



**School of Education**  
**Suresh Gyan Vihar University**  
Mahal, Jagatpura, Jaipur-302025

**Updated Curriculum**

**M.Ed.**

**for**

**Academic Session 2018-20**

**Semester – I, II, III, IV**

S.No.	Course Code	Course Name	Credit	Contact Hrs/Wk.			Exam Hours	Weightage (in%)	
				L	T	P		CIE	ESE
<b>(A) Program Core:</b>									
1.	ED-501	Psychology of teaching and learning	4	4	-	-		40	60
2.	ED-503	Methodology of educational research-I	4	4	-	-		40	60
3.	ED-505	Teacher education-I	4	4	-	-		40	60
<b>(B) University Core:</b>									
4.	PC-501	Proficiency in co-curricular activities-I	2	-	-	-		100	-
5.	FD-102	Foundation Course	1	1	-	-		25	75
<b>(C) Program Elective: I</b>									
6.	ED-511	Educational Technology-I	4	4	-	-		40	60
7.	ED-513	Guidance counseling-I							
8.	ED-515	Planning and management of Education-I							
9.	ED-517	Distance Education and open learning-I							
10.	ED-519	Inclusive education-I							
<b>Program Elective: II</b>									
11.	ED-507	Elementary Education -I	4	4	-	-		40	60
12.	ED-509	Secondary or senior secondary education-I							
13.	SM-501	Seminar/Presentation/Workshops/Tutorial	1			2		100	-
14.	FA-501	Field Attachment-I	2			4		100	-
<b>Total</b>			26						

L – Lecture  
T – Tutorial  
P – Practical

CIE – Continuous Internal Evaluation  
ESE – End Semester Examination

**Note:**

- Students have to select one paper from program Elective - I on the basis of UG/PG and one paper from Elective - II on the basis of their choice.
- Field Attachment-I will be of 2 weeks in the field. During this period theory classes will not be conducted in the department.
- Proficiency in co-curricular activities will cover self development component.

**Signature of Concerned Teacher**

**Signature of Convener-BoS** \_\_\_\_\_

**Signature of Member Secretary**

S.No.	Course Code	Course Name	Credit	Contact Hrs/Wk.			Exam Hours	Weightage (in%)	
				L	T	P		CIE	ESE
<b>(A) Program Core:</b>									
1.	ED-502	Socio-economic and political aspects of education	4	4	-	-		40	60
2.	ED-504	Methodology of educational research-II	4	4	-	-		40	60
3.	ED-506	Curriculum development	4	4	-	-		40	60
4.	ED- 512	Yoga Education	2	2	-	-		40	60
<b>(B)University Core:</b>									
5.	PC-502	Proficiency in co-curricular activities-II	2	-	-	-		100	-
6.	EM-502	Employability Skills-I	1	-	2	-		100	-
7.	FD-102	Foundation Course	1	1	-	-		25	75
<b>(C)Program Elective: I</b>									
8.	ED-508	Elementary Education -II	4	4	-	-		40	60
9.	ED-510	Secondary or senior secondary education-II							
10.	SP-502	Synopsis preparation-I	2	-	-	4		100	-
11.	FA-504	Field Attachment-II	2	-	-	4		100	-
<b>(D) University open elective</b>									
12.	ED-105	Learner and Learning	2	2	-	-		40	60
13.	ED-511	Educational Technology- I	2	2	-	-		40	60
14.	ED-612	Educational Technology- II	2	2	-	-		40	60
15.	ED-515	Planning and Management of Education-I	2	2	-	-		40	60
16.	ED-616	Planning and Management of Education-II	2	2	-	-		40	60
17.	ED-506	Curriculum Development	2	2	-	-		40	60
18.	**	Disaster Management	2	2	-	-		40	60
19.	**	Consumer Affairs	2	2	-	-		40	60
<b>Total</b>			26						

L – Lecture  
T – Tutorial  
P – Practical

CIE – Continuous Internal Evaluation  
ESE – End Semester Examination

**Note:**

- Students have to select the same elective – II as they have selected in the semester – I.
- Field Attachment-II will be of 2 weeks in the field. During this period theory classes will not be conducted in the department.
- Employability skills may be utilized for enhancing the professional and vocational skills related to teacher's education programme (ISB component).
- Yoga and Meditation included in Proficiency in Curricular Activities.
- Students from other department may choice any one elective from the list of university open elective.

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**Signature of Member Secretary**



Accredited by NAAC with 'A' Grade

**Teaching and Examination Scheme**  
**To commence from the Academic year: 2018-20**

**Department : Gyan Vihar School of Education**  
**Program : M.Ed.**

**Year: 2019**  
**Semester: III**

S.No.	Course Code	Course Name	Credit	Contact Hrs/Wk.			Exam Hours	Weightage (in%)	
				L	T	P		CIE	ESE
1.	DS-601	Research leading to dissertation-I	12	-	-	24		60	40
2.	FA-602	Field attachment-III	4	-	-	8		60	40
3.	I I-604	Involvement in internships	4	-	-	8		100	-
<b>Total</b>			20						

L – Lecture  
T – Tutorial  
P – Practical

CIE – Continuous Internal Evaluation  
ESE – End Semester Examination

- Note:**
- It is compulsory for each student to complete his/her Field attachment– III and involvement in internship in the assigned school/ teacher education institute. Physical presence is mandatory.
  - Field attachment– III (4 Weeks) and involvement in internship (4 weeks) in the field.
  - Theory classes will not be held in the department.

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**Signature of Member Secretary**

S.No.	Course Code	Course Name	Credit	Contact Hrs/Wk.			Exam Hours	Weightage (in%)	
				L	T	P		CIE	ESE
		<b>(A) Program Core:</b>							
1.	ED-602	Philosophy of Education	4	4	-	-	40	60	
2.	ED-604	Teacher Education-II	4	4	-	-	40	60	
3.	ED-606	Professional development of teacher	4	4	-	-	40	60	
		<b>(B)University Core:</b>							
4.	EM-602	Employability Skills-II	1	-	-	-	100	-	
		<b>(C)Program Elective: I</b>							
5.	ED-612	Educational Technology-II	4	4	-	-	40	60	
6.	ED-614	Guidance counseling-II							
7.	ED-616	Planning and management of Education-II							
8.	ED-618	Distance Education and open learning-II							
9.	ED-620	Inclusive education- Girls' Education – II							
10.	DS-602	Research leading to dissertation – II	4	-	4	4	60	40	
		<b>(D) University open elective</b>							
11.	**	Innovation and Entrepreneurship	3	3	-	-	40	60	
12.	**	Swatch Bharat Abhiyan	2	2	-	-	40	60	
		<b>Total</b>	21						

L – Lecture  
T – Tutorial  
P – Practical

CIE – Continuous Internal Evaluation  
ESE – End Semester Examination

**Note:**

- Students have to select the same Elective – I as they have selected in the Semester – I.

**Signature of Concerned Teacher**

**Signature of Convener-BoS**\_\_\_\_\_

**Signature of Member Secretary**

## EXAMINATION SCHEME-M.Ed. (2018-20)

- 1. Compulsory Papers & Elective Papers:** All compulsory & elective papers shall be evaluated as follows:-

Total	Internal (CIE)	External (ESE)
100	40	60

External marks will be awarded at the end semester theory examination.

Internal marks will be awarded on the following basis.

I-Mid Term	II- Mid Term	Weekly Test	Graded Assignment	Total
10	10	10	10	40

- 2. Research Leading to Dissertation-I (III Semester):**

M.Ed. Dissertation Work is divided in three parts from Semester-II to Semester-IV. Evaluation is as follows:

**i. Components of CIE of synopsis in (Semester – II):**

• Topic selection	20
• Attendance	20
• Synopsis Preparation	30
• Synopsis Presentation	30
	100

**ii. Components of CIE of Research Leading to Dissertation-I (Semester-III):**

• Preparation of tools & techniques/ Reviews	20
• Data collection procedures and analysis	20
• Report/ Pre-Dissertation writing	20
	60

**iii. Components of ESE of Research Leading to Dissertation-I (Semester-III):**

<b>1. Presentation (LCD based)</b>	
• Command over language	10
• Slide preparation	10
• Ability to express the result/findings	10
<b>2. Viva- voce</b>	10
	40

**iv. Components of CIE of Research Leading to Dissertation-II (Semester-IV):**

• Preparation of proposal for projects/funding agencies	05
• Paper/article publication	10
• critical analysis of any thesis/ dissertation	10
• Abstract writing of dissertation	10
• Final Report/ Dissertation writing	25
	<u>60</u>

**v. Components of ESE of Research Leading to Dissertation (Semester-IV):**

**1. Presentation (LCD based)**

• Command over language	10
• Slide preparation	10
• Ability to express the result/findings	10

**2. Viva- voce**

<u>10</u>
<u>40</u>

**Board of Examiner for ESE:**

- i.** Concerned Dean/ Principal/VP/Head First Examiner
- ii.** External expert invited from outside the university Second Examiner
- OR
- Senior member of teaching staff
- iii.** Concerned supervisor Internal Examiner

**3. Seminar /Ws/ Presentation/tutorial**

**Components of CIE of Seminar /Ws/ Presentation/tutorial:**

• Attendance	20
• Presentation skills	20
• Active participation	20
• Report submission/ File Work	20
• Report presentation/ viva	20
	<u>100</u>

**4. Evaluation of Field Attachment-III (Semester-III):**

Total	Internal (CIE)	External (ESE)
100	60	40

**Components of CIE of Field Attachment-III (Semester-III):**

• Attendance	20
• Observation of lessons/ daily work	30
• Guidance work	10
	<u>60</u>

**Components of ESE of Field Attachment-III (Semester-III):**

• Observation by the evaluator/ head of the institution	20
• Submission of report	20
	<hr/>
	40
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**5. Evaluation of field attachment-I work under the exchange program of teachers training institutions (Semester-I):**

1. Attendance	25
2. Observations in the school (activities)	25
3. Observation of a regular teacher	25
4. Assistance work in the school internship	25
	<hr/>
	100
	<hr/>

**6. Evaluation of field attachment-II work under the exchange program of teachers training institutions (Semester-II):**

1. Attendance	25
2. Lecture delivery in the teacher educational institute	25
3. Observation of a regular teacher educator	25
4. Assistance work in the school internship	25
	<hr/>
	100
	<hr/>

**7. Evaluation of involvement in internship (Semester-III):**

1. Attendance	20
2. Observation of lessons	20
3. Guidance work	20
4. Observation by the evaluator	20
5. Observation file	20
	<hr/>
	100
	<hr/>

- Above activities will be executed as per the availability of the teachers training institutions/ Schools in Private/Government sectors.

<b>LIST OF M.Ed. PAPERS I-Semester</b>	
ED-501	Psychology of teaching learning
ED-503	Methodology of educational research-I
ED-505	Teacher education-I
PC-501	Proficiency in co-curricular activities-I
FD-102	Foundation Course
ED-511	Educational Technology-I
ED-513	Guidance counseling-I
ED-515	Planning and management of Education-I
ED-517	Distance Education and open learning-I
ED-519	Inclusive education-I
ED-507	Elementary Education -I
ED-509	Secondary or senior secondary education-I
SM-501	Seminar/Presentation/Workshops/Tutorial
FA-501	Field Attachment-I

<b>LIST OF M.Ed. PAPERS II-Semester</b>	
ED-502	Socio-economic and political aspects of education
ED-504	Methodology of educational research-II
ED-506	Curriculum development
ED-512	Yoga Education
PC-502	Proficiency in co-curricular activities-II
EM-502	Employability Skills-I
FD-102	Foundation Course
ED-508	Elementary Education -II
ED-510	Secondary or senior secondary education-II
SP-502	Synopsis preparation-I
FA-504	Field Attachment-II
ED-105	Learner and Learning
ED-511	Educational Technology- I
ED-612	Educational Technology- II
ED-515	Planning and Management of Education-I
ED-616	Planning and Management of Education-II
ED-506	Curriculum Development
**	Disaster Management
**	Consumer Affairs

**LIST OF M.Ed. PAPERS  
III-Semester**

DS-601	Research leading to dissertation-I
FA-602	Field attachment-III
I I-604	Involvement in internship

**LIST OF M.Ed. PAPERS  
IV-Semester**

ED-602	Philosophy of Education
ED-604	Teacher Education-II
ED-606	Professional development of teacher
EM-602	Employability Skills-II
ED-612	Educational Technology-II
ED-614	Guidance counseling-II
ED-616	Planning and management of Education-II
ED-618	Distance Education and open learning-II
ED-620	Inclusive education- Girls' Education – II
DS-602	Research leading to dissertation - II
**	Innovation and Entrepreneurship
**	Swatch Bharat Abhiyan

**Research leading to Dissertation-I in Semester – III**

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Construction of a research tool.	12 credits (Internal+ External)
2.	Data collection and analysis	
3.	Preparation of proposal for projects/funding agencies	
4.	Submission of pre- dissertation and viva	
5.	Work related to inter-semester break (ISB)	

#### **Research leading to Dissertation-II in Semester – IV**

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Abstract writing of the dissertation	4 credits (Internal+ External)
2.	Submission of thesis (Dissertation)	
3.	External viva and presentation	
4.	Work related to inter-semester break - II (ISB <sub>2</sub> )	

**Inter Semester Break – I (ISB<sub>1</sub> Semester - I and Semester – II)**

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Communication skills OR Use of computers in teaching learning	1 credits (Internal)

- **Note: Evaluated under employability skills**

**Inter Semester Break (ISB Semester – II and Semester – III)**

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Library consultation for review of literature	1 credits (Internal)

**Inter semester break – II (ISB<sub>2</sub> Semester - III and Semester – IV)**

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Critical analysis of any thesis/ dissertation	1 credits (Internal)

**Field attachment– I with schools/ teacher institution**

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Attendance	2 Credits (Internal)
2.	Observations in the school (activities)	
3.	Observation of a regular teacher	
4.	Assistance work in the school internship	

**Field attachment– II with schools/ teacher institution**

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Attendance	2 Credits (Internal)
2.	Lecture delivery in the teacher educational institute	
3.	Observation of a regular teacher educator	
4.	Assistance work in the school internship	

**Field attachment – III with schools/ teacher institution**

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Attendance	4 Credits (Internal + External )
2.	Observation of over all activities of teacher education institute	
3.	Assistance work in the school internship	
4.	Observation of infrastructure and human resources	
5.	Report submission	

**Involvement in Internship in Semester - III**

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Observation of lessons</li> <li>• Guidance work</li> <li>• Observation by the evaluator</li> <li>• Observation file</li> </ul>	Internal

<b>PSYCHOLOGY OF TEACHING AND LEARNING</b>	<b>[ED-501 ]</b>
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<b>I-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

**Objectives:**

1. To acquaint students with the concept of teaching, theories of teaching.
2. To acquaint students with the importance of development stages and its importance in teaching learning.
3. To acquaint the students with the identification and treatment procedures for mental health of learner.
4. Visualize multiple dimensions and stages of learner's development and their implications on learning.
5. Understand the learner in terms of various characteristics.
6. Learn the factors affecting learner's environment and assessment.
7. Conceptualize a framework for understanding and evaluating teaching-learning situation as well as the method of analyzing and reflecting upon learning episodes.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Understanding the learner:</b> <ol style="list-style-type: none"> <li>1. Learner as a unique individual.</li> <li>2. Basis of understanding the learner- cognitive, affective and psychomotor aspects.</li> <li>3. Development stages of learner.</li> <li>4. Diversity in learner in needs (Maslow).</li> <li>5. Problems of learner at various levels.</li> </ol>	12
<b>2</b>	<b>Developmental tasks of learner:</b> <ol style="list-style-type: none"> <li>i. Accepting one's physique and masculine feminine role.</li> <li>ii. New relation with age mates of both sexes.</li> <li>iii. Adjustment with emotional independence.</li> <li>iv. Achieving assurance of economics independence.</li> <li>v. Developing intellectual skills and values in harmony with adequate specific world picture.</li> </ol>	12

3	<b>Psychology of Teaching:</b> <ol style="list-style-type: none"> <li>i. Meaning, nature, characteristics of good teaching.</li> <li>ii. Dimensions of teaching such as teacher, learner, learning material methods of teaching, the environment.</li> <li>iii. How they interact with each other and affect teaching learning process.</li> </ol>	12
4	<b>Theories of Teaching:</b> <ol style="list-style-type: none"> <li>i. Meaning, need for a theory of teaching.</li> <li>ii. Classification of theories of Teaching (brief introduction): <ol style="list-style-type: none"> <li>a) Maitic theory</li> <li>b) Communication theory</li> <li>c) The Moulding theory.</li> <li>d) The inquiry theory.</li> </ol> </li> <li>iii. Relationship of theories of teaching with learning theories.</li> </ol>	12
5	<b>Mental Health and Hygiene</b> <ol style="list-style-type: none"> <li>1. Meaning, concept of mental health and hygiene.</li> <li>2. Characteristics of mentally healthy person.</li> <li>3. Characteristics of mentally healthy teacher and learner.</li> <li>4. Importance of mental health in teaching learning.</li> <li>5. Treatment procedure promoting mental health: <ol style="list-style-type: none"> <li>a) Physical examination.</li> <li>b) Therapies: Psycho Therapy, Play Therapy, Rational Emotive Therapy (Albert Ellis), Reality Therapy (William Glasser).</li> </ol> </li> </ol>	12
	<b>Total</b>	<b>60</b>

**Practicum/ Graded Assignments:**

1. Survey for identify the problem of learner at different stages.
2. Preparing the program of developing intellectual skills in learner.
3. Observation of learning situations in the class environment in which all students can learn.
4. Identification of learning difficulties of the student in any subject area through diagnostic test and prepare the report.
5. Presentation critical analysis of learning situations.
6. Use of learning resources by the teacher related to the subject.
7. Suggestion plan for treatment procedure promoting mental health.
8. PPT presentation about any theory of teaching.

**Note: Scheme of CIE**

- Class tests : 10marks
- Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

**Recommended Books:**

1. Ambron, S.R (1981) Child development, Holt, Rinehart and Winston, New York.
2. Anderson, J.R. (1983). The architecture of cognition. Cambridge, MA: Harvard University Press.
3. Anderson, J.R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum
4. Synder, C.R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U.K.
5. Lieber, C.M. (2002) Partners in learning: from conflict to collaboration. Cambridge, M.A, Educators for Social responsibility.
6. Pintrich, P.R.; and Schunk, D.H. (1996). Motivation in education: theory, research and applications. Englewood Cliffs, N.J. Merrill. Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
7. Dececo, J.P. (1977). The Psychology of learning and instruction, Prentice Hall Delhi.
8. Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.
9. Grammage, P. (1990) Teacher and pupil: some socio-psychological principles and applications (3rd Edition) Illinois: Scott. Pressman Little, Brown Higher Education.
10. Review of research on theory of teaching, Bhattacharya, S.P. (1973), C.A.S.E. monograph, M.S. University Barodara.
11. The Psychology of Learning and instruction Educational Psychology, Dececo, J.P. (1970), Prentice Hall of India Pvt. Ltd.
12. Theories of Teaching and Instructure, Gage, N.L. (1964), 63, Year Book of National Society for the Study of Education (Part-II).
13. Towards a Theory of Teaching, Smith, B.O. (1963), Buscom Pub. Teachers College, Columbia University New York.
14. The Technology of Teaching, Skinner, B.F. (1968), Appleton Century Craft N.Y.
15. Dandpani, S. (2001), Advanced Educational Psychology (2<sup>nd</sup> Edu.), New Delhi, Amol Pub. Pvt. Ltd.

<b>METHODOLOGY OF EDUCATIONAL RESEARCH – I</b>	<b>[Ed -503]</b>
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<b>I-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE-40) & ESE- (60)]

**Objectives:**

1. To acquaint students with the concepts of research and educational research.
2. To develop an understanding of the nature and scope of educational research.
3. To develop insights into the methodological issues involved in educational research.

Unit	Contents of the Subject	No. of Teaching Periods required
<b>1</b>	<b>Concept of Research in Education</b> <ol style="list-style-type: none"> <li>i. Meaning &amp; Significance of Research</li> <li>ii. Research in Education-it's need &amp; significance</li> <li>iii. Objective of educational research.</li> <li>iv. Scientific Method and Scientific attitude: meaning and its need in research.</li> </ol>	12
<b>2</b>	<b>Fundamentals of Research</b> Meaning of the following terms: <ol style="list-style-type: none"> <li>i. Philosophical &amp; Scientific Theory.</li> <li>ii. Concepts, Constructs, Facts &amp; Theory, Laws &amp; Axioms.</li> <li>iii. Steps in developing Scientific Theory.</li> <li>iv. Hypothesis, objectives &amp; variability.</li> </ol>	12
<b>3</b>	<b>Developing a Research Plan</b> <ol style="list-style-type: none"> <li>i. The Research Problem - Its selection, formulation and delimitation, Qualities of a good research problem.</li> <li>ii. Formulation of objectives, hypothesis, characteristics of good hypothesis, testing of hypothesis &amp; Null hypothesis.</li> <li>iii. Sample, characteristics of a good sample, types of sampling, Methods of sampling</li> <li>iv. Format in preparing a research plan.</li> </ol>	12

<b>4</b>	<b>Types of Educational Research</b> i. Historical Research. ii. Experimental Research. iii. Basic and Action Research. iv. Surveys-Descriptive and Normative.	12
<b>5</b>	<b>Collection of Data in research</b> i. Different type of Tools & Techniques of Data Collection. ii. Characteristics of a good research tool or technique iii. Problems involved in the collection of Data, Precautions to be taken iv. Reliability & validity of a tool: its meaning and types.	12
	<b>Total</b>	<b>60</b>

**Practicum/ Graded Assignments:**

1. Consultation for research works in library through difference sources and prepares the list of references.
2. Preparation of a research plan with the help of previous research texts.
3. Make a list of research topics with full details and prepare the research problems of your interest.
4. Review of any three research articles/ dissertations/ thesis or published research work.
5. Presentation on any type of research prescribed in your syllabus.

**Note: Scheme of CIE**

• Class tests	:	10marks
• Assignments	:	10marks
• Two Mid Terms	:	<u>20marks</u>
		<u>40marks</u>

**Recommended Books:**

1. Corey, Stephen M; Action Research to Improve School Practices, New York, Bureau of Publication, Columbia University.
2. Guilfore J.P.; Fundamental Statistics in Psychology and Education, London Mc. Graw Hill Book Co.
3. Shiltz & Jahoda; Research Methods in Social Relations, London, Methuen & Co.
4. Dr. B.N. Ray; Anusandhan Parichay, Vinod Pusttak Mandir.
5. R.S. Sharma; Shiksha Anusandhan Lekhan, Kamal Book Depot, Murret.



Accredited by NAAC with 'A' Grade  
**SCHOOL OF EDUCATION**  
**DETAILED SYLLABUS**  
**2018-20**

<b>TEACHER EDUCATION- I</b>	<b>[ED-505]</b>
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I-SEM. M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE-40) & ESE- (60)]

**Objectives:**

1. To enable the students to understand the meaning, scope and objectives of teacher education at different level and its development in India.
2. To acquaint the students with the various aspects of student teaching programmes, prevailing in the country.
3. To enable the students to understand about agencies in India.
4. To develop understanding about the researches in teacher education.

Unit	Contents of the Subject	No. of Teaching Periods required
<b>1</b>	<b>Development and Organization of Teacher Education</b> i. Historical view of Teacher Education. ii. Objectives of Teacher Education at different level. iii. In-service & Pre-service teacher education (Concept & Objectives).	12
<b>2</b>	<b>Managing bodies and Agencies involved in Teacher Education</b> i. NCTE, NCERT, SCERT, DIET, UGC (Organizational setup, role and functions). ii. Report of various commissions and policies on teacher education.	12
<b>3</b>	<b>Student Teaching Programmes:</b> i. Patterns of student teaching (Practice Teaching, Block Teaching). ii. Skill based teaching: Micro Teaching (need and importance, procedure of conducting the programme). iii. Evaluation and supervision of student teaching.	12
<b>4</b>	<b>Trends in Teacher Education</b> i. Distance mode in Teacher Education (concept, need, feasibility and relevance). ii. Use of IT in Teacher Education. iii. Interdisciplinary approach (four year integrated programme).	12

<b>5</b>	<b>Issues in Teacher Education</b>	12
	i. Quality assurance in teacher education (regarding admission, duration of programme). ii. Curriculum: a) Theory. b) Practice Teaching. c) Practical work. iii. Research activities in the field of teacher education.	
	<b>Total</b>	<b>60</b>

**Practicum/ Graded Assignments:**

1. Interaction with the faculty of secondary teacher education institutions- affiliated colleges or private universities to ascertain the strategies they use for their professional development.
2. Preparation of a plan based on any model of teaching for teaching any topic of curriculum.
3. Discussion on the relevance of one year, two year and four year integrated program of B.Ed.
4. Prepare transparencies on the organizational set up/ functions of NCTE, DIET, UGC.
5. Prepare a scheme of conducting the skill based teaching and prepare a format of evaluation of the scheme.
6. Report on weaknesses and strengths of practice teaching program on the bases of your experiences.
7. Interviewing two pass outs students each of two different institutions to elicit their perceptions regarding the organization/ conduction of practice teaching program.

**Note: Scheme of CIE**

• Class tests	:	10marks
• Assignments	:	10marks
• Two Mid Terms	:	<u>20marks</u>
		<u>40marks</u>

**Recommended Books:**

1. Mathur, B.M. (2009); Dynamic Teacher Education, R.S.A. International Agra.
2. Mathur, B.M., Thadani B. (1988); Handbook for the Prospective Teacher, Atlantic Pub., New Delhi.
3. Chaurasia, G. Etat (Ed) (1998); The Teacher: Teacher Education: Professional Organization of Teachers, Council for Teacher Education, Bhopal.
4. Singh, Mayashankar (2007); Challenges in Teacher Education, Adhyan Pub., New Delhi.
5. Singh, Mayashankar (2007; Teacher Education in Delewa, Adhyan Pub., New Delhi.
6. Singh, M.S. (2004); Quality impact in Teacher Education, Adhyan Pub., New Delhi.
7. Vijay, D.R. (1993); Towards Better Teaching, Duaba House, Delhi.
8. NCTE; Curriculum frame work for Teacher Education, Discussion document, NCTE, New Delhi.



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**SCHOOL OF EDUCATION  
DETAILED SYLLABUS  
2018-20**

<b>Foundation Course</b>	<b>[FD-102 ]</b>
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<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<p><b>Ethics and Logics</b></p> <ul style="list-style-type: none"> <li>a) Consequentialism, Deontological Ethics</li> <li>b) Theological Ethics, Utilitarianism</li> <li>c) Value of life: suicide and euthanasia</li> <li>d) Capital Punishment, Terrorism</li> <li>e) Equality, Discrimination, and preferential treatment</li> <li>f) Freedom and Responsibility, Laws of Thought</li> <li>g) Theory of the Square of Opposition of Categorical Propositions. The problem of existential import. (Syllogisms)</li> <li>h) Laws of Conversion, Obversion and Contraposition of Categorical propositions</li> </ul>	1
<b>2</b>	<p><b>India culture and Heritage-I</b></p> <ul style="list-style-type: none"> <li>a) Ancient, Medieval and Modern India</li> <li>b) Various Indian Languages and their origins</li> <li>c) Various Literature of Indian Languages</li> <li>d) Indian Painting</li> <li>e) Indian Architecture</li> <li>f) Music, Dance and Drama</li> </ul>	1
<b>3</b>	<p><b>India culture and Heritage-II</b></p> <p><b>Religious Reforms in modern India</b></p> <ul style="list-style-type: none"> <li>- Brahmo Samaj and Raja Rammohan Roy.</li> <li>- Arya Samaj and Dayanand Saraswati.</li> <li>- Ramakrishna Mission and Swami Vivekananda.</li> <li>- The Aligarh Movement and Sayyid Ahmad Khan.</li> </ul> <p><b>Indian Social Structure</b></p> <ul style="list-style-type: none"> <li>- Untouchability</li> <li>- Family and Marriage in India</li> <li>- Position of women</li> </ul> <p><b>Socio Cultural Issues</b></p> <ul style="list-style-type: none"> <li>- Caste System</li> <li>- Issues Related to women-Dowry system,the problems of girls child and women</li> <li>- Communalism</li> <li>- Issues of poverty and unemployment</li> <li>- Beggary</li> <li>- Problem of Children</li> </ul>	1

4	<b>Indian Polity-I</b> <ul style="list-style-type: none"> <li>a) Phases of Nationalist Movement and different ideological streams: Moderates and Extremists within Congress and revolutionary radicals; Formation of the Muslim League</li> <li>b) Gandhi and mass mobilisation: Khilafat, Non-cooperation and Civil Disobedience Movements</li> <li>c) Socialist alternatives: Congress socialists, Communists</li> <li>d) Salient Features</li> <li>e) Fundamental Rights</li> <li>f) Directive Principles of State Policy</li> <li>g) Security Laws <ul style="list-style-type: none"> <li>a) Executive</li> <li>b) Judiciary</li> <li>c) Legislative</li> </ul> </li> </ul>	1
5	<b>Indian Polity-II</b> <ul style="list-style-type: none"> <li>a) Panchayati Raj- 73rd Amendment</li> <li>b) Municipality- 74th Amendment</li> <li>c) Caste in politics and the politicization of caste; interaction of caste with class and gender; caste discrimination and affirmative action policies.</li> <li>d) Environmental, rights of forest dwellers</li> <li>e) Civil liberties and democratic rights movements, Rights to education and information</li> </ul>	1
<b>Total</b>		<b>5</b>

### Suggested Readings

1. Bandopadhyay, S. (2004) From Plassey to Partition: A History of Modern India.
2. Raj To Swaraj :A Textbook On Colonialism And Nationalism In India by Ram Chandra Pradhan
3. Politics and Ethics of the Indian Constitution- Rajeev Bhargava
4. Desai, A.R (ed.) (1986) Violation of Democratic Rights in India (Volume 1). Bombay:
5. Popular Prakashan.
6. Austin, G. (2000) Working a Democratic Constitution
7. Caste in Indian Politics, Rajni Kothari
8. Saxena, R. (2011) 'Introduction', in Saxena, R (eds.) Varieties of Federal Governance:Major Contemporary Models.
9. Hargopal, G and Balagopal, K. (1998) 'Civil Liberties Movement and the State in India', in Mohanty, M. Mukherji, P.N. with Tornquist, O. People's Rights. New Delhi.
10. Sinha, S. (2002) 'Tribal Solidarity Movements in India: A Review' in Shah, G. (ed.)Social Movements and the State.
11. Sethi, H. (1993) 'Survival and Democracy: Ecological Struggles in India' in Wignaraja, P. (ed.) New Social Movements in the South: Empowering the People. New Delhi



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**SCHOOL OF EDUCATION**  
**DETAILED SYLLABUS**  
**2018-20**

<b>EDUCATIONAL TECHNOLOGY-I</b>	<b>[ED-511]</b>
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<b>I-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE-(40) & ESE- (60)]

**Objectives: Students will be able to understand:**

1. Students will be able to understand the concept, scope and role of Educational Technology.
2. Students will be able to understand the different media of communication and their importance in teaching learning process.
3. Student will be able to understand and apply the innovative techniques in teaching learning process.
4. Students will be able to understand skill based teaching and feedback devices.
5. Students will be able to analyses content and ways of providing learning experiences.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Concept of Educational Technology:</b> <ol style="list-style-type: none"> <li>i. Definition, meaning, nature and scope of Educational Technology and it's basic principles.</li> <li>ii. Role of Educational Technology in modern times.</li> <li>iii. New trends in Educational Technology.</li> </ol>	<b>12</b>
<b>2</b>	<b>Communication &amp; Media technology:</b> <ol style="list-style-type: none"> <li>i. Concept, process &amp; principles of communication, barriers in Communication.</li> <li>ii. Class-room communication: verbal communication &amp; non-verbal communication</li> <li>iii. Different Media of Communication.</li> <li>iv. Teaching-Learning as a communication process.</li> </ol>	<b>12</b>
<b>3</b>	<b>Innovations in teaching learning process:</b> <ol style="list-style-type: none"> <li>i. Cooperative learning</li> <li>ii. Constructivism</li> <li>iii. Modules: concept, definition, importance &amp; applications in the teaching learning process.</li> </ol>	<b>12</b>

<b>4</b>	<b>Skill based teaching:</b> i. Definition, Meaning and Scope of Micro-Teaching and Simulated Teaching ii. Characteristics and Objectives of Micro-Teaching and Simulated Teaching iii. Steps of Micro-Teaching and Stimulated Teaching iv. Feed-back devices: meaning, devices, mechanism of feed-back.	<b>12</b>
<b>5</b>	<b>Management and Organizing teaching:</b> i. Task analysis ii. Content analysis iii. Ways of providing learning experiences: a) Programmed learning b) Computer assisted learning iv. Evaluation: concept, types and techniques.	<b>12</b>
	<b>Total</b>	<b>60</b>

**Practicum/ Graded Assignments:**

1. Symposium on new trends in Educational Technology.
2. PPP on different media on communication.
3. Preparation of plan based on co-operative learning on constructivism.
4. Discussion on feed back mechanism.
5. Content analysis of any unit of your teaching subject or related to any paper.

**Note: Scheme of CIE**

• Class tests	:	10marks
• Assignments	:	10marks
• Two Mid Terms	:	<u>20marks</u>
		<u>40marks</u>

## Recommended Books:

1. Skinner, B.F.; Technology of teaching, Appleton Century Crofts
2. Chauhan, S.S.; Innovation in teaching-learning process, Vikas Publication, New Delhi
3. Romiszowaski; The selections and use of international media for improving classroom teaching and interactive individualized instruction, London: Kagan Page
4. Knork, F.G., Chillds, T.; Instructional technology, N.Y.Holt Rinehart and Winston
5. Sampath, K., Painiselvan, A & Santhanam, S; Introduction to educational technology , New Delhi, Sterling (P) Ltd.
6. Joyace, Bruce & Weilmansha; Models of teaching, New Jersey, Prentice Hall, Englewood Cliffs
7. Giridhar, C.H.; Encyclopedia of educational technology, Commonwealth Publishers
8. Shankar, T.; Encyclopedia of teaching techniques , Commonwealth Publishers
9. Sharma, R.A.; Technological foundation of education, R.Lall book depot
10. Oberoi, S.C., Saxena, N.R. Swaroop; Essential & educational technology management, R.Lall book depot
11. Aggrawal, J.C.; Educational technology management & evaluation, Vinod Pustak Mandir
12. Bhatnagar, R.P.; Educational technology and management, International pub. House.
13. Rao, V.K.; Educational technology, A.P.H. Publishing Corp.
14. Pathak, C.K., Distance education, Rajat Publications



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<b>GUIDANCE COUNSELING – I</b>	<b>[ED-513 ]</b>
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<b>I-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

**Objectives:**

1. To help students in understanding the concepts and the basic principles of guidance & counseling, their need and application to the process of education.
2. To acquaint the student with a theoretical background for educational vocational and personal guidance.
3. To acquaint the students with organization frame work for various guidance services.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Meaning, Nature, Scope and the process of Guidance:</b> <ol style="list-style-type: none"> <li>i. Meaning, scope, aims of guidance and counseling.</li> <li>ii. Need for guidance and counseling in education.</li> <li>iii. Areas of guidance:               <ol style="list-style-type: none"> <li>a) Educational.</li> <li>b) Vocational.</li> <li>c) Personal.</li> </ol> </li> </ol>	12
<b>2</b>	<b>Guidance Services and role of personnel:</b> <ol style="list-style-type: none"> <li>i. Guidance services: Individual Inventory, Information, Counseling, Placement, Follow up.</li> <li>ii. Group guidance.</li> <li>iii. Role of personnel in guidance program</li> </ol>	12
<b>3</b>	<b>Organization of Guidance Programme at different levels:</b> <ol style="list-style-type: none"> <li>i. School level</li> <li>ii. College level</li> <li>iii. Essentials of good guidance program.</li> <li>iv. Psychology of careers:               <ol style="list-style-type: none"> <li>a) Concept and significance.</li> <li>b) Vocational development.</li> <li>c) Job analysis: concept, need and importance.</li> </ol> </li> </ol>	12

4	<b>A. Theories of counseling:</b> Brief introduction of : <ol style="list-style-type: none"> <li>i. Psycho analytical theory</li> <li>ii. Cognitive theory</li> <li>iii. Back theory</li> <li>iv. Behavioural theory</li> </ol>	12
5.	<b>Current issues in Guidance and Counseling</b> <ol style="list-style-type: none"> <li>i. Problems of guidance in India.</li> <li>ii. Evaluation in guidance and counseling.</li> <li>iii. Status of Researches in guidance and counseling in India.</li> </ol>	12
<b>Total</b>		<b>60</b>

**Practicum/ Graded Assignments:**


1. Symposium on identification of the cases for counseling and adopting the techniques of counseling related case problem
2. PPT presentation on problems of guidance in India.
3. Preparation of set up a guidance centre at school level and college level.
4. Case study of a child and suggested scheme for that.
5. Prepare a list of researches on conducted guidance and counseling in India.

**Note: Scheme of CIE**

- Class tests : 10marks
- Assignments : 10marks
- Two Mid Terms : 20marks  
40marks

**Recommended Books:**

1. S.S. Chauhan (1982); Principles and Techniques of Guidance, Vikas Publishing House Pvt. Ltd. New Delhi.
2. Crow and Crow (1964); Introduction to Guidance, Publishing House Pvt. Ltd. New Delhi.
3. Dosajh, N.L. (1969); Guidance Services In India, Arya Book Depot., New Delhi
4. Kochhar, S.K. (1984); Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Pvt. Ltd.
5. L.F. Moser and Moser R.S.; Counseling and Guidance an Explanation.
6. Donald Super (1965); Counseling in the Secondary Schools, Harper and Row, New Delhi.
7. Robert Smith and Erickson (1953); Organization and administration of guidance service, Mc- Graw Hill Book Co. Inc. London.


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<b>PLANNING AND MANAGEMENT OF EDUCATION – I</b>	<b>[ED-515]</b>
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<b>I-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

**Objectives: On completion of the course the students will be able to:**

1. Identify the need, scope and purpose of educational planning in terms of national and community needs,
2. Develop the skills in planning and using a variety of administrative strategies,
3. Explain the role and contribution of different agencies/ contribution in educational planning,
4. To help them determine and implement objectives of planning on the basis of individual needs of the students.

Unit	Contents of the Subject	No. of Teaching Periods required
<b>1</b>	<b>Concept, Need and Process of Educational Planning:</b> <ol style="list-style-type: none"> <li>1. Concept and nature of Educational Planning.</li> <li>2. Need and importance of Educational Planning.</li> <li>3. Types of Educational Planning.</li> <li>4. Institutional planning.</li> <li>5. Critical view of Educational Planning in India</li> </ol>	12
<b>2</b>	<b>Principles and Techniques of Educational Planning</b> <ol style="list-style-type: none"> <li>1. Guiding principles of educational planning</li> <li>2. Methods and techniques of planning.</li> <li>3. Approaches to Educational Planning.</li> <li>4. Social demand approach.</li> <li>5. Man-power approach.</li> </ol>	12
<b>3</b>	<b>Planning Mechanisms:</b> <ol style="list-style-type: none"> <li>1. Perspective planning at central, state and local levels: concepts of macro and micro planning.</li> <li>2. Priorities to be given at central and state levels.</li> <li>3. Perspective plan for education in the 11<sup>th</sup> Five Year plan.</li> <li>4. Institutional structures and functions: NUEPA, SIEMATs, SCERTs and DIETs.</li> </ol>	12

<b>4</b>	<b>Planning Machineries:</b> 1. Central. 2. State. 3. District. 4. Institutional Planning.	<b>12</b>
<b>5</b>	<b>Five year Plan in education:</b> 1. Beginning of Five year plans-its historical background. 2. Main features of five year plans with special reference to education. 3. Impact of five year plans on education. 4. Five year plans-merits and demerits.	<b>12</b>
<b>Total</b>		<b>60</b>

**Practicum/ Graded Assignments:**

1. Discussion on debate on educational planning in India.
2. Preparation of a draft of institutional plan of any school.
3. Presentation before the class role/ functions of any planning machinery.
4. Preparing a file on education in five year plans.
5. Case study of a school management system.

**Note: Scheme of CIE**

- Class tests : 10marks
  - Assignments : 10marks
  - Two Mid Terms : 20marks
- 40marks

**Recommended books:**

1. Institute for Health Sector Development (2005): Sector-wide Approach in Education. Comparative Education, 31(1).
2. Less Bell & Howard Stevenson (2006): Education Policy: Process, Themes and Importance. Routledge.
3. Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): Rethinking Decentralization in Developing Countries. Washington, D.C. World Bank.
4. Nanjundappa, D.M. (1995): Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
5. Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. Economic and Political Weekly, June 25, pp. 2822-32.
6. Psacharopolous, G. (ed.) (1985): Planning of Education: Where Do We Stand? Washington, World Bank.
7. Psacharopolous, G. (ed.) (1987): Economics of Education: Research of Studies. Oxford, Pergamon.
8. Scheerens, Jaap (2000): Improving School Effectiveness. Paris: International Institute for Educational Planning.
9. Tilak, J.B.G. (1988). Cost of Education In India: International Journal of Educational Development
10. Tilak, J.B.G. (1992). Educational Planning at Grassroots. Ashish Publications. New Delhi.
11. Unesco, Institutes for statistics (2001), Education Indicators, Technical Guidelines, Montreal Canada.



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**SCHOOL OF EDUCATION  
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**2018-20**

<b>DISTANCE EDUCATION AND OPEN LEARNING-I</b>	<b>[ED-517 ]</b>
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<b>I-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

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

1. Understand the concept of distance education.
2. Distinguish between correspondence education, distance education, and open learning
3. Reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with discuss the socio-academic relevance of distance education.
4. Develop an insight and examine critically the objectives of distance education,
5. Understand the nature of distance learners and distance learning process,
6. Describe SQ3R techniques and adopt the same technique for their study purpose list the importance of self learning material and relevant comprehension skills,
7. Discuss various evaluation techniques and its relevance to distance learning.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Growth and Philosophy of Distance Education</b> <ol style="list-style-type: none"> <li>1. Distance Education: significance, meaning, concept and epistemology.</li> <li>2. Goals and objectives of Distance Education.</li> <li>3. Philosophical foundations of distance education, historical perspectives, growth of distance learning system,</li> <li>4. Issues in Distance Education-quantity, quality, relevance and effectiveness.</li> <li>5. Present status of distance education system, quality assurance and challenges in distance education.</li> </ol>	12
<b>2</b>	<b>Learner and Learning Process in Distance Education</b> <ol style="list-style-type: none"> <li>1. Distance learners: nature and characteristics, motivational factors and types of learners-successful, non-starter and mild course dropouts.</li> <li>2. Distance Education process, nature of adult learning, role of self learning in distance</li> <li>3. Significance of study skills in distance learning.</li> <li>4. Problems of Distance learners-isolation and lack of motivation etc.</li> </ol>	12

<b>3</b>	<b>Self Learning Material (SLM) in Distance Education</b> 1. Instructional material in Distance Education-SLMs, assignment, audio-visual aids, use of ICT. 2. Self learning material: meaning, scope, importance and characteristics. 3. Types of SLM in distance learning-print, audio, video, interactive, online, and web-based. 4. Role of SLM in distance education (print and non print).	12
<b>4</b>	<b>Instructional Process in Distance Education &amp; Open Learning</b> 1. Distance tuition-meaning and concept, Distance tutor-difference between a classroom and distance tutor. 2. Types of Tutor Comments-Positive Comments, Constructive Comments, Null Comments, Hollow Comments, Harmful Comments, Misleading Comments, Negative Comments, Global Comments and Personal Comments.	12
<b>5</b>	<b>Evaluation Procedure in Distance Education</b> 1. Meaning, concept, and need of evaluation in DE. 2. Difference between evaluation in traditional learning and distance learning. 3. Comprehensive and continuous evaluation in DE. 4. Formative evaluation in DE-role of tutor comments in motivation of distance learners Summative evaluation.	12
	<b>Total</b>	<b>60</b>

**Practicum/ Graded Assignments:**

1. Discussion / debate on issues in Distance Education regarding quality and relevance.
2. Prepare a self learning material on any unit of your subject.
3. PPP on techniques of evaluation in distance education.
4. Review of a book on distance education.
5. Visit to a regional study centre and observation of the functioning of the distance mode.

**Note: Scheme of CIE**

- Class tests : 10marks
- Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

## **Recommended books:**

1. Criscito Pat (2004): Barron's Guide To Distance Learning. Barron's E Publisher.
2. Daniel, J.S. et al; (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.
3. Garrison, D.R. (1989): Understanding Distance Education Framework for
4. Future. Routledge, Chapman and Hall, London.
5. Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.
6. IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3).
7. IGNOU, New Delhi. Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.
8. Keegan, D. (1989): Foundations of Distance Education, London: Routledge.
9. Race, Phil (1994): The Open Learning Handbook, Second Edition, London: Kogan Page.
10. Rathore, H, C, S, (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House.
11. Rumble Grevile and Harry, Keith (1982): The Distance Teaching Universities. London. Croom Helm Ltd.


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<b>INCLUSIVE EDUCATION-I</b>	<b>[ED-519 ]</b>
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<b>I-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

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

1. Understand the global and national commitments towards the education of children with diverse needs,
2. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
3. Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
4. Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
5. Analyze special education, integrated education, mainstream and inclusive education practices,
6. Identify and utilize existing resources for promoting inclusive practice.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Introduction to Inclusive Education</b> <ol style="list-style-type: none"> <li>1. Definition, concept and importance of inclusive education.</li> <li>2. Historical perspectives on education of children with diverse needs.</li> <li>3. Difference between special education, integrated education and inclusive education.</li> <li>4. Advantages of inclusive education for education for all children.</li> </ol>	12
<b>2</b>	<b>Policies and practices to respond to diversity:</b> <ol style="list-style-type: none"> <li>1. The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &amp; 12).</li> <li>2. Integrated Education for Disabled Children (IEDC, 1974).</li> <li>3. The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).</li> <li>4. The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.</li> </ol>	12

3	<b>Preparation for Inclusive Education</b> <ol style="list-style-type: none"> <li>1. Concept and meaning of diverse needs.</li> <li>2. Brief account of existing special, integrated and inclusive education services in India.</li> <li>3. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.</li> <li>4. Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.</li> </ol>	12
4	<b>Handling the Children with Diverse Needs:</b> <ol style="list-style-type: none"> <li>1. Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.</li> <li>2. Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.</li> <li>3. Role of technology for meeting diverse needs of learners.</li> </ol>	12
5	<b>Utilization of Resources</b> <ol style="list-style-type: none"> <li>1. Concept and importance of human and material resources.</li> <li>2. Types of services approaches, strategies, personnel involved and their specific roles and responsibilities.</li> <li>3. Creating conducive environment in inclusive schools: material resources and human resources, exploring and utilizing the services and resources available in the community.</li> <li>4. Identifying the required resources for children with varied special needs</li> </ol>	12
<b>Total</b>		<b>60</b>

**Practicum/ Graded Assignments:**

1. Lecture cum discussion on the advantages of the Inclusive Education.
2. Preparing the file of National Initiative for Inclusive Children.
3. Prepare a plan for building Inclusive Learning friendly classrooms.
4. PPP on role of technology for meeting the diverse needs of learners.
5. Survey of the resources available in the comity for creating conducive environment in Inclusive School.

**Note: Scheme of CIE**

- Class tests : 10marks
- Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

**Recommended books:**

1. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
3. Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
4. Jha. M.( 2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
6. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

<b>ELEMENTARY EDUCATION-I</b>	<b>[ED-507]</b>
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<b>I-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

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

1. Understand the need and significance of childhood care and education
2. Understand the policy perspectives on El.Ed. in India and world
3. Understand social and personal development of children at Elementary level.
4. Understand the quality dimensions i.e. curriculum, programmes and work force for Elementary level.
5. Develop knowledge and skills for research and evaluation in El. Ed. and training of personnel.

Unit	Contents of the Subject	No. of Teaching Periods required
<b>1</b>	<b>El.Ed. : Policy and Perspectives:</b> <ol style="list-style-type: none"> <li>1. Concept, significance and objectives of El.Ed.</li> <li>2. El.Ed. in India: Policies and Programmes in National Policy on Education NPE (1986) and POA (1992), National Plan of Action for Children, 1992 and; National Curriculum Framework (2005).</li> <li>3. El.Ed. in Global Perspective: concerns and issues.</li> </ol>	12
<b>2</b>	<b>Psycho – Social Context in El.Ed.</b> <ol style="list-style-type: none"> <li>1. Developmental characteristics and norms – physical, cognitive, language and socio-emotional.</li> <li>2. Transition from home to school – issues and concerns.</li> <li>3. Socio-cultural context in schools and home in construction of knowledge.</li> </ol>	12
<b>3</b>	<b>Curriculum for Elementary Education:</b> <ol style="list-style-type: none"> <li>1. Curriculum at-               <ol style="list-style-type: none"> <li>(a) Primary level</li> <li>(b) Upper primary level</li> </ol> </li> <li>2. Programmes of El.Ed. –               <ol style="list-style-type: none"> <li>(a) DPEP</li> <li>(b) Sarva Shiksha Abhiyan</li> </ol> </li> <li>3. Scheme –               <ol style="list-style-type: none"> <li>(a) Mid day meal scheme</li> </ol> </li> </ol>	12

4	<b>Strategies/ Approaches and Resources:</b> <ol style="list-style-type: none"> <li>1. Characteristics of programmes for different settings – Primary and Upper primary level.</li> <li>2. General principles to curricular approaches – activity based play-way, child-centered, theme-based, holistic, joyful, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods - meaning, rationale, selection criteria and method of transaction.</li> <li>3. Local specific community resources – human and material &amp; their integration in curricular activities; preparation &amp; use of learning materials, community involvement in effective implementation of El.Ed. programmes.</li> </ol>	12
5	<b>Training, Research &amp; Evaluation in El.Ed.:</b> <ol style="list-style-type: none"> <li>1. Need and significance of personnel involved in El.Ed. programme.</li> <li>2. Status &amp; nature of training programmes – pre-service &amp; in-service for personnel involved in El.Ed. programme – a critical evaluation, issues and concerns.</li> <li>3. Areas of research studies in El.Ed..</li> <li>4. Evaluation of El.Ed. programmes.</li> </ol>	12
<b>Total</b>		<b>60</b>

**Practicum/ Graded Assignments:**

1. Presentation of different policies and programme on El.Ed. in India.
2. Visit to any one type of Primary/Upper Primary school.
3. Symposium on the general principles to curricular approaches their rational and methods of transaction.
4. Prepare a list of research studies of El.Ed. in India and abroad.
5. Presentation on evaluation of child behavior through different techniques.

**Note: Scheme of CIE**

- Class tests : 10marks
  - Assignments : 10marks
  - Two Mid Terms : 20marks
- 40marks

## **Recommended Books:**

1. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.). Shipra Publications, New Delhi.
2. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
3. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
4. NCERT (2005). National Curriculum Framework, New Delhi.
5. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
6. NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.
7. Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.
8. Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.
9. Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
10. Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.



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<b>SECONDARY OR SENIOR SECONDARY EDUCATION-I</b>	<b>[ED-509]</b>
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<b>I-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

**Objectives: On completion of the course the student-teachers will be able to:**

1. Understand the nature-scope and systems of secondary and senior secondary education.
2. Examine the status of development of secondary and senior secondary education in India after Independence.
3. Understand the problem and challenges related to secondary and senior secondary education.
4. Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Nature, Scope, function and systems of Secondary and Senior Secondary Education:</b> Status of Secondary and Senior Secondary: <ol style="list-style-type: none"> <li>1. Process of teaching-learning of adolescent</li> <li>2. Exposure to integrated and subject specific streams guidelines and counseling strategies to meet changing physiological and sociological requirements.</li> <li>3. Education for Multiple Intelligence</li> </ol>	12
<b>2</b>	<b>Problems and Challenges of Secondary Education:</b> <ol style="list-style-type: none"> <li>1. Problems / challenges / strategies / intervention in relation to access enrolment, dropout, achievement equality of Educational opportunities.</li> <li>2. Problems of education for girls, disadvantaged and differently abled children and show learners and interventions to solve the problem.</li> <li>3. Classroom problems discipline, under achievement, lack of motivation slow learners, delinquency and maladjustment.</li> <li>4. Issues of quality in secondary and senior secondary education Management System of secondary education, Department of Education</li> </ol>	12

3	<b>Teacher Education in India at Secondary and Senior Secondary Level:</b> <ol style="list-style-type: none"> <li>1. Pre-Service and In-service Teacher Education: concept, nature, objectives and scope.</li> <li>2. Development of teacher education in India at secondary and senior secondary level, recommendations of various commissions and committees concerning teacher education system.</li> <li>3. Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs, IASEs and CTE.</li> <li>4. Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.</li> </ol>	12
4	<b>Secondary Education Management Information System (Semis) and Assessment and Evaluation:</b> <ol style="list-style-type: none"> <li>1. CCE in Teacher Education formative &amp; simulative..</li> <li>2. Evaluation of school experience/internship programmes.</li> <li>3. Assessment of teaching proficiency: criterion, tools and techniques.</li> <li>4. Interactive technologies-teleconferencing, e-learning, designing of e-content.</li> <li>5. EDUSAT for teacher professional development programme (CPD).</li> </ol>	12
5	<b>Curriculum and evaluation of secondary Education:</b> <ol style="list-style-type: none"> <li>1. Principles of School Curriculum Development at Secondary and Senior Secondary Level</li> <li>2. Formative and summative evaluation; norm referenced and criterion reference evaluation.</li> <li>3. Evaluation of school experience/internship programmes.</li> <li>4. Assessment of teaching proficiency: criterion, tools and techniques.</li> <li>5. Organisation and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.</li> </ol>	12
<b>Total</b>		<b>60</b>

**Practicum/ Graded Assignments:**


1. Lecture cum discussion on 'Multiple Intelligence'.
2. Identification of the problems of slow learners and suggest the scheme for measures to solving their problems.
3. Assignment on recommendations of various commissions and committees concerning Teacher Education system in India.
4. Presentation on appraisal of any one of interactive technology for professional development of teachers.
5. Write a report on internship program on the basis of your experiences.

**Note: Scheme of CIE**

• Class tests	:	10marks
• Assignments	:	10marks
• Two Mid Terms	:	<u>20marks</u>
		<u>40marks</u>

**Recommended books:**

1. Professional Development of Teachers. Maidenhead, Brinks Open University Press.
2. Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
3. NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation NCTE New Delhi.
4. Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.
5. Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi
6. Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
7. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi
8. Govt. of India (1953) Report of Secondary Education Commission, New Delhi
9. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
10. Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
11. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
12. NCERT (1997) Code of Professional Ethics for Teachers


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<b>FIELD ATTACHMENT– I (WITH SCHOOLS/ TEACHER INSTITUTION)</b>	<b>[FA- 501]</b>
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<b>I-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (100)]

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Attendance	2 Credits (Internal)
2.	Observations in the school (activities)	
3.	Observation of a regular teacher	
4.	Assistance work in the school internship	



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<b>SOCIO-ECONOMIC AND POLITICAL ASPECTS OF EDUCATION</b>	<b>[ED-502]</b>
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<b>II-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

**Objectives:**

1. Student will be able to understand the socialistic pattern of society.
2. Students will be able to understand the education as an industry and inter relationship between economics and education.
3. Student will be able to identify the different characteristics of contemporary political system.
4. Student will be able to understand the role of education in different political systems.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Socialistic pattern of society:</b> <ol style="list-style-type: none"> <li>1. Nature of Socialistic pattern of society.</li> <li>2. Necessary condition for Socialistic pattern of society.</li> <li>3. Objectives of a Socialistic pattern of society.</li> <li>4. Education for Socialistic pattern of society.</li> <li>5. Eradication of social evils through education.</li> </ol>	12
<b>2</b>	<b>Education for economic growth:</b> <ol style="list-style-type: none"> <li>1. Meaning, concept of economics.</li> <li>2. Concept of economics goods: material and non-material goods.</li> <li>3. Education as a economic goods.</li> <li>4. Education as a producer and consumer goods.</li> <li>5. Education as an industry.</li> </ol>	12
<b>3</b>	<b>Classification of capital:</b> <ol style="list-style-type: none"> <li>1. Capital goods.</li> <li>2. Human capital.</li> <li>3. Social capital.</li> <li>4. Intellectual capital.</li> <li>5. Factors affecting human capital.</li> </ol>	12

<b>4</b>	<b>Emerging Indian concerns and their educational implications:</b> <ol style="list-style-type: none"> <li>1. Meaning and concept of liberalization, Globalization, Privatization.</li> <li>2. Harmful effects of conflict and violence on world.</li> <li>3. Role of UNO and its agencies in International relationship.</li> <li>4. Global challenges in Indian education system.</li> </ol>	12
<b>5</b>	<b>Education and political system:</b> <ol style="list-style-type: none"> <li>1. Concept of political system.</li> <li>2. Political systems in different types of states.</li> <li>3. Relationship of education with political systems.</li> <li>4. Theory of states: <ol style="list-style-type: none"> <li>a) Classical theory.</li> <li>b) Marxism theory.</li> <li>c) Progressive liberal theory.</li> </ol> </li> <li>5. Contemporary political system: concept and education in the system:- <ol style="list-style-type: none"> <li>a) Communism</li> <li>b) Socialism</li> <li>c) Democratic.</li> </ol> </li> </ol>	12
<b>Total</b>		<b>60</b>

**Practicum/ Graded Assignments:**


1. Preparation of a plan for eradication of social evils through education.
2. Presentation on classification of capital and factors affecting human capital.
3. Write an essay on how education as a guarantee for economic security?
4. Debate on democratic system vs communism.
5. Discussion on Education as an industry.

**Note: Scheme of CIE**

- Class tests : 10marks
- Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

**Recommended Books:**

1. S. K. Murthy ; Philosophical and sociological foundation of education , Vinod Pustak Mandir
2. Gargi Sharan Misra (2008); Today education tomorrows nation, Patheya Pub. , Jabalpur
3. R. K. Sharma and Strikrishna Dubey; Shiksha Sidhant and Adhmik Bharat mein Shiksha
4. Dr. Ashok Kumar; Shiksha kai Saqmajik Adhar , University Pub., Jaipur.
5. N.R. Saxena (1996); Philosophical and sociological foundations of education, Usha Pub., Meerut.


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<b>METHODOLOGY OF EDUCATIONAL RESEARCH-II</b>	<b>[ED-504]</b>
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<b>II-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE-(40) & ESE- (60)]

**Objectives:**

1. To develop understanding and skill in using quantitative and qualitative techniques of data analysis.
2. To develop understanding and skill to interpret a given set of data after analysis.
3. To enable the student to write a research report in a proper way.
4. To enable the student to know and aware the status of research in India and abroad.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Tools &amp; Techniques of Data Collection</b> <ol style="list-style-type: none"> <li>i. Standardized and non-standardized: self constructed test &amp; different type of psychological tests.</li> <li>ii. Qualitative Analysis &amp; Quantitative Analysis.</li> <li>iii. Questionnaire, Interview, observation, schedule, attitude scales, Rating scales, check lists</li> <li>iv. Case study technique and focus group discussion.</li> </ol>	12
<b>2</b>	<b>Analysis of Data</b> <ol style="list-style-type: none"> <li>i. Need and importance of Statistics: Mean, Median, Mode, Standard deviation, Correlation.</li> <li>ii. Measures of reliability: Central tendencies. Measures of variability: Percentages &amp; Correlation.</li> <li>iii. t-test F-Ratio test, chi-square test, content analysis.</li> <li>iv. Introduction to SPSS, Creating a database file in SPSS. Creating graphs and interactive graphs.</li> </ol>	12

<b>3</b>	<b>Interpretation of data</b> i. Meaning, importance and need of data interpretation in research. ii. Techniques and steps of data interpretation. iii. Precautions to be taken by the research scholar during interpretation. iv. Use of computer & internet in research: data analysis, data organization, presentation, report writing.	12
<b>4</b>	<b>Writing the Research Report:</b> i. Use of library, importance of taking notes, reference material. ii. Characteristics of a good research report. iii. How to write the research report. iv. Criteria for evaluation of a research report.	12
<b>5</b>	<b>Review of Educational Research in India &amp; Abroad:</b> i. History of Research in Education in India & Abroad. ii. Present status of Research in India & abroad. iii. Recent trends in different areas of research. iv. Interdisciplinary approach: an emerging trend in the field of research.	12
	<b>Total</b>	<b>60</b>

**Practicum/ Graded Assignments:**


1. Preparation of a tool- questionnaire/ rating scale/ observation schedule.
2. Discussion on need and importance of qualitative analysis.
3. Presentation on use of computer and internet in research.
4. Prepare a format for evaluation of a research report.
5. Debate on interdisciplinary approach vs single discipline approach.

**Note: Scheme of CIE**

- Class tests : 10marks
- Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

**Recommended Books:**

1. Corey, Stephen M; Action Research to Improve School Practices, New York, Bureau of Publication, Columbia University
2. Guilfore J.P.; Fundamental Statistics in Psychology and Education, London Mc. Graw Hill Book Co.
3. Shiltz & Jahoda; Research Methods in Social Relations, London, Methuen & Co.
4. Dr. B.N. Ray; Anusandhan Parichay, Vinod Pusttak Mandir
5. R.S. Sharma; Shiksha Anusandhan Lekhan, Kamal Book Depot, Meerut.
6. R. A. Sharma ; Educational Research
7. Kaul, Lokesh (1984).; Methodology of Educational Research, New Delhi: Vikas Publications.
8. Kerlinger, F.N. (1986). ; Foundations of Behavioural Research, Fort Worth, TX: Harcourt Brace Jovanovich


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<b>CURRICULUM DEVELOPMENT</b>	<b>[ED-506 ]</b>
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<b>II-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

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

1. Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
2. Reflect on the need and importance of work experience, art education and health and physical education.
3. Develop research insight for curriculum development in elementary education.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Understanding the modern curriculum:</b> <ol style="list-style-type: none"> <li>1. Meaning, concept and the importance of the modern curriculum.</li> <li>2. Types of curriculum design: core curriculum, subject centered and activity centered.</li> <li>3. Process of curriculum development: Progress of determining of curriculum content, the acceptance of authority progress ; factors determining sequence of content</li> <li>4. Problems in curriculum construction</li> <li>5. Proposal for curriculum in India: report of commission and policies.</li> </ol>	12
<b>2</b>	<b>Preparation of frame work of curriculum:</b> <ol style="list-style-type: none"> <li>1. Developing of frame work of curriculum</li> <li>2. Adding new units in curriculum.</li> <li>3. Preparing and disseminating resource unit.</li> <li>4. Experimenting the resource unit.</li> <li>5. Modifying and consolidating.</li> </ol>	12

3	<b>Approaches to curriculum:</b> <ol style="list-style-type: none"> <li>1. Behavioral, rational approach.</li> <li>2. System-managerial approach.</li> <li>3. Interaction academic approach.</li> <li>4. Humanistic-aesthetical approach.</li> <li>5. Re-conceptualist approach.</li> </ol>	12
4	<b>Implementation procedure of curriculum:</b> <ol style="list-style-type: none"> <li>1. Introducing new staff to the curriculum.</li> <li>2. Orienting teacher's for teaching strategies.</li> <li>3. System approach to teaching.</li> <li>4. Individualize and group instruction.</li> <li>5. Teaching for creative thinking and understanding.</li> </ol>	12
5	<b>Challenges for curriculum policy makers:</b> <ol style="list-style-type: none"> <li>1. Global challenge.</li> <li>2. Intrinsic to education.</li> <li>3. Nation specific challenge.</li> <li>4. Monitoring.</li> <li>5. Problems of syllabus improvement.</li> </ol>	12
	<b>Total</b>	60

**Practicum/ Graded Assignments:**


1. PPP on process of curriculum development.
2. Presentation on any approach to curriculum framing.
3. Discussion on individualized and group instruction.
4. Appraisal of B.Ed. curriculum.
5. Critical evaluation of curriculum of any Board/ University.

**Note: Scheme of CIE**

- Class tests : 10marks
- Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

**Recommended Books:**

1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
3. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
4. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
5. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
6. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
7. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
8. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
9. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.


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<b>YOGA EDUCATION</b>	<b>[ED-512]</b>
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<b>II-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-2 CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

**Objectives: The pupil teacher will be able to understand:**

1. Define the philosophy of yoga.
2. Explain the psychology of yoga.
3. Describe the socio-moral base of yoga.
4. Explain physiology of Yoga.
5. Classify yoga, yogic diet and yogic lifestyle.
6. Explain medical aspects of yoga in terms of improving mental health and reducing stress.

Unit	Contents of the Subject	No. of Teaching Periods required
<b>1</b>	<b>Concept of Yoga:</b> <ol style="list-style-type: none"> <li>1. What is yoga? (Philosophical &amp; Psychological aspects)</li> <li>2. Types of yoga (Eight folder path).</li> <li>3. Importance of yoga.</li> </ol>	<b>6</b>
<b>2</b>	<b>Basis of yoga:</b> <ol style="list-style-type: none"> <li>1. Patanjali yogsutra.</li> <li>2. Bhagwat Gita.</li> <li>3. Yog upnishad.</li> </ol>	<b>6</b>
<b>3</b>	<b>Theories of yoga practice:</b> <ol style="list-style-type: none"> <li>1. Asana.</li> <li>2. Pranayam.</li> <li>3. Kriyas.</li> <li>4. Dhayan.</li> </ol>	<b>6</b>
<b>4</b>	<b>Yoga Asans:</b> <ol style="list-style-type: none"> <li>1. Types of yoga asans.</li> <li>2. Advantage of yoga exercise.</li> <li>3. Precautions to be taken during yoga and exercise.</li> </ol>	<b>6</b>

<b>5</b>	<b>Health and yoga:</b> 1. Effect of yoga exercise on different system of body. 2. Yoga and diseases. 3. Personality development through yoga.	<b>6</b>
	<b>Total</b>	<b>30</b>

**Practicum/ Graded Assignments:**

1. Prepare charts for different asana and exercises.
2. Prepare a presentation on any topic of yoga from syllabus.
3. Visit to different yoga centers and prepare a report.

**Note: Scheme of CIE**

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

**Recommended Books:**

1. Bawara, B. V. (1993). Aapki Apni Baat, Haryana: Divine Radiance Publications.
2. Besant, A. (2005) An Introduction to Yoga., New Delhi: Cosmo
3. Iyenger, B.K.S. (1996). Lighter on Yoga. New Delhi: Harper Collins Publishers India Private Limited
4. Larson, J. G. & Bhattacharya, R. S. (2007). Encyclopedia of Indian Philosophies, Vol. XII.Yoga: Gerald James Larson and Ram Shankar Bhattacharya, New Delhi: Motilal Banarsidass Publications.
5. Lata, P. (1996). Intelligence, Creativity, Self-concept and Personality Characteristics of Delinquents and Non-delinquents. Chandigarh: Panjab University.
6. Lzmailovich, Omand, S. (1960). Patanjali Yoga Pradeep. Gorakhpur: Gita Press
7. Rai, V.C. (1989). Effect of Sahaj Yoga Meditation on Cardiac Disorders. Delhi Medical College: Department of Physiology
8. Rao, P. V. K. (1995). Scientific and Psychological Significance of Yoga. Banaras Hindu University: Department of Education
9. Yadav, Y. P. & Yadav, R. (2003). Art of Yoga, New Delhi: Friends
10. Yogacharya, O. S. (2007). Freedom of Body and Mind: Yogasanas, Pranayam and Meditation, New Delhi: Rawat

<b>Foundation Course</b>	<b>[FD-102 ]</b>
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<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Indian Economy</b> <ul style="list-style-type: none"> <li>a) State and Planning: Planning commission and the idea behind five year plans</li> <li>b) Land reforms, Industrialisation and Growth of Country, Emergence of Middle class</li> <li>c) Land reforms, Green Revolution, emergence of Naxalism</li> <li>d) Agrarian crisis since the 1990s and its impact on farmers</li> <li>e) SEZs, Mixed economy, privatisation.</li> </ul>	<b>1</b>
<b>2</b>	<b>International Relations/ World History-I</b> <ul style="list-style-type: none"> <li>a) Marxism and its key tenets.</li> <li>b) Feminism and its debates</li> <li>c) Liberalism and Neo Liberalism</li> <li>d) World War I</li> <li>e) World War II</li> <li>f) Cold War</li> </ul>	<b>1</b>
<b>3</b>	<b>International Relations/ World History-II</b> <ul style="list-style-type: none"> <li>a) Diplomatic relations b/w India and China</li> <li>b) Diplomatic relations of India and China with US, Russia, European countries- Germany and UK, Japan,</li> <li>c) United nations and its agencies</li> <li>d) WTO and World Bank</li> <li>e) Regional Organisations: SAARC, EU, BRICS, ASEAN</li> </ul>	<b>1</b>
<b>4</b>	<b>Sociology-I</b> <ul style="list-style-type: none"> <li>a) Social Institutions-Continuity and change</li> <li>b) Pattern of Social Inequality and Exclusion</li> <li>c) Challenges of Cultural Diversity</li> <li>d) Structural Change</li> <li>e) Cultural Change</li> </ul>	<b>1</b>
<b>5</b>	<b>Sociology-II</b> <ul style="list-style-type: none"> <li>a) Globalization and Social Change</li> <li>b) Market as a Social Institution</li> <li>c) Mass Media and Communications</li> <li>d) Change and Development in Rural Society</li> <li>e) Change and Development in Industrial Society</li> </ul>	<b>1</b>
	<b>Total</b>	<b>5</b>

## **Suggested Readings**

1. Dunne, T. (2005) 'Liberalism' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4th edn. Oxford: Oxford University Press
2. Halliday, F. (1994) *Rethinking International Relations*. London: Macmillan, pp. 147-166
3. Hobsbawm, E. (1995) *Age of Extreme: The Short Twentieth Century, 1914—1991*
4. International History, 1945-1990' in Baylis, J. and Smith, S. (eds.) (2008) *The Globalization of World Politics. An Introduction to International Relations*. 4<sup>th</sup> edn.
5. Therborn, G. (2006) 'Poles and Triangles: US Power and Triangles of Americas, Asia and Europe' in Hadiz, V.R. (ed.) *Empire and Neo Liberalism in Asia*. London
6. Narlikar, A. (2005) *The World Trade Organisation: A Very Short Introduction*. Oxford: Oxford University Press
7. Baxter, C. (ed.) (1986) *The Government and Politics of South Asia*. London: Oxford University Press.
8. Cropsey, J. (1987) 'Karl Marx', in Strauss, L and Cropsey, J. (eds.) *History of Political Philosophy*. 2nd Edition. Chicago: Chicago University Press, pp. 802-828.
9. Singh, S. (2003) *China-South Asia: Issues, Equations and Policies*. New Delhi: Lancers Books, pp. 123-170.
10. Abhayankar, R.M. (2007) *Indian Foreign Policy*. New Delhi: Foreign Service Institute, Chapter 20.
11. Research and Information Systems (2002) *India-ASEAN Partnership in an Era of Globalisation: Reflections by Eminent Persons*. pp. 105-110.
12. Graere, F. and Mattoo, A. (eds.) (2001) *India and ASEAN: The Politics of India's look East policy*. New Delhi: Manohar Publishers, pp 91-114.

<b>ELEMENTARY EDUCATION –II</b>	<b>[ED-508 ]</b>
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<b>II-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

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

1. Gain insight into the need and objectives of elementary teacher education.
2. Understand the development of elementary teacher education in post-independent India.
3. Gain insight into the existing pre-service teacher education programmes and their organizational aspects.
4. Develop understanding of the needs, importance and existing practices of in- service education of teachers and functionaries associated with elementary Education.
5. Develop understanding of status of elementary teachers and the problems and issues related to professional growth.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Teaching as a Profession:</b> <ol style="list-style-type: none"> <li>1. Teaching skills and competencies required of an elementary school teacher, the need for education and training of teachers; code of ethics.</li> <li>2. Expectations of NCF 2005 from teacher as a professional practitioner; Academic and professional qualification of an elementary school teacher – analysis of status; Teaching as profession – analysis of present status and types of personnel recruited as teachers.</li> </ol>	12
<b>2</b>	<b>Pre-service Teacher Education and Teacher Education Curriculum at Elementary level:</b> <ol style="list-style-type: none"> <li>1. Rationale for pre-service teacher education, review of existing practices in different stages – structure and components, weightage, duration, eligibility requirements.</li> <li>2. Organising learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment.</li> <li>3. Supervising student teaching – objectives, tools and techniques Evaluation in teacher education – theory, skills and competencies, attitudes and values – tools and techniques.</li> </ol>	12

<b>3</b>	<b>Teacher Training Methods and Techniques:</b> 1. Making training participatory – methods and techniques/delivery of training –methods and techniques; democratisation, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role-play, peer teaching, projects, modular and mini course. 2. Using ET resources in training – films, studios and videos.	12
<b>4</b>	<b>In-service Teacher Training:</b> 1. Complementary nature of pre and in-service teacher education – need for in- service training, objectives of in-service training, planning in in-service training, content and methodology; monitoring, evaluation, reporting and follow-up of in-service training programme. 2. Different formats – workshops, seminars, institutes, courses and their features.	12
<b>5</b>	<b>Resource Institutions for Teachers and Trainers:</b> 1. Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCERTs, RIEs, NCERT – objectives, structure, functions and programmes. 2. NCTE – objectives, functions and roles in quality control of teacher education. 3. Professional associations of teachers/trainers – roles and functions	12
	<b>Total</b>	<b>60</b>

**Practicum/ Graded Assignments:**

1. Appraisal of NCF 2005 from the teacher’s professional point of view.
2. Presentation on simulated and real practice.
3. Discussion on training modes at elementary level.
4. Graded assignment on in-service teacher education program for elementary teachers.
5. Preparation of organizational plan of workshop/seminar/panel discussion on any theme related to teacher education at elementary level.

**Note: Scheme of CIE**

- Class tests : 10marks
- Assignments : 10marks
- Two Mid Terms : 20marks  
40marks

**Recommended Books:**

1. The study of primary education (1984); A source Book Vol. – I & II.
2. NCERT (1991); Elementary Teacher Education curriculum guidelines and syllabai; New Delhi.
3. National curriculum for elementary and secondary education (1998); a frame work NCERT, New Delhi.
4. Celin Richards (1984); the study of primary education and resource book vol. - I.
5. Hayes, denis (2008); Primary teacher today an introduction, Routledge Pub. UK.
6. Kurrian, J (1993); Elementary Education in India, Concept Pub. New Delhi.
7. Mohanty, J.N. (2000); Primary and Elementary Education; Deep and Deep Pub. New Delhi.
8. Roa, V. K. (2007); Universalization of Elementary Education, Indian Pub. New Delhi.
9. Sharma ram Nath (2002); Indian Education at the cross road, Shubhi Pub. New Delhi.
10. National curriculum framework (NCF 2005), NCERT, New Delhi.

<b>SECONDARY OR SENIOR SECONDARY EDUCATION-II</b>	<b>[ED-510]</b>
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<b>II-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

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

1. Develop an understanding of underlying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
2. Reflect on the need and importance of work experience, art education, health physical education and working with the community.
3. Understand the importance of teaching of language science and mathematics at secondary level
4. Develop the capability to use effectively various methods and approaches of teaching learning of various subjects at secondary level
5. Develop research insight for curriculum development in elementary education.
6. Understand the nature and uses of different types of tools and techniques of evaluation in education acquire the skill to construct the achievement and diagnostic tests.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>School Curriculum Development at Secondary and Senior Secondary Level:</b> <ul style="list-style-type: none"> <li>• Concept, components and determinants of curriculum.</li> <li>• Principles of curriculum construction.</li> <li>• Criteria for selection and organization of content and learning activities.</li> <li>• Autonomy in developing curriculum,</li> <li>• Issues and challenges in developing curriculum.</li> </ul>	12
<b>2</b>	<b>Language Curriculum:- Criteria for developing language curriculum</b> <ol style="list-style-type: none"> <li>1. Focus on three (3) language formula emphasizing the recognition of children's home language(s) or mother tongue(s) as the best medium of instruction.</li> <li>2. English needs to find its place along with other Indian Languages – Multilingual character of the classroom.</li> </ol>	12

3	<b>Science Curriculum:</b> <ol style="list-style-type: none"> <li>1. Science as a composite discipline at secondary stage.</li> <li>2. Introduction of science as separate discipline such as Physics, Chemistry, Mathematics, Biology etc with emphasis on experiments/technology and problem solving.</li> <li>3. Criteria and principles of developing science curriculum at school level.</li> <li>4. Need of improvement- identify and merging core topics of a discipline at +2 levels demanding into recent trends in the science field</li> </ol>	12
4	<b>Social Science Curriculum:- Criteria and principles of developing science curriculum</b> <ol style="list-style-type: none"> <li>1. Focus on conceptual understanding rather than living up facts, ability to think independently and reflect critically on social issues.</li> <li>2. At secondary stage social sciences comprise history, geography, sociology, political science and economics.</li> <li>3. At + 2 stage disciplines like political science, geography, history economics, sociology and psychology will be introduced.</li> </ol>	12
5	<b>Educational Evaluation - Tools and Techniques</b> <ol style="list-style-type: none"> <li>1. Meaning nature and functions of evaluation, difference between measurement, and evaluation, assessment, testing, appraisal and examination, Types of evaluation - formative, diagnostic and summative evaluation. Continuous and comprehensive evaluation.</li> <li>2. Testing and Non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank, grading.</li> <li>3. Construction of Achievement test, objective types, short answer type, multiple choice type, essay.</li> </ol>	12
<b>Total</b>		<b>60</b>

**Practicum/ Graded Assignments:**


1. Presentation of criteria for selections and organization of content in construction of a curriculum of secondary level.
2. Discussion on the importance of three language formula.
3. Debate on science as a composite discipline at secondary stage.
4. PPT on testing and non-testing tools of evaluation and need and importance of any one tool above mentioned.
5. Prepare a list of achievement on any unit of your course/subject using different types of question.
6. Critical analysis of secondary board paper of social studies.

**Note: Scheme of CIE**

• Class tests	:	10marks
• Assignments	:	10marks
• Two Mid Terms	:	<u>20marks</u>
		<u>40marks</u>

**Recommended Books:**


1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
3. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
4. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
5. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
6. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
7. NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi


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**2018-20**

<b>FIELD ATTACHMENT– II (WITH SCHOOLS/ TEACHER INSTITUTION)</b>	<b>[FA- 504]</b>
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<b>II-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK CREDITS-2	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (100)]


<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Attendance	2 Credits (Internal)
2.	Lecture delivery in the teacher educational institute	
3.	Observation of a regular teacher educator	
4.	Assistance work in the school internship	


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**2018-20**

<b>RESEARCH LEADING TO DISSERTATION-I</b>	<b>[DS- 601]</b>
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<b>III-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK CREDITS-12	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (60) ESE (40)]


<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Construction of a research tool.	12 credits (Internal+ External)
2.	Data collection and analysis	
3.	Preparation of proposal for projects/funding agencies	
4.	Submission of pre- dissertation and viva	
5.	Work related to inter-semester break (ISB)	


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<b>FIELD ATTACHMENT – III</b>	<b>[FA- 602]</b>
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<b>III-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (60) ESE (40)]

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Attendance	4 Credits (Internal + External )
2.	Observation of over all activities of teacher education institute	
3.	Assistance work in the school internship	
4.	Observation of infrastructure and human resources	
5.	Report submission	


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**2018-20**

<b>INVOLVEMENT IN INTERNSHIP</b>	<b>[ I I - 604 ]</b>
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<b>III-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (100)]

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Observation of lessons</li> <li>• Guidance work</li> <li>• Observation by the evaluator</li> <li>• Observation file</li> </ul>	Internal



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**2018-20**

<b>PHILOSOPHY OF EDUCATION</b>	<b>[ED-602]</b>
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<b>IV-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

**Objectives: - The student teacher will be able to-**

1. Understand the nature and functions of philosophy of education.
2. Do logical analysis, Interpretation and synthesis of various concepts, Propositions and philosophical assumptions about educational phenomena.
3. Understand and use philosophical methods in studying educational data.
4. Do critical appraisal of contributions made to education by prominent educational.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Conceptual introduction of education and philosophy</b> <ol style="list-style-type: none"> <li>1. Meaning and concept of educational philosophy</li> <li>2. Nature and scope of educational philosophy</li> <li>3. Metaphysic, Epistemology, Axiology and their implications for education</li> </ol>	12
<b>2</b>	<b>Indian philosophy in historical prespective</b> <ol style="list-style-type: none"> <li>1. Vedic period ,upnishad, nyaya</li> <li>2. Buddhism, Jainism, Bhagwatgeeta</li> <li>3. Medival period (Muslim period)</li> <li>4. Functions of educational philosophy</li> </ol>	12
<b>3</b>	<b>School of philosophy</b> <ol style="list-style-type: none"> <li>1. Idealism</li> <li>2. Pragmatism</li> <li>3. Humanism</li> <li>4. Naturalism</li> <li>5. Realism</li> </ol>	12

<b>4</b>	<b>Critical analysis of thought of great educators</b> 1. Swami Vivekanand 2. M. K. Gandhi 3. Arvindo Ghosh 4. J. Krishnamurti 5. Ravindra Nath Tagore	12
<b>5</b>	<b>Educational philosophy and research</b> 1. Education as interdisciplinary knowledge 2. Need of educational philosophy in research 3. Philosophical redirection of educational research in recent times	12
	<b>Total</b>	<b>60</b>

**Practicum / Grader Assignments:**

1. Prepare a note on tents of any two Indian thinkers
2. Organize a seminar on anyone philosophical aspect of education
3. Write on term paper on concept of anyone Indian philosophical thought and its impact on education
4. Write three abstracts on any recent articles publisher in philosophical journals

**Note: Scheme of CIE**

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

**Recommended books-**

1. Altekar, A.S : Education in ancient india, Book shop varfanasi, 1934.
2. Bhaum Archia-1 : Philosophy, An Introduction, Mumbai, Asia Publishing House, 1962.
3. Butter, J.D : Four philosophics (3<sup>rd</sup> ED) New York, Harper and Bros, 1969
4. Chatterji S.C & Dutta AN Introduction to Indian philosophy, Kolkatta, Calcutta University Press 1955

<b>TEACHER EDUCATION –II</b>	<b>[ED-604]</b>
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<b>IV-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

**Objectives:**

1. To understand the concepts, objectives and principles of teacher education.
2. To acquaint the development of teacher education.
3. To realize the place of teaching in the community.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Student Teaching</b> <ol style="list-style-type: none"> <li>i. Meaning and scope of student teaching.</li> <li>ii. Objectives of student teaching.</li> <li>iii. Problems of student teaching.</li> </ol>	<b>12</b>
<b>2</b>	<b>Quality concern in Teacher Education</b> <ol style="list-style-type: none"> <li>i. Need of quality concern in teacher education.</li> <li>ii. Causes of quality deterioration in teacher education.</li> <li>iii. Role of teachers for promoting quality in teacher education.</li> </ol>	<b>12</b>
<b>3</b>	<b>Self Financing Teacher Education Institution</b> <ol style="list-style-type: none"> <li>i. Meaning and need of self finance institution.</li> <li>ii. Position/ status of self finance institution.</li> <li>iii. Role of universities in affiliated private colleges.</li> </ol>	<b>12</b>
<b>4</b>	<b>Models of Teaching</b> <ol style="list-style-type: none"> <li>i. Meaning and characteristics of models.</li> <li>ii. Types of Models:               <ol style="list-style-type: none"> <li>a) Advance organizer model of teaching.</li> <li>b) Jurisprudence model of teaching.</li> <li>c) Synectic model of teaching.</li> </ol> </li> </ol>	<b>12</b>

<b>5</b>	<b>Innovative practices in Teacher Education</b>	<b>12</b>
	i. Seminar ii. Workshops iii. Tutorial iv. SUPW v. Analyzing teacher behavior. (Flanders Interaction analysis system).	
	<b>Total</b>	<b>60</b>

### Practicum / Grader Assignments:

1. Prepare a detail note on conducting the workshops and seminars for current topics in the field of teacher education.
2. Prepare a PPT on implementation of SUPW work in schools.

### Note: Scheme of CIE

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

### Recommended Books:

Sr.No.	Name of Book	Author	Publisher
1	Adhyapak shiksha	Sharma, R.A. (2007)	Loyal Book depot. Meerut.
2	New era in teacher education	Chaurasia G. (1967)	Sterling Publishers Pvt. Ltd., Delhi
3	Teacher education current and prospects	Gupta, Arun K. (1984)	Sterling Publishers Pvt. Ltd., Delhi
4	Education of Indian teachers	Udai Shankar (1984)	Sterling Publishers Pvt. Ltd., Delhi
5	Secondary Teacher education	Kakkad, G.M. (1988)	Himalaya Pub. House, Delhi
6	Teacher education quality development	Maya Shankar (2004)	Adhayan Pub., Delhi
7	Ministry of Human Resource Development	National Policy on Education (1986)	Govt. of India, New Delhi
8	Teacher Education In Etal in India	Adaval, S.P. (1984)	Amitabh Pub. Allahabad
9	New Education Policy special issue -Sahitya Parichaya	-----	Vinod Pub., Agra



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**SCHOOL OF EDUCATION  
DETAILED SYLLABUS**

**2018-20**

<b>PROFESSIONAL DEVELOPMENT OF TEACHER</b>	<b>[ED-606]</b>
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<b>IV-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

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

1. Develop understanding of various strategies of teachers' professional development, gain insight into the status of teachers' in-service education in the country.
2. Develop understanding of the process of In-service education, use various methods and techniques for the identification of training needs, use various techniques for the evaluation of In-service teacher education programmes, reflect on issues, concerns and problems of teacher in-service education, appreciate the use of ICT for the professional development of teachers.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Teaching as a profession:</b> <ol style="list-style-type: none"> <li>1. Concept and meaning of profession, teachers, teacher education and teaching.</li> <li>2. Teaching skills and competencies require for school teachers and teacher educators.</li> <li>3. Qualification for school teacher and teacher educators.</li> <li>4. Teaching as a profession- analysis of present status and types of personal recruited as a teacher.</li> </ol>	12
<b>2</b>	<b>Professional development of teachers:</b> <ol style="list-style-type: none"> <li>1. Concepts and importance strategies</li> <li>2. Strategies of professional development- workshop, seminar, symposium, panel discussion, refresher course, orientation program etc.</li> <li>3. Teaching learning resource centre and there function</li> <li>4. Provision for professional development.</li> </ol>	12

<b>3</b>	<b>ICT for professional development:</b> 1. Types of Media–Audio, Video, Audio-Video. 2. Interactive technologies-teleconferencing, e-learning, designing of e-content. 3. EDUSAT for Teacher Professional Development Programme (CPD). 4. Role of IGNOU, UGC, NCERT, SIETs 5. Challenges and limitations of interactive technologies for INSET.	12
<b>4</b>	<b>Professional training for teachers:</b> 1. In-service teacher education program- concept and its importance and mode of INSET. 2. Pre-service teacher education program – concept importance and objective of pre-service teacher education program. 3. Role and function of NCTE for traing for teachers. 4. Methods and techniques of teacher training.	12
<b>5</b>	<b>New trends and professional development of teachers:</b> 1. Teacher, research and publications. 2. Code of ethics in teaching profession 3. Innovation in teaching 4. Technical skills and soft skills	12
	<b>Total</b>	<b>60</b>

#### **Practicum / Grader Assignments:**

1. Preparation of a Plan for INSET of the teachers of school.
2. Construction of Tools for identification of Training needs in different subject areas.
3. Identification of Training needs of a group of teachers of a school.
4. Preparation of Self-Learning Material/e-content for primary or secondary school teachers.
5. Appraisal of a training programme organised by DIET/IASE/CTE.

#### **Note: Scheme of CIE**

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks  
40marks

### **Recommended Books:**

1. Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
2. Mohammad Miyan (2004). Professionalisation of Teacher Education. Mittal Publications. New Delhi.
3. NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
4. Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.
5. Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.



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**2018-20**

<b>EDUCATION TECHNOLOGY-II</b>	<b>[ED- 612]</b>
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<b>IV-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

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

1. Develop awareness about uses of computer technology in Educational Research.
2. Develop understanding about the various aspects of data analysis software.
3. Develop various skills to use computer technology for sharing the information and Ideas through the Blogs and Chatting groups.
4. Understand the process of locating the research studies carried in the Internet and using of online journals and online books.
5. Make them understand the use of professional forums and professional associations.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>ICT In report writing and documentation</b> <ol style="list-style-type: none"> <li>1. Use of Word processors in preparing a report.</li> <li>2. Various formats of a research report.</li> <li>3. International standards for writing, citing and reporting in research.</li> <li>4. Editing text – track change mode. Merging documents.</li> </ol>	12
<b>2</b>	<b>Data analysis by using database software-1</b> <ol style="list-style-type: none"> <li>1. Creating a database file in Database software (Spread sheet and Access and other equivalent in Open Office).</li> <li>2. Editing of database file; Formatting, Data filtering, data analysis, descriptive statistics and inferential statistics.</li> <li>3. Creating graphs and charts. Creating a table by using wizard.</li> </ol>	12
<b>3</b>	<b>Data analysis by using database software-2</b> <ol style="list-style-type: none"> <li>1. Introduction to SPSS, Creating a database file in SPSS.</li> <li>2. Creating graphs and interactive graphs.</li> <li>3. Creating tables, Creating Cross tables.</li> <li>4. Parametric tests like t-Test, ANOVA- one way and two way, ANCOVA;</li> <li>5. Non-parametric tests, chi-square test.</li> <li>6. Interpretation of test result and significance of hypotheses.</li> </ol>	12

<b>4</b>	<b>Blog and Professional Forum</b> 1. Concept of blog. 2. Discussion group. 3. Chatting forum. 4. Online forum- Use in learning and professional development of teachers, creating Blog/forum.	12
<b>5</b>	<b>Web Resources for research</b> Online books, journals, dissertations, thesis, online conferences related to research, webcasting, online surveys of educational research.	12
	<b>Total</b>	<b>60</b>

**Practicum / Grader Assignments:**

1. Critical analysis of database software including open source.
2. Critical analysis of a computer based research report.
3. Critical analysis of the different research reports based on data analysis and interpretation.

**Note: Scheme of CIE**

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks
- 40marks

**Recommended Books:**

1. Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
2. Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
3. Horton, W (2001): Designing web-based Training John Wiley & Sons.
4. Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional
5. Design: Computer – Based Training. Jossey – Bass.
6. Phillips. R (1997) Interactive Multimedia London: Kogan Page.
7. Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
8. Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
9. Schank, R.C. (2001) Virtual Learning McGraw Hill.
10. Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
11. T.M. Srinivasan (2002), Use of Computers and Multimedia in Education Horton,
12. W (2001). Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].

<b>GUIDANCE COUNSELING –II</b>	<b>[ED-614]</b>
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<b>IV-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

**Objectives:**

1. Develop command of theoretical knowledge of various techniques in guidance and counseling.
2. Develop practical skills in selected techniques in guidance and counseling.
3. Develop abilities to provide individual and group guidance and counseling.

Unit	Contents of the Subject	No. of Teaching Periods required
<b>1</b>	<b>Appraisal in Guidance &amp; Counseling:</b> <ol style="list-style-type: none"> <li>i. Meaning, Nature of appraisal.</li> <li>ii. Need for appraisal in Guidance &amp; Counseling.</li> <li>iii. Techniques of diagnosis:               <ol style="list-style-type: none"> <li>a) Standardized techniques.</li> <li>b) Non-standardized techniques.</li> </ol> </li> </ol>	<b>12</b>
<b>2</b>	<b>Role of Tests and Tools of Measurement</b> <ol style="list-style-type: none"> <li>i. Projective techniques.</li> <li>ii. Semi projective techniques.</li> <li>iii. Standardized tests.</li> <li>iv. Non- Standardized tests.</li> </ol>	<b>12</b>
<b>3</b>	<b>Approaches and Models of Counseling:</b> <ol style="list-style-type: none"> <li>1. Approaches:               <ol style="list-style-type: none"> <li>a) Humanistic approach.</li> <li>b) Self study approach.</li> </ol> </li> <li>2. Models:               <ol style="list-style-type: none"> <li>a) Counselor control.</li> <li>b) Non directive.</li> </ol> </li> </ol>	<b>12</b>
<b>4</b>	<b>Individual Counseling:</b> <ol style="list-style-type: none"> <li>i. Concept of individual counseling.</li> <li>ii. Counseling interview.</li> <li>iii. Counseling process: conditions, counseling relationship.</li> </ol>	<b>12</b>

<b>5</b>	<b>Group Counseling:</b>	<b>12</b>
	i. Concept and structure of group counseling.	
	ii. Dynamics of group counseling.	
	iii. Process of group counseling.	
	iv. Limitations of group counseling.	
<b>Total</b>		<b>60</b>

**Note: Scheme of CIE**


- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks  
40marks

**Practicum / Grader Assignments:**

1. Critical analysis of database software including open source.
2. Critical analysis of a computer based research report.
3. Critical analysis of the different research reports based on data analysis and interpretation.

**Recommended Books:**

S.No.	Name of the book	Author	Publication
1.	Guidance and Counseling in School	Lee, Michall James and Pallone (1966)	Mc-Graw Hill Book Co. New York.
2.	Guidance and Counseling	Sitaram Jaiswal (1984)	Prakashan Kendra Lucknow
3.	Guidance and Counseling in Colleges and Universities	Indu Dave (1983)	Sterling publication Green Park New Delhi
4.	Testing in Guidance and Counseling	Jonson F, Walter (1963)	Mc-Graw Hill Book Co. New York
5.	Theories of Counseling	OHL Sen., Merle M. (1965)	Mc-Graw Hill Book Co. New York
6.	Theories of Counseling	Jonson F, Walter (1963)	Mc-Graw Hill Book Co. New York


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<b>PLANNING AND MANAGEMENT OF EDUCATION –II</b>	<b>[ED- 616]</b>
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<b>IV-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

**Objectives: On completion of the course the students will be able to:**

- 1) To develop an insight into the perspectives of Management theories and Practices in Education.
- 2) To study Educational Management system and functions in India with specific reference to National, State, District and Village level administration of education.
- 3) To recognize the importance of Educational Resources and their effective management for quality education.
- 4) To understand the issues and challenges in Planning and Administration of Education in India.
- 5) To identify the trends and needed areas for research in Educational Management.

Unit	Contents of the Subject	No. of Teaching Periods required
<b>1</b>	<b>Organizational Structure</b> <ol style="list-style-type: none"> <li>1. Basic Concepts and Types of Organizational Structure.</li> <li>2. Leadership and its importance for organizational development</li> <li>3. School effectiveness and Total Quality Management</li> <li>4. School improvement and Capacity building.</li> </ol>	12
<b>2</b>	<b>Performance Management System in School</b> <ol style="list-style-type: none"> <li>1. Components of Performance Management in Schools.</li> <li>2. Monitoring School Performance.</li> <li>3. Performance Appraisal of Teachers.</li> <li>4. Scientific Principles of management-PERT, CPM, system approach; legal, financial and administrative management of educational institutions.</li> </ol>	12
<b>3</b>	<b>Resource Management</b> <ol style="list-style-type: none"> <li>1. Nature and characteristics of Resource in Education.</li> <li>2. Need for Resource Management in Education.</li> <li>3. Material Resources.</li> <li>4. Human Resource.</li> <li>5. Financial Resource</li> </ol>	12


<b>4</b>	<b>Management of Educational Project</b> 1) Project Planning, Monitoring and Project Evaluation in Education. 2) Management of SSA-National Mission and State implementation Patterns. 3) Area and target specific projects (tribal sub-plans, NACs for North east, special programmes for girls, SC/ST and other minorities etc.).	12
<b>5</b>	<b>Management Skills</b> a) Meeting skills ▪ Why of meetings ▪ Delegating responsibility ▪ Prepare for and organize meetings ▪ Chairing and writing of minutes b) Time Management ▪ Planning ▪ Dealing with stress ▪ Systems for time Management. c) Team Building ▪ Working under pressure ▪ Team processes (storm, norm, etc.) ▪ Taking responsibility ▪ Handling conflict	12
	<b>Total</b>	<b>60</b>

**Note: Scheme of CIE**

- Class tests : 10marks
  - Graded Assignments : 10marks
  - Two Mid Terms : 20marks
- 40marks

**Recommended Books:**

- a. Bush, Tony (1986): Theories of educational management. London: Harper & Row Publishers.
- b. Bush, Tony & Les, Bell (2002): The principles & Practice of educational management. London: Paul Chapman Publishing.
- c. Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.
- d. Musaaazi, J.C.S. (1982): The Theory & Practice of educational administration. London: The Macmillan Press.
- e. Mukhopadhyay, M. (2005): Total quality management in education. New Delhi: Sage Publications.
- f. Ronald, Cambell F., et al; (1987): A History of thought and Practice in educational administration. New York: Teachers College Press.


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<b>DISTANCE EDUCATION AND OPEN LEARNING –II</b>	<b>[ED- 618]</b>
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IV-SEM. M.Ed.	EVALUATION
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

**Objectives:**

1. On the completion of the course student teacher will be able to understand the historical perspective of Distance Education in India
2. Understand the concerns and services in Distance Education.
3. Understand the parrers and models of distance Education
4. Understand the thrust area of Distance Education.

Unit	Contents of the Subject	No. of Teaching Periods required
<b>1</b>	<b>Development of Distance Education</b> <ol style="list-style-type: none"> <li>1. Historical perspective of Distance Education in India</li> <li>2. Report of Education commission, National Policies of Education, Distance Education conciliate</li> <li>3. International perspective of Distance Education.</li> <li>4. Features of Distance Education</li> <li>5. Philosophy of Distance Education</li> </ol>	12
<b>2</b>	<b>Concerns in Distance Education</b> <ol style="list-style-type: none"> <li>1. Study material</li> <li>2. Personal Contact programme (Short duration)</li> <li>3. Students assignments</li> <li>4. Electronic media</li> </ol>	12
<b>3</b>	<b>Support services in Distance Education</b> <ol style="list-style-type: none"> <li>1. Student support system</li> <li>2. Staff support system</li> <li>3. Instructional procedure</li> <li>4. Skills required for participants in Distance Education</li> </ol>	12

4	<p><b>Characteristics and barriers in Distance Education:</b></p> <ol style="list-style-type: none"> <li>1. Characteristics of Distance Education</li> <li>2. Faulting barriers in distance Education.</li> <li>3. Lack of training in course development and technology difficulty in changing teaching styles, lack of basic skills or hard-work to fully participate in Distance Education, Teachers acceptance of Distance learning programmes.</li> <li>4. Problems of student ...lack of feedback, lack of contact with teachers, not having access to suitable telecommunications etc. feeling of relation, difficult to borrow library books etc.</li> <li>5. Models of Distance Education Institution</li> </ol>	12
5	<p><b>Merits, Limitations &amp; Evaluation of Distance Education</b></p> <p><b>Merits:</b> - Equality of educational opportunities, easy access, reduces burden, update knowledge, learning with earning, flexible system, useful for remote areas etc.</p> <p><b>Limitations:</b> Limited study centres, lack of suitable discussion, lack of activities, lack of adequate means, negligible practical competencies etc.</p> <p><b>Education in Distance Education Programme</b></p> <ul style="list-style-type: none"> <li>• Concept and need of evaluation in Distance Education.</li> <li>• Types of education formative and summative.</li> <li>• Methods of education quantitative and qualitative.</li> </ul>	12
	<b>Total</b>	<b>60</b>

**Note: Scheme of CIE**

- Class tests : 10marks
  - Graded Assignments : 10marks
  - Two Mid Terms : 20marks
- 40marks

**Practicum / Grader Assignments:**

1. Preparation of self learning study material on any unit of your subject.
2. PPT on techniques of education.
3. Visit to any study centre of Distance Education and wrote a report of any activity conducted in the centre regarding M.Ed of B.Ed. programme
4. Wrote an assignment on Distance mode that are equalitable with the face to face model.

### **Recommended Books:**

1. Shrama, R.A., (2007) Adhyapak Shiksha; Loyal Book dept. Merrut (English and Hindi medium book).
2. Chawasia, G.(1967); New era in teacher education; sterling publishers (P) Ltd. Delhi.
3. Gupta, Arun K.(1984); Teacher education current and prospects, sterling publishers (P) Ltd N. Delhi.
4. Udai Shankar (1984); education of Indian Teachers; sterling pub (P) Ltd. Delhi.
5. Kakkad, G.M. (1988); secondary teachers education; Himalay pub house Delhi.
6. Maya Shankar (2004) teacher education quality development; Adhayan Pub. Delhi.
7. National Policy on education (1956); Ministry of Human Resource development. Govt of India, N. Delhi.
8. N.E.P (1986) Program of Action; A.T. fucto pub. Delhi.
9. Adaval and etal, S.P. (1984); education in India; Amitabh Pub. Allahabad.
10. New education policy special issue sahitya parichaya, Vinod Pub. Agra.
11. Sajaya, Slovida, Shukla; (2005); Teachers in the emerging Indian society; Dhanpati Rai Pub. Co. N. Delhi.
12. Bhargava Mahesh, Haseen Taj (2008); Horizon of Teacher education; Rakhi Pub. Agra.



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**2018-20**

<b>INCLUSIVE EDUCATION: GIRLS' EDUCATION – II</b>	<b>[ED- 620]</b>
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<b>IV-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK LECTURES-4 CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (40) & ESE (60)]

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

1. Understand the concept and importance of gender justice and equality,
2. Analyse the status of education: access, enrolment, achievement of goals in India,
3. Develop an insight into policy, perspectives, issues and concerns of girl's education.
4. Reflect on various schemes, programmes for girls' education.
5. Identify research gaps in the area of girls' education.

<b>Unit</b>	<b>Contents of the Subject</b>	<b>No. of Teaching Periods required</b>
<b>1</b>	<b>Gender Equality and Gender Sensitivity</b> <ol style="list-style-type: none"> <li>1. Conceptual foundations (sex and gender, gender equality, gender justice and gender main streaming, gender parity index).</li> <li>2. Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality.</li> <li>3. Constitutional commitment for gender equality in India, National Policy on Education (1986) and National Curriculum Framework (2005).</li> <li>4. Conventions on the Rights of the child (1989), Global Monitoring Report (2005) UNESCO.</li> </ol>	12
<b>2</b>	<b>Status and Problems of school education of Girls' education</b> <ol style="list-style-type: none"> <li>1. Positions of India in Human development indicators (with focus on gender).</li> <li>2. Status of girls'/women in Indian society,</li> <li>3. Status of access enrolment, retention of girls' at preschool, elementary and secondary stages.</li> </ol>	12

<b>3</b>	<b>Contemporary Issues in Girl's Education</b> 1. Social construction of gender: socialization, family, and gender identity, media, gender roles; caste. Class, community and gender relations. 2. Gender inequality in schooling: organization of schooling, gender bias in text books. 3. Coeducation-its educational implications.	12
<b>4</b>	<b>Strategies and Programmes on Girls' Education</b> 1. NPEGL 2. Girl's education in SSA, DPEP. 3. Role of NGOs for gender equality in education. 4. Community participation for girl child education.	12
<b>5</b>	<b>Research priorities</b> 1. Identification of priority areas of research on girls' education. 2. Evaluation of centrally sponsored schemes on girls' education.	12
	<b>Total</b>	<b>60</b>

**Note: Scheme of CIE**

- Class tests : 10marks
- Graded Assignments : 10marks
- Two Mid Terms : 20marks  
40marks

**Recommended Books:**

1. Bank, B.J. (2007): Gender and Education: An Encyclopedia. Praeger, Westport, London.
2. Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi: Kanishka.Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly
3. Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
4. Sharma, M.C. & Sharma, A.K. (2003): Discrimination based on Sex, caste, religion and disability: Addressing through educational interventions; A handbook for Sensitizing Teacher and Teacher educators. NCTE & NHRC.
5. Subramanyam, R. (2003): Gender Equality in Education: Definitions and Measurements. International Journal of Educational Development, July.

## Open Elective Offered by Ecosystem for Innovation and Entrepreneurship (EIE)

Course Code: EIE-001      Course: INNOVATION & ENTREPRENEURSHIP

L:3 Hrs., T:1Hr., P:0 Hrs., Per week

Total Credits:03

### COURSE OBJECTIVES:

To enable participants to learn how to become an entrepreneur and to support with conceptual understanding to those who wish to become entrepreneurs. The course will provide fundamental conceptual understanding about the path of entrepreneurship.

### Course Outcomes:

1. Understand the logic and mechanics of a business enterprise
2. Determine if they have the mind-set & preparation to be an entrepreneur
3. Develop an understanding of the entrepreneurial process from conceptual stage to becoming an established business
4. Know about stages of technology evolution, product and business life cycles
5. Develop an understanding of business functions essential for success of technology enterprises
6. Presentations Business Plan.

**Unit I: Overview, Idea Generation/Evaluation:** Course structure & overview, Startup, Types & stages of start-up, Idea generation strategies, Target size of market/business, Case Study **Entrepreneur's Manifesto:** 14 points about being Entrepreneurial in your company, Big Company versus Startup Mindset, Case Study: Webvan and Peter Relan **Business model canvas:** Components of business model and canvas, Boot-strap financing, angels/VCs – elevator pitch, presentation & business plan, Case Studies

**Presentation:** Innovative Idea Presentation

**Unit II: Components of BMC:** Value proposition and Differentiation, Customer Segmentation, Customer relationships, Channels, Key Partnerships, Key activities, Key Resources, Revenue streams, Cost Structure, Case studies

**Presentation:** Social Innovation presentation

**Unit III: Customer Discovery:** The need for Customer feedback, Product Market Fit, The Customer Discovery Process, **Business Model Canvas Presentations:** Business Narrative, Presentations of BMC, business model to establishing a complete Business plan.

**Business Plan Sections: Minimum Viable Product (MVP) & agile engineering:** Definition of MVP, Planning an agile engineering team for quick change in business model (pivot), Start-up team & communication method, Customer Discovery and Validation

**Presentation:** MVP Presentation

**Unit IV: Business Narrative and Go ahead Decision Process:** Developing the Business Narrative after Validating the BMC, The Go Ahead Decision Process, **Basics of Business plan:** Components of Business plan, Problem and Need, Scenario presentation  
**Detailing Business Plan – Market:** Sizing Market potential, case studies  
**Presentation:** Business Plan Simulation & Customer Feedback


**Unit V: Detailing Business Plan – Team and Technology:** Ideal Team composition, Technology and Solution **Detailing Business Plan – Go To Market and Revenues:** Go To Market strategies and Cost Modeling– **competition and Milestones:** Competition Analysis and Positioning, Milestones Product development **Business Plan, Financing,**  
**Presentation:** Team Presentations of Business Plan before an Entrepreneur

**Readings:**

**Textbook:** The Start-up Owner’s Manual: The Step-by-Step Guide for Building a Great Company, by Steve Blank & Bob Dorf.

**References:**

1. The Art of War, Sun-Tzu (Sun Tzu: The Art of War... free epub book at <http://www.epubbooks.com/book/692/the-art-of-war>)
2. Hope is not a Strategy, Rick Page
3. Innovation and Entrepreneurship, Peter Drucker
4. Biographies of Andy Grove, Bill Gates, Larry Ellison, GooglFounders, etc
5. Straight from the Gut and Winning, Jack Welch
6. How to Drive Your Competition Crazy, Guy Kawasaki
7. Crossing the Chasm, Geoffrey Moore
8. Differentiate or Die, Jack Trout


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<b>RESEARCH LEADING TO DISSERTATION-II</b>	<b>[I I - 604]</b>
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<b>IV-SEM. M.Ed.</b>	<b>EVALUATION</b>
SCHEDULE PER WEEK CREDITS-4	EXAMINATION TIME = (3) HOURS MAX. MARKS = 100 [CIE (60) ESE (40)]

<b>S. No.</b>		<b>Internal/ External Assessment</b>
1.	Abstract writing of the dissertation	4 credits (Internal+ External)
2.	Submission of thesis (Dissertation)	
3.	External viva and presentation	
4.	Work related to inter-semester break - II (ISB <sub>2</sub> )	