



महात्मा ज्योतिबा फुले
रूहेलखण्ड विश्वविद्यालय, बरेली

M.Ed.

(Two-Year Curriculum)

Ordinances and Syllabi

Department of B.Ed./M.Ed.

**Faculty of Education and Allied Sciences,
M.J.P. Rohilkhand University, Bareilly (U.P.)**

www.mjpru.ac.in



Department of B.Ed./M.Ed. M.J.P. Rohilkhand University Campus, Bareilly

About the Department

This department came into existence initially as 'Department of Education' with M.Ed. course on 29th Sept., 1986 with merely one room in administrative block, two teachers and an intake of ten students. In 1995, this department took a giant step forward when a new 'Faculty of Education and Allied Sciences' was carved out of the existing 'Faculty of Education' by changes in Statutes of the University; and under the new faculty it became the 'Department of B.Ed./M.Ed.'. The emergence and growth of this department is now a part of history.

Now, this Department is one of the premier teacher education institutions in India. Having been accredited as **A+** by **NAAC in 2005**, this Department has also obtained thrice the distinct status of **DRS by the UGC**. Under DRS programme, the Department has organized research based activities in the thrust areas of Educational Technology, Vocational Education and Special Education. The Department was also given the status of **IASE** in 1995 under Centrally Sponsored Scheme for Restructuring and Re-Organization of Teacher Education, 1987.

Motto of the department is 'कर्मणैव हि संसिद्धिः'. The mission and goals of this Department are adequately reflected in the conduct of academic programmes, research work, co-curricular activities and community service. After completing the course, most of the students go for employment or further studies. A good number of students qualify in UGC-NET examination every year. Department has a well-

qualified faculty with good published work and strong research orientation. All the faculty members are approved supervisors of doctoral research and most of them have undertaken research projects funded by International and national agencies. Faculty members have also received recognition of being in panels of national level agencies, and in the Editorial Boards & Review Committees of various reputed international/refereed journals. Faculty of the department is regularly participating as well acting as resource persons for seminars/conferences/workshops organized at different levels within as well as outside India. Teachers of the department are also producing print/non print teaching learning materials and undertaking various extension activities for community development in the form of social work, inclusive education, guidance services and environmental education.

The Department has well maintained infrastructural facilities of classrooms, teacher rooms, offices, meeting hall, conference hall, media centre, library, guest house etc. with adequate furniture and fixtures. Some of the facilities are also extended to outside agencies. There are more than 15,000 text books and 4,000 reference books in the departmental library and a few journals/magazines are also being subscribed. Seating capacity of reading hall in the library is 60. Computer Centre of the department, having adequate number of computers for use of students and faculty, is well equipped. The department has a smart class and also has a number of laboratories like Home Science Lab., Psychology Lab., Science & Technology (electronics) Lab., Photography Lab., Business and Marketing Lab., and Language Lab. Besides these, the department owns and runs a Media Centre (Instructional Resource Material Development Centre) and Disability Diagnosis and Counseling Center. The Department has achieved the status of '**Centre of Excellence**' by Government of Uttar Pradesh and is collaborating with several national and international agencies. A specialized centre namely '**Centre for Disability Studies**' has been established within the Department.

This department holds the distinction of having had innovative and unique teacher education courses like B.Ed. (Specializations in Vocational Education/ Educational Computing/Special Education) and Applied M.Ed. The B. Ed. (Specialization) courses have been in offer during 1995-96 to 2014-15 and Applied M.Ed. during 1996-97 to 2014-15.

While all these courses have been recognized by NCTE, B.Ed. (Specialization in Special Education) course has also been recognized by RCI.

After the new regulations of NCTE (Dec. 2014) being in force, these courses have been converted to simply B.Ed. and M.Ed. w.e.f. session 2015-16, both of two year duration. And not to forget, this Department is one among those who took lead in developing curriculum for 2-year B.Ed. and M.Ed. programme, along the new NCTE guidelines.

While all credit for its growth and development goes to the unfatiguing efforts of teaching faculty, technical and non-teaching staff; a special mention needs to be done of those who led this department to this status - the Heads of Department. Following is the list of esteemed Heads of Department in sequential order:

1. Dr. Beena Shah
2. Prof. Tribhuwan Singh
3. Prof. Beena Shah
4. Prof. Girijesh Kumar
5. Prof. Beena Shah
6. Prof. Girijesh Kumar
7. Prof. N.P. Singh
8. Prof. N.N. Pandey (Present HOD)

In a nutshell, this Department is proud of its glorious past and is continually striving towards the highest degree of quality teacher training and research in the country. Further, the department is committed to emerge as a promising leader in preparing professionals to provide leadership and exemplary educational services for improvement of the lives of individuals in a fast-changing and complex global society.





**Department of B.Ed./M.Ed.
Faculty of Education & Allied Sciences,
M.J.P. Rohilkhand University, Bareilly**

Prefatory Note:

The Ordinances pertain to the Master of Education programme in a regular full time two year/ four semester mode of M.J.P. Rohilkhand University, Bareilly. Keeping in view NCTE regulation 2014, the existing one year Master of Education (Applied M.Ed.) programme of Department of B.Ed./M.Ed. at University campus shall now run in the name of M.Ed.

Ordinances for M.Ed.

1.1 Eligibility and Admission:

- (i) Admission in Master of Education course shall be open for all the candidates with at least 50% marks or an equivalent grade in B.Ed./ B.A.B.Ed./ B.Sc.B.Ed. or equivalent examination of this or any other University / deemed university / affiliated college recognized by UGC and the NCTE. Relaxation in percentage of marks shall be given to S.C./S.T. students as per U.P. Government norms. Eligibility criteria shall vary as per NCTE/UGC/UP State Government norms.
- (ii) Rules of reservation shall apply to all admissions as per U.P. Government/University norms.
- (iii) No candidate shall be admitted to M.Ed. course of University campus unless he/she has appeared in the Entrance Test to be conducted by the State Government/ University.

1.2 Obligation of Admitted Candidates:

- (i) Every admitted candidate shall be required to show a competent knowledge in various theory papers and required skills to be detailed hereinafter.
- (ii) Every admitted candidate shall be required to undertake field work, assignments, internship, practicum, presentation, dissertation etc. as given in the course structure.
- (iii) As far as attendance is concerned, the rules of NCTE/University shall prevail.
- (iv) A candidate, who desires to appear in examinations under these ordinances, shall have to submit his application after completing all the said activities on a prescribed form and that upto a prescribed last date. The candidate shall have to submit application for all the four semesters.

1.3 The Mode of Examination:

- (i) The mode of examination may vary between annual system and semester system as per the decision of the University. The mode of examination prevailing at present is that of semester system.
- (ii) Students shall be allowed to appear for Back/Improvement examination in one paper only.
- (iii) A student can complete M.Ed. course in a maximum of three years from the date of admission in the course.

1.4 Course Structure of M.Ed.

Precisely, the course structure of M.Ed. shall be framed in two years / four semesters with prescribed marks as follows –

(A) M.Ed. First Year - 1000 Marks

Semester I – 500 Marks

Semester II – 500 Marks

(B) M.Ed. Second Year – 1000 Marks

Semester III – 450 Marks

Semester IV – 550 Marks

Total – 2000 Marks

In semester, besides the theory papers, there shall be provision for periodic internal tests (minimum two in each theory paper), continuous comprehensive evaluation, field work, internships, dissertation etc. These activities will be managed and assessed (except dissertation) by the internal faculty. Any chance of non-appearance in paper wise internal tests and any other activity mentioned specifically in each and every semester, will be treated as if examinee has not attempted that event and zero marks will be given for that. Semester wise structure of theory papers and other activities is as under:

(A) M. Ed. First year (M.M. 1000)

Semester - I (M.M.: 500)

		Marks		
		Ext.	Int.	Total
A. Theory Papers (M.M. = 400)				
Paper 1	Philosophical Base of Education	80	20	100
Paper 2	Psychological Base of Education - I	80	20	100
Paper 3	Pre-service and in-service Teacher Education	80	20	100
Paper 4	Education as a Field of Study	80	20	100
B. Communication Skill and Self Development: (M.M. = 50)				
Creative Presentation			25	25
Yoga			25	25
C. Continuous Comprehensive Evaluation: (M.M. = 50)				
Assignment / Practicum			30	30
Seminar Presentation			20	20

Semester - II (M.M.: 500)

		Marks		
		Ext.	Int.	Total
A. Theory Papers (M.M. = 400)				
Paper 5	Sociological Base of Education	80	20	100
Paper 6	Psychological Base of Education - II	80	20	100
Paper 7	Research Methods and Statistics - I	80	20	100
Paper 8	Teacher Education : perspectives, Researches and Issue	80	20	100
B. Internship/Field Work in Teacher Education Institution: (M.M. = 50) Observation, Assistance and Feedback			50	50
C. Continuous Comprehensive Evaluation : (M.M. = 50)				
Assignment & Psycho. Practical (10+20)			30	30
Synopsis Presentation			20	20

Semester Break: Preparation for Dissertation

(B) M. Ed. Second Year (M.M. 1000)

Semester - III (M.M.: 450)

		Marks		
		Ext.	Int.	Total
A. Theory Papers (M.M. = 300)				
Paper 9	History, Economic and Political Perspectives in Education	80	20	100
Paper 10	Research Methods and Statistics - II	80	20	100
Paper 11	Curriculum Studies	80	20	100
B. Internship/Field Work in Secondary Education Institution : (M.M. = 50) Observation, Assistance and Feedback			50	50
C. Dissertation (Upto Chapter III): (M.M. = 50)			50	50

D. Continuous Comprehensive Evaluation: (M.M. = 50)			
Assignment / Practicum		30	30
Seminar Presentation		20	20

Semester - IV (M.M.: 550)

		Marks		
		Ext.	Int.	Total
A. Theory Papers (M.M. = 400)				
Paper 12	Perspectives in Secondary Education	80	20	100
Paper 13	Curriculum, Pedagogy and Evaluation in Secondary Education	80	20	100
Paper 14 & 15	Any two of the following : (a) Measurement and Evaluation (b) Educational Technology and ICT (c) Guidance and Counselling (d) Inclusive Education (e) Comparative Education (f) Vocational Education (g) Computer Applications in Education	80 x 2	20 x 2	100 x 2
B. Dissertation: (M.M. = 100)				
Evaluation of Dissertation		40	40	80
Viva-voce on Dissertation		20		20
D. Continuous Comprehensive Evaluation : (M.M. = 50)				
Assignment / Practicum			30	30
Book / Article Review			20	20

1.5 Conduct of Examinations :

- (i) The examination for two year/four semesters M.Ed. shall be held ordinarily in the month of April (annual system) / months of

November and April (semester system) on such dates as may be fixed by the Department/University. The mode of examination at present is semester system.

- (ii) A candidate shall be eligible to appear in the final examination only if he/she has pursued the prescribed course of studies in the department and has completed required attendance and has passed all the activities related to practicum/field engagement/presentation/dissertation as prescribed for each semester mentioned in clause 1.4 earlier.
- (iii) A candidate shall be required to pass theory and internship, continuous comprehensive evaluation, and dissertation examinations separately.
- (iv) To pass a semester, a candidate must obtain 36% marks in each theory paper and 40% marks in internship, continuous comprehensive evaluation, and dissertation.
- (v) In each theory paper, the faculty shall award marks (subject to a maximum of 20 marks) on the basis of two class tests. The external examiner shall award marks with a maximum of 80 marks on the basis of end semester written examination of theory paper. After addition, paper wise marks shall be shown in marks-sheet jointly.
- (vi) Each candidate shall have to complete dissertation on a topic related to relevant problems of education after discussion with the supervisor. The candidate shall submit two copies of the dissertation for evaluation at least fifteen days prior to the commencement of semester-IV examination. The evaluation of dissertation will be done by the supervisor (maximum marks 40) and the external examiner (maximum marks 40) separately, but the viva-voce will be conducted jointly by the supervisor and the external examiner (maximum marks 20). Head of the department shall be convener of the board of viva-voce.
- (vii) In semester-II under C.C.A., psychological tests/experiments shall be accomplished in psychology laboratory as per previous plan under the supervision of subject teacher/faculty/in-charge,

which in turn will be evaluated out of maximum mark 20 at the end of semester by the faculty deputed by Head of department. The marks so awarded shall be handed over to HOD for needful.

- (viii) A candidate shall be promoted to second year only when he/she has passed both the semesters of first year. However, promotion from odd to even semesters i.e. from semester-I to semester-II and from semester-III to semester-IV shall be automatic (irrespective of the result of odd semester).
- (ix) The back paper/improvement examination (only in one theory paper for each semester) shall be conducted along with regular examination of that particular semester in the next consecutive year.
- (x) A candidate who has completed all the desired activities/internal tests/attendance etc. throughout the year/semester but could not appear in the examination or appeared in the examination but failed in more than one papers of one or both the semesters of a year, may be allowed to appear in the examination of next consecutive year/semester as an ex-student. The internal marks received in previous session shall be carried over. After passing that particular semester/semesters, he/she shall be entertained as regular student. However, this procedure shall not affect the intake of fresh students on the basis of seats available for that particular year.
- (xi) Classification of results –
- | | | |
|-----------------------------|---|-----------------|
| 60% and above | - | First Division |
| 48% and above but below 60% | - | Second Division |
| 36% and above but below 48% | - | Third Division |
- (xii) The medium of examination shall be Hindi / English.
- (xiii) In case of any obscurity, the general provision of the university shall prevail.
- (xiv) Marks-sheet and Degree shall be awarded as Master of Education.



Department of B.Ed./M.Ed. (A Glimpse of Syllabus)

M. Ed. First year (M.M. 1000)

First Semester (M.M.: 500)

Part A. Theory Papers

- Paper-1 Philosophical Base of Education
- Paper-2 Psychological Base of Education – I
- Paper-3 Pre-Service and in-service Teacher Education
- Paper-4 Education as a field of Study

Part B. Activity/Field / Practice Based

- (i) Communication Skill and Self Development
- (ii) Continuous Comprehensive Evaluation

Second Semester (M.M.: 500)

Part A. Theory Papers

- Paper-5 Sociological Base of Education
- Paper-6 Psychological Base of Education – II
- Paper-7 Research Methods and Statistics- I
- Paper-8 Teacher Education: Perspective, Researches and Issues

Part B. Activity /Field/ Practice Based

- (i) Internship/Field Work in Teacher Education Institution
- (ii) Continuous Comprehensive Evaluation

M.Ed.
First Semester

Paper – I : Philosophical Base of Education

Course Objectives:

1. To enable the learners understand the general nature, features and uses of philosophy in life.
2. To acquaint the students with the latent concepts in various philosophies and using them in transforming their way of life.
3. Recognise and analyse the educational issues that need understanding from metaphysics, epistemology and axiology.
4. To find the real spirit of various philosophies and concretise them towards beautifying the present garden of education.
5. Describe and explain the essence of other modern philosophical thoughts in order to have real knowledge in real life.
6. Critically examine educational solutions offered by great thinkers.

Course content:

- Unit- I Philosophy and philosophical enquiries, educational bearings in MetaPhysics, Epistemology and Axiology, Philosophy of Education- nature, scope and need.
- Unit-II A brief introduction of Indian philosophy, the philosophical supposition and educational implications in Bhagavat Gita and Buddhism. A glimpse of major western philosophies- Idealism, Naturalism and Pragmatism, their contribution towards four pillars of education.
- Unit-III Some other philosophical thoughts and their applied meaning in today's context with reference to Humanism, Existentialism and Marxism.
- Unit-IV Modern Indian thinking and education with reference to contribution of Vivekanand, Tagore, Dayanand, Gandhi, Aurbindo, in transforming India.

Assignment/Practicum:

1. Critical depth will be examined through assignments
2. Oral expressions and philosophical debates will be encouraged
3. Philosopher houses and chairs be encouraged among students to opine on the floor of abstract/concrete knowledge.
4. Computer use will be promoted to critically examine the depth of understanding education in view of various schools of philosophies.

Suggested Readings:

1. Butler., J. Donald(1968):Four Philosophies and their Practice in Education and Religion, New York: Harper and Bros., 1951.
2. Broudy, Harry S.(1965) Building a Philosophy of Education; New Delhi:Prentice Hall.
3. Brubacher,J. S.(1962) Modern Philosophies of Education, New York: McGraw Hill Book Co. 1962.
4. Besant, Annie: The Bhagwad Gita; Adyar, Theosophical Publishing House.
5. Corner, D.J.: Modern Philosophies of Education; Central Book Depot, Allahabad.
6. Dewey, John. (1916). Democracy and Education; New York:Macmillan & Co.
7. Dutta, D.M.(1958) Six Ways of Knowing; Calcutta:University Press.
8. Elmhirst Leonard.(1961) Rabindranath Tagore:Pioneer in Education; London: John Murray.
9. Gandhi, M.K.(1951) Basic Education . Ahmedabad:Navajivan Publishing House.
10. Gandhi, M.K.(1951) Basic Education . Ahmedabad:Navajivan Publishing House.
11. Morries Vancleve:Existentialism in Education, N.Y. Harper and Row Publisher, 1966.
12. Oad, L.K.: *Shiksha Ki Darshnik Pristhabhumi; Rajashtan Hindi Grantha Akadmi, Jaipur*
13. Pandey, R.S.:Major Philosophies of Education; Vinod Pustak Mandir, Agra.
14. Pandey, R.S.: *Shiksha Darshan (Snatakottar Kakshao Nimitt) Vinod Pustak Mandir, Agra.*
15. Pandey, R.S.: *Bhartiya Shiksha Darshan; Vinod Pustak Mandir, Agra, 1994.*

16. Rousseau, J.J. (1914). Emile, London:Every Mans Library, Dent.
17. Radhakrishnan, S. Indian Philosophy, London; George Allen & Unwin.
18. Radhakrishnan, S. A Source Book on Indian Philosophy; Paper Back.
19. Radhakrishnan, S.:The Hindu View of life; London, Unwin Books.
20. Ross, J.S. : Groundwork of Educational Theory:George G. Harap & Co. Ltd., 1937.
21. Sahitya Akademi(1961). Rabindranath Tagore: Centenary, Volume 1861-1961. New Delhi.
22. SriAurobindo Ashram (1997). Sri Aurobindo and the Mother on Educaiton. Pondicherry:Sri Aurobindo Ashram.
23. Singh, N.P.: *Shiskha Ke Darshnik Adhar*, R.Lal Book Depot, Meerut.
24. Singh, Ramdhari: *Sanskriti ke char Adhyaya*; Udayan Prakashan, Patna.
25. Seetharamu, A.S.: Philosophies of Education; Ashish Publishing House, New Delhi, 1989.
26. Tagore, Rabindranath (1931) The Religion of Man. New Delhi: Rupa & Co. Reprint.
27. Tagore, Rabindranath (1961) Towards Universal Man, Delhi: Asia Publishing House.

Paper – 2: Psychological Base of Education – I

Objectives:

To enable the students:

1. To develop understanding of the psychological orientation to education
2. To develop an understanding about learners’ development and its characteristics
3. To comprehend various theories about the cognitive, psychological, social and moral development of adolescents and youth.
4. To understand nature and process of learning in the context of various learning theories and their implications
5. To develop understanding regarding various styles of learning and thinking

Course content:

Unit – 1: Introduction to Psychological Basis of Education

- Psychology as scientific study, its concerns-mind, consciousness, behavior, and experience
- methods of study in psychology- introspection, observation, survey, case study, experimental
- Major schools of psychology and their contribution to education -Structuralism, functionalism, behaviorism, Psycho-analytic, Cognitive and Humanistic
- Educational Psychology: Concept, nature, scope and importance of Educational Psychology.

Unit – 2: Human Development and Its Theories

- Development – Concept, Principles, Sequential stages of Development
- Factors influencing development – genetic, biological, environmental, physical and their relative role
- Theories of development
 - Piaget’s Cognitive development
 - Freud’s Psycho-sexual development
 - Erikson’s psycho-social development
 - Kohlberg’s moral development

Unit – 3: Psychology of Learning

- Learning : Concept, its Kinds, Levels of learning, factors influencing learning
- Theories of Learning
 - Operant conditioning (Skinner)
 - Information processing (Donald Norman)
 - Mastery learning (Bloom)
 - Hull’s reinforcement theory
 - Toleman’s theory of learning
 - Levin’s field theory

- Constructivism & learning

Unit – 4: Learners’ Style of Learning

- Learning Styles: Visual, Aural, Verbal, Physical, Logical, Social, Solitary
- Cognitive Styles: Field Dependent-Field Independent, Deep-Surface, Reflective- Impulsive
- Thinking Styles: Synthesis, Idealist, Pragmatic, Analyst and Realist

Assignment/Practicum:

Keeping in view the given knowledge in subject, useful and appropriate assignment/practicum will be allotted to students with a view to examine the abstract and concrete depth.

Suggested Readings:

1. Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
2. Bigge, M., L. & Hun,t M., P. (1968) : Psychological foundations of education, 2nd Edition,N.Y. Harper & Row.
3. Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper &Row.
4. Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
5. Damon, W. (1983): Social and Personality Development Infancy Through Adolescence.NewYork: Norton.
6. Dash. M. (1994): Educational Psychology. New Delhi: Deep& Deep Publications.
7. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
8. Engler, B. (1991): Personality Theories: An Introduction (3rd Ed.). Boston: Houghton Mifflin Company.
9. Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.

10. Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
11. Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
12. Hall, C. S. & Lindzey, G. (1970). Theories of personality (2nd edition). New York: John Wiley & Sons, Inc.
13. Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
14. Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
15. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
16. Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
17. Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
18. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
19. Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall
20. Rani, A. (2011): Psychology of Learning Behavior. New Delhi, Centrum Press.
21. Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
22. Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
23. Wang, M.C. & Walberg, H.J. (eds) (1985): Adapting instruction to Individual Differences. Berkeley, CA: McCutchan Publishing Corporation.
24. Woolfolk, A. E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.
25. Zohar, D. & Marshal, I. (2001): Spiritual Intelligence: The ultimate intelligence, New York: Bloomsbury Publishing.

Paper – 3: Pre-Service and In-Service Teacher Education

Objectives:

On completion course, the students will:

1. Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
2. Be acquainted with the content, and organization of pre-service teacher education Curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
3. 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
4. Be involved 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 organizational culture.
5. Develop competence in organization and evaluation of various components of pre-service and in-service teacher education programmes
6. Design in-service teacher professional development program/activities based on the needs of teachers

Course content:

Unit 1: Structure, Curriculum and Modes of Pre-service Teacher Education

- Teacher competencies and aspects of teacher's work
- Pre-service teacher education: concept, nature, objectives and scope.
- Pre-service teacher education for various level of schooling: nature and differences
- The structure of teacher education curriculum and its vision in curriculum documents of NCERT and NCTE
- Modes of pre-service teacher education : face-to-face (linear and integrated), distance and online –needs, merits and limitations

Unit 2: Organization of Different Components of Teacher Education Curriculum

- The concept of andragogy and its principles. The student teacher as an adult learner – characteristics
- Components of pre-service teacher education: foundation courses, subject specialization and pedagogy, EPC papers and other papers like- vocational education, work education , inclusive education etc. ,co-curricular activities, practicum and internship
- Organization, transaction and evaluation of different components of teacher education curriculum – existing practices
- Transactional approaches for the foundation courses in teacher education programmes: expository ,participatory, collaborative, peer coaching and enquiry
- Transactional approaches for the skill and competency development courses : micro teaching and simulated teaching, , ICT based practices, apprenticeship approach, cooperative behaviour interventions
- School based practicum and internship: the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship

Unit 3: In-service Teacher Education in India – Concept, Structure and Modes

- Concept, need for continuing professional development of a teacher – areas of professional development. Programs and schemes of state and central governments on in-service teacher education programme
- The structure for in-service teacher education at different level
- Strategies of professional development: orientation, refresher, workshop, seminar and conference its nature and scope, objectives and limitations

- .Modes of in-service teacher education : face-to-face, distance mode, online and mixed mode, induction, one shot, recurrent, cascade, multi-site, and short term course work (nature, scope, merits and limitations of each of them)

Unit 4: Planning, Organizing and Evaluating an In-service Teacher Education

- Planning an in-service teacher education programme: preliminary considerations , purpose, duration, resource requirements and budget
- Designing an in-service teacher education programme: assessment of training needs, formulation of training curriculum, preparation of course material ,evaluation of curriculum inputs
- Organizing an in-service teacher education programme: guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation. common problems faced by a teacher education institution
- Qualities and characteristics of an effective in-service teacher educator

Assignment/Practicum:

- A “comparative study of pre-service teacher education curriculum university wise or state wise in terms of their component, weightage, duration, organization, transaction and assessment – document analysis
- Design, implementation and evaluation of a training input in any one course of pre-service teacher education
- study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcome – document analysis

Suggested Readings:

1. Anderson, L.W (1995). International Encyclopedia of teaching and teacher (second Edition) Elsevier science Ltd. Oxford.
2. Arora G.L.(2002).Teachers and their Teaching:Need for new prospective, Ravi Book New Delhi.
3. Biddle B.J. and Ellene W.J.(ed.) Comtemporary Research on teacher effectiveness, Renehart & Wilson, New York.
4. Dash, B.N.(2003). Teacherand Education in emerging Indian society, New Kamal Prakashan, New Delhi.
5. Flanders, N.A, Analyzing Teachers Behaviour Weseley Publishing Co. Inc.
6. Holland F.H., Teaching the teachers:Trends in teacher Education, George Allen and Unwin Ltd., London.
7. Joyce & Bruce et al. (2014) (Models of teaching (9th edition), Pearson.
8. Mcclelland V.A. and Verma V.P.(1989). Advances in Teacher Education, Routledge, London.
9. NCERT, New Delhi (2006) 6th survey of research in education.
10. NCTE (2009) Curriculum Framework of Teacher Education NCTE, New Delhi.
11. NCTE (2014) Curriculum Frame Work two year, NCTE, New Delhi.
12. NCTE (2014) Norms and guidelines of Teachers Education Programmes, New Delhi.
13. Nizam, Elahi(1998): Teacher Education in India APH, New Delhi.
14. Mehta, C.S. and Joshi D.C., Principles and problems of teacher education, Rajasthan Hindi Granth Academy, Jaipur.
15. Panda, B.N. and Tewari, A.D.(1997). Teacher education APH, New Delhi.
16. Reddy, R.S., Principles and Practice of Teacher Education, Rajat Publications, New Delhi.
17. Singh, L.C. and Sharma P.C.(1997). Teacher Education and the teacher, Vikas Publishing house, New Delhi.
18. Sahoo, P.K. et al (eds), Professionalism in Teacher Education, concept Publication, New Delhi.
19. Srivastava, R.O. and Bose, K. Theory and Practice of Teacher Education in India, Chug Publication, Allahabad.
20. Sharma, M.L.(2001). Educating the Educator, The Indian Publication, Ambala.
21. Web Sites of NCERT, NCTE, NUEPA, NAAC, SCERT, DIET.

Paper- 4: Education as a Field of Study

Course Objectives:

1. To understand the nature of education as a discipline/an area of study.
2. To examine issues related to education as interdisciplinary knowledge.
3. To examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
4. To examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators.
5. To reflect on the multiple contexts in which the school and teacher education institutions are working.
6. To develop analytical and critical understanding about the contemporary concerns of education policy and practice in the field of education
7. To discuss the emerging dimensions of school and teacher education.

Course content:

Unit I – Theoretical Perspectives of Education as a Discipline

- Critical analysis of education as discipline/area of study.
- Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as, schooling, curriculum, syllabus, text books, assessment, teaching-learning process etc. and their linkage to pedagogy and practices.
- School education: contemporary challenges
- Procedure of linking :
 - Content knowledge with pedagogy knowledge
 - School knowledge with life outside the school
 - School knowledge with community knowledge
 - Experiential knowledge with empirical knowledge
 - Knowledge on action and reflection on outcome of action
 - Theoretical knowledge and contextual knowledge.

- Universal knowledge and contextual knowledge.
- Need for developing a vision of school education and teacher education:
 - Emerging dimensions of school education and teacher education

Unit II – Education as Interdisciplinary Knowledge

- Interdisciplinary nature of education; relationships with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc. connecting knowledge across disciplinary boundaries to provide a broad framework for insightful construction of knowledge.
- Contribution of science and technology to education and challenges ahead.
- Dynamic relationship of education with the political process.
- Issues related to planning, management and monitoring of school and teacher education

Unit III – Institutional System and Structure of Education

- Structure & System of education in India from primary 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.
- Social Justice, Inclusion, Gender Discrimination, Mental & Physical well- being,
 - Peace and Human Values.

Unit IV – Analysis of Policies of Education in India: Overview and Critique

- **Policies on Education:** National Education commission:1964-66, National Policy of Education (NPE): 1986, Ram Murthi Committee: 1992, National Curriculum Framework (NCF): 2009,

SSA & RTE act: Introduction, constitutional provisions, chapters and salient features, impact on Indian Education.

- **Policies on Girls and Women’s Education:** National policy for empowerment for women (NPEW) 2001, National Plan of Action for children 2005 (ICDS), National Programme for Education of Girls, 2010 (SSA, RUSA)
- **Policies on Inclusive Education :** Integrated Education for the Disabled Children (IEDC), Inclusive Education in SSA and RUSA, Child with special Needs Challenges (CWSN)

Assignment/Practicum:

Group A (Any One of the following)-

- (A) Compile articles from newspapers, magazines, or internet on educational issues. Prepare a report with suggestion for solutions.
- (B) Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc. and presentation in a seminar followed by discussion.

AND

Group B (Any One of the following) -

- (A) Prepare a paper on comparative study of National curriculum of any two countries at any level.
- (B) Study any one policy with special reference to curriculum and prepare a report- 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).

Suggested Readings:

1. Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.
2. Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
3. Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
4. Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
5. Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
6. NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
7. NCERT (2005). *National curriculum framework*, New Delhi.
8. MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
9. MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.
10. Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Allied Publications, Bombay.
11. Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.
12. Bruner, J. S. (2006). *In Search of Pedagogy*. Vol. I and II (The Selected Work) Routledge, London.
13. Bruner, J. S. (1960/1977). *The Process of Education*. Cambridge, M. A. : Harward University Press.
14. Edgerton, Susan Huddleston (1997). *Translating the Curriculum: Multiculturalism into the Cultural Studies*. Routledge.
15. Etta, R. Hollins (1996). *Transforming Curriculum for a Culturally Diverse Society*. Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.
16. MHRD, GOI, National Policy on Education.
17. NCERT (2009). National Curriculum Framework.
18. Noddings, Nel (2007). *Critical Lessons: What Our Schools Should Teach*. Cambridge University Press.

M.Ed.

Second Semester

Paper- 5: Sociological Base of Education

Course Objectives:

1. To acquaint students with sociological perspectives and concepts that deal with key aspects of social reality relevant to the study of education.
2. To enable students to understand how the 'Education' is embedded in social structure and culture.
3. To enable students to understand education as a social institution and its complex linkages with other major social institutions.
4. To enable students to understand educational problems and issues related to educationally excluded/disadvantaged groups.
5. To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues.
6. To enable students to understand the concept, need, significance and inculcating devices of value.

Course content:

Unit: I

- Origin and development of sociology of education.
- Nature, scope and need of sociology of education.
- Methods of study in sociology of education.

Unit: II

- Concept and elements of social system, Education as a social sub-system.
- Culture: meaning and nature of culture, characteristic of Indian culture.
- Role of education in the process of assimilation of Indian tradition and development of new cultural pattern.

- Value: nature, need and significance: inculcating devices in present perspective.

Unit: III

- Social control: Nature, agencies and role of education in social control
- Social change: concept, form, resisting and promoting factors of social change.
- Modernization: concept and factors promoting modernization in present Indian set-up.

Unit: IV

- Social stratification, social equity and equalization of educational opportunities.
- Equity vs equality in education; inequality in Indian social system with special reference to scheduled cast, scheduled tribe, women and disable.
- Urbanisation and social mobility.

Assignment/Practicum:

- (A) Conduct and prepare a report on educational awareness programme in a village.
- (B) Prepare a report on constitutional provisions for education.
- (C) Prepare a report on modernization of villagers/towns.
- (D) Organise a programme showing cultural diversity of Indian society.

Suggested Readings:

1. Aikara, J., Sociology of Educaiton, New Delhi:Indian Council of social science research.
2. Agarwal, J.C., New Delhi:Vikas Publishing House Pvt. Ltd.,
3. Brown, F.J., Educational Sociology, New York: Prentice Hall Inc.

4. Chaube, S.P and Chaube, A., Philosophical and sociological foundation of education, Agra: Vinod Pustak Mandir.
5. Clarke, F., Education and Social Change, London:Sheldon Press.
6. Cummings, K. William, The Revival of value education in Asia and West, New York: Pregamon Press Inc.
7. Doshi, S.L. aur Jain, P.C., Pramuh Samaj Sastriya Vicharak, Jaipur:Rawat Publication.
8. Gore, M.S., Indian Education:Structure and Process, Jaipur: Rawat Publication.
9. Kumar, K., Social character of Learning, New Delhi: SAGE.
10. Kumar, K., Shaikshik Gyan avam varchasva, New Delhi, Grantha Shilpi.
11. Mathur, S.S. Shiksha ke darshnik tatha Samajshastriya Adhar, Agra: Vinod Pustak Mandir.
12. Ottaway, A.K.C., Education and Society (An introduction of sociology of education) London: Routledge & Kegan paul.
13. Chaube, S.P., Shiksha ke samajshastriya Adhar, Agra: Vinod Pustak Mandir.
14. Pandey, R.S., Shiksha Ki Darshnik Avam Samajshastriya Pristhbhumi, Agra: Vinod Pustak Mandir.
15. Ruhela, S.P., Shiksha ka Samajshastra, Uttar Pradesh Hindi Grantha Akademy.
16. Ruhela, S.P., Shiksha ke darshnik tatha samaj sastriya adhar, Agra:Agarwal Publication.
17. Saxena, N.R. S., Shiksha ke darshnik avam samajshastriya sidhanth, Merrut:R.Lal Book Depot.
18. Saxena, N.R.S. Philosophical and sociological Principles of education, Meerut:Surya Publication.
19. Sharma,, K.Y., Sociological Philosophy of Education, New Delhi:Kanishka publication & Distributors.
20. Sadgopal, A. Shiksha mai badlav ka sawal, New Delhi:Granth Shilpi.
21. Singh, M.K., Shiksha aur Bhartiya Samaj, Meerut: Loyal Book Depot.
22. Shukla, S. C. aur Kumar, K., (ed) Shiksha ka samajshastra, New Delhi: Granth Shilpi.

Paper- 6: Psychological Base of Education – II

Objectives:

To enable the students:

1. To understand the Changing Concept of Intelligence and its application.
2. To develop the understanding of the theories of Personality and its measurement
3. To facilitate in the development of learner's Personality
4. To develop the understanding of adjustment process and use of various mechanisms for adjustment
5. To ensure good mental health of students and themselves as a teacher
6. To develop an understanding of classroom as social group and Group processes.

Course Content:

Unit – 1: Intelligence and Creativity

- Concept of intelligence, Nature Vs Nurture Controversy
- Evolution of concept of Intelligence (from unitary to multiple intelligence)
- Theories of intelligence by Gardner and Sternberg
- Developing Emotional and Spiritual Intelligence
- Intelligence Testing – Verbal, Non-Verbal, Paper Pencil-Performance, Individual and Group
- Creativity – nature, process ,identification, fostering and guiding creative children

Unit – 2: Personality

- Concept , development and determinants of personality
- Theories of personality
 - Trait Approach (Allport, Cattell)
 - Type Approach
 - Psychoanalytic Approach (Freud & Erickson)
 - Humanistic Approach (Carl Rogers)
 - Indian concept of personality development
- Assessment of Personality

- Personality inventories- rating scales
- Projective techniques: Rorschach , TAT

Unit – 3: Psychology of Adjustment and Mental Health

- Concept of adjustment, School Adjustment, Factors affecting Adjustment
- Mechanism of Adjustment - Defense Mechanisms, Conflicts and their management
- Mental Health & Hygiene, Characteristics of Integrated personality and mentally healthy individual, Factors influencing mental health in schools, Principles of Mental Hygiene - Preventive, preservative and Curative measures

Unit – 4: Psychology of the Class as Social Group

- Group Dynamics- concept, Structure and Characteristics of Classroom as a Group, Socio-emotional Climate of the classroom
- Dynamics of classroom groups and its impact upon learning, Interpersonal Relations, Sociometric grouping
- Effective classroom groups, Group moral, Leadership dynamics, Teacher as leader of group and facilitator of learning

Assignment/Practicum:

Keeping in view the given knowledge in subject, useful and appropriate assignment/practicum will be allotted to students with a view to examine the abstract and concrete depth.

Suggested Readings:

1. Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
2. Bigge, M., L. & Hunt, M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
3. Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper &Row.
4. Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
5. Damon, W. (1983): Social and Personality Development Infancy through Adolescence. New York: Norton.

6. Dash. M. (1994): Educational Psychology. New Delhi: Deep& Deep Publications.
7. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
8. Engler, B. (1991): Personality Theories: An Introduction (3rd Ed.). Boston: Houghton Mifflin Company.
9. Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
10. Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
11. Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
12. Hall, C. S. & Lindzey, G. (1970). Theories of personality (2nd edition). New York: John Wiley & Sons, Inc.
13. Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
14. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
15. Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
16. Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
17. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
18. Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall
19. Rani, A. (2011): Psychology of Learning Behavior. New Delhi, Centrum Press.
20. Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
21. Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
22. Wang. M.C. & Walberg, H.J. (eds) (1985): Adapting instruction to Individual Differences. Berkeley, CA: McCutchan Publishing Corporation.
23. Woolfolk, A. E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.
24. Zohar, D. & Marshal, I. (2001): Spiritual Intelligence: The ultimate intelligence, New York: Bloomsbury Publishing.

Paper- 7: Research Methods and Statistics - I

Objectives:

1. To familiarize students with the nature of research in general and educational research in particular
2. To enable students to design and conduct a scientific enquiry
3. To familiarize students with the procedural aspects of different types of educational research

Course content:

Unit I: Educational Research: Conceptual Framework

- Concept of Research and its Purpose. Methods of acquiring knowledge, scientific inquiry and theory development.
- Educational Research: Meaning, Nature, Need and Scope.
- Basic Tenets of Qualitative and Quantitative Research.
- Types of Research: Basic or Fundamental, Applied and Action Research.
- Identification and Definition of Research Problem; Delineating and Operationalizing Variables.
- Hypotheses: Types of hypotheses and their testing.

Unit II: Procedural Aspects of Research

- Review of Related Literature and its Referencing.
- Identification of Population and Selection of Sample. Sampling Techniques. Sampling Errors and Avoidance of Sampling Bias.
- Major Approaches to Research and Selection of Research Design: Historical, descriptive, field study, experimental, quasi-experimental and ex-post facto research.

Unit III: Collection of Data

- Concept of Primary and Secondary Data. Limitations of Secondary Data.
- Collection of Primary Data: techniques of data collection.

- Concept and Types of Research tools and their uses: Observation, Questionnaires, Interview schedules, Tests, Rating Scales, Check-lists, and Inventories.
- Characteristics of a Good Research Tool. Reliability and Validity of Research Tools.

Unit IV: Introduction to Educational Statistics

- Measurement, Organization and Representation of Data: Scales of Measurement, Frequency Distribution and Graphical Representation.
- Measures of Central Tendency
- Measures of Variability
- Correlation: Concept, Types and Calculation of Coefficient of Correlation –Rank-difference, Product-moment, Partial, Multiple, Biserial, Point-Biserial, Tetrachoric and Phi-Coefficient.

Assignment/Practicum:

- (A) Review of Five research studies with referencing in APA style.
- (B) Graphical presentation of data with the help of MS-Excel

Suggested Readings:

1. Agarwal, Y.P., Statistical methods: Concepts, application and computation. Sterling Publishers: New Delhi.
2. Best, J.W. and Kahn, J.V. , Research in Education. PHI: New Delhi.
3. Creswell, J.W., Research design: Qualitative, quantitative and mixed method approaches. Sage: Los Angeles.
4. Edwards, A.L., Statistics in education. Holt, Rinehart & Winston: New Delhi.
5. Good, C.V., Essentials of educational research: Methodology and design. Appleton- century crafts: New York.
6. Guilford, J.P., Psychometric methods. McGraw Hill: New York.
7. Guilford, J.P. and Fruchter, B. Fundamental statistics in psychology and education. McGraw Hill. New York.
8. Johnson, B. and Christensen, L., Educational research: Quantative, qualitative and mixed approaches. Sage: Los Angeles.
9. Koul L., Methodology of educational research. Vikas Publishing House: New Delhi.

10. Kerlinger, F. N., Foundations of behavioural research. Surjeet Publications. New Delhi.
11. Kapil. H. K., Anusandhan Vidhiyan. Har Prasad Bhargava: Agra.
12. Popham, W.J. and Sirotnik, K.A., Educational Statistics: Use and interpretation. Harper and Row: New York.
13. Sharma, R.A., Anusandhan Vidhiyan. Surya Publication. Meerut.

Paper-8: Teacher Education: Perspectives, Researches and Issues

Objectives:

On completion course, the students will able to:

1. Gain insight and reflect on development of teacher education in India
2. Be acquainted with the content, and organization of pre-service teacher education Curriculum , infrastructure and resources needed, and the issues and problems related to teacher preparation
3. 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
4. Involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organizational culture.
5. Develop competence in organization and evaluation of various components of a pre-service and in-service teacher education programmes
6. Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
7. Understand and appreciate the research perspective on various practices in teacher education.
8. Develop professional attitudes, values and interests needed to function as a teacher educator

Course content:

Unit I: Perspectives and Policy on Teacher Education

- Teacher education in India: historical perspective
- Teacher Development: Concept, Factors influencing teacher development – personal, contextual.
- Professionalism in teacher education
- National and state policies on teacher education – a review
- Different organizations and agencies involved in teacher education – their roles and Functions (NCTE, NCERT, NUEPA, NAAC, SCERT, DIET)
- Preparation of teachers for art, craft, music, physical education, vocational education and special education – need, existing programmes and practices
- In-service teacher education under DPEP, SSA and RMSA

Unit II: Structure and Management of Teacher Education

- Structure of teacher education system in India – its merits and limitations
- Universalisation of Secondary Education and its implications for teacher education at the secondary level
- Preparing teachers for different contexts of school education – structural and Substantive arrangements in teacher education programmes
- NCTE norms and standard for teacher education programme at primary level, secondary level and degree level
- Factors influencing the quality of pre and in-service education of secondary school teachers, vertical mobility of school teacher

Unit III: Research in Teacher Education

- Recent trends of research in teacher education : review of a few research studies in teacher education with reference design, findings and policy implications
- Paradigms for research on teaching: Gage, Doyle and Schulman.

- 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

Unit IV: Problems and Issues in Teacher Education

- Problems in planning ,implementation and evaluation of pre service and in service teacher education programme
- Integrating of information and communication technology in teacher education
- Challenges in professional development of teachers : relevance to school education, assurance of quality of teacher education programmes,
- Single subject versus multiple subject teachers : implications for subject combinations in initial teacher preparation
- Issues related to enhancing teacher competence, commitment and teacher performance
- Preparing teachers of special field: vocational education, special education Networking of teacher education: teacher education institutions, universities, government agencies, regulatory bodies and community for preparing teachers at various level of schooling

Assignment/Practicum:

- (A) Study of the annual reports of any one SCERT/NCERT/NUEPA/ DIET to identify the programmes for professional development of teacher educators.
- (B) Select any one current practice in teacher education and trace the background of its formulation as a policy.
- (C) A review of researches in any one area of research in teacher education and write the policy implications
- (D) Preparing a report on NCTE norms and standard for teacher education programme at different levels of schooling

Suggested Readings:

1. Anderson, L.W (1995). International Encyclopedia of teaching and teacher (second Edition) Elsevier science Ltd. Oxford.
2. Arora G.L.(2002).Teachers and their Teaching:Need for new prospective, Ravi Book New Delhi.
3. Biddle B.J. and Ellene W.J.(ed.) Comtemporary Research on teacher effectiveness, Renehart & Wilson, New York.
4. Dash, B.N.(2003). Teacherand Education in emerging Indian society, New Kamal Prakashan, New Delhi.
5. Flanders, N.A, Analyzing Teachers Behaviour Weseley Publishing Co. Inc.
6. Holland F.H., Teaching the teachers:Trends in teacher Education, George Allen and Unwin Ltd., London.
7. Joyce AND Bruce et al. (2014) (Models of teaching (9th edition), Pearson.
8. Mcclelland V.A. and Verma V.P. (1989). Advances in Teacher Education, Routledge, London.
9. NCERT, New Delhi (2006) 6th survey of research in education.
10. NCTE (2009) Curriculum Framework of Teacher Education NCTE, New Delhi.
11. NCTE (2014) Curriculum Frame Work two year, NCTE, New Delhi.
12. NCTE (2014) Norms and guidelines of Teachers Education Programmes, New Delhi.
13. Nizam, Elahi(1998): Teacher Education in India APH, New Delhi.
14. Mehta, C.S. and Joshi D.C., Principles and problems of teacher education, Rajasthan Hindi Granth Academy, Jaipur.
15. Panda, B.N. and Tewari, A.D.(1997). Teacher education APH, New Delhi.
16. Reddy, R.S., Principles and Practice of Teacher Education, Rajat Publications, New Delhi.
17. Singh, L.C. and Sharma P.C.(1997). Teacher Education and the teacher, Vikas Publishing house, New Delhi.
18. Shukla, R.S. Emerging Trends in Teacher Education, Cheef Publications, Allahabad.
19. Sahoo, P.K. et al (eds), Professionalism in Teacher Education, concept Publication, New Delhi.
20. Srivastava , R.O. and Bose, K. Theory and Practise of Teacher Education in India, Chug Publication, Allahabad.
21. Sharma, M.L.(2001). Educating the Educator, The Indian Publication, Ambala.

Department of B.Ed./M.Ed. (A Glimpse of Syllabus)

M. Ed. Second year (M.M. 1000)

Third Semester (M.M.: 450)

Part A. Theory Papers

Paper-9 History, Economic and Political Perspective in Education

Paper-10 Research Methods and Statistics-II

Paper-11 Curriculum Studies

Part B. Internship/Field Work/C.C.A. etc.

(i) Internship/Field Work in Secondary Education Institution

(ii) Dissertation (Upto Chapter III)

(iii) Continuous Comprehensive Evaluation

Fourth Semester (M.M.: 550)

Part A. Theory Papers

Paper-12 Perspectives in Secondary Education

Paper-13 Curriculum, Pedagogy and Evaluation in Secondary Education

Paper-14 Any Two of the following

& 15

(a) Measurement and Evaluation

(b) Educational Technology and ICT

(c) Guidance and Counselling

(d) Inclusive Education

(e) Comparative Education

(f) Vocational Education

(g) Computer Applications in Education

Part B. Field Work/Activity/C.C.A. Based

(i) Dissertation

(ii) Continuous Comprehensive Evaluation

M.Ed.
Third Semester

**Paper- 9: History, Economic and Political
Perspectives in Education**

Objectives:

The students will be able to –

1. Understand historical evolution of education system in India.
2. Understand policy perspectives on education.
3. Develop democratic attitudes towards education.
4. Understand educational systems in relation to political systems.
5. Conceptualize key-issues regarding quality education for all in Indian perspective.
6. Understand constitutional provisions and obligations related to education.
7. Comprehend economics of education.
8. Develop positive attitudes towards girls' education.
9. Understand role of government and private sector in educational advancement of the country.
10. Understand global considerations and efforts for education.

Course Contents:

Unit 1: Historical Perspective

Brief overview of education in ancient, medieval, pre-independence and post-independence period; Education Commission 1964-66, Planning Commission, NPE, 1986-objectives and main recommendations; RTE, 2009; Education as a development indicator and enhancer of development indicators; A review of the recent initiatives for educational development in India.

Unit II: Political Perspective

Educational provision in Indian constitution; Education and human rights; Child rights; Rights and duties; Role of State in education under *panchayati raj*, state government and central

government; Dynamic relationship of education with the political process; Education under different political systems.

Unit III: Economic Perspective

Education and Human Development Index; Position of India in Human Development Index (with focus on gender); Status of girls'/women in Indian society; Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages; Education of other disadvantaged groups; Human capital theory; Rate of return on education; Technological change and supply of education; Education and employment; Education as an investment; Privatization, private initiative, and liberalization in education.

Unit IV: Global Perspective

Role of international bodies in educational development (UNDP, WHO, UNICEF, UNESCO, World Bank, COL) with reference to India; Millennium Developmental Goals; Role of education in ensuring sustainable development(SD); Contribution of science and technology to education and challenges ahead.

Practicum/Assignment:

- (A) A future educational plan for a global organization.
- (B) Critical evaluation of *Sarva Siksha Abhiyan*.
- (C) Describing the problems and suggesting plausible solutions in and about one of the following- Poverty, unemployment, girls' education, political instability, reservation policy, education of disadvantaged.
- (D) A critical evaluation of one of the ancient, medieval, British and present Indian system of education.
- (E) A critical evaluation of privatization of education.

Suggested Readings:

1. Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
2. Griffiths, V. L. (1963). *Educational Planning*. London, O. U. P.

3. Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and Prospect. *Journal of Educational Planning and Administration*.VII (2).April.
4. Chau, Ta-Ngoc (2003): *Demographic Aspects of Educational Planning*. Paris: International Institute for Educational Planning.
5. Hallack, J. (1977): *Planning the Location of schools: An Instrument of Educational Policy*. Paris: International Institute for Educational Planning.
6. Hough J R. (1990): *Education, Policy-An International Survey*. Croom Helm, London.
7. Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational*. Tecomic.
8. Institute for Health Sector Development (2005): Sector-wide Approach in Education.*Comparative Education*, 31(1).
9. Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance*.Routledge.
10. Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998):*Rethinking Decentralization in Developing Countries*. Washington, D.C. World Bank.
11. Nanjundappa, D.M. (1995): Concept, Approaches and Techniques of Decentralized Planning in *Readings in Decentralized Planning*. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
12. Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-32.
13. Scheerens, Jaap (2000): *Improving School Effectiveness*. Paris: International Institute for Educational Planning.
14. Tilak, J.B.G. (1988). Cost of Education in India. *International Journal of Educational Development*
15. Tilak, J.B.G. (1992). *Educational Planning at Grassroots*.Ashish Publications. New Delhi.
16. UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines*. Montreal: Canada.
17. NCTE(2009) *National Curriculum Framework for Teacher Education*, New Delhi.
18. NCERT (2005).*National curriculum framework*, New Delhi.
19. MHRD, Gov. of India (1992), *National policy on education (revised)* New Delhi.
20. MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.

Paper- 10: Research Methods and Statistics – II

Objectives:

1. To familiarize students with different types of qualitative and quantitative researches
2. To enable students to design and conduct a qualitative research
3. To train students to analyze quantitative and qualitative data, and draw valid conclusions
4. To imbibe in students the abilities to write research report.

Course Contents:

Unit I: Paradigms of Research and Report Writing

- Positivist and non-positivist paradigms and their implications in educational research
- Qualitative and Quantitative Research: Meaning, Purpose and Characteristics
- Ethics in Educational Research: Pertaining to researcher, scientific community, sponsors, and society
- Preparation of Research Report, Criteria for evaluation of research report

Unit II: Qualitative Research Designs

- Phenomenology: Concept, Types, Data Collection and Analysis
- Ethnomethodology: Concept, Types, Data Collection and Analysis
- Grounded Theory: Concept, Data Collection and Analysis
- Naturalistic Enquiry: Concept, Data Collection and Analysis
- Case Study: Concept, Types, Data Collection and Research

Unit III: Statistical Applications in Data Analysis

- Characteristics and Applications of Normal Probability Curve.
- Parametric and Non-parametric Tests.
- Concepts of Parameter & Statistics, Level of Significance, Types of errors.
- Hypothesis Testing: Comparison of Means using *t*-test and *F*-test (One way ANOVA), One-tailed and two-tailed tests

Unit IV: Analysis of Qualitative and Quantitative Data

- Non-parametric test (Chi-square test, Sign Test, Median Test and Mann-Whitney U Test)
- Qualitative Analysis: Meaning, Segmenting, Coding, Developing Category System, Creating Hierarchical Category Systems, Identifying Relationships among Categories, Drawing Diagrams, Collaborating and Validating Results.

Practicum/Assignment:

- (A) Statistical Analysis (Calculation of Mean, SD, Correlation and t -test) with the help of MS Excel
- (B) Preparation of a research article.

Suggested Readings:

1. Agarwal, Y.P., Statistical methods: Concepts, application and computation. Sterling Publishers: New Delhi.
2. Best, J.W. and Kahn, J.V. , Research in Education. PHI: New Delhi.
3. Creswell, J.W., Research design: Qualitative, quantitative and mixed method approaches. Sage: Los Angeles.
4. Edwards, A.L., Statistics in education. Holt, Rinehart & Winston: New Delhi.
5. Good, C.V., Essentials of educational research: Methodology and design. Appleton- century crafts: New York.
6. Guilford, J.P., Psychometric methods. McGraw Hill: New York.
7. Guilford, J.P. and Fruchter, B. Fundamental statistics in psychology and education. McGraw Hill. New York.
8. Johnson, B. and Christensen, L., Educational research: Quantative, qualitative and mixed approaches. Sage: Los Angeles.
9. Koul L., Methodology of educational research. Vikas Publishing House: New Delhi.
10. Kerlinger, F. N., Foundations of behavioural research. Surjeet Publications. New Delhi.
11. Kapil. H. K., Anusandhan Vidhiyan. Har Prasad Bhargava: Agra.
12. Popham, W.J. and Sirotnik, K.A., Educational Statistics: Use and interpretation. Harper and Row: New York.
13. Sharma, R.A., Anusandhan Vidhiyan. Surya Publication. Meerut.

Paper- 11: Curriculum Studies

Objectives:

On completion of this course students will be able to:

1. Define curriculum
2. Identify the components of curriculum
3. Understand the type of curriculum
4. Understand the concept and principles of curriculum development
5. Discuss foundations of curriculum development
6. Describe models of curriculum development
7. Define curriculum evaluation
8. Explain criteria of evaluation of competency based vocational curriculum
9. Identify approaches of curriculum evaluation
10. Analyse curriculum frameworks.
11. Understand the research areas in curriculum studies.

Course Contents:

Unit- I: Meaning, Concept and Components of Curriculum

- Meaning and changing conception of curriculum, syllabus and curriculum.
- Components of curriculum: Objectives, contents, transaction mode and evaluation.
- Recommendation of commissions and committees on curriculum.
- Types of curriculum: Subject centred, learner centred, competency centred, Activity centred, objective centred core and integrated curriculum.

Unit –II: Curriculum Development

- Concept and Principles of curriculum development
- Foundations of curriculum Development: Philosophical foundation, Psychological foundation, Sociological foundation.
- Models of curriculum development: The Tylor model, Hilda Taba Model, Futuristic Model, Vocational/Training Model

Unit- III: Curriculum Evaluation

- Meaning and purpose of curriculum evaluation
- Approaches to curriculum Evaluation: Scientific & Humanistic approach of evaluation, formative evaluation and summative evaluation.
- Criteria for evaluation of a programme and competency based vocational curriculum, Criteria for evaluation of curriculum materials.

Unit – IV: Curriculum Frameworks and Research in Curriculum Studies

- Analysis of National Curriculum Frame Work for teacher education 2009 and 2014.
- National curriculum framework for school education 2005.
- Priority areas of research in curriculum, Research studies in curriculum in India and abroad.

Practicum/Assignment:

- (A) Prepare a report on recommendations on curriculum after reading of documents.
- (B) Analysis of models of curriculum development
- (C) Evolving criteria for evaluation of curriculum material and evaluate curriculum material
- (D) Identify criteria for evaluation of a programme/curriculum and based on the criteria evaluate any programme/ curriculum.
- (E) Prepare a report on analysis of National Curriculum framework of 2009 & 2014 developed by NCTE after reading of original document.
- (F) Critically comment on NCFSE 2005 NCERT.
- (G) Collection of Review of related studies according to priority areas of research in curriculum and analyse it.

Suggested Readings:

1. Arora, G.L. (1984). Reflections on curriculum. NCERT
2. Wiles, J.W. & Josph Bondi (2006) Curriculum development: A guide to practice, Pearson Publication.
3. Aggarwal, Deepak (2007). Curriculum Development: Concept Method.

4. Reddy, B. (2007), Principles of curriculum Planning and development.
5. NCERT, (1984). Curriculum and Evaluation, NCERT, New Delhi.
6. NCERT (2006). Systemic reforms for curriculum change, NCERT. New Delhi.
7. Balsara, M. (1999). Principles of curriculum Renewal, New Delhi, Kanishka Publishers.
8. Biswas, N.B. Curriculum studies: A Model for SAARC countries.
9. NCERT (2000) National curriculum frame work for school education, NCERT, New Delhi.
10. NCERT(2005). National curriculum framework-2005. NCERT, New Delhi.
11. Srivastava, D.S. and Sarita Kumari (2005) Curriculum and instruction, Isha Books-D-B, Prithviraj Road, Adarsh Nagar, Delhi.
12. Whecker, D.K. (1967) Curriculum Process.
13. NCTE (2009) National Curriculum Framework for Teacher Education NCTE, New Delhi.
14. MHRD., Govt. of India (1992) National Policy on Education (Revised) New Delhi.
15. MHRD (1992) Programme of action, Govt. of India. New Delhi.
16. Aggarwal, J.C. and Gupta, S.(2005), Curriculum Development, Shipra Publishers, New Delhi.
17. Chandra, A. (1977). Curriculum Development and evaluation in education, Sterling Publishers.
18. Nigam, B.K. and Khan, I.M. (1993). Evaluation and Research in curriculum construction, New Delhi. Kanishka Publishers,
19. Sharma, R. (2002) Mosern Medern of curriculum organization. Jaipur Book Enclave.
20. Srivastava, H.S. (2006). Curriculum and methods of teaching. New Delhi: Shipra Publishers.
21. B.D. Bhatt. Curriculum Reform. Kanishka Publishers, New Delhi.
22. C. Facnce, Nelson, L.Bossing, Developing the core curriculum ¾, Prentice Hall of India , New Delhi.
23. NCTE (2014) Curriculum Frame Work: Two year B.Ed. Programme, NCTE. New Delhi.
24. Srivastava, N. (1998). Competency Based Vocational Curriculum: Creche and Preschool Management. Bhopal: PSSCIVE (NCERT).

M.Ed.

Fourth Semester

Paper - 12: Perspectives in Secondary Education

Course Objectives:

1. To acquaint the students with perspectives of secondary and higher secondary education.
2. To enable the students to understand the different policies and programmes of secondary and higher secondary education
3. To enable the students to understand the problem and challenges about secondary and higher secondary education
4. To enable the students to know the different initiatives taken by government.

Course Contents:

Unit- I Introduction and Background of Secondary Education

- Concept, Meaning, Objectives, Need and Significance.
- Historical background of Secondary education in India- Ancient, Medieval and Modern period.
- Comparative Status of Secondary Education in India, USA and Japan.

Unit - II Policies and Programme related to Secondary Education.

- Agencies and Policy Making- MHRD, NCERT and SCERT.
- Policies and Scheme related to Secondary Education(1986) and POA (1992), National Curriculum Frame work (2005), National Scheme of Incentives to girls for Secondary Education(2008) Centrally Sponsored Scheme of VSHSE (2011-12)
- Programmes related to Secondary Education- Rashtriya Madhyamik Shiksha Abhiyan (RAMSA), Vocational Education Programme and Vocational Education in Five Year Plan

Unit III- Problems and Challenges of Secondary Education

- Problem and Challenges related to universalization of Secondary Education.
- Problems and Challenges in relation to enrollment, dropout, achievement, education for girl, vocationalization and interventions to solve the problems education.

Unit IV- Programme Initiatives

- Common School System, Neighbourhood School, Multipurpose Schools, Ashram Schools, Vocational Schools, it is, Kasturba Vidyalaya, Navodaya Schools, National Skill Development Mission, National Council for Vocational Education, Apprenticeship Training Programme

Practicum/Assignment:

The students may undertake any one of the following activities:

- (A) Critical analysis of status of secondary education of state
- (B) Critical study of Five Year Plans
- (C) Case study of any secondary school
- (D) Critical appraisal of one of the selected programme run by central and state government
- (E) Write Journal Article on different issue of secondary Education

Suggested Readings:

1. Agarwal .J.C(2007), History of Modern Indian Education, 6th Edition, Vikas Publishing House Pvt Ltd, New Delhi
2. Agarwal, J.C (2007), Development of Education System in India, Shipra Publications, Delhi
3. Altekhar-Education in Ancient India, Varanasi , Varanasi Book shop.
4. Amala,P.A, Anupama,P and Rao, D.bb;(2004), History of Education, Discovery Publishing House, New Delhi.
5. Bakshi, S.R. Mahajan Lipi- Education in Ancient India New Delhi: Deep & Deep Publications Pvt. Ltd., Delhi.
6. Biswal ,(2011) Secondary Education in India;

7. Brubacher-History and the problems of Education.
8. Chakraborty, Mohit-Modern Issues in Education.
9. Chaube, S.P. & Chaube, Akhilesh: Education in Ancient and Medieval India,
10. Chauhan, C.P.S, Modern indian Education, Policies, Progress and Problems, Kanishka Publishers, Distributors, New Delhi.
11. Devi, S (2005), A History of Modern Education, Omsons publications, New Delhi
12. EBY, Frederick : The Development of Modern Education N.J.Prentice Hall
13. Government of India (1953), Report of the Secondary Education Commission, 1952-53. Ministry of Education, available at <http://www.education.nic.in/cd50years/g/12/28/12281401.htm>
14. Govt. of India - (1986/1992) National Policy of Education, 1992
15. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
16. Govt. of India, MHRD (2005). Universalisation of Secondary Education : Report of the CABE Committee, New Delhi
17. Gupta, R.P. & Hussain, Anzar-Issues in Indian Education, New Delhi: Radha INC Engle eliffs.
18. Kohli, V.K. Indian Education and its Problems, Vivek publishers
19. MHRD, (1992), Programme of action. Govt. of India, New Delhi.
20. MHRD, Gov. of India (1992), National policy on education (revised) New Delhi.
21. Modification and the POA, MHRD, Dept. of Education Govt. of India (1953)
22. Mukherjee, S.N.-Education in India, Today and Tomorrow.
23. NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi. NCERT (2005). National curriculum framework, New Delhi.
24. Rao, D. Bhasker-National Policy on Education. Discovery Publication, New Delhi

Paper - 13: Curriculum, Pedagogy and Evaluation in Secondary Education

Course Contents:

UNIT-I Curriculum Objectives, Problems and Issues

- Curriculum objectives, Features and Function for Class VI – VIII and class IX-X in State Board, ICSE and CBSE Board.
- Assessment Paradigms (Assessment of learning; Assessment for learning; Assessment as learning; Assessment in learning)
- Problem and Issues related to Curriculum of Language Education, Science Education, Social Science Education

UNIT-II Vocationalisation of Secondary Education

- Vocationalisation and Secondary Education Curriculum- Craft - centered Education, Work Experience and SUPW.
- Report on :
 - Secondary Education Commission (1952-54) on Curriculum Framework
 - Ishwarbhai J Patel Committee Report on Vocationalisation of Secondary Education
 - M. Adisheshiah Committee report on +2 level Curriculum on Vocational Education
- Problem and Issues concerning implementation of Vocationalisation of Secondary Education and Teacher Preparation.

UNIT-III Curriculum Transaction:

- Main features of Curriculum at secondary Level
- Curriculum Transaction Practices in Secondary Education
- Methods and techniques of teaching at secondary stage-Self study, Class room activities, Laboratory Practices in different subjects, Resource centre based activities, Play way activities, field based studies and Community development programmes.

UNIT-IV Assessment and Evaluation:

- Assessment and Evaluation in Secondary Education- Need, Importance and Practices
- Recommendations and Reports by Committees on Assessment and Evaluation
- Assessment and evaluation of different board examination systems – A Comparison
- Tools and techniques of Assessment and Evaluation: Grading system, Psychometric testing, Scholastic (Formative and Summative) and Co Scholastic Assessment (Life Skills; Work Education; Visual and Performing Arts; Attitude and Values), Various Formats of assessment in different State Boards
- New Trends of assessment and evaluation in Secondary Education.

Practicum/Assignment:

- (A) Analyzing the Curriculum of any one teaching subject of Secondary Education.
- (B) Survey study of School Children by using any assessment tool.
- (C) Compare and analyze Assessment and Evaluation Practices of any Secondary education Boards

Suggested Readings:

1. Ncert, New Delhi (2005)-National Curriculum Framework-2005
2. Ncert, New Delhi- Curriculum and Evaluation
3. Taba, Hilda (1965) - Curriculum Development –Theory and Practices, New York: Harcourt Brace and World Inc.
4. Walberg Herbert Jan G.D. (eds)-The international Encyclopedia of Educational Evaluation, Oxford : Pergman Press.
5. Rajput, J.S. (2002) - Dimension of Curriculum Change, New Delhi: Ncert.
6. Hass, G. and Parkey, F.W. (1993) - Curriculum Planning: A New Approach, 6th Edition, and United States of America.
7. Saylor, G.J. and Alexander, W.M. (1974) - Planning Curriculum for Scholar, New York: Holt, Rinehart and Winston Press.

8. Secondary Commission(1952-54)- Report of Kothari Commission,New Delhi
9. Kabir, Hunayun-Education in New India, garage Allen & Union Ltd. Ruskin House Museum Street London.
10. Mukherjee, Kartick-Under development Educational Policy & Planning, Asia Publishing Hour.
11. Munroe, Paul-Encyclopedia of History of Education. (New updated Edition Vol. I, II, III, IV, Cosmo publications, New Delhi.
12. Nuruallah & Naik-A students History of Education in India. MC Millan Indian Ltd. New Delhi.
13. Linderman P.H.- Educational Measurement, Bombay, TaraPur Wala. Sons & Co.Pvt. Ltd.
14. Nuanally, J.C. -Educational Measurement and Evaluation New York : Mc Graw Hill Book Co.
15. Vernon, P.E.- The Measurement of Abilities, London : University Press.
16. Thorndike and Hagen.- Measurement and Evaluation in Psychology & Education, New Delhi: Oxford and I.B.H. Publishing Co.
17. Remmens, H.H, N.L. Gage and J.F. Rummel. -A practical Introduction to measurement and evaluation. New York: Harper & Row Publishers.
18. Eean, K.L.-Construction of Educational and Personal Tests, New York. Mc Graw –Hill Book Co.
19. Edwards, A.L. -The social Desirability variable in Personality Assessment and Research. New York: Dryden.
20. Tyler, L.E. -Tests and Measurements, New Jersey; Prentice Hall.
21. Cronback, L.J. -Essentials of Psychological Testing New York: Harper and Row Published.
22. Adams, G.S. -Measurement and Evaluation in Education, Psychology and Guidance, New York; Holt Rinehart & Winston.
23. Bloom, B.S.- Handbook on Formative and Summative Evaluation at Student learning New York: McGraw Hill.

Paper – 14 & 15 (Optional)

(a): Measurement & Evaluation

Course Objectives:

1. To acquaint the students with the basic concept and practices adopted in educational measurement and educational evaluation
2. To help the students understand the relationship between measurement and evaluation and enable them to evaluate the tools in the periphery of exactness.
3. To orient the students with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in order to construct and standardize tests.
5. To strengthen the students' understanding on how various educational traits are measured, evaluated interpreted and the results are recorded to help the learners.

Course content:

- Unit-I Educational Measurement & Evaluation- Nature, function & differences. Levels of measurement; Psychological & physical measurement, current trends in educational evaluation- grading, semester, continuous internal assessment, computer uses in system.
- Unit-II Psychological Testing: Nature, types of tests, criteria of a good measuring instrument. Tools of measurement and evaluation with emphasis on interview, questionnaire, schedule, rating scale.
- Unit-III General steps of test construction; Item analysis of an achievement test, reliability & validity of tests, factors affecting their coefficients, Errors of measurement.
- Unit-IV Test standardization- meaning & procedure. Norms; Test scores – distribution, transformation, ways of interpretation and methods of feedback to students.

Practicum/Assignment:

- (A) Examining the depth of knowledge through given assignment.
- (B) Preparation of a preliminary draft on a given topic for scholastic achievement.
- (C) Administration, scoring & interpretation of a group intelligence test.
- (D) Showing the uses of computers in educational measurement.

Suggested Readings:

1. Anastasi, A. & Urbina, S.: Psychological Testing; PHI Learning Pvt. Ltd., New Delhi, 2010.
2. Agarwal, & Asthana; *Shikha main Mapan Evam Mulyankan*, Vinod Prakash Mandir, Agra.
3. Bhargav, M.: *Aadhunik Manovagyanik Parikshan Evam Mapan*, Har Prasad Bhargav, Agra, 2013.
4. Best, J.W. & Kahn, J.W.: Research in Education, Prentice Hall of India, New Delhi, 2008.
5. Chauhan, C.P.S.: Recent trends in Educational Measurement, Common Wealth Publishers, New Delhi.
6. Ebel, R.L.: Essentials of Educational Measurement, Prentice Hall, New Jersey.
7. Fisher, R.A.: The Design of Experiments, Oliver and Boyd, London.
8. Freeman, : Theory and Practice of Psychological testing, Oxford & IBH, New Delhi.
9. Garret, H.E.: *Shiksha Evam Manovigyan Me Sankhyiki*, Kalyani Publishers, Ludhiyana, 2010.
10. Garret, H.E.: Statistics in Psychology & Education, Allied Pacific Pvt. Ltd., Bombay.
11. Gronlund, N.E.: Measurement & Evaluation in Teaching, Collier Macmillan, New Delhi.
12. Nunnally, I.: Psychometric Theory, MacGraw Hill, New York.
13. Popham, W.J.: Criterion referenced measurement. N.J.: Prentice Hall.
14. Sanders, J.R and Worthen, B.R.: Educational Evaluation, NY: Longman.
15. Singh, A.K.: Tests, Measurements and Research Methods in Behavioural Sciences; Bharati Bhawan, Patna, 1998.
16. Thorndike, R.L. and Hagen, E.P.: Measurement and Evaluation in Psychology & Education, McMillan, New York.

Paper – 14 & 15 (Optional)

(b): Educational Technology and ICT

Objectives:

1. To enable the students to become effective user of technology in the field of Education.
2. To enable students to understand the nature & scope and various forms of educational technology.
3. To develop basic skills in students regarding the production of different types of self-learning/instructional material.
4. To enable students to prepare, select and use the instructional material and media effectively.
5. To develop an awareness in students about the recent innovations and future perspective of Educational Technology.
6. To enable the student to become good practitioner of Educational technology and e-learning.

Course Contents:

UNIT-I: Fundamentals and Framework of Educational Technology

- Educational Technology: Concept, meaning, nature, scope and significance.
- Forms of Educational Technology : Teaching technology, instructional technology, behavioral technology and instructional design
- Approaches of ET-Hardware, software, system's approach and cybernetics.
- Educational media: Indian experiences of- Radio broadcast, Interactive radio, ETV, Interactive TV, Gyanvani, and Gyan Darshan.

UNIT-II: Teaching and Technology

- Modalities of teaching, Difference between Teaching, Instruction, Conditioning and Training.
- Phases of Teaching: Pre-active, Interactive and Post-active,

- Levels of Teaching: Memory, Understanding and Reflective.
- Models of Teaching: Meaning, components functions and families, Glaser's basic teaching model, concept attainment model, Advance organizer model, and Class-room meeting model.
- Modifications of Teaching Behaviour: Teacher behavior: Concept, nature and types Teacher Effectiveness: Meaning, concept and criteria. Flander's class room Interaction Analysis, Micro teaching, Simulation and team teaching.

UNIT-III: Programmed Instruction

- Programmed Instruction: Origin, meaning and types (linear, branching programming)
- Development of programmed instructional material
- Teaching machines
- Computer Assisted Instruction.

UNIT-IV: Emerging Trends and Practices in Educational Technology

- Information and Communication Technology (ICT) in Education: Information: concept nature and structure
- Communication: Concept, process, components, principles and types of communication.
- ICT: concept and nature of ICT, Integration of ICT in teaching and learning, Significance of ICT in teacher centered and learner centered Pedagogy.
- Educational Technology in distance and open learning systems.
- World Wide Web (WWW), e-learning, blended learning, power point instructional technique and Teleconferencing.
- ET Resource Centers: CIET, IGNOU, NOS, State ET Cells, AVRC, EMRC; introduction and their role in the improvement of teaching-learning.

Practicum/Assignment:

- (A) Development of a linear or branching programmed instructional material.

- (B) Construction and presentation of a power -point instructional material⁶⁷
- (C) Visit of anyone ET resource center and preparation of its report.
- (D) Development of CAI programme
- (E) Observation of 5- micro or simulated-teaching classes of B.Ed. students and preparation of its observation report

Suggested Readings:

1. Sharma, R.A.: Advanced educational technology, Loyal Book Depot, Meerut.
2. Khan, M.I. and Sharma, S.R.: Instructional technology, Kanishka Publishers, Delhi.
3. Mehra, Vandana : Educational technology, S.S. Publishers, Delhi.
4. Sharma, R.A.: Technology of teaching, Modern publishers.
5. Joyce, B. and Well, M. : Models of teaching, Prentice Hall, New Jersey.
6. Flanders, N.A.:Analysing teacher behavior, Addison Wesley Pub. Co., London.
7. Anglin Jr., L.W. et. al.:Teaching : What it's all about, Harper & Row, New York.
8. Ausubel, D.P.: The psychology of meaningful verbal learning, Grune& Stratton, New York.
9. DeCecco, J.P.: Educational technology, Prentice Hall, New Jersey.
10. Tara Chand: Educational technology, Anmol Publications, New Delhi.
11. Venkataiah, N. : Educational technology, APH Publishing Cor., New Delhi.
12. Mukhopadhyay, M. (1990). Educational Technology – Challenging Issues, New Delhi, Sterling Publishers Pvt. Ltd.
13. N. Sareen, Information and Communication Technology, Anmol Publication.
14. Rosenberg, M.J. (2001): e-learning New York: Mc.Graw Hill.
15. Das, R.C. (1993) Educational Technology: A Basic Text, New Delhi, Sterling Publishers.

Paper- 14 & 15(Optional)

(c) Guidance and Counselling

Course Objectives:

The course contents of this paper will enable students:

1. To understand the concepts, need and view points about guidance and counseling.
2. To get acquainted with the organizational framework and procedures of guidance-services in educational institutions.
3. To know the use of tools and techniques required for providing guidance and counseling services.
4. To understand concept of psychological appraisal and criteria of selection of good tests.
5. To develop counseling skills in conducting counseling sessions.
6. To understand the role of teachers in guidance programmes.

Course Content:

Unit – I:

- Guidance: Concept, nature, assumptions, principles and need
- Problems of guidance in India.
- Organisation of guidance programme at secondary level.
- Role of teachers in guidance programme.

Unit – II:

- Educational guidance: Concepts, principles, need and determinant of educational choice.
- Vocational guidance: Concept, scope, need and vocational choice as a developmental process.
- Personal guidance: Concept scope, need and personal guidance at different levels.
- Group guidance: nature, principles and procedure.

Unit – III:

- Counselling: Concept, principles and goal of counseling.
- Approaches of counseling: Directive, Non-directive.
- Techniques of counseling.
- The qualities of effective counselor.

Unit –IV:

- Guidance services: self-inventory, occupational information, placement, follow-up and evaluation.
- Techniques of Appraisal: testing techniques/ tests- intelligence, aptitude, achievement, interest tests and personality measures.
- Non-testing techniques- questionnaires, interview, cumulative records.

Practicum/Assignment:

- (A) Prepare and conduct interview schedule for class X student.
- (B) Visit a guidance centre/ regional psychological centre and prepare a report about its organization and functioning.
- (C) Prepare a plan for organizing one guidance service in a school.
- (D) Organise a seminar on any theme of guidance and counseling.
- (E) Preparing profile of one student.

Suggested Readings:

1. Agarwal, J.C.:Educational & Vocational guidance and counseling Delhi:Doaba House.
2. Bhatnagar, R.P. & Rani, S. Guidance and counseling in education and psychology: A study; Meerut,R.Lal.
3. Chauhan, S.S., Principles and Techniques of guidance, New Delhi, Vikas publishing House.
4. Crow, L.D. & Crow, A., An introduction to Guidance, New Delhi:Eurasia puplishing house Private Ltd.
5. Dube, R.K., Shaikshik avam Vyavsaik Nirdeshan tatha Paramarsh kai Mool Sidhanth, Meerut:Rajesh Publishing House.
6. Jaiswal, S.R., Shiksha mai nirdeshan avam paramarsh, Agra:Vinod Pustak Mandir.

7. Jones, A.J., Principles of Guidance, New York:McGraw hill book co. INC.
8. Kochhar, S.K., Educational and vocational guidance in secondary schools, New Delhi:Sterling publishers.
9. Mayers, G.E.,Principles and techniques of vocational guidance, New York:McGraw Hill.
10. Nayak, A.K., Guidance & counseling, New Delhi:APH publishing corporation.
11. Pandey, K.P. Educational and vocational guidance in India Varanasi:Vishwavidyalaya, Prakashan.
12. Traxler, A.E. Techniques of guidance, New York:Harper and brothers publishers.
13. Verma, R., avam Upadhyay R., Shakshik avam vyavshyik nirdeshan, Agra, Vinod Pustak Mandir.
14. Williamson, E.G., Vocational Counselling, New York:Mc-Graw- Hill Book Co.

Paper- 14 & 15(Optional) (d): Inclusive Education

Course Objectives:

The students will be able to -

1. Demonstrate knowledge of different perspectives in the area of education of children with disabilities
2. Reformulate attitudes towards children with special needs
3. Identify needs of children with disabilities
4. Plan need-based programmes for all children with varied abilities in the classroom
5. Use human and material resources in the classroom
6. Use specific strategies involving skills in teaching special needs children in different set-ups
7. Modify appropriate learner-friendly evaluation procedures
8. Incorporate innovative practices to respond to education of children with special needs.

Course Content:

Unit 1: Introduction to Special Education

- Disability- meaning & concept
- Approaches of viewing disabilities: The charity model, the bio-centric model, the functional model and the human rights model
- Types of disabilities- intellectual, physical, hearing, visual & learning disabilities
- Special Education- meaning & concept
- Approaches to Special Education- Segregation; Normalization; Integration; Inclusion

Unit 2: Historical Development of Special Education

Indian history:

- Constitutional Provisions, The persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.
- National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA (1992); Education in the National Policy on Disability, 2006.
- Programmes and Schemes of Education of Children with Disabilities: Centrally Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education. MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

- Special Role of Institutions for the Education of Children with Disabilities-Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

Global history:

- Important international declarations/conventions/ proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006

Unit 3: Identification & Assessment of Children with Special Needs

- Assessment & Evaluation for identifying/classifying disabilities
- Assessing & Evaluating achievement, formative and summative evaluation

Unit 4: Teaching Children with Special Needs

- General Principles, task analysis, shaping, prompting
- Universal Design of Teaching
- Individual Education Plan (IEP)
- Group Teaching Plan (GTP)
- Rehabilitation: meaning, concept & definition
- Community-based Rehabilitation (CBR)

Practicum/Assignment:

- (A) Identification of children with diverse needs
- (B) Teaching one child with diverse needs using appropriate strategies
- (C) Adaptation of curriculum and methods to teach one child with diverse needs
- (D) Visit to one institution dealing with disabled children and preparing its' report
- (E) Any other relevant activity

Suggested Readings:

1. Alur, Mithu (2010). *Journey for inclusive education in the Indian sub-continent*. Routledge
2. Baker, E. T., Wang, M. C. & Walberg, H. J. (1998). 'The effect of inclusion on learning', in Nutbrown, C., & Clough, P. (2006). *Inclusion in the Early Years*, London, Sage Publication.
3. Burrello N. C., Lashley C, and Beatty E. E. (2001) *Educating all students together. How school leaders create Unified System*. Corwin Press, Inc., Sage Publication Company.
4. Dash, Neena (2012). *Inclusive education for children with special needs*. Atlantic Pub.
5. Gearheart, B. R; Weishahn, M. W; Gearheart C. J. (1992). *The Exceptional Student in the Regular classroom* (5th Ed.) Macmika Publishing company.
6. Hallahan, D.P., Kauffman, J.M., Pullen, P.C. (2009). *Exceptional Learners – An Introduction to Education* (11th Ed) Allyn& Bacon, Pearson Education, Inc. USA.
7. Hegarty S and Alur M (2002) *Education and Children with special needs – from Segregation to Inclusion* (Ed) Sage Publication
8. Internet Source, MHRD (2005b). 'Action Plan for Inclusive Education of Students and Youth with Disabilities'.
9. Jangira, N. K. (2002). *Special educational needs of students and young adults: an unfinished agenda*, in: M. Alur& S. Hegarty (Eds) *Education and students with special needs: from segregation to inclusion* New Delhi, Sage.
10. Jhulka, A. (2006) "Including students and youth with disabilities in education – a guide for practioners" NCERT, New Delhi
11. Kauffman, J. M. & Hallahan, D. P. (Eds): (1982). 'Handbook of Special Education', New York: Prentice Hall Inc.
12. King S. & Margaret. E. (1994). 'Curriculum based assessment in special education', California: Singular Publishing group Inc.
13. Luftig, L. R. (1989). 'Assessment of Learner with special needs' Boston, Allyn & Bacon.
14. Mani, M.N.G. (2000). *Inclusive Education in Indian Context*. International Human Resource Development Center (IHRDC) for the Disabled, Coimbatore: Ramakrishna Mission, Vivekannanda University.
15. Mangal, S.K. (2007). *Educating Exceptional Students – An Introduction to Special Education*. New Delhi: Prentice hall of India Pvt. Ltd.

16. Ministry of Human Resource Development (2005). *Action plan for inclusion in education of students and youth with disabilities* (New Delhi, Government of India).
17. Ministry of Social Justice and Empowerment (2006). *National Policy for persons with disabilities* (New Delhi, Government of India).
18. Murphy, P.F and Gipps, C.V. (1996). *Equity in the classroom: Towards effective Pedagogy for girls and boys* (Ed) The Faluer Press, UNESCO Publishing
19. Nutbrown, C. C. (2006). *'Inclusion in the early years'*, London: Sage Publications Ltd.
20. Oslon, J. L., and Platt, J. M. (1992). *Teaching students and adolescents with special needs*. McMillan publishing company limited, USA.
21. *Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995*
22. National Sample Survey Organisation (2003) *Disabled persons in India, NSS 58th round* (New Delhi, Government of India).
23. *Right to Education Bill (2005 Draft, enacted 2009)* Available online.
24. Rehabilitation Council of India (2005) *Annual Report, 2003–04*, Rehabilitation Council of India, New Delhi.
25. Salamanca Statement and Framework for Action on Special Needs Education (1994).
26. Salvia, J; Yesseldyke, J. E; Bolt, S (2010) *Assessment in special and Inclusive Education* (11th Ed) Wadsworth Cengage Learning U S A.
27. Sharma, Bharti (2011). *Inclusive education; needs, practices and prospects*. Kanishka Pub.
28. Smith, T .E. C., Polloway, E. A., Patton, J. R., & Dowdy, C. A. (2001) *Teaching Students with Special needs in Inclusion Setting*. (3 Ed). Allyn& Bacon.
29. Swarup, S. (2007). *Inclusive Education, Sixth Survey Of Educational Research 1993 N.Delhi.: 2000*. NCERT.
30. Thompson, S.J., Quenemoen R. F Thurlow M. L., Ysseldyke J. E (2001). *Alternate assessments for students with disabilities*. Crowin Press, Inc and Council for Exceptional Children.
31. Wood, J. W., and Lazzari, A. M. (1997). *Exceeding the boundaries: Understanding Exceptional Lives*. Harcourt Brace and Company, USA.
32. White W. F (1971). *Tactics for teaching the disadvantaged*. Mcgraw – Hill book Company

Paper- 14 & 15(Optional) (e): Comparative Education

Course Objectives:

1. Understand the concept, origin, need and importance of comparative education.
2. Examine the approaches, methods and influencing factors of comparative education.
3. Understand primary, secondary, higher education of U.K., U.S.A. & Russia as compared to that of India.
4. Describe the control of education, educational administration and finance of U.K., U.S.A. & Russia as compared to that of India.

Course Content:

Unit – I

- Meaning, History, Purpose, Methods of study of comparative education.
- Factors influencing the educational system of a country- Political, Social, Linguistic, Geographical and Economic.
- Role of comparative education – need and importance of studying comparative education.

Unit- II

- Primary education system of U.K., U.S.A. and Russia as compared to that of India.
- Control of education, educational administration and finance of U.K., U.S.A. and Russia as compared to that of India.
- Problems of primary education in India and lessons from abroad.

Unit- III

- Secondary education system of U.K., U.S.A. and Russia as compared to that of India.

- Control of education, educational administration and finance of U.K., U.S.A. and Russia as compared to that of India at secondary level education.
- Problems of secondary education in India and lessons from abroad.

Unit- IV

- Higher Education system of U.K., U.S.A. and Russia as compared to that of India.
- Control of education, educational administration and finance of U.K., U.S.A. and Russia as compared to that of India at tertiary level education.
- Teacher education of U.K., U.S.A. and Russia as compared to that of India.
- Problems of higher education in India and lessons from abroad.

Practicum/Assignment

- (A) Study of the survey report on Indian Pre-primary and primary education and compare the issues with that of Britain & U.S.A.
- (B) Study of the survey report on Indian secondary and higher education and compare the issues with that of Russia and U.S.A.
- (C) Prepare a comparative chart of Britain, U.S.A., Russia and India regarding Educational administration and curriculum.

Suggested Readings:

1. Beredy, G.Z.F. (1964): Comparative method In education, Oxford & East Publishing Co. New Delhi.
2. Nicholoas A.H., (1965): Comparative Education, Roulledge & Kegan Paul Ltd., London.
3. Chaube, S.P. & Chaube, A. (1993): Comparative Education, New Delhi: Vikas Publishing House Pvt.
4. Green, J.L. (1981): Comparative education and Global village, Meerut: Anu Book, Shivaji Road.

5. Rao, V.K. & Reddy, R.S.(2004): Comparative education, New Delhi, Commonwealth Publishers.
6. Sharma, Y.K. (2004): Comparative Education- A Comparative study of educational system, New Delhi: Kanishka Publishers.
7. Sharma, R.A. (2010): Comparative Study in education, International Publishing House, Meerut.
8. Sodhi, T.S.: A text book of comparative education, New Delhi, Vikas Publishing House Pvt. Ltd.

Paper- 14 & 15 (optional) (f): Vocational Education

Course Objectives:

On completion of this course students will be able to:

1. Trace the historical perspective and development of vocational education.
2. Analyse the provisions made in national policies for vocational education.
3. Analyse the objectives of vocational education.
4. Justify need of Vocational Education for national development.
5. Examine the significance of Vocational Education in the Indian context.
6. Examine the issues involved in maintaining quality.
7. Analyse the format for competency based curriculum.
8. Analyse its implementation strategies for vocational education.
9. Describe the dual system of vocational education of Germany.
10. Analyse the Vocational Education system in China and Australia.
11. Understand recent trends in vocational education.
12. Analyse the research areas and studies in Vocational Education.

Course Content:

Unit I: Vocational Education for National Development:

- Emergence of vocational Education: A Historical perspective, policies on vocational education.
- Objective of vocational education.
- Vocational Component at different stages of education.

- Vocational education and national development.

Unit II: The National Scenario of vocational education.

- Features and coverage of vocational education programme in India,
- Vocational courses and national curriculum design.
- Issues and concerns in vocational education.
- Implementation strategies of vocational education.

Unit III: Global Perspectives of Vocational Education:

- The Dual Model. Germany: Historical perspectives. The system, on the job and off the Job training, Benefits of Dual System of Germany, Vocational Courses and Implementation.
- Vocational Education system in China: Historical perspective and present system of vocational education.
- Vocational Education System in Australia: Education system, organizational structure, issues and concerns.

Unit IV: Recent trend and researches in Vocational Education

- Work centred education as foundation of vocational education.
- Paradigm shift in vocational education.
(PPP) Public Private Initiatives in India.
- Skills and Education under NSQF, Credit allocation under NSQF.
- Priority areas of Research in vocational education, research studies conducted in vocational education.

Practicum/Assignment:

- (A) Based on the original reports of various committees and commission, list the significant features of development of vocational education in India.
- (B) Visit to vocational school, DIOS office and prepare a report on the basis of objectives, courses, facilities and important features of vocational education.

- (C) Based on the experiences of the dual system of Germany, what lessons can be drawn for improving the vocational education in India.
- (D) Compare the VEP of China, and Australia with VEP of India, Suggest how can VEP of India be benefited?
- (E) Visit a NSQF based institution and prepare a complete report.
- (F) Review related studies on vocational education of any priority area of research in Vocational Education.

Suggested Readings:

1. NCERT. (2005). National curriculum framework. New Delhi: NCERT.
2. NCERT, (2000). National curriculum Framework. New Delhi: NCERT.
3. NCERT (2007). Position Paper: National Focus group on “Work and Education”. New Delhi. NCERT.
4. NCERT (1996). Higher Secondary Education and its Vocationalization, New Delhi: NCERT.
5. MHRD (1986). National Policy on Education, New Delhi: MHRD.
6. NCERT (1998). Vocational education Programme- Issues & Imperatives for future planning. New Delhi: NCERT.
7. NCERT (2004). Global educational change. New Delhi. NCERT
8. PSSCIVE (1995). Orientation guide on vocational education programme. Bhopal, PSSCIVE (NCERT).
9. MHRD (1998) Vocationalization of Secondary education. New Delhi: MHRD.
10. PSSCIVE (2004) Guideline for implementation of work education programme in the schools Bhopal: PSSCIVE(NCERT).
11. NCERT. Indian Journal of vocational education.
12. UNESCO (2005) Secondary education reform towards a convergence of knowledge acquisition and skill development. France: UNESCO.
13. Srivastava, N. (1998) Competency Based vocational curriculum: Creche and preschool management Bhopal: PSSCIVE (NCERT).
14. Rashtriya, T. (2005). Vocational Education. New Delhi: APH Publishing Corp.

Paper- 14 & 15(Optional)

(g): Computer Applications in Education

Objectives:

1. To enable the students to acquire knowledge and skill of using computer.
2. To create awareness among students to improve teaching, learning with the aid of computers.
3. To appreciate the growing trends in computer applications.
4. To enable the students to effectively use computers at different stages of conducting educational researches.
5. To know the instructional applications of internet and web resources.

Course Content:

Unit-I: Computer Fundamentals

- Introduction to personal computer: Functional overview of a computer and its parts and functions,
- Computer Hardware: Peripherals and Computer Memory
- Computer Software: Types and uses, Computer Languages - types and uses.
- Functional overview of an operating system and its type.
- Computer threats and protections.

Unit-II: Computers in Education

- Need and scope of Computer in Education
- Computer awareness and literacy
- Uses and Application of computers in Education
- Computers in teaching, learning and evaluation: CAI, CBI, CMI, CBT.
- Multi-media packages and other software for classroom use
- Integration of computer technology into Teacher Education Programmes.

Unit- III: Internet and E-Education

- The Internet and the World Wide Web: Information, services and functions of the Internet and the Web; Connecting to and using the web.
- Using search engines and Web Utilities: Keywords and search strategies;
- Synchronous and asynchronous communication on the web: e-mail, chat, newsgroups and forums.
- Internet and networking-applications and relevance to education, E-education, online education, Virtual technology, smart classroom, web-based learning and cloud computing-concept and its role in education, virtual classroom-the future of education.

Unit- IV: Role of computers in Educational Research

- Use of Open Access Resources in research: Online journals and abstraction services.
- Word Processor and word processing: Common features of word processors, their functions and use, Using Word Processors in educational research.
- Presentations: Common features of presentations, their functions and use; Using presentations in educational research.
- Spreadsheets: Common features of spreadsheets, their functions and use; Using spreadsheets in educational research, graphical representation of data.
- Data Analysis: Qualitative and quantitative data analysis by using computers, Use of SPSS in data analysis.

Practicum/Assignment

The students may undertake any one of the following activities:

- (A) Critical analysis of a computer based media package with reference to its use in learning process.
- (B) Critical analysis of the different instructional packages developed by different agencies/institutions.

- (C) Interventions of educational technology in the current practices of teacher training programmes in India.
- (D) Preparation and presentation of slides for teaching any topic at the school level.
- (E) Preparation of questionnaire with at least 25 items using word processor.
- (F) Preparation of at least five different charts based on different data using spreadsheet.
- (G) Critical analysis of database software including open source. Critical analysis of the different research reports based on data analysis and interpretation. Preparation and presentation of research report based on empirical data.

Suggested Readings:

1. Rajaraman, V: **Fundamentals of Computer**, Prentice Hall, India, 1999.
2. Crumlish, C.: **The ABC's of Internet**, BPB Publication, New York, 1998.
3. Rajashekar S: **Computer Education and Educational Computing**, New Delhi: Neel Kamal Publishing Pvt. Ltd., 2007.
4. Stephen, M.A. and Stanely, R: **Computer Based Instruction: Methods and Development**, NS: Prentice Hall, 1985.
5. Sanders, D.H: **Computers Today**, Mc Graw Hill International Edition. 1999.
6. Leon: **Internet for Everyone**, Vikas Publications, New Delhi, 2000.
7. Suresh, K.B: **Computers Today**, Galgotia Publication, India, 2005.
8. Desmode W.E: **Computers and their Uses**, Prentice Hall, India, 1985.
9. Dayton, D.K: **Computer Assisted graphics as Instructional Innovator**, 1989.
10. Dauglas S., and Gary Naights.: **Instructional Software Selection-A guide to Instructional Micro Computer Software**, Harrisburge, 1981.
11. Taylor, R .P.: **Computers in School Tutor, Tool and Tutee**, Teachers College Press, New York, 1980.
12. Adam, D.M.: **Computers and Teacher Training: A Practical guide**, The Haworth Pren, Inc., N.Y.
13. Alexey Semenov, UNESCO): **Information and Communication Technologies in Schools: A Handbook for Teachers**, 2005.
14. **Intel Teach to the Future –beginner's Curriculum**. 2000.
15. Mallik, Utpal: **Leaning with Computers Level – III**. NCERT, New Delhi, 2001.

