (Aims of Higher education & Rural University) Secondary Education Commission (1952-53) (5) Aims, Structure & Curriculum of Secondary education) Indian Education Commission (1964-66), National knowledge commission.

UNIT-IV 1. National Policy on Education (1986). 2. Current issues in education: 3. Equalization of Education Opportunities. (3) Programmes on Universal Elementary Education (DPEP &SSA) (4) Non-formal education and alternative schooling, Education of women.

UNIT-V- : (1) Problems in Indian Education ; Secondary & Higher Secondary Education, Environmental Education, Vocational Education. (2) Experiments in Indian Education ; About eminent Viswa Vidhyalaya in India like- Shanti Niketan, Nalanda University, Vanasthali University etc.

References:

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2. Basu, A.N. -Education in modern India.
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5. Dhar, Nirranjan. -Fundamentals of Social Education.
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22. Education of Women key to progress, Ministry of education, New Delhi.
23. Kundu, C.L. -Adult Education.
24. Shah. A. & Ban, S. -National Education.
25. Singh, R.K. -Open University.
26. Srinivastava, K.N. -Education in Free India.

## **CORE STUDY ( SEMESTER III )**

### **PAPER IX - ECONOMIC & POLITICAL PERSPECTIVES OF EDUCATION**

#### UNIT – I Economic Approach to Education

- Economics of Education
- Financing of Education
- Financing Higher Education in India
- Finance Commission and Allocation of Resources to the states for Education
- Economic problems of Education – related to quality and quantity.

#### UNIT – II Educational Economy & Planning

- Meaning and nature of Economic Planning with special reference to Education
- National Budget of Education
- Principles of Educational Finance
- Methods of Financing Education
- Cost of Education
- Sources of income in Education – Govt., Private & Cooperative patterns of investment in Education
- Grants-in-Aide – Types, principles, practices & procedure

#### UNIT- III Educational Finance

- Educational Finance – Need, Significance & Principles

- Concept of Educational Finance
- Demand for Education
- Supply of Education
- Educational Financing in India – a historical perspective

#### UNIT – IV: Political perspective of Education

- Needs of education of Free India
- World New Trends of Education
- Five Year plans in India – Its historical background
- - Main features of Five Year Plans with special reference to Education
- Impact of Five Year Plans on Education
- Perspective Plan for education in the 11th Five Year Plan

#### UNIT – V Educational Policy

- Indian Constitution & Its provisions for Education, Various articles related to Education, RTE
- Need and importance of Education Policy
- Types of Educational Policy – National, State Level & Institutional Level
- Role, Function & Impact of following organizations in upliftment of Education
- NCERT
- UGC
- NCTE
- SCERT

- NUEPA
- Recent Initiatives in Education
- At National level
- At Chhattisgarh State Level
- At District Level

Reference Books:

- History & Problems of Education – Volume I & Volume II Yogendra K. Sharma
- UNESCO – Economic & Social aspects of Educational Planning – 1963
- N.C.E.R.T – NCERT – The First Year Book of Education – 1961
- Bell & Bell (2006) Education Policy & Social Class, Routledge
- Naik J.P (1965) Educational Planning in India, New Delhi: Allied
- Mathur S.P (2001) : Financial Administration & management – The Indian Publications, India
- Ramcharan Padma & R.Vasantha (2005) : Education in India, New Delhi, National Book Trust
- Blaug, Mark (1972) An Introduction to Economics of Education – Allen Lane, The Penguin, London
- Tilak, J.B.G (1988) Cost of Education in India – International Journal of Educational Development
- Educational Planning & Management – Premila Chandran Sekaran, Sterling Publication Pvt. Ltd.
- Perspectives of education – Mahesh Bhargava & Rajshree Bhargava, H.P. Bhargava Book House, Agre

- Educational Planning, Budgeting & Financing in India, J.C.Aggarwal, Arya Book Depot, New Delhi.

**( E ) ELECTIVE II ( SEMESTER III )**

**PAPER X (A) - ADVANCED EDUCATIONAL STATISTICS**

**OBJECTIVES :**

To enable the students

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

**UNIT- 1 The Normal distribution & Statistical measures.**

Properties of normal probability distribution

Defects in normality-1 Skewness, 2. Kurtosis

Applications of normal probability curve

Statistical Measures

Difference between Statistical Measures

The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.

The significance of difference, coefficient of correlation

Meaning of partial and multiple correlation

Simple applications of partial and multiple correlation

Biserial Correlation – Point biserial correlation

phi-correlation-contingency coefficient

#### UNIT- 2 The scaling of tests

Sigma scaling and standard scores

T scaling

Stanine scaling

Percentile scaling

The reliability of test scores and methods of determining it.

Validity of test scores and determining validity

Item analysis

#### UNIT 3 : Analysis of Variance

Meaning of variance

Method of analyzing variance

Meaning of Covariance

Analysis of Co-variance

#### UNIT 4: Testing of Experimental hypothesis by, non parametric tests.

Chi-square test

Sign test

Median test

Man whitney U test

## UNIT-5: Regression and prediction.

Nature of Scatter- diagram

Meaning of regression

Regression equations

Application of regression equations in prediction

### Reference Books

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

## **ELECTIVE COURSE II ( SEMESTER III )**

### **PAPER X (B) - EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

#### OBJECTIVES:

- (1) To enable the learner to become effective manager of teaching /Administration of Education.
- (2) To enable learner to become & agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, Educational policies.

(3) To acquaint the learner with the challenges and opportunities emerging in the management and administration in education.

(4) To acquaint the learner with the Central and State machinery for educational administration and management.

(5) To make the students understand about the finance, management of Education.

(6) To make the student familiar with the new trends and techniques of education.

(7) To enable the students to get some insight into supervision, inspection and know trends of development

(8) To development an understanding of the planning of education in India and its Socio-economic context.

#### UNIT- 1 Management concept and process

Management – concept, Need of Management, Characteristics of good Management.

Management at different levels-Elementary Higher, secondary Higher Education, Time Management, Functions of Management

Leadership –Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership.

Role of Management/Principal characteristics of effective Educational leadership, Time management techniques, manager as a good leader, group dynamics and motivation.

#### UNIT 2: Application of Management concept in Academic areas of the educational systems-

Curriculum development /Evaluation

Teaching Learning Processes

Evaluation Assessment (Management, Manager, Teacher, student, Parents)- Self Appraisal.

Professional Growth- In service Training

Planning in Education – Approaches to Educational Planning

Communication,

Communication skills. (Verbal, non-verbal-written),

Barriers and distortions in communication.

Information Systems- Modern Information Technology.

### UNIT – 3 Machinery for educational Administration

Central Machinery (CABE,NCTE,UGC,) / State Machinery for educational Administration,.

Organization and functions of directorate of Education.

Roll of Central Govt., State Govt., and local bodies in education at all levels.

Trends in Educational Management

Decision Making – Nature, division of work, Centralization action and Decentralization of decision making, their merits and limitations.

Organizational compliance.

Organizational Development.

### UNIT 4 Finance Management-

National budget of Education

Principles of Educational finance

Methods of Financing Education

Source of Income: Govt, Private and co-operative patterns of investment in education- past, present and future.,

Grant – in-aid principles, practices, types and procedure in- respect of University level.

Cost of Education.

## UNIT- 5 Quality Management in Education

Meaning and importance of Quality

Quality in Higher Education

Accreditation Concept- Meaning, parameters, Role of NAAC

Educational Supervision and inspection –

Meaning and Nature of Educational Supervision

Functions of a supervisor, Defects in existing system of supervision, Remedies,.

Practical – Any one

- (1) Educational Survey of any state educational Institution.
- (2) Report on an Institutional Planning of any one Educational Institute.
- (3) Report on an Educational Institute on Quality Management...

Reference books

1. School Organisation and Administration- M.S. Sachdeva
2. Management in Education- Namita Roy chaudhary A. P.H. Publishing corporation, New Delhi.
3. Educational Planning and Management Premila Chandrasekaran, sterling Publication Pvt. Ltd.
4. Educational Administration and Management – S.S. Mathur
5. Theory of Educational Administration- S.R. Vashost
6. Efficient School Management and Role of Principals- Alka Karla
7. Administrative Strategy and Decision making- Hardwick Landuyt

8. Administration and management of Education- dr. S.R. Pandya, Himalaya Publishing House
9. Educational Administration Planning and Supervision- T.P. Lambal, V.R. Saxena, V.Murthy, Delhi Daoba house
10. School Organisation and Administration- U.S. Sidhu
11. Administration of Education in India- S.N. Mukharji
12. Educational Administration Principles and Practices- S.S. Mathur

### **CORE COURSE ( SEMESTER III)**

#### **PAPER XI - GENDER PERSPECTIVES AND EDUCATION**

##### Aims of the Course

This course will enable the students to

- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (interms of access, curriculum and pedagogy).

## UNIT 1: GENDER ISSUES: KEY CONCEPTS

In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations

Gender, sex, sexuality, patriarchy, masculinity and feminism

Gender bias, gender stereotyping, and empowerment

Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

### Suggested Practicum

- Preparation of project on key concepts and relating it with the social context of the pupil teacher
- Analysis of textual materials from the perspective of gender bias and stereotype
- Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

## UNIT 2: GENDER STUDIES: PARADIGM SHIFTS

In this Unit, the students will develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop. They would be able to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.

Paradigm shift from women's studies to gender studies

Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education

Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

### Suggested Practicum

- Preparation of project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have generated in the formation of women collectives and have helped in encouraging grassroots mobilisation of women, such as the Mahila Samakhya programmes
- Project on women role models in various fields with emphasis on women in unconventional roles.

### UNIT 3: GENDER, POWER AND EDUCATION

In this Unit, the students will develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.

#### Theories on Gender and Education: Application in the Indian Context

- Socialisation theory
- Gender difference
- Structural theory
- Deconstructive theory

#### Gender Identities and Socialisation Practices in:

- Family
- Schools
- Other formal and informal organisation.

#### Schooling of Girls:

Inequalities and resistances (issues of access, retention and exclusion).

#### Suggested Practicum

- Discussion on theories of gender and education with its application in the Indian context
- Project on analysing the institution of the family
  - (i) Marriage, reproduction
  - (ii) Sexual division of labour and resources
- Debates and discussions on violation of rights of girls and women
- Analysis of video clipping on portrayal of women
- Collection of folklores reflecting socialisation processes.

#### UNIT 4: GENDER ISSUES IN CURRICULUM

Students will build on the previous two Units to understand how gender relates to education and schooling. In this Unit, the students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

Gender, culture and institution: Intersection of class, caste, religion and region

Curriculum and the gender question

Construction of gender in curriculum framework since Independence: An analysis

Gender and the hidden curriculum

Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)

Teacher as an agent of change

Life skills and sexuality.

### Suggested Practicum

- Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private-aided and managed by religious denominations
- Preparation of tools to analyse reflection of gender in curriculum
- Preparation of checklist to map classroom processes in all types of schools
- Field visits to schools, to observe the schooling processes from a gender perspective.

### UNIT 5: GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

The Unit will enable students to apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.

Linkages and differences between reproductive rights and sexual rights

Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)

Sites of conflict: Social and emotional

Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions

Agencies perpetuating violence: Family, school, work place and media (print and electronic)

Institutions redressing sexual harassment and abuse.

### Suggested Practicum

- Project on how students perceive sexuality and their own body images. It would also focus on how gender identities are formed
- Debate on how they perceive role models in their own lives
- Preparing analytical report on portrayal of women in print and electronic media.

### Suggested Readings

1. Gender Analysis of State Policies: A case study of Chhattisgarh, Dr. Sen Ilina
2. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.
3. Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.
4. Geetha, V. (2007) Gender. Stree: Calcutta.
5. Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi
6. Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi:
7. Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in Central India, Peggy Froerer, Brunel University, Anthropology and Education.

## **CORE STUDY ( SEMESTER IV )**

### **PAPER XII CURRICULUM DEVELOPMENT**

#### **OBJECTIVES**

- (1) To understand the concept and principles of curriculum development.
- (2) To understand and appreciate curriculum as a means of development of the individual.

- (3) To gain insight in to the development of new curriculum.
- (4) To understand the Foundations of curriculum development.
- (5) To appreciate the need for continuous Curriculum reconstruction.
- (6) To help the student to develop skills in framing curriculum for subjects of teaching, analyzing curriculum for teaching-learning process and developing course contents in the subjects of teaching.

#### UNIT – 1 Principles of Curriculum development

- (a) Meaning and Concept of Curriculum
- (b) Concept of Curriculum development
- (c) Stages in the Process of Curriculum development
- (d) Curriculum Syllabus and Units

#### UNIT- 2 Philosophical, Sociological and Psychological foundation of curriculum.

- (a) Philosophical theories and their implications to Curriculum.
- (b) Sociological needs and their implications for curriculum development.
- (c) Psychological needs their implications for curriculum development.
- (d) Curriculum development and teaching-learning process.

#### UNIT-3 Curriculum Development

- (a) Need and Scope for Curriculum development, Criteria for Future Curriculum development and Characteristics of a good Curriculum.
- (b) Strategies of Curriculum development.
- (c) Guiding Principles for Curriculum development.
- (d) Organization of Curriculum

#### UNIT-4 Procedure of organizing Content

- (a) Formation of general objectives at School stage and their specification.
- (b) Formation of instructional objectives and their specifications
- (c) Terms of expected behavior changes in the students.
- (d) Suggesting appropriate content to fulfill the objectives.

##### 4.1 Factors responsible for innovations in curriculum development.

- (a) Problems of curriculum reform.
- (b) Periodic revisions of curriculum in view of the knowledge.
- (c) Evaluation as an integral part of curriculum development.
- (d) Need for permanent curriculum research unit.

#### UNIT-5 Evaluating the Curriculum

- (a) A frame work for evaluation
- (b) Planning for evaluation
- (c) Conducting the Programme evaluation
- (d) Evaluating the curriculum materials
- (e) Conducting the Curriculum material evaluation

#### PRACTICAL WORK

1. Seminar on one of the topic assigned.
2. Critical analysis of the existing curriculum at various levels- primary/Secondary/Higher Secondary.
3. A report on the recent research on curriculum development



2. Concept of guidance: Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance. Functions and purposes of Guidance.
3. Types of guidance: Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.
4. Adjustive guidance: Identification of maladjusted children and the principles of dealing with them.

## UNIT II

2. Guidance of children with problems and special needs: gifted and creative; Role of the teacher in helping such children.
- 2.. Group guidance: concept and techniques of group guidance.
3. Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.

## UNIT III

1. Guidance services: Individual Inventory and Information counselling Group Guidance services, Placement services and Follow-up services.
  - Guidance of children with special needs, role of teacher.
2. Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels.
  - Evaluation of Guidance programmes

## UNIT IV

1. Guidance and Appraisal of the Individual: meaning, need, purpose and place of appraisal in Guidance.
2. Techniques of Appraisal: Testing techniques - tests (viz. Intelligence, Aptitude, Knowledge and Achievement), Interest tests and Personality measures.
  - Non-Testing Techniques – Rating scales, Questionnaires, Inventories, records and sociometric tools.

#### UNIT V

1. Job Analysis: Meaning and objectives of job analysis
2. Outline for job study
3. Job profiles
4. Job satisfaction

#### Practical Work (any one)

1. Job analysis of any one occupation
2. Prepare an interview schedule for an effective Counselling
3. Visit a guidance Centre and Write a report about its organization and functions.

#### Reference Books

Blocher, D.H. et al., (Eds. 1971): Guidance systems, New York: The Ronald Press Co.

Bhatnagar, A. & Gupta, N. (Eds. 1999): Guidance and Counselling: A Theoretical Perspective, New Delhi: Vikas Publishing House.

Lakshmi, K.S. (Eds. 2000) : Encyclopaedia of Guidance and Counselling, New Delhi: Mittal Publications.

Shaw, M.C. (1973): School Guidance Systems. Boston: Houghton Mifflin Co.

Anastasi, A. (1982). Psychological testing. London: Collier Macmillan Publishers.

Bernard, H.W. & Fullmer, D.W. (1972). Principles of Guidance- a basic text. Bombay: Allied Publishers.

Dink Mayer, D.C. & Caldwell, C.I. (1970). Development Counselling and Guidance- A Comprehensive School Approach. New York: Mac Graw Hill.

Donald, H.B. Richard, D.C. & Willier, E.D. (1971). Guidance Systems- An introduction to student personal work. New York: The Ronald Press Company.

Fullmer, D.W. & Bernard, H.W. (1972). Counselling: Content and Process. New Delhi: Thompson Press.

Hackney, H. & Nye, S. (1973). Counseling Strategies and Objectives. New Jersey: Prentice Hall Inc.

Indu Dane (1983). The basic essentials of counselling. New Delhi: Sterling Publishers Pvt.

Jones, Staffire & Stewart (1978). Principles of Guidance Sixth Edition. New Delhi: Mac Graw Hill.

Mortensen, D.U. & Schumuller, A.M. (1976). Guidance in todays schools. New York: John Willy & Sins. Inc.

Moser & Moser (1963). Counselling and Guidance an Exploration. New York: Prentice Hall Inc.

Patterson, C.H. (1980). Theories of Counselling and Psycho Therapy. New York, Harper and Roul.

Richard, C.N. (1972). Guidance and Counselling in the Elementary School. New York: Hlot Rineheart and Winston Inc.

Robert Basell (1971). Interviewing and Counselling. London: H.T. Batsford, Ltd.

Stefflee & Grant (1972). Theories of Counselling. New York: McGraw Hill.

Traxler & North (1966). Techniques of Guidance. New York: Harper & Row Publishers.

Super, D.E. & Crites, J.O. (1966). Appraising Vocational Fitness, Harper & Row.

Raj Singh (1994). Educational and Vocational Guidance. New York: Commonwealth Publishers.

## **SPECIALIZATION COURSE ( SEMESTER IV )**

### **PAPER XIII ( B ) – EDUCATION FOR THE DIFFERENTLY ABLED( PART II )**

#### **COURSE CONTENTS**

##### **UNIT I**

Children with physical disabilities : Basis of classification ( Physical , physiological , social , psychological and mental ), characteristics and etiology of each type and difference between them.

Education of visually impaired: Concept , Characteristics , Types (degree of impairment) .Etiology and prevention.

Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum , pedagogy , evaluation and placement . Role of National Institute for the visually impaired.

##### **UNIT II**

Education for the hearing impaired : Concept , Characteristics , Types (degree of impairment) .Etiology and prevention.

Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum , pedagogy , evaluation and placement . Role of National Institute for the hearing impaired.

### UNIT III

Education for the Orthopaedically handicapped : Concept , Characteristics , Types (degree of impairment) .Etiology and prevention.

Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum , pedagogy , evaluation and placement . Role of National Institute for the Orthopaedically handicapped.

### UNIT IV

Education for the mentally retarded : Mentally retarded , slow learners , backward and learning disabled children. Concept , Characteristics , Etiology and prevention.

Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum , pedagogy , evaluation and placement . Role of National Institute for the Mentally retarded.

### UNIT V

Socially deprived and emotionally disturbed children : Concept , characteristics and types ( Dyslexic and delicate). Etiology and prevention.

Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum , pedagogy , evaluation and placement .

### Practicum

#### Books Recommended:

1. Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston London
2. Berdine, W.H & Blackhurst A.E.(eds). An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
3. Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.

4. Hallahar, D.P & Kauffman, J.M., *Exceptional Children: Introduction to Special Education*, Allyn & Bacon, Massachusetts, 1991
5. Hewett, Frank M. & Foreness Steven R., *Education of Exceptional Learners*, Allyn & Bacon, Massachusetts, 1984.
6. Jorden, Thomes E. *The Exceptional Child*, Ohio: Merrill.
7. Kirk, S.A & Gallagher J.J., *Education of Exceptional Children* ; Houghton Mifflin Co., Boston, 1989
8. Magnifico, L.X: *Education of the Exceptional Child*, New York, Longman.
9. Shanker, Udey: *Exceptional Children*, Jullundur: Sterling Publications.
10. Singh, N.N and Beale, I.L. (eds.) *Learning Disabilities – Nature, Theory and Treatment* Spring-Verlag, New York, Inc:1992.
11. Smith, C.R, *Learning Disabilities – the interaction of Learner, Task and Setting*. Allyn and Bacon, Massachusetts, 1991.
12. Strange, Ruth : *Exceptional Children & Youth* J.J. : Prentice Hall.