

SYLLABUS

(Master of Education)



School of Education

Central University of Haryana

M.Ed. Programme Implementation and Assessment

1. Curriculum

The M.Ed. programme is designed to provide opportunity for students to extend as well as deepen their knowledge and understanding of education, specialize in select areas and also develop research capacities, leading to specialization in either elementary education or secondary education. The curriculum of the two-year M.Ed. programme shall comprise of the following components:

- 1) A Common Core that includes Perspective Courses, Tool Courses, Teacher Education Course, and A Self-development component;
- 2) Specialisation Branches where students choose to specialize in any one of the school levels/areas (such as elementary, or secondary and senior secondary);
- 3) Research leading to dissertation; and
- 4) Field immersion/attachment/internship. There shall be core courses (which shall have about 60% of credits) and specialized courses in elementary education or secondary education and dissertation with about 40% of credits.

(a) Theory (Core and Specialization) Courses

The theory courses are divided into core courses and specialization courses. The main core courses shall comprise perspective courses, Tool courses and Teacher education courses.

Perspective courses shall be in the areas of: Philosophy of Education, Sociology-History-Political-Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies. Tool Courses shall comprise of those in basic and advanced level education research, academic/professional writing and communication skill, and educational technology, including workshops/courses in ICT. Teacher education courses (which are also linked with the field internship/immersion/attachment in a teacher education institution) shall also be included in the core.

The specialization component/branches shall offer to students a specialization in one of the school stages – elementary (upto VIII), or secondary and senior secondary (VI to XII). The courses within the school stage specialization shall represent/cover selected thematic areas pertinent to that stage such as: Curriculum, pedagogy and assessment; Policy, economics and planning; Educational management and administration; Education for differently abled; etc. Other specialization may also be planned. A field internship/attachment relevant to the area of specialization shall be organized during the programme.

Critical reflection on gender, disability and marginalisation should cut-across the courses in core and specialization. Similarly skills pertaining to ICT and educational technology should be integrated in various courses in the programme. Besides, yoga education shall form an integral part of the curriculum.

(b) Practicum

Organisation of workshops, practicum activities and seminars to enhance professional skill and understanding of the students shall be part of the teaching modality of the various taught courses.

(c) Internship and Attachment

Fields attachments/internships/immersion shall be facilitated with organizations and institutions working in education. These would aim at engaging the students with field-based situations and work in elementary and other levels of education, and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/attachment in a teacher education institution, and in the specialization area chosen by the student shall be organized during the programme.

Close mentorship by faculty in relevant areas should be provided for in the programme in the form of tutorials, guided reading groups, field attachment, and guided research dissertation.

2. Programme Implementation

The institution will have to meet the following specific demands of this professional programme of the study (M.Ed.):

- (i.) Prepare a calendar for all activities, including internship and field attachment. The calendar of the M.Ed. programme shall be synchronised with the academic calendar of the institutions identified for internship and attachment.
- (ii.) Submission of a Dissertation which could be based on primary field data or secondary data or a treatise comprising of a long reflective and critical essay on an approved topic shall be compulsory.
- (iii.) For the conduct of the dissertation, the ratio of the faculty to students for guidance and mentoring shall be 1:5.
- (iv.) Structured engagement of M.Ed. students with educational sites/fields for not less than four weeks resulting in a reflective report. The suggested sites/fields are as follows:
 - a. Professional pre-service teacher education programme.
 - b. An organization engaged in the development of innovative curriculum and pedagogic practices.
 - c. International/National/State institution involved in curriculum design; textbook development; education policy planning, formation and implementation; educational administration and management.
 - d. In-service training programmes for school teacher.
- (v) The institution shall initiate discourse in education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty. Students' participation in the weekly research colloquium/seminar shall be ensured.
- (vi) There shall be provision and mechanisms and provisions in the institutions for addressing complaints of students and faculty, and for redressal of grievances.
- (vii) Mechanisms shall be worked out where faculty other than the ones actually dealing with the course shall be involved in the work of institution.

3. Assessment

For each theory course, at least 30% weightage shall be assigned for continuous internal assessment and 70% for examination conducted by the examining body. The weightage for the internal and external assessment for theory and practicum courses shall be such as prescribed by the affiliating university based on the above formulation. The bases of internal assessment may include individual/ group assignment, seminars presentations, field attachment appraisal reports, etc. One-fourth of the total marks/credits/weightage shall be assigned to practicum, internship, field attachment and dissertation.

Course Structure of Master of Education (M.Ed.) under Choice Based Credit System

Total No. of Credits in Two Years= 88+8=96

M.Ed. Semester- I

S. No.	Course Credit	Course Code	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Classes Teaching Hours Per Week	Credits: Practicum (Engagement With The Field)	Practicum Hours Per Week (Per Semester)	Total Hours Per Week (Per Semester)	Internal/ External Assessment/ Practical Weightage	Theory: Assessment Weightage
1	4	SOE010101C3014	Psychology of Learning and Development	100	3	3	1	2	5	30%	70%
2	4	SOE010102C3014	Historical, Political & Economic Foundations of	100	3	3	1	2	5	30%	70%
3	4	SOE010103C3014	Educational Studies	100	3	3	1	2	5	30%	70%
4	4	SOE010104C3014	Introduction to Educational Research	100	3	3	1	2	5	30%	70%
5	2	SOE010105C0022	ICT in Education	50	0	0	2	4	4	100%	--
6	2	SOE010106C0022	Development of Self: Yoga Education	50	0	0	2	4	4	100%	-
7	2	SOE010107C0022	Dissertation	50			2			100%	
8	4		Taken from other Department	100	4	0	0	0	4	30%	70%
Total	26			650	16	12	10	16	32		

Practicum/ Hands on/ students Activity / Seminar/ Workshop/etc; during Practicum hours

Number of days=100

- 1 credit Theory=16 hours in a semester
- 1 credit practicum=32 hours in a semester
- 1 credit=25 Marks
- Viva-Voice exam for course 05 will be conducted by the external examiner at the end of the semester and weightage will be 50% external & 50% Internal.
- Practical Examination for Course No. 6& 7 are 100% Internal.
- **A student has to take 4 credits course from other department course.**
- **Courses Offered to other department : Development of Personality (4 Credits)**

M.Ed. Semester- II

S. No.	Course Credit	Course Code	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Classes Teaching Hours Per Week	Credits: Practicum (Engagement With The Field)	Practicum Hours Per Week (Per Semester)	Total Hours Per Week (Per Semester)	Internal/ External Assessment / Practical Weightage	Theory: External Assessment Weightage
9	4	SOE010208C3014	Philosophical Foundations of Education	100	3	3	1	2	5	30%	70%
10	4	SOE010209C3014	Sociological Foundations of Education	100	3	3	1	2	5	30%	70%
11	4	SOE010210C3014	Curriculum Studies	100	3	3	1	2	5	30%	70%
12	4	SOE010211C3014	Pre-Service & In-Service Teacher Education	100	3	3	1	2	5	30%	70%
13	2	SOE010212C0022	Academic Writing	50	0	0	2	2	2	30%	70%
14	2	SOE010213C0022	Internship :Teacher Education Institute	50	0	0	2	4	4	100%	
15	4		Taken from other Department	100	4	4	0	0	4	30%	70%
Total	24			600	16	16	8	14	30		
	Practicum/ Hands on/ Students Activity / Seminar/ Workshop/etc; during Practicum hours										
	Number of days=100										
	<ul style="list-style-type: none">1 credit Theory=16 hours in a semester1 credit practicum=32 hours in a semester1 credit=25 MarksViva-Voice exam for course 13 will be conducted by the external examiner at the end of the semester and weightage will be 40% external & 60% Internal.										
	Internship Programme : <ul style="list-style-type: none">Internship should be organized in such way that all students’ engagement for a continuous period of 4 weeks in a school/teacher education institute for field experience associated with the specialization choose. Since the M.Ed. programme structure proposed in this reports is associated on schools and teacher education institutions (and other sites) based activity, the M.Ed. calendar should be development keeping in mind the schedule of these institutions.A student has to take 4 credits course from other department course.Courses Offered to other department : Introduction to Academic Writing (4 Credits)										

M.Ed. Semester- III

S. No.	Course Credit	Course Code	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Classes Teaching Hours Per Week	Credits: Practicum (Engagement With The Field)	Practicum Hours Per Week (Per Semester)	Total Hours Per Week (Per Semester)
16	4	SOE010314C3014	Advance Research Methods	100	3	3	1	2	5
17	4	SOE010315C3014	Inclusive Education: Gender, Disability and Marginalization	100	3	3	1	2	5
18	2	Any one of the following		50	2	2	0	0	2
		SOE010316C2002	Institutions, Systems and Structures (Elementary Stage)						
		SOE010317C2002	Institutions, Systems and Structures (Secondary Stage)						
19	2	Any one of the following		50	2	2	0	0	2
		SOE010318C2002	Stage Specific Status, Issues and Concerns (Elementary Stage)						
		SOE010319C2002	Stage Specific Status, Issues and Concerns (Secondary Stage)						
20	2	Any one of the following		50	2	2	0	0	2
		SOE010320C2002	Practice Relating to Curriculum, Pedagogy and Assessment(Elementary Stage)						
		SOE010321C2002	Practice Relating to Curriculum, Pedagogy and Assessment (Secondary Stage)						
21	2	SOE010322C2002	Environmental Education	50	2	2	0	0	2
22	4	SOE010323C0044	Internship in Specialized Area	100	0	0	4	8	8
23	2	SOE010324C0022	Dissertation Related Work	50	0	0	2	4	4
Total	22			550	14	14	08	16	30

M. Ed. Semester- IV

S. No.	Course Credit	Course Code	Paper Title	Total Marks (Theory + Practicum)	Credits (Theory)	Classes Teaching Hours Per Week	Credits: Practicum (Engagement With The Field)	Practicum Hours Per Week (Per Semester)	Total Hours Per Week (Per Semester)	Internal/ External Assessment Weightage	Theory: External Assessment Weightage
24	4	SOE010425C3014	Perspective & Issues and Research in Teacher Education	100	3	3	1	2	5	30%	70%
25	4	SOE010426DCEC3014 - SOE010437DCEC3014	Specialization Course-I (Elective-i) (Any one of the school stages–Elementary and Secondary)	100	3	3	1	2	5	30%	70%
26	4	Specialization of course (Elective-II)		100	3	3	1	2	5	30%	70%
		SOE010438DCEC3014	Educational Policy, Economics and Planning (Elementary Level)								
		SOE010439DCEC3014	Educational Policy, Economics and Planning (Secondary Level)								
27	4	Specialization of course (Elective-III)		100	3	3	1	2	5	30%	70%
		SOE010440DCEC3014	Educational Management, Administration & Leadership (Elementary Level)								
		SOE010441DCEC3014	Educational Management, Administration & Leadership (Secondary Level)								
28	4	SOE010442DCEC3014-- SOE010446DCEC3014	Elective Course IV	100	3	3	1	2	5	30%	70%
29	4	SOE010447C3014	Dissertation	100	0	0	4	0	0	100%	
Total: 24				600	15	15	09	10	25		

1 credit Theory=16 hours in a semester, 1 credit practicum=32 hours in a semester, 1 credit=25 Marks

Viva-Voice exam for course 25 will be conducted by the external examiner at the end of the first semester and weightage will be 20% external viva voce, 20% Internal & 60% Report writing.

Course Offered to the other Department

- **Introduction to Counselling (4 Credits)**

List of Specialization Course- Elective I

Sr. No.	Course Code	Paper Title
1	SOE010326DCEC3014	Advance Curriculum Theory (Elementary Stage)
2	SOE010327DCEC3014	Advance Curriculum Theory (Secondary stage)
3	SOE010328DCEC3014	Pedagogy of Science Education (Elementary Stage)
4	SOE010329DCEC3014	Pedagogy of Science Education (Secondary Stage)
5	SOE010330DCEC3014	Pedagogy of Mathematics (Elementary Stage)
6	SOE010331DCEC3014	Pedagogy of Mathematics (Secondary Stage)
7	SOE010332DCEC3014	Pedagogy of Language Education (Elementary Stage)
8	SOE010333DCEC3014	Pedagogy of Language Education (Secondary Stage)
9	SOE010334DCEC3014	Pedagogy of Social Science Education (Elementary Stage)
10	SOE010335DCEC3014	Pedagogy of Social Science Education (Secondary Stage)
11	SOE010336DCEC3014	Approaches to Assessment (Elementary Stage)
12	SOE010337DCEC3014	Approaches to Assessment (Secondary stage)

List of Elective Course IV

Sr. No.	Course Code	Paper Title
1	SOE010342DCEC3014	Value Education
2	SOE010343DCEC3014	Distance and Open Learning
3	SOE010344DCEC3014	Educational Technology
4	SOE010345DCEC3014	Measurement and Evaluation
5	SOE010346DCEC3014	Guidance and Counselling

List of General Elective Course (Offered to Other Department)

Sr. No.	Course Code	Paper Title
1	SOE010147GEC3014	Development of Personality
2	SOE010248GEC3014	Introduction to Academic Research Writing
3	SOE010449GEC3014	Introduction to Counselling

Syllabus-M.Ed.

Semester-I

Year	I	COURSE CODE:SOE010101C3014 PSYCHOLOGY OF LEARNING AND DEVELOPMENT	Credit	4
Semester	I		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to <ul style="list-style-type: none">Critically analyze the process of learning from the point of view of cognitive psychology and the implications of constructivist learning.Visualize multiple dimensions and stages of learners’ development and their implications on learningLearn the factors affecting learners’ environment and assessment		
Course Content / Syllabus				
Unit -1		Developmental Aspects of the Learner <ul style="list-style-type: none">Concept of Growth and development and principles’ of development and its implication to teaching and learning process.Stages of growth and development across various stages from infancy to adolescence.Piaget’s concept of cognitive development.Kohlberg’s theory of moral development.Erikson’s psycho-social development theory.Factors affecting Growth and development.		
Unit -2		Theoretical Frameworks of Learning <ul style="list-style-type: none">Learning: concept, characteristics, learning process and factors affecting.Theories of learning: Behavioristic theory, cognitivistic theory (Tolman’s cognitive field theory, Gagne’ Hierarchical theory, Hull derive reduction theory, Socio-cultural theory of Vygotsky)Motivation: Concept, Types, motivational cycle, Educational implications.		
Unit -3		Creativity and Intelligence <ul style="list-style-type: none">Creativity: Meaning, characteristics, role of teacher in developing creativity and critical thinking, Brain storming method.Theories of creativity: Taylor’s psychoanalytic and Ariet’s theory of creativity, assessment methods.Intelligence: Intelligence: meaning, factors affecting intelligence.Guilford’s SOI model and Gardener’s Theory of intelligence.ssessment of intelligence.		
Unit -4		Personality and Adjustment <ul style="list-style-type: none">Personality: meaning concept, concept, and nature.		

	<ul style="list-style-type: none"> • Theories of personality Cattle, Eysenk, Alloport and Freud. • Assessment techniques of personality. • Interest and aptitude: Concept, educational implications. • Attitude: Concept, Attitudinal theories and its assessment and educational implications. • Adjustment: concept, nature and factors affecting. • Defense Mechanism and Conflict Management.
Transactional Strategies	School Observation and Report, Case Study, Problem based learning, Presentations
Evaluation Strategies Tasks & Assignments: Any one of the following (10 marks) <ul style="list-style-type: none"> • Identify and prepare a case study of under achieving student. • Identify five students showing maladjustment behavior. List the adjustment problems from which they are suffering and explain their causes • Visit to a school, observation of activities of X class students and prepare a report on it. • Any other task and assignment given by the institution 	

Suggested Readings:

- Andrews, T.W. (1961). *Methods in Psychology*, New York: John Wiley and Sons, Inc.
- Baller, Warren R., Don, C.(1962). *The Psychology of Human Growth and Development*, New York: Holt, Rinehart and Winston.
- Bigge, L. & Hunt, (1968). *Psychological Foundations of Education*, (2nd edition), New York: Harper & Row.
- Bigge Morris and Row (1971). *Learning Theories for Teachers*, (2nd edition), New York: Harper & Row.
- Chauhan S.S. (1978). *Advanced Educational Psychology*, Delhi: Vikas Publishing House.
- Coleman, J.C.(1976). *Abnormal Psychology and Modern Life*, Bombay: D.B. Taraporewala Sons & Co.
- Dececco John, P. (1968), *The Psychology of Learning and Instruction*, New Delhi: Prentice Hall of India.
- Douglas, O.B and Hall B.P. (1948). *Foundations of Educational Psychology*, New York: The Mac Millan Co.
- Gagne R.M.(1977). *The Conditions of Learning*, New York: Holt, Rinehart and Winston.
- Gates, A.T. et.al.(1963). *Educational Psychology*, New York: Mac Millan.
- Hilgard, E.R. and Bower, S.H. (1975). *Theories of Learning*, Cliffs: Prentice Hall.
- Kundu, C.L.(1976).*Personality Development: A Critique of Indian Studies*, Kurkshetra: Vishal Publishers.
- Mathur, S.S.(1986). *Educational Psychology (Revised and Enlarged Text Edition)*, Agra: Vinod Pustak Mandir.
- Mangal, S.K. (2006). *Advanced Educational Psychology*, New Delhi: Prentice Hall of India.
- Mazur, J.E.(1994). *Learning and Behaviour (3rdEd.)*, New Jersey: Prentice Hall.
- Woolfolk, Anita, E.(1993).*Reading and Cases in Educational Psychology*, Boston: Allyn and Bacon.

Year	I	COURSE CODE:SOE010102C3014 HISTORICAL, POLITICAL &ECONOMIC FOUNDATIONS OF EDUCATION	Credit	4
Semester	I		Marks	100(Theory: 70,Internal: 30)
Objectives	After the completion of this course the students will be able to understand <ul style="list-style-type: none">the historical political and economic perspectives of educationkey concepts of political ideologies and their impact on education.critically analyze the system of education in India during from ancient to British periodthe new developments in economy and their impact on educationthe historical, political and economical factors affecting educationconstitutional Provisions for Education in India.			
Course Content / Syllabus				
Unit-1	Historical Foundations of Education: Pre-Independence Period <ul style="list-style-type: none">Education in India during Vedic, Buddhist and Medieval periodPhases and development of education in India during British period: Policy documents, committees and commissionsMacaulay Minutes, Wood’s Dispatch of 1854, Lord Curzen’s Educational policy, Sadler Commission Report-1917,Wardha Scheme of Education-			
Unit-2	Historical Foundations of Education: Post-Independence Period <ul style="list-style-type: none">Development of education in India after IndependenceUniversity Education Commission- 1948-49Secondary Education Commission-1952-53Indian Education Commission-1964-66NPE-1986, NPE(1992)NCF (2005)			
Unit-3	Political Foundations of Education <ul style="list-style-type: none">Meaning, concept and need of political ideology & its relation with Education.Education in Monarchic & Democratic & Communist countries.Constitutional provisions for Education.Political motives behind various policies of Education, NCFTE (2014), R.T.E. ACT (2010).			

Unit-4	Economic Foundations of Education <ul style="list-style-type: none"> • Contribution of Education in the economic development of a country. • Knowledge of industries & knowledge of occupations. • Education & employment: investment in Education, skill based Education. • Youth unemployment & Education. • Economics of Brain Drain. • Educational financing in India at various levels at elementary, secondary & senior secondary school Level.
Transactional Strategies	Lectures, Discussions, Debates, Assignments, Projects.
Evaluation Strategies Tasks & Assignments: Any one of the following :(10 marks) <ul style="list-style-type: none"> • Write a script on Educational development in ancient India after classroom discussions on the script organize a drama/play on it. • Which is the landmark educational policy according to you & why? Prepare a detailed record on the effectiveness of the policy. • Prepare a report on estimation of institutional cost of a secondary school/ Estimation of unit cost of education in a school taking student as a unit. • Review of related literature to justify the role of political/economic/ historical foundation of education in shaping of education. 	
Suggested Readings: <ul style="list-style-type: none"> • Agarwal, J.C. : Land marks in the history of modern Indian Education, New Delhi • Education & National Development: Report of the Kothari commission on Education (1964-66), New Delhi. • Govt. of India: Programme of Action-National policy on Education, Ministry of Human Resources Development, New Delhi, 1986. • Joshi, K.L. (1977). Problems of higher Education in India. Bombay: Popular Prakashan. • Kaul, J .N. (1975). Higher Education , Social change & National Development, Shimla: Indian Institute of Advanced Study. • Kneller, G.F. (1993). Foundation of Education, New York: John Wiley & Sons, Inc. • Ministry of Education (1978). Report of the Education Commission (1964-66), New Delhi : Govt. of India. • Mukharji, S.N.: History of Education in India-Modern Period, Baroda: Acharya Book Depot. • Taneja, V.R. (2005). Foundation of Education, Chandigarh: Abhishek Publishers. 	

Year	I	COURSE CODE:SOE010103C3014 EDUCATIONAL STUDIES	Credit	4
Semester	I		Marks	100 (Theory: 70, Internal: 30)
Objectives	After the completion of this course the students will be able to know and understand <ul style="list-style-type: none">• The concepts involved in education as a discipline• Aims of education• Relationship of education with other disciplines• Role of education in society• The school system• Thoughts of great scholars, thinkers and educators on education			
Course Content / Syllabus				
Unit -1	Theoretical Perspectives of Education as a Discipline			
	<ul style="list-style-type: none">• Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.• Aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.• Procedure of bridging gap in the process of knowledge construction between:<ul style="list-style-type: none">(i.) Content knowledge and Pedagogy knowledge,(ii.) School knowledge and out of the school knowledge,(iii.) Experiential knowledge and empirical knowledge,(iv.) Knowledge on action and reflection on outcome of action,(v.) Theoretical knowledge and practical knowledge,(vi.) Universal knowledge and contextual knowledge.• Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decision, teaching-learning process and pedagogy for different stages of education.• Analysis and synthesis of thoughts of great educators: Acharya Vinoda Bhave, Tagore, Shri Aurobindo, Maria Montessori.			
Unit -2	Education as Interdisciplinary Knowledge			
	<ul style="list-style-type: none">• Interdisciplinary nature of education; relationships with philosophy, psychology, sociology, management, economics, anthropology etc.• Contribution of science and technology in education and challenges ahead.• Axiological issues in education: role of peace and other values, aesthetics in education.• Dynamic relationship of education with the political process. .• Interrelation between education and development.			

Unit-3	Socio-cultural Context of Education <ul style="list-style-type: none"> • Social purpose of education. • Understanding Indian society-with reference to multilingual and multicultural and other diversity, approaches for teaching young children in the context of diversity. • Process of socialization and acculturation of the child: role of school, parents, peer group and the community. • Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality. • Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society.
Unit -4	School Context <ul style="list-style-type: none"> • Multiple schools contexts-rural/urban, tribal etc. • School management: Role of teachers, headmasters, and administrators. • Nurturing learner friendly school environment. • School as site of curricular engagement. • Teacher's autonomy and professional independence. • Participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil society groups, Teacher organizations, family and local community. • Monitoring and evaluation of schools.
Transactional Strategies	Lectures, discussions, reflections on biographies, case studies of various types of schools
Evaluation Strategies Task/Assignment: Any one of the following (10 Marks) <ul style="list-style-type: none"> • Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo etc. and presentation on linkage of various theoretical concepts with pedagogy and practices. • Assignment based on policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India. • Visit to a school, observation of activities and preparation of a reflective report. • Any other task/assignment given by the institution. 	

Suggested Readings:

- Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4thed.)Boston: Alynand, Becon.
- Beyer, L.E. (Ed.) (1996) Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
- Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harward University Press.
- Dearden R. F. (1984). Theory and practice in Education. London, Routledge K Kegan & Paul.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Australia Allen and Unwin,.
- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
- Dewey, J. (1916/1977): Democracy and Education: An introduction to the philosophy of education. New York: Macmillan.
- Govt. of India (1992), National policy on education (revised) New Delhi.
- Govt. of India (1992), Programme of Action. Govt. of India, New Delhi.
- International Encyclopedia of Education. (1994) 2nd edition.Vol.10. Perganon Press.
- Matheson, David (2004). An Introduction to the study of education (2nd edition). David Fulton Publishers.
- NCERT (2005).National curriculum framework, New Delhi.
- Palmer, Joy A, (2001). Fifty Modern thinkers on education: From Piaget to the present Day. London: Routledge Flamer.
- Wall, Edmund (2001).Educational theory: philosophical and political Perspectives. Prometheus Books.
- Winch, C. (1st edition).(1996). Key Concepts in the philosophy of education. London, Routledge.
- Winch, C. (1986). Philosophy of human learning, London Routledge.

Year	I	COURSE CODE:SOE010104C3014	Credit	4
Semester	I	INTRODUCTION TO EDUCATIONAL RESEARCH	Marks	100(Theory: 70,Internal: 30)
Objectives		After the completion of this course the students will be able to: <ul style="list-style-type: none">Understand the nature and scope of educational researchDifferentiate between types of educational researchIdentify, explain and apply the basic concepts of research.Construct a coherent research proposal that includes an abstract, introduction, literature review, research questions, ethical considerations, and methodology.Perform data analysis and interpret their resultsDrawing conclusions from statistical test results		
Course Content / Syllabus				
Unit-1		Nature and Scope of Educational Research <ul style="list-style-type: none">Scientific Method of Inquiry; Methods of Acquiring Knowledge.Meaning, Nature, Need, Scope and Types of Educational Research,Areas of Educational Research; The Research Process.Research Paradigm: Qualitative and Quantitative Research.		
Unit -2		Formulation of Research Problem <ul style="list-style-type: none">Sources of Identifying the Problem; Selection, Definition and Evaluation of a Research Problem.Review of Related Literature: Importance and Various Sources including Internet.Hypothesis: Concept, Types, Sources, Characteristics, Formulation and testing.Sampling: Concept, Need, Steps, Characteristics and Methods.Preparation of Research Proposal.		
Unit-3		Descriptive Statistics		

	<ul style="list-style-type: none"> • Types of Data; Graphical Representation of Data • Measures of Central Tendency: Mean, Median and Mode • Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation • Measures of Relative Positions: Percentile and Percentile Ranks • Skewness and Kurtosis
Unit- 4	Measures of Relationship and Normal Probability Curve
	<ul style="list-style-type: none"> • Meaning, Assumptions, Computation and Uses of: <ol style="list-style-type: none"> a. Rank Difference Correlation b. Product Moment Correlation c. Partial and Multiple Correlations d. Biserial and Point Biserial Correlations • Normal Probability Curve: Meaning, Characteristics and Applications.
Transactional Strategies	Lectures, Discussions, Power point presentations, Computer intensive methods (SPSS/R and Excel) for data analysis.
Practicum	Suggestive List: <ul style="list-style-type: none"> • Presentation about a statistical test. • Application of Statistics to a given dataset in Excel and SPSS
Evaluation Strategies Tasks and Assignments: For Internal Assessment (10 Marks) <ul style="list-style-type: none"> • Presentation on the application of statistics and characteristics and application of NPC. • Critically review the research problems, sampling design and the application of statistics in the given research papers • Application of the descriptive statistics and measures of relationship on the given dataset in SPSS/R and Excel. • Development of a Research Proposal on an identified research Problem. • Prepare different types of graphs on any hypothetical data. • Make a list of the likely skills that one will need to learn and practice before carrying out various stages in research plan. • Any other task/Assignment by the institution 	

Suggested Readings:

- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, J. W. and Kahn, J. V. (1995). Research in Education. Delhi: Prentice Hall.
- Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall.
- Adward, Allen Literacy (1968). Experimental designs in Psychological Research. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Fox, D. J. (1969). The Research Process in Education, New York: Holt, Rinehart and Winston Inc.
- Garrett, H. E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer and Simon.
- Good, C.V. and Douglas, E. S. (1954). Methods in Social Research. New York: McGraw Hill.
- Guilford, J.P. and Benjamin, F.(1973). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Kerlinger, F. N. (1973). Foundation of Behavioural Research. New York: Holt, Rinehart and Winston.
- Koul, L. (1988). Methodology of Research. New Delhi: Vikas.
- Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Psychology and Education. New Delhi: Narela.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Mouly, A. J. (1963). The Science of Educational Research. New Delhi: Eurasia.
- Neuman, W.L. (1997). An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches. Boston: Allyn and Bacon.
- Siegel, S. (1986). Non-parametric Statistics. New York: McGraw Hill.
- Travers, R.M. W. (1978). An Introduction to Educational Research. New York: Macmillan.
- Van Dalen, D. B. (1992). Understanding Educational Research. New York: McGraw Hill.
- Young, P.V. (1960). Scientific Social Surveys and Research. New York: Prentice Hall.

Year	I	COURSE CODE:SOE010105C0042 ICT IN EDUCATION	Credit	2
Semester	I		Marks	50
Note:		(i.) The student will maintain a file of the record related to activities performed. (ii.)Mode of transaction of this course will be a workshop.		
Objectives:		After completion of the course, students will be able to: <ul style="list-style-type: none">• demonstrate the use of ICT in Education.• demonstrate the use of MS Windows and MS Office.• prepare presentations in word and power point slides.• demonstrate the use of ICT and its integration in education.• demonstrate the use of internet for teaching.• demonstrate the use of ICTs to develop digital portfolios in their teaching subjects.• demonstrate the use of effectively the ICTs and the pedagogies associated with them .• demonstrate the use of smart classroom.• Acquire skill in accessing word wide web and internet and global accessing of information• Integrate technology in to classroom teaching learning strategies		
Course Content				
UNIT -1		<ul style="list-style-type: none">• MS WINDOWS: Basic concept of an Operating System and its functions; Introduction of Windows & Basic components of a Window• MS Office: MS WORD, Introduction to a Word Processor, Basic components of MS WORD and its operation• MS Excel: Introduction to Spreadsheets, Concept of Worksheets and their operations, Spreadsheet operations-entering Numbers ,text, Dates & Time, formulae• Preparation of Worksheets• MS Power Point:, Basic components of MS Power Point and its operations• Creation of Power point Presentation, Providing Aesthetics• Preparation of different types of slides, slide design, colour and background, slide transition, custom animation.		

Unit-2	<ul style="list-style-type: none"> • Internet: Concept & Definition; Ways of using the Internet in instruction and research. • Basic modes of use of the internet, e-mail, file exchange, discussion groups, live conferencing (chat) and knowledge navigation • Classification of the modes: searching for information and exchanging information
	<p>Task and Assignment: Any two of the following:</p> <p>Making of a research proposal in MS Word. Making of a resume in MS Word. Making of presentation in MS Power Point. Making of progress report-card and annual results in MS Excel. Graphical representation of data. Making of projects using internet. Making of projects integrating internet and smart classroom. Any other project/assignment given by the institution.</p> <p>NOTE: External practical will be conducted by external examiner at the end of the semester.</p>
<p>SUGGESTED READINGS</p> <ul style="list-style-type: none"> • Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications. • Hahn, H.(1998). The internet-complete reference. New Delhi : Tata McGraw Hill Publication. • Intel Education, NCTE, .(2007). Hand book for teacher educators. Bangalore: • James, K.L.(2003). The internet: A user's guide. Prentice Hall of india Pvt. Ltd: New Delhi. • Jain, Satish. (1990). Introduction to Computer Science and Basic Programming, New Delhi: Prentice Hall of India. • Leao, A.M.(2001). Computer for every one. New Delhi: Vikas Publishing house. • Saxena, S. (1998). A first Course in Computer, New Delhi: Vikas Publications. • Sinha, P.K. (1990). Computer Fundamentals, New Delhi: BPB Publications. • Srinivasam, T.M.(2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication. • Tanenbaum, A.S. (1998). Computer Networks, New Delhi: Prentice-Hall of India. □ Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book. 	

Year	I	COURSE CODE:SOE010106C0022 DEVELOPMENT OF SELF: YOGA EDUCATION	Credit	2
Semester	I		Marks	50
Note:		(i.) The student shall maintain a file of the record related to activities performed. (ii.) Mode of transaction of this course will be workshop, projects and assignments		
Objectives:		After completion of the course, student-teachers will be able:- (i.) to understand self through self exploration and self evaluation. (ii.) to know human conduct, human character and to live accordingly in the society (iii.) to be in harmony with one self and in harmony with entire existence.		
Course Content				
Unit-1		Introduction: Self		
		<ul style="list-style-type: none">• Meaning and nature of Self• Idea of self: Self-concept and self-esteem• The soul and the brain• Limits to self –knowledge• Self- regulation and the body• Functional model of the self		
Unit-2		Development of Self		
		<ul style="list-style-type: none">• Sessions on mental and physical well-being• Realization, understanding of Shanti, Santosh, Anand.• Prosperity (in terms of Harmony: with family and society)• Human Values in relation to self, society, nation & world• Analysis of SWOT: Strength, Weakness, opportunity and threats• Prayer & Meditation• The adolescent identity crisis• Self conceptions in adulthood		
Unit-3		Yoga and Stress Management		

	<ul style="list-style-type: none"> • Yoga for integrated personality development • Yoga and Stress Management • Yoga as a way of life to cope with stress • Yogic practices for stress management • Yoga and excellence • Cyclic meditation for stress management
Unit-4	Value Education
	<ul style="list-style-type: none"> • Human values in relation to self, society, nation and world • Spirituality and its role in human self-development • Helping children develop values
Evaluation Strategy	Observation of participation in the workshops and of written reflections about the experience gained through workshop and discussion.

Year	I	COURSE CODE:SOE010107C0022 DISSERTATION	Credit	2
Semester	I		Marks	50
Objectives:		After completion of the course, student-teachers will be able:- (iv.) to understand meaning and concept of dissertation (v.) to know broad outline/structure of the dissertation (vi.) to explore the sources of problems for the research proposal		
Syllabus		<ul style="list-style-type: none"> • Dissertation: Meaning and Structure • Selection of problems • Research Reviews • Writing a reviews (APA style and Harvard style) • Research tools : sources and development • Organizing workshop, seminar and conference • Writing a research paper 		
Evaluation Strategy		<p>Observation of participation in the workshop and of written reflections about the experience gained through workshop and discussion.</p> <p>The M.Ed. student will select the topic for the dissertation and develop a presentation for the justification and educational implication of the problems in the first semester. This will be presented in the Departmental.</p>		

Syllabus-M.Ed.

Semester-II

Year	I	COURSE CODE:SOE010208C3014 PHILOSOPHICAL FOUNDATIONS OF EDUCATION	Credit	4
Semester	II		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to <ul style="list-style-type: none">Know about various branches of PhilosophyKnow about various theories of knowledgeUnderstand the relationship between Philosophy and EducationUnderstand various schools and views of thinkers on EducationUnderstand the implications of various schools of thought and theories on knowledge on educationUnderstand political concerns on education		
Course Content / Syllabus				
Unit-1		Education and Philosophy <ul style="list-style-type: none">Concept and DefinitionNatureRelationshipNeed of Philosophical Foundations of Education.Meaning, Nature and Functions of Educational Philosophy: Normative, Speculative and Critical.		
Unit-2		Branches of Philosophy <ul style="list-style-type: none">Metaphysics, Epistemology and Axiology and their implications for education.Knowledge: Concept, nature and types of knowledge.Theories of knowledge getting process.		
Unit-3		Contribution of Thinkers on Education: <ul style="list-style-type: none">Swami VivekanandaJohn DeweyJ. Krishnamurthy Schools of Philosophy and their educational implications with special reference to aims, curriculum and methods of teaching: <ul style="list-style-type: none">Indian Schools<ul style="list-style-type: none">i. Buddhism		

	<ul style="list-style-type: none"> ii. Vedanta • Western School: <ul style="list-style-type: none"> i. Marxism ii. Pragmatism
Unit-4	Philosophical and Political Concerns of Education:
	<ul style="list-style-type: none"> a) Education as conceived in Srimad Bhagwadgeeta b) Philosophy of Education as reflected in Plato's 'Republic' and Aristotle's 'Politics'
Transactional Strategies	Lectures, dialogues, discussions, debates for comparisons, assignments in the form of essay, projects
Evaluation Strategies Tasks & Assignments: Any one of the following :(10marks) <ul style="list-style-type: none"> • Organize a drama/play on it. Write a script on Educational development in ancient India after classroom discussion on the script. • The Essay Course: Students will be required to submit a long essay of 5000 – 7000 words on a philosophical topic to the supervisor. • Visit any school claim to run on Gurukul principles and reflect critically on how the principles are translated into action (write in about 500- 700 words). • Identify the different instruments of knowledge used by a proficient teacher in a classroom situation and explain them briefly. 	
Suggested Readings: <ul style="list-style-type: none"> • Agarwal, J.C.: Land marks in the history of modern Indian Education, New Delhi. • Banerjee A.C. & Sharma S.R. (1999): Sociological and Philosophical issues in Education, Jaipur : Book Enclave. • Bhattacharya and Sriniwas (1977); Society and Education, Calcutta: Academic Publication. • Challenges of Education – A policy perspective, (1985) Ministry of Education, New Delhi. Govt. of India. • Coulby, D. & Zambeta, G. (2005): Globalization & Nationalism in Education, New York : Routledge Falmer. • Deshpande, S. (2004). Contemporary India : A Sociological View. New Delhi: Penguin. • Education for all (1993) The Indian Scene, Ministry of Education, New Delhi :Govt. of India. • Gupta, Rainu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiana :Tondon Publications. • Gupta, Rainu (2012): Shiksha Ke Darshnik, Samajshastriya aur Arthik Adhar, Tondon Publications, Ludhiana. • J.A. Walia, (2011): Philosophical, Sociological and Economic Bases of Education, Jalandhar: Ahim Paul Publishers. • J.A. Walia, (2011): Modern Indian Education and its Problems, Paul Publishers, Gopal Nagar, Jullundhur City. • Kenkel, W.F., Society in Action (1980) : Introduction to Sociology. New York: Harper and Row. • Mathur S.S., (2008): A Sociological approach to Indian Education, Agra : Vinod Pustak Mandir. • Pandey, R.S. (1997) : East West Thoughts on Education, Allahabad : Horizon Publishers. • Sodhi T.S. & Suri A. (1998) : Philosophical and Sociological Foundation of Education, Patiala : Bawa Publications. 	

Year	I	COURSE CODE:SOE010209C3014 SOCIOLOGICAL FOUNDATIONS OF EDUCATION	Credit	4
Semester	II		Marks	100(Theory: 70,Internal: 30)
Objectives		After the completion of this course the students will be able to <ul style="list-style-type: none">• Understand the concept of educational sociology and sociology of education• Know and understand Indian culture and socialization• Understand the educational implications of social interactions• Understand social change and how education helps in it		
Course Content / Syllabus				
Unit-1		Concept of educational sociology and sociology of education <ul style="list-style-type: none">• Educational Sociology, sociology of education, social foundations of education• Social organization and its concepts• Factors influencing social organization – folk ways, mores; institutions; values• Dynamic characteristics of social organization and its educational implications		
Unit-2		Social interactions and their educational implications <ul style="list-style-type: none">• Social group inter-group relationship – group dynamics• Social stratifications – concepts of social stratification and its educational implications• Education as an institution; a social sub-system; Major roles and status (Students, teachers and administrators interrelationship).		
Unit -3		Culture: Meaning and nature <ul style="list-style-type: none">• Role of education in cultural context• Cultural determinants of education• Education and cultural change• Education as an agency of socialization (Folkways, mores, values, institutions), Stratification and Mobility (Westernization, Sanskritisation, Urbanization, Industrialization and Modernization).		
Unit-4		Social change: its meaning and concept with special reference to India		

	<ul style="list-style-type: none"> • Concept of Urbanization, Modernization, Westernization, Sanskritisation with special reference to Indian society and its educational implications. • Concept and nature of social change; a review of the issue in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies).
Transactional Strategies	Lectures, discussions, sociometry, observation and report of a social setting
Evaluation Strategies Tasks & Assignments: Any one of the following :(10 marks) <ul style="list-style-type: none"> • Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience. • Study the contents of Geeta in Reference to teacher child relationship and education management. • Socio-metric study of a class consisting of not less than 25 students. 2 Prepare a questionnaire on different aspects of socialization and administer it on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity. 	
Suggested Readings: <ul style="list-style-type: none"> • Abrahan Francis & Margan John (2002). Sociological Thought, New Delhi: MC Millian India Ltd. • Gore, M.S. (1984). Education and Modernization in India, Jaipur: Rawat Publishers. • Hanighurst, Robert et al. (1995). Society and Education. Baston: Allyn and Bacon. • Harlambos, M. Sociology Theme and Perceptives OUP, New Delhi. • Jayapalan N. (2001). Sociological Theories. New Delhi: Atlantic Publishers and Distributers. • Kamat, A.R. (1985). Education and Social Change in India. Bombay: Samaiya Publishing Co. • M.H.R.D. (1990). Towards an Enlightened and Human Society. New Delhi: Department of Education. • Mathur, S.S. Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir. • Maubnhein K. (1962). An Introduction to Sociology of Education. London: Routledge and Kegan Paul. • Mossish, Loor (1972). Sociology of Education: An Introduction. London: George Lalen and Unwin. • Pandey, K.P. (1983). Perspective in Social Foundations of Education. Gaziabad: Amita Prakashan. • Rao, Shanker, C.N. (2002). Sociology, Primary Principles. New Delhi: S. Chand & Co. • Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: Surya Publications. • Singh, B.N. (2005). Education: Social Change and Economic Development, Jaipur: RBSA Publishers. • Sodhi, T.S. & Suri, Aruna (1998). Philosophical and Sociological Foundation of Education, Patiala: Bawa Publication. 	

Year	I	COURSE CODE:SOE010210C3014 CURRICULUM STUDIES	Credit	4
Semester	II		Marks	100(Theory: 70,Internal: 30)
Objectives		After the completion of this course the students will be able to <ul style="list-style-type: none">• Understand the concept of curriculum and teachers’ role in its development• Understand the factors that affect the development of curriculum• Know various models and designs of curriculum development• Understand how to critically evaluate the curriculum		
Course Content / Syllabus				
Unit -1		Concept of curriculum		
		<ul style="list-style-type: none">• Curriculum development and other curricular fields ,components of curriculum• Epistemological, social, psychological fields of curriculum development• Factors affecting curriculum change: social factors, pressure groups, writers and publishers.• Role of teacher as curriculum maker.		
Unit -2		Curriculum Development		
		<ul style="list-style-type: none">• Nature , purposes, scope and principles• Principles of formulating aims, selecting content, teaching- learning and evaluation procedures• Taba’s Model of curriculum development		
Unit -3		Curriculum Design: concept and need		
		<ul style="list-style-type: none">• Different curriculum designs- subject centered, experience centered, activity centered and core curriculum, hidden curriculum , spiral curriculum, integrated curriculum and their relevance• Eclectic model of curriculum design		
Unit- 4		Models of curriculum development		
		<ul style="list-style-type: none">• Administrative model• Grass root model• Demonstrative model• System analysis model• Curriculum issues and trends and future directions to curriculum development		

	Environment concerns gender differences, inclusiveness, value concerns and issues, social sensitivity.
Transactional Strategies	Assignments and workshop on curriculum development and evaluation
<p>Evaluation Strategies</p> <p>Task/Assignment: Any one of the following (10 Marks)</p> <ul style="list-style-type: none"> • Critical appraisal of present curriculum in secondary schools of Haryana. • Compare and prepare report on different y curriculum prescribed by different boards at secondary level. 	
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. London: Paul Chapman Publishing. • Butchvarov,P.(1970).The Concept of Knowledge. Evanston, Illinois: North Western University Press. • Chomsky, N (1986). Knowledge of Language. New York: Prager. • Datta, D.M. (1972). Six ways of Knowing. Calcutta:Calcutta University Press,. • Dewey , John. The Child and the Curriculum. Chicago: University of Chicago Press. • G.W. Ford and Lawrence Pungo,(1964). The structure of Knowledge and the curriculum. Chicago: Rand McNally & Company. • Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November. • Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US. • Kumar Krishna (1997). What is Worth Teaching. New Delhi: Orient Longman. • Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999. • Nirantar (1997). Developing a Curriculum for Rural Women. New Delhi: Nirantar. • P.H. Phenix,(1964). Realms of Meaning. New York: MacGraw-Hill. • Padma M. Sarangapani (2003). Constructing School Knowledge: An Ethnography of learning in an Indian Village. New Delhi: Sage Publication Inc. • Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi. • Steven H. Cahn (1970). The Philosophical Foundation of Education. New York : Harper & Row Publishers. • Taba, Hilda (1962). Curriculum Development: Theory and Practice, Har Court, Brace and Wald. 	

Year	I	COURSE CODE:SOE010211C3014 PRE-SERVICE & IN-SERVICE TEACHER EDUCATION	Credit	4
Semester	II		Marks	100(Theory: 70,Internal: 30)
Objectives	After the completion of this course the students will be able to: a) Understand the objectives of teacher education at various levels. b) Familiarize with different modes of pre-service and in-service teacher education. c) Familiarize and evaluate various components of a pre-service and in-service teacher education d) Know the role and functions of agencies of Teacher Education programs.			
Course Content / Syllabus				
Unit-1	Introduction to Teacher Education • Concept, Need and Scope of Teacher Education. • Historical Development of Teacher Education (emphasis on Kothari Education Commission Report (1964-66), National Curriculum Framework 2005) in India. • Aims and Objectives of Teacher Education at: i. Elementary Level. ii. Secondary Level. iii. Higher Level. • Quality Assurance in Teacher Education			
Unit-2	Structure, Curriculum and Modes of Pre- Service Teacher Education • Pre- Service Teacher Education: Concept, Nature, Objectives and Scope. • The structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE.			

	<ul style="list-style-type: none"> • Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship. • Modes of Pre –Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online; relative merits and limitations. • Needs of Innovation in Pre-service Teacher Education Programme.
Unit-3	Concept, Structure and Modes of In-service Teacher Education
	<ul style="list-style-type: none"> • In-service Teacher Education; concept, Need, Objectives and areas of Professional development. • Types of In-Service courses for Teachers; Orientation and refresher Courses, workshops, seminars, Internship and Summer Institutes. • Structure for In-service Teacher Education; Sub –District, District, State, Regional and National level Agencies and institutions. • Modes and Models of In-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode. Models- Induction, One shot, Recurrent, Cascade, Multisite, School based and coursework. Scope, Merits and limitations of each of them.
Unit-4	Agencies of Teacher Education: Role and Functions:
	<ul style="list-style-type: none"> • National Agency: UGC(University Grants Commission),NIEPA, NCTE and NCERT • State level Agencies- DIET and SCERT. • Role of NCERT and NCTE in Teacher Education. • Current Trends in Teacher Education. • Managing Teacher Education: Challenges in 21 st century.
Transactional Strategies	<ul style="list-style-type: none"> • Study of Reports of inservice teacher education programs organized by various agencies of education in India, • workshop on development and conduct of an inservice teacher education program

Evaluation Strategies**Tasks and Assignments: For Internal Assessment (10 Marks)**

- Prepare a report on role of various central and state agencies in Teacher Education.
- Prepare a project on challenges in Teacher Education in 21st Century.
- Any other activity assigned by the Institution.

Suggested Readings:

- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD(1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Devedi, Prabhakar (1980). Teacher Education- A Resource Book, New Delhi, NCERT.
- Govt. of India (1966. Education and National Development, New Delhi. Report of Education Commission.
- Govt. of India(1992). Report of C.A.B.E.. New Delhi: Committee Department Of Education.
- Govt. of India (1986). National Policy of Education, New Delhi: Ministry of Human Resource and Development.
- Kohli, V.K.(1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A.(1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P.(2005). Teacher Education, New Delhi: Kanishka Publishers.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.

Year	I	COURSE CODE:SOE010212C0022 ACADEMIC WRITING	Credit	2
Semester	II		Marks	50
Note:		1. The student will maintain a file of the record related to activities performed. 2. Mode of transaction of this course will be a workshop.		
Objectives:		After the completion of this course the students will be able to: <ul style="list-style-type: none">• Write or draft professional letters and mail etc.• Use & differentiate different kinds of writings and writing styles• Reflect on essential requirements of academic writing & distinguish a good academic writing from others.• Analyze academic sources and how to refer them.• Cite a source, paraphrase and acknowledge the source & edit one’s own writing.		
Workshop on Academic Writing Skill				
		<ul style="list-style-type: none">• Write a paragraph on any topic of your interest and edit one’s own writing. Prepare a report on it.• Prepare a programme on reflective thinking and negotiation skill and conduct it in school.• Prepare your resume/effective profile for an interview.• Prepare a professional letter and mail on any topic.• Write a professional report of any workshop and seminar		

Year	I	COURSE CODE:SOE010213C0022 INTERNSHIP: TEACHER EDUCATION INSTITUTE	Credit	2
Semester	II		Marks	50
Objectives	Internship program is aimed at providing practice of the concepts and skills learned in the theoretical papers in the field of education such as schools, teacher education institutes apart from where the scholar is studying. Methodology: Internship should be organized in such a way that involves all students’ engagement for a continuous period of 28 days/21 days in a school/ teacher education institute for field experience associated with the specialization that students choose. Since the M.Ed. Programme structure proposed in this report is associated with schools and teacher education institutions (and other sites) based activities, the M.Ed. Calendar should be developed keeping in mind the schedule of these institutions.			
Task and Evaluation	i. The student will maintain a file of the record related to activities performed. ii. Do Any Two Activities from the Following: <ul style="list-style-type: none">Development of resource pool by inviting resource persons from nearby teacher education institutions, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas. (25 marks)Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health (25 Marks)Interaction with Principal of college, management, teachers and non-teaching staff for preparation of a report on college environment (25 Marks)			

Syllabus -M.Ed.

Semester-III

Year	II	COURSE CODE:SOE010314C3014 ADVANCE RESEARCH METHODS	Credit	4
Semester	III		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to <ul style="list-style-type: none">• Apply various method of research for their research activities• Select tools for their research applying knowledge about tools• Apply various statistical methods for analysis of the collected data and infer results		
Course Content / Syllabus				
Unit -1		Methods of Research		
		<ul style="list-style-type: none">• Descriptive Research• Historical Research• Experimental Research: Experimental Designs.• Qualitative Approaches of Research: Ethnography and Case Study		
Unit-2		Tools and Techniques of Data Collection		
		<ul style="list-style-type: none">• Characteristics of a Good Research Tool• Characteristics and uses of Questionnaire, Observations and Interview, Psychological Tests, Rating Scales and Socio-metric Techniques in Research• Writing a Research Report and Research Paper• Implications.		
Unit-3		Inferential Statistics (Parametric Tests)		

	<ul style="list-style-type: none"> • Meaning of parametric tests. Standard Error; Confidence Limits; Levels of Significance; Null Hypothesis; Large Sample & Small Sample; One tailed and two tailed test; Two types of Error • Z-Test & t-Test: Concept, Assumptions, Computation and Uses • ANOVA (One Way and Two Way): Concept, Assumptions, Computation and Uses.
Unit -4	Inferential Statistics (Non-Parametric Tests)
	<ul style="list-style-type: none"> • Meaning of Non Parametric tests • Concept, Computation and Uses of: <ol style="list-style-type: none"> i) Chi-Square Test of Equality and Independence ii) Median Test iii) Sign Test iv) Mann Whitney U Test
Transactional Strategies	Teaching strategies: Selection and discussion on various research studies, practice on data with various statistical methods, case studies and assignments
Evaluation Strategies Tasks & Assignments: Any one of the following (10 marks) <ul style="list-style-type: none"> • Administration and interpretation of any one tool i.e. psychological test, questionnaire etc. • Identify five research problems and prepare at least five research questions/hypotheses for each. • Identification of variables of any research study and classification of them in terms of functions and level of measurement. • Use of t-test in any research work in the light of Two-tailed and one-tailed tests of significance and its explanation. • Any other task/Assignment by the institution. 	

Suggested Readings

- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, J. W. and Kahn, J. V. (1995). Research in Education. New Delhi: Prentice Hall.
- Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall.
- Adward, Allen Literacy (1968). Experimental designs in Psychological Research. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Garrett, H. E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer and Simon.
- Good, C.V. and Douglas, E. S. (1954). Methods in Social Research. New York: McGraw Hill.
- Guilford, J.P. and Benjamin, F.(1973). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Kerlinger, F. N. (1973). Foundation of Behavioural Research. New York: Holt, Rinehart and Winston.
- Koul, L.(1988). Methodology of Research. New Delhi: Vikas.
- Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Psychology and Education. New Delhi: Narela.
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- Travers, R.M. W. (1978). An Introduction to Educational Research. New York: Macmillan.
- Turabian, K. L. (1973). A Manual for Writers of Term Papers, Theses and Dissertation, Chicago, University of Chicago Press.
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Year	II	COURSE CODE:SOE010315C3014 INCLUSIVE EDUCATION: GENDER, DISABILITY AND MARGINLIZATION	Credit	4
Semester	III		Marks	100 (Theory: 70, Internal: 30)
Objectives		After the completion of this course, the students will be able to <ul style="list-style-type: none">• Understand the concept of inclusive education• Understand categories of children with diverse needs and their education• Know efforts done by various agencies on inclusive education• Gain knowledge of various resources for children with special abilities and needs• Help in the Implementations of policies and program for children with special needs and abilities		
Course Content / Syllabus				
Unit -1		Inclusive Education for Children with Diverse needs		
		a) Introduction to Inclusive Education: Definition, concept and importance of Inclusive Education. <ul style="list-style-type: none">• Concept of Access, Equity, Diversity, Human Rights & Social Justice.• Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education• Readiness of School, Principles and Models of Inclusion b) Children with Diverse Needs <ul style="list-style-type: none">• Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under-achievers, slow learners and other marginal groups.• Importance of early detection for development of compensatory skills.		

	<ul style="list-style-type: none"> • Barriers & Facilitators in Inclusive Education: Attitudinal, Social and Educational. • Educational concessions and Facilities.
Unit-2	Legal Provisions, Trends and Issues in Inclusive Education:-
	<p>a) International Initiatives:</p> <ul style="list-style-type: none"> • The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6, 10 &12). • The World Declaration on Education for all and its Framework for Action to meet basic –Learning needs, 1990. • The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990). • The Asian and Pacific decade of Disabled Persons, 1993-2002. • The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education. <p>b) National Policy Framework & Programmers:</p> <ul style="list-style-type: none"> • Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action (1992) Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005). • Rehabilitation Council of India Act (1992) • Inclusive Education under Sarva Shiksha Abhiyan (SSA). • The National Trust for the welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act, 1999.
Unit-3	Identification of Diverse Learners, Planning and Management of Inclusive Education
	<p>a) Approaches to Evaluation and Identification of Diverse Learners</p> <ul style="list-style-type: none"> • Identification of Diverse Learners for Inclusion • Educational Evaluation : Meaning, Methods, Tools and Techniques

	<ul style="list-style-type: none"> • Interpretation of Evaluation Reports and their Educational Implications <p>b) Planning and Management of Inclusive Education</p> <ul style="list-style-type: none"> • Planning and Management of Inclusive Classrooms: material resources, Human Resource and Instructional Practices • Curriculum and Curricular Adaptations for Diverse Learners • Practices and Classroom Management: Seating arrangement, whole class teaching, collaborative Teaching, activity based Learning, Peer tutorial and cooperative Learning.
Unit-4	<p>Resources and Facilitators of Inclusion:-</p> <p>a) Assistive /Adaptive Technology</p> <ul style="list-style-type: none"> • Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching). • Therapeutic Interventions: Need and Scope • Use of Information Communication Technology (ICT) in inclusive classroom <p>b) Facilitators for Inclusive Education</p> <ul style="list-style-type: none"> • Parent – Professional Partnership: Role of Parents, Peers, Professionals, School Management & Community. • Role Responsibilities of General, Special and Resource Teachers. • Skills & Competencies among Inclusive school teachers.
Transactional Strategies	Field visits and projects, discussions on policies and programs, action research, observation schedules to observe various institutions for provision of inclusive education , designing awareness programs

Evaluation Strategies

Tasks and Assignments: The students may undertake any two of the following activities: (10 marks)

- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national, international) related to diversity.
- Critical review of policy and practice and panel discussion by a group of students.
- Visit to special, integrated and inclusive classrooms .Reflective journal writing.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

Suggested Readings:

- Ainscow, M.; Booth. T (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A; Jangira, N.K. (2002). Effective Teacher Training; Cooperative Learning Based Approach. New Delhi National Publishing house.
- Bartlett, L. D. and Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Daniels, H. (1999). Inclusive Education. London: Koegan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace and Company.
- Gartner, A. & Lipsky, D. D. (1997). Inclusion and School Reform Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.
- Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press: Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press: Sage Publishers.
- Hollahan and kauffman (1978). Exceptional Children: An Introduction to Special Education. India: Prentice Hall.
- Jha, M. M. (2002). School without Walls: Inclusive Education for All. Oxford: Heinemann Education.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.

- King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. California, Singular Publications.
- Panda, K. C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.
- Rangasayee, R. & Gathoo, V. (2007). Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers. AYJNIHH Publishers.
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996) Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting.
- Sedlak, R. A. & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon
- Stow L. & Selfe, L. (1989). Understanding Children with Special Needs. London Unwin Hyman.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N.C.E.R.T Publication.
- Sharma P.L (2003). Planning Inclusive Education in Small Schools, R.I E. Mysore
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey Prentice-Hall. Inc.
- Vlachou D. A. (1997). Struggles for Inclusive Education: An ethnographic study. Philadelphia, Open University Press.

Year	II	COURSE CODE:SOE010316C2002 INSTITUTIONS, SYSTEMS AND STRUCTURES (ELEMENTARY LEVEL)	Credit	2
Semester	III		Marks	50 (Theory: 35, Internal: 15)
Objectives		After the completion of this course, the students will be able to <ul style="list-style-type: none">Know and understand the objectives of education in India at the elementary stageKnow the Constitutional provisions for education in IndiaUnderstand states' and centre’s role in educationAppreciate the role of various institutions in education		
Course Content / Syllabus				
Unit -1		Introduction Elementary Education <ul style="list-style-type: none">Indigenous system of Elementary Education.Objectives of Elementary Education – Elementary, Upper Elementary.Elementary Education in India – Historical Perspective, pre and post-independence.Constitutional Provisions and centre-state relationship in India.Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Iswari Bhai Patel Committee NPE – ‘1986 and POA 92, Rama Murthy Committee, Janardhan Reddy Committee, Yashpal ,Committee and NCF-2005.		
Unit-2		Structure of Elementary Education in India: <ul style="list-style-type: none">Structure of Elementary education in India .Governance and administration of Elementary Education in India.Legal & Institutional Framework.		

	<ul style="list-style-type: none"> • UEE, District Elementary Education Programme & RTE Act. • EFA Global Monitoring Report (UNESCO, 2005: 142) • Education in facilitating change and development in society (Dreze and Sen, 1995, 2002) • Education reform and reform-oriented state policies • NIOS, International schools, Islamic schools (Madrasah) & Autonomous schools.
Unit-3	Institution Planning
	<ul style="list-style-type: none"> • Concept, scope and nature of Institution Planning • Need and importance of Institution Planning • Types of Institution Planning • Process of Institution Planning in India. • Characteristics, - School Calendar. • Evaluation of Institutional Planning.
Unit-4	Educational Management at Elementary level
	<ul style="list-style-type: none"> • National Level <ul style="list-style-type: none"> i. Ministry of Education (MHRD) ii. CBE-NCERT-RIE NIEPA, NCTE, CIET • State Level <ul style="list-style-type: none"> i. Ministry of School Education ii. Directorate of School Education iii. Board of Education iv. SCERT – SSA – SIET – SRC – SIEMAT • District Level : <ul style="list-style-type: none"> i. District Education Administration –DEO, Dy. E.O (ZP), DPO (SSA)

	ii. Sub-district Level: URC/BRC/BEO, Representatives from CRCs, innovative teachers.
Transactional Strategies	<ul style="list-style-type: none"> • Conduct a play to illustrate recommendations of various committees on elementary education. • Organize a Seminar on indigenous system of elementary education. • Visit any two schools and find out innovative teachers. Prepare a detailed report on their innovation. • After surveying a Govt & private school, prepare a report on how the nation and state agencies are really working for their betterment? • Each student is required to prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar. • Prepare a report on planning, preparation implementation and organization of a new institution after conducting interviews with school authorities. • Prepare a yearly plan for school after reviewing all the activities of the school. • Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject. • Design an instructional plan of a unit in a subject at elementary level.
Suggested Readings <ul style="list-style-type: none"> • UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal. • Celin Richards (1984). The Study of Elementary Education and Resource Book. Vol. I. • Government of India (1986). National Policy on Education, New Delhi: MHRD. • Government of India (1987). Programme of Action, New Delhi: MHRD • Government of India (1987). Report of the Committee for Review of National Policy on Education, New Delhi: MHRD. • Hayes, Denis (2008). Elementary Teaching Today: An Introduction. Routledge Publications, • U.K. Hurlock, E. (1995). Child Development. USA Kabra:McGraw Hill Book Company. • K.M. (1977). Planning Process in a District, New Delhi: Indian Institute of Public Administration. 	

- Kurrian, J. (1993). Elementary Education in India, New Delhi: Concept Publication.
- Lewis, Ramón (2008). Understanding Pupil Behaviour. U.K: Routledge Publications.
- Mohanty, J. N. (2002). Elementary and Elementary Education. Deep & Deep Publications. New Delhi
- National Curriculum Framework (NCF)-2005 NCERT New Delhi.
- Rao, V.K. (2007). Universalization of Elementary Education. New Delhi: Indian Publishers.
- Rita Chemicals (2008). Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
- Singhal, R.P. (1983). Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Elementary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004). Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987). Teacher Education – A Resource Book, NCERT, New Delhi.
- The Study of Elementary Education – A Source Book, Volume I & II, 1984 Victor & Learner (1971): Readiness in Science Education for the Elementary School, McMillan Co., N.Y.

Year	II	COURSE CODE:SOE010317C2002 INSTITUTIONS, SYSTEMS AND STRUCTURES (SECONDARY LEVEL)	Credit	2
Semester	III		Marks	50 (Theory: 35, Internal: 15)
Objectives		After the completion of this course, the students will be able to <ul style="list-style-type: none">Know and understand the system of secondary and senior secondary education in India.Understand the concepts of planning and managementPlan an institute’s structure for secondary and senior secondary level of education		
Course Content / Syllabus				
Unit-1		Introduction to Secondary & Senior Secondary Education <ul style="list-style-type: none">Meaning, aims ,objective of secondary & Senior Secondary educationPurpose, function & Indigenous system of Secondary education.Secondary Education in India – Historical Perspective, pre and post-independence.Constitutional Provisions and centre-state relationship in India.Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Programme of Action, 1986, NPE, Ramamurti Review Committee Janardhan Reddy Committee, Yashpal, Committee, RMSA and NCF-2005.Constitutional obligations related to secondary education.		
Unit -2		Structure and issues of Secondary Education in India		

	<ul style="list-style-type: none"> • Structure of secondary education in India (10+2+3 pattern of education) - Problems and issues of secondary education in India (equalization of educational opportunity, wastage and stagnation in secondary school level)- Nature and forms of inequality including dominant and minor groups, gender inequality in schooling, public- private schools, rural-urban-tribal schools) Vocationalisation of secondary education in India (the efforts, present status, problems and prospects) <p>Institution Planning</p> <ul style="list-style-type: none"> • Concept, scope and nature of Institution Planning • Need and importance of Institution Planning • Types of Institution Planning • Process of Institution Planning in India. • Characteristics, - School Calendar. • Evaluation of Institutional Planning.
Unit-3	<p>Educational Management</p> <ul style="list-style-type: none"> • Meaning, Concept and need for management at secondary to senior secondary school level. • Management at Nation : MHRD, CUBE, NCERT • State, District, Sub-district level. • Management of educational Institution at secondary school level. • Type of Management, Effective management, Co-ordination, Supervision & Inspection. • Techniques & Skill for effective management in secondary school
Transactional Strategies	<p>Tasks and Assignment: any two of the following: (10 marks)</p> <ul style="list-style-type: none"> • Study of Annual report of RMSA/NCERT or any Govt. agency to identify issues of secondary education in India • Prepare a report on major obstacles and challenges in universalization of secondary education. • Prepare a blue print of Process of Institution Planning in India. Present it in seminar.

	<ul style="list-style-type: none"> • Prepare an annual school calendar for secondary/senior secondary school. • In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public/Govt/private secondary schools. • Organize a Debate on the best approach to planning and Skill for effective management in secondary school. • Any other suggested by teacher education.
Suggested Readings: <ul style="list-style-type: none"> • Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi • Govt. of India (1953) Report of Secondary Education Commission, New Delhi • Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi • Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education • Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi. • Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE. • Mohanty Jagannatu , (1990), "Educational Administration, supervision and school Management, Deep & Deep Publications F-159, Rajouri Garden, New Delhi-110. 	

Year	II	COURSE CODE:SOE010318C2002 STAGE SPECIFIC STATUS, ISSUES AND CONCERNS (ELEMENTARY LEVEL)	Credit	2
Semester	III		Marks	50 (Theory: 35, Internal: 15)
Objectives		After the completion of this course, the students will be able to: <ul style="list-style-type: none">Know and understand the objectives of education in India at the elementary stageKnow the structure of elementary education in IndiaUnderstand specific issues in elementary educationAppreciate the role of various institutions in elementary education		
Course Content / Syllabus				
Unit -1		Elementary school education in India		
		<ul style="list-style-type: none">Aims and objectives of elementary school educationHistorical perspective of elementary education system in IndiaPresent status		
Unit-2		Structures of elementary school education		
		<ul style="list-style-type: none">School – concept, need & their rolestructures of school educationControl & finance of institutions & their managementSchool education-global perspective		
Unit-3		Infrastructure and curriculum		

	<ul style="list-style-type: none"> • Curriculum (at that specific stage) and its critical analysis • Activities – Curricular • Co- Curricular Extra- Curricular • Infrastructure: school building, sport ground
Unit-4	Major issues in elementary school education <ul style="list-style-type: none"> • Students strength • Mid-Day meal • PTA • RTI • Learning equipment & development of audio-visual materials • Role of head master and teachers
Transactional Strategies	Tasks and Assignment: any two of the following: (10 marks) <ul style="list-style-type: none"> • Study of Annual report of annual report or any Govt. school to identify issues of elementary education in India • Prepare a report on major obstacles and challenges in elementary education. • Prepare an annual school calendar for elementary education. • In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public/Govt./private elementary education. • Organize a Debate on the best approach to planning and Skill for effective management in elementary education. • Any other suggested by teacher education.
Suggested Readings; <ul style="list-style-type: none"> • Government of India (1986). National Policy on Education, New Delhi: MHRD. • Government of India (1987). Programme of Action, New Delhi: MHRD • Government of India (1987). Report of the Committee for Review of National Policy on Education, New Delhi: MHRD. • Hayes, Denis (2008). Elementary Teaching Today: An Introduction. Routledge Publications, • U.K. Hurlock, E. (1995). Child Development. USA Kabra:McGraw Hill Book Company. • K.M. (1977). Planning Process in a District, New Delhi: Indian Institute of Public Administration. • Kurrian, J. (1993). Elementary Education in India, New Delhi: Concept Publication. • Lewis, Ramón (2008). Understanding Pupil Behaviour. U.K: Routledge Publications. • Mohanty, J. N. (2002). Elementary and Elementary Education. Deep & Deep Publications. New Delhi 	

- National Curriculum Framework (NCF)-2005 NCERT New Delhi.
- Rao, V.K. (2007). Universalization of Elementary Education. New Delhi: Indian Publishers.
- Rita Chemicals (2008). Engaging pupil voice to ensure that every child matters: A practical guide. David Fulton Publishers.
- Singhal, R.P. (1983). Revitalizing School complex in India, New Delhi.
- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
- Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Elementary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004). Teacher Education Curriculum, New Delhi.
- Singh, L.C. (Ed.) (1987). Teacher Education – A Resource Book, NCERT, New Delhi

Year	II	COURSE CODE:SOE010319C2002 STAGE SPECIFIC STATUS, ISSUES AND CONCERNS (SECONDARY LEVEL)	Credit	2
Semester	III		Marks	50 (Theory: 35, Internal: 15)
Objectives		After the completion of this course, the students will be able to: <ul style="list-style-type: none">Know and understand the objectives of education in India at the secondary stageKnow the structure of secondary stage in IndiaUnderstand specific issues in secondary stageAppreciate the role of various institutions in secondary stage		
Course Content / Syllabus				
Unit -1		Secondary School Education in India		
		<ul style="list-style-type: none">Aims and objectives of secondary school educationHistorical perspective of secondary stage education system in IndiaPresent status		
Unit-2		Structures of Secondary School Education		
		<ul style="list-style-type: none">School – concept, need & their rolestructures of school educationControl & finance of institutions & their managementSchool education-global perspective		
Unit-3		Infrastructure and Curriculum		
		<ul style="list-style-type: none">Curriculum (at that specific stage) and its critical analysisActivities – Curricular		

	<ul style="list-style-type: none"> • Co- Curricular Extra- Curricular • Infrastructure: school building, sport ground, laboratory and library
Unit-4	Major Issues in Elementary School Education <ul style="list-style-type: none"> • Students strength • PTA • RTI • Learning equipment & development of audio-visual materials • Role of principal and teachers
Transactional Strategies	Tasks and Assignment: any two of the following: (10 marks) <ul style="list-style-type: none"> • Study of Annual report of annual report or any Govt. school to identify issues of secondary education in India • Prepare a report on major obstacles and challenges in secondary education. • Prepare an annual school calendar for secondary education. • In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public/Govt/private secondary education. • Organize a Debate on the best approach to planning and Skill for effective management in secondary education. • Any other suggested by teacher education.
Suggested Readings: <ul style="list-style-type: none"> • Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi • Govt. of India (1953) Report of Secondary Education Commission, New Delhi • Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi • Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education • Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi. • Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE. • Mohanty Jagannatu, (1990), "Educational Administration, supervision and school Management, Deep & Deep Publications F-159, Rajouri Garden, New Delhi-110. 	

Year	II	COURSE CODE:SOE010320C2002 POLICY AND PRACTICE RELATING TO CURRICULUM, PEDAGOGY AND ASSESSMENT (ELEMENTARY LEVEL)	Credit	2
Semester	III		Marks	50 (Theory: 35, Internal: 15)
Objectives		After the completion of this course, the students will be able to <ul style="list-style-type: none">develop their expertise in curriculum development, teaching and learning, and assessment practices.analyse and reflect on their professional experience, and examine new developments in policy and practice, giving them the skills to become a successful leader, and helping them to create and sustain change.		
Course Content / Syllabus				
Unit -1		Curriculum development in elementary level: <ul style="list-style-type: none">concept and need – objectives,selection of content and learning experiences – organization of contentlearning experiences – curriculum development as a continuous and cyclic process		
Unit-2		Curriculum theories and models of curriculum development The AIM model, Taba’s Inverted model, Tyler’s Ends-Means model, Oliva model, Saylor-Alexander model, Macdonald’s model, Zais Eclectic model and Cornett’s personal practical theories model		
Unit-3		Need for reconstruction Factors affecting curriculum change in elementary level social factor, pressure groups and writers and publishers – periodical revisions of curriculum in views of knowledge – curriculum load – need for permanent curriculum research unit- evaluation as an integral part of curriculum development		
Unit-4		Curriculum Assessment in elementary level Expert judgment of assessment data – content analysis – Observation – techniques -Use of tests and scales in evaluation - Teachers, parents and community as data sources -Collecting and analyzing evaluation data - Criteria involved in textbook evaluation and other		

	curricular materials
Transactional Strategies	Lectures, Brain storming, Group Discussion and Self-study Projects Tasks and Assignment: (10 marks)
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Beauchamp, G.A (1981): Curriculum theory (4th edition.). Itasca, IL: Peacock Publishers • Bruner. J.S. (1966) Towards a theory of Instruction. Cambridge. Harvard University Press. • Henson, Kenneth.T (1978): Curriculum development for Education reform. Harper Collins College publishers. • Davies, Ivan, K. (1976): “Objectives in Curriculum Design”, Mcgraw Hill Book Company Limited, England. • Gakhar, S.C.(2009): Curriculum Development, Panipat, N.M. Publications • Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November. • Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US. • Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi. • Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi. • Pratt, David (1980): “Curriculum Design and Development”, Harcourt Brace and World Inc., New York. • Romiszowski, A.J. (1986): “Designing Instructional System-Decision Making in Course Planning & Design”. • Saylor,J.G& Alexander, W.M.(1966). Curriculum planning for modern schools, New York: Holt, Rinehart & Winston. • Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York. • Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press. • Wheeler: curriculum process Zias, R S. (1976). Curriculum principles and foundations. New York: Harper & Row. 	

Year	II	COURSE CODE:SOE010321C2002 POLICY AND PRACTICE RELATING TO CURRICULUM, PEDAGOGY AND ASSESSMENT (SECONDARY LEVEL)	Credit	2
Semester	III		Marks	50 (Theory: 35, Internal: 15)
Objectives		After the completion of this course, the students will be able to <ul style="list-style-type: none">develop their expertise in curriculum development, teaching and learning, and assessment practices.analyse and reflect on their professional experience, and examine new developments in policy and practice, giving them the skills to become a successful leader, and helping them to create and sustain change.		
Course Content / Syllabus				
Unit -1		Curriculum development in secondary level: <ul style="list-style-type: none">concept and need – objectives,selection of content and learning experiences – organization of contentlearning experiences – curriculum development as a continuous and cyclic process		
Unit-2		Curriculum theories and models of curriculum development The AIM model, Taba’s Inverted model, Tyler’s Ends-Means model, Oliva model, Saylor-Alexander model, Macdonald’s model, Zais Eclectic model and Cornett’s personal practical theories model		
Unit-3		Need for reconstruction Factors affecting curriculum change in secondary level social factor, pressure groups and writers and publishers – periodical revisions of curriculum in views of knowledge – curriculum load – need for permanent curriculum research unit- evaluation as an integral part of curriculum development		
Unit-4		Curriculum Assessment in secondary level Expert judgment of assessment data – content analysis – Observation – techniques -Use of tests and scales in evaluation - Teachers,		

	parents and community as data sources -Collecting and analyzing evaluation data - Criteria involved in textbook evaluation and other curricular materials
Transactional Strategies	Lectures, Brain storming, Group Discussion and Self-study Projects Tasks and Assignment: (10 marks)
Suggested Readings: <ul style="list-style-type: none"> • Beauchamp, G.A (1981): Curriculum theory (4th edition.). Itasca, IL: Peacock Publishers • Bruner. J.S. (1966) Towards a theory of Instruction. Cambridge. Harvard University Press. • Henson, Kenneth.T (1978): Curriculum development for Education reform. Harper Collins College publishers. • Davies, Ivan, K. (1976): “Objectives in Curriculum Design”, McGraw Hill Book Company Limited, England. • Gakhar, S.C.(2009): Curriculum Development, Panipat, N.M. Publications • Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November. • Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US. • Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi. • Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi. • Pratt, David (1980): “Curriculum Design and Development”, Harcourt Brace and World Inc., New York. • Romiszowski, A.J. (1986): “Designing Instructional System-Decision Making in Course Planning & Design”. • Saylor,J.G& Alexander, W.M.(1966). Curriculum planning for modern schools, New York: Holt, Rinehart & Winston. • Taba, Hilda (1962). Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York. • Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press. • Wheeler: curriculum process Zias, R S. (1976). Curriculum principles and foundations. New York: Harper & Row. 	

Year	II	COURSE CODE:SOE010322C2002 ENVIRONMENTAL EDUCATION	Credit	2
Semester	III		Marks	50 (Theory : 35, Internal : 15)
Objective	After the completion of this course, the students will be able to <ul style="list-style-type: none">To understand the meaning, nature and importance of Environmental Education or develop sensitivity towards environmental issues.To gain a variety of experiences in and acquire a basic understanding of the environment and its associated problems.To help students acquire a set of values and feelings of concern for the environment protection.To motivate students for active participation in environmental improvement programmes.To acquire skills for identifying and solving environmental problems.To help students to evaluate environmental protection measures and education programmes.To acquire knowledge about the different methods of teaching in environmental education.			
Course Content / Syllabus				
Unit – I	Introduction to Environmental Education			
	<ul style="list-style-type: none">Meaning, definition and characteristics of Environmental EducationImportance, objectives, scope and principles of Environmental Education.Need and significance of Environmental Education for Public Awareness.Meaning, definition and types of environmental hazards and pollution.Climate change, global warming, population growth, Environment and human health HIV/AIDS.			
Unit – II	Environmental Management			
	<ul style="list-style-type: none">Environmental Management – function and characteristics of Environmental Management.Natural and Environmental Issues and policies in India and Abroad and International efforts for Environmental Protection.Methods and strategies in Evaluating Environmental Education.Relationship between man and environment: Ecological and Psychological Perspectives.Research Trends in Environmental Education.			
Transaccional Strategies	Lectures, Debates, Assignments, Projects, Power Point Presentations, Demonstration.			
Evaluation Strategies				
Tasks and Assignments : Any two of the following (15 marks) <ul style="list-style-type: none">Conduct a study on Environment friendly behavior among prospective secondary teachers.Project on Environmental assets or heritages.Field Experience on a polluted Environmental area.Day celebrations/observation on different environmentally importance days.				

Suggested Readings:

1. Goleman, D. (2010) Ecological Intelligence, Penguin Books, London
2. Firor, Johan & Judith E, J. (2003) Crowded Green House, University Press
3. Brown, Lester R (2002) Eco Economy: Building an economy for earth, Orient Longmann
4. Gardner HS (2006) Frames of Mind. Harvard university Press
5. Bharucha E (2005), Text book of Environmental Studies, University Press
6. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
7. Narsin (2007), Education, Environment and Society, New Delhi: APH Publishing Corp.
8. Shrivastva, K.A. (2007), Global Warming, New Delhi: APH Publishing Corp.
9. Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi: Charman
10. Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi : Reliance Publishing House.
11. Aggarwal, J.C. (2007): Education for values, environment and human rights, Shipra Publications, Delhi
12. Kohli, V.K. and Kohli, V (2000): Environmental Pollution and Management. Vivek Publishers, Ambala.
13. Reddy, K.P. and Reddy, D.N. (2002) : Environmental Education. Neelkamal Publications Pvt. Ltd. Hyderabad.
14. Sungosh, S.M. (2006): An introduction to Environmental Education, Akashi Book Depot, Shillong.

Year	II	COURSE CODE:SOE010323C0044 INTERNSHIP PROGRAMME SPECIALIZED AREA IN SCHOOL (28 DAYS)	Credit	4
Semester	III		Marks	100
Objectives		Internship programme : The duration of this part of internship is for four weeks. This internship under specialization is meant to intensify the theoretical constructs learned by practicing them in the actual field which will in turn help the students to become professional as teacher educators. It involves an attachment with a secondary / higher secondary school, Universities, Deemed Universities, any curriculum Assessment Centres, educational technology institutes, colleges, any other institutes or government departments related to their area of specialization. Students may also attach to any private organizations/institutes / NGO s related to their further specialization areas. Necessary orientation to the students and mentor teacher educators of the respective institutions of teacher education will be given before organizing the internship. During the internship the students will be associated as interns in partner organization/ teacher education institutions. The activities students do in their field of association are related to the practicum listed in their course on specialisation areas. However, the activities should have relevance to secondary/senior secondary school stage.		
Transactional Strategies		Student can select any 5 activities from their specific area of specialization. Each activity carries 20 marks to make a total of 100 marks. A student’s regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. The internship should be seen as a mentored component whereby a faculty and a member from the host institution (field mentor) together can assess the field report. Students should prepare a report on each activity they take up and submit to the teacher concerned.		

Year	II	COURSE CODE:SOE010324C0044 DISSERTATION	Credit	4
Semester	IV		Marks	100
Objectives		After the completion of this course, the students will be able to: <ul style="list-style-type: none">• Prepare research proposal• Explore the problems related to education and can find the solution for improvement.		
Activities		<ul style="list-style-type: none">• Preparing of framework for writing of research proposal• Sources of review of related studies• Development of research questions• Referencing in APA style• Establishment of linkages between research questions, objectives and hypotheses• Development of guidelines for writing of a research abstract• Writing of research abstract from a dissertation/research paper• Writing research hypotheses, research questions and• Objectives Needs and significance of the study		
Format for Synopsis/ Research proposal		Framework/Structure of Research Proposal The prospective teacher educators are expected to develop a detailed research proposal of 15- 25 pages which shall comprise of - <ul style="list-style-type: none">• Conceptual/ Theoretical Framework• Justification/Need/Rationale of the Study• Scope of Study• Review of Related Studies• Research Questions• Objectives of the Study• Hypotheses to be Tested• Research design/ method of research• Statistical Techniques for Data Analysis• Tentative Chapterisation		
Transactional Strategies		Mode of assessment: The evaluation of this component be done through presentation before the board of internal & External examiners comprising of at least three members. The board of examiners will be constituted by the university department/ institution. The broader criteria for evaluation of research proposal will be as follows: <ul style="list-style-type: none">• Originality of topic• Relevance of topic		

	<ul style="list-style-type: none"> • Number and quality of research questions • Comprehensiveness of objectives • Conceptual/ Theoretical understanding about the topic • Justification/Need/Rationale of the Study • Scope of Study • Number of Studies Reviewed and its organization • Research Questions • Statement of Objectives and hypotheses • Appropriateness of Research design/ method of research, and • statistical techniques proposed for Data Analysis
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication. • Best J.W. (1986). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd. • Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc. • Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications. • Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London. • Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication. • Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication. • Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc. • Good, Carter, V. Methodology of Educational Research. New York: Appleton Century Crafts. • Gupta, Santosh (1983). Research Methodology and Statistical Techniques. New Delhi: Deep and Deep Publisher. • Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing. • John W. Creswell (2012) Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative Research(4th Edition), • Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart and Winston. • Kaul, Lokesh (1997). Methodology of Educational Research. New Delhi: Vikas Publications. • Lichtman, Marilyn (2006). Qualitative Research in Education-A User Guide.SAGE Publication • Mertens, D.M.(1998) Research Methods in Education and Psychology. New Delhi: Sage Publications. • Pamela Maykut& Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.: The Falmer Press. • Salkind, N.J. (2006). Exploring Research (6th Edition) NJ: Pearson Prentice Hall 	

Syllabus -M.Ed.

Semester-IV

Year	II	COURSE CODE:SOE010425C3014 PERSPECTIVES RESEARCH AND ISSUES IN TEACHER EDUCATION	Credit	4
Semester	IV		Marks	100(Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to <ul style="list-style-type: none">• Discuss and appreciate various issues related to teacher education• Understand need and importance of in-service teacher education for professional development of teachers• Identify gaps in research on teachers and teacher education		
Course Content / Syllabus				
Unit -1		Perspectives and Policy on Teacher Education		
		<ul style="list-style-type: none">• Teacher Development: Concept, Need & Factors influencing Teacher development & Berliner’s stages of development of a teacher.• Approaches to Teacher Development- Interdisciplinary Approach, Internship in Teaching, Community living, Workshops and Summer Institutes.• In-service Teacher Education under DPEP, SSA and RMSA.• Preparation of teachers for Art, Craft, Music, Physical Education and Special Education.• National and State Policies on Teacher Education.• National Curriculum Framework for Teacher Education.		
Unit -2		Structure and Management of Teacher Education		
		<ul style="list-style-type: none">• Structure of Teacher Education System in India: Its Merits and Limitations.• Professional Development of Teachers and Teacher Educators: Present Practices and Avenues.• NCTE Models I and II• Competency and Commitment based Teacher Education: Competencies needed for emerging role of teachers in 21st Century.• Performance Appraisal of Teachers		

	<ul style="list-style-type: none"> • Universalization of Secondary Education at Secondary Level. • Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes • Vertical mobility of a school teacher – avenues.
Unit -3	Research in Teacher Education
	<ul style="list-style-type: none"> • Paradigms for research on teaching- Gagne, Doyle and Shulman. • Methodological issues of research in teacher education – direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation. • Research on Effectiveness of Teacher Education Programmes in India. • Characteristics of an Effective Teacher Education Programme. • Trends of Research in Teacher Education: Review of a few recent research studies in Teacher Education with reference design, finding and policy implications. • Researches on Teacher behavior, personal variables, content variables, strategy variables, situation variables
Unit -4	Problems and Issues in Teacher Education
	<ul style="list-style-type: none"> • Challenges in Professional Development of Teachers. • Factors influencing the quality of pre and in-service education of Secondary School Teachers. • Current Problems of Teacher Education and practicing Schools. • Role and Contribution of various agencies and regulatory bodies in enhancing the quality of Teacher Education. • Strengthening the Role of Teacher in a Changing World • Single Subject versus Multiple Subject Teachers: Implications for subject combination in Initial Teacher Preparation.
Transactional Strategies	Discussions, debates, research trends analysis, case studies
Evaluation strategies and tasks: Identify gaps in research on teacher education, design a program for teachers’ professional development, organize a workshop on teacher’s personality development and communication skills.	

Specialization Course-I

(Elective-I)

(At any one of the school stages–Elementary and Secondary)

M. Ed. Semester- IV

Year	II	COURSE CODE:SOE010426DCEC3014 ADVANCE CURRICULUM THEORY (ELEMENTARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to <ul style="list-style-type: none">• Understand the concept of curriculum at elementary level of schooling• Gain knowledge about principles of curriculum construction• Plan curriculum for elementary level• Gain knowledge of tools and techniques of curriculum construction• Critically analyze curriculum of elementary level		
Course Content / Syllabus				
Unit -1		Nature of Curriculum		
		<ul style="list-style-type: none">• Concept of curriculum, Characteristics of a good Curriculum• Curriculum as a body of socially organized knowledge, inert and live curriculum.• Components of Curriculum: Objectives, Content, Learning Experiences & Evaluation System.• Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological) Bases & Determinants of Curriculum• Influence of philosophy in determination of educational objectives• Curriculum as determined by analysis of society and culture: influence of current social trend, problems and value system.• Contribution of psychology of learning to curriculum development.• Impact of science and technology in curriculum development• Education as manpower planning: influence of economy on education.• Current conceptions of the functions of schools: education as preserver and transmitter of cultural heritage, education as an instrument for transforming culture, education for individual development.		

Unit-2	Curriculum Designing
	<ul style="list-style-type: none"> • Components of Curriculum Design, • Sources of Curriculum Design • Dimensions of Curriculum Design, • Curricular Approaches • Basic Tasks of Curriculum Development • Hidden Curriculum
Unit-3	Curriculum Planning
	<ul style="list-style-type: none"> • Levels of Curriculum Planning, • Principles of Curriculum Planning • Defining Curriculum Planning, • Curriculum Planning Framework • Development of Specific Curriculum Plans, • Learner Involvement in Curriculum Planning • Improvement of Curriculum Planning, • Trends and Issues in Curriculum • Tool & Techniques for curriculum assessment at elementary level • Tool & Techniques used for curriculum assessment at elementary level
Unit -4	Critical Analysis of Curriculum
	<ul style="list-style-type: none"> • Critical Analysis of Curriculum: Concept, Importance & process • Difference between curriculum among different types of schools • Curriculum of NCERT & SCERT • National Curriculum Framework (NCF)-2005- concept, objectives for elementary level
Transactional Strategies	exercises on comparison of curricula, workshops to construct and evaluate curricula, assignments and projects on observation and reports on how curriculum is transacted in various types of schools

Task and Assignment: The students may undertake any two of the following activities (10 marks)

- Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.
- Compare the status of elementary education in any two states (any two)
- Critical analysis of the existing curriculum at levels- elementary/Secondary

Suggested Readings:

- J.B. MacDonald (1971). Curriculum Theory. The Journal of Educational Research, 64, 5, 195-200.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- J.J. Wallin (2011). What is? Curriculum Theorizing: for a People Yet to Come. Stud Philos Educ, 30, 285-301.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc.
- Hamilton (1989) in W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 71.
- Smith, M. K. (1996, 2000). Curriculum theory and practice: the encyclopedia of informal education.
- Dewey, J. (1902). The Child and the Curriculum (pp. 1-31). Chicago: The University of Chicago Press.
- Jabbar, A., & Hardaker, G. (2013). The role of culturally responsive teaching for supporting ethnic diversity in British University Business Schools. Teaching in Higher Education, 1–13. doi:10.1080/13562517.2012.725221
- Savangapani, Pdama(2003).Construction of School curriculum knowledge. New Delhi: Saga.
- Donovan, M.S. & Bransford J.D. (ed.)(2005).How student learn. Washington D.C: The National Academics Press.
- NCTE (2014). National Curriculum Framework- 2014 New Delhi.

Year	II	COURSE CODE:SOE010427DCEC3014 ADVANCE CURRICULUM THEORY (SECONDARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to <ul style="list-style-type: none">• Understand the concept of curriculum at secondary level of schooling• Gain knowledge about principles of curriculum construction• Plan curriculum for secondary level• Gain knowledge of tools and techniques of curriculum construction• Critically analyze curriculum of secondary level		
Course Content / Syllabus				
Unit -1		Basic Concept of Curriculum Development and Models of Curriculum Development <ul style="list-style-type: none">• Concept & Criteria of Curriculum Development• Foundations of Curriculum Development• Curriculum Development as a Continuous and Cyclic Process• Stages in the Process of Curriculum Development• Stages of development of the learner: Implications of Piaget’s and Bruner’s views on curriculum development• Tylers-1949 model, Hilda Taba- 1962 model, Nicholls and Nicholls-1972 model, Willes and Bondi- 1989 model- Need Assessment Model, Futuristic Model, Vocational/Training model (With special reference to analysis of needs, selection of objectives, selection and organization of content and learning experiences and evaluation.		
Unit -2		Curriculum Evaluation & Curriculum Change <ul style="list-style-type: none">• Approaches & Models of Curriculum Evaluation• Concept of Curriculum Change• Dimensions of Curriculum Change : Substantive, Instructional and Organizational• Factors Influencing Curriculum Change Principles of School Curriculum Development• Relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.• Perspectives to curriculum transaction and their synthesis – behavioristic, cognitive & constructivist		
Unit -3		Curriculum Theories, Principles of School Curriculum Development, Curriculum Evaluation & Curriculum Change		

	<ul style="list-style-type: none"> • Major Characteristics of Curriculum Theories: - Logic Structure, Conceptual Structure, Cognitive Structure, Empirical Structure, Existential Structure. • Curriculum Theories: Idealist, Realist, Naturalist, Pragmatic, Existential, Conservatism Curriculum Theory • Principles of curriculum construction, criteria for selection and organization of content and learning activities • Designing integrated and interdisciplinary learning experiences • Relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges. • Perspectives to curriculum transaction and their synthesis – behavioristic, cognitive & constructivist • Approaches & Models of Curriculum Evaluation • Concept of Curriculum Change • Dimensions of Curriculum Change : Substantive, Instructional and Organizational • Factors Influencing Curriculum Change
Unit-4	Content ,Organization of Curriculum & Curriculum Implementation
	<ul style="list-style-type: none"> • Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks. • Importance of textbooks and supplementary material viz textbooks, workbooks, teacher handbooks • Models and Strategies, Leadership role and community participation. • Role of curriculum support materials and Types and place of materials and media (aids) to be used. • Process of curriculum implementation in India • Issues and trends in curriculum development, curriculum research in India.
Transactional Strategies	exercises on comparison of curricula, workshops to construct and evaluate curricula, assignments and projects on observation and reports on how curriculum is transacted in various types of schools
Task and Assignment: The students may undertake any two of the following activities: (10 marks) <ul style="list-style-type: none"> • Review of any school text book, in the light of physical aspects, presentation of content and its organization. • Visit two schools, where different curricula are adopted, find out learning level or attain educational objective. • Find Principles followed by authorities of School Curriculum Development at Secondary and senior secondary school level. • Any other activity assigned by the institute. 	

Suggested Readings:

- J.B. MacDonald (1971). Curriculum Theory. *The Journal of Educational Research*, 64, 5, 195-200.
- Erickson, H.L. (2002): *Concept-based Curriculum and Instruction*. Crown Press, Inc. California. NCERT (2005): *National Curriculum Framework*, NCERT, New Delhi.
- J.J. Wallin (2011). What is? Curriculum Theorizing: for a People Yet to Come. *Stud Philos Educ*, 30, 285-301.
- W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc.
- Hamilton (1989) in W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc., p. 71.
- Smith, M. K. (1996, 2000). Curriculum theory and practice: the encyclopedia of informal education, www.infed.org/biblio/b-curric.htm.
- Dewey, J. (1902). *The Child and the Curriculum* (pp. 1-31). Chicago: The University of Chicago Press.
- Jabbar, A., & Hardaker, G. (2013). The role of culturally responsive teaching for supporting ethnic diversity in British University Business Schools. *Teaching in Higher Education*, 1–13. doi:10.1080/13562517.2012.725221
- Savangapani, Pdama(2003). *Construction of School curriculum knowledge*. New Delhi: Saga.
- Donovan, M.S. & Bransford J.D. (ed.)(2005). *How student learn*. Washington D.C: The National Academics Press.
- NCTE (2014). *National Curriculum Framework- 2014* New Delhi.

Year	II	COURSE CODE:SOE010428DCEC3014 PEDAGOGY OF SCIENCE EDUCATION (ELEMENTARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">Know science as a disciplineUnderstand need and importance of science teachingKnow and use methodologies used for teaching of scienceSet up science laboratory for experiments at elementary level of teaching scienceCarry out assessment in teaching scienceDiscuss innovative methods of teaching science		
Course Content / Syllabus				
Unit -1		Nature of Science <ul style="list-style-type: none">Meaning, concept, scope and importance of science.Historical Development of Science.Science- its origin and development Structure of Science- Syntactic, Process including StretchMethods. Attitude inquiring. Substantive: Facts, concepts, laws, theories, generalization.Correlation of science with other subjects.Nature of Science; characteristics of different disciplines of science, their interrelationship and integration.Experiences in Science: Science Centers, Science museums, Science Clubs, Science Fairs, Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium.		
Unit-2		Curriculum of Science Education <ul style="list-style-type: none">Meaning, concept and types of Curriculum, NCF- 1972, 77, 79 & 2005 related to Science.Principle for curriculum development in Science Education.Science curriculum at different stages of school education – at elementary, upper elementary, upper elementary secondary, senior secondary.Instructional materials including textbook: contextualization, criteria and concerns.		

	<ul style="list-style-type: none"> • Integrating Co-curriculum activities with science education. • Approaches to organization of science curriculum at various stages of school education. • Recommendations of commissions and committees on curriculum of Science. • Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.
Unit-3	Approaches to Teaching-Learning of Science <ul style="list-style-type: none"> • Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development: inductive method, project method and learner centered activity based participatory learning. • Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments. • Encouraging and respecting children responses, integrating science across different disciplines and with real life situations. • Use of ICT in teaching-learning of science. • Strategies of Teaching Science; Teacher-Centered approach, Child-centered approach.
Unit 4	Assessment & Contemporary Issues in Science Education <ul style="list-style-type: none"> • Continuous and comprehensive evaluation in science. • Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews. • Self-assessment by students and by teachers, peer assessment, assessment of teachers by students. • Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills. • Types of test items, Preparation of test items. • Weight age tables, Preparation of blueprint based on Competency. • Preparation of question bank. • Unit tests, Projects and assignments. • Analysis of tests and remedies. • Teaching Strategies: lectures, discussions, experiments, curriculum evaluation, setting up small and safe science laboratory in the class with models, charts and specimens
Transactional Strategies	Task & Assignments: Any two of the following :(10 marks)

	<ul style="list-style-type: none"> • Develop science club in elementary school with help of their teachers, students and community. Conduct at least five activities related to club. • Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels. • Visit to science centre/science museum and presenting the report. • Make a study of the evaluation practices in selected schools critical analysis of examination papers.
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Suggested Readings:

- Alan J. Mc Cormack. Trends and Issues in Science curriculum Resource Handbook: A practical guide to k-12 science curriculum. Kraus: International Publications.
- Bhanumathi, S. (1994) Small Scale Chemical Techniques- Chemistry Education (April-June) 20-25.
- Black, P (1998). Testing: Triend or Foe? Theory and practice of Assessment and Testing. London: Falmer Press.
- Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123- 1130.
- Chalmers, A. (1999). What is the thing called Science. 3rd Ed. Buckingham: Open University Press.
- Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Buckingham: Open University Press.
- Gipps, C.V. (1994) Beyond Testing. London: Falmer Press.
- International Journal of Science Education.
- Journal of Research in Science Teaching (Wiley- Blackwell).
- Minkoff, E.C. & Baker, P.J (2004). Biology Today: An Issues Approach. Garland Science New York pp. 1-32. Biology: Science and Ethics.
- NCERT (2005). National Curriculum Framework-2005. New Delhi:NCERT.
- NCERT(2005).Focus Group Report' Teaching of Science (2005). New Delhi: NCERT.
- Novak, J. D & Gown, D. B (1984). Learning how to learn: Cambridge University Press.
- Science & Children (NSTA's peer reviewed journal for elementary teachers).
- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- Steve Alsop & Keith Hicks (2003). Teaching Science. Koegan :Page India Private Limited.
- Sutton, C. (1992) Words, Science and Learning. Buckingham :Open University Press.

Year	II	COURSE CODE:SOE010429DCEC3014 PEDAGOGY OF SCIENCE EDUCATION (SECONDARY EDUCATION)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">• Know science as a discipline• Understand need and importance of science teaching• Know and use methodologies used for teaching of science• Set up science laboratory for experiments at secondary level of teaching science• Carry out assessment in teaching science• Discuss innovative methods of teaching science		
Course Content / Syllabus				
Unit-1		Nature of Science <ul style="list-style-type: none">• Meaning, concept, scope and importance of science.• Historical Development of Science.• Science- its origin and development Structure of Science- Syntactic, Process including Stretch Methods. Attitude inquiring. Substantive: Facts, concepts, laws, theories, generalization.• Correlation of science with other subjects.• Nature of Science; characteristics of different disciplines of science, their interrelationship and integration.• Experiences in Science: Science Centers, Science museums, Science Clubs, Science Fairs, Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium.		
Unit -2		Curriculum of Science Education <ul style="list-style-type: none">• Meaning, concept and types of Curriculum, NCF- 1972, 77, 79 & 2005 related to Science.• Principle for curriculum development in Science Education.• Science curriculum at different stages of school education – at elementary, upper elementary, upper elementary secondary, senior secondary.• Instructional materials including textbook: contextualization, criteria and concerns.• Integrating Co-curriculum activities with science education.		

	<ul style="list-style-type: none"> • Approaches to organization of science curriculum at various stages of school education. • Recommendations of commissions and committees on curriculum of Science. <p>Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.</p>
Unit-3	<p>Approaches to Teaching-Learning of Science</p> <ul style="list-style-type: none"> • Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development: inductive method, project method and learner centered activity based participatory learning. • Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments. • Encouraging and respecting children responses, integrating science across different disciplines and with real life situations. • Use of ICT in teaching-learning of science. • Strategies of Teaching Science; Teacher-Centered approach, Child-centered approach.
Unit -4	<p>Assessment & Contemporary Issues in Science Education</p> <ul style="list-style-type: none"> • Continuous and comprehensive evaluation in science. • Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews. • Self-assessment by students and by teachers, peer assessment, assessment of teachers by students. • Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills. • Types of test items, Preparation of test items. • Weight age tables, Preparation of blueprint based on Competency. • Preparation of question bank. • Unit tests, Projects and assignments. • Analysis of tests and remedies. • Teaching Strategies: lectures, discussions, experiments, curriculum evaluation, setting up small and safe science laboratory in the class with models, charts and specimens
Transactional Strategies	
Task & Assignments: Any of the following (10marks)	

- Develop science club in elementary school with help of their teachers, students and community. Conduct at least five activities related to club.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Visit to science centre/science museum and presenting the report.
- Make a study of the evaluation practices in selected schools critical analysis of examination papers.

Suggested Readings:

- Alan J. Mc Cormack. Trends and Issues in Science curriculum Resource Handbook: A practical guide to k-12 science curriculum. Kraus: International Publications.
- Bhanumathi, S. (1994) Small Scale Chemical Techniques- Chemistry Education (April-June) 20-25.
- Black, P (1998). Testing: Triend or Foe? Theory and practice of Assessment and Testing. London: Falmer Press.
- Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123- 1130.
- Chalmers, A. (1999). What is the thing called Science. 3rd Ed. Buckingham: Open University Press.
- Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Buckingham: Open University Press.
- Gipps, C.V. (1994) Beyond Testing. London: Falmer Press.
- International Journal of Science Education.
- Journal of Research in Science Teaching (Wiley- Blackwell).
- Minkoff, E.C. & Baker, P.J (2004). Biology Today: An Issues Approach. Garland Science New York pp. 1-32. Biology: Science and Ethics.
- NCERT (2005). National Curriculum Framework-2005. New Delhi:NCERT.
- NCERT (2005).Focus Group Report' Teaching of Science (2005). New Delhi: NCERT.
- Novak, J. D & Gown, D. B (1984). Learning how to learn: Cambridge University Press.
- Science & Children (NSTA's peer reviewed journal for elementary teachers).
- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- Steve Alsop & Keith Hicks (2003). Teaching Science. Koegan :Page India Private Limited.
- Sutton, C. (1992) Words, Science and Learning. Buckingham : Open University Press.

Year	II	COURSE CODE:SOE010430DCEC3014 PEDAGOGY OF MATHS (ELEMENTARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">Understand the need, significance and importance of mathematics in day to day lifeKnow and use various methodologies of teaching mathematicsEvaluate curricula of mathematicsSet up mathematics laboratory in the class and schoolEvaluate students performance in mathematics		
Course Content / Syllabus				
Unit -1		Nature, Development and Significance of Mathematics <ul style="list-style-type: none">Abstractness of Mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as gauss, Ramanujan, etc.; teaching of mathematical modeling.Mathematical Reasoning: Processes of generalization; pattern recognition and inductive reasoning process that enable formation of Hypothesis, Structure of Mathematics: Axioms, Definitions, Theorems, Validation process of mathematical statements: Proof; Counter-Example; Conjecture		
Unit -2		Curriculum of Mathematics at Elementary School Level <ul style="list-style-type: none">Principle for curriculum development in mathematics education.Mathematics Curriculum at Elementary LevelInstructional materials including textbook: contextualization, criteria and concerns.		

	<ul style="list-style-type: none"> Integrating co-curriculum activities with mathematics education. Approaches to organization of mathematics curriculum at elementary level. Methodology of development of curricular materials viz. textbooks, workbooks, teacher handbooks.
Unit -3	Objectives and Strategies of Teaching – Learning Mathematics
	<ul style="list-style-type: none"> Aims and objectives of teaching mathematics at elementary levels, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching Mathematics – inductive and deductive methods, analytic and synthetic methods; problem solving skills (Polya method); competence based approach in teaching mathematics; teaching Gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion, Recreational aspect of mathematics- mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.
Unit -4	Evaluation in Mathematics
	Concept of evaluation in teaching – learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics, Open- ended questions and problems, Assessment for evaluation of skills such as communication and reasoning.
Transactional Strategies	Problem solving, assignments, construction of assessment test
Tasks and Assignments: any two of the following (10 marks) <ul style="list-style-type: none"> Analyze famous quotations on mathematics and prepare a report. A critical study of mathematics curriculum of elementary school stage of Haryana. Development of an action plan for organization of an exhibition at different levels, framing guidelines on a selected theme and various sub-themes. Preparation of low cost and no cost teaching aids and studying their effectiveness in a classroom transaction. Make a study of the evaluation practices in selected schools making critical analysis of examination papers. 	

Suggested Readings:

- Baw, G.R. and George, L.U. (1976). Helping Children Learn Mathematics-A Competency Based Laboratory Approach. California: Cummings Publishing Co.
- Bhanumurthy, I.S. (1992). Ancient Indian Mathematics. New Delhi:Wiley Eastern Ltd.
- Gronlund, N.E., (1990) Measurement and Evaluation in Teaching. New York; Macmillan.
- Heimer, R.T. and Trueblood, C.R. (1970) Strategies for Teaching Children Mathematics; Reading. Massachusetts: Addison Wesley Publishing Co.
- Kenneth, Kidd P, et al. (1970) The Laboratory Approach to Mathematics. Chicago: Science Research Associates.
- Lieback, Pamela (1984). How Children Learn Mathematics. Penguin Books.
- Polya, G (1957). How to solve it. (2nd edition), Garden City, N.Y.: Doubleday and Company.
- Polya, G Mathematical Discovery on Understanding, Learning and Teaching Problem Solving. New York: John Wiley & Sons.
- Reasonik, L.B. and W.W. Ford (1980). The Psychology of Mathematics for Instruction. New Jersey: Lawrence Erlbaum Associates.

Year	II	COURSE CODE:SOE010431DCEC3014 PEDAGOGY OF MATHS (SECONDARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">Understand the need, significance and importance of mathematics in day to day lifeKnow and use various methodologies of teaching mathematicsEvaluate curricula of mathematicsSet up mathematics laboratory in the class and schoolEvaluate students performance in mathematics		
Course Content / Syllabus				
Unit -1		Nature, Development and Significance of Mathematics <ul style="list-style-type: none">Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; aesthetic aspect of mathematics; historical development of mathematical concepts with some famous anecdotes such as gauss, ramanujan, etc.; teaching of mathematical modeling.Undefined terms and axioms; proofs and verification in mathematics and distinction between them; types of theorems such as existence and uniqueness theorems etc.; types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction.		
Unit -2		Curriculum of Mathematics at Secondary to Senior Secondary School Level <ul style="list-style-type: none">Principle for curriculum development in mathematics education.Mathematics curriculum at different stages of school education – at secondary, senior secondary.Instructional materials including textbook: contextualization, criteria and concerns.Integrating co-curriculum activities with mathematics education.Approaches to organization of mathematics curriculum at various stages of school education.Methodology of development of curricular materials viz. textbooks, workbooks, teacher handbooks.		
Unit -3		Objectives and Strategies of Teaching – Learning Mathematics		

	<ul style="list-style-type: none"> Aims and Objectives of Teaching Mathematics at secondary school level, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching Mathematics – inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills, competence based approach in teaching mathematics; teaching Gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion, Recreational aspect of mathematics- mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.
Unit -4	Evaluation in Mathematics
	<ul style="list-style-type: none"> Concept of evaluation in teaching – learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics.
Transactional Strategies	Problem solving, assignments, construction of assessment test
<p>Tasks and Assignments: any two of the following (10 marks)</p> <ul style="list-style-type: none"> A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of maths. i.e. discovery of the zero; the development of Pythagoras theorem etc. A critical study of mathematics curriculum of secondary school stage of Haryana. Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of maths. Development of criteria for evaluation of laboratory work and using it in laboratory. Make a study of the evaluation practices in selected schools making critical analysis of examination papers. 	
<p>Suggested Readings</p> <ul style="list-style-type: none"> Baw, G.R. and George, L.U. (1976). Helping Children Learn Mathematics-A Competency Based Laboratory Approach. California: Cummings Publishing Co. Bhanumurthy, I.S. (1992). Ancient Indian Mathematics. New Delhi:Wiley Eastern Ltd. Gronlund, N.E., (1990) Measurement and Evaluation in Teaching. New York; Macmillan. Heimer, R.T. and Trueblood, C.R. (1970) Strategies for Teaching Children Mathematics; Reading. Massachusetts: Addison Wesley Publishing Co. Kenneth, Kidd P, et al. (1970) The Laboratory Approach to Mathematics. Chicago: Science Research Associates. Lieback, Pamela (1984). How Children Learn Mathematics. Penguin Books. Polya, G (1957). How to solve it. (2nd edition), Garden City, N.Y.: Doubleday and Company. Polya, G Mathematical Discovery on Understanding, Learning and Teaching Problem Solving. NewYork: John Wiley & Sons. Reasonik, L.B. and W.W. Ford (1980). The Psychology of Mathematics for Instruction. New Jersey: Lawrence Erlbaum Associates. 	

Year	II	COURSE CODE:SOE010432DCEC3014 PEDAGOGY OF LANGUAGE EDUCATION (ELEMENTARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">• Appreciate the importance of language in human life• Learn the approaches and methods of teaching language• Differentiate between language and linguistic teaching• Assess and evaluate language learning		
Course Content / Syllabus				
Unit-1		Pedagogical Approaches & Practices and Nature, Traditions & Social Context of Language <ul style="list-style-type: none">• Concept, Principles & Strategies of Pedagogy• Importance of pedagogy in teaching & learning process• Pedagogical Approaches & Practices• Meaning, nature, characteristics and functions of language• Factors affecting language learning• Issues of language teaching & learning at elementary level• Indian and western traditions in language• Social context of language		
Unit-2		Linguistic: Nature & Function and Individualization of Language Learning <ul style="list-style-type: none">• Linguistic: Nature, functions,• Major Branches of linguistic: Structural Linguistic, applied linguistic and their relevance & contribution to language		

	<p>teaching & learning</p> <ul style="list-style-type: none"> • Need of individualization of language learning • Techniques viz differential assignments, classroom tasks, personalized system of instruction, programmed learning and individualized i.e. need based reading and writing programmes.
Unit-3	Psychology of Language and Teaching Strategies
	<ul style="list-style-type: none"> • Language acquisition and communication -factors affecting language acquisitions and communication • Linguistic, psychological and social processes involved in learning of languages. • The text book: Critical literacy, personal response to poems and stories, adapting the textbook, Beyond the textbook: including children's literature in the classroom (poems, stories, songs etc) • Development of basic language skills(listening, speaking, reading, writing) as well as advanced language skills of elementary level • Teaching grammar to strengthen language acquisition: teaching grammar as knowledge about language, making grammar meaningful and fun.
Unit-4	Evaluation in language and Problem of Language Education in India
	<ul style="list-style-type: none"> • Discrete vs. Holistic Approaches • Assessment of speaking, reading ,writing, & listening • Various technique in assessment of language • Preservation of heritage language, home language & school language-problem of tribal dialects. • Issues of learning language in a multi-lingual/multi-cultural society: the multi-lingual provisions in Constitution in India
Transactional Strategies	Lectures, discussions, debates, laboratory work, construction and assessment of test in language
Tasks and Assignments: The students may undertake any two of the following activities <ul style="list-style-type: none"> • Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transactions at elementary level 	

- Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of language at elementary level.
- Development of criteria for evaluation of language laboratory work and using it in the laboratory at elementary level.
- A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book at elementary level

Selected Readings:

- Bennett, W.A. (1969). Aspects of Language and Language Teaching. London: Cambridge University Press.
- Braden, K (2006). Task Based Language Education: From Theory to Practice. London: Cambridge University Press.
- Britton, J. (1973). Language and Learning. England: Penguin Books.
- Byrnes, H. (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
- Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.
- Joyce and Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison– Wesley, Pub Co.
- Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.
- Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company.
- Ornstein, J. (1971). ProgramM.Ed. Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum Development Inc, Philadelphia.
- Osherson, N; D. & Howard L. (1990). Language an Introduction to Cognitive Science: USA: Massachusetts Institute of Technology, Vol.1.
- Pavelenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter GmbH & Co. KG.
- Schiffrin, D. et. al.(2001). The Handbook of Discourse Analyses. Blackwell Publishing.
- Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.
- Wilkinson, Andrew. (1971). The Foundations of Language. London: Oxford University Press.
- Perez Milan's, M (2013). Urban schools and English language Education in late modern china: Agritcal sociolinguistic ethnography. New York & London: Rutledge. Gao, Y (andy), (2010). Strategic language learning Multilingual matters, Canada.
- Kubota, K (1998). Ideologies of English in Japan. World English's Vol.17 (3), 295-306.

Year	II	COURSE CODE:SOE010433DCEC3014 PEDAGOGY OF LANGUAGE EDUCATION (SECONDARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">• Appreciate the importance of language in human life• Learn the approaches and methods of teaching language• Differentiate between language and linguistic teaching• Assess and evaluate language learning		
Course Content / Syllabus				
Unit -1		Pedagogy of Language & Indian and Western tradition in language learning		
		<ul style="list-style-type: none">• Pedagogy of language L1, L2, L3.• Participatory strategies and methods of language teaching.• Innovative techniques for teaching grammar, reading comprehension, written expression and note making, Use of ICT in Teaching-learning language• Indian Traditions: (i)Yask, (ii) Panini, (iii) Patanjali, (iv)Bhartihari.• Western Traditions: (i) Behaviriousitic Approach , (ii) Cognitive Approach, (iii) Communicative Approach		
Unit -2		Language Learning , Linguistic & Language Acquisition		
		<ul style="list-style-type: none">• Concept of language learning and language acquisition, Factors affecting language learning and language acquisition.• Teaching language for creativity.• Linguistics: Nature and Functions, linguistic process involved in learning of languages with reference to contrastive analysis, error analysis and structural linguistics.		

	<ul style="list-style-type: none"> • Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and gradation of content • Language acquisition and communication-factors affecting language learning language acquisitions and communication • Linguistic, psychological and social processes involved in learning of languages. • Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget cognitive; application of these theories to development of methodologies of teaching-learning of language.
Unit -3	Curriculum of Language Education , Skills and Strategies of Teaching-learning language <ul style="list-style-type: none"> • Development of language curriculum. • Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques. • Multilingual class room problems of curriculum text about development. • Three languages for rule constitution provision regarding language. • Development of basic language skills as well as advanced language skills elementary, secondary and senior secondary school level. • Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis. • Meta linguistic awareness with a focus on listening, speaking, comprehension at writing. • Needs, Techniques, viz. differential assignments, classroom tasks, personalized system of instruction.
Unit 4	Evaluation in Language, Contextual Problem and Researches in Language Education <ul style="list-style-type: none"> • Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic). • Types of mistakes in language, their identification and analysis with a purpose of preventing and remedial measures. • Types of test items in language such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items. • Problems and issues of the multilingual context in India with reference to three language formula.

	<ul style="list-style-type: none"> • Preservation of language heritage. • Mother tongue, school language and problem of tribal dialects. • Research trends in India and abroad in language education.
Transactional Strategies	Lectures, discussions, debates, laboratory work, construction and assessment of test in language
Tasks and Assignments: The students may undertake any two of the following activities(10 marks) <ul style="list-style-type: none"> • A critical study of language curriculum of secondary school stage. • Seminar related to language education using power point presentation • Visit to language laboratory/ language institution & writing its report. • Survey the language competency of school children & writing report. 	
Suggested Readings: <ul style="list-style-type: none"> • Bennett, W.A. (1969). Aspects of Language and Language Teaching. London: Cambridge University Press. • Braden, K (2006). Task Based Language Education: From Theory to Practice. London: Cambridge University Press. • Britton, J. (1973). Language and Learning. England: Penguin Books. • Byrnes, H. (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group. • Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co. • Joyce and Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison – Wesley, Pub Co. • Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International. • Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company. • Ornstein, J. (1971). ProgramM.Ed. Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum Development Inc, Philadelphia. • Osherson, N. & Howard L. (1990). Language an Introduction to Cognitive Science: USA: Massachusetts Institute of Technology, Vol.1. • Pavlenko; Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter GmbH & Co. KG. • Schiffrin, D. et. al.(2001). The Handbook of Discourse Analyses. Blackwell Publishing. • Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press. • Wilkinson, Andrew. (1971). The Foundations of Language. London: Oxford University Press. • Perez Milan's, M (2013). Urban schools and English language Education in late modern china: Agritcal sociolinguistic ethnography. New York & London: Rutledge. • Gao, Y (andy), (2010). Strategic language learning Multilingual matters, Canada. 	

Year	II	COURSE CODE:SOE010434DCEC3014 PEDAGOGY OF SOCIAL SCIENCE EDUCATION (ELEMENTARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">Know the subjects included in social sciences, their nature and scopeUnderstand and use methodologies and approaches for teaching of social scienceConduct simple experiments for teaching of scienceDo evaluation in the teaching of social science		
Course Content / Syllabus				
Unit -1		Conceptualization of Social Science <ul style="list-style-type: none">Concept, nature, and scope of Social Sciences as a school subjectPlace of Social sciences at elementary level of school educationAims and objectives of teaching social sciences at various stages of school education.Evolution of social science as a discipline, social science as a dynamic expanding body of knowledgeInter-disciplinary & Intra -disciplinary correlation of social science.Contemporary and current problems in India with reference to elementary education		
Unit-2		Social Science Curriculum & Teaching Learning Material <ul style="list-style-type: none">Meaning of Curriculum and Core Curriculum.Principles for Curriculum Development in Social Science Education.Approaches to Curriculum Formation:<ul style="list-style-type: none">i. Concentric Approachii. Spiral Approachiii. Chorological Approachiv. Topical Approachv. Unit Approach.Integrating Co-curricular activities with Social Science Education.		

	<ul style="list-style-type: none"> • Planning, preparation and presentation of Instructional Material. • Using Atlas Maps, Globe, Charts, Models, Graphs, Visuals & E-resources for Social Science. • Use of ICT in Social Science Education: Video clips, Power point presentations, films etc.
Unit -3	Approaches / Methods and Techniques for Teaching- Learning of Social Sciences <ul style="list-style-type: none"> • Teaching Learning process with a focus on: <ul style="list-style-type: none"> i. Play way methods ii. Activity based approaches. iii. Socialized recitation method iv. Problem Solving Approach v. Project Method vi. Innovative Method • Teaching Strategies: Questioning, Dramatization, Role Play, Simulation, Story Telling, Display & Exhibition, Survey, field trips, Educational games, Songs/ Action Songs, charts, maps and cartoons Puppetry. • Development of unit plan, Lesson Plan, using variety of approaches
Unit -4	Evaluation in Social Science Education <ul style="list-style-type: none"> • -Concept and need of Evaluation in teaching- learning process • Approaches to Evaluation: Formative, Summative, Diagnostic, Norm Referenced and Criterion Referenced • Continuous and Comprehensive Evaluation: Concept, Need and Process. • Construction of Achievement Test – Concept and Steps • Diagnostic test and Remedial measures • Grading: Concept, types and Application, • Use of Observation, Rating Scale, Check-List, Anecdotal Records, Attitude Scales, Interest Inventories, Self Reporting Techniques and Interviews as assessment tools
Transactional Strategies	Lectures, discussions, debates, experiments, construction of test items and evaluation

Tasks & Assignments: Any one of the following (10 marks)

- Write a detailed essay on ‘Evolution of Social Science as a discipline’.
- A Critical appraisal/analysis of existing syllabi and textbooks of any class at elementary level developed by NCERT.
- Development of a lesson design based on Activity based approach
- Prepare, administer and interpret a diagnostic test to conduct a continuous evaluation in scholastic and non-scholastic areas
- Construction, administration and interpretation of an achievement test of any subject.
- Any other assignment/ project given by the Institute.

Suggested Readings:

- Alan J.S. (2003). Social Studies for Secondary Schools: Teaching to learn, learning to teach, Lawrence Erlbaum Associates. New Jersey: Mahwah.
- Arora, GL. (1988), Curriculum and Quality in Education. New Delhi: NCERT.
- Ashley Kent, (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd.
- Avijit P., (2002). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness, New Delhi: Rainbow Publishers.
- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage.
- David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falme.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
- Digumarti B. Rao and Ranga Rao (2007), Techniques of Teaching Economics. New Delhi. Sonali: Publications.
- Eklavya (1994). Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad, Eklavya.
- Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach, McGraw Hills, New York.
- George, A. and Madan, A. (2009). Teaching Social Science in Schools, NCERT’s New Textbook, New Delhi, Sage Publications
- GOI (1993), Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development. New Delhi: Department of Education.
- GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education. New Delhi: Ministry of Human Resource Development.
- Jack Z. (2000). Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools. New Jersey: Lawrence

Erlbaum Associates Mahwah.

- Khan, S. U. (1998). History Teaching-Problems: Prospective and Prospect. New Delhi: Heera Publications.
- Kochhar, S.K. (1998). Teaching of Social Studies. New Delhi: Sterling Publishers Pvt. Ltd, New Delhi.
- Krishna Kumar, (2002). Prejudice and Pride. Delhi. Penguin Books India.
- Maggie Smith (2002). Teaching Geography in Secondary Schools: A Reader, Routledge Falmer, London.
- NCERT (1972). Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, New Delhi National Council of Educational Research and Training.
- NCERT (1976). The Curriculum for the Ten-Year School: A Framework, Reprint Edition. New Delhi National Council of Educational Research and Training.
- NCERT (1988). National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition. New Delhi: National Council of Educational Research and Training.
- NCERT (2001). National Curriculum Framework for School Education, Reprint Edition. New Delhi: National Council of Educational Research and Training.
- NCERT (2005a). National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science. New Delhi: National Council of Educational Research and Training.
- NCERT (2005b). National Curriculum Framework 2005. New Delhi: National Council of Educational Research and Training.
- NCERT (2006a). Syllabi for Secondary and Senior secondary Classes, New Delhi: National Council of Educational Research and Training.
- NCERT (2006b). Syllabus for Classes at the Elementary Level. New Delhi: National Council of Educational Research and Training.
- Williams E. B., Michael W. and Suzanne R. B. (2006) Teaching Economics: More alternatives to chalk and Talk. USA: Edward Elgar Publishing, Northampton.

Year	II	COURSE CODE:SOE010435DCEC3014 PEDAGOGY OF SOCIAL SCIENCE EDUCATION (SECONDARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">Know the subjects included in social sciences, their nature and scopeUnderstand and use methodologies and approaches for teaching of social scienceConduct simple experiments for teaching of scienceDo evaluation in the teaching of social science		
Course Content / Syllabus				
Unit -1		Conceptualization of Social Science <ul style="list-style-type: none">Concept, nature, and scope of Social Science as a school subjectPlace of Social Science at secondary and senior secondary level of school educationAims and objectives of teaching Social Science at various stages of school education.Evolution of Social Science as a discipline, Social Science as a dynamic expanding body of knowledgeInter-disciplinary & Intra -disciplinary correlation of Social Science.Relationship between Science & TechnologyCharacteristics of different disciplines of social science, their interrelationship and integration.		
Unit -2		Social Science Curriculum & Teaching Learning Material <ul style="list-style-type: none">Meaning of Curriculum and Core Curriculum.Principles for Curriculum Development in Social Science Education.Approaches to Curriculum Formation:		

	<ul style="list-style-type: none"> i. Concentric Approach ii. Spiral Approach iii. Chorological Approach iv. Topical Approach v. Unit Approach. <ul style="list-style-type: none"> • Integrating Co-curricular activities with Social Science Education. • Planning, preparation and presentation of Instructional Material. • Use of Teaching Learning Material in Social Sciences: Textbook, Reference Books, Workbooks, Documentaries, News Papers, Maps, Atlas, and E-resources • Use of ICT in Social Science Education: Video clips, Power points presentation, films etc.
Unit -3	Approaches / Methods & Techniques of Teaching Social Sciences
	<ul style="list-style-type: none"> • Development of unit plan, Lesson Plan, using variety of approaches. • Teaching Learning process with a focus on: <ul style="list-style-type: none"> i. Inquiry Approach ii. Problem Solving Approach iii. Project Method iv. Innovative Methods v. Computer Assisted Instruction (CAI) vi. Constructivist Approach • Teaching Strategies: Questioning, Dramatization, Role Play, Simulation, Story Telling, Display & Exhibition, Survey, field trips, Educational games, Songs I Action Songs, Data Collection and Data representation through graphs, tables,

	<p>charts, maps and cartoons Puppetry.</p> <ul style="list-style-type: none"> • Grouping students for learning <ul style="list-style-type: none"> i. Cooperative learning ii. Using structured questions to aid learning iii. Role playing and simulation
Unit- 4	Evaluation in Social Science Education
	<ul style="list-style-type: none"> • Concept and need of Evaluation in teaching- learning process • Approaches to Evaluation: Formative, Summative, Diagnostic, Norm Referenced and Criterion Referenced • Continuous and Comprehensive Evaluation: Concept, Need and Process. • Construction of Achievement Test – Concept and Steps. • Diagnostic test and Remedial measures. • Use of Observation, Rating Scale, Check-List, Anecdotal Records, Attitude Scales, Interest Inventories, Self Reporting Techniques and Interviews as assessment tools • Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices. • Self-assessment by students and by teachers, peer assessment, assessment of teachers by students. • New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System
Transactional Strategies	Lectures, discussions, debates, experiments, construction of test items and evaluation
<p>Tasks & Assignments: Any one of the following : (10marks)</p> <ul style="list-style-type: none"> • Write a detailed essay on ‘Evolution of Social Science as a discipline’. • A Critical appraisal/analysis of existing syllabi and textbooks of any class at secondary/ senior secondary level developed by NCERT. • Development of a lesson designed on the basis of Computer Assisted Instruction (CAI) • Prepare, administer and interpret a diagnostic test to conduct a continuous evaluation in scholastic and non-scholastic areas • Construction, administration and interpretation of an achievement test of any standard of school. • Any other assignment/ project given by the Institute. 	

Suggested Readings:

- Alan J.S. (2003). *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates. New Jersey: Mahwah.
- Arora, GL. (1988), *Curriculum and Quality in Education*. New Delhi: NCERT.
- Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Avijit P., (2002). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, New Delhi: Rainbow Publishers.
- Batra, P. (ed) (2010). *Social Science Learning in Schools: Perspective and Challenges*. New Delhi: Sage.
- David Lambert and David Balderstone (2000). *Learning to Teach Geography in Secondary School: A Companion to School Experience*. London: Routledge Falme.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*, New Delhi: Harman Publishing House.
- Digumarti B. Rao and Ranga Rao (2007), *Techniques of Teaching Economics*. New Delhi. Sonali: Publications.
- Eklavya (1994). *Samajik Adhyayan Shikshan: Ek Prayog*, Hoshangabad, Eklavya.
- Ferris, J.Pamela (2003), *Elementary and Middle School Social Studies: An Interdisciplinary instructional approach*, McGraw Hills, New York.
- George, A. and Madan, A. (2009). *Teaching Social Science in Schools*, NCERT's New Textbook, New Delhi, Sage Publications
- GOI (1993), *Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development*. New Delhi: Department of Education.
- GOI (2005), *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report*, Committee of the Central Advisory Board of Education. New Delhi: Ministry of Human Resource Development.
- Jack Z. (2000). *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*. New Jersey: Lawrence Erlbaum Associates Mahwah.
- Khan, S. U. (1998). *History Teaching-Problems: Prospective and Prospect*. New Delhi: Heera Publications.
- Kochhar, S.K. (1998). *Teaching of Social Studies*. New Delhi: Sterling Publishers Pvt. Ltd, New Delhi.
- Krishna Kumar, (2002). *Prejudice and Pride*. Delhi. Penguin Books India.
- Maggie Smith (2002). *Teaching Geography in Secondary Schools: A Reader*, Routledge Falmer, London.
- NCERT (1972). *Preparation and Evaluation of Textbooks in Geography: Principles and Procedures*, New Delhi National Council of Educational Research and Training.
- NCERT (1976). *The Curriculum for the Ten-Year School: A Framework*, Reprint Edition. New Delhi National Council of Educational Research and Training.
- NCERT (1988). *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition. New Delhi: National Council of Educational Research and Training.
- NCERT (2001). *National Curriculum Framework for School Education*, Reprint Edition. New Delhi: National Council of Educational Research and Training.
- NCERT (2005a). *National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science*. New Delhi: National Council of Educational Research and Training.
- NCERT (2005b), *National Curriculum Framework 2005*. New Delhi: National Council of Educational Research and Training.
- NCERT (2006a). *Syllabi for Secondary and Senior secondary Classes*, New Delhi: National Council of Educational Research and Training.
- NCERT (2006b). *Syllabus for Classes at the Elementary Level*. New Delhi: National Council of Educational Research and Training.
- Williams E. B., Michael W. and Suzanne R. B. (2006) *Teaching Economics: More alternatives to chalk and Talk*. USA: Edward Elgar Publishing, Northampton.

Year	II	COURSE CODE:SOE010436DCEC3014 APPROACHES TO ASSESSMENT (ELEMENTARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">Understand various concepts related with assessmentUnderstand difference between assessment, evaluation and measurementAppreciate the assessment of and assessment of learningConstruct assessment tools with reliability, validity, usability and economy in terms of time and resourcesConduct assessment of learning successfully for students at elementary level		
Course Content / Syllabus				
Unit -1		Meaning, Concept, Need and Importance of Assessment <ul style="list-style-type: none">Meaning, Concept, Need and Importance of AssessmentAncient Indian Assessment techniques.Types of Assessment:<ul style="list-style-type: none">i. Assessment for learningii. Assessment of learningiii. Assessment as learning.iv. Criterion referenced V/s norms Referenced evaluation.Role of Assessment in diagnosis, prognosis, surveying, guiding and improving of teaching- Learning process.		
Unit- 2		Tools required to Approach Assessment at Elementary Level <ul style="list-style-type: none">Tools of Measurement and Evaluation: essay type test, objective type test, scales, questionnaire, and schedule, inventories and performance test.		

	<ul style="list-style-type: none"> Characteristics of Good Assessment: <ol style="list-style-type: none"> Reliability- Meaning, Types and Factors Affecting Reliability. Validity- Meaning, Types and Factors Affecting Validity. Norms- Age, Grade, Percentile, Standard Scores (T- scores, C- scores, Z- scores).
Unit-3	Approaches to Evaluation
	<ul style="list-style-type: none"> Grading System, types, its merits and demerits Semester System, its merits and demerits Continuous and Comprehensive Evaluation: concept, meaning and importance. Question Banks. Internal Assessment and its advantages and limitations. <ol style="list-style-type: none"> Organization and regulation of internal assessment. Portfolio assessment
Unit-4	Current Trends in assessing students' Performance at Elementary Level
	<ul style="list-style-type: none"> Open book system E-evaluation, Uses of Computers in Evaluation. (Computer Assisted Learning, Computer instructional learning, Online Examinations) Assessment of Higher Order Mental Skills. Assessment of Practical Work/Field Experiences.
Transactional Strategies	Lectures, assignments on construction of tests with reliability and validity, conduct tests for formative and summative evaluation
Task & Assignment: Any one of the following (10 Marks) <ul style="list-style-type: none"> Prepare a question bank of 25 questions at different levels and types for any one paper at elementary level. 	

- Study of online examination system through visit to computer Institute.
- Any other task/assignment given by the institution

Suggested Readings:

- Aggarwal, R.N. and Vipin Asthana (1983). Educational Measurement and Evaluation, Agra: Vinod Pustak Mandir.
- Aggarwal Y.P. (1989). Statistical Methods-Concepts, Applications and Computation, New Delhi: Sterling.
- Aiken, L.R. (1985). Psychological Testing and Assessment, Boston: Allyn and Bacon.
- Anastasi, A.(1983). Psychological Testing,6th Ed., New York:The Macmillan Co.
- Dandekar, W.N., and Rajguru, M.S., (1988). An Introduction to Psychological Testing and Statistics. Bombay : Sheth Publishers.
- Ebel, R and Frisble, D. (2003). Essentials of Educational Measurements. New Delhi : Prentice Hall of India.
- Freeman, F.S.(1965). Theory and Practice of Psychological Testing, New York: Rinehart& Winston.
- Garrett, H.E.(1973). Statistics in Education and psychology, Bombay : Vakils Febber and Simon.
- Gramund, N.E., (1985). Measurement and Evaluation Teaching 5Th Edition. New York: Macmillan Publishing Company.
- Grownlund, N.E. (1981). Measurement and Evaluation in Teaching, New York: MacMillan.
- Guilford, J.P. (1978). Fundamental statistics in Psychology and Education, New York: McGraw Hills. 6th edition.
- Harper, E. and Harper, E. (2003). Preparing Objective Examinations: A Handbook for Teachers, Students, and Examiners, New Delhi: Prentice Hall of India.
- Karmel, L.C. and Karmel M.C. (1978). Measurement and Evaluation in Schools, NewYork: MacMillan.
- Mehren, W.A. and Lehmann, I.J. (1984). Measurement and Evaluation in Education and Psychology, New York: Holt. Rinehart, Winston Popham, W.J. (1988), Educational Evaluation, New Delhi: Prentice Hall.
- Thorndike, R.L., and Hagen, E. (1977). Measurement and Evaluation on Psychology and Education, New York: John Wiley and Sons, Inc

Year	II	COURSE CODE:SOE010437DCEC3014 APPROACHES TO ASSESSMENT (SECONDARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">Understand various concepts related with assessmentUnderstand difference between assessment, evaluation and measurementAppreciate the assessment of and assessment of learningConstruct assessment tools with reliability, validity, usability and economy in terms of time and resourcesConduct assessment of learning successfully for students at secondary level		
Course Content / Syllabus				
Unit -1		Meaning, Concept, need and importance of Assessment. <ul style="list-style-type: none">Meaning, Concept, need and importance of Assessment.Ancient Indian Assessment Techniques.Types of Assessment:<ul style="list-style-type: none">i. Assessment for learningii. Assessment of learningiii. Assessment as learning.iv. Criterion referenced V/s norms Referenced evaluation.Role of Assessment in diagnosis, prognosis, surveying, guiding and improving of teaching- Learning process.		
Unit-2		Tools required to Approach Assessment at Secondary Level <ul style="list-style-type: none">Tools of Measurement and Evaluation: essay type test, objective type test, scales, questionnaire, schedule, inventories and performance test.Characteristics of Good Assessment:<ul style="list-style-type: none">i. Reliability- Meaning, Types and Factors Affecting Reliability.ii. Validity- Meaning, Types and Factors Affecting Validity.		

	iii. Norms- Age, Grade, Percentile, Standard Scores (T- scores, C- scores, Z- scores).
Unit -3	Approaches to Evaluation
	<ul style="list-style-type: none"> • Grading System, types, its merits and demerits • Semester System, its merits and demerits • Continuous and Comprehensive Evaluation: concept, meaning and importance. • Question Banks. • Internal Assessment and its advantages and limitations. <ul style="list-style-type: none"> i. Organization and regulation of internal assessment. ii. Portfolio assessment
Unit-4	Current Trends in assessing students' Performance at Secondary Level
	<ul style="list-style-type: none"> • Open book system • E-evaluation, Uses of Computers in Evaluation. (Computer Assisted Learning, Computer instructional learning, Online Examinations • Assessment of Higher Order Mental Skills. • Assessment of Practical Work/Field Experiences.
Transactional Strategies	Lectures, assignments on construction of tests with reliability and validity, conduct tests for formative and summative evaluation
Task & Assignment: Any one of the following (10 Marks) <ul style="list-style-type: none"> • Prepare a question bank of 25 questions at different levels and types for any one paper at secondary level. • Study of online examination system through visit to computer Institute. • Any other task/assignment given by the institution 	

Suggested Readings:

- Aggarwal, R.N. and Vipin Asthana (1983). Educational Measurement and Evaluation, Agra: Vinod Pustak Mandir.
- Aggarwal Y.P. (1989). Statistical Methods-Concepts, Applications and Computation, New Delhi: Sterling.
- Aiken, L.R. (1985). Psychological Testing and Assessment, Boston: Allyn and Bacon.
- Anastasi, A.(1983). Psychological Testing,6th Ed., New York:The Macmillan Co.
- Dandekar, W.N., and Rajguru, M.S., (1988). An Introduction to Psychological Testing and Statistics. Bombay : Sheth Publishers.
- Ebel, R and Frisbie, D. (2003). Essentials of Educational Measurements. New Delhi : Prentice Hall of India.
- Freeman, F.S. (1965). Theory and Practice of Psychological Testing, New York: Rinehart& Winston.
- Garrett, H.E.(1973). Statistics in Education and psychology, Bombay : Vakils Febber and Simon.
- Gramund, N.E., (1985). Measurement and Evaluation Teaching 5Th Edition. New York: Macmillan Publishing Company.
- Grownlund, N.E. (1981). Measurement and Evaluation in Teaching, New York: MacMillan.
- Guilford, J.P. (1978). Fundamental statistics in Psychology and Education, New York: McGraw Hills. 6th edition.
- Harper, E. and Harper, E. (2003). Preparing Objective Examinations: A Handbook for Teachers, Students, and Examiners, New Delhi: Prentice Hall of India.
- Karmel, L.C. and Karmel M.C. (1978). Measurement and Evaluation in Schools, NewYork: MacMillan.
- Mehren, W.A. and Lehmann, I.J. (1984). Measurement and Evaluation in Education and Psychology, New York: Holt. Rinehart, Winston Popham, W.J. (1988), Educational Evaluation, New Delhi: Prentice Hall.
- Thorndike, R.L., and Hagen, E. (1977). Measurement and Evaluation on Psychology and Education, New York: John Wiley and Sons, Inc.

(Elective-II)

(At any one of the school stages–Elementary and Secondary)

M.Ed. Semester-IV

Year	II	COURSE CODE:SOE010438DCEC3014 EDUCATIONAL POLICY, ECONOMICS AND PLANNING (ELEMENTARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">Know and understand policies related to education in India at central and state levelUnderstand education as an investment and not expenditureCritically analyze some of governmental plans and policies of education		
Course Content / Syllabus				
Unit-1		Educational Policy		
		<ul style="list-style-type: none">Types of educational policy- State level Institutional ,Short –term, Long- term at Elementary LevelNeed and Importance of Educational Policy at Elementary LevelLinkage between national Educational Policy and State Development Policy at Elementary Level		
Unit -2		Economics of Education: Meaning, aims, scope and significance		
		<ul style="list-style-type: none">Education as ConsumptionEducation as investment and Cost Analysis in EducationEducation and Economic DevelopmentFinancing of Education in India: Center- State relationship, mobilization of resourcesFinancial Contribution of community to school.Central and State Level Expansion on Elementary Education & Girl EducationGovt Programs & Projects (like Lok Jumbish Projects,Shiksha Karni Projects, Kasturba Gandhi Shiksha Yojana, Sharde Hostels)Models of development based on free market economies		

Unit -3	Educational Planning at Elementary Level, Education and Man Power Planning <ul style="list-style-type: none"> • Concept, needs and goals of Educational Planning • Principles of Educational Planning. • Approaches of Educational Planning • Educational Planning in India since independence • Concept of Manpower Planning • Forecasting Man Power Needs • Techniques of Man Power Forecasting • Limitations of Man Power Forecasting
Unit- 4	Educational Planning and Policies at Elementary Level <ul style="list-style-type: none"> • District Elementary Education Programme: Goals and Strategies. • Sarva Shiksha Abhiyan & RTE Act 2009- Goals and Specific Programme Interventions at National Level and in respective States to improve access, enrolment, retention/participation and achievement. • Inspection, Supervision and Monitoring: <ul style="list-style-type: none"> (i.) Monitoring and Supervision at Elementary Level (ii.) Research and Evaluation of specific schemes like Mid-Day Meals, establishments of VEC and different incentive schemes and achievement levels.
Transactional Strategies	Discussions, debates, analysis of plans and policies, suggestions for improvement
Tasks and Assignment: Any two of the following: (10 marks) <ul style="list-style-type: none"> • Preparation of research design on a theme, discipline and RTE act. 2009 • Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement. • Critical Analysis of Research Studies on programs and policies related to elementary education (Survey a Govt school nearby and Prepare of report on critically analyze the SSA and Mid May Meal programme) • Any other assignment/ project given by the Institute. • Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO 	

Suggested Readings:

- Blaug.M (1972). Economics of Education published by Penguin Books.
- Govt. Of India ,MHRD(1982). NPE and its POA(1986/1992).
- Nordhaus,W.D.(1998):Economics and Policy issues in climate change.
- Parkash Shree(1999):Educational Planning published by Gyan Publishing House.
- Padmanabhan,C.B.(1986)Economics of Educational planning in India. New Delhi: Arya Book Depot.

Year	II	COURSE CODE:SOE010439DCEC3014 EDUCATIONAL POLICY, ECONOMICS AND PLANNING (SECONDARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">Know and understand policies related to education in India at central and state levelUnderstand education as an investment and not expenditureCritically analyze some of governmental plans and policies of education		
Course Content / Syllabus				
Unit-1		Educational Policy at Secondary Level		
		<ul style="list-style-type: none">Types of educational policy- National State Level Institutional ,Short–Term and Long- Term at Secondary LevelNeed and Importance of Educational Policy at Secondary LevelLinkage between Educational Policy and National Development Policy at Secondary Level		
Unit-2		Economics of Education: Meaning, aims, scope and significance		
		<ul style="list-style-type: none">Education as ConsumptionEducation as Investment and Cost Analysis in EducationEducation and Economic DevelopmentFinancing of Education in India: Center- National Relationship, Mobilization of Resources.		
Unit-3		Educational Planning at Secondary Level, Education and Man Power Planning		
		<ul style="list-style-type: none">Concept, needs and goals of Educational Planning Secondary LevelPrinciples of Educational Planning Secondary LevelApproaches of Educational Planning Secondary LevelEducational planning in India since Independence at Secondary LevelConcept of Manpower PlanningForecasting Man Power NeedsTechniques of Man Power ForecastingLimitations of Man Power Forecasting		
Unit-4		Planning Mechanisms and Five-Year Plan in Education & Educational Expenditure		

	<ul style="list-style-type: none"> • Main features of five year plans with special reference to education, impact of five year plans. • Perspective planning at central, state and local levels: concepts of macro, and micro level planning. • Priorities to be given at central and state levels. • Perspective plan for education in the 12th Five Year plan. • District level planning: recent initiatives. • Availability of educational statistics at central, state and district levels. • Educational Expenditure and its Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids. • School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education. • Financial estimates by Tapas Mazumdar Committee (GoI, 1998)
Transactional Strategies	Discussions, debates, analysis of plans and policies, suggestions for improvement
Tasks and Assignment: Any Two of the Following: (10 marks) <ul style="list-style-type: none"> • Estimation of opportunity cost on a sample of working school age children. • Preparation of a blue print for expenditure control in a school • Preparation of a school budget • Any other given by the teacher educator 	
Suggested Readings: <ul style="list-style-type: none"> • Blaug.M (1972). Economics of Education published by Penguin Books. • Govt. Of India ,MHRD(1982). NPE and its POA(1986/1992). • Nordhaus,W.D.(1998):Economics and Policy issues in climate change. • Parkash Shree(1999):Educational Planning published by Gyan Publishing House. • Padmanabhan,C.B.(1986)Economics of Educational planning in India. New Delhi: Arya Book Depot 	

(Elective-III)

(At any one of the school stages–Elementary and Secondary)

M.Ed. Semester-IV

Year	II	COURSE CODE:SOE010440DCEC3014 EDUCATIONAL MANAGEMENT, ADMINISTRATION & LEADERSHIP (ELEMENTARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">• Know and understand the concepts of educational management, administration and leadership• Understand various styles of leadership• Develop some leadership qualities in themselves• Understand educational administration in India at local, state and central level		
Course Content / Syllabus				
Unit- 1		Educational Management & Educational Planning and Supervision <ul style="list-style-type: none">• Concept, Needs, Objectives and Scope of Educational Management• Approaches and Principles of Educational Management• Concept of Educational Management Human Beings as inputs, Process & Product inputs• Educational Manager: Functions, Roles, Skills &Competencies• Managerial Creativity, Managerial Ethics• Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management & Administration• Meaning, Nature and Approaches of Educational Planning• Institutional Planning and Perspective Planning at Elementary Level• Meaning , Nature and Scope of Educational Supervision• Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes at Elementary Level		
Unit-2		Introduction to Educational Administration & Communication in Educational Management &Administration		

	<ul style="list-style-type: none"> • Concept, Scope, Principles of Educational Administration • Educational Administration Approaches and Emerging Trends • Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration. • Types of Communication • Methods and Devices of Communication • Selection of Appropriate Communication Strategies • Barriers of Communication
Unit-3	Leadership in Education & Theories of Leadership
	<ul style="list-style-type: none"> • Concept of Leadership, Leader and Manager, • Leadership Traits and Skills • Functions and Styles of Leadership • Measurements of Leadership • Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social. • Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model • Hersey and Blanchard's Situational Theory
Unit-4	Educational Administrative Bodies in India at State & Local Level : Role & Functions
	<ul style="list-style-type: none"> • State Bodies: State Council of Educational Research & Training (SCERT), • State Institute of Education Technology (SIET), • District Institute of Education & Training (DIET), • Institute of Advance Studies in Education (IASE) • Local Bodies: Municipal Councils/Corporation, Zilla Parishads, Panchayats.
Transactional Strategies	Lectures, field visits to various educational institutions, case studies, assignments, discussions

Tasks and Assignment: Any two of the following (10 marks)

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- Review research on educational management or management of elementary schools
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio at elementary level. Is it according to provision of RTE act? Prepare a report on it.
- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyze quality & quantity of Mid-day meal in any rural school.

Suggested Readings:

- Altrichter, H. and Elliot, J. (2000). Images of Educational Change. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). Managing People, New Delhi: Excel Books.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management, (Edited,Ed.) New Delhi: Sage Publications.
- Bush, T. (2013). Educational Management, Administration & leadership. New Delhi: Sage Publications.
- Chauhan,S.(2012). Educational Management, New Delhi: Pearson Publication.
- Dawra, S. (2003). Management Thought, New Delhi: Mohit Publication.
- Harigopal, K. (2001). Management of Organizational Change, New Delhi: Response Books.
- Luthans, F. (2005). Organisational Behaviour, New York: McGraw – Hills Inc.
- Lunenburg,F.C. & Orenstein, A.C.(2012).Educational Administration- Concept & Practices, USA: Wadsworth, Cengage Learning Solutions, Canada.
- McCaffery, P. (2004). The Higher Education Manager's Handbook, NewYork and Canada: Routledge.
- Nair, S.R. (2004).Organizational Behaviour- Texts and Cases, Mumbai: Himalaya Publication.
- Nangia, S.B.(2009). Educational Administration, New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2010). Leadership Theory and Practice. New Delhi: Sage Publications.
- Owens, R.C. (2001). Organizational Behaviour in Education, Boston: Allyn and Bacon.
- Prasad, A. (2007). University Education Administration and the Law, New Delhi: Deep& Deep Publications.
- Punia,V. (2004).Managerial Skills in Educational Administration, New Delhi: Deep& Deep Publications Pvt. Ltd.
- Rita, S. (2004). Assessment and Accreditation in Higher Education. New Delhi: Association of Indian Univesities.
- Sayeed, O. B. and Pareek, U. (2000). Actualizing Managerial Roles. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). Educational Administration Policy, Planning and Survey. New Delhi: Kunal Books.
- Sharma, R. A. (2009). Educational Administration &Management. Meerut: R Lal Book Depot.
- Sindhu, I.S.(2012).Educational Administration & Management. New Delhi: Pearson Publications

Year	II	COURSE CODE:SOE010441DCEC3014 EDUCATIONAL MANAGEMENT, ADMINISTRATION & LEADERSHIP (SECONDARY LEVEL)	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">▪ Know and understand the concepts of educational management, administration and leadership▪ Understand various styles of leadership▪ Develop some leadership qualities in themselves▪ Understand educational administration in India at local, state and central level		
Course Content / Syllabus				
Unit-1		Educational Management, Educational Planning &Supervision		
		<ul style="list-style-type: none">• Concept, Needs, Objectives & Scope of Educational Management• Approaches and Principles of Educational Management• Concept of Educational Management Human Beings as inputs, Process & Product inputs• Educational Manager: Functions, Roles, Skills &Competencies• Managerial Creativity, Managerial Ethics• Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management and Administration• Meaning, Nature and Approaches of Educational Planning• Institutional Planning and Perspective Planning at secondary level• Meaning , Nature and Scope of Educational Supervision• Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes at secondary level.		
Unit-2		Introduction to Educational Administration & Communication in Educational Management and Administration		
		<ul style="list-style-type: none">• Concept, Scope, Principles of Educational Administration• Educational Administration Approaches and Emerging Trends• Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as		

	<p>a Process, Human Relations Approach to Administration.</p> <ul style="list-style-type: none"> • Types of Communication • Methods and Devices of Communication • Selection of Appropriate Communication Strategies • Barriers of Communication
Unit-3	<p>Leadership in Education & Theories of Leadership</p> <ul style="list-style-type: none"> • Concept of Leadership, Leader and Manager, • Leadership Traits and Skills • Functions and Styles of Leadership • Measurements of Leadership • Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social. • Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model • Hersey and Blanchard's Situational Theory.
Unit- 4	<p>Educational Administrative Bodies in India at National Level: Role & Functions</p> <ul style="list-style-type: none"> • University Grant Commission (UGC) • National Council of Educational Research and Training (NCERT) • National University of Educational Planning and Administration (NUEPA) • Ministry of Human Resource Development (MHRD) • National Council for Teacher Education (NCTE) • Central Advisory Board For Education (CABE)
Transactional Strategies	Lectures, field visits to various educational institutions, case studies, assignments, discussions
<p>Tasks and Assignments: Any two of the following (10 marks)</p> <ul style="list-style-type: none"> • Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central and state Govt. for secondary education. Prepare a report of entire activity. • Review research on educational management or management of secondary schools which are used in other countries but not in India. 	

- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio for secondary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Examine the effectiveness of any one programme run by central Govt. for secondary students. Present the report in a classroom seminar.

Suggested Readings:

- Altrichter, H. and Elliot, J. (2000). Images of Educational Change. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). Managing People, New Delhi: Excel Books.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management, (Edited, Ed.) New Delhi: Sage Publications.
- Bush, T. (2013). Educational Management, Administration & leadership. New Delhi: Sage Publications.
- Chauhan, S. (2012). Educational Management, New Delhi: Pearson Publication.
- Dawra, S. (2003). Management Thought, New Delhi: Mohit Publication.
- Harigopal, K. (2001). Management of Organizational Change, New Delhi: Response Books.
- Luthans, F. (2005). Organisational Behaviour, New York: McGraw – Hills Inc.
- Lunenburg, F.C. & Orenstein, A.C. (2012). Educational Administration- Concept & Practices, USA: Wadsworth, Cengage Learning Solutions, Canada.
- McCaffery, P. (2004). The Higher Education Manager's Handbook, New York and Canada: Routledge.
- Nair, S.R. (2004). Organizational Behaviour- Texts and Cases, Mumbai: Himalaya Publication.
- Nangia, S.B. (2009). Educational Administration, New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2010). Leadership Theory and Practice. New Delhi: Sage Publications.
- Owens, R.C. (2001). Organizational Behaviour in Education, Boston: Allyn and Bacon.
- Prasad, A. (2007). University Education Administration and the Law, New Delhi: Deep & Deep Publications.
- Punia, V. (2004). Managerial Skills in Educational Administration, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Rita, S. (2004). Assessment and Accreditation in Higher Education. New Delhi: Association of Indian Universities.
- Sayeed, O. B. and Pareek, U. (2000). Actualizing Managerial Roles. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). Educational Administration Policy, Planning and Survey. New Delhi: Kunal Books.
- Sharma, R. A. (2009). Educational Administration & Management. Meerut: R Lal Book Depot.
- Sindhu, I.S. (2012). Educational Administration & Management. New Delhi: Pearson Publications

(Elective-IV)

(At any one of the school stages–Elementary and Secondary)

M.Ed. Semester-IV

Year	II	COURSE CODE:SOE010442DCEC3014 VALUE EDUCATION	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">• Understand importance and need for value education• Appreciate various activities organized by the schools to develop desirable values in the students• Conduct various talks and programs for value education• Gain knowledge of various models for value education• Understand role of teachers for inculcation of values in the students		
Course Content / Syllabus				
Unit-1		Value Education & Need		
		<ul style="list-style-type: none">• Concept of Values and Value Education; Historical Background of Value Education• Aims and Objectives of Value Education• Need, Importance and Role of Value Education in the present emerging Indian society• Classification of Values		
Unit-2		Theories & Model of Value Development		
		<ul style="list-style-type: none">• Theories of Value Development: Psycho-analytic, Learning theory – social leaning Cognitive development , Piaget and Kohlberg• Models of Value Development : Value Analysis, Rationale Building, Social Action , The Consideration Model		
Unit-3		Types of Values & Profession		

	<ul style="list-style-type: none"> • Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity. • Professional Values-Knowledge thirst, sincerity in profession, regularity, punctuality and faith. • Religious Values - Tolerance, wisdom, character. • Modernity vs. Value crisis, Issues and challenges • Value orientation of Teacher education curricula in India
Unit-4	<p>Value & Character Building</p> <ul style="list-style-type: none"> • Concept of Morality and Moral Judgment • Aspects of Moral Education – Liberal, Social, Religious, Psychological • Development of Moral Character And Attitude • Role of Media in developing values and morality
Transactional Strategies	Discussions, lectures, debates, workshops, conduct of various speeches and talks etc.

Tasks and Activities: Any two of the following (10 marks)

- Organize any programme (Morning Assembly, Celebration of Important Days etc.) for school children for inculcating different values.
- Create a programme for awareness among the school/college students about value education.
- Study of the comparison of values among students of one urban school with one rural school.
- Making a project report on role of formal and informal agencies for inculcating values among children

Selected Readings:

- Guber, F.C.(1963). Aspects of Value. University of Pennsylvania Press, Philidelphia.
- Josta,H.R.(1991).Spiritual Values and Education,Ambala Cantt. Assosciated Publishers.
- Kluckhokhn, C.(1961). The Study of Values. In D.N. Barett (ed), value in America, Norte Dame, University of Norte Dame Press.
- Kothari D.S. “Education and Values”, Report of the orientation coursecum-workshop on Education in Human Values. New Delhi.
- Malhotra P.L. Education, Social Values and Social Work – the Task for theNew Generation, N.C.E.R.T., New Delhi.
- Morris, Charles (1956). Varieties of Human Values. Chicago: University of Chicago press.
- Mujeeb, M.(1965). Education and Traditional Values. ,Meerut: Meenakshi Prakashan
- Mukerjee, R.K., (1969). Social Structure of Values. New Delhi: S. Chand and Co.
- NCERT (1992).Education in Values, New Delhi.
- Rokeach, M.(1978). The Nature of Human Values, New York :Jessy Brass.
- Ruhela,S.P. (1986). Human Values and Education, New Delhi: Sterling Publications,
- Sprod,T. (1998). Philosophical Discussion in Moral Education, The Community of Ethical Inquiry. Routledge – 2001 – 244 pages, Series: Routledge International Studies in the Philosophy of Education.
- Venkataiah. N. (1998). Value Education” APH Publishing.

Year	II	COURSE CODE:SOE010443DCEC3014 DISTANCE & OPEN LEARNING	Credit	4
Semester	IV		Marks	100 (Theory : 70, Internal : 30)
Objective	To enable the pupil teachers to : <ul style="list-style-type: none">• Understand the philosophy of open and distance learning.• Understand the distance and open modes of learnin• Differentiate different modes of learning.• Understand the need and importance of distance and open learning.• Understand the role of mass media and various other technologies in distance and open learning.• Understand the procedure of self Instructional Material Development and student Support Services for open and distance learning.• To develop the Understanding of Management of Open and Distance learning.• Know various evaluation techniques in distance education.			
Course Content / Syllabus				
Unit – I	Growth & Philosophy of Distance Education <ul style="list-style-type: none">• Concept, meaning, nature of distance and open learning.• Growth and philosophy of distance education and open learning – International and National.• Need, importance, scope, advantages and limitations of distance and open learning.• Correspondence and open education: Development, objectives and modes.• Param Inter University: An Indian Perspective of open learning.			
	Unit – II	Communication aspects of Distance & Open Learning <ul style="list-style-type: none">• Communication Technology for Distance Education.• Audio Technology, Video Technology, satellite based communication system, Mobile Technology.• Role of Mass Media.• Computer Technology.		
Unit – III		Instructional Process of Distance & Open Learning <ul style="list-style-type: none">• Research for distance education.• Curriculum Development for distance education.• Distance Education : Economic perspective.• Staff training and Development in Distance Education, Professional Training in Distance Education.		
	Unit – IV	Evaluation procedure in Distance Education		

	<ul style="list-style-type: none"> • Learner Support Services. • Management of Distance Education. • Recommendations of NPE (1986) and NKC (2005) regarding distance education and Recent developments in Distance Education. • Evaluation techniques in Distance Education. • Comprehensive and continuous evaluation in Distance Education & Open Learning.
Transcational Strategies	Web based learning, Lectures, Debates, Assignments, Projects, Power Point Presentations, Demonstration.
Evaluation Strategies Tasks and Assignments : Any two of the following (30 marks) <ul style="list-style-type: none"> • Review of a book on distance education. • Assignment on the need and relevance of distance education system, in India at elementary/secondary/higher levels. • Review of CIET/UGC/IGNOU TV Programmes, and preparation of report. 	
References <ul style="list-style-type: none"> • Mohanty, Jagannath (2001) Studies in Distance Education. Deep & Deep Publication. • Nandra, I.S. (2010): Distance and open education; century Publication, Patiala. • Prasad D. Chandra (2007). Distance Education, K.S.K. Publishers, New Delhi. • Sharma S. (2002): Modern methods of lifelong learning and distance education. New Delhi. • Sharma, R.A. (2008). Distance Education International Publishing House, Meerut. • Criscito Pat (2004): <i>Barron's Guide To Distance Learning</i>, Barron's E Publisher. • Race, Phil (1994): The Open Learning Handbook, Second Edition, Londo : Kogan Page. • Rathore, H.C.S. (1993): Management of Distance Education in India. New Delhi: Ashish Publishing House. Garrison, D.R. (1989): Understanding Distance Education Framework for Future. Routledge, Chapman and Hall, London. • Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing. • IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3). IGNOU, New Delhi. 	

Year	II	COURSE CODE:SOE010444DCEC3014 EDUCATIONAL TECHNOLOGY	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		After the completion of this course, the students will be able to <ul style="list-style-type: none">Know various parts of computers and function of eachOperate computer for their daily educational needsAnswer questions related to various program related to computersAppreciate use of ICT in education		
Course Content / Syllabus				
Unit-1		Educational Technology: Development & Scope		
		<ul style="list-style-type: none">Educational Technology: Development of Educational Technology, Meaning, Nature, Approaches, Types, Scope and Significance of Educational Technology.		
Unit-2		Programmed Instructions		
		<ul style="list-style-type: none">Programmed Instructions: Concept, Historical Development,Theoretical Rationale of Programming,Principles and Styles of Programmed Instruction.Development of Programmed Instructional Material		
Unit-3		Instructional Objectives & Learning		
		<ul style="list-style-type: none">Objectives: Differentiation and Derivation from Aims to Goals, General Objectives from Goals and Instructional Objectives from General Objectives. Formulating Instructional Objectives, Categorization of Objectives in Taxonomic Categories of Cognitive, Affective and Psychomotor Domains.Co-operative Learning: Concept, Salient Features and Criteria, Pedagogy of Co-operative leaning, Relevance and Merits of Co-operative Learning.Multimedia- Concept, definition, elements, types, Benefits of Multimedia in Education, script writing for multimedia		
Unit-4		Teaching & Model of teaching		
		<ul style="list-style-type: none">Teaching:: Concept, Variable, Phases and Levels of Teaching: Memory, Understanding and Reflective level Relationship between Teaching and LearningModels of Teaching:		

	<ul style="list-style-type: none"> a. Social Inquiry model b. Mastery Learning Model c. Role Playing Model • Modification of Teacher Behaviour: Flander’s Interaction Analysis, Category System, (FIAC), Simulation. • Teaching Strategies: Demonstration in computer lab. , assignments to be done with the help of computers, projects to be done with the use of computers.
Transactional Strategies	Demonstration in computer lab. , assignments to be done with the help of computers, projects to be done with the use of computers
Tasks and Assignments: For Internal Assessment (10 Marks) <ul style="list-style-type: none"> • Development of Linear Programme • Power –Point Presentation on any topic • Development of Lessons using Model teaching. • Script writings for Multimedia programme 	
Suggested Readings: <ul style="list-style-type: none"> • Ahuja, M. (2007), Mastery Learning- A Practical Approach, Meerut: Vivek Publishers. • Bhushan, A & Ahuja, M. (1992), Educational Technology, Meerut : Vikas Publication. • Bloom, B.S. (1972), Taxonomy of Educational Objectives. A Hand Book- I (Cognitive Domain), New York: Devid Mokeay Campo. • Chauhan S.S. (1978), A Textbook of Programmed Instruction, New Delhi : Sterling Publishers. • Das, R.C.(1993), Educational Technology: A Basic Text, New Delhi: Sterling Publishers. • Dave, R.H (1969). Taxonomy of educational objectives and achievement testing; development of educational testing vol. 1. London: University of London Press. • Flanders, Ned A. (1978), Analyzing Teacher Behaviour, London: Addison Wesley Publishing Co. • Gage, N.L. (1978), The Scientific Basis of the Art of Teaching, London : Teacher’s College Press. • Gokul, S.(2005), Multimedia Magic, New Delhi : BPB Publishers. • Joyce, B. Weil, M. & Showers, B. (1985), Models of Teaching, New Delhi: Prentice Hall of India Pvt. Ltd. • Mangal. S.K. (2009). Essentials of Educational Technology. New Delhi: Prentice Hall of India pvt. Ltd. • Mehra, V. (2010). A Text book of Educational Technology, New Delhi: Sanjay Prakashan. • Rajaraman, V.(1997).Fundamental of Computers, New Delhi. Prentice Hall of India. Pvt Ltd. • Richard, W. (2000), Multimedia- A Critical Introduction, London: Routledge, Jaylor & Frances Group. • Sansawal , D. N. and Suri,S (1996). Computers in psychological Testing, Journal of Education and Psychology, VOL. 53. Nos.1-2-3. • Sharma, Hemant Lata (2014). Innovative inputs in ICT. Jalandhar: Amit Prakashan. • Sharma, Hemant Lata & Sharma, Savita (2010). Learning to Learn With Love : Theory and Practices of Co-operative Learning, New Delhi : Gagandeep Publication. 	

Year	II	COURSE CODE:SOE010445DCEC3014 MEASUREMENT & EVALUATION	Credit	4
Semester	IV		Marks	100 (Theory : 70, Internal : 30)
Objective	To enable students – <ul style="list-style-type: none">• Understand the meaning, concept, trends and functions of measurement & evaluation.• Relates educational objectives with evaluation.• Plan, prepare, administer researcher made test.• Use appropriate statistical concepts for analysis of test scores.• Get acquainted with various examination reforms and alternative assessment.• Get develop ability to apply theoretical knowledge gained through the course.• Familiarize the students with theoretical background of educational measurement and evaluation.• Develop competencies in standardizing different types of measuring instrument.			
Course Content / Syllabus				
Unit–1	Basics of Measurement and Evaluation			
	<ul style="list-style-type: none">• Concept, meaning, types and importance of measurement and evaluation.• Differentiation between measurement assessment testing examination and evaluation and trends of educational measurement.• Relationship between educational objectives learning experiences and evaluation.• Functions of evaluation – placement, classifications, feedback and motivation prognosis, diagnosis certification assessment.			
Unit-2	Nature and Administration of Tests			
	<ul style="list-style-type: none">• Criteria of good test.• Types of tests : Psychological, references diagnostic.• Steps of construction and administration of researcher made test.• Standardization of test.• Administrate concerns.			
Unit-3	Statistical Concepts			
	<ul style="list-style-type: none">• Test scores and their transformation : Z & T Scores, Stanine Scores, Percentiles.• Interpretation of qualitative data.• Correlation analysis.• Simple prediction analysis.• Item analysis : Basic assumption, methods.• Norms : Age, grade.			
Unit-4	Examination Reforms			
	<ul style="list-style-type: none">• Grading, marking and credit system.			

	<ul style="list-style-type: none"> • Alternative assessment strategies – rubric, performance based assessment. • Question Band. • Continuous and comprehensive evaluation. • Moderation and revaluation. • Online assessment tools. • Recent researches in Educational Testing and Assessment.
Transcational Strategies	Lectures, Assignments, Projects, Power Point Presentations, Survey, Test Construction.
Evaluation Strategies Tasks and Assignments : Any two of the following (30 marks) <ol style="list-style-type: none"> 1. Prepare an evaluation tool for any of the variables related to cognitive domain. 2. Prepare an evaluation tool for any of the variables related to affective domain. 1. Make a survey on problems in continuous and comprehensive Evaluation. 	
References <ol style="list-style-type: none"> 1. Marshall And Hales, Addison Wesley, Classroom Test Construction (1971) – Publishing Company, London. 2. D.C. Dasgupta. Educational Psychology of Ancient Hindus (1949) 3. Thomdike Hegen, John Wiley and Sons Measurement and Evaluation in Psychology and Education -, London, New York. 4. Bruce W. Turkman Brace, Jovanovich Measuring Learning, Outcomes – 5. Frank S. Freeman, Holt Rinehart and Winston, Theory and practices of Psychological Testing – New York. 	

Year	II	COURSE CODE:SOE010446DCEC3014 GUIDANCE & COUNSELLING	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able to: <ul style="list-style-type: none">• Know the history of guidance and counseling in India• Realize the importance of guidance and counseling• Understand various techniques adopted for guidance and counseling• Be sensitized to the need and importance of mental health• Gain knowledge of various techniques and tools for assessing mental health of learners		
Course Content / Syllabus				
Unit -1		Introduction to Guidance & Guidance Services and their Organization in Schools <ul style="list-style-type: none">• Guidance Movement in India : Pre & Post Independence• Concept, Principles& Functions of Guidance• Types of Guidance: Educational, Vocational,Social& Personal Guidance.• Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, Principles & Techniques.• Contemporary Models of Guidance; Mathewson Model, Sholen’s Model, Chapman Model & Hoyt’s Model.• Organization & Evaluation of Guidance Programmes at Various Levels of Education (Elementary/ Secondary/ Senior Secondary /College)• Problems of Organizational Guidance Services in India.• Role of Various Community Agencies in School Guidance Programmes		
Unit -2		Introduction to Counseling & Career Guidance <ul style="list-style-type: none">• Concept, Principles, Techniques & Procedure of Counseling		

	<ul style="list-style-type: none"> • Approaches of Counseling: Directive, Non-Directive, Eclectic Counseling • Theories of Counseling: Freud's Psychoanalytic, Behaviouristic, Gestalt • Skills of Counseling: Building Trust, Listening, Observation & Empathy • Counselor: Characteristics, Functions & Ethics • Concept & Needs of Career Guidance • Factors Affecting Career Guidance • Approaches of Career Guidance
Unit -3	Job Analysis and Occupational Information & Measuring Devices
	<ul style="list-style-type: none"> • Concept and Needs of Job Analysis • Meaning, Nature and Factors Affecting Job Satisfaction • Relation between Job Analysis and Job Satisfaction • Concept of Occupational Information & Sources of Collection • Tools: Intelligence, Aptitude, Interest, Personality, Attitude, Achievement • Techniques used in Guidance: Questionnaire, Anecdotal Records, Interview, Schedule, Case Study, Diary and Autobiography, Cumulative Record Cards
Unit -4	Guidance for Special Groups & Mental Health
	<ul style="list-style-type: none"> • Exceptional Learners: Slow- learners, Gifted & Creative Children. • Delinquent, Backward and Under-Achievers Children. • Mentally and Physically Handicapped Children • Guidance for the Well Being of Senior Citizens • Concept of Mental Health • Factor Affecting Mental Health

	<ul style="list-style-type: none"> • Role of Guidance in Personnel in Promoting Positive Mental Health at Work Place
Transactional Strategies	Lectures, discussions, use of psychological tests, observation of students, conducting career guidance in the schools, counsel students by identifying their mental health problems such as lack of concentration, anxiety, anger etc.
Tasks and Assignments: The student-teacher may undertake any one of the following activities (10 marks) <ul style="list-style-type: none"> • Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests • One each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups. • Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session. • Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in details the group climate. 	
Suggested Readings: <ul style="list-style-type: none"> • Aggarwal, R. (2010).Elementary Guidance and Counselling, New Delhi:Shipra Publication. • Aggarwal, J.C. (2005). Career Information in Career Guidance Theory & Practice,Delhi: Doaba House. • Bala, Rajni.(2007).Guidance and Counselling: Modern Review, New Delhi :Afa Publication. • Burnard, P. (2005).Counselling Skills Training, New Delhi: Viva Book Private Limited. • Chandra, R.(2009). Career information and Guidance and Counselling, Delhi:Isha Books. • Chauhan, S.S. (2007). Principle and Techniques of Guidance, New Delhi: Vikas Publishing House. • Dev, K.(2005). Educational Guidance, New Delhi:Pragun Publication. • Gibson, R. L. & Mitchell, M. (2008). Introduction Counselling and Guidance, New Delhi: PHI Learning Pvt.Ltd. • Gibson, Robert L. & Mitchell, Marianne, H. (2008). Introduction to Counselling and Guidance, New Delhi: Pearson Prentice Hall in India. • Gupta, M. (2005). Effective Guidance & Counselling, Jaipur: Mangaldeep publications. • Kochhar, S.K. (2009). Guidance & Counselling in Colleges & Universities, New Delhi: Sterling Publishers Pvt Ltd. 	

- Kochhar, S. K. (2006). Educational and Vocational Guidance in Secondary Education, Delhi: Sterling Publications.
- Koshy, J. (2007). Guidance and Counselling (Vol. IV), New Delhi: Dominant Pub. & Distributors.
- Kottler, J. A. & Shepard, D. S. (2008). Counselling Theories & Practices, Cengage Learning: 1st Edition.
- Madhukumar, I. (2007). Guidance and Counselling, New Delhi: Authors Press.
- Mathur, S. S. (2008). Fundamentals of Guidance & Counselling, Agra: 2nd Edition Aggarwal Publication.
- Mishra, R.C. (2004). Guidance & Counselling, New Delhi: APH Publishing Corporation.
- Naik, D. (2007). Fundamentals of Guidance and Counselling, New Delhi: Adhyayan publishers.
- Pandey, V.C. (2006). Educational Guidance & Counselling, Delhi: Isha Books.
- Rao, S N. (2006). Counselling and Guidance, Delhi: McGraw hill Publication.
- Rao, S. N. & Hari, H. S. (2004). Guidance and Counselling, New Delhi: Discovery Pub. House.
- Saxena, A. (2006). Organization of Guidance Service, Delhi: Rajat Publications.
- Safaya, B.N. (2002). Guidance & Counselling, Chandigarh: Abhishek Publications.
- Sexena, A. (2007). Modern Techniques of Counselling, New Delhi: Rajat Publications.
- Saxena, A. (2007). Introduction to Educational & Vocational Guidance, Delhi: Rajat Publications.
- Sharma, R. A. (2011). Fundamentals of Guidance and Counselling. Meerut: R Lal Book Depot.
- Sharma, S.P. (2008). Career Guidance & Counselling, New Delhi: Kanishka Publishers & Distributors.
- Sharma, T.C. (2002). Modern Methods of Guidance & Counselling, New Delhi: Sarup & Sons.
- Sharma, Y.K. (2005). Principles of Educational & Vocational Guidance, New Delhi: Kanishka Publishers.
- Shrivastava, K.K. (2003). Principles of Guidance & Counselling, New Delhi: Kanishka Publishers.
- Singh, R. (2002). Educational & Vocational Guidance, New Delhi: Commonwealth Publishers.
- Vashist, S.R. (2004). Evaluation of Guidance, New Delhi: Anmol Publications Pvt. Ltd.
- Varky, B. G. & Mukhopadhyay, M. (2006). Guidance and Counselling, New Delhi: Sterling Publications.
- Yadav, R.H. (2012). Guidance & Counselling, New Delhi: APH Publishing Corporation.

Year	II	COURSE CODE:SOE010447C0044 DISSERTATION	Credit	4
Semester	IV		Marks	100
Objectives				
Transactional Strategies		<ul style="list-style-type: none"> The dissertation is a compulsory 4 credit component of the M.Ed. programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor: <ul style="list-style-type: none"> (i.) Related to specialization / foundations Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis. (ii.) The word limit for the dissertation may be between 15,000 to 20,000 words. (iii.) Each student has to submit a Dissertation on a topic, preferably from the Specialization Courses or in the areas introduced in the perspective courses at the end of the M.Ed. course before the commencement of the Theory Examination. While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at it should begin early on, ideally in the Semester 1 onwards. This also means that the assessment of this component should be spread over various stages in this process, viz., developing a research proposal, presenting it, conducting the research, developing the first draft, finalizing the dissertation and presenting it in a viva-voce situation. All these stages should be given due weightage in the assessment of the dissertation. 		

GENERAL ELECTIVE COURSE

Year	I	GENERAL ELECTIVE COURSE COURSE CODE: SOE010147GEC3014 DEVELOPMENT OF PERSONALITY	Credit	4
Semester	I		Marks	100
Note:		(iii.) The student shall maintain a file of the record related to activities performed. (iv.) Mode of transaction of this course will be workshop, projects and assignments		
Objectives:		After completion of the course, student-teachers will be able:- (vii.) to understand self through self exploration and self evaluation. (viii.) To re-engineer attitude and understand its influence on behavior. (ix.) to know human conduct, human character and to live accordingly in the society (x.) to be in harmony with one self and in harmony with entire existence		
Course Content				
Unit-1		Introduction: Self		
		<ul style="list-style-type: none">• Meaning and nature of Self• Idea of self: Self-concept and self-esteem• The soul and the brain• Limits to self –knowledge• Self- regulation and the body• Functional model of the self		
Unit-2		Development of Self		
		<ul style="list-style-type: none">• Sessions on mental and physical well-being• Realization, understanding of Shanti, Santosh, Anand.• Prosperity (in terms of Harmony: with family and society)• Human Values in relation to self, society, nation & world• Analysis of SWOT: Strength, Weakness, opportunity and threats• Prayer & Meditation• The adolescent identity crisis• Self conceptions in adulthood		

Unit-3	Creativity, attitude and motivation
	<p>Creativity: Out of box thinking, Lateral Thinking.</p> <p>Attitude: Factors influencing Attitude, Challenges and lessons from Attitude, Etiquette</p> <p>Motivation: Factors of motivation, Self talk, Intrinsic & Extrinsic Motivators.</p>
Unit-4	Yoga, Stress Management and Value Development
	<p>Yoga and Stress Management:</p> <ul style="list-style-type: none"> • Yoga for integrated personality development • Yoga and Stress Management • Yoga as a way of life to cope with stress <p>Value Development</p> <ul style="list-style-type: none"> • Human values in relation to self, society, nation and world • Spirituality and its role in human self-development
Evaluation Strategy	Observation of participation in the workshops and of written reflections about the experience gained through workshop and discussion.

SUGGESTED READING:

- Covey Sean, Seven Habits of Highly Effective Teens, New York, Fireside Publishers, 1998.
- Carnegie Dale, How to win Friends and Influence People, New York: Simon & Schuster, 1998.
- Thomas A Harris, I am ok, You are ok , New York-Harper and Row, 1972
- Daniel Coleman, Emotional Intelligence, Bantam Book, 2006

Year	I	GENERAL ELECTIVE COURSE COURSE CODE: SOE010248GEC3014	Credit	4
Semester	II	INTRODUCTION TO ACADEMIC RESEARCH WRITING	Marks	100
Note:		1.The student will maintain a file of the record related to activities performed. 2. Mode of transaction of this course will be a workshop.		
Objectives:		<ul style="list-style-type: none">• Write or draft professional letters and mail etc.• Use & differentiate different kinds of writings and writing styles• Reflect on essential requirements of academic writing & distinguish a good academic writing from others.• Analyze academic sources and how to refer them.• Cite a source, paraphrase and acknowledge the source & edit one’s own writing.• Write a research article, review article, thesis chapter and other related academic research text,• Demonstrate understanding of the ways in which writers, texts and readers interact,		
Workshop on Academic Writing Skill				
		<ul style="list-style-type: none">• Write a paragraph on any topic of your interest and edit one’s own writing. Prepare a report on it.• Prepare a programme on reflective thinking and negotiation skill and conduct it in school.• Prepare your resume/effective profile for an interview.• Prepare a professional letter and mail on any topic.• Write a professional report of any workshop and seminar		
Course Content / Syllabus				
Unit-1	Introduction to Academic research writing			
	<ul style="list-style-type: none">• Concept meaning of academic research• Need and impotence of academic research• Nature of academic research			

Unit-2	Structure of :
	<ul style="list-style-type: none"> • research article, • review article, • Thesis chapter and other related academic research text.
Unit-3	Review writing and writing of project proposal
	<ul style="list-style-type: none"> • Publication Manual of the American Psychological Association or any other as per demand. • Writing project proposal
Unit-4	Seminar and conference Presentation
	<ul style="list-style-type: none"> • Writing and presentation of full length papers in seminar/ conference • Publication procedure of research article and papers • Patent policy (Intellectual property Rights India)
Transactional Strategies	<ul style="list-style-type: none"> • The course consists of two parts: The first part is a series of seminars in which participants analyze texts (their own and others), perform small writing tasks and take part in discussions about aspects of the texts. In the second part, the participants' work individually with a partner and instructor on a text they themselves are writing for eventual publication <p>Note:</p> <ul style="list-style-type: none"> • Each student should be prepared to bring FIVE well-written published academic article in your field (to use as models) and whatever notes, earlier drafts you need to get started on a manuscript. • Student will write assignments in order to develop a full-length article or conference presentation by the end of the course. Working from your own areas of interest, the course moves progressively from short writing tasks to a full-length paper.
Suggested Readings: <ul style="list-style-type: none"> • Hall, G. M, ed. (2008) How to Write a Paper. Fourth Edition. Malden, MA: Blackwell. (155 pages) • Chicago Manual of Style (2005) Fifteenth Edition. University of Chicago Press • Swales, J. M and Feak, C. B. (2000) English in Today's Research World: A Writing Guide. Michigan: University of Michigan. (293 pages). • Michaelson HB. (1990) How to Write and Publish Engineering Papers and Reports. Third Edition. Phoenix: Oryx Press • Day, R. and Castel, B. (2012) How to write and Publish a Scientific Paper. Seventh Edition. Cambridge University Press (293 pages). • Booth, W. et. al.,T (2008) The Craft of Research. Chicago: Chicago University Press (pages 313). • Publication Manual of the American Psychological Association (2001) Fifth Edition. Washington: APA (436 pages) 	

Year	II	COURSE CODE: SOE010449GEC3014 INTRODUCTION TO COUNSELLING	Credit	4
Semester	IV		Marks	100 (Theory: 70, Internal: 30)
Objectives		On the completion of this course the students will be able <ul style="list-style-type: none">to understanding of Historical and Professional Foundations of Counselling in Indiato analyze their attitudes and beliefs about helping through self-assessment assignmentsto understand the roles, functions, and characteristics of counselorsto counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling intervention		
Course Content / Syllabus				
Unit -1		Historical and Professional Foundations of Counselling <ul style="list-style-type: none">Counselling in India: History and TrendsPersonal and Professional Aspects of CounsellingEthical and Legal Aspects of CounsellingCultural Aspects of Counselling		
Unit -2		The Counselling Process and Assessment Interview <ul style="list-style-type: none">Building Counselling RelationshipsTesting, Assessment, and the Diagnosis in CounsellingWorking in a Counselling RelationshipTermination of Counselling Relationships		
Unit -3		Theories of Counselling <ul style="list-style-type: none">Psychoanalytic and Psychodynamic Theories of CounsellingBehavioural and Cognitive Theories of CounsellingHumanistic Theories of Counselling		
Unit -4		Specialties in the Practice of Counselling <ul style="list-style-type: none">Groups in CounsellingCareer Counselling Over the Life SpanMarriage, Couple, and Family Counselling		

	<ul style="list-style-type: none"> • Counselling Children, Adolescents, and Young Adults
Transactional Strategies	Lectures - Session videos analysis- Case studies
<p>Tasks and Assignments: The student may undertake any one of the following activities (10 marks)</p> <p>Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests</p> <ul style="list-style-type: none"> • One each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups. • Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session. • Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in details the group climate. 	
<p>Suggested Readings:</p> <ul style="list-style-type: none"> • Brandes, B. (Ed.) (2016). Introduction to counselling (2nd Custom edition). Toronto, ON: Athabasca University/Pearson Education Canada. Adapted from S. T. Gladding & K. G. Alderson. • Burnard, P. (2005). Counselling Skills Training, New Delhi: Viva Book Private Limited. • Chandra, R. (2009). Career information and Guidance and Counselling, Delhi: Isha Books. • Chauhan, S.S. (2007). Principle and Techniques of Guidance, New Delhi: Vikas Publishing House. • Gibson, R. L. & Mitchell, M. (2008). Introduction Counselling and Guidance, New Delhi: PHI Learning Pvt.Ltd. • Gibson, Robert L. & Mitchell, Marianne, H. (2008). Introduction to Counselling and Guidance, New Delhi: Pearson Prentice Hall in India. • Gupta, M. (2005). Effective Guidance & Counselling, Jaipur: Mangaldeep publications. • Kochhar, S.K. (2009). Guidance & Counselling in Colleges & Universities, New Delhi: Sterling Publishers Pvt Ltd. • Mathur, S. S. (2008). Fundamentals of Guidance & Counselling, Agra: 2nd Edition Aggarwal Publication. • Mishra, R.C. (2004). Guidance & Counselling, New Delhi: APH Publishing Corporation. • Naik, D. (2007). Fundamentals of Guidance and Counselling, New Delhi: Adhyayan publishers. • Rao, S N. (2006). Counselling and Guidance, Delhi: McGraw hill Publication. • Rao, S. N. & Hari, H. S. (2004). Guidance and Counselling, New Delhi: Discovery Pub. House. 	