

**Magadh University, BodhGaya**  
**Faculty of Education**  
**M.Ed. Syllabus- 2022 and onwards**

**Ordinance:**

**1. Preamble**

- 1.1** The Master of Education programme, generally known as M.Ed. is a professional programme meant for preparing teacher educators and educational professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school Principals & researchers.
- 1.2** The Master of Education Programme shall be under the faculty of Education.

**2. Duration of Course**

- 2.1** The M.Ed. programme shall be of two academic years (having four semesters of six months each).
- 2.2** A University examination shall be held after completing every semester on the dates notified by the University.

**2.3 Working Days**

- 2.3.1** There shall be at least 16–18 week’s teaching/semester.
- 2.3.2** The institution concerned shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers shall be necessary to ensure their availability for interaction, dialogue consultation and mentoring students.
- 2.3.3** The minimum attendance of student shall have to be 80% for all coursework and 90% for field attachment.

**2.4 Curriculum**

The M.Ed. programme is designed to provide opportunities for students to extend as well as deep in their knowledge and understanding of education specialize in select areas and also cultivate/ develop research capacities, leading to specialization in elementary/secondary education. The curriculum of the 2 year M.Ed. programme shall comprise of the following components:

- 2.4.1** Field immersion/attachment/internship: There shall be core courses (which shall have about 60% of credits) and specialized courses in elementary education or secondary education and dissertation with about 40% of credits.
- 2.4.2** Year 1:16–18 weeks×2 semesters+3 weeks in summer.  
 Year 2:16–18 weeks×2 semesters+3 weeks in inter-semester break.  
 Total: 16–18 weeks×4 semesters=64-72 weeks+6 weeks for field immersion during inter-semester breaks=70-78 weeks.
- 2.4.3** Apart from the 6weeks in the various inter-semester breaks, 7 weeks should be allocated to the field immersion. Each year’s should have a total of at least 200 working days exclusive of admissions and examination period.

## Scheme of Study

<b>Scheme of Study for Two-Year M.Ed. Programme</b> <b>[Semester Wise Distribution of the Courses]</b>					
<b>SEMESTER-I (July to December)</b>					
<b>COURSE NO.</b>	<b>COURSE NAME</b>	<b>CREDIT</b>	<b>Theory</b>	<b>Practicum</b>	<b>FULL MARKS</b>
C.C. 1	Psychology of Learning & Development	4	70 marks	30 marks	100 marks
C.C. 2	Historical / Political Economy, Perspectives of Education	4	70 marks	30 marks	100 marks
C.C.3	Relevance of Teachers Education in Changing Times	4	70 marks	30 marks	100 marks
C.C.4	Fundamentals of Educational Research	4	70 marks	30 marks	100 marks
*EPC- 1	A. Communication and expository writing	1		50 marks	50 marks
	B. Personality Development	1			
	<b>Total</b>	<b>18</b>			<b>450 Marks</b>
<b>*EPC will be done during inter semester break.</b>					
<b>SEMESTER-II (January to June)</b>					
<b>COURSE NO.</b>	<b>COURSE NAME</b>	<b>CREDIT</b>	<b>Theory</b>	<b>Practicum</b>	<b>FULL MARKS</b>
C.C.5	Sociological & Philosophical Perspectives of Education	4	70 marks	30 marks	100 marks
C.C. 6	Teacher Education-Issues and Challenges	4	70 marks	30 marks	100 marks
C.C. 7	Curriculum Studies	4	70 marks	30 marks	100 marks
C.C. 8	Innovative Teaching- Learning	4	70 marks	30 marks	100 marks
*C.C. 9	Dissertation (½)	2	35 marks	15 marks	50 marks
EPC- 2	Internship in a Teacher Education Institution	4	32 hrs.	50 marks	50 marks
	<b>Total</b>	<b>22</b>			<b>500 Marks</b>
<b>*Dissertation will be done during inter semester break.</b>					
<b>SEMESTER-III (July to December)</b>					

COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
S.C.1	Elementary/Secondary Education for differently abled	4	70 marks	30 marks	100 marks
S.C.2	Curriculum Pedagogy and Assessment (Elementary/Secondary)	4	70 marks	30 marks	100 marks
C.C.10	Advanced Research Methodology	4	70 marks	30 marks	100 marks
C.C.11	Creativity & Value Education	4	70 marks	30 marks	100 marks
EPC- 3	Internship	4		50 marks	50 marks
*C.C. 12	A. Dissertation (½) : 35 marks, Practical- 15 marks B. Environment & Education : 35 marks, Practical-15 marks	2 2	70 marks	30 marks	100 marks
	<b>Total</b>	<b>24</b>			<b>550 Marks</b>
<b>*Dissertation will be done during inter semester break.</b>					
<b>SEMESTER-IV (January to June)</b>					
COURSE NO.	COURSE NAME	CREDIT	Theory	Practicum	FULL MARKS
S.C.3	Policy, Economics and Planning (Elementary/Secondary)	4	70 marks	30 marks	100 marks
S.C.4	Educational Management and Administration (Elementary/Secondary)	4	70 marks	30 marks	100 marks
S.C.5	Educational Technology & ICT	4	70 marks	30 marks	100 marks
C.C.13	Dissertation	4	32hrs.	100 marks	100 marks
EPC- 4	Seminar/Group Activities, Laboratory work, Fieldwork/Workshop (16weeks)	4	64hrs.	100 marks	100 marks
	<b>Total</b>	<b>20</b>			<b>500 marks</b>
<b>Grand Total-</b>					<b>2000 Marks</b>

**C.C.** = Core Course

**S.C.** = Special Course

**EPC** = Enhancing Professional Capacity

There shall be a Departmental Internal Assessment Committee which will meet periodically to carry out and monitor Internal Assessment programme.

**Note:**

- i) A student will choose elementary school stage or secondary school stage
- ii) The practical-cum-field work including three main experience based activities i.e. school based, teacher education based and research work leading to dissertation is to be conducted and evaluated during all the four semester in a comprehensive and continuous manner, a detailed outline of the same will be available by mid-July before the commencement of academic session.

**3. Registration**

Any such student who is not already registered with respective University shall have to get himself/herself registered with that University on payment of the requisite fee as mentioned in the Regulation. The students, who are not registered under their respective/concerned University, shall not be allowed to continue their studies and not to appear in the examination.

**4. Examination**

**4.1** Master of Education (M.Ed.) Programme would follow Semester System with continuous and comprehensive assessment as an integral part.

**4.2** To be permitted to appear in the semester-end university examination for the Degree of the Master of Education (M.Ed.) a candidate must have:

- (i) Completed the courses of study prescribed for the M.Ed. Programme.
- (ii) Registered with the respective University as a student.
- (iii) Completed 80% attendance in theory classes and 90% in the internship and practicum of the total classes held.
- (iv) Completed the M.Ed. course in a maximum of three years from the date of admission to the programme.

**4.3** A candidate for Master of Education (M.Ed.) degree shall be examined in 22 (twenty two papers) carrying total of 2000 marks.

- a. There shall be 44 credits for core papers, 20 credits for specializations, 12 credits for field internship (4 credits in teacher education institution, 4 credits in specialization and 4 credits for different practical activities throughout the course) and 8 credits for research leading to dissertation.
- b. Each credit in a taught course is credited to one hour of teaching or two hours of seminar / group / work / laboratory work / fieldwork / workshop per week for sixteen weeks.
- c. Among 13 core papers, 11 papers carrying 100 marks and 2 papers carrying 50 marks each.
- d. Among 4 EPC papers, one paper carrying 100 marks & 3 papers carrying 50 marks. All the 4 papers will be evaluated internally.
- e. There are 5 special papers each carrying 100 marks (70% marks for external & 30% marks for internal assessment).
- f. Total dissertation will be carrying 200 marks.

**4.4** The written examination in each of the theoretical core papers, special papers &

elective papers shall be of three hours duration.

- 4.5 For the evaluation of dissertation there shall be provision of one external examination to be conducted by the University after completion of Internship programme.
- 4.6 Courses of study for Master of Education (M.Ed.) examination shall be the same as incorporated in the Regulation, and as finally approved by the Hon'ble chancellor.
- 4.7 A candidate who after having completed the course, in case fails to appear at the examination or fails to pass the examination, shall be allowed to take subsequent examination of the same semester on payment of prescribed examination fee without being required to repeat /complete the course again. However, this opportunity shall be given only in one more examination, within a period not exceeding three years from the date of admission.
- 4.8 A candidate shall be allowed to appear in the final examination of Master of Education (M.Ed.) course only if he/she clears the 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> semester examinations. If he/she fails to clear the 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> semester examination within the stipulated period of three years from the date of admission, he/she will not be allowed to appear in the final (4<sup>th</sup> semester) examination.

## 5. Conduct of Examination and Moderation of Results

- 5.1 The entire Four Semester end Examination shall be conducted by respective University which shall also finalize the programme for these examinations. The approved examination fee only shall be charged.
- 5.2 Answer sheets shall be coded before being sent to the Examiners and shall be decoded before tabulation of marks.
- 5.3 In order to pass Master of Education examination (M.Ed.) a candidate shall have to obtain at least 45% marks in each theory paper and 50% marks in each practicum paper/activity separately. A candidate not securing the above qualifying marks shall be declared as fail.
- 5.4 (a) Final result of M.Ed. Course shall be published on the basis of candidate's performance in all the papers spread overall Four Semesters.  
(b) The Final result will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the Regulations.

## 6. Promotion

- 6.1 A student who fails in not more than two papers (Theory + Practical) in First Semester Examination, he/she may be promoted to Second Semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.
- 6.2 Like-wise, If a Second Semester student fails in not more than Two papers he/she may be promoted to 3<sup>rd</sup> Semester; but all such students will have to clear their backlog papers of 1<sup>st</sup> and 2<sup>nd</sup> both Semesters in the next succeeding examination of that semester.
- 6.3 No student shall be promoted to 4<sup>th</sup> Semester, unless he/she has cleared all the backlog papers.
- 6.4 The name of successful candidates shall be arranged in order of merit as follows:

PERCENTAGE OF MARKS	GRADE
86 & Above	<b>O</b> (Outstanding)
76 to 85	<b>A+</b> (Excellent)
66 to 75	<b>A</b> (Very Good)
56 to 65	<b>B</b> (Good)
45 to 55	<b>C</b> (Average)
Less than 45	<b>D</b> (Fail)

## 7. Result Improvement

- 7.1** A student can reappear in maximum of Two Theory papers in the immediate succeeding examination of that semester to improve his/her result. Better of two scores shall be considered for preparation of the final result. This facility shall be provided with 1<sup>st</sup> and 3<sup>rd</sup> Semester examinations only.
- 7.2** Student can avail of this facility only once per semester. In no case Second chance shall be provided / permitted.
- 7.3** However the name of such candidates with improved results shall not be included in the Merit List.

## 8. Award of Degree

Those Students/Candidates, who complete the programme successfully, shall be awarded Master of Education (M.Ed.) degree by the respective University, Bodhgaya in prescribed format specifying the Class/Division/Grade in which he/she has been placed.

**1<sup>st</sup> Year****Semester-I (July to December)****C.C.1: Psychology of Learning & Development****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks**

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**A. Objectives:**

1. To enable the students to understand the psychological foundation of education;
2. To develop an understanding about theories of learning;
3. To develop an understanding about learners cognitive thinking and learning styles;
4. To develop and understanding of theories of personality and its measurement; and
5. To understand psychological measurement of all aspects of educational psychology.

**B. Syllabus:****UNIT-1**

- 1.1 Educational Psychology: Concept, Nature, Aspects, Scope and its Contributions.
- 1.2 Brief introduction of Schools of Psychology.
- 1.3 Methods of Psychology: Experimental, Case Study, Observation.
- 1.4 Nature and Nurture: Heredity & Environment.

**UNIT- 2**

- 2.1 Human Development: Piaget's and Brunner's theory.
- 2.2 Physical, Mental and Social Development.
- 2.3 Emotional Development.
- 2.4 Moral & Aesthetic Development.

**UNIT- 3**

- 3.1 Learning: Concept and Process, Transfer of learning, Theories of Hull, Kohler, Tolman, Lewin, Gagne Hierarchy, Bandura.
- 3.2 Motivation: Concept, types and Factors, Maslow's Hierarchy, Improving Students Motivation.
- 3.3 Individual differences and causes of inter and intraind individual differences.
- 3.4 Intelligence: Concept, Theories of Guilford, Vernon's hierarchy, Cattle's Fluid & Cristal, Gardner's Multiple Intelligence; Measurement of intelligence, Social & emotional intelligence.

**UNIT- 4**

- 4.1 Personality: Concept, development and theories: Erikson, Bandura and Big five modal of personality. Assessment by subjective, objective and projective techniques.

- 4.2 Mental Health: Concept, criteria for good mental health, issues and problems related to mental health. Adjustment & Mental Hygiene.
- 4.3 Conflict: Concept and types, conflict as barrier in decision making process Stress: Concept, causes and coping, defense mechanism.
- 4.4 Creativity: Concept, dimensions and identifications of creative children, developing creativity.

**C. Sessional work :** ( Any three)

**Administration of:**

- Verbal Intelligence Test.
- Non-verbal Intelligence Test.
- Personality Inventory.
- Mental Health Test.
- Creativity Test.
- Adjustment Inventory.

**D. References:**

1. Ausubel D.P. and Robison F.G.: School learning an introduction to Education Psychology New York Holt, Rinehart & Winston Inc.1969.
2. Bernard H.W.: Psychology of learning & Teaching, New York MacGrawHill.
3. Bower G.H. and Hilgard E.R.: Theories of Learning, New Delhi Prentice Hall India Pvt. Ltd.
4. Charles N. Newmark (1985): Major Psychological Assessment instruments: Ally and Becan Inc.Boston, London, Sydney, Totonto.
5. Chauhan, S.S. (2001), Advanced Educational Psychology, New Delhi: Vikas Publishing.
6. C.L. Kundu (1989): Personality Development, Sterling publishers Pvt. Ltd., New Delhi.
7. Gage and Berlinger (1984): Educational Psychology, Boston Houshton Miffin Company.
8. Hays J.R. (1978): Cognitive Psychology, Thinking and Creating, Home wood Illinoion The Dorsey Press.
9. Jayaswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay Joyee Bruce and well Marsha (1985). Models of teaching Prentice Hall of India Ltd.
10. Laak, J.F.J., Gokhle, M., & Desai, D. (Ed.). (2013). Understanding psychological assessment: A primer on the global assessment of the client's behavior in educational and organizational setting. New Delhi: Sage.
11. Mc. Laughlin, and Holliday, C. (2013). Therapy with children and young people: Integrating counseling in schools and other settings.Sage.
12. O'Reilly, M., and Parker, N. (2014). Doing mental health research with children and adolescents: A guide to qualitative methods. Sage.



13. Raina, M.K. (Ed.). (1980). Creativity research: International perspective. New Delhi: NCERT.
14. Strenberg, Robert J. (Ed.). (2008). Handbook of creativity. New York: Cambridge University Press.
15. Tomar, Monika and Kumari, Sarita (2005). Educational Psychology. New Delhi: Shree Publishers and Distributors.
16. Woolfolk, A. (2006). Educational Psychology. New Delhi: Pearson Publications.
17. Welton, J. (2004). Psychology of Education. New Delhi: Sangeeta Publication.
18. Murphy, and Murphy (1937): Experimental social Psychology, Newyork Harper & Harper.

**संदर्भ पुस्तकें :**

18. एस० के० मंगल – शिक्षा मनोविज्ञान ।
19. एस०पी० गुप्ता एवं अलंका गुप्ता– उच्चतर शिक्षा मनोविज्ञान, शारदा पब्लिकेशन, प्रयागराज ।
20. मालती सारस्वत – शिक्षा मनोविज्ञान ।
21. पी०डी० पाठक – शिक्षा मनोविज्ञान दयालबाग, आगरा ।
22. अरुण कुमार सिंह – शिक्षा मनोविज्ञान एवं विधिक, पटना (2013)।
23. सिंह, अरुण कुमार (2011) उच्चतर शिक्षा मनोविज्ञान ।
24. मिश्रा, भवना (2008) शिक्षा मनोविज्ञान ।
25. शर्मा, अनुराधा (2007) शिक्षा मनोविज्ञान ।
26. चौबे, एस०पी० (2007) शिक्षा के मनोवैज्ञानिक आधार ।

**E. Evaluation:**

Theory Examination (External) - 70 Marks, Practicum (Internal Assessment)-30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Psychological Tests-2 (10 Marks)

**F. QuestionPattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

**1<sup>st</sup> Year****Semester-I (July to December)****C.C.2: Historical, Political & Economic Perspectives of Education****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

1. To understand the development and role of Education in Historical, Political and Economical aspects in India;
2. To understand about multidisciplinary approach in relation to Education with of the aspects;
3. To understand the relationship between political institutions, economic policies and historicism;
4. To understand the educational contribution of great thinkers;
5. To understand the role of central agencies in development of education in India;
6. To understand the importance of democratic values and constitutional provisions for Education in India; and
7. To understand the global trends of education in changing nature of global society like open learning system, scientific & technical invasion, economic and social challenges.

**B. Syllabus:****UNIT-1 Historical Perspectives of Education**

- 1.1 Brief Introduction of Ancient, Medieval & Modern Education system.
- 1.2 Radhakrishnan Commission (University Education Commission: 1948-49).
- 1.3 Mudaliar Commission (Secondary Education Commission: 1952-53).
- 1.4 Kothari Commission (National Education Commission: 1964–1966).
- 1.5 National Policy on Education (1986) & Modified NPE (1992).
- 1.6 New Education Policy (2020).

**UNIT-2 Economical Perspectives of Education**

- 2.1 Impact of Globalization in Education & Economy.
- 2.2 Costs & Benefits of Education.
- 2.3 Secondary & Higher Education, Poverty and Development.
- 2.4 Financing higher education system.
- 2.5 PPP, Economic Reforms in India & their impact in Education.

**UNIT-3 Constitutional Perspectives of Education**

- 3.1 Educational Provisions in Indian Constitution.
- 3.2 Free and compulsory Education.

- 3.3 Right to Education.
- 3.4 Education for Exceptional Children, Women, Backward Classes, EWS.
- 3.5 Role of Education in Political Development, Democracy, Freedom, Human Rights (Right to Development) and Peace Education.

#### **UNIT-4 Economic Developments**

- 4.1 Quality of Life and Economic Growth.
- 4.2 Poverty and Income Inequalities.
- 4.3 Human Development Index.
- 4.4 Development Planning Perspectives.
- 4.5 Quality of Education and Economic Development.

#### **C. Examination Pattern:**

The question papers will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

**Session work:** (Any two)

1. Observation of Group Community on Socio- political & Economic perspectives.
2. Critical thinking on present constitutional provisions.
3. Philosophical aspects of teacher training institution & its relevancy.
4. National Educational Policy 2020.

#### **D. References:**

1. Brubacher John S. (1962): Modern Philosophy of Education, New Jersey, Prentice Hall Inc.
2. Chatterjee Partha (1986), Nationalist thought in the Colonial World: A Derivative Discourse, Oxford University Press, New Delhi.
3. Dewey, John (1961). Democracy and Education, New York: Macmillan Company.
4. Frere Paulo, Cultural Action for freedom, Penguin Books: London. (1974)
5. Frere Paulo, Education for Critical Consciousness, Seabury Press, New York, (1973)
6. Goel, A. and Goel, S.L. (2005). Human Values and Education, New Delhi: Deep & Deep Publications Pvt. Ltd.
7. Gupta, Rambabu (1995): Indian Education and its Problems, Ratan Prakashan Mandir, Agra.
8. Halsey, A.H: Lander, H.: Brown, P. and Nells, A.S. (1997), Education: Culture, Economy and society, New York : Oxford University Press.
9. Joshi, Kireet (2000). A National Agenda for Education. Delhi: The Mother's Institute of Research.

10. Mehta, D.D: Development of Education System in India. Tandon Publication Ludhiana.
11. Mukalal, Joseph, C. (2007): Gandhian Education, Discovery Publishing House, New Delhi.
12. Nathan, Dev; Kelkar, Govind and Walter, Pierre (Eds.) (2004), Globalization and Indigenous People in Asia, New Delhi: Sage Publishers.
13. National Council for Teacher Education (1999). Gandhian Education, New Delhi: NCERT.
14. National Curriculum Framework. (2005). [www.ncert.nic.in](http://www.ncert.nic.in) National Knowledge Commission (2006).
15. Pandey, R.S. (1997): East West thoughts on Education, Allahabad, Horizon Publishers.
16. Rusk, R.R. and Scotland, J. (1979): Doctrines of the Great Educators, (Fifth Edition), New York, The Macmillan Press Ltd., p.310.
17. Sharma A.P. (1999): An Approach to Philosophy of Education, New Delhi, The Indian Publication.
18. Sharma, Y.K. (2002): The Doctrines of the Great India Educators, New Delhi, Kanishka Publishers, p.371.
19. Sodhi, T.S. & Suri A. (1998): Philosophical and Sociological Foundation of Education Patiala Bhawa Publication.

**संदर्भ पुस्तकें :**

20. सक्सेना एन, आर. स्वरूप (2013) : शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त, आर, लाल बुक डिपो मेरठ
21. शर्मा आर. ए. (2014) : शिक्षा के दार्शनिक एवं सामाजिक एवं मूल आधार, आर, लाल बुक डिपो ।
22. शुक्ला सी. एस. : शिक्षा में शिक्षा प्रणाली का विकास, इण्टरनेशनल पब्लिशिंग हाउस, मेरठ ।
23. गुप्ता, राम बाबू (1995) : भारतीय शिक्षा एवं उसकी समस्याएँ ।
24. त्यागी, गुरुशरण (2018) : भारतीय शिक्षा का इतिहास एवं विकास ।

**E. Evaluation:**

Theory Examination (External) - 70 Marks, Practicum (Internal Assessment) -30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Project on Economic Perspectives of Education w.r.t. NEP 2020 (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks.

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks.

Section C: Objective type 10 questions carry 2 marks each = 20 Marks.

**1<sup>st</sup> Year****Semester-I (July to December)****C.C.3: Relevance of Teacher Education in Changing Times****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

1. To create awareness of various problems of Teacher Education;
2. To acquaint with the teacher education programmes at all levels;
3. To develop skills in organizing practice teaching and in selecting teaching strategies and teaching models;
4. To acquaint with the responsibilities pertaining to school organization and classroom management; and
5. To appreciate the need for research in Teacher Education.

**B. Syllabus:****UNIT– I. Introduction**

- 1.1 Teaching in India- An Overview, Teaching as a profession, Tasks before teaching profession, Effective Teaching, Teacher Effectiveness, Goal Oriented teaching, Teacher Training, Teacher Education-Concept, Need & Scope.
- 1.2 Historical Back Ground, Nature & Objective of Teacher Education.
- 1.3 Aims and Objectives – Elementary, Secondary and Higher Education.
- 1.4 Quality Assurance, Selection of student and staff.

**UNIT– 2. Teacher Educations**

- 2.1 Agencies- NCTE, RIE, NCERT, SCERT, SIE, DIET, IASE, CTE, UGC, NUEPA.
- 2.2 Organization- Internship, Teaching Practice, Orientation, Refresher Courses, Summer Course, Professional Development Courses, MOOC.
- 2.3 Teaching Methods-Lecture, Recitation, Group discussion, Panel discussion, Symposium, Socialized Instruction, Micro-Teaching, Evaluation of Teaching & e-Learning.
- 2.4 Types of Teaching: Formal, Non-Formal, Informal, Pre-service & In-service Training, Evaluation / Assessment of Teaching.

**UNIT–3. Role of Teacher in Modern Society**

- 3.1 Role of Teacher.
- 3.2 Different types of Teacher Education Institutions, their functions & administration.
- 3.3 Problem of their Isolation & Composite structure.
- 3.4 Improvement of Quality of Training Institutions.
- 3.5 Content of Teacher Education Programme, Theory & Practical.
- 3.6 NCF-2005, NCFTE-2009, NPST-2021.

#### **UNIT– 4. Teacher & Teaching**

- 4.1 Teacher Education Program for Higher Education.
- 4.2 New vistas in Teacher Education; In-service training.
- 4.3 Micro-Teaching, Skills of Teaching & its Evaluation.
- 4.4 Research in Teacher Education.
- 4.5 Models of Teaching.

#### **C. Sessional work: (Any One Out of three)**

1. Evaluation of an in-service Programme.
2. Project on challenges in Teacher Education in 21<sup>st</sup> Century.
3. Attitudinal Survey of Teacher Trainees.

#### **D. References:**

1. NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
2. NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
3. NCERT (2005): National Curriculum Frame work, New Delhi.
4. NCTE, (2004): Teacher Education Curriculum, New Delhi
5. Singh, L.C. (Ed.) (1987): Teacher Education– A Resource Book, NCERT, New Delhi.
6. Balasubramaniam. P.S. and Vimala E.P. Kumar: Teacher Education.
7. Bansal, N.K. (2003): Teacher Education Programme in India and France compared. University News, 41 (33), 9.
8. Handa, Anupamand Kumar, Naresh (2013): Teacher Education. Patiala: Twenty First Century Publications.
9. Jawanda, J.S.: In-service Teacher Education.
10. NCERT: Second All India Survey of Teacher Education.
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12. Pire, E.A.: Better Teacher Education.
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15. Shanna, R.A.: Teacher Education.
16. Singh, Yogesh Kumar & Nath, Ruchika (2005): Teacher Education. New Delhi: APH Publishing Corporation.

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21. जस्टिस वर्मा कमेटी 2012 – अध्यापक शिक्षा नीति, नई दिल्ली ।
22. शरदचन्द शरतेन्दु – अध्यापक शिक्षा (2009) शारदा पब्लिकेशन, प्रयागराज ।
23. NCTE – (2009) राष्ट्रीय पाठ्यचर्या<sup>१</sup> की रूपरेखा एवं अध्यापक शिक्षा, नई दिल्ली ।

**E. Evaluation:**

Theory Examination (External)-70 Marks, Practicum (Internal Assessment) -30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Project on Model of Teaching, any one (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 2 questions carry 10 marks each out of 4 questions = 20 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 15 questions carry 2 marks each = 30 Marks

**1<sup>st</sup> Year****Semester-I (July to December)****C.C.4: Fundamentals of Educational Research****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

1. To explain and describe the meaning of Scientific Method, Scientific Inquiry and the implications for educational research;
2. To describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research;
3. To explain and adopt different strategies of research to solve educational problems; and
4. To understand mechanics of writing research proposal, research papers;

**B. Syllabus****UNIT– 1 Introduction to Research**

- 1.1 Meaning, Objectives, Need, Scope of Educational Research.
- 1.2 Development of Educational Research in India.
- 1.3 Areas of Educational Research.
- 1.4 Criteria & Steps in Educational Research.
- 1.5 Funding Agencies.

**UNIT–2 Research in Education**

- 2.1 Formulation of Research Problem & Variables.
- 2.2 Review of Related Literature.
- 2.3 Formulation and Testing of Hypotheses.
- 2.4 Population and Sampling.
- 2.5 Research Proposal.

**UNIT–3 Types of Educational Research**

- 3.1 Quantitative-Descriptive Survey, Experimental, Single Subject, Co-relational & Causal Comparative.
- 3.2 Qualitative-Case Study, Narrative, Historical & Ethnographic.
- 3.3 Ex-Post Facto Research.

**UNIT–4 Fundamentals of Statistics (Descriptive Statistics)**

- 4.1 Meaning, Scope & Uses of Statistics, Data Tabulation, Frequency Distribution.
- 4.2 Graphical Representation of Data & their Uses in Educational Research.
- 4.3 Measures of Central Tendency & their Merits, Demerits.
- 4.4 Measures of Variability & their Merits, Demerits and Uses.



- 4.5 Concept, types & Measures of Co-relation (Rank Difference & Product moment Method): Uses & Computation, Percentile & Percentile Rank.
- 4.6 Regression equations & prediction.

**C. Sessional work:** (Any One Out of three):

1. Write review of any three quantitative research papers.
2. Formulation of two Research Designs.
3. Formulation of a Research hypothesis.

**D. References:**

1. Aggarwal, J.C., (1975): Educational Research–An Introduction, New Delhi, Arya Book Depot. 30, Naiwala, Karolbag,
2. Best, W.J., (1977), Research in Education, New Delhi: Prentice Hall of India Pvt.
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4. B.T. Basavan Thappa, Nursing Research. J.P. Brothers, New Delhi.
5. Borg, B.L. (2004): Qualitative Research Methods, Boston: Pearson.
6. Broz, Water R., (1965): Educational Research–AnIntroduction, New York: David Mc Kay Co.Inc.
7. Cohen, L., Manion, L., and Morrison, K. (2007): Research Methods in Education, New York, MA: Routledge.
8. Creswell, J.W.: Research in Education, Prentice Hall of India, Pvt. Ltd.
9. Ferguson, G.A. and Takane, Y. (1989): Statistical Analysis in Education and Psychology (6<sup>th</sup> Edition), New York: Mc Graw-Hill Book Company.
10. Garrett, H.E. (1969): Statistics in Psychology and Education, Bombay: Vokels Fatters & Simons Ltd., pp.491.
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12. Good, Carter V. and Douglas, E. Scates, (1954): Methods of Research: Educational, Psychological & Sociological. New York: Appleton – Century – Crofts, Inc. pp.920.
13. Good, W.J. & Hatt P.K. Methods in Social Science Research, New York, McGraw Hill Book Co., 1962.
14. Guildord, J.P. (1956): Fundamental of Statistics in Psychology & Education, New York, McGraw Hill Book Company, pp.560.
15. Kerlinger, N.F. (1973): Foundation of Behavioral Research, 2<sup>nd</sup>edition, printed in the United States of America.
16. Koul, L. Methodology of Educational Research, New Delhi, Vikas Publication.
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18. McMillan, J.H. and Schumacher, S. (2001), Research in Education, NewYork: Longman.
19. Mouley, G.T. (1970), Science of Educational Research, NewYork, Van Nostrand Reinhold Co.
20. Sidhu, K.S. (1984): Methodology of Research Education, New Delhi, Sterling Publication Pvt. Ltd. PP.308.
21. Travers, R.M.W. An Introduction to Educational Research (3<sup>rd</sup>ed.) London: The Macmillan Co., 1969.
22. Tuckman, Conducting Educational Research (2<sup>nd</sup>ed.) NewYork, Harcourt Brace, Jovenovish, Inc, 1978.
23. VanDalen D.B. and Mayer, William J.: Understanding Educational Research–An Introduction, NewYork, McGraw-Hill Book Co.1979.
24. Whitney, F.L. (1961): The Elements of Research, Bombay, Asie Publishing House.

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25. एस.पी.गुप्ता (2019)– मापन एवं मूल्यांकन, शारदा पुस्तक पब्लिकेशन, इलाहाबाद ।
26. अस्थाना विपिन (2014) मापन एवं मूल्यांकन, आगरा पब्लिकेशन ।
27. कुमार अरुण सिंह, मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ, पटना ।
28. पाण्डेय, के० पी० – शैक्षिक अनुसंधान ।
29. गुप्ता, एस.पी. – अनुसंधान संदर्शिका ।
30. अस्थाना, विपिन – शैक्षिक अनुसंधान एवं सांख्यिकी ।
31. जैन, के. एम. – शोध विधियाँ (2010) ।
32. के०पी० पाण्डेय– अनुसंधान शोध विधियाँ ।
33. एच०के० कपिल– संख्यिकी एवं अनुसंधान शोध विधियाँ ।

**E. Evaluation:**

Theory Examination (External) -70 Marks, Practicum (Internal Assessment) - 30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Writing a Research Proposal (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

## **EPC-1: A. Communication and expository writing**

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### **A. Syllabus:**

#### **Communication: 25 Marks**

- a) Direction of communication.
- b) Types of communication.
- c) Process of communication (Encoding, Transmission, Decoding, Feedback).
- d) Barriers of effective communication (sender, encoding messages, transmission, reception and decoding, receiver).
- e) Steps to improve effectiveness of communication.

#### **Expository Writing:**

Concept, Types of expository writing, Methods of expository writing, Steps of expository writing, Characteristics of expository writing, Examples of expository writing.

### **B. Personality Development: 25 Marks**

- a) Concept of personality and its aspects.
- b) Need of personality development.
- c) Theories of personality development.
- d) Means of personality development.
- e) Models of personality development.

### **C. Evaluation:**

1. This paper will be evaluated internally. There will be one theory paper examined, one project and one demo class arranged to evaluate in each sub-theme.
2. The weightage of theory and practical will be 40% and 60% respectively.

**1<sup>st</sup> Year****Semester- II (January to June)****C.C.5: Sociological & Philosophical Perspectives of Education****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

1. To understand the relevance of philosophy as a discipline;
2. To develop a deeper understanding of the relationship between philosophy and education;
3. To understand the scope and application of educational philosophy;
4. To acquaint with the philosophical theories underlying educational principles;
5. To appreciate the contribution of Western Philosophy and Indian Philosophy to Education;
6. To understand the contribution of great educator's to society and education;
7. To understand the concept and process of social stratification and social change;
8. To understand the issues of excellence equality and inequalities;
9. To understand emerging trends of society in global perspectives; and
10. To understand the process of social change, modernization and role of education in the transmission of the national and cultural heritage;

**B. Syllabus:****UNIT-1**

- 1.1 Philosophy-Meaning and scope.
- 1.2 Philosophy and Education.
- 1.3 Historical overview.
- 1.4 Ancient Indian Education.
- 1.5 Philosophical Analysis.

**UNIT-2**

- 2.1 Western Educators: Kant, Hegel, Marx, Dewey.
- 2.2 Indian Educators: Vinoba Bhave, Sri Aurobindo, J.Krishnamurty, Giju Bhai.
- 2.3 Modern Educators: Krishnan Koll, B. Russell, Ivan Illich, Maxwell.

**UNIT-3**

- 3.1 Schools of Philosophy-Traditional: Naturalism, Realism, Idealism, Pragmatism.
- 3.2 Schools of Philosophy-Modern: Existentialism, Humanism, Perennialism, Progressivism, Constructivism.

- 3.3 Indian Schools of Philosophy – Sankhya, Vedant, Jainism, Buddhism, Islamism, Geeta : Special reference to concept of reality, knowledge, values & their educational implications for aims contents and methods of education.

#### **UNIT-4**

- 4.1 Social Development: Important aspects of social development, Changes in social behavior, Changes in social Environment, Social cognitive competence, Individual differences in social behaviors, Implications of behavior problems in educational practices.
- 4.2 Social Equality: Education in social equality, Causes of inequality in education, four dimensions of the 'Model' of educational inequality, Variables affecting equality of access, improving 'equality output' in developing nations, Educational unemployment, Factors that promote social equality.

#### **C. Sessional work:** (any three)

1. One term paper on any topic related to educational philosophy.
2. Report writing of a panel discussion or college of educational philosophy.
3. Abstract of two recent educational philosophical research paper.
4. Survey of any social problem and present a report.
5. Case Study of any social institution.
6. Conduct a social awareness programme in an educational institution.

#### **D. References:**

1. Broalldy Harry (1967): Building a Philosophy of Education, Engle word Cliffs, Prentice Hall Inc.
2. Brubacher G.S. (1962): Modern Philosophy of Education (International Student Edition) Tokyo; Mc. Grow Hills.
3. Brubacher, John S. (1962): Modern Philosophy of Education: Prentice-Hall Inc. Englewood Cliffs, N.J.
4. Chaubey S.P. (1981): A Philosophical and Sociological Foundation of Education, Meerut, Vinod Pustak Mandir.
5. Dhal. P.K. (2011): Pioneers in Education, APH Publication, New Delhi.
6. Hiriyanna. M. (1995): The Essentials of Indian Philosophy, Motilal Banarasidas Publishers, Varanasi.
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8. Pandey, R.S. (1997): East West Thoughts on Education: Allahabad. Horizon Publishers.
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10. Rurk Robert R.(1956): The Philosophical Bases of Education, Bosten Houghton Mifflin.
11. Thomson Godfrey (1957): A Modern Philosophy of Education, London: George G.Garper & Colts.
12. Wynee John P. (1947): Philosophy of Education, NewYork: Prentice Hall Inc.
13. Banerjee A.C. & Sharma S.R. (1999): Sociological and Philosophical Issues in Education, Jaipur: Book Enclave.
14. Bhatia, K.K. (2005): Educationin Emerging Indian Society, Ludhiana: Kalyani Publishers.
15. Bhatia, K, K, and Narang. C.I. (1992): Teacher and Education in Emerging Indian Society Ludhiana: Tandon Publications.
16. Bhatia, K.K. and Narange. C.I. (2008): Philosophical and Sociological Bases of Education, Ludhiana: Tandon Publications.
17. Dash, B.N. (2004): Theories of Education & Education in the Emerging Indian Society, New Delhi: Dominant Publishers and Distributors.
18. Duby, S.C. (1994): Indian Society, New Delhi, NBT, Pp.
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20. Haralambos M. Sociology: Themes and Perspectives, Oxford University Press, New Delhi. (1980)
21. Harmambos N.R.M. Heald (1980): Sociology-themes and perspectives, Oxford University Press.
22. Jonathan. H. Turner (1995): The structure of sociological theory, Rawat Publications, Jipur.
23. Kenkel, W.F. Society in Action (1980): Introduction to Sociology, NewYork: Harperand Row.
24. Mathur S.S. (2008): A Sociological Approach to Indian Education, Agra: Vinod Pustak Mandir.
25. Mathur, S.S. (1985): Sociological Approach to Indian Education Agree Vinod Pustak Mandir.
26. Mohanty, J. (1994): Indian Education in the Emerging Society, New Delhi: Sterline Pvt. Ltd.
27. Pandey, R.S. (1997): East West Thoughts on Education, Allahabad: Horizon Publishers.
28. Sachdeva Vidya Bhushan (2003): An Introduction to sociology, Kitabmahal, New Delhi.

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29. आर. लक्ष्मीलाल के. (1973) शिक्षा की दार्शनिक पृष्ठभूमि राजस्थान, हिन्दी ग्रन्थ अकादमी ।
30. प्रो० रमण बिहारी लाल (2015) शिक्षा के सामाजिक और दार्शनिक आधार ।
31. डा० अलका गुप्ता (2021) शिक्षा के सामाजिक और दार्शनिक आधार ।
32. डा० सिंह ओ.पी. (2011) शिक्षा के दार्शनिक आधार (शारदा पब्लिकेशन इलाहाबाद) ।
33. डा० शमीब मालवीय (2012) शिक्षा के दार्शनिक एवं समाजशास्त्रीय आधार ।

**E. Evaluation:**

Theory Examination (External) - 70 Marks, Practicum (InternalAssessment) - 30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Project on factors Promote Social equality (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

**1<sup>st</sup> Year****Semester-II (January to June)****C.C.6: Teacher Education; Issues and Challenges****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks**

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**A. Objectives:**

1. To identify different issues and challenges in teacher education;
2. To find and understand the issues and challenges in teacher education;
3. To think about it deeply and plan to implement with necessary precautions; and
4. To prepare for it and combat the challenges.

**B. Syllabus:****UNIT-1 Teacher Education, Indian Society and Constitutional Goals**

- 1.1 Regional Imbalance in Teacher education.
- 1.2 Structure of Teacher Education Program.
- 1.3 Working of Teacher education institutions.
- 1.4 Realization of constitutional goals & Social Issues.
- 1.5 Isolation of Teacher Education.

**UNIT-2 Globalization and Improve the Quality of Teacher Education**

- 2.1 Globalization and erosion of values.
- 2.2 Corruption in Teacher Education.
- 2.3 Quality of Teacher education.
- 2.4 Multicultural society.
- 2.5 Curriculum Innovation.

**UNIT-3 Impact of Science and Technology and Evaluation in Teacher Education**

- 3.1 Diffusion of electronic portfolios in Teacher education.
- 3.2 Inadequate empirical research in Teacher education.
- 3.3 Impact of Science and Technology.
- 3.4 Evaluation system of Teacher education.
- 3.5 Distance Learning.

**UNIT-4 ICT Skills and Competencies in Teacher Education**

- 4.1 Implementation of ICT Skills in Teacher education.
- 4.2 Context sensitivity.
- 4.3 Personal and social skills in teacher education.
- 4.4 Competencies in teacher education.
- 4.5 Ethics and morality in teacher education.



**C. Sessional work: (Any two)**

1. A review of researches in teacher education at secondary school stage and write the policy implications.
2. A review of a research article in teacher education and write implications for practitioner.
3. A review of a newspaper / magazine write-up about teachers' status at elementary stage and teaching learning process- a reflection on teacher education programmes in respect to NPST.

**D. Reference:**

1. NCTE-Teacher Education: Reflection towards Policy Formulation.
2. Chakrabarti, Mohit: Teacher Education Modern Trends.
3. Chaurasia, Dr. G.: New Era in Teacher Education, Sterling Publishing Pvt., Ltd.
4. Dikshit Dr. S.S.: Teacher Education in Modern Democracies- Sterling Publishing Pvt. Ltd., Delhi.
5. Four Year Courses in Teacher Education – All India Association of Teacher Educations, B-1/G-A and Model Down, Delhi-9.
6. N.C.E.R.T., Investigations, Studies, and Projects Relating to Internship in teaching, New Delhi.
7. Mukerjee (Editor) S.N.: Education of Teachers in India, Volume-IeI & II-S. Chand & Co.Delhi.
8. Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
9. Shrimali K.L.: Better Teacher Education, Ministry of Education, Government of India
10. Sharma, R.A.: Teacher Education –Theory, Practice & Research.
11. Sharma, R.S.: Emerging Trends in Teacher Education.
12. MHRD Govt. of India, New Educational Policy, 2020.

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14. माथुर, एस.एस. (2014), माध्यमिक शिक्षा तथा अध्यापक कार्य ।
15. भट्टाचार्य, जी.सी. (2011), अध्यापक शिक्षा ।
16. नई राष्ट्रीय (2020), शिक्षा मंत्रालय, भारत सरकार, नई दिल्ली ।
17. डा० कुमार बृजेश (2018), सेवाकालीन अध्यापक शिक्षक (NCERT, नई दिल्ली, आधुनिक भारतीय शिक्षा) ।
18. डा० कुमार बृजेश (2021), अध्यापक शिक्षा के नये आयाम एवं कौशल ।

**E. Evaluation:**

Theory Examination (External)- 70 Marks, Practicum (Internal Assessment) -30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A project on NEP 2020 on Teacher Education (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

**1<sup>st</sup> Year**  
**Semester-II (January to June)**  
**C.C.7: Curriculum Studies**

**Contact Hrs. 4 per week**

**Theory: 70 Marks**

**Examination: 3 hrs.**

**Practicum: 30 Marks**

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**A. Objectives:**

1. To understand the concept of curriculum and curriculum development;
2. To develop and understanding about important principles of curriculum construction;
3. To get acquainted with the curriculum design, it's theories and procedures;
4. To acquaint the students with the existing approaches to curriculum design;
5. To acquaint the students with the process of curriculum development;
6. To enable the learners to reflect on various trends in curriculum development;
7. To enable the learner to appreciate the need for evaluation of curriculum; and
8. To develop competencies to design and evaluate curriculum;

**B. Syllabus:**

**UNIT-1 Curriculum as a Field of Study**

- 1.1 Why Curriculum and What it is?
- 1.2 The Entering Behavior, Terminal objectives, Taxonomy of Educational objectives.
- 1.3 Curriculum as a field of study, learning as process, learning as product.
- 1.4 Need for the curriculum, Meaning of Classroom experiences.
- 1.5 Theories of Curriculum: Traditional and progressivism, Process theories, Structural theories, Theories of legitimatization, Theories of Implementation.
- 1.6 Model of Curriculum: Conceptual model, Evaluation models.

**UNIT-2 Curriculum: Balance- Influence- Dimensions- Components**

- 2.1 Curriculum Influences-The cultural, social and political setting of schools.
- 2.2 Concept of curriculum-Traditional and modern.
- 2.3 Principles of Curriculum Development, Organization of curriculum.
- 2.4 Dimensions- Articulation, Balance, Continuity.
- 2.5 Educative experience, curriculum components.

**UNIT-3 Perspectives & Development**

- 3.1 Historical Perspectives of Curriculum Development.
- 3.2 Curriculum History: Curriculum History of UK, USA & India.
- 3.3 Curriculum Reconstruction in India: Historical Background: Basic education, SEC, IEC, NCERT, NRCs, NCFW and NEP 2020.
- 3.4 School based curriculum planning and development- Advantages and disadvantages.
- 3.5 Process of Curriculum Development.

#### UNIT-4 Management & Evaluation

- 4.1 Curriculum Management.
- 4.2 Curriculum-based assessment.
- 4.3 Curriculum evaluation.
- 4.4 Curriculum evaluation models-Renewal and Challenge for future.

#### C. Sessional work: (Any one)

1. Report writing on different factors which affect curriculum development in our country.
2. Analyze senior secondary curriculum of state board of any subject of your choice.

#### D. References:

1. Arora, G.L. (1984): Reflections on curriculum. New Delhi: NCERT.
2. Dewey, John (1956): The child and the curriculum. Chicago, Illinois: University of Chicago Press.
3. Dewey, John (1997): Experience and Education. New York: Touchstone.
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5. Egan, K. (2005): An imaginative approach to teaching. San Francisco: Jossey-Bass.
6. Erickson, H.L. (2002): Concept-based curriculum and instruction. California: Corwin Press.
7. Jangira, N. K. & Singh, A. (1982). Core teaching skills: The micro-teaching approach. New Delhi: NCERT,
8. Mohapatra, J.K., Mahapatra, M. and Parida, B.K. (2015): Constructivism: The new paradigm: From theory to practice. New Delhi: Atlantic Publishers.
9. NCERT (2005): National curriculum framework 2005. New Delhi: NCERT.
10. NCTE (1990). Policy perspective in teacher education. New Delhi: NCTE.
11. Olivia, Peter F. (1988): Developing the curriculum. London: Scott and Foresman.
12. Sharma, S. (2006): Constructivist approaches to teaching and learning. New Delhi: NCERT.
13. Taba, Hilda (1962): Curriculum development: Theory and practice. New York: Harcourt, Brace and Wald.
14. Von Glasersfeld, F. (1995). Radical constructivism: A way of knowing and learning. Washington D.C.: Falmer Press.
15. Vygotsky, Lev (1986): Mind in society. Cambridge, MA: Harvard University Press.

#### संदर्भ पुस्तकें :

16. डा० दिलीप सिंह (2019) नई पाठ्यचर्या नीति
30. डा० दीपा मेहता (2014) शिक्षा प्रबन्धन एवं प्रशासन
31. राष्ट्रीय पाठ्यचर्या 2005

**E. Evaluation:**

Theory Examination (External) -70 Marks, Practicum (Internal Assessment) - 30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A project on NEP 2020 on Curriculum Reconstruction (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 5 questions = 20 Marks

SectionC: Objective type 10 questions carry 2 marks each = 20 Marks

**1<sup>st</sup> Year****Semester-II (January to June)****C.C.8: Innovative Teaching - Learning****Contact Hrs. 4 per week****Examination: 3 hrs.****Theory: 70 Marks****Practicum: 30 Marks**

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**A. Objectives:**

1. To create effective teaching-learning process;
2. To acquaint with global teaching learning techniques;
3. To build competence in teaching-learning;
4. To develop innovative outlook; and
5. To identify with various dimensions of teaching-learning.

**B. Syllabus:****UNIT-1 Introduction**

- 1.1 Introduction of Innovative Study.
- 1.2 Concept of Innovation.
- 1.3 Need and Scope of Innovation.
- 1.4 Taxonomy of Innovation.

**UNIT-2 Teaching Learning**

- 2.1. Concept of Teaching-learning.
- 2.2. Theories of Teaching.
- 2.3. Teaching-Learning Techniques.
- 2.4. Characteristics of Innovative Teaching-Learning.
- 2.5. Scope of Innovative Teaching-Learning.

**UNIT-3 Innovation in Teaching-Learning**

- 3.1 Rationality of Innovation in Teaching-Learning.
- 3.2 The major components of Innovation in Teaching-Learning.
  - 3.2.1 The Teacher
  - 3.2.2 The Teaching-Learning Material
  - 3.2.3 The Learner
  - 3.2.4 The Learning Environment
  - 3.2.5 Teaching-learning methods

**UNIT-4 Some Innovative Teaching-Learning Techniques**

- 4.1 Blended Learning
- 4.2 Open learning Educational Research
- 4.3 Simulation

4.4 CATWOE Analysis

4.5 Practices

4.6 CBCS

4.7 Collective Wisdom

4.8 Hybrid Learning

**C. Sessional work: (Any two)**

1. Create innovative methods of teaching learning project.
2. Write any 4 best practices in teaching-learning.
3. Create an effective teaching learning model.
4. Make a blog of your innovative outlook.

**D. References:**

1. Ananthasayanam, R. & Amalor, D. (1997): Educational Technology (M.Ed.), Pondicherry University, DDE.
2. Arulsamy, S. & Zayapragassarazan, Z. (2011): Teaching Skills and Strategies, New Delhi, Neelkamal Publishers, pp.252M. Reigeluth (Ed.): Instructional design theories and models, Vol.II. Mahwah NJ: Lawrence Erlbaum Associates.
3. Dagwal, K. & Singh, S. (Ed.), 2011, Innovative Educational Methods, New Delhi Publishers, PP.223
4. Dale, Edgar. Audio-Visual Methods in Teaching, 3rd ed., Holt, Rinehart & Winston, New York, 1969, p. 108
5. Dey, N., Danngwal & Chaudhuri, S. (Ed.), 2013, New Trends and Innovation in Education, New Delhi, New Delhi Publishers, pp.311
6. Dhand, H. (2013) Techniques of Teaching, New Delhi, APH Publication, PP.264.
7. Dhal, P.K. (2014) Innovation in Teaching Learning, MIRA, Balasore, Odisha
8. Iyengar, K.R.S. (1976) Re-thinking on Ends and Means in Education, New Delhi, Sri Aurobindo Ashram, pp.28
9. Joaquim Sáhttp, Diary Writing: A Research Method of Teaching and Learning: <http://www.leeds.ac.uk/educol/documents/00001698.htm>
10. Joyce, B., Weil, M. and Calhoun, E. (2011), Models of Teaching (8<sup>th</sup> Ed.), New Delhi, PHI learning Pvt. Ltd. PP.558
11. Kochhar, S.K. (2012) Methods and Techniques of Teaching, New Delhi, Sterling Publishers, Pvt. Ltd. PP.364
12. Maheshwari, V.K. (2012), <http://www.vkmaheshwari.com/WP/?p=385>

**संदर्भ पुस्तकें :**

13. शर्मा, आर. ए. (2014) अध्यापक शिक्षा एवं प्रशिक्षण तकनीकी।
14. एस०के० मंगल— तकनीकी शिक्षा।
15. शर्मा, आर. ए. (2014)— तकनीकी शिक्षा।

**E. Evaluation:**

Theory Examination (External) -70 Marks, Practicum (Internal Assessment) - 30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Best Practices on teaching-learning (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 5 questions = 30 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks



**C.C.-9. DISSERTATION: 50 Marks**

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- Meaning, concept.
  - Need and significance.
  - Identification of a research problem.
  - Review of related literature.
  - Rationale and importance of the study.
  - Conceptual and operational definition of the terms, Variables.
  - Research questions, aims, objectives and hypotheses.
  - Methodology, sample and tools.
  - Data collection, Analysis, Interpretation.
  - Summary & Conclusion.
  - References.
  - Appendices.
  - Time Frame.
  - Chapterization.
  - Bibliography.
- During this period Synopsis will be presented.
- The half of the dissertation i.e. up to methodology will be completed and submitted.



**2<sup>nd</sup> Year****Semester–III (July to December)****S.C.-1 Elementary Education for Differently Abled****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

On completion of this course the students will be able to:

- a) To understand concept of inclusiveness and its difference from special and integrated education;
- b) To enumerate and explain different national and international policies and programmes, for inclusive education;
- c) To describe identification of disabilities and planning of educational programmes for mainstreaming;
- d) To describe different programmes and interventions for UEE in context of gender caste and socio-economic barriers;
- e) To understand the concept of impact assessment in terms of social welfare schemes vis-à-vis inclusiveness in elementary education;
- f) To describe different programmes and interventions for universal schooling in context of gender caste and socio-economic barriers; and
- g) To understand the concept of impact assessment in terms of social welfare schemes vis-à-vis inclusiveness in secondary education;

**B. Syllabus:****Unit-1 Concept and Historical Perspectives of Differently Abled in Elementary Education**

- 1.1 Historical perspectives of special education (India & Abroad).
- 1.2 Concept & Characteristics of impairment, disability & handicap.
- 1.3 Concept & issues of integration, inclusion & special education.
- 1.4 Principles & objectives of special education.
- 1.5 Models of disabilities-Bio-centric, Functional.

**Unit-2 Inclusive Education for Elementary stage**

- 2.1 Social, psychological and educational contexts of Inclusion; Policy statements on Inclusion (national and international).
- 2.2 Constitutional safeguards- The Mental Health Act, 1987; Rehabilitation Council of India Act, 1992; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation Act), 1995; and National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999. RPWD Act 2016.
- 2.3 Issues in planning and management of education of children and persons with Disabilities; Identification, Assessment and Certification of special education needs.

- 2.4 Rights of children with disabilities and implications for education provisions, Role of Government and Non-Government organizations.

### **Unit-3 Policies and Provisions of Inclusive Education for Elementary level**

- 3.1 Inclusive education models and practices for UEE (Classes I-VIII).
- 3.2 Policy on teachers and special support staff for children with special needs (CWSN).
- 3.3 Barrier in UEE: Physical, social, economic and pedagogic.
- 3.4 Provisions for CWSN in different education initiatives: PIED/IEDC, SSA, NCF-2005, RTE (2009) Act and 'Bachpan Bachao Aandolan' with reference to pedagogy, curriculum and assessment of learning outcome.

### **Unit-4 Programs & ICT for Differently Abled in Elementary Stage**

- 4.1 Educational Programs and Provisions for children with special needs.
- 4.2 Impact Assessment of social welfare schemes for gender, marginalized and disabled groups.
- 4.3 Technological advancement and its application.
- 4.4 I.C.T, Adaptive and Assistive Devices, Equipment and other Technologies with special needs.

#### **C. Sessional work: (any one of the activities)**

1. Field survey and reporting of functioning of an inclusive school and a special school for any disability.
2. Case study of differently abled learner.
3. Socio-economic profile of 10-12 differently abled and normal children in an Elementary & Secondary school.

#### **D. References:**

1. Ainscow, M. (1999): *Understanding the Development of Inclusive Schools*. London: Falmer.
2. Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
3. Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.
4. Dimitraidi, S. (Ed.). (2014). *Diversity, special needs, and inclusion in early years education*. Sage.
5. Gargiulo, R.M. (2014). *Special education in contemporary society: An introduction to exceptionality* (5th edition). Sage.
6. Ghai, A (2002). *Disability in the Indian Context: Post-Colonial Perspectives*, In M.Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88-100). London: Continuum.

7. Jha, Jand D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
8. Jha, M.M (2002). *School Without Walls. Inclusive Education for All*. New Delhi: Madhuban Educational Books.
9. MithuAlur and Michael Bach (2005). *Inclusive Education from Retic to Reality*, New Delhi, Viva Books Ltd.
10. Mittler, P (2000). *Working Towards Inclusive Education-Social Contexts*, London: David Fulton Publishers.
11. Mukhopadhyay Sudesh (2005). *Inclusive Education in the Context of EFA*, In MithuAlur & Michael Bach, *Inclusive Education from Retic to Reality*, Viva Books Ltd, New Delhi.
12. Mukhopadhyay, S. and Mani, M.N.G (2002). *Education of Children with Special Needs*. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp.96-108). New Delhi: Oxford University Press.
13. Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years* (2<sup>nd</sup> edition).Sage.
14. Pathak, Avijit (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers: Noida.
15. Stringfield, S (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.

**संदर्भ पुस्तकें :**

16. यतेन्द्र नाथ ठाकुर – समावेशी शिक्षा ।
17. विशिष्ट शिक्षा –मारजल, एस.के., पियर्सन पब्लिकेशन
18. विशिष्ट शिक्षा – शर्मा, आर. ए., आर. लाल. बुक डिप्पो, मेरठ ।
19. एस०के० मंगल– तकनीकी शिक्षा ।

**E. Evaluation:**

Theory Examination (External) -70 Marks, Practicum (Internal Assessment) -30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A project on Elementary Education for differently abled as per NEP 2020 (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

**2<sup>nd</sup> Year****Semester-III (July to December)****S.C.-1 Secondary Education for Differently Abled****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

On completion of this course the students will be able to:

- a) Understand concept of inclusiveness and its difference from special and integrated education;
- b) Enumerate and explain different national and international policies and programs for inclusive education;
- c) Describe identification of disabilities and planning of educational programs for mainstreaming;
- d) Understand the concept of impact assessment in terms of social welfare schemes visa-vis inclusiveness in Secondary education;
- e) Describe different programs and interventions for universal schooling in context of gender caste and socio-economic barriers; and
- f) Understand the concept of impact assessment in terms of social welfare schemes visa-vis inclusiveness in secondary education.

**B. Syllabus:****Unit-1 Concept and Historical Perspectives of Secondary Education**

- 1.1. Historical perspectives of special education (India & Abroad).
- 1.2. Concept & Characteristics of impairment, disability & handicap.
- 1.3. Concept & issues of integration, inclusion & special education.
- 1.4. Principles & objectives of special education.
- 1.5. Models of disabilities-Bio centric, Functional.

**Unit-2 Policies and Provisions of Inclusive Education for Secondary level**

- 2.1. Educational provisions and programs for children with special needs.
- 2.2. Policy on teachers and special support staff for children with special needs (CWSN).
- 2.3. Barrier in Secondary Education: Physical, social, economical and pedagogical.
- 2.4. Provisions for CWSN in different education initiatives: RMSA; NCF-2005; RTE Act, 2009; reference to pedagogy, curriculum and assessment of learning outcome.
- 2.5. Impact Assessment of social welfare schemes for gender, marginalized and disabled groups.

### Unit-3 Inclusive Education for Secondary Stage

- 3.1 Social, psychological and educational contexts of Inclusion; Policy statements on Inclusion (national and international).
- 3.2 Constitutional safeguards- The Mental Health Act, 1987; Rehabilitation Council of India Act, 1992; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation Act), 1995; and National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999. RPWD Act. 2016.
- 3.3 Issues in planning and management of education of children and persons with disabilities: Identification, assessment and certification of special education Needs.
- 3.4 Rights of children with disabilities and implications for education provisions, Role of Government and Non-Government organizations.

### Unit-4 Programs & ICT for Secondary Stage

- 4.1 Educational Programs and Provisions for children with special needs.
- 4.2 Impact Assessment of social welfare schemes for gender, marginalized and disabled groups.
- 4.3 Technological advancement and its application.
- 4.4 I.C.T, Adaptive and Assistive Devices, Equipment and other Technologies with special needs

#### C. **Sessional work:** (any one of the activities)

1. Field survey and reporting of functioning of an inclusive school and a special school for any disability.
2. Case study of differently abled learner.
3. Socio-economic profile of 10-12 differently abled and normal children in a Secondary school.

#### D. **References:**

1. Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. London: Falmer.
2. Alur, M. (2002). Introduction in Hegarty, S & AlurM (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
3. Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.
4. Dimitraidi, S. (Ed.). (2014). *Diversity, special needs, and inclusion in early years education*. Sage.
5. Gargiulo, R.M. (2014). *Special education in contemporary society: An introduction to exceptionally* (5<sup>th</sup> edition). Sage.

6. Ghai, A (2002). *Disability in the Indian Context: Post-Colonial Perspectives*, In M. Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88-100). London: Continuum.
7. Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
8. Jha, M.M (2002). *School Without Walls. Inclusive Education for All*. New Delhi: Madhuban Educational Books.
9. MithuAlur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*, New Delhi, Viva Books Ltd.
10. Mittler, P (2000). *Working Towards Inclusive Education-Social Contexts*, London: David Fulton Publishers.
11. Mukhopadhyay Sudesh (2005). *Inclusive Education in the Context of EFA*, In MithuAlur & Michael Bach, *Inclusive Education from Rhetoric to Reality*, Viva Books Ltd, New Delhi.
12. Mukhopadhyay, S. and Mani, M.N.G (2002). *Education of Children with Special Needs*. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp.96-108). New Delhi: Oxford University Press.
13. Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years* (2<sup>nd</sup> edition). Sage.
14. Pathak, Avijit (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers: Noida.
15. Stringfield, S (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.

**संदर्भ पुस्तकें :**

16. समावेशी शिक्षा – यतेन्द्र नाथ ठाकुर
17. विशिष्ट शिक्षा – मंगल, एस. के., पीयर्सन पब्लिकेशन
18. विशिष्ट शिक्षा – शर्मा, आर.ए., लाल बुक डिपो, मेरठ ।

**E. Evaluation:**

Theory Examination (External) -70 Marks, Practicum (Internal Assessment) -30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A project on Secondary Education for differently abled as per NEP 2020 (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks



**2<sup>nd</sup> Year****Semester-III (July to December)****S.C.2: Curriculum Pedagogy and Assessment for Elementary School****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

On completion of this course the students will be able to:

- a) Understand the concepts of measurements, evaluation and examination;
- b) Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures;
- c) Develop the skill to use evaluating tools;
- d) Collect scientific data about learners by administering different types of tests;
- e) Develop the familiarity with the teacher made and standardized achievement tests;
- f) Understanding the problems of evaluation in the present system of education; and
- g) Understand the vitality of continuous and comprehensive evaluation in education.

**B. Syllabus:****UNIT-1**

- 1.1 Concept and meaning of measurement and evaluation, scales of measurement, role of measurement and evaluation in education.
- 1.2 Guideline and the programs of action for evaluation reform under the new education policy 1986; concept of CCE with reference to NCF–2005 & NCFTE 2010.
- 1.3 Instructional objectives: Meaning and need, mastery and developmental objectives, Sources of objectives, criteria for selection of objectives, taxonomy of Bloom.

**UNIT-2**

- 2.1 Qualities of a test and types:
  - Validity: concept, determination, factors contributing to test validation.
  - Reliability: Concept, estimation, factors contributing to test reliability.
  - Cautions: while interpreting reliability coefficients, standard error of measurement and usability of a test.
- 2.2 Improving test by analysis:
  - Item analysis— facility index, discriminating index.
  - Distracter count and its computation.
- 2.3 Types of Evaluation:
  - Achievement, Diagnostic, Proficiency, Placement, Attitude.
  - Formal, Informal, Summative, Formative, Subjective, Objective.

**UNIT-3**

## 3.1 Test construction:

- Basic requirement in preparing a test, test specification and table of specifications.
- Types of test items and general rules for writing better items.
- Precautions in formulating essay type items and their scoring.
- Advantages and limitations of objective and essay type tests, and teacher made and standardized tests.

3.2 Interpretation of quantitative data, test scores and norms: Criteria on referenced and norms referenced, interpretation, raw score and standard score, **z** score, t-test, z-test.**UNIT-4**

## 4.1 Norms: Grade, percentage, percentile and percentile rank, stanine, qualities desired in norms, correction for guessing while scoring, cautions in interpreting test score.

## 4.2 Assumptions and philosophy of different correlational approaches in series of data: Bi-serial, point bi-serial, contingency, tetra-choric and phi - coefficient, merits and limitations of these correlation techniques; interpreting correlation coefficient.

## 4.3 Analysis of data: Quantitative and qualitative approaches in different educational settings; uses and limitations of parametric and non-parametric testing techniques.

**C. Sessional Work :** (any one of the activities)

- i) Identification of variables and their levels of measurement in a school survey/assessment survey.
- ii) A critical review of evaluation technique adopted by school board/university or critical review of grading v/s. marking system in examination.
- iii) Preparation of socio-demographic profile of five high achiever and five low achiever school students or development of a NRT and CRT in a school subject and comparison of 10-15 students on a test performance.

**D. References:**

1. Adams, G.S. (1964). *Measurement and Evaluation in Education & Psychology*. New York: Rinehart and Winston.
2. Aiken, L.R. & Gary Groth Marhant (2011). *Psychological Testing and Assessment* (12<sup>th</sup> edition). New Delhi: Pearson.
3. Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
5. Garrett, H.E. (2004). *Statistics in Psychology and Education* (11<sup>th</sup> Indian print). New Delhi: Paragon International.

6. Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications* (6<sup>th</sup> Edition). New Delhi: Pearson Publications.
7. Gronlund, N.E. (1981). *Measurement and Evaluation in Teaching* (Fourth Edition). New York: Mac Millan Publishing Co.
8. Guilford, J.P. (1965). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill Book Co.
9. Kienowski, V., & Wyatt-Smith, C. (2013). *Assessment for education: Standards, judgement and moderation*. Sage.
10. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.
11. Koul, Lokesh (2009). *Methodology of Educational Research* (4<sup>th</sup> Ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
12. Kubiszyn, T. & Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice* (7<sup>th</sup> edition). New York: John Wiley and Sons.
13. Linn, R.L. and Gronlund, N.E. (2003). *Measurement and Assessment in Teaching* (8<sup>th</sup> Edition). Delhi: Pearson Publishers.
14. Mangal, S.K. (1987). *Statistics in Psychology Education*. New Delhi: Tata McGraw Hill Publishing Co.Ltd.
15. Rao, Aditham Bhujanga (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
16. Reylonds, C.R. and Livingston, R. B. and Willson, V. (2011). *Measurement and Assessment in Education*. New Delhi: PHI Learning Pvt. Ltd.
17. Sharma, T.R. (1983). *Measurement and Evaluation (Punjabi)*. Chandigarh: Punjab State University Text Book Board.
18. Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
19. Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
20. Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education* (8<sup>th</sup> Ed.). New Delhi: Pearson.

**संदर्भ पुस्तकें :**

21. सिंह दिलीप कुमार (2019) : पाठ्यचर्या शिक्षा ।
22. समावेशी शिक्षा – यतेन्द्र नाथ ठाकुर
23. विशिष्ट शिक्षा – मंगल, एस. के., पीयर्सन पब्लिकेशन
24. विशिष्ट शिक्षा – शर्मा, आर.ए., लाल बुक डिपो, मेरठ ।

**E. Evaluation:**

Theory Examination (External)-70 Marks, Practicum (Internal Assessment) - 30 Marks:

- a) Performance in house examination (6 Marks)

- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Prepare a project on Innovative Pedagogy & Assessment (10 Marks)

**F. Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

**2<sup>nd</sup> Year****Semester-III (July to December)****S.C.2: Curriculum Pedagogy and Assessment for Secondary School****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

On completion of this course the students will be able to:

- a) Understand the concepts of measurements, evaluation and examination;
- b) Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures;
- c) Develop the skill to use evaluating tools;
- d) Collect scientific data about learners by administering different types of tests;
- e) Develop the familiarity with the teacher made and standardized achievement tests;
- f) Understanding the problems of evaluation in the present system of education; and
- g) Understand the vitality of continuous and comprehensive evaluation in education.

**B. Syllabus:****UNIT-1**

- 1.1 Concept of measurement and evaluation: meaning of measurement and evaluation, scales of measurement, nominal, ordinal, interval and ratio, types of evaluation, role of measurement and evaluation in education.
- 1.2 Guideline and the programs of action for evaluation reform under the new education policy 1986; concept of CCE with reference to NCF-2005.
- 1.3 Instructional objectives: Meaning and need, mastery and developmental objectives, Sources of objectives, criteria for selection of objectives, taxonomy of Bloom.

**UNIT-2**

- 2.1 Qualities of a test and types:
  - Validity: concept, determination, factors contributing to test validation.
  - Reliability: Concept, estimation, factors contributing to test reliability.
  - Cautions: while interpreting reliability coefficients, standard error of measurement and usability of a test.
- 2.2 Improving test by analysis:
  - Item analysis— facility index, discriminating index.
  - Distracter count and its computation.
- 2.3 Types of Evaluation:
  - Achievement, Diagnostic, Proficiency, Placement, Attitude.
  - Formal, Informal, Summative, Formative, Subjective, Objective.

**UNIT-3**

## 3.1 Test construction:

- Basic requirement in preparing a test, test specification and table of specifications.
- Types of test items and general rules for writing better items.
- Precautions in formulating essay type items and their scoring.
- Advantages and limitations of objective and essay type tests, and teacher made and standardized tests.

## 3.2 Interpretation of quantitative data test scores and norms: Criterion referenced and norms referenced interpretation, raw score and standard Score, T-score.

**UNIT-4**

## 4.1 Norms: Grade, percentage, percentile and percentile rank, stanine, qualities desired in norms, correction for guessing while scoring, cautions in interpreting test score.

## 4.2 Assumptions and philosophy of different correlation approaches in series of data: Bi-serial, point bi-serial, contingency, tetra-choric and phi coefficient, merits and limitations of these correlation techniques; interpreting correlation coefficient.

## 4.3 Analysis of data: Quantitative and qualitative approaches in different educational settings; uses and limitations of parametric and non-parametric testing techniques.

**C. Sessional Work:** (any one of the activities)

1. Identification of variables and their levels of measurement in a school survey/ assessment survey.
2. A critical review of evaluation technique adopted by school board / university or critical review of grading v/s. marking system in examination.
3. Preparation of socio-demographic profile of five high achiever and five low achiever school students or development of a NRT and CRT in a school subject and comparison of 10-15 students on a test performance.

**D. References:**

1. Adams, G.S. (1964). *Measurement and Evaluation in Education & Psychology*. New York: Rinehart and Winston.
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4. Creswell, J.W. (2007): *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
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12. Linn, R.L. and Gronlund, N.E. (2003). *Measurement and Assessment in Teaching (8<sup>th</sup> Edition)*. Delhi: Pearson Publishers.
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17. Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
18. Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
19. Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education (8<sup>th</sup> Ed.)*. New Delhi: Pearson.

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20. एस.पी.गुप्ता (2019), मापन एवं मूल्यांकन, शारदा पुस्तक पब्लिकेशन, इलाहाबाद ।
21. अस्थाना विपिन (2014), मापन एवं मूल्यांकन, आगरा पब्लिकेशन ।
22. कुमार अरुण सिंह, मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ, पटना ।
23. पाण्डेय, के० पी० – शैक्षिक अनुसंधान ।
24. गुप्ता, एस.पी. – अनुसंधान संदर्शिका ।
25. अस्थाना, विपिन – शैक्षिक अनुसंधान एवं सांख्यिकी ।
26. जैन, के. एम. – शोध विधियाँ (2010) ।

27. के०पी० पाण्डेय— अनुसंधान शोध विधियाँ ।
28. एच०के० कपिल— संख्यीकी एवं अनुसंधान शोध विधियाँ ।

**E. Evaluation:**

Theory Examination (External) -70 Marks, Practicum (Internal Assessment) - 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Prepare a project on Innovative Pedagogy and assessment (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks



**2<sup>nd</sup> Year****Semester-III (July to December)****C.C10: Advanced Research Methodology****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

1. To identify with advanced research techniques in educational research;
2. To develop skill in the technique of test construction, analysis and interpretation of test results;
3. To acquaint with advanced Data analysis technique in educational research;
4. To understand the advanced research design in educational research;
5. Students will be able to use Computer in writing Thesis and Dissertation in a systematic way; and
6. To understand the role and use of statistics in advanced educational research.

**B. Syllabus:****Unit-1 Advanced Research Design:**

- 1.1 Concept, purpose, qualities and uses of Advanced Research Design.
- 1.2 Concept, types and steps of Experimental Research Design.
- 1.3 Descriptive Research Design: Concept, types and steps.
- 1.4 Meaning, characteristics, use and Application of Mixed Research Design.

**Unit-2 Tools & Techniques of data collection**

- 2.1 Qualities of good research tools and techniques.
- 2.2 Types of research tools & techniques and their development & uses.
- 2.3 Standardization procedure of tools.
- 2.4 Different tests, scales, inventories, batteries and techniques such as: Intelligence test, Attitude scale, Personality inventory, Achievement test Battery, Projective techniques and Socio-metric techniques.

**Unit-3 Advanced Data Analysis Techniques: (Inferential Statistics)**

- 3.1 Concept of Descriptive & inferential Statistics, confidence limits & confidence intervals, Standard error, Type I & Type II error, Null hypothesis, Level of significance, Degree of freedom, One tailed & Two tailed test, NPC – Properties and uses, Skewness & Kurtosis.
- 3.2 Advanced methods of Correlation: Bi-serial, Point bi-serial, Tetra-choric, phi ( $\phi$ )-coefficient, partial and multiple correlation.
- 3.3 Parametric Test: t-test, F-test, ANOVA, ANCOVA and their uses in advanced educational research.
- 3.4 Non-Parametric Test: Chi-Square test, Median test, Mann Whitney test, Wilcoxon

Signed rank test, Kruskal-Wallis test, Freidman's ANOVA and their uses in advanced educational research.

#### **Unit-4 Use of Computer in Educational Research**

- 4.1 Multimedia & Internet: Concept, component, required Software and their uses in educational research.
- 4.2 Use of SPSS, r-technique, MS Office- 2007 onwards (MS-Word, MS-Excel, MS-Access, MS-Power point etc.).
- 4.3 Methods, techniques and basic steps of Qualitative data analysis.
- 4.4 Use of Computer in writing thesis and Dissertation.

#### **C. Sessional Work: (Any two)**

1. Write a Research article for publishing in standard journal and prepare slide on Power Point to present in seminar.
2. Review two Qualitative / Quantitative studies.
3. Develop any one tool of research.
4. Collect the results of two classes (IX and X) by any psychological test; Apply mean, S.D and t-test of this data and prepare a comparative report.

#### **D. References:**

1. Aggarwal, J.C., (1975). Educational Research–An Introduction, New Delhi, Arya Book Depot.
2. Agarwal, Y.P. (1998), Statistical Methods, Sterling, New Delhi.
3. Best, W.J., (1977), Research in Education, New Delhi: Prentice Hall of India Pvt.
4. Best, W.J., and Kahn, V.J., (2007). Research in education, Ninth Edition , Prentice Hall of India, Private Limited, New Delhi.
5. Borg, B.L. (2004). Qualitative Research Methods, Boston: Pearson.
6. Broz, Water R., (1965). Educational Research – An Introduction, New York: David McKay Co. Inc.
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8. Creswell, J.W., Research in Education, Prentice Hall of India, Pvt. Ltd.
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14. Guildord, J.P. (1956), Fundamental of Statistics in Psychology & Education, NewYork, McGraw Hill Book Company.
15. Kerlinger, N.F. (1973). Foundation of Behavioral Research, 2<sup>nd</sup> edition, printed in the United States of America.
16. Koul, L. Methodology of Educational Research, New Delhi, Vikas Publication.
17. Kumar, R. (2011). Research Methods, Pearson Education, NewDelhi
18. Kuppaswami: Educational Research.
19. McMillan, J.H. and Schumacher, S. (2001), Research in Education, NewYork: Longman.
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21. Sharma, B.A., Prasad, R.D. and Satyanaryan, P. (1985): Research Method in Social Sciences. New Delhi: Sterling Publishers Pvt.Ltd.
22. Sharma, R.A. (2003), Fundamentals of Educational Research: Meerut, Loyal Book Depot,
23. Sidhu, K.S. (1984), Methodology of Research Education, New Delhi, Sterling Publication Pvt. Ltd.
24. Singh, K. (2001). Methodology and Techniques of social Research. New Delhi: Kanishka publishers.
25. Singh A.K. (2002) – Test measurement and Research methods in Behvioural sciences, Patna: Bharati Bhawan Publishers & Distributors.
26. Travers, R.M.W. An Introduction to Educational Research (3<sup>rd</sup> ed.) London: The Macmillan Co., 1969.
27. Tuckman, Conducting Educational Research (2<sup>nd</sup> ed.) NewYork, Harcourt Brace, Jovenovish, Inc, 1978.
28. VanDalen D.B. and Mayer, William J. Understanding Educational Research–An Introduction, NewYork, McGraw-Hill Book Co.1979.
29. Whitney, F.L. (1961), The Elements of Research, Bombay, Asie Publishing House.

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31. अस्थाना बी० – मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, बिनोद पुस्तक भंडार, आगरा ।
32. सूखिया, एस०पी० – शैक्षिक अनुसंधान के मूल तत्व, बिनोद पुस्तक भंडार, आगरा ।
33. रामपाल एस०, संख्यिकी मूल्यांकन, बिनोद पुस्तक भंडार, आगरा ।
34. लाल आर०बी० एवं जोशी, शैक्षिक मापन, मूल्यांकन एवं सांख्यिकी, रस्तोगी पब्लिकेशन, आगरा ।

35. एस.पी.गुप्ता (2019)– मापन एवं मूल्यांकन, शारदा पुस्तक पब्लिकेशन, इलाहाबाद ।
36. अस्थाना विपिन (2014) मापन एवं मूल्यांकन, आगरा पब्लिकेशन ।
37. कुमार अरुण सिंह, मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियाँ, पटना ।
38. पाण्डेय, के० पी० – शैक्षिक अनुसंधान ।
39. गुप्ता, एस.पी. – अनुसंधान संदर्शिका ।
40. अस्थाना, विपिन – शैक्षिक अनुसंधान एवं सांख्यिकी ।
41. जैन, के. एम. – शोध विधियाँ (2010) ।
42. के०पी० पाण्डेय– अनुसंधान शोध विधियाँ ।
43. एच०के० कपिल– सांख्यिकी एवं अनुसंधान शोध विधियाँ ।

**E. Evaluation:**

Theory Examination (External)-70 Marks, Practicum (InternalAssessment) – 30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Prepare a project on use of Computer in Research (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

**2<sup>nd</sup> Year****Semester-III (July to December)****C.C.11: Creativity & Value Education****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks**

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**A. Objectives:**

1. To know about creativity and its implication;
2. To make understand about need and importance of value education in India;
3. To acquaint with role of different agencies/agents in value education; and
4. To identify with different approaches and strategies in value education.

**B. Syllabus:****UNIT-1 Creativity:**

- 1.1 Creativity: Meaning, definitions, concept, objectives.
- 1.2 Types of creativity.
- 1.3 Theories of creativity.
- 1.4 Dimensions of creativity.
- 1.5 Effect of school environment on creativity, curriculum for pupils teachers based on Creativity Enhancement, Measurement of creativity, and Co-relation of creativity with intelligence.

**UNIT-2 Value Education:**

- 2.1 Introduction, nature, concept, sources, socio-cultural tradition, religion, constitution, instrumental values, intrinsic values.
- 2.2 Aims and Objectives.
- 2.3 Types of Values.
- 2.4 Need for value education (individual, social, global approach).
- 2.5 School and Value Education.

**UNIT-3 Fostering Values:**

- 3.1 Role of parents and Home.
- 3.2 Role of Teachers.
- 3.3 Role of society.
- 3.4 Role of religion.
- 3.5 Role of mass media.
- 3.6 Role of Government.

**UNIT-4 Approaches and Strategies:**

- 4.1 Socio economic status and values.
- 4.2 Values and life.
- 4.3 Value analysis.
- 4.5 Value based curricular and co-curricular activities.
- 4.6 Different value based activities: Story telling, dramatization, Episode writing etc.

**C. Sessional work:** (Any one)

1. Create a model on value based education.
2. Make a project – how value can be created in society?
3. Create models on family based value, school based value, society based value, human value etc.

**D. References:**

1. Aggarwal, J.C. (2005), *Education for Values, Environment and Human Rights*. New Delhi, Shipra Publications
2. Chakrabarti, Mohit. (1997) *Value Education: Changing Perspectives*. New Delhi; Kanishka Publishers and Distributors
3. David G. Myers (1992). *Psychology*. Third Edition
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5. Dhal, P.K. (2019) *Peace Education*, New Delhi, Shipra Publications.
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7. H, Rudolph (2006) *Key Concepts in Developmental Psychology*, Sage Publications
8. Hirst, P. (1975) *Moral Education in a Secular Society*, university of London Press, London
9. Matt, J. (2000) *Theoretical Approaches in Psychology*. London, Roultdge Pepper, S (1958). *The Sources of Value*. Berkeley CA, University of California
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11. Rokeach, M. (1973) *The Nature of Human Values*, New York, Free Press Sharma, N. (1998) *Value Creators in Education*, New Delhi, Regency Publication

**संदर्भ पुस्तकें :**

1. जय श्री (2007), मूल्य के लिए शिक्षा, पर्यावरण और मानवाधिकार।
2. पी० रमेश प्रसाद पाठक (2020), मूल शिक्षा, कानिस्का पब्लिशर्स।

**E. Evaluation:**

Theory Examination (External) -70 Marks, Practicum (Internal Assessment) -30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Create a Roadmap on how to create values in society (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

**A. Objectives:**

1. To engage the students with field based situation and work in an institution for the development of innovative curriculum and pedagogic practices;
2. To arrange activities in curriculum design; text-book development; educational policy planning, formation and implementation; educational administration and management;
3. To provide an opportunity for reflection and writing on the qualitative development of the institution; and
4. To facilitate a bridge between what students learn in classroom and observe in the field.

**B. Course Contents:**

1. The internship should be structured around some important projects which students may design prior to going to the allotted institution after consultation with faculty member.
2. Close mentorship of faculty or/and a member from the host association (field mentor) together guide groups of (3 to 5) students shall be provided the programme.
3. Field Attachment in the specialized area chosen by the student shall be organized during the program for the durations of two to three weeks in those relevant kind so of institutions as mentioned in the objectives.

**C. Evaluation:**

1. This paper will be evaluated internally. There will be:
  - (1) One theory paper examined,
  - (2) One project and
  - (3) One demo class arranged to evaluate in each sub-theme.
2. The weightage of theory and practical will be 40% and 60% respectively.
3. The components of Internship work evaluation shall be as under:
  - a. Involvement & performance in the field work-25 Marks
  - b. Quality of Internship Report (Records of Activity)-20 Marks
  - c. Regularity and Behaviour - 05 Marks

**2<sup>nd</sup> Year****Semester-III (July to December)****C.C.12: A. Dissertation (1/2)****Contact Hrs. 4 per week****Examination: 2 hrs.****Theory: 35 Marks****Practicum: 15 Marks**

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**A. Collecting, Processing and Displaying Data**

- Considering ethical issues in data collection; Issues concerning research participants, Issues relating to researcher, Issues concerning the sponsoring organization.
- Data Processing in Quantitative research; Editing, Coding.
- Data Processing in Qualitative research; Content Analysis in Qualitative research.
- Displaying Data; Methods of communicating and displaying analyzed data; Text, tables, graphs.
- Formulation of generalization & conclusion; Types of generalizations, Characteristic features of generalization & conclusion, Precaution in formulation of generalization & conclusion.

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**B. Environmental Education:****Contact Hrs. 4 per week****Examination: 2 hrs.****Theory: 35 Marks****Practicum: 15 Marks**

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**UNIT-1**

1. Environment in Ancient Indian Education system.
2. Environmental Education in Teachers' training.
3. Exploring own environment.
4. Teaching Environmental education.

**UNIT-2**

1. Environmental Awareness: National and International perspectives.
2. Techno-oriented Teacher education.
3. Environmental education for Sustainable future.
4. Pedagogical Issues on Environmental Education in India.

**UNIT-3**

1. Environmental Education through mass media.
2. Gender, Socio-economic Status and Ethnicity as component of Environment.
3. Researches in Environmental education.
4. Industrial Safety, Public Health and Environment.



**C. Evaluation:**

Theory Examination (External) -35 Marks, Practicum (Internal Assessment) -15 Marks

**D. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 2 questions carry 7½ marks each out of 5 questions = 15 Marks

Section B: 3 questions carry 5 marks each out of 5 questions = 15 Marks

Section C: Objective type 5 questions carry 1 marks each = 5 Marks

**E. References:**

1. Allaby, M. (1994) *Concise Dictionary of Ecology*. Great Britain: Oxford University Press
2. Arora, G.L. & Yadav, S.K.(1998), *Self-learning materials for Teacher Educators*, Vol.1, New Delhi, NCERT
3. Bowler, P.J. (1992) *The Fontana History of Environmental Sciences*, Fontana, London.
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10. Roy.R. (2008) *Beyond Curriculum, Pedagogy and Teachers' Training for Environmental Education*, New Delhi, Shipra Publication.
11. World Commission of Environment and Development (WCED) 1987 *Our Common Future*, Oxford, UK: Oxford University Press

**संदर्भ पुस्तकें :**

13. एम. एस. यादव (2001) : राष्ट्रीय अध्यापक शिक्षा परिषद्, नई दिल्ली।
14. एन.सी.ई.आर.टी. (2005) : राष्ट्रीय पाठ्यचर्चा नीति, नई दिल्ली।
15. एन.सी.ई.आर.टी. (2009) : राष्ट्रीय पाठ्यचर्चा की रूपरेखा एवं अध्यापक शिक्षा, नई दिल्ली।

2<sup>nd</sup> Year**SEMESTER-IV (January to June)****SC-3: Policy, Economics and Planning in Elementary School Stage****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

On completion of this course the students will be able to:

- a) Understand the genesis of concept of economic of education;
- b) Describe and differentiate between expenditure and investment, social and economic returns and private funding in the concept of economics of education;
- c) Understand policy perspective in financing of education in planned economy through five-year plans;
- d) Develop understanding of financing of elementary Secondary education in the wake of EFA and RTE (2009); and
- e) Appreciate and explain impact of liberalization, privatization and globalization on financing of elementary Secondary education.

**B. Syllabus:****SECTION-A**

- i) The theoretical aspects of Policy, Planning and, Implementation in Social sector with special referenceto education.
- ii) Framework for Policy Making in Education in India: Societal contexts, democracy, development, Centre-state relations and their impact on education policy formulation. Role of Constitution and judicial interventions on education policy formulation shaping the education policy. Role of the National Development Council and Central Advisory Board of Education (CABE).
- iii) Dynamics of Policy Making: Elementary, Secondary and Higher education, w.s.r.t. right to education, inclusion and equity in education, accreditation, capacity building, curriculum formation, language policy. Policy issues on teacher education and training, central and state sponsored schemes in initiating education development, community ownership in education, incentive schemes, research and development, privatization and commercialization of education.
- iv) Social Impact Assessment Survey: Impact of development /social welfare schemes on human development – education, health and well-being; interdisciplinary surveys/ case studies on causes of low status of education in India w.s.r.t. elementary education (I-V, VI-VIII and I-VIII) across different population groups-socially and economically disadvantaged sections including religious minorities groups; critical appraisal of DISE and ASER Reports in terms of universal access, enrolment, retention, educational facilities and learning outcomes. Evaluation of Sarva Shiksha Abhiyan, mid-day meal scheme and other incentive schemes for elementary education, impact of Right to Education, Community participation in education etc.

**SECTION- B**

- i) Economics of Education:
  - Concept, scope and history.
  - Relationship between education and economic development.
  - Investment criteria in education.
  - Rate of return to education: cost-benefit analysis, cost-effectiveness analysis; Agro-based education-earnings relationships.
  - Manpower planning, Education-employment.
- ii) Financing of Education:
  - Principles of financing education: Equity, Efficiency, Adequacy.
  - Education and distribution, inequality; Distribution of public spending on education.
  - Importance of public expenditure on education; its impact on development.
  - Determinants of expenditure on education– Public, Household.
- iii) Sources of funding:
  - Public (Taxes–General, Earmarked; Grants, Vouchers, Fee as a source of finances; scholar loans) and Private (community contributions and External aid).
- iv) Policy Issues in Financing Education:
  - Public expenditure on education in India.
  - Center-state relations in financing education: Planning Commission, Finance Commission.
  - FiveYear Plans.
  - Liberalization, Privatization and Globalization (LPG) in education vis-à-vis education and economic development.
  - Financing of education at elementary level in the context of international commitments and constitutional provisions.
  - Resource mobilization in financing elementary education: equity, efficiency and adequacy.
- v) Educational Planning: With reference to population and enrolment projections and estimates of teacher at different stages and other supply parameters, including budgetary estimates.
- vi) Education Planning in Five Year Plans with focus on expansion, equity and excellence in education with special reference to elementary education.
- vii) Planning and Finance: Principles determining the financial allocations and the actual pattern of financing. The overall context of societal needs, fiscal situation and the context of privatization and liberalization.

- viii) Focal Issues of Researches: Education as investment in education; Variations in economic returns from education – causes and remediation; socio-economic determinants of education v/s. education as an engine of national development; inequality/disparity in education attainment at elementary education level from different educational databases; Pattern of availability and utilization of public finances in elementary education in a federal framework; Resource crunch and external funding of elementary education in era of LPG.

**C. Sessional work:** (any one)

- i) Comparison of financial allocation and utilization of funds in educational development at elementary stage in 11<sup>th</sup> and 12<sup>th</sup> Five Year Plans.
- ii) In-depth study of an elementary school in terms of inputs under SSA and its impact on enrolment and retention.
- iii) Preparing and comparing socio-economic profile of student enrolment in a government and a private elementary school in the same area (rural/urban).

**D. References:**

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2. Blaug, Mark (ed.) 1992. *The Economic Value of Education*. Hants, England: Edward Elgar.
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in D.T. Lakdawala, ed., *A Survey of Research in Economics Vol. VI*. New Delhi: Allied, pp. 169-238.

14. NUEPA (2003). *Globalisation and Challenges for Education*. New Delhi: Shipra Publications.

**संदर्भ पुस्तकें :**

15. बुज्जव, बएगा, त्रिमूर्ति (2006) राष्ट्रीय शिक्षा नीति

**E. Evaluation:**

Theory Examination (External)-70 Marks, Practicum (InternalAssessment) - 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Make a project on Model of Planning & Finance by MHRD, Govt. of India (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

**2<sup>nd</sup> Year****Semester-IV (July to December)****S.C.-3: Policy, Economics and Planning in Secondary School Stage****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

On completion of this course the students will be able to:

- a) Understand the theoretical aspects of educational policy and planning;
- b) Understand contextual framework for policy making in education in India;
- c) Acquaint with the technologies and methods about educational planning w.r.t. Five Year Plans and focus on socially and economically disadvantage groups; and
- d) Understand the dynamic of pattern and utilization of financing of education at different stages of education; and
- e) Critically appraise the educational development and its impact on national development in the light of the principle of social and gender equity.

**B. Syllabus:****SECTION-A**

- (i) Theoretical Aspects of Policy, Planning and Implementation in social sector with special reference to education.
- (ii) Framework for Policy Making in Education in India: Social contexts, democracy, development, Centre-state relations and their impact on education policy formulation. Role of Constitution and judicial interventions on education policy formulation shaping the education policy. Role of the National Development Council and Central Advisory Board of Education (CABE).
- (iii) Dynamics of Policy Making: Elementary, Secondary and Higher education, w.r.t. right to education, inclusion and equity in education, accreditation, capacity building, curriculum formation, language policy. Policy issues on teacher education and training, central and state sponsored schemes in initiating education development, community ownership in education, incentive schemes, research and development, privatization and commercialization of education.
- (iv) Social Impact Assessment Survey: Impact of development /social welfare schemes on human development – education, health and well-being; interdisciplinary surveys/ case studies on causes of low status of education in India w.r.t. secondary education across different population groups-socially and economically disadvantaged sections including religious minorities groups; critical appraisal of DISE and ASER Reports in terms of universal access, enrolment, retention, educational facilities and learning outcomes. Evaluation of RMSA, and other incentive schemes for secondary education, impact of Right to Education, Community participation in education etc.

**SECTION– B**

- (i) Economics of Education:
  - Concept, scope and history.
  - Relationship between education and economic development.
  - Investment criteria in education.
  - Rate of return to education: cost-benefit analysis, cost-effectiveness analysis; Agro-based education-earnings relationships.
  - Manpower planning, Education-employment.
- (ii) Financing of Education:
  - Principles of financing education: Equity, Efficiency, Adequacy.
  - Education and distribution, inequality; Distribution of public spending on education.
  - Importance of public expenditure on education; its impact on development.
  - Determinants of expenditure on education–Public, Household.
- (iii) Sources of funding:
  - Public (Taxes–General, Earmarked; Grants, Vouchers, Fee as a source of finances; scholar loans) and Private (community contributions and External aid).
- (iv) Policy Issues in Financing Education:
  - Public expenditure on education in India.
  - Center-state relations in financing education: Planning Commission, Finance Commission.
  - Five Year Plans.
  - Liberalization, Privatization and Globalization (LPG) in education vis-à-vis education and economic development.
  - Financing of education at elementary level in the context of international commitments and constitutional provisions.
  - Resource mobilization in financing elementary education: equity, efficiency and adequacy.
- (v) Education Planning: With reference to population and enrolment projections and estimates of teacher at different stages and other supply parameters, including budgetary estimates.
- (vi) Education Planning in Five Year Plans with focus on expansion, equity and excellence in education with special reference to elementary education.
- (vii) Planning and Finance: Principles determining the financial allocations and the actual pattern of financing. The overall context of societal needs, fiscal situation and the context of privatization and liberalization.

- (viii) Focal Issues of Researches: Education as investment in education; Variations in economic returns from education – causes and remediation; socio-economic determinants of education v/s. education as an engine of national development; inequality/disparity in education attainment at elementary education level from different educational databases; Pattern of availability and utilization of public finances in elementary education in a federal framework; Resource crunch and external funding of elementary education in era of LPG.

**C. Sessional Work:** (anyone of the activities)

- i) Policy analysis on education at secondary education stage with focus on equity and excellence.
- ii) Field survey of a village, towns on socio-economic profile of school going or out of school children.
- iii) Critical appraisal of human development reports or reports on trends in educational development in India.

**D. References:**

1. Acton, Ashton (2013). *Issues in Teaching and Education Policy, Research, and Special Topics*. Scholarly Editions.
2. Aggarwal, J.C. (2005). *Recent Developments and Trends in Education*. Delhi: Shipra Publications.
3. Bhushan, S. (2009). *Restructuring Higher Education in India*. New Delhi: Rawat Publications.
4. Desjardins, Richard (2009). *Research of Vs Research for Education Policy*.
5. Gary Sykes, Barbara Schneider, David N. Plank (2012). *Handbook of Education Policy Research*. Routledge.
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15. UNDP (2014): *Human Development Report 2014 Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*. New York, USA: Palgrave Macmillan.
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18. UNESCO (2014). *Teaching and learning: Achieving quality for all. EFA Global Monitoring Report 2013/14*. Paris, France: UNESCO.
19. NUEPA (2003). *Globalization and Challenges for Education*. New Delhi: Shipra Publications.

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20. सिंह वी.सी. (2018) : भारतीय शिक्षा में आर्थिक विकास व नीतियाँ।
21. अरोड़ा पंकज, व शर्मा ऊषा (2011) : राष्ट्रीय शिक्षा नीति व आर्थिक विकास।

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<http://indiabudget.nic.in/survey.asp>

<http://www.ncert.nic.in>

[http://ncte-india.org/ncte\\_new/](http://ncte-india.org/ncte_new/)

<http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html>

**E. Evaluation:**

Theory Examination (External)-70 Marks, Practicum (Internal Assessment) – 30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A Project of TQM in Education (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

**2<sup>nd</sup> Year****Semester-IV (July to December)****SC-4: Educational Management and Administration in Elementary School****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

On completion of this course the students will be able to:

- a) Understand meaning, concept and scope of educational administration and planning in secular, socialist and democratic system of India;
- b) Understand the emerging role of community in educational administration in the light of 73<sup>rd</sup> and 74<sup>th</sup> amendment and NPE (1986);
- c) Develop understanding of educational planning in Five Year Plans independent indian the context of globalized economy;
- d) Develop understanding of SSA and other initiatives in achieving the goal of UEE;
- e) Appreciate and describe role of community, PRI and other organisations for UEE;
- f) Understand funding pattern for elementary education before and after RTE (2009) and in 12<sup>th</sup> Five Year plan; and
- g) Understand the role of DISE in monitoring of UEE at state and national level.

**B. Syllabus:****SECTION-A**

- i) Evolving theory and concepts in educational administration and management. Evolution of educational administration from colonial system to present times in India. Constitutional provisions, legal enactments and concerns affecting educational administration, Centre-state and local relationships in educational administration, Role of MHRD, NUEPA and NCERT in educational administration.
- ii) Community participation in educational administration. Rationale and need for participation, enabling provisions in the policy (73<sup>rd</sup> and 74<sup>th</sup> Amendment and NPE), Public private partnership ASA paradigm of educational administration.
- iii) Educational Planning: Guiding principles of educational planning, Methods and techniques of educational planning, Approaches to educational planning-Social demand approach, Man-power approach, Return of Investment approach, Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.
- iv) Conceptual Framework for Education Planning in India: Role of planning in educational development, the evolution of planning from centralization to decentralization, Role of Planning Commission in educational planning, participatory planning and effective role of stakeholders and Panchayati Raj Institutions. Critical Analysis of educational planning in India.

**SECTION-B**

- i) Administrative Structures for implementing Sarva Shiksha Abhiyan: National Mission and State implementation partners. Role of centre, state and local authorities in the implementation of Right to Education Act-2009.
- ii) Involvement of community and Panchayati Raj Institutions in educational planning and administration for universalization of elementary education, Assessment of the present status of Panchayati Raj Institutions vis-à-vis school management, Participation of NGOs in achieving goals of universalization of elementary education.
- iii) Perspective plan for elementary education in India in the 11<sup>th</sup> Five Year Plan and 12<sup>th</sup> Five Year Plan.
- iv) Role of District Information System for Education (DISE) in monitoring universalization of elementary education in India.

**C. Sessional Work:** (any one of the activities)

- i. Conducting a field survey to assess community-school partnership in achievement of goals of UEE (8 years schooling) for Education For All (students will prepare questionnaire on UEE, collect data and report)
- ii. Content analysis of government documents and database from 2000 till date (impact of SSA).
- iii. Case study of elementary school head/teacher regarding implementation of RTE (2009).

**D. References:**

1. Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
2. Bhatnagar, R.P. & Verma (Educational Administration, Planning, Supervision, Loyal Book Depot, Meerut.
3. Govinda, R. and Rashmi Diwan (Eds.) (2003), *Community Participation and Empowerment in Primary Education*, New Delhi: Sage Publications.
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6. Kumar, Alok and Singh, A.P. (2009). *Elementary Education In India: Issues and Challenges*. New Delhi: Uppal Publishing House.
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11. Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
12. Ramchandran Padma and R. Vasantha (2005). *Education in India*, New Delhi, National Book Trust.
13. Shukla P.D. (1983). *Administration of Education in India*, New Delhi, Vikas Publishing House.
14. Tilak, J.B.G (1993). *External and Internal Resource Mobilization for Education forAll*, Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.
15. Tilak, Jandhyala B.G (1989). Center-State Relations in Financing Education in India.*Comparative Educational Review* 33(4) November: 450-80.
16. Tilak, Jandhyala B.G (Ed.) (2003), *Education, Society and Development: National and International Perspectives*, New Delhi: NIEPA.
17. Tilak, Jandhyala B.G (2013). *Higher Education in India: In search of Equality, Quality and Quantity*.New Delhi: Orient Blackswan Pvt. Ltd.

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18. विद्या अग्रवाल (2001), शैक्षिक प्रशासन एवं प्रबन्धन, इलाहाबाद पब्लिकेशन ।
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20. आर.ए. शर्मा (2016), शैक्षिक प्रबन्धन एवं प्रशासन, मेरठ पब्लिकेशन ।

**E. Evaluation:**

Theory Examination (External)-70 Marks, Practicum (InternalAssessment) – 30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A Project of TQM in Education (10 Marks)

**F. Question Pattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions= 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type10 questions carry 2 marks each = 20 Marks

**2<sup>nd</sup> Year****Semester-IV (July to December)****SC-4: Educational Management and Administration in Secondary School****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

On completion of this course the students will be able to:

- a) Understand meaning, concept and scope of educational administration and planning in secular, socialist and democratic system of India;
- b) Understand the emerging role of community in educational administration in the light of 73<sup>rd</sup> and 74<sup>th</sup> amendment and NPE (1986);
- c) Develop understanding of educational planning in Five Year Plans independent India in the context of globalized economy;
- d) Develop understanding of SSA and other initiatives in achieving the goal of UEE;
- e) Appreciate and describe role of community, PRI and other organizations for UEE;
- f) Understand funding pattern for elementary education before and after RTE (2009) and in 12<sup>th</sup> Five Year plan; and
- g) Understand the role of DISE in monitoring of UEE at state and national level.

**B. Syllabus:****SECTION-A**

- i) Evolving theory and concepts in educational administration and management. Evolution of educational administration from colonial system to present times in India. Constitutional provisions, legal enactments and concerns affecting educational administration, Centre-state and local relationships in educational administration, Role of MHRD, NCERT, NUEPA and CAGE in educational administration.
- ii) Community participation in educational administration. Rationale and need for participation, enabling provisions in the policy (73<sup>rd</sup> and 74<sup>th</sup> Amendment and NPE), Public private partnership ASA paradigm of educational administration.
- iii) Educational Planning: Guiding principles of educational planning, Methods and techniques of educational planning, Approaches to educational planning-Social demand approach, Man-power approach, Return of Investment approach, Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.
- iv) Conceptual Framework for Education Planning in India: Role of planning in educational development, the evolution of planning from centralization to decentralization, Role of Planning Commission in educational planning, participatory planning and effective role of stakeholders and Panchayati Raj Institutions. Critical Analysis of educational planning in India.

**SECTION-B**

- i) Administrative Structures for implementing Sarva Shiksha Abhiyan: National Mission and State implementation partners. Role of centre, state and local authorities in the implementation of Right to Education Act-2009.
- ii) Involvement of community and Panchayati Raj Institutions in educational planning and administration for universalization of elementary education, Assessment of the present status of Panchayati Raj Institutions vis-à-vis school management, Participation of NGOs in achieving goals of universalization of elementary education.
- iii) Perspective plan for elementary education in India in the 11<sup>th</sup> Five Year Plan and 12<sup>th</sup> FiveYear Plan.
- iv) Role of District Information System for Education (DISE) in monitoring universalization of Secondary education in India.

**C. Sessional Work: (anyoneoftheactivities)**

- i. Conducting a field survey to assess community-school partnership in achievement of goals of RMSA for Education for All.
- ii. Content analysis of government documents and database from 2000 to till date (impact of RMSA).
- iii. Case study of Secondary school head/teacher regarding impact of implementation of RTE (2009).

**D. Referencs:**

1. Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
2. Bhatnagar, R.P. & Verma (Educational Administration, Planning, Supervision, Loyal Book Depot, Meerut.
3. Govinda, R. and Rashmi Diwan (Eds.) (2003), *Community Participation and Empowerment in Primary Education*, New Delhi: Sage Publications.
4. Issac, T.M. Thomas and Richard W. Franke (2000), *Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala*, New Delhi: LeftWord Books.
5. Kowalski, Theodore. J (2001). *Case Studies on Educational Administration (3<sup>rd</sup> Ed.)* NewYork: Longman.
6. Kumar, Alok and Singh, A.P. (2009). *Elementary Education in India: IssuesandChallenges*. New Delhi: Uppal PublishingHouse.
7. Mathur S.S (1990). *Educational Administration and Management*, The Indian Publications, India.
8. Mathur, S.P (2001). *Financial Management in Indian Universities: Recent Trends*. Varanasi: Ganga, Kaveri.
9. McGinn, Noel (1998). Who Should Govern Education? Experiments with Three Perspectives on Decentralisation, *Journal of Educational Planning and Administration* 12 (3) (July): 249-69.

10. Mehta Arun C.(2004).Evolverment of District Information System for Education, *Kurukshetra*, September, New Delhi.
11. Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*.New Delhi, NIEPA.
12. Ramchandran Padma and R. Vasantha (2005). *Education in India*, New Delhi, National Book Trust.
13. Shukla P.D. (1983). *Administration of Education in India*, New Delhi, Vikas Publishing House.
14. Tilak, J.B.G (1993). *External and Internal Resource Mobilization for Education forAll*, Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.
15. Tilak, Jandhyala B.G (1989). Center-State Relations in Financing Education in India. *Comparative Educational Review* 33 (4) November: 450-80.
16. Tilak, Jandhyala B.G (Ed.) (2003), *Education, Society and Development: National and International Perspectives*, New Delhi: NIEPA.
17. Tilak, Jandhyala B.G (2013). *Higher Education in India: In search of Equality,Quality and Quantity*.New Delhi: Orient Blackswan Pvt.Ltd.

**संदर्भ पुस्तकें :**

18. दीपा मेहता : (2014) शैक्षिक प्रशासन एवं प्रबन्धन
19. विद्या अग्रवाल (2001) शैक्षिक प्रशासन एवं प्रबन्धन

**E. Evaluation:**

Theory Examination (External)-70 Marks, Practicum (InternalAssessment) – 30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8Marks)
- c) Seminars (6 Marks)
- d) Project of TQM in Education (10 Marks)

**F. QuestionPattern:**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type10 questions carry 2 marks each = 20 Marks

**2<sup>nd</sup> Year****Semester-IV (July to December)****SC-5: Educational Technology & ICT****Contact Hrs. 4 per week****Theory: 70 Marks****Examination: 3 hrs.****Practicum: 30 Marks****A. Objectives:**

On completion of this course the students will be able to:

- a) Understand the meaning, concept and scope of educational technology;
- b) Understand levels of teaching and modification of teacher behavior;
- c) Enumerate and explain different kinds of mastery learning and models of teaching;
- d) Develop understanding of the concept of NRT and CRT in achievement assessment;
- e) Develop understanding of Bloom's Taxonomy-cognitive, affective and psychomotor to assess learning outcomes in different school subjects;
- f) Apply principles of mastery learning strategies and Bloom's learning for making in pedagogic process;
- g) Use principles of Bloom's Taxonomy in development a CRT in language and mathematics classes;
- h) Use different aspects of teacher communication in strengthening academic competencies of elementary school students and
- i) Implement ICT in School level.

**B. Syllabus:****SECTION-A**

- i) Educational technology: concept, scope, importance and types of educational Technology.
- ii) Teaching and learning: concept, nature, phases and levels of teaching- memory level, understanding level and reflective level.
- iii) Communication and modification of teacher behaviour: meaning and components of communication process; skills and methods of effective communication; teacher behaviour and communication; micro-teaching and simulated teaching-concept, characteristics & process.
- iv) Programmed Learning and Mastery learning; Concept, historical perspectives, characteristics and types; meaning, principles and types of programmed learning.
- v) Models of teaching, assumptions and fundamental elements of teaching model, types of teaching models, Inquiry training model and Bruner's concept attainment model. Ausubel Advance Organiser Model, Taba's Inductive Thinking Model and Glaser's Basic teaching model.
- vi) Objective specifications and evaluation of learning outcomes:



- vii) Educational and instructional objectives, writing instructional objectives.
- viii) Categorization of objectives in taxonomic categories of Cognitive, Affective and
- ix) Psychomotor domain.
- x) Characteristics and difference between Norm referenced test (NRT) and Criterion referenced Test (CRT).
- xi) Development and Validation of CRT and NRT.

#### **SECTION-B**

- (i) Role of ICT in teaching-learning.
- (ii) 2.0 & 3.0 Technology.
- (iii) Enhancing quality learning outcomes through digital learning.
- (iv) E-Content, LMS, Social Media, Online platforms, Moodle.
- (v) Remote learning, OER, IOT, M-learning.
- (vi) Online evaluation techniques.

#### **C. Sessional work: (A minimum of four practical to be performed)**

- (i) Development of the any one of the following frames:
  - (a) Linear program.
  - (b) Branching program.
  - (c) Mathematics program.
- (ii) Handling of any one of the following audio-visual aids:
  - (a) Transparency.
  - (b) Operating of over head projector (OHP).
  - (c) Film projector.
  - (d) Slide projector.
- (iii) Use of any one of the following micro-teaching skills:
  - (a) Introduction of Topic.
  - (b) Questioning.
  - (c) Blackboard work.
  - (d) Explanation.
  - (e) Stimulus variation.
- (iv) Observing classroom behavior of the student teacher with Flander's interaction scale.
- (v) Create a survey report through Google forms.
- (vi) Presentation of two lessons by using power point.
- (vii) Generating Video for teaching through You-Tube.
- (viii) Make a report on mobile learning.

**D. References:**

1. Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.
2. Huang, R., and Kinshuk, JonK.Price (2014). *ICT in Education in Global Context: Emerging Trends Report 2013-2014*. Heidelberg: Springer.
3. Khan, N.(2004). *Educational Technology*. New Delhi: Rajat Publications.
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5. Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkukina Nyota Publishers Ltd.
6. Mangal, S.K., & Mangal, Uma (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
7. Mehra, V. (2004). *Educational Technology*. New Delhi: S.S.Publishers.
8. Pelgrum, Willem J., and Law, Nancy (2003). *ICT in Education Around the World: Trends, Problems and Prospects* (Volume 77 of Fundamentals of educational planning). International Institute for Educational Planning: UNESCO.
9. Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R.Lall Book Depot.
10. Vrasidas, C., Zembylas, M., and Glass, Gene V. (2009). *ICT for Education, Development, and Social Justice: Current perspectives on applied information technologies*. Centre for the Advancement of Research & Development in Educational Technology.

**संदर्भ पुस्तकें :**

11. सिंधल, विजय कुमार, शिक्षा में सूचना एवं संचार तकनीकी
12. कुलश्रेष्ठ, एस. बी., शैक्षिक तकनीकी
13. कुलश्रेष्ठ, एस.पी. (2010) शैक्षिक तकनीकी के मूल आधार
14. शर्मा, आर. ए. (2008) शिक्षा के तकनीकी आधार

**E. Evaluation:**

Theory Examination (External)-70 Marks, Practicum (Internal Assessment) – 30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work(8 Marks)
- c) Seminars (6 Marks)
- d) A project on blended learning / online learning(10 Marks)

**F. QuestionPattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions = 30 Marks

Section B: 4 questions carry 5 marks each out of 8 questions = 20 Marks

Section C: Objective type 10 questions carry 2 marks each = 20 Marks

**2<sup>nd</sup> Year****Semester-IV (July to December)****CC-13: Dissertation****Contact Hrs. 4 per week****Practicum: 100 Marks**

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**A. Objectives:**

On completion of this course the students will be able to:

- a) Develop skills to find an appropriate problem and its solution through systematic investigation;
- b) Familiarize with research methods in education; and
- c) Get in-depth understanding of steps in conducting educational research.

**B. Evaluation:**

The candidate will be required to submit synopsis for Dissertation by last week of December to the Chairman, Board of Studies in Education through the Head of the Department / Principal of the College concerned for approval. The Dissertation will be submitted 15 days before the final examination of fourth semester to the Head of the Department/Principal of the College who will submit it to the University for Evaluation. The Dissertation will be evaluated by the external examiner, to be appointed by the Board of Studies. The viva-voce will be compulsory. In case student fails in the Dissertation, he/she will be allowed to re-submit the Dissertation within six months (within the time period of three years from the date of admission to the program). The Dissertation can be submitted either in English or Hindi.

**2<sup>nd</sup> Year****Semester-IV (July to December)****EPC-4: Seminar, Group Activities, Laboratory work, Field work and Workshop****Contact Hrs. 4 per week (16 Weeks)****Practicum: 100 Marks**

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**A. Objectives:**

Through this paper student teachers shall be able to;

Get updated information on key issues concerning education especially teacher education by recognized experts who are upto date with the latest developments in the field and practical experiences;

1. Exchange their own knowledge, expertise, experiences, and ideas on educational & social problems among themselves as well as with the recognized experts and thus to get their perspectives broadened;
2. Identify specific educational problems and reach an agreement with best possible solutions applying brainstorming techniques, discussions on the problems, raising questions, sharing ideas and getting immediate feedback;
3. Receive new information or the same information they may already have from a different angle from a different speaker so that they have an even better understanding of the topic;
4. Learn new skills and procedures during field work, seminars & workshops;
5. Apply the skills and knowledge they have learned to solve their current educational problems as well as problems related to their future jobs;
6. Expand their social networking with like-minded people for engaging conversation and meeting new friends who understand their lingo; and
7. Get presentation materials to take home with them for later study.

**B. Activities:**

The department shall organize Seminars, Workshops, Group Activities, Field Work, Educational Surveys, Educational Tours etc. time to time and students shall be evaluated on the basis of their participation, involvement, presentations and work records.

**C. Evaluation:**

Evaluate how different kinds of events like Seminar, Group Activities, Laboratory Work, Field Work, Workshops are organized and managed.