

# **UNIVERSITY OF KOTA, KOTA**

## **SYLLABUS**

**FACULTY OF EDUCATION**

**SCHEME OF EXAMINATION AND COURSES OF STUDIES**



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

**Two Years Programme**

**(Session 2015-17)**

# **University of Kota, Kota**

## **PREAMBLE**

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary education (classes VI-XII).

### **Rules for Admission in M.Ed. (Two-Year Course)**

#### **A. ELIGIBILITY**

Eligibility Rules for the M.Ed. course shall be the same as decided by the NCTE/Government of the Rajasthan from Time to time.

#### **B. RESERVATION**

Reservation of seats for SC/ST/OBC/SBC/others & Specially-abled will be as per existing Rajasthan Govt. /Central Govt. /University rules.

#### **C. ADMISSION RULES-**

Admission Rules for the M.Ed. course shall be the same as decided by the NCTE/ Government of the Rajasthan from Time to time.

#### **D. DURATION AND WORKING DAYS**

##### **- DURATION**

The M.Ed. Programme shall be of duration of Two Academic Years. Which can be completed /in a Maximum of Three Years from the date of the admission to the programme.

##### **- WORKING DAYS**

- There shall be at least Two Hundred Working Days for each year.
- Institution shall work for a minimum of thirty six hours a week, during which physical presence in the institution of all the teachers and students is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

- The minimum attendance of students shall have to be 80% for all course work and practicum, and 90% for internship/Practicum activity and seminars.

## **COURSE OBJECTIVES:**

The students will be helped to:

- Understand the nature of education as a discipline/area of study.
- Understand the basic concept/issues of education especially with reference to the kind of concerns that NCF-2005 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, practicals and in-service training programmes.
- Develop competency in students to analyse and reflect upon her/his professional experience.
- Understand the process of school education and teacher education and th~ various factors ) enriching the processes.
- Develop social sensitivity and finer human qualities.

## **MODES OF LEARNING ENGAGEMENT:**

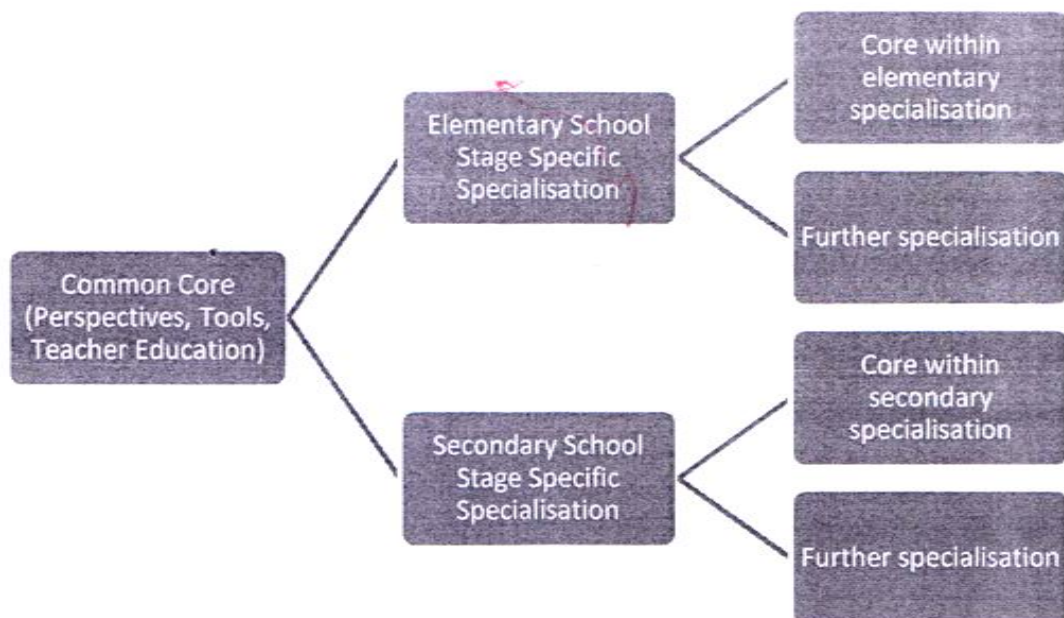
Overall intention of modes of learning engagement are:

- The curriculum is so designed that the students shall internalise 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 issue
  - Individual projects
  - Article/ Abstract writing
  - Using library and ICT resource
  - Peer Group Learning
  - Collaborative Learning

**COMPONENTS OF THE M.Ed. COUESE:**

The programme comprises of the components that are briefly described 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 Educational Studies, Philosophical and sociological foundation of Education, Psychology of Learning and development, 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: Organisation 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.
- e) Internship: The students shall be involved in internship programme covering both pre-in-service as well as teacher education programme.
- f) 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. I year

Papers	Paper No.	Name of the Papers	Max. Marks
<b>Core Paper</b>	I	Educational Studies	100 Marks (80+20)
	II	Philosophical and Sociological Fundamental of Education	100 Marks (80+20)
	III	Psychology of Learning and Development	100 Marks (80+20)
	IV	Methodology of Educational Research	100 Marks (80+20)
<b>Specialization</b>	V	Any one of the following: <b>Area (A) Elementary Education</b> (i) Structure, Management and Quality concerns of Elementary Education <b>Area (B) Secondary Education</b> (i) Structure, management and Quality concerns of secondary Education	100 Marks (80+20)
<b>Elective/ Optional</b>	VI	Any one of the following <b>(A) Comparative Education</b> (i) Essentials of Comparative Education <b>Area (B) Guidance and Counseling</b> (i) Principles and Procedures of Guidance and Counseling	100 Marks (80+20)

		<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 Education Management</p>	
<b>Practical/</b>		Preparation of synopsis and seminar presentation	50 Marks
<b>Field Work</b>		Workshop on tool development of dissertation	
		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>Total</b>			<b>800 marks</b>

## M.Ed. II year

Papers	Paper No.	Name of the Papers	Max. Marks
Core Paper	I	Teacher Education	100 Marks (80+20)
	II	Indian Education – Its Development, Major Policies Prospectus and Changers	100 Marks (80+20)
	III	Advance Educational Research (Quantitative and Qualitative)	100 Marks (80+20)
Specialization	IV	<p><b>Any one of the following same area as selected in 1<sup>st</sup> Year:</b></p> <p><b>Area (A) Elementary Education</b> (ii) Issues, Curriculum and Assessment of Elementary Education</p> <p><b>Area (B) Secondary Education</b> (ii) Issues, Curriculum and Assessment of Secondary Education</p>	100 Marks (80+20)
Elective/ Optional	V	<p><b>Any one of the following same area as selected in 1<sup>st</sup> Year:</b></p> <p><b>(A) Comparative Education</b> (ii) Comparative study of systems of Education in India, UK, USA and Japan.</p> <p><b>Area (B) Guidance and Counseling</b> (ii) Dynamics and Techniques of Guidance and Counseling</p> <p><b>Area (C) Inclusive Education</b> (ii) Inclusive education for Diverse Need</p> <p><b>Area (D) ET and ICT in</b></p>	100 Marks (80+20)



		<b>Education</b> (ii) Implications of ET and ICT in Education <b>Area (E) Educational Management</b> (i) Practices of Educational Management	
<b>Practicals/ Field Work</b>		Finalization and submission of Dissertation (50 marks External, 50 marks Internal 50 Viva Voce)	150 Marks
		Communication Skills	25 marks
		Yoga for Self Development	25 marks
<b>Total</b>			<b>700 marks</b>

## 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 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 (Internal)

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	20 marks	To be evaluated by lecturer incharge of internship in consultation with the in-service teacher education incharge.
<b>Total</b>		<b>15 days</b>	<b>50 marks</b>	

## 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 10 days.

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

<b>Guideline for Assessment</b>	<b>Maximum Marks: 50 (Internal)</b>
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)	- 15 marks
5. Participation in Co-curricular activities during the session	- 15 marks
<b>Total</b>	<b>- 50 marks</b>

## 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 or from the course. 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 workshop 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 (Internal) (Jointly by a Committee consisting of principal, Supervisor and one senior faculty member)

# PRACTICALS (YEAR WISE)

## M.Ed. I Year

### (A) Yoga for Self Development

Maximum Marks - 25

#### Course content:

- Importance of yoga for healthful living and self development
- Warming up exercises
- Surya Namaskar
- Asans - Padmasan, Halasan.
  - Sarvangasan. Paschimottasan
  - Bhujangasan. Shalabhasan
  - Dhanurasan and Shavasana
- Pranayam - Kapal Bhati, Anulom Vilom
- Meditation
- Practicing correct postures in standing sitting, Walking.

#### Scheme of Internal Assessment

S.No.	Activity	Marks
1	Participation in yogic Programme regularly	15 marks
2	Practical Test of Yoga Asanas/Pranayam	10 marks
	Total	25 marks

## (B) Professional Writing

Maximum Marks : 25 Marks

### 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

S.No.	Activity	Marks
1	Participation in the activities	15 marks
2	Practical Test	10 marks
	Total	25 marks

## M.Ed. II Year

### (A) Yoga for self development

Maximum Marks: 25

#### 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 practices.
- Chakrasan, Vajrasan, Matsyasan, Chatuspadasan, Trikonasan
- Pranayams - Kapal Bhati, Anulom Vilom, Bhramari, Bhastrika

#### Scheme of Internal Assessment

S.No.	Activity	Marks
1	Participation in yogic Programme regularly	15 marks
2	Practical Test of Yoga Asanas/Pranayam	10 marks
	Total	25 marks

### (B) Communication Skills

Maximum Marks : 25 Marks

#### COURSE CONTENT

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

- 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	Participation in the activities	15 marks
2	Practical Test	10 marks
	Total	25 marks



## **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 80 marks will be for external university examination and 20 marks further to be divided into 15 marks for internal assessment work and 5 marks for viva-voce of the sessional work.
  - 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 16 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 internally. The viva-voce examination based on dissertation will be conducted in the second year.
- The maximum marks for viva-vice will be 50.

## **Working Out the Result for Awarding of Division**

The degree will be awarded to a student who completes a total of two years.

A candidate in order to be declared successful at the M.Ed. examination 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%

## **Rules and Regulation for M.Ed.**

1. There shall be a university examination at the end of each year as per details of the scheme of examination.
2. The degree will be awarded to a student who completes a total of two years.
3. Each successful candidate shall be awarded the degree of master of education showing therein the division obtained by the candidate concerned on the basis of the total marks.
4. Each written paper shall be of three hours duration.
5. The theory examination paper will be set both in Hindi and English languages.
6. The medium of examination for all papers including desertsions shall be either Hindi or English.
7. Marks of synopsis will be awarded internally out of 50.
8. The minimum pass marks in each year examination shall be 40% for each theory paper and practicum and 50% for internship separately. The candidate will have to pass each theory paper, practicum and internship separately.
9. A candidate who fails only in one subject(Theory paper/Sessional work/practicum) as the case may be, in first year of the course will be eligible to take the examination in that part of the subject with the examination of second year.
10. If he/she fails only in theory paper he/she will be allowed to carry forward his/her internal marks.
11. A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.
12. Internship in compulsory.
13. Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for the M.Ed. degree.
14. The candidates shall have to abide by any change in statutes/ordinances/reules/regulations/syllabi and books from time to time.
15. Each candidate for the M.Ed. Degree is required to investigate a research problem in the filed of education and submit a synopsis of the same in First year. Synopsis will be evaluated in the first year marks will be awarded out of 50.

- 16.** The complete dissertation should be submitted to the office of the Registrar at least 3 weeks before the commencement of university M.Ed. Examination for second year in 3 copies, out of which 2 copies will be forwarded to the university by the college. The dissertation will carry one hundred marks.
- 17.** The viva-voce examination based on the dissertation will be conducted internally in the second year. The maximum marks for viva voce will be 50.
- 18.** When candidate has failed in the examination but has obtained the minimum pass marks in the viva voce and dissertation, those marks may be carried at his/her option such option shall be given at the time of filling the examination from appearing at the subsequent examination.
- 19.** The students will submit the two copies of the sessional work separately subject wise in the college.
- 20.** The awards of sessional work will be forwarded to the University direct by the principal of the college on the basis of the marks awarded by the subject teacher.

# **I Year**

**I Year**  
**Core Paper**  
**Paper – I**  
**Educational Studies**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher will be able to:

- Introduce the nature of education studies and map the fields.
- 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 (2005) and NCFTE (2009) 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 Nature of educational studies**

- Meaning, Concept, Perspective, aims and values of educational studies and educational issues.
- Defining principles of education studies.
- Field of educational studies & educational studies as a discipline.

### **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 2005
- Education for responsible citizenship.

## **PRACTICUM/FIELD WORK**

Any two of the following:

- A term paper on any topic related to this paper.
- Two Abstracts of articles on education published in standard journals.
- A study on Autonomy of teachers in your university.
- A report on identifying citizenship values to be inculcated through education
- A Study of educational projects being conducted by an NGO .
- Comparative study of educational contribution of Indian and western educationist

## **REFERENCE**

1. रूहेला प्रोफेसर सत्यपाल, भारतीय शिक्षा का समाजशास्त्र राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर, 1989
2. Anderson, R.J., Sprio and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP, Hillsdale, NJ : Erlbaum .
3. Agrawal, J.C. Theory and principles of education .
4. Altekath, A.S. Education in Ancient Indian, Book Shop. Varanasi, 1934 .
5. Aurbindo and Mother: On Education. Shri Aurbindo Ashram. Pondichery, 1969 .
6. Brubacher, J.S.: Modern philosophies (3rd ed.). Harper Bros. New York, 1969 .
7. Butter, I.D. Four philosophies, Harper & Bros., New York .
8. Bruner, J.s, (1996), The Culture of Education, Cambridge, M.A. : Harvard University Press .
9. Broudy, H.S. (1977) Types of knowledge and purpose of education in R.C.
10. Communication process, components of communication process, teaching learning as a communication process .
11. Dearden R.F. (1984) Theory and practice in Education. Routledge K. Kegan & Paul.
12. Dewey, J. (1916/1977) : Democracy and Education: An introduction to the philosophy of
13. education. New York: Macmillan.
14. Kuppaswamy. B .. Social change in India Vani Education Books, New Delhi, 1986 .
15. MHRD. Gov. of India (1992). Programme of action. Govt. of India, New Delhi .
16. Max Muller, F. : The Six Systems of Philosophy, Shshil Gupta, Calcutta .
17. NC I'E (2009) National Curriculum Framework for Teacher Education, New Delhi,
18. NCERT (2005), National curriculum framework, New Delhi .

19. Naik, IP. (1975). *The Philosophy of education: The elusive triangle of Indian Education*, Allied Publications, Bombay .
20. National Policy on Education 1986, Govt. of India, Ministry of Human Research Development, New Delhi, 1986 .
21. Oad, L.K. : *Shiksha Ki Darshnik Prasthabhumi*, Rajasthan Hindi Granth Acadeerny, Jaipur, 1973 .
22. Oad, L.K. *Shiksha Ki Darshanik Prasthabhumi*
23. Oad, R.S. : *Philosophy of education* .
24. Pandey, R.S. : *Bhartiya Shiksha Darshan* .
25. Pandey, R.S., : *Shiksha ke Mool Sidhant*.
26. Palmer, Joy A (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer, London. USA. Canada .
27. Peters, R.S. (ed), (1975) . *The Philosophy of education*. Oxford University Press , London .
28. Peters, R.S. (1967), *The Concept of Education*, Routledge, United Kingdom.



**I year**  
**Core Paper**  
**Paper- II**  
**Philosophical and Sociological Foundation of**  
**Education**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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. '
- Enable the students to make preparing analysis of the social structure or to realise the role of education as an instrument of social, political, economic and industrial change.

**COURSE CONTENT**

**UNIT -I Nature of Educational Philosophy**

- Meaning, Concept, Nature and Scope of Educational Philosophy and its functions
- Metaphysical problems related to nature, man and Society and their implications in education.

- Epistemology & Axiology with specific reference to analytic philosophy, Dialectical approach & scientific inquiry.
- Education as interdisciplinary knowledge.

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

- The basic Educational thought for Society - Vedas
- Vision derived from the synthesis of different ancient Indian philosophies and their educational implications:
  - (i) Sankhya (ii) Vedanta (iii) Buddhism (iv) Jainism
- Critical analysis of thoughts of great educators:
  - i) Swami Vivekanand ii) Rabindranath Tagore
  - iii) M.K. Gandhiji iv) Sri Aurobindo
- Educational implications of Shrimad Bhagwadgeeta

**UNIT-III Philosophical Perspective of Education: Western Perspective**

- Western philosophical Foundation Epistemology Metaphysics & Axiology
- Vision derived from the different school of thoughts and their educational implication:
  - a) Idealism b) Naturalism c) Pragmatism d) Existentialism (e) 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
- Education and Social mobility
- Social Stratification and education
- 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 critical analysis of the ways in which Schooling, Teaching learning & Curriculum. Contribute to Social inequality.
- Education for marginalized sections of society (SC, ST, women, minorities) and Constitutional provisions for their education
- Gender sensitivity and education

### **PRACTICUM/FIELD WORK**

Any two of the following:

- Prepare a note on texts of any two western / Indian thinkers.
- Write one term paper on concept of anyone Indian Philosophical thought and its impact on education.
- Write three abstracts on any recent articles published in Philosophical/Sociological journals.
- Organize a seminar on anyone 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.
- Identify the common factors between Indian & Western Philosophies

### **REFERENCES**

- रुहेला प्रोफेसर सत्यपाल, भारतीय शिक्षा का समाजशास्त्र राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर, 1989
- Bhatt, B.D. & Sharma. S.R., Sociology of Education, Kanishka Publishing House, New Delhi, 1993 .
- Bremlack, C.S., Social Foundation of Education: A Cross Cultural Approach, John Wiley, N.Y. 1966.
- Brown, F.J., Educational Sociology, Prentice Hall Inc., 1961.
- Cook Lloyd Allen & Cook Elaine, A Sociological Approach to Education, McGraw Hill, New York 1950 .
- Shah, A.B. (ed.) The Social Context of Education, Essays in Honour of Prof. IP. Naik, Allied Publishing, 1978 .
- Srinivas, M.N. Social Change in Modern India, University of California Press, 1966 .

- Talera, Hemlata, Sociological Foundations of Education, Kanishka Publishers, New Delhi, 2002 .
- Three abstract of recent articles published in standard journals .
- Westby, Gibson D. (Ed.), Social Foundation of Education: Current Issues and Research, Free Press, New York, 1967 .
- Agrawal, J.C. Theory and principles of education .
- Altekhat, A.S.: Education in Ancient Indian, Book Shop, Varanasi, 1934 .
- Aurbindo and Mother: On Education, Shri Aurbindo Ashram, Pondichery, 1969 .
- Brubacher, IS.: Modern philosophy of education
- Bulter, I.D.: Four Philosophies (3rd ed.). Harper & Bros, New York, 1969 .
- Butter, I.D. Four philosophies, Harper & Bros., New York.
- Chulee, S.P.: Philosophical and Sociological foundation of education .
- Jhonson, Herbart: A Philosophy of Education. McGraw Hill Book Co., Inc., New York, 1958.
- Max Muller, F.: The Six Systems of Philosophy, Sushi I Gupta, Caicutta, 1955.
- Oad, L.K.: Shiksha Ki Darshanik Prasthabhumi
- Pandey, R.S.: Philosophy of education
- Sgarma, R.N.: Philosophy and Sociology of education.
- Teneja, V.R.: Foundation of education.

**I Year**  
**Core Paper**  
**Paper III**  
**Psychology of Learning and development**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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, differential and psychoanalytical
- Cognitive development- concept and development of thinking and problem solving. Piaget's theory of cognitive development, Cognitive styles. -Ieta Cognition.
- Affective development - Development of attitudes, interests, values, emotions, emotional maturity and emotional intelligence

### **Unit - II Psychology of Learning**

- Natural of learning – Concept, Kinds, Levels of learning, factor affecting 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).
- Helping students with adjustment problems - Counseling, Psychotherapy, Psycho drama.

### **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/FIELD WORK**

Any two of the following:

1. Administration Analyses and Interpretation of any one of the following test /Experiment:
  - (a) Anyone 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.
3. Conduct an awareness Programme for mental hygiene among adolescence in schools.

### **REFERENCES**

- Allen, B.P. (2006). *Personality Theories: Development, Growth, and Diversity* (5th ed.) .
- Anastasi Anne: *Psychological Testing*, McMillan Co. New York .
- Ausubel D.P. and Robison F.G.: *School learning: An introduction to educational Psychology*, New York Holt, Rinehart & Wintson Inc 1969 .
- Benjamin B. Lahey (2002): *Essentials of Psychology*, International Edition, Mc Graw Hill .
- Berk L.E. (2010): *Child Development*, Eight Edition, PHI Learning Private Limited, New Delhi
- Bichler R.F. and Jack Snowman: *Psychology Applied to Teaching* Houghton Mifflin Company, Boston, 1986.
- Bandura, A. (1977). *Social Learning Theory*. new York: General Learning Press .
- Baron, R.A (2002) *Psychology*, Fifth Edition. Singapore, Pearson Education Asia .
- Bernard H.W.: *Psychology of learning & Teaching*, ew York Mcgraw Hill B .
- Bigge M.L.: *Learning Theories for Teachers*, Harper and Tow Publishers. 1971 .
- Bower G.H. and Hilgard E.R.: *Theories of Learning* Prentice Hall of India, new Delhi. 1980 .
- Burger, J.M. (2010). *Personality* (8th ed.). Belmont, CA: Wadsworth Publishing
- C.L. Kundu: *Personality Development*, Sterling Publisher Pvt.Ltd., ew Delhi. 1989 .

- Carver. C. ., & Scheier. M.F. (2008). *Per pectives on Personality* (6th ed.). eedham Heights, A: Allyn and Bacon .
- Charles N. Newmark: *Major Psychological assessment Instruments: Allyn And Becan Inc .*
- Cloninger, S.C. (2008). *Theories of Personality: Understanding Persons* (5th ed.) Englewood Cliffs, J: Prentice Hall.
- Daniel Goleman 'Working with Emotional Intelligence 1998'
- Daniel Goleman: *Emotional Intelligence, Bantam books 1995 .*
- Doughts 1. Hacker, John Dunlosky, Arthur C. Grasser. (editors) (1998) *Metaeognition in Educational Theory and Practice*, Lawrence Erlbaum Associates. Mahwah. ew Jersey. Edition, 1988.
- Douglas J. Hacker, Johan Dunlosky, Arthur C. Graesser, (editors) (2009) *Handbook of Metaeognition in Education (Educational Psychology)*. Routledge, Taylor and Franeis, New York .
- Gage and Berlinger: *Educational Psychology*, Boston Houghton Miffins Company 1984 .
- Hays J.R.: *Cognitive Psychology, Thinking and Creating*. Homewood Illinois. the Dorsey
- Herenhahn B.R.: '*An Introduction to Theories of Learning Prentiee Hall International*
- Hilgard and Atkinson: *Introduction to Psychology*, Oxford and IBH Publisher, Bombay.
- Jayaswal, R.L.: *Foundation to Educational Psychology: Allied Publishers, Bombay.*
- John Dunlosky, Janet Metcalfe (2008) : *Metacognition (1 st ed.) Sage Publications, Ine Longman incorporated, 1989.*
- Mangal .K *Advanced Educational Psychology; ew Delhi. Prentice Hall of India Pvt. Ltd; 193*
- Matthews, G., Deary, I.J. & Whiterman, M.C. (2009). *Personality traits* (3rd ed). New York
- Michael Green: *Theories of Human Development prentice Hall, Englewood cliffs, New*
- Moully George J: *Psychology of teaching botton Allyn & Decan Inc.*



**I Year**  
**Core Paper**  
**Paper-IV**  
**Methodology of Educational Research**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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**

- Nature, Meaning, Purpose and Characteristics of Research, Educational research and its scope, Areas of Educational Research.
- Scientific method and Research in Education
- 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 and its types including intervention studies.
- 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/FIELD WORK**

Any two of the following:

1. Review of an M.Ed. dissertation
2. Construction and tryout 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 design of any experimental study.
6. Development of any one of the following tools  
(i) Questionnaire (ii) Observation schedule (iii) An attitude scale (iv) Rating scale

### **REFERENCES:**

- Best. I.W. & Kahn. J.V. (2008). Research in Education (10th edition). Delhi: Pearson Education .
- Borg, W.R. and Gall, M.D. (1983). Educational Research - An Introduction, New York: Longman, Inc. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon .

- Burns, R.B. (2000) Introduction to Research Methods. new Delhi: Sage Publication .
- Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications .
- Flick, U. (2009). An introduction to Qualitative Research. Lon. Angles: Sage .
- Fraenkel, J.R., Wallen, .E. (1996). How to Design and Evaluate Research in Education, New York: McGraw Hill.
- Jayaswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay, Jersey, 1989
- Kerlinger, F.N. (1978). Foundation of Behaviour Research. New Delhi: Surjeet Publication .
- Kerlinger, F.N. (1986). Foundations of Behavioural Research. Fort Worth, TX: Harcourt Bmce Jovanovich .
- Koul, L. (2008). Methodology of Educational Research. New Delhi: Viksha Publishing House Pvt. Ltd.
- Kundu, D. (2010). Advances in educational Research in India Voll & II, New Delhi: Yash Publication .
- Lichtman, M. (2010). Understanding and Evaluating Qualitative Educational Research. New Delhi: Sage
- Lunenburg, F.C. (2008). Writing a Successful Thesis. California: Corwing Press .
- Mertens, D.M. (1997). Research Methods in Education and Psychology. New Delhi: Sage Publication.
- N.C.E.R.T. 199. Fifth Survey of Educational Research: 1988-92 (Vol. 1). ew Delhi: . NCERT.
- N.C.E.R.T. (\_006.sixth Survey of Educational Rese~rch: 1993-2000 (Vol. I). New Delhi: NCERT.
- N .C.E.R.T. (\_007). ixth Survey of Educational Research: 1993-2000 (Vol. II). New Delhi: NCERT.
- Peterson, R.A. (2000). Construction of Effective Questionnaires, New Delhi: sage Publication .
- Sax, Gilbert, (1979). Foundations of Educational Research. New Jersey: Prentice-Hall.

- Scoot, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Routledge. ~
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*, New Delhi: Anmol Publication Pvt. Ltd.
- Singh, S.P. (2002). *Research Methods in Social Sciences*. Kanishka: New Delhi .
- Travers, Robert M. W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan .
- Van Dalen, D.B. & Meyer, W.J. (1979). *Understanding Educational Research*. New York: McGraw-Hill Book Company .
- Wiersma, W. & Jurs, S.G. (2009). *Research Methods in education*. (9th edition). Delhi: Pearson Education

**I Year**  
**Specialization**  
**Paper- V**  
**Area (A) Elementary Education**  
**(i) Structure, Management & Quality Concerns of**  
**Elementary Education**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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.

**COURSE CONTENT**

**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)-2005.

### **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 enrolment 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/FIELD WORK**

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

### **REFERENCES:**

- Baur, G.R. & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co .
- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.
- Chastain, K. (1970): The Development of Modern Language Skills-Theory to Practice Rand Menally & Co., Chicago .
- Dunkin, MJ. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- Government of India (1986) National Policy on Education. ew Delhi, MHRD .
- Government of India (1987) Programme of Action, ew Delhi: MHRD .
- Government of India (1987) Report of the Committee for Review of ational Policy on Education, New Delhi, MHRD .



- Hayes, Denis(2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), volume I & II, NCERT, New Delhi .
- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills - Microteaching Approach, NCERT - New Delhi. Kauchak, D.P. & Paul. D. Eggen (1988): Learning and Teaching. Alien & Bacon. Sydney .
- Kabra, K.M.(1977) Planning Process in a District, ew Delhi: Indian Institute of Public Administration .
- Kurrian, J.(1993) Elementary Education in India, New Delhi: Concept Publication .
- Lewis, Ramon (2008): Understanding Pupil Behaviour. Routledge Publications, U.K .
- MHRD (2001): Convention on the Right of the child, New Delhi .
- Mohanty, J.N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi .
- National Curriculum for Elementary and Secondary Education (1988)- A Framework, NCERT, New Delhi.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi .
- NCTE, (2004): Teacher Education Curriculum, New Delhi .
- Petty, W.T. (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co., Chicago.
- Rao., V.K. (2007): Universatisation of Elementary Education, Indian Publishers, New Delhi .
- Rita Chemical (2008): Engaging pupil voice to en ure that every child matters: A practical guide. David Fultan Publi hers .
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, New York
- Sharna, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications:
- Singh. L.C. (1987): Teacher Education - A Resource Book, CERT, J ew Delhi .
- Singhal, R.P. (1983) Revitalizing School complex in India, ew Delhi .

- The Study of Primary Education - A Source Book, Volume I & II, 1984
- Tilak, J.B. (1992) Educational Planning at grass roots, New Delhi .
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.
- UNESCO (2006): Teachers and Educational Quality. Monitoring Global Trends for 2015. UNESCO Publication, Montreal.
- Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.
- Wraga, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.

**I year**  
**Specialization**  
**Paper-V**  
**Area (B) Secondary Education**  
**(i) Structure, Management & Quality Concerns of**  
**Secondary Education**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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, problem 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 2005
- 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 2005.
- 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 programme and in-house capacity building activities.
- Team work and transparency in functioning among teachers

- Total quality management (TQM) for institutional upliftment

### **PRACTICUM/FIELD WORK**

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.

### **REFERENCES:**

- अग्रवाल, जे.सी. 1972, विद्यालय प्रशासन आर्य, बुक डिपो, करोल भाग, नई दिल्ली
- अनिल कुमार, शिक्षा में मापन एवं मूल्यांकन, रजत प्रकाशन, दिल्ली
- अस्थाना विपिन, (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन अग्रवाल प्रकाशन, आगरा
- बघेला, हेतसिंह 1986, विद्यालय प्रबंधन एवं स्वास्थ्य शिक्षा, राजस्थान प्रकाशन, जयपुर
- भटनागर, सुरेश, 1986, शैक्षिक प्रबंध और शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
- चौबे, सरयू, प्रसाद, 1958, जनतंत्रात्मक विद्यालय संगठन, भारत पब्लिकेशन, आगरा
- पाण्डेय, श्रीधर (2010) शिक्षा में मापन एवं मूल्यांकन, भवदीय प्रकाशन, कैजावाद
- शर्मा, ज्याति (1009) शैक्षिक पापन एवं मूल्यांकन अग्रवाल प्रकाशन आगरा
- शर्मा, आर.ए. 1995 विद्यालय संगठन तथा शिक्षा प्रशासन, सूर्या पब्लिकेशन मेरठ
- सुखिया, एस.पी. 1995, विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मन्दिर, आगरा
- व्यास, हरिशचन्द्र, 1996, शैक्षिक प्रबंध और शिक्षा की समस्याएं, आर्य बुक डिपो, दिल्ली
- योगेन्द्र जीत भाई, 1977, शैक्षिक एवं विद्यालय, प्रशासन, विनोद पुस्तक, मन्दिर आगरा

- Bhatt, B.D. (2005): 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, Lee. C. The Encyclopedia of Education, Vol. I & II, Mac Millan & Co: & Free Press, New York .
- Delors, J. (1996) Learning: The Treasure within 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 (2005): 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 (2006): Development of Educational System in India. 21st century Publication, Patiala
- Jayapalan, N. (2002~): Problems of Indian Education. H.B. Bhargava Publications, Delhi .
- Mangla, Sheela (2000), 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.
- NCERT (1987) IN Service Training Package for Secondary Teachers MHR, New Delhi.
- NCERT: National Curriculum Frame Work (2005).
- NCERT: National Curriculum Frame Work (2005).
- NCERT (1998) Curriculum Framework for quality Teacher Education, NCTE, Publication, New Delhi.

- Nesla (2004): Theory and Principles of Education. Vinod Publications, Ludhiana.
- Oberoi M.K. (1995) Professional competencies in Higher Education, UGC Publication, New Delhi.

**I year**  
**Elective / Optional**  
**Paper-VI**  
**Area (A) Comparative Education**  
**(i) Essentials of Comparative Education**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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 0
- NPE 1986
- National knowledge commission, RTE 2009

### **PRACTICUM/FIELD WORK**

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.

**REFERENCES:**

- चौबे, सरयू प्रसाद, तुलनात्मक शिक्षा, अग्रवाल पब्लिकेशन आगरा, 2013/4
- दवे, झा, सरूपरिया, तुलनात्मक शिक्षा, संघ प्रकाशन मन्दिर, प्रा. लि. आगरा 2011
- सिंह, राजेन्द्रपाल, तुलनात्मक शिक्षा के सिद्धान्त, राजस्थान हिन्दी ग्रंथ, अकादमी, जयपुर, 2011
- शर्मा, के. दुबे, श्री कृष्ण, तुलनात्मक शिक्षा के सिद्धान्त, राधा प्रकाशन मन्दिर, आगरा 2008
- Aggarwal, J.C. (2005) 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. (2005) Problems of Indian Education. New Delhi: Atlantic
- Jha, P. (2005) Quality and Access in Primary Education, New Delhi: VPH .
- Kandel, LL. Studies in Comparative Education. George Harrup, New York, 1963.
- Kha, A. (2006) School Environment and Value Development. New Delh: Academic Excellence
- Khan, A. (2006) Education in the Modem Indian Context. New Delhi: Arisep.
- Mehrotra, S. (2005) Universalizing Elementary Education in India. New Delhi: Oxford University Press
- Ramaniyam.: P.R. (2006) Globalisation, Education and Open distance learning. Delhi: Shipra Publication .
- Sharma, P. (2005) Encyclopedia of comparative education (vol. I) aims and education
- Singh, R.P .• (2007) Educational finance and the planning challenge. New Kanishka.

**I year**  
**Elective / Optional**  
**Paper-VI**  
**Area (B) Guidance and Counseling**  
**(i) Principles and Procedures of Guidance and**  
**Counseling**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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, 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/ Senior 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/FIELD WORK**

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.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counseling, Vol. II: A Practical Approach*. New Delhi: Vikas .
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counseling, Vol. II: A Practical Approach*, New Delhi: Vikas.
- Cormier, L. & Hackney, H. (1987). *The Professional Counselor*. Englewood Cliffs, New Jersey: Prentice Hall.
- Dave Indu (1984). *The Basic Essentials of Counseling*. New Delhi: Sterling Pvt. Ltd .
- Gazda Gerge R.M. (1989). *Group Counseling: A Development Approach*. London: All and Bacon .
- Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to Guidance*. New York: McMillan .
- Gupta, S.K. *Guidance and Counseling in Indian Education*, Mittal Publications, Delhi.
- Hohes, A.J. : *Principles of Guidance*, McGraw Hill Book Co. Inc .
- Joneja, G.K. (1997). *Occupational information in Guidance*. New Delhi: NCERT.
- Kochev, S.K.: *Educational & Vocational Guidance in Secondary Schools*, Sterling Publishers Pvt. Ltd., 1984
- Kochhar, S.K.: *Guidance in Indian Education*. Sterling Publishers Pvt. Ltd .

- Mallon, Brenda (1987). *An Introduction to Counseling Skills for Special Education Needs- Participants Manual*. Manchester: Manchester University Press, UK .
- Milen Frank W. : *Guidance Principles and Services* - Columbus Charles, E. Merrill. Books Inc.
- Patterson, C.R. : *Counseling all Guidance in Schools*.
- Pietrofesa, J.J. : *Counseling and Guidance in Schools*.
- Saraswat, R.K. & Gaur, J.S. (1994), *Manual for guidance counsellors*, New Delhi, NCERT

**I year**  
**Elective / Optional**  
**Paper-VI**  
**Area (c) Inclusive Education**  
**(i) Theory of Inclusive Education**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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 (2005)
- NCFTE(2009) NCERT.
- National Policy of Disabilities (2006).
- 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/FIELD WORK**

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:**

- Ahuja A. Jangira N.K. (2002) Effective teacher training .Co-operative learning based approach: National Publishing House ,23 Daryaganj, New Delhi-I 1 0002 .
- Ainscow, M. Booth T. (2003) : The index for inclusion: Developing Learning and participation in schools, Bristol Centre for studies in inclusive education .
- Chintamanikar (1992) Exceptional Children - their psychology and Education, Sterling Publishers Pvt. Ltd. New Delhi .
- Dash M, Education of Exceptional Children-Atlantic Publications and distributors, New Delhi.
- Jangira N. Kard Mani M.N.G. (1990) Integrated Education for visually handicapped, Gurgaon , old subjimandi, academic press .
- Jangira, N.K. (1986) Special Education, Britannia and Britannia, India, Gurgaon Academic Press, India .
- Jha M. (2002) Inclusive Education for all : School without walls, Heinemann Educational Publishers, Multi vista Global. Ltd. Chennai, 600042 India .
- Maitra Krishna (2008) inclusive issues and perspectives (For teachers, teacher educator and parents) Kanishka Publishers Distributors, New Delhi-I I 0002 .
- Sahu B.K. (1962) Education of Exceptional Children, Houghton Mifflin Company, Boston .
- Sharma M.C. & Sharma A.K. (2003) : Discrimination based on sex. Caste, religion and disability: Addressing through educational inventions, a handbook for sensitizing teacher and teacher educators, NCTE &
- Sharma P.L. (1990) Teachers handbook on IED-Helping Children with special needs, NCERT publications .
- Sharma, P.L. (2003) Planning Inclusive Education in small schools,RIE Mysore.

**I year**  
**Elective / Optional**  
**Paper-VI**  
**Area (D) ET and ICT in Education**  
**(i) Principles of Educational Technology and**  
**Information Communication Technology**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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/FIELD WORK**

Any two of the following:

1. Prepare a teaching plan based on anyone 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:**

- Bloom. B.S. : Taxonomy of Educational objectives-cognitive Domain Book- McKay, New York.
- Buch, M.B. and Santharam M R (1972) Communication in Classroom, CASE Faculty of Ed. & Psy. M S Univ. Baroda
- Chauhan, S.S. (1990) : Innovation in teaching learning process, Vikas Publication, New Delhi .
- Kulkarni S.S. (1986) : Introduction to Education Technology, Oxford & IBH Publishing Co. New Delhi.
- Rai & Rai (2001) : Effective Communication, Doshi Himalaya Pun. Delhi .
- Sharma R.A. (1986) : Technology of Teaching Loyal Book Depot. Meerut.
- Verma Ramesh, Suresh K. Sharma (1990) : Modern trends in Teaching Technology, Anmol Publication Pvt. Ltd. New Delhi .
- Das R C (1993), Educational Technology-A Basic Text, Sterling Publishers, New Delhi .

- Kumar, K L (1996) Educational Technology New Age International (P) Ltd. Publishers, New Delhi .
- Cox, I. and Urban, P. "Quick Course in Microsoft office", Galgotia Publications, - New Delhi, 1990
- Jain, Satish. "Introduction to Computer Science and Basic Programming", BPB Publication, New Delhi 1990
- 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
- Sinha, P.K. "Computer Fundamentals", BPB Publications, New Delhi, 1990
- Sethi, A. Multimedia Education : Theory and Practice. International Scientific Publishing Academy, New Delhi 2005 .
- Yelland, Nicole et al (Editors). Rethinking Education with ICT. Sense Publishers, 2008.

**I year**  
**Elective / Optional**  
**Paper-VI**  
**Area (E) Educational Management**  
**(i) Principles of Educational Management**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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/FIELD WORK**

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> .
- Agarwal, J.c. (1967) Educational Administration, Social Organization and Supervision. New Delhi: Arya Book Depot.
- Agarwal, R.B. (1993) Financing of Higher Education in India. Varanasi : Ganga Kaveri Publishing House .
- Asby, E. (1971) Any Person, Any Study :An Essay on Higher Education in the United States. New York: McGraw Hill.
- Beaby ,C.E.(1967) Planning and Educational Administration. UNESCO.
- Bhatt, N. (2006) Higher Education Administration and Management: Sublime Publications .
- Burgess, T.R and et.al .(1968) Manpower and Education Development in India (1961-86),
- Castaldi, B.(1987) Educational Facilities: Planning, Modernization and Management, Boston: Allyn and Bacon .
- Edinburgh: Oliver and Boyd .
- Fletcher, B.A(1963) Planning of Education. New York: Institute of Education .
- Griffiths, V.L.(1962) Educational Planning. London :Oxford University Press .

- Harpinson, F. (1964) Education Manpower and Economic Growth. New York: McGraw Hill.
- Harry.J. H.(1973) Educational Planning, Programming, Budgeting: A System Approach. New
- Institute of Educational Planning. UNESCO:
- Introduction to Educational Planning. (1968) Asian Institute of Planning and Administration .
- Jersey: Prentice Hall Inc .
- John, R.L.and Morphat.(1964) Financing the public school. New Jersey: Englewood Cliffs .
- Lyons, R.F.( 1967) The Fundamentals of Educational Planning, (No.21 and 22) International McGraw Hill.
- Mckerinan ,K.R.(1973) Realistic Educational Planning.UNESCO .
- Mishra, A.( 1967) The Financing of India. Bombay: Asia Publishing House .
- Mukerji, S.N.( 1970) Administration of Education Planning and Finance (Theory and
- Musgrave, R.A.( 1959) Theory of Public Finance, A Study of Public Economy. New York:
- Naik, J.P. (1965) Educational Planning in India. ew Delhi: Allied .
- Naik, IP.( 1965) Educational Planning in India. Bombay: Allied Publishers New Delhi
- Pandey, V. (2006) Higher Education a Globalising World. New Delhi: Isha Books .
- Platt,W. J.(1960) Research for Educational Planning. UNESCO .
- Practice). Baroda: Acharya Book Depot.
- Ram, A. (1990) Higher Education in India - Issues and Perspectives. New Delhi: Mittal, Publications .
- Ramanujam, P. (2006J Globalisation, Education and Open Distance Learning. New Delhi : Shipra Publications .
- Rao, V .K.(1961) Education and Human Resource Development. Bombay: Allied Publishers .
- Sharma, M. (1985) Systems Approach; Its Application. Bombay: Himalya Publicatio
- 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**

**II Year**  
**Core Paper**  
**Paper I**  
**Teacher Education**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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/FIELD WORK**

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:**

- भट्टाचार्य, जी.सी. अध्यापक शिक्षा, आगरा, विनोद पुस्तक मंदिर
- रुहेला, एस.पी. (2009) विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा, आगरा, विनोद पुस्तक मंदिर।
- सक्सेना, एन.आर. मिश्रा, बी.के. (2004) अध्यापक शिक्षा, मेरठ, सूर्या पब्लिकेशन
- शर्मा, एन.के. (2009) अध्यापक शिक्षा, नई दिल्ली, के.एस.के. पब्लिशर्स एवं डिस्ट्रीब्यूटर्स
- Aggarwal, J.C. (1995): Teacher and Education in a Developing Society: New Delhi, Vikas Publication House.
- Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowing Press .
- Chaurasia, G.: New Era in Teacher-Education. New Delhi Sterling Publishers Pvt. Ltd., 1967 . Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi .

- Garg, B.R. (2000) Issues in Teacher Education. Ambala Cantt. The Indian Publications.
- Gupta, A.K.: Teacher Education: Curriculum and prospects, New Delhi: sterling Publishing Private Ltd., 1984.
- Hooda, R.e. (1991): Evaluation of Teacher Education Curriculum. Rohtak, Manthan Publication
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Harnmond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco .
- Loughran, John (2006): Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching. Routledge. New York .
- Martin, DJ. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Mehta C.S. and Joshi, D.D.,: Principles and Problems of Teacher Education, Rajasthan Hindi Granth Academy, Jaipur, 1973 .
- Mukherjee, S.N.: Education of Teachers in India (Vol. I) S. Chand & Co., Delhi, 1968
- National Curriculum Framework for Teacher education, 2009 Report of the Delors Commission UNESCO, 1996
- National Curriculum Framework on school education. \_2005- .
- National Policy of Education 1986/1992 .
- NCTE (1998): Competency Based and Comminent Oriented Teacher Education for Quality School education: Pre-Service Education. ew Delhi .
- NCTE (1998): Policy Perspectives in Teacher Education, New Delhi.
- NCTE, (1998). Policy Perspective in Teacher Education-Critique and Documentation NCTE New Delhi.
- Rajput,J.S. & Walia K. (2002): Teacher Education III India: New Delhi, Sterli : Publishers Pvt. Ltd.
- Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.
- Report of the Education Commission(1964-66) .
- Report ofthe National Commission on Teachers (1983-85) .

- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design Teaching and Learning in the Professions*. New York, Basic Books.
- Sharma, R.A. (2005): *Teacher Training Technology: Managing Classroom Acti* Meerut. R. Lall Book Depot.
- Shrivastava, R.e. and Bose. K. : *Theory and Practice - Teacher Education in India*, Chug Publication. Allahabad, 1973.
- 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, 2006* by NCERT.



**II Year**  
**Core Paper**  
**Paper 11**  
**Indian Education: Its Development, Major Policies,**  
**Prospects & Challenges**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher will be able:

- 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 challenges related to educational development.
- Understand the changing perspective of the education and 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-2009: Its implication & challenges
- Expansion of the Education: Literacy, institutions, enrollment, schools, universities

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

- Establishment ofUGC;NCERT, NCTE and their role in the-development of Education
- Education Policy 1986 & Revised Policy 1992
- SSA
- RAMSA
- Establishment ofNAAC
- 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 (2005)
- National Curriculum Framework for Teacher Education(2009)
- 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
- Inelusiveness & education for all

- Socio cultural issues
- Curriculum development & transaction
- evaluation system
- Liberalization, Privatization, Globalization
- Professionalization

### **PRACTICUM/FIELD WORK**

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:**

- अग्निहोत्री, रविन्द्र (2010), आधुनिक भारतीय शिक्षा, समस्याएं एवं समाधान, राजस्थान हिन्दी ग्रंथ, अकादमी, जयपुर
- गुप्ता, एस.पी. गुप्ता, अल्का, (2005) आधुनिक भारतीय शिक्षा की समस्याएं शारदा पुस्तक भवन इलाहाबाद
- कुमार कृष्ण (1999) प्राचीन भारत की शिक्षा पद्धति, श्री सरस्वती सदन, नई दिल्ली
- ओड, एस.के. (1977) शिक्षा के नूतन आवास, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
- पाण्डेय, रामशकल, (1991) नई शिक्षा नीति, विनोद पुस्तक मंदिर, आगरा
- राष्ट्रीय पाठ्यचर्या की रूपरेखा, 2005, एनसीईआरटी, नई दिल्ली
- राष्ट्रीय शिक्षा नीति 1986, मानव संसाधन विकास मंत्रालय, नई दिल्ली
- रूहेला, सत्यपाल (2009) विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा विनोद पुस्तक मंदिर आगरा।
- शर्मा, सीताराम (2011) भारत में आधुनिक शिक्षा का विकास, करण पेपरबेक्स, नई दिल्ली

- सिंहल,महेशचन्द्र 1971, भारतीय शिक्षा का वर्तमान समस्याएं, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर
- Bhatnagar Suresh (2007), Education in India, Loyal Book Depot, Meerut.
- Chaube, S.P. (2009), History & Problems of Indian education, Vinod Pustak .mandir Agra.
- Kabir, Humagun (1956), Education in India, George Allen & Unwin, London.
- National curriculam framework of Teacher education, (2009), NCTE, New Delhi .  
National Policy on education, 1986, MHRD, New Delhi .
- Sharma Yogendra (2001), History and Problems of Education, Vol.-I, Kanishksha Publishers distributors, New Delhi.
- Sharma, R.A., (2004), Development of Educational System in India, R. Lall. Book Depot, Meerut.
- Sharna, R.N. Sharna, R.K., (1996), History of Education in India, Atlantic Publishers distributors, New Delhi.

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

**Advance Educational Research (Qualitative & Quantitative)**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher will be able:

- 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, Percentiles, 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/FIELD WORK**

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.
- 7 Plan and Preparation of qualitative research preposal

### **REFERENCES:**

- कपिल (2015) सांख्यिकी के मूल तत्व, श्री विनोद पुस्तक मंदिर, आगरा 2
- रीता चौहान (2015) शिक्षा मनोविज्ञान एवं सांख्यिकी अग्रवाल पब्लिकेशन आगरा 2
- विपिन अस्थाना, विजय श्रीवास्तव तथा निधि अस्थाना (2013), शैक्षिक अनुसंधान एवं सांख्यिकी, अग्रवाल पब्लिकेशन, आगरा 2
- Aggarwal, Y.P.( 1998)Statistical Method, Sterling, New Delhi
- Asthana, H.S. & Bhushan, B. (2007) : statistics for Social Sciences. New Delhi: Prentice Hall.
- Best & Khan (2011) : Research in Education. New Delhi: PHI.
- Conover, WJ. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.

- Guilford, J.P., and B. Fruchter.(1987). *Fundamental Statistics in Education and Psychology*, Tokyo: Mc Graw Hill. (Students-Sixth Edition)
- Ferguson,G. (1981). *A statistical Analysis in Psychology and Education*, New York: McGraw Hill.
- Garrett, H.E. (2005) : *Statistics in Education and Psychology*. New Delhi: Paragon International.
- Cononver, WJ. (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.
- Gibbons, J.D. (1971). *Non- Parametric Statistics Inference*. New York: McGraw Hill
- Glan,G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psycho log*, (3rd edition). Boston: Allyn & Bacon.
- Henery, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury,
- Prss Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
- Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New Y ork Harper and Row.
- Siegal, S.(1956). *Non-parametric Statistics for Behavioural science*, New York: . McGraw Hill.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, C.A: sage.
- VanLeeuwen, T., & Jewitt, C. (Eds).(2011). *Handbook of Visual analysis*. London: sage



**II Year  
Specialization**

**Paper- IV**

**Area (A): Elementary Education**

**(ii) Issues, Curriculum and Assessment of  
Elementary Education**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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. SSS and NCERT
- Role of SMC in Elementary Education
- Role and responsibilities of Elementary School Teachers.
- Professional Ethics of Elementary School teachers

## **PRACTICUM/FIELD WORK**

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:**

- Baur, G.R. & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co .
- Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. L
- Chastain, K. (1970): The Development of Modern Language Skills-Theory to Practice. Rand Menally & Co., Chicago .
- Dunkin, M.J. (Ed.) (1987): The International Encyclopedia of Teacher and Training Education, Pergamon Press, N. Y .
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
- Government of India (1986) National Policy on Education, New Delhi, MHRD,
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy only Education, New Delhi, MHRD.
- Hayes, Denis(2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume 1& n, NCERT, New Delhi.
- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills - Microteaching Approach, NCERT - New Delhi. Kauchak, D.P. & Paul. D. Eggen (1988): Learning and Teaching. Allen & Bacon. Sydney.
- Kabra, K.M.(1977) Planning. Process in a District, New Delhi: Indian Institute of Public administration.
- Kurrian, 1.(1993) Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramon (2008): Understanding Pupil Behaviour. Routledge Publications, U.K.

- MHRD (2001): Convention on the Right of the child, New Delhi.
- Mohanty, I.N. (2002): Primary and Elementary Education. Deep & Deep Publications, New Delhi.
- National Curriculum for Elementary and Secondary Education (1988)- A Framework, NCERT, New Delhi.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Petty, W.T. (1978): Curriculum for the Modern Elementary School, Rand Menally College Public Co., Chicago.
- Rao. V.K. (2007): Universatisation of Elementary Education, Indian Publishers, New Delhi.
- Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- Rubin, D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, New York
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Singh, L.e. (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, I.B. (1992) Educational Planning at groos roots, New Delhi.
- UNESCO (2005): EF A Global Monitoring Report on Quality of Education Finance
- UNESCO (2006): Teachers and Educational Quality. Monitoring Global Needs for 2015, 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**  
**(ii) Issues, Curriculum & Assessment in Secondary**  
**Education**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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 function 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 teacher

## **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-2005 with reference to secondary Education.
- Research needs in the area of secondary education.

### **PRACTICUM/FIELD WORK**

Any two of the following:

1. A term paper on anyone 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:**

- अग्रवाल, जे.सी. 1972, विद्यालय प्रशासन आर्य, बुक डिपो, करोल भाग, नई दिल्ली
- अनिल कुमार, शिक्षा में मापन एवं मूल्यांकन, रजत प्रकाशन, दिल्ली
- अस्थाना विपिन, (2009) मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन अग्रवाल प्रकाशन, आगरा
- बघेला, हेतसिंह 1986, विद्यालय प्रबंधन एवं स्वास्थ्य शिक्षा, राजस्थान प्रकाशन, जयपुर
- भटनागर, सुरेश, 1986, शैक्षिक प्रबंध और शिक्षा की समस्याएं, सूर्या पब्लिकेशन, मेरठ
- चौबे, सरयू, प्रसाद, 1958, जनतंत्रात्मक विद्यालय संगठन, भारत पब्लिकेशन, आगरा
- पाण्डेय, श्रीधर (2010) शिक्षा में मापन एवं मूल्यांकन, भवदीय प्रकाशन, कैजावाद
- शर्मा, ज्याति (1009) शैक्षिक मापन एवं मूल्यांकन अग्रवाल प्रकाशन आगरा
- शर्मा, आर.ए. 1995 विद्यालय संगठन तथा शिक्षा प्रशासन, सूर्या पब्लिकेशन मेरठ
- सुखिया, एस.पी. 1995, विद्यालय प्रशासन एवं संगठन, विनोद पुस्तक मन्दिर, आगरा
- व्यास, हरिशचन्द्र, 1996, शैक्षिक प्रबंध और शिक्षा की समस्याएं, आर्य बुक डिपो, दिल्ली

- योगेन्द्र जीत भाई, 1977, शैक्षिक एवं विद्यालय, प्रशासन, विनोद पुस्तक, मन्दिर आगरा
- Bhatt B.D. (2005): 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, Lee. C. The Encyclopedia of Education, Vol. I & II, Mac Millan& Co. & FreePress, 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 (2005): 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 (2006): Development of Educational System in India 21<sup>st</sup> century Publication, Patiala
- Jayapalan, N. (2002~: Problems of Indian Education. H.B. Bhargava Publications . Delhi
- Mangla, Sheela (2000), 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.
- Milman, , J., 1988 Habdbook of Teacher Education, Boverly Hills, Sage Publishing .
- Ministry of Education 1964-66, Education and National Development Report of Indian ~ Education Commission, Govt. of India, New Delhi.



- Mitzel, H.E. (1982) Encyclopedia of Educational Research (5th Ed.) New York, Free! Press.
- NCERT (1987) IN Service Training Package for Secondary Teachers MHR, New Delhi.
- NCERT: ational Curriculu~ Frame Work (2005).
- N CERT: .ational Curriculum Frame Work (2005).
- NCTE (1998) Curriculum Framework for quality Teacher Education, NCTE, Publication, New Delhi.
- Nesla (2004): Theory and Principles of Education. Vinod Publications, Ludhiana.
- Oberoi .K. (199') Professional competencies in Higher Education, UGC Publication, New Delhi .

**II Year**  
**Elective/Optional**  
**Paper-V**  
**Area (A) Comparative Education**  
**(ii) Comparative Study of Educational System -**  
**India, U.K., U.S.A. & Japan**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher will be able to:

- Understand aims and objective or'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.

Primary, Secondary, Higher Education and Adult Education.

## **Unit-II**

- Study of educational policies and present vision about education.
- Role of Education in Globalization.

## **Unit-III**

- Administrative and Finance structure and Supervision practices in Education.

## **Unit-IV**

- Salient features and challenges of school education at elementary and secondary level.
- Main problems of Higher Education, University anatomy, University Grant Commission. Inter University board and Open University.

## **Unit-V**

### System of Teacher Education

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

## **PRACTICUM/FIELD WORK**

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 course.
5. A term paper on educational structure/Educational administration and supervision of India and any other country included in the ~ourse.
6. A report on the challenges of school education at different levels of any country.

## REFERENCES

- चौबे, सरयू प्रसाद – तुलनात्मक शिक्षा, अग्रवाल पब्लिकेशन आगरा, 2013/14
- दवे, झा, सरूपरिया – तुलनात्मक शिक्षा, राधा प्रकाशन मंदिर, प्रा. लि. आगरा –2011
- सिंह राजेन्द्रपाल – तुलनात्मक शिक्षा के सिद्धान्त, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर, 2011
- शर्मा, के. दुबे, श्री कृष्ण – तुलनात्मक शिक्षा के सिद्धान्त, राधा प्रकाशन मंदिर, प्रा. लि. आगरा –2011
- Aggarwal, IC. (2005) 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, icholas. 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. (2005) Problems of Indian Education. New Delhi: Atlantic
- Jha, P. (2005) Quality and Access in Primary Education, New Delhi: VPH.
- Kandel, LL. Studies in Comparative Education. George Harrup, New York, 1963.
- Khan, A. (2006) School Environment and Value Development. New Delh: Academic Excellence
- Khan, A. (2006) Education in the Modern Indian Context. New Delhi: Arisep.
- Mehrotra, S. (2005) Universalizing Elementary Education in India. New Delhi: Oxford University Press
- Ramaniyam, P.R. (2006) Globalisation, Education and Open distance learning. New Delhi: Shipra Publication.
- Sharna, P. (2005) Encyclopedia of comparative education Jvol. I) aims and education.
- Singh, R.P. (2007) Educational finance and the planning challenge. New Delhi:' Kanishka.

**II YEAR**  
**Elective/Optional**  
**Paper - V**  
**Area (B) Guidance and Counseling**  
**(ii) Dynamics and Techniques of Guidance and**  
**Counseling**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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 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 Technique 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/FIELD WORK**

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 anyone 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 anyone of the following behavioral problems -
  - a. Truancy
  - b. Bullying
  - c. Delinquency
  - d. Addictive behavior

### **REFERENCES:**

- Anastasi, A.: Psychology Testing (2nd Ed.) New York; Macmillan, 1961.
- Bhatnagar, Asha and Gupta, Ninnala (Eds) (1999). Guidance and Counseling, Vol. II: A Theoretical Perspective, New Delhi: Vikas.
- Chouhan S.S. : Principles and Techniques of Guidance, Vikas Pub. House Pvt. Ltd., New Delhi. 1962.
- Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3rd Ed, Belmont: Calif-Brooks Cole.
- Crow and Crow: Introduction to Guidance, Uresin Pub. house Pvt. Ltd. New Delhi,

- Denzin, N.K. & Lincoln, Y. (2000). Handbook of qualitative Research, New Delhi: Sage Publications.
- Drummond, RJ. (1988). Appraisal Procedures for Counselors and Helping Professionals. Columbus, OH: Merrill.
- Frochlich, Clifford P.: Guidance Testing Science Research Association Inc. Chicago.
- Gardner, H. (1999). Multiple Intelligence: intelligence, understanding and the mind. National Professional Resources: NY.
- Glickman, C& Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom teachers, Boston: Allyn and Bacon.
- Jones, Ad.: Principles of Guidance of Pub. Personal Work, NY, McGraw Hill Book Co., Inc Tokya. 1957.
- Kline, J.B. Theresa (2005). Psychological Testing: A Practical Approach to Design and Evaluation. London: Sage Publication.
- Le Compete, M.D. ; Millory, W.L. & Presste, 1. (1992). The Handbook of Qualitative Research in Education. ew York: Academic Press.
- Mc Leod, J. & Cropley, AJ. (1989). Fostering academic excellence, Pergamon Press
- Oliver, W. & Randall W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.
- Patton, M.Q. (1990). Qualitative evaluation and research method. California: Sage Publications.
- Saraswat, R.K. & Gaur, J.S. (1994). Manual for Guidance Counselors. NCERT: New Delhi.
- Rao S.N.: Counseling Psychology: Tata MacGraw Hill Publishing Co.Ltd., New Delhi.
- Super D. : Counseling in the secondary schools, Harper & Raw, New Delhi.



**II Year**  
**Elective/Optional**  
**Paper- V**  
**Area (C) Inclusive Education**  
**(ii) Inclusive Education for Diverse Needs**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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) development 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/FIELD WORK**

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 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.)

**REFERENCE :**

- Ahuja A. Jangira .K. (2002) Effective teacher training :Co-operative learning based approach: ational Publishing House ,23 Daryaganj, New Delhi-I 1 0002.
- Ainscow, M. Booth T. (2003) : The index for inclusion: Developing Learning and participation in schools, Bristol Centre for studies in inclusive education.
- Chintamanikar (1992) Exceptional Children - their psychology and Education, Sterling Publishers Pvt. Ltd. ew Delhi.
- Dash M, Education of Exceptional Children-Atlantic Publications and distributors, New Delhi.
- Jangira N. Kard Mani M. .G. (1990) Integrated Education for visually handicapped ,Gurgaon ,old subjimandi, academic press.
- Jangira, N.K. (1986) Special Education, Britannia and Britannia, India, Gurgaon Academic Press, India .
- Jha M. (2002) Inclusive Education for all : School without walls, Heinemann Educational Publishers, Multi vista Global. Ltd. Chennai, 600042 India .
- Maitra Krishna (2008) inclusive issues and perspectives (For teachers, teacher educator and parents) Kanishka Publishers Distributors, New Delhi-I 1 0002.
- Sahu B.K. (1962) Education of Exceptional Children, Houghton Mifflin Company, Boston.
- Sharma M.C. & Sharma A.K. (2003) : Discrimination based on sex. Caste, religion and disability: Addressing through educational inventions, a handbook for sensitizing teach and teacher educators, NCTE & NHRC .
- Sharma P.L. (1990) Teachers handbook on IED-Helping Children with special needs, NCERT publications .
- Sharma, P.L. (2003) Planning Inclusive Education in small schools, RIE Mysore.

**II Year**  
**Elective / Optional**  
**Paper- V**  
**Area (D): ET and ICT in Education**  
**(ii) Application of Educational Technology and**  
**Information Communication**  
**Technology in Education**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher will be able to:

- Understand use of ET in formal, non formal and informal Education.
- Understand use of ET in Distance Education and Open Learning System.
- Enhance knowledge about various agencies working in the field of ET.
- Understand the concept importance and process of instructional design.
- Understand importance of instruction design for competency based teaching and self learning.
- Understand concept, definition, trends and management of e-learning.
- Use ICT in teaching learning process.
- Access different educational websites.
- 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/FIELD WORK**

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 on use of ET in distance learning programme.
6. A report on experiences of online learner (at least two).

### **REFERENCES**

- Alexey Semeno , Unesco (ZWS) Information and communication Technologies In School, A Handbook for teachers.
- Bhatt, B.D. harma, .R. (1992) Educational Technolgy: Concept and technique, New Delhi.
- Buch. \_M .B. and antharam M.R. (1972) communication in classroom, faculty of Ed. & Psy. M.S. University Baroda.-
- Dahia., S.S. (2008) Educational Technology: Towards better teachers preference Delhi Shipra Publication.
- Heinch. Robert Molenda Michael, Russell, lames D. (1989) Instructional Media and the New technologies of instruction, New York Memillan.
- Information and communication technologies in programme of teacher development, Hand book of UNESCO.
- Information and communication Technologies in Teacher Education: A planning Guide Handbook.
- Joyce, Bruce (2009) Models of teaching New Delhi.
- Mangal, S.K. (2002) Essentials of teaching Learning and information technology Ludhiyana .
- Singh, c.P. (20'11) Advances Educational Technology New Delhi .
- Rai & Rai (2001) Effective Communication, Doshi Himalaya Delhi .
- Rasbenberg, M.I. (2001) e-learning New York: Mc Graw Hill
- Schank, R.e. (2001) Virtual Learning Me Graw Hill.

**II Year**  
**Elective/Optional**  
**Paper-V**  
**Area (E) Educational Management**  
**(ii) Practices of Educational Management**

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

**OBJECTIVES:**

The student teacher 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, CUBE, 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/FIELD WORK**

Any two of the following:

1. A term paper on anyone 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.

**REFERENCES:**

- Academics \_ India, a website on Higher Education in India at <http://www.academicsindia.com> .
- Agarwal, J.c. (1967) Educational Administration, Social Organization and Supervision.. New Delhi : Arya Book Depot.
- Agarwal, R.B. (1993) Financing of Higher Education in India. Varanasi : Ganga Kaveri Publishing House .
- Asby, E. (1971) Any Person, Any Study :An Essay on Higher Education in the United States. New York: McGraw Hill.
- Beaby ,C.E.(1967) Planning and Educational Administration. UNESCO .
- Bhatt, N. (2006) Higher Education Administration and Management : Sublime publications.
- Burgess, T.R and et.al .(1968) Manpower and Education Development in India (1961-86),
- Castaldi. B.(1987) Educational Facilities: Planning, Modernization and Management, Boston: llyn and Bacon.
- Edinburgh: Oliver and Boyd.
- Fletcher, B.A. (1963) Planning of Education. New York: Institute of Education.
- Griffiths, V.L. (1962) Educational Planning. London :Oxford University Press.
- Harpinson, F. (1964) Education Manpower and Economic Growth. New York: McGraw Hill.
- Harry, J.H. (1973) Educational Planning, Programming, Budgeting: A System Approach.

- Institute of Educational Planning. UNESCO.
- Introduction to Educational Planning. (1968) Asian Institute of Planning and Administration
- John, R.L. and Morphet.(1964) Financing the public school. New Jersey: Englewood
- Lyons . R.F. 1967) The Fundamentals of Educational Planning, (No.21 and 22)international Graw Hill.
- Mckerinan, .K.R.(19 3) Realistic Educational Planning.UNESCO.
- Mishra, A.( 196 ) The Financing of India. Bombay: Asia Publishing House.
- Mukerji S.N.( 1970) Administration of Education Planning and Finance (Theory and
- Musgra ve, R.A.( 1959) Theory of Public Finance, A Study of Public Economy. New York:
- Naik, J.P. (1965) Educational Planning in India. New Delhi: Allied .
- Naik, J.P.( 1965) Educational Planning in India. Bombay: Allied Publishers , New Delhi.
- Pandey, V. (2006) Higher Education Glo alising v orld. New Delhi: Isha Books .
- Platt,W. 1.(1960) Research for Educational Planning. UNESCO. Practice). Baroda: Acharya Book Depot.
- Ram, A. (1990) Higher Education in India - Issues and Perspectives. New Delhi: Mittal Publications .
- Ramanujam, P. (2006) Globalisation, Education and Open Distance Learning. New Delhi: Shipra Publications.
- Rao, V .K.(1961) Education and Human Resource Development. Bombay: Allied Publishers.
- Sharma, M. (1985) Systems Approach: Its Application. Bombay: Himalya Publications
- 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. Paris.