

MAHARSHI DAYANAND SARASWATI UNIVERSITY, AJMER



पाठ्यक्रम SYLLABUS

SCHEME OF EXAMINATION AND COURSES OF STUDY

FACULTY OF EDUCATION

M.Ed. Examination

2009-10 से प्रभावी(w.e.f.)

सत्र 2013-14

महर्षि दयानन्द सरस्वती विश्वविद्यालय, अजमेर

NOTICE

1. Change in Statutes/Ordinances/Rules/Regulations/ Syllabus and Books may, from time to time, be made by amendment or remaking, and a candidate shall, except in so far as the University determines otherwise comply with any change that applies to years he has not completed at the time of change. **The decision taken by the Academic Council shall be final.**

सूचना

1. समय-समय पर संशोधन या पुनः निर्माण कर परिनियमों / अध्यादेशों / नियमों / विनियमों / पाठ्यक्रमों व पुस्तकों में परिवर्तन किया जा सकता है, तथा किसी भी परिवर्तन को छात्र को मानना होगा बशर्ते कि विश्वविद्यालय ने अन्यथा प्रकार से उनको छूट न दी हो और छात्र ने उस परिवर्तन के पूर्व वर्ष पाठ्यक्रम को पूरा न किया हो। विद्या परिषद द्वारा लिये गये निर्णय अन्तिम होंगे।

ORDINANCES FOR ADMISSION OF STUDENTS TO THE EXAMINATION OF MASTER OF EDUCATION-

O.327 - The admission for the degree of Master of Education shall be open to candidates who have after graduation passed the B.Ed., Shiksha Shastri, B.T., L.T. examination or Two Year B.Ed.(Secondary) or Four year, B.Sc., B.Ed. examination or any other examination recognized as equivalent there to pursue as regular course of study as hereinafter prescribed for not less than one academic year.

N.B. Candidates passing Shiksha Shastri examination and seeking admission to M.Ed. Course Shall be considered eligible for admission to M.Ed. if the candidates have passed in Shiksha Shastri examination with course of study as are identical to B.Ed. This shall be operative from the session 1980-81.

O.328 - The examination shall be held in two parts - Part I comprising of written papers and Part II comprising a dissertation embodying the results of an investigation carried out by the candidate. A candidate may take both parts simultaneously or Part I at the end of the first year and Part II thereafter at the end of second or third year. A candidate who chooses to take the two parts of the examination separately shall not be eligible to submit a Dissertation under Part II unless Part I of the examination has been completed.

O.328A - The objectives of the M.Ed. course are :

- A. To prepare professional personal required for college of education
- B. To prepare professional administrators and supervisors for positions of responsibility in educational planning and in supervision of educational services.
- C. To train persons for various psychological services such as psychological testing, personal education and vocational guidance, statistical service with an educational orientation.
- D. To train persons for participation in programs of examination reform and educational evaluation.
- E. To train persons for organising curriculum development and preparation of instructional materials.
- F. To prepare persons through systematic study and research which will contribute the development of educational literature and lead to the growth of education as a discipline.

O.329 - The examination for the Degree of M.Ed. shall consist of the following:

R-43. Scheme of Examination

Each Theory Paper (in all five) will carry 3 hrs. duration and 100 Marks each

Part I (A)

Papers	External Marks	Internal Marks*	Total
(i) Compulsory Papers :			
Paper I Philosophical & Sociological Foundations of Education	75	25	100
Paper II Psychological Foundations of Education	75	25	100
Paper III Methodology of Educational Research	75	25	100
(ii) Optional Papers: Any two of the following :			
Paper IV and paper V			
I: Peace Education	75	25	100
II: Teacher Education	75	25	100
III: Educational Technology	75	25	100
IV: Value Education	75	25	100
V: Curriculum Development	75	25	100
VI: Management Planning & Financing of Education	75	25	100
Part II: Dissertation			
Grand Total	425	175	600

* A committee constituted by the Principal of TTI will carry out the internal assessment. The faculty member/s teaching the paper concerned shall be the member of the committee. The committee will decide the modus operandi of the evaluation.

Award of Division

The successful candidates will be awarded the division based on the aggregate Marks according to the following :

First Division 60% and above. Second Division 48% and above but less than 60%. Minimum pass marks in each Theory Paper and Dissertations will be 36%

O.329A - Every candidate for the M.Ed. examination under part II shall, at the time of submitting his dissertation will produce certificate from the head of the institution where s/he has studied and is fit to be examined.

The three copies of dissertation together with three copies of the summary shall be submitted before the commencement of annual examination to the Principal of the College, who will forward one copy of the dissertation along with summary to the Registrar of the University.

O.329B - Failure to appear at or pass the examination shall not disqualify a candidate from presenting himself at any subsequent examination on a fresh application being forwarded at a further course of study at any affiliated college.

O.329C - A Candidate who has passed the M.Ed. Examination of this University or any other University recognized by Syndicate may be permitted to appear for the examination already offered by him (Without attending in affiliated college), or the papers in any other area of specialization under Part I (B) Provided he studied at a Post Graduate Teacher Training College affiliated to the university for at least three months.

Compulsory Paper I PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Exam Duration : 3 Hours

Max.Marks 100

External Marks 75

Internal marks 25

a) Course objectives

The students are expected to

- understand the nature scope and functions of Philosophy and Education.
- analyse, interpret and synthesise the various concepts, proposition and assumptions to philosophical and educational phenomena.
- get acquainted with the contribution of educational thinkers
- understand the role of education in social change
- appreciate the social dimensions of education

(b) Course content**Unit I : The nature of philosophy**

Uses of philosophy; Branches of Philosophy and Indian Philosophical foundation of Education, metaphysics, epistemology and axiology and their implications for education Research

Trends in philosophy of education in recent times. Indian Philosophical Foundations of education- Characteristics of Indian Philosophy, Education conceived in vedic period nature of the learner, goals of life, theory of knowledge and ethical value.

Philosophies of Buddhism, Jainism, Nyaya, Vedanta, Sankhya and Geeta for Teacher student relationship.

Unit 2 : Western Philosophical Foundations of Education

Naturalism, Idealism, Pragmatism, Realism, Existentialism, Marxism : metaphysics and epistemology; aims of education, educative process, freedom and discipline, values in education, curriculum, teacher pupil relationship and implications for methods of teaching.

Contribution of Indian thinkers :

- Gandhi
- Tagore
- Vivekanand

Unit 3 : Education as a social sub system

- (i) 1 Concept of social system
- 2 Specific characteristics of education as a social subsystem.
- 3 Education and its relationship with other social sub system i.e. Family Caste traditions and state.
- (ii) Education as a Social process
 - 1 Theories of Socialisation
 - 2 Process of acculturations, enculturation and socialisation

- 3 Role of family, caste and state in preservation, transmission and enrichment of culture.

Unit 4 : Social Change and Education :

- 1 Concept of natural phenomenon and planned change.
- 2 Process of planned change
- 3 Factors and qualities of change, stratification
- 4 Social Mobility, Modernisation and Education
5. Social change and Peace, Nonalignment Movement, Role of UNESCO for promotion of peace Education

Unit 5 : Social Dimension of Education

- 1 Approaches to religious and moral education : Humanistic and spritual approaches.
- 2 Socialistic pattern of society and education.
- 3 Exiting educational disparities equality and equity their contribution to individual and society
- 4 Alternative Schooling, Concept and Consequences
- 5 Scientific humanism
- 6 Education for International Understanding

(c) Bibliography :

- 1 Bhaum, Archia-I : Philosophy, An Introduction Bombay, Asia Publishing House, 1962.
- 2 Brubacher, J.S. : Modern Philosophies of Education (3rd) New York, McGraw Hills, 1962.
- 3 Brubacher, J.S. : An Electric Philosophy of Education (2nd Ed.)
- 4 Bulter, I.D. : Four Philosophy (3rd Ed.) New York, Harper and Bros. 1969.
- 5 Chatterji, S.C. and Datta, D.A. : An Introduction to Indian Philosophy, Kolkata Kolkata University Press, 1955.
- 6 Harighurst, Robert J. Society and Education Bostern Acligh and Neugarten Bermioc and Bacon Inc., 1957.
- 7 Haralamobs, M. with R.M. Herld : Sociology Themes and Perspectives, Oxfors University, Press Delhi, 1981.
- 8 Hocking W.B. : Types of Philosophy, New York, Chanless Scribners Sons, 1957.
- 9 Joad, C.E.M.N., Modern Philosophy, London Clarendon Press, 1953.
- 10 Johnston, Herbert : A Philosophy of Education New York, McGraw Hill Book Co. Inc., 1963.
- 11 Kabir, Humayun : Indian Philosophy of Education, Mumbai, Asia Publishing House, 1962.
- 12 Kanelloer, GF., Enisten Halism and Education, John Wiley and sons, Inc. New York, 1955.
- 13 Magill F.W. (Ed.) Master pieces of worked Philosophy (In summary from) The Hukhinston University Liba London 1965.
- 14 Max Muller F. The Six System of Indian Philosophy Kolkata, Sushil

Gupta

- 15 Monnis V.C. : Modern Movement in Education Philosophy, Honghaton Miffine Co. Buster, 1969.
- 16 Mukherji, H.B. : Education for Fullness Asia Publ. House, New Delhi, 1962.
- 17 Mukherj, R.K. : Ancient Indian Education London MacMillan Co., 1947
- 18 Nacess A. : Four Modern Philosophies by Alastain Hanny : The University of Chicago PRes, 1969.
- 19 NSSE 41st and 54th year book University of Chicago Press, 19420-54
- 20 Paliwal, M.N.R : Social change and Education, Upper Publishing House, New Delhi, 1984.
- 21 Part Joe (Ed) : Selected reading in the Philosophy of Education New York, The MacMillan and Co. 1962

PAPER - 2 - PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

Exam Duration : 3 Hours

Max.Marks 100

External Marks 75

Internal marks 25

(a) Course Objectives :

To enable the students to :

- Understand concepts and principles of Educational Psychology as an applied science
- Understand the implication of psychological theories for education
- Develop understanding of individual differences among the learners and related educational treatments including remediation.
- Understand the process of development and assessment of various abilities and traits.
- Develop understanding of psychological basis of various teaching and classroom management strategies.

b) Course content :

Unit - I : Educational Psychology as an Applied Science

- Concept, Objective and scope of educational psychology and recent developments
- Behaviourist, cognitive and humanistic perspective of educational psychology
- Brief introduction to Indian psychology with reference to education
- Significance of educational psychology in terms of the learners, teachers, teaching-learning process and school effectiveness

Unit-II : Human Development and Individual Differences

- Human development: Concept, Principle, sequential stages of development, factors influencing development
- Theories of Piaget and Bruner - Major concepts and stages and implications for education.

- Development of self-concept, Kholberg's stages of development and educational implication.
- Theories of personality: Psychoanalysis, Allport's trait theory, Roger's
- Meaning and basic dimensions of individual differences, Instructional strategies to meet individual differences.
- Children with special needs, types and their education.

Unit- III: Cognitive and Affective Skills, Nurturing and Assessment

- Intelligence, abilities and aptitudes: Information processing view of intelligence, concept of abilities - Multiple intelligence, Measurement based on psychometric approaches.
- Creativity: Method of identifying creative children, strategies for fostering creativity.
- Measurement of personality- Rating scales, check-list, inventories, sociometry, Projective tests.
- Emotional intelligence: concept, measurement and promotion emotional intelligence.
- Achievement test, probing test, diagnostic test and its use in teaching-learning
- Social skills: Concept, measurement and its use in teaching-learning.

Unit-IV : Theories of Learning and Motivation

- Meaning of learning - behaviouristic and cognitive views, factors affecting learning
- Conditioning: Operant conditioning - behaviour modification principles.
- Social learning - social behaviour and role modelling.
- Lewin's cognitive field theory.
- Tolman's theory of learning
- Gagne's conditions of learning.
- Motivation: Concept and meaning, achievement motivation, Rotter's attribution theory.

Unit - V : Classroom Management and Instructional Strategies

- Behavioural approach and Glasser's approach to classroom management.
- Management of deviant behaviour, token economy, group behaviour, group and individual contracts and home based contingencies, managing children with learning difficulties.
- Models of Teaching: Concept Attainment Model, Advanced Organiser Model, Inductive Thinking Model.
- Learning how to learn: Strategy of instruction for facilitating self-regulated learning.
- Mental health -concept and process of Adjuvstnet, Violence and Aggression, Factors causing, management of children with behaviour problems.

(c) Suggested Readings :

1. Ausubal, D.P. & Robinson, F.G (1969) School Learning, New York, Holt and Rinehart

2. Bernard, Harlod W. (1965) Psychology of learning and teaching, McGraw Hill Book Co, New York
3. Bruner, J, (1960) The process of education, Harvard University Press, Cambridge
4. Dececo, P. (1968) The psychology of learning and instruction, Prentice Hall, India
5. Desse, James. Psychology of learning, McGraw Hill Book Co, New York
6. Eson, M.E. (1972) Psychological foundation of education, New York, Holt and Rinehart
7. Gardner, M. (1993) Multiple Intelligence, New York: Basic Books
8. Goleman, D. (1995) Emotional Intelligence, New York: Bonton
9. Gupta, G.C. (1992) Ecology Cognition Metacognition and Mind, Shimla: Indian Institute of Advance Study
10. Joyce B. & Weil, M. (1979). Models of Teaching, N.J.: Prentice Hall.
11. Klusemeier, H.J. & Ripple, R.E. (1971). Learning and Human abilities: Educational psychology
12. Hilgard, E. (1965) Theories of learning, Appleton Century Crofts, New York
13. Joyce, B. and Weil, M. (1979) Models of teaching, Prentice Hall
14. Schwartz, L.L. (1977) Educational psychology - Focus on the learner. Boston, Hoslbrook Press

PAPER 3 - METHODS OF EDUCATIONAL RESEARCH

Exam Duration : 3 Hours

Max.Marks 100

External Marks 75

Internal marks 25

a) Course Objectives

The students are expected to :

- understand the meaning and process of research in education
- select suitable research problem after consulting various sources
- understand the various methods of sampling
- understand the characteristics and use of different tools and techniques for data collection.
- understand the various methods and techniques in educational research, and
- prepare a research proposal, dissertation abstract and research article.

b) Course content

Unit I Research in Education

- Meaning, need, importance (purposes), scope, dimensions and history of research in education, types of research basic, applied and action, methods, special characteristics and steps. Positivist and Non positivist paradigm and their implications for educational Research.
- (a) Sources, criteria and selection of research problem and statement of problem in different forms.

- (b) Meaning, characteristics and types of variables and inter relationship among different variables.
- (c) Meaning, importance, characteristics, types and forms of hypothesis.
- (d) Concept, need, selection of representative and adequate sample, probability sampling technique and Non probability sampling or techniques.

Unit II : Methods of Research in Education

- (a) Historical : Need and significance of historical research, characteristics and steps in historical research, techniques used in historical research, source collection, criticism and interpretation of data.
- (b) Descriptive : Characteristics and steps in descriptive research, surveys, correlation and causal comparative studies, case and developmental studies - nature and use, steps and interpretation.
- (c) Experimental : Need and significance, characteristics and steps in experimental research, Nature of quasi experimental research, validity internal and external, Role of control, Designs single group and parallel groups.
- (d) Qualitative research : Biography, phenomanology, Guided Theory Ethnography.

Unit III : Tools and Techniques of Data Collection and Research Report

- (a) Analysis and interpretation of data, generalisation and its limitations
- (b) Characteristics, types, construction and uses of : (i) Observation, (ii) Questionnaire, (iii) Interview, (iv) Rating scales (v) Schedule and (vi) Tests. (vii) Writing research reports
- (b) Characteristics of a good research report.

Unit IV : Descriptive Statistics

- 4.1 Tabular representation of data with regard to level of measurement Nominal, Ordinal, Interval and Ratio.
- 4.2 Graphical Representation of data : Histogram, Frequency Polygon, Ogive, Pie Chart and Bar Diagram.
- 4.3 Properties of Frequency Distributions
- a) Central Tendencies
Meaning, Measures of Central Tendencies- Mean, Median and Mode; Computation and Uses.
- b) Variability/Dispersion
Meaning, measures of Variability- Range, Standard Deviation, Variance, Quartile deviation, Computation and Uses.
- 4.4 The Normal Distribution
Characteristics of Normal Probability Curve (NPC), Deviation from normality and underlying causes, and applications of NPC.
- 4.5 Correlation
- a) Concept, types, coefficient of correlation - Assumptions, computation, uses and interpretation of rank order and product moment.

- b) Regression and Prediction : Concept of regression, regression equations.

Unit V : Inferential Statistics

5.1 Tests of Significance

- (a) Concept of Null hypothesis, Types substantive and statistical, testing of null hypothesis, Types of Error, Levels of significance, Tests of significance - Directional (one tailed) and Non-directional (two tailed) tests.
- (b) Testing the significance of difference between the following statistics for independent and correlated samples :

Proportions

Means (including small samples)

Variances

Correlation coefficients and prediction

5.2 Analysis of Frequencies Using Chi-Square

Concept of chi-square sampling distribution of chi-square, chi-square as test of goodness and its uses.

5.3 Analysis of variance

Concept, assumptions and uses

Bibliography

- 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.
- Fraenkel, J.R., Wallen, N.E. (1983), How to Design and Evaluate Research in Education, Singapore : McGraw Hill, Inc.
- मटनागर, आर पी तथा मटनागर (1995) शिक्षा अनुसंधान मेरठ, लायल बुक डिपो कालेज रोड
- Gupta, Santosh (1983). Research Methodology and Statistical Techniques, New Delhi : Deep and Deep Publisher.
- Kerlinger, F.N. (1973). Foundations of Behavioural Research, New York : Holt, Rinehart and Winston.
- Kaul, Lokesh (1984). Methodology of Educational Research, New Delhi : Vikas Publications.
- Sidhu, K.S. (1987). Methodology of Research in Education, New Delhi : Sterling Publishers Pvt. Ltd.
- Sukhia, S.P., Mehrotra, P.V. and Mehrotra, R.N. (1966) Elements of Educational Research, New Delhi : Allied Publications.
- Tuckman, B.W. (1969). An Introduction to Educational Research, New York : The Macmillan Company.
- Travers, R.M.W. (1969) An Introduction to Educational Research, New Delhi : Sterling Publishers Pvt. Ltd.
- Edronds (1973), Statistical Methods for Behavioural Sciences, New York : Holt, Rinehart and Winston.

- Ferguson, G (1976) . A statistical Analysis in Psychology and Education, New York : McGraw Hill.
- Garret, H. E. (1967), Statistics in Psychology and Education, Bombay Vakils.
- Guilford, J.P. and B. Fruchter (1987) : Fundamental Statistics in Education and Psychology. Tokyo : McGraw Hill (Student Sixth edition).
- Levin, J. (1977). Elementary Statistics in Social Research, New York : Harper and Row Publishers.
- McNemar, Quinn (1969). Psychological Statistics, New York : Wiley and Sons.
- Popham and Sirohic (1993) : Educational Statistics- Use and Interpretation, New York : Harper and Row.
- Siegal, S. (1956), Non-parametric Statistics for the Behavioural Science, New York, P. : McGraw Hill.

OPTIONAL PAPER I : PEACE EDUCATION

Exam Duration : 3 Hours

Theory : 75

Max.Marks 100

Practicum : 25

(a) Course Objectives

To enable the students to :

1. understand the goal of peace education.
2. acquaint with the factors responsible for disturbing peace
3. be aware about the efforts and for promotion of peace.
4. familiarize with the philosophy of various thinkers
5. outline the various strategies for conducting research in the area of peace education.

(b) Course Content

Unit I : Peace for Human Civilization

- Goals of Peace Education : Concept and methods, core values, teaching skills
- Factors responsible for disturbing peace

(a) Psychological	(b) socio-religious
(c) Political	(d) Linguistic
(e) Cultural	
- Empowerment for Peace, Sustainable Peace Development, Rights, duties, sharing responsibility. Role of teacher educators,

Unit II: Efforts for peace

(With reference to Literature on peace, Cost of war, Social Justice)

- Global, universal, World as community.
- National level : Multilingual, multi-centric and multi-pattern of living.
- Local level ; Social, individual, group, community.

Unit III : Organisations working for peace.

- U.N.O; UNESCO

- Human Right Commission
- Medicines Sans Frontiers (Doctors Without Borders)

Unit IV: Teaching of great thinkers about peace

- M.K. Gandhi
- Dalai Lama
- Rabindranath Tagore

Unit V : Research Areas for Peace Education

- Case study of disturbed and peaceful areas
- Causes of violence, effect of terrorism on educational development of children.
- Behaviour of Teachers, Headmasters and Managers towards mankind
- Classroom Management, School Climate, Group Dynamics.

(c) Practicum (any one of the following)

1. Preparation of observation schedule for identifying factors responsible for disturbing peace.
2. Survey of child rearing practices of the community and role of aggression and violence in it.
3. Analytical study of school-curriculum from peace perspective.
4. Case study of behavioural problems of school children causing disturbances,
5. Preparation of any topic from the course content and presenting it in the classroom.

(d) Suggested readings

1. Alexander, R. 1992. Policy and Primary Education. London : Routledge.
2. Day, Barbara 1983. Early Childhood Education, Creative Learning Activities, New York: McMillan Publishing Co. Inc.
3. Delors, Jackques (1996) Learning the Treasure within, Report of International Commission on Education for the 21st century. Paris : London.
4. Dhan, H. (2000). Teaching Human Rights. A Handbook for Teacher educators, Asian Institute of Human Rights Education, Bhopal.
5. Galtung, J. and Ikeda, D., (1995), Choose Peace. London : Pluto Press.
6. Government of India (1966). Report of the Education Commission 1964-66 on Education and National Development. New Delhi, Ministry of Education.
7. Government of India (1952-53) Report of the Secondary Education Commission, New Delhi Ministry of Education.
8. Government of India (1986) Report of the National Policy of Education (1986), New Delhi, Ministry of Human Resource Development.
9. Government of India (1993) Learning without Burden, New Delhi Ministry of Human Resource Development , Department of education, Govt. of India.
10. Government of India, (1948-49), Report of the University Education Commission, New Delhi, Ministry of Education.

11. Handa, M.L. (1983). Manifesto for a Peaceful World Order. A Gandhian Perspective. Delhi : Gandhi Bhavan Unit of Delhi.
12. Harris Ian M. (1988) : Education for Peace, MC Farland and Company, London.
13. Kali for Women (2003) Terror Counter-terror, New Delhi 110016
14. Krathwoll, D.R., Bloom, B.S. and Maria, B.B. 1968. Taxonomy of Education Objectives : The Classification of Educational Goals, New York : David McKay Co. Inc.
15. MHRD 1973. Learning Without Burden : Report of the National Advisory Committee, New Delhi : MHRD, Department of Education.
16. Pandey, S. (2004). Education for peace Self instructional Package for teacher Educators
17. Reutzell, D.R. and Cotter, R.B. 1996. From Basals to Books, New Jersey Englewood Cliffs.
18. Singh, Dolly. 1995 Child Development : Issues, Policies and Programmes Vol. (1), (2) & (3) . Delhi : Kanishka Publishers.
19. Spodek, B. 1978. Teacher Education : Issues and Insights, Prentice Hall, Inc Englewood Cliffs.
20. Webb, Rosemary 1990. Practitioner Research in the Primary School, London : The Falmer Press.

OPTIONAL PAPER II : TEACHER EDUCATION

Exam Duration : 3 Hours

External Marks 75

Internal marks 25

Max.Marks 100

(a) Course Objectives

The students are expected to :

- Understand concept aims and scope of teacher education in India with the historical perspectives
- Know development of teacher education, curriculum in India.
- Develop different competencies essential for a teacher for effective transaction.
- Practice teaching - concept and process.

(b) Course content

Unit I

- Teacher Education - concept, aims and scope.
- Teacher Education in a changing society : A brief review of historical perspective of the development of teacher, education in India ancient medieval and British and during Post independence period.
- Types of Teacher Education Programmes : Inservice, Pre-service, Distance Education, Orientation and Refresher
- Teacher Education Curriculum at different stages, objectives and structure.
- Approaches to Teacher Education - consecutive and integrated.

Unit II

- A critical approach of the present system of teacher education in India.
- Qualities of a good teacher - cognitive, affective and psychomotor skills.
- Competency based teacher educations, Quality assurance in teacher education.

Unit III

- NCTE curriculum Framework -1978,1988,1998: salient features, methodology of Teacher Education Evaluation.
- Principles of methods of teaching school subjects.
- The Teaching Models - Concept Attainment Model, Inquiry Training Model and Problem Solving Model.

Unit IV

- Organisation of Practice Teaching for developing an effective teacher
- Practice teaching, internship, block teaching - its organisation and problems.
- Submission of practice lessons, observation and assessment, feed back to student teachers concept and types.
- SUPW/Open Air Session
- Research in Pre-service teacher education

Unit V

- Inservice Teacher Education Need, Importance and modes of In-service Teacher Education in India
- Centrally sponsored schemes of Inservice Education of Teacher DIETs, CTEs, IASEs, Role of state and Union Government in the Inservice Education of Teachers
- Emerging structure of Inservice Teacher Education - BRC, CRC
- Professional ethics for teachers
- Teacher Education and School effectiveness

(c) Bibliography

1. Adaval, S.B. and other 1984. An Analytical Study of Teacher Education in India, Allahabad Amitabh Parlashan.
2. Buch, M.B. 1968. Readings in Inservice Education Vallabh Vidyanagar, Sardar Patel University.
3. Chaurasia, G. 1967. New Era in Teacher Education, Delhi Sterling Publication,
4. Govt. of India 1992. National Policy on Education (Revised). MHRD, New Delhi.
5. Jangira, N.K. 1979. Teacher Training and Teacher Effectiveness: An Experiment in Teacher Education, New Delhi, National Publication House.
6. Jangira, N.K. 1984. Professional Enculturation: Innovative Experiments in Teaching in Training, New Delhi Bookwork of India.
7. Jagnira, N.K. and Ajit Singh 1982. Core Teaching Skills: Micro Teaching Approach, New Delhi, NCERT,.

8. NCERT 1986. Third Survey of Research in Education.
9. NCERT 1991. Fourth Survey of Research in Education.
10. NCERT 1997: Fifth Survey of Research in Education.
11. NCERT 1991 Elementary Teacher Education Curriculum-Guidelines and Syllabi.
12. NCERT 1977. Second National Survey of Teacher Education at Elementary Level, New Delhi.
13. NCERT 1986. Report of the Working Group in Inservice Education of Teachers, NCTE.
14. NCERT 1988. Inservice Teacher Education Package Vo. I & II, New Delhi.
15. NCERT 1995. SOPT-Self Instructional Package for Special Orientation Programme for Primary School Teachers.
16. NCERT 1989. Admission Procedure for Teacher Education Institutions, NCTE.
17. Pandey, B.N. and D.N. Khosla (1974). Student Teaching and Evaluation, New Delhi, NCER.
18. Shukla, R.S. 1978. Emerging Trends in Teacher Education, Allahabad, Chugh Publication, Allahabad.
19. Singh, L.C. 1995. Teacher Education and the Teacher, New Delhi, Vikas Publishing House, Maszid Road, Jagpura.
20. Srivastava, R.C. and Bose, K. 1978. Theory and Practice of Teacher Education in India, Allahabad: Chugh Publications.

OPTIONAL PAPER III : EDUCATIONAL TECHNOLOGY

Exam Duration : 3 Hours

Max.Marks 100

External Marks 75

Internal marks 25

(a) Course Objectives

The students are expected to :

- Understand about the meaning, nature and scope and significance of educational technology
- distinguish between communication and instruction.
- acquaint them with levels, strategies and models of teaching for future improvement.
- understand about the importance of programmed instructions and researches in educational technology.
- familiarise them with emerging trends and resource centres of educational technology.

(b) Course content

Unit I

- Concept of educational Technology

- Meaning, Nature, Scope and significance of Educational technology
- Components of Educational technology Software, hardware
- Educational technology and instructional technology.

Unit II

- Communication and instruction
- Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology
- Designing instructional System
- Formulation of instructional objectives
- task analysis
- designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

Unit III

- Teaching levels, strategies and Models
- Memory, Understanding and reflective levels of teaching
- Teaching strategies : Meaning, Nature, Functions and Types
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching)
- Modification of teaching behaviour
- Micro teaching, Flander's interction Analysis, Simulation

Unit IV

- Programmed instruction (linear/branching model) - Origin and types- linear and branching.
- Development of the programmed instruction material
- teaching machines
- Computer Assisted Instruction
- Researches in Educational Technology
- Future priorities in Educational Technology

Unit V

- Educational Technology in formal, non-formal and informal Education, Distance Education, Open Learning Systems and Educational Technology.
- Emerging trends in Educational Technology, Videotape, Radio vision, Tele conferencing, CCTV, CAI, IONSAT - Problems of New Technologies.
- Evaluation and Educational Technology
- Resource Centres for Educational Technology, CIET, UGG, IGNOU, NOS State ET Cells, AVRRC, EMRC, NIST etc. their activity for the improvement of teaching learning.

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OPTIONAL PAPER IV : VALUE EDUCATION

Exam Duration : 3 Hours

External Marks 75

Max.Marks 100

Internal marks 25

(a) Course Objectives

The students are expected to :

- Understand the meaning and process of value education and education for Human Rights
- Promote values enshrined in Indian Constitution.
- Familiarise with the different methods and activities of value education.
- Understand theories of value development
- Develop the ability to appraise critically the issues related with value education.
- Organise activities and develop material for nurturing values.

(b) Course Content

Unit I : Perspectives of Value Education

- Ancient Indian traditions and Value education.
- Need and importance of value education and education for Human Rights.
- Objectives of value education.
- Values and education for citizenship.
- Indian culture and Human values.

Unit II : Values in Religions and their role in social cohesion

- Major religious festivals, National festivals and their role in value inculcation
- Value promoting institutions approach -
- Shri Ramakrishan Mission's Approach
- Arya Samaj's approach
- Sri Aurobindo's approach
- Bhartiya Vidya Bhawan's Approach
- Satya Sai Education Institution's approach

Unit III : Moral Education and Value Education

- Moral Education, Instructions, Training and Indoctrination
- Stages of moral development : Piaget and Kohlberg
- Moral judgment and values
- Personal and social values
- Domains of values: Caring, Judging and Action

Unit IV : Values Education and Indian Society

- Sociological bases of values
- Gandhian values : Austerity, Truth and Non violence
- Values in Preamble of the Indian Constitution: Justice, Liberty, Equality, Fraternity
- Values recommended by Chavan Committee: Truth, Righteous conduct, Love, Non-violence and Peace.
- Role of School in value development, activities, instructional material.

Unit V: Values Development and Evaluation

- Social learning theory
- Value clarifying strategies
- Models of value education: Jurisprudential Inquiry Model, Role Playing Model
- Methods of evaluation of values
- Moral dilemmas and their evaluation

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OPTIONAL PAPER V : CURRICULUM DEVELOPMENT

Exam Duration : 3 Hours

External Marks 75

Internal marks 25

Max.Marks 100

(a) Course Objectives

The students are expected to :

- develop an understanding about important principles of curriculum construction
- understand the bases and determinants of curriculum
- know the curriculum design and process of curriculum development.
- understand curricular content, curriculum implementation and process of curriculum evaluation
- appreciate issues, trends and researchers in the area of curriculum in India.

(b) Course content

Unit I

- Introduction, Concept and meaning of curriculum, Need of curriculum
- Curriculum development, theories and procedures
- History of curriculum development
- National Curriculum Framework - Concept and Importance
- Types of curriculum

Unit II

- Bases and Determinants of Curriculum
- Philosophical considerations
- Psychological considerations
- Sociological considerations
- Discipline oriented considerations

Unit III

- Curriculum design and organisation
- Components and source of design
- Principles
- Approaches
- Categories and types
- Process of Curriculum construction
- Different models and principles
- Deduction of curriculum from aims and objectives of education

Unit IV

- Administrative consideration in curriculum planning
- Grass root level planning
- System analysis
- Curriculum implementation Strategies
- Role of curriculum support materials
- Types of materials and aids
- Modes of implementation

Unit V

- Curriculum Evaluation
- Importance of evaluation of curriculum
- Models of curriculum evaluation
- Interpretation of evaluation results and method
- Issues and trends in curriculum development, curriculum research in India.
- Suggestions and recommendation in curriculum development as per the following commissions : University Education Commission, 1948,
- Secondary Education Commission, 1952, Education Commission, 1964; National Policy on Education, 1986.

(c) Bibliography

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(b) Course content

Unit I

- Educational Management practice in the Present day context
- Meaning, nature, scope and principles of modern scientific management
- Systems approach to operational management in education
- Functions of educational managers
- Research relating to educational management
- The present trends in educational management

Unit II

- The process of management
- Planning for a rational approach to goal achievement.
- Concept of Objectives, Steps for formulating the objectives, Planning strategy, Policy and Programme for realising the objectives in terms of Decision making, Programme development and forecasting : Organising, Directing, Staffing and Recruiting, and planning for Human Resources, Training, Coordinating and Controlling, Budgeting, Recording and Reporting.
- POSDCORB AND PODC approaches.

Unit III

- Management of Financing
- Nature and scope of Educational finance
- Sources, Procurement, Budgeting and Allocation of Funds
- Maintenance of Accounts
- Sharing and distribution of financial responsibility
- Mobilisation of local resources
- Private and self financing of educational institutions

Unit IV

- Supervision and Inspection in Education : Need for supervision, Meaning, Nature, Scope, limitations of present supervisory procedures, Evaluation of supervisory effectiveness.
- Inspection Vs. Supervision
- Academic Supervision Vs. Administrative Supervision
- Resources budgeting and auditing in education
- Resource B : Meaning, types, mobilisation, allocation and creation
- Budgeting : Processes, formulation, types, drawbacks
- Evaluation for performance and accountability.

Unit V

- Controlling and leadership styles in educational management
- Centralisation Vs. Decentralisation, PERT, PPBS, Control and methods of controlling, control-diameter, unity of command.
- Leadership : Meaning and nature, Theories of leadership, leaderships styles.

OPTIONAL PAPER VI : MANAGEMENT, PLANNING & FINANCING OF EDUCATION

Exam Duration : 3 Hours

Max.Marks 100

Internal Marks 75

External marks 25

Course Objectives

The students are expected to :

Understand meaning, nature, scope, functions, principles and approaches of educational management.

acquaint them with the processes of educational management.

develop an understanding about the management of finance, resources and to prepare school/institutional budget.

know the procedures of supervision, inspection and improvement in the field of education.

understand about the type of leadership required and accountability to be maintained by the teacher and administrator.

- System Evaluation, Programme Evaluation and Evaluation of functionaries.

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