

## Students Responsibilities of Learning

Appreciate the institutional goals and objectives and contribute to their realisation by participating in relevant institutional activities.

- Have a clear knowledge of the programmes, admission policies, rules and regulations of the institution.
- Understand the teaching-learning strategies and evaluation systems of the institution.
- Follow the time schedules, rules and regulations of the institution.
- Undertake regular and intense study of learning materials.
- Make optimum use of the learning resources and other support services available in the institution.
- Prepare for continuous internal assignments and term-end examinations.
- Give feedback for system improvement.
- Have faith and ability to pursue life-long learning.
- Live as worthy alumni of the institution.

Janardan Rai Nagar Rajasthan Vidhyapeeth  
(Deemed) University, Udaipur (Raj.)

Lokmanya Tilak Teachers Training College (CTE)

(Accredited 'A' Grade by National Assessment and Accreditation Council)

Dabok, Udaipur - 3130022

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Faculty of Education  
Master of Education (M.Ed.)

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**Janardan Rai Nagar Rajasthan Vidyapeeth  
(Deemed) University**

(Accredited 'A' Grade by National Assessment and Accreditation Council)

**Dabok, Udaipur - 313022 Tel. : (0294) 2655327**



**Syllabus For  
Master of Education**

**(Two Year M.Ed. Programme)**

Lokmanya Tilak Teachers Training College (CTE)  
Dabok, Udaipur

### List of Contributors - Advisory Committee

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### Core Contributors

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3.	Dr. Bhura Lal Shrimali	Assistant Professor
4.	Dr. Vrinda Sharma	Instructor
5.	Dr. Anita Kothari	Assistant Professor
6.	Dr. Shahid Hussain Qureshi	Lecturer
7.	Mr. Amit Baheti	Computer Prog.
8.	Dr. Sarita Menariya	Assistant Professor
9.	Dr. Aparna Shrivastav	Assistant Professor
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15.	Dr. Renu Hingar	Assistant Professor
16.	Mr. Dipesh Bhatt	Assistant Professor
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23.	Mr. Pallav Pande	Lecturer
24.	Mrs. Roma Bhansali	Lecturer
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Janardan Rai Nagar Rajasthan Vidyapeeth  
(Deemed) University, Udaipur

**PREAMBLE**

Janardan Rai Nagar Rajasthan Vidyapeeth aims to achieve academic excellence by providing multi-faceted education to students and encourage them to reach the pinnacle of success. The University has designed a system that would provide rigorous academic programme with necessary skills to enable Students to excel in their careers.

This booklet contains the Programme goals & objectives, programme structure, and the detailed curriculum. The programme structure includes the courses (Core and Elective / Specialized), arranged Year-wise.

It is hoped that it will help the students study in a planned and a structured manner and promote effective learning. Wishing you an intellectually stimulating stay at J.R.N. Rajasthan Vidyapeeth. Udaipur, Rajasthan.

**Programme Title : M.Ed.**

**Duration of the Programme (in years) : 2**

**Level : PG**

**Programme Description :** The Master of Education degree (M.Ed.) is a two year programme designed to foster professional growth of prospective teachers and teacher-educators. The programme promotes teacher-educators who will engage in teaching the teachers and bring about curricular reform through curriculum development, school decision-making and community outreach. It is designed to be broadly useful and is, therefore, inter-disciplinary. The curriculum focuses on philosophical, psychological, sociological and curriculum foundations of teacher education. It emphasizes research and teaching tools including technology, assessment, research methodology and advanced instructional strategies. It

seeks to equip the researchers with excellent communication and writing skills required for expressing their views, research findings, experiences and reflections in academic gathering / academic forums.

**Goals of the programme :**

1. To enable the students to be innovative teachers.
2. To enable the students to undertake or to take interest in research work in education.
3. To prepare the students for responsible positions in :
  - a. Secondary / Higher Secondary School
  - b. Department of Education
  - c. College of Teacher Education
  - d. Institutions engaged in Educational Research, Education Planning, Educational Technology and Educational Administration.
4. To trained students for various psychological services such as personal, educational and vocational guidance, statisticians, with an educational orientation.
5. To trained students for curriculum development and preparation of instructional material.
6. To trained students for participation in programmes of examination reform.
7. To explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.
8. To appreciate the national education policies and provisions made in the plan to spread quality elementary and secondary education in the country, and the ways and means to equip would be elementary and secondary teachers for the same.
9. To understand, in the light of recent global developments, the

new thrusts in education, and the ways and means to inculcate intellectual emotional and performance skills among elementary and secondary pupils, the "Global Citizens of Tomorrow".

10. To imbibe in them attitudes and skills required of 'life-long learners' on the 'ICT influenced world' of today and tomorrow.

### **Objectives of the programme :**

The students will be able to : (1) Develop philosophical perspectives for analyzing contemporary school practices, (2) Develop competencies for inquiring into social structure, culture and values existing in Indian society, (3) Develop sensitivity to issues of economics in education, (4) Nurture competencies for adapting curriculum, teaching strategies and evaluation procedure for learners in inclusive classrooms, (5) Gain specialization in any of the two stages of schooling : elementary or secondary and senior secondary school, (6) Acquire knowledge about various innovative practices in teacher education and quality aspect of education, (7) Acquire competencies for use of ICT in Teacher Education, (8) Promote communication and expository writing skills, (9) Gain awareness of the nature of academic writing and acquire academic writing skills, (10) Develop competencies for conducting research in education, (11) Develop skills for interpreting statistical findings, (12) Develop critical thinking skills, (13) Inculcate spirit of life-long learning, (14) Develop ethical and spiritual sensibility, (15) Engage themselves in field related activities and see how theory is linked with practical implementation, (16) Serve internship in school and teacher education institution to acquire job related skills, attitude and values. The main objective of the programme will be :

### **M.Ed. R.1. Qualification for Admission**

Candidates who have obtained at least 55% Marks in Gen category, 50% marks SC/ST/OBC Category or equivalent grade can seek admission to the M.Ed. Programme (according to NCTE

Regulation-2014). Qualification of the M.Ed. admission shall be applied as per NCTE Norms .

### **M.Ed. R.2 Duration and Nature of the Course**

A candidate desiring to appear for the Pre M.Ed. Examination shall be full-time student, undergo a regular course of study in Department of Education and an institution recognized for the two years after entering the course.

The M.Ed. Programme shall be of duration of Two Academic Years, which can be completed in a maximum of the three years from the date of admission.

### **M.Ed. R.3 Course Design**

The M.Ed. Programme is a full-time course.

1. Guidance for dissertation will be given throughout two year. Semester. The students will submit the dissertation at the end of Second Year.
2. To pass M.Ed. Examination, a student will be required to pass separately in each internal and external exam and dissertation.
3. Student has to select either elementary core specialization or secondary core specialization.

### **M.Ed. R.4 Dissertation Proposal**

The dissertation shall be on an educational topic approved by the faculty members. For this the student must submit and present their research proposal in front Research committee. Committee will discuss the research proposal and then approve the proposal. The institute will organize a seminars for this purpose.

### **M.Ed. R.5 Dissertation submission**

Three copies of the dissertation shall be submitted in type written printed form with binding along with a CD (Soft copy with

PDF version) with the type of font used. The cover page color will be blue.

### **M.Ed. R.6. Standard of Passing and Grade Distribution**

1. To pass the M.Ed. each year examination a candidate must obtain at least 40 percent of the marks in each year..
2. Candidate has to obtain 50 percentages in Dissertation & its Viva-voce separately.

### **M.Ed. R. 7. Attendance**

It is mandatory for every student to keep 80% of attendance in the Department / Centre and 90% in Field Attachment (Internship). Head/Principal may condone the attendance of any student not more than 10% of total attendance to be kept by the student for a genuine and valid reason. In case of serious illness or under extraordinary circumstances, on recommendation of the Head/Principal, the Executive council shall decide to condone the required attendance of any student. Further provided that, any student participating in sports / cultural activities to represent the university at state or national level the Head/Principal shall condone these days as attendance for want of completion of the required attendance by the department/institute.

## M.Ed. Course Structure FIRST YEAR

Paper	Course Name	Marks
I	Philosophical and Sociological Perspectives of Education	100
II	Psychology of Learning and Development	100
III	Fundamentals of Educational Research	100
IV	Multimedia Education and E-Learning	100
V	Persepectives Research and Issues in Teacher Education	100
	<b>Specialization Course</b>	
VI	Students will not Opt any one Level of Specialization	
	A1 Elementry School Level policy, Economics, planning	100
	A2 Elementry school Level Structure, Status and Concern	100
	B1 Secondary school Level policy, Economics, planning	100
	B2 Secondary school Level Structure, Status and Concern	100
VII	Field Work	50
	Supervision of five teaching Skills For ten (10) days	
VIII	Yoga and Self development (Practical)	50
IX	Cultural and Literary development	25
X	Dissertation - 1	100
	1. Research Proposal	
	2. Review of Related Literature	
	3. Tool Construction	
XI	Outreach Programme	25
XII	Communication and expository Writing	50

## M.Ed. Course Structure SECOND YEAR

Paper	Course Name	Marks
I	Data Analysis and Interpretation	100
II	Educational Studies	100
III	Curriculum Studies and development	100
IV	Teacher Education - II	100
V	Specialization Course (Any Three from any one level)	
VA1	V1 Educational Technology at Elementry School Level	100
VA2	V2 Guidance and counseling at Elementry school Level	100
VA3	V3 Educational Administration and Management at elementary school Level	100
VA4	V4 Measurement and Evaluation at Elementry Level	100
VB1	V1 Educational Technology at Secondary School Level	100
VB2	V2 Guidance and counseling at Secondary School Level	100
VB3	Educational Administration and Management at Secondary School Level	100
VB4	Measurement and Evaluation at Secondary School Level	100
VI	Dissertation - II	150
	1. Script Reading 50 Marks	
	2. Internal Marks 50 Marks	
	3. Viva 50 Marks	
VII	Community Work	25
VIII	Academic Writing and Research Paper Proposal	25
IX	Internship in Teacher Education Institution	50
X	Yoga Education and Self Development	50

# FIRST YEAR

**PAPER - I**  
**PHYLOSOPHICAL & SOCIOLOGICAL**  
**FOUNDATIONS OF EDUCATION**

**M.M. : 100**

**OBJECTIVES :**

- \* To acquaint students with the concept and branches of philosophy and the inter-relationship between education and philosophy
- \* To acquaint them with the nature of major dimensions of contemporary education thoughts and their classroom implications.
- \* To make them aware of the major western philosophical thoughts and their educational implication.
- \* To develop knowledge of Indian philosophies of education and research trends.
- \* To introduce education as a social system.
- \* To impart knowledge of different social dimensions of education.

**UNIT - 1 : PHILOSOPHY & EDUCATION : RELATIONSHIP AND CONTEMPORARY THOUGHTS.**

1. Philosophy and Education : Meaning and Nature of philosophy Relationship between education and philosophy
2. Different Components of Philosophy : Metaphysics. Epistemology axiology and their educational implications.
3. Contemporary Educational Thought : alternatives in Education and Futurology of education - concept. Approaches and Educational implications.
4. New trends in Researches of Philosophy of Education.

**UNIT - 2 : WESTERN PHILOSOPHIES AND FIELDS OF STUDIES & EDUCATION.**

1. Naturalism : Concepts, Aims of Education according to

- Naturalism, Contents, Teacher - Pupil Relationship
2. Idealism : Concept, Aims of Education, Teaching Process, Teacher-Pupil Relationship.
3. Humanism : Concept, Aims of Education Teaching Process, Teacher-Pupil Relationship.

**UNIT - 3 : INDIAN PHILOSOPHY & EDUCATION**

1. Concept of the Personality development in Samkhya Philosophy, Teacher's Role in Teaching Process.
2. Shirmad Bhagwad Gita, Principle of Karmyoga & Teacher-Pupil Relationship.
3. Concept of Good Life (Sad Jeevan) In Jain Philosophy & Ideals of life, Syadvad & Anekantvad : A source of valid knowlege (Vaidh Gyan) of Education and Role of Teacher in the process.
4. Manishi Pt. Janardhan Rai Nagar - Philosophy of Education, concept of Education and Role of Teacher in the Process.
5. Budha Philosohpy - Ashtang Yoga.

**UNIT - 4 : EDUCATION SOCIOLOGY AND SOCIAL SYSTEM**

1. Educational Sociology - Concept and main areas.
2. New trends in the researches related to Educational Sociology and different dimensions of its study in India.
3. Education as a social system - Concept and its parts.
4. Socialization - Concept process and Role of Education.

**UNIT - 5 : SOCIAL DIMENSIONS OF EDUCATION**

1. Social Stratification - Concept social status, Provision of Equality of opportunities in education.
2. Social Interactions - Importance of Social Interactions in Education.
3. Social Change - Concept, factors affecting social change, planned change, teacher as an agent for social change.
4. Modernization - Concept, Role of Education in Modernization.

**SESSIONAL WORK (ANY TWO OF THE FOLLOWING) :**

1. Term paper on any topic related with the content of this paper.
2. Review of three abstracts.
3. Write a Monograph : any Educationist.

**REFERENCE BOOK :**

1. Ballanien, E.H. (1983) : Sociology of Education, New Jersey Prentice Hall.
2. Bramled, T. (1971) : Educational Sociology, Lucknow, U.P. Hindi Granth Academy.
3. Brown, F.J. ( 1974) L Educational Sociology, Lucknow, U.P. Hindi Granth Academy.
4. Brubacher, J.S. (1950) : Modern Philosophies of Edu., New York, McGraw Hill Book Co.
5. Buch, M.B. (1991) : Educational Survey, 4th Edition, New Delhi, NCERT Publication.
6. Butler, J.D. (1951) : Four Philosophies, New York, Harper & Bros.
7. Choube, S.P. & Choube, (1981) : Philosophical & Sociological Foundation of Education, Agra, Vinod Pustak Mandir.
8. Choube, S.P. (1976) : Sociological Foundations of Edu., Agra, Vinod Pustak Mandir.
9. Das Gupta (1974) : Bhartiya Darshan Ka Itihas, Jaipur, Rajasthan Hindi Granth Academy.
10. Jaya Ram N. (1680) : Sociology of Education, Jaipur, Rawat Publication.
11. Jarolomick, Hohn (1981) : The schools in Conntemporary Society, New York, Macmillan Co.
12. Kilpatick, W. (1959) : Source Book in the Philosophy of Education, New York, Macmillan Co.
13. Mark Muller, F. (1973) : The Six System of Indian Philosophy, New Delhi, Associated Publishing House.

14. Ottaway, A.K.C. (1953) : Education and Society, London Routledge and Kangen Paul.
15. Oad, L.K. (1973) : Shiksha Ki Darshanik Prashatbhumi, Jaipur, Rajasthan Hindi Granth Academy.
16. Pathak, P.G. and Tyagi, G. (1980) : Philosophical and Sociological Principles for Education, Agra, Vinod Pustak Mandir.
17. Radha Krishna, S. (1969) : Bhartiya Darshan, Delhi, Rajpal Prakashan.
18. Pandey, Ramashakal (1990) : Shiksha Ki Darshanil our Sashastriya Prashatbhumi, Agra, Vinod Pustak Mandir.
19. Ruhela, S. (1989) : Bhartiya Shiksha Ka Samajshastra, Jaipur, Rajasthan Hindi Granth Academy.
20. Webh, R.B. (1981) : Schooling and Society, New York, Macmillan Co.
21. Wyne, J.P. (1964) : Theories of Education, New York, Harper & Row.

**PAPER - II**  
**PSYCHOLOGY OF LEARNING**  
**AND DEVELOPMENT**

**M.M. : 100**

**OBJECTIVES :**

- \* To enable the students to understand the psychological basis of education.
- \* To enable the students to understand about human development and related theories.
- \* To develop an understanding about learning theories.
- \* To develop an understanding about motivation, cognitive, styles and meta cognition

**Course Contents :**

**UNIT - 1 : PSYCHOLOGICAL BASIS OF EDUCATION**

1. Concept, Nature and Scope of Educational Psychology.
2. Psychology as a scientific study and its concerns.
3. Investigating behaviour : Introspection, Self-reporting, Observation, Interview, Survey, Case Study and Experiment.
4. Major Schools of Psychology and their contribution : Structuralism, Behaviourism, Gestalt, Psychoanalytic, Humanistic and Cognitive.

**UNIT - 2 : HUMAN DEVELOPMENT AND ITS THEORIES**

1. Concept and Aspects of Human Development.
2. Stages of Human Development.
3. Freud's Psychoanalytical Theory.
4. Ericson's Theory of Psycho-Social Development.
5. Piaget's Theory of Cognitive Development.

**UNIT - 3 : THEORIES OF LEARNING**

1. Social Learning Theory of Bandura (Behavioristic Theory)
2. Field theory of learning, Kurt Lewin

3. Discovery Learning Theory of Bruner
4. Self Regulated Learning Theory of Zimmerman
5. Educational Implications of Learning theories.

**UNIT - 4 : MOTIVATION**

1. Meaning and Nature of Motivation
2. Maslow's Theory of Self-Actualization.
3. McClelland's Theory of Achievement Motivation.
4. Theory of Weiner's Attribution.
5. Educational Implication of Motivational Theories.

**UNIT - 5 : LEARNING STYLES AND METACOGNITION**

1. Learning styles - Visual (Spatial), Aural (Auditory - Musical), Verbal (Linguistic), Physical (Esthetic), Logical (Mathematical), Social (Interpersonal), Solitary (Intrapersonal).
2. Cognitive Styles : Field Dependent and Field Independent, Reflective, Impulsive, Synthesis, Idealistic, Pragmatic, Analyst and Realist thinking styles.
3. Concept and Meaning of Metacognition.
4. Flavell's Theory of Metacognition.

**ASSIGNMENTS ( ANY ONE )**

- \* Administration and Interpretation of the Psychological test.
- \* Organizing a seminar related to any Psychological aspect.
- \* Case study on or psychological trends and issues.
- \* Preparation of scrap book based on life and works of eminent psychologist.
- \* Action research based on any psychological aspect of students, teachers and administrators.

**REFERENCES BOOK :**

1. Decceco, J.P. (1970) : The Psychology of Learning and Interaction, New Delhi, Prentice Hall.
2. Gagne, Robert (1977) : The Conditions of Learning, New York,

- Hot and Rinehart.
3. Husen, T. (1985) : The International Encyclopedia of Education, Vol. 9T2.
  4. Klausmeir, H.J. (1995) : Educational Psychology, New York, Harper and Row.
  5. Klausmeir H.J. (1971) : Learning and Human Abilities, New York.
  6. Bigge, M.L. and Hunt (1980) : Psychological Foundation.
  7. Bigge, M.L. and Hunt (1982) : Learning Theory for Teacher, New York, Harper and Row.
  8. Lindgreen, H.C. (1980) : Educational Psychology in the Classroom, New York, Oxford University Press.
  9. Mayer, R.F. (1987) : Educational Psychology, Boton Little Brown.
  10. Atkinson, J.W. (1964) : An Introduction to Motivation, Princeton, New Jersey.
  11. Bernard, H.W. : Psychology of Learning and Teaching, McGraw Hill Book Co., New York.
  12. Choubey, S.P. (1988) : Educational Psychology, Laxmi Narayan and Sons, Agra.

**PAPER - III**  
**FUNDAMENTALS OF EDUCATIONAL  
 RESEARCH**

**M.M. : 100**

**OBJECTIVES :**

1. To develop Scientific Thinking among students.
2. To acquaint the students with the nature, concepts and types of Research.
3. To enable the students with different conceptual issues of Educational Research.
4. To enable the students to construct the Hypothesis.
5. To enable the students to search the sources of related literature.
6. To enable the students to select the appropriate Methods, Tools and Technique according to Research Problem.
7. To enable the students to develop research Proposal.

**UNIT - 1 : RESEARCH PERSPECTIVES**

1. Scientific thinking and scientific methods of enquiry.
2. Nature and concept of research, its need and significance.
3. Classification of Research - Basic, Applied and Action Research and their characteristics.
4. Research paradigms in education, qualitative, mixed and quantitative and their characteristics.
5. Aims of Educational Research.

**UNIT - 2 : RESEARCH DESIGN**

1. Related Literature - Uses, Sources of Educational Research, Library Survey and Internet Surfing.
2. Research Problem - Identification, selection & definition, criteria of a good research problem, formulation of research problem.
3. Hypothesis - concept, source and types, characteristics of a

hypothesis.

4. Variables - Concept and types.
5. Bibliography.

### **UNIT - 3 : METHODS OF EDUCATIONAL RESEARCH**

1. Survey method - Descriptive and Normative
2. Historical Method
3. Experimental Method
4. Case Study Method

### **UNIT - 4 : SAMPLING A SAMPLING ERRORS.**

1. Meaning, Need and Importance of Sampling, Unit of Sampling, Population and Sample.
2. Characteristics of a good sample.
3. Probability and non probability sampling.
4. Methods of selection of a sample : Random, Stratified, Purposive, Cluster and Quota sampling.
5. Sampling errors.

### **UNIT - 5 : TOOLS AND TECHNIQUES OF DATA COLLECTION**

1. Construction & use of the following tools and techniques for data collection - Questionnaire, Observation schedule, Sociometric, Interview Schedule, Checklist, Rating scale, Attitude scale.
2. Item Analysis.
3. Concept of Reliability and its types.
4. Concepts of Validity and its types.
5. Research Proposal

### **ASSIGNMENTS (ANYONE) :**

1. Develop research proposal on any research problem.
2. Prepare an action research plan.
3. Construction and Try out of a research tool.

4. Review of an M.Ed. / Ph.D. Dissertation.
5. Abstract of two dissertations / thesis.
6. Seminar Presentation on any theme.

### **REFERENCES BOOKS :**

1. Best, J.W. (1999) : Research in Education, New Delhi : Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983) : Educational Research - An Introduction, New York : Longman, Inc.
3. Christensen, L. (2007) : Experimental Methodology, Boston : Allyn & Bacon.
4. Clive Opie (2004) : Doing Educational Research - A Guide for First Time Researchers. New Delhi : Vistar Publications.
5. Cohen, Lewis and Manion Lawrence (1994) : Research Methods in Education, New York : Holt Rinehart and Winston Inc.
6. Flick, Uwe (1996) : An Introduction to Qualitative Research, London Sage Publication 17.
7. Fraenkel, J.R., Wallen, N.E. (1996) : How to Design and Evaluate Research in Education. New York : McGraw Hill.
8. Garret, H.E. (1958) : Statistics in Psychology and Education, Longman's Green and Co., New York.
9. Jill Porter & Penny Lacey (2005) : Researching Learning Difficulties - A Guide for Practitioners. Paul Chapman Publishing.
10. Kaul, Lokesh (1984) : Methodology of Educational Research, New Delhi : Vikas Publications.
11. Keeves, John, P. ((Ed.) (1990) : Educational Research Methodology and Measurement : An International Handbook, New York : Pergamo Publishing.
12. Kerlinger, F.N. (1986) : Foundations of Behavioural Research, Fort Worth, TX : Harcourt Bmce Jovanovich.
13. Kirkpatrick, D.L. (2005) : Evaluating Training Programmes : The flour levels.

14. Pamela Maykut & Richard Morehouse (1994) : Beginning Qualitative Research - A Philosophic and Practical Guide. Falmer Press, London : Washington D.C.
15. Scott, David & Usher, Robin (1996) : Understanding Educational Research, New York : Routledge.
16. Shank, G.D. (2002) : Qualitative Research. Columbus, Ott : Merrill, Prentice Hall.
17. Sharma, Bharti (2004) : Methodology of Educational Research. New Delhi : Vohra Publishers and Distributors.
18. Sharma, R.A. (2006) : Advanced Statistics in Education and Psychology. Surya Publication, Meerut.
19. Sharma, S.R. (2003) : Problems of Educational Research. New Delhi : Anmol Publications Pvt. Ltd.
20. Stake, Robert E.(1995) : The Art of Case Study Research. Thousand Oaks : C.A.: Sage.
21. Travers, Robert M.W. (1978) : An Introduction to Educational Research (4th Edition), London : MacMillan.
22. Van Dalen, Debonald, B. and Meyer, William, J. (1979) : Understanding Educational Research : An Introduction. New York : McGraw Hill.
23. <math>f\_{k} < \text{ky} > \text{I fPpnkulln ,oa QkVd} > \text{vjfoln \% 'k\{kd vud} > \text{dkku dk fof/k'kkL=} > \text{t ; i g} > \text{jkt Lfkku fgluh x\{k vdknehA}
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## PAPER - VI

# MULTIMEDIA EDUCATION AND E-LEARNING

M.M. : 100

### OBJECTIVES :

- \* To acquaint with the concept, scope and need of Multimedia Education and E-Learning.
- \* To understand process, types, barriers and uses of communication to apply communication technology in audio and visual media.
- \* To develop skills to use different technological aids.
- \* To understand system peripherals of computer, different software and operating systems.
- \* To understand and apply the knowledge of Multimedia Education and E-Learning.

### UNIT - 1 : INTRODUCTION TO INFORMATION TECHNOLOGY

1. Concept, scope and need of information technology.
2. Types and properties of information technology, caution against over use of it.

### UNIT - 2 : COMPONENTS OF COMMUNICATION

1. Concept, need and types of communication.
2. Process, cycle and model of communication sender, receiver, message, channel, feedback, encode, decode.
3. Intra-personal communication, interpersonal communication.
4. Barriers of communication : physical.

### UNIT - 3 : MULTIMEDIA AND E-LEARNING

1. Characteristics of communication media criteria for media selection.
2. Audio media : Broadcast & Non-broadcast mode.
3. Visual media : Still projection, OHP transparency, 35mm slide, movie projection, video film multi-media presentation.

4. Internet : Meaning, browser, search engine, www, search through internet, tools and services on internet : email, mailing list, digital text.
5. E-learning concept, need, process, importance.

#### **UNIT - 4 : INTRODUCTION TO COMPUTER AND WORKING WITH COMPUTER**

##### **Part-A**

1. Computer : Definition, meaning, features, basic architecture of computer.
2. Concept of operating system, computer hardware and software.
3. Creation of icon & folder, word processor : using word processor, creation of different documents (resume, time-table etc.).
4. Spread sheet package : using spread sheet package, creation of different files (Marksheet, Salary Bills etc.).
5. Spread sheet package : Data analysis through different functions, spread sheet package : through charts critical analysis of different data.

#### **UNIT - 5 : INTRODUCTION TO COMPUTER AND WORKING WITH COMPUTERS**

##### **Part-B**

1. Presentation Package : using presentation package creation of different slides (at least two presentation files with effective use of multimedia).
2. Concept of modem, Wi-Fi, Bluetooth.
3. Web 2 technologies and encyclopedia.
4. Concept & use of smart class equipments.
5. Computer maintenance, virus, antivirus, backup of data, cyber crime.

#### **REFERENCES BOOKS :**

1. Am Asana, Ad. Ed. (1988) : Computers in research and education.

- Rajkot : Department of Education, Saurashtra University.
2. Antani, H. (1997) : Internet for beginners. New Delhi : Tata McGraw Hill Publishing Co. Ltd.
  3. Berger, A.A. Media Analysis Techniques (1982) : Beverly Hills, California : Sage.
  4. Srijits : (1990) Writing for audio and television, New Bury Park : Sage.
  5. Bretz, Rudy (1962) : Techniques of television production. New York : McGraw Hill Book Co.
  6. Bruce, Joyace and Marsha Weil (1992) : Models of Teaching, New Delhi : Prentice Hall of India, New Delhi.
  7. Curtin (1998) : Information Technology the breaking wave. New Delhi. Tata-McGraw Hill Publishing Co.Ltd.
  8. Mangal, S.K. Mangal : Technology of teaching, Arya Book Depot, New Delhi.
  9. Jati, S. : Advance educational technology. Sahitya Prakashan, Agra.

**Paper - V**  
**PERSEPECTIVES RESEARCH AND ISSUES**  
**IN TEACHER EDUCATION**

**M.M. : 100**

**COURSE OBJECTIVES :**

1. acquaint with concept, nature and scope of Teacher Education.
2. To acquaint with historical development of Teacher Education in India.
3. To acquaint with various policies and documents of Teacher Education.
4. To acquaint with role and functions of different agencies.
5. To acquaint with different components of Teacher Education.
6. To acquaint with problem and issues in Teacher Education.

**UNIT-I : CONCEPT OF TEACHER EDUCATION**

- 1.1 Meaning, nature and scope of Teacher Education.
- 1.2 Aims and objectives of Teacher Education.
- 1.3 Distinguish between Teacher Training and Teacher Education.
- 1.4 Need and Importance of Teacher Education.

**UNIT-II : TEACHER EDUCATION SYSTEM IN INDIA**

- 2.1 Historical development of Teacher Education in India.
- 2.2 Teacher Education in various policies and Documents : - Kothari Commission, National Policy of Education (1986), NCF 2005, NCFTE 2009.
- 2.3 National and state level agencies role and function of : UGC, NCERT, NCTE, DIET, SCERT.

**UNIT-III : COMPONENTS OF TEACHER EDUCATION**

- 3.1 Common core (foundation Course) Specialization & pedagogy, school based practicum and internship, relationship and

weightage given to theory and practical work.

- 3.2 Evaluation - Internal assessment, external assessment, New techniques of evaluation, choice based credit system.
- 3.3 Relationship of Teacher education with practice schools.
- 3.4 Code of conduct and ethics of teaching profession.

**UNIT - IV : PROBLEMS AND ISSUES IN TEACHER EDUCATION**

- 4.1 Major challenges of Teacher Education in current time.
- 4.2 Issues and challenges of admission procedure and remedies.
- 4.3 Issues related to Teacher Education and practice school.
- 4.4 Staffing pattern, qualification & mode of recruitment of Staff.
- 4.5 Professional competencies of teachers.

**UNIT - V : RESEARCH AND TEACHER EDUCATION**

- 5.1 Need of Research in Teacher education
- 5.2 Action Research for Quality improvement of Teacher Education.
- 5.3 Research Trends in Teacher Education.
- 5.4 TQM in Teacher Education.

**PAPER - VI - A1**  
**ELEMENTARY SCHOOL LEVEL POLICY,**  
**ECONOMICS AND PLANNING**

**M.M. : 100**

**COURSE OBJECTIVES :**

1. To acquaint students with the need, scope and objectives of elementary education.
2. To acquaint students with recommendations of various committees.
3. To acquaint students with DPEP, SSA and RTE Act 2009.
4. To understand the role of NCERT, DIET, SIERT in Elementary Education Planning.
5. To understand the role of Panchayats and Community in Elementary Education Planning.
6. To acquaint students with concept, Principles and approaches of educational planning.
7. To acquaint students with economics of elementary education.
8. To acquaint students with Govt. Programmes and Projects.

**UNIT-I : INTRODUCTION OF ELEMENTARY EDUCATION**

- 1.1 Need, Scope and Objectives of elementary education.
- 1.2 Historical perspectives of Elementary Education in India.
- 1.3 Recommendation of various committees and commission : secondary education commission, Kothari Commission, Yashpal Committee and NCF - 2005.

**UNIT-II : POLICY PERSPECTIVES AND ELEMENTARY EDUCATION IN RAJASTHAN**

- 2.1 District Primary Education Programme and decentralization of educational planning.
- 2.2 SSA and Elementary Education for Equity and Quality.

- 2.3 Rights of Children for free and compulsory education (RTE Act, 2009).

### UNIT-III : PLANNING AND ADMINISTRATION OF ELEMENTARY EDUCATION

- 3.1 Role of Govt. in Elementary Education - (a) Central Level Agency (NCERT) (b) State Level Agency (SIERT, DIET).
- 3.2 Role of Panchayats and Community involvement in Elementary Education Planning.
- 3.3 Mid-Day Meal.

### UNIT-IV : EDUCATIONAL PLANNING AT ELEMENTARY LEVEL

- 4.1 Concept, Need and Goals of Educational Planning.
- 4.2 Principles of Educational Planning.
- 4.3 Approaches of Educational Planning.
- 4.4 Educational Planning in India since Independence.

### UNIT-V : ECONOMICS OF ELEMENTARY EDUCATION

- 5.1 Meaning, Aims and Scope of Economics of Elementary Education.
- 5.2 Education and Economic development.
- 5.3 Central and State level expansion on Elementary Education.
- 5.4 Govt. Programmes and Projects (Lok Jumbish Shikshakarmi Project, Kasturba Gandhi Shiksha Yojana).

### ASSIGNMENTS (ANY ONE):

- Survey of child rearing practices of the community.
- Case study of a school or some innovative practice under SSA.
- Visit a school and prepare report on enrolment, retention of girl students and give suggestions for improvement.
- Prepare a PPT on any sub unit of the syllabus.

### REFERENCE BOOKS:

- NCERT, National Curriculum Framework (NCF) 2005. NCERT : New Delhi.

- Sharma, R.K. : Elementary Education. Radha Prakashan Mandir, Agra-2.
- Kothari Commission.
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**PAPER - VI - A2**  
**ELEMENTARY SCHOOL LEVEL -**  
**STRUCTURE, STATUS AND CONCERN**

**M.M. : 100**

**COURSE OBJECTIVES :**

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

1. Understand the context of Elementary Education.
2. Understand the concept, objectives, rationale, challenges and extent of success of universal elementary education.
3. Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
4. Reflect on the need and importance of work experience, art education, health, physical education and working with community.
5. Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level.
6. Gain insight into the need and objectives of elementary teacher education.

**UNIT-I : EARLY CHILDHOOD EDUCATION : CONCEPT AND ISSUES**

- 1.1 Concept, Scope and Significance of Early Childhood Education.
- 1.2 Institutions for Early Childhood Care Education.
- 1.3 Curriculum for Young Children.
- 1.4 Program for Early Childhood Care Education, Planning, Methods of Teaching Activities, Evaluation.
- 1.5 Inclusive Care and Education - Philosophy, Children with special needs, classroom practices.

**UNIT-II : PERSPECTIVES AND CONTEXT OF ELEMENTARY EDUCATION**

- 2.1 Developmental characteristics and norms - Physical, Cognitive process and abilities, language development, socio-emotional development during early and late childhood.
- 2.2 Influence of home, school and community related factors on child's development.
- 2.3 Conceptual analysis of the concepts in elementary education like learner / learning centered approach, activity centered approach, freedom and discipline, reflection on present practices.

**UNIT-III : DEVELOPMENT OF ELEMENTARY EDUCATION**

- 3.1 Nature of Elementary Education
- 3.2 Mahatma Gandhi and Rabindranath Tagore on Elementary Education, Constitutional provision for Education.
- 3.3 Principle related to Elementary Education.
- 3.4 Right to Education Act.

**UNIT-IV : UEE, OBJECTIVES AND CHALLENGES**

- 4.1 Concept, Objective, Meaning and Justification of UEE.
- 4.2 Critical appraisal of current status of UEE.
- 4.3 Access and Enrolment of different types of learner issues and challenges.
- 4.4 Achievement levels of different types of Learners - status and issues.
- 4.5 Differently abled children - types, access, issues and challenges, critical appraisal of inclusive education as a solution.

**UNIT-V : CURRICULUM AND EVALUATION**

- 5.1 Principles of Elementary School Curriculum.

- 5.2 Evaluating Of Work Experience Art Education, Health & Physical Education, 10 Regular, Mathematical, EV and Natural Science in Elementary.

### ASSIGNMENTS (ANY ONE)

1. Study the Elementary School Programme
2. Prepare Scrapbook
3. Prepare PPT on any related theme

### REFERENCE BOOKS :

1. Mishra, R C - Early Childhood Care and Education, APH Publishing Corporation New Delhi.
2. Leeper- "good Schools For Your Young Children", The Macmillan Company Landon.
3. Sharma, SN, "Elementary Education" Kanishka Publishers New Delhi.

## PAPER - VI - B1

# SECONDARY AND SENIOR SECONDARY SCHOOL LEVEL POLICY ECONOMICS AND PLANNING

### COURSE OBJECTIVES :

**M.M. : 100**

1. To acquaint students with need, scope and objectives of secondary education.
2. To acquaint students with recommendation of various committees.
3. To understand the role of NCERT & SIERT in secondary education planning.
4. To acquaint students with SSA and RTE Act 2009.
5. To understand the role of secondary education and community in secondary education planning.
6. To acquaint student with concept principles and approaches of educational planning.
7. To acquaints student with economics of secondary education.
8. To acquaints students with Government Programmes and Projects.

### UNIT-I : INTRODUCTION OF SECONDARY EDUCATION

- 1.1 Need, Scope and Objectives of Secondary Education.
- 1.2 Historical perspectives of Secondary Educations in India.
- 1.3 Recommendation of various committees and commission, Secondary Education Commission, Kothari Commission, NPE, NCF-2005.

### UNIT-II : POLICY PERSPECTIVES OF SECONDARY EDUCATION IN RAJASTHAN

- 2.1 District and State Secondary Education Programme and Decentralization of educational planning.

- 2.2 Rights of children for free and compulsory education (RTE Act, 2009).
- 2.3 R.A.M.S.A. and Secondary Education.
- 2.4 Universalization of Secondary Education : Issues and Challenges.

### UNIT-III : ROLE OF GOVERNMENT IN SECONDARY EDUCATION

- 3.1 Central Level Agency - NCERT.
- 3.2 State Level Agency - DIET, SIERT, Shiksha Vibhag.
- 3.3 Role of Secondary Education and Community in Secondary Education Planning and Financing.

### UNIT-IV : EDUCATIONAL PLANNING AT SECONDARY LEVEL

- 4.1 Concept, Need and Goals of Educational Planning.
- 4.2 Principles of Educational Planning.
- 4.3 Approaches of Educational Planning.
- 4.4 Educational Planning in India since Independence.

### UNIT-V : ECONOMICS OF SECONDARY EDUCATION

- 5.1 Meaning, Aims and Scope of Economics of Secondary Education.
- 5.2 Central and State level expansion on Secondary Education.
- 5.3 Government Programmes and Projects (Lok Jumbish, Shiksha Karmi Project, Kasturba Gandhi, Shiksha Yojana).

### ASSIGNMENTS (ANY ONE)

Any one of the following :

1. A term paper on any of the issue related to Secondary Education in India.
2. Prepare a PPT on any sub-unit of the syllabus and ICT Presentation.
3. Write a Term Paper on any sub-unit of the syllabus.

4. A comparative study on the functioning of any two different types of schools.
5. A study of implementation of government scheme related to secondary education.
6. A study of implementation of recommendation of any national documents on education.

### REFERENCE BOOKS

1. HKVukxj] I g'sk ¼1996½% 'k{k{kd i zU/k vk\$ f'k{k{kk dh l eL; k,} I w kZ i fcyd'sku] ej BA
2. 'kek] vkj-, - ¼1995½% fo | ky; I xBu rFkk f'k{k{kk i zkk l u] I w kZ i fcyd'sku] ej BA
3. 0; kl ] gfj 'kplæ ¼1996½% 'k{k{kd i zU/k vk\$ f'k{k{kk dh l eL; k,} vk; Zcp fmi k\$ fnYyhA
4. ; kxæ] thr Hkkbz ¼1977½% 'k{k{kd , oafo | ky; i zkk l u] foukn i qrd eñj] vkxj kA
5. Bhatt, B.D. (2005) : Modern Indian Education : Planning and Development, Kanishka Publishers, New Delhi.
6. Goel, S.L. and Goel, A. (1994) : Education Policy and Administration, Deep and Deep Publications, New Delhi.
7. Govt. of India (1986) : National Policy on Education, Ministry of HRD, New Delhi.
8. Gupta, V.K. and Gupta, Ankur (2005) : Development of Education System in India, Vinod Publication, Ludhiana.
9. Inderjeet, K. and Raj Kumar (2006) : Development of Educational System in India, 21st Century Publication, Patiala.
10. M.H.R.D. (1986) : National Policy on Education and Programme of Action, Govt. of India.
11. M.H.R.D. (1990) : Ram Murti Committee Report, Department of Education, Govt. of India, New Delhi.

12. M.H.R.D. (1992) : Programme of Action, Department of Education, Govt. of India, New Delhi.
13. M.H.R.D. (1964-66) : Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
14. Nayar, D.P. (1989) : Towards a National System of Education, Mittal Publishing, New Delhi.
15. NCERT, National Curriculum Framework, 2005.
16. Singh, L.C. et al. (1990) : Teacher Education in India, New Delhi, NCERT.
17. Sodhi, T.S. (2005) : Development of Education System in India, Bawa Publications, Patiala.
18. Sharma, Ram Nath (2002) : Indian Education at Grassroots, New Delhi.

**PAPER - VI - B2**  
**SECONDARY AND SR. SECONDARY**  
**SCHOOL LEVEL STRUCTURE,**  
**STATUS AND CONCERN**

**COURSE OBJECTIVES :**

**M.M. : 100**

After completion of the course, the student will be able to :

1. Develop an idea about the structure of Secondary education in India.
2. Know about the historical development of Secondary education in Pre and Post Independent India.
3. Understand the constitutional provisions, educational policies and documents of secondary education.
4. Understand the management system of secondary education at National and State level.
5. Know about the Quality Indicators of Secondary education.
6. Understand principles of Curriculum Development related to secondary education.

**UNIT-I : STRUCTURE OF SECONDARY EDUCATION**

- 1.1 Concept, Objectives and Functions of Secondary Education.
- 1.2 Structure of Secondary Education in India.
- 1.3 Status of Secondary Education with reference to access enrolment, syllabus and quality learning.
- 1.4 Vocationalization of Secondary Education in India.

**UNIT-II : DEVELOPMENT OF SECONDARY EDUCATION IN INDIA**

- 2.1 Historical Development of Secondary Education in India with special reference to Pre and Post Independence Era.
- 2.2 Constitutional Provision for Secondary Education in India.
- 2.3 Policies and Documents related to Secondary Education -

Mudaliar Commission, Kothari Commission, NPE-1986 and NCF-2005.

- 2.4 Universalization of Secondary Education : Issues and Challenges.

### UNIT-III : MANAGEMENT OF SECONDARY EDUCATION IN INDIA

- 3.1 Importance, functions and management of Secondary Education in India.
- 3.2 Role of M.H.R.D., AND NCERT in Secondary Education Management.
- 3.3 Management of Secondary Education in Rajasthan.
- 3.4 Privatization of Secondary Education.

### UNIT-IV : MANAGEMENT AT INSTITUTIONAL LEVEL

- 4.1 Management of Secondary School with special reference of Planning, Coordinating, Team Working and Visionary.
- 4.2 Role of Head / Principal and teachers in creating academic culture and appropriate climate in school.
- 4.3 Aims, Objectives and Role of Secondary Education Institution & in the special reference with NPE-1986 and NCF-2005.
- 4.4 Criteria of Quality Secondary Education.

### UNIT-V : QUALITY CONCERN IN SECONDARY EDUCATION

- 5.1 Indicators of Quality at Secondary Education.
- 5.2 Professional development of Heads and teachers through various In-service Training Programmes.
- 5.3 Capacity building of teachers at in-house / school level.
- 5.4 Team work and transparency in functioning among teachers.
- 5.5 Total Quality Management (TQM) for Institutional Upliftment.

### ASSIGNMENTS (ANY ONE) :

1. A Term Paper on any of the issue related to Secondary

Education in India.

2. Two Abstracts on articles related to Secondary Education published in some standard journals.
3. A survey of the evaluation practices in government and private schools.
4. Prepare a PPT on any sub-unit of the syllabus and ICT presentation.
5. Write a Term Paper on any sub-unit of the syllabus.
6. Visit a school and evaluate the role of school management committee during last 2 years and prepare a report with photographs.
7. Conduct a study on 'good practices' in various schools and prepare a report including leadership, information system, data management etc.

### REFERENCE BOOKS :

1. HKVukxj] I g'sk 1/1996 1/2 % 'ks{k d i zU/k vks f'k{kk dh l eL; k, j] I w kZ i fcyd's ku] ej BA
2. 'kel] vkj-, - 1/1995 1/2 % fo | ky; I xBu rFkk f'k{kk i z kkl u] I w kZ i fcyd's ku] ej BA
3. 0; kl ] gfj 'kplae 1/1996 1/2 % 'ks{k d i zU/k vks f'k{kk dh l eL; k, j] vk; Zcpd fmi k's fnYyhA
4. ; ks{bae] thr Hkkbz 1/1977 1/2 % 'ks{k d , oaf | ky; i z kkl u] foukn i lrd efinj] vkxjkA
5. Bhatt, B.D. (2005) : Modern Indian Education : Planning and Development, Kanishka Publishers, New Delhi.
6. Goel, S.L. and Goel, A. (1994) : Education Policy and Administration, Deep and Deep Publications, New Delhi.
7. Govt. of India (1986) : National Policy on Education, Ministry of HRD, New Delhi.
8. Gupta, V.K. and Gupta, Ankur (2005) : Development of Education System in India, Vinod Publication, Ludhiana.

9. Inderjeet, K. and Raj Kumar (2006) : Development of Educational System in India, 21st Century Publication, Patiala.
10. M.H.R.D. (1986) : National Policy on Education and Programme of Action, Govt. of India.
11. M.H.R.D. (1990) : Ram Murti Committee Report, Department of Education, Govt. of India, New Delhi.
12. M.H.R.D. (1992) : Programme of Action, Department of Education, Govt. of India, New Delhi.
13. M.H.R.D. (1964-66) : Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
14. Nayar, D.P. (1989) : Towards a National System of Education, Mittal Publishing, New Delhi.
15. NCERT, National Curriculum Framework, 2005.
16. Singh, L.C. et al. (1990) : Teacher Education in India, New Delhi, NCERT.
17. Sodhi, T.S. (2005) : Development of Education System in India, Bawa Publications, Patiala.
18. Sharma, Ram Nath (2002) : Indian Education at Grassroots, New Delhi.

## PAPER - VIII FIELD WORK

**M.M. : 50**

### OBJECTIVES :

1. To acquaint with B.Ed. Programme and Schools
2. To acquaint with role of teacher educators.
3. To acquaint with teaching skills and skill development programme.

### SUPERVISION OF :

1. Supervision of Skill Development Programme (10 Days)

**PAPER - VIII  
YOGA EDUCATION  
AND SELF-DEVELOPMENT**

**M.M. : 50**

**OBJECTIVES :**

1. To acquaint students about origin of yoga in Indian Perspectives.
2. To understand the importance of Yoga Asana, Pranayam and Surya Namaskar for self-development.
3. To Drill / Practice Yogasana, Pranayam and Surya Namaskar.

**UNIT - 1 : ORIGIN AND SCIENTIFIC BASIS OF YOGA**

1. Human Body (A Brief Introduction).
2. Origin of Yoga in Indian Perspective.
3. Nature, concept of Yoga Education.
4. Yoga Asana, Pranayam and Steps of Surya Namaskar.
5. Yoga for Health and Happiness.

**UNIT - 2 : PRACTICES OF AASAN AND PRANAYAM**

1. Padmasana
2. Vajrasana
3. Tadasana
4. Trikonasana
5. Nokasana
6. Halasana
7. Setub and hasana
8. Yoga Mudra
9. Anuloma Viloma
10. Kapal Bhati
11. Ujjayi

**UNIT -3 : PRACTICE OF SURYA NAMASKAR, MEDITATION & SHUDHI KRIYAS**

1. Surya Namaskar with mantra
2. Meditation
3. Shudhi Kriyas

**ASSIGNMENTS (ANY ONE) :**

1. Preparation of charts of different asanas to improve the working capacity of the different parts of the body.
2. To prepare two transparencies/charts on the topic of connecting different postural defects through yoga.
3. Write any article on yoga Education.

**REFERENCES BOOKS :**

1. A. Basant : An introduction of Yoga, Cosma, New Delhi.
2. Dr. Beena Agarwal : ikraty ; kx l #e] txnh'k l uÑr i qrdky ; ] t ; i jA
3. ia gfjgj i l kn f=i kBh & gB ; kx inhf i d k] p k [ k E c k] Ñ". knkl vdknehA
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**PAPER - IX**  
**CULTURAL AND LITERARY DEVELOPMENT**  
**OF LEARNERS**

**M.M. : 25**

**OBJECTIVES :**

1. To search hidden talent of students.
2. To develop their self confidence
3. To become more creative in their ideas and work.
4. To become efficient in team work.
5. To develop in better Co-ordination and understanding among students.

**ACTIVITIES :**

1. Talent Search
2. Solo Song
3. Solo Dance
4. Nail Art
5. Rangoli
6. Poster Making
7. Extempo
8. Without Gas Cooking
9. Duet song
10. Pair Dance
11. Mehendi
12. Essay Writing
13. Fancy dress
14. Get-together
15. Annual Function

**PAPER - X**  
**DISSERTATION (I)**

**M.M. : 50**

**OBJECTIVE :**

To enable the students to develop skills and competencies for conducting rigorous, theoretically correct and practically relevant research.

**ACTIVITIES RELATED TO RESEARCH WORK :**

1. Identification of Research Problem.
2. Preparation of Research Proposal.
3. Review of Related Literature.
4. Tool Construction.

## PAPER - XI

### OUTREACH PROGRAMME (VAC)

M.M. : 25

#### OBJECTIVES :

- \* To develop feeling of self discipline and responsibility among students.
- \* To develop leadership qualities and imitativeness among students.
- \* To develop management and organization skills among students.
- \* To acquaint them with the cultural heritage of india.
- \* To sensitive them for social problems.
- \* To develop spiritual feelings and anesthetic sense among students.
- \* To develop scientific attitude among them through survey and exhibitions.

#### ACTIVITIES :

1. Morning assembly
2. Yoga and Meditation
3. Spiritual talks
4. Social Survey
5. Rallies
6. Street Play
7. Manuvella
8. Camp Fire
9. Cultural Night
10. Visit to nearby places
11. Exhibitions based on social survey.

## PAPER - XII

### COMMUNICATION AND EXPOSITORY WRITING SKILLS

M.M. : 50

#### OBJECTIVES :

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

- \* State thire argument emphatically and with clarity.
- \* Defend their argument citing facts and research based evidence.
- \* Critically analyze any reasearch based article.
- \* Share thire thoughts and understanding on any select area of interest in academic gathering such as seminar, conference or panel discussion.

#### UNIT - I : ACADEMIC WRITING SKILLS

- 1.1 Expository Writing : Meaning, concept, types and tips for effective expository writing.
- 1.2 Listening Skill : Meaning, concept and importance of listening skills.
- 1.3 Academic Listening : (Lecturing) Listening to talk and presentation. Listening to announcements (Railway / Bus Station / Airports / Statium announcements) Listening to radio and television (Practical) Paraphrasing and Summary.

#### UNIT - II : CRITICAL REVIEW

- 2.1 Task 1 : Trainees will review any research article, analyze its argument, write a paper on the same and present the same in a seminar / conference / panel discussion.

#### UNIT - III : PRESENTATION

- 3.1 Write a term paper on any area in interest, state your thesis, prepare your argument based on research based evidence.

**REFERENCES :**

1. [http:// gujarat-education.gov.in/education-citizen act-rules. htm](http://gujarat-education.gov.in/education-citizen-act-rules.htm)
2. [www.ugc.ac.in](http://www.ugc.ac.in)
3. [www.ncte-india.org](http://www.ncte-india.org)
4. [www.ngu.ac.in](http://www.ngu.ac.in)
5. [www.education.nic.in](http://www.education.nic.in)
6. [www.scribid.com](http://www.scribid.com)
7. HNGU Handbook-I
8. HNGU Handbook-II

**M.Ed PROGRAM  
EVALUATION SCHEME**

**FIRST YEAR**

Paper	Course Name	Marks Distribution (paper I to IV)		
1	<b>Psychology and sociological perspectives of education</b>	Total - 100 Marks External - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
2	<b>Psychology of learning and development</b>	Total - 100 Marks External - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
3	<b>Fundamental of Educational Research</b>	Total - 100 Marks External - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
4	<b>Multimedia Education and E-Learning</b>	Total - 100 Marks External - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
5	<b>Teacher Education I</b>	Total - 100 Marks External - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
6	<b>SPECIALIZATION COURSE</b> <b>A1 Elementry School Level policy, economics, planning</b>	Total - 100 Marks External - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
7	<b>A2 Elementry school Level Structure, Status and Concern</b>	Total - 100 Marks External - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>

Paper	Course Name	Marks Distribution (paper I to IV)		
6	<b>B1 Secondary school Level policy, Economics, planning</b>	Total - 100 Marks External - 75 (Theroy Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
7	<b>B2 Secondary school Level Structure, Status and Concern</b>	Total - 100 Marks External - 75 (Theroy Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
8	<b>Field Work</b>	Total - 50 Marks Supervision of Five (5) Teaching Skills for Ten (10) Days		
9	<b>Yoga and Self Development</b>	Total - 50 Marks Internal - 20 Marks External - 30 Marks		
10	<b>Cultural and Literary Development</b>	Total - 25 Marks		
11	<b>Dissertation - I</b>	Total - 100 Marks 1. Selection of Problem - 20 Marks 2. Research Proposal - 20 Marks 3. Review of Related Literature - 30 Marks 4. Tool Construction - 30 Marks		
12	<b>Outreach Programme</b>	Total - 25 Marks		
13	<b>Communication and expository Writing</b>	Total - 50 Marks		

# SECOND YEAR

**Paper - I****DATA ANALYSIS AND INTERPRETATION****M.M. : 100****OBJECTIVES :**

1. To understand nature of educational data.
2. To develop the vision to carry out qualitative and quantitative research.
3. To apply important qualitative and quantitative statistical techniques for analyzing and interpreting research data.
4. To use computers to code and analyze data.

**UNIT-I EDUCATIONAL DATA**

- 1.1 Nature of educational data: Quantitative and Qualitative.
- 1.2 Organization and analysis of qualitative data.
- 1.3 Organization, presentation and analysis of quantitative data.
- 1.4 Approaches to Qualitative data Analysis.

**UNIT - II TESTING OF STATISTICAL HYPOTHESIS**

- 2.1 Mean and Standard deviation, 2.2 Percentile and Correlation
- 2.3 Significance of difference between two mean's  
One Way and Two way Analysis of Variance (ANOVA) Analysis of covariance

**UNIT - III BASIC STATISTICS**

- 3.1 Descriptive and Inferential statistics
- 3.2 Normal probability curve- characteristics and application
- 3.3 Parametric and non-parametric tests
- 3.4 Test of significance – one tailed and two tailed
- 3.5 Type I and Type II errors

**UNIT - VI CORRELATION IN MEASUREMENT**

- 4.1 Correlation, meaning, types and estimation of product moment correlation coefficient.
- 4.2 Partial and multiple correlation.  
Biserial, Point Biserial Correlation.

**UNIT - V COMPUTER SOFTWARE FOR DATA ANALYSIS AND REPORT WRITING**

- 5.1 Overview of computer software for data analysis.
- 5.2 Coding of data and data entry in computer in Microsoft Excel.
- 5.3 Analysis of scores using computers
- 5.4 Report Writing
  - 1 The preliminary section
    - Title page,
    - Acknowledgment page,
    - Preface, list of contents, tables and figures.
  - 2 The main body
    - The medium of report
    - Rules of thesis / Dissertation
    - Abstract, Summary

**ASSIGNMENTS (ANY ONE)**

- Write a paper on the measures of central tendency and variability.
- Write a paper on the various methods of finding correlation coefficient.
- Analysis of any data using the Excel.
- Write an abstract of any Ph.D. Thesis.
- Prepare cover page and write preface of any problem of your choice

**REFERENCE BOOKS**

- 1 Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences.

- Prentice Hall of India (2007) Best, John W. : Research in Education
- 2 Dalen, Deobold B. Van: An Introduction to Educational Research.
  - 3 Edwards, A. L. Statistical Methods for Behavioural Sciences, New York: Holt,
  - 4 Ferguson, G. A Statistical Analysis in Psychology and Education, New York: McGraw
  - 5 Fisher, R.: Designs of Experiments.  
Fisher, R.A. Statistical Methods for Research Workers, New York: hafner Publishing
  - 6 Garret, H.E. Statistics in Psychology and Education, Bombay: Vakils  
Garrett, H.E.: Statistics in Education and Psychology.
  - 7 Good, C.V.: Introduction to Research.
  - 8 Guilford, J. P. & B. Fruchter. Fundamental Statistics in Education and Psychology,
  - 9 Guilford, J.P.: Fundamental Statistics in Psychology and Education.
  - 10 Keeves, John P. (Ed.): Educational Research, Methodology and Measurement : An
  - 11 Kerlinger, Fred N.: Foundations of Behavioural Research.  
Lindquist, E. F. Statistical Analysis in Educational Research, Boston: Houghton
  - 13 McNemar, Q. Psychological Statistics, New York: Henry Holt & co.
  - 14 Mouley, George J.: The Science of Educational Research.  
Myros J.K.: Fundamentals of Experimental designs.
  - 15 Siegel, S. Non Parametric Statistics for Behavioural Sciences, New York: McGraw Hill.

## PAPER - II EDUCATIONAL STUDIES

**M.M. : 100**

### OBJECTIVES :

- \* To acquaint the students with the need and importance of educational studies.
- \* To study the various educational commissions and policies in broad perspective.
- \* To study the structure of school education, higher education and vocational education.
- \* To acquaint the students with the institute of national importance.
- \* To study the structure and functions of different governing bodies.
- \* To study the contemporary issues of education.

### UNIT - 1 : FOUNDATIONAL PERSPECTIVES OF EDUCATIONAL STUDIES

- 1.1 Introduction to Educational studies.
- 1.2 Study of various policies in Education.
  - (A) J-sergeant commission
  - (B) Curzon's policy
  - (C) Macaulay's Education policy.

### UNIT - 2 : EDUCATIONAL COMMISSIONS AND DOCUMENTS

- 2.1 Kothari Commission
- 2.2 National Education Policy, 1986.
- 2.3 Dellors Commission.
- 2.4 NCFTE-2009.

### UNIT - 3 : STRUCTURE OF INDIAN EDUCATION

- 3.1 Structure of School Education in India in the light of RBSE, CBSE.

- 3.2 Structure of Higher Education and Vocational Education in India.
- 3.3 Types of Universities in India - Central, State, Deemed, Private.
- 3.4 Institute of National Importance - Vishva Bharti, BHU.

#### **UNIT - 4 : STRUCTURE AND FUNCTIONS OF GOVERNING BODIES**

- 4.1 International Level - UNESCO, UNICEF.
- 4.2 National Level - MHRD, NCERT, NUEPA, NAAC, UGC, NCTE.
- 4.3 State Level - IASE, SIERT, CTE, DIET.

#### **UNIT - 5 : CONTEMPORARY ISSUES AND EDUCATION**

- 5.1 Human Rights and Education :- concept, types and need, Government, Legislation to ensure Human Rights Education.
- 5.2 Peace as a Social Security :- concept, need and role of education in promotion of peace.
- 5.3 Multi-cultural Education :- meaning, purpose, need and principles of teaching and learning in multicultural society

#### **ASSIGNMENTS (ANY ONE) :**

- 1. Panel discussion on any sub-unit of syllabus.
- 2. ICT based paper presentation on any theme of syllabus.
- 3. Seminar organization on any current issue.
- 4. Review of recommendations of any education commission.
- 5. Suggest some activities to foster peace among students.

#### **REFERENCES BOOKS :**

- 1. Agarwal, B.C. (2000) : Higher Education through television - The Indian Experience, New Delhi, Concept Publishing Co.
- 2. Agarwal, H.O. (1983) : Implementation of Human Rights, Covenants with special reference to India.
- 3. Agarwal, R.S. (1987) : Human Rights in modern worlds. Chetna Publication.
- 4. Banaras University Inquiry Committee (1957) : Govt. of India, New Delhi.
- 5. Bhyrappa S.L. (1968) : Values in Modern Indian Educational thoughts. NCERT, New Delhi.
- 6. Dr. S. Radha Krishana : 'Bhartiya Darshan', Rajpal & Sons,

- Kashmiri Gate, New Delhi.
- 7. Govt. of India (1964-66) : Report of the Education Commission.
- 8. Govt. of India (1986) : National Policy on Education.
- 9. Govt. of India (1990) : Review of NPE (1986) Rammrity Committee.
- 10. Mukherji S.N. (1962) : Administration of Education in India. Acharya Book Depot, Baroda.
- 11. Munshi K.M. : Cultural History of India. Bhartiya Vidya Bhawan, Bombay.
- 12. NCERT (2000) : National Curriculum Framework for school education, Publication Division, NCERT, New Delhi.
- 13. NCERT (2005) : National Curriculum Framework-2005, Publication Division, NCERT, New Delhi.
- 14. NCTE (2009) : National Curriculum Framework for Teacher-Education, New Delhi, NCTE.
- 15. Religious and Moral Instruction Committee (1959) : Govt. of India, New Delhi (1960).
- 16. RTE (2009) : Right to children to free and Compulsory Education Act, GOvt. of India.
- 17. Saxena, N.R.S. (1981) : Principle of Education, Loyal Book Depot.

## PAPER - III

# CURRICULUM STUDIES AND DEVELOPMENT

**M.M. : 100**

### OBJECTIVES :

After completing the course, the students will be able to :

- \* To Understand the concept of curriculum and curriculum development.
- \* To Understand the foundations of curriculum.
- \* To Understand the principles of curriculum construction.
- \* To Understand factors affecting curriculum change.
- \* To Understand eclectic model of curriculum design.
- \* To Understand Taba's model of curriculum development.
- \* To acquaint old and new trends in curriculum development

### UNIT - 1 : CONCEPT OF CURRICULUM DEVELOPMENT

- 1.1 Concept of curriculum development.
- 1.2 Epistemological, sociological and psychological foundations of curriculum development :
  - (a) Curriculum framework - need and importance, ramification of curriculum framework into curriculum, syllabus and textbooks.
  - (b) Different models of curriculum :
 

- Administration	- Grass Root
- Demonstration	- System Analysis

### UNIT - 2 : NATURE, PURPOSE AND SCOPE OF CURRICULUM DEVELOPMENT

- 2.1 Nature, purpose and scope of curriculum development
- 2.2 Principles of formulating aims, specific content, defining teaching, learning experiences and evaluation procedures.

### UNIT - 3 : OLD AND NEW TRENDS IN CURRICULUM DEVELOPMENT

- 3.1 Role of teacher as a curriculum construction.
- 3.2 Indian experiment regarding curriculum organization - Shanti Nikaten of Tagore, Gurukul System and Basic Education.
- 3.3 Indian School Curriculum and its re-constructure.
- 3.4 New trends in curriculum development.

### UNIT - 4 : CURRICULUM DESIGN

- 4.1 Eclectic model of curriculum design
- 4.2 Taba's model of curriculum development

### UNIT - 5 : CURRICULUM DETERMINANTS

- 5.1 Concept of Curriculum change
- 5.2 Forces affecting Curriculum change
- 5.3 Obstacles of Curriculum change
- 5.4 Designing Curriculum change

### ASSIGNMENTS (ANY ONE) :

1. Critical analysis of M.Ed. curriculum of any University of Rajasthan.
2. Read guideline for curriculum development given by NCTE for two years Teacher-Education programme and prepare a report.
3. Analyse curriculum framework (NCF 2005, NCFTE 2009, NCERT 2 year Teacher Education curriculum) in the light of broad determinants given in the syllabus.
4. Study the critical issues (according to the syllabus) involved in the textbook of Science / Language / Social Science and prepare a report.
5. Write a term paper on any sub-unit of the syllabus.

### REFERENCES BOOKS :

1. Anning, Angela (1995) : "A National Curriculum for the Early Years". Open University Press, Buckingham, Philadelphia.

2. Audrey & Howard Nocoolls (1978) : Developing Curriculum - A Practical Guide. George Allen & Unwin, Boston, Sydney, London.
3. Denis Lawton (1986) : School curriculum planning. Hodder & Stronghton, London, Sydney.
4. Edward, A. Krug (1960) : The Secondary School Curriculum. Harper & Row Publishers, New York.
5. Erickson, H. Lynn (1998) : Concept-based curriculum and instruction. Corwin Press, Inc.
6. Gakhar, S.C. (2009) : Curriculum Development, Panipat, N.M. Publications.
7. Goodson, Iror, F. (1994) : Studying Curriculum. Open University Press, Buckingham.
8. Hugh (1976) : Designing the Curriculum. Open Books, London.
9. Iron, K. Davies (1976) : Objectives in Curriculum Design. McGraw Hill Book Co. Ltd., England.
10. Leece, Joseph & Others (1961) : The Teacher in Curriculum.
11. Lewy, Aneh (1991) : Studying Curriculum. Open University Press, Buckingham.
12. Ornstein, Allen, C.A. : Curriculum Foundations, Principles and Issues, Prentice Hall International Ltd., London.
13. Pratt, David (1980) : Curriculum Design and Development. Harcourt Brace and World Inc., New York.
14. Romiszowski, A.J. (1986) : Designing Instructional System - Decision Making in Course Planning & Design.
15. Saylor & Alexander (1960) : Curriculum Planning. Holt Linchart & Winston, New York.
16. Smith, Stawey & Shores (1957) : Curriculum Development. World Book Co.
17. Solomen, Pearl G. (1998) : The Curriculum Bridgo. Corwin Press Inc.

## PAPER - IV TEACHER EDUCATION - II

**M.M. : 100**

### UNIT - I : PRE SERVICE TEACHER EDUCATION IN INDIA

- 1.1 A review of the teacher notes & function.
- 1.2 Pre Service Teacher education - Concept, Nature, Objectives and scope structure, Curriculum and modes of pre-service teacher Education.
- 1.3 Shueluia of teacher education curriculum and its vision in curriculum documents of NCTE & NCTFT. **or**
- 1.4 Components of Pre-Service Teacher Education.

### UNIT - II : CONTENT OF TEACHER EDUCATION

- 2.1 Theory of Teacher Education and its duration.
- 2.2 Practical Activities to be conducted during the training.
- 2.3 Instructional Methods in Teacher Education : Seminar, workshop lecture and discussion, panel discussion brain storming.
- 2.4 Instructional methods in Teacher Education.

### UNIT - III : Internship in Teacher Education

- 3.1 Internship - Meaning Objectives, importance, Organization and activities.
- 3.2 Principles of Organizing Internship and measures to make effective internship programme.
- 3.4 Significance and supervision of internship.

### UNIT - IV : ISSUES AND PROBLEMS OF TEACHER EDUCATION.

- 4.1 Major Issues in Teacher Education.
- 4.2 Quality Management and Maintaining standards in teacher education.

4.3 Privatization, Globalization and Autonomy in Teacher Education.

4.4 Problems in Teacher Education.

**UNIT - V : INNOVATIVE PRACTICES IN TEACHER EDUCATION**

5.1 Concept and need of innovation.

5.2 Co-Operation and collaborative Teacher Education.

5.3 Constructivist and reflective teacher education.

5.4 Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Objectives and Function.

**PAPER - V A1**  
**EDUCATIONAL TECHNOLOGY AT**  
**ELEMENTARY SCHOOL LEVEL**

**M.M. : 100**

**OBJECTIVES :**

1. To understand the meaning, concept and scope of Educational Technology.
2. To Understand phases and levels of teaching.
3. To Acquaint with the concept of Instructional Design.
4. To Develop understanding of Bloom's Taxonomy.
5. To Acquaint with the different kinds of models of teaching.
6. To Use different aspects of teacher communication in strength-ening academic competencies of elementary school students.
7. To acquaint with evaluation of learning outcomes.
8. To Acquaint with the concept of NRT and CRT in evaluation of learning outcomes.

**UNIT-I : EDUCATIONAL TECHNOLOGY :**

- 1.1 Concept, scope and importance of Educational Technology.
- 1.2 Types of Educational Technology.
- 1.3 Role of Educational Technology at Elementary Stage - pedagogic processes and enhancing quality learning outcomes.
- 1.4 System Approach - concept and importance.

**UNIT-II : TEACHING AND LEARNING :**

- 2.1 Concept and nature of teaching and learning.
- 2.2 Phases of teaching.
- 2.3 Levels of teaching - memory level, understanding level and reflective level.
- 2.4 Content analysis and its principles.

**UNIT-III : INSTRUCTIONAL DESIGN :**

- 3.1 Concept and characteristics of Instructional Design.
- 3.2 Components of Instructional Design : Individualized instruction (programmed instruction), small group instruction and large group instruction.
- 3.3 Need of Instructional design at elementary stage.
- 3.4 Categorization of instructional objectives in taxonomic categories of Cognitive, Affective and Psychomotor domains.
- 3.5 Concept, characteristics and types of programmed learning.

**UNIT-IV : COMMUNICATION :**

- 4.1 Concept, aims and principles of communication.
- 4.2 Process of communication and its components.
- 4.3 Types of communication.
- 4.4 Skills and methods of effective communication.
- 4.5 Use different aspects of teacher communication in strengthening academic, competencies of elementary school students.

**UNIT-V : MODELS OF TEACHING AND EVALUATION OF LEARNING OUTCOMES:**

- 5.1 Assumptions and fundamental elements of teaching model.
- 5.2 Types of teaching models : Ausubel's Advance Organizer Model and Bloom's Mastery Learning Model and Bruner's Concept Attainment Model.
- 5.3 Concept of evaluation of learning outcomes.
- 5.4 Concept, characteristics and difference between Norm Referenced Test (NRT) and Criterion Referenced Test (CRT).

**ASSIGNMENTS (ANY ONE) :**

1. Development of the one of the following frames : Linear programme and Branching programme.
2. Handling of any one of the following audio-visuals aids : Transparency, Operating of Overhead Projector, Film Projector or Slide Projector.
3. Writing instructional objectives of five lessons of your choice

of any class and any subject.

4. Presentation on sub any topic of the syllabus by using power point.
5. Prepare ten NRT items or CRT items to assess learning outcomes of students.

#### **REFERENCE BOOKS :**

1. Abbott, C. (2001). ICT : Changing Education. UK : Psychology Press.
2. Huang, R. and Kinshuk, Jon K. Price (2014) : ICT in Education in Global Context : Emerging Trends Report 2013-14. Heidelberg : Springer.
3. Khan, N. (2004). Educational Technology. New Delhi : Rajat Publications.
4. Kozma, R.B. (2003). Technology, Innovation and Educational Change : A Global Perspective. A report of the second information technology in education study. Module 2. International Society for Technology in Education.
5. Mambi, Adam, J. (2010). ICT Law Book : A Source Book for Information and Communication Technologies. Tanzania : Mkukina Nyota Publishers Ltd.
6. Mangal, S.K. & Mangal, Uma (2010). Essentials of Educational Technology. New Delhi : PHI Learning Pvt. Ltd.
7. Mehra, V. (2004). Educational Technology. New Delhi : S.S. Publishers.
8. Pelgrum, Willem J., and Law, Nancy (2003). ICT in Education Around the World : Trends, Problems and Prospects (Volume 77 of Fundamentals of Educational Planning). International Institute for Educational Planning : UNESCO.
9. Sharma, R.A. (2006). Technological Foundations of Education. Meerut : R. Lall Book Depot.
10. Vrasidas, C., Zembylas, M. and Glass, Gene V (2009). ICT for Education, Development and Social Justice : Current Perspective on applied information technologies. Centre for the Advancement of Research & Development in Educational Technology.

## **PAPER - V A2**

# **GUIDANCE AND COUNSELLING**

## **AT ELEMENTARY SCHOOL LEVEL**

**M.M. : 100**

#### **COURSE OBJECTIVES :**

1. To acquaint students with the concept of guidance and counselling.
2. To acquaint them with different types of guidance at Elementary School Stage - Educational, Vocational and Personal.
3. To make them understand the guidance for special children at Elementary School level.
4. To describe the different services in the guidance programme.
5. To make them understand the role of Headmaster, Teacher and Students for good guidance programme at Elementary School stages.

#### **UNIT-I : GUIDANCE - MEANING, OBJECTIVES AND NEED**

- 1.1 Meaning, Nature and Scope of Guidance.
- 1.2 Objectives of Guidance.
- 1.3 Need of Guidance.
- 1.4 Basic Principals of Guidance.

#### **UNIT-II : TYPES OF GUIDANCE AT ELEMENTARY SCHOOL LEVEL**

- 2.1 Types of Guidance - Educational, Vocational and Personal Guidance.
- 2.2 Educational Guidance - Concept and Objectives.
- 2.3 Vocational Guidance - Concept and Objectives.
- 2.4 Personal Guidance - Concept and Objectives.

#### **UNIT-III : COUNSELING : MEANING, OBJECTIVES AND NEED**

- 3.1 Meaning, Nature and Scope of Counselling.

- 3.2 Objectives of Counselling.
- 3.3 Need and Principles of Counselling.
- 3.4 Difference between Guidance and Counselling.

#### **UNIT-IV : GUIDANCE AND COUNSELING FOR SPECIAL CHILDREN AT ELEMENTARY SCHOOL LEVEL**

- 4.1 Concept, Objectives and Need.
- 4.2 Types of Special Children.
- 4.3 Social, Physical and Educational Need of Children.
- 4.4 Pupil Teachers relations with special children.

#### **UNIT-V : GUIDANCE PROGRAMME AT ELEMENTARY SCHOOL STAGE**

- 5.1 Characteristics of a good guidance programme.
- 5.2 Outline of minimum guidance programme at Elementary School Stage.
- 5.3 The role of Headmaster, Teacher Students and Parents for good guidance programme at Elementary School Stage.
- 5.4 The future of Guidance and Counselling.

#### **ASSIGNMENT (ANY ONE)**

- 1. Critical study of guidance programme at Elementary School stage.
- 2. Prepare a Term Paper on any topic related with the content of this paper.
- 3. Write an article on the guidance and counselling at Elementary School stage.
- 4. Role of the Teacher for good guidance or counselling programme at elementary school stage.

#### **REFERENCE BOOKS :**

- 1. S.K. Chibber : Guidance and Educational Counselling, Commonwealth Publishers, New Delhi, 2002.
- 2. S.R. Vashist : Vocational Guidance in Elementary School, Anmol Publications Pvt. Ltd., New Delhi, 1993.
- 3. John. S. Koshy : Guidance and Counselling, Dominant Publishers and Distributors, New Delhi, 2007.

- 4. B.N. Das : Guidance Services in Schools, Dominant Publishers and Distributors, New Delhi, 2003.
- 5. Indu Dave and A.B. Phatak : Nidarshan ke mool tatwa, Rajasthan Hindi Granth Academy, Jaipur, 1973.
- 6. S.K. Kochhar : Educational and Vocational Guidance in Secondary Schools, Sterling Publishers Pvt. Ltd., 1984.

**PAPER - V A3**  
**EDUCATIONAL ADMINISTRATION**  
**AND MANAGEMENT AT ELEMENTARY**  
**SCHOOL LEVEL**

**M.M. : 100**

**COURSE OBJECTIVES :**

1. To enable students to learn basic concept of educational administration.
2. To acquaint the students with the elements of the elementary educational administration.
3. To acquaint student with the role of school Headmaster as a good manager.
4. To acquaint students with the different school resources like human and physical.
5. To provide students with the knowledge of administrative process, decision-making and leadership of school headmaster.

**UNIT-I : EDUCATIONAL ADMINISTRATION AND SCHOOL AS A ORGANIZATION**

- 1.1 Meaning and Nature of Administration.
- 1.2 Scope and importance of educational administration.
- 1.3 School as a organization - structure, level, school organizational climate.
- 1.4 Conceptual difference between - Education administration and Education management.

**UNIT-II : ADMINISTRATION OF PRIMARY AND UPPER PRIMARY EDUCATION**

- 2.1 Agencies involved in the administration of Primary and Upper Primary level.
- 2.2 Role of State government in the administration of Primary and Upper Primary level.

- 2.3 Role of local bodies in the administration of Primary and Upper Primary education.
- 2.4 Administrative problem of Primary and Upper Primary schools.

**UNIT-III : SCHOOL EDUCATIONAL LEADERSHIP**

- 3.1 Concept, Nature and Styles of leadership.
- 3.2 Leadership traits : Responsible, innovative, imaginative, visionary.
- 3.3 Leadership skills at school level - POSDCORB.
- 3.4 The role of school headmaster as a leader.

**UNIT-IV : DECISION-MAKING AND PRINCIPAL AS A CHANGE AGENT**

- 4.1 Concept and Nature of decision-making.
- 4.2 Decision-making process.
- 4.3 Resources management - (a) human resources, (b) physical resources.
- 4.4 Principal role as a Manager - Staffing, curricular and co-curricular activities.

**UNIT-V : FINANCIAL PLANNING AND SCHOOL ENVIRONMENT**

- 5.1 Role of following bodies in financing education - (a) Govt. of India, (b) State Government, (c) Local bodies, (d) Private agencies.
- 5.2 Sources of educational finance - (a) Govt. grant, (b) State govt., (c) Donation, (d) Foreign aids.
- 5.3 Characteristics of good school environment.
- 5.4 Factor affecting school environment.

**ASSIGNMENT (ANY ONE)**

1. Term paper on selected theme from the course.
2. Case study of effective Govt. School.
3. A study of leadership of school principal.

4. A study of decision-making process of school principal.

#### REFERENCE BOOKS :

1. Campbell, R.F. and Gregg, R.T. (Ed.) : Administrative Behaviour Education (Sharped).
2. Coladrei, A.P. and Gatzel, J.W. : The Use Theory in Educational Administration (Monograph), Standford University, 1950.
3. Heneray, H.B. : Changing concepts in Education Administration, University of Chicago Press, 1955.
4. Moehlman : School Administration, McGraw Hill, 1946.
5. Sears, J.B. : The Nature of Administrative Process, McGraw Hill, 1950.
6. A.S.A. : Staff Relation in Educational Administration, 33rd Year Book, 1955.
7. Mort Paul, R.: Principles of School Administration, McGraw Hill, 1956.
8. Johna, R.L. and Masphe, E.L. (Ed.): Problems and Issues in Public Finance, T.O., 1952.
9. Adilph and Turner Harold, E.: Supervision for Change and Innovation, Houghton Mifflin Company, 1970.
10. Shukla, P.O. : Administration of Education in India, Vikas Publishing House Pvt. Ltd., New Delhi.
11. Castcller William : The Personnel function in Educational, The Macmillan Company, New York, 1971.
12. Kimbrough, B., Ralph Michael & Nunnery : Educational Administration (an introduction), Macmillan Publishing Co. Inc., New York, 1976.
13. Gupta, L.D. : Education Administration at College Level, Oxford and IBH Publishing Co., New Delhi, 1983.
14. Mohan, G. and Haberti, H.R. : Contemporary Educational Administration, Macmillan Publishing Co. Inc., New York, 1982.
15. Harling, Paul (Ed.) : New Directions in Educational Leadership, The Falmer Press, London, 1984.

## PAPER - V A4

# EDUCATIONAL MEASUREMENT & EVALUATION AT ELEMENTARY LEVEL

M.M. : 100

#### OBJECTIVES :

1. To acquaint the students with the basic concepts and practices adopted in educational measurement and education evaluation at elementary Level.
2. to help the students understand relationship between measurement and evaluation in education and the existing models of evaluation at elementary Level
3. To orient the students with tools and techniques for measurement and evaluation at elementary Level.
4. To develop skills and competencies in constructing and standardizing a test at elementary Level.
5. To make the students understand how various requirements of education are measured, evaluated and their results are recorded to help of learners at elementary Level

#### Course Content

##### UNIT-I : MEASUREMENT OF EVALUATION

- 1.1 Concept, scope and need of measurement & evaluation. Functions and basic principles of evaluation at elementary Level.
- 1.2 Bloom's taxonomy of education objective, norm referenced & criterion referenced test, with reference to elementary Level.

##### UNIT - 2 : PROCEDURE FOR TEST CONSTRUCTION

- 2.1 General Principles of test construction and its standardization.
- 2.2 Types of test items objectives type, short type, essay type &

their merits and demerits basic characteristic of a good test classification of the test.

### **UNIT - 3 RELIABILITY AND VALIDITY OF THE TOOL AT THE ELEMENTARY STAGE**

- 3.1 Item analysis meaning & Procedure.
- 3.2 Meaning of validity and methods of ascertain validity factor criteria of validity for various types of validity factor influencing the validity of test.
- 3.3 Meaning of reliability types of reliability coefficient.

### **UNIT - 4 EVALUATION SYSTEM IN CONTEXT OF ELEMENTARY LEVEL**

- 4.1 Measurement of achievement aptitude intelligence, attitude Level interest and their interpretation.
- 4.2 A new trends in evaluation : Grading, semester and continuous internal assessment.
- 4.3 (Question bank) use of computer in evaluation.

### **UNIT - 4 STATISTICS**

- 5.1 Percentage use of Statistics
- 5.2 Measure of central tendencies & its characteristics (Mean, Mode, Median) standard deviation.
- 5.3 Mean derivation percentage & quarterly properties of normal probability curve. Homogenous & Heterogeneous group.

### **SESSIONAL WORK (ANY ONE ASSIGNMENTS)**

1. Calculating reliability of a test by test or split half of parallel form of rational equivalence methods for your self constructed test.
2. Construction and try out of a teacher made test.
3. Prepare a Diagnostic Test in your school Subject.
4. Prepare a question bank for any school subject for slow learner.
5. Prepare a data-sheet of evaluation for any school subject through computer.

### **REFERENCE BOOKS**

1. D.C.E., Evaluation in Mathematics 2nd Edition, N.C.E.R.T. New Delhi, 1961.
2. D.C.E. Evaluation in Geography, N.C.E.R.T., New Delhi, 1962.
3. Remmers, H.H. and others- Educational Measurement and Evaluation Harper and Row, New York, 1960.
4. Lindquist, Evert F. (Ed), Educational Measurement A.C.E. Washington. 1956.
5. Tate, M.W. : Statistics in Education and Psychology, Macmillan New York. 1955.
6. Trverse, Robert, M.W. : Educational Measurement, Macmillan, New York 1955.
7. Edward, A.U.M. : Statistical Methods for the Behavioural Sciences (Reprinted) Rinchart and Company, Inc. New York 1958.
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9. Throndike, Robert and I. Elizabeth, P. Hagen : Measurement and Evaluation. in Psychology and Education, 2nd Edition Hilly, New York 1961.
10. Remmers, H.H. & Others : Educational Measurement and Evaluation, New Harper and Row, New York, 1956.
11. Lindquist, Ever F : Educational Measurement, A.C.F. Washington, 1956.
12. D.C.E. : Evaluation in Secondary Schools, N.C.E.R.T. New Delhi, 1960.
13. Sharma. P.D. : Improving Examination, DEPSE, N.C.E.R.T. New Delhi.
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15. Schonell and Schonell : Diagnostic and Attainment Testing Oliver and Boyed Edinburgh, 1960.

**PAPER - V B1**  
**EDUCATIONAL TECHNOLOGY**  
**AT SECONDARY SCHOOL LEVEL**

**M.M. : 100**

**OBJECTIVES :**

1. To Understand the meaning, concept and scope of Educational Technology.
2. To Understand phases and levels of teaching.
3. To Acquaint with the concept of Instructional Design.
4. To Develop understanding of Bloom's Taxonomy.
5. To Acquaint with the different kinds of models of teaching.
6. To Use different aspects of teacher communication in strengthening academic competencies of secondary school students.
7. To Understanding of the concept evaluation of learning outcomes.
8. To Acquaint with the concept of NRT and CRT in evaluation of learning outcomes.

**UNIT-I : EDUCATIONAL TECHNOLOGY**

- 1.1 Concept, scope and importance of Educational Technology.
- 1.2 Types of Educational Technology.
- 1.3 Role of Educational Technology at Secondary Stage - pedagogic processes and enhancing quality learning.
- 1.4 System approach - concept and importance.

**UNIT-II : TEACHING AND LEARNING :**

- 2.1 Concept and nature of teaching and learning.
- 2.2 Phases of teaching.
- 2.3 Levels of teaching - memory level, understanding level and reflective level.

- 2.4 Content analysis and its principles.

**UNIT-III : INSTRUCTIONAL DESIGN**

- 3.1 Concept and characteristics of Instructional Design.
- 3.2 Components of Instructional design : individualized instruction (programmed instruction), small group instruction and large group instruction.
- 3.3 Need of instructional design at secondary stage.
- 3.4 Categorization of instructional objectives in taxonomic categories of Cognitive, Affective and Psychomotor domains.
- 3.5 Concept, characteristics and types of programmed learning.

**UNIT-IV : COMMUNICATION**

- 4.1 Concept, aims and principles of communication
- 4.2 Process of communication and its components
- 4.3 Types of communication
- 4.4 Skills and methods of effective communication
- 4.5 Use different aspects of teacher communication in strengthening academic competencies of secondary school students.

**UNIT-V : MODELS OF TEACHING AND EVALUATION OF LEARNING OUTCOMES**

- 5.1 Assumptions and fundamental elements of teaching model.
- 5.2 Types of teaching models : Ausubel's Advance Organiser Model and Bloom's Mastery Learning Model and Bruner's Concept Attainment Model.
- 5.3 Concept of Evaluation of learning outcomes.
- 5.4 Concept, characteristics and difference between Norm Referenced Test (NRT) and Criterion Referenced Test (CRT).

**ASSIGNMENT (ANY ONE)**

1. Development of the one of the following frames : Linear

- programme and Branching programme
2. Handling of any one of the following audio-visual aids : Transparency, Operating of overhead projector, Film projector or Slide projector.
  3. Writing instructional objectives of five lessons of your choice of any class and any subject.
  4. Presentation of sub topic of the syllabus by using power point.
  5. Prepare ten NRT items or CRT items to assess learning outcomes of students.

#### REFERENCE BOOKS :

1. Abbott, C. (2001). ICT : Changing Education. UK : Psychology Press.
2. Huang, R. and Kinshuk, Jon K. Price (2014) : ICT in Education in Global Context : Emerging Trends Report 2013-14. Heidelberg : Springer.
3. Khan, N. (2004). Educational Technology. New Delhi : Rajat Publications.
4. Kozma, R.B. (2003). Technology, Innovation and Educational Change : A Global Perspective. A report of the second information technology in education study. Module 2. International Society for Technology in Education.
5. Mambi, Adam, J. (2010). ICT Law Book : A Source Book for Information and Communication Technologies. Tanzania : Mkukina Nyota Publishers Ltd.
6. Mangal, S.K. & Mangal, Uma (2010). Essentials of Educational Technology. New Delhi : PHI Learning Pvt. Ltd.
7. Mehra, V. (2004). Educational Technology. New Delhi : S.S. Publishers.
8. Pelgrum, Willem J., and Law, Nancy (2003). ICT in Education Around the World : Trends, Problems and Prospects (Volume 77 of Fundamentals of Educational

- Planning). International Institute for Educational Planning : UNESCO.
9. Sharma, R.A. (2006). Technological Foundations of Education. Meerut : R. Lall Book Depot.
10. Vrasidas, C., Zembylas , M. and Glass, Gene V (2009). ICT for Education, Development and Social Justice : Current Perspective on applied information technologies. Centre for the Advancement of Research & Development in Educational Technology.

**PAPER - V B2**  
**GUIDANCE AND COUNSELING AT**  
**SECONDARY SCHOOL LEVEL**

**M.M. : 100**

**COURSE OBJECTIVES :**

1. To acquaint students with the fundamentals of guidance and counselling.
2. To acquaint them with guidance programme and services.
3. To make them understand the dynamics of guidance and counselling.
4. To acquaint them with the principles and need of individual analysis.
5. To acquaint them with the collection data of the individual.
6. To acquaint them with the latest researches in the guidance and counselling.

**UNIT-I : FUNDAMENTALS OF GUIDANCE AND COUNSELING**

- 1.1 Guidance - Meaning, Nature, Functions and Purposes.
- 1.2 Counselling - Meaning, Nature, Functions and Purposes.
- 1.3 Basic Principle of Guidance and Counselling.
- 1.4 Need and Types of Guidance and Counselling.

**UNIT-II : GUIDANCE PROGRAMME AND SERVICES**

- 2.1 Characteristics of a good guidance programme.
- 2.2 Outline of minimum guidance programme at Secondary School stage.
- 2.3 Guidance Services - Types, Need and Importance.
- 2.4 Dynamics of Counselling process.

**UNIT-III : DYNAMICS OF GUIDANCE AND IDENTIFICATION OF INDIVIDUAL**

- 3.1 Dynamics of Guidance Process.
  - 3.1.1 Major elements of individual guidance process.

- 3.1.2 Variability of individual characteristics.
- 3.2 Individual Analysis
  - 3.2.1 Individual Analysis - its concept.
  - 3.2.2 Need of individual analysis.
  - 3.2.3 Principles of individual analysis.

**UNIT-IV : DATA COLLECTION OF THE INDIVIDUAL**

- 4.1 Information collection related to individual.
- 4.2 Types of testing devices - standardized and unstandardized.
- 4.3 Criteria of the test collection, Precautions in the use of tests.
- 4.4 Use of following in the guidance and counselling :
  - (a) Case study, (b) Interview, (c) Autobiography, (d) Rating Scale, (3) Sociometry.

**UNIT-V : RESEARCH IN GUIDANCE AND COUNSELLING**

- 5.1 Importance of Research in guidance and counselling.
- 5.2 Types, Research - Qualitative, quantitative and experimental.
- 5.3 Research trends related to guidance and counselling in India.
- 5.4 Latest researches and future research possibility in the area of counselling and guidance.

**ASSIGNMENT (ANY ONE) :**

1. Case Study of child or adolescent and guidance-counselling based advice.
2. Prepare a Term Paper on any topic related with the content of this paper.
3. Prepare a PPT on any sub-unit of the syllabus.
4. Role of the Headmaster, Teacher and student for good guidance or counselling programme.
5. Review of researches in counselling or guidance. (Last five years).

**REFERENCES BOOKS :**

1. Pre Pasaricha : Guidance and Counselling in Indian Education, NCERT, New Delhi, 1976.
2. C.H. Miller : Foundations of Guidance, Harper and Row, New York, 1961.
3. I Dave : The basic essentials of counselling, Sterling Publishers Pvt. Ltd., New Delhi, 1982.

**PAPER - V B3**  
**EDUCATIONAL ADMINISTRATION**  
**AND MANAGEMENT AT**  
**SECONDARY SCHOOL LEVEL**

**M.M. : 100**

**COURSE OBJECTIVES :**

1. To introduce concept of education management.
2. To enable students to become effective manager of school administration and management.
3. To enable student to become agent of change in various aspect of education i.e. - curriculum construction, classroom management, planning and policies.
4. To acquaint student with role of centre state and local agencies of educational development.
5. To acquaint student with concept and method of supervision.
6. To acquaint students with different role of principal as a administrator or manager.
7. To acquaint student with various decision-making process in institution.

**UNIT-I : INTRODUCTION OF EDUCATIONAL  
MANAGEMENT - CONCEPT, PROCESS AND  
FUNCTIONS**

- 1.1 Concept, Need, Nature of Educational Management.
- 1.2 Role of Principal at Secondary level -
  - Planning School Programmes
  - Institutional Planning
  - Implementation of different strategies.
- 1.3 Organizing : Instructional Programme, Curricular and Co-curricular programme, Evaluation of school programme.
- 1.4 Modern development of education management in India.

## **UNIT-II : ORGANIZATIONAL CLIMATE AND CONFLICT MANAGEMENT**

- 2.1 Organizational Climate : Concept, Types and Organizational development.
- 2.2 Different levels of educational organization.
- 2.3 Conflict - Concept and Characteristics.
- 2.4 Conflict management : Areas of conflict, Pressure group and Principal role to remove conflicts.

## **UNIT-III : QUALITY MANAGEMENT AND SUPERVISION**

- 3.1 Institutional Planning - Concept and Importance.
- 3.2 S.W.A.T. Analysis - Concept, Need, Importance.
- 3.3 Communication and Supervision Skills : Concept, Need and Importance.
- 3.4 New trends and techniques of modern supervision.

## **UNIT-IV : DECISION-MAKING PROCESS AND NEW TRENDS IN EDUCATIONAL MANAGEMENT**

- 4.1 Decision : Meaning, Nature and Need.
- 4.2 Decision-making process in organization
- 4.3 Levels of decision :
  - (a) High : Central, State, Departmental.
  - (b) Medium : Principal and Incharge.
  - (c) Low : Personal Decision.
- 4.4 Modern trends in educational development.

## **UNIT-V : MACHINERY OF EDUCATIONAL MANAGEMENT AND FINANCE MANAGEMENT**

- 5.1 Central Machinery, State Machinery and local bodies.
- 5.2 Educational Finance - Concept and Importance.
- 5.3 Financial Planning - Construction and Process of Financial Control

- 5.4 Education Cost and its Calculation : Unit Cost, Additional Cost and Institutional Cost.

## **ASSIGNMENT (ANY ONE)**

1. Write a term paper of any topic.
2. Study any problem related to educational management.
3. Case study of effective organization / school.
4. Review research paper of any educational management area.

**PAPER - V B4**  
**EDUCATIONAL MEASUREMENT &**  
**EVALUATION AT SECONDARY**  
**SCHOOL LEVEL**      **M.M. : 100**

**OBJECTIVES :**

1. To acquaint the students with the basic concepts and practices adopted in educational measurement and education evaluation.
2. To help the students understand relationship between measurement the evaluation in education and the existing models of evaluation.
3. To orient the student with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in constructing and standardizing a test.
5. To make the students understand how various requirements of education are measured, evaluated and their results are record to help learners.

**COURSE CONTENT**

**UNIT - I : MEASUREMENT & EVALUATION**

- 1.1 Concept Scope and need of measurement & evaluation Functions and basic principles of evaluation with referrence to secondary stage.
- 1.2 Bloom's taxonomy of educational objectives, norm referenced & criterion referenced test in the context of secondary level.

**UNIT-II : PROCEDURE FOR TEST CONSTRUCTION WITH REFERENCE TO SECONDARY STAGE**

- 2.1 General principles of test construction and its standardization.
- 2.2 Types of test items objectives type, short type, essay type & their merits and demerits basic characteristic of a good test

classification of the test.

**UNIT - 3 : RELIABILITY AND VALIDITY**

- 3.1 Item analysis meaning & procedure.
- 3.2 Meaning of validity for various type of validity factor influencing the validity of test.
- 3.3 Meaning of reliability types of reliability coficient.

**UNIT - 4 : EVALUATION SYSTEM (FOR SECONDARY STAGE)**

- 4.1 Measurement of achievement aptitude intelligence, attitude, interest and their interpretation.
- 4.2 A new trends in evaluation : Grading, semester and continuous internal assessment.
- 4.3 (Question bank) use of computer in evaluation.

**UNIT - 5 : STATISTICS**

- 5.1 Use of statistics in education.
- 5.2 Measure of central tendencies & its characteristic (Mean, Mode, Median) standard deoiation, Mean derivation, properties of normal probability curve, Homogenous & Heterogenous group,
- 5.3 Percentage and quarterlies
- 5.4 T-Test,  $X^2$ - Square and F - Test

**SESSIONAL WORK (ANY TWO)**

1. Calculating reliability of a test by test or split half of parallel form of rational equivalence methods for constructed test for secondary stage.
2. Construction and try out of a teacher made test for secondary level.
3. Perpare a diagnostic test in your school subject for secondary level.
4. Prepare a question bank for any school subject for slow learner.
5. Prepare a data sheet of evaluation for any school subject through computer.

**REFERENCE BOOKS**

1. D.C.E., Evaluation in Mathematics 2nd Edition, N.C.E.R.T. New Delhi, 1961.
2. D.C.E. Evaluation in Geography, N.C.E.R.T., New Delhi, 1962.
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4. Lindquist, Evert F. (Ed), Educational Measurement A.C.E. Washington. 1956.
5. Tate, M.W. : Statistics in Education and Psychology, Macmillan New York. 1955.
6. Trverse, Robert, M.W. : Educational Measurement, Macmillan, New York 1955.
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8. Walker, Helen, M. & Jev. Josenh Elementary Statistical Method (Revised) Hears Holt and Company, New - York, 1958.
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11. Lindquist, Ever F : Educational Measurement, A.C.F. Washington, 1956.
12. D.C.E. : Evaluation in Secondary Schools, N.C.E.R.T. New Delhi, 1960.
13. Sharma. P.D. : Improving Examination, DEPSE, N.C.E.R.T. New Delhi.
14. Traverse R.M. W.: Educational Measurement, Macmillan New York 1955
15. Schonell and Schonell : Diagnostic adn Attainment Testing Oliver and Boyed Edinburgh, 1960.

**PAPER - VI****DISSERTATION-II****M.M. : 150****OBJECTIVES :**

1. To enable the students to develop skills and competencies for conducting rigorous, theoretically correct and practically relevant research.

**Activities Related to Research Work :**

1.	Script Reading	:	50 Marks
2.	Internal Marks	:	50 Marks
3.	Viva	:	50 Marks
	<b>Total</b>	:	<b>150 Marks</b>

**PAPER - VII**  
**COMMUNITY WORK**

**M.M. : 25**

**Objective :**

1. To develop Linkages with community.
2. To develop awareness about health and hygiene.
3. To develop social awareness.
4. To Organize different activities.

**Activities :**

1. Street Dramas
2. Rallies
3. Exhibition
4. Plantation
5. Cleanliness Programme
6. Health Services
7. Extension Cultures
8. Guidance and Counseling programme
9. Blood Donation Camp
10. Heritage Conservation.

**PAPER - VIII**  
**ACADEMIC WRITING AND RESEARCH**  
**PAPER PROPOSAL**

**M.M. : 25**

**OBJECTIVES :**

Students will be able to :

1. To develop scientific attitude among scholars.
2. To encourage them to write research papers.
3. To develop proposals for a project.

**ACTIVITIES :**

1. Write and Publish Research Article in a Journal.
2. Prepare a Research Proposal on any thrust area of Education and submit to supervisor.
2. Viva-Voce.

**PAPER - IX**  
**INTERNSHIP IN TEACHER**  
**EDUCATION INSTITUTION**

**M.M. : 50**

**TEACHING ANY ONE COURSE**

1. Teaching in B.Ed. Course
2. Teaching in B.Ed.C.D. Course
3. Teaching in B.A. B.Ed. / BSc. B.Ed. Course

**PAPER - X**  
**YOGA EDUCATION AND SELF DEVELOPMENT**

**M.M. : 100**

**Objectives :**

- \* To acquaint student about origin of yoga in Indian Perspectives.
- \* Understand the importance of Hathayoga for physical and mental health.
- \* Acquire the knowledge of techniques of performing yogasana and develop the skill for the same.
- \* To understand the importance of pranayama.

**Unit - 1 : Concept of Hatha Yoga & Ashtang Yoga**

- 1.1 Hatha Yoga : Meaning, concept and importance.
- 1.2 Eight Disciplines of Yoga - Ashtang Yoga.
- 1.3 Techniques of practising different types of Hatha Yoga.
- 1.4 Different types of Yoga - Bhakti Yoga, Tantra Yoga, Karma Yoga, Mantra Yoga.

**Unit - 2 : Practices of Asana and Pranayama :**

- 2.1 Siddhasana
- 2.2 Bhadrasana
- 2.3 Uttkalasana
- 2.4 Gomukhasana
- 2.5 Pravatsana
- 2.6 Sihnasana
- 2.7 Janushirshana
- 2.8 Chakrasana
- 2.9 Bhujangasana

- 2.10 Vrikshasana
- 2.11 Surya Bhedi
- 2.12 Chandra Bhedi
- 2.13 Shitlee
- 2.14 Shitkar

**Unit - 3 : Yoga and Mental Health**

- 3.1 Prayer - Its significance in yogic practices.
- 3.2 Yoga and Mental Health.
- 3.3 Importance of Mantra.
- 3.4 Importance of Chakras (Seven)

**Assignments (Any one) :**

1. To prepare five slides on the topic of different Posture-Asana.
2. To prepare Three Transparencies on the topic of different pranayama.

**References :**

1. A. Basant : "An introduction of yoga". Cosma, New Delhi.
2. MKW chuk vxdky %ikrāṭy ; kxl #e} txnh'k l lÑr iḡrdky ; t ; ij
- 3- i a gfjgj i d kn f=i kBh %gB ; kx i nhfi dk] pk[kEck] Ñ".knkl vdkneh
- 4- MKW plæHkku 'kekZ % ; kx , oa ful xhā pkj] pk[kEck] vkfj ; UVkfy ; k] okj k. kl hA
- 5- vkpk; Zhkæl u % ; kx vkfj LokLF ; ] fo t ; dēkj xkḡollnjke gkl kulnA
- 6- ; kxkpk ; ] l h-oh fl g %v"Vlak ; kx dykA
- 7- ch-ds, l - v ; xj %gB ; kxA

**M.Ed PROGRAM  
EVALUATION SCHEME**

**SECOND YEAR**

Paper	Course Name	Marks Distribution (paper I to IV)		
1	<b>Data Analysis and Interpretation</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
2	<b>Educational Studies</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
3	<b>Curriculum Studies and development</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
4	<b>Teacher Education II</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
5	<b>SPECIALIZATION COURSE</b> Any three from any one Level <b>5-A1 Educational Technology at Elementary School Level</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
	<b>5-A2 Guidance and Counseling at Elementary School Level</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
	<b>5-A3 Educational Administration and Management at Elementary School Level</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>

Paper	Course Name	Marks Distribution (paper I to IV)		
	<b>5-A4 Measurement and Evaluation at Elementary Level</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
	<b>5-B1 Educational Technology at Secondary School Level</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
	<b>5-B2 Guidance and counseling at Secondary School Level</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
	<b>5-B3 Educational Administration and Management at Secondary School Level</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
	<b>5-B4 Measurement and Evaluation at Secondary School Level</b>	Total - 100 Marks Extrnal - 75 (Theory Exam By University) Internal - 25		
		Test 15	Sessional Report 5	Quiz 5 <b>Total = 25 Marks</b>
6	<b>Dissertation - II</b>	Total - 100 Marks 1. Script Reading 50 Marks 2. Internal 50 Marks 3. Viva 50 Marks		
7	<b>Community Work (Practical)</b>	Total - 25 Marks		
8	<b>Academic Writing and Research Paper Proposal (Practical)</b>	Total - 25 Marks		
9	<b>Internship in Teacher Education Institution</b>	Total - 50 Marks Teaching in B.Ed. / B.Ed.C.D. / B.A. B.Ed. Course At least one Unit (10 Period)		
10	<b>Yoga Education and Self Development</b>	Total - 50 Marks		