University of Kota

FACULTY OF EDUCATION

SYLLABUS

Integrated Programme of

B.Ed.-M.Ed.

Examination Part- II (2019)

B.Ed.-M.Ed.II YEAR

Paper No.	Paper Name	Max Marks		
		Ext.	Int.	Total
Course10	**Knowledge and Curriculum**	**80**	**20**	**100**
Course11	**Assessmentfor learning**	**80**	**20**	**100**
Course12	**Psychologyof Learningand Development**	**80**	**20**	**100**
Course13	**Methodologyof Educational Research**	**80**	**20**	**100**
Course14	**Any one of thefollowing same area as selectedin 1ˢᵗ Year:** **Area (A)Elementary Education** **(ii)** Issues, Curriculumand Assessment of ElementaryEducation **Area (B)SecondaryEducation** **(ii)** Issues, Curriculumand Assessment of SecondaryEducation	**80**	**20**	**100**
Course15	Anyoneof the following **(A) Comparative Education** (i)Essentials of ComparativeEducation **Area (B)Guidanceand Counseling** (i)Principles andProcedures of Guidanceand Counseling **Area (C)Inclusive Education** (i)TheoryofInclusiveEducation **Area (D)ET andICT inEducation** (i)Principles of ET andICT **Area (E)Educational Management** (i)Principles of Education Management	**80**	**20**	**100**
Course16	***SchoolInternship (PhaseII,16 weeks)** **Internal assessment**	**100marks**		
Course17	***ExternalAssessment*** **OneFinalLessono fPedagogy of School Subjects**	**100marks**		
	Total	**800 marks**		

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KNOWLEDGE AND CURRICULUM

Objectives

The student teacher will be able

To know the perspectives in education.

To focus on epistemological base of education between knowledge and skill teaching and training – ‗Knowledge and information and reason and belief to engage with the enterprise of education.

To discuss the basis of modern child centered education.
To identify relationship between the curriculum framework and syllabus.

To help prospective teachers to take decision about and shape educational and pedagogic practice with greater awareness of the theoretical and conceptual underpinning that inform it.

To focus on social base of education.
To help prospective teachers to understand the process of curriculum development.

Unit – I : Knowledge and Education

Concept, meaning & nature of knowledge

Epistemological basis of education, distinctions between ‗knowledge' and ‗skill',
‗teaching' and training' ‗knowledge and information and reason and belief

Upanished and Bhagvat gita with special reference to the enterprise of education epistemology and educational & pedagogic practice.

Unit – Ii _ Modern child centered Education

Modern centered education – Activity, discovery and dialogue, with reference to Gandhi, Gijubhai Badheka & Tagore.

Modern child centered education- Activity, discovery and dialogue with reference to Dewey, Plato, Buber and Freire.

Unit – III : Concept & Types of Curriculum

Meaning & Concept of curriculum, four perspectives of curriculum, Traditionalist, conceptual Empiricist, Reconceptualists, social constructivists, Types of curriculum, concept of syllabus, relationship between the curriculum framework and syllabus, socio – political bases of curriculum framework.

Curriculum as an agent of social change.

Unit IV : National Issues

Meaning & Concept of nationalism, universalism and secularism and their interrelationship with Education (with special reference to Tagore (2003) and krishnamurti (1992)

Social basis of education in the context of society in relation to democracy, Industrialization and Ideas of Individual Autonomy Equality and social Justice.

Unit – V : Cotemporary bases of curriculum

Globalization, Localization and Privatization, political ideology and technological inferences economics necessities in reference to curriculum.

Cultural context of students – multicultural, multilingual aspects/critical issues.

Environmental concerns, gender differences inclusiveness, value concerns and issues, social sensitivity.

Practicum/Field work

Orgainse a workshop related to curriculum development.

Analyse the influence of school, community and state on the content and curriculum of primary to secondary (any one level) and draft a report of work.

Play a drama on good discipline in school.
Organize tree plantation program with the involvement of community members and school.
Prepare project on NCF 2005.
Analysis of social myths in the light of scientific values and culture, life skills etc.

Organize a stage play or drama on educational thought of mahatma Gandhi/Ravindra Nath Tagore.

Organize child centered activity of children education and values based on Gandhian/Tagore.

Evaluation procedure 100 marks

Any two practicum work and one test including (Unit I to V) 10+10 = 20 marks

External Evaluation 80 marks

Reference

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Assessment for Learning

The student teacher will be able –

To understand assessing children's progress, both in term of their psychological development and the criteria provided by the curriculum.

To know the critical role of assessment in enhancing learning.
To know the constructivist paradigm of learning and assessment.
To acquaint with the importance of feedback in the process of assessment.
To know the practicality of learning centred assessment.
To prepare prospective teachers to critically look at the prevalent practices of assessment.

To prepare students teachers to facilitate better learning and prepare more confident and creative learner.

To understand the policy prospective on examinations and evaluation and their implementation practices.

Unit – I : Basic Concept of Assessment

Basic concept and scope : Measurement Assessment, Testing, Examination and Evaluation, overview of revised Bloom's Taxonomy and its implication for assessment and types of assessment. Principles of assessment and evaluation.

Unit – II : Critique of Present Assessment and Evaluation

Assessment of learning product vs Assessment of learning process, summative assessment vs formative assessment, and dimensional assessment vs multi dimensional comprehensive assessment.

2. Right assessment vs flexible assessment, culture based assessment vs. culture fair assessment, knowledge oriented assessment vs. learner oriented assessment and mechanical assessment vs growth oriented assessment.

Unit – III : Classification of Assessment

Classification of assessment: Base on purpose (Prognostic, formative, diagnostic and summative) scope (Teacher made, standardized), Attribute measured

(achievement, aptitude, attitude etc.) nature of information gathered (qualitative, quantitative) mode of response (Oral and written, selection and supply) Nature of interpretation (Norm referenced, criteria referenced.)

Assessment of cognitive learning – types and levels of cognitive learning, understanding and application; thinking skills – convergent, divergent, critical, problem solving and decision making; items and their procedures for their assessment.

Unit IV : Latest Trends in Assessment

Meaning concept and characteristics of comprehensive and continuous evaluation (CCE) Grading system, Question Bank, Assignment, Project – creative expression, inclusive evaluation, participatory assessment and community monitoring with higher autonomy to teachers.

Concept of Assessment and Evaluation as per Yash Pal committee (Learning without Burden 1993). National curriculum framework for school education (NCFSE, 2005) CBSE, Right to Education (2009)

Unit – V : Statistics in Assessment

Importance of statistics in assessment scales of measurement (Nominal, ordinal, interval and Ratio) and Graphical representation of data.

Measures of central tendency (Mean, Median and Mode) and measures of variability (Range, quartile, Deviation , Mean Deviation and standard Deviation)

Measures of correlation (Rank order and Product Moment) Percentile and Percentile Rank Normal Probability curve and its applications.

Action Research : Introduction, scope and implication of action research in assessment process.

Practicum /Field Work

Presentation of papers on examination and evaluation policies.

Organise a group activity (like competition story telling/reading/writing) and get it assessed by self, peer and teacher.

Prepare an annual plan for continuous and comprehensive evaluation at upper primary and to senior secondary level any subject.

Construction administration and interpretation of self made achievement test.
A critical analysis of a question paper in any subject of RBSE/CBSE.

Evaluation procedure   100 marks

Any two practicum work and one test including (Unit I to V)   10+10 =   20

External Evaluation   80

Reference:

1- Paul, Black (2012). Assessment for learning McGraw.

2- East, lorna M. Assessment as learning sage pub. 2010

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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. -meta Cognition.

Affective development - Development of attitudes, interests, values, emotions, emotional maturity and emotional intelligence

Unit - Il Psychology of Learning

Nature 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, Cattle, Psychoanalytic, Erickson

Assessment of personality- Projective, Semi-Projective and non Projective.

Detailed analysis of CAT ,TAT, Rorschash 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:

Administration Analyses and Interpretation of any one of the following test /Experiment:

Anyone projective test of personality

Learning experiment

Test of creativity

Performance test of intelligence

Case study of a child with behavioral problem.

Conduct an awareness Porgramme for mental hygiene among adolescence in schools.

REFERENCES

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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

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Daniel Goleman 'Working with Emotional Intelligence 1998'

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Hays J.R.: Cognitive Psychology, Thinking and Creating. Homewood Illinoins. 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.

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Matthews, G., Deary, I.J. & Whiternan, M.C. (2009). Personality traits (3rd ed). New York

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Moully George J: Psychology of teaching botton Allyn & Decan Inc.

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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-I1 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:

Review of an M.Ed. dissertation

Construction and tryout of a tool of data collection

Development of a Research Proposal on an identified research Problem

Abstract of three Research Articles published in standard research journals.

Presenting details of a research design of any experimental study.

Development of any one of the following tools

(i) Questionnaire (ii) Observation schedule (iii) An attitude scale (iv) Rating scale

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Specialization

Area (A) Elementary Education

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-ernotional 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-Ill 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 ofNGOs in achieving goals ofUEE

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:

Prepare a report on functioning of an Elementary School.

Study a Multi-graded School and prepare an Analytical Report on it.

Prepare a note on Educational Thoughts of any thinker on Elementary Education.

A study of implementation of a government scheme related to Elementary Education.

A report of functioning of a BRC / CRC

A report of conduct of an in service training programme for Elementary School Teachers

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Specialization

Area (B) Secondary Education

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-Ill Management of Secondary Education

Importance, function and management of secondary education.

Management at national level: Role ofMHRD, CABE, 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:

A comparative study on the functioning of any two different types of schools in India such as CBSE, Madarsa, Convent, urban, rural, Residential etc.

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.

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

Conduct a study on 'good Practices' in various schools and prepare a report including leadership, communication process, information system, data management etc.

A study of implementation of government scheme related to secondary education.

A study of implementation of recommendations of any national document on education.

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B.Ed.-M.Ed. 15
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-Ill 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 ofDelors Commission Report 0

NPE 1986

National knowledge commission, RTE 2009

PRACTICUM/FIELD WORK

Any two of the following:

Two abstracts of recent articles any aspect of comparative education.

A study on political influence of education in India.
Economic and technological factors influencing education in any above countries

A term paper on national and international initiatives in the field of school education.

A study of influence of geographical factors on education of any two countries.

A review of main recommendation of Delors commission report.

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Khan, A. (2006) Education in the Modem Indian Context. New Delhi: Arisep.

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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.

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-Ill 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:

Conduct counseling of a student with some behavioral problem.

An outline of guidance programme for a secondary school.

A critical study of guidance activity in any secondary school.

Preparation of a career pamphlet/career talk on any career.

A report of organisation of a career conference in school.

A report of organisation of guidance day in a school.

REFERENCES:

Bhatnagar, Asha and Gupta, irmala (Eds) (1999). Guidance and Counseling, Vol. I: A
Theoretical Perspective, New Delhi: Vikas.

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Practical Approach. ew Delhi: Vikas .

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and Bacon .

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Needs- Participants Manual. Manchester: Manchester University Press, UK .

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Patterson, C.R. : Counseling all Guidance in Schools.

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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.

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:

Study and review any two national policies in the light of inclusive education.

Identify suitable research areas in inclusive education.

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:

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.

Report of survey of schools to identify various forms of inequality with reference to marginalized groups.

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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.

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 effecti e 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-Ill 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:

Prepare a teaching plan based on anyone of the models of teaching.

Developing a script and slides (at least ten) to teach a course content.

A report on use of ICT in a teacher education institute / school.

A critical review of radio / T.V. Programme on Education

Develop a self instructional material on teaching any topic of B.Ed. syllabus.

A paper on comparative analysis of audio, audio-visual and multimedia programme.

Preparation of a script for media production related to education.

REFERENCES:

Bloom. B.S. : Taxonomy of Educational objectives-cognitive Domain Book- Mekay, New York.

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Sinha, P.K. "Computer Fundamentals", BPB Publications, New Delhi, 1990

Sethi, A. Multimedia Education : Theory and Practice. International Scientific Publishing Academy, New Delhi 2005 .

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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-Ill 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:

Abstract of two recent articles published in some standard journals related to educational management.

One term paper on any aspect of educational management.

Study of leadership behaviour of a head of an educational institution.

Critical analysis of four supervision reports of secondary/ sr. secondary schools.

A report on a budget of an educational organization.

A Study of innovative practices of an educational institution.

REFERENCES:

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Edinburgh: Oliver and Boyd .

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Singh, B. (1967) Education as Investment. Delhi: Meenakshi Prakashan .

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