

## **Preamble**

The Master of Education (MA) 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 MA degree with specialization in secondary education (classes IX-XII).

## **Aims of the Programme -**

2-year MA Programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas, and also develop research capacities, leading to specialization in secondary education.

To develop in prospective teacher educators' skills related to independent study of literature, research, academic writing, professional communication and team work. It should also endeavor to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

## **Duration**

The MA programme shall be of duration of two academic years including field attachment for a minimum of 4 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The summer break should be used for field attachment/practicum/other activities.

## **Working Days**

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty-six hours in a week (five or six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students. The minimum attendance of students shall be 80% for theory Courses and Practicum, and 90% for Field Attachment.

**Eligibility**

Candidates seeking admission to the MA programme should have obtained at least 50% marks or an equivalent grade in the following programmes:

Bachelor degree in any discipline from a recognized Indian or foreign university having secured a minimum of 50% aggregate in case of General. Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

**Admission procedure:**

As per the policy & direction of the state government.

**Objectives of the Programme:**

- Professional preparation of teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers.
- To specialize in one or the other of such areas as – curriculum, pedagogy and assessment; policy and economics; leadership, administration and organization; elementary education; secondary education; and the like.
- To provide coherent perspective – socio-historical, political-economic, philosophical, and psychological aspects.
- To understand and practice to logical balance between theory and field exposure.
- To presuppose on the part of the teacher both professional skills as well as conceptual and theoretical perspectives to locate these.
- A wider understanding of human knowledge, an idea of epistemic structure of disciplines other than one's own also will be necessary for a teacher educator to situate her own work in the curriculum, and educational perspective.
- To provide disciplinary knowledge that is supposed to form an adequate perspective on education itself often approached in a manner that pulls the student in different

directions and rather than helping in the formation of a coherent understanding leads to fragmentation and confusion.

- To provide training in pedagogy of school subjects, which itself requires a deeper engagement with the epistemological bases of the cognate disciplinary areas.
- To develop understanding on professional status of teaching and other supportive processes like educational administration, curriculum design, textbook development, educational evaluation and so on.
- To develop ability to acknowledge, apply, refine & modify the contributions of various foundational areas in the perspective building exercise.
- To Synthesis the academic knowledge of prospective teacher educator.
- To develop competency of problem solving & to face the future challenges in teacher education.
- Use advance pedagogies and classroom techniques.
- Research orientated and solves their education problem through research.
- To internalize the working of teacher training institution and develop insight into the working of training college.
- To enhance practical competence of MA students regarding various function of teaching, management & organization of activities.

### **Programme Outcome:**

- Student will be able to become a effective School Teachers, Educational Researchers, Teacher Educators and Educational Leaders so as to achieve the excellence in teaching, research and innovation with Indian ethos.
- Student will be competent to transfer the knowledge and understanding of Teaching Learning Process in the field and will also able to development of skills, organization and management of school system as well as to develop subject content and curriculum and maintain professional ethics and attitude towards teaching as a 'noble profession'.

- Student will become a teacher educators who will be 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.
- Students will be able to provide their service with a relationship characterized by desire to help and with a sense of integrity, and authorized by an institutional body.

**Programme Specific Outcomes:****On completion of MA programme the Student teacher will be able:**

- 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.
- To modify curriculum and instruction based on the individual needs of their students.
- To use assessment of their students' learning and their own teaching to design future planning and teaching.
- 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.
- 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.
- To synthesize, evaluate, and refine information from an information base of scholarly resources.
- 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. To employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals.
- To work individually and collaboratively for research- based change and innovation in Education.

- To facilitate the social and civic development of their students.
- To work collaboratively with colleagues and community to ensure quality of instructional programs of secondary and senior secondary (IX to XII).
- Actively work as professional teacher educators who would be equipped with the knowledge and competencies to facilitate and conduct initial preparation and continuing professional development of teachers.

**Instruction for the programme:**

- MA programme should have a provision for regular field visits of students across the year/semester. A day in every week may be reserved for this purpose. Field visit is visualized as a space where practicum for various courses could 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 of/that informs teacher education (.i.e. it should not be repetition of the school experience in first degree in education – and should weave 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 MA programme structure proposed in this report is hinged on schools and teacher education institutions (and other sites) based activities, the MA calendar should be developed keeping in mind the schedule of these institutions.

**A. Courses of Study and Scheme of Evaluation****Semester –I**

Course & Course Code	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practicum	Total		
Course – 1 MA-110	Psychology of learning and development	70	30	-	<b>100</b>	100	4
Course – 2 MA-120	Historical, Political & Economic Foundations of Education	70	30	-	<b>100</b>	100	4
Course – 3 MA-130	Educational Studies	70	30	-	<b>100</b>	100	4
Course – 4 MA-140	Introduction to Educational Research	70	30	-	<b>100</b>	100	4
Course – 5 MA-150	Communication and Expository writing		25	-	25	25	1
Course – 6 MA-160	Self-Development		25	-	25	25	1
<b>Total</b>		<b>280</b>	<b>170</b>	<b>-</b>	<b>450</b>	<b>450</b>	<b>18</b>

**Semester –II**

Course & Course Code	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practicum	Total		
Course –1 MA-170	Philosophical Foundations of Education	70	30	-	<b>100</b>	100	4
Course –2 MA-180	Sociological foundations of Education	70	30	-	<b>100</b>	100	4
Course –3 MA-190	Curriculum Studies	70	30	-	<b>100</b>	100	4
Course –4 MA 200-I	Pre-service & In-service Teacher Education	70	30	-	<b>100</b>	100	4
Course –5 MA-210	Dissertation	25	25	-	<b>50</b>	50	2
Course –6 MA-220	Internship in TEI (3-weeks)		100	-	<b>100</b>	100	4
<b>Total</b>		305	245	-	<b>550</b>	550	22

**Semester –III**

Specialization any one: Elementary/secondary & senior secondary

Course & Course Code	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practical	Total		
Course – 1 MA-230 S	Institutional Planning & Management at Secondary level	70	30	-	<b>100</b>	100	4
Course – 2 MA-240 S	Issues, Curriculum & Assessment	70	30	-	<b>100</b>	100	4
Course – 3 MA-250 S	Advance educational research	70	30	-	<b>100</b>	100	4
Course – 4 MA-260 S	Perspectives, Research and Issues in Teacher Education	70	30	-	<b>100</b>	100	4
Course – 5 MA-270 S	Dissertation	25	25		50	50	2
Course – 6 MA-280 S	Academic writing		25			50	2
Course – 7 MA-289 S	Internship(in School) (4-weeks)		100		<b>100</b>	144	4
<b>Total</b>		305	270	-	<b>550</b>	644	24



**Semester –IV**

Course & Course Code	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practical-cum	Total		
Course – 1 MA-300	Curriculum, Pedagogy and assessment	70	30	-	<b>100</b>	100	4
Course – 2 MA-310 or Course – 2 c	Education policy, economics and planning	70	30	-	<b>100</b>	100	4
Course – 2 c MA-310 SW	Swayam Course related to any one sub theme (for elementary to secondary)	-	-	-	<b>100</b>	100	4
MA-310 SW I	Strategy planning						
MA-310 SW II	Budget preparation						
MA-310 SW III	Policy analysis						
Course – 3 MA -320	Educational management, administration, leadership and planning	70	30	-	<b>100</b>	100	4
Course – 4 MA-340	Dissertation	50	50	-	<b>100</b>	100	4
Course – 5 MA-350	Environmental Studies	35	15	-	<b>50</b>	50	2
Total		260	140	-	<b>550</b>	550	22

**Guideline for Choice Based Credit System (CBCS) –**

- The Degree will be awarded to a student who completes a total of 85 Credits in a minimum of two years taking the courses per Semester.
- Each paper (except Tool Courses) will be of 4 credits, the Evaluation of which will be decided by the teacher educator. Each 4 credits course will have 100 marks.
- Credit: 4 means {Lecturer per week: 2 (one hour each) = 2 credits
- Tutorial per week: 2 (one hour each) = 1 credit
- Field work/practicum per week: 4 (one hour each) = 1 credit
- To pass the degree course, a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course and 50% in practicum.
- Students who have failed semester-end exam may reappear for the semester-end Examination only twice in the subsequent period. The student will be finally declared as failed if she/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.
- A student cannot register for the third semester, if she/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two Semesters.
- While marks will be 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).
- Definitions of Key Words:
- Choice Based Credit System (CBCS): The CBCS provides choice for students to select from the prescribed Courses (Core, Elective or Minor or Soft Skill Courses).
- 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.

- Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding a degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
- Credit Point: It is the product of grade point and number of credits for a course.
- 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.
- 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 the semesters. It is expressed up to two decimal points.
- Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.
- 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.
- Programme: An educational programme leading to an award of a Degree, diploma or certificate.
- 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.

- 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.
- Skill 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 a minimum of three “Satisfactory” declaration for the course completion.

**Table 1: Grades and Grade Points**

S. No.	Letter Grade	Meaning	Marks in Percentage	Grade Point
1	‘O’	Outstanding	> 95 %	10
2	‘A+’	Excellent	90 to less than 95 %	9
3	‘A’	Very Good	85 to less than 90 %	8
4	‘B+’	Good	80 to less than 85 %	7
5	‘B’	Above Average	75 to less than 80 %	6
6	‘C’	Average	70 to less than 75 %	5
7	‘P’	Pass	65 to less than 70 %	4
8	‘F’	Fail	60 to less than 65 %	0
9	‘Ab’	Absent	55 to less than 60 %	0

- 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.-

$$\text{SGPA (Si)} = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

Where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the grade point scored by the student in the  $i$ 's 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.-

$$\text{CGPA} = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

where  $S_i$  is the SGPA of the  $i$ th semester and  $C_i$  is the total number of credits in that semester.

ii. 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,  $SGPA = 152/20 = 7.6$

**Illustration for CGPA**

	Semester- I	Semester- II	Semester- III	Semester- IV
<b>Credit</b>	<b>20</b>	<b>23</b>	<b>24</b>	<b>18</b>
<b>SGPA</b>	<b>7.6</b>	<b>7.55</b>	<b>8</b>	<b>7.5</b>

$$CGPA = (20 \times 7.6 + 23 \times 7.55 + 24 \times 8 + 18 \times 7.5) / 96$$

$$652.65/85 = 7.67$$

$$666/96 = 6.94$$

Any grievance received in the Department from student shall be placed before the **Grievance Redressal Committee** with adjudicated comments. Each component marks will be added making it rounding as per norms.

**Evaluation, Rules & Regulations**

- Final examination is dividing in to two parts external and internal in all the courses, except the courses having practical exams. Internal assignment will be included one 5 marks test and any two assignments in course having 100 marks and one assignment of the course having 50 marks given to the courses.
- 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 internal and external part of the theory examination separately.
- Successful candidates will be awarded division on the basis of the aggregate marks of all Courses As per the following:

- |      |                               |                                 |
|------|-------------------------------|---------------------------------|
| i.   | First Division                | 60% or more                     |
| ii.  | Second Division<br>(than 60%) | 48% or more (but less than 60%) |
| iii. | Pass<br>(than 48%)            | 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 MA 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 give total grades and grade point average.

- 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 practicum/field work 40% in term end Examination of each theory paper, 50% in training and project, and 45% in the aggregate of all the courses (theory, practicum/field work 1 and internship) of the semester.
- 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 practicum/field work of the previous semester.

**Special Notes –**

1. It is mandatory to submit one assignment in the course having 50 marks or 2 credits and two assignment should be submitted to the course having 4 credits or 100 marks (assignments are given along with each unit of all the courses as field work/ practicum).
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 give 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 is fail, 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 have to pay extra one third fees as ex-student. A candidate shall be deeMA to



be an ex-student if s/he 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 & practical examination separately.
8. Candidates can apply for re-evaluation in any of the theory course as per rules stipulated by the University for the MA 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 thorough 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.

**Semester –I**

Course & Course Code	Name of Course	Max. Marks				Allocation of hours	Credit
		Exter- nal	Inter- nal	Practi- cum	Total		
Course – 1 MA-110	Psychology of learning and development	70	30	-	<b>100</b>	100	4
Course – 2 MA-120	Historical, Political & Economic Foundations of Education	70	30	-	<b>100</b>	100	4
Course – 3 MA-130	Educational Studies	70	30	-	<b>100</b>	100	4
Course – 4 MA-140	Introduction to Educational Research	70	30	-	<b>100</b>	100	4
Course – 5 MA-150	Communication and Expository writing		25	-	25	25	1
Course – 6 MA-160	Self- Development		25	-	25	25	1
<b>Total</b>		<b>280</b>	<b>170</b>	<b>-</b>	<b>450</b>	<b>450</b>	<b>18</b>

**Psychology of learning and development**  
**Course -1**  
**MA-110**

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

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

- To understand concepts and principles of Educational Psychology as an applied science.
- To understand implications of psychological theories for education.
- To acquaint the learner with the process of development and assessment of various abilities and traits.
- To assess personalities and modified their teaching strategy according to needs of students.
- To understand mental hygiene & its Implications for education
- To use adjustment strategies in their day to day life.

**Unit – I Nature of Educational Psychology:**

- Educational Psychology: Concept and Scope of Educational Psychology, contribution of Psychology to Education.
- Human Development : Concept, Principles, Sequential stages of Development; factors influencing Development and their relative role; general characteristics and problems of each stage.
- Theories of Piaget and Bruner- Major concepts and stages and implications for Education.
- Indian theories of Psychological development according to Bhagwat Geeta.

**Practicum/Field Work**

- Identify the factors which affect human development in diverse Culture and Society.
- Comparative study of Indian and western psychological theory on human development.

**Unit -II Learning & Individual Difference:**

- Learning: Concept, kinds, levels of Learning, various view points on Learning, Concept, kinds & causes of Individual Difference.
- Intelligence, Emotional Intelligence and Cognitive abilities - Meaning, Concept, identification & Fostering.
- Motivation, Interests, Attitude and Aptitude – Concept, Kinds & Techniques.

**Practicum/Field Work**

- Administration and interpretation of IQ/EQ test on school student and give suggestions for improvement.
- Prepare a report of fostering on Intelligence and Cognitive abilities based on current Research

**Unit-III Personality & Creativity:**

- Personality: Concept, development, structure and dynamics of personality
- Theories of Personality –Psychoanalytic approach of Bundura, Murray's need theory; Humanistic approach – Karl Roger, Sri Aurobindo, Patanjali ,Chanakya, Buddhism.
- Techniques of Assessment of Personality –
  - a. Projective
  - b. Non-Projective
- Creativity – Nature, Process, Identification, fostering and guiding creative children.

**Practicum/Field Work**

- Administration and interpretation of personality test on school student.
- Write a report after applying at least one projective test on secondary school level students.

**Unit-IV Bhartiya Manovigyan:**

- Salient features
- Concept & Nature of Mind
- Trigunatmak prakriti
- Panch kosha development
- Mukti

**Practicum/Field Work:**

- Conduct an awareness programme for mental hygiene among adolescence in schools.
- Conduct a drama in school on “Trigunatmak prakriti of human being”.

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**Historical, Political & Economic Foundations of Education**  
**Course -2**  
**MA-120**

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

**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 labour 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.

**UNIT I: Foundation of Education**

- Foundation of education: Meaning, need, nature, concept, type and role in shaping education.
- Historical Perspective on Education
- Political Perspective on Education
- Economical Perspective on Education

**Practicum / Field Work:-**

- Debate on the most influencing Perspective on education with logical justification.
- Review of related literature to justify the role of Political/Economic/Historical foundations of education in shaping of education.

**UNIT II: Historical Foundations of Education**

- Origin and development of modern education in India.
- Education in India during – Vedic, Buddhist, Jainism Periods.
- Medieval Period & English period : Concept, ideas, Agencies of Education, organization of Education, Teacher pupil relationship and their duties, curriculum, methods of Teaching, women Education, relevance to the Present day education.

**Practicum / Field Work**

- Student Teacher will write an analytical paper on one topic to perform one activity on the topics/ activities decided by the concerned teacher. The student teacher will present the report in class.
- Write a script on educational development in ancient India; after classroom discussion on the script organized a drama/play on it.

**UNIT III: Political Foundation of Education**

- Political ideology: Meaning, Concept, need and relation with education.
- Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- Multiple School Contexts- rural/ urban; minority/ denominational/ government

- Education and Monarchy, Democracy, Constitutional Provisions for Education, Nationalism and Education.
- National Policy on Education 2019.

### **Practicum / Field Work**

- Research two or three educational policies or approaches used in other countries but not in India. Do they seem applicable to India? If so, what problems might occur in implementing them? How would you prepare a plan to convince school officials to let you try such a policy or approach in your subject or teaching field?
- Which is the Landmark educational policy according to you and why? Prepare a detailed report on the effectiveness of the policy.

### **UNIT IV: Economic Foundations of Education**

- LPG and its impact on Indian economy and education.
- Gandhi's Basic Education.
- Knowledge Industries and knowledge occupations.
- Contribution of education to development.
- Education and labor market: Investment in education, skill based education
- Youth unemployment and education
- Economics of brain drain.
- Educational Financing: Elementary, Secondary and senior secondary school level..

### **Practicum / Field Work**

- Comparative study of work efficiency and achievement level of at least 10-10 each trained /skill oriented and untrained/ no oriented teachers.
- Prepare a report on Estimation of institutional cost of a secondary school/Estimation of unit cost of education in a school taking student as a unit/Estimation of opportunity cost on a sample of working school age children.



**References:**

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**Educational Studies****Course-3****MA-130**

Maximum Marks: 100

External Marks: 70

Internal Marks: 30

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

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

- Introduce the nature of education studies and map the fields.
- Introduce certain selected seminal educational texts representing the foundational perspectives.
- Orient to the institutions, systems and structures of education and flag the contemporary concerns of education policy and practice.
- Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- 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.
- Introduce, understand and to enable critical analysis to form current and future professionals.
- Analyse educational issues systematically
- Evaluate education policy in inforMA and systematic way and to accommodate new principles and new knowledge
- Highlight the underlying values and principles relevant to education studies and for developing personal stance which draws on their knowledge and understanding

**Unit – I Nature of Educational studies**

- Meaning, concept, perspectives, aims and values of educational studies and educational issues.
- Defining principles of education studies.
- Field of Educational studies & education studies as a discipline.

**Practicum / Field Work:-**

- Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.
- Seminar on Field of Educational studies

**Unit – II Foundational educational texts**

- Contribution in development of education as a discipline  
- Ved, Vedanta, Upanishad, Geeta, John Dewey :-The school and society, John Lock:-Some Thoughts Concerning, Rousseau:- Emile & Education, Ravindra Nath Tagore:- Geetanjali.

**Practicum / Field Work:-**

- Play on educational contribution of any seminal text.
- Comparative study of educational contribution of Indian and western educationist.

**Unit – III Institution system and structure of Education:-**

- Structure & System of education in India from elementary to higher education.
- Commonalities & common challenges, in educational systems of world,(social injustice, , inclusion, gender discrimination,
- Restructure and standards based on reform of secondary education.

**Practicum / Field Work:-**

- Interview someone from a low-income background who has been successful in the educational system. To what does he or she attribute this success? What special obstacles did the person encounter, and how were they overcome?

- What nations 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 determinants of high or low percentages? What changes appear to be likely in the next few years?

#### **Unit – IV Contemporary Educational Policies and Practices:-**

- SSA & RTE act: Introduction, articles, chapters and salient features, impact on Indian Education.
- Educational Reform in post-independence India.
- Contemporary challenges of SSA
- National and state level reform in school education
- Employment opportunities and placement in educational institutions, organizations and economic enterprises engaged in education and training.

#### **Practicum / Field Work**

- Research two or three educational policies or approaches used in other countries but not in India. Do they seem applicable to India? If so, what problems might occur in implementing them? How would you prepare a plan to convince school officials to let you try such a policy or approach in your subject or teaching field?
- Use internet to find sources on secondary education in other countries. (Try searching “elementary/secondary” plus “international.”) What practices elsewhere might be useful here? What kinds of change would be needed to implement them?

#### **Reference**

- गुप्ता, निशारानी (2017). विषयवर्ग एवं विषयों की समझ. आगरा : राखी प्रकाशन।
- रमण बिहारी लाल (2017). समकालीन भारत एवं शिक्षा. मेरठ: आर लाल।
- 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.
- *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.
- 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.

**Introduction to Educational Research**  
**Course-4**  
**MA-140**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

**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.

**Unit I- Research in Education:**

- Conceptual Issues: Meaning, purpose, areas and philosophy of educational research & Interdisciplinary research.
- Source of knowledge, positivism and scientific inquiry, pure induction, deduction and hypothetic-deduction method, scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, the principle of evidence.
- Research paradigms in education: qualitative, mixed and quantitative, and their characteristics, Types of researches under each paradigm.

**Practicum/field work-**

- Prepare a report after classroom discussion on scientific approach to the knowledge generation.
- Seminar on Research paradigms in education.

**Unit II- Basic research concepts and skills:**

- Sources of research problems, Review of the literature-purpose and sources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.
- Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research.
- Meaning, concept, need and types of hypothesis, Formulation of Hypotheses and Variables.
- Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals.

**Practicum/field work-**

- Identification of variables of a research study and classification of them in terms of functions and level of measurement.
- Preparation of a sampling design given the objectives and research questions/hypotheses of a research study.
- Development of a Research Proposal on an identified research Problem.

**UNIT III : Types of Educational Research & Research****Design :**

- Historical Research and Design
- Descriptive Research – Survey and Normative Survey
- Experimental Research.
- Action Research: Concept, steps and strategy.
- Research Design : Concept, types and characteristics
- Simple Research Design, General Group & Pre-Post Test Design.

**Practicum/field work-**

- Select any one relevant research problem and prepare their research design.
- Workshop on educational research designing.
- Make a list of the skills that you need to learn and practice before you can carry out various stages in your research plan.

**UNIT IV: Analysis Procedures:**

- Normal Distribution - Properties and uses of Normal distribution.
- Measurement of central tendency: Mean, Mode, Median.
- Dispersion, Standard deviation
- Correlation & regression
- Parametric & Non-parametric test: t-test, Sign test, Chi-square test, F-ratio test, Median – test, H-test, Sign-test.
- Interpretation of Data - Conclusions and Generalisations.
- Level of significance, Two-tailed and one-tailed tests of significance, Degree of freedom.

**Practicum/field work-**

- Analyse used statistical analysis in any research work in the light of Two-tailed and one-tailed tests of significance and its explanation.
- Organize a training program on the use of parametric and non-parametric tests in educational research.



## References

- मंगल, एस. के. एवं मंगल, सुभा (2016). व्यवहारिक विज्ञानों में अनुसन्धान विधियाँ. दिल्ली: पी. एच।
- गुप्ता, उमा कान्त (2016). अनुसन्धान स्वरूप एवं आयाम . दिल्ली : वाणी प्रकाशन।
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- Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
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- 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.

**Communication and Expository Writing**  
**Course-5**  
**MA-150**

Maximum Marks: 25

Internal: 25 Marks

Credit: 1

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

- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

**Course content**

Communication skills: Meaning, concept and components of effective communication

- Strategy of effective communication.
- Role of ICT in effective communication.
- Development of pre-academic skills (pre-reading, pre-writing and number)
- 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. Asking for and giving information, giving instruction, listening for tone/mood and attitude at the other end, handling the stations especially trouble shooting, tele-conference, tele interviews handling.

**Practicum/field work:-**

- Workshop on Development of Expository Writing skills for seven days.
- Workshop on Communication skills for ten days.

Note: Mode of transaction of this course will be workshop.

**Websites to be visited:**

- <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>

**Self-Development**  
**Course-6**  
**MA-160**

Maximum Marks: 25

Internal: 25 Marks

Credit: 1

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

- To understand what you are and what you want to be?
- To make self-exploration and self-evolution.
- To know oneself and through that knowing entire existence.
- To recognize one's relation with every unit in existence and fulfilling it.
- To know human conduct, human character and to live accordingly.
- To being in harmony in one self and in harmony with entire existence.
- It is a process of reflecting on the linkages between the self and one's professional practice.

**Course Content:-**

- Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, will be central to these workshops.
- Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
- Happiness, harmony: with/within I, body, other society, nature, existence
- Realization, understanding, desiring, thinking, selecting such, Shanti, Santosh, Anand.
- Prosperity- S2 D2 & S4 (Harmony: with body, in family, in society, in nature, in existence.)
- Human Values:
  - Swatantrata
  - Swarajya
  - Moksha
  - Idea of self: Self-concept and self-esteem
  - Analysis of SWOT: Strength, Weakness and opportunity
  - Prayer & Meditation

**Semester –II**

Course	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practicum	Total		
Course –1 MA-170	Philosophical Foundations of Education	70	30	-	<b>100</b>	100	4
Course – 2 MA-180	Sociological foundations of Education	70	30	-	<b>100</b>	100	4
Course – 3 MA-190	Curriculum Studies	70	30	-	<b>100</b>	100	4
Course – 4 MA-200-I	Pre-service & In-service Teacher Education	70	30	-	<b>100</b>	100	4
Course – 5 MA-210	Dissertation	25	25	-	<b>50</b>	50	2
Course – 6 MA-220	Internship in TEI (3-weeks)		100	-	<b>100</b>	100	4
<b>Total</b>		<b>305</b>	<b>245</b>	-	<b>550</b>	<b>550</b>	<b>22</b>

**Philosophical Foundation of Education****Course-1****MA-170**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

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

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

**Unit – I Nature of Educational Philosophy:**

- Meaning, Concept and nature of Educational Philosophy & Philosophical inquiry.
- Metaphysical problem and education related to nature, man and Society.
- Epistemology & Axiology of educational philosophy: Knowledge, Methods of acquiring valid knowledge with specific reference to analytic philosophy, Dialectical approach & scientific inquiry.

**Practicum /field work:-**

- Visit a school to study the philosophical background of the school; and prepare a report based on it.
- Debate on Epistemology to acquire form the people valid knowledge/ Axiology.

**Unit -II Modern concept of Philosophy and Contributions of Thinkers:**

- Analysis-Logical analysis, Logical empiricism and Positive, Contributions of Vivekananda, Tagore Gandhi Dewey, Krishnamurti, Montessori, Giju bhia to education.

**Practicum /field work**

- Analyze a school activities in the light of Ideas of any thinkers.
- Analyse the contribution of Giju Bhai in the light of child centered Education

**Unit-III Indian Schools of Philosophy**

- Sankhya, Geeta, Vedanta Yoga, Buddhism, Jainism, Islamic, Traditions with sepecialreference to the concept of knowledge, reality and values and their educational implications.

**Practicum /field work:-**

- Conduct a competition examination on educational values of *Geeta Darshan* in school.
- Prepare a report after reviewing common factors to inculcate among Indian philosophy.

**Unit-IV Western Schools of Philosophy**

- Idealism, Realism, naturalism, Pragmatism, Existentialism & Post existentialism; with special reference to the concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

**Practicum /field work:-**

- Drama or Play on Naturalism.
- Identify the common factors between Indian & western philosophies.

**References:**

- Broudy, Harrys (1961). Building a Philosophical Foundations of Education, New Delhi: Prentice Hall.
- Dewey, John (1961). Democracy and Education: An Introduction to the Philosophy of Education, New York: Macmillan.
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- Kabir, Humayun (1961). Indian Philosophy of Education. New Delhi: Asia Publishing House.
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- पचौरी, गिरीश (2003). शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, मेरठ: इन्टरनेशनल पब्लिशिंग हाऊस।



## Sociological Foundation of Education

### Course -2

### MA-180

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

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

- To enable the student to explain and reflect on-
- Gender ideology.
- Relationship between education and social change with special reference to modernization and globalization.
- Relationship between concepts and processes of sociology and education.
- Theories and characteristics of sociological analysis and its relation to education.
- Understand and explore the meaning, aims, purposes of education
- Develop understanding of sociological dimension of education.
- Identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more infor MA, meaningful understanding of them.
- Expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations.

### **Unit – I: Sociology & Education**

- Meaning & Nature of Educational Sociology & Sociology of education.
- Interrelationships between Education and Social Variables : Education and Family, Education and culture in general , Education and religion, Caste, Gender, Class

**Practicum / Field Work:-**

- Make a questionnaire on different aspects of socialization and administration on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.
- Organise a debate on Education & Socialization.

**Unit- II: Contexts of Socialization**

- Concept of socialization: family and adult-child relationships; parenting, child rearing practices.
- Theory of Socialization
- Effect of Epidemic CORONA on relationship and social Institutions.
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

**Practicum / Field Work:-**

- 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.
- Conduct a debate on Social changes after epidemic CORONA.

**Unit- III: Education as a means of social change**

- Concept and implications of social change
- Education for emotional & social Integration.
- Education for Nationalism and International understanding
- Meaning and need of Equality of Education opportunity and Social Justice with special reference with Indian Society
- Education of Socially, Economically under-developed society.
- De-Schooling and Change in schooling after COVID-19.

**Practicum / Field Work:-**

- Prepare portfolio through an analysis of unusually effective schools of those whose students achieve more than students with similar social background at most other schools. What are the characteristics or correlates of these unusually effective schools? Searching the Internet for “effective schools” will give you access to sites that focus on effective schools.
- Conduct a seminar on Education for emotional & social Integration.
- Conduct a Seminar on Schooling system after COVID-19.

**Unit- IV: Education and society:**

- Gender ideology in society. Role of religion, constitution and law in gender ideology. Gender differentiation, stereotyping and inequality in society liberal feminism.
- Present status of women’s education in India. Education and Gender.
- Modernization, globalization in relation to education.
- Concept and dimensions of plurality. Curriculum for multicultural education. Teacher’s role in the strategies of multicultural education, Socialization in cultural diversity through education.
- Meaning and importance of peace education to address social issues.

**Practicum / Field Work**

- Prepare a plan for the mobilization of different types of resources for a school from the community.
- Collect and analyze information about cooperation between schools and other institutions (such as businesses and colleges) in your community. To what extent has such cooperation helped the schools?

**Reference:**

- Dewey, John (1961). Democracy and Education: An Introduction to the Philosophy of Education, New York: Macmillan.
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- ओड.एल.के. (2006). शिक्षा की दार्शनिक पृष्ठभूमि, जयपुर: रा.हि.ग्र. अकादमी।
- पचौरी, गिरीश (2003). शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, मेरठ: इन्टरनेशनल पब्लिशिंग हाऊस।
- रुहेला, सत्यपाल (2007) शिक्षा के समाजशास्त्रीय परिप्रेक्ष्य. नई दिल्ली: आर्यबुक डिपो।

**Curriculum Studies**  
**Course-3**  
**MA-190**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

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

- Conceptualize the meaning and different perspectives of curriculum
- Understand the epistemological, sociological and the psychological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches
- Compare and analyse the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

**Unit I: Perspectives on curriculum**

- Meaning, Concept and importance of curriculum
- Four perspectives on curriculum
  - Essentialist
  - Conceptual-Empiricists
  - Social constructivists
  - Social Engineering

**Practicum / Field Work:-**

- Organise a Debate on perspective of curriculum.
- Find out the component of hidden curriculum in the syllabus of MA (any one )

**Unit II: Construction & Development of Curriculum**

- Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.

- Different Models
- Grass Root
- Demonstration
- System Analysis
- Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, integrated curriculum and their relevance.

**Practicum / Field Work:-**

- Preparation and presentation of papers on comparative study of National curriculum of other countries at different levels.
- Study of National Policies of Education –1986, 1992(modified version) and POA on NPE-1996 in relation to National curriculum frameworks that were developed later.
- Detailed study of National curriculum framework of school Education, India (1988, 2000, 2005) followed by seminar presentation.

**Unit III: Bases of Curriculum Development**

- Philosophical bases
- Sociological bases
- Skills & attributes as foundations of curriculum
- Critical issues: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

**Practicum / Field Work:-**

- Study a curriculum of any level of education and find out their bases of construction. Prepare a report to this effect.
- Review a curriculum of Teacher education in the light of critical issues.

**Unit IV: Curriculum Administration & Evaluation**

- Administration as a process.
- Administration as a bureaucracy
- Human relation approach to Administration.
- Formative, Summative & Interpretation of Evaluation results.

**Practicum / Field Work:-**

- Comparative study of B.Ed curriculum administration in light of problems and innovation.
- Workshop on Curriculum Evaluation.

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- Nirantar (1997). Developing a Curriculum for Rural Women. New Delhi: Nirantar.
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- 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.

**Pre-Service and In-Service Teacher Education**  
**Course-4**  
**MA-200-1**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

**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 organisation 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



## **Unit I: Structure, Curriculum and Modes of Pre-service Teacher Education**

- Pre-service teacher education – concept, nature, objectives and scope.
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- 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
- Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

### **Practicum / Field Work**

- A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis .
- A review of the understanding developed on teacher roles and functions from various relevant sources and present the review report in class.

## **Unit II: Organisation of Different Components of Teacher Education Curriculum**

- The student teacher as an adult learner – characteristics. The concept of andragogy and its principles
- Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices.
- Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organisation and evaluation – practicum records and portfolio assessment
- Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organisation and duration. Activities and experiences in preinternship, internship and post-internship

**Practicum / Field Work**

- Analyse the existing B.ED/MA curriculum of any university in the light of Organisation, transaction and evaluation of different components.
- Organize a Workshop on skills and competency development for skill and competency development.

**Unit III: In-service Teacher Education in India – Concept, Structure and Modes**

- 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
- The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions.
- Modes and Models of in-service teacher education:
  - Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode.
  - induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

**Practicum / Field Work**

- Interview practicing teachers to identify the nature of in-service teacher education received and the felt needs.
- Make a Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis.
- Make an Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

**Unit IV: Planning, Organising and Evaluating an In-service Teacher Education**

- Planning an in-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget.

- Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
- Organising an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- Qualities and characteristics of an effective in-service teacher educator.

### **Practicum / Field Work:-**

- Workshop on Design, implementation and evaluation of a training programme.
- Critical analysis of all the aspects of any one inservice training programme with suggestive action plan.
- Planning, organizing and assessing the effectiveness of an in-service training programme with the help of teacher educator.

### **References**

- NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi.
- NCERT (2005). Position paper on Teacher Education for Curricular Renewal. New Delhi.
- UNESCO (2006). Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
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- Beck, Clive & Clark Kosnik Albany (2006). Innovations in Teacher Education: A Social Constructivist approach. State University of York.
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- हनीफ, ए. एम् (2017). अध्यापक शिक्षा. आगरा: अग्रवाल प्रकाशन
- भट्टाचार्य, सी. जी. (2017). अध्यापक शिक्षा. आगरा: अग्रवाल प्रकाशन

**Dissertation**  
**Course -5**  
**MA-210**

Maximum Marks: 50  
Internal: 25 Marks

Contact hours per week: 4  
External: 25 Marks

- Teacher educator will explore the areas of educational research.
- 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
- Identification of the problem and definition.
- Preparation of Synopsis & presentation of the synopsis in DRC.

**Internship in Teacher Education Institution**  
**Course-6**  
**MA-220**

Maximum Marks: 100

- 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 MA students regarding various function of teaching, management & organization of activities.

Assessment is based on the following activities –		Marks
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
Participation in any in service teachers training programme for preparation of depth report on it.	5
Analyze nature & type of in-service teachers training programme organized by the institution.	5
Prepare an evaluation preforma in service teachers training programme, apply it and prepare a report on its effectiveness of the programme with suggestive plan.	10
Prepare a module for in service teachers training programme and find its effectivity.	10
Review new trends in research of teacher education and Draft a report.	5
Training about arrangement of different department of the school. 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.	10
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>

**Semester –III**

Course	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practical	Total		
Course – 1 MA-230 S	Institutional Planning & Management	70	30	-	<b>100</b>	100	4
Course – 2 MA-240 S	Issues, Curriculum & Assessment	70	30	-	<b>100</b>	100	4
Course – 3 MA-250 S	Advance educational research	70	30	-	<b>100</b>	100	4
Course – 4 MA-260 S	Perspectives, Research and Issues in Teacher Education	70	30	-	<b>100</b>	100	4
Course – 5 MA-270 S	Dissertation	25	25		50	50	2
Course – 6 MA-280 S	Academic writing		25			50	2
Course – 7 MA-289 S	Internship(in School) (4-weeks)		100		<b>100</b>	144	4
<b>Total</b>		305	270	-	<b>550</b>	644	24

**CORE –COURSE**  
**Institutional Planning & Management**  
**Course - 1**  
**MA-230 S**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

**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 realizing the constitutional obligations related to secondary education in India.
- To develop an idea about the structure of secondary education in India.

**Unit - I Introduction to Secondary & Senior Secondary Education**

- Meaning, aims ,objective of secondary & Senior Secondary education
- Secondary Education in India – Historical Perspective, pre and post-independence.



- Constitutional Provisions and centre-state relationship in India.
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, NPE 2019, RMSA.

**Practicum / Field Work:-**

- Prepare a report on major obstacles and challenges in universalization of secondary education.
- Organize a Seminar in secondary school on Constitutional obligations related to secondary education.

**Unit –II Institution Planning**

- Concept, scope and nature of Institution Planning
- Need and importance of Institution Planning
- Types of Institution Planning
- Process of Institution Planning in India.
- Characteristics, - School Calendar.
- Evaluation of Institutional Planning.

**Practicum / Field Work:-**

- Prepare a blue print of Process of Institution Planning in India. Present it in seminar.
- Prepare an annual school calendar for secondary/senior secondary school.

**Unit - III Principles and techniques of Educational Planning**

- Formulation of aims and objectives.
- Methods and techniques of planning.
- Approaches to Educational Planning.
  - Social demand approach
  - Man-power approach
  - Return of Investment approach
- Concepts
- Optimal analysis
  - Input and output
  - Marginal analysis
  - Programming
- New approach to planning

- Planning
- Adoption
- Execution

#### **Practicum / Field Work:-**

- In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public/Govt/private secondary 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 its success?
- Organize a Debate on the best approach to planning.

#### **Unit - IV Educational Management**

- Meaning, Concept and need for management at secondary to senior secondary school level
- Management at Nation : MHRD, CABE, NCERT
- State, District, Sub-district level.
- Management of educational Institution at secondary school level.
- Type of Management, Effective management, Co-ordination, Supervision & Inspection.
- Techniques & Skill for effective management in secondary school.

#### **Practicum / Field Work:-**

- Conduct a panel discussion on Effective management.
- Organize an orientation Programme on Techniques & Skill for effective management in secondary school.

#### **References:**

- शुक्ला, पी.एस (2016). शैक्षिक प्रशासन एवं विद्यालय प्रबंधन, आगरा : अग्रवाल प्रकाशन।
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- पूनम मदन एवं शुक्ल, पी.एस (2016). शैक्षिक नीतियाँ विद्यालय नेतृत्व एवं प्रबंधन, आगरा : अग्रवाल प्रकाशन
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- Rita Chemicals (2008). Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- Sharma, Ram Nath (2002). Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992). Educational Planning at gross roots, New Delhi.
- NCERT (1987). In-service Teacher Education Package for Elementary School Teachers, New Delhi. NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi. NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004). Teacher Education Curriculum, New Delhi.

**Course - 2**  
**Issues, Curriculum and Assessment**  
**MA-240 S**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

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

- Understand the problem and challenges related to school education.
- Examine the status of development of 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 examine the present school curriculum.
- To analyze the present evaluation system at secondary school level.

**UNIT I: Quality in secondary Education**

- Concepts, indicators of quality, setting standards for performance.
- Teacher selection test CTAT,SAT etc. and in-service programme
- Privatization of secondary education.
- Present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA – IASE etc

**Practicum/field work:**

- 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.
- List out the nation parameters of quality education in India and examine the quality of secondary education in your state.

**Unit-II Issues & Concerns**

- Problems and Strategies of Alternative Schooling at Secondary school Stage
- Challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities
- Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems
- Type of schools and their contribution to society.
- Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.

**Practicum/field work:**

- Critical review on education management system of secondary school education.
- Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.

**Unit III: - Teachers and Curriculum Transaction Strategies**

- Thematic & Constructivism base of curriculum
- Joyful learning, Teachers and Pedagogical Attributes
- Research in curriculum
- Life skill education & creativity
- Analysis of Elementary Education Curriculum • Role of I.C.T.
- Research Trends in Elementary Education.
- Critical appraisal of present Secondary School curriculum in the state.

**Practicum/field work:**

- Visit CTE/IASE of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
- Conduct an orientation program on Construction of curriculum.
- Visit secondary teachers training in your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)

**UNIT IV: Assessment and evaluation in secondary school level.**

- Meaning nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment.
- New trends in evaluation – grading , internal assessment ,year system, CCE
- Critical appraisal of the present evaluation system at secondary school level.

**Practicum/field work:**

- Prepare unit-test, administrate the test, determine gaps in attainment of objectives and plan Remedial instruction for non masters.
- Evaluation of assessment process in any school and write about its merit and demerits.

**Reference:**

- Aggerwal, J.C, (2005) The Progress of Education in free India. New Delhi: Man Singh Arya book Depot
- Chaube, Dr. S.P, (2011), History and Problems of Indian Education, Agra: Agrawal Publications.
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- कुमार, अनिल(2008). शिक्षा मे मापन एवं मूल्यांकन दिल्ली: रजत प्रकाशन
- पाण्डेय, श्रीधर (2010). शिक्षा में मापन मूल्यांकन. फैजावाद: भवदीय प्रकाशन ।
- शर्मा ज्याति (2009). शैक्षिक मापन एवं मूल्यांकन. आगरा: अग्रवाल प्रकाशन ।
- Paul, Black (2012). Assessment for learning. United States: Mc Graw Hill.
- Ecclestone, Kathryn (2010). Transforming formative assessment in life long learning. United States: Mc Graw Hill. Eng.

**Advance Educational Research**  
**Course-3**  
**MA-250 I**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

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

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

**Unit I: Introduction to Qualitative & Quantitative Research**

- Qualitative & Quantitative Research: Meaning, concept and types, Characteristics, issues, concerns & major approaches
- Relevance of Qualitative & Quantitative Research in education.
- Qualitative & Quantitative Research in education: Retrospect and prospect.

**Practicum/field work-**

- Selection of a problem and developing a research synopsis.
- Identify five qualitative & quantitative research problems and prepare at least five research questions for each with clear research title.



## **Unit II- Approaches/Methods of Qualitative & Quantitative research**

- Qualitative & Quantitative research approaches: Meaning, types, purpose, steps and common terms used by Ethnographers Grounded theory: Goals, perspectives, Methods and steps of Ethnography theory, Experiential, historical, descriptive, Phenomenology & Case study.
- Action Research: Meaning, concept, importance and strategies.

### **Practicum/field work-**

- Make a research strategy. Decide the types of questions you will be asking. You might add your own, based on another source. Also, you might use more than one in order to cover your topic.
- Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them.(use three perspectives i.e. Strategies, data collection/analysis, and approaches.)
- A critical analysis of the scope, merits and limitations of various approaches of research in Elementary Education /Secondary Education.

## **Unit III- Qualitative & Quantitative Research Designing:**

- Experimental & Quasi-Experimental Research designs: meaning, concept , characteristics and types.
- Meta-analysis & Triangulation of data.
- Non- Experimental Research: concept and steps.
- Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation.
- Techniques of control: matching, holding the extraneous variable constant and statistical control.

### **Practicum/field work-**

- Make a chart or diagram of the different threads to your research considering the different perspectives you will be using to study them. (Use three perspectives i.e. Strategies, data collection/analysis, and approaches.)
- Identify an experimental educational research problem and prepare their research designing with justification.
- Review the sort of data you will be collecting and the type of analysis you will want to subject them to. Do they fall into one or the other category? Recognize the difference and explain , how can you recognize the difference?

- Make a list of the likely skills that you will need to learn and practise before you can carry out various stages in your research plan.

#### **Unit IV- Data Analysis in Quantitative Research**

- Student's Distribution & homogeneity of variances
- Analysis of Variances: Concept and procedure.
- Partial and multiple Correlation
- Multiple regression and their use in educational research.
- Research report of Quantitative & Qualitative Research

#### **Practicum/field work-**

- Workshop on Data Analysis in Quantitative Research.
- Review of Quantitative research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.

#### **References**

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- गुप्ता, उमा कान्त (2016). अनुसंधान स्वरूप एवं आयाम. दिल्ली : वाणी प्रकाशन.
- कोल, एल (2016). शैक्षिक अनुसंधान की कार्यप्रणाली, दिल्ली : विकास पब्लिशिंग।
- Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.
- 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.
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- Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice Hall.

## **Perspectives, Research and Issues in Teacher Education**

### **Course -4 MA-260-II**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

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

- Develop competence in organization and evaluation of various components of a pre-service and in-service 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

### **Unit I: Perspectives and Policy on Teacher Education**

- Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
- National and state policies on teacher education – A review
- Different organizations and agencies involved in teacher education– their roles, functions and networking
- In-service teacher education under DPEP, SSA and RMSA
- Initiatives of the NGOs in designing and implementing in-service teacher education programmes.

**Practicum / Field Work:-**

- Designing training material on any one of art, craft, music, physical education and special education or any other for in-service teachers at secondary school level.
- Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify various programmes for professional development of teacher educators.

**Unit II: Structure and Management of Teacher Education**

- Structure of teacher education system in India – its merits and demerits.
- Universalization of Secondary Education and its implications for teacher education at the secondary school level.
- Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
- Professional development of teachers and teacher educators – present practices and avenues
- Systemic factors influencing the quality of pre and in-service education of secondary school teachers

**Practicum / Field Work:-**

- Select any one current practice in teacher education and trace the background of its formulation as a policy.
- Collect and analyze information about cooperation between schools and other institutions (such as businesses and colleges) in your community. To what extent has such cooperation helped the schools?

**Unit III: Research in Teacher Education**

- Paradigms for research on teaching – Gage, Doyle and Shulman.
- Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation
- Trends of research in teacher education – review of a few recent research studies in teacher Education with reference design, findings and policy implications.

**Practicum / Field Work**

- A review of researches in any one area of research in teacher education and write the policy implications
- A review of a research article in teacher education and write implications for practitioner Evaluation

**Unit IV: Problems and Issues in professional development of teachers**

- Relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes,
- Sufficiency of subject matter knowledge for teaching at the senior secondary school level.,
- Single subject versus multiple subject teachers – implications for subject combinations in initial teacher preparation
- Issues related to enhancing teacher competence, commitment and teacher performance
- Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs.

**Practicum / Field Work**

- Study of the teacher education institution on instructional and evaluation practices.
- Prepare report for presentation.
- Plan, design and conduct an activity for collaborative work of TEI & school e.g. workshop or training programme for school teachers on the development of low cost teaching material/science experiments/New trends in assessment /development of assessment tool etc.

**Reference:**

- Beck, Clive & Clark Kosnik Albany (2006). Innovations in Teacher Education: A Social Constructivist approach. State University of York.
- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Rout ledge Falmer. London and New York.

- Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
- Korthagen, Fred A.J.et al; (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
- NCTE (1998). Policy Perspectives in Teacher Education. New Delhi.
- NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: New Delhi: Pre-Service Education.
- Linda Darling, Harmond & John Bransford (2005). Preparing Teachers for changing World. John Wiley & Son Francisco.
- Loughran, John (2006). Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching. Routledge: New York.
- Yadav, M.S. & Lakshmi, T.K.S. (2003). Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
- हनीफ, ए.एम. (2017) अध्यापक शिक्षा. आगरा : अग्रवाल प्रकाशन।
- भट्टाचार्य, सी.जी. (2017) अध्यापक शिक्षा. आगरा : अग्रवाल प्रकाशन।
- Sharma, R. K. (2009). Teacher Education .delhi: Shri Sai Printographers.

**Dissertation  
Course -5  
MA-270-II**

Maximum Marks: 50

Contact hours per week: 4

Internal: 25 Marks

External: 25 Marks

**Research work will be done by the students in guidance of teacher educator:-**

- a. Give the background of the problem.
- b. Review of the literature.
- c. Make a research designing
- d. Selection of Tool and Collecting and using data thought provokingly and in a convincing manner.
- e. Analysis and Tabulation of data.

**Academic Writing****Course- 6****MA- 280-II**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 10, out of which.....Hrs.  
for lectures: 3 hrs. Tutorial: 3 hrs. Field work: 3 hrs. Remedial: 1  
hrs.

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

- Sensitize to their communicative behavior.
- Enable to reject and improve their communicative behavior performance
- Build capacities for self-criticism and facilitate growth.
- Enhance their listening & writing skill.
- Present effective lecture after enhancing their listening skills.
- Write or draft professional letters and mail etc.
- Use & differentiate different kinds of writings and writing styles according to Co-curriculum activities.
- Reflect on essential requirements of academic writing & distinguish a good academic writing from others.
- Analyze academic sources and how to refer to them.
- Cite a source, paraphrase and acknowledge the source & edit one's own writing.

**Unit – I**

- Meaning, concept and nature of different kinds of writings and writing styles.
- Meaning, concept and need of academic writing.
- Essential requirements of academic writing & distinguishing a good academic writing from others.
- Meaning, type, refer and analysis of academic sources.
- Meaning, concept and style of citing a source, paraphrase and acknowledging the source & editing one's own writing.



**Practicum/field work:-**

- Workshop on academic writing skill.
- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

**Unit -II**

- 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 & text selection, academic articles.

**Practicum/field work:-**

- Prepare a Programme on SMS case writing and documentation.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Workshop on e-mail drafting.

**Unit-III**

- 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.

**Practicum/field work:-**

- Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
- Prepare your resume/effective profile for an interview.

**Note: - Mode of transaction of this course will be workshop.**

**Website to be visited-**

- <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>

**INTERNSHIP (IN SCHOOL)****Course – 7****MA-289 I S**

Maximum Marks: 100

**Learning out comes:** - 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.

**ACTIVITY****MARKS**

A journal by the student in which he/she records one's experiences, observations, and reflections during internship.

**10**

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.

**10**

**These two activities mention above are mandatory for all and Select any two activity from each group given below:-**

<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.	8
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process	8
<b>Activity Group B</b>	<b>Marks</b>
Preparing a suggested comprehensive plan of action for some aspects of school improvement	8
Prepare portfolio, including detailing of teaching-learning plans, resources used, Assessment tools, student observations and records.	8
Analysis of text book from peace perspective	8
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.	8
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.	8
<b>Activity Group C</b>	<b>Marks</b>
Preparation, administration analysis of diagnostic test (s) followed by Remedial teaching.	8
Learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period.	8
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.	8
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.	8

<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>

**Semester –IV**

Course with Code	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practicum	Total		
Course – 1 MA-300	Curriculum, Pedagogy and assessment	70	30	-	<b>100</b>	100	4
Course – 2 MA-310 or Course – 2 c	Education policy, economics and planning	70	30	-	<b>100</b>	100	4
Course – 2 c MA-310 SW	Swayam Course related to any one sub theme (for elementary to secondary)	-	-	-	<b>100</b>	100	4
MA-310 SW I	Strategy planning						
MA-310 SW II	Budget preparation						
MA-310 SW III	Policy analysis						
Course – 3 MA -320	Educational management, administration, leadership and planning	70	30	-	<b>100</b>	100	4
Course – 4 MA-340	Dissertation	50	50	-	<b>100</b>	100	4
Course – 5 MA-350	Environmental Studies	35	15	-	<b>50</b>	50	2
Total		260	140	-	<b>550</b>	550	22

**Curriculum, Pedagogy and assessment****MA- 300 I S**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial : 2 hrs.

**Learning Outcomes:** After completion of the course, 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 analysis 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.

**Unit – I Curriculum Theories:-**

- Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure, Empirical structure, Existential Structure.
- Types of Curriculum
- Introduction to Curriculum Theories:- Idealist, Realist, Naturalist, Pragmatic, Existential, conservatism Curriculum Theory.

**Practicum/Field Work**

- Analyse the curriculum theories in chronological order, find out the reason of change and evolution in ideas.
- Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.

**Unit – II Analysis of Syllabus:-**

- Criteria for Analysing the syllabus
- Content and Organization of curriculum.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- Difference between curriculum and syllabus.
- Characteristics & Mechanism of the preparation of text book. Criteria for Text book Evaluation - Physical Aspects, presentation of content and its organization in the text books.

**Practicum/Field Work:-**

- Critical study of existing school curriculum of state (at any level), preparing a training plan or design for the in service training or specified target group on a specified theme.
- Review of any school text book, in the light of physical aspects, presentation of content and its organization.

**Unit- III- Approaches to Teaching-Learning of Science**

- Constructivist approaches: 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 : planning and organization of laboratory work reporting skills, low cost teaching experiments.
- Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- Approaches of teaching : Teacher - Centered approach ,Child - centered approach

**Practicum / Field Work**

- Visit to science centre/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.

#### **UNIT- IV- Assessment and evaluation in secondary school level.**

- Meaning nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment.
- New trends in evaluation – grading , internal assessment ,year system, CCE
- Critical appraisal of the present evaluation system at secondary school level.

#### **Practicum/field work:**

- Prepare unit-test, administrate the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters.
- Evaluation of assessment process in any school and write about its merit and demerits.

#### **Reference**

- J.J. Wallin (2011). What is Curriculum Theorizing: for a People Yet to Come. *Stud Philos Educ*, 30, 285-301.
- W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc. p. 16.
- Hamilton (1989). in W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing. Inc., p. 71.
- W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc., p. 72.
- 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).
- W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc. p. 75.

**Education Planning, Economics and Policy****Course –2 a****MA-310 I E**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

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

- To reflect on financial sources and funding mechanism of elementary education at various levels.
- Understand economics of education and relation between education and economics.
- To implement their knowledge about school finance and budget in real social or professional life.
- Develop own perception about school in social context on the basis of knowledge about financial contribution of community to school.
- 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

## **Unit I- Principles, Techniques and approaches of Educational Planning**

- Guiding principles of educational planning
- Methods and techniques of educational planning.
- Approaches to educational planning. - Social demand approach - Man-power approach - Return of return approach
- Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.

### **Practicum / Field Work**

- Critical analysis of educational planning in Rajasthan, giving a suggestive plan of action.
- Conduct a survey in an excellent institute to know about adopted approaches to educational planning and prepare a report to present it in seminar.

## **Unit II- Educational Finance**

- Need, Significance ,Principles and Concept of Educational Finance.
- Educational Financing in India: Historical Perspective
- Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education, Supply of education, Constitutional responsibility for providing education.
- Principles of educational finance: Allocation of resources-economic and social basis for allocation of resources in education.

### **Practicum / Field Work**

- 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.
- 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?

**Unit III- Policies & Programs of Secondary Education**

- District elementary education programme-goals and strategies.
- Sarva Shiksha Abhiyan & RTE Act 2009- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.

**Practicum/field work**

- Visit a school for reporting on access, and enrolment/retentions of girl students and give suggestions for improvement.
- Critical Analysis of Research Studies on programs and policies related to elementary education.

**Unit-IV Economics of Education**

- Concept of Economics and Education & Economics of Education.
- Meaning, Nature & Area of Economics of Education.
- Relation between Economics and Education.
- Relation among Economics, Economics of Education & Education contribution to Economics.
- Basic Education of Mahatma Gandhi

**Practicum / Field Work**

- Analyse similarities & differences of thoughts of Indian & western economists on economics of education.
- 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.

**References:**

- Blaug. Mark (1972). An Introduction to Economics of Education, Penguin. Cohn E and T: Allen Lane, London.
- Gaske (1989). Economics of Education. London: Pregamon Press.
- Mehrotra, Santosh (2006). The Economics of Elementary Education in India, The Challenge of public finance private

- provision and household costs. Sage publication: New Delhi.
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
  - Rao, V.K. (2007): *Universatisation of Elementary Education*. New Delhi: Indian Publishers.
  - Rita Chemicals (2008): *Engaging pupil voice to ensure that every child matters: A practical guide*. David Fultan Publishers.

**Swayam course on any one topic**

**Swayam course on any sub theme**

**Elementary level/Secondary level**

Strategy Planning

MA-310 SW I

Budget Preparation

MA- 310 SW II

Policy Analysis

MA- 310 SW III

**Educational Management, Administration and Leadership  
Course– 3a  
MA-320 I S**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorial: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures: 9 hrs. Tutorial: 5 hrs. Field work: 9 hrs. Remedial: 2 hrs.

**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 recognize the importance of Educational Resources and their effective management for quality education,
- To understand structure and system of administration at national state and local level.
- To understand the division of authorities among employees.
- To play their active role to enhance school community relationship
- To understand and implement the concept and various types of educational management and administration in the field.
- To equip with the leadership skills needed to emerge as Leaders.
- Understand school leadership and build a vision for change and improvement

- To enable school leaders to bring about a shift in their understanding of their current role as functional managers to proactive and innovative leaders.

### **Unit - I Concept, need and process of Educational Management**

- Concept, scope and nature of Educational management
- Need and importance of Educational management
- Types of Educational management
- Process of Educational management in various type schools in India.

### **Practicum / Field Work**

- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
- Review research on educational management or management of secondary education which are used in other countries but not in India.

### **Unit-II School Management**

- Planning, site & location- Design and Dimension, Equipment and infrastructure required for schools.
- Student teacher ratio, profession development programme for teachers.
- Managing committee: - Role, Constitution and functions
- Inspecting offices; Role, Duties, and functions.
- PTA- Need, Importance, formation and contributions

### **Practicum / Field Work**

- Collect data from relevant sources on student & 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.
- Make a comparative study of PTA of any one Govt and private school.



**UNIT – III School Administration**

- Need for school administration, objectives, and Influencing factors.
- Main changing concept and scope of school administration, role and responsibilities of the principal & Teacher (with special reference to free and compulsory act)
- Organization of secondary school – Meaning, type and its impact on shaping school performance.
- SMC and school administration

**Practicum/Field Work**

- Find out the most influencing factors of school administration after interaction with stake holders (at least 5 administrative steps).
- Prepare a report on role and responsibilities of the principal & Teachers (with special reference to free and compulsory act)

**Unit-IV Academic Leadership**

- Meaning, Concept, Need Importance and Nature of Academic Leadership in school Education.
- Meaning, Need and Importance to shift from management of schools to Leadership of school.
- Role and responsibilities of leadership ( in reference to RTE & CCE)
- Component and characteristics of high quality school leadership.

**Practicum / Field Work**

- Make a survey of at least five schools to identify the most popular leadership style. Analyze the reason of its popularity.
- Orientation cum workshop on any topic related to nature of leadership.
- 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.

**Reference**

- शुक्ला, पी.एस (2016) शैक्षिक प्रशासन एवं विद्यालय प्रबंधन, आगरा : अग्रवाल प्रकाशन।
- माथुर, पी.के. (2016) शैक्षिक नेतृत्व एवं प्रबंधन, आगरा : अग्रवाल प्रकाशन।
- पूनम मदन एवं शुक्ल, पी.एस (2016) शैक्षिक नीतियाँ विद्यालय नेतृत्व एवं प्रबंधन, आगरा : अग्रवाल प्रकाशन।
- Hanson, A. H. (1966) The Process of Planning: A Study of India's five year Plans (1950-1964) London: Oxford University Press.
- Schultz, T. W. (1960) Education and Economic Growth, University of Chicago.

**Dissertation  
Course - 4  
MA-340**

Maximum Marks: 100

External: 50 Marks

Internal: 50 Marks

- Result, Conclusion and Findings.
- Bibliography and Abstract.
- Solution must be implemented in the school and justified the result.
- Report Writing.
- Final Viva voce of the Dissertation.

## **Environmental Studies** **(CODE: MA-340)**

Maximum Marks: 50

External: 35 Marks

Internal: 15 Marks

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

- To understand background of EVS as a composite area of study that draws upon the science, social science and environmental education.
- To develop understanding about various ecosystems and biodiversity.
- Helping student to develop the ability to plan comprehensive units for environmental management and conservation.
- Understanding about the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks.
- To analyze and understand environment concerns through the process of inquiry.
- To develop a sense of awareness about the environment hazards and its causes and remedies.
- Understand natural history of virus transmission, prevention and diagnostics.
- Develop an understanding clinical characterization of virus.

### **Unit – I Introduction to Environmental Studies**

- Environmental studies: Historical background, concept, Nature and scope of EVS
- Natural and social environment: concept, its components, and relationship, man & Environment, man on environment.
- Disciplinary and Multidisciplinary approach of EVS.

### **Practicum/Field Work**

- Visit a natural or man made site (park/forest/zoo/KVK/forest department etc) then discuss with student about their perception on natural environmental and its relation with social environmental.

- Conduct a play in school on man and environmental relationship for awareness about environmental protection among students, teachers and local people.
- Conduct awareness campaigning for plantation of *Tulsi*, *Neem*, and *Khejri* etc.

### **UNIT – II Eco-systems**

- Concept of an ecosystem.
- Structure and function of an ecosystem.
- Producers, Consumers and decomposers.
- Introduction, types, characteristic features, structure and function of the following ecosystem-
- Forest ecosystem.
- Grassland ecosystem.

### **Practicum/Field Work**

- Celebrate Important relevant days related to environmental conservation (such as earth day, world environmental days etc) in school or out of school with the help of students and make a systematic report on entire activities or work
- Make a bulletin board material on “role of individual in prevention of pollution” and analyse its impact on students and teachers of schools.
- Draft a report after analyse the scientific basis of Environment related to Indian traditional days present this report in class.( Basant Panchmi, hariyali amavasya etc.)

### **Unit- III Biodiversity, Its Conservation**

- Introduction – Definition: genetic, species and ecosystem diversity.
- Value of Biodiversity & Biodiversity at global, National & local levels.
- Hot-Spots of Bio-diversity.
- Threats to Bio-diversity: Habitat loss, poaching of wild life, man wild life conflicts.
- Conservation of Bio-diversity: In-situ and Ex-situ conservation of Bio-diversity.

**Practicum/Field Work**

- Conduct an activity in school, in which ask students to get opinion of their grandparents in changing life style and their merits and demerits/or collect their ideas on local products which can be helpful in heathy life style the pupil teacher will compile their experiences and draft a report then present it in class.
- Conduct a seminar in your village/ district /town in which invite local people of various socio-economic/socio cultural background to present their experiences on sustainable agriculture.

**Unit – IV Environmental Issues**

- Meaning, concept, process, effects and preventive action of Acid rain & Global warming.
- Natural & Manmade disasters.
- Meaning, concept, Effects and preventive action of
- Water pollution.
- Air Pollution.
- Noise Pollution.
- Land or Soil pollution.

**Practicum/Field Work**

- Conduct an orientation programme in rural / urban school on waste management.
- Organize a planned Visit to urban or rural area to study about waste produced by human, after visiting the site, present your report in local community to create awareness for resolution of the problem.

**Unit –V Pandemic management**

- History of Epidemic disease.
- Impact of Epidemic disease on society
- Concept & Structure of Corona Virus.
- Mode of Transmission Pathogenicity.
- Diagnostic, prevention and treatment of Covid-19.
- Treatment of pandemics (with special reference to Ayurveda)
- Personal hygiene and sanitization.

**Assignment/Practicum:**

- Prepare a poster on prevention mechanism of virus
- Conduct a awareness program or support system during this crisis.
- Prepare a report on prevention or protection guideline suggested by ICMR or WHO.

**Practicum/Field Work**

- Analyse the direct or indirect message of Traditional Culture/folk songs of your area for social or natural environment enhancement.
- Plant at least one tree and cultivate it through out the years.
- Present the report of entire work in chopal / assembly/ of your school.

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## **Pandemic Management**

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

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

- Understand natural history of virus transmission, prevention and diagnostics.
- Develop an understanding clinical characterization of virus.
- Understand local national and regional needs and produce.
- Develop guidelines and standard operating procedures to operational epidemic mitigation mechanism.
- Understand impact of covid-19 on water sector, food safety, food security and air pollution and its prevention measures.
- Understand crisis management.
- To maintain social and physical distance
- Understand changes in mode of curriculum and transmission of knowledge
- To identify the changes in schooling system.
- Create sensitivity about maintaining social and physical distance and personal hygiene.
- Understand impact of covid-19 on unemployment & Industries.
- Identify the role of stakeholder during the crisis
- Develop a counselling and social supports

### **Unit -I Historical and Political Aspect of Pandemic**

- History of Epidemic disease.
- Impact of Epidemic disease on society.
- Role of government in Epidemic disease(Systematic historical perspective of government to handle the situation)
- Law and order situation during of Epidemic disease in the world.



**Assignment/Practicum:**

- Create a historical timeline on Epidemic disease
- Prepare a report on indigenous treatment therapy of India to control epidemic.

**Unit – II Science of CORONA Virus**

- Introduction & Structure of Corona Virus.
- Mode of Transmission Pathogenicity.
- Diagnostic, prevention and treatment of Covid-19.
- Development and discovery of vaccine and treatment of pandemics (with special reference to Ayurveda)
- Personal hygiene and sanitization.

**Assignment/Practicum:**

- Prepare a poster on prevention mechanism of virus
- Conduct a awareness program or support system during this crisis.
- Prepare a report on prevention or protection guideline suggested by ICMR or WHO.

**Unit-III The Socio-Economic effect of Covid-19**

- Social structure and social institutions-Marriage family, transport and market
- Social and physical Distancing, Home isolation/quarantine, concept, needs, and output.
- Effect of (Covid-19) on water sector, food safety, food security and air pollution and its prevention measures
- On employment & economy
- Role of indigenous economy in recovering India post corona crisis

**Assignment/Practicum:**

- Conduct a pilot study on impact of covid-19 in your area
- Present a report on civilian behaviors changes

**Unit-IV Impact of COVID-19 on education system**

- Mode of curriculum and transmission of knowledge
- Changes in educational administration and management co-ordination
- Impact on classroom environment and platforms
- Changes the role of teacher as facilitators
- Assessment and evaluation process
- Impact on schooling system (Formal and Non-formal)

**Assignment/Practicum:**

- Conduct a survey-based study among teachers impact of covid-19 on their teaching behaviors
- Prepare a comparative report on impact of Covi-19 on teaching-learning process

**Unit-V EpidemicCcrisis Management**

- Role of WHO and Support system
- Counselling and social support during epidemic
- Role of MAia: Print, Visual and Social MAia
- Role of stakeholder during this crisis
  - ICMR
  - Ministry of Home affairs
  - Role of state
  - NGOs

**Practicum/Field Work (any two):**

- Conduct a survey in your society changes in psychological variables
- Prepare a report on your institutions' responsibilities and duties performMA

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