

**MANUAL: SYLLABUS**  
**MASTER IN EDUCATION (SEMESTER SCHEME)**

**INSTITUTE OF ADVANCED STUDIES IN  
EDUCATION  
(DEEMED TO BE UNIVERSITY)**

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**FACULTY OF EDUCATION**  
**CHOICE BASED CREDIT SYSTEM**

**Session 2022-2024**



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## **About the Department:**

The Department of Education came into existence in 1950 as Basic Teachers' Training College under the auspices of Gandhi Vidya Mandir and subsequently in 2002 it got merged with IASE (Deemed to be University). Since its inception, the faculty is trying its best to produce value oriented teachers. The institution is well-known for its teacher education where the forthcoming teachers are trained and embodied with cultural traditions of the Indian society along with the rational modern thinking to keep pace with the time. Students are trained in computer aided learning ambience where they get to meet students from different linguistic, cultural and behavioral backgrounds. Ph.D., M.Ed., B.Ed., B.A.-B.Ed., B.Sc.-B.Ed., M.A. in Education and many certificate programmes are offered by Faculty of Education, which have been duly approved by the NCTE. To keep pace with the changing trends and developments, it aims at developing a new cadre of teaching professionals through a rigorous full-time campus-based program.

## **About the Programme:**

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 IX-X).

### **Programme Outcome (POs):**

**PO<sub>1</sub>** : Students will become effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders.

**PO<sub>2</sub>** : Students will become competent to transfer the knowledge and understanding of Teaching Learning Process in the field and develop skills, organization and management of school system.

**PO<sub>3</sub>** : They will develop subject content and curriculum and maintain professional ethics and attitude towards teaching as a 'noble profession'.

**PO<sub>4</sub>** : Students will become teacher educators who will be able to cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration which are essential in the current developing scenario of education.

**PO<sub>5</sub>** : Students will be able to provide their service as expected of them with a sense of integrity.

### **Programme Specific Outcomes (PSOs):**

#### **On completion of M.Ed programme, the Student teacher will be able:**

**PSO<sub>1</sub>** : To make critical reflection on aspects that go beyond theory courses such as self-development for mental and physical well-being through modality such as yoga, etc.

**PSO<sub>2</sub>** : To modify curriculum and instruction based on the individual needs of their students.

**PSO<sub>3</sub>** : To use assessment of their students' learning and their own teaching to design future planning and teaching.

**PSO<sub>4</sub>** : To relate and deliver oral and written communication based on sound educational theory and research in guiding the instruction of diverse students and/or for public education leadership.

**PSO<sub>5</sub>** : To evaluate and formulate education plans based on research and knowledge of legal requirements outlined in federal legislation, current issues and/or public education stakeholders.

**PSO<sub>6</sub>** : To synthesize, evaluate and refine information from an information base of scholarly resources.

**PSO<sub>7</sub>** : To evaluate and articulate responses to moral, ethical, legal and professional challenges from the perspective of an educational leader and/or advocate for learners who are exceptional.

**PSO<sub>8</sub>** : To employ statistically valid processes and to analyze assessment data to evaluate student learning with respect to district, state and federal goals.

**PSO<sub>9</sub>** : To work individually and collaboratively for research based change and innovation in Education.

**PSO<sub>10</sub>** : To facilitate social and civic development of their students.

**PSO<sub>11</sub>** : To work collaboratively with colleagues and community to ensure quality of instructional programmes of schools elementary (up to VIII) or secondary and senior secondary (IX to XII).

### **Admission procedure:**

The Admission procedure shall be decided primarily subject to the norms and guidelines of the UGC and the respective regulatory authorities and the norms of the appropriate government subject to their consistency with the norms of the UGC and the respective regulatory authorities.

### **Eligibility:**

- Candidates seeking admission to the M.Ed. programme must have obtained at least 50% marks or an equivalent grade in the following programmes:
  - I. B.Ed.
  - II. B.A.B.Ed. /B.Sc. B.Ed
  - III. B.El.Ed.
- Reservation and relaxation for SC/ST/OBC/EWS/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

### **Attendance:**

- Each student in the Department the minimum attendance requirement shall be such that a candidate must have attended at least 80% of the lectures delivered, tutorials and CCA held taken together as well as 90% in Internship from the date of Session started.
- Each student will have to attend a minimum of 80% prayer and yoga classes. A student having less than 75% attendance will not be allowed to appear in the End-Semester Examination (ESE). Attendance marks will be awarded by following the system as proposed below:

Those having 75% attendance and greater than that will be awarded marks as given below:

<b>Percentage</b>	<b>Marks</b>
75% to 80%	13 mark
81% to 85%	16 marks
86 to 90%	19 marks
91% to 95%	22 marks
96% and above	25 marks

The cumulative attendance of each student shall be displayed in the Department Notice Board every month with a copy to the Dean (Education). Provided further that these rules shall be subject to the decisions and change in the norms proclaimed by NCTE from time to time.

### **Guideline for Choice Based Credit System (CBCS):**

1. The Degree will be awarded to a student on completion of a total of 88 Credits in a minimum of two years taking the courses per Semester.
2. Each paper (except Tool Courses) will be of 4 credits. Each course having 4 credits will have 100 marks.
3. Credit: 4 means {Lecturer per week: 3 (one hour each) = 3 credits  
Tutorial per week: 1 (one hour each) = 1 credit
4. To pass the degree course, a student shall have to get minimum aggregate 40% marks (P and above on grade point scale) in each course and **50% in Internal assesment.**
5. A student who has failed in the semester-end exam may reappear for the semester-end Examination only twice in the subsequent examinations. The student will be finally declared as failed if s\he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time,
6. A student cannot register for the third semester, if s/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two Semesters,
7. While marks are awarded for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts shall have grade points average and total percentage of marks (up to two decimal points).

### **Definition Clause:**

1. **Academic Year:** Two consecutive (one odd + one even) semesters constitute one academic year.
2. **Choice Based Credit System (CBCS):** The CBCS provides choice for students to select the prescribed Courses (Core, Elective or Minor or Soft Skill Courses).
3. **Course:** Usually referred to as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise of lectures/ tutorials/laboratory work/ field work/ outreach activities/ project work/ vocational training/ viva/ seminars/ term papers/ assignments/ presentations/ self-study etc. or a combination of some of these.
4. **CCC stands for 'Core Course Code' and ECC for Elective Course Code.**
5. **Credit Based Semester System (CBSS):** Under the CBSS, the requirement for awarding degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
6. **Credit Point:** It is the product of grade point and number of credits for a course.
7. **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
8. **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student. In various courses in all semesters and the sum of the total credits of all courses in all semesters. It is expressed up to two decimal points.

9. **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
10. **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.
11. **ESE** stands for '**End Semester Examination**' i.e. Even Semester & **SEE** for '**Semester End Examination**' i.e. odd semester.
12. **Programme:** An educational programme leading to an award of a Degree, diploma or certificate.
13. **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.
14. **Semester: Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.**
15. **Skill Development Course(s) Resources:** The University may develop provision for skill development course(s) by appointment, engagement, contract services of the resources; (human, institutional) at inter-department, intra-department, intra-faculty, inter-faculty, in this University or with other University, institution of Research, institution of Technical Expertization, Professional and institution engaged in industrial activities for academic or/and technical development of skill.
16. **Transcript or Grade Card or Certificate:** Based on the grades earned, a statement of grades obtained shall be issued to all the registered students after every semester. This statement will display the course details (code, title, number of credits, grade secured) along with SGPA of that semester and CGPA earned till that semester along with statement of marks.

### Grades and Grade Points:

**Table 1:**

Sr.No.	Letter Grade	Meaning	Marks in Percentage (%)	Grade Point
1	'O'	Outstanding	95% to 100%	10
2	'A+'	Excellent	90% to less than 95%	9
3	'A'	Very Good	80% to less than 90%	8
4	'B+'	Good	70% to less than 80%	7
5	'B'	Above Average	60% to less than 70%	6
6	'C'	Average	50% to less than 60%	5
7	'P'	Pass	40% to less than 50%	4
8	'F'	Fail	Below 40%	0
9	'Ab'	Absent	-	0

- i. A student obtaining Grade F in a paper shall be considered failed and will be required to reappear in the University End Semester examination.

**Computation of SGPA and CGPA:**

- The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.-

$$\text{SGPA (Si)} = \Sigma (Ci \times Gi) / \Sigma Ci$$

Where the number of credits of the Ci the course and Gi is the grade point scored by the student in the course.

S.No.	Course	Credit	Grade letter	Grade point	Credit Point
1	Course 1	4	B	6	4 x 6 =24
2	Course 2	4	B+	7	4X7=28
3	Course 3	4	B	6	4X6=24
4	Course 4	4	O	10	4X10=40
5	Course TC	2	A	8	2X8= 16
6	CCA	2	0	10	2X10=20
	Total	20			24+28+24+40+16+20 =152

The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.-

$$\text{CGPA} = \Sigma (Ci \times Si) / \Sigma Ci$$

- Where Si is the SGPA of the semester and Ci is the total number of credits in that semester.
- The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

**Illustration for SGPA**

**NOTE: TC Means Tool course and CCA is co-curricular activities.**

Thus, SGPA = 152/20 = 7.6				
<b>Illustration for CGPA</b>				
	<b>Semester- I</b>	<b>Semester-II</b>	<b>Semester-III</b>	<b>Semester-IV</b>
<b>Credit</b>	20	24	26	18
<b>SGPA</b>	7.6	6.33	5.84	8.44

$$\text{CGPA} = (20 \times 7.6 + 24 \times 6.33 + 26 \times 5.84 + 18 \times 8.44) / 88$$

$$608.65/88 = 6.90$$

**Skill Courses will be offered by the Department of Education. Student shall opt any one course at the time of commencement of his/her main course from the list approved by**

**the department. It is a non credit course and student needs to pass it once before completion of his/her main course.**

**Allocation of periods:**

In view of the course content, the Department of Education will distribute the Periods to Theory/Tutorial/Practicum classes as mentioned below-

- L-T-P : 3-1-0 Three lectures and one tutorial per week – For Core and Elective Courses
- L-T-P : 2-0-0 Two lectures per week - For Skill Development Course

Six days per week and 15-16 weeks per semester. Each period is of 50 minutes and the classroom engagement is spread across 10:30 a.m. to 4:30 p.m. with a break of 45 minutes for lunch. Yoga session takes place from 6.00 to 7.00 a.m.

**Medium of Instruction:**

The programme will be taught in Bi-lingual (Hindi and English).

**Medium of Examinations:**

- The question papers will be in Hindi and English both medium.
- The students are allowed to answer the question paper and CCA in Hindi and English.

**Marking Scheme of Examination (ESE and SEE):**

<b>Type of Exam/Assessment</b>	<b>Semester</b>	<b>Maximum Marks Allotted</b>	<b>Duration</b>	<b>Type of Questions/ Evaluation Methods</b>
End Semester Examination (ESE)	Even Semester (II and IV)	70	3 hours	Subject Specific 100 MCQ. MCQ stands for Multiple Choice Question which has 4 options with only 1 correct answer.
Semester End Examination (SEE)	Odd Semester (I and III)	70	3 hours	Subject Specific 100 MCQ. MCQ stands for Multiple Choice Question which has 4 options with only 1 correct answer.
Continous Comprehensive Assessment (CCA)	Through out Every Semester	30	-	Refer to Table A
Skill Development Courses	Once in any one semester	Non Credit	-	Refer to Table B



**Table : A**

Sr. No.	CCA: Component	Maximum Marks
1	Monthly Test	20x3 Test = 60
2	Presentation	10
3	Group Discussion	10
4	Debate	10
5	Participation and Presentation in Seminar	10
6	Report Writing	10
7	Content Review Writing	10
8	Viva Voce	10
9	Field Trip	10
10	Attendance	10
11	Co-curricular Activity	10

**Explanation (Method to ascertain Marks for CCA):**  
CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25  
Proviso-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.  
Proviso-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

**Attendance in Lectures, Tutorials and Practical:**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10

**Course Evaluation (Evaluation of the Students):**

- Final examination is to be divided into two parts viz. ESE or SEE (part of the theory examination) and CCA in all the courses, except the courses having practical exams. Internal assignment will have one test comprising 5 marks and any of the two assignments given in the course will have 10 marks.
- The Degree will be awarded to a student who completes the total available course allotted for the whole programme.
- To pass a course a candidate has to pass ESE or SEE(part of the theory examination)and CCA separately.
- Successful candidates will be awarded division on the basis of the aggregate marks of all Courses as per the following norms :
  - i. First Division 60% or more
  - ii. Second Division 48% or more (but less than 60%)
  - iii. Pass 45% or more (but less than 48%)

Candidates can apply for Re-evaluation in any of the theory courses as per rules stipulated by the University for M.Ed degree. Changes in Statutes/ Ordinances/ Rules/ Regulations/ Syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the University determines otherwise, comply with any change that applies to years she/he has not completed at the time of change.

The system of evaluation will be as follows: Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final

(semester-end) examination will be added together and then converted into a grade and later a grade point average. Results will be declared for each semester and the final examination will reflect total grades and grade point average.

**Skill development Course Evaluation:** Based on his/her performance and hands on practice, the respective Department shall declare the result as “**Satisfactory**” or “**Non-Satisfactory**”; each student need to get “**Satisfactory**” declaration for the course completion.

#### **Declaration of Result:**

- The maximum span period of the program is three years from the date of registration in the program. The minimum marks for passing the examination for each semester shall be 50% in each, 40% in semester end Examination of each theory paper, 50% in training and project.
- A student will be permitted to attend the classes of the next semester immediately after the examination of the previous semester.
- To be eligible for promotion to the next semester of the program a student must have successfully cleared at least half of the total courses including CCA of the previous semester.
- The university shall try to ensure to declare the result within a period of 20 days from the date of the completion of the examination and upload the same on the website of the university.

#### **Special Notes:**

1. It is mandatory to attend a seven day workshop on *Chetna Vikas Mulya Shiksha* to qualify the programme of M.Ed or the degree of M.Ed. will be provided to those students who have attended at least one seven day workshop on *Chetna Vikas Mulya Shiksha* along with one tree plantation and nurture throughout two years.
2. There shall be a university examination at the end of each semester as per details of the scheme of examination.
3. Candidates, who represent their institute/ university/ state/ nation in recognized sports/games/ cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
4. The minimum pass marks in each examination shall be 40% for each theory paper and 50% in each internship and dissertation. The candidate will have to pass internal and external part of theory course separately.
5. A candidate who fails in 50% courses or less than 50% courses in any semester of the programme will be eligible to take admission in next subsequent semester and take the supplementary examination in the course(s) in which s/he fails along with subsequent examination and get two more chances for clearing this course. In fourth semester, if a candidate fails, she/he has only one more chance to qualify the exam. Non-appearance or absence from the examination of this paper will be counted as a chance.
6. In case the candidate is not able to pass supplementary examination in two subsequent semesters, she/he can appear only as an ex-student in all courses again at the main examination of the next subsequent semester. She/ he will not be required to appear in practical(s) if she/he has already cleared the same and has to pay extra one third fees as ex-student. A candidate shall be deemed to be an ex-student if s/he has completed a regular course of study at the Institute and fulfilled the required attendance and appeared in University examination but failed or did not take the examination.
7. To pass a course a candidate has to pass theory & Internal Assesement examination separately.

8. Candidates can apply for re-evaluation in any of the theory courses as per rules stipulated by the University for the M.Ed. degree.  
Changes in statutes/ordinances/rules/regulations/syllabi and books may, from time to time, be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

**Improvement Option:**

Every student shall have the opportunity to improve Credit through University Examination only. Improvement opportunity for each paper is only with two additional chances; improvement examination fee shall be on additive basis; the Credit obtained in improvement examination shall be final.

**Grievance Redressal Mechanism:**

- a) The students will have the right to make an appeal against any component of evaluation. Such appeal has to be made to the Head of the Department concerned as the case may be clearly stating in writing the reason(s) for the complaint / appeal.
- b) The appeal will be assessed by the Chairman and he/she shall place before the **Grievance Redressal Committee (GRC)**, Chaired by the Dean, Faculty of Education comprising of the HOD of the concerned Department and if needed Course Teacher(s) be called for suitable explanation; GRC shall meet at least once in a semester and prior to CCA finalization.
- c) The Committee will consider the case and may give a personal hearing to the appellant before deciding the case. The decision of the Committee will be final.
- d) The online and offline grievance reporting form is available.
- e) The grievance is redressed within 14 working days.

**Programme structure:**

**The curriculum of the two-year M.Ed. programme comprises of the following components:**

Major Components	Areas Covered	Description	Credit Allocation
<b>Common Core</b> (Theory and Internal assesment included)	Perspective, Tooland Teacher Education Courses	<p>1. <b>Perspective Courses</b> in the areas of: Philosophy of Education, Sociology, History, Political, Economy of Education, Psychology of Education, Education Studies and Curriculum Studies.</p> <p>2. <b>Tool Courses</b> comprising of basic and advanced level education research, academic writing and communication skills; educational technology and ICT; self-development (with focus on gender and society, inclusive education and mental and physical well-being through modalities such as yoga)</p>	<p><b>Perspective:</b> 24 Credits;</p> <p><b>Tool Courses:</b> 12 Credits;</p>

		<b>3. Teacher Education Courses</b> (which are also linked with the field internship/ immersion/attachment in a teacher education institution) shall also be included in the core.	<b>Teacher Education:</b> 8 Credits;  (including 4 credits for field internship)
<b>Specialization Branches</b>  (Theory and Internal assesment included)	Courses in any one of the school levels/areas (such as elementary, or secondary and) and further thematic specializations.	The Specialization branches in one of the school stages: Elementary (upto VIII), or, secondary (IX to X) each with: 1. <b>Core courses</b> , within elementary/secondary specialization, focusing on mapping the area 2. <b>Specialization/elective</b> clusters in thematic areas pertinent to that stage, such as: Curriculum, pedagogy and assesment; Policy, economics and planning; Educational management and administration; Education for differently abled; Education Technology, etc.	20 Credits (including 4 credits of field attachment)
<b>Internship/ Field Attachment</b>	Teacher Education Institution + Related to specialization	Field internship/attachment in: 1. A Teacher Education Institution and 2. The area of specialization	8 Credits (4 Credits each)
<b>Research leading to Dissertation</b>	Related to specialisation/ foundations	Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis.	8 Credits
<b>CCA, Prayer &amp; Yoga</b>		Cultural programmes, Events etc.	8 Credits
<b>Total</b>			88 Credits

M.Ed Programme has 88 credits in total : 44 for core courses, 20 credits for specializations, 8 credits for field internship (4 credits in a teacher education institution and 4 in the area of specialization) and 8 credits for research leading to dissertation and 8 credits for co-curricular activities, attendance of prayer, yoga etc. The courses to be taught will also have Internal Assesment component. Each credit in the course is equated to one hour of teaching or two hours of seminars/group work/laboratory work/ field-work/ workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities. While conceptualising the credits the Choice Based

Credit System (CBCS) proposed by UGC shall be adopted.

**The Department of Education shall offer one skill course in any one of the semesters from the list of skill courses approved by the Department.**

**Instruction for the programme:**

- M.Ed. programme shall have a provision for regular field visits of students across the semester. A day in every week may be reserved for this purpose. Field visit is visualized as a space where practicum for various courses will be organized. It should provide school experience opportunities (preferably in the first semester) that have sufficient rigor to enable the student to understand school practice from a broader/holistic perspective that informs teacher education (i.e. there should not be a repetition of the school experience in first degree in education – and should integrate it in the broader perspective of teacher education).
- Internship should be organized in a way that it involves engagement with teacher education institutions for all students, and field experience associated with the specialization that a student chooses.
- Since the M.Ed. programme structure proposed in this report hinges on schools and teacher education institutions (and other sites) based activities, the M.Ed. calendar should be developed keeping in mind the schedule of these institutions.

**A. COURSES STRUCTURE SEMESTER-WISE:**

**Semester –I**

Course Code(s)	Course Type	Course Title	Max. Marks			Total Teaching hours	Credit	Credit Dividation L-T-P
			SEE	CCA	Total			
Course-1 MED-101	Core	Psychology of learning and development	70	30	<b>100</b>	60	4	3-1-0
Course – 2 MED -102	Core	Historical, Political & Economic Foundations of Education	70	30	<b>100</b>	60	4	3-1-0
Course – 3 MED -103	Core	Educational Studies	70	30	<b>100</b>	60	4	3-1-0
Course – 4 MED-104	Core	Introduction to Educational Research	70	30	<b>100</b>	60	4	3-1-0
Course –5 MED-105	Tool	Communication and Expository writing	-	25	<b>25</b>	15	1	0-0-2
Course –6 MED-106	Tool	Self-Development	-	25	<b>25</b>	15	1	0-0-2
Course-7	Tool	Skill Course*						
		Co-curriculum activities	-	25	<b>25</b>	90	1	-
		Prayer, Yoga, Meditation & festival etc.	-	25	<b>25</b>	90	1	-
<b>Total</b>			<b>280</b>	<b>220</b>	<b>500</b>	<b>450</b>	<b>20</b>	

**\*Skill Development Courses** will be offered by the Department of Education. Student shall opt any one one course at the time of commencement of his/her main course from the list approved by the department. It is a non credit course and student needs to pass it once before completion of his/her main course.

Course & Course Code	Name of Course
Course – 1 SC 105 A	Inclusive Education
Course – 2 SC105 B	Physical & Health Education
Course – 3 SC105 C	Information and Communication Technology in Education
Course –4 SC105 D	Teacher Education for Peace & Harmony
Course – 5SC 105 E	Guidance & Counselling
Course – 6 SC105 F	Chetna Vikas Mulya Shiksha
Course–7 SC 105 G	Pandemic Management

### Semester –II

Course Code	Course Type	Course Title	Max. Marks				Credit	Credit Dividation L-T-P
			ESE	CCA	Total	Total Teaching hours		
Course –1 MED-201	Core	Philosophical Foundations of Education	70	30	<b>100</b>	60	4	3-1-0
Course – 2 MED-202	Core	Sociological foundations of Education	70	30	<b>100</b>	60	4	3-1-0
Course – 3 MED-203	Core	Curriculum Studies	70	30	<b>100</b>	60	4	3-1-0
Course – 4 MED-204-I	Core	Pre-service & In-service Teacher Education	70	30	<b>100</b>	60	4	3-1-0
Course – 5 MED-205	Tool	Dissertation	Practicum 25 + Viva Voce 25		<b>50</b>	30	2	0-0-2
Course – 6 MED-206	Core	Internship in TEI (3-weeks)		100	<b>100</b>	108	4	0-0-4
		Co-curriculum activities	-	25	25	90	1	-
		Prayer, Yoga, Meditation & festival etc.	-	25	25	90	1	-
Course -7		Skill Course	-					
<b>Total</b>			280	320	600	558	24	

**Semester –III**

Specialization any one: Elementary/secondary

Course Code	Course Type	Course Title	Max.Marks				Credit	Credit Dividation L-T-P
			SE E	CC A	Total	Total Teaching hours		
Course – 1 MED-301E	Core Elective of specialization	Institutional Planning & Management at Elementary level	70	30	100	60	4	3-1-0
MED-301S	Core Elective of specialization	Institutional Planning & Management at Secondary level	70	30	100	60	4	
Course – 2 MED-302 E	Core Elective of specialization	Issues, Curriculum & Assessment at Elementary level	70	30	100	60	4	3-1-0
MED-302 S	Core Elective of specialization	Issues, Curriculum & Assessment at Secondary level	70	30	100	60	4	
Course – 3 MED-303 I	Core Elective	Advance educational research i) Qualitative Educational Research	70	30	100	60	4	3-1-0
MED-303 II	Core Elective	ii) Quantitative Educational Research	70	30	100	60	4	
Course – 4 MED-304-II	Core	Perspectives, Research and Issues in Teacher Education	70	30	100	60	4	3-1-0
Course – 5 MED-305-II	Tool	Dissertation	Practicum 25 + Viva Voce 25		50	30	2	0-0-2
Course – 6 MED-306-II	Tool	Academic writing	-	25	25	30	2	0-0-2
Course – 7 MED-307 I S	Tool	Internship(in School) (4-weeks)		100	100	144	4	0-0-4
		Co-curriculum activities	-	25	25	90	1	
		Prayer, Yoga, Meditation & festival etc.	-	25	25	90	1	
Course -8		Skill Development course						
<b>Total</b>			280	345	625	624	26	

## Semester –IV

Specialization at any one level: Elementary/secondary & senior secondary any one elective. Each of elective courses will have 4 credits aggregating 12 credits. Students can select any three courses out of selected elective courses.

Course Code	Course Type	Course Title	Max.Marks			Total Teaching hours	Credit	Credit Division L-T-P
			ESE	CCA	Total			
Course – 1 MED-401	<b>Elective First Theme: Curriculum, Pedagogy and Assessment</b>							
Course – 1 a MED-401 I E	Elective	Advance Curriculum Theory Elementary level	70	30	<b>100</b>	60	4	3-1-0
MED-401 I S	Elective	Advance Curriculum Theory Secondary level	70	30	<b>100</b>	60	4	
Course – 1 b	Advance Level subject pedagogy							
MED-401 III E I	Elective	Pedagogy of Science Education (Elementary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 III E II	Elective	Pedagogy of Mathematics Education (Elementary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 III E III	Elective	Pedagogy of Language Education (Elementary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 III E IV	Elective	Pedagogy of Social Science Education (Elementary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 III S I	Elective	Pedagogy of Science Education (Secondary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 III S II	Elective	Pedagogy of Mathematics Education (Secondary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 III S III	Elective	Pedagogy of Language Education (Secondary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 III S IV	Elective	Pedagogy of Social Science Education (Secondary level)	70	30	<b>100</b>	60	4	3-1-0



Course – 1 c MED-401 III E	Elective	Approaches to assessment (Elementary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 III S	Elective	Approaches to assessment (Secondary level)	70	30	<b>100</b>	60	4	3-1-0
Course – 1 d MED-401 SW	Elective	Swayam Course related to elective	-	-	<b>100</b>	60	4	-
Course – 2 MED-402	<b>Elective second –Theme: Education policy, economics and planning</b>							
Course – 2 a MED-402 I E	Elective	Advanced course in economics of education at Elementary level	70	30	<b>100</b>	60	4	3-1-0
MED-402 I S	Elective	Advanced course in economics of education at Secondary level	70	30	<b>100</b>	60	4	3-1-0
Course – 2 b MED-402 II E	Elective	Issues, Planning and Policies of Education at Elementary level	70	30	<b>100</b>	60	4	3-1-0
MED-402 II S	Elective	Issues, Planning and Policies of Education at Secondary level	70	30	<b>100</b>	60	4	3-1-0
Course – 2 c MED-402 SW	Elective	Swayam Course related to any one sub theme (for elementary to secondary)	-	-	<b>100</b>	60	4	3-1-0
MED-402 SW I		Strategy planning						
MED-402 SW II		Budget preparation						
MED-402 SW III		Policy analysis						
Course – 3 MED -403	<b>Elective third-theme: Educational management, administration, leadership and planning</b>							
Course – 3 a MED – 403 I E	Elective	Education management and Planning of Elementary level.	70	30	<b>100</b>	60	4	3-1-0
MED -403 I S	Elective	Education management and Planning of secondary level.	70	30	<b>100</b>	60	4	3-1-0

Course – 3 b MED-403 II E	Elective	Educational administration of Elementary level.	70	30	<b>100</b>	60	4	3-1-0
MED-403 II S	Elective	Educational administration of secondary level.	70	30	<b>100</b>	60	4	3-1-0
Course – 3 c MED-403 III E I	Elective	Towards Academic leadership at Elementary school level.	70	30	<b>100</b>	60	4	3-1-0
MED -403 III S I	Elective	Towards Academic leadership at secondary school level.	70	30	<b>100</b>	60	4	3-1-0
Course – 3 d MED -403 SW	Elective	Swayam course on any one subtheme at Elementary level/Secondary level				60	4	-
MED -403 I		Inclusive education	35	15	<b>50</b>	30	2	1-1-0
MED -403 II		ICT	35	15	<b>50</b>	30	2	1-1-0
MED -403 III		Physical & health education	35	15	<b>50</b>	30	2	1-1-0
MED -403 IV		Peace education	35	15	<b>50</b>	30	2	1-1-0
Course – 4 MED-404	Tool	Dissertation	Practicum 50 + Viva Voce 50		<b>100</b>	60	4	0-0-4
		Prayer, Yoga, Meditation & festival etc.	-	25	60	90	1	-
		Co-curriculum Activities	-	25	60	90	1	-
Course - 5		*Skill Course						-
Total			210	240	<b>450</b>	420	18	

● **Elective First- Theme: Curriculum, Pedagogy and Assessment (12 credits)**

1. Advance Curriculum Theory (4 credits)
2. Advance Level subject pedagogy (4 credits)
3. SWAYAM course related to Curriculum/ Pedagogy/Assessment (4 credits)

● **Elective second –Theme: Education policy, Economics and Planning Elementary/ Secondary School level.**

1. Advanced course in economics of education at Elementary/Secondary level (4 credits)
2. Issues, Planning and Policies of Education at Elementary/Secondary level (4 credits)

3. Swayam course related to any sub theme-(4 credits)

- Strategy planning
- Budget preparation
- Policy analysis
- Education policy

● **Elective Third-Theme: Educational Management, Administration, Leadership and Planning (12 credits)**

(Select any three courses out of four given below)

1. Education management and Planning of Elementary/ secondary school level. (4 credits)
2. Educational administration of Elementary/ secondary school level. (4 credits)
3. Towards Academic leadership at Elementary/ secondary school level. (4 credits)
4. SWAYAM course related to theme

**Or**

**Any two of these: any one at Elementary/Secondary level**

1. Inclusive Education (2 credits)
2. ICT (2 credits)
3. Physical & Health Education at Elementary/ Secondary School Level. (2 credits)
4. Peace Education Elementary/ Secondary School Level. (2 credits)

**Skill Development Course :**

**Skill Development courses are available to any students regardless of any department. Students can select any one of the skill courses given below:**

<b>Course Code</b>	<b>Course Title</b>
Course – 1 SC 105 A	Inclusive Education
Course – 2 SC 105 B	Physical & Health Education
Course – 3 SC 105 C	Information and Communication Technology in Education
Course –4 SC 105 D	Teacher Education for Peace & Harmony
Course – 5 SC 105 E	Guidance & Counselling
Course – 6 SC 105 F	Chetna Vikas Mulya Shiksha
Course–7 SC 105 G	Pandemic Management

**Semester –I**

Course Code	Course Type	Course Title	Max. Marks			Total Teaching hours	Credit	Credit Dividation L-T-P
			SEE	CCA	Total			
Course-1 MED-101	Core	Psychology of learning and development	70	30	<b>100</b>	60	4	3-1-0
Course – 2 MED - 102	Core	Historical, Political & Economic Foundations of Education	70	30	<b>100</b>	60	4	3-1-0
Course – 3 MED - 103	Core	Educational Studies	70	30	<b>100</b>	60	4	3-1-0
Course – 4 MED-104	Core	Introduction to Educational Research	70	30	<b>100</b>	60	4	3-1-0
Course –5 MED-105	Tool	Communication and Expository writing	-	25	<b>25</b>	15	1	0-0-2
Course –6 MED-106	Tool	Self-Development	-	25	<b>25</b>	15	1	0-0-2
Course-7		Skill Course*						
		Co-curriculum activities	-	25	<b>25</b>	90	1	-
		Prayer, Yoga, Meditation & festival etc.	-	25	<b>25</b>	90	1	-
<b>Total</b>			<b>280</b>	<b>220</b>	<b>500</b>	<b>450</b>	<b>20</b>	

<b>M.Ed. Semester : I</b>			
<b>Course code: MED-101</b>		Course type: Core	
<b>Course Title :Psychology of Learning and Development (Course – 1)</b>			
<b>Credit</b>	4	Hour	4Hr /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives :</b>			
<ul style="list-style-type: none"> <li>• To enable the students to understand the psychological foundation of education.</li> <li>• To develop an understanding about theories of learning.</li> <li>• To develop an understanding about learners’ cognitive thinking and learning styles.</li> <li>• To develop an understanding of theories about personality and its measurement.</li> <li>• To understand psychological measurement, and all aspects of educational-psychology.</li> <li>• To develop an understanding of concept, models and types of Meta-cognition</li> </ul>			
<b>Course Outcomes: After completion of the course, student-teachers will be able:</b>			
<ul style="list-style-type: none"> <li>• To understand concepts and principles of Educational Psychology as an applied science.</li> <li>• To understand implications of psychological theories for education.</li> <li>• To acquaint the learner with the process of development and assessment of various abilities and traits.</li> <li>• To assess personalities and modified their teaching strategy according to needs of students.</li> <li>• To understand mental hygiene &amp; its Implications for education.</li> <li>• To use adjustment strategies in their day-to-day life.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours: 15</b>	<p style="text-align: center;"><b><u>Nature of Educational Psychology</u></b></p> <ul style="list-style-type: none"> <li>• Educational Psychology: Concept and Scope of Educational Psychology, contribution of Psychology to Education.</li> <li>• Growth and Development: Concept and principles, cognitive processes and stages of cognitive Development.</li> <li>• Theories of Piaget and Bruner- Major Concepts and stages and implications for Education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Identify the factors which affect human development in diverse Culture and Society.</li> <li>• Prepare a report on contribution of Piaget and Bruner.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b>Learning &amp; Individual Difference</b></p> <ul style="list-style-type: none"> <li>• Learning: Concept, kinds, levels of learning.</li> <li>• Principles and Theories of learning: Behavioristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence.</li> <li>• Concept of social cognition, understanding social relationship and socialization goals.</li> <li>• Concept, kinds &amp; causes of Individual Difference.</li> <li>• Motivation, Interests, Attitude and Aptitude – Concept, Kinds &amp; Techniques.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Administration and interpretation of IQ/EQ test on school student and give suggestions for improvement.</li> <li>• Prepare a report of fostering on Intelligence and Cognitive abilities based on current Research.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Personality &amp; Creativity</u></b></p> <ul style="list-style-type: none"> <li>• Personality: Concept, development, structure and dynamics of personality</li> <li>• <i>Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Kafka),</i></li> <li>• <i>Mental health and Mental hygiene</i></li> <li>• Techniques of Assessment of Personality – <ul style="list-style-type: none"> <li>a. Projective</li> <li>b. Non-Projective</li> </ul> </li> <li>• Creativity – Nature, Process, Identification, fostering and guiding creative children.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Administration and interpretation of personality test on school student.</li> <li>• Conduct an awareness program for mental hygiene among adolescence in schools.</li> <li>• Write a report after applying at least one projective test on secondary school level students.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Intelligence and Others Aspects</u></b></p> <ul style="list-style-type: none"> <li>• Intelligence, Emotional Intelligence and Cognitive abilities: Meaning, Concept, identification &amp; fostering.</li> <li>• <i>Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence.</i></li> <li>• <i>Theories of Intelligence by Sternberg, Gardner, Assessment of Intelligence,</i></li> <li>• <i>Concepts of Problem Solving, Critical thinking, Meta-cognition.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Review of a psychological movies on various aspects of Emotional Intelligence.</li> <li>• Organize a workshop on Emotional Intelligence.</li> </ul>

<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
<p><b>CONTINUOUS &amp; COMPREHENSIVE ASSESSMENT (CCA)</b></p>	<table border="1" data-bbox="555 611 1398 1178"> <thead> <tr> <th>SR. NO.</th> <th>CCA: COMPONENT</th> <th>MAXIMUM MARKS</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Monthly Test</td> <td>20X3 Test = 60</td> </tr> <tr> <td>2</td> <td>Presentation</td> <td>10</td> </tr> <tr> <td>3</td> <td>Group Discussion</td> <td>10</td> </tr> <tr> <td>4</td> <td>Debate</td> <td>10</td> </tr> <tr> <td>5</td> <td>Participation and Presentation in Seminar</td> <td>10</td> </tr> <tr> <td>6</td> <td>Report Writing</td> <td>10</td> </tr> <tr> <td>7</td> <td>Content Review Writing</td> <td>10</td> </tr> <tr> <td>8</td> <td>Viva Voce</td> <td>10</td> </tr> <tr> <td>9</td> <td>Blog Writing</td> <td>10</td> </tr> <tr> <td>10</td> <td>Attendance</td> <td>10</td> </tr> <tr> <td>11</td> <td>Co-curricular Activity</td> <td>10</td> </tr> </tbody> </table> <p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):</b> CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</p> <p><b>PROVISO-I:</b> Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</p> <p><b>PROVISO-II:</b> Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1" data-bbox="568 1621 1307 1850"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>	SR. NO.	CCA: COMPONENT	MAXIMUM MARKS	1	Monthly Test	20X3 Test = 60	2	Presentation	10	3	Group Discussion	10	4	Debate	10	5	Participation and Presentation in Seminar	10	6	Report Writing	10	7	Content Review Writing	10	8	Viva Voce	10	9	Blog Writing	10	10	Attendance	10	11	Co-curricular Activity	10	Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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<p><b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b></p>	<p>NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester</p>																																																

<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b> <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>● चौबे,एस.पी.,चौबे, अखिलेश(2007), शैक्षिक-मनोविज्ञान के मूलाधार, इंटरनेशनल पब्लिशिंग हाउस, मेरठ</li> <li>● बैस, नरेंद्र, शिक्षा मनोविज्ञान एवं विकास की अवस्थाएं, जैन प्रकाशन चौड़ारास्ता, जयपुर.</li> <li>● मंगल, एस. के.,(2014), शिक्षामनोविज्ञान, पीएचआई लर्निंग प्राइवेट-लिमिटेड, नईदिल्ली</li> <li>● पाठक, पी.डी., (2008), शिक्षामनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा.</li> <li>● श्रीवास्तव, डी. एन.,वर्मा, प्रीति, (2010), आधुनिक प्रयोगात्मक मनोविज्ञान एवं परीक्षण,विनोद-पुस्तक मंदिर, आगरा.</li> </ul>



M.Ed. Semester : I			
Course code: MED-102		Course type: Core	
Course Title : Historical, Political & Economic Foundations of Education (Course-2)			
Credit	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives:**

- To enable the students to know about the Foundation of education
- To develop an understanding about historical Foundations of Education.
- To develop an understanding of theories related to Relationship of Education and Politics.
- To know about Economic Foundations of Education
- To cultivate an understanding of Concept of Economics of Education and become familiar with Cost Benefit Analysis Vs Cost Effective Analysis in Education,

**Learning Outcomes: After completion of the course, student-teachers will be able:**

- To enable the students to understand Human Capital, Education and Employment analysis of earning, manpower planning and financing of education.
- To acquaint the students with the political economy of education.
- To develop among students understanding of labor markets.
- To enable the students to forecast man power requirements in various streams.
- To develop among the students an understanding of the financial aspects of education.
- To understand the Pre-independence and post-independence development of education in India.
- To understand the factors from historical perspective that contributed to present education system.
- To explain the important features of various reports, commissions and policies of education during pre and post-independence development of Education - in India.
- To understand that development of Education is influenced by political forces of the time.
- To acquire knowledge of characteristics features of ancient, medieval and British system of Education in India and of their strengths and limitations

<b>UNIT-1</b> <b>Teaching hours: 15</b>	<p><b><u>Foundation of Education</u></b></p> <ul style="list-style-type: none"> <li>• Foundation of education: Meaning, need, nature, concept, type .</li> <li>• <i>Education in India during – Vedic, Buddhist, Jainism Periods.</i></li> <li>• Medieval Period &amp; English period : Concept, ideas, Agencies of Education.</li> <li>• Origin and development of modern education in India.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a Structure of Education Since an Ancient Period to the Present Time.</li> <li>• Write a script on educational development in ancient India; after classroom discussion on the script organized a drama/play on it.</li> </ul>
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<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b><u>Historical Foundations of Education</u></b>  <i>Committees and Commissions Contribution to</i></p> <ul style="list-style-type: none"> <li>• <i>Teacher Education Secondary Education Commission (1953)</i></li> <li>• <i>Kothari Education Commission (1964-66)</i></li> <li>• <i>National Policy of Education (1986,1992)</i></li> <li>• <i>National Commission on Teachers (1999)</i></li> <li>• <i>National Curriculum Framework 2005</i></li> <li>• <i>National Knowledge Commission (2007)</i></li> <li>• <i>Yashpal Committee Report (2009)</i></li> <li>• <i>National Curriculum Framework for Teacher Education (2009)</i></li> <li>• <i>Justice Verma Committee Report (2012)</i></li> <li>• RTE Act 2009</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write an analytical paper on any two committees.</li> <li>• Prepare a Report of Educational changes through educational committees and commissions.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Political Foundation of Education</u></b></p> <ul style="list-style-type: none"> <li>• Political ideology: Meaning, Concept, need and relation with education.</li> <li>• <i>Relationship between Policies and Education, Linkage between Educational Policy and National Development, Determinants of Educational Policy and Process of Policy formulation: Analysis of the existing situation, generation of policy options, evaluation of policy options, making the policy decision, planning of policy implementation, policy impact assessment and subsequent policy cycles.</i></li> <li>• <i>Relationship Between Politics and Education, Perspectives of Politics of Education Liberal, Conservative and Critical, Approaches to understanding Politics (Behaviouralism, Theory of Systems Analysis and Theory of Rational Choice), Education for Political Development and Political Socialization</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Research two or three educational policies or approaches used in India.</li> <li>• Which is the <u>Landmark</u> educational policy according to you and why?</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Economic Foundations of Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Concept of Economics of Education: Cost Benefit Analysis Vs Cost Effective Analysis in Education, Economic returns to Higher Education Signaling Theory Vs Human Capital Theory.</i></li> <li>• <i>Concept of Educational Finance; Educational finance at Micro and Macro Levels,</i></li> <li>• <i>Concept of Budgeting.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a Workshop on Budgeting .</li> <li>• Review of related literature to justify the role of Political/ Economic/ Historical foundations of education in shaping of education.</li> </ul>
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<b>M.Ed. Semester : I</b>			
<b>Course code: MED-103</b>		Course type: Core	
<b>Course Title : Educational Studies (Course-3)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To acquaint with the nature of education studies</li> <li>• To introduce certain Nature of Educational studies</li> <li>• To make familiar with Foundational educational texts.</li> <li>• To introduce about the Contribution of Western schools of thoughts (Idealism, Realism, Naturalism, Pragmatism, Marxism, Existentialism) and their contribution to Education</li> <li>• To develop their critical capabilities about various Commissions</li> <li>• To enable to analyze Contemporary Educational Policies and practices systematically</li> <li>• To evaluate education policy in informed and systematic way</li> </ul>			
<b>Learning Outcomes:</b>			
After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• Introduce the nature of education studies and map the fields.</li> <li>• Introduce certain selected seminal educational texts representing the foundational perspectives.</li> <li>• Orient to the institutions, systems and structures of education and flag the contemporary concerns of education policy and practice.</li> <li>• Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.</li> <li>• To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.</li> <li>• Introduce, understand and to enable critical analysis to form current and future professionals.</li> <li>• Analyze educational issues systematically</li> <li>• Evaluate education policy in informed and systematic way and to accommodate new principles and new knowledge</li> <li>• Highlight the underlying values and principles relevant to education studies and for developing personal stance which draws on their knowledge and understanding</li> <li>•</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours: 15</p>	<p><b><u>Nature of Educational studies</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept of Education and educational issues.</li> <li>• Aims, Objectives and Function of Education.</li> <li>• Concept and types of social Institutions and their functions (family, school and society)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.</li> <li>• Seminar on Field of Educational issues.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b><u>Comparative Education</u></b></p> <ul style="list-style-type: none"> <li>• Comparative Education: Concept, Meaning, Nature and Importance.</li> <li>• Comparative Study of Educational system at Primary, Secondary, Higher and Teacher Education of India with reference U.S.A., U.K., Russia.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write a Report on Comparative Education</li> <li>• Conduct a Group discussion on Educational system at Primary, Secondary, Higher and Teacher Education.</li> <li>•</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Institution system and structure of Education</u></b></p> <ul style="list-style-type: none"> <li>• National council for Teacher Education (NCTE).</li> <li>• National Council of Educational Research and Training (NCERT).</li> <li>• University Grants Commission (UGC).</li> <li>• National Assessment and Accreditation Council (NAAC)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Seminar on Field of Institution system and structure of Education.</li> <li>• Contemporary challenges of Institution system of Education.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Contemporary Educational Policies, act and Provisional</u></b></p> <ul style="list-style-type: none"> <li>• RTE act: Introduction, articles, chapters and salient features, impact on Indian Education.</li> <li>• NCF 2005 and 2009</li> <li>• New Education Policy 2020</li> <li>• Constitutional provision in Education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write An Analytical Paper on Any Contemporary Educational Policies.</li> <li>• Organize a Group Discussion on any Topic of Unit.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>

**CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)**

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	20X3 Test = 60
2	Presentation	10
3	Group Discussion	10
4	Debate	10
5	Participation and Presentation in Seminar	10
6	Report Writing	10
7	Content Review Writing	10
8	Viva Voce	10
9	Blog Writing	10
10	Attendance	10
11	Co-curricular Activity	10

**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):** CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25

**PROVISO-I:** Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.

**PROVISO-II:** Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

**Attendance in Lectures, Tutorials and Practical**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
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**SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS**

NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester

**PERIODICAL REVISION OF SYLLABUS**

1. Annual Revision

**PROVISO:** Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.

**SELECTED READING**

- गुप्ता, निशारानी (2017). विषयवर्ग एवं विषयों की समझ. आगरा : राखी प्रकाशन.
- रमण बिहारी लाल (2017). समकालीन भारत एवं शिक्षा. मेरठ: आर लाल. बुक डिपो.
- भटनागर एवं पाण्डेय (2017). भारत में शिक्षा स्तर, समस्याएं एवं मुद्दे. मेरठ : आर लाल।
- Furlong, G. (2006). Review of Initial Teacher Training Provision in Wales accessed at [www.learning.wales.gov.uk/pdfs/itt-provision-wales-e.pdf](http://www.learning.wales.gov.uk/pdfs/itt-provision-wales-e.pdf)
- Blackwell, Fritz (2004). India: A Global Studies Handbook. United States of America: ABC-CLIO, Inc., ISBN 1-57607-348-3.

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|  | <ul style="list-style-type: none"><li>• India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Information and Broadcasting, Government of India, ISBN 978-81-230-1557-6.</li><li>• Prabhu, Joseph (2006). Educational Institutions and Philosophies. Traditional and Modern. Encyclopedia of India (Vol. 2) edited by Stanley Wolpert. 23–28. Thomson Gale: ISBN0-684-31351-0.</li></ul> |
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M.Ed. Semester : I			
Course code: MED-104		Course type: Core	
Course Title : Introduction to Educational Research (Course-4)			
Credit	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives:**

- Make familiar about Research in Education
- Learn Sources of research problems, Review of the literature-purpose and resources and the need for formulating research objective(s),
- Get to know about hypothesis and classify them accordingly
- Analyse various Types of Educational Research & Research Design
- Acquaint with Normal Distribution - Properties and uses of Normal distribution.
- Know various things related to Measurement of central tendency: Mean, Mode, Median.
- Learn Simple Research Design, General Group & Pre-Post Test Design

**Learning Outcomes:**

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

- Describe the nature, purpose, scope, areas, and types of research in education.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Select and explain the method appropriate for a research study
- Conduct a literature search and develop a research proposal
- Explain a sampling design appropriate for a research study
- Examine the nature of hypothesis and their roles in research, and discuss possible alternatives to use hypothesis.
- Explain research design and procedure for collection of analysis
- Explain the importance of documentation and dissemination of researches in education
- Select and use appropriate statistics for analysis and interpretation.
- Familiarise with basic educational statistics so as to make them better equipped to Read educational research and literature.
- Understand Interdisciplinary research.

<b>UNIT-1</b> <b>Teaching hours: 15</b>	<p><b><u>Research in Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Meaning, Concept and Nature of Educational Research</i></li> <li>• <i>Aims of Research as a Scientific Activity : Problem – Solving, Theory Building and Prediction</i></li> <li>• <i>Types of Variables</i></li> <li>• <i>Types of Hypothesis, Characteristics of Hypothesis</i></li> <li>• <i>Universe and Sample, Characteristics of Good Samples</i></li> <li>• <i>Steps of Educational Research.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Draft a report on the aims of research as a scientific activity.</li> <li>• Organize a One day Workshop on types of hypothesis and their characteristics.</li> </ul>
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<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Basic research concepts and skills</u></b></p> <ul style="list-style-type: none"> <li>• Sources of research problems</li> <li>• <i>Formulation Of Research Problem</i></li> <li>• Review of literature-purpose and resources</li> <li>• <i>Criteria and Sources for Identifying Problems</i></li> <li>• <i>Techniques of Sampling (Probability and Non-Probability)</i></li> <li>• <i>Qualities of Tools – Validity, Reliability and Standardization of a Tool</i></li> <li>• <i>Types of Tools (Rating Scale, Attitude Scale, Questionnaire, Aptitude Test and Achievement Test, Inventory)</i></li> <li>• <i>Techniques of Research (Observation, Interview and Projective)</i></li> <li>• Preparation of a Research Proposal: Framework of research proposal &amp; strategies for writing research proposals.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a seminar on Research identifying variables of a research study and their Classification.</li> <li>• Organize a class activity for sanitizing Research scholars about the literature search: using databases and internet, internet search tools and quality of internet resources.</li> <li>• Develop a Research Proposal on an identified research problem.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Types of Educational Research &amp; Design</u></b></p> <ul style="list-style-type: none"> <li>• Research Design : Concept, types and characteristics.</li> <li>• Descriptive Research – Survey and Normative Survey.</li> <li>• Action Research: Concept, steps and strategy.</li> <li>• Experimental Research.</li> <li>• Historical Research and Design.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select any one of the research problems and prepare its research design.</li> <li>• Organize a workshop on educational research design.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Analysis Procedures</u></b></p> <ul style="list-style-type: none"> <li>• Measurement of Central tendency: Mean, Mode, Median (Variability, Fiduciary limits)</li> <li>• Normal Distribution - Properties and uses of Normal distribution.</li> <li>• Dispersion, Standard deviation</li> <li>• Correlation &amp; Regression</li> <li>• <i>Graphical Representation (Bar- Chart, Histogram, Pie- Chart, Table Chart, Line Chart etc.) and Mapping of Data.</i></li> <li>• Level of significance, Two-tailed and one-tailed tests of significance, Degree of freedom.</li> <li>• Interpretation of Data - Conclusions and Generalizations.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a Class activity on Two-tailed and one-tailed tests of significance.</li> <li>• Organize a training programme on Graphical Representation.</li> </ul>
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<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• शर्मा, आर.ए. शिक्षा अनुसंधान.मेरठ:आर.लाल.बुक डिपो.</li> <li>• गुप्ता,एस.पी.व अलका. साँख्यकीय विधियाँ. प्रयागराज:शारदा पुस्तक भवन.</li> </ul>																																																

- मंगल, एस. के. एवं मंगल, सुभा (2016). व्यवहारिक विज्ञानों में अनुसन्धान विधियां. दिल्ली: पी. एच।
- गुप्ता, उमा कान्त (2016). अनुसन्धान स्वरूप एवं आयाम . दिल्ली : वाणी प्रकाशन।
- शर्मा, वीरेन्द्र प्रकाश.रिसर्च मैथोडोलॉजी.जयपुर: पंचशील प्रकाशन.
- कौल, एल (2016). शक्षिक अनुसन्धान की कार्यप्रणाली.दिल्ली: विकास पब्लिशिंग।
- Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
- Kirkpatrick, D.L. (2005). Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.
- Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
- Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.

<b>M.Ed. Semester : I</b>			
<b>Course code: MED-105</b>		Course type: Tool	
<b>Course Title : Communication and Expository Writing (Course-5)</b>			
<b>Credit</b>	1	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	15
<b>Max. Marks:</b>		Min. Pass Marks:	
<b>Theory Examination</b>		Min. Pass Marks:	
<b>Continous Comprehensive Assessment (CCA)</b>	25	Min. Pass Marks:	12.5
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SSE	Monthly Test	
<b>Duration</b>			
<b>Objectives :</b> <ul style="list-style-type: none"> <li>• To enable the students to understand Communication Skills.</li> <li>• To enable the students to understand expository writing skill.</li> </ul> <b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to: <ul style="list-style-type: none"> <li>• Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.</li> <li>• Use of ICT in effective communication.</li> <li>• Understand about writing skill and enhance their expository writing skill.</li> <li>• Implement their knowledge of communication in classroom discussion and daily life</li> </ul>			
	<b>Course content</b> <ul style="list-style-type: none"> <li>• <i>Communication skills: Meaning, characteristics of communication</i></li> <li>• <i>Strategy of effective communication.</i></li> <li>• <i>Role of ICT in effective communication.</i></li> <li>• <i>Effective communication: Verbal and Non-verbal, Inter-Cultural and group communications, Classroom communication.</i></li> <li>• <i>Barriers to effective communication.</i></li> <li>• <i>Mass-Media and Society.</i></li> <li>• Expository writing: Meaning, concept, Types and tips for effective expository writing. Listening skill: meaning, concept and importance of listening skills academic listening- (lecturing) listening to talk and presentation.</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>• Workshop on Development of Expository Writing skills for seven days.</li> <li>• Workshop on Communication skills for ten days.</li> </ul> Note: Mode of transaction of this course will be workshop.		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> </ol>		

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**SELECTED READINGS**

- <https://education.rajasthan.gov.in/content/raj/education/en/school-sec-education/secondary-education/EducationServiceRules.html#>
- [https://www.ugc.ac.in/pdfnews/7771545\\_academic-integrity-Regulation2018.pdf](https://www.ugc.ac.in/pdfnews/7771545_academic-integrity-Regulation2018.pdf)
- <https://ncte.gov.in/Website/Index.aspx>
- <https://www.ngu.ac.in/>
- <http://www.ncert.nic.in/>
- <https://www.scribd.com/>
- <https://www.ngu.ac.in/HandBook.aspx>

<b>M.Ed. Semester : I</b>			
<b>Course code: MED-106</b>		Course type: Tool	
<b>Course Title :Self-Development (Course-6)</b>			
<b>Credit</b>	1	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	15
<b>Max. Marks:</b>		Min. Pass Marks:	
<b>Theory Examination</b>		Min. Pass Marks:	
<b>Continous Comprehensive Assessment (CCA)</b>	25	Min. Pass Marks:	12.5
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SSE	Monthly Test	
<b>Duration</b>			
<b>Objectives :</b> <ul style="list-style-type: none"> <li>• To enable the students to understand self-exploration and self-evolution.</li> <li>• To enable the students to know oneself and through that knowing entire existence.</li> </ul> <b>Learning Outcomes: After completion of the course, student-teachers will be able:</b> <ul style="list-style-type: none"> <li>• To understand what you are and what you want to be?</li> <li>• To make self-exploration and self-evolution.</li> <li>• To know oneself and through that knowing entire existence.</li> <li>• To recognize one’s relation with every unit in existence and fulfilling it.</li> <li>• To know human conduct, human character and to live accordingly.</li> <li>• To being in harmony in one self and in harmony with entire existence.</li> <li>• It is a process of reflecting on the linkages between the self and one’s professional practice.</li> </ul>			
<b>Course Content:</b>	<p>Themes such as gender, society and education, ‘disability’, psycho-social dimensions of exclusion, and inclusive education, will be central to these workshops.</p> <ul style="list-style-type: none"> <li>• Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.</li> <li>• Happiness, harmony: with/within I, body, other society, nature, existence</li> <li>• Realization, understanding, desiring, thinking, selecting such, Shanti, Santosh, Anand.</li> <li>• Prosperity- S2, D2 &amp; S4 (Harmony: with body, in family, in society, in nature, in existence.)</li> <li>• Human Values: <ul style="list-style-type: none"> <li>• Swatantrata</li> <li>• Swarajya</li> <li>• Moksha</li> <li>• Idea of self: Self-concept and self-esteem</li> <li>• Analysis of SWOT: Strength, Weakness, Opportunity and Threats</li> <li>• Prayer &amp; Meditation</li> </ul> </li> </ul>		
<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> </ol>		



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**Selected Reading**

- Baroda. Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press
- Britton, J. (1973). Language and Learning. England: Penguin Books.
- Dunn. W.R. and Holoryed C.Aspects of Educational Technology Vol. I Pitman London.
- Walia, J.S. Principals of Education and Development of Educational Thought. Pal Publishers, Jallundhar City
- Paliwal M.N.R. Social Change and Education Upper Publishing House. New Delhi. 1984.
- Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi:Arya Book Depot, Vol. 1
- Mukherji S.N. Secondary School Administration of education Acharya Book Depot

**Semester –II**

Course Code	Course Type	Course Title	Max. Marks				Credit	Credit Dividation L-T-P
			ESE	CCA	Total	Total Teaching hours		
Course –1 MED-201	Core	Philosophical Foundations of Education	70	30	<b>100</b>	60	4	3-1-0
Course – 2 MED-202	Core	Sociological foundations of Education	70	30	<b>100</b>	60	4	3-1-0
Course – 3 MED-203	Core	Curriculum Studies	70	30	<b>100</b>	60	4	3-1-0
Course – 4 MED-204-I	Core	Pre-service & In-service Teacher Education	70	30	<b>100</b>	60	4	3-1-0
Course – 5 MED-205	Tool	Dissertation	Practicum 25 + Viva Voce 25		<b>50</b>	30	2	0-0-2
Course – 6 MED-206	Core	Internship in TEI (3-weeks)		100	<b>100</b>	108	4	0-0-4
		Co-curriculum activities	-	25	25	90	1	-
		Prayer, Yoga, Meditation & festival etc.	-	25	25	90	1	-
Course -7		Skill Course	-					
<b>Total</b>			280	320	600	558	24	

<b>M.Ed. Semester : II</b>			
<b>Course code: MED-201</b>		Course type: Core	
<b>Course Title :Philosophical Foundations of Education (Course-1)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To learn about the nature and functions of philosophy of education.</li> <li>• To enable to do Logical analysis, interpretation and synthesis of various concepts, propositions</li> <li>• To know about Philosophical Contribution of Educational thinkers</li> <li>• To develop critical thinking about various philosophical theories with educational practices.</li> <li>• To get to know about the Contribution of Indian Schools of Philosophy</li> <li>• To understand philosophical traditions with educational practice.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to :			
<ul style="list-style-type: none"> <li>• Understand the nature and functions of philosophy of education.</li> <li>• Do Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.</li> <li>• Understand and use of philosophical methods in studying educational data.</li> <li>• Do Critical appraisal of contributions made to education by prominent educational thinkers-both Indian and Western.</li> <li>• Understand and relate philosophical theories with educational practices.</li> <li>• Understand and relate philosophical traditions with educational practice.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours: 15</b>	<b><u>Nature of Educational Philosophy</u></b>		
	<ul style="list-style-type: none"> <li>• Meaning, Concept and nature of Educational Philosophy</li> <li>• Relationship of Education and Philosophy.</li> <li>• Branches of Philosophy - Metaphysics, Epistemology, Axiology and their implication for Education.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Make a presentation based on any one topic of the unit.</li> <li>• Conduct a Debate on Branches of Philosophy.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b><u>Philosophical Contribution of Educational thinkers</u></b></p> <ul style="list-style-type: none"> <li>• <i>Swami Vivakanand</i></li> <li>• <i>Ravindra Nath Tagore</i></li> <li>• <i>Mahatma Gandhi</i></li> <li>• <i>Maharshi Arvind</i></li> <li>• <i>J.Krishanmurthy</i></li> <li>• <i>Savitribai Phule</i></li> <li>• <i>A.Nagraj</i></li> <li>• <i>Swami Shree Ram Sharan ji maharaj</i></li> <li>• <i>Paulo Freire</i></li> <li>• <i>Wollstonecraft</i></li> <li>• <i>Nel Nodding</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a play on educational contribution of Swami Ramsaran Ji Maharaj.</li> <li>• Conduct a one day seminar on Contribution of Educational thinkers</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Contribution of Indian Schools of Philosophy</u></b></p> <ul style="list-style-type: none"> <li>• <i>Sankhya educational philosophy.</i></li> <li>• <i>Vedanta educational philosophy.</i></li> <li>• <i>Geeta and Upnishad educational philosophy.</i></li> <li>• <i>Buddhism and Jainism educational philosophy.</i></li> </ul> <p><i>With special reference to Vidya, Dayanand Darshan and Islamic traditions towards educational aims and methods of acquiring knowledge</i></p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a one day Seminar on educational Philosophy of Geeta and Upnishad</li> <li>• Identify the common factors between Buddhism and Jainism educational philosophy</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Western Schools of Philosophy</u></b></p> <ul style="list-style-type: none"> <li>• <i>Idealism</i></li> <li>• <i>Realism</i></li> <li>• <i>Naturalism,</i></li> <li>• <i>Pragmatism</i></li> <li>• <i>Marxism</i></li> <li>• <i>Existentialism</i></li> </ul> <p><i>Their contribution to education with special reference to information, knowledge and wisdom.</i></p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a Drama or Play on Naturalism.</li> <li>• Identify the common factors between Indian &amp; western philosophies.</li> </ul>
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<b>M.Ed. Semester : II</b>			
<b>Course code: MED-202</b>		Course type: Core	
<b>Course Title :Sociological Foundation of Education (Course – 2)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To understand the concept of Sociology &amp; Education</li> <li>• To understand the relationship among Education, Society and social substance</li> <li>• To analyze, interpret and synthesize various concepts of sociological principles related to educational phenomena.</li> <li>• To understand the contribution of great educators to society and education</li> <li>• To understand the process of socialization relationship between culture, society and education.</li> <li>• To understand the concept and process of social stratification and social change</li> <li>• To understand the issues or excellence, equality and inequalities.</li> <li>• To understand emerging trends of society in global perspectives.</li> <li>• To understand the process of social change, modernization and role of education in the transmission of the national and cultural heritage.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able:			
<ul style="list-style-type: none"> <li>• To enable the student to explain and reflect on-Gender ideology.</li> <li>• To understand Relationship between education and social change with special reference to modernization and globalization.</li> <li>• To know Relationship between concepts and processes of sociology and education.</li> <li>• To learn various theories and characteristics of sociological analysis and its relation to education.</li> <li>• To understand and explore the meaning, aims, purposes of education</li> <li>• To develop understanding of sociological dimension of education.</li> <li>• To identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more in for M.Ed., meaningful understanding of them.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours: 15</b>	<b><u>Sociology &amp; Education</u></b>		
	<ul style="list-style-type: none"> <li>• Meaning &amp; Nature of Educational Sociology &amp; Sociology of education.</li> <li>• Interrelationships between Education and Social Variables: Education and Family, Education and the Community, Education and religion, Education and modernization, Education and Democracy.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Organize a debate on Education &amp; Socialization.</li> <li>• organize a group discussion on Education and Social Variables.</li> </ul>		



<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Contexts of Socialization</u></b></p> <ul style="list-style-type: none"> <li>• Socialization: Meaning , Concept and Need.</li> <li>• <i>Family,School and society: Concep, Types and their function in socialization</i></li> <li>• Theory of Socialization (<i>Symbolic,interaction,structural functionalism and conflict</i>)</li> <li>• Effect of Epidemic <i>CORONA</i> on relationship and social Institutions.</li> <li>• Social, economic and cultural differences in socialization: implications for inclusion.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result, if there is a difference, suggest proper remedial.</li> <li>• Conduct a debate on Effect of Epidemic <i>CORONA</i> on relationship and social Institutions.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Education as a means of social change</u></b></p> <ul style="list-style-type: none"> <li>• Social change: Concept ,types,</li> <li>• <i>Contribution of thinkers in social devlopment and change(Swami Vivakanand, Ravindra Nath Tagore, Mahatma Gandhi ,Maharshi Arvind J.Krishanmurthy, Savitribai Phule, Paulo Freire, Wollstonecraft, Nel Nodding.</i></li> <li>• Social mobility Concept,types and need.</li> <li>• <i>Social Movements: Concept and Theories (Relative Deprivation, Resource Mobilization, Political Process Theory and New Social Movement Theory)</i></li> <li>• Education for social Integration, Nationalism and International understanding</li> <li>• De-Schooling and Change in schooling after COVID-19.</li> <li>• <i>Education of Socially, Economically developed and emerging society.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a seminar on <i>Contribution of thinkers in social devlopment and change.</i></li> <li>• Conduct a Seminar on Schooling system after COVID-19.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 25</b></p>	<p><b><u>Education and society</u></b></p> <ul style="list-style-type: none"> <li>• National Values as enshrined in the Indian Constitution- Socialism, Secularism, justice, liberty, democracy, equality, freedom with special reference to education.</li> <li>• Gender ideology : Role of religion, constitution and law in gender ideology.</li> <li>• Gender differentiation: stereotyping and inequality in society,liberal feminism.</li> <li>• Modernization, globalization in relation to education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a presentation based on any one topic of the course.</li> <li>• Conduct an Awareness programme on Gender Sensitization in society and write a Report.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> </ol>

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<b>M.Ed. Semester :II</b>			
<b>Course code: MED-203</b>		Course type: Core	
<b>Course Title :Curriculum Studies (Course-3)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To understand different Perspectives on curriculum</li> <li>• To know the curriculum development process</li> <li>• To gain knowledge of curriculum bases</li> <li>• To learn the different patterns of curriculum evaluation</li> <li>• To understand research topics of the curriculum</li> <li>• To know the changes and sophistication in the curriculum</li> <li>• To understand the role of instructional media in curriculum</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• Conceptualize the meaning and different perspectives of curriculum</li> <li>• Understand the epistemological, sociological and the psychological basis of curriculum development.</li> <li>• Understand the different types of curriculum with respect to their main orientation and approaches</li> <li>• Compare and analyze the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours: 15</b>	<p><b><u>Perspectives on curriculum</u></b></p> <ul style="list-style-type: none"> <li>• <i>Curriculum : Meaning, Concept ,Principles and importance</i></li> <li>• <i>Curriculum Devlopment :Strategies , Stages in the Process of Curriculum development.</i></li> <li>• <i>Foundations of Curriculum Planning - Philosophical Bases (National, democratic), Sociological basis (socio cultural reconstruction), Psychological Bases (learner’s needs and interests)</i></li> <li>• <i>Bench marking and Role of National level Statutory Bodies - UGC, NCTE and University in Curriculum Development</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Preparation of a Session Report on role of UGC, NCTE and University for curriculum development.</li> <li>• Preparation of Reports by conducting group discussions on curriculum bases</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 15</p>	<p><b><u>Framework &amp; Design of Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.</li> <li>• Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance.</li> <li>• <i>Models of Curriculum Design: Traditional and Contemporary Models (Academic / Discipline Based Model, Competency Based Model, Social Functions / Activities Model [social reconstruction], Individual Needs &amp; Interests Model, Outcome Based Integrative Model , Intervention Model, C I P P Model (Context, Input, Process, Product Model)</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a panel discussion and reporting on model of curriculum</li> <li>• Presenting PPT models of curriculum design (on any one).</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Transaction and Evaluation of Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Instructional System, Instructional Media, Instructional Techniques and Material in enhancing curriculum Transaction,</li> <li>• Approaches to Evaluation of Curriculum : Approaches to Curriculum and Instruction (Academic and Competency Based Approaches), Models of Curriculum Evaluation: Tyler’s Model, Stakes’ Model, Scriven’s Model, Kirkpatrick’s Model</li> <li>• Formative, Summative &amp; Interpretation of Evaluation results</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• To prepare teaching learning material on the models of curriculum evaluation (any one)</li> <li>• Instructional method organizing seminars and reporting on instructional media</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Curriculum change and improvement</u></b></p> <ul style="list-style-type: none"> <li>• <i>Curriculum change : Meaning and types, Factors affecting curriculum change.</i></li> <li>• <i>Approaches to curriculum change : Role of students, teachers and educational administrators in curriculum change and improvement.</i></li> <li>• <i>Scope of curriculum research and Types of Research in Curriculum Studies</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Preparation of reports on types of research in curriculum studies.</li> <li>• Preparing reports on curriculum change and sophistication by interviewing student teachers and educational administrators.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>
<p><b>CONTINOUS &amp;</b></p>	

<b>COMPREHENSIVE ASSESSMENT (CCA)</b>	<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>												
	<b>1</b>	<b>Monthly Test</b>	<b>20X3 Test = 60</b>												
	<b>2</b>	<b>Presentation</b>	<b>10</b>												
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<p><b>EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25</b></p> <p><b>PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.</b></p> <p><b>PROVISO-II: Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.</b></p> <p><b>Attendance in Lectures, Tutorials and Practical</b></p> <table border="1"> <thead> <tr> <th>Percentage</th> <th>Marks Allotted</th> </tr> </thead> <tbody> <tr> <td>75% to 80%</td> <td>02</td> </tr> <tr> <td>81% to 85%</td> <td>04</td> </tr> <tr> <td>86% to 90%</td> <td>06</td> </tr> <tr> <td>91% to 95%</td> <td>08</td> </tr> <tr> <td>Above 96%</td> <td>10</td> </tr> </tbody> </table>				Percentage	Marks Allotted	75% to 80%	02	81% to 85%	04	86% to 90%	06	91% to 95%	08	Above 96%	10
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<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester														
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p><b>1. Annual Revision</b></p> <ul style="list-style-type: none"> <li><b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b></li> </ul>														
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. London: Paul Chapman Publishing,</li> <li>• Chomsky, N (1986). Knowledge of Language. New York: Prager.</li> <li>• Dewey, John (1902). The Child and the Curriculum. Chicago: University of Chicago Press</li> <li>• Kelley, A.B. (1996). The Curricular Theory and Practice. United States: Harper and Row.</li> <li>• Kumar Krishna (1997). What is Worth Teaching? New Delhi: Orient Longman.</li> <li>• Margaret, K.T. (1999). The open Classroom. New Delhi: Orient</li> </ul>														

Longman.

- Nirantar (1997). Developing a Curriculum for Rural Women. New Delhi: Nirantar.
- Padma M. Sarangapani (2003). Constructing School Knowledge: An Ethnography of learning in an Indian Village. New Delhi: Sage Publication Inc.
- Hirst, Paul (1975). Knowledge and the Curriculum: A Collection of Philosophical Papers (International Library of Philosophy of Education), New York: Routledge
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy. New Delhi: Sage Publication.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, New York: Harper & Row Publishers.

<b>M.Ed. Semester : II</b>			
<b>Course code: MED-204 I</b>		Course type: Core	
<b>Course Title :Pre-Service and In-Service Teacher Education (Course-4)</b>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives :**

- To develop concepts about Structure, Curriculum and Modes of Pre-service Teacher Education
- To understand various Organisations related to Different Components of Teacher Education Curriculum
- To know the purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- To develop an understanding about Planning, Organising and Evaluating an In-service Teacher
- To critically examine the aspects of professional attitudes, values and interests needed to function as a teacher educator

**Learning Outcomes:** After completion of the course, student-teachers will be able to:

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Be acquainted with the content, and organization of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities
- Involve in various activities and processes of a teacher education institution, in order to gain an insight into the multiple roles of a teacher educator and understand the organisational culture.
- Develop competence in organisation and evaluation of various components of a preservice and in-service teacher education programmes
- Design in-service teacher professional development program/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator



<p style="text-align: center;"><b>UNIT-1</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Teacher Education</li> <li>• <i>Types of Teacher Education Programs</i></li> <li>• <i>The Structure of Teacher Education Curriculum and its Vision in Curriculum Documents of NCERT and NCTE at Elementary, Secondary and Higher Secondary Levels</i></li> <li>• <i>Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke &amp; Habermas</i></li> <li>• <i>Models of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise a workshop on Models of Teacher Education</li> <li>• Make a presentation on any topic of unit.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Pre-service Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• Pre-service teacher education – concept, nature, objectives and scope.</li> <li>• Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations</li> <li>• Components of pre-service teacher education – foundation courses, subject specialisation and pedagogy, special fields, school based practicum and internship – weightages in course work and evaluation</li> <li>• <i>Organization of Components of Pre-service Teacher Education Transactional Approaches (for foundation courses) Expository, Collaborative and Experiential learning</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Analyse the existing B.ED/M.ED curriculum of any university in the light of Organisation, transaction and evaluation of different components.</li> <li>• Organize a Workshop on Modes of pre-service teacher education.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>In-Service Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Concept, Need, Purpose and Scope of In-service Teacher Education</i></li> <li>• <i>Organization and Modes of In-service Teacher Education, Agencies and Institutions of In-service Teacher Education at District, State and National Levels (SAMSA, SSA, RMSA, SCERT, NCERT, NCTE and UGC)</i></li> <li>• <i>Preliminary Consideration in Planning in-service teacher education programme (Purpose, Duration, Resources and Budget)</i></li> <li>• Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Interview practicing teachers to identify the nature of in-service teacher education received and the felt needs.</li> <li>• Make an Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Professionalization of Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Concept of Profession and Professionalism,</i></li> <li>• <i>Teaching as a Profession, Professional Ethics of Teachers,</i></li> <li>• <i>Personal and Contextual factors affecting Teacher Development, ICT Integration</i></li> <li>• <i>Quality Enhancement for Professionalization of Teacher Education,</i></li> <li>• <i>Innovation in Teacher Education</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a training programme on Professional Ethics .</li> <li>• Conduct a seminar on Innovation in Teacher Education.</li> </ul>																																								
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<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi.</li> <li>• NCERT (2005). Position paper on Teacher Education for Curricular Renewal. New Delhi.</li> <li>• UNESCO (2006). Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.</li> <li>• National Curriculum Framework on School Education, NCERT (2005).</li> <li>• Govt. of India, MHRD (2005). Universalisation of Secondary Education: New Delhi: Report of the CUBE Committee.</li> <li>• Beck, Clive &amp; Clark Kosnik Albany (2006). Innovations in Teacher Education: A Social Constructivist approach. State University of York.</li> <li>• Cohen Louis, Minion Lawrence &amp; Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.</li> <li>• Sharma, R. K. (2009). Teacher Education .Delhi: Shri Sai Printographers</li> <li>• हनीफ, ए. एम् (2017). अध्यापक शिक्षा. आगरा: अग्रवाल प्रकाशन</li> <li>• भट्टाचार्य, सी. जी. (2017). अध्यापक शिक्षा. आगरा: अग्रवाल प्रकाशन</li> </ul>								

<b>M.Ed. Semester : II</b>			
<b>Course code: MED-205</b>		<b>Course type: Tool</b>	
<b>Course Title : Dissertation (Course-5)</b>			
<b>Credit</b>		<b>Hour</b>	<b>4HR /Week</b>
		<b>Total Teaching Hours:</b>	<b>60</b>
<b>Max. Marks:</b>	<b>50</b>	<b>Min. Pass Marks:</b>	<b>25</b>
<b>Theory Examination</b>	<b>-</b>	<b>Min. Pass Marks:</b>	<b>25</b>
<b>Continous Comprehensive Assessment (CCA)</b>	<b>-</b>	<b>Min. Pass Marks:</b>	<b>-</b>
<b>Attendance eligibility</b>	<b>80 percent in respective semester</b>		
<ul style="list-style-type: none"> <li>• Teacher educator will explore the areas of educational research.</li> <li>• Student /scholar is expected to take up a research based project on an area of interest which is associated with optional/specialization course or Problems face /recent needs</li> <li>• Identification of the problem and definition.</li> <li>• Preparation of Synopsis &amp; presentation of the synopsis in DRC</li> <li>•</li> </ul>			
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b> <b>PROVISO:</b> Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.		

## M.Ed. Semester : II

<b>Course code: MED-206</b>		Course type: Core	
Course Title : Internship in Teacher Education Institution (Course-6)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	<b>70</b>	<b>Min. Pass Marks:</b>	<b>28</b>
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	90 percent in respective semester		

- Internship will be organized with attachment to both pre service teacher education and in service teacher education setting for 3 weeks.
- Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

Learning Outcomes: After completion of the course, the student-teachers will be able:

- To internalize the working of teacher training institution.
- To develop insight into the working of training college. To create an interface of theory and practice.
- To enhance practical competence of M.Ed. students regarding various function of teaching, management & organization of activities.

<b>Assessment is based on the following activities –</b>	<b>Marks</b>
Mode of transaction and gives suggestive plan for improvement	5
Observation of day-to-day * school activities and report of an in- depth study of two activities.	4
Participation and organization of Co-curriculum activities	8
1. Cultural	2. Literacy
3. Games & sports	4. Shramdan.
Teaching work Five period in any one compulsory paper of TEI and five period in methodology of teaching based	10
Reflective Journal	5
Observation & supervision of 10 lesson in teaching subjects	5
Select two students and mentoring on psychology, social, academics any perspective, prepare a report.	8
5-5 critical review with suggestions of lesson plan diaries, including supervisor's remarks.	5
critical review with suggestions regarding level of education,health and agriculture in nearby rural community through gov. schools adopted by Faculty of Education.	20
Prepare an Action Research on any New Educational Problems	10
Review new trends in research of teacher education and Draft a report.	5
Training about arrangement of different department of the school.	10
1. Library management	
2. Administration and scoring of any five psychological tests.	
3. Science club.	
4. Office Records and maintenance of attendance register, teacher's diary & stock Register.	
5. Maintenance of technology department.	

Training for evaluation process: Construction of question paper Pre-Preparation for Examination. Evaluation of answer books and preparation of result	5	
<b>Total Marks</b>	<b>100</b>	
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b> <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b>	

### Semester –III

Specialization any one: Elementary/secondary

Course Code	Course Type	Course Title	Max.Marks				Credit	Credit Dividation L-T-P
			SEE	CCA	Total	Total Teaching hours		
Course – 1 MED-301E	Core Elective of specialization	Institutional Planning & Management at Elementary level	70	30	<b>100</b>	60	4	3-1-0
	MED-301S	Core Elective of specialization at Secondary level	70	30	<b>100</b>	60	4	
Course – 2 MED-302 E	Core Elective of specialization	Issues, Curriculum & Assessment at Elementary level	70	30	<b>100</b>	60	4	3-1-0
	MED-302 S	Core Elective of specialization at Secondary level	70	30	<b>100</b>	60	4	
Course – 3 MED-303 I	Core Elective	Advance educational research i) Qualitative Educational Research	70	30	<b>100</b>	60	4	3-1-0
	MED-303 II	Core Elective ii) Quantitative Educational Research	70	30	<b>100</b>	60	4	
Course – 4 MED-304-II	Core	Perspectives, Research and Issues in Teacher Education	70	30	<b>100</b>	60	4	3-1-0

Course – 5 MED-305-II	Tool	Dissertation	Practicum 25 + Viva Voce 25		<b>50</b>	30	2	0-0-2
Course – 6 MED-306-II	Tool	Academic writing	-	25	<b>25</b>	30	2	0-0-2
Course – 7 MED-307 I S	Tool	Internship(in School) (4-weeks)		100	<b>100</b>	144	4	0-0-4
		Co-curriculum activities	-	25	<b>25</b>	90	1	
		Prayer, Yoga, Meditation & festival etc.	-	25	<b>25</b>	90	1	
Course -8		Skill Development course						
<b>Total</b>			280	345	<b>625</b>	624	26	

**Note: In course - 1, 2 and 3 students can select a swayam course which is related to the course or elective, the course should be at least 100 hours and It should be selected by the student with the guidance and concern of subject teacher.**



<b>M.Ed. Semester : III</b>			
<b>Course code:</b> MED-301 E		<b>Course type:</b> Core(Specialization)	
<b>Course Title :</b> Institutional Planning & Management at Elementary Education (Course – 1)			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives :</b> <ul style="list-style-type: none"> <li>• Get to know about Elementary Education.</li> <li>• To understand Constitutional Provisions for elementary education.</li> <li>• To understand Structure of Elementary education in India and Rajasthan.</li> <li>• Make enable to know Elementary Education Programme.</li> <li>• Make enable to know Management and Planning in Elementary Education.</li> </ul> <b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to: <ul style="list-style-type: none"> <li>• Understand Indigenous system of Elementary Education.</li> <li>• Contribute to strengthen elementary education system.</li> <li>• Make a Critical review policies and programmes related to elementary education.</li> <li>• Understand structure and system of elementary education.</li> <li>• Understand monetary, planning and management of elementary education at national, state &amp; local level.</li> <li>• Read and understand global reports on elementary education and review state policies in the light of global trends.</li> </ul>			
<b>UNIT-1</b>	<b>Teaching hours: 25</b>	<u><b>Introduction to Elementary Education</b></u> <ul style="list-style-type: none"> <li>• Indigenous system of Elementary Education.</li> <li>• Objectives of Elementary Education – Elementary, Upper Elementary.</li> <li>• Elementary Education in India – Historical Perspective, pre and post-independence.</li> <li>• Constitutional Provisions and center-state relationship in India.</li> </ul> <b>Assignment:</b> <ul style="list-style-type: none"> <li>• Write a Report on Indigenous system of Elementary Education .</li> <li>• Write an analytical paper on Elementary Education in India</li> </ul>	

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 25</p>	<p><b><u>Structure of Elementary Education</u></b></p> <ul style="list-style-type: none"> <li>• Structure of Elementary education in India and Rajasthan.</li> <li>• Governance and administration of Elementary Education in India.</li> <li>• Legal &amp; Institutional Framework.</li> <li>• UEE, District Elementary Education Programme &amp; RTE Act.</li> <li>• EFA Global Monitoring Report (UNESCO, 2005: 142)</li> <li>• Education in facilitating change and development in society (Dreze and Sen, 1995, 2002)</li> <li>• Education reform and reform-oriented state policies.</li> <li>• NIOS, International schools, Islamic schools (Madrasah) &amp; Autonomous schools.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write a report on Education reform and reform-oriented state policies.</li> <li>• Organize a Seminar on governance &amp; administration of elementary education in India.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 25</p>	<p><b><u>Management in Elementary Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Educational Management and Administration – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organinsational development, Organisational climate</i></li> <li>• <b>National Level</b> Ministry of Education (MHRD) CABE – NCERT -RIE -NUEPA- NCTE – CIET, NIRF</li> <li>• <b>State Level</b> Ministry of School Education Directorate of School Education Board of Education SCERT – SSA – SIET – SRC – SIEMAT</li> <li>• <b>District Level</b> District Education Administration –DEO, Dy. E.O (ZP), DPO (SSA) Sub-district Level BRC/BEO, Representatives from CRCs, innovative teachers.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Visit any two schools and find out innovative teachers. Prepare a detailed report on their innovation.</li> <li>• After surveying a Govt. &amp; private school, prepare a report on how the nation and state agencies are really working for their betterment?</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 25</b></p>	<p style="text-align: center;"><b><u>Management and Leadership in Elementary Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Leadership in Educational Administration: Meaning and Nature, Approaches to leadership: Trait, Transformational, Transactional, Value based, Cultural, Psychodynamic and Charismatic, Models of Leadership (Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tri-dimensional Model, Hersey and Blanchard's Model, Leader-Member Exchange Theory)</i></li> <li>• <i>Change Management: Meaning, Need for Planned change, ThreeStep-Model of Change (Unfreezing, Moving, Refreezing), The Japanese Models of Change: Just-in-Time, Poka yoke, Cost of Quality: Appraisal Costs, Failure costs and Preventable costs, Cost Benefit Page 8 of 8 Analysis, Cost Effective Analysis,</i></li> <li>• <i>Indian and International Quality Assurance Agencies: Objectives, Functions, Roles and Initiatives (National Assessment Accreditation Council [NAAC], Performance Indicators, Quality Council of India [QCI] , International Network for Quality Assurance Agencies in Higher Education [INQAAHE].</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a report on Indian and International Quality Assurance Agencies.</li> <li>• <b>Conduct a Seminar.</b> <i>Indian and International Quality Assurance Agencies:</i></li> </ul>																																							
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																							
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<p><b>PERIODICAL REVISION OF SYLLABUS</b></p>	<p><b>1.Annual Revision</b></p> <p><b>PROVISO:</b> Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</p>												
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<b>M.Ed. Semester : III</b>			
<b>Course code:</b> MED-301 S		<b>Course type:</b> Core (Specialization)	
<b>Course Title :</b> Institutional Planning & Management of Secondary Education (Course – 1)			
<b>Credit</b>	4	Hour	4HR/Week
		<b>Total Teaching Hours:</b>	
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives :**

- Get to know about Historical Perspective of secondary & Senior Secondary education.
- To understand different programmes and policies for realising the constitutional obligations related to secondary education in India.
- Make enable to know about Institutional Planning.
- To know Principles and techniques of Educational Planning.
- Get to know Management of educational Institution at secondary school level.

**Learning Outcomes:**

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

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To develop in them the skills in planning and implementing conventional administrative procedures.
- To develop in them the skills and attitudes to utilize human energy in getting the maximum work done.
- To understand the recommendations of different education commissions regarding secondary education commissions.
- To know different programmes and policies for realising the constitutional obligations related to secondary education in India.
- To develop an idea about the structure of secondary education in India.

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours: 25</p>	<p><b><u>Introduction to Secondary &amp; Senior Secondary Education</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, aims ,objective of secondary &amp; Senior Secondary education</li> <li>• Purpose, function &amp; Indigenous system of Secondary education.</li> <li>• Secondary Education in India – Historical Perspective, pre and post-independence.</li> <li>• Constitutional Provisions and center-state relationship in India.</li> <li>• Constitutional obligations related to secondary education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a report on major obstacles and challenges in universalization of secondary education.</li> <li>• Organize a Seminar in secondary school on Constitutional obligations related to secondary education.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 25</p>	<p><b><u>Institution Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, scope and nature of Institution Planning</li> <li>• Need and importance of Institution Planning</li> <li>• Types of Institution Planning</li> <li>• Process of Institution Planning in India.</li> <li>• Characteristics, - School Calendar.</li> <li>• Evaluation of Institutional Planning.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a blue print of Process of Institution Planning in India. Present it in seminar.</li> <li>• Prepare an annual school calendar for secondary/senior secondary school.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 25</p>	<p><b><u>Principles and techniques of Educational Planning</u></b></p> <ul style="list-style-type: none"> <li>• Formulation of aims and objectives.</li> <li>• Methods and techniques of planning.</li> <li>• Approaches to Educational Planning <ul style="list-style-type: none"> <li>• Social demand approach</li> <li>• Man-power approach</li> <li>• Return of Investment approach</li> </ul> </li> <li>• Concepts <ul style="list-style-type: none"> <li>• Optimal analysis</li> <li>• Input and output</li> <li>• Marginal analysis</li> <li>• Programming</li> </ul> </li> <li>• Target and control figures</li> <li>• Tools for Planning</li> <li>• New approach to planning <ul style="list-style-type: none"> <li>• Planning</li> <li>• Adoption</li> <li>• Execution</li> </ul> </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise a workshop on Methods and techniques of planning. Organize a Debate on the best approach to planning.</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 25</b></p>	<p style="text-align: center;"><b><u>Educational Management</u></b></p> <ul style="list-style-type: none"> <li>• <i>Educational Management and Administration – Meaning, Principles, Functions and importance, Institutional building, POSDCORB, CPM, PERT, Management as a system, SWOT analysis, Taylorism, Administration as a process, Administration as a bureaucracy, Human relations approach to Administration, Organisational compliance, Organisational development, Organisational climate</i></li> <li>• Management of educational Institution at secondary school level.</li> <li>• Type of Management, Effective management, Co-ordination, Supervision &amp; Inspection.</li> <li>• Techniques &amp; Skill for effective management in secondary school.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a pannel discussion on Effective management.</li> <li>• Organize an orientation Programme on Techniques &amp; Skill for effective management in secondary school</li> </ul>																																				
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																				
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<b>M.Ed. Semester : III</b>			
<b>Course code:</b> MED-302 E		Course type: Core (Specialization)	
<b>Course Title :</b> Issues, Curriculum and Assessment at Elementary Level) Course - 2			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SSE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives :**

- To make Enable to Know Issues & Concern of Elementary Education.
- To Know about Curriculum at Elementary Education.
- To Understand about Type of Schools & Pedagogy at Elementary Education.
- To make Enable to Know Assessment Process of Elementary Education.

**Learning Outcomes:**

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

- To understand different programmes and agencies for ensuring the quality of elementary education in India
- To develop an idea about the structure of Elementary Education in India
- To reflect upon different issues, concerns and problems of Elementary Education in India.
- To understand principles, aims and features of Elementary School Curriculum.
- To make effective practices with various curriculum transaction strategies.
- To select and use appropriate assessment to meet the needs of the students.
- To practice Continous assessment of students for all sound development.
- To understand how various requirements of education are measured, evaluated interpreted and their results are recorded to help learners.
- To understand the concept of quality education **in elementary level.**

<b>UNIT-1</b> <b>Teaching hours: 25</b>	<p><b><u>Issues &amp; Concern of Elementary Education</u></b></p> <ul style="list-style-type: none"> <li>• Major Quality Dimensions of Elementary Education and Quality Monitoring Tool of NCERT.</li> <li>• Quality issues at Upper Elementary Stage: teacher qualification, competency, subject specific deployment in schools, academic support through BRCs/CRCs, training needs of teachers, classroom based support and supervision issues.</li> <li>• <i>Concept of Quality and Quality in Education: Indian and International perspective, Evolution of Quality: Inspection, Quality Control, Quality Assurance, Total Quality Management (TQM), Six sigma, Quality Gurus: Walter Shewart, Edward Deming, C.K Pralhad</i></li> <li>• <i>Inclusive Education – Concept, Principles and Scope.</i></li> </ul>
	<p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a critical review on schemes and programmes For Quality in your Institutions.</li> <li>• Conduct a Workshop on Major Quality Dimensions of Elementary Education</li> </ul>

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 25</p>	<p><b><u>Curriculum and Pedagogy</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum for Elementary Education : Characteristics and Importance</li> <li>• Types of Curriculum : Montessori, Kindergarten and Balwari</li> <li>• Curricular approaches &amp; principles : Activity based, Child centered, Inclusive using Story telling, Role play, Puppetry, Musical and Rhythmic exercises etc.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a Seminar on Curriculum for Elementary Education.</li> </ul> <p>Conduct an orientation programme on Construction of curriculum.</p>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 25</p>	<p><b><u>Type of Schools &amp; Pedagogy</u></b></p> <ul style="list-style-type: none"> <li>• Child Centered Pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.</li> <li>• Type of school &amp; their contribution to society.</li> <li>• <i>Pedagogy prescribed in the Educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo and Gijubhai with special reference to their relevance in teaching-learning.</i></li> <li>• Pedagogy and Educational Technology</li> <li>• Instructional Objectives : Difference between Objectives and Instructional Objectives, Bloom's Taxonomy</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyse the effectiveness of used pedagogy</li> <li>• Find out the best learning engagement method of elementary level student, after experience with them.</li> <li>• Prepare a report after analysing the innovative educational programmes in India</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 25</p>	<p><b><u>Assessment Process</u></b></p> <ul style="list-style-type: none"> <li>• <i>Pupil Assessment Techniques.</i></li> <li>• <i>National Expert Group on Assessment in Elementary Education (NEGAE).</i></li> <li>• <i>Concept of Evaluation &amp; CCE.</i></li> <li>• <i>Types of Evaluation .</i></li> <li>• <i>Diagnostic &amp; Remedial Teaching .</i></li> <li>• <i>Student Records.</i></li> <li>• <i>Cumulative Records.</i></li> <li>• <i>Progress Reports, Grading System,</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare Unit-test, administrate the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters.</li> <li>• Make an Evaluation of assessment process in any school and write about its merit and demerits.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> </ol>

	<p>9. Survey 10. Documentaries 11. Short Films</p> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
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- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
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- अस्थाना, विपिन (2009). मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन. आगरा: अग्रवान प्रकाशन.
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- अनिल कुमार. शिक्षा में मापन एवं मूल्यांकन. दिल्ली: रजत प्रकाशन।
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<b>M.Ed. Semester : III</b>			
<b>Course code:</b> MED-302 S		Course type: Core (Specialization)	
<b>Course Title :</b> <i>Issues, Curriculum and Assessment at Secondary Level (Course – 2)</i>			
<b>Credit</b>	4	Hour	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives :**

- To make Enable to Know Issues & Concern of secondary Education.
- To Know about Development of Secondary Education .
- To Understand about Type of Schools & Pedagogy at Secondary Education.
- To make Enable to Know Assessment Process of Secondary Education.

**Learning Outcomes:** After completion of the course, student-teachers will be able to:

- Understand the problem and challenges related to secondary and senior secondary education.
- Examine the status of development of secondary and senior secondary education in India after Independence.
- Reflect on various issues related with secondary education
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- Identify the problems issues of secondary school teachers and visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education
- Identify critical issues related to universalization of secondary education.
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 for universalization of Secondary Education
- To understand the concept of quality education at secondary school level.
- To understand different programmes and agencies for ensuring the quality of secondary education in India
- To reflect upon different issues, concerns and problems of secondary education in India.
- To understand principles, aims and features of secondary school curriculum.
- To examine the present school curriculum.
- To analyze the present evaluation system at secondary school level.

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours : 15</p>	<p><b><u>Introduction of Secondary Education</u></b></p> <ul style="list-style-type: none"> <li>• Introduction of Secondary Education.</li> <li>• Secondary Education before Independence.</li> <li>• Secondary Education after Independence.</li> <li>• Development of Secondary Education.</li> <li>• Different in-service programmes for ensuring quality, different agencies – SCERT, NCERT, CIET, NUEPA, IASE etc.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• List out the training programmes organized by NUEPA/NCERT in previous session and find out number of teacher educators benefitted from your state mentioning various current issues of training.</li> <li>• List out the nation parameters of quality education in India and examine the quality of secondary education in your state.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b><u>Issues &amp; Concerns</u></b></p> <ul style="list-style-type: none"> <li>• Oraganization of Educational setup at secondary level.</li> <li>• Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.</li> <li>• Educational Initiative : Balika Shiksha Foundation, Kasturba Gandhi Balika Vidyalaya, Rajasthan Text Bookboard, Bharat Scout and Guide, Edusat, Gyan Darshan, Gyan Vani.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Critical review on education management system of secondary school education.</li> <li>• Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Type of Schools &amp; Pedagogy</u></b></p> <ul style="list-style-type: none"> <li>• Child Centered Pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.</li> <li>• Type of school &amp; their contribution to society.</li> <li>• <i>Pedagogy prescribed in the Educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo and Gijubhai with special reference to their relevance in teaching-learning.</i></li> <li>• Pedagogy and Educational Technology</li> <li>• Instructional Objectives : Difference between Objectives and Instructional Objectives, Bloom's Taxonomy</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyse the effectiveness of used pedagogy</li> <li>• Find out the best learning engagement method of Secondary level student, after experience with them.</li> <li>• Prepare a report after analysing the innovative educational programmes in India</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Assessment and evaluation in secondary school level</u></b></p> <ul style="list-style-type: none"> <li>• <i>Meaning nature and functions of evaluation &amp; assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment.</i></li> <li>• <i>New trends in evaluation – grading , internal assessment, year system, CCE.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare unit-test, administrate the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters.</li> <li>• Evaluation of assessment process in any school and write about its merit and demerits.</li> </ul>																																				
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	81% to 85%	04
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	Above 96%	10

  

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<b>M.Ed. Semester : III</b>			
<b>Course code:</b> MED-303 I		<b>Course type:</b> Elective	
<b>Course Title :</b> Qualitative Educational Research (Course-3)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<p><b>Objectives :</b></p> <ul style="list-style-type: none"> <li>• To Understand concept, Characteristics &amp; Themes of Qualitative Research.</li> <li>• Make Enable to Know Approaches/Methods of Qualitative research.</li> <li>• Make Enable to Know Data Analysis in Qualitative Research.</li> <li>• To Understand Evaluation or Analysing of Data in Qualitative Research.</li> <li>• To Understand preparing a report of the data in Qualitative Research.</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Understand concept, Characteristics &amp; Themes of Qualitative Research.</li> <li>• Examine different types of qualitative research and their characteristics.</li> <li>• Examine the concept of Qualitative Research.</li> <li>• Develop a tool which allows for the evaluation and data collection of Qualitative Research</li> <li>• Design a framework or outline of Qualitative Research.</li> <li>• Investigate appropriate methods of data analysis.</li> <li>• Explain how to plan the research project of Qualitative Research.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p style="text-align: center;"><b><u>Introduction to Qualitative Research</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept and types of Qualitative Research.</li> <li>• Qualitative Research: Characteristics, issues, concerns &amp; major approaches</li> <li>• Qualitative Research in education: Retrospect and prospect.</li> <li>• Themes of Qualitative Research &amp; research question.</li> <li>• <i>Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony)</i></li> <li>• <i>Types of Scientific Method (Exploratory, Explanatory and Descriptive)</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select a problem and develop a research synopsis.</li> <li>• Identify five qualitative research problems and prepare at least five research questions for each with clear research title.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;">Teaching hours:15</p>	<p><b>Approaches/Methods of Qualitative research</b></p> <ul style="list-style-type: none"> <li>• Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory : Meaning, types, purpose, steps and common terms</li> <li>• Content &amp; Trend analysis: Meaning, concept, assumption, and steps.</li> <li>• Issues of reliability and validity of Discourse analysis.</li> <li>• Case Study: Meaning, concept, assumption, and steps.</li> <li>• Phenomenology: Meaning, concept, assumption, and steps.</li> <li>• Historical Research-Meaning, significance, steps, elementary and secondary sources of information, external and internal criticism of the source.</li> <li>• <i>Approaches to Educational Research (Qualitative)Theory Building and Prediction</i></li> <li>• <i>Narrative research designs : Meaning and Key characteristics, steps in conducting NR design,</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a Workshop on Methods of Qualitative research.</li> <li>• Prepare a Report on Narrative research designs.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;">Teaching hours: 15</p>	<p><b>Data Analysis in Qualitative Research</b></p> <ul style="list-style-type: none"> <li>• Characteristics and applications</li> <li>• <i>Data reduction and Classification</i></li> <li>• Coding of qualitative data – Open coding, Axial coding, Selective coding</li> <li>• Methods of qualitative data analysis—content analysis, logical and inductive analysis, illustrative method, analogies, <i>Analytical induction and Constant comparison</i></li> <li>• Meta-analysis &amp; <i>Concept of Triangulation</i>, Triangulation of data.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a workshop on Methods of qualitative data analysis.</li> <li>• Make a list on your qualitative data analysis.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;">Teaching hours: 15</p>	<p><b>Reporting and Evaluation in Qualitative Research</b></p> <ul style="list-style-type: none"> <li>• Concept and Meaning of Evaluation or Analysing of Data in Qualitative Research</li> <li>• Strategies of data Interpretation in Qualitative Research</li> <li>• Concept and meaning of reporting of the data in Qualitative Research</li> <li>• Steps of preparing a report of the data in Qualitative Research</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Draft a report on Qualitative Research.</li> <li>• Make a review of research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol>

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- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.
- Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
- Gravetter, F.J. & Wallanau, C.B. (2002). Essentials of Statistics for the Behavioural Sciences (4th edition) Australia, Wodsworth.
- Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.
- Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice Hall

<b>M.Ed. Semester : III</b>			
<b>Course code:</b> MED-303 II		Course type: Elective	
<b>Course Title :</b> Quantitative Educational Research (Course – 3)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives :**

- To Understand concept, Characteristics & Themes of Quantitative Research.
- Make Enable to Know Methods of Quantitative research.
- Make Enable to Know Quantitative Research Designing.
- To Understand Evaluation or Analysing of Data in Quantitative Research.
- To Understand preparing a report of the data in Quantitative Research

**Learning Outcomes:** After completion of the course, student-teachers will be able to:

- Understand concept, Characteristics & Themes of Quantitative educational Research.
- Examine different types of Quantitative educational Research and their characteristics.
- Examine the concept of Quantitative educational Research.
- Develop a tool which allows for the evaluation and data collection of Quantitative educational Research.
- Design a framework or outline of Quantitative educational Research.
- Investigate appropriate methods of quantitative data analysis.
- Explain the processes of Quantitative educational Research.
- Explain how to plan the research project of Quantitative educational Research.

<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p style="text-align: center;"><b><u>Introduction to Quantitative Research</u></b></p> <ul style="list-style-type: none"> <li>• Quantitative Research: Meaning, concept, steps and characteristics.</li> <li>• Nature, scope and trends of quantitative research</li> <li>• Relevance of Quantitative Research in education.</li> <li>• Research Data: Sources and Collection.               <ol style="list-style-type: none"> <li>a) Sources of educational data: Individual, Institutions, Documents, Census, Journals, Books, Schools of thought etc.</li> <li>b) Sampling techniques: Concept, need, probability and non-probability samples, sampling errors and their control.</li> <li>c) Techniques and Tools of data collection: Observation, interview, questionnaire, scale, inventory, checklist, content analysis.</li> </ol> </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a plan on administration and interpretation of any one tool i.e. observation, interview, questionnaire etc.</li> <li>• Conduct a training program on the use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.</li> </ul>
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<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b><u>Quantitative Methods of Research</u></b></p> <ul style="list-style-type: none"> <li>• Experimental Research: Meaning, concept, Nature of experimental research, Variables in experimental research independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables.</li> <li>• Descriptive studies: assessment, evaluation, and research.</li> <li>• Follow-up study and The post Hoc fallacy</li> <li>• Action Research: Meaning, concept, importance and strategies.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a critical analysis of the scope, merits and limitations of various approaches of Quantitative research.</li> <li>• Select any one classroom based action research problem and prepare an action plan of its resolution.</li> <li>•</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Quantitative Research Designing</u></b></p> <ul style="list-style-type: none"> <li>• Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design</li> <li>• Quasi - Experimental Designs : Non-equivalent Comparison Group Design, and Time-Series Design, Internal and external validity of results in experimental research</li> <li>• Non- Experimental Research: concept and steps.</li> <li>• Simple cases of Casual-Comparative and Co-relational research; necessary conditions for causation</li> <li>• Techniques of control: matching, holding the extraneous variable constant and statistical control</li> <li>• Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives Descriptive, Predictive and Explanatory.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a chart or diagram on your research using three perspectives i.e. Strategies, data collection/analysis, and approaches.</li> <li>• Identify an experimental educational research problem and prepare their research designing with justification.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Data Analysis in Quantitative Research</u></b></p> <ul style="list-style-type: none"> <li>• <i>Types of Measurement Scale (Nominal, Ordinal ,Interval and Ratio)</i></li> <li>• <i>Testing of Hypothesis (Type I and Type II Errors)</i></li> <li>• Student's Distribution &amp; Homogeneity of Variances .</li> <li>• <i>Parametric and Non-Parametric Techniques, conditions to be Satisfied for using parametric techniques, Inferential data analysis</i></li> <li>• <i>Use and Interpretation of Statistical Techniques,t-test,z-test,ANOVA,chi-square,(Equal Probability and Normal Probability Hypothesis)</i></li> <li>• <i>Power of a Statistical test and Effect size</i></li> <li>• Research Report of Quantitative Research.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a one day Workshop on Data Analysis in Quantitative Research.</li> <li>• Do a Review of Quantitative research related to the Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.</li> </ul>

**TEACHING AND LEARNING STRATEGIES**

1. Lectures
2. E-learning
3. Videos
4. Extension Lectures
5. Content Review
6. Self-Learning
7. Group Discussions
8. Field Visit
9. Survey
10. Documentaries
11. Short Films

**\* The teaching strategies are subject to change as per requirement of the students and their capabilities.**

**CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)**

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	20X3 Test = 60
2	Presentation	10
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**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):** CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25

**PROVISO-I:** Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.

**PROVISO-II:** Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

**Attendance in Lectures, Tutorials and Practical**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10

**SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS**

NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester

<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b> <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b>
<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• मंगल, एस.के. एवं शुभा (2016). व्यावहारिक विज्ञानों में अनुसंधान विधियाँ. दिल्ली : पी.एच.आई.</li> <li>• गुप्ता, उमा कान्त (2016). अनुसंधान स्वरूप एवं आयाम, दिल्ली : वाणी प्रकाशन.</li> <li>• कोल, एल. (2016). शैक्षिक अनुसंधान की कार्यप्रणाली, दिल्ली : विकास पब्लिशिंग.</li> <li>• Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.</li> <li>• Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.</li> <li>• Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice Hall</li> </ul>



<b>M.Ed. Semester : III</b>			
<b>Course code:</b> MED-304 II		<b>Course type:</b> Core	
<b>Course Title :</b> Perspectives, Research and Issues in Teacher Education (Course -4)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SEE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives :**

- To Know About Perspectives and Policy on Teacher Education Teaching.
- Make enable to know Structure and Management of Teacher Education.
- To Understand Trends of research in teacher education.
- Get to Know about Problems and Issues in Teacher Education.

**Learning Outcomes:** After completion of the course, student-teachers will be able to:

- Develop competence in organisation and evaluation of various components of teacher education programmes
- Design in-service teacher professional development programmes/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator

<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p style="text-align: center;"><b><u>Perspectives and Policy on Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• Teacher Development – Concept, Factors influencing teacher development – personal, contextual. Teacher Expertise – Berliner’s stages of development of a teacher.</li> <li>• Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.</li> <li>• National and state policies on teacher education – A review</li> <li>• Different organisations and agencies involved in teacher education– their roles, functions and networking .</li> <li>• Preparation of teachers for art, craft, music, physical education and special education – need, existing programmes and practices.</li> <li>• Initiatives of the NGOs in designing and implementing in-service teacher education programmes</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Designing training material on any one of art, craft, music, physical <b>education and special education or any other for in-service teachers at</b> secondary school level.</li> <li>• Study of the Annual Reports of SCERT/ RIE/ NCERT/ NUEPA to identify various programmes for professional development of teacher educators.</li> </ul>
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<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p><b><u>Structure and Management of Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• Structure of teacher education system in India – its merits and demerits.</li> <li>• Universalisation of Secondary Education and its implications for teacher education at the secondary school level.</li> <li>• Professional development of teachers and teacher educators – present practices and avenues</li> <li>• Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes</li> <li>• Vertical mobility of a school teacher - avenues</li> <li>• Systemic factors influencing the quality of pre and in-service education of secondary school teachers</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Select any one current practice in teacher education and trace the background of its formulation as a policy.</li> <li>• Write a Report on Structure of teacher education system in India.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Research in Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• Paradigms for research on teaching – Gage, Doyle and Shulman.</li> <li>• Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme.</li> <li>• Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation</li> <li>• Trends of research in teacher education – review of a few recent research studies in teacher Education with reference design, findings and policy implications.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A review of researches in any one area of research in teacher education and write the policy implications</li> <li>• Organize a Workshop on Trends of research in teacher education.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Problems and Issues in Teacher Education</u></b></p> <ul style="list-style-type: none"> <li>• Relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,</li> <li>• Sufficiency of subject matter knowledge for teaching at the senior secondary school level.</li> <li>• Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation</li> <li>• Issues related to enhancing teacher competence, commitment and teacher performance.</li> <li>• Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare report for presentation on Issues in Teacher Education.</li> <li>• Conduct a Group Discussion on enhancing teacher competence.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> </ol>

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- हनीफ, ए.एम. (2017) अध्यापक शिक्षा. आगरा : अग्रवाल प्रकाशन ।
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- Sharma, R. K. (2009). Teacher Education .delhi: Shri Sai Printographers

<b>M.Ed. Semester : III</b>			
<b>Course code:</b> MED-305 II		<b>Course type:</b> Tool	
<b>Course Title :</b> <i>Dissertation (Course-5)</i>			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<ul style="list-style-type: none"> <li>• <b>Research work will be done by the students in guidance of teacher educator:</b> <ol style="list-style-type: none"> <li>a. Give the background of the problem.</li> <li>b. Review of the literature.</li> <li>c. Make a research designing</li> <li>d. Selection of Tool and Collecting and using data thought provokingly and in a convincing manner.</li> </ol> </li> <li>• <b>Analysis and Tabulation of data.</b></li> </ul>			
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b> <b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b>		

<b>M.Ed. Semester : III</b>			
<b>Course code:</b> MED- 306 II		Course type: Tool	
<b>Course Title :</b> Academic Writing(Course- 6)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	SSE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<p><b>Objectives :</b></p> <ul style="list-style-type: none"> <li>To Know about writings and writing styles.</li> <li>Make Enable to Know Essential components of writing skills.</li> <li>Make Enable to Know about Academic Writting Skill as a Career.</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>Sensitize to their communicative behaviour.</li> <li>Enable to reject and improve their communicative behaviour performance</li> <li>Build capacities for self criticism and facilitate growth.</li> <li>Enhance their listening &amp; writing skill.</li> <li>Present effective lecture after enhancing their listening skills.</li> <li>Write or draft professional letters and mail etc.</li> <li>Use &amp; differentiate different kinds of writings and writing styles according to co-curriculum activitiession.</li> <li>Reflect on essential requirements of academic writing &amp; distinguish a good academic writing from others.</li> <li>Analyse academic sources and how to refer to them.</li> <li>Cite a source, paraphrase and acknowledge the source &amp; edit one’s own writing.</li> </ul>			
<b>UNIT-1</b>  <b>Teaching hours : 15</b>	<ul style="list-style-type: none"> <li>Meaning, concept and nature of different kinds of writings and writing styles.</li> <li>Meaning, concept and need of academic writing.</li> <li>Essential requirements of academic writing &amp; distinguishing a good academic writing from others.</li> <li>Meaning, type, refer and analysis of academic sources.</li> <li>Meaning, concept and style of citeing a source, paraphrase and acknowledging the source &amp; editing one’s own writing.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Workshop on academic writing skill.</li> <li>Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.</li> <li>Write a paragraph on any topic of your interest, then acknowledge the source &amp; edit one’s own writing. Prepare a report on the entire programmme.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<ul style="list-style-type: none"> <li>• Writing Skills: Essential components of writing skills, writing standard, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation. Adaptation &amp; text selection, academic articles.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a Programme on SMS case writing and documentation.</li> <li>• Attend a seminar/workshop or conference and write a report on entire programme.</li> <li>• Workshop on e-mail drafting.</li> </ul>																														
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<ul style="list-style-type: none"> <li>• Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective analysis of writing critical thinking, negotiation skill. Newspaper writing, public speech writing, academic proposal, developing story by listening.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a programme on reflective thinking and negotiation skill and conduct it in school.</li> <li>• Prepare your resume/effective profile for an interview.</li> </ul> <p><b>Note: - Mode of transaction of this course will be workshop.</b></p>																														
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>																															
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																														
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**M.Ed. Semester : III**

<b>Course code:</b> MED-307 I S		<b>Course type:</b> Core	
<b>Course Title :</b> Internship in School (Course-7)			
<b>Credit</b>	4	<b>Hours</b>	4HR /Week
		<b>Total Teaching Hours:</b>	
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	90 percent in respective semester		
<b>Examination</b>	SSE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Learning outcomes:- After completion the internship, students will be able-**

- To experience and understand the academic and social climate of school as social Institution.
- To observe and drive the developmental need of students.
- To identify and workout practical solution of different type of problems.
- Develop teaching competence through practice teaching and social modeling

<b>ACTIVITY</b>	<b>MARKS</b>
A journal by the student in which he/she records one's experiences, observations, and reflections during internship.	<b>10</b>
Make lesson plan using 10- different methods in which 5 must involve, student could develop their own method (fusion based) with the help on teacher educator.	<b>10</b>
<b>These two activities mention above are mandatory for all and Select any two activity from each group given below:</b>	
<b>Activity Group A</b>	<b>Marks</b>
Prepare a report after analysis of private/innovative/ alternative schools which develop their own curricular or Co-curriculum activities/material or any innovation.	<b>8</b>
Working with community based on any project of social welfare. (submission of activity report)	<b>8</b>
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.	<b>8</b>
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.	<b>8</b>
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process	<b>8</b>
<b>Activity Group B</b>	<b>Marks</b>
Preparing a suggested comprehensive plan of action for some aspects of school improvement	<b>8</b>
Prepare portfolio, including detailing of teaching-learning plans, resources used, Assessment tools,	<b>8</b>

student observations and records.		
Analysis of text book from peace perspective	<b>8</b>	
Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not.	<b>8</b>	
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/Link school knowledge in different subjects and children's everyday experiences.	<b>8</b>	
<b>Activity Group C</b>	<b>Marks</b>	
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.	<b>8</b>	
Learning achievement surveys (baseline, Monthly term and end term) would be made to track children's performance over the period.	<b>8</b>	
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.	<b>8</b>	
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.	<b>8</b>	
<b>Activity Group D</b>	<b>Marks</b>	
Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)	<b>8</b>	
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment	<b>8</b>	
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.	<b>8</b>	
Conduct a programme in school with/in association of local artisans/workmen in school activities.	<b>8</b>	
<b>Activity Group E</b>	<b>Marks</b>	
On the basis of QMTs (developed by Govt of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion.	<b>8</b>	
Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas of school.	<b>8</b>	
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.	<b>8</b>	
On the basis of recommendations of Research Advisory Committee (RAC) at national level to discuss research issues and to suggest new studies to be under taken in education and allied areas.	<b>8</b>	

**PERIODICAL  
REVISION OF  
SYLLABUS**

**1. Annual Revision**

**PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.**

### Semester –IV

Specialization any one level: Elementary/secondary & senior secondary any one elective. Each elective have equal 12 credits, students should select any three courses from selected elective.

Course Code	Course Type	Course Title	Max.Marks			Total Teaching hours	Credit	Credit Divida tion L-T-P
			ESE	CCA	Total			
Course 1 MED-401	<b>Elective First Theme: Curriculum, Pedagogy and Assessment</b>							
Course 1 a MED-401 I E MED-401 I S	Elective	Advance Curriculum Theory Elementary level	70	30	<b>100</b>	60	4	3-1-0
	Elective	Advance Curriculum Theory Secondary level	70	30	<b>100</b>	60	4	
Course 1 b	Advance Level subject pedagogy							
MED-401II E I	Elective	Pedagogy of Science Education (Elementary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 II E II	Elective	Pedagogy of Mathematics Education (Elementary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 II E III	Elective	Pedagogy of Language Education (Elementary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 II E IV	Elective	Pedagogy of Social Science Education (Elementary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 II S I	Elective	Pedagogy of Science Education (Secondary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 II S II	Elective	Pedagogy of Mathematics Education (Secondary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 II S III	Elective	Pedagogy of Language Education (Secondary level)	70	30	<b>100</b>	60	4	3-1-0

MED-401 II S IV	Elective	Pedagogy of Social Science Education (Secondary level)	70	30	<b>100</b>	60	4	3-1-0
Course – 1 c MED-401 III E	Elective	Approaches to assessment (Elementary level)	70	30	<b>100</b>	60	4	3-1-0
MED-401 III S	Elective	Approaches to assessment (Secondary level)	70	30	<b>100</b>	60	4	3-1-0
Course – 1 d MED-401 SW	Elective	Swayam Course related to elective	-	-	<b>100</b>	60	4	-
Course – 2 MED-402	<b>Elective second –Theme: Education policy, economics and planning</b>							
Course – 2 a MED-402 I E	Elective	Advanced course in economics of education at Elementary level	70	30	<b>100</b>	60	4	3-1-0
MED-402 I S	Elective	Advanced course in economics of education at Secondary level	70	30	<b>100</b>	60	4	3-1-0
Course – 2 b MED-402 II E	Elective	Issues, Planning and Policies of Education at Elementary level	70	30	<b>100</b>	60	4	3-1-0
MED-402 II S	Elective	Issues, Planning and Policies of Education at Secondary level	70	30	<b>100</b>	60	4	3-1-0
Course – 2 c MED-402 SW	Elective	Swayam Course related to any one sub theme (for elementary to secondary)	-	-	<b>100</b>	60	4	3-1-0
MED-402 SW I		Strategy planning						
MED-402 SW II		Budget preparation						

MED-402 SW III		Policy analysis						
Course 3 MED 403	<b>Elective third-theme: Educational management, administration, leadership and planning</b>							
Course 3 a MED 403 I E	Elective	Education management and Planning of Elementary level.	70	30	<b>100</b>	60	4	3-1-0
MED 403 I S	Elective	Education management and Planning of secondary level.	70	30	<b>100</b>	60	4	3-1-0
Course 3 b MED-403 II E	Elective	Educational administration of Elementary level.	70	30	<b>100</b>	60	4	3-1-0
MED-403 II S	Elective	Educational administration of secondary level.	70	30	<b>100</b>	60	4	3-1-0
Course 3 c MED-403 III E I	Elective	Towards Academic leadership at Elementary school level.	70	30	<b>100</b>	60	4	3-1-0
MED 403 III S I	Elective	Towards Academic leadership at secondary school level.	70	30	<b>100</b>	60	4	3-1-0
Course 3 d MED 403 SW	Elective	Swayam course on any one subtheme at Elementary level/Secondary level				60	4	-
MED 403 I		Inclusive education	35	15	<b>50</b>	30	2	1-1-0
MED 403 II		ICT	35	15	<b>50</b>	30	2	1-1-0
MED 403 III		Physical & health education	35	15	<b>50</b>	30	2	1-1-0
MED 403 IV		Peace education	35	15	<b>50</b>	30	2	1-1-0

Course – 4 MED- 404	Tool	Dissertation	Practicum 50 + Viva Voce 50		<b>100</b>	60	4	0-0-4
		Prayer, Yoga, Meditation & festival etc.	-	25	60	90	1	-
		Co-curriculum Activities	-	25	60	90	1	-
Course - 5		*Skill Course						-
Total			210	240	<b>450</b>	420	18	

<b>M.Ed. Semester : IV</b>			
<b>Course code: MED- 401 I E</b>		Course type: Elective	
<b>Course Title : Advance Curriculum Theory Elementary Level (Course 1a)</b>			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To Make Enable to Know About the curriculum theories.</li> <li>• TO Understand Pedagogy and Critical Pedagogy.</li> <li>• To Make Enable to Know Concept and Theories of Andragogy in Education</li> <li>• Get to Know Parameters of Curriculum Evaluation.</li> <li>• To Make Enable to Know Assessment in Pedagogy and Andragogy of Education.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• To enhance quality of syllabus, after understanding of curriculum and concept of syllabus \analysis.</li> <li>• To expertise/ specialize in curriculum theories, models and analysis of syllabus.</li> <li>• To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.</li> <li>• To understand appropriate text books, syllabus and other curriculum material.</li> <li>• To play their role in refining curriculum after understanding curriculum theories and model of evaluation.</li> <li>• To develop capabilities of understanding of Pedagogy and Pedagogical Analysis</li> <li>• To develop capabilities of understanding Concept of Andragogy in Education.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p style="text-align: center;"><b><u>Curriculum Theories</u></b></p> <ul style="list-style-type: none"> <li>• Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure, Empirical structure, Existential Structure.</li> <li>• Type of Curriculum in Elementary Level</li> <li>• Curriculum Theories: Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.</li> <li>• Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a Seminar on Type of Curriculum in Elementary Level .</li> <li>• Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.</li> </ul>		



<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b><u>Elementary Curriculums in India</u></b></p> <ul style="list-style-type: none"> <li>• Critical analysis of curriculum :concept, importance and process</li> <li>• Study of different state curriculum</li> <li>• Difference of curriculum among different type of school.</li> <li>• Curriculum and NCERT,SIERT.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Study of difference of curriculum among different type of school and write a Report on it.</li> <li>• Comparative study of status of elementary education in various states.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Pedagogy and Pedagogical Analysis</u></b></p> <ul style="list-style-type: none"> <li>• <i>Pedagogy, Pedagogical Analysis - Concept and Stages.</i></li> <li>• <i>Critical Pedagogy - Meaning, Need and its implications in Teacher Education.</i></li> <li>• <i>Organizing Teaching: Memory Level (Herbartian Model)Understanding Level (Morrison teaching Model), Reflective Level(Bigge and Hunt teaching Model).</i></li> <li>• <i>Concept of Andragogy in Education: Meaning, Principles, Competencies of Self-directed Learning.</i></li> <li>• <i>Theory of Andragogy (Malcolm Knowles), The Dynamic Model of Learner Autonomy.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a Workshop on the Teaching Model.</li> <li>• Organize a Workshop on Theory of Andragogy.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Assessment in Pedagogy and Andragogy of Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Assessment in Pedagogy of Education: Feedback Devices: Meaning,Types, Criteria, Guidance as a Feedback Devices: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics,Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources</i></li> <li>• <i>Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher evaluation (Product, Process and Presage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction).</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a Presentation on any Topic of Course.</li> <li>• Organize a seminar on role of Rubrics in evaluation.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> </ol>

	<p>9. Survey 10. Documentaries 11. Short Films</p> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
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<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>Erickson, H.L. (2002). Concept-based Curriculum and Instruction. Crown Press, Inc. California. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.</li> <li>National Curriculum for Elementary and Secondary Education (1998) - New Delhi: A Framework, NCERT.</li> </ul>																																																

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|  | <ul style="list-style-type: none"><li>• NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.</li><li>• Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., pp. 16.</li><li>• Hamilton (1989) in Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., pp. 71.</li><li>• Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., pp. 72.</li><li>• Smith, M. K. (2000). Curriculum theory and practice the encyclopedia of informal education, <a href="http://www.infed.org/biblio/b-curric.htm">www.infed.org/biblio/b-curric.htm</a>.</li><li>• Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc. pp. 75.</li><li>• Gay, G. (2002). Preparing for culturally responsive teaching. Journal of Teacher Education-Washington DC- 53(2) pp.106–116</li></ul> |
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**M.Ed. Semester : IV**

<b>Course code:</b> MED-401 I S		<b>Course type:</b> Elective	
<b>Course Title :</b> Advance Curriculum Theory secondary level (Course – 1 a)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives:**

- To Make Enable to Know About the curriculum theories.
- TO Understand Criteria for Analysing the syllabus
- To Make Enable to Know Model of Curriculum Evaluation
- Get to Know Parameters of Curriculum Evaluation

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

- To enhance quality of syllabus, after understanding of curriculum and concept of syllabus \analysis.
- To expertise/ specialize in curriculum theories, models and analyst of syllabus.
- To develop capabilities of theoretical understanding of curriculum as well as practical abilities to work in these areas.
- To understand appropriate text books, syllabus and other curriculum material.
- To play their role in refining curriculum after understanding curriculum theories and model of evaluation.

<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p><b><u>Curriculum Theories</u></b></p> <ul style="list-style-type: none"> <li>• Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure Empirical structure, Existential Structure.</li> <li>• Type of Curriculum at secondary school level.</li> <li>• Curriculum Theories: - Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Oraganize a Seminar on Type of Curriculum in secondary Level .</li> <li>• Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.</li> </ul>
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<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p style="text-align: center;"><b><u>Analysis of Syllabus</u></b></p> <ul style="list-style-type: none"> <li>• Criteria for Analysing the syllabus</li> <li>• Analysis of the syllabi for the elementary education in India</li> <li>• Characteristics &amp; Mechanism of the preparation of text book.</li> </ul> <p>Criteria for Text book Evaluation:</p> <ul style="list-style-type: none"> <li>• Physical Aspects, presentation of content and its organization in the text books</li> <li>• Content and Organization of curriculum.</li> <li>• Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.</li> <li>• Difference between curriculum and syllabus.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a Workshop on the preparation of text book .</li> <li>• Review of any school text book, in the light of physical aspects, presentation of content and its organization</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p style="text-align: center;"><b><u>Model of Curriculum Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• Objective model, Tradition Model, Illuminative Model, Decision-Making Model, Case study of portrayal Model, Research and Development Model, Professional Model.</li> <li>• Parameters of Curriculum Evaluation- Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.</li> <li>• Relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.</li> <li>• Perspectives to curriculum transaction and their synthesis – behavioristic, cognitive and constructivist.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a Workshop on Model of Curriculum Evaluation.</li> <li>• Organize a seminar on role of curriculum evaluation agencies.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p style="text-align: center;"><b><u>Secondary Curriculum in India</u></b></p> <ul style="list-style-type: none"> <li>• Critical analysis of curriculum :concept, importance and process</li> <li>• Study of different state curriculum</li> <li>• Difference of curriculum among different type of school</li> <li>• Curriculum and NCERT,SIERT</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Study of difference of curriculum among different type of school and write a Report on it.</li> <li>• Comparative study of status of secondary education in various states.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>

**CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)**

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	20X3 Test = 60
2	Presentation	10
3	Group Discussion	10
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6	Report Writing	10
7	Content Review Writing	10
8	Viva Voce	10
9	Blog Writing	10
10	Attendance	10
11	Co-curricular Activity	10

**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):** CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25

**PROVISO-I:** Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.

**PROVISO-II:** Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

**Attendance in Lectures, Tutorials and Practical**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10

**SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS**

NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester

**PERIODICAL REVISION OF SYLLABUS**

**1. Annual Revision**  
**PROVISO:** Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.

**SELECTED READINGS**

- J.J. Wallin (2011). What is Curriculum Theorizing: for a People Yet to Come. Stud Philos Educ.
- Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc.
- Hamilton (1989). in W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing. Inc.
- Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc.
- Smith, M. K. (1996, 2000) Curriculum theory and practice the

Encyclopaedia of Informal Education, [www.infed.org/biblio/b-curric.htm](http://www.infed.org/biblio/b-curric.htm).

- Pinar, W.F. (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc.

<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED- 401 - II E II		Course type: Elective	
<b>Course Title :</b> Pedagogy of Science Education at Elementary level (Course – 1 b)			
<b>Credit</b>	4	Hours	
		4HR /Week	
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Make Enable to Know about Nature, scope and importance of science</li> <li>• Get to Know about Science curriculum at different stages of school education.</li> <li>• To Understand the Role of experiments in science</li> <li>• Make Enable to Know Approaches to Teaching-Learning of Science Teaching.</li> <li>• Make Enable to Know Assessment &amp; Contemporary Issues in Science Education.</li> </ul>			
<b>Learning Outcomes:</b> After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;</li> <li>• Understand the difference and relationship between Science and Technology;</li> <li>• Understand the need to evaluate curricula;</li> <li>• Know about and critical study of innovative curricular efforts in India;</li> <li>• Understand diversity of instructional materials, their role and the need for contextualization in science education;</li> <li>• Appreciate the role of Co-curriculum activities in science education;</li> <li>• Understand the constructivist approach to science instruction;</li> <li>• Understand the role of assessment in the teaching –learning process in science;</li> <li>• Familiarize with innovative trends in assessment;</li> <li>• Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.</li> </ul>			



**UNIT-1**

**Teaching hours : 15**

**Nature of Science**

- Meaning, concept, scope and importance of science.
- Historical Development of Science
- Science - its origin and development Structure of Science – Syntactic, Process including Stretch Methods. Attitude inquiring. Substantive: Facts, concepts, laws, theories, generalization
- Correlation of science with other subjects.
- Nature of science; characteristics of different disciplines of science, their interrelationship and integration.
- Experiences in Science :Science Centers , Science museums , Science Clubs ,Science fairs ,Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium.

**Assignment:**

- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
- Develop an action plan on an experiment for development of physical science concept.
- Development of a concept map of a selected topic in Physics/Chemistry/Biology.
- Develop science club in elementary school with help of their teachers, students and community. Conduct at least five activities related to club.

**Curriculum of Science Education**

- Meaning, concept and types of Curriculum, NCF – 1972, 77, 79 & 2005 related to Science.
- Principle for curriculum development in Science Education.
- Science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with science education.
- Approaches to organization of science curriculum at various stages of school education.
- Recommendations of commissions and committees on curriculum of Science.
- Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

**Assignment:**

- A critical study of science curriculum of secondary school stage of Rajasthan.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.
- Analysis of curricular materials with reference to development of values analysis of curricular materials with reference to gender sensitivity
- A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.
- Analysis of curricular materials with reference to development of value analysis of curricular materials with reference to gender sensitivity
- A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.

**UNIT-3**

**Teaching hours: 15**

**Approaches to Teaching-Learning of Science**

- Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development; inductive method, project method and learner centered activity-based participatory learning.
- Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments.
- Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- Use of ICT in teaching-learning of science.
- Strategies of Teaching Science Approaches of teaching Science:
- Teacher - Centered approach
- Child - centered approach

**Assignment:**

- Visit to science center/science museum and presenting the report
- Development of an action plan for organization of a science exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- An action plan for adopting a multi-sensory approach to teach science to students with special needs.
- Development of a lesson design based on constructivist approach in a collaborative mode.
- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction
- Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of physics.
- Development of criteria for evaluation of laboratory work and using it in the laboratory

<p style="text-align: center;"><b>UNIT-4</b> <b>Teaching hours: 15</b></p>	<p><b>Assessment &amp; Contemporary Issues in Science Education</b></p> <ul style="list-style-type: none"> <li>• Continous and comprehensive evaluation in science</li> <li>• Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.</li> <li>• Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.</li> <li>• Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.</li> <li>• Types of test items, Preparation of test Items.</li> <li>• Weight age tables, Preparation of blue Print based on Competency.</li> <li>• Preparation of question bank</li> <li>• Unit tests, Projects and assignments</li> <li>• Analysis of tests and remedies</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?</li> <li>• Conduct a Continous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.</li> <li>• Make a Study of the evaluation practices in selected schools critical analysis of examination papers.</li> </ul>																																	
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																	
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<p><b>SELECTED READINGS</b></p>	<ul style="list-style-type: none"> <li>• Alan J. McCormack (1992). Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum. Kraus International Publications</li> <li>• Chalmers, A. (1999). What is the thing called Science.3rd Ed.Open University Press. Bucking ham.</li> <li>• Gipps, C.V. (1994). Beyond Testing. London: Falmer Press.</li> <li>• Minkoff, E.C. &amp; Baker, P.J. (2004). Biology Today: An Issues Approach, garlandscience. New York. Pp.1-32. Biology: Science &amp; Ethics.</li> <li>• Minkoff, E.C. and Pamela J. Baker (2004). Biology Today: An issues Approach. Garland Science New York pp. 1-32, Biology: Science and Ethics.</li> <li>• NCERT, National Curriculum Framework- 2005, NCERT. New Delhi.</li> <li>• NCERT, ‘Focus Group Report’ Teaching of Science (2005). NCERT New Delhi.</li> <li>• Science &amp; Children (NSTA’s peer reviewed journal for elementary teachers).</li> <li>• Science Teacher (NSTA’s peer reviewed journal for secondary science teachers).</li> <li>• Steve Alsop &amp; Keith Hicks (2003). Teaching Science. Kogan Page India Private Limited.</li> </ul>																		

**M.Ed. Semester : IV**

**Course code:** MED-401 II E I

**Course type:** Elective

**Course Title :** Pedagogy of Mathematics Education Elementary level Course – 1 b

**Credit**

4

**Hours**

4HR /Week

**Total Teaching Hours:**

60

**Max. Marks:**

100

**Min. Pass Marks:**

40

**Theory Examination**

70

**Min. Pass Marks:**

28

**Continous Comprehensive Assessment (CCA)**

30

**Min. Pass Marks:**

12

**Attendance eligibility**

80 percent in respective semester

**Examination**

ESE

Monthly Test

**CCA: Other Activies As Per The Detail Mentioned With The Syllabus**

**Duration**

3 HR

1 HR

**Objectives:**

- To Know about Nature, Development and Significance of Mathematics.
- Make enable to Know about Principle for curriculum development in mathematics Education.
- To Understand pedagogical analysis of mathematics.
- To Know about Evaluation in Mathematics.

**Learning Outcomes:**

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

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

**UNIT-1**

**Teaching hours : 15**

**Nature, Development and Significance of Mathematics**

- Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; mathematization; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling.
- Mathematical Reasoning: Processes of generalisation; pattern recognition and inductive reasoning process that Enable formation of Hypothesis, Structure of Mathematics: Axioms, Definitions, Theorems, Validation process of mathematical statements: Proof; Counter-Example; Conjecture.
- Algebra Thinking: Number Patterns, Functional relations, when and why we use variables, forming and solving simple linear equations, Mathematical investigations/puzzles that rely on algebraic thinking.

**Assignment:**

- Analyse famous quotations on mathematics and prepare a report.
- A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of maths. I.e. discovery of the zero; the development of Pythagoras theorem etc.
- Develop an action plan on an experiment for development of any mathematics concept at senior/ secondary school level.

<b>UNIT-2</b> <b>Teaching hours:15</b>	<p><b><u>Curriculum of mathematics at secondary to senior secondary school level</u></b></p> <ul style="list-style-type: none"> <li>• Principle for curriculum development in mathematics Education.</li> <li>• Mathematics curriculum at different stages of school education-at secondary, senior secondary.</li> <li>• Instructional materials including textbook: contextualization, criteria and concerns.</li> <li>• Integrating Co-curriculum activities with mathematics education.</li> <li>• Approaches to organization of mathematics curriculum at various stages of school education.</li> <li>• Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A critical study of math’s curriculum of secondary school stage of Rajasthan.</li> <li>• A critical appraisal/analysis of existing syllabi and textbooks at secondary/senior secondary level developed by various agencies at national/state/local levels.</li> <li>• Evolving criteria for development of syllabi and textbooks.</li> <li>• Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.</li> </ul>
<b>UNIT-3</b> <b>Teaching hours: 15</b>	<p><b>Objectives and Strategies of Teaching-learning mathematics</b></p> <ul style="list-style-type: none"> <li>• Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills (Polya method); competence based approach in teaching mathematics; teaching Gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion, Recreational aspect of mathematics- mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Development of an action plan for organization of an exhibition at different levels, framing guidelines on a selected theme and various sub-themes.</li> <li>• An action plan for adopting a multi-sensory approach to teach mathematics to students with special needs.</li> <li>• Development of a lesson design based on constructivist approach in a collaborative mode.</li> <li>• Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.</li> <li>• Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of math’s.</li> <li>• Development of criteria for evaluation of laboratory work and using it in the laboratory.</li> </ul>

**UNIT-4**

Teaching hours: 15

**Evaluation in Mathematics**

- Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics
- Open-ended questions and problems.
- Assessment for evaluation of skills such as communication and reasoning.

**Assignment:**

- Identify Mathematics phobia and coping with failure students at elementary level, giving them proper remedies. Prepare a report on effectiveness of the treatment.
- Conduct a Continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- Make a Study of the evaluation practices in selected schools making critical analysis of examination papers.

**TEACHING AND LEARNING STRATEGIES**

1. Lectures
2. E-learning
3. Videos
4. Extension Lectures
5. Content Review
6. Self-Learning
7. Group Discussions
8. Field Visit
9. Survey
10. Documentaries
11. Short Films

**\* The teaching strategies are subject to change as per requirement of the students and their capabilities.**

**CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)**

<b>SR. NO.</b>	<b>CCA: COMPONENT</b>	<b>MAXIMUM MARKS</b>
<b>1</b>	<b>Monthly Test</b>	<b>20X3 Test = 60</b>
<b>2</b>	<b>Presentation</b>	<b>10</b>
<b>3</b>	<b>Group Discussion</b>	<b>10</b>
<b>4</b>	<b>Debate</b>	<b>10</b>
<b>5</b>	<b>Participation and Presentation in Seminar</b>	<b>10</b>
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<b>11</b>	<b>Co-curricular Activity</b>	<b>10</b>

**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25**



**PROVISO-I:** Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component. However, the said exemption must not be provided in more than 3 components in a respective course.  
**PROVISO-II:** Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

**Attendance in Lectures, Tutorials and Practical**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10

**SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS**

NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester

**PERIODICAL REVISION OF SYLLABUS**

**1. Annual Revision**  
**PROVISO:** Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.

**SELECTED READINGS**

- Bhanumurthy, I.S. (1992). Ancient Indian Mathematics. New Delhi: Wiley Eastern Ltd.
- Gronlund, N.E., (1990) Measurement and Evaluation in Teaching. New York: Macmillan.
- Lieback, Pamela (1984). How Children Learn Mathematics. New Delhi: Penguin Books.
- Polya, G (1981). Mathematical Discovery on Understanding, Learning and Teaching Problem Solving. United States: John Wiley & Sons.
- Reasonik, L.B. and W.W. Ford (1980). The Psychology of Mathematics for Instruction. New Jersey: Lawrence Erlbaum Associates.

<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED-401 II E III		Course type: Elective	
<b>Course Title :</b> Pedagogy of Language Education Elementary level (Course – 1b)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• To Understand Conceptual Issues Language Learning</li> <li>• To Make Enable to Know aboutCurriculum of Language Education</li> <li>• To Understand Skills and Strategies of Teaching-learning language</li> <li>• To Make Enable to Know aboutEvaluation in Language</li> </ul>			
<b>Learning Outcomes:</b>			
After completion of the course, student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• Understand of the nature, sanctions and the implications of planning for teaching language/languages.</li> <li>• Understand the psychology of language learning.</li> <li>• Understand in the pedagogy of language learning.</li> <li>• Analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.</li> <li>• Evaluate various areas of research in language Education.</li> <li>• Identify various problems with respect to language learning.</li> <li>• Know and high light on factors affecting language policy.</li> <li>• Gain an understanding of the nature, functions and the implications of planning for teaching language/languages</li> <li>• Understand the psychology of language learning</li> <li>• Gain an understanding in the pedagogy of language learning.</li> <li>• Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.</li> <li>• Evaluate various areas of research in language education.</li> <li>• Survey various problems with respect to language learning.</li> <li>• Identify and reflect on factors affecting language policy.</li> </ul>			

<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p><b><u>Conceptual Issues Language Learning</u></b></p> <ul style="list-style-type: none"> <li>• Language acquisition and communication - factors affecting language learning and language acquisitions and communication.</li> <li>• Linguistic, psychological and social processes involved in learning of languages.</li> <li>• Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.</li> <li>• Preservation of heritage language, home language &amp; school language-problem of tribal dialects.</li> <li>• Issues of learning language in a multi-lingual/multi-cultural society: the multi-lingual</li> <li>• Teaching of first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching</li> <li>• Language teaching in India; key factors affecting second language acquisition.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Make Comparison with writings in English.</li> <li>• Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.</li> </ul>
<b>UNIT-2</b> <b>Teaching hours:15</b>	<p><b><u>Curriculum of Language Education</u></b></p> <ul style="list-style-type: none"> <li>• Development of language curriculum.</li> <li>• Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.</li> <li>• Multilingual class room problem of curriculum text about development.</li> <li>• Three languages for rule constitution provision regarding language.</li> <li>• The text book: Critical literacy, personal response to poems and stories, adapting the textbook.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A critical study of language curriculum of secondary school stage of Rajasthan.</li> <li>• A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.</li> <li>• Evolving criteria for development of syllabi and textbooks.</li> <li>• Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.</li> </ul>

<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Skills and Strategies of Teaching-learning language</u></b></p> <ul style="list-style-type: none"> <li>• Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes etc., socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration)</li> <li>• Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.</li> <li>• Communicative language teaching: focusing on meaning, role of text books and other resources, role of a teacher and classroom management</li> <li>• Meta linguistic awareness with a focus on listening, speaking, saving, comprehension at writing.</li> <li>• Need, techniques, viz. Differential assignments, classroom tasks, personalized system of instruction.</li> <li>• Innovative techniques for teaching grammar, reading Comprehension and written Expression.</li> <li>• Use of ICT in Teaching-learning language</li> <li>• Beyond the textbook: including children’s literature in the classroom (poems, stories, songs etc.)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Development of an action plan for organization of an exhibition at different levels, framing guideline on a selected theme and various sub-themes.</li> <li>• Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction</li> <li>• Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of language.</li> <li>• Development of criteria for evaluation of language laboratory work and using it in the laboratory.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b>Evaluation in Language</b></p> <ul style="list-style-type: none"> <li>• Review of current assessment procedures - cursive writing, dictation, cloze, questions and answers, utilization of feedback.</li> <li>• Responding to content and form, using portfolios for subjective assessment, Continuous and comprehensive assessment.</li> <li>• Assessing, speaking and listening - using interviews, story-telling, re-telling, assessing reading comprehension-using miscue analysis, and meta-linguistic awareness.</li> <li>• Teacher’s diary – anecdotal records, assessing writing - informal feedback from teacher, measuring progress.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?</li> <li>• A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> </ol>

5. Content Review
6. Self-Learning
7. Group Discussions
8. Field Visit
9. Survey
10. Documentaries
11. Short Films

**\* The teaching strategies are subject to change as per requirement of the students and their capabilities.**

**CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)**

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	20X3 Test = 60
2	Presentation	10
3	Group Discussion	10
4	Debate	10
5	Participation and Presentation in Seminar	10
6	Report Writing	10
7	Content Review Writing	10
8	Viva Voce	10
9	Blog Writing	10
10	Attendance	10
11	Co-curricular Activity	10

**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA):** CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by 160X30 = 11.25

**PROVISO-I:** Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component. However, the said exemption must not be provided in more than 3 components in a respective course.

**PROVISO-II:** Provided further that this will be mandatory for a candidate to appear in the monthly test conducted in the respective course.

**Attendance in Lectures, Tutorials and Practical**

Percentage	Marks Allotted
75% to 80%	02
81% to 85%	04
86% to 90%	06
91% to 95%	08
Above 96%	10

**SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS**

NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester

**PERIODICAL REVISION OF SYLLABUS**

**1. Annual Revision**  
**PROVISO:** Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.

**SELECTED READINGS**

- Braden, K (2006). Task Based Language Education: From Theory to Practice. UK: Cambridge University Press.
- Byrnes, Heidi (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. London: Continuum International Publishing Group.
- Martinovic, Tic (2004). Discourse Across Languages and Cultures. Amestrodom: John Benjamins Publishing Company.
- Pavelenko, Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter GmbH & Co. KG.
- Schiffrin, Deborah. et. al. (2001). The Handbook of Discourse Analyses. New Delhi: Blackwell Publishing.

<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED-401 II E IV		<b>Course type:</b> Elective	
<b>Course Title :</b> Pedagogy of Social Science Education Elementary level (Course – 1b)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make Enable to Know Evolution of social science as a discipline</li> <li>• To Understand Contemporary and current problems in India</li> <li>• To Understand Approaches to Curriculum framing</li> <li>• Get to Know about Principle for curriculum development in social Science Education.</li> <li>• To Understand Methods of Teaching Social Studies</li> <li>• Make Enable to Know Evaluation in Social Science Education</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course, the student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Develop an understanding about the meaning, nature, scope of social sciences and social science education.</li> <li>• To find out the distinction and overlap between social sciences, humanities and liberal arts.</li> <li>• Understand the role of various methods and approaches of teaching social sciences.</li> <li>• Employ appropriate methods for transaction of social science curriculum.</li> <li>• Effectively use different media, materials and resources for teaching social sciences.</li> <li>• Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.</li> </ul>			
<b>UNIT-1</b>  <b>Teaching hours : 15</b>	<p style="text-align: center;"><b><u>Conceptualization of Social Science Education</u></b></p> <ul style="list-style-type: none"> <li>• Concept, nature, and scope of social sciences.</li> <li>• Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.</li> <li>• Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge.</li> <li>• Interdisciplinary &amp; Intra -disciplinary correlation of social science.</li> <li>• Nature, types and factors of social change in historical cultural growth in 19th and 20th century in India.</li> <li>• Contemporary and current problems in India, perspective of elementary education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Develop an action plan on an experiment for development of physical science concept.</li> <li>• Seminar on Evolution of social science as a discipline.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b><u>Social Science Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Meaning of Curriculum and Core Curriculum.</li> <li>• Approaches to Curriculum framing - concentric - spiral- Chorological -Topical and Unit- approaches.</li> <li>• Curriculum - syllabus - Textbooks, workbook - Hand Book. Seminar/ Project work / Review</li> <li>• Principle for curriculum development in social Science Education.</li> <li>• Integrating Co-curriculum activities with social science education.</li> <li>• Methodology of development &amp; evaluation of curricular materials viz., textbooks, workbooks, teacher handbooks.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A critical study of social science curriculum of secondary school stage of Rajasthan.</li> <li>• Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.</li> <li>• Evolving criteria for development of syllabi and textbooks.</li> <li>• Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Approaches to Pedagogy and Resources for Teaching-Learning of Social Science</u></b></p> <ul style="list-style-type: none"> <li>• Methods of Teaching Social Studies: Lecturer method, Discussion and debate, Socialized recitation method, Problem solving method, Source method, innovative methods,</li> <li>• Play way methods and activity based approaches.</li> <li>• Techniques: Observation, Questioning, Dramatization, Role Play, Simulation, Story Telling, Display &amp; Exhibition, Survey, field trips, Educational games, Songs I Action Songs, Data Collection and Data representation through graphs, tables, charts, maps and cartoons Puppetry.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other Co-curriculum activities in schools.</li> <li>• Preparation and teaching two lessons using integrated approach of teaching social science.</li> <li>• Visit a social science Centre/science museum and then present the report</li> <li>• Development of an action plan for organization of a social science exhibition at different levels, framing guideline on a selected theme and various sub-themes.</li> <li>• An action plan for adopting a multi-sensory approach to teach social science to students with special needs.</li> <li>• Development of a lesson design based on constructivist approach in a collaborative mode.</li> <li>• Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.</li> </ul>



<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b>Evaluation in Social Science Education</b></p> <ul style="list-style-type: none"> <li>• Competency based evaluation, Continuous and comprehensive evaluation; diagnostic test and remediation; construction of achievement test</li> <li>• Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.</li> <li>• Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.</li> <li>• Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?</li> <li>• Conduct a Continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.</li> <li>• Make a Study of the evaluation practices in selected schools making critical analysis of examination papers.</li> <li>• A study of curriculum load and home work practices, conducting an action research and reporting the results critical study of a text-book/work book.</li> </ul>																																	
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	<p>Educational Research and Training. New Delhi.</p> <ul style="list-style-type: none"><li>• NCERT (2005b). National Curriculum Framework (2005), New Delhi: National Council of Educational Research and Training. New Delhi.</li><li>• NCERT (2006a). Syllabi for Secondary and Senior Secondary Classes, New Delhi: National Council of Educational Research and Training. New Delhi.</li></ul>
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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED- 401 II S I		Course type: Elective	
<b>Course Title :</b> Pedagogy of Science Education secondary level.(Course-1b)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Make Enable to Know about Nature, scope and importance of science</li> <li>• Get to Know about Science curriculum at different stages of school education.</li> <li>• To Understand the Role of experiments in science</li> <li>• Make Enable to Know Approaches to Teaching-Learning of Science Teaching.</li> <li>• Make Enable to Know Assessment &amp; Contemporary Issues in Science Education</li> </ul>			
<b>Learning Outcomes:</b>			
After completion of the course, the student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;</li> <li>• Understand the difference and relationship between Science and Technology;</li> <li>• Understand the need to evaluate curricula;</li> <li>• Know about and make a critical study of innovative curricular efforts in India;</li> <li>• Understand diversity of instructional materials, their role and the need for contextualization in science education;</li> <li>• Appreciate the role of Co-curriculum activities in science education;</li> <li>• Understand the constructivist approach to science instruction;</li> <li>• Understand the role of assessment in the teaching –learning process in science;</li> <li>• Familiarize with innovative trends in assessment;</li> <li>• Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b></p> <p style="text-align: center;"><b>Teaching hours : 15</b></p>	<p><b><u>Nature of Science</u></b></p> <ul style="list-style-type: none"> <li>• Evolution of science as a discipline, science as a dynamic expanding body of knowledge; development of scientific temper; scientific method.</li> <li>• Science and technology, relationship between science and technology; Science and Mathematics and their relationship, role of mathematics in Science.</li> <li>• Nature of science; characteristics of different disciplines of science, their interrelationship and integration.</li> <li>• Concept, nature, and scope of sciences.</li> <li>• Place of sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.</li> <li>• Develop an action plan on an experiment for development of physical science concept.</li> <li>• Development of a concept map of a selected topic in Physics/Chemistry/Biology.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p><b><u>Curriculum of Science Education</u></b></p> <ul style="list-style-type: none"> <li>• Principle for curriculum development in Science Education.</li> <li>• Science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.</li> <li>• Instructional materials including textbook: contextualization, criteria and concerns.</li> <li>• Integrating Co-curriculum activities with science education.</li> <li>• Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A critical study of science curriculum of secondary school stage of Rajasthan.</li> <li>• Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.</li> <li>• Evolving criteria for development of syllabi and textbooks.</li> <li>• Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.</li> <li>• Analysis of curricular materials with reference to development of values analysis of curricular materials with reference to gender sensitivity</li> <li>• A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.</li> <li>• Analysis of curricular materials with reference to development of values analysis of curricular materials with reference to gender sensitivity</li> <li>• A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.</li> </ul>

<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Approaches to Teaching-Learning of Science</u></b></p> <ul style="list-style-type: none"> <li>• Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development; inductive method, project method and learner centered activity-based participatory learning.</li> <li>• Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments,</li> <li>• Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.</li> <li>• Use of ICT in teaching-learning of science.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Visit to science center/science museum and presenting the report</li> <li>• Development of an action plan for organization of a science exhibition at different levels, framing guideline on a selected theme and various sub-themes.</li> <li>• An action plan for adopting a multi-sensory approach to teach science to students with special needs.</li> <li>• Development of a lesson design based on constructivist approach in a collaborative mode.</li> <li>• Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction</li> <li>• Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of physics.</li> <li>• Development of criteria for evaluation of laboratory work and using it in the laboratory.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Assessment &amp; Contemporary Issues in Science Education</u></b></p> <ul style="list-style-type: none"> <li>• Continous and comprehensive evaluation in science</li> <li>• Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.</li> <li>• Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.</li> <li>• Contribution of women scientists.</li> <li>• Scientific and technological literacy.</li> <li>• Ethical aspects of science.</li> <li>• Innovations and creativity in science.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?</li> <li>• Seminar on contribution of women to science and their implications to women empowerment.</li> <li>• Conduct a Continous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.</li> <li>• Make a Study of the evaluation practices in selected schools making a critical analysis of examination papers.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> </ol>

	<p>5. Content Review 6. Self-Learning 7. Group Discussions 8. Field Visit 9. Survey 10. Documentaries 11. Short Films</p> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
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**SELECTED READINGS**

- Bhanumathi, S. (1994). Small Scale Chemical Techniques – Chemistry Education (April-June) 20-25.
- Driver, R., Leach, J., Millar, R. and Scott, P. (1996). Young Peoples' Image of Science. Open University Press. Buckingham.
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- NCERT (2005). 'Focus Group Report' Teaching of Science. New Delhi: NCERT Publication.



M.Ed. Semester : IV			
Course code: MED- 401 II S II		Course type: Elective	
Course Title : Pedagogy of Mathematics Education Secondary Level (Course – 1 b)			
Credit	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
Max. Marks:	100	Min. Pass Marks:	40
Theory Examination	70	Min. Pass Marks:	28
Continous Comprehensive Assessment (CCA)	30	Min. Pass Marks:	12
Attendance eligibility	80 percent in respective semester		
Examination	ESE	Monthly Test	CCA: Other Activies As Per The Detail Mentioned With The Syllabus
Duration	3 HR	1 HR	

**Objectives:**

- To Know about Nature, Development and Significance of Mathematics.
- Make enable to Know about Principle for curriculum development in mathematics Education.
- To Understand pedagogical analysis of mathematics.
- To Know about Evaluation in Mathematics.

**Learning Outcomes:**

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

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

<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p><b><u>Nature, Development and Significance of Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; mathematization; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling.</li> <li>• Undefined terms and axioms; proofs and verification in mathematics and distinction between them; types of theorems such as existence and uniqueness theorems etc.; types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Analyse famous quotations on mathematics and prepare a report.</li> <li>• A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of maths. i.e. discovery of the zero; the development of Pythagoras theorem etc.</li> <li>• Develop an action plan on an experiment for development of any mathematics concept at senior/ secondary school level.</li> </ul>
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<b>UNIT-2</b> <b>Teaching hours:15</b>	<p><b><u>Curriculum of mathematics at secondary to senior secondary school level</u></b></p> <ul style="list-style-type: none"> <li>• Principle for curriculum development in mathematics Education.</li> <li>• Mathematics curriculum at different stages of school education-at secondary, senior secondary.</li> <li>• Instructional materials including textbook: contextualization, criteria and concerns.</li> <li>• Integrating Co-curriculum activities with mathematics education.</li> <li>• Approaches to organization of mathematics curriculum at various stages of school education.</li> <li>• Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A critical study of maths curriculum of secondary school stage of Rajasthan.</li> <li>• Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.</li> <li>• Evolving criteria for development of syllabi and textbooks.</li> <li>• Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.</li> </ul>
<b>UNIT-3</b> <b>Teaching hours: 15</b>	<p><b><u>Objectives and Strategies of Teaching-learning mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills , competence based approach in teaching mathematics; teaching gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion Recreational aspect of mathematics-mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Development of an action plan for organization of an exhibition at different levels, framing guideline on a selected theme and various sub-themes.</li> <li>• An action plan for adopting a multi-sensory approach to teach mathematics to students with special needs.</li> <li>• Development of a lesson design based on constructivist approach in a collaborative mode.</li> <li>• Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.</li> <li>• Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of maths.</li> <li>• Development of criteria for evaluation of laboratory work and using it in the laboratory.</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Evaluation in Mathematics</u></b></p> <ul style="list-style-type: none"> <li>• Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?</li> <li>• Conduct a Continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.</li> <li>• Make a Study of the evaluation practices in selected schools making a critical analysis of examination papers.</li> </ul>																																				
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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED- 401 II S III		Course type: Elective	
<b>Course Title :</b> Pedagogy of Language Education Secondary Level (Course – 1 b)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives:**

- To Understand Conceptual Issues Language Learning
- To Make Enable to Know aboutCurriculum of Language Education
- To Understand Skills and Strategies of Teaching-learning language
- To Make Enable to Know aboutEvaluation in Language

**Learning Outcomes:**

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

- Understand of the nature, sanctions and the implications of planning for teaching language/languages.
- Understand the psychology of language learning.
- Understand the pedagogy of language learning.
- Analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Evaluate various areas of research in language Education.
- Identify various problems with respect to language learning.
- Know and highlight on factors affecting language policy.
- Gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- Understand the psychology of language learning
- Gain an understanding in the pedagogy of language learning.
- Study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language.
- Evaluate various areas of research in language education.
- Survey various problems with respect to language learning.
- Identify and reflect on factors affecting language policy.

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours : 15</p>	<p><b><u>Conceptual Issues Language Learning</u></b></p> <ul style="list-style-type: none"> <li>• Language acquisition and communication - factors affecting language learning and language acquisitions and communication</li> <li>• Linguistic, psychological and social processes involved in learning of languages.</li> <li>• Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.</li> <li>• Preservation of heritage language, home language &amp; school language-problem of tribal dialects.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Make a comparison with writings in English.</li> <li>• Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b><u>Curriculum of Language Education</u></b></p> <ul style="list-style-type: none"> <li>• Development of language curriculum.</li> <li>• Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.</li> <li>• Multilingual class room problems of curriculum text about development.</li> <li>• Three languages for rule constitution provision regarding language.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A critical study of language curriculum of secondary school stage of Rajasthan.</li> <li>• A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary school developed by various agencies at national/state/local levels.</li> <li>• Evolving criteria for development of syllabi and textbooks.</li> <li>• Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.</li> </ul>

<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Skills and Strategies of Teaching-learning language</u></b></p> <ul style="list-style-type: none"> <li>• Development of basic language skills as well as advanced language skills elementary, secondary and senior secondary school levels.</li> <li>• Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.</li> <li>• Meta linguistic awareness with a focus on listening, speaking, comprehension at writing.</li> <li>• Need, techniques, viz. Differential assignments, classroom tasks, personalized system of instruction.</li> <li>• Innovative techniques for teaching grammar, reading Comprehension and written Expression.</li> <li>• Pedagogical study of languages at secondary and senior secondary.</li> <li>• Use of ICT in Teaching-learning language</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Development of an action plan for organization of an exhibition at different levels, framing guideline on a selected theme and various sub-themes.</li> <li>• Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction</li> <li>• Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of language.</li> <li>• Development of criteria for evaluation of language laboratory work and using it in the laboratory.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Evaluation in Language</u></b></p> <ul style="list-style-type: none"> <li>• Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic).</li> <li>• Types of mistakes in language, their identification and analysis with a purpose of preventing and remedial measures.</li> <li>• Types of test items in language such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?</li> <li>• A study of curriculum load and home work practices, conducting an action research and reporting the results critical study of a text-book/work book.</li> </ul>
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- Martinovic, Tic (2004). Discourse Across Languages and Cultures. New York: John Benjamins Publishing Company.
- Osherson, N Daniel & Howard Lasnik (1990). Language an Introduction to Cognitive Science: - Vol.1, Massachusetts Institute of Technology, USA.
- Pavlenko, Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter GmbH & Co. KG.
- Schiffrin, Deborah. et. al. (2001). The Handbook of Discourse Analyses. New Delhi: Blackwell Publishing.

M.Ed. Semester : IV			
Course code: MED- 401 II S IV		Course type: Elective	
Course Title : Pedagogy of Social Science Education(Course – 1 b)			
Credit	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives:**

- Make Enable to Know Evolution of social science as a discipline.
- To Understand Contemporary and current problems in India.
- To Understand Approaches to Curriculum framing.
- Get to Know about Principle for curriculum development in social Science Education.
- To Understand Methods of Teaching Social Studies.
- Make Enable to Know Evaluation in Social Science Education.

**Learning Outcomes:**

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

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

<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p><b><u>Conceptualization of Social Science Education</u></b></p> <ul style="list-style-type: none"> <li>• Concept, nature, and scope of social sciences.</li> <li>• Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.</li> <li>• Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge</li> <li>• Interdisciplinary &amp; Intra -disciplinary correlation of social science.</li> <li>• Science and technology, relationship between social science and technology.</li> <li>• Nature of social science; characteristics of different disciplines of social science, their interrelationship and integration.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Develop an action plan on an experiment for development of physical science concept.</li> <li>• Seminar on Evolution of social science as a discipline.</li> </ul>
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<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p><b><u>Social Science Curriculum</u></b></p> <ul style="list-style-type: none"> <li>• Principle for curriculum development in social Science Education.</li> <li>• Social science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.</li> <li>• Instructional materials including textbook: contextualization, criteria and concerns.</li> <li>• Integrating Co-curriculum activities with social science education.</li> <li>• Approaches to organization of social science curriculum at various stages of school education.</li> <li>• Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• A critical study of social science curriculum of secondary school stage of Rajasthan.</li> <li>• A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.</li> <li>• Evolving criteria for development of syllabi and textbooks.</li> <li>• Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Approaches to Pedagogy and Resources for Teaching-Learning of Social Science</u></b></p> <ul style="list-style-type: none"> <li>• A critical appraisal of approaches to teaching learning social sciences – behaviorist approach; constructivist approach; inter disciplinary approach.</li> <li>• A critical appraisal of various teaching learning strategies viz., lecture cum discussion, project method, investigative project, field survey problem solving, field visits and case studies; action research etc.</li> <li>• Pedagogical analysis of social science.</li> <li>• Integration of ICT in teaching-learning of social science.</li> <li>• Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;</li> <li>• Development of low cost improvised teaching aids.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other Co-curriculum activities in schools.</li> <li>• Preparation and teaching two lessons using integrated approach of teaching social science.</li> <li>• Visit a social science Centre/science museum and present the report</li> <li>• Development of an action plan for organization of a social science exhibition at different levels, framing guidelines on a selected theme and various sub-themes.</li> <li>• An action plan for adopting a multi-sensory approach to teach social science to students with special needs.</li> <li>• Development of a lesson design based on constructivist approach in a collaborative mode.</li> <li>• Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transaction.</li> </ul>

<b>UNIT-4</b> <b>Teaching hours: 15</b>	<p><b><u>Evaluation in Social Science Education</u></b></p> <ul style="list-style-type: none"> <li>• Competency based evaluation, Continuous and comprehensive evaluation, diagnostic test and remediation; construction of achievement test</li> <li>• Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.</li> <li>• Use of tools and techniques such as observation, rating scale, checklist, anecdotal records, attitude scales, interest inventories and interviews.</li> <li>• Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.</li> <li>• Assessment of curricular activities.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?</li> <li>• Conduct a Continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.</li> <li>• Make a Study of the evaluation practices in selected schools making a critical analysis of examination papers.</li> <li>• A study of curriculum load and home work practices, conducting an action research and reporting the results critical study of a text-book/work book.</li> </ul>																																	
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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED-402 I E		Course type: Elective	
<b>Course Title :</b> Advance course in Economics of Education at Elementary level (Course –2 a )			
<b>Credit</b>	4	Hours	
		4HR /Week	
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Get Make to Know about Relation between Economics and Education.</li> <li>• To Know about Financing on Elementary Education.</li> <li>• To Understand the Economics of Elementary Education.</li> <li>• To Understand about type of School &amp; Finance and Budget.</li> <li>• To Know about State school system and financial resources.</li> <li>• Get Make to Know about Mapping Change in Elementary Education.</li> </ul>			
<b>Learning Outcomes:</b>			
After completion of the course the student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• To reflect on financial sources and funding mechanism of elementary education at various levels.</li> <li>• Understand economics of education and relation between education and economics.</li> <li>• Reflect upon economics of elementary education.</li> <li>• To implement their knowledge about school finance and budget in real social or professional life.</li> <li>• Develop own perception about school in social context on the basis of knowledge about financial contribution of community to school.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 15</b>	<b><u>Introduction to Economics of Education</u></b>		
	<ul style="list-style-type: none"> <li>• Concept of Economics and Education &amp; Economics of Education.</li> <li>• Meaning, Nature &amp; Area of Economics of Education.</li> <li>• Relation between Economics and Education.</li> <li>• Relation among Economics, Economics of Education &amp; Education contribution to Economics.</li> <li>• Basic Education of Mahatma Gandhi.</li> </ul>		
	<b>Assignment:</b>		
	<ul style="list-style-type: none"> <li>• Analyse similarities &amp; differences of thoughts of Indian &amp; western economists on economics of education.</li> <li>• Prepare a note on education thoughts or thoughts on economics of education or analyse any economist and conduct a play/ or Present a speech on the note.</li> </ul>		

<b>UNIT-2</b> <b>Teaching hours:15</b>	<p><b><u>Financing on Elementary Education</u></b></p> <ul style="list-style-type: none"> <li>• Historical review and present status of Contribution to Elementary Education funding: Three level; Federal, State and Local.</li> <li>• financial estimates by Tapas Mazumdar Committe (GoI, 1998)</li> <li>• Capacity and credibility of the public education system</li> <li>• State school system and financial resources.</li> <li>• Educational organizations, especially in the backward and difficult areas.</li> <li>• Curriculum and a massive fiscal commitment to funding UEE, de-saffronize, &amp; Implementation of RTE Act.</li> <li>• Relationship of financing &amp; quality of education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.</li> <li>• Through internet surfing of literature review find out chronologically financial resources of elementary school/education.</li> <li>• In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public schools. What does the author propose to reform? How? Is the proposal realistic? What philosophic perspectives does it represent? What conditions or resources would be required to implement it successfully? What is the likelihood of success?</li> </ul>
<b>UNIT-3</b> <b>Teaching hours: 15</b>	<p><b><u>Economics of Elementary Education</u></b></p> <ul style="list-style-type: none"> <li>• Mapping Change in Elementary Education</li> <li>• Challenges of Public Finance and private provisions</li> <li>• Cost and financing of elementary education in Rajasthan.</li> <li>• Central and state level expansion on Elementary Education &amp; girl education</li> <li>• Govt programs &amp; Projects (like lok jumbish projects, shiksha karni projects, Kasturba Gandhi Shiksha Yojana, Sharde hostels)</li> <li>• Models of development based on free market economies</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Seminar on Models of development based on free market economies.</li> <li>• Poster designing competition on Central and state level expansion on Elementary Education &amp; girl education.</li> </ul>



<b>UNIT-4</b> <b>Teaching hours: 15</b>	<p><b><u>Economics of Elementary School</u></b></p> <ul style="list-style-type: none"> <li>• Type of School &amp; Finance and Budget</li> <li>• Public Finance in Education</li> <li>• Financing general and vocational educational.</li> <li>• Cost analysis in education, student fees and loans.</li> <li>• Physical and Human resources of school.</li> <li>• Financial Contribution of community to school.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Preparation of budget for a school</li> <li>• Preparation of a blue print for expenditure control in a school.</li> <li>• Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure.</li> <li>• Establish a guidance cell in school for special guidance to students on fees, finance, scholarships and loans.</li> <li>• Draft a report on Financial Contribution of community to school and prepare a suggestive action plan /strategy for enhancement</li> </ul>																																				
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**M.Ed. Semester : IV**

<b>Course code:</b> MED-402 I S		Course type: Elective	
<b>Course Title :</b> Advance course in Economics of Education at Secondary Level(Course –2 a)			
<b>Credit</b>	4	Hours	
		4HR /Week	
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
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<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives:**

- Get Make to Know about Relation between Economics and Education.
- To Know about Financing on Secondary Education.
- To Understand the Economics of Secondary Education.
- To Understand about type of School & Finance and Budget.
- To Know about State school system and financial resources.
- Get Make to Know about Mapping Change in Elementary Education.
- To Know about Educational Expenditure.

**Learning Outcomes:**

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

- To acquaint the students with the relationship between the financial support of education and quality of education,
- To develop familiarities with various sources of financing in India;
- To develop in them the understanding of school accounting and developing skill in school budgeting;
- To develop appreciation of the financial problems of educational administration critically analyse the policies of educational finance and its implications of efficiency of the system,
- Discuss the linkages of various state, district and local level functionaries
- To acquaint the students with the relationship between the financial support of education and quality of education.
- To develop familiarity with various sources of financing education in India.
- To develop in them the understanding of school accounting and developing skill in school budgeting.

<p style="text-align: center;"><b>UNIT-1</b></p> <p style="text-align: center;"><b>Teaching hours : 15</b></p>	<p><b><u>Financing on Secondary Education</u></b></p> <ul style="list-style-type: none"> <li>• Educational Expenditure: Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.</li> <li>• School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.</li> <li>• Financial estimates by Tapas Mazumdar Committe (GoI, 1998)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Analyse similarities &amp; differences of thoughts of Indian &amp; western economists on economics of education.</li> <li>• Prepare a note on education thoughts or thoughts on economics of education or analyse any economist and conduct a play/ or Present a speech on the note.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p><b><u>Economics of Educational System</u></b></p> <ul style="list-style-type: none"> <li>• Cost of Education</li> <li>• Increase in per pupil cost and its relation to per capital income.</li> <li>• Methods of determining educational costs, unit costs, direct cost, opportunity costs.</li> <li>• Decisive factors on costs: Size of class, teaching load, enrolment at different levels etc.</li> <li>• Salary of teachers.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.</li> <li>• Through internet surfing of literature review find out chronologically financial resources of elementary school/education.</li> <li>• In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public schools. What does the author propose to reform? How? Is the proposal realistic? What philosophic perspectives dies it represent? What conditions or resources would be required to implement it successfully? What is the likelihood of success?</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Educational Expenditure</u></b></p> <ul style="list-style-type: none"> <li>• The Determinants of expenditure on education : <ul style="list-style-type: none"> <li>• Public expenditure as a percentage of grip</li> <li>• Edu. Expenditure in relation to government revenue.</li> <li>• Inflation and public expenditure on education.</li> </ul> </li> <li>• Clarification of Educational expenditure.</li> <li>• Direct and indirect objects of expenditure: <ul style="list-style-type: none"> <li>• Direct objects: Elementary, secondary higher, professional and technical education.</li> <li>• Indirect objects: Direction and Inspection, stipends and scholarships, building, furniture and equipment, boards of secondary education etc.</li> </ul> </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Seminar on Models of development based on free market economies.</li> <li>• Poster designing competition on Central and state level expansion on Elementary Education &amp; girl education.</li> </ul>

<b>UNIT-4</b> <b>Teaching hours: 15</b>	<p><b>School Budget</b></p> <ul style="list-style-type: none"> <li>Type of school &amp; Budget making process Budget as an instrument of Educational Planning , Capital Improvement</li> <li>Evaluation</li> <li>Planning a school budget in relation to Govt., grants, resources from the society, tuition fees, donations and local endowments etc.</li> <li>EWS according to RTE</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Preparation of budget for a school</li> <li>Preparation of a blue print for expenditure control in a school.</li> <li>Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure.</li> <li>Establish a guidance cell in school for special guidance to students on fees, finance, scholarships and loans.</li> <li>Draft a report on Financial Contribution of community to school and prepare a suggestive action plan /strategy for enhancement</li> </ul>																																				
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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED-402 II E		Course type: Elective	
<b>Course Title :</b> Issues, planning and Policies of Education at Elementary level (Course–2 b)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
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<b>Duration</b>	3 HR	1 HR	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make enable to Know about Vision and Mission of Elementary Education</li> <li>• To Understand the Concerns in Elementary Education</li> <li>• Get to know about Policies &amp; Programs of Elementary Education</li> <li>• To Understand about Financing and Planning of Elementary Education</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course the student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Gain insight into the vision and mission of Elementary Education in the country.</li> <li>• Develop understanding for enhancing learner’s achievement.</li> <li>• Reflect on various concerns of elementary education</li> <li>• Gain insight into factors promoting success and participation in quality in elementary education.</li> <li>• Develop understanding about quality dimensions of elementary education</li> <li>• Promote understanding of vision and mission of elementary education.</li> <li>• Examine the existing reports to gain insight into concerns of elementary education.</li> <li>• Reflect on various issues related with elementary education.</li> <li>• Understand about the policies and programmes of elementary education</li> <li>• Contribute to reform the elementary education system of India.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p><b><u>Vision and mission</u></b></p> <ul style="list-style-type: none"> <li>• Vision and Mission of Elementary Education.</li> <li>• School Systems across the States.</li> <li>• 12th Five-Year Plans –Objectives, key issues and focus.</li> <li>• Constitutional Provisions, Right to Education and its implications</li> <li>• Quality Assurance in Elementary Education.</li> <li>• Responsibility between the Union Government and the States.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a play in school to generate awareness among students &amp; teachers on Child Right.</li> <li>• Case study of a school or some innovative practice under SSA</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p><b><u>Concerns in Elementary Education</u></b></p> <ul style="list-style-type: none"> <li>• School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School, quantity &amp; quality of trained teachers.</li> <li>• Systemic Reform- Strengthening Community Participation; Role of PTC/ MTC/SMC</li> <li>• Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School</li> <li>• Inspection, Supervision and Monitoring.</li> <li>• Innovative Approaches: Activity Based learning Experiment</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Preparation of research design on a theme, discipline and RTE act. 2009</li> </ul> <p>Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO</p>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Policies &amp; Programs of Elementary Education</u></b></p> <ul style="list-style-type: none"> <li>• District elementary education programme-goals and strategies.</li> <li>• Sarva Shiksha Abhiyan &amp; RTE Act 2009- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.</li> <li>• Monitoring, research and evaluation of specific schemes like Monthly-day meals, establishments of VEC and different incentive schemes and achievement levels.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.</li> <li>• Critical Analysis of Research Studies on programs and policies related to elementary education.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Financing and Planning of Elementary Education</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, nature and scope</li> <li>• Economic development and financing of education</li> <li>• Financing of education in India: Center- State relationship, mobilization of resources</li> <li>• Write a report on Criteria of resource mobilization and resource utilization</li> <li>• Cost analysis in Education</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write a report on Criteria of resource mobilization and resource utilization Cost analysis in Education</li> <li>• Each student is required to prepare and present in a seminar a status report on economic development &amp; financing of education.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> </ol>



	<p>9. Survey 10. Documentaries 11. Short Films</p> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
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New Delhi: Sage Publications Pvt. Ltd.

- Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). *Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy* (1st edition) New Delhi: Oxford University Press.
- Mehrotra, Santosh (2006). *The Economics of Elementary Education in India: The Challenge of Public Finance. Private Provision and Household Costs.* Sage Publications: New Delhi.
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- Hayes, Denis (2008). *Elementary Teaching Today: An Introduction.* Routledge Publications: U.K.
- Kurrian, J. (1993). *Elementary Education in India.* Concept Publication: New Delhi.
- Lewis, Ramón (2008). *Understanding Pupil Behaviour.* Routledge Publications: U.K.
- Mohanty, J. N. (2002). *Elementary and Elementary Education.* Deep & Deep Publications: New Delhi.
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- 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.* London: David Fulton Publishers.
- Sharma, Ram Nath (2002). *Indian Education at the cross road.* Haryana: Shubhi Publications.

M.Ed. Semester : IV			
Course code: MED-402 II S		Course type: Elective	
Course Title : Issues, Planning and Policies of Education at Secondary level(Course– 2 b)			
Credit	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives:**

- To Understand the Principles, Techniques and approaches of Educational Planning
- To Understand the of Elementary Education
- Make enable to Know about Vision and Mission of Elementary Education
- Make enable to Know about Educational Finance
- Make enable to Know about problems and issues of Educational Finance

**Learning Outcomes:**

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

- Acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- Help them determine and implement objectives of planning on the basis of individual needs of the students.
- Develop in them the skills in planning and implementing conventional administrative procedures.
- Acquaint the students with the relationship between the financial support of education and quality of education,
- Develop familiarities with various sources of financing in India;
- Develop in them the understanding of school accounting and developing skill in school budgeting;
- Develop appreciation of the financial problems of educational administration;
- Enable the students to locate human and material resources and utilize them to the maximum benefit for education

<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p><b><u>Principles, Techniques and approaches of Educational Planning</u></b></p> <ul style="list-style-type: none"> <li>• Guiding principles of educational planning</li> <li>• Methods and techniques of educational planning.</li> <li>• Approaches to educational planning. - Social demand approach - Man-power approach - Return of return approach</li> <li>• Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Critical analysis of educational planning in Rajasthan, giving a suggestive plan of action.</li> <li>• Conduct a survey in an excellent institute to know about adopted approaches to educational planning and prepare a report to present it in seminar.</li> </ul>
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<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p><b><u>Planning Mechanisms and Five-Year Plan in Education</u></b></p> <ul style="list-style-type: none"> <li>• Perspective planning at central, state and local levels: concepts of macro, and micro level planning.</li> <li>• Priorities to be given at central and state levels.</li> <li>• Perspective plan for education in the 12th Five Year plan.</li> <li>• District level planning: recent initiatives.</li> <li>• Institutional Planning.</li> <li>• School mapping exercises</li> <li>• Availability of educational statistics at central, state and district levels.</li> <li>• Main features of five year plans with special reference to education, impact of five year plans on education.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO.</li> <li>• Each student is required to prepare and present in a seminar a status report on Elementary Education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p><b><u>Educational Finance</u></b></p> <ul style="list-style-type: none"> <li>• Need, Significance, Principles and Concept of Educational Finance.</li> <li>• Educational Financing in India: Historical Perspective</li> <li>• Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education, Supply of education, Constitutional responsibility for providing education.</li> <li>• Principles of educational finance: Allocation of resources-economic and social basis for allocation of resources in education.</li> <li>• Financing education for equality of education-social justice Efficiency-cost-minimization and quality improvement, Productivity-relevance of education to the world of work and create qualified and productive manpower.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Listing the numbers of secondary /senior secondary schools in your district/town/city and numbers students of the standard of that area. Analyse the demand and supply of resources and school at the level.</li> <li>• What nations/state stand out with regard to high or low percentages of girls or women enrolled in schools at various levels of education? What seem to be some of the financial determinants of high or low percentages? What changes appear to be likely in the next few years?</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b> <b>Teaching hours: 15</b></p>	<p><b><u>Some problems and issues of Educational Finance</u></b></p> <ul style="list-style-type: none"> <li>• Tuition fees: Merits and demerits of uniform, tuition fees.</li> <li>• Additional resources for education.</li> <li>• Critical review of present grant-in-aid policy of the state government with special reference to secondary education.</li> <li>• The factors affecting increasing the financial burden on local governments.</li> <li>• Ways and means of controlling funds.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Contact a nearby elementary schools to determine what steps teachers are taking to improve achievement among low-income and / or minority students. Compare your findings with those of your classmates. You may wish to work together in identifying ideas and approaches to use them in your own classroom.</li> <li>• Awareness programme on RTE act and provision of tuition fees among parents, students and teachers.</li> </ul>																																				
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																				
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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED-403 I E		<b>Course type:</b> Elective	
<b>Course Title :</b> Education management and Planning of Elementary level (Course– 3a)			
<b>Credit</b>	4	<b>Hours</b>	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To know about Management of Elementary Education.</li> <li>To know about Planning &amp; school management.</li> <li>To Understand Universalization of Elementary Education.</li> <li>To Understand about Programmes &amp; Policies for Elementary Education.</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course the student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>Understand various policies, planning and initiation taken by Govt. at elementary level.</li> <li>Reflect on planning, management, policies and operational strategies at elementary level.</li> <li>Gain insight on school planning and educational management.</li> <li>Understand planning, policies, research and innovation at the school level.</li> <li>Contribute to enhance innovation in school &amp; educational management &amp; planning.</li> <li>Understand structure &amp; programme of UEE.</li> </ul>			
<b>UNIT-1</b>  <b>Teaching hours : 15</b>	<p style="text-align: center;"><b><u>Management of Elementary Education</u></b></p> <ul style="list-style-type: none"> <li>Meaning, concept, need and nature of management &amp; management of education.</li> <li>Present policies and operational strategies of central, state Govt., district&amp; local level for Elementary Education.</li> <li>Management pattern of various kind school: Private/Govt., Aided, Central, Navodya, International, Public etc.</li> <li>Introduction- policies for strategy- Priority areas and Implementation machinery-training, Research and orientation.</li> <li>District-Planning and management of Education.</li> <li>Machinery of Local management DISE (District Information system for Education)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central &amp; state Govt. for Elementary Education. Prepare a report of entire activity.</li> <li>Review research on educational management or management of elementary schools which are used in other countries but not in India.</li> <li>Evaluation of management of SSA activities in a district.</li> </ul>		



<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b><u>Planning &amp; School Management</u></b></p> <ul style="list-style-type: none"> <li>• Planning, site &amp; location- Design and Dimension, Equipment and infrastructure required for Elementary schools.</li> <li>• Student teacher ratio, profession development programme for Elementary teachers. Managing committee: - Role. Constitution and functions</li> <li>• Inspecting offices; Role, Duties, and functions.</li> <li>• PTA- Need, Importance, formation and contributions</li> <li>• School based Indicators, facility Indicators Teacher related Indicators.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Collect data from relevant sources on student &amp; teachers ratio for elementary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.</li> <li>• Make a comparative study of PTA of any one Govt and private school.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Universalization of Elementary Education (UEE)</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, concept importance nomenclature and present position of Elementary Education in India, measures for the promotion of UEE strategies for achieving RTE &amp; UEE.</li> <li>• Pattern of Education structure up to class VII, overview of Elementary Education in India.</li> <li>• Control and support to Elementary schools.</li> <li>• Free and compulsory Education Act 2009.</li> <li>• Elementary Education, Comparative study of various countries.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Orientation programme in elementary school on RTE act.</li> <li>• Organise a debate on Pattern of Education structure up to class VII overview of Elementary Education in India.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>Programmes &amp; Policies for Elementary Education</u></b></p> <ul style="list-style-type: none"> <li>• Operation Black Board</li> <li>• Monthly-Day-Meal</li> <li>• DPEP (District elementary Education programme)</li> <li>• Shiksha Karni Project (BRCS/URCS and CRCS)</li> <li>• Centrally sponsored programs for Elementary Education:</li> <li>• SSA, Kasturba Gandhi Balika School, NPEGEL, (national programme for Education of Girls</li> <li>• Role &amp; responsibility of DEO, BEO, DD, Head masters &amp; SMC etc.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.</li> <li>• Analyse quality &amp; quantity of Monthly-day meal in any rural and urban school.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> </ol>



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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED-403 I S		<b>Course type:</b> Elective	
<b>Course Title :</b> Education management and Planning of secondary level (Course– 3a)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	

**Objectives:**

- To Know about Management of Elementary Education.
- Make to Know about Planning & school management.
- Make to Know about planning at central, state and local levels.
- To Know about problems of educational Planning.
- To Know about Educational planning for qualitative improvement.
- Make to Know about Educational expenditure & planning.

**Learning Outcomes:**

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

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

<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p><b><u>Concept need and process of Educational Planning</u></b></p> <ul style="list-style-type: none"> <li>• Concept, scope and nature of Educational Planning</li> <li>• Need and importance of Educational Planning</li> <li>• Types of Educational Planning</li> <li>• Process of Educational Planning in various type schools in India.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central &amp; state Govt. for secondary Education prepare a report of entire activity.</li> <li>• Review research on educational management or management of secondary education which are used in other countries but not in India.</li> </ul>
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<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p style="text-align: center;"><b><u>Planning at central, state and local levels</u></b></p> <ul style="list-style-type: none"> <li>• Perspective planning at central, state and local levels.</li> <li>• Priorities to be given at central and state levels.</li> <li>• Schools for all and schools for the selected few</li> <li>• Determine facilities to the needs : <ul style="list-style-type: none"> <li>• School programme</li> <li>• School Building</li> <li>• Teaching training facilities</li> <li>• Location of Schools.</li> </ul> </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Collect data for relevant sources on student &amp; teacher ratio in secondary level school. Of your district. Is it according to constitution provision? Prepare a report and send it to authorities.</li> <li>• Make a comparative study of PTA of any one Govt and private school.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p style="text-align: center;"><b><u>Some problems of educational Planning</u></b></p> <ul style="list-style-type: none"> <li>• Calculating cost of education at various type of school.</li> <li>• Comprehensive approach vs. selective approach.</li> <li>• Public sector vs. private sector.</li> <li>• Educational planning and exceptional children, gifted, backward and handicapped.</li> <li>• Educational planning for qualitative improvement.</li> <li>• Educational expenditure &amp; planning.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Comparative study of problems related to educational planning in Public sector and Private sector.</li> <li>• Analysis of Educational expenditure for planning in public/private sector.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b></p> <p style="text-align: center;"><b>Teaching hours: 15</b></p>	<p style="text-align: center;"><b><u>Performance and Resource Management in educational institutions</u></b></p> <ul style="list-style-type: none"> <li>• Monitoring of school performance.</li> <li>• Performance appraisal of the teachers.</li> <li>• Scientific principles of management-PERT, CPM, PPBS system approach.</li> <li>• Financial and administrative management of educational institutions.</li> <li>• Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization</li> <li>• Quality assurance in material and human resources.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Examine the effectiveness of any one programme run by central Govt. for senior secondary students. Present the report in classroom seminar.</li> <li>• Analyse the quality of financial and administrative management in any rural and urban school</li> </ul>

**TEACHING AND LEARNING STRATEGIES**

1. Lectures
2. E-learning
3. Videos
4. Extension Lectures
5. Content Review
6. Self-Learning
7. Group Discussions
8. Field Visit
9. Survey
10. Documentaries
11. Short Films

**\* The teaching strategies are subject to change as per requirement of the students and their capabilities.**

**CONTINUOUS & COMPREHENSIVE ASSESSMENT (CCA)**

SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
1	Monthly Test	20X3 Test = 60
2	Presentation	10
3	Group Discussion	10
4	Debate	10
5	Participation and Presentation in Seminar	10
6	Report Writing	10
7	Content Review Writing	10
8	Viva Voce	10
9	Blog Writing	10
10	Attendance	10
11	Co-curricular Activity	10

**EXPLANATION (METHOD TO ASCERTAIN MARKS FOR CCA): CCA will be reduced to 30 marks. Formula: Marks obtained/Total marksX30. For example: 60 divided by160X30 = 11.25**

**PROVISO-I: Provided that a candidate shall be granted a relaxation in the form of exemption from CCA component.However, the said exemption must not be provided in more than 3 components in a respective course.**

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**Attendance in Lectures, Tutorials and Practical**

Percentage	Marks Allotted
75% to 80%	02
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<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester
<b>PERIODICAL REVISION OF SYLLABUS</b>	<p style="text-align: center;"><b>1. Annual Revision</b></p> <p><b>PROVISO: Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</b></p>
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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED-403 II E		<b>Course type:</b> Elective	
<b>Course Title :</b> Educational Administration of Elementary level Course – 3 b			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
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<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To Know about Educational Administration at National &amp; states Level.</li> <li>Make enable to Know about Issues, Concern &amp; challenges.</li> <li>To Understand School Community Relationship.</li> <li>Make enable to Know about School Administration.</li> <li>Make enable to Know about Organization of Elementary school .</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course the student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>To equip with essential skills of successful administrators.</li> <li>To understand structure and system of administration at national state and local level.</li> <li>To understand the division of authorities among employees.</li> <li>To play their active role to enhance school community relationship</li> <li>To critically evaluate policies related to local and state authorities, which play important role in shaping school performance?</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p style="text-align: center;"><b><u>Educational Administration at National &amp; States Level</u></b></p> <ul style="list-style-type: none"> <li>Meaning concept, nature and types of structure of educational administration at national level.</li> <li>Role and responsibilities of center govt.</li> <li>National grants, to state Govt.</li> <li>Bureaus/ divisions of the ministry of HRD, Department of Education.</li> <li>Major activities and organization of Department of Education of MHRD.</li> <li>Kendriya Vidyalaya Sangathan,</li> <li>State level administration: - Need importance and limitations</li> <li>Recommendations of committees on role of state and local bodies.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Prepare a report on the existing structure and function of educational administration at national level.</li> <li>Make a comparative study of management and administration of Kendriya Vidyalaya and state Govt School.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b><u>Issues, Concern &amp; Challenges</u></b></p> <ul style="list-style-type: none"> <li>• Issues and challenges in elementary educational administration of at national, state and local level.</li> <li>• Local bodies: District boards and Municipalities. Present position of local administration in elementary education.</li> <li>• Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Interview some school administrative staff and local authorities to find out the status of local administration in elementary school.</li> <li>• Make a presentation on any topic of course.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>School Community Relationship</u></b></p> <ul style="list-style-type: none"> <li>• Traditional and Modern view of School</li> <li>• School as a miniature of society</li> <li>• Ways and means of improving of school community relationship</li> <li>• New Act, Oct, -2006 (School Management Committee) &amp; RTE 2009, Education funds – PTA, Mothers Association, Old student Association</li> <li>• Professional organization of teachers</li> <li>• Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women &amp; child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.</li> <li>• Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other departments.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Plan of action for enhancement of local community and authorities in day to day activities of school to achieve Moto of school in a social context.</li> <li>• Prepare a report after interview (with local eminent persons and school staff) for inviting suggestions or involvement of community in school.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b><u>School Administration</u></b></p> <ul style="list-style-type: none"> <li>• Need for school administration, objectives, and Influencing factors.</li> <li>• Main changing concept and scope of school administration, role and responsibilities of the principal &amp; Teacher (with special reference to free and compulsory act)</li> <li>• Organization of Elementary school – Meaning, type and its impact on shaping school performance.</li> <li>• SMC and school administration</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Find out the most influencing factors of school administration after interaction with stake holders (at least 5 administrative steps).</li> <li>• Prepare a report on role and responsibilities of the principal &amp; Teachers (with special reference to free and compulsory act)</li> </ul>
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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED-403 II S		<b>Course type:</b> Elective	
<b>Course Title :</b> Educational Administration of secondary level (Course – 3b)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	<b>Min. Pass Marks:</b>	40
<b>Theory Examination</b>	70	<b>Min. Pass Marks:</b>	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	<b>Min. Pass Marks:</b>	12
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To Know about Educational Administration at National &amp; states Level.</li> <li>Make enable to Know about Role of states Govt. in Secondary Education.</li> <li>Make enable to Know about School Administration.</li> <li>Make enable to Know about Issues in Educational Administration.</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course the student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>To handle or solve problems and issues related to educational administration at elementary level.</li> <li>Understand types of educational administration.</li> <li>Select/ practice/and suggest appropriate types of educational administration according to situations.</li> </ul>			
<b>UNIT-I</b>  <b>Teaching hours : 15</b>	<p style="text-align: center;"><b><u>Educational Administration at National Level</u></b></p> <ul style="list-style-type: none"> <li>Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes</li> <li>National grants, to state Govt.</li> <li>Bureaus/ divisions of the ministry of HRD, department of education.</li> <li>Major activities and organization of department of education of MHRD.</li> <li>NCTE, Kendriya Vidyalaya Sangathan,</li> <li>Suggestions regarding Administrative reforms at the central level.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Prepare a report on the existing structure and function of educational administration at national level.</li> <li>Make a comparative study of management and administration of Kendriya Vidyalaya and state Govt School.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b><u>Role of states Govt. in Secondary Education</u></b></p> <ul style="list-style-type: none"> <li>• State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.</li> <li>• Local bodies: District boards and municipalities. Present position of local administration in elementary education.</li> <li>• Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Interview some school administrative, staff and local authorities to find out the status of local administration in elementary school.</li> <li>• What special obstacles did they encounter, and how were they overcome?</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Types of Educational Administration</u></b></p> <p>(a) Totalitarian Educational Administration Merits of Totalitarian Education Demerits of Totalitarian Education</p> <p>(b) Democratic Educational Administration</p> <p>1. Factors Determining the Character of Administration</p> <ol style="list-style-type: none"> <li>i. Personal Factors</li> <li>ii. Environmental Factors</li> </ol> <p>(c) Professional organization of teachers</p> <p>(d) Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women &amp; child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.</p> <p>(e) Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other</p> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Visit any one teacher training institution and a school to assess, which types of administration is practiced there. And take a view of the related stakeholder on it.</li> <li>• Plan of action for enhancement of local community and authorities in day to day activities of school to achieve Moto of school in a social context.</li> <li>• Prepare a report after interviewing local eminent persons and school staff inviting suggestions for involvement of community in school.</li> </ul>

<b>UNIT-4</b> <b>Teaching hours: 15</b>	<p><b><u>Issues in Educational Administration</u></b></p> <ul style="list-style-type: none"> <li>• Authority and Control: Centralization and Decentralization</li> <li>• Bureaucrat and politics / Bureaucrat and the Technocrat</li> <li>• Educational Administrator <ul style="list-style-type: none"> <li>a. Qualities of the Administrator</li> <li>b. Duties of the Administrator</li> <li>c. Human Relations</li> </ul> </li> <li>• Need for school administration, objectives, and Influencing factors.</li> <li>• Main changing concept and scope of school administration, role and responsibilities of principal &amp; Teacher (with special reference to free and compulsory act)</li> <li>• Organization of Elementary school – Meaning, type and its impact on shaping school performance.</li> <li>• DIETS- Responsibilities</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Comparative study of qualities of the 4 administrators of best performing school and school with poor performance to identify the similarities &amp; differences.</li> <li>• Find out the most influencing factors of school administration after interaction with at least 5 administrative officers.</li> <li>• Prepare a report on role and responsibilities of principal &amp; Teacher (with special reference to free and compulsory act)</li> </ul>																																							
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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED-403 III E I		Course type: Elective	
<b>Course Title :</b> Towards Academic leadership at Elementary school level(Course – 3 c)			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	60
<b>Max. Marks:</b>	100	Min. Pass Marks:	40
<b>Theory Examination</b>	70	Min. Pass Marks:	28
<b>Continous Comprehensive Assessment (CCA)</b>	30	Min. Pass Marks:	12
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<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Make to Know about Academic Leadership.</li> <li>• Make to Know about School leadership.</li> <li>• Get to Know about Leadership Challenges and Perspectives.</li> <li>• To Undersatand Values, vision and moral purpose in educational leadership.</li> <li>• Get to Know about Innovation and research in leadership.</li> </ul>			
<b>Learning Outcomes:</b>			
After completion of the course the student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• To critically examine the core and contemporary leadership theories relevant to educational practice and settings.</li> <li>• To sensitize the students about new changes and challenges in leadership of institutions.</li> <li>• To develop capacities for being efficient and effective educational leaders.</li> <li>• To equip the students with the leadership skills needed to emerge as Leaders.</li> <li>• Understand school leadership and build a vision for change and improvement.</li> <li>• To enable school leaders to bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders.</li> <li>• To prepare a critical mass of experts to take leadership development forward in the respective States.</li> <li>• To build capacities of school heads in the areas of teaching learning, personal and professional development, innovations in school system processes, and partnerships .</li> <li>• Establish linkages between school leaders and grass root level (field) administrators working closely with schools at cluster block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.</li> <li>• Create Professional Learning Communities of school leaders across the district, state and region to generate collective learning experience for effective implementation of leadership development in the country</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours : 15</p>	<p><b>Introduction to Academic Leadership</b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Need Importance and Nature of Academic Leadership in Elementary Education.</li> <li>• Meaning, Need and Importance to shift from management of schools to Leadership of school.</li> <li>• Role and responsibilities of leadership ( in reference to RTE &amp; CCE)</li> <li>• Component and characteristics of high quality school leadership.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a survey of at least five schools to identify the most popular leadership style. Analyze the reason of its popularity.</li> <li>• Orientation cum workshop on any topic related to nature of leadership.</li> <li>• Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b>School leadership</b></p> <ul style="list-style-type: none"> <li>• Curriculum framework, outline key areas for leadership development in elementary schools: (capacity building to transform function at managers to school leaders)</li> <li>• Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.</li> <li>• School leadership: Multiple Roles, Identities &amp; grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.</li> <li>• School &amp; Community: - Interlink age, Role and responsibilities.</li> <li>• School as a learning organization</li> <li>• Developing a vision for school: - vision for school transformation, assessing context and constraints.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Write a report on the best theory of leadership in the light of RTE act 2009,</li> <li>• Suggest or develop fusion based best approach of leadership, giving logics of formulation of the approach or theory.</li> <li>• Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.</li> <li>• Personality Development program of Managers for emerging as a leader.</li> </ul>



<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b>Leadership Roles:Challenges and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Values, vision and moral purpose in educational leadership</li> <li>• Leading and managing educational change and improvement</li> <li>• Leadership for the learning community</li> <li>• Developing leadership and management skills and insights</li> <li>• Issues of diversity in educational organizations, including issues related to gender and multiculturalism</li> <li>• Work Ethos: Meaning, nature, and transformation in present scenario.</li> <li>• Right of child in school: Equality, non-discrimination and respect for all.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a survey in school to assess the perception of teacher for their head or managers as an initiator of change.</li> <li>• Debate on Issues of diversity in educational organizations, including issues related to gender and multiculturalism.</li> <li>• Prepare a report after Visit any school by interactive process to understand transformation (through Inclusion, Equity and Quality etc.)</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b>Research and Innovation &amp; Leadership</b></p> <ul style="list-style-type: none"> <li>• Innovation and research in leadership</li> <li>• Culture of innovation in school: At all levels of school, at classroom, student &amp; teacher as innovators.</li> <li>• Professional development of teachers: Issues, concerns, programmes and practices at International, National &amp; Local level...</li> <li>• Leadership programs of: UKIERI, MHRD, NUEPA, and NCSL with reference to goal, vision and strategy.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Tracking change through periodic review and revision of vision or culture school.</li> <li>• Prepare a report after visiting a school by interactive process to understand transformation (through Inclusion. Equity and Quality etc.)</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>

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SR. NO.	CCA: COMPONENT	MAXIMUM MARKS
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**SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS**

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**SELECTED READINGS**

- वर्मा, रामपाल सिंह एवं प्रो. पृथ्वी सिंह, (2008).विद्यालय प्रबन्धन एवं शिक्षा की समस्याएँ. विनोद पुस्तक मन्दिर. आगरा-2
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- ओड़,एल. के. (2008). शैक्षिक प्रकाशन. जयपुर: राजस्थान हिन्दी ग्रन्थ अकादमी.
- भटनागर, आर.पी. एवं विद्या अग्रवाल, (2007). शैक्षिक प्रशासन मेरठ: इन्टरनेशनल पब्लिशिंग हाऊस.
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- Ediger, Morlow and Digumarti Bhaskara Rao (2006). School Organisation. New Delhi: Discovery Publishing House.
- Sindhu, I.S. (2008). Educational Administration and Management, Meerut: International Publishing House.
- Mishra, R.c, (2010), Class room management, APH Publishing corporation: New Delhi.

<b>M.Ed. Semester : IV</b>			
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<b>Learning Outcomes:</b>			
After completion of the course the student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• To critically examine the core and contemporary leadership theories relevant to educational practice and settings.</li> <li>• To sensitize the students about new changes and challenges in leadership of institutions.</li> <li>• To develop capacities for being efficient and effective educational leaders.</li> <li>• To equip the students with the leadership skills needed to emerge as Leaders.</li> <li>• To understand school leadership and build a vision for change and improvement</li> <li>• To enable school leaders to bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders.</li> <li>• To prepare a critical mass of experts to take leadership development forward in the respective States and UTs.</li> <li>• To build capacities of school heads in the areas of teaching learning, personal and professional development, innovations in school system processes, and partnerships .</li> <li>• Establish linkages between school leaders and grass root level (field) administrators working closely with schools at cluster block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.</li> <li>• Create Professional Learning Communities of school leaders, across the district, state and region to generate collective learning experience for effective implementation of leadership development in the country</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b></p> <p style="text-align: center;"><b>Teaching hours : 15</b></p>	<p><b>Nature of Academic Leadership</b></p> <ul style="list-style-type: none"> <li>• Meaning, Concept, Need, Importance and nature of Academic Leadership.</li> <li>• Leadership Styles.</li> <li>• Evaluating styles of Leadership.</li> <li>• Functions of Educational Leader/Manager.</li> <li>• Meaning, need and Importance to shift from management of schools to Leadership of school.</li> <li>• Role and responsibilities of leadership (in reference to RTE &amp; CCE)</li> <li>• Workshop on Component and characteristics of high quality school leadership.</li> <li>• Grid Concept of Academic Leadership Measurement of Leadership</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a survey of at least five schools to identify the most popular leadership style and analyze the reason of its popularity.</li> <li>• Orientation cum workshop on any topic related to nature of leadership.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p><b>School leadership</b></p> <ul style="list-style-type: none"> <li>• Curriculum framework, outline key areas for leadership development in secondary schools: (capacity building to transform function at managers to school leaders)</li> <li>• Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.</li> <li>• School leadership: Multiple Roles, Identities &amp; grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.</li> <li>• School &amp; Community: - Interlink age, Role and responsibilities.</li> <li>• School as a learning organization</li> <li>• Developing a vision for school: - vision for school transformation, assessing context and constraints.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Suggest or develop fusion based best approach of leadership, giving logics of formulation of the approach or theory.</li> <li>• Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.</li> <li>• Personality Development program of Managers for emerging as a leader.</li> <li>• Write a report on the best theory of leadership in the light of humanistic approach.</li> <li>• Suggest or develop fusion based best approach of leadership, giving logics of formulation of the approach or theory.</li> <li>• Organize a Workshop to equip the students with the leadership skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.</li> </ul>

<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b>Leadership Roles: Challenges and Perspectives</b></p> <ul style="list-style-type: none"> <li>• Curriculum framework outline key areas for leadership development in elementary schools: (capacity building to transform function at managerial level to school leaders)</li> <li>• Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.</li> <li>• School leadership: Multiple Roles, Identities &amp; grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.</li> <li>• School &amp; Community: - Inter linkage, Role and responsibilities.</li> <li>• School as a learning organization</li> <li>• Developing a vision for school: - vision for school transformation, assessing context and constraints.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a survey in school to assess the perception of teacher for their head or managers as an initiator of change.</li> <li>• Panel Discussions on School &amp; Community.</li> <li>• Personality Development program of Managers for emerging as a leader.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b>Research and Innovation &amp; Leadership</b></p> <ul style="list-style-type: none"> <li>• Innovation and research in leadership</li> <li>• Culture of innovation in school: At all levels of school, at classroom, student &amp; teacher as innovators.</li> <li>• Seminar on Professional development of teachers: Issues, concerns, programmes and practices at International, National &amp; Local level.</li> <li>• Leadership programs of: UKIERI, MHRD, NUEPA, and NCSL With reference to goal, vision and strategy.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Tracking change through periodic review and revision of vision or culture school.</li> <li>• Prepare a report after Visit any school by interactive process on understands transformation (through Inclusion. Equity and Quality etc.)</li> <li>• Tracking change through periodic review and revision of vision or culture school.</li> <li>• Prepare a report after visiting a school by interactive process to understand transformation (through Inclusion. Equity and Quality etc.)</li> </ul>
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- वर्मा, जे.पी.(2005). शैक्षिक प्रबन्धन राजस्थान जयपुर: हिन्दी ग्रन्थ अकादमी.
- Ediger, Morlow and Digumarti Bhaskara Rao (2006). School Organisation. Discovery Publishing House: New Delhi.
- Sindhu, I.S. (2008), Educational Administration and management, International Publishing House: Meerut.
- Mishra, R.c, (2010).Class room management. APH Publishing Corporation: New Delhi.



<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED-403 I		<b>Course type:</b> Elective	
<b>Course Title :</b> Inclusive Education			
<b>Credit</b>	4	<b>Hours</b>	4HR /Week
		<b>Total Teaching Hours:</b>	30
<b>Max. Marks:</b>	50	<b>Min. Pass Marks:</b>	20
<b>Theory Examination</b>	35	<b>Min. Pass Marks:</b>	14
<b>Continous Comprehensive Assessment (CCA)</b>	15	<b>Min. Pass Marks:</b>	06
<b>Attendance eligibility</b>	80 percent in respective semester		
<b>Examination</b>	ESE	Monthly Test	<b>CCA: Other Activies As Per The Detail Mentioned With The Syllabus</b>
<b>Duration</b>	3 HR	1 HR	
<b>Objectives:</b>			
<ul style="list-style-type: none"> <li>• Make to Know about Evolution of the Philosophy of Inclusive Education.</li> <li>• Get to Know about Legal Provisions and Policies of Inclusive Education.</li> <li>• To Understand about Types, Characteristics and Educational Needs of Diverse learners.</li> <li>• Get to Know about Planning and Management of Inclusive Classrooms.</li> <li>• Get to Know about Barriers and Facilitators in Inclusive Education.</li> <li>• Make to Know about Research Trends of Inclusive Education in India.</li> </ul>			
<b>Learning Outcomes:</b>			
After completion of the course the student-teachers will be able to:			
<ul style="list-style-type: none"> <li>• Understand concept, meaning and significance of inclusive education.</li> <li>• Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.</li> <li>• Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,</li> <li>• Understand the nature of difficulties encountered by children</li> <li>• Prepare teachers for inclusive schools.</li> <li>• Analyze special education, integrated education, mainstream and inclusive education practices.</li> <li>• Identify and utilize existing resources for promoting inclusive practice.</li> <li>• Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners,</li> <li>• Prepare a conducive teaching learning environment in varied school settings,</li> <li>• Develop the ability to conduct and supervise action research activities.</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours : 08</p>	<p><b><u>Introduction to Inclusive Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities</i></li> <li>• <i>Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education,</i></li> <li>• <i>Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a Presentation on Legal Provisions of inclusive Education.</li> <li>• Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours: 08</p>	<p><b><u>Conceptualization of Disability</u></b></p> <ul style="list-style-type: none"> <li>• <i>Concept of Impairment, Disability and Handicap</i></li> <li>• <i>Classification of Disabilities based on ICF Model</i></li> <li>• <i>Readiness of School and Models of Inclusion, Prevalence.</i></li> <li>• <i>Types, Characteristics and Educational Needs of Diverse learners’.</i></li> <li>• <i>Intellectual, Physical and Multiple Disabilities.</i></li> <li>• <i>Disabilities: Causes and prevention , Identification of Diverse Learners for Inclusion,</i></li> <li>• <i>Educational Evaluation Methods: Techniques and Tools</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Do a Case study on Disable Child and write a Report on it.</li> <li>• Make a critical analysis of Educational Needs of Diverse learners’.</li> </ul>

<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 07</p>	<p><b><u>Planning and Management of Inclusive Classrooms</u></b></p> <ul style="list-style-type: none"> <li>• <i>Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices,</i></li> <li>• <i>Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive</i></li> <li>• <i>Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching)</i></li> <li>• <i>Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a Workshop on Technology for Diverse learners</li> <li>• Observation of inclusive teaching strategies and discussion.</li> </ul>																								
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 07</p>	<p><b><u>Major Issues of Inclusive Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational</i></li> <li>• <i>Current Status and Ethical Issues of inclusive education in India,</i></li> <li>• <i>Research Trends of Inclusive Education in India</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a Group Discussion on <i>Barriers and Facilitators in Inclusive Education.</i></li> <li>• Identify suitable research areas in inclusive education</li> <li>•</li> </ul>																								
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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED- 403 II		<b>Course type:</b> Elective	
<b>Course Title :</b> Information and Communication Technology in Education			
<b>Credit</b>	4	<b>Hours</b>	4HR /Week
		<b>Total Teaching Hours:</b>	30
<b>Max. Marks:</b>	50	<b>Min. Pass Marks:</b>	20
<b>Theory Examination</b>	35	<b>Min. Pass Marks:</b>	14
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<b>Duration</b>	3 HR	1 HR	

**Objectives:**

- To enable to understand the Role of ICT in education.
- To enable to understand Instructional Technology.
- To understand the Web Based Learning.
- To enable to understand the Use of ICT in Research.

**Learning Outcomes:**

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

- To understand about Policy and Programs for developing ICT in Education
- To enable the trainees to understand the Role of ICT in education
- To enable the trainees to prepare and use of ICT and Self-instructional material in Education.
- To enable the trainees to prepare instructional aids in classroom instruction
- To enable the trainees to prepare and use of work book, worksheet and author work
- Understand the scope of ICT and its applications in teaching learning.
- Understand the means of ICT integration in teaching learning.
- Understand the computer components and software and hardware approach in education.
- Know the instructional applications of Internet and web resources.
- Understand the process of using the application software for creating documents, database, presentation and other Media applications. -
- Develop awareness about uses of computer technology in teaching learning training and research,
- Develop understanding about various aspects of data analysis software; develop various skills to use computer technology for sharing of information and ideas through the Blogs and Chatting groups.
- To understand the process of locating the research studies available in the Internet and use of on-line journals and books,
- Understand the utility of professional forums and professional associations in use of computer technology.
- Understand the concept of courseware and various formats of courseware, understand the process of preparation of courseware, understand the technical aspects of courseware.
- To understand the courseware management system in Intranet and Internet environments, understand the evaluation procedure of on-line courseware and off-line courseware.

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours : 08</p>	<p><b><u>Developing Potential to Effectiveness</u></b></p> <ul style="list-style-type: none"> <li>• Educational Policies related to ICT in Education</li> <li>• Approach to ICTs</li> <li>• Infrastructure</li> <li>• <i>ICT-Enhanced Content</i></li> <li>• Committed and Trained Personnel</li> <li>• Financial Resources</li> <li>• Integration</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Workshop on Information &amp; communication basics.</li> <li>• Preparation and presentation of slides for teaching a topic at the school level.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:08</p>	<p><b><u>Instructional Technology</u></b></p> <ul style="list-style-type: none"> <li>• Usage of communication,</li> <li>• Principles in Instructional Technology,</li> <li>• Development of Computer Aided learning material</li> <li>• MS Word</li> <li>• MS PowerPoint</li> <li>• MS Excel</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a data sheet, Attendance register, Tools, charts or prepare a work sheet showing data analysis of your dissertation.</li> <li>• Develop self-instructional material on teaching any topic of B.Ed. syllabus.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 07</p>	<p><b><u>Web Based Learning</u></b></p> <ul style="list-style-type: none"> <li>• www, Domain, Hosting, Browser, Search Engine</li> <li>• Internet: Internet application in class rooms Teaching</li> <li>• <i>E-learning/Online Learning</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Critical analysis of Teaching aids and their applications in instruction and learning Critical analysis of a computer based media packages with reference to its use in learning process.</li> <li>• Interventions of educational technology in the current practices of teacher training programmes in India. Preparation of Learning Object Repository (LOR).</li> <li>• Critical analysis of Courseware and their applications in learning</li> <li>• Critical analysis of a computer based courseware with reference to its use in learning process.</li> </ul>

<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 07</p>	<p><b>ICT &amp; Research</b></p> <ul style="list-style-type: none"> <li>• Use of ICT in Evaluation,</li> <li>• Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools</li> <li>• Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Critical analysis of the different research reports based on data analysis and interpretation.</li> <li>• Preparation and presentation of research report based on empirical data.</li> <li>• Critical analysis of the different courseware developed by different agencies/institutions.</li> </ul>																																				
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																				
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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED- 403 II		<b>Course type:</b> Elective	
<b>Course Title :</b> Physical and Health Education			
<b>Credit</b>	4	Hours	4HR /Week
		<b>Total Teaching Hours:</b>	30
<b>Max. Marks:</b>	50	<b>Min. Pass Marks:</b>	20
<b>Theory Examination</b>	35	<b>Min. Pass Marks:</b>	14
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<b>Duration</b>	3 HR	1 HR	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To Understand about concept, Nature and scope of Health Education.</li> <li>Get enable to Adopt healthy habits.</li> <li>To Understand about Modern concepts and Foundation of physical education</li> <li>To UnderstandYoga philosophy.</li> <li>To get enable to know the Yoga as a way to spiritual ascent of man via physical and mental integration.</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course the student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>Conceptualize health &amp; Physical education.</li> <li>Run/conduct health awareness programme.</li> <li>Adopt healthy habits and also develop among their students also.</li> <li>Organize various major &amp; minor games.</li> <li>Implement yoga philosophy in own personal &amp; professional life.</li> <li>Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkar, etc.</li> <li>Understand the meaning and relevance of Yoga as a way to spiritual ascent of man via physical and mental integration.</li> <li>Understand different types of Yoga – The Ashtang Yoga, the Jnana Yoga, Bhakti Yoga and other modern off-shoots.</li> <li>Understand the socio-psychological basis leading to a dynamic transformation of personality.</li> <li>Understand the scientific basis and therapeutic values of Yoga Theory</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 08</b>	<p><b><u>Health Education</u></b></p> <ul style="list-style-type: none"> <li>Meaning of Health</li> <li>Nature and scope of Health Education</li> <li>Concept of Health Education</li> <li>Need of Health Education programme</li> <li>School Health programme :Concept, need and Importance of health education programme in school</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Orientation programme in school among parents, teachers, students &amp; eminent social workers on health education.</li> <li>Debate on-Govt health policy for schools &amp; their implementation.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:08</p>	<p><b><u>Health habits</u></b></p> <ul style="list-style-type: none"> <li>• Health habits – Concept, need and strategy: Personal Cleanliness, Environmental Cleanliness, Food and Nutrition Balanced Diet.</li> <li>• Components of Balanced Diet.</li> <li>• Safety education- Concept, need and strategy</li> <li>• Pollution –concept, types, measure for prevention.</li> <li>• Communicable diseases – transmission, symptoms, prevention, control &amp; First Aid.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Play or drama on balanced diet &amp; its importance/ or prepare a documentary film on balanced diet &amp; its importance.</li> <li>• Garden management in the institution Campus cleaning (clean and green)</li> <li>• Organization of Health activities camp in school Plan &amp; establish a health club in school and sew activities like regular health checkup of student, distribution of vitamins &amp; mineral supplements etc.</li> <li>• The health club should be run or planned in collaboration with community members.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 07</p>	<p><b><u>Physical Education</u></b></p> <ul style="list-style-type: none"> <li>• Meaning, nature, scope, Definitions of Physical Education.</li> <li>• Aims &amp; objectives of physical education – need for physical educational programmes.</li> <li>• Foundations of physical education – Biological –Philosophical – Sociological – Psychological.</li> <li>• Modern concepts of physical education</li> <li>• Major games – Kabaddi, Volley Ball, Khokho,</li> <li>• Athletics – Origin and history of the games –Court marking – Rules &amp; Regulations of each game.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organization of sports day Celebrations.</li> <li>• Conduct tournaments in school on any major games.</li> <li>• 3.6.3 Physical efficiency test</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 07</p>	<p><b><u>Yoga Education</u></b></p> <ul style="list-style-type: none"> <li>• Yoga &amp; Posture – Ideal Posture – concept of Yoga Education – Nature, scope, importance of Yoga in School Curriculum, sitting postures (Padmasan Yogic / Mudras, Sukhasana) – lying postures (Shavasan, Sarvangasan, Shalabasan, Pranayama – breathing exercises.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Practice school student to set in padamasna during study in class and find out its effect in concentration.</li> <li>• Analyze school curriculum to find out the content related to yoga education, write report with proper suggestions.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> </ol>

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	<ul style="list-style-type: none"><li>• Williams J.F. (1997). Principles of Education. Weight Training in Throwing Events - Vidya Sagar Sharma (NIS Edition)</li><li>• Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.</li><li>• Bhatt, B.D and Sharma. S (1999). Teaching of Physical and Health Education Kanishka Publishing: Delhi.</li><li>• मोहन,एम.ए. (2004). शारीरिक शिक्षा के सिद्धान्त एवं तत्व ज्ञान, केट्रोपोलिटन कम्पनी, दिल्ली.</li><li>• शर्मा, हरिकिशन (1998). विद्यालयी शारीरिक शिक्षा एवं खेल : संचालन, प्रशासन एवं पर्यवेक्षण, पण्डित प्रकाशन, दिल्ली: वैरवाड़ा, नई सड़क.6</li><li>• शैरी, जी.पी.(1992). स्वास्थ्य शिक्षा.आगरा:विनोद पुस्तक मन्दिर.</li></ul>
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<b>M.Ed. Semester : IV</b>			
<b>Course code:</b> MED-403IV		<b>Course type:</b> Elective	
<b>Course Title :</b> Peace Education			
<b>Credit</b>	4	<b>Hours</b>	4HR /Week
		<b>Total Teaching Hours:</b>	30
<b>Max. Marks:</b>	50	<b>Min. Pass Marks:</b>	20
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<b>Duration</b>	3 HR	1 HR	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To develop skills of values, harmonious living with co-existence.</li> <li>To create awareness for development of activities for peace and harmony education.</li> <li>To understand the activities &amp; programmes for promoting peace and harmony.</li> <li>To understand the Global trends and new scenario of teacher education in context of peace and harmony.</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course the student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>To appreciate the current challenges of teacher education in context with the introduction of education for peace harmony.</li> <li>To develop skills among teacher trainees in human values, harmonious living with co-existence.</li> <li>To create awareness among student teachers for development of activities for peace and harmony education.</li> <li>To articulate and identify the activities &amp; programmes for promoting peace and harmony.</li> <li>To understand Vedic Darshan of international work for promoting peace values.</li> <li>To understand the Pedagogy of peace.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 08</b>	<ul style="list-style-type: none"> <li>Peace &amp; harmony: - concept, need and importance in teacher education.</li> <li>Teacher as Peacemaker, characteristics of the teacher, peace related value attitude.</li> <li>Physical &amp; intellectual need of human being and peace values according to Vedic darshan.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Analysis of morning assembly programme of a school from the point of view of peace and harmony education.</li> <li>Debate on characteristics of teacher as peacemaker.</li> </ul>		
<b>UNIT-2</b> <b>Teaching hours:08</b>	<ul style="list-style-type: none"> <li>Concept of harmonious society, co-existence, universal aspiration of human being: advantage &amp; disadvantage of science and technology in prosperity and peace &amp; harmony.</li> <li>Universal human values, faith based religious system to logic based society.</li> <li>Human relationship in family and in community, classification of values.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Workshop on Chetna Vikas Mulya Shiksha for seven days. After workshop prepare a report on Human relationship in family and in community, classification of values.</li> </ul>		

<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 07</p>	<ul style="list-style-type: none"> <li>Peace related societal concerns (special reference to teachers and teacher education) democracy, secularism, social justice, social reforms, protection of environment and national integration, role of UNESCO inculcating peace and harmony.</li> <li>Meaning and strategy to learning to live together (by UNESCO)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Make your own programme (based on activities) to conduct cooperative games and education activities for inculcation of harmony in students.</li> <li>List out the resources for effective implementation of peace education programme.</li> </ul>																																							
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 07</p>	<ul style="list-style-type: none"> <li>Global trends and new scenario of teacher education in context of peace and harmony.</li> <li>Humanization of teacher education : meaning concept, (strategy and process )</li> <li>Role of teacher in multicultural and multiethnic society.</li> <li>Ecology in education for peace: implication for teacher education.</li> <li>Bad habits: drug, abuses, theft, indiscipline.</li> <li>Pedagogy of peace: conflict resolution, brain storming.</li> <li>Problem solving model, activity performance.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Case study of a child suffering from bad habits.</li> <li>Observation of classroom situation and identification of factors promoting peace.</li> </ul>																																							
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<b>M.Ed. Semester : II (2022-2024)</b>			
<b>Course code:</b> MED-404		<b>Course type:</b> Tool	
<b>Course Title :</b> Dissertation (Course – 4)			
<b>Credit</b>		<b>Hours</b>	<b>4HR /Week</b>
		<b>Total Teaching Hours:</b>	30
<b>Max. Marks:</b>	50	<b>Min. Pass Marks:</b>	25
<b>Theory Examination</b>	-	<b>Min. Pass Marks:</b>	25
<b>Continous Comprehensive Assessment (CCA)</b>	-	<b>Min. Pass Marks:</b>	-
<b>Attendance eligibility</b>	80 percent in respective semester		
<ul style="list-style-type: none"> <li>• Result, Conclusion and Findings.</li> <li>• Bibliography and Abstract.</li> <li>• Solution must be implemented in the school and justified the result.</li> <li>• Report Writing.</li> <li>• Final Viva voice of the Dissertation.</li> </ul>			
<b>PERIODICAL REVISION OF SYLLABUS</b>	<b>1. Annual Revision</b> <ul style="list-style-type: none"> <li>• <b>PROVISO:</b> Provided that the University may REVISION the part of syllabus at any time during the running semester after giving a notice for a period of one month.</li> </ul>		



**Skill courses are open for any one either he/she is student or not of the department.  
Student can select any one skill course given below:**

<b>Course &amp; Course Code</b>	<b>Name of Course</b>
Course – 1 SC 105 A	Inclusive Education
Course – 2 SC 105B	Physical & Health Education
Course – 3 SC 105C	Information and Communication Technology in Education
Course –4 SC 105 D	Teacher Education for Peace & Harmony
Course – 5 SC 105E	Guidance & Counselling
Course – 6 SC105 F	Chetna Vikas Mulya Shiksha
Course–7 SC 105 G	Pandemic Management

<b>M.Ed. Semester : IV</b>			
<b>Course code: SC 105 A</b>		<b>Course type: Skill</b>	
<b>Course Title : Inclusive Education</b>			
<b>Credit</b>		<b>Hours</b>	
		<b>Total Teaching Hours:</b>	
<b>Max. Marks:</b>		<b>Min. Pass Marks:</b>	
<b>Theory Examination</b>		<b>Min. Pass Marks:</b>	
<b>Continous Comprehensive Assessment (CCA)</b>		<b>Min. Pass Marks:</b>	
<b>Attendance eligibility</b>	80 percent in respective semester		
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make to Know about Evolution of the Philosophy of Inclusive Education.</li> <li>• Get to Know about Legal Provisions and Policies of Inclusive Education.</li> <li>• To Understand about Types, Characteristics and Educational Needs of Diverse learners.</li> <li>• Get to Know about Planning and Management of Inclusive Classrooms.</li> <li>• Get to Know about Barriers and Facilitators in Inclusive Education.</li> <li>• Make to Know about Research Trends of Inclusive Education in India.</li> </ul> <p><b>Learning Outcomes:</b></p> <p>After completion of the course the student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>• Understand concept, meaning and significance of inclusive education.</li> <li>• Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.</li> <li>• Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,</li> <li>• Understand the nature of difficulties encountered by children</li> <li>• Prepare teachers for inclusive schools.</li> <li>• Analyze special education, integrated education, mainstream and inclusive education practices.</li> <li>• Identify and utilize existing resources for promoting inclusive practice.</li> <li>• Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners,</li> <li>• Prepare a conducive teaching learning environment in varied school settings,</li> <li>• Develop the ability to conduct and supervise action research activities.</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b></p> <p style="text-align: center;"><b>Teaching hours : 15</b></p>	<p><b><u>Introduction to Inclusive Education</u></b></p> <ul style="list-style-type: none"> <li>• <i>Inclusive Education: Concept, Principles, Scope and Target Groups (Diverse learners; Including Marginalized group and Learners with Disabilities</i></li> <li>• <i>Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education,</i></li> <li>• <i>Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992), Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial), Rehabilitation Council of India Act (1992), Inclusive Education under Sarva Shiksha Abhiyan (SSA), Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a Presentation on Legal Provisions of inclusive Education.</li> <li>• Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b></p> <p style="text-align: center;"><b>Teaching hours:15</b></p>	<p><b><u>Conceptualization of Disability</u></b></p> <ul style="list-style-type: none"> <li>• <i>Concept of Impairment, Disability and Handicap</i></li> <li>• <i>Classification of Disabilities based on ICF Model</i></li> <li>• <i>Readiness of School and Models of Inclusion, Prevalence.</i></li> <li>• <i>Types, Characteristics and Educational Needs of Diverse learners’.</i></li> <li>• <i>Intellectual, Physical and Multiple Disabilities.</i></li> <li>• <i>Disabilities: Causes and prevention , Identification of Diverse Learners for Inclusion,</i></li> <li>• <i>Educational Evaluation Methods: Techniques and Tools</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Do a Case study on Disable Child and write a Report on it.</li> <li>• Make a critical analysis of Educational Needs of Diverse learners’.</li> </ul>

<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b><u>Planning and Management of Inclusive Classrooms</u></b></p> <ul style="list-style-type: none"> <li>• <i>Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices,</i></li> <li>• <i>Curriculum and Curricular Adaptations for Diverse Learners, Assistive and Adaptive</i></li> <li>• <i>Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan, Remedial Teaching)</i></li> <li>• <i>Parent Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School.</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organize a Workshop on Technology for Diverse learners</li> <li>• Observation of inclusive teaching strategies and discussion.</li> </ul>																																	
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b>Major Issues of Inclusive Education</b></p> <ul style="list-style-type: none"> <li>• <i>Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational</i></li> <li>• <i>Current Status and Ethical Issues of inclusive education in India,</i></li> <li>• <i>Research Trends of Inclusive Education in India</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a Group Discussion on <i>Barriers and Facilitators in Inclusive Education.</i></li> <li>• Identify suitable research areas in inclusive education</li> </ul>																																	
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																	
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<b>M.Ed. Semester : IV</b>			
<b>Course code: SC 105 B</b>		Course type: Skill	
<b>Course Title : Information and Communication Technology in Education</b>			
<b>Credit</b>		Hours	
		<b>Total Teaching Hours:</b>	
<b>Max. Marks:</b>		Min. Pass Marks:	
<b>Theory Examination</b>		Min. Pass Marks:	
<b>Continous Comprehensive Assessment (CCA)</b>		Min. Pass Marks:	
<b>Attendance eligibility</b>	80 percent in respective semester		
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To enable to understand the Role of ICT in education.</li> <li>• To enable to understand Instructional Technology.</li> <li>• To understand the Web Based Learning.</li> <li>• To enable to understand the Use of ICT in Research.</li> </ul> <p><b>Learning Outcomes:</b></p> <p>After completion of the course the student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>• To understand about Policy and Programs for developing ICT in Education</li> <li>• To enable the trainees to understand the Role of ICT in education</li> <li>• To enable the trainees to prepare and use of ICT and Self-instructional material in Education.</li> <li>• To enable the trainees to prepare instructional aids in classroom instruction</li> <li>• To enable the trainees to prepare and use of work book, worksheet and author work</li> <li>• Understand the scope of ICT and its applications in teaching learning.</li> <li>• Understand the means of ICT integration in teaching learning.</li> <li>• Understand the computer components and software and hardware approach in education.</li> <li>• Know the instructional applications of Internet and web resources.</li> <li>• Understand the process of using the application software for creating documents, database, presentation and other Media applications. -</li> <li>• Develop awareness about uses of computer technology in teaching learning training and research,</li> <li>• Develop understanding about various aspects of data analysis software; develop various skills to use computer technology for sharing of information and ideas through the Blogs and Chatting groups.</li> <li>• To understand the process of locating the research studies available in the Internet and use of on-line journals and books,</li> <li>• Understand the utility of professional forums and professional associations in use of computer technology.</li> <li>• Understand the concept of courseware and various formats of courseware, understand the process of preparation of courseware, understand the technical aspects of courseware.</li> <li>• To understand the courseware management system in Intranet and Internet environments, understand the evaluation procedure of on-line courseware and off-line courseware.</li> </ul>			

<p style="text-align: center;"><b>UNIT-1</b> Teaching hours : 15</p>	<p><b>Developing Potential to Effectiveness</b></p> <ul style="list-style-type: none"> <li>• Educational Policies related to ICT in Education</li> <li>• Approach to ICTs</li> <li>• Infrastructure</li> <li>• <i>ICT-Enhanced Content</i></li> <li>• Committed and Trained Personnel</li> <li>• Financial Resources</li> <li>• Integration</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Workshop on Information &amp; communication basics.</li> <li>• Preparation and presentation of slides for teaching a topic at the school level.</li> </ul>
<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b>Instructional Technology:</b></p> <ul style="list-style-type: none"> <li>• Usage of communication,</li> <li>• Principles in Instructional Technology,</li> <li>• Development of Computer Aided learning material</li> <li>• MS Word</li> <li>• MS PowerPoint</li> <li>• MS Excel</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a data sheet, Attendance register, Tools, charts or prepare a work sheet showing data analysis of your dissertation.</li> <li>• Develop self-instructional material on teaching any topic of B.Ed. syllabus.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b>Web Based Learning</b></p> <ul style="list-style-type: none"> <li>• www, Domain, Hosting, Browser, Search Engine</li> <li>• Internet: Internet application in class rooms Teaching</li> <li>• <i>E-learning/Online Learning</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Critical analysis of Teaching aids and their applications in instruction and learning Critical analysis of a computer based media packages with reference to its use in learning process.</li> <li>• Interventions of educational technology in the current practices of teacher training programmes in India. Preparation of Learning Object Repository (LOR).</li> <li>• Critical analysis of Courseware and their applications in learning</li> <li>• Critical analysis of a computer based courseware with reference to its use in learning process.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b>ICT &amp; Research</b></p> <ul style="list-style-type: none"> <li>• <i>Use of ICT in Evaluation,</i></li> <li>• <i>Administration and Research: E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools</i></li> <li>• <i>Ethical Issues for E Learner and E Teacher - Teaching, Learning and Research</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Critical analysis of the different research reports based on data analysis and interpretation.</li> <li>• Preparation and presentation of research report based on empirical data.</li> <li>• Critical analysis of the different courseware developed by different agencies/institutions.</li> </ul>

<b>TEACHING AND LEARNING STRATEGIES</b>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																																
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<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• Anderson, Neil (2002). Equity and Information Communication Technology (ICT) in Education. Peter Lang Pub: New York</li> <li>• Vrasidas, Charalambos et. al. (2001). ICT for Education, Development, and Social Justice. North Carolina: IAP Inc.</li> <li>• Abbott, Chris (2001). ICT: Changing Education. London: Routledge/Falmer</li> <li>• Selwood, Ian D.et. al . Management of Education in the Information Age: The Role of ICT. New York: Kluver Academics.</li> <li>• Pelgrum, Willem J. and Law, Nancy (2003). ICT in Education around the World: Trends, Bonnie Bracey, Terry Culver Problems and Prospects.Paris: UNESCO International Institute for Educational Planning.</li> <li>• Bracey, Bonnie and Culver, Terry (1998). Harnessing the Potential of ICT for Education: A Multistakeholder Approach, New York: United Nation Publication</li> </ul>

<b>M.Ed. Semester : IV</b>			
<b>Course code: SC 105 C</b>		<b>Course type: Skill</b>	
<b>Course Title : Physical and Health Education</b>			
<b>Credit</b>		<b>Hours</b>	
		<b>Total Teaching Hours:</b>	
<b>Max. Marks:</b>		<b>Min. Pass Marks:</b>	
<b>Theory Examination</b>		<b>Min. Pass Marks:</b>	
<b>Continous Comprehensive Assessment (CCA)</b>		<b>Min. Pass Marks:</b>	
<b>Attendance eligibility</b>	80 percent in respective semester		
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To Understand about concept, Nature and scope of Health Education.</li> <li>Get enable to Adopt healthy habits.</li> <li>To Understand about Modern concepts and Foundation of physical education</li> <li>To Understand Yoga philosophy.</li> <li>To get enable to know the Yoga as a way to spiritual ascent of man via physical and mental integration.</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course the student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>Conceptualize health &amp; Physical education.</li> <li>Run/conduct health awareness programme.</li> <li>Adopt healthy habits and also develop among their students also.</li> <li>Organize various major &amp; minor games.</li> <li>Implement yoga philosophy in own personal &amp; professional life.</li> <li>Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkar, etc.</li> <li>Understand the meaning and relevance of Yoga as a way to spiritual ascent of man via physical and mental integration.</li> <li>Understand different types of Yoga – The Ashtang Yoga, the Jnana Yoga, Bhakti Yoga and other modern off-shoots.</li> <li>Understand the socio-psychological basis leading to a dynamic transformation of personality.</li> <li>Understand the scientific basis and therapeutic values of Yoga Theory</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p><b>Health Education</b></p> <ul style="list-style-type: none"> <li>Meaning of Health</li> <li>Nature and scope of Health Education</li> <li>Concept of Health Education</li> <li>Need of Health Education programme</li> <li>School Health programme :Concept, need and Importance of health education programme in school</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Orientation programme in school among parents, teachers, students &amp; eminent social workers on health education.</li> <li>Debate on-Govt health policy for schools &amp; their implementation.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b>Health habits</b></p> <ul style="list-style-type: none"> <li>• Health habits – Concept, need and strategy: Personal Cleanliness, Environmental Cleanliness, Food and Nutrition Balanced Diet.</li> <li>• Components of Balanced Diet.</li> <li>• Safety education- Concept, need and strategy</li> <li>• Pollution –concept, types, measure for prevention.</li> <li>• Communicable diseases – transmission, symptoms, prevention, control &amp; First Aid.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Play or drama on balanced diet &amp; its importance/ or prepare a documentary film on balanced diet &amp; its importance.</li> <li>• Garden management in the institution Campus cleaning (clean and green)</li> <li>• Organization of Health activities camp in school Plan &amp; establish a health club in school and sew activities like regular health checkup of student, distribution of vitamins &amp; mineral supplements etc.</li> <li>• The health club should be run or planned in collaboration with community members.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Meaning, nature, scope, Definitions of Physical Education.</li> <li>• Aims &amp; objectives of physical education – need for physical educational programmes.</li> <li>• Foundations of physical education – Biological –Philosophical – Sociological – Psychological.</li> <li>• Modern concepts of physical education</li> <li>• Major games – Kabaddi, Volley Ball, Khokho,</li> <li>• Athletics – Origin and history of the games –Court marking – Rules &amp; Regulations of each game.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organization of sports day Celebrations.</li> <li>• Conduct tournaments in school on any major games.</li> <li>• 3.6.3 Physical efficiency test</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b>Yoga Education</b></p> <ul style="list-style-type: none"> <li>• Yoga &amp; Posture – Ideal Posture – concept of Yoga Education – Nature, scope, importance of Yoga in School Curriculum, sitting postures (Padmasan Yogic / Mudras, Sukhasana) – lying postures (Shavasan, Sarvangasan, Shalabasan, Pranayama – breathing exercises.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Practice school student to set in padamasna during study in class and find out its effect in concentration.</li> <li>• Analyze school curriculum to find out the content related to yoga education, write report with proper suggestions.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> </ol>

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	<ul style="list-style-type: none"><li>• Williams J.F. (1997). Principles of Education. Weight Training in Throwing Events - Vidya Sagar Sharma (NIS Edition)</li><li>• Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.</li><li>• Bhatt, B.D and Sharma. S (1999). Teaching of Physical and Health Education Kanishka Publishing: Delhi.</li><li>• मोहन,एम.ए. (2004). शारीरिक शिक्षा के सिद्धान्त एवं तत्व ज्ञान, केट्रोपोलिटन कम्पनी, दिल्ली.</li><li>• शर्मा, हरिकिशन (1998). विद्यालयी शारीरिक शिक्षा एवं खेल : संचालन, प्रशासन एवं पर्यवेक्षण, पण्डित प्रकाशन, दिल्ली: वैरवाड़ा, नई सड़क.6</li><li>• शैरी, जी.पी.(1992). स्वास्थ्य शिक्षा.आगरा:विनोद पुस्तक मन्दिर.</li></ul>
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<b>M.Ed. Semester : IV</b>			
<b>Course code: SC 105 D</b>		<b>Course type: Skill</b>	
<b>Course Title : Teacher education for peace &amp; harmony</b>			
<b>Credit</b>		<b>Hours</b>	
		<b>Total Teaching Hours:</b>	
<b>Max. Marks:</b>		<b>Min. Pass Marks:</b>	
<b>Theory Examination</b>		<b>Min. Pass Marks:</b>	
<b>Continous Comprehensive Assessment (CCA)</b>		<b>Min. Pass Marks:</b>	
<b>Attendance eligibility</b>	80 percent in respective semester		
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To develop skills of values, harmonious living with co-existence.</li> <li>To create awareness for development of activities for peace and harmony education.</li> <li>To understand the activities &amp; programmes for promoting peace and harmony.</li> <li>To understand the Global trends and new scenario of teacher education in context of peace and harmony.</li> </ul> <p><b>Learning Outcomes:</b> After completion of the course the student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>To appreciate the current challenges of teacher education in context with the introduction of education for peace harmony.</li> <li>To develop skills among teacher trainees in human values, harmonious living with co-existence.</li> <li>To create awareness among student teachers for development of activities for peace and harmony education.</li> <li>To articulate and identify the activities &amp; programmes for promoting peace and harmony.</li> <li>To understand Vedic Darshan of international work for promoting peace values.</li> <li>To understand the Pedagogy of peace.</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 15</b>	<ul style="list-style-type: none"> <li>Peace &amp; harmony: - concept, need and importance in teacher education.</li> <li>Teacher as Peacemaker, characteristics of the teacher, peace related value attitude.</li> <li>Physical &amp; intellectual need of human being and peace values according to Vedic darshan.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Analysis of morning assembly programme of a school from the point of view of peace and harmony education.</li> <li>Debate on characteristics of teacher as peacemaker.</li> </ul>		
<b>UNIT-2</b> <b>Teaching hours:15</b>	<ul style="list-style-type: none"> <li>Concept of harmonious society, co-existence, universal aspiration of human being: advantage &amp; disadvantage of science and technology in prosperity and peace &amp; harmony.</li> <li>Universal human values, faith based religious system to logic based society.</li> <li>Human relationship in family and in community, classification of values.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Workshop on Chetna Vikas Mulya Shiksha for seven days. After workshop prepare a report on Human relationship in family and in community, classification of values.</li> </ul>		

<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<ul style="list-style-type: none"> <li>Peace related societal concerns (special reference to teachers and teacher education) democracy, secularism, social justice, social reforms, protection of environment and national integration, role of UNESCO inculcating peace and harmony.</li> <li>Meaning and strategy to learning to live together (by UNESCO)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Make your own programme (based on activities) to conduct cooperative games and education activities for inculcation of harmony in students.</li> <li>List out the resources for effective implementation of peace education programme.</li> </ul>																																							
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<ul style="list-style-type: none"> <li>Global trends and new scenario of teacher education in context of peace and harmony.</li> <li>Humanization of teacher education : meaning concept, (strategy and process )</li> <li>Role of teacher in multicultural and multiethnic society.</li> <li>Ecology in education for peace: implication for teacher education.</li> <li>Bad habits: drug, abuses, theft, indiscipline.</li> <li>Pedagogy of peace: conflict resolution, brain storming.</li> <li>Problem solving model, activity performance.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Case study of a child suffering from bad habits.</li> <li>Observation of classroom situation and identification of factors promoting peace.</li> </ul>																																							
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>Lectures</li> <li>E-learning</li> <li>Videos</li> <li>Extension Lectures</li> <li>Content Review</li> <li>Self-Learning</li> <li>Group Discussions</li> <li>Field Visit</li> <li>Survey</li> <li>Documentaries</li> <li>Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>																																							
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<b>M.Ed. Semester : IV</b>			
<b>Course code: SC 105 E</b>		<b>Course type: Skill</b>	
<b>Course Title : Guidance &amp; Counselling</b>			
<b>Credit</b>		<b>Hours</b>	
		<b>Total Teaching Hours:</b>	
<b>Max. Marks:</b>		<b>Min. Pass Marks:</b>	
<b>Theory Examination</b>		<b>Min. Pass Marks:</b>	
<b>Continous Comprehensive Assessment (CCA)</b>		<b>Min. Pass Marks:</b>	
<b>Attendance eligibility</b>	80 percent in respective semester		
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• To develop an understanding of the concepts of guidance and Counselling.</li> <li>• To develop an understanding of educational, vocational and personal guidance.</li> <li>• To know the testing devices and techniques of guidance.</li> <li>• To be able to understand the skill of guidance and counseling.</li> </ul> <p><b>Learning outcomes:</b> After completion of the course, student-teachers will be able to:</p> <ul style="list-style-type: none"> <li>• To develop an understanding of the concepts of guidance and Counselling.</li> <li>• To develop an understanding of educational, vocational and personal guidance.</li> <li>• To acquaint the students with the testing devices and techniques of guidance.</li> <li>• To develop an understanding of collection and dissemination of occupational guidance.</li> <li>• To sensitize student-teachers to the problems faced by students in the contemporary world.</li> <li>• To create an awareness of the working of guidance centers.</li> <li>• To provide guidance &amp; Counselling for school level students.</li> </ul>			
<b>UNIT-1</b>  <b>Teaching hours : 15</b>	<p><b>Concept of Guidance</b></p> <ul style="list-style-type: none"> <li>• <i>Meaning, Nature &amp; functions of Guidance.</i></li> <li>• <i>Principles of Guidance.</i></li> <li>• <i>Need of Guidance at various stages of life.</i></li> <li>• <i>Types of Guidance;</i> <ul style="list-style-type: none"> <li>(i) <i>Educational Guidance – Meaning and need at Secondary and Higher Secondary level.</i></li> <li>(ii) <i>Vocational Guidance – Meaning and need at Secondary and Higher Secondary level.</i></li> <li>(iii) <i>Personal Guidance – Meaning and need at Secondary and Higher Secondary level.</i></li> </ul> </li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise a workshop in school on guidance of secondary to senior secondary level students.</li> <li>• Group discussion among pupil teachers on types of guidance.</li> <li>• Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.</li> </ul>		

<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b>Counselling</b></p> <ul style="list-style-type: none"> <li>• <i>Concept of Counselling.</i></li> <li>• <i>Theories of Counselling:</i> (i) <i>Theory of Self (Rogers)</i> (ii) <i>Rational Emotive Behavioral Therapy (Albert Ellis).</i></li> <li>• <i>Types of Counselling: Directive, Non directive, Eclectic.</i></li> <li>• <i>Process of Counselling (Initial disclosure, in depth exploration and Commitment to action).</i></li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Organise an orientation program for student teacher on skills in Counselling (listening, questioning, communicating etc.)</li> <li>• Organise a Counselling program for the student who is guided by teacher student in the area/type of Guidance.</li> <li>• Student teacher would practice on Counselling skill (at least three Time duration with 5-7 Minute per skill)</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b>Testing and Non- testing devices for the study of an Individual</b></p> <ul style="list-style-type: none"> <li>• Tests: Aptitude, Attitude, Interest, Achievement, personality, IQ and Emotional, Mental ability, Intelligence etc.</li> <li>• Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.</li> <li>• Professional efficacy and interest.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Apply “Professional Interest test” on secondary student on the basis of interpretation, and give professional guidance to the students.</li> <li>• Prepare a case study of one student with special needs at school level and give suggestions for remedial measure, too.</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b>Skills in Guidance &amp; Counselling</b></p> <ul style="list-style-type: none"> <li>• Skills in Counselling (Listening, Questioning, Responding, Communicating.)</li> <li>• Role of Teacher as a counselor and professional ethics associated with it.</li> <li>• Career Counselling and Dissemination of Occupational Information.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Make a flow chart on Job Analyse opportunities and present it in school among secondary to senior secondary students.</li> <li>• Organise a programme on occupational detail Information (like area, agencies and future etc.) for school level.</li> </ul>
<p><b>TEACHING AND LEARNING STRATEGIES</b></p>	<ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. E-learning</li> <li>3. Videos</li> <li>4. Extension Lectures</li> <li>5. Content Review</li> <li>6. Self-Learning</li> <li>7. Group Discussions</li> <li>8. Field Visit</li> <li>9. Survey</li> <li>10. Documentaries</li> <li>11. Short Films</li> </ol> <p><b>* The teaching strategies are subject to change as per requirement of the students and their capabilities.</b></p>

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<b>M.Ed. Semester : IV</b>			
<b>Course code: SC 105 F</b>		<b>Course type: Skill</b>	
<b>Course Title : Chetna Vikas Mulya Shiksha</b>			
<b>Credit</b>		<b>Hours</b>	
		<b>Total Teaching Hours:</b>	
<b>Max. Marks:</b>		<b>Min. Pass Marks:</b>	
<b>Theory Examination</b>		<b>Min. Pass Marks:</b>	
<b>Continous Comprehensive Assessment (CCA)</b>		<b>Min. Pass Marks:</b>	
<b>Attendance eligibility</b>	80 percent in respective semester		
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Enable to understand the Human Being and Human Values and Humane Conduct .</li> <li>• Enable to understand Significance of Value Education .</li> <li>• Understanding Existence &amp; co-existence and the Interrelationships in Nature.</li> <li>• Enable to Understand values in family-relations.</li> </ul> <p><b>Learning outcomes:</b></p> <p>After completion of the course, student-teachers will be able to:</p> <p>To develop the understanding about:</p> <ul style="list-style-type: none"> <li>• Humanity, Human Mindset, Humane Conduct and Universal Order in Nature &amp; Existence.</li> <li>• Evaluating and understanding the difference between Animal and Human consciousness.</li> <li>• To ensure sustainable happiness and prosperity, which are the core aspirations of all human beings?</li> <li>• To facilitate the development of a holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living.</li> <li>• Life and values pertaining to Individual, Family and Society.</li> <li>• Harmony in Environment, Nature and Existence.</li> </ul>			
<b>UNIT-1</b> Teaching hours : 15	<p><b>Understanding of Human Being and Human Values and Humane Conduct</b></p> <ul style="list-style-type: none"> <li>• Understanding the harmony in Self and Body</li> <li>• Understanding Human being and Human Goal</li> <li>• Humane Character and Morality</li> <li>• Relationships and Justice (Nyaya) within Family &amp; Society</li> <li>• Relationship of Human being with Nature (Environment)</li> <li>• Human Behavior, Humane instincts and Personality</li> </ul>		
<b>UNIT-2</b> Teaching hours:15	<p><b>Significance of Value Education</b></p> <ul style="list-style-type: none"> <li>• Problems faced by the Humanity related to human value</li> <li>• Social and Family disintegration</li> <li>• Stress and conflict in individuals</li> <li>• Significance of Value Educations for solving the human problems</li> </ul>		
<b>UNIT-3</b> Teaching hours: 15	<p><b>Understanding the Values</b></p> <ul style="list-style-type: none"> <li>• Eternal Values : Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love</li> <li>• Behavioral Values :Complementariness, Compliance, Ease, Commitment, Unanimity, Self-restraint, Obedience, Spontaneity, Generosity</li> <li>• Human Values</li> <li>• Self (Jeevan) Values :Happiness, Peace, Satisfaction, Continous happinessMaterial Values</li> </ul>		

<b>UNIT-4</b> <b>Teaching hours: 15</b>	<b>Understanding Existence &amp; co-existence and the Interrelationships in Nature.</b> <ul style="list-style-type: none"> <li>• Understanding the Existence &amp; Co-existence / Nature</li> <li>• Understanding the order, co-existence and interrelationships, Mutual Fulfillment and Cyclicity (Avartansheelata) in nature</li> <li>• Problems faced by the Humanity</li> <li>• Ecological and Environmental imbalances</li> <li>•</li> </ul>																																				
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	81% to 85%		04	
	86% to 90%		06	
	91% to 95%		08	
	Above 96%		10	
<b>SEMESTER AND EXAMINATION METHODS FOR POST GRADUATE PROGRAMS</b>	NET examination for PG or any other pattern notified by the University at the time of commencement of the respective semester			
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<b>SELECTED READINGS</b>	<ul style="list-style-type: none"> <li>• A Nagraj (1998). Jeevan Vidya Ek Parichay .Divya Path Sansthan: Amarkantak.</li> <li>• P.L. Dhar, RR Gaur (1990). Science and Humanism. New Delhi: Common Wealth Publisher.</li> <li>• A.N Tripathi (2003). Human Values. New Delhi: New Age International Publishers.</li> <li>• B.P. Banerjee (2005). Foundation of Ethics and Management, New Delhi: Excel Book Pvt. Ltd.</li> <li>• Study Material provided by Jeevan Vidya Study Centre. Somaiya Vidya Vihar.</li> <li>• R.R. Gaur, R. Sangal, G.P. Bagaria (2009), A Foundation Course in Human Values and Professional Ethics. New Delhi: Excel Book Pvt. Ltd.</li> </ul>			

<b>M.Ed. Semester : IV</b>			
<b>Course code: SC 105 G</b>		<b>Course type: Skill</b>	
<b>Course Title : Pandemic Management</b>			
<b>Credit</b>		<b>Hours</b>	
		<b>Total Teaching Hours:</b>	
<b>Max. Marks:</b>		<b>Min. Pass Marks:</b>	
<b>Theory Examination</b>		<b>Min. Pass Marks:</b>	
<b>Continous Comprehensive Assessment (CCA)</b>		<b>Min. Pass Marks:</b>	
<b>Attendance eligibility</b>	80 percent in respective semester		
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>To get enable understand Historical and Political Aspect of Pandemic.</li> <li>Make enable to understand natural history of virus transmission, prevention and diagnostics.</li> <li>Make enable to understand crisis management.</li> <li>To understand the Socio-Economic effect of Covid-19.</li> <li>Make enable to understand changes in mode of curriculum and transmission of knowledge.</li> </ul> <p><b>Learning Outcomes:</b></p> <p>After completion of the course students will be able to :-</p> <ul style="list-style-type: none"> <li>Understand natural history of virus transmission, prevention and diagnostics.</li> <li>Develop an understanding clinical characterization of virus.</li> <li>Understand local national and regional needs and produce.</li> <li>Develop guidelines and standard operating procedures to operational epidemic mitigation mechanism.</li> <li>Understand impact of covid-19 on water sector, food safety, food security and air pollution and its prevention measures.</li> <li>Understand crisis management.</li> <li>To maintain social and physical distance</li> <li>Understand changes in mode of curriculum and transmission of knowledge</li> <li>To identify the changes in schooling system.</li> <li>Create sensitivity about maintaining social and physical distance and personal hygiene.</li> <li>Understand impact of covid-19 on unemployment &amp; Industries.</li> <li>Identify the role of stakeholder during the crisis</li> <li>Develop a counselling and social supports</li> </ul>			
<b>UNIT-1</b> <b>Teaching hours : 15</b>	<p><b>Historical and Political Aspect of Pandemic</b></p> <ul style="list-style-type: none"> <li>History of Epidemic disease.</li> <li>Impact of Epidemic disease on society.</li> <li>Role of government in Epidemic disease(Systematic historical perspective of government to handle the situation)</li> <li>Law and order situation during of Epidemic disease in the world.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>Create a historical timeline on Epidemic disease</li> <li>Prepare a report on indigenous treatment therapy of India to control epidemic.</li> </ul>		



<p style="text-align: center;"><b>UNIT-2</b> Teaching hours:15</p>	<p><b>Science of CORONA Virus</b></p> <ul style="list-style-type: none"> <li>• Introduction &amp; Structure of Corona Virus.</li> <li>• Beta Corona Virus Similarities and dissimilarities of Sars Covid-2 &amp; MersCov.</li> <li>• Mode of Transmission Pathogenicity.</li> <li>• Diagnostic, prevention and treatment of Covid-19.</li> <li>• Chemical and equipment for prevention</li> <li>• Development and discovery of vaccine and treatment of pandemics (with special reference to Ayurveda)</li> <li>• Personal hygiene and sanitization.</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Prepare a poster on prevention mechanism of virus</li> <li>• Conduct an awareness program or support system during this crisis.</li> <li>• Prepare a report on prevention or protection guideline suggested by ICMR or WHO.</li> </ul>
<p style="text-align: center;"><b>UNIT-3</b> Teaching hours: 15</p>	<p><b>The Socio-Economic effect of Covid-19</b></p> <ul style="list-style-type: none"> <li>• Social structure and social institutions-Marriage family, transport and market</li> <li>• Social and physical Distancing, Home isolation/ quarantine, concept, needs, and output.</li> <li>• Effect of (Covid-19) on water sector, food safety, food security and air pollution and its prevention measures</li> <li>• On employment &amp; economy</li> <li>• Role of indigenous economy in recovering India post corona crisis</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a pilot study on impact of covid-19 in your area</li> <li>• Present a report on civilian behaviors changes</li> </ul>
<p style="text-align: center;"><b>UNIT-4</b> Teaching hours: 15</p>	<p><b>Impact of COVID-19 on education system</b></p> <ul style="list-style-type: none"> <li>• Mode of curriculum and transmission of knowledge</li> <li>• Changes in educational administration and management co-ordination</li> <li>• Impact on classroom environment and platforms</li> <li>• Changes the role of teacher as facilitators</li> <li>• Assessment and evaluation process</li> <li>• Impact on schooling system (Formal and Non-formal)</li> </ul> <p><b>Assignment:</b></p> <ul style="list-style-type: none"> <li>• Conduct a survey-based study among teachers impact of covid-19 on their teaching behaviors</li> <li>• Prepare a comparative report on impact of Covi-19 on teaching-learning process</li> </ul>
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- Yang, J., Zheng, Y., Gou, X., Pu, K. Chen, Z., Guo, Q., & Zhou, Y. (2020). Prevalence of comorbidities in the novel Wuhan coronavirus (COVID-19) infection: a systematic review and meta-analysis. International Journal of Infectious Diseases