

Preamble

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

Aims of the Programme -

Two-year M.Ed. 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 either elementary education or 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 endeavour 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 M.Ed. 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 of 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

- a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
 - I. B.Ed.
 - II. B.A,B.Ed. /B.Sc. B.Ed
 - III. B.El.Ed.
 - IV. D.El.Ed. with an undergraduate degree (with 50% marks in each).
- b) 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 & directions 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 M.Ed students regarding various function of teaching, management & organization of activities.

Programme Outcome (POs):

- Student will be able to become an 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 be 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 (PSOs):

On completion of M.Ed 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 schools elementary (up to VIII), or, 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.

Programme structure:

The curriculum of the two-year M.Ed. programme will comprise of the following components:

Major Components	Areas Covered	Description	Credit Allocation
Common Core (Theory and Practicum included)	Perspective, Tool, and Teacher Education Courses	<p>1. Perspective Courses in the areas of: Philosophy of Education, Sociology History Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies.</p> <p>2. Tool Courses comprising of basic and advanced level education research, academic writing and communication skills;</p>	<p>Perspective: 24 Credits;</p> <p>Tool Courses: 12 Credits;</p> <p>Teacher Education</p>

		<p>educational technology and ICT; self-development (with focus on gender and society, inclusive education and mental and physical well-being through modalities such as yoga)</p> <p>3. Teacher Education Courses (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall also be included in the core.</p>	<p>: 8 Credits; (including 4 credits for field internship)</p>
<p>Specialization Branches (Theory and Practicum included)</p>	<p>Courses in any one of the school levels/areas (such as elementary, or secondary and Senior secondary) and further thematic specializations.</p>	<p>The Specialization branches in one of the school stages: Elementary (upto VIII), or, secondary and senior secondary (IX to XII), each with:</p> <ol style="list-style-type: none"> 1. Core courses, within elementary/secondary specialization, focusing on mapping the area 2. Specialization/elective clusters in thematic areas pertinent to that stage, such as: 	<p>20 Credits (including 4 credits of field attachment)</p>

		Curriculum, pedagogy and assessment; Policy, economics and planning; Educational management and administration; Education for differently abled; Education Technology, etc.	
Internship/ Field Attachment	Teacher Education Institution + Related to specialisation	Field internship/attachment in: 1. A Teacher Education Institution and 2. The area of specialisation	8 Credits (4 Credits each)
Research leading to Dissertation	Related to specialisation/ foundations	Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis.	8 Credits
CCA, Prayer & Yoga			5 Credits
Total			85 Credits

M.Ed Programme has 85 credits in total : 44 for core courses, 20 credits for specializations, 8 credits for field internship (4 credits in a teacher education institution and 4 in the area of specialization), and 8 credits for research leading to dissertation and 5 credits for co-curricular activities, attendance of prayer, yoga etc. The taught courses will also have practicum component. Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ laboratory work/ field-work/ workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities. While conceptualising the credits the Choice Based Credit System (CBCS) proposed by UGC should be adopted.

The Department of Education shall offer one skill course per semester from the list of skill courses approved for the Department.

Instruction for the programme:

- M.Ed. 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 M.Ed. programme structure proposed in this report is hinged on schools and teacher education institutions (and other sites) based activities, the M.Ed. calendar should be developed keeping in mind the schedule of these institutions.

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

Course & Course Code	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practical	Total		
Course – 1/ MED-110	Psychology of learning and development	70	30	-	100	100	4
Course – 2/ MED -120	Historical, Political & Economic Foundations of Education	70	30	-	100	100	4
Course – 3/ MED -130	Educational Studies	70	30	-	100	100	4
Course – 4 MED-140	Introduction to Educational Research	70	30	-	100	100	4
Course – 5 MED-150	Communication and Expository writing		25	-	25	25	1
Course – 6 MED-160	Self-Development		25	-	25	25	1
	Co-curriculum		25	-	25	50	.5

	activities						
	Prayer, Yoga, Meditation & festival etc.		25	-	25	100	1.5
Course -7	Skill Course*			-			
Total		280	220	-	500	600	20

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

Course & Course Code	Name of Course
Course – 1/ SC 310	Inclusive Education
Course – 2/ SC 320	Physical & Health Education
Course – 3/ SC 330	Information and Communication Technology in Education
Course –4/ SC 340	Teacher Education for Peace & Harmony
Course – 5/ SC 350	Guidance & Counselling
Course – 6/ SC 360	Chetna Vikas Mulya Shiksha
Course–7 SC 370	Pandemic Management

Semester –II

Course	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practicum	Total		
Course –1 MED -170	Philosophical Foundations of Education	70	30	-	100	100	4
Course – 2 MED -180	Sociological foundations of Education	70	30	-	100	100	4
Course – 3 MED -190	Curriculum Studies	70	30	-	100	100	4
Course – 4 MED -200-I	Pre-service & In-service Teacher Education	70	30	-	100	100	4
Course – 5 MED -210	Dissertation	25	25	-	50	50	2

Cours e – 6 MED -220	Internship in TEI (3-weeks)		100	-	100	108	4
	Co- curriculum activities		25	-	25	50	0.5
	Prayer, Yoga, Meditation & festival etc.		25	-	25	50	0.5
Cours e -7	Skill Course			-			
Total		305	295	-	600	600	23

Semester –III

Specialization any one: Elementary/secondary & senior secondary

Course	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practicum	Total		
Course – 1 (Core Course of specialization) MED-230 E MED-230 S	Institutional Planning & Management at Secondary level	70	30	-	100	100	4
	Institutional Planning & Management at Elementary level	70	30	-	100	100	4
Course – 2 (Core Course of specialization) MED-240 E/ MED-240 S	Issues, Curriculum & Assessment at Elementary level	70	30	-	100	100	4

	Issues, Curriculum & Assessment at Secondary level	70	30	-	100	100	4
Course – 3	Advance educational research						
Elective MED-250 I	i) Qualitative Educational Research	70	30	-	100	100	4
Elective MED-250 II	ii) Quantitative Educational Research	70	30	-	100	100	4
Course – 4 MED-260-II	Perspectives, Research and Issues in Teacher Education	70	30	-	100	100	4
Course – 5 MED-270-II	Dissertation	25	25		50	50	2
Course – 6 MED-280-II	Academic writing		25			50	2

Course – 7 MED-289 I S	Internship (in School) (4- weeks)		100		100	144	4
	Prayer, Yoga, Meditation & festival etc.						
Course -8	Skill course						
Total		305	295	-	600	644	24

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

Semester –IV

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

Course with Code	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practical	Total		
Course – 1 MED-300	Elective First-Theme: Curriculum, Pedagogy and assessment	70	30	-	100	100	4
Course – 1 a MED-300 I E	Advance Curriculum Theory	70	30	-	100	100	4
MED-300 I S	Advance Curriculum Theory Secondary level	70	30	-	100	100	4
Course – 1 b	Advance Level subject pedagogy						4
MED-300 II E I	Pedagogy of Science Education (Elementary level)	70	30	-	100	100	4

MED-300 II E II	Pedagogy of Mathematics Education (Elementary level)	70	30	-	100	100	4
MED-300 II E III	Pedagogy of Language Education (Elementary level)	70	30	-	100	100	4
MED-300 II E IV	Pedagogy of Social Science Education (Elementary level)	70	30	-	100	100	4
MED-300 II S I	Pedagogy of Science Education (Secondary level)	70	30	-	100	100	4
MED-300 II S II	Pedagogy of Mathematics Education (Secondary level)	70	30	-	100	100	4
MED-300 II S III	Pedagogy of Language Education (Secondary level)	70	30	-	100	100	4

MED-300 II S IV	Pedagogy of Social Science Education (Secondary level)	70	30	-	100	100	4
Course – 1 c MED-300 III E	Approaches to assessment (Elementary level)	70	30	-	100	100	4
MED-300 III S	Approaches to assessment (Secondary level)	70	30	-	100	100	4
Course – 1 d MED-300 SW	Swayam Course related to elective	-	-	-	100	100	4
Course – 2 MED-310	Elective second –Theme: Education policy, economics and planning	70	30	-	100	100	4
Course – 2 a MED-310 I E	Advanced course in economics of education at Elementary level	70	30	-	100	100	4
MED-310 I S	Advanced course in economics of education at Secondary level	70	30	-	100	100	4

Course – 2 b MED- 310 II E	Issues, Planning and Policies of Education at Elementary level	70	30	-	100	100	4
MED- 310 II S	Issues, Planning and Policies of Education at Secondary level	70	30	-	100	100	4
Course – 2 c MED- 310 SW	Swayam Course related to any one sub theme (for elementary to secondary)	-	-	-	100	100	4
MED- 310 SW I	Strategy planning						
MED- 310 SW II	Budget preparation						
MED- 310 SW III	Policy analysis						
Course – 3 MED - 320	Elective third-theme: Educational management, administration, leadership and planning	70	30	-	100	100	4

Course – 3 a MED 320 I E	Education management and Planning of Elementary level.	70	30	-	100	100	4
MED 320 I S	Education management and Planning of secondary level.	70	30	-	100	100	4
Course – 3 b MED 320 II E	Educational administration of Elementary level.	70	30	-	100	100	4
MED 320 II S	Educational administration of secondary level.	70	30	-	100	100	4
Course – 3 c MED 320 III E I	Towards Academic leadership at Elementary school level.	70	30	-	100	100	4
ED -320 III S I	Towards Academic leadership at secondary school level.	70	30	-	100	100	4
Course – 2 d MED 320 SW	Swayam course on any one subtheme at Elementary level/Secondary level				100	100	4

MED 320 SW I	- Inclusive education						
MED 320 SW II	- ICT						
MED 320 SW III	- Physical & health education						
MED 320 SW IV	- Peace education						
Course – 4 MED-340	- Dissertation	50	50	-	100	100	4
	Prayer, Yoga, Meditation & festival etc.		25			100	1
	Co-curriculum Activities		25			100	1
Course - 5	- Skill Course						
Total		260	190	450		600	18

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

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

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

1. Advanced course in economics of education at Elementary/Secondary level (4 credits)
2. Issues, Planning and Policies of Education at Elementary/Secondary level (4 credits)
3. Swyam course related to any sub theme-(4 credits)
 - Strategy planning
 - Budget preparation
 - Policy analysis
 - Education policy

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

(Select any three courses out of four given below)

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

Or

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

1. Inclusive Education (2 credits)
2. ICT (2 credits)

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

Guideline for Choice Based Credit System (CBCS) –

1. 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.
2. 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.
3. Credit: 4 means {Lecturer per week: 2 (one hour each) = 2 credits
4. Tutorial per week: 2 (one hour each) = 1 credit
5. Field work/practicum per week: 4 (one hour each) = 1 credit
6. To pass the degree course, a student shall have to get minimum aggregate 40% marks (P and above on grade point scale) in each course and 50% in practicum/practical.
7. 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 s/he does not pass in all credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time,
8. A student cannot register for the third semester, if s/he fails to complete 50% credits of the total credits expected to be ordinarily completed within two Semesters,
9. 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).

10. Definitions of Key Words:
11. Choice Based Credit System (CBCS): The CBCS provides choice for students to select the prescribed Courses (Core, Elective or Minor or Soft Skill Courses).
12. 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.
13. Credit Based Semester System (CBSS): Under the CBSS, the requirement for awarding degree or diploma or certificate is prescribed in terms of number of credits to be completed by the students.
14. Credit Point: It is the product of grade point and number of credits for a course.
15. 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.
16. 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.
17. In various courses in all semesters and the sum of the total credits of all courses in all semesters. It is expressed up to two decimal points.
18. Grade Point: It is a numerical weight allotted to each letter grade on a 10-point scale.

19. 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.
20. Programme: An educational programme leading to an award of a Degree, diploma or certificate.
21. 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.
22. 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.

Table 1: Grades and Grade Points

S. No.	Letter Grade	Meaning	Marks in Percentage	Grade Point
1	'O'	Outstanding	> 95 %	10
2	'A+'	Excellent	85% to less than 95 %	9
3	'A'	Very Good	75% to less than 85 %	8
4	'B+'	Good	65 % to less than 75 %	7
5	'B'	Above Average	55% to less than 65 %	6
6	'C'	Average	50% to less than 55 %	5
7	'P'	Pass	45% to less than 50 %	4
8	'F'	Fail	-	0
9	'Ab'	Absent	-	0

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

Computation of SGPA and CGPA:

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

of the number of credits of all the courses undergone by a student, i.e.-

$$\text{SGPA (Si)} = \Sigma (C_i \times G_i) / \Sigma C_i$$

Where the number of credits of the C_i the course and G_i is the grade point scored by the student in the course.

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

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

$$\text{CGPA} = \Sigma (C_i \times S_i) / \Sigma C_i$$

Where S_i is the SGPA of the S_i the 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
Credit	20	23	24	18
SGPA	7.6	7.55	8	7.5

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

$$652.65/85 = 7.67$$

$$666/96 = 6.94$$

Course Evaluation (Evaluation of the Students)

Attendance – Each student will have to attend a minimum of 75% prayer and yoga classes. A student having less than 75% attendance will not be allowed to appear in the End-Semester Examination (ESE). Attendance marks will be awarded by following the system proposed below:

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

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

Each student's cumulative attendance shall be displayed in the Department Notice Board every month with a copy to the Dean Education.

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 48% or more (but less than 60%)
 - iii. Pass 45% or more (but less than 48%)

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

The system of evaluation will be as follows: Each assignment/test will be evaluated in terms of grades. The grades for separate assignments and the final (semester-end) examination will be added together and then converted into a grade and later a grade point average.

Results will be declared for each semester and the final examination will give total grades and grade point average.

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.

Promotion:

- 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 I 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 attend a seven days workshop on Chetna Vikas Mulya Shiksha to quality the programme of M.Ed or the degree of M.Ed. will be provided to those students who have attended at least one seven days workshop on Chetna Vikas Mulya Shiksha along with one tree plantation and nurture throughout two years.
2. There shall be a university examination at the end of each semester as per details of the scheme of examination.
3. Candidates, who represent their institute/ university/ state/ nation in recognized sports/games/ cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from

the concerned organizing authority and on the basis of the recommendations of the head of the institute.

4. The minimum pass marks in each examination shall be 40% for each theory paper and 50% in each internship and dissertation. The candidate will have to pass internal and external part of theory course separately.
5. A candidate who fails in 50% courses or less than 50% courses in any semester of the programme will be eligible to take admission in next subsequent semester and 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 deemed 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 M.Ed. degree.

Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate shall, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.

Improvement Option:

Every student shall have the opportunity to improve Credit 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.

Time Allocation-

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

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

Course & Course Code	Name of Course	Max. Marks			
		Ext.	Int.	Prac.	Total
Course – 1/ SC 310	Inclusive Education	70	30	-	100
Course – 2/ SC 320	Physical & Health Education	70	30	-	100
Course – 3/ SC 330	Information and Communication Technology in Education	70	30		100
Course –4/ SC 340	Teacher Education for Peace & Harmony	70	30	-	100
Course – 5/ SC 350	Guidance & Counselling	70	30	-	100
Course – 6/ SC 360	Chetna Vikas Mulya Shiksha	70	30		100
Course–7 SC 370	Pandemic Management	70	30		100
Total		490	210	-	700

Semester –I

Course & Course Code	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practical	Total		
Course – 1 MED - 110	Psychology of learning and development	70	30	-	100	100	4
Course – 2 MED -120	Historical, Political & Economic Foundations of Education	70	30	-	100	100	4
Course – 3 MED. -130	Educational Studies	70	30	-	100	100	4
Course – 4 MED -140	Introduction to Educational Research	70	30	-	100	100	4
Course – 5	Communication and		25	-	25	25	1

MED -150	Expository writing						
Cours e – 6 MED -160	Self- Developmen t		25	-	25	25	1
	Co- curriculum activities		25	-	25	50	.5
	Prayer, Yoga, Meditation & festival etc.		25	-	25	100	1.5
Total		280	220	-	500	600	20

Psychology of Learning and Development
Course -1
MED-110

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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:2hrs.

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.
- Growth and Development: Concept and principles, cognitive processes and stages of cognitive Development.
- Theories of Piaget and Bruner- Major Concepts and stages and implications for Education.
- Indian theories of Psychological Development.

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,
- Principles and Theories of learning: Behaviouristic, Cognitive and Social theories of learning, Factors affecting social learning, social competence,
- Concept of social cognition, understanding social relationship and socialization goals
- Concept, kinds & causes of Individual Difference.
- 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
- Personality: Definitions and theories (Freud, Carl Rogers, Gordon Allport, Max Wertheimer, Kurt Koffka),
- Mental health and Mental hygiene
- 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-Intelligence and Others Aspects

- Intelligence, Emotional Intelligence and Cognitive abilities - Meaning, Concept, identification & fostering.
- Approaches to Intelligence from Unitary to Multiple: Concepts of Social intelligence, multiple intelligence, emotional intelligence
- Theories of Intelligence by Sternberg, Gardner,

Assessment of Intelligence,

- Concepts of Problem Solving, Critical thinking, Metacognition and Creativity

Practicum/Field Work:

- Conduct an awareness programme for mental hygiene among adolescence in schools.
- Review of a psychological movies on various aspects of Emotional Intelligence.

References:

- Bhatnagar, A.B (2010). Psychological Foundation Of Teaching & Learning Published. Meerut: Loyal Depot.
- Bhattacharya, Srinivasan (2000) Psychological Foundation of Education. Delhi: Atlantic Publication.
- Bhatia, H.R (1986). A text Book of Educational psychological. Delhi: University Publication.
- Bigge & Hunt (1996). Psychological Foundation of Education. New York: Harper & Row Publishers.
- Dankekar, W.N (1990). Psychological Foundation of Education. Madras: Macmillan Publication.
- Kuppaswami B (1981). Advanced Educational Psychology. Delhi: University Publishers.
- Unnati Vishnoi (1996). Psychological Foundation of Education. New Delhi: K.S.K. Publication.
- Bhatnagar, A.B., M. Bhatnagar (1996). Dr. Anurag psychology of Teaching & instruction. Meerut: International publishing house.
- Mathur, S.S (2008). Development of learner and teaching learning process .Agra: Aggarwal Publications.

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

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 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.
- Study and Review the political motive behind these Policies: a) Macaulay's minutes b) Wood's dispatch. c) Hunter's Commission. d) Sargent's Report.) . Sadler Commission 1917-19 f) Indian Universities Commission g) Constitutional Provision for Education h) National Policy on Education, (1986) and NPE, 1992) NCF (2005),NCFTE(2009)
- RTE Act 2009
- Secondary Education commission
- Kothari commission

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:

- Education and National Development (1966). Report of the Kothari Commission on Education, New Delhi.
- Mukerji, S.N (1998). History of Education in India- Modern period Aacharya Book Depot: Baroda
- त्यागी, जी.एस (2016). भारतीय शिक्षा का परिदृश्य. आगरा : अग्रवाल प्रकाशन।
- रूहेला, एस.पी. (2016). शिक्षा के दार्शनिक एवं समाजशास्त्रिय आधार, आगरा : अग्रवाल प्रकाशन।
- सिंह, एम.के. (2010). शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार, आगरा : अग्रवाल प्रकाशन.
- भटनागर, सुरेश (2010). भारत एवं शिक्षा दर्शन, मेरठ : आर लाल प्रकाशन.

Educational Studies**Course-3****MED-130**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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:

- 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 informed 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, Upnishad, Geeta, Pestalozzi: - Leonard and Gertrude, John Dewey: The school and society, John Lock: Some Thoughts Concerning, Aristotle: - Policies: school & child Republic, Education, on Creation & Destruction, Rouso Jean-Jacques 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 elementary and secondary education.
- Mental & Physical wellbeing, Peace and Human Values.

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 UEE
- 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 elementary/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
- 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
MED-140

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 resources; 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 nonparametric tests in educational research.

References

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

Communication and Expository Writing
Course-5
MED-150

Maximum Marks: 25

Internal: 25 Credits: 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://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****MED-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, Opportunity and Threats
- Prayer & Meditation

Semester –II

Course	Name of Course	Max. Marks				Allocation of Hours	Credit
		External	Internal	Practical	Total		
Course –1 MED-170	Philosophical Foundations of Education	70	30	-	100	100	4
Course – 2 MED-180	Sociological foundations of Education	70	30	-	100	100	4
Course – 3 MED—190	Curriculum Studies	70	30	-	100	100	4
Course – 4 MED-200-I	Pre-service & In-service Teacher Education	70	30	-	100	100	4
Course – 5 MED-210	Dissertation	25	25		50	50	2
Course – 6 MED-220	Internship in TEI (3-weeks)		100	-	100	100	4

	Co-curriculum activities		25		25	50	0.5
	Prayer, Yoga, Meditation & festival etc.		25		25	50	0.5
Total		305	295		600	600	23

Philosophical Foundation of Education
Course-1
MED-170

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 relativism- (Morris L. Prigge) Contributions of Vivekananda, Tagore Gandhi Dewey, Krishnamurti, Montessori, Giju bhia, A.Nagraj and Swami Shree Ram sharan ji maharaj to educational thinking.

Practicum /field work

- Conduct a play on educational contribution of Swami Ramsaran Ji Maharaj.
- Analyze 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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Sociological Foundation of Education

Course -2

MED-180

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 in for M.Ed., 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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Curriculum Studies**Course-3****MED-190**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 M.Ed. (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.

References

- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. London: Paul Chapman Publishing,
- Chomsky, N (1986). Knowledge of Language. New York: Prager.
- Dewey, John (1902). The Child and the Curriculum. Chicago: University of Chicago Press
- Kelley, A.B. (1996). The Curricular Theory and Practice. United States: Harper and Row.
- Kumar Krishna (1997). What is Worth Teaching? New Delhi: Orient Longman.
- Margaret, K.T. (1999). The open Classroom. New Delhi: Orient Longman.
- Nirantar (1997). Developing a Curriculum for Rural Women. New Delhi: Nirantar.
- Padma M. Sarangapani (2003). Constructing School Knowledge: An Ethnography of learning in an Indian Village. New Delhi: Sage Publication Inc.
- Hirst, Paul (1975). Knowledge and the Curriculum: A Collection of Philosophical Papers (International Library of Philosophy of Education), New York: Routledge
- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy. New Delhi: Sage Publication.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, New York: Harper & Row Publishers.

Pre-Service and In-Service Teacher Education
Course-4
MED-200-1

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 presents 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 foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organisation and evaluation
- 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/M.ED 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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- Govt. of India, MHRD (2005). Universilisation of Secondary Education: New Delhi: Report of the CUBE Committee.
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- Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). Routledge Falmer. London and New York.
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- भट्टाचार्य, सी. जी. (2017). अध्यापक शिक्षा. आगरा: अग्रवाल प्रकाशन

Dissertation
Course -5
MED-210

Maximum Marks: 50

Contact hours per week: 4

Internal: 25 Marks

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
MED-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 M.Ed. 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,		8

social, academics any perspective, prepare a report.	
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
Total Marks	100

Semester –III

Specialization any one: Elementary/secondary & senior secondary

Course	Name of Course	Max. Marks				Allocation of hours	Credit
		External	Internal	Practical	Total		
Course – 1 (Core Course of specialization) MED-230 E MED-230 S	Institutional Planning & Management at Secondary level	70	30	-	100	100	4
	Institutional Planning & Management at Elementary level	70	30	-	100	100	4
Course – 2 (Core Course of specialization) MED-240 E/ MED-240 S	Issues, Curriculum & Assessment at Elementary level	70	30	-	100	100	4
	Issues, Curriculum & Assessment at Secondary level	70	30	-	100	100	4
Course – 3	Advance Educational Research						
Elective MED-250 I	i) Qualitative Educational Research	70	30	-	100	100	4

Elective MED-250 II	ii) Quantitative Educational Research	70	30	-	100	100	4
Course – 4 MED-260-II	Perspectives, Research and Issues in Teacher Education	70	30	-	100	100	4
Course – 5 MED-270-II	Dissertation	25	25	-	50	50	2
Course – 6 MED-280-II	Academic writing		25	-		50	2
Course – 7 MED-289 I S	Internship(in School) (4-weeks)		100	-	100	144	4
	Prayer, Yoga, Meditation & festival etc.			-			
Total		305	295	-	600	644	24

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

**Specialization in Elementary /Secondary &
Senior secondary school level
CORE –COURSE
Institutional Planning & Management of Secondary &
Senior Secondary Education
Course - 1
MED-230 E**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 realising 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
- Purpose, function & Indigenous system of Secondary

education.

- Secondary Education in India – Historical Perspective, pre and post-independence.
- Constitutional Provisions and center-state relationship in India.
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Programme of Action, 1986, NPE, Ramamurti Review Committee Janardhan Reddy Committee, Yashpal, Committee, RMSA and NCF-2005.
- Constitutional obligations related to secondary education.

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
- Target and control figures
- Tools for Planning
- 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:

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- Yadav, M.S. & Lakshmi, T.K.S. (2003). Conceptual inputs for Secondary Teacher Education: The instructional Role. India: NCTE.

CORE –COURSE
Institutional Planning & Management of Elementary
Education
Course - 1
MED-230 S

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 Indigenous system of Elementary Education.
- Contribute to strengthen elementary education system.
- Make a Critical review policies and programmes related to elementary education.
- Understand structure and system of elementary education.
- Understand monetary, planning and management of elementary education at national, state & local level.
- Read and understand global reports on elementary education and review state policies in the light of global trends.

Unit-I- Introduction to Elementary Education:

- Indigenous system of Elementary Education.
- Objectives of Elementary Education – Elementary, Upper Elementary.
- Elementary Education in India – Historical Perspective, pre and post-independence.
- Constitutional Provisions and center-state relationship in India.
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Iswari Bhai Patel Committee NPE – ‘1986 and POA 92, Rama Murthy Committee, Janardhan Reddy Committee, Yashpal ,Committee and NCF-2005.

Practicum/Field work:

- Conduct a play to illustrate recommendations of various committees on elementary education.
- Organize a Seminar on indigenous system of elementary education.

Unit- II- Structure of Elementary Education: Structure of Elementary Education in India

- Structure of Elementary education in India and Rajasthan.
- Governance and administration of Elementary Education in India.
- Legal & Institutional Framework.
- UEE, District Elementary Education Programme & RTE Act.
- EFA Global Monitoring Report (UNESCO, 2005: 142)
- Education in facilitating change and development in society (Dreze and Sen, 1995, 2002)
- Education reform and reform-oriented state policies.
- NIOS, International schools, Islamic schools (Madrasah) & Autonomous schools.

Practicum work:

- Write a report on types of school in your state with special reference to their vision, mission and objectives.
- Organize a Seminar on governance & administration of elementary education in India.

Unit- III-Management in Elementary Education:

- National Level
Ministry of Education (MHRD) CABE – NCERT -RIE -
NUEPA- NCTE – CIET
- State Level
Ministry of School Education
Directorate of School Education
Board of Education
SCERT – SSA – SIET – SRC – SIEMAT
- District Level
District Education Administration –DEO, Dy. E.O (ZP),
DPO (SSA)

Sub-district Level

BRC/BEO, Representatives from CRCs, innovative teachers.

Practicum work:

- Visit any two schools and find out innovative teachers. Prepare a detailed report on their innovation.
- After surveying a Govt. & private school, prepare a report on how the nation and state agencies are really working for their betterment?
- Each student is required to prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

Unit- IV-Planning Process in Elementary Education:

- Concept of planning.
- Micro Level, Decentralized planning,
- Macro level planning & school mapping
- School plant – meaning, site, area, design and dimensions.
- Institutional Planning – Meaning, scope, Steps, Characteristics, - School Calendar.
- Evaluation of Institutional Planning.
- Rajasthan District Elementary Education Project
- Planning of technical Education and Training Education Planning at District Level.

Practicum work:

- Prepare a report on planning, preparation implementation and organization of a new institution after conducting interviews with school authorities.
- Prepare a yearly plan for school after reviewing all the activities of the school.
- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject.
- Design an instructional plan of a unit in a subject at elementary level.

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Core Course
Issues, Curriculum and Assessment (Elementary Level)
Course - 2
MED-240 E

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 various schemes & programmes of Govt. for elementary education.
- To make effective practices with various curriculum transaction strategies.
- To practice research trends in elementary education
- To actively engage with students after getting perception on various forms of learners engagement & pedagogies.
- To select and use appropriate assessment to meet the needs of the students.
- To practice continuous assessment of students for all sound development.
- To understand how various requirements of education are measured, evaluated interpreted and their results are recorded to help learners.
- To understand the concept of quality education in elementary level.
- To understand different programmes and agencies for ensuring the quality of elementary education in India
- To develop an idea about the structure of Elementary Education in India
- To reflect upon different issues, concerns and problems of Elementary Education in India.
- To understand principles, aims and features of Elementary School Curriculum.

Unit- I- Issues & Concern of Elementary Education

- Major Quality Dimensions of Elementary Education and Quality Monitoring Tool of NCERT.
- Quality issues at Upper Elementary Stage: teacher qualification, competency, subject specific deployment in schools, academic support through BRCs/CRCs, training needs of teachers, classroom based support and supervision issues.
- Alternative Strategies for achieving UEE.
- Dialect, drop out, Socio-Economic issues, Inclusive Education.
- Wastage, Stagnation, Culture, Capability, Capacity, Reform Needs and Improvement of the System; Building Accountability

Practicum/field work:

- Make a critical review on schemes and programmes to achieve UEE in your state.
- Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.

Unit- II- 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.

Practicum/field work

- Visit DIET 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 programme on Construction of curriculum.

Unit- III- Type of Schools & Pedagogy

- Child Centered Pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
- Type of school & their contribution to society.
- Forms of Learner's Engagement: Observing, Exploring, Discovering, Analyzing, Critical Thinking and Reflection, Contextualization, Multiple Interpretations, Collaboration.
- Pedagogical analysis of the subject contents: Critical Pedagogy. Critical analysis of the pedagogy prescribed in the Educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo and Gijubhai with special reference to their relevance in teaching-learning.
- Innovative Educational Programmes in India

Practicum/field work

- Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyse the effectiveness of used pedagogy
- Find out the best learning engagement method of elementary level student, after experience with them.
- Prepare a report after analysing the innovative educational programmes in India

Unit- IV-Assessment Process

- Pupil Assessment Techniques.
- National Expert Group on Assessment in Elementary Education (NEGAEE).
- Concept of Evaluation & CCE.
- Types of Evaluation .
- Diagnostic & Remedial Teaching .
- Student Records.
- Cumulative Records.
- Progress Reports, Grading System, Class School, School Grading.

Practicum/field work:

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

Reference:

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- Chaube, Dr. S.P, (2011). History and Problems of Indian Education .Agrawal Publications. Jyoti Block Sanjay place. Agra-2
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Issues, Curriculum and Assessment
(Secondary & Senior Secondary School Level)
MED-240 S

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

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

UNIT- I- Quality in Secondary Education

- Concepts, indicators of quality, setting standards for performance.
- Continuous professional development of teachers.
- 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

- Challenges related to universalization of Secondary Education
- 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.
- Issues of quality in secondary and senior secondary education.
- 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, S.P, (2011), History and Problems of Indian Education, Agra: Agrawal Publications.
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Advance Educational Research
Qualitative Educational Research
Course-3
MED-250 I

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 Research.
- Examine different types of qualitative research and their characteristics.
- Examine the concept of Qualitative Research.
- Develop a tool which allows for the evaluation and data collection of Qualitative Research
- Design a framework or outline of Qualitative Research.
- Investigate appropriate methods of data analysis.
- Explain how to plan the research project of Qualitative Research.

Unit- I- Introduction to Qualitative Research

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

Practicum/field work-

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

Unit- II- Approaches/Methods of Qualitative research

- Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory
Ethnography: Meaning, types, purpose, steps and common terms used by Ethnographers
Grounded theory: Goals, perspectives, Methods and steps of Ethnography theory.
- Content & Trend analysis: Meaning, concept, assumption, and steps.
- Issues of reliability and validity of Discourse analysis.
- Case Study: Meaning, concept, assumption, and steps.
- Phenomenology: Meaning, concept, assumption, and steps.
- Historical Research-Meaning, significance, steps, elementary and secondary sources of information, external and internal criticism of the source.

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- Data Analysis in Qualitative Research

- Characteristics and applications
- Criticism of historical data
- Coding of qualitative data – Axial coding, Selective coding
- Methods of qualitative data analysis—content analysis, logical and inductive analysis, illustrative method; analogies.
- Meta-analysis & Triangulation of data.

Practicum/field work-

- 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 practice before you can carry out various stages in your research plan.

Unit- IV- Reporting and Evaluation in Qualitative Research

- Concept and Meaning of Evaluation or Analysing of Data in Qualitative Research
- Strategies of data Interpretation in Qualitative Research
- Concept and meaning of reporting of the data in Qualitative Research
- Steps of preparing a report of the data in Qualitative Research

Practicum/Field work

- Plan & preparation of Qualitative Research proposal.
- Review of research report with regard to - Title or statement of the problem - Approach/Design - Research Hypothesis/Research Questions - Sampling - Tools - Statistical Techniques.

References

- मंगल, एस.के. एवं मंगल, सुभा (2016). व्यवहारिक विज्ञानों में अनुसंधान विधिया. दिल्ली : पी.एच.आई.
- गुप्ता, उमा कान्त (2016). अनुसंधान स्वरूप एवं आयाम. दिल्ली : वाणी प्रकाशन.
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Quantitative Educational Research
Course – 3
MED 250 II

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

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

Unit- I- Introduction to Quantitative Research

- Quantitative Research: Meaning, concept, steps and characteristics.
- Nature, scope and trends of quantitative research
- Relevance of Quantitative Research in education.
- Research Data: Sources and Collection.
 - a) Sources of educational data: Individual, Institutions, Documents, Census, Journals, Books, Schools of thought etc.
 - b) Sampling techniques: Concept, need, probability and

non-probability samples, sampling errors and their control.

- c) Techniques and Tools of data collection: Observation, interview, questionnaire, scale, inventory, checklist, content analysis.

Practicum/field work-

- Preparation, administration and interpretation of any one tool i.e. observation, interview, questionnaire etc.
- Identify five quantitative research problems and prepare at least five research questions for each with clear research title.
- Conduct a training program on the use of digital library especially for secondary sources and reference material, such as dictionaries and encyclopedias.

Unit- II- Quantitative Methods of Research

- Experimental Research: Meaning, concept, Nature of experimental research, Variables in experimental research independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables.
- Descriptive studies: assessment, evaluation, and research.
- Follow-up study and The post Hoc fallacy
- Action Research: Meaning, concept, importance and strategies.

Practicum/field work-

- A critical analysis of the scope, merits and limitations of various approaches of Quantitative research.
- Select any one classroom based action research problem and prepare an action plan of its resolution.

Unit- III- Quantitative Research Designing:

- Experimental Research designs: Single-Group Pre-test-Post-test Design, Pre-test-Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design
- Quasi - Experimental Designs : Non-equivalent

Comparison Group Design, and Time-Series Design, Internal and external validity of results in experimental research

- 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
- Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives Descriptive, Predictive and Explanatory.

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.

Unit- IV- Data Analysis in Quantitative Research

- Student's Distribution & Homogeneity of Variances .
- Analysis of Variances: Concept and Procedure.
- Partial and Multiple Correlation.
- Multiple Regressions and their use in Educational Research.
- Research Report of Quantitative 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.

Reference

- मंगल, एस.के. एवं शुभा (2016). व्यावहारिक विज्ञानों में अनुसंधान विधियाँ. दिल्ली : पी.एच.आई.
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- Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.

Perspectives, Research and Issues in Teacher Education
Course -4
MED-260-II

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 organisation 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. Teacher Expertise – Berliner’s stages of development of a teacher.
- Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
- National and state policies on teacher education – A review
- Different organisations and agencies involved in teacher education– their roles, functions and networking
- In-service teacher education under DPEP, SSA and RMSA
- Preparation of teachers for art, craft, music, physical

education and special education – need, existing programmes and practices

- 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.
- Universalisation 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
- Vertical mobility of a school teacher - avenues
- 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.
- Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme.

- 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 Teacher Education

Challenges 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, between teacher education institutions preparing teachers for different levels of school education.

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:

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- Korthagen, Fred A.J. et al (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.
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- 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।
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- Sharma, R. K. (2009). Teacher Education .delhi: Shri Sai Printographers.

**Dissertation
Course -5
MED-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****MED- 280-II**

Maximum Marks: 50

Total Hours: 50

External: 35 Marks

Lectures: 15 hrs.

Internal: 15 Marks

Tutorial: 15 hrs.

Remedial: 5 hrs.

Field Work/Practicum: 15 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 behaviour.
- Enable to reject and improve their communicative behaviour 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 activitiesession.
- Reflect on essential requirements of academic writing & distinguish a good academic writing from others.
- Analyse 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 citeing 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://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****MED-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:

Activity Group A	Marks
Prepare a report after analysis of private/innovative/ alternative schools which develop their own curricular or Co-curriculum activities/material or any innovation.	8
Working with community based on any project of social welfare. (submission of activity report)	8
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.	8
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
Activity Group B	Marks
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	8

incorporated or not.	
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
Activity Group C	Marks
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
Activity Group D	Marks
Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)	8
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment	8
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.	8
Conduct a programme in school with/in association of local artisans/workmen in school activities.	8

Activity Group E	Marks
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.	8
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.	8
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.	8
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.	8

Semester –IV

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

Course with Code	Name of Course	Max. Marks				Max. Marks	Max. Marks
		External	Internal	Practical	Total		
Course – 1 MED-300	Elective First- Theme: Curriculum, Pedagogy and assessment	70	30	-	100	100	4
Course – 1 a MED-300 I	Advance Curriculum Theory	70	30	-	100	100	4
300 I MED-300 I S	Advance Curriculum Theory Secondary level	70	30	-	100	100	4
Course – 1 b	Advance Level subject pedagogy						4
MED-300 II E I	Pedagogy of Science Education Elementary level	70	30	-	100	100	4
MED-300 II E II	Pedagogy of Mathematics Education Elementary level	70	30	-	100	100	4
MED-300 II E III	Pedagogy of Language Education Elementary level	70	30	-	100	100	4
MED-300 II E IV	Pedagogy of Social Science Education Elementary level	70	30	-	100	100	4

MED-300 II S I	Pedagogy of Science Education Secondary level	70	30	-	100	100	4
MED-300 II S II	Pedagogy of Mathematics Education Secondary level	70	30	-	100	100	4
MED-300 II S III	Pedagogy of Language Education Secondary level	70	30	-	100	100	4
MED-300 II S IV	Pedagogy of Social Science Education Secondary level	70	30	-	100	100	4
Course – 1 d MED-300 SW	Swayam Course related to elective	-	-	-	100	100	4
Course – 2 MED-310	Elective second – Theme: Education policy, economics and planning	70	30	-	100	100	4
Course – 2 a MED-310 I E	Advanced course in economics of education at Elementary level	70	30	-	100	100	4
MED-310 I S	Advanced course in economics of education at Secondary level	70	30	-	100	100	4
Course – 2 b MED-310 II E	Issues, Planning and Policies of Education at Elementary level	70	30	-	100	100	4
MED-310 II S	Issues, Planning and Policies of Education at Secondary level	70	30	-	100	100	4

Cours e – 2 c MED- 310 SW	Swayam Course related to any one sub theme (for elementary to secondary)	-	-	-	100	100	4
MED- 310 SW I	Strategy planning						
MED- 310 SW II	Budget preparation						
MED- 310 SW III	Policy analysis						
Cours e – 3 MED -320	Elective third-theme: Educational management, administration, leadership and planning	70	30	-	100	100	4
Cours e – 3 a MED- 320 I E	Education management and Planning of Elementary level.	70	30	-	100	100	4
MED- 320 I S	Education management and Planning of secondary level.	70	30	-	100	100	4
Cours e – 3 b MED- 320 II E	Educational administration of Elementary level.	70	30	-	100	100	4
MED- 320 II S	Educational administration of secondary level.	70	30	-	100	100	4

Cours e – 3 c MED- 320 III E I	Towards Academic leadership at Elementary school level.	70	30	-	100	100	4
MED- 320 III S I	Towards Academic leadership at secondary school level.	70	30	-	100	100	4
Cours e – 2 d MED- 320 SW	Swayam course on any one subtheme at Elementary level/Secondary level				100	100	4
MED- 320 SW I	Inclusive education						
MED- 320 SW II	ICT						
MED- 320 SW III	Physical & health education						
MED- 320 SW IV	Peace education						
Cours e – 4 MED- 340	Dissertation	50	50	-	100	100	4
	Prayer, Yoga, Meditatio n& festival etc.		25			100	1
	Co-curriculum activities		25			100	1
Total		260	190	450		600	18

Elective First theme:**Curriculum, Pedagogy and assessment
(Elementary Level)****Course 1a****Advance Curriculum Theory****MED- 300 I E**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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.
- Type of Curriculum in Elementary Level
- 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
- Analysis of the syllabi for the elementary education in India
- 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
- Content and Organization of curriculum.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- Difference between curriculum and syllabus.

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- Model of Curriculum Evaluation:

- Objective model, Tradition Model, Illuminative Model, Decision-Making Model, Case study of portrayal Model, Research and Development Model, Professional Model.
- Parameters of Curriculum Evaluation- Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.

Practicum/Field Work

- Evaluate secondary school level curriculum in the light of given parameters.
- Organize a seminar on role of curriculum evaluation agencies.

Unit – IV- Elementary Curriculums in Indian

- Critical analysis of curriculum :concept, importance and process
- Study of different state curriculum
- Difference of curriculum among different type of school
- Curriculum and NCERT,SIERT

Practicum/Field Work:

- Conduct a play to demonstrate the development of elementary education in country.
- Comparative study of status of elementary education in various states.

Reference

- Erickson, H.L. (2002). Concept-based Curriculum and Instruction. Crown Press, Inc. California. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- National Curriculum for Elementary and Secondary Education (1998) - New Delhi: A Framework, NCERT.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., pp. 16.
- Hamilton (1989) in Pinar, W.F. (2004). Understanding Curriculum. New York. NY: Peter Lang Publishing, Inc., pp. 71.
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- Pinar, W.F. (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing. Inc. pp. 75.
- Gay, G. (2002). Preparing for culturally responsive teaching. Journal of Teacher Education-Washington DC- 53(2) pp.106–116

Elective First
Curriculum, Pedagogy and assessment at Secondary & senior secondary school level
Advance Curriculum Theory
Course – 1 a
MED-300 I S

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

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

Unit – I- Curriculum Theories:

- Major Characteristics of Curriculum Theory: - Logic Structure, conceptual structure, cognitive structure Empirical structure, Existential Structure.
- Type of Curriculum at secondary school level.
- 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, find out learning level or attain educational objective.

Unit – II- Analysis of Syllabus:

- Criteria for Analysing the syllabus
- Analysis of the syllabi for the elementary education in India
- 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
- Content and Organization of curriculum.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- Difference between curriculum and syllabus.

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- Model of Curriculum Evaluation:

- Objective model, Tradition Model, Illuminative Model, Decision-Making Model, Case study of portrayal Model, Research and Development Model, Professional Model.
- Parameters of Curriculum Evaluation- Curriculum Prescription, Evaluation Agency unit of evaluation, temporal context, Expected Impact of curriculum Evaluation.
- Relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.
- Perspectives to curriculum transaction and their synthesis – behavioristic, cognitive and constructivist.

Practicum/Field Work:

- Evaluate secondary school level curriculum in the light of given parameters.
- Organize a seminar on the role of curriculum evaluation agencies.

Unit – IV- Secondary Curriculum in India

- Critical analysis of curriculum :concept, importance and process
- Study of different state curriculum
- Difference of curriculum among different type of school
- Curriculum and NCERT,SIERT

Practicum/Field Work:

- Conduct a play to demonstrate the development of Secondary education in country.
- Comparative study of status of secondary education in various state.

Reference

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

**Advance Level Subject Pedagogy
(4 Credit) at Elementary level. Any one of the Following-
Pedagogy of Science Education**

**Course – 1 b
MED-300 II E I**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- Understand the difference and relationship between Science and Technology;
- Understand the need to evaluate curricula;
- Know about and critical study of innovative curricular efforts in India;
- Understand diversity of instructional materials, their role and the need for contextualization in science education;
- Appreciate the role of Co-curriculum activities in science education;
- Understand the constructivist approach to science instruction;
- Understand the role of assessment in the teaching – learning process in science;
- Familiarize with innovative trends in assessment;
- Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Unit- I - Nature of Science

- Meaning, concept, scope and importance of science.
- Historical Development of Science
- Science - its origin and development Structure of Science – Syntactic, Process including Stretch

Methods. Attitude inquiring. Substantive: Facts, concepts, laws, theories, generalization

- Correlation of science with other subjects.
- Nature of science; characteristics of different disciplines of science, their interrelationship and integration.
- Experiences in Science :Science Centers , Science museums , Science Clubs ,Science fairs ,Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium

Practicum / Field Work

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

Unit- II -Curriculum of Science Education

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

- Recommendations of commissions and committees on curriculum of Science.
- Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

Practicum / Field Work

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

Unit- III- Approaches to Teaching-Learning of Science

- Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development; inductive method, project method and learner centered activity-based participatory learning.
- Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments.

- Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- Use of ICT in teaching-learning of science.
- Strategies of Teaching Science Approaches of teaching Science:
- Teacher - Centered approach
- Child - centered approach

Practicum / Field Work

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

Unit-IV-Assessment & Contemporary Issues in Science Education

- Continuous and comprehensive evaluation in science
- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- Types of test items, Preparation of test Items.

- Weight age tables, Preparation of blue Print based on Competency.
- Preparation of question bank
- Unit tests, Projects and assignments
- Analysis of tests and remedies

Practicum / Field Work

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?
- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- Make a Study of the evaluation practices in selected schools critical analysis of examination papers.

References

- Alan J. McCormack (1992). Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum. Kraus International Publications
- Chalmers, A. (1999). What is the thing called Science.3rd Ed.Open University Press. Bucking ham.
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- NCERT, 'Focus Group Report' Teaching of Science (2005). NCERT New Delhi.
- Science & Children (NSTA's peer reviewed journal for

elementary teachers).

- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- Steve Alsop & Keith Hicks (2003). Teaching Science. Kogan Page India Private Limited.

Pedagogy of Mathematics Education Elementary level

Course – 1 b

MED- 300 - II E II

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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:

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

Unit- I- Nature, Development and Significance of Mathematics

- Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; mathematization; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling.
- Mathematical Reasoning: Processes of generalisation; pattern recognition and inductive reasoning process that Enable formation of Hypothesis, Structure of

Mathematics: Axioms, Definitions, Theorems, Validation process of mathematical statements: Proof; Counter-Example; Conjecture.

- Algebra Thinking: Number Patterns, Functional relations, when and why we use variables, forming and solving simple linear equations, Mathematical investigations/puzzles that rely on algebraic thinking.

Practicum / Field Work:

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

Unit- II- Curriculum of mathematics at secondary to senior secondary school level.

- Principle for curriculum development in mathematics Education.
- Mathematics curriculum at different stages of school education-at secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with mathematics education.
- Approaches to organization of mathematics curriculum at various stages of school education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

Practicum / Field Work:

- A critical study of math's curriculum of secondary school stage of Rajasthan.
- A critical appraisal/analysis of existing syllabi and textbooks at secondary/senior secondary level developed by various agencies at national/state/local levels.

- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

Unit- III- Objectives and Strategies of Teaching-learning mathematics

- Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills (Polya method); competence based approach in teaching mathematics; teaching Gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion, Recreational aspect of mathematics- mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club

Practicum / Field Work:

- Development of an action plan for organization of an exhibition at different levels, framing guidelines on a selected theme and various sub-themes.
- An action plan for adopting a multi-sensory approach to teach mathematics 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 math's.
- Development of criteria for evaluation of laboratory work and using it in the laboratory.

Unit - IV- Evaluation in Mathematics

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

Practicum / Field Work:

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

References

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

Pedagogy of Language Education Elementary level**Course – 1b****MED-300 II E III**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

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

Unit- I- Conceptual Issues Language Learning

- Language acquisition and communication -- factors affecting language learning and language acquisitions and communication
- Linguistic, psychological and social processes involved in learning of languages.
- Models of Language Acquisition: Chomsky-Language

Acquisition Device, Piaget cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.

- Preservation of heritage language, home language & school language-problem of tribal dialects.
- Issues of learning language in a multi-lingual/multi-cultural society: the multi-lingual
- Teaching of first language, second language and foreign language: developmental, socio-economic and psychological factors; the politics of teaching
- Language teaching in India; key factors affecting second language acquisition

Practicum / Field Work

- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Make Comparison with writings in English.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.

Unit- II-Curriculum of Language Education

- Development of language curriculum.
- Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- Multilingual class room problem of curriculum text about development.
- Three languages for rule constitution provision regarding language.
- The text book: Critical literacy, personal response to poems and stories, adapting the textbook.

Practicum / Field Work

- A critical study of language curriculum of secondary school stage of Rajasthan.
- A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.

- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

Unit- III- Skills and Strategies of Teaching-learning language

- Cognitive and Constructivist Approach: nature and role of learners, different kinds of learners – young learners, beginners, teaching large classes etc., socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration)
- Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- Communicative language teaching: focusing on meaning, role of text books and other resources, role of a teacher and classroom management
- Meta linguistic awareness with a focus on listening, speaking, saving, comprehension at writing.
- Need, techniques, viz. Differential assignments, classroom tasks, personalized system of instruction.
- Innovative techniques for teaching grammar, reading Comprehension and written Expression.
- Use of ICT in Teaching-learning language
- Beyond the textbook: including children's literature in the classroom (poems, stories, songs etc.)

Practicum / Field Work

- Development of an action plan for organization of an exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- 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 language.
- Development of criteria for evaluation of language laboratory work and using it in the laboratory.

Unit- IV- Evaluation in Language

- Review of current assessment procedures - cursive writing, dictation, cloze, questions and answers, utilization of feedback.
- Responding to content and form, using portfolios for

subjective assessment, continuous and comprehensive assessment.

- Assessing, speaking and listening - using interviews, story-telling, re-telling, assessing reading comprehension-using miscue analysis, and meta-linguistic awareness.
- Teacher's diary – anecdotal records, assessing writing - informal feedback from teacher, measuring progress.

Practicum / Field Work

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?
- A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book.

References

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

**Pedagogy of Social Science Education Elementary level
Course – 1b**

MED-300 II E IV

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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:

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

Unit- I – Conceptualization of Social Science Education

- Concept, nature, and scope of social sciences.
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.
- Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge
- Interdisciplinary & Intra -disciplinary correlation of social science.
- Nature, types and factors of social change in historical cultural growth in 19th and 20th century in India.
- Contemporary and current problems in India, perspective of elementary education

Practicum / Field Work

- Develop an action plan on an experiment for development of physical science concept.
- Seminar on Evolution of social science as a discipline.

Unit- II –Social Science Curriculum

- Meaning of Curriculum and Core Curriculum.
- Approaches to Curriculum framing - concentric - spiral- Chorological -Topical and Unit- approaches.
- Curriculum - syllabus - Textbooks, workbook - Hand Book. Seminar/ Project work / Review
- Principle for curriculum development in social Science Education.
- Integrating Co-curriculum activities with social science education.
- Methodology of development & evaluation of curricular materials viz., textbooks, workbooks, teacher handbooks.

Practicum / Field Work

- A critical study of social science curriculum of secondary school stage of Rajasthan.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

Unit- III – Approaches to Pedagogy and Resources for**Teaching-Learning of Social Science**

- Methods of Teaching Social Studies: Lecturer method, Discussion and debate, Socialized recitation method, Problem solving method, Source method, innovative methods,
- Play way methods and activity based approaches.
- Techniques: Observation, Questioning, Dramatization, Role Play, Simulation, Story Telling, Display & Exhibition, Survey, field trips, Educational games, Songs I Action Songs, Data Collection and Data representation through graphs, tables, charts, maps and cartoons Puppetry.

Practicum / Field Work

- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other Co-curriculum activities in schools.
- Preparation and teaching two lessons using integrated approach of teaching social science.
- Visit a social science Centre/science museum and then present the report
- Development of an action plan for organization of a social science exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- An action plan for adopting a multi-sensory approach to teach social 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.

Unit- IV – Evaluation in Social Science Education

- Competency based evaluation, continuous and comprehensive evaluation;, diagnostic test and remediation; construction of achievement test
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.

Practicum / Field Work

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?

- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- Make a Study of the evaluation practices in selected schools making critical analysis of examination papers.
- A study of curriculum load and home work practices, conducting an action research and reporting the results critical study of a text-book/work book.

References

- Arora, GL (1988). Curriculum and Quality in Education, NCERT, New Delhi.
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- Jack Zevin, (2000). Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools. New Jersey: Lawrence Erlbaum Associates. Mahwah.
- Krishna Kumar, (2002). Prejudice and Pride, Delhi: Penguin Books India.
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- NCERT (2005a). National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks), New Delhi: National Council of Educational Research and Training.
- NCERT (2005a). National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks, New Delhi: National Council of Educational Research and Training. New Delhi.
- NCERT (2005b). National Curriculum Framework (2005), New Delhi: National Council of Educational Research and Training. New Delhi.
- NCERT (2006a). Syllabi for Secondary and Senior Secondary Classes, New Delhi: National Council of Educational Research and Training. New Delhi.

Advance Level Subject Pedagogy
(4 Credit) at Secondary to senior secondary school level.
(Any one)
Pedagogy of Science Education
Course – 1b
MED- 300 II S I

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 20 hrs.

Remedial: 08 hrs.

b 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:

- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- Understand the difference and relationship between Science and Technology;
- Understand the need to evaluate curricula;
- Know about and make a critical study of innovative curricular efforts in India;
- Understand diversity of instructional materials, their role and the need for contextualization in science education;
- Appreciate the role of Co-curriculum activities in science education;
- Understand the constructivist approach to science instruction;
- Understand the role of assessment in the teaching – learning process in science;
- Familiarize with innovative trends in assessment;
- Analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Unit- I - Nature of Science

- Evolution of science as a discipline, science as a dynamic expanding body of knowledge; development of scientific temper; scientific method.
- Science and technology, relationship between science and technology; Science and Mathematics and their relationship, role of mathematics in Science.
- Nature of science; characteristics of different disciplines of science, their interrelationship and integration.
- Concept, nature, and scope of sciences.
- Place of sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.

Practicum / Field Work

- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i.e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
- Develop an action plan on an experiment for development of physical science concept.
- Development of a concept map of a selected topic in Physics/Chemistry/Biology.

Unit- II -Curriculum of Science Education

- Principle for curriculum development in Science Education.
- Science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with science education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

Practicum / Field Work

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

Unit- III- Approaches to Teaching-Learning of Science

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

Practicum / Field Work

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

Unit- IV-Assessment & Contemporary Issues in Science Education

- Continuous and comprehensive evaluation in science
- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- Contribution of women scientists.
- Scientific and technological literacy.
- Ethical aspects of science.
- Innovations and creativity in science.

Practicum / Field Work

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?
- Seminar on contribution of women to science and their

implications to women empowerment.

- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- Make a Study of the evaluation practices in selected schools making a critical analysis of examination papers.

References

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Pedagogy of Mathematics Education**Course – 1 b****MED- 300 II S II**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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:

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

Unit-I- Nature, Development and Significance of Mathematics.

- Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; mathematization; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling.
- Undefined terms and axioms; proofs and verification in mathematics and distinction between them; types of

theorems such as existence and uniqueness theorems etc.; types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction.

Practicum / Field Work

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

Unit- II- Curriculum of mathematics at secondary to senior secondary school level

- Principle for curriculum development in mathematics Education.
- Mathematics curriculum at different stages of school education-at secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with mathematics education.
- Approaches to organization of mathematics curriculum at various stages of school education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

Practicum / Field Work

- A critical study of maths curriculum of secondary school stage of Rajasthan.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.

- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

Unit- III- Objectives and Strategies of Teaching-learning mathematics

- Aims and Objectives of teaching mathematics at various school levels, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching Mathematics-inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills , competence based approach in teaching mathematics; teaching gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion Recreational aspect of mathematics-mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.

Practicum / Field Work

- Development of an action plan for organization of an 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 mathematics 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 multi-media in teaching concepts of maths.
- Development of criteria for evaluation of laboratory work and using it in the laboratory.

Unit- IV- Evaluation in Mathematics

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

Practicum / Field Work

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?
- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- Make a Study of the evaluation practices in selected schools making a critical analysis of examination papers.

References

- Bhanumurthy, I.S. (1992). Ancient Indian Mathematics. New Delhi: Wiley Eastern Ltd.
- Gronlund, N.E., (1990). Measurement and Evaluation in Teaching. New York. Macmillan.
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- Reasonik, L.B. and W.W. Ford (1980). The Psychology of Mathematics for Instruction. New Jersey: Lawrence Erlbaum Associates.

Pedagogy of Language Education

Course – 1 b

MED- 300 II S III

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 20 hrs.

Remedial: 08 hrs.

Field Work/Practicum: 36 hrs.

For Each Unit available total Hours: 25, out of which, for lectures:

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:

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

Unit- I- Conceptual Issues Language Learning

- Language acquisition and communication -- factors affecting language learning and language acquisitions and

communication

- Linguistic, psychological and social processes involved in learning of languages.
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget cognitive constructivism and Language, recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.
- Preservation of heritage language, home language & school language-problem of tribal dialects.

Practicum / Field Work

- A study of letters, news articles and narratives in the first language to study its organization in terms of both coherence and cohesion of content. Make a comparison with writings in English.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.

Unit- II- Curriculum of Language Education

- Development of language curriculum.
- Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- Multilingual class room problems of curriculum text about development.
- Three languages for rule constitution provision regarding language.

Practicum / Field Work

- A critical study of language curriculum of secondary school stage of Rajasthan.
- A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary school developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

Unit- III- Skills and Strategies of Teaching-learning language

- Development of basic language skills as well as advanced language skills elementary, secondary and senior secondary school levels.
- Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- Meta linguistic awareness with a focus on listening, speaking, comprehension at writing.
- Need, techniques, viz. Differential assignments, classroom tasks, personalized system of instruction.
- Innovative techniques for teaching grammar, reading Comprehension and written Expression.
- Pedagogical study of languages at secondary and senior secondary.
- Use of ICT in Teaching-learning language

Practicum / Field Work

- Development of an action plan for organization of an exhibition at different levels, framing guideline on a selected theme and various sub-themes.
- 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 multi-media in teaching concepts of language.
- Development of criteria for evaluation of language laboratory work and using it in the laboratory.

Unit- IV- Evaluation in Language

- Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic).
- Types of mistakes in language, their identification and analysis with a purpose of preventing and remedial measures.
- Types of test items in language such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items.

Practicum / Field Work

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?
- A study of curriculum load and home work practices, conducting an action research and reporting the results critical study of a text-book/work book.

References

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- Byrnes, Heidi (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. New York: Continuum International Publishing Group.
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Pedagogy of Social Science Education

Course – 1 b

MED- 300 II S IV

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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:

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

Unit- I – Conceptualization of Social Science Education

- Concept, nature, and scope of social sciences.
- Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education.
- Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge
- Interdisciplinary & Intra -disciplinary correlation of social science.
- Science and technology, relationship between social science and technology.
- Nature of social science; characteristics of different disciplines of social science, their interrelationship and integration.

Practicum / Field Work

- Develop an action plan on an experiment for development of physical science concept.
- Seminar on Evolution of social science as a discipline.

Unit- II – Social Science Curriculum

- Principle for curriculum development in social Science Education.
- Social science curriculum at different stages of school education-at elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with social science education.
- Approaches to organization of social science curriculum at various stages of school education.
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.

Practicum / Field Work

- A critical study of social science curriculum of secondary school stage of Rajasthan.
- A critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Evolving criteria for development of syllabi and textbooks.
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations observed, visited and then make the analysis of your own experiences.

Unit- III – Approaches to Pedagogy and Resources for Teaching-Learning of Social Science

- A critical appraisal of approaches to teaching learning social sciences – behaviorist approach; constructivist approach; inter disciplinary approach.
- A critical appraisal of various teaching learning strategies viz., lecture cum discussion, project method,

investigative project, field survey problem solving, field visits and case studies; action research etc.

- Pedagogical analysis of social science.
- Integration of ICT in teaching-learning of social science.
- Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;
- Development of low cost improvised teaching aids.

Practicum / Field Work

- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other Co-curriculum activities in schools.
- Preparation and teaching two lessons using integrated approach of teaching social science.
- Visit a social science Centre/science museum and present the report
- Development of an action plan for organization of a social science exhibition at different levels, framing guidelines on a selected theme and various sub-themes.
- An action plan for adopting a multi-sensory approach to teach social 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.

Unit- IV – Evaluation in Social Science Education

- Competency based evaluation, continuous and comprehensive evaluation, diagnostic test and remediation; construction of achievement test
- Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- Assessment of curricular activities.

Practicum / Field Work

- Compile articles from newspapers, magazines, and the internet discussing low achievement in the public/Govt./private schools. Do these sources consider the kinds of material presented in this chapter? How? What solutions do the authors propose? What is your assessment of the likely effectiveness of these solutions?
- Conduct a continuous evaluation in scholastic and non-scholastic areas prepare, administer and interpret a diagnostic test.
- Make a Study of the evaluation practices in selected schools making a critical analysis of examination papers.
- A study of curriculum load and home work practices, conducting an action research and reporting the results critical study of a text-book/work book.

References

- Digumarti Bhaskara Rao and Ranga Rao (2007). Techniques of Teaching Economics, Sonali Publications, New Delhi.
- Ferris, J.Pamela (2003). Elementary and Middle School Social Studies: An Interdisciplinary instructional approach, McGraw Hills: New York.
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- NCERT (2006b). Syllabus for Classes at the Elementary Level. National Council of Educational Research and Training: New Delhi.
- Rajni Kumar, Anil Sethi and Shalini Sikka, (2005). School Society and Nation: Popular Essays in Education. Orient Longman: Delhi.

ELECTIVE-2**Theme- Education policy, economics and planning at
Elementary/Secondary & senior secondary level
Advance course in Economics of Education****Course –2 a****MED-310 I E**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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.
- Reflect upon economics of elementary education.
- 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.

Unit-I- Introduction to 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.

Unit-II- Financing on Elementary Education-

- Historical review and present status of Contribution to Elementary Education funding: Three level; Federal, State and Local.
- financial estimates by Tapas Mazumdar Committee (GoI, 1998)
- Capacity and credibility of the public education system
- State school system and financial resources.
- Educational organizations, especially in the backward and difficult areas.
- Curriculum and a massive fiscal commitment to funding UEE, de-saffronize, & Implementation of RTE Act.
- Relationship of financing & quality of education.

Practicum / Field Work

- Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- Through internet surfing of literature review find out chronologically financial resources of elementary school/education.
- In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public schools. What does the author propose to reform? How? Is the proposal realistic? What philosophic perspectives does it represent? What conditions or resources would be required to implement it successfully? What is the likelihood of success?

Unit-III- Economics of Elementary Education

- Mapping Change in Elementary Education
- Challenges of Public Finance and private provisions
- Cost and financing of elementary education in Rajasthan.
- Central and state level expansion on Elementary Education & girl education
- Govt programs & Projects (like lok jumbish projects, shiksha karni projects, Kasturba Gandhi Shiksha Yojana, Sharde hostels)
- Models of development based on free market economies

Practicum / Field Work

- Seminar on Models of development based on free market economies.
- Poster designing competition on Central and state level expansion on Elementary Education & girl education.

Unit-IV- Economics of Elementary School

- Type of School & Finance and Budget
- Public Finance in Education
- Financing general and vocational educational.
- Cost analysis in education, student fees and loans.
- Physical and Human resources of school.
- Financial Contribution of community to school.

Practicum / Field Work

- Preparation of budget for a school
- Preparation of a blue print for expenditure control in a school.
- Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure.
- Establish a guidance cell in school for special guidance to students on fees, finance, scholarships and loans.
- Draft a report on Financial Contribution of community to school and prepare a suggestive action plan /strategy for enhancement.

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.

Advance course in Economics of Education**Course –2 a****MED-310 I S**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

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

Unit-I- Financing on Secondary Education-

- Educational Expenditure: Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.
- School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of

expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.

- Financial estimates by Tapas Mazumdar Committee (GoI, 1998)

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.

Unit – II- Economics of Educational System

- Cost of Education
- Increase in per pupil cost and its relation to per capital income.
- Methods of determining educational costs, unit costs, direct cost, opportunity costs.
- Decisive factors on costs: Size of class, teaching load, enrolment at different levels etc.
- Salary of teachers.

Practicum / Field Work

- Visit any Govt. / private school to study financial resources of the schools, giving suggestions for enhancement of the resources.
- Through internet surfing of literature review find out chronologically financial resources of elementary school/education.
- In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public schools. What does the author propose to reform? How? Is the proposal realistic? What philosophic perspectives does it represent? What conditions or resources would be required to implement it successfully? What is the likelihood of success?

Unit – III- Educational Expenditure

- The Determinants of expenditure on education :
 - Public expenditure as a percentage of grip

- Edu. Expenditure in relation to government revenue.
- Inflation and public expenditure on education.
- Clarification of Educational expenditure.
- Direct and indirect objects of expenditure:
 - Direct objects: Elementary, secondary higher, professional and technical education.
 - Indirect objects: Direction and Inspection, stipends and scholarships, building, furniture and equipment, boards of secondary education etc.

Practicum / Field Work

- Seminar on Models of development based on free market economies.
- Poster designing competition on Central and state level expansion on Elementary Education & girl education.

Unit-IV- School Budget

- Type of school & Budget making process Budget as an instrument of Educational Planning , Capital Improvement
- Evaluation
- Planning a school budget in relation to Govt., grants, resources from the society, tuition fees, donations and local endowments etc.
- EWS according to RTE

Practicum / Field Work

- Preparation of budget for a school
- Preparation of a blue print for expenditure control in a school.
- Preparing a report on the existing status of the secondary school teachers, method of recruitment and salary structure.
- Establish a guidance cell in school for special guidance to students on fees, finance, scholarships and loans.
- Draft a report on Financial Contribution of community to school and prepare a suggestive action plan /strategy for enhancement.

References

- Azad, Jagdishlal (1975). Financial of Higher Education in India. Sterling Publishers: New Delhi.
- Mishra, Atmanand (1964). Financing Education in India. Asia Publishing Co.: Bombay.
- Mort, P. R. and Reusser (1960). W.C. Public School Finance. McGraw Hill: New York.
- Musgrave, R. A. (1997). Theory of public Finance: A Study of Public Economy. Mcgraw Hill: New York.
- Vaizeg, J. (1964). Costs of Education, Allen and Union London.
- Blaug. Mark (1972). An Introduction to Economics of Education, Penguin. Cohn E and T: Allen lane. London.
- Gaske (1989). Economics of Education, Pregamon Press: London.

Issues, planning and Policies of Education at Elementary level

Course–2 b

MED-310 II E

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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:

- Gain insight into the vision and mission of Elementary Education in the country.
- Develop understanding for enhancing learner's achievement.
- Reflect on various concerns of elementary education
- Gain insight into factors promoting success and participation in quality in elementary education.
- Develop understanding about quality dimensions of elementary education
- Promote understanding of vision and mission of elementary education.
- Examine the existing reports to gain insight into concerns of elementary education.
- Reflect on various issues related with elementary education.
- Understand about the policies and programmes of elementary education
- Contribute to reform the elementary education system of India.

Unit- I- Vision and mission

- Vision and Mission of Elementary Education
- School Systems across the States
- 12th Five-Year Plans –Objectives, key issues and focus.
- Constitutional Provisions, Right to Education and its implications

- Quality Assurance in Elementary Education
- Responsibility between the Union Government and the States.

Practicum/field work:

- Conduct a play in school to generate awareness among students & teachers on Child Right.
- Case study of a school or some innovative practice under SSA

Unit- II- Concerns in Elementary Education

- School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School, quantity& quality of trained teachers.
- Systemic Reform- Strengthening Community Participation; Role of PTC/ MTC/SMC
- Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School
- Inspection, Supervision and Monitoring.
- Innovative Approaches: Activity Based learning Experiment

Practicum/field work:

- Preparation of research design on a theme, discipline and RTE act. 2009
- Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO

Unit- III- Policies & Programs of Elementary 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- Financing and Planning of Elementary Education

- Meaning, nature and scope
- Economic development and financing of education
- Financing of education in India: Center- State relationship, mobilization of resources
- Write a report on Criteria of resource mobilization and resource utilization
- Cost analysis in Education

Practicum/field work

- Write a report on Criteria of resource mobilization and resource utilization Cost analysis in Education
- Each student is required to prepare and present in a seminar a status report on economic development & financing of education.

References

- Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). Achieving Universal Elementary Education by 2015. A Chance for Every Child. World Bank Publications.
- Kumar, Ravi (2006). The Crisis of Elementary Education in India. New Delhi: Sage Publications Pvt. Ltd.
- Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). Universalizing Elementary Education in India: Uncaging The 'Tiger' Economy (1st edition) New Delhi: Oxford University Press.
- Mehrotra, Santosh (2006). The Economics of Elementary Education in India: The Challenge of Public Finance. Private Provision and Household Costs. Sage Publications: New Delhi.
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for Review of National Policy on Education, New Delhi, MHRD. 26

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- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007). Universatisation of Elementary Education. Indian Publishers: New Delhi.
- Rita Chemicals (2008). Engaging pupil voice to ensure that every child matters: A practical guide. London: David Fultan Publishers.
- Sharma, Ram Nath (2002). Indian Education at the cross road. Haryana: Shubhi Publications.

**Issues, Planning and Policies of Education at Secondary level
Course– 2 b
MED-310 II S**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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:

- 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- Planning Mechanisms and Five-Year Plan in Education

- Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- Priorities to be given at central and state levels.
- Perspective plan for education in the 12th Five Year plan.
- District level planning: recent initiatives.
- Institutional Planning.
- School mapping exercises
- Availability of educational statistics at central, state and district levels.
- Main features of five year plans with special reference to education, impact of five year plans on education.

Practicum / Field Work

- Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO.
- Each student is required to prepare and present in a seminar a status report on Elementary Education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

Unit- III- 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.
- Financing education for equality of education-social justice Efficiency-cost-minimization and quality improvement, Productivity-relevance of education to the world of work and create qualified and productive manpower.

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 - IV some problems and issues of Educational Finance:

- Tuition fees: Merits and demerits of uniform, tuition fees.
- Additional resources for education.
- Critical review of present grant-in-aid policy of the state government with special reference to secondary education.
- The factors affecting increasing the financial burden on local governments.
- Ways and means of controlling funds.

Practicum / Field Work

- Contact a nearby elementary schools to determine what steps teachers are taking to improve achievement among low-income and / or minority students. Compare your findings with those of your classmates. You may wish to work together in identifying ideas and approaches to use them in your own classroom.
- Awareness programme on RTE act and provision of tuition fees among parents, students and teachers.

References

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- पूनम मदन एवं शुक्ल, पी.एस (2016). शैक्षिक नीतियाँ विद्यालय नेतृत्व एवं प्रबंधन, आगरा : अग्रवाल प्रकाशन
- Hayes, Denis (2008). Elementary Teaching Today: An Introduction. U.K: Routledge Publications.
- Lewis, Ramón (2008). Understanding Pupil Behaviour. U.K: Routledge Publications.
- Mohanty, J. N. (2002). Elementary and Elementary Education. New Delhi: Deep & Deep Publications.
- National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
- Rao, V.K. (2007). Universatisation of Elementary Education. New Delhi: Indian Publishers.

Swayam courses on any one topic

Swayam course on any sub theme	
Elementary level/Secondary level	
Strategy Planning	MED-310 SW I
Budget Preparation	MED- 310 SW II
Policy Analysis	MED- 310 SW III

**Elective third-theme: Educational management,
administration, leadership and planning**
Education management and Planning of Elementary level
Course– 3 a
MED-320 I E

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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:

- Understand various policies, planning and initiation taken by Govt. at elementary level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- Gain insight on school planning and educational management.
- Understand planning, policies, research and innovation at the school level.
- Contribute to enhance innovation in school & educational management & planning.
- Understand structure & programme of UEE.

Unit-I- Management of Elementary Education:

- Meaning, concept, need and nature of management & management of education.
- Present policies and operational strategies of central, state Govt., district & local level for Elementary Education.
- Management pattern of various kind school: Private/Govt., Aided, Central, Navodya, International, Public etc.
- Introduction- policies for strategy- Priority areas and Implementation machinery-training, Research and orientation.
- District-Planning and management of Education.
- Machinery of Local management DISE (District Information system for Education)

Practicum / Field Work

- Compile articles from newspapers, magazines, and the

internet discussing Present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.

- Review research on educational management or management of elementary schools which are used in other countries but not in India.
- Evaluation of management of SSA activities in a district.

Unit-II- Planning & school management

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

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- Universalization of Elementary Education (UEE)

- Meaning, concept importance nomenclature and present position of Elementary Education in India, measures for the promotion of UEE strategies for achieving RTE & UEE.
- Pattern of Education structure up to class VII, overview of Elementary Education in India.
- Control and support to Elementary schools.
- Free and compulsory Education Act 2009.
- Elementary Education, Comparative study of various countries.

Practicum / Field Work

- Orientation programme in elementary school on RTE act.
- Organise a debate on Pattern of Education structure up to class VII overview of Elementary Education in India.

Unit-IV- Programmes & Policies for Elementary Education

- Operation Black Board
- Mid-Day-Meal
- DPEP (District elementary Education programme)
- Shiksha Karni Project (BRCS/URCS and CRCS)
- Centrally sponsored programs for Elementary Education:
- SSA, Kasturba Gandhi Balika School, NPEGEL, (national programme for Education of Girls)
- Role & responsibility of DEO, BEO, DD, Head masters & SMC etc.

Practicum / Field Work

- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyse quality & quantity of Mid-day meal in any rural and urban school.

References

- Less Bell & Howard Stevenson (2006). Education Policy: Process, Themes and Importance. London: Routledge.
- शुक्ला, पी.एस (2016).शैक्षिक प्रशासन एवं विद्यालय प्रबंधन. आगरा: अग्रवाल प्रकाशन.
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**Education management and Planning of secondary level
Course– 3a
MED-320 I S**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 study educational management system in India with specific reference to national, state, district and village levels structures.
- To recognize the importance of Educational Resources and their effective management for quality education,
- To understand the issues and challenges in educational management and administration in India.

Unit - I- Concept need and process of Educational Planning

- Concept, scope and nature of Educational Planning
- Need and importance of Educational Planning
- Types of Educational Planning
- Process of Educational Planning 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- planning at central, state and local levels

- Perspective planning at central, state and local levels.
- Priorities to be given at central and state levels.
- Schools for all and schools for the selected few
- Determine facilities to the needs :
 - School programme
 - School Building
 - Teaching training facilities
 - Location of Schools.

Practicum / Field Work

- Collect data for relevant sources on student & teacher ratio in secondary level school. Of your district. Is it according to constitution provision? Prepare a report and send it to authorities.
- Make a comparative study of PTA of any one Govt and private school.

Unit – III- some problems of educational Planning

- Calculating cost of education at various type of school.
- Comprehensive approach vs. selective approach.
- Public sector vs. private sector.
- Educational planning and exceptional children, gifted, backward and handicapped.
- Educational planning for qualitative improvement.
- Educational expenditure & planning.

Practicum / Field Work

- Comparative study of problems related to educational planning in Public sector and Private sector.
- Analysis of Educational expenditure for planning in public/private sector.

Unit- IV- Performance and Resource Management in educational institutions

- Monitoring of school performance.
- Performance appraisal of the teachers.
- Scientific principles of management-PERT, CPM, PPBS system approach.
- Financial and administrative management of educational institutions.
- Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization
- Quality assurance in material and human resources.

Practicum / Field Work

- Examine the effectiveness of any one programme run by central Govt. for senior secondary students. Present the report in classroom seminar.
- Analyse the quality of financial and administrative management in any rural and urban school.

Reference

- शुक्ला, पी.एस (2016) शैक्षिक प्रशासन एवं विद्यालय प्रबंधन, आगरा : अग्रवाल प्रकाशन।
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- 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.

Educational Administration of Elementary level
Course – 3 b
MED-320 II E

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 equip with essential skills of successful administrators.
- 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 critically evaluate policies related to local and state authorities, which play important role in shaping school performance?

UNIT – I- Educational Administration at National & states Level

- Meaning concept, nature and types of structure of educational administration at national level.
- Role and responsibilities of center govt.
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, Department of Education.
- Major activities and organization of Department of Education of MHRD.
- Kendriya Vidyalaya Sangathan,
- State level administration: - Need importance and limitations
- Recommendations of committees on role of state and local bodies.

Practicum/Field Work

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of Kendriya Vidyalaya and state Govt School.

UNIT – II- Issues, Concern & challenges

- Issues and challenges in elementary educational administration of at national, state and local level.
- Local bodies: District boards and Municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

Practicum/Field Work

- Interview some school administrative staff and local authorities to find out the status of local administration in elementary school.
- What special obstacles did they encounter, and how were they overcome?

UNIT – III- School Community Relationship

- Traditional and Modern view of School
- School as a miniature of society
- Ways and means of improving of school community relationship
- New Act, Oct, -2006 (School Management Committee) & RTE 2009, Education funds – PTA, Mothers Association, Old student Association
- Professional organization of teachers
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
- Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other departments.

Practicum/Field Work

- Plan of action for enhancement of local community and authorities in day to day activities of school to achieve

Moto of school in a social context.

- Prepare a report after interview (with local eminent persons and school staff) for inviting suggestions or involvement of community in school.

UNIT – IV- 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 Elementary 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)

References

- Mukhopadadyay, Mamar & Tyagi, R.S. (2005). Governance of School Education in India. New Delhi: NIEPA.
- Mathur, S.P. (2001). Financial Administration and Management. Indian Publications: New Delhi.
- Ramcharan Padma & R. Vasantha (2005). Education in India. National Book Trust: New Delhi.
- Bhagia, N.M. (1990). Educational Administration in India and other developing countries. Commonwealth Publishers: New Delhi Luthens.
- शुक्ला, पी.एस (2016). शैक्षिक प्रशासन एवं विद्यालय प्रबंधन, आगरा : अग्रवाल प्रकाशन।
- माथुर, पी.के. (2016). शैक्षिक नेतृत्व एवं प्रबंधन, आगरा : अग्रवाल प्रकाशन
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Educational Administration of secondary level**Course – 3b****MED-320 II S**

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 handle or solve problems and issues related to educational administration at elementary level.
- Understand types of educational administration.
- Select/ practice/and suggest appropriate types of educational administration according to situations.

Unit- I - Educational Administration at National Level

- Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, department of education.
- Major activities and organization of department of education of MHRD.
- NCTE, Kendriya Vidyalaya Sangathan,
- Suggestions regarding Administrative reforms at the central level.

Practicum/Field Work

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of Kendriya Vidyalaya and state Govt School.

Unit- II- Role of states Govt. in Secondary Education

- State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.
- Local bodies: District boards and municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

Practicum/Field Work

- Interview some school administrative, staff and local authorities to find out the status of local administration in elementary school.
- What special obstacles did they encounter, and how were they overcome?

Unit- III- Types of Educational Administration

(a) Totalitarian Educational Administration

Merits of Totalitarian Education

Demerits of Totalitarian Education

(b) Democratic Educational Administration

1. Factors Determining the Character of Administration

i. Personal Factors

ii. Environmental Factors

(c) Professional organization of teachers

(d) Linkage with NGOs, Corporate Institutions / NRIs,

Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.

(e) Linkage with NGOs, Corporate Institutions / NRIs,

Convergence with other

Practicum/Field Work

- Visit any one teacher training institution and a school to assess, which types of administration is practiced there. And take a view of the related stakeholder on it.
- Plan of action for enhancement of local community and authorities in day to day activities of school to achieve Moto of school in a social context.

- Prepare a report after interviewing local eminent persons and school staff inviting suggestions for involvement of community in school.

Unit- IV- Issues in Educational Administration

- Authority and Control: Centralization and Decentralization
- Bureaucrat and politics / Bureaucrat and the Technocrat
- Educational Administrator
 - a. Qualities of the Administrator
 - b. Duties of the Administrator
 - c. Human Relations
- Need for school administration, objectives, and Influencing factors.
- Main changing concept and scope of school administration, role and responsibilities of principal & Teacher (with special reference to free and compulsory act)
- Organization of Elementary school – Meaning, type and its impact on shaping school performance.
- DIETS- Responsibilities

Practicum/Field Work

- Comparative study of qualities of the 4 administrators of best performing school and school with poor performance to identify the similarities & differences.
- Find out the most influencing factors of school administration after interaction with at least 5 administrative officers.
- Prepare a report on role and responsibilities of principal & Teacher (with special reference to free and compulsory act)

References

- Mukhopadadyay, Mamar & Tyagi, R.S. (2005). Governance of School Education in India. New Delhi, NIEPA.
- Mathur, S.P. (2001). Financial Administration and Management. Indian Publications: New Delhi.
- Ramcharan Padma & R. Vasantha (2005). Education in India. National Book Trust: New Delhi.

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- 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।

**Towards Academic leadership at Elementary school level
Course – 3 c**

MED-320 III E I

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders.
- To equip the students 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.
- To prepare a critical mass of experts to take leadership development forward in the respective States.
- To build capacities of school heads in the areas of teaching learning, personal and professional development, innovations in school system processes, and partnerships .
- Establish linkages between school leaders and grass root level (field) administrators working closely with schools at cluster block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- Create Professional Learning Communities of school leaders across the district, state and region to generate

collective learning experience for effective implementation of leadership development in the country

Unit-I- Introduction to Academic Leadership

- Meaning, Concept, Need Importance and Nature of Academic Leadership in Elementary 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.

Unit-II- School leadership

- Curriculum framework, outline key areas for leadership development in elementary schools: (capacity building to transform function at managers to school leaders)
- Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- School leadership: Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- School & Community: - Interlink age, Role and responsibilities.
- School as a learning organization
- Developing a vision for school: - vision for school transformation, assessing context and constraints.

Practicum / Field Work

- Write a report on the best theory of leadership in the

light of RTE act 2009,

- Suggest or develop fusion based best approach of leadership, giving logics of formulation of the approach or theory.
- 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.
- Personality Development program of Managers for emerging as a leader.

Unit- III- Leadership Roles: Challenges and Perspectives

- Values, vision and moral purpose in educational leadership
- Leading and managing educational change and improvement
- Leadership for the learning community
- Developing leadership and management skills and insights
- Issues of diversity in educational organizations, including issues related to gender and multiculturalism
- Work Ethos: Meaning, nature, and transformation in present scenario.
- Right of child in school: Equality, non-discrimination and respect for all.

Practicum / Field Work

- Conduct a survey in school to assess the perception of teacher for their head or managers as an initiator of change.
- Debate on Issues of diversity in educational organizations, including issues related to gender and multiculturalism.
- Prepare a report after Visit any school by interactive process to understand transformation (through Inclusion, Equity and Quality etc.)

Unit- IV-Research and Innovation & Leadership

- Innovation and research in leadership
- Culture of innovation in school: At all levels of school, at classroom, student & teacher as innovators.
- Professional development of teachers: Issues, concerns, programmes and practices at International, National & Local level...
- Leadership programs of: UKIERI, MHRD, NUEPA, and NCSL with reference to goal, vision and strategy.

Practicum / Field Work

- Tracking change through periodic review and revision of vision or culture school.
- Prepare a report after visiting a school by interactive process to understand transformation (through Inclusion. Equity and Quality etc.)

References

- वर्मा, रामपाल सिंह एवं प्रो. पृथ्वी सिंह, (2008). “विद्यालय प्रबन्धन एवं शिक्षा की समस्याएँ. विनोद पुस्तक मन्दिर. आगरा-2 पृष्ठ सं 29.40
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- शर्मा, कुसुम (2005). “विद्यालय प्रकाशन एवं स्वास्थ्य शिक्षा. राधा प्रकाशन मन्दिर. आगरा पृष्ठ सं
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- तरुण, डॉ. हरिवंश, (2005), विद्यालय प्रबन्ध एवं स्वास्थ्य शिक्षा प्रकाशन संस्थान, दरियागंज नई दिल्ली-
- वर्मा, प्रो.जे.पी.(2005), शैक्षिक प्रबन्धन राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- Ediger, Morlow and Digumarti Bhaskara Rao (2006). School Organisation. New Delhi: Discovery Publishing House.
- Sindhu, I.S. (2008). Educational Administration and Management, Meerut: International Publishing House.
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Towards Academic leadership at Secondary school level
Course –3 c
MED-320 III S I

Maximum Marks: 100

Total Hours: 100

External Marks: 70

Lectures: 36 hrs.

Internal Marks: 30

Tutorials: 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 critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.
- To develop capacities for being efficient and effective educational leaders.
- To equip the students with the leadership skills needed to emerge as Leaders.
- To 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.
- To prepare a critical mass of experts to take leadership development forward in the respective States and UTs.
- To build capacities of school heads in the areas of teaching learning, personal and professional development, innovations in school system processes, and partnerships .
- Establish linkages between school leaders and grass root level (field) administrators working closely with schools at cluster block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- Create Professional Learning Communities of school leaders, across the district, state and region to generate

collective learning experience for effective implementation of leadership development in the country

Unit-I- Nature of Academic Leadership

- Meaning, Concept, Need, Importance and nature of Academic Leadership.
- Leadership Styles.
- Evaluating styles of Leadership.
- Functions of Educational Leader/Manager.
- Meaning, need and Importance to shift from management of schools to Leadership of school.
- Role and responsibilities of leadership (in reference to RTE & CCE)
- Workshop on Component and characteristics of high quality school leadership.
- Grid Concept of Academic Leadership Measurement of Leadership

Practicum field/work

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

Unit-II- School leadership

- Curriculum framework, outline key areas for leadership development in secondary schools: (capacity building to transform function at managers to school leaders)
- Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- School leadership: Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- School & Community: - Interlink age, Role and responsibilities.
- School as a learning organization
- Developing a vision for school: - vision for school transformation, assessing context and constraints.

Practicum / Field Work

- Suggest or develop fusion based best approach of leadership, giving logics of formulation of the approach or theory.
- 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.
- Personality Development program of Managers for emerging as a leader.
- Write a report on the best theory of leadership in the light of humanistic approach.
- Suggest or develop fusion based best approach of leadership, giving logics of formulation of the approach or theory.
- 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.

Unit-III- School leadership

- Curriculum framework outline key areas for leadership development in elementary schools: (capacity building to transform function at managerial level to school leaders)
- Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- School leadership: Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- School & Community: - Inter linkage, Role and responsibilities.
- School as a learning organization
- Developing a vision for school: - vision for school transformation, assessing context and constraints.

Practicum field/work

- Conduct a survey in school to assess the perception of teacher for their head or managers as an initiator of

change.

- Panel Discussions on School & Community.
- Personality Development program of Managers for emerging as a leader.

Unit- IV- Research and Innovation & Leadership

- Innovation and research in leadership
- Culture of innovation in school: At all levels of school, at classroom, student & teacher as innovators.
- Seminar on Professional development of teachers: Issues, concerns, programmes and practices at International, National & Local level.
- Leadership programs of: UKIERI, MHRD, NUEPA, and NCSL With reference to goal, vision and strategy.

Practicum field/work

- Tracking change through periodic review and revision of vision or culture school.
- Prepare a report after Visit any school by interactive process on understands transformation (through Inclusion. Equity and Quality etc.)
- Tracking change through periodic review and revision of vision or culture school.
- Prepare a report after visiting a school by interactive process to understand transformation (through Inclusion. Equity and Quality etc.)

Reference

- वर्मा, रामपाल सिंह एवं पृथ्वी सिंह (2008).विद्यालय प्रबन्धन एवं शिक्षा की समस्याएँ. आगरा:विनोद पुस्तक मन्दिर.
- जाँगिड़, ओम प्रकाश, (2007). शैक्षिक प्रबन्ध एवं विद्यालय संगठन.जयपुर:अग्रसेन शिक्षा प्रकाशन, रामगंज बाजार.
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**Dissertation
Course - 4
MED-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 voice of the Dissertation.

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

Course & Course Code	Name of Course	Max. Marks			
		Ext.	Int.	Prac.	Total
Course – 1/ SC 310	Inclusive Education	70	30	-	100
Course – 2/ SC 320	Physical & Health Education	70	30	-	100
Course – 3/ SC 330	Information and Communication Technology in Education	70	30		
Course –4/ SC 340	Teacher Education for Peace & Harmony	70	30	-	100
Course – 5/ SC 350	Guidance & Counselling	70	30	-	100
Course – 6/ SC 360	Chetna Vikas Mulya Shiksha	70	30		25
Course–7 SC 370	Pandemic Management	70	30		100
Total		420	180	-	700

INCLUSIVE EDUCATION**Code- SC -310**

Max Marks- 100 Marks

External: 70 Marks

Internal: 30 Marks

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

- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children
- Prepare teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.
- Identify and utilize existing resources for promoting inclusive practice.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners,
- Prepare a conducive teaching learning environment in varied school settings,
- Develop the ability to conduct and supervise action research activities.

Unit- I- Introduction to Inclusive Education

- Conceptual Clarification and Definition,
- Prevalence, Myths & Facts.
- Types of inclusion
- Historical perspective of Inclusive education in India & world.
- Advantages of inclusive education for education for all children in the context of right to education.

Practicum / Field Work:

- Make a critical appreciation of right to education act in the context of inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.

Unit –II- Factors related to Inclusion

- Access – In terms of proximity gender and socially backward children, minorities, physically challenged, Programme to equate deprived children.
- Barrier Free Environment (BFE): from Biwako Millennium Frame Work and BFE manual by CCD, New Delhi.
- Enrolment – Reasons for non-enrolment, probable strategies from educational social point of view, gross enrolment and net enrolment. Role of Community / Parents / Teachers in achieving 100% achievement.
- Achievement – Reasons for under achievement, strategies for enhancing achievement levels.

Practicum / Field Work:

- Study & review any two national policies in the light of inclusive education.
- Make a critical analysis of N. C. F 2005 for planning quality teacher preparation programme

Unit –III- Issues & Challenges for Implementation

- Constitutional provisions, important articles and their educational implications for General and disabled population.
- DENOs cascade model of Educational Placements for CWSN in Inclusive programmes.
- Universalization of Elementary
- Education
- Child rights – Acts.

Practicum / Field Work

- Selecting appropriate areas of research.
- Types of research needed for enhancement of learning.
- Steps involved in planning and supervising research activities.

- Recent trends in research - national and international level
- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi-level teaching in the DMS (two classes).
- Identify suitable research areas in inclusive education.

Unit-IV- Planning Inclusive Education

- Meaning, Concept and need of planning of inclusive education
- Models of IE, Components of IE ;
- Planning – Onsite assessment of resources, Team Collaboration, Time table preparation, and Planning an IEP & Curriculum adaptation & NCF 2005 recommendation.

References

- Maitra, Krishna (2000). INCLUSION ISSUES AND PERSPECTIVES (For Teachers, Teachers' Educators and Parents): Kanishka Publishers. Distributors: New Delhi
- Ahuja. A, Jangira, N.K. (2002). Effective Teacher Training; Cooperative Learning Based Approach: National Publishing House: New Delhi.
- Jangira N.K. and Mani, M.N.G. (1990). Integrated Education for Visually Handicapped, Academic Press: New Delhi.
- Jha. M. (2002). Inclusive Education for All: Schools Without Walls, Heinemann Educational Publishers: Chennai.
- Sharma, P.L. (1990). Teacher's handbook on IED- Helping children with special needs N.C.E.R.T. Publication.
- Sharma P.L (2003). Planning Inclusive Education in Small Schools. R .I. E.: Mysore

Information and Communication Technology in Education Code- SC -320

Max Marks- 100 Marks

External: 70 Marks

Internal: 30 Marks

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

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

- Understand the utility of professional forums and professional associations in use of computer technology.
- Understand the concept of courseware and various formats of courseware, understand the process of preparation of courseware, understand the technical aspects of courseware.
- To understand the courseware management system in Intranet and Internet environments, understand the evaluation procedure of on-line courseware and off-line courseware.

Unit –I- Developing Potential to Effectiveness

- Educational Policies related to ICT in Education
- Approach to ICTs
- Infrastructure
- ICT-Enhanced Content
- Committed and Trained Personnel
- Financial Resources
- Integration

Practicum / Field Work

- Workshop on Information & communication basics.
- Preparation and presentation of slides for teaching a topic at the school level.

Unit –II- Instructional Technology:

- Usage of communication,
- Principles in Instructional Technology,
- Development of Computer Aided learning material
- MS Word
- MS PowerPoint
- MS Excel

Practicum / Field Work

- Prepare a data sheet, Attendance register, Tools, charts or prepare a work sheet showing data analysis of your dissertation.
- Develop self-instructional material on teaching any topic of B.Ed. syllabus.

Unit-III- Web Based Learning

- www, Domain, Hosting, Browser, Search Engine
- Internet: Internet application in class rooms Teaching
- E-learning/Online Learning

Practicum / Field Work

- Critical analysis of Teaching aids and their applications in instruction and learning Critical analysis of a computer based media packages with reference to its use in learning process.
- Interventions of educational technology in the current practices of teacher training programmes in India. Preparation of Learning Object Repository (LOR).
- Critical analysis of Courseware and their applications in learning
- Critical analysis of a computer based courseware with reference to its use in learning process.

Unit- IV- Improving Policy Planning & Management

- Management of Institutions and Systems
- School: Admissions, student flow, personnel, staff development, facilities.
- System: School mapping, personnel payroll, MIS, communication, information,
- Management of Policy Making
- Storage and analysis of data, Piloting and Evaluation

Practicum / Field Work

- Critical analysis of the different research reports based on data analysis and interpretation.
- Preparation and presentation of research report based on empirical data.
- Critical analysis of the different courseware developed by different agencies/institutions.

References

- Anderson, Neil (2002). Equity and Information Communication Technology (ICT) in Education. Peter Lang Pub: New York
- Vrasidas, Charalambos et. al. (2001). ICT for Education, Development, and Social Justice. North Carolina: IAP Inc.
- Abbott, Chris (2001). ICT: Changing Education. London: Routledge/Falmer
- Selwood, Ian D.et. al . Management of Education in the Information Age: The Role of ICT. New York: Kluwer Academics.
- Pelgrum, Willem J. and Law, Nancy (2003). ICT in Education around the World: Trends, Bonnie Bracey, Terry Culver Problems and Prospects.Paris: UNESCO International Institute for Educational Planning.
- Bracey, Bonnie and Culver, Terry (1998). Harnessing the Potential of ICT for Education: A Multistakeholder Approach, New York: United Nation Publication

Physical and Health Education

Code- SC -330

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

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

- Conceptualize health & Physical education.
- Run/conduct health awareness programme.
- Adopt healthy habits and also develop among their students also.
- Organise various major & minor games.
- Implement yoga philosophy in own personal & professional life.
- Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti, Budhi (Mahat) and Ahamkar, etc.
- Understand the meaning and relevance of Yoga as a way to spiritual ascent of man via physical and mental integration.
- Understand different types of Yoga – The Ashtang Yoga, the Jnana Yoga, Bhakti Yoga and other modern off-shoots.
- Understand the socio-psychological basis leading to a dynamic transformation of personality.
- Understand the scientific basis and therapeutic values of Yoga Theory

Unit –I- Health Education

- Meaning of Health
- Nature and scope of Health Education
- Concept of Health Education
- Need of Health Education programme
- School Health programme :Concept, need and Importance of health education programme in school

Practicum/field work

- Orientation programme in school among parents, teachers, students & eminent social workers on health education.
- Debate on-Govt health policy for schools & their implementation.

Unit- II- Health habits

- Health habits – Concept, need and strategy: Personal Cleanliness, Environmental Cleanliness, Food and Nutrition Balanced Diet.
- Components of Balanced Diet.
- Safety education- Concept, need and strategy
- Pollution –concept, types, measure for prevention.
- Communicable diseases – transmission, symptoms, prevention, control & First Aid.

Practicum/field work

- Play or drama on balanced diet & its importance/ or prepare a documentary film on balanced diet & its importance.
- Garden management in the institution Campus cleaning (clean and green)
- Organization of Health activities camp in school
Plan & establish a health club in school and sew activities like regular health checkup of student, distribution of vitamins & mineral supplements etc.
- The health club should be run or planned in collaboration with community members.

Unit –III- Physical Education

- Meaning, nature, scope, Definitions of Physical Education.
- Aims & objectives of physical education – need for physical educational programmes.
- Foundations of physical education – Biological – Philosophical – Sociological – Psychological.
- Modern concepts of physical education
- Major games – Kabaddi, Volley Ball, Khokho,
- Athletics – Origin and history of the games –Court marking – Rules & Regulations of each game.

Practicum/Field Work

- Organization of sports day Celebrations.
- Conduct tournaments in school on any major games.
- 3.6.3 Physical efficiency test

Unit-IV- Yoga Education

- Yoga & Posture – Ideal Posture – concept of Yoga Education – Nature, scope, importance of Yoga in School Curriculum, sitting postures (Padmasan Yogic /

Mudras, Sukhasana) – lying postures (Shavasan, Sarvangasan, Shalabasan, Pranayama – breathing exercises.

Practicum/Field Work

- Practice school student to set in padamasna during study in class and find out its effect in concentration.
- Analyze school curriculum to find out the content related to yoga education, write report with proper suggestions.

References

- National Plan of Physical Education and Recreation (Ministry of Education Govt. of India)
- Thomas, J.P, (2002). Organisation of Physical Education Madras Y.M.C.A.
- Williams J.F. (1997). Principles of Education. Weight Training in Throwing Events - Vidya Sagar Sharma (NIS Edition)
- Syllabus of Exercise for Primary, Upper Primary and Secondary Schools, Education Department, Govt. of Rajasthan.
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- शैरी, जी.पी.(1992). स्वास्थ्य शिक्षा.आगरा:विनोद पुस्तक मन्दिर.

Teacher education for peace & harmony**Credits: 4****Code- SC -340**

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

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

- To appreciate the current challenges of teacher education in context with the introduction of education for peace harmony.
- To develop skills among teacher trainees in human values, harmonious living with co-existence.
- To create awareness among student teachers for development of activities for peace and harmony education.
- To articulate and identify the activities & programmes for promoting peace and harmony.
- To understand Vedic Darshan of international work for promoting peace values.

Unit-I -

- Peace & harmony: - concept, need and importance in teacher education.
- Teacher as Peacemaker, characteristics of the teacher, peace related value attitude.
- Physical & intellectual need of human being and peace values according to Vedic darshan.

Practicum /Field work:

- Analysis of morning assembly programme of a school from the point of view of peace and harmony education.
- Debate on characteristics of teacher as peacemaker.

Unit-II-

- Concept of harmonious society, co-existence, universal aspiration of human being: advantage & disadvantage of science and technology in prosperity and peace & harmony.
- Universal human values, faith based religious system to logic based society.

- Human relationship in family and in community, classification of values.

Practicum /Field work:

- Workshop on Chetna Vikas Mulya Shiksha for seven days. After workshop prepare a report on Human relationship in family and in community, classification of values.

Unit-III-

- Peace related societal concerns (special reference to teachers and teacher education) democracy, secularism, social justice, social reforms, protection of environment and national integration, role of UNESCO inculcating peace and harmony.
- Meaning and strategy to learning to live together (by UNESCO)

Practicum /Field work

- Make your own programme (based on activities) to conduct cooperative games and education activities for inculcation of harmony in students.
- List out the resources for effective implementation of peace education programme.

Unit-IV-

- Global trends and new scenario of teacher education in context of peace and harmony.
- Humanization of teacher education : meaning concept, (strategy and process)
- Role of teacher in multicultural and multiethnic society.
- Ecology in education for peace: implication for teacher education.
- Bad habits: drug, abuses, theft, indiscipline.
- Pedagogy of peace: conflict resolution, brain storming.
- Problem solving model, activity performance.

Practicum /Field work

- Case study of a child suffering from bad habits.
- Observation of classroom situation and identification of factors promoting peace.

Reference

- Mishra, Lokanath, (2009). Encyclo paedia of Peace Education. A.P.H Publishing Corporation: New Delhi.
- Singh, Dr. Suresh Pal, and Anyana Kaul and Sarita Choudary, (2010). Peace and human rights education, A.P.H Publishing Corporation: New Delhi.
- International Seminar (2012). Teacher Education for Peace and Harmony. IASE (Deemed to be University), University. Sardarshahar. Rajasthan
- Mishra, Dr. Loknath, (2009). Peace education frame work for teachers. A.P.H Publishing Corporation: New Delhi
- Bagchi, Jyoti Prakash and Vinod Teckchandani. (2005). Value Education. University book House (P) Ltd.: Jaipur
- Chitkara, M.G, (2009). Education and Human value. A.P.H Publishing Corporation: New Delhi
- शर्मा, गणपति राय एवं हरिश्चन्द्र व्यास,(2008). उदीयमान भारतीय समाज और शिक्षा: राजस्थान हिन्दी ग्रन्थ अकादमी जयपुर-302004

Guidance & Counselling

Code- SC -350

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

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

- To develop an understanding of the concepts of guidance and Counselling.
- To develop an understanding of educational, vocational and personal guidance.
- To acquaint the students with the testing devices and techniques of guidance.
- To develop an understanding of collection and dissemination of occupational guidance.
- To sensitize student-teachers to the problems faced by students in the contemporary world.
- To create an awareness of the working of guidance centers.
- To provide guidance & Counselling for school level students.

Unit – I- Concept of Guidance

- Meaning, Nature & functions of Guidance.
- Principles of Guidance.
- Need of Guidance at various stages of life.
- Types of Guidance:,
 - (i) Educational Guidance – Meaning and need at Secondary and Higher Secondary level.
 - (ii) Vocational Guidance – Meaning and need at Secondary and Higher Secondary level.
 - (iii) Personal Guidance – Meaning and need at Secondary and Higher Secondary level.

Practicum/Field Work

- Organise a workshop in school on guidance of secondary to senior secondary level students.
- Group discussion among pupil teachers on types of guidance.

- Pupil Teacher should guide at least one school student in any area of guidance and prepare a report to this effect.

Unit – II- Counselling

- Concept of Counselling.
- Theories of Counselling:
 - (i) Theory of Self (Rogers)
 - (ii) Rational Emotive Behavioral Therapy (Albert Ellis).
- Types of Counselling: Directive, Non directive, Eclectic.
- Process of Counselling (Initial disclosure, in depth exploration and Commitment to action).

Practicum/Field Work

- Organise an orientation program for student teacher on skills in Counselling (listening, questioning, communicating etc.)
- Organise a Counselling program for the student who is guided by teacher student in the area/type of Guidance.
- Student teacher would practice on Counselling skill (at least three Time duration with 5-7 Minute per skill)

Unit – III- Testing and Non- testing devices for the study of an Individual

- Tests: Aptitude, Attitude, Interest, Achievement, personality, IQ and Emotional, Mental ability, Intelligence etc.
- Techniques used in guidance: Questionnaire, Interview schedule, Case study, Diary and Autobiography.
- Professional efficacy and interest.

Practicum/Field Work

- Apply “Professional Interest test” on secondary student on the basis of interpretation, and give professional guidance to the students.
- Prepare a case study of one student with special needs at school level and give suggestions for remedial measure, too.

Unit – IV- Skills in Guidance & Counselling

- Skills in Counselling (Listening, Questioning, Responding, Communicating.)

- Role of Teacher as a counselor and professional ethics associated with it.
- Career Counselling and Dissemination of Occupational Information.

Practicum/Field Work

- Make a flow chart on Job Analyse opportunities and present it in school among secondary to senior secondary students.
- Organise a programme on occupational detail Information (like area, agencies and future etc.) for school level.

Unit – V- Contemporary issues

- Dealing with depression and academic stress (with regard to their identification and intervention). Guidance Implication in (Current Indian & scenario, Education and Guidance: Democracy and Guidance, Individual Difference and Guidance, planning of Guidance cell in school.

Practicum/Field Work

- Prepare a plan and establish a guidance and Counselling cell in school.
- Make a stress releasing strategy for school students and find out its effectiveness.

Reference

- Sharma, Shati Prabha. (2005). Career Guidance and Counselling: principles and techniques. New Delhi: Kanishka publisher.
- Sharma, RN & Sharma, S. (2004). Guidance and Counselling in India. Atlantic Pub. & Distributors: New Delhi
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- अस्थाना, विपिन एवं अस्थाना निधि (2014). निर्देशन और उपबोधन. अग्रवाल प्रकाशन:मेरठ.
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Chetna Vikas Mulya Shiksha**Code- SC -360**

Max Marks- 100 Marks

External: 70 Mark

Internal: 30 Mark

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

To develop the understanding about:

- Humanity, Human Mindset, Humane Conduct and Universal Order in Nature & Existence.
- Evaluating and understanding the difference between Animal and Human consciousness.
- To ensure sustainable happiness and prosperity, which are the core aspirations of all human beings?
- To facilitate the development of a holistic perspective among students towards life and profession as well as towards happiness and prosperity based on a correct understanding of the human reality and the rest of existence. Such a holistic perspective forms the basis of Universal Human Values and movement towards value-based living.
- Life and values pertaining to Individual, Family and Society.
- Harmony in Environment, Nature and Existence.

Unit-I- Understanding of Human Being and Human Values and Humane Conduct

- Understanding the harmony in Self and Body
- Understanding Human being and Human Goal
- Humane Character and Morality
- Relationships and Justice (Nyaya) within Family & Society
- Relationship of Human being with Nature (Environment)
- Human Behavior, Humane instincts and Personality

Unit-II- Significance of Value Education

- Problems faced by the Humanity related to human value
- Social and Family disintegration
- Stress and conflict in individuals
- Significance of Value Educations for solving the human problems

Unit-III- Understanding the Values

- Eternal Values : Trust, Respect, Affection, Care, Guidance, Reverence, Glory, Gratitude, Love
- Behavioral Values : Complementariness, Compliance, Ease, Commitment, Unanimity, Self-restraint, Obedience, Spontaneity, Generosity
- Human Values
- Self (Jeevan) Values : Happiness, Peace, Satisfaction, Continuous happiness Material Values

Unit-IV-Understanding Existence & co-existence and the Interrelationships in Nature.

- Understanding the Existence & Co-existence / Nature
- Understanding the order, co-existence and interrelationships, Mutual Fulfillment and Cyclicity (Avartansheelata) in nature
- Problems faced by the Humanity
- Ecological and Environmental imbalances

Unit- V- Harmony and Values in Family

Family and Relationships: meaning, need, importance and purpose.

- Human relation: types and purpose.
- Meaning and purpose of fulfillment in relationships and Justice in relationships.
- Understanding values in family-relations, Importance of ethics and character.
- Family-work and Goal (Living with resolution and a feeling of prosperity, and participation in society).
- Reasons for breaking up of families and relationships.
- Purpose and need of marriage (vivaah sambandh) and a study of reasons and tendencies for breaking up of marriages.
- Comparative study of concept of a family and a family-based village governance order.

Sessional-Work (Any two of the following)

- A Report of a programme organized under the Chetna Vikas Mulya Shiksha programme.

- Propose a broad outline for Humanistic Constitution at the level of Nation.
- A Critical study of value based book or work in any organization.

References

- A Nagraj (1998). Jeevan Vidya Ek Parichay .Divya Path Sansthan: Amarkantak.
- P.L. Dhar, RR Gaur (1990). Science and Humanism. New Delhi: Common Wealth Publisher.
- A.N Tripathi (2003). Human Values. New Delhi: New Age International Publishers.
- B.P. Banerjee (2005). Foundation of Ethics and Management, New Delhi: Excel Book Pvt. Ltd.
- Study Material provided by Jeevan Vidya Study Centre. Somaiya Vidya Vihar.
- R.R. Gaur, R. Sangal, G.P. Bagaria (2009), A Foundation Course in Human Values and Professional Ethics. New Delhi: Excel Book Pvt. Ltd.

Pandemic Management

Code- SC -370

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.
- Beta Corona Virus Similarities and dissimilarities of Sars Covid-2 & MersCov.
- Mode of Transmission Pathogenicity.
- Diagnostic, prevention and treatment of Covid-19.
- Chemical and equipment for prevention
- 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 an 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- Epidemic Crisis Management

- Role of WHO and Support system
- Counselling and social support during epidemic
- Role of Media: Print, Visual and Social Media
- 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 performed

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