

As per NEP 2020
Master of Education (M.Ed.)

(Effective from Academic Year 2024-2025 onwards)



शेखावाटी विश्वविद्यालय
Shekhawati University

**Pandit Deendayal Upadhyaya Shekhawati
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Sikar (Rajasthan)

Semester-I

Curriculum Structure

Name of Programme:- M.Ed.

Year: First

Semester: I
(Pawas)

Vasant Semester I

Course Code	Course Title	Contact Hrs. per Week			Credits	Weightage (%)		
		L	T	P		CW\$	MTE	ETE
Discipline Specific Core (DSC):								
24MED9101T	Psychology of Learning & Development	4	0	0	4	20	10	70
24MED9102T	Historical, Political and Economic Foundations of Education	4	0	0	4	20	10	70
24MED9103T	Educational Studies	4	0	0	4	20	10	70
24MED9104T	Introduction to Educational Research	4	0	0	4	20	10	70
24MED9105T	Advance Research Methodology	4	0	0	4	20	10	70
24MED9101P	Self-Development Skills-I: Communication and Expository Writing	0	0		1			
24MED9102P	Self-Development Skills-II: Academic & Professional Writing	0	0	-	1			
Value Added Course (VAC)								
		2	0	0	2	20	10	70
Discipline Specific Elective (DSE):								
Seminar/Internship/Dissertation (S/I/D):								
	Total				24			

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Summary: I Semester		
S. N.	Particulars	Credits
1.	Discipline Specific Core (DSC):	22
2.	Discipline Specific Elective(DSE):	--
3.	Seminar/Internship/Dissertation(S/I/D):	--
4.	Value Added Course (VAC):	02
Total		24
\$CW (Class work): It would include attendance, assignments, class test/quiz test/assignments, ppt, play, learn by fun activities etc.		

*One credit is equal to 15 hours of direct teaching learning in case of theory papers and 30 hours of indirect teaching learning/field work in case of field/practicum.

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Semester-II

Curriculum Structure									
Name of Programme:- M.Ed.									
Year: First						Semester: II (Vasant)			
Vasant Semester II	Course Code	Course Title	Contact Hrs. per Week			Credits	Weightage (%)		
			L	T	P		CW\$	MTE	ETE
	Discipline Specific Core (DSC):								
	24MED9201T	Philosophical Foundations of Education	4	0	0	4	20	10	70
	24MED9202T	Sociological Foundations of Education	4	0	0	4	20	10	70
	24MED9203T	Curriculum Studies	4	0	0	4	20	10	70
	24MED9204T	Teacher Education: -I	4	0	0	4	20	10	70
	24MED9205T	Innovative Teaching -Learning	4	0	0	4	20	10	70
	24MED9201P	Internship : (In Teacher Education Institute)	0	0		2			
	Value Added Course (VAC)								
			2	0	0	2	20	10	70
	Discipline Specific Elective (DSE):								
Seminar/Internship/Dissertation (S/I/D):									
24MED9202P	Dissertation (Writing Synopsis of proposed research work and its presentation)	--	--	--	2	--	--	--	
	Total				26				


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Summary: II Semester		
S. N.	Particulars	Credits
1.	Discipline Specific Core(DSC):	22
2.	Discipline Specific Elective (DSE):	--
3.	Seminar/Internship/Dissertation(S/I/D):	02
4.	Value Added Course (VAC):	02
Total		26
SCW (Class work): It would include attendance, assignments, class test/quiz test/assignments, ppt, play, learn by fun activities etc.		

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Semester-III

Curriculum Structure									
Name of Programme:- M.Ed.									
Year: First						Semester: II (Pawas)			
Vasant Semester III	Course Code	Course Title	Contact Hrs. per Week			Credits	Weightage (%)		
			L	T	P		CW\$	MTE	ETE
	Discipline Specific Core (DSC):								
	24MED9301T	Specialization Course —I	4	0	0	4	20	10	70
	24MED9302T	Specialization Course —II	4	0	0	4	20	10	70
	24MED9303T	Advanced Educational Research	4	0	0	4	20	10	70
	24MED9304T	Teacher Education: Perspectives, Research and Issues	4	0	0	4	20	10	70
	24MED9301P	Internship : In Specialization Area (In School : 6 weeks)	0	0	4	4			
	24MED9302P	Self-Development Skills-III: e-skills	0	0	1	1			
	24MED9303P	Self-Development Skills-IV: Yoga	0	0	1	1			
Value Added Course (VAC)									
		2	0	0	2				
Discipline Specific Elective (DSE):									
Seminar/Internship/Dissertation (S/I/D):									
24MED9304P	Dissertation (Review of Related Literature, Data Collection and presentation of Progress report of Research Work)	0	0	2	2	--	--	--	
	Total				26				


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Summary: III Semester		
S. N.	Particulars	Credits
1.	Discipline Specific Core(DSC):	22
2.	Discipline Specific Elective (DSE):	--
3.	Seminar/Internship/Dissertation(S/I/D):	02
4.	Value Added Course (VAC):	02
Total		26
\$CW (Class work): It would include attendance, assignments, class test/quiz test/assignments, ppt, play, learn by fun activities etc.		

*One credit is equal to 15 hours of direct teaching learning in case of theory papers and 30 hours of indirect teaching learning/field work in case of field/practicum.

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Semester-IV

Curriculum Structure									
Name of Programme:- M.Ed.									
Year: Second						Semester: IV (Vasant)			
Vasant Semester IV	Course Code	Course Title	Contact Hrs. per Week			Credits	Weightage (%)		
			L	T	P		CW\$	MTE	ETE
	Discipline Specific Core (DSC):								
	24MED9401T	Teacher Education –II	4	0	0	4	20	10	70
	24MED9402T	Specialization Course-I Education Policy, Economics & Planning	4	0	0	4	20	10	70
	24MED9403T	Specialization Course — II (i) Inclusive Education	4	0	0	4	20	10	70
	24MED9404T	Specialization Course — III Comparative Education	4	0	0	4	20	10	70
	Seminar/Internship/Dissertation (S/I/D):								
	24MED9401P	Dissertation	--	--	--	4	--	--	--
		Total				20			

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Summary: IV Semester		
S. N.	Particulars	Credits
1.	Discipline Specific Core(DSC):	16
2.	Discipline Specific Elective (DSE):	--
3.	Seminar/Internship/Dissertation(S/I/D):	04
4.	Value Added Course (VAC):	--
Total		20
\$CW (Class work): It would include attendance, assignments, class test/quiz test/assignments, ppt, play, learn by fun activities etc.		

*One credit is equal to 15 hours of direct teaching learning in case of theory papers and 30 hours of indirect teaching learning/field work in case of field/practicum.

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SEMESTER-I

PSYCHOLOGY OF LEARNING & DEVELOPMENT

(24MED9101T)

UNIT-I

- **Concept of Educational Psychology**
 - o Relationship of Education & Psychology
 - o Meaning & Concept of Educational Psychology.
 - o Scope of Educational Psychology
- **CONCEPT OF GROWTH AND DEVELOPMENT**
 - o General Principles of Growth and Development.
 - o Physical Development in Adolescence.
 - o Social Development in Adolescence.
 - o Emotional Development in Adolescence.
 - o Intellectual Development in Adolescence.

UNIT-II

- **Individual Differences**
 - o Meaning and Areas
 - o Determinants: Role of Heredity and Environment in Developing Individual Differences.
 - o Implications of Individual Differences for Organizing Educational Programmes.
- **PERSONALITY**
 - o Meaning and Determinants
 - o Types and Trait Theories
 - o Assessment of Personality by Subjective and Projective Methods.

UNIT-III

- Intelligence Meaning
 - Theories: Two Factor theory (Spearman); Multi Factor Theory, Guilford Model of Intellect.
 - Measurement of Intelligence (two verbal and two non verbal tests)
-
- CREATIVITY
 - o Meaning, characteristics, difference between creativity and intelligence, role of teacher in developing creativity, Methods of developing creativity.
 - o Theories of creativity: Taylor's psychoanalytic and Ariet's theory of creativity.
 - o Assessment methods for creativity.

UNIT-IV

- LEARNING
 - o Meaning, Factors Influencing Learning
 - o Theories of Learning
 - o Pavlov's Classical Conditioning
 - o Skinner's Operant Conditioning
 - o Hull's Reinforcement Theory
 - o Learning by insight.
 - o Gagne's Hierarchy of Learning Types
- MOTIVATION
 - o Concept of Motivation and Achievement Motivation.
 - o Factors affecting Motivation.
 - o Theories of Motivation:
 - o Physiological Theory
 - o Murray's Need Theory.
 - o Maslow's Theory of Hierarchy of Needs.

SUGGESTED READINGS

1. Abramson, Paul R.; 'Personality', New York: Holt Rinehart and Winston, 1980.
2. Allport, G.W. : 'Personality', New York: Holt, 1954
3. Allport G.W.: Pattern and Growth in Personality', New York: Rinehart and Winston, 1961.
4. Andrews, T.W. (Ed.): 'Methods in Psychology', New York: John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R. Charles, Don, C.: The Psychology of Human Growth at Development, New York: Holt, Rinehart and Winston, Inc., 1962.
6. Baum, A., Newman, S., /West R., & Mc Manus, C. Cambridge Handbook Psychology, Health & Medicine, Cambridge: Cambridge University Press 1997.
7. Colemn, J.C.: Abnormal Psychology and Modern Life, Bombay: D. Taraporewala Sons&Co., 1976
8. Dicapro, N.S.: Personality Theories, New York: Harper, 1974.
9. Douglas, O.B. Holl, and B.P.: Foundations of Educational Psychology, New York: The Mac Millan Co., 1948
10. Gagne, R.M.: The Conditions of Learning, New York, Chicago: Ho Rinehart and Winston, 1977.
11. Gates, A.T. et. al: Educational Psychology, New York: Mac Millan, 1963.
12. Hilgard, E.R.: Theories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L.: Educational Psychology, Delhi Sterling Publishers, 1984.
14. Kundu, C.L.: Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
16. Shankar Udey: Development of Personality, 1965.
17. Talbott, J.A., Hales, R.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd., 1994.
18. Thorpe, G.L. & Olson, S.L. Behaviour Therapy, Concepts, Procedures and Applications, London: Allyn Bacon, 1999.

Historical, Political and Economic Foundations of Education
(24MED9102T)

UNIT-I

Historical Foundations of Education

1. Education in India during
 - Vedic
 - Buddhist
 - Medieval period
2. Education in British period and pre-Independent India
 - Macaulay Minutes
 - Wood's Dispatch of 1854
 - Lord Curzen's Educational policy
 - Sadler Commission Report-1917
 - Wardha Scheme of Education-1937

UNIT-II

Education commissions and various policies in post-Independent India

- University Education Commission- 1948-49
- Secondary Education Commission-1952-53
- Indian Education Commission-1964-66
- NPE-1986, NPE(1992)

UNIT-III

Political Foundations of Education

- Meaning, concept and need of political ideology & its relation with Education
- Education in Monarchic & Democratic & Communist countries
- Education in relation to:

- ☐ Democracy
- ☐ Constitutional provisions
- ☐ National values as enshrined in Indian Constitution
- ☐ Nationalism & National integration
- ☐ International Understanding.

UNIT-IV

Economic Foundations of Education

- Education as related to
 - ☐ Economic growth and investment.
 - ☐ Socially and economically disadvantaged sections of the society with special references to scheduled castes, scheduled tribes, women and rural population.
 - ☐ Equality of Educational opportunities.
 - ☐ Local and global perspectives: implication of globalization for system of Education.
- Educational financing in India at various levels at elementary, secondary & senior secondary school Level

SELECTED READINGS

- Agarwal, J.C. : Land marks in the history of modern Indian Education, New Delhi
- Alex, V. A. Alexander : Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July, 1983.
- Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
- Bertrand, Oliver : Planning Human Resources : Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
- Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Educational Planning, 1972.
- Hallack, J.: The Analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.

- Harbison, F and Myers, Charler : A Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing, Co., 1970.
- Govt. of India, Ministry of Education.(1959). Report of the National Committee on Women's Education.
- Joshi, K.L. (1977). Problems of higher Education in India. Bombay: Popular Prakashan
- Kaul, J .N. (1975). Higher Education , Social change & National Development, Shimla: Indian Institute of Advanced Study
- M.H.R.D. Programme of Action (1992), Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. (1990). Towards an Enlightenment & Human Society- A Review (NPERC), Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. (1993). Education for All: The Indian Science, Ministry of Education, Govt. of India, New Delhi.
- M.H.R.D. (1993). Selected Education Study, Ministry of Education, Govt. of India, New Delhi.
- Nagpal, S.C. and Mital, A.C.: Economics of Education, Publication, New Delhi, 1993.
- Natarajan, S.: Introduction to Economics of Education, Sterling Publishers Pvt. Ltd.

EDUCATIONAL STUDIES

(24MED9103T)

UNIT-I

- Nature of Education

Education as a phenomenon, Education as a practice, Education as a field of study, Aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society

- Education as Interdisciplinary Knowledge

Interdisciplinary nature of education; relationships with philosophy, psychology, sociology, management, economics, anthropology etc.

- Contribution of science and technology in education and challenges ahead.

Axiological issues in education: role of peace and other values, aesthetics in education.

- Dynamic relationship of education with the political process.
- Interrelation between education and development.

UNIT- II

- Socio-cultural Context of Education

Social purpose of education. Understanding Indian society-with reference to multilingual and multicultural and other diversity, approaches for teaching young children in the context of diversity.

Process of socialization and acculturation of the child: role of school, parents, peer group and the community.

- SCHOOL CONTEXT

- ☐ Multiple schools contexts-rural/urban, tribal etc.
- ☐ School management: Role of teachers, headmasters, and administrators.
- ☐ Nurturing learner friendly school environment.
- ☐ School as site of curricular engagement.
- ☐ Teacher's autonomy and professional independence.

Participation of different stakeholders in school education-role of media, use of technology, NGOs,

- ☐ Civil society groups, Teacher organisations, family and local community.
- ☐ Monitoring and evaluation of schools

UNIT III

- Educational Institutions and Educational Structure
 - ☐ UNESCO,UGC,NCERT,NCTE,CBSE,SCERT(s) & DIET(s)
 - ☐ Higher, Secondary and Elementary education system
 - ☐ Educational Structure at central, state, district, block and village level

- NATIONAL PROGRAMMES AND POLICIES IN EDUCATION
- ☐ SSA, RAMSA & RUSA
- ☐ NCF(2005) & National Knowledge Commission (2005)
- ☐ NCFTE (2009)
- ☐ RTE Act (2009)

UNIT- IV

- National Issues and Concerns in Education
- ☐ Universalization of Elementary Education
- ☐ Globalization of Education
- ☐ Liberalization of Education
- ☐ Expansion of Secondary and Higher Education
- ☐ Issues related to equity, equality and quality of Education, Education of the disadvantaged

SUGGESTED READINGS

- Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.), Boston: Allynand, Becon.
- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press
- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
- Dearden R. F. (1984). Theory and practice in Education. London, Routledge K Kegan & Paul.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Australia Allen and Unwin,.
- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of

education. New York: Macmillan.

- Cole, M.(2011). Education, equality and human rights: Issues of gender, race, sexuality, disability and social class. NY: Routledge.
- GOVINDA, R. & DIWAN, R. (2003). COMMUNITY PARTICIPATION AND EMPOWERMENT IN PRIMARY education. New Delhi: Sage Publication.
- Govinda, R. (2011). Who goes to school? : Exploring exclusion in Indian education. New Delhi: Oxford University Press.
- Govt. of India. (1948). University education commission. New Delhi: Govt. of India.
- Govt. of India. (1952). Secondary education commission. New Delhi: Govt. of India.
- Govt. of India. (1964). Indian education commission. New Delhi: Govt. of India.
- Govt. of India.(1986). National policy of education. New Delhi: Govt. of India.
- Govt. of India. (1992). Programme of action. New Delhi: Govt. of India.
- Habib, S.I. (2010). Moulana Abdul Kalam Azad and the national education system. New Delhi: NUEPA. 17
- Jandhyala, B. T. G. (2003). Education society and development: National and international perspective. New Delhi: APH Publishing Corporation.
- Mehta, A.C. (2014). Elementary education in India: Where do we stand. New Delhi: NUEPA.

INTRODUCTION TO EDUCATIONAL RESEARCH (24MED9104T)

UNIT – I

- Nature and Scope of Educational Research

- Scientific Method of Inquiry; Methods of Acquiring Knowledge
- Meaning, Nature, Need, Scope and Types of Educational Research
- Areas of Educational Research; The Research Process
- Research Paradigm: Qualitative and Quantitative Research

UNIT – II

- Formulation of Research Problem
- Sources of Identifying the Problem; Selection, Definition and Evaluation of a Research Problem
- Review of Related Literature: Importance and Various Sources including Internet.
- Hypothesis: Concept, Types, Sources, Characteristics, Formulation and testing
- Sampling: Concept, Need, Steps, Characteristics and Methods
- Preparation of Research Proposal

UNIT – III

DESCRIPTIVE STATISTICS

- Types of Data; Graphical Representation of Data
- Measures of Central Tendency: Mean, Median and Mode
- Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation
- Measures of Relative Positions: Percentile and Percentile Ranks

UNIT – IV

- Measures of Relationship -Meaning, Assumptions, Computation and Uses of:
 - ☐ Rank Difference Correlation
 - ☐ Product Moment Correlation
 - ☐ Partial and Multiple Correlations

- Biserial and Point Biserial Correlations
- Normal Probability Curve: Meaning, Characteristics, Skewness and Kurtosis and Applications.

SUGGESTED READINGS

- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, J. W. and Kahn, J. V. (1995). Research in Education. Delhi: Prentice Hall.
- Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall.
- Adward, Allen Literacy (1968). Experimental designs in Psychological Research. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Fox, D. J. (1969). The Research Process in Education, New York: Holt, Rinehart and Winston Inc.

ADVANCED RESEARCH METHODOLOGY (24MED9105T)

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 (ϕ)- 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.

SUGGESTED READINGS

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.
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 (6th Edition), New York: McGraw-Hill Book Company.
10. Garrett, H.E. (1969), Statistics in Psychology and Education, Bombay: Vokels Fatters & Simons Ltd.
11. Gay, L.R. and Airasian, P. (2000), Educational Research: Competencies for Analysis and Application (9th ed.). New York: Merrill.
12. Good, Carter V. and Douglas, E. Scates, (1954), Methods of Research: Educational, Psychological & Sociological. New York: Appleton– Century– Crofts, Inc.
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.
15. Kerlinger, N.F. (1973). Foundation of Behavioral Research, 2nd 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, New Delhi
18. Kuppaswami: Educational Research.

19. McMillan, J.H. and Schumacher, S. (2001), Research in Education, New York: Longman.
20. Mouley, G.T. (1970), Science of Educational Research, New York, Van Nostrand Reinhold Co.
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 Boook 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 (3rd ed.) London: The Macmillan Co., 1969.
27. Tuckman, Conducting Educational Research (2nd ed.) New York, Harcourt Brace, Jovenovish, Inc, 1978.
28. VanDalen D.B. and Mayer, William J. Understanding Educational Research–An Introduction, New York, McGraw-Hill Book Co.1979.
29. Whitney, F.L. (1961), The Elements of Research, Bombay, Asie Publishing House.

SELF-DEVELOPMENT SKILLS-I
COMMUNICATION AND EXPOSITORY WRITING
(24MED9101P)

(Evaluation by external examiner only at the end of the semester)

Objectives:

- to develop the capacity to use ICT in effective communication

- to enhance the ability to listen, converse, speak, present and explain ideas in groups and before an audience.
- to develop the writing skills
- to use the knowledge of communication in classroom discussion and daily life.

COURSE CONTENT

Communication Skills: Meaning, concept and components of effective communication

- Strategies of effective communication.
- Development of academic skills (pre-reading, pre-writing and number)
- Expository writing: Meaning, concept and Types of effective expository writing.
- Listening skill: meaning, concept and importance of listening skills academic listening- (lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, tele-conference, tele interviews handling.
- Role of ICT in effective communication.

WORKSHOP ON COMMUNICATION AND EXPOSITORY WRITING - SUGGESTED ACTIVITIES

- Writing essay/articles on any issue relating to education.
- Seminar presentation with PPT (on any one topic).
- Student's discussion (panel/group).
- Content analysis & reporting any one event/ news (from electronic/ print media) related to field of education.

NOTE:

- i. The student will maintain a file of the record related to activities performed.
- II. MODE OF TRANSACTION OF THIS COURSE WILL BE WORKSHOP.

SELF-DEVELOPMENT SKILLS-II

ACADEMIC & PROFESSIONAL WRITING
(24MED9102P)

(Evaluation by external examiner only at the end of the semester)

WORKSHOP ON ACADEMIC WRITING SKILL- SUGGESTED ACTIVITIES

- Write a paragraph on any topic of your interest and edit one's own writing. Prepare a report on it.
- Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
- Prepare your resume/effective profile for an interview.
- Prepare a professional letter and mail on any topic.
- Write a professional report of any workshop and seminar
- Book review and review of 2 research articles.
- Writing research article/paper.
- Critical reflections on any 05 current events/news related to field of education.

NOTE:-

- i. Mode of transaction of this course will be workshop.
- ii. Prepare a file on the record of work done in the workshop.

SEMESTER-II

PHILOSOPHICAL FOUNDATIONS OF EDUCATION (24MED9201T)

- Meaning of Education and Philosophy

UNIT –I

- Relationship of Education and Philosophy.
- Meaning of Educational Philosophy.
- Functions of Educational Philosophy.
- Meaning and Nature of Knowledge.
- Types and Source of Knowledge.
- Methods of Acquiring Knowledge.

UNIT-II

- Indian Schools of Philosophy-

- ☐ Vedanta
- ☐ Sankhya,
- ☐ Buddhism
- ☐ Jainism
- ☐ Islamic traditions

with special references to the concept of reality, knowledge and values and their educational implications.

UNIT – III

Western schools of Philosophy:

- ☐ Idealism
- ☐ Realism
- ☐ Naturalism

- ☐ Pragmatism
- ☐ Existentialism

with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods

UNIT-IV

- Education Contributions of Indian Thinkers: - Vivekananda, Aurobindo, Tagore, Gandhi, Dr.Radhakrishnan & J. Krishnamurthy.
- Modern Concept of Philosophy:-
- Logical analysis
- Logical empiricism and
- Logical Positivis .

SELECTED READINGS

1. Baskin, Wade, Classics in Education, Vision Press London, 1966.
2. Brubacher, John S. Modern Philosophies of Education, Tata McGraw Hill New Delhi, 1969.
3. Broudy, H.S. Building a PhilosoPhy of Education, Kriager, New York, 1977.
4. Butler, J.D. Idealism in Education, Harper and Row, New York, 1966.
5. Kneller, George F. Foundations of Education John Wiley and Sons, 1978.
6. Morris, Van C. Existentialism in Education What it Means. Haper & Row, New York, 1966.
7. Pandey, R.S. An Introduction to Major Philosphies of Education, Vinod Pustak Mandir, Agra, 1982.
8. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
9. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
10. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.

11. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi, 1969.

SOCIOLOGICAL FOUNDATIONS OF EDUCATION (24MED9202T)

UNIT-I

- Concept and nature of educational sociology and sociology of Education, relationship of Sociology and Education.
- Social organization- meaning and concept, dynamic characteristics of social organization, factor influencing social organization- folkways, mores, institution and values etc and its educational implications

UNIT-II

- Socialization: meaning and concept, Agencies of socialization: family, school, society and community, Role of Education in Socialization.
- Culture: meaning and nature of Culture.
- Education and Culture.
- Cultural determinants of education
- Education and cultural change
- Concept of Cultural Lag, Enculturation & Acculturation

UNIT-III

- Value education: meaning and concept of values and its nature, Role of Education in inculcating values.
- Education and Social Change: meaning and nature, Factor determining social change.
- Constraints of social change in India- Caste, Ethnicity, Class and Language, Religion and Regionalism.
- Role of education in social change.

UNIT-IV

- Social stratification: meaning, concept and its Educational implications.
- Social mobility: meaning, types, constraints on mobility and its educational implications.
- Concept of Urbanization, Modernization, Westernization, Sanskritisation with special reference to Indian society and its educational implications

SELECTED READINGS

1. M.H.R.D. Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
2. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
3. Maslow, A.H. (Ed.) New Knowledge in Human Values. Harper and Row, New York, 1959.
4. Mossish, loor, Sociology of Education: An Introduction, George Allen and Unwin, London, 1972.
5. Narvane, V.S. Modern Indian Thought. Orient Longmans Ltd., New York, 1978.
6. Mossish, loor, Sociology of Education : An Introduction, George Allen and in, London, 1972

CURRICULUM STUDIES

(24MED9203T)

UNIT – I

- Concept of 'Curriculum' and 'Syllabus' and their scope
- Process of curriculum development
- Bases of curriculum
- Principles of curriculum development
- Factors affecting curriculum development

UNIT – II

- Types of curriculum - Knowledge based, Activity based, Skill based and Experienced based,
core curriculum, hidden relevance
curriculum , spiral curriculum, integrated curriculum and their
- Approaches in Curriculum Development - Developmental approach, Functional approach and Eclectic approach
- Curricular trends- Lifelong learning, Futuristic education, Collaborative curriculum, core curriculum and collateral curriculum

UNIT – III

- Models of curriculum development and planning
 - ☐ Taba's Model of curriculum development
 - ☐ Administrative model
 - ☐ Grass root model
 - ☐ Demonstrative model
 - ☐ System analysis model

UNIT – IV

- ☐ Curriculum transaction and its evaluation
- ☐ Formative and summative evaluation
- ☐ Methods of curriculum evaluation and models of curriculum evaluation
- ☐ Role of teacher in curriculum evaluation
- ☐ Role of organisations like NCERT, SCERTs, UGC and NCTE in curriculum designing
- ☐ NCF, 2005 and NCFTE, 2009
- ☐ Recent developments and research trends in curriculum designing

SELECTED READINGS

- Bobbitt, F. (1918). The Curriculum. Boston: Houghton Mifflin. Co.

- Denis, L. (1986). Social Curriculum Planning. Sydney: Hodder&Stoughton, London.
- Edward, A. K. (1960). The Secondary School Curriculum. New York: Harper and Row Publishers.
- Gakhar, S. C. (2008). Curriculum Development. Panipat: N. M. Publishers.
- Goodland, J. (1979). Curriculum Enquiry – The Study of Curriculum Practices. New York: McGraw Hill.
- Hamilton, D. (1976). Curriculum Evaluation. London: Open Books Publishing Limited.
- Hass, G. (1991). Curriculum Planning: A New Approach. Boston: Allyn Bacon.
- Hooer, R. (1971). Curriculum: Context, Design and Development. New York: Longmans.
- Lewy, A. (1977). Handbook of Curriculum Evaluation. New York: Longman, Inc.
- Lewy, A. (1977). Studying Curriculum. Buckingham: Open University Press.
- Oliver, A. (1977). Curriculum Improvement – A Guide to Problems, Principles and Processes. New York: Harper and Row.
- Payne, D. A. (1973). Curriculum Evaluation: Commentaries on Purpose, Process and Product. Boston: D. C. Heath.
- Pratt, D. (1980). Curriculum Design and Development. New York: Harcourt, Brace and Jovanovich.
- Saylor, J. G. & Alexander, W. M. (1960). Curriculum Planning. New York: Holt, Rinehart and Winston.
- Socket, H. (1976). Designing the Curriculum. London: Open Books Publishing Ltd.
- Taba, H. (1962). Curriculum Development: Theory and Practice. New York: Harcourt Brace and World Inc.
- Tanner, D. & Tanner, L. (1980). Curriculum Development: Theory into Practice. Chicago: University of Chicago Press.
- Tyler, R. S. (1976). Curriculum Principles and Foundations. London: Harper and Row Publishers.

TEACHER EDUCATION-I

(24MED9204T)

UNIT – I

INTRODUCTION TO TEACHER EDUCATION

- Concept, Need and Scope of Teacher Education.
- Historical Development of Teacher Education (emphasis on Kothari Education Commission Report (1964-66) in India.
- Aims and Objectives of Teacher Education at:
Elementary Level. Secondary Level. Higher Level.

UNIT-II

Structure, Curriculum and Modes of Pre- Service Teacher Education

- Pre- Service Teacher Education: Concept, Nature, Objectives and Scope.
- The structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE.
- Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship.
- Modes of Pre –Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online; relative merits and limitations.
- Needs of Innovation in Pre-service Teacher Education Programme.

UNIT-III

Concept, Structure and Modes of In-service Teacher Education:

- ☐ In-service Teacher Education; concept, Need, Objectives and areas of Professional development.
- ☐ Types of In-Service courses for Teachers; Orientation and refresher Courses, workshops, seminars, Internship and Summer Institutes.
- ☐ Structure for In-service Teacher Education; Sub –District, District, State, Regional and National level Agencies and institutions.

- Modes and Models of In-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode. Models- Induction, One shot, Recurrent, Cascade, Multisite, School based and course work. Scope, Merits and limitations of each of them.

UNIT – IV

Agencies of Teacher Education: Role and Functions:

- ✓ NATIONAL AGENCY: UGC (UNIVERSITY GRANTS COMMISSION), NUEPA, NCTE AND NCERT
- ✓ STATE LEVEL AGENCIES- DIET AND SCERT. DIET AND SCERT.
- ✓ ROLE OF NCERT AND NCTE IN TEACHER EDUCATION.
- ✓ TREND TRENDS IN TEACHER EDUCATION.
- ✓ ROLE OF NCERT AND NCTE IN TEACHER EDUCATION. CURRENT TRENDS IN TEACHER EDUCATION.
- ✓ MANAGING TEACHER EDUCATION: CHALLENGES IN 21 CENTURY.

SUGGESTED READINGS

- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Human Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD(1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Devedi, Prabhakar (1980). Teacher Education- A Resource Book, New Delhi, NCERT.
- Govt. of India (1966). Education and National Development, New Delhi. Report of Education Commission.
- Govt. of India(1992). Report of C.A.B.E.. New Delhi: Committee Department Of Education.
- Govt. of India (1986). N Resource and Developm

tional Policy of Education, New Delhi: Ministry of Human nt.

- Kohli, V.K.(1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A.(1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P.(2005). Teacher Education, New Delhi: Kanishka Publishers.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.

Innovative Teaching –Learning (24MED9205T)

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

SUGGESTED READINGS

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 (8th 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

INTERNSHIP: TEACHER EDUCATION INSTITUTE (SIX WEEKS)
(24MED9201P)

(EVALUATION BY EXTERNAL EXAMINER ONLY AT THE END OF THE SEMESTER)

DISSERTATION
(24MED9202P)

(Writing Synopsis of proposed research work and its presentation)

(EVALUATION BY EXTERNAL EXAMINER ONLY AT THE END OF THE SEMESTER)

SEMESTER-III

SPECIALIZATION COURSE – I (STAGE SPECIFIC) (24MED9301T)

UNIT-I

1. Aims and objectives of school education
2. Historical perspective
3. Present status

UNIT –II

1. School –concept, need & their role
2. Institutions, systems and structures of school education
3. Control & finance of institutions & their management
4. School education-global perspective

UNIT-III

1. Curriculum (at that specific stage) and its critical analysis
2. Activities –Curricular, Co-Curricular, Extra-Curricular

UNIT-IV

1. Methods of teaching (stage specific)
2. Use of ICT in teaching
3. Teaching aids-need &significance
4. Role of teacher as facilitator of teaching –learning environment

SPECIALIZATION COURSE – II (STAGE SPECIFIC)

(24MED9302T)

(Elementary Education or Secondary & Senior Secondary Education)

UNIT-I

- Class room interaction
- Management of class room in terms of available resources
- Class room interaction analysis

UNIT –II

- School administration
- Duties of Head/Principal, teacher and class teacher
- Maintaining records
- Time-table
- Managing resources

UNIT –III

- Evaluation of outcomes
- Types of evaluation
- Methods/tools of evaluation
- CCE

UNIT –IV

- Issues and concerns – indiscipline & unrest among students
- Moral development of students
- Problems in schools
- School Management Committees
- Addressing children with special needs
- Action research

- Learning environment

**ADVANCED EDUCATIONAL RESEARCH
(24MED9303T)**

UNIT – I

Methods of Research

- ☐ Descriptive Research
- ☐ Historical Research
- ☐ Experimental Research: Experimental Designs.
- ☐ Qualitative Approaches of Research: Ethnography and Case Study

UNIT-II

Tools and Techniques of Data Collection

- Characteristics of a Good Research Tool
- Characteristics and uses of Questionnaire, Observations and Interview, Psychological Tests, Rating Scales and Socio-metric Techniques in Research
- Writing Research Report- Characteristics, steps and importance.

UNIT-III

Tests of significance

- Concept of Null hypothesis
- Standard error
- Type I & Type II error
- One Tail & Two Tail test
- Significance of statistics & significance of percentage, Proportion and correlation
- Significance of difference between means- Z- test & t- test

UNIT-IV

14. ANOVA (One Way)- Meaning, assumptions, computations & uses.

15. Regression and Prediction- Concept, uses, assumptions & computations of linear regression equation, Standard error of measurement.

16. Meaning of Non Parametric tests

Concept, Computation and ses of: Chi-Square Test of Equality and Independence
Median Test, Sign Test

SUGGESTED READINGS

- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, J. W. and Kahn, J. V. (1995). Research in Education. New Delhi: Prentice Hall.
- Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall
- Good, C.V. and Douglas, E. S. (1954). Methods in Social Research. New York: McGraw Hill.
- Guilford, J.P. and Benjamin, F.(1973). Fundamental Statistics in Psychology and Education.
New York: McGraw Hill.
- Kerlinger, F. N. (1973). Foundation of Behavioural Research. New York: Holt, Rinehart and Winston.
- Koul, L.(1988). Methodology of Research. New Delhi: Vikas.
- Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Psychology and Education. New Delhi: Narela.
- Lindquist, E.F. (1970). Statistical Analysis in Educational Research, New Delhi, Oxford and IBH publishing House.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Mouly, A. J. (1963). The Science of Educational Research. New Delhi: Eurasia.
- Neuman, W.L. (1997). An Introduction to Educational Research Methods: and Quantitative Approaches. Boston: Allyn and Bacon. Qualitative
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt.

- Siegel, S. (1986). Non-parametric Statistics. New York: McGraw Hill.
- Travers, R.M. W. (1978). An Introduction to Educational Research. New York: Macmillan.
- Turabian, K. L. (1973). A Manual for Writers of Term Papers, Theses and Dissertation, Chicago, University of Chicago Press.
- Van Dalen, D. B. (1992). Understanding Educational Research. New York: McGraw Hill.
- Young, P.V. (1960). Scientific Social Surveys and Research. New York: Prentice Hall.

TEACHER EDUCATION: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

(24MED9304T)

UNIT-I

- Historical development of teacher education.
- Recommendation of various commissions on teacher education with special emphasis on- iversity Education Commission(1948-49)
-53) (1964-66) 1986, 1992.

UNIT-II

- Teaching as a profession
- Aims and Objectives of Teacher Organization
- Need of Professional Organization
- Faculty improvement Program
- Professional ethics
- Performance appraisal

UNIT-III

- Problems of admission to teacher education
- Challenges in Professional Development of Teachers
- Factors influencing the quality of pre and in-service education of Secondary School Teachers

- Current Problems of Teacher Education and practicing Schools
- Role and Contribution of various agencies and regulatory bodies in enhancing the quality of Teacher Education
- Strengthening the Role of Teacher in a Changing World

UNIT-IV

- Areas of research in teacher education
- Teacher effectiveness
- Modification of teacher behavior
- School effectiveness
- Research on Effectiveness of Teacher Education Programmes in India.
- Characteristics of an Effective Teacher Education Programme.
- Trends of Research in Teacher Education: Review of a few recent research studies in Teacher Education with reference design, finding and policy implications.
- Researches on Teacher behavior, personal variables, content variables, strategy variables, situation variables.

SELECTED READINGS

1. CIBE,(1992). Report of the CIBE committee on policy perspectives Govt. of India. MHRD, New Delhi.
12. Dunkin, J. Michal (1987) the International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
13. Husen, Tosten & Postlethwaite (eds.)(1994). The International Encyclopedia of Education, New York. Vol. 1-12, Pergamon Press.
4. Mangla, Sheela(2000). Teacher Education: Trends & strategies, New Delhi, Radha Publishing.
5. Ministry of Education(1964-66), Education and National Development Report of Indian Education Commission, Govt. of India.
6. MHRD (1986) National Policy on Education and Programme of Action. Govt. of India, New Delhi.

7. MHRD (1992) Programme of Action, Department of Education, Govt. Of India, New Delhi.
8. Singh, L.C. (ed.)(1990) Teacher Education in India, Source Book NCERT, New Delhi.
9. Smith, E.R.(ed.)(1962) Teacher Education: A Reappraisal, New York, Harper & Row Publishers.
10. Soder, R. (1991). "The ethics of the rhetoric of Teacher Professionalism". Teaching and Teacher Education, 7(3).
11. Stiles, L.J. and Parker, R. (1969) "Teacher Education Programme". Encyclopedia of Educational Research 4th Edition, New York, Macmillan.

INTERNSHIP: IN SPECIALIZED AREA (IN SCHOOL; 6 WEEKS)
(24MED9301P)

(Evaluation by external examiner only at the end of the semester)

Self Development Skills—III (e-skills)

(24MED9302P)

(EVALUATION BY EXTERNAL EXAMINER ONLY AT THE END OF THE SEMESTER)

COURSE CONTENT

- - Create e-mail account, facebook accounts, etc.
- using internet/social network interface for educational/research purposes; constructing and sharing knowledge using social network sites.
- -Using e-resources and acknowledging the information thus retrieved; ethical uses of using e-resources, Behaving responsibly on the internet
- Transactional mode
- Through theoretical as well as practical mode
- Sessional work
- Creating an educational group/forum

Self-Development Skills- IV (Yoga)
(24MED9303P)

(Evaluation by External examiner at the end of the semester)

DISSERTATION
(24MED9304P)

(EVALUATION BY EXTERNAL EXAMINER ONLY AT THE END OF THE SEMESTER)

SEMESTER-IV

Teacher Education –II

(24MED9401T)

Unit- I

Student Teaching and its Pattern

- a) Concept of student teaching.
- b) Objectives of student teaching.
- c) Scope and importance of student teaching.
- d) Problems of Student teaching in institutions preparing teachers.
- e) Practice teaching and off campus programme.

Unit- II

Training in Teaching Skills

- a) Teaching models (concept attainment & inquiry training model, garjiya model)
- b) Microteaching programme for training of teaching skill
- c) Lesson plan for student teacher
- d) Planning the practice teaching programme
- e) Supervision of practice teaching programme

Unit- III

Instruction Methods and Agencies of Teacher Education and Teacher Behavior

- a) Instruction methods in teacher education (seminars, workshop, Panel discussion)
- b) Nation level agencies of teacher education (NCTE, NUEPA, NCERT, UGC, NAAC)
- c) State level agencies of teacher education (SCERT, IASE, CTE, DIET)

d) Maintenance of school records of student performance

e) Teacher behavior (flanders interaction)

Unit-IV Evaluations of Teacher Education Programme

a) Concept of evaluations in teacher education programme

b) Importance of evaluation in education

c) Types of evaluations

d) Internship programme

SUGGESTED READINGS

1. Lomax Donald. E. (1973), The Education of Teachers in Britain, John Wiley & Sons, London
2. Shrivastava. R. C. and Bose. K. (1973), Theory and Practice-Teacher Education in India. Chug Publication, Allahabad.
3. Willey, F.T. and Meddison. R.B. (1971), An Inquiry into Teachers Training. University of London Press Ltd., London
4. Hallard, F. H. (1971), Teaching the Teacher-Trends in Teacher Education, George Allen and Unwin Ltd. London.
5. Edmund. J. King (1970), The Teacher Education, Holt Rinehart Winston, London,.
6. Mukherjee, S.N. (1968), Education of Teachers in India (Vol. I). S. Chand & Co. Delhi
7. Stinnet. T.M. (1965), The Profession of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi.
8. Pires, S.A. (1958), Better Teacher Education, Delhi University, Delhi
9. Rugg. H. (1952), Training of Teachers, Harper Bros. Delhi: Arya Book Depot.

Specialization Course-I
Education Policy, Economics & Planning
(24MED9402T)

UNIT-I

Educational Policy at Secondary Level:

- Types of educational policy- National State Level Institutional ,Short-Term and Long- Term at Secondar Level
- Need and Importance of Educational Policy at Secondary Level
- Linkage between Educational Policy and National Development Policy at Secondary level

UNIT-II

Economics of Education: Meaning, aims, scope and significance

- Education as Consumption
- Education as Investment and Cost Analysis in Education
- Education and Economic Development
- Financing of Education in India: Center- National Relationship, Mobilization of Resources.

UNIT-III

Educational Planning at Secondary Level

- Concept, needs and goals of Educational Planning Secondary Level
- Principles of Educational Planning Secondary Level
- Approaches of Educational Planning Secondary Level
- Educational planning in India since Independence at Secondary Level

EDUCATION AND MAN POWER PLANNING:

- Concept of Manpower Planning
- Forecasting Man Power Needs
- Techniques of Man Power Forecasting
- Limitations of Man Power Forecasting

UNIT-IV**Planning Mechanisms and Five-Year Plan in Education**

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

EDUCATIONAL EXPENDITURE:

- Educational Expenditure and its Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.
- School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.

SUGGESTED READINGS:

1. Economics of Education published by Penguin Books.
2. Economics and Policy issues in climate change.
3. Shree(1999):Educational Planning published by Gyan Publishing House.

SPECIALISATION COURSE-II**INCLUSIVE EDUCATION****24MED9403T****UNIT-I**

- ☐ Introduction to Inclusive Education
- Marginalization vs Inclusive education – Meaning and Concept.
- Historical perspectives on education of children with diverse needs.
- Evolution of the Philosophy of Inclusive Education – Special, Mainstreaming, Integrated education and Inclusive education.
- Intervention and Models of inclusive education
- Advantages of inclusive education
- Identifying and addressing barriers to Inclusive education – Attitudinal, Physical and Instructional.

UNIT-II

Policies, programmes and legislative provisions with reference to children with special needs (CWSN)

- INTERNATIONAL INITIATIVES
- ☐ The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6, 10 & 12).

The World Declaration on Education for all and its Framework for Action to meet Basic – Learning needs, 1990

The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).

- ☐ The Asian and Pacific decade of Disabled Persons, 1993-2002.

The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education.

- ☐ UNCRPD – 2007

- NATIONAL POLICY FRAME ORK & PROGRAMMES:

- ☐ NPE 1986, POA 1992; SSA and RMSA

Persons With Disabilities Act (EO, PR, & FP), 1995 and the Draft Rights of Persons with Disabilities Bill – 2012 and subsequent amendments.

- ☐ RCI Act, 1992 and National Trust for Welfare of Persons with
- ☐ Autism, Cerebral Palsy, Mental Retardation and Multiple Disability

- ☐ Act, 1999 & Rules, 2014
- ☐ National Policy for Persons with Disabilities - 2006
- ☐ Children with Diverse Needs

UNIT-III

- Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, sch lastic backwardness, under-achievers, slow learners and other marginal groups.

- ☐ Importance of early detection fr development of compensatory skills.
- ☐ Curricular Adaptations and Accommodations-Meaning, Difference, and Need

- Specifics for children with Sensory disabilities (VI and HI) •

Specifics for children with Neuro-developmental disabilities

- Specifics for children with Locomotor disabilities and Multiple disabilities. •

Engaging gifted children.

- ☐ Planning and Management of Inclusive Classrooms: material resources, Human Resource and Instructional Practices

UNIT-IV

Resources and Facilitators of Inclusion

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- Therapeutic Interventions: Need and Scope
- Use of Information Communication Technology (ICT) in inclusive classroom
- Facilitators for Inclusive Education: Parent-Professional Partnership: Role of Parents, Peers, Professionals, School Management & Community.
- Role Responsibilities of General, Special and Resource Teachers.

- Skills & Competencies among Inclusive school teachers.

SUGGESTED READINGS:

- Ainscow, M.; Booth, T. (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
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SPECIALISATION COURSE-III
COMPARATIVE EDUCATION
(24MED9404T)

UNIT-I

- Concept, History, Aims and Scope of Comparative Education.
- Factors influencing education system of a country.
- Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

UNIT-II

- Educational ladder of U.K., U.S.A., Finland and India Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., U.K, Finland and India.
- Primary Education in U.S.A., U.K, Finland.
- Primary/Elementary Education in India: Concept of Universalization of Elementary
- Education in India, National Policy of Education (NPE-1986) and Primary Education, District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA) and RTE Act-2009.

UNIT-III

- Secondary Education in India, UK and USA. Vocationalization of Secondary Education in India, UK and Russia.
- Higher Education in India, UK and USA.

UNIT-IV

Distance Education: needs and Various Concepts with Reference to India, UK and Australia.

- Educational Administration in India, U.K. and U.S.A.
- Teacher Education program in U.K., Finland, U.S.A. and India.

- Recent trends and innovations in education of India, U.K. and U.S.A

SELECTED READINGS

- Arnove, Robert F. & Alberto, Torres Carlos. (2007). Comparative Education: The Dialectic of the Global and Local. U.S.A: Rowman and Little field Publisher.
- Bereday G.Z.F. (1967). Comparative Methods in Education, New Delhi: Oxford and IBH Publishing Co.
- Chaube, S.P. & Chaube, A. (2007). Comparative Education. Noida: Vikas Publishing
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- Cramer J.F. and Brown G.S., (1965).Contemporary Education: A comparative study of National Systems. New York: Naracourt Brace and Co.
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DISSERTATION

(24MED9401P)

(Evaluation by External examiner at the end of the semester)

SUBMISSION OF DISSERTATION & VIVA-VOCE

21-
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