



# MIER COLLEGE OF EDUCATION (AUTONOMOUS)

College with Potential for Education Status by the UGC

Recognized by the Govt. of J&K & Permanently Affiliated to the University of Jammu

ISO 9001:2008 Certified & Reaccredited by the NAAC with grade 'A'

## SCHEME OF TWO YEAR M. Ed. (PROGRAMME) (CBCS)

The M. Ed. Programme shall be of two years duration spread over four semesters.

The details of the courses for semesters I, II, III and IV for the examinations to be held in Semester-I(December 2017 & 2018), Semester-II (May2018, 2019), Semester-III (December2017, 2018& 2019) and Semester –IV (May 2018, 2019& 2020) are as under:

### **M.Ed.**

#### **Semester – I (December 2017 and 2018)**

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	<b>MED-101</b>	Philosophy of Education	4	60	40	100
2.	<b>MED-102</b>	Psychology of Learning and Development	4	60	40	100
3.	<b>MED-103</b>	Methodology of Research in Education	4	60	40	100
4.	<b>MED-104</b>	Statistical Methods in Education	4	60	40	100
5.	<b>MED-105</b>	Communication Skills	2	30	20	50
6.	<b>MED-106</b>	Field work	4		100	100
<b>TOTAL</b>			<b>22</b>	<b>270</b>	<b>280</b>	<b>550</b>

#### **Semester – II (May 2018 and 2019)**

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	<b>MED-201</b>	Sociology of Education	4	60	40	100
2.	<b>MED-202</b>	Testing in Education	4	60	40	100
3.	<b>MED-203</b>	Education in Modern India	4	60	40	100
4.	<b>MED-204</b>	Teacher education	4	60	40	100
5.	<b>MED-205</b>	Dissertation	2	-	50	50
6.	<b>MED-206</b>	Internship	4	-	100	100
<b>TOTAL</b>			<b>22</b>	<b>240</b>	<b>310</b>	<b>550</b>

**Semester – III (December 2017, 2018 and 2019)****AREA OF SPECIALISATION****(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION OR SECONDARY AND HIGHER SECONDARY EDUCATION)****GROUP- I: ELEMENTARY EDUCATION**

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	<b>MED-301</b>	Institutions, Systems and Structures	02	30	20	50
2.	<b>MED-302</b>	Status, Issues and Concerns	02	30	20	50
3.	<b>MED-303</b>	Curriculum, Pedagogy and Assessment	04	60	40	100

**OR****GROUP-II: SECONDARY AND HIGHER SECONDARY EDUCATION**

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	<b>MED-304</b>	Institutions, Systems and Structures	02	30	20	50
2.	<b>MED-305</b>	Status, Issues and Concerns	02	30	20	50
3.	<b>MED-306</b>	Curriculum, Pedagogy and Assessment	04	60	40	100

**Interdisciplinary Courses [Choose any one from MED-307 (A) ID to MED-307 (D) ID]**

4.	<b>MED-307 (A) ID</b>	Fundamentals of Information Technology	04	60	40	100
5.	<b>MED-307 (B) ID</b>	Technology and Social Media	04	60	40	100
6.	<b>MED-307 (C) ID</b>	Professional Growth and Communication	04	60	40	100
7.	<b>MED-307 (D) ID</b>	Organisational Behaviour	04	60	40	100

**COMPULSORY COURSES:**

8.	<b>MED-308</b>	Internship	04	-	100	100
9.	<b>MED-309</b>	Dissertation	02	-	50	50
10.	<b>MED-310</b>	Expository and Academic Writing	02	-	50	50
<b>TOTAL</b>			<b>20</b>	<b>180</b>	<b>320</b>	<b>500</b>

# M.Ed.

Semester – IV (May 2018, 2019 and 2020)

## AREA OF SPECIALISATION

(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION OR SECONDARY AND HIGHER SECONDARY EDUCATION)

### GROUP- I: CURRICULUM PEDGAGOGY AND ASSESSMENT

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	MED-401	Curriculum Theory	04	60	40	100
2.	MED-402	Curriculum Transaction	04	60	40	100
3.	MED-403	Curriculum Assessment	04	60	40	100
<b>TOTAL</b>			<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

OR

### GROUP-II: MANAGEMENT, ADMINISTRATION AND LEADERSHIP

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	MED-404	School Management	04	60	40	100
2.	MED-405	Educational Administration	04	60	40	100
3.	MED-406	Educational Leadership	04	60	40	100
<b>TOTAL</b>			<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

OR

### GROUP-III: EDUCATIONAL TECHNOLOGY

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	MED-407	Foundations of Educational Technology	04	60	40	100
2.	MED-408	E-Learning	04	60	40	100
3.	MED-409	Development of E-Content	04	60	40	100
<b>TOTAL</b>			<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

OR

### GROUP-IV: INCLUSIVE EDUCATION

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	MED-410	Education for Special Children	04	60	40	100
2.	MED-411	Conceptual Foundations of Inclusive Education	04	60	40	100
3.	MED-412	Curriculum Planning and Organisation for Inclusive Education	04	60	40	100
<b>TOTAL</b>			<b>12</b>	<b>180</b>	<b>120</b>	<b>300</b>

Note: The specialization is in continuity with the specialization opted in Semester III.

ELEMENTARY EDUCATION

# M.Ed.

Semester – IV (May 2018, 2019)

## AREA OF SPECIALISATION

(SELECT ANY ONE GROUP FROM ELEMENTARY EDUCATION OR SECONDARY AND HIGHER SECONDARY EDUCATION)

### GROUP- I: CURRICULUM PEDGAGOGY AND ASSESSMENT

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	MED-413	Curriculum Theory	04	60	40	100
2.	MED-414	Curriculum Transaction	04	60	40	100
3.	MED-415	Curriculum Assessment	04	60	40	100
TOTAL			12	180	120	300

OR

### GROUP-II: MANAGEMENT, ADMINISTRATION AND LEADERSHIP

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	MED-416	School Management	04	60	40	100
2.	MED-417	Educational Administration	04	60	40	100
3.	MED-418	Educational Leadership	04	60	40	100
TOTAL			12	180	120	300

OR

### GROUP-III: EDUCATIONAL TECHNOLOGY

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	MED-419	Foundations of Educational Technology	04	60	40	100
2.	MED-420	Development of e-Content	04	60	40	100
3.	MED-421	e-Learning	04	60	40	100
TOTAL			12	180	120	300

OR

### GROUP-IV: INCLUSIVE EDUCATION

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	MED-422	Education for Special Childredn	04	60	40	100
2.	MED-423	Conceptual Foundations of Inclusive Education	04	60	40	100
3.	MED-424	Curriculum Planning and Organisation for Inclusive Education	04	60	40	100
TOTAL			12	180	120	300



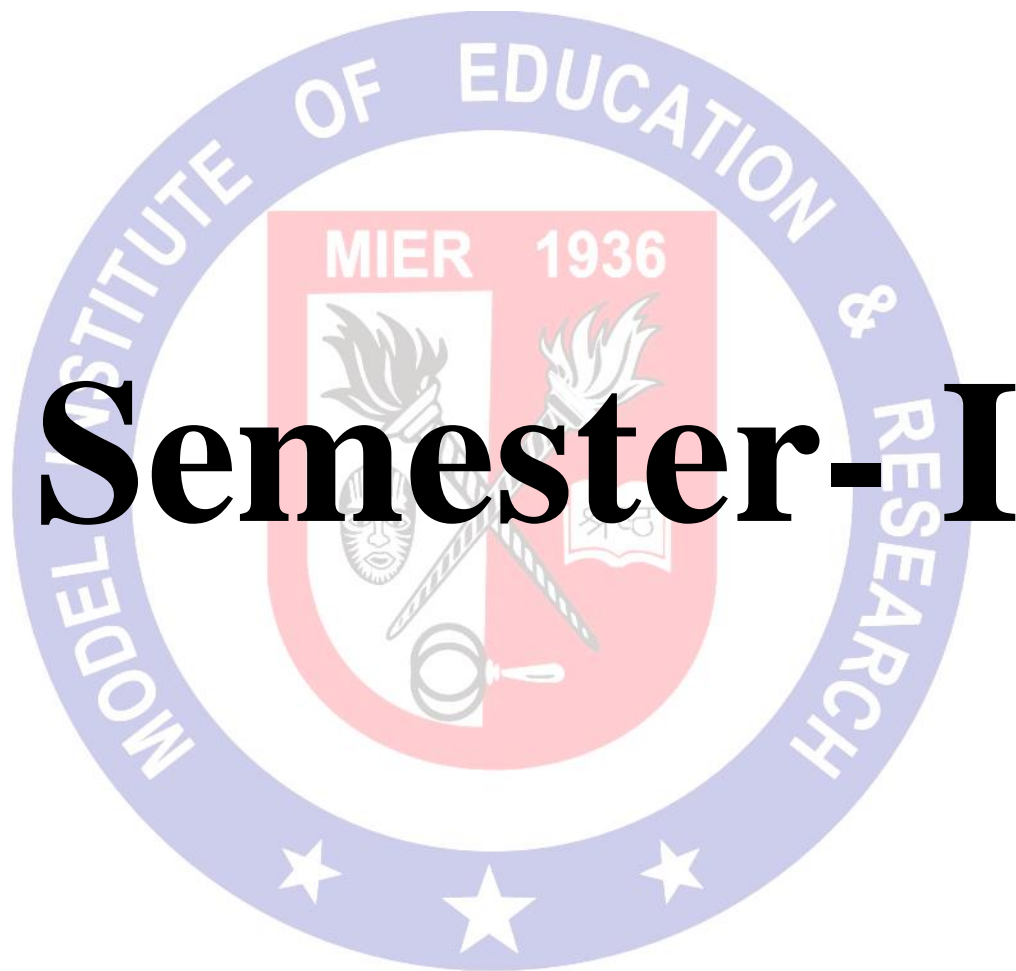
**Note: The specialization is in continuity with the specialization opted in Semester III.**

## **OPTIONAL PAPERS**

**[SELECT ANY ONE from MED-425 (A) to MED-425 (F)]**

S. No.	Course Code	Title	Credits	Maximum Marks		
				External	Internal	Total
1.	<b>MED-425 (A)</b>	Women Studies	2	30	20	50
2.	<b>MED-425 (B)</b>	Quality in Education	2	30	20	50
3.	<b>MED-425 (C)</b>	Values and Human Rights	2	30	20	50
4.	<b>MED-425 (D)</b>	Advanced Statistics in Education	2	30	20	50
5.	<b>MED-425 (E)</b>	Life Skills Education	2	30	20	50
6.	<b>MED-425 (F)</b>	Educational Planning	2	30	20	50
7.	<b>MED-426</b>	Dissertation (Compulsory)	4			100
<b>TOTAL</b>			<b>18</b>	<b>210</b>	<b>140</b>	<b>450</b>

	Semesters				Total
	I	II	III	IV	
<b>Course Credits</b>	22	22	20	18	82
<b>Maximum Marks</b>	550	550	500	450	2050



# Semester-I

# PHILOSOPHY OF EDUCATION

Course Code : MED-101  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *develop the philosophical perspectives of education*
- *appreciate the methods of philosophical inquiry*
- *explain the dynamics of Indian and Western philosophical traditions of education*
- *get sensitized towards human rights education*
- *develop insight into the contemporary issues in education*

## B. SYLLABUS

### UNIT-1

- 1.1. Understanding the functions of philosophy of education : What, why, how of education; description, normative and analytical functions, philosophical inquiry (Philosophisation process of teaching through the insights into metaphysical, epistemological and axiological modes of inquiry)
- 1.2. Critical reflections on Conservative Philosophies of education with a focus on essentialism
- 1.3. Critical reflections on Liberal Philosophies of education with a focus on progressivism

### UNIT-2

- 2.1. Ancient eastern philosophical traditions of Vedic, upnishadic and Puranic systems of education
- 2.2. Reflection on orthodox systems of Samkhya, Yoga, Nyaya, philosophies and Vedanta traditions of Advaita
- 2.3. Heterodox system of Carvaka, Jain and Buddhist philosophies of education

### UNIT-3

- 3.1. Reflections on progressive ideology of Paulo Freire
- 3.2. Influence of Bertrand Russell's philosophy on education in the modern social context
- 3.3. Philosophy of Jyothi Rao Phule, Baba Saheb Ambedkar and J. Krishnamurthy and its impact on understanding social realities of education in the modern Indian system of education

### UNIT-4

- 4.1. Critical understanding of human rights perspectives and its reflective practices in the modern

systems of education

4.2. Logical positivism and its significance in education

4.3. Indian Constitutional aims, values and democratic citizenship, humanisation of teaching

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- What should be our stand on the traditional Indian values?
- Why is Indian society at crossroads?
- Humanising teaching in India
- Critical analysis of National Curriculum Framework – 2005
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 60 Marks |
| 2. Internal Assessment:     | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment      | : 15 Marks |
| (c) Attendance*             | : 05 Marks |

\*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**

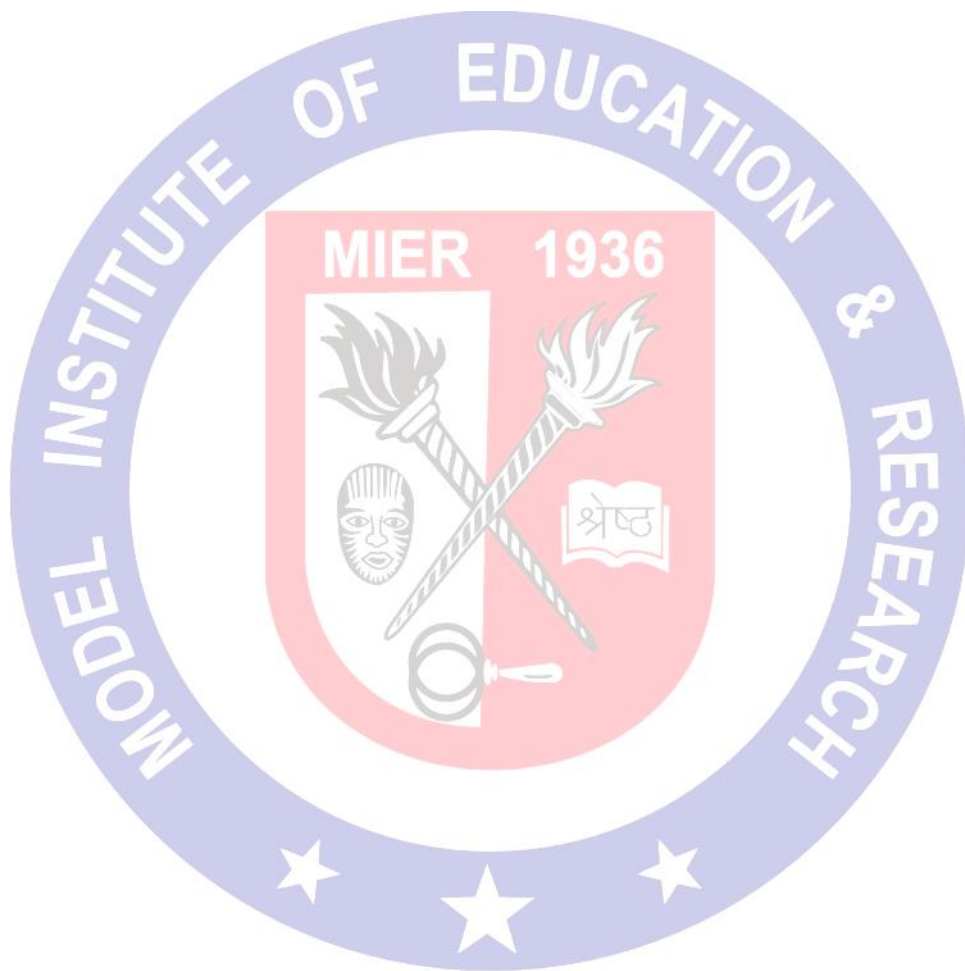


- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### **F. SUGGESTED READINGS**

- Aggarwal, J.C. (1996). *Theory and principles of education*. New Delhi.
- Anand, C.L. (1993). *Teacher and education in the emerging Indian society*. New Delhi : NCERT.
- Brubacker, John S. (1969). *Modern Philosophies of education*. New Delhi: Tata McGraw Hill.
- Chaudhary, S.K. (Ed.) (2014). *Sociology of environment*. New Delhi: Sage.
- Delors, Jacques. et. al. (1996). *Learning: The treasure within, Report to UNESCO of the International Commission on Education for the Twenty First Century*. Paris: UNESCO Publishing Press.
- Dhavan, M.L. (2005). *Philosophy of Education*. New Delhi :Isha Books.
- Friere, Paulo (1970). *Pedagogy of the oppressed*. New York : Continuum.
- Friere, Paulo and Shor, I (1987). *A pedagogy of liberation*. New York: Macmillan.
- Gupta, Bina (2012). *An introduction to Indian Philosophy: Perspectives on reality, knowledge and freedom*. New York :Routledge.
- Havighurst, R. (1995). *Society and education*. Boston: Allyn and Bacon.
- Jaffar, S.M. (1972). *Education of Muslim Indians*. Delhi :Idrah-I-Ababiyat.
- Kar, N.K. (1996). *Value education – A philosophical study*. Ambala: The Associated Publication.
- Lal, Basant Kumar (2014). *Contemporary Indian philosophy*. New Delhi: Motilal Banarsidass Publishers.
- Mukherjee, Shankar (2007). *Contemporary issues in modern Indian education*. New Delhi: Authors Press.
- National Book Trust (2001). *Human Rights in India*. New Delhi.
- NCERT (2005). *National Focussed Group – Position paper an aims of education*. New Delhi: NCERT.
- Panday, V.C. (2005). *Value education and education for human rights*. New Delhi: Isha Books.
- Pandey, K.P. (2010). *Perspectives in social foundations of education*. New Delhi: Shipra Publications.
- Pandey, Vinita (2016). *Indian society and culture*. Jaipur : Rawat Publication.
- Rajput, J.S. (2006). *Human values and education*. New Delhi: Pragn Publications.
- Sharma, Naina (2011). *Value education and social transformation*. Jaipur: Rawat Publications.
- Sinha, Jadunath (2016). *Indian philosophy (Vol. 1, 2 and 3)*. New Delhi: Motilal Banarsidass Publishers.
- Srivastava, K.K. (2009). *Philosophical foundations of education*. New Delhi: Kanishka Publications.

- Wall, Edmond (2001). *Educational theory : Philosophical and political perspectives*. New York: Prometheus Books.
- Wathey, John C. (2014). *The illusion of God's presence*. New York: Prometheus Books.



# PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Course Code : MED-102  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- develop understanding of the concept of growth and development
- explain the role of family, school and community in the development of children
- describe the cognitive, conative and psycho-motor development of children
- explain the concept of developmental tasks
- develop understanding of the psychology of learning
- explain theoretical perspectives about learning
- apply learning theories in classroom

## B. SYLLABUS

### UNIT-I

- 1.1. Major schools of psychology and their contribution to education: Structuralism, associationism, behaviourism, gestalt, psycho-analytic, humanistic and constructivist
- 1.2. Growth and development: Concept, principles, sequential stages of development-specific characteristics and problems of each stage, role of family, school and community in child development
- 1.3. Factors influencing development: Genetic, biological, environmental, physical and their role, nature and characteristics of human behaviour and factors affecting human behaviour

### UNIT-2

- 2.1. Theories of development: Kohlberg's Moral Development Theory and its significance and Havighurst's Theory of Development – Concept and hazards of developmental tasks
- 2.2. Cognitive development: Meaning, role of nature and nurture in cognitive development
- 2.3. Development of language: Skinner's Language Acquisition Theory, Noam Chomsky-Nativist Theory of Language Development

### UNIT-3

- 3.1. Learning: Concept, types and factors influencing learning, cognitive and behavioural approaches to learning
- 3.2. Gestalt: Festinger Cognition Dissonance Theory, Constructivism – Roger Schank, Script Theory, Transformational Learning – Jack Mazirow Psycho-critical Approach

**3.3. Effect of knowledge on learning, types of expert knowledge (Bruner, Shulman, Glaser)**

**UNIT-4**

- 4.1.** Cognition and learning: Cognitive process – Perception, attention and memory
- 4.2.** Concept formation: Meaning, attributes, development of concepts, strategies for teaching concepts, problem solving, learning as construction of knowledge
- 4.3.** Learning environment: Concept, creating a positive environment and its sustainability, discipline and participatory management, diversity in learning contexts: Oversized classrooms; language, ethnic and social diversities and different types of disadvantages that children suffer

**C. SESSIONAL WORK**

**The students may undertake any one of the following activities:**

- Administration, scoring and report writing of:
- Verbal Intelligence Test
- Non-Verbal Intelligence Test
- Personality Inventory
- Test of Mental Health for Teachers
- Test of creativity
- Achievement Motivation Test

**D. EVALUATION**

**The distribution of marks for the course is as under:**

- |                             |                   |
|-----------------------------|-------------------|
| 1. External Examination     | : <b>60 Marks</b> |
| 2. Internal Assessment:     | : <b>40 Marks</b> |
| (a) Mid-term Examination(s) | : 20 Marks        |
| (b) Seminar/Assignment      | : 15 Marks        |
| (c) Attendance*             | : 05 Marks        |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02



#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### F. SUGGESTED READINGS

- Borich, Gary D. (2010). *Effective teaching methods: Research-based practice*. New York: Pearson.
- Carver, Ronald P. (2016). *Causes of high and low reading achievement*. New York: Routledge.
- Chapman, Christopher, Majis, Daniel, Reynolds, David, Sammons, Pam and Teddlie, Charles (Eds.) (2015). *The Routledge international handbook of educational effectiveness and improvement: Research policy and practice*. New York: Routledge.
- Chauhan, S.S. (2012). *Advanced educational psychology*. New Delhi: Vikas.
- Crain, W. (1992). *Theories of development: Concept and application*. New Jersey: Prentice-Hall.
- Crain, W. (1992). *Theories of development: Concepts and applications*. New Jersey: Prentice-Hall.
- Cullen, Kaithren (2011). *Introducing child psychology: A practical guide*. London: Icon.
- Feldman, R.S. (2002). *Understanding psychology*. New Delhi: Tata-McGraw Hill.
- Gage, N.L. and Berliner, David (1998). *Educational psychology*. New York: Wadsworth.
- Gage, N.L. and Berliner, David (1998). *Educational psychology*. New York: Wadsworth.
- Galotti, Kathleen M. (2005) *Cognitive psychology: In and out of the laboratory*. New Delhi: Sage.
- Gardner, H. (1985). *Frames of mind: The theory of multiple intelligences*. London: Paladin Books.
- Gardner, H. (1985). *Frames of mind: The theory of multiple intelligences*. London: Paladin Books.
- Hall, Gene E., Quinn, Linda F. and Gollnick, Donna M. (2014). *Introduction to teaching: Making*

*a difference in student learning*. New Delhi: Sage.

- Jones, Fred (2014). *Tools for teaching*. New York : Fredric Jones and Associates.
- Kellogg, Ronald T. (2012). *Fundamentals of cognitive psychology*. New Delhi: Sage.
- Kulkarni, S.S. (1986). *Introduction to educational psychology*. New Delhi: Oxford and IBH.
- Lefrancois, Guy R. (2011). *Theories of human learning: What a professor said*. New York: Wadsworth.
- Piaget, J. (1952). *The origins of intelligence in children*. New York: International University Press.
- Piaget, J. (1997). Development and learning. In Gauvian M. and Cole, M. (Eds.), *Reading on the development of children*. New York: W.H. Freeman.
- Piaget, J. (1999). *Judgement and reasoning in the child*. London: Routledge.
- Pollard, Andrew et al. (2014). *Reflective teaching in schools*. London: Bloomsbury Publishing.
- Reigeluth, Charles M. (2009). *Instructional-design and models: A new paradigm of instructional theory (Vol. II)* New York: Routledge.
- Richards, Gill and Armstrong (Eds.) (2015). *Teaching and learning in diverse and inclusive classrooms*. New York: Routledge.
- Richardson, Virginia (Ed.) (1997). *Constructivist teacher education: Building a world of new understanding*. New York : Routledge.
- Richardson, Virginia (Ed.) (1997). *Constructivist teacher education: Building a world of new understanding*. New York: Routledge.
- Santrock, John W. (2011). *Life span development*. New Delhi: McGraw Hill.
- Sharma, R.A. (2012). *Technology of teaching*. Meerut: R. Lall Book Depot.
- Sharma, S.K. (2005). *Learning and teaching: Learning process*. New Delhi: Gyan Books.
- Solso, Robert L. (2014). *Cognitive psychology*. New Delhi: Sage.
- Sternberg, Robert J. (1984). *Beyond I.Q.: A triarchic theory of intelligence*. Cambridge (U.K.): Cambridge University Press.
- Sternberg, Robert J. (1998). *The triarchic mind: A new theory of human intelligence*. New York : Viking.
- Sternberg, Robert J. (1999). *Thinking styles*. Cambridge (U.K.): Cambridge University Press.
- Thompson, G.G. and Gardner, F.F. (2011) *Educational psychology*. New Delhi: Surjit Publications.
- Vygotsky, L. (1986). *Thought and language*. Cambridge: The MIT Press.
- Walton, David (2013). *Introducing emotional intelligence: A practical guide*. London: Icon.
- Wentzel, Kathryn and Miele, David (Eds.) (2016). *Handbook of motivation at school*. New York: Routledge.
- Woolfolk, A. (2014). *Educational psychology*. New Delhi. Pearson Education.

# METHODOLOGY OF RESEARCH IN EDUCATION

Course Code : MED-103  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *explain the characteristics of quantitative, qualitative and mixed research techniques*
- *select and explain an appropriate method for a research study*
- *conduct a literature search and develop a research proposal*
- *explain a sampling design appropriate for a research study*
- *explain tool design approaches and procedure for collection of data*
- *explain the importance of documentation and dissemination of researches in education*

## B. SYLLABUS

### UNIT-1

- 1.1. Research: Meaning, need and source of knowledge; Educational research: Meaning, nature, scope
- 1.2. Types of Educational Research: Fundamental, applied and action research – Meaning, purpose, steps, characteristics and differences among three types of research
- 1.3. Research Paradigms in Education: Quantitative, qualitative and mixed; their characteristics.

### UNIT-2

- 2.1. Methods of Research: Historical research – Meaning, significance, steps, primary and secondary sources of information, internal and external criticism of the source
- 2.2. Descriptive Research : Meaning, significance, types (Survey studies, interrelationship studies and development studies) and steps of conducting descriptive research in education
- 2.3. Experimental Research : Nature, significance, variables in experimental research – independent, dependent and confounding, experimental designs and internal and external threats to experimental validity; Assessment and evaluation in experimental research (evaluative studies), concept of the Post Hoc Fallacy

### UNIT-3

- 3.1. Selection of the Problem : Concept, sources, characteristics, delineating a research problem; Review of the related literature : Purpose and sources, conducting the search for related literature using data bases, internet search tools, issue of quality of internet resources,



research questions in qualitative and quantitative research, developing research questions, advantages of review of literature and don'ts for reviewing literature. Hypothesis : Definition, role of hypothesis in educational research, formulation of null, directional and non-directional hypothesis

- 3.2.** Sampling: Concept of population and its types, sample, sampling unit, sampling frame, sample size, sampling error, sampling in quantitative, qualitative and mixed researches; Random sampling techniques (simple random sampling, systematic sampling, stratified random sampling, cluster sampling and multi-stage sampling), non-random sampling techniques (convenience sampling, purposive sampling, quota sampling and snowball sampling)
- 3.3.** Preparation of a Research proposal : Framework of research proposal and strategies for writing the research proposal or synopsis

#### **UNIT-4**

- 4.1.** Tools of Educational Research : Meaning, types, characteristics, limitations and uses of questionnaire and rating scales as tools for educational research
- 4.2.** Meaning, types, characteristics, limitations and uses of interview, observation and socio-metric techniques as tools for educational research
- 4.3.** Meaning of bibliography and references; Writing bibliography and references in APA style

#### **C. SESSIONAL WORK**

**The students may undertake any one of the following activities:**

- Development of a research proposal on an identified research problem
- Preparation, try out and finalization of tool of research
- Identification of variables of a research study and their classification in terms of functions and levels of measurement
- Preparation of a sampling design, objectives and research questions/hypotheses of a research study
- Any other approved activity of relevance

#### **D. EVALUATION**

**The distribution of marks for the course is as under:**

- |                             |                   |
|-----------------------------|-------------------|
| 1. External Examination     | : <b>60 Marks</b> |
| 2. Internal Assessment:     | : <b>40 Marks</b> |
| (a) Mid-term Examination(s) | : 20 Marks        |
| (b) Seminar/Assignment      | : 15 Marks        |
| (c) Attendance*             | : 05 Marks        |



**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

**E. NOTE FOR PAPER SETTER**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

**F. SUGGESTED READINGS**

- Best, J.W. (1999). *Research in education*. New Delhi: Prentice Hall of India.
- Borg, W.R. and Gall, M.D. (1983). *Educational research - An introduction*. New York: Longman, Inc.
- Chandra, S.S. & Sharma, R.K. (2010). *Research in education*. New Delhi :Atlantic Publishers.
- Charles, C.M. and Merton, C.A. (2002). *Introduction to educational research*. Boston :Allyn and Bacon.
- Clive, Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
- Cresswell, John W. (2007). *Qualitative inquiry and research design*. London: Saga Publication
- Cresswell, John W. (2013). *Research design : Qualitative, quantitative and mixed methods approaches*. London : Sage.
- Cresswell, John W. (2014). *Educational research*. New Delhi : Prentice Hall of India.
- Fetterinan

- Fraenkel, J.R., Wallen, N.E. (1996). *How to design and evaluate research in education*. New York: McGraw Hill.
- Good, C. V. (2008). *Introduction to educational research*. New Delhi: Surjet Publications.
- Jill Porter & Penny Lacey (2005). *Researching learning difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
- Kerlinger, F.N. (1986). *Foundations of behavioural research*. Fort Worth, TX: Harcourt Brace Jovanovich.
- Kirkpatrick, D.L. (2005). *Evaluating training programmes: The four levels*. San Francisco: Brrett-Kochler.
- Koul, Lokesh (2011). *Methodology of Educational Research*. New Delhi: Vikas Publishing House.
- Pamela, Maykut & Richard, Morehouse (1994). *Beginning qualitative research :A philosophic and practical guide*. London :Falmer Press.
- Pandya, S. (2010). *Educational research*. New Delhi : APH Publications.
- Pathak, R.P. (2009). *Methodology of educational research*. New Delhi :Atlantic Publishers.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California :Sage.
- Punch, Keith (2009). *Introduction to research methods in education*. New Delhi : Sage.
- Reason, P. & Bradbury, H. (Eds.) (2006). *Handbook of action research: Concise paperback edition*: California : Sage.
- Scott, David & Usher, Robin (1996). *Understanding educational research*. New York: Routledge.
- Shank, G.D. (2002). *Qualitative research*. New York :Prentice Hall.
- Sharma, Bharti (2004). *Methodology of educational research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of educational research*. New Delhi: Anmol Publications.
- Stake, Robert E. (1995). *The art of case study research*. California :Sage.
- Travers, Robert M.W. (1978). *An Introduction to educational research (4th edition)*. London: Macmillan.

# STATISTICAL METHODS IN EDUCATION

Course Code : MED-104  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- convey the essential characteristics of a set of data by representing in tabular and graphical forms
- predict values of a dependent variable based on the values of one or more independent variables
- estimate the characteristics of population based on the sample data
- test specific hypotheses about population based on the sample data
- use appropriate procedure to analyze quantitative data
- demonstrate competence in the use of statistical packages for analysis of data
- apply chi-square test for hypothesis testing

## B. SYLLABUS

### UNIT-I

- 1.1. Meaning and importance of statistics, nature of educational data—quantitative and qualitative; descriptive and inferential statistics, Levels of measurement; tabulation and graphical representation of data (frequency polygon, histogram and ogive)
- 1.2. Measures of central tendency (mean, median and mode), properties, assumptions, and selection of the measures of central tendency, merits and demerits, computation of median through ogive
- 1.3. Measures of Dispersion: Concept uses and computation of standard deviation, variance and quartile deviation

### UNIT-2

- 2.1. Measures of Relative Position: Concept and computation of percentile point, percentile rank
- 2.2. Measures of Relationship : Concept of correlation, Computation of correlation wing, spearman's and Pearson's Methods, Assumptions and limitations of each method
- 2.3. Normal Distribution Curve: Characteristics of Normal Distribution Curve, Meaning and uses of standard scores, concept of skewness and kurtosis

### UNIT-3

- 3.1. Applications of Normal Curve:
  - (a) Determination of the percent/number of cases falling above and below the given scores
  - (b) Determination of the percentage/number of cases falling between the given limits

- (c) Determination of the limits which include the given percent of cases
- (d) Determination of raw scores from the given percent of cases
- (e) Determination of a given group into sub-groups according to capacity when the trait is normally distributed

**3.2.** Null-hypothesis Testing: Concept of null-hypothesis, levels of significance, types of errors; one-tailed and two-tailed tests

**3.3.** Significance statistics: Concept of parameter and statistics, Concept of standard error; Estimation of confidence limits of mean (small and large sample)

#### **UNIT-4**

**4.1.** Statistical Inferences of the Differences between the means (large and small samples)

**4.2.** Analysis of variance: Concept, assumptions and uses with computation upto one-way classification with equal number of cases

**4.3.** Chi-square and hypothesis testing:

- (a) Testing Deviation of the observed frequencies from the expected frequencies against equal probability hypothesis
- (b) Testing Deviation of the observed frequencies from the expected frequencies against normal distribution hypothesis
- (c) Testing hypothesis of independence when observed frequencies are given in contingency table

#### **C. SESSIONAL WORK**

**The students may undertake any one of the following activities:**

- A critical assessment of statistical techniques used in a research report
- Preparation of graphic designs of data obtained in a research study
- Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis
- Analysis of data using statistical packages like SPSS, N6, Excel etc

#### **D. EVALUATION**

**The distribution of marks for the course is as under:**

1. External Examination	: <b>60 Marks</b>
2. Internal Assessment:	: <b>40 Marks</b>
(a) Mid-term Examination(s)	: 20 Marks
(b) Seminar/Assignment	: 15 Marks
(c) Attendance*	: 05 Marks



**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

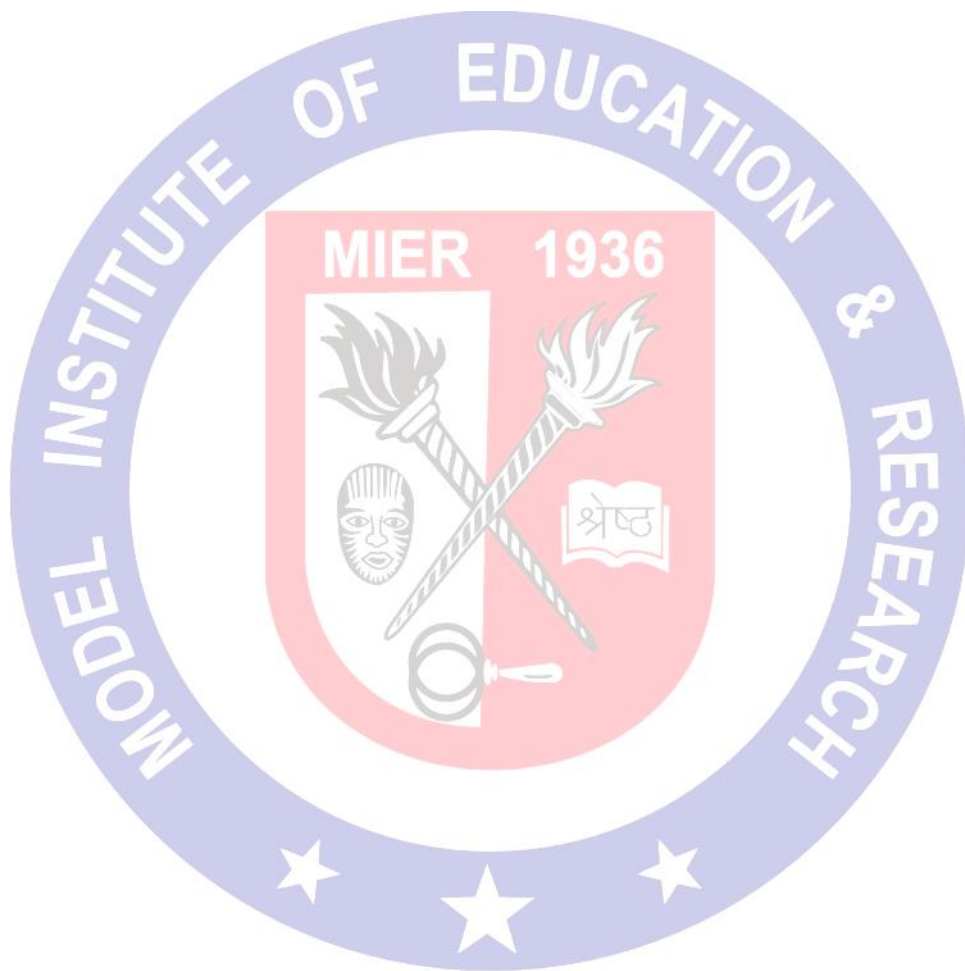
**E. NOTE FOR PAPER SETTER**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

**F. SUGGESTED READINGS**

- Cononver, W.J. (1971). *Practical non-parametric statistics*. New York : John Wiley & Sons.
- Ferguson, G. (1981). *A Statistical analysis in psychology and education*. New York : McGraw Hill.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. New Delhi :Surjeet Publications.
- Gibbons, G.V. & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3<sup>rd</sup> edition). Boston :Allyn & Bacon.
- Guilford, J.P. (2010) *Psychometric Methods*. New Delhi :Surjeet Publications.
- Henry, G.T. (1995). *Graphing data : Techniques for display and analysis*. California :Sage.
- Howell, D.C. (1977). *Statistical methods for psychology*. Belmont. California : Duxbury Press.
- Huck, S.W. (2007). *Reading statistics and research*. Boston : Allyn & Bacon.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi : Vikas Publishing House.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis : An expanded sourcebook*. California : Sage.

- Popham and Sirohic (1993). *Educational statistics :Use and interpretation*. New York : Harper and Row.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi :Kanishk Publishers.
- Siegal, S. (1956). *Non-parametric statistics for Behavioural Science*. New York : McGraw Hill.
- Van Leeuwen, T. & Jweitt, C. (Eds). (2001). *Handbook of Visual analysis*. London : Sage.



## COMMUNICATION SKILLS

Course Code : MED-105  
Credits : 02

Maximum Marks : 50  
External Marks : 30  
Internal Marks : 20

### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- develop an understanding of the significance of communication skills for student teachers
- examine the difference between different discussion formats
- apply different discussion formats in classroom situation
- develop competencies in different skills of communication

### B. SYLLABUS

#### UNIT-1

- 1.1. Communication skills: Concept and significance of communication skills as a tool for professional growth; Problem solving, role playing, trust-building and team-building skills as core skills of group communication
- 1.2. Discussion formats in group communication: Round table, symposium, panel discussion, forum type, parliamentary procedure

#### UNIT-2

- 2.1. Leadership skills and communication: Motivational approach, power approach, trait approach
- 2.2. Apprehension and communication: Student apprehension and teacher apprehension

#### UNIT-3

- 3.1. Public speaking skills: Planning, preparation and presentation, storytelling skills
- 3.2. Listening skills: Appreciation, discrimination, comprehension and therapeutic

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Take one theme related to education and examine it in different discussion formats
- Observe communication process in a classroom and identify positive communication elements
- Write an article on communication as an instrument to social justice
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

1. External Examination : 30 Marks

2. Internal Assessment: : **20 Marks**
- (a) Mid-term Examination(s) : 10 Marks
- (b) Seminar/Assignment : 07 Marks
- (c) Attendance\* : 03 Marks

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

**E. NOTE FOR PAPER SETTER**

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

**F. SUGGESTED READINGS**

- Copper, P. and Simonds, C. (1999). *Communication for classroom teacher*. New York: Allyn and Bacon.
- Cragan, F.J. and Wright, D.W. (1999). *Communication in small groups*. New York: Wadsworth Publishing Co.
- Evans, D. (1986). *Communication and organization*. London: Pitman Publishing.



## FIELD WORK

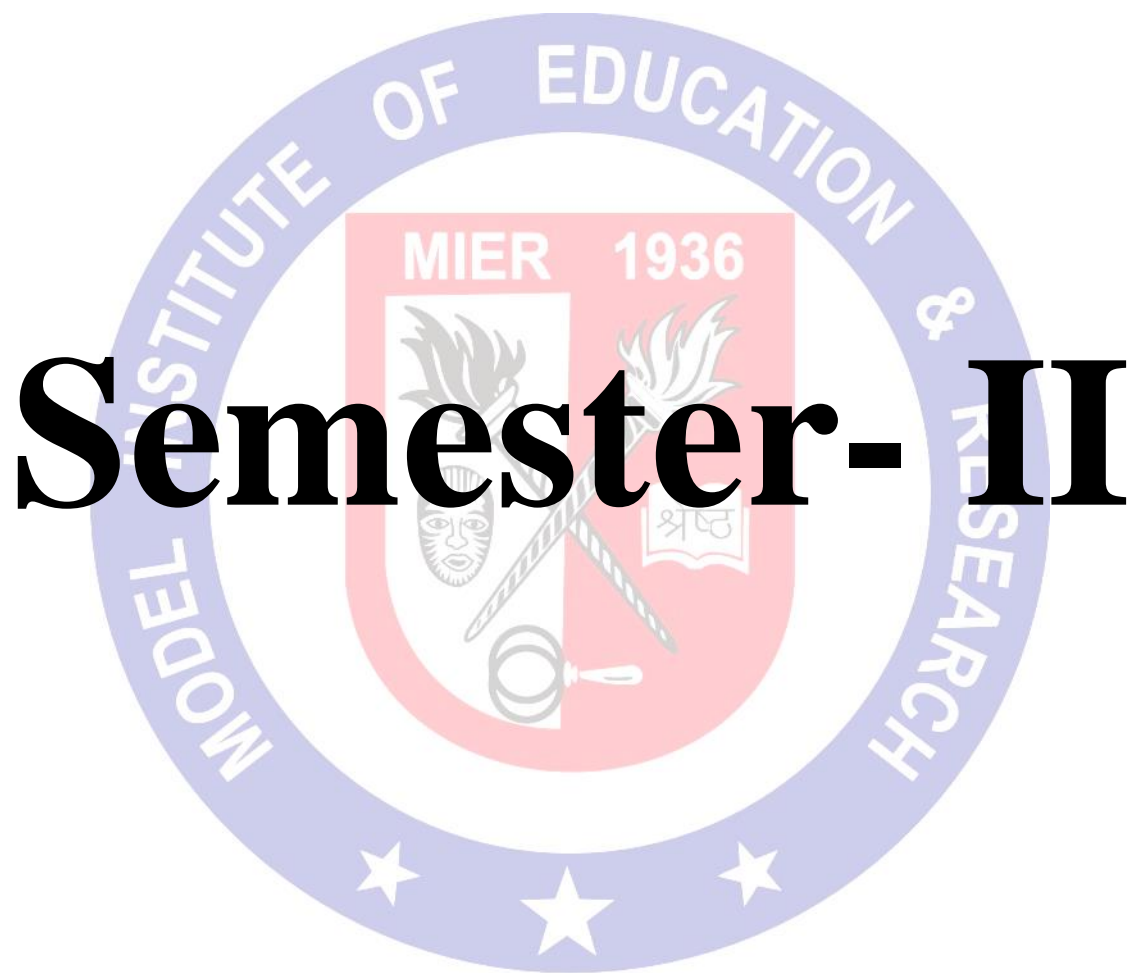
Course Code : MED-106  
Credits : 04

Maximum Marks : 100  
Internal Marks : 100

- A. Field Work of 2 weeks in teacher education institutes is COMPULSORY
- B. Interns shall be assessed internally by their respective supervisors.

**The distribution of 100 marks of internship is as under:**

S. No.	Activity	Max. Marks
1.	Visit to DIET/SIE and submission of the report	15
2.	Observation of five lessons in prospective papers of B.Ed. delivered by regular teachers of the college	10
3.	Delivery of five lessons on prospective papers of B.Ed. classes	25
4.	Observation of five lessons of teaching work of peer group	10
5.	Preparation of five question papers from prospective papers of B.Ed.	20
6.	Reflections on teaching B.Ed. students	10
7.	Writing a reflective journal on activities of semester I including the field work	10
<b>Total</b>		<b>100</b>



# Semester-II

# SOCIOLOGY OF EDUCATION

Course Code : MED-201  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *explain the sociological perspectives of education*
- *comprehend the social theories*
- *develop sociological thinking about culture, socialization, social change and education*
- *develop understanding of the concept of equity in terms of gender, caste, creed and religion*
- *reflect on the contribution of great social thinkers for social reforms*

## B. SYLLABUS

### UNIT-I

- 1.1. Sociology of Education: Concept, scope of sociology of education (social structure, social process, social control and social change), difference between sociology of education and educational sociology
- 1.2. Sociological Inquiry: Nature of sociological inquiry, types of sociological inquiry- authoritative, rationalistic and scientific inquiry and their educational implications
- 1.3. Methods of Sociological Analysis: Quantitative, qualitative, micro sociological, macro sociological analysis, networking and their educational implications

### UNIT-2

- 2.1. Socialisation: Concept, process and types of socialisation – primary, secondary, anticipatory and re-socialisation and their implications to education
- 2.2. Culture: Meaning, nature, characteristics of culture, culture and civilization, cultural growth, cultural lag, cultural conflict, cultural relativity, cultural pluralism, cultural diffusion in relation to education
- 2.3. Education and Modernization: Concept and characteristics of modernization, role of education in modernization with reference to Indian society

### UNIT-3

- 3.1. Social Change: Meaning and nature, social group and education, social stratification and education, social mobility and education; privatization, globalization and modernization and their impact on education.

- 3.2. Contribution of Great Social Thinkers for Social Reforms: Mahamanya Madan Mohan Malviya, Sir Syed Ahmad Khan, Ivan Illich, Swami Dayanand Sarawati, Raja Ram Mohan Roy, Emile Durkheim
- 3.3. Social Mobility: Meaning, definition, types of social mobility (horizontal and vertical) and implications for education

#### UNIT-4

- 4.1. Concepts of Equality of Access, opportunity and outcomes; Nature of inequalities in Indian society and social stratification
- 4.2. Equality and Equity: Concept, causes of inequality, measures for equalising opportunities in relation to caste, class, religion, disabilities and gender
- 4.3. Gender Sensitization: Concept, international and national interventions towards gender bias and gender discrimination, role of Government and NGOs towards empowerment of women

#### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Review of any original work of a sociologist
- Survey of educational status in a particular community or village
- Identifying trends in research in sociology of education
- Any other approved activity of relevance

#### D. EVALUATION

The distribution of marks for the course is as under:

1. External Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Seminar/Assignment	: 15 Marks
(c) Attendance*	: 05 Marks

#### \*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02



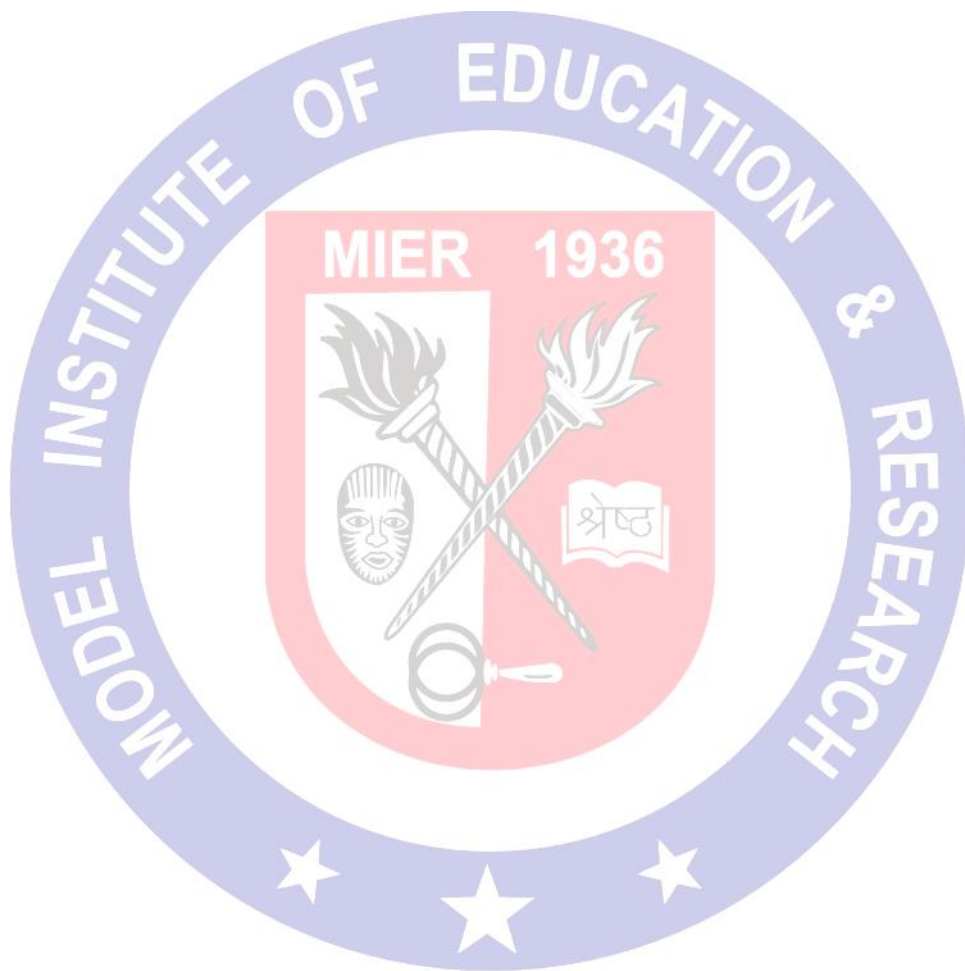
#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### F. SUGGESTED READINGS

- Anderson, W.A. and Parker, F.B. (1966). *Society-Its organization and operation*. New Delhi : Affiliated East West Press.
- Bell, Robert R. (Ed.) (1962). *The sociology of education : A source book*. Illinois :Dosey Press, Illinois.
- Bernbanum, Gerald (1977). *Knowledge and ideology in sociology of education*. London : McMillan Press.
- Blackledge, David and Hunt, Barry (1985). *Sociological interpretations of education*. London: Croom Helm.
- Brown, F.J. (1961). *Educational sociology*. New York : Prentice Hall Inc.
- Bruner, J.S. (1964). *The process of education*. Delhi :Atmaram and Sons.
- Burgess, R.G. (1986). *Sociology, education and schools : An introduction to the sociology of education*. London :Bastford Ltd.
- Cook, L.A. and Cook, E.E.A, (1960). *Sociological approach to education*. New York : McGraw Hill.
- Mannheim, K. and Steward, W.A.C. (1962). *An introduction to sociology of education*. London :Routledge and Kegam Paul.
- Ottaway, K.C. (1955). *Education and society*. London :Routledge and Kegam Paul.
- Parsons, T. (1951). *The social system*. New York : Free Press.
- Ruhela, S.P. (Ed.) (1969). *Social development of educability in India*. New Delhi : Jain Brothers.

- Shukla, S. and Kumar, K. (Eds.) (1985). *Sociological perspectives in Education*. New Delhi :Chanakya Publications.



# TESTING IN EDUCATION

Course Code : MED-202  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- trace the historical perspectives of psychological testing
- develop skills in construction and development of psychological testing
- develop skills in administration and interpretation of the psychological tests
- develop skills in writing the psychological test report

## B. SYLLABUS

### UNIT-I

- 1.1. Psychological Test: Meaning and history of psychological tests, Characteristics of psychological tests and their assumptions
- 1.2. Classification of Psychological Tests : Classification based on the criterion of administrative conditions, scoring, time limit in producing the response, nature of contents of items and purpose objective
- 1.3. Error in Psychological Tests : Concept, types of errors, concept of true score, observed score and error score and the relationships between them, ethical issues in psychological testing : Ethical principles of American Psychological Association (APA)

### UNIT-2

- 2.1. General Steps of Test Construction: Item writing - Meaning of item and types of items, general guidelines for item writing
- 2.2. Item Analysis: Meaning and purpose of item analysis, composing the items – objective items, subjective items and response bias, item difficulty, item discrimination, inter-item correlation, item-total correlation and item-criterion correlation
- 2.3. Norms: Meaning and types (Age norms, grade norms, Z-score norms, T-score norms and stanine score norms)

### UNIT-3

- 3.1. Reliability of a Test: Meaning, importance and types of reliability
- 3.2. Methods of Establishing Reliability: Test-Retest, Paralled-Forms, Split-Half, Rational Equivalence
- 3.3. Factors influencing reliability, methods of improving reliability of a test

## UNIT-4

- 4.1. Test Validity: Concept and importance, types of validity; Factors influencing validity of a test, relation of validity to reliability of a test
- 4.2. Tools of psychological testing and assessment
- 4.3. Applications of Psychological Testing in Educational Setting : Guidance and counseling  
Testing of - intelligence, aptitude, attitude and interest etc.

### C. SESSIONAL WORK

The students shall develop an achievement test on any school subject.

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 60 Marks |
| 2. Internal Assessment:     | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment      | : 15 Marks |
| (c) Attendance*             | : 05 Marks |

#### \*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**



- **Duration of the examination shall be 3 Hours.**

## **F. SUGGESTED READINGS**

- Aiken, L.R. and Groth, Marnat, G. (2009). *Psychological testing and assessment*. New Delhi: Pearson Education.
- Anastasi, A. and Urbina, S. (1997). *Psychological testing*. New Delhi : Prentice Hall of India.
- Cohen, R.J. and Swerdlik, M.E. (2014). *Psychological testing and assessment*. New York : McGraw Hill.
- Creswell, John W. (2013). *Research design: Qualitative, quantitative and mixed methods approaches*. London : Sage.
- Fergusan, G. (1981). *A statistical analysis in psychology and education*. New York : McGraw Hill.
- Freeman, F.S. (2006). *Theory and practice of psychological testing*. New Delhi :Surjit Publications.
- Garrett, H.E. (2008). *Statistics in psychology and education*. New Delhi :Surjit Publications.
- Good, Carter V. (2008). *Introduction to educational research*. New Delhi :Surjit Publications.
- Gregory, R.J. (2004). *Psychological testing : History, principles and applications*. New Delhi: Pearson Education.
- Guilford, J.P. (2013). *Psychometric methods*. New Delhi :Surjit Publications.
- Huck, S.W. (2007). *Reading statistics and research*. Boston :Allyn and Bacon.
- Kaplan, R.M. and Saccuzo, D.P. (2004). *Psychological testing : Principles, applications and issues*. New York : Wadsworth Publishing.
- Kline, J.B.T. (2005). *Psychological testing : A practical approach to design and evaluation*. New Delhi : Sage.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi :Vikas Publishing House.
- Patton, M.Q. (2002). *Qualitative research and evaluation methods*. California : Sage.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi :Kanishka.

## EDUCATION IN MODERN INDIA

Course Code : MED-203  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- demonstrate analytical and critical understanding about the contemporary concerns of education
- explain political and economical dimensions of educational studies
- develop understanding of social, psychological and global dimensions of education studies
- explain educational challenges for Indian education in the light of liberalization, privatization and globalisation

### B. SYLLABUS

#### UNIT-1

- 1.1. Educational studies: Concept and nature
- 1.2. Interdisciplinary nature of education-relationship with disciplines like philosophy, psychology, sociology, management, economics and anthropology
- 1.3. Salient features of policies on education in pre-independent India: Woods Despatch (1854), Wardha Scheme of Education (1937) and Sargent Committee Report (1944)

#### UNIT-2

- 2.1. Salient features of policies on education in post-independent India: Secondary Education Commission (1952-53), Indian Education Commission (1964-66)
- 2.2. Critical appraisal of National Policy of Education (1992, Revised), National Curriculum Framework (NCF, 2005) and National Curriculum Framework for Teacher Education (NCTE, 2009)
- 2.3. Policies on girls and women education: National Policy for empowerment for women (NPEW, 2001), National Plan of Action for Children, 2005, National Programme for Education of Girls, 2010 (SSA, RUSA)

#### UNIT-3

- 3.1. Understanding contemporary Indian society with reference to multilingual, multi-cultural, gender, equity, poverty, diversity, human rights and rights of the child and employment; appropriate approaches for teaching young children in the context of diversities
- 3.2. Constitutional provisions for education in India
- 3.3. Education for effective citizenship (Rights and duties, Equality in educational opportunity-

critical analysis of the causes of social inequality)

#### UNIT-4

- 4.1. Multiple schools contexts: Rural/urban, tribal, schools affiliated to different boards, changing roles of personnel in school management: Teachers, headmasters/principals and administrators
- 4.2. Role of knowledge societies for sustainable development of the nation
- 4.3. Educational challenges for Indian education in the light of liberalization, privatization and globalization, concerns of quality in Indian education

#### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Innovative concept/ideas of Mahatma Gandhi/Rabindranath Tagore in the context of school education
- Innovative concepts/ideas of J. Krishnamurthy/Sri Aurobindo
- Main recommendations of Lord Curzon's Educational Policy
- Main recommendations of Woods dispatch
- Any other approved activity of relevance

#### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 60 Marks |
| 2. Internal Assessment:     | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment      | : 15 Marks |
| (c) Attendance*             | : 05 Marks |

#### \*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### F. SUGGESTED READINGS

- Aggarwal, J.C. (2005). *Major recommendations of educational commissions*. New Delhi : Vikas Publications.
- Broudy, H.S. (1977). *Types of knowledge and purposes of education*. Hills Dale : Erlbaum.
- Bruner, J.S. (1996). *The culture of education*. Cambridge : Harvard University.
- Dearden, R.F. (1984). *Theory and practice in education*. New York : Routledge and Kegan Paul.
- Dewey, J. (1977). *Democracy and education : An introduction to the philosophy of education*. New York : Macmillan.
- Dubey, S.C. (2005). *Indian society*. New Delhi : National Book Trust.
- Mangla, Sheela (2000). *Teacher education : Trends and strategies*. New Delhi : Radha Publishing House.
- MHRD, Government of India (1992). *National policy on education (revised)*. New Delhi :
- Naik, J.P. (1979). *Educational commission and after*. New Delhi : APH.
- NCTE (2005). *National curriculum framework for school education*. New Delhi : NCTE.
- NCTE (2009). *National curriculum for teacher education*. New Delhi : NCTE.
- Sharma, S.L., Ghuman, B.S. and Parkash, Sheetal (2014). *Higher education in India : The changing scenario*. Jaipur : Rawat Publications.
- Thorat, Sukhdev (2008). *B.R. Ambedkar : Perspectives on social exclusion and inclusive policies*. New Delhi : Oxford University Press.



# TEACHER EDUCATION

Course Code : MED-204  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *explain the structure of pre-service teacher education*
- *critically reflect on NCTE framework for teacher education*
- *explain different components of teacher education*
- *reflect on in-service teacher education programme*

## B. SYLLABUS

### UNIT-1

- 1.1. Pre-service Teacher Education : Meaning, nature and scope
- 1.2. Need, objectives and structure of pre-service teacher education at elementary, secondary and higher secondary levels, modes of pre-service teacher education (Face-to-face, distance, on-line and mixed)
- 1.3. Components of Pre-service Teacher Education : Foundation courses, subject specialization and pedagogy, special fields, school-based practicum and internship

### UNIT-2

- 2.1. In-service Teacher Education: Concept, need for continuing professional development of teachers – areas of professional development and process of in-service teacher education programme: Orientation programmes, refresher courses, workshops, seminars and conferences (their meaning and objectives)
- 2.2. Structure of In-service Teacher Education: Tehsil, district, state, regional and national level agencies and institution
- 2.3. Modes of in-service teacher education (Face-to face, distance mode, on-line and mixed mode)

### UNIT-3

- 3.1. Designing an In-service Teacher Education Programme : Steps and guidelines – assessment of training needs, formulation of training curriculum and preparation of course material
- 3.2. Organising an In-service Teacher Education Programme : Common problems faced by teacher educators, guidelines for communication, making arrangements, preparation, facilitating participation, evaluation and collecting feedback
- 3.3. Qualities and characteristics of an effective in-service teacher educator

## UNIT-4

- 4.1. The structure of teacher education curriculum and its vision in curriculum documents of NCERT (NCF, 2005) and NCTE (NCFTE, 2009) at elementary, secondary and higher secondary levels
- 4.2. Transactional approaches for foundation courses, skills and competencies in teacher education: Expository, collaborative, peer-teaching, modelling, practice and feedback
- 4.3. Models of Teacher Education :Behaviouristic, Competency-based and Enquiry-oriented

### C. SESSIONAL WORK

(a) **The students may undertake any one of the following activities:**

- Critical study of the teacher education curriculum in our country
- Major issues and problems of teacher education in India
- Problems of professional competencies of teacher education in India
- Methods and techniques of continuing education for teachers
- Roles and responsibilities of teachers and teacher educators

**OR**

(b) **Write assignment on any one of the following topics:**

- Role of NCTE in improving quality of teacher education India
- Role of teacher educators in and outside classrooms teaching
- Code of professional ethics for teachers
- Berliner's stages of development of teacher expertise
- Any other approved topic of relevance

### D. EVALUATION

**The distribution of marks for the course is as under:**

1. External Examination	: <b>60 Marks</b>
2. Internal Assessment:	: <b>40 Marks</b>
(a) Mid-term Examination(s)	: 20 Marks
(b) Seminar/Assignment	: 15 Marks
(c) Attendance*	: 05 Marks

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### F. SUGGESTED READINGS

- Arora, G.L. (2002). *Teachers and their teaching*. New Delhi : Ravi Books.
- Berliner, D.C. (2004). *Describing the behavior and documenting the accomplishments of expert teachers*. Bulletin of science, technology and society, 24, 200-12.
- Chadha, S.S. (2005). *Teacher in emerging Indian society*. Meerut : International Publishing House.
- Dillon, Justin and Maguire, Meg (1997). *Becoming a teacher: Issues in secondary teaching*. London : Open University Press.
- Elahi, Nizam (1997). *Teacher's education in India*. New Delhi : APH.
- Jangira, N.K. (1997). *Teacher training and teacher effectiveness : An experience in teaching*. New Delhi : National Publishing House.
- Kundu, C.L. (1998). *Indian year book on teacher education*. New Delhi : Sterling Publishers.
- Rao, Digmurti Bhaskar (1998). *Teacher education in India*. New Delhi : Discovery Publishing House.
- Ravi, S.S. (2015). *A comprehensive study of education*. New Delhi : Prentice Hall.
- Sharma, Shashi Prabha (2003). *Teacher education : Principles, theories and practices*. New Delhi : Kanishka Publishers.
- Singh, R.P. (2006). *Training teachers : Problems and issues*. New Delhi : Gyan Publishing House.
- Singh, R.P. (Ed.) (2002). *Teacher education in twernoil : Quest for a solution*. New Delhi : Sterling Publishers.
- Vashisht, S.R. (1997). *Professional education of teachers*. Jaipur : Mangal Deep Publishers.

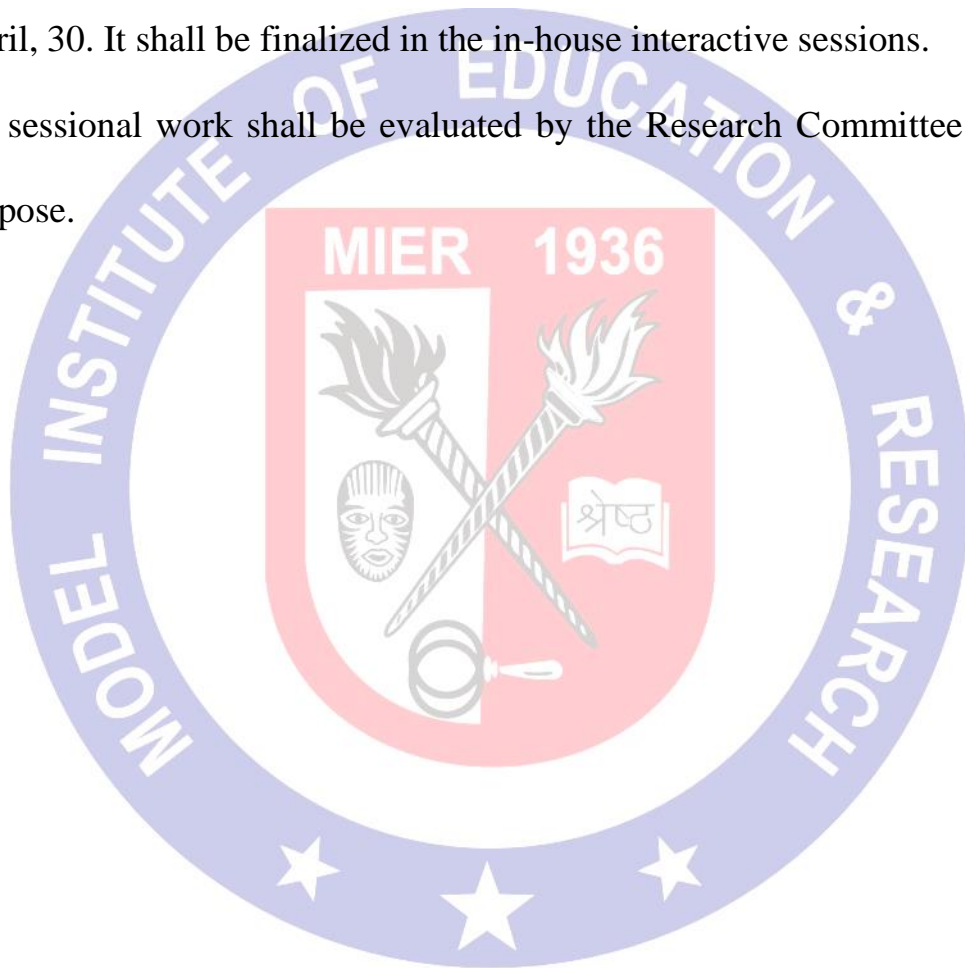
## DISSERTATION

**Course Code** : **MED-205**  
**Credits** : **02**

**Maximum Marks** : **50**  
**Internal Marks** : **50**

Every student-teacher shall submit the synopsis on an educational problem under the guidance of the concerned supervisor of the College at the end of semester-II upto April, 30. It shall be finalized in the in-house interactive sessions.

The sessional work shall be evaluated by the Research Committee constituted for the purpose.





## INTERNSHIP

Course Code : MED-206  
Credits : 04

Maximum Marks : 100  
Internal Marks : 100

1. Duration of the internship is two weeks and it is **COMPULSORY**
2. Interns shall be assessed internally by their respective supervisors.

Through the internship the potential teacher educators will be acquainted with different curricular practices involved in the transaction of elementary / secondary – senior secondary education. The student-teachers shall perform the following institution based internship activities:

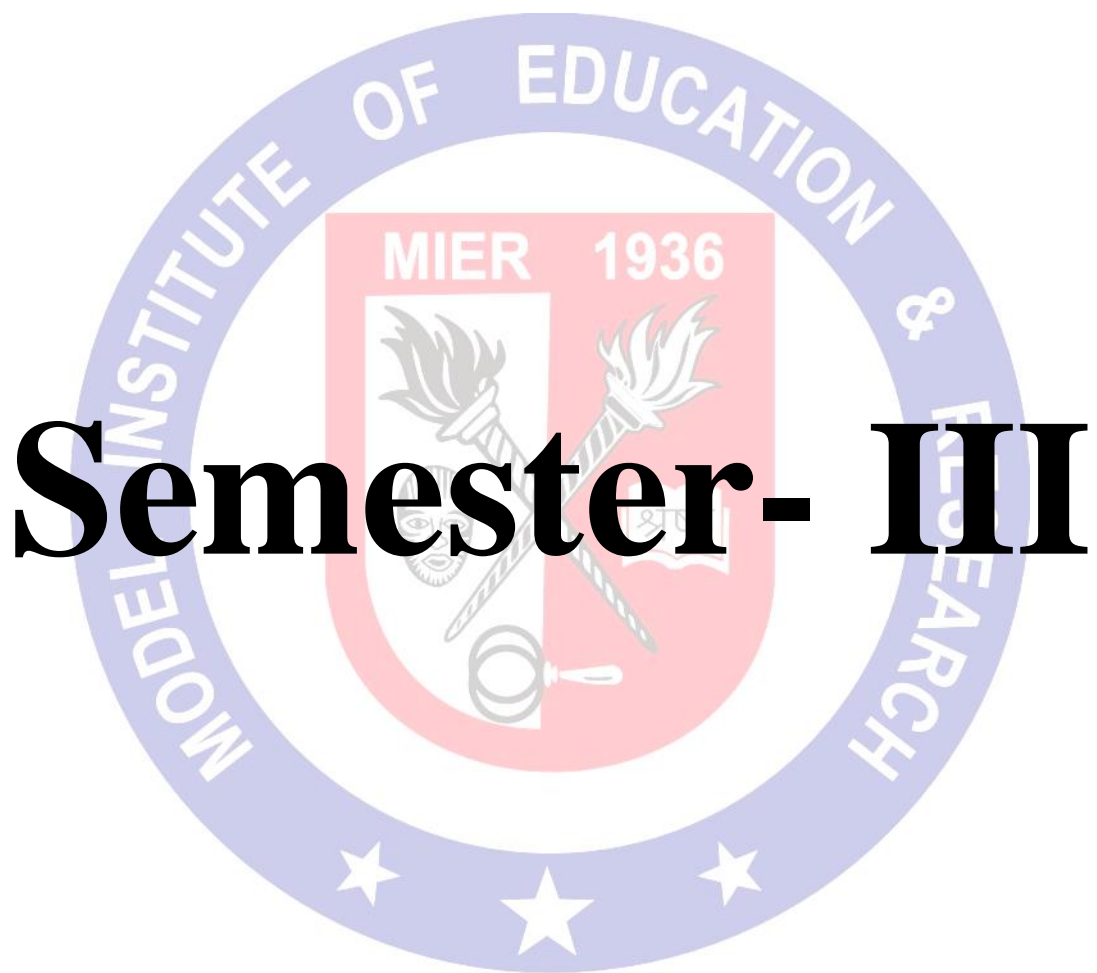
### A OBSERVATION ACTIVITIES

- Micro teaching practice
- Preparation of unit plans
- Preparation of lesson plans as per Herbartian, RCEM and Constructivist approaches
- Presentation of model lessons

### B ASSISTING B.Ed. STUDENTS

- Assisting B.Ed. students in lesson plan preparation
- Assisting B.Ed. students in the preparation of unit plans
- Assisting B.Ed. students in SUPW activities
- Assisting B.Ed. students in organizing community work

The student-teachers shall maintain their diaries on daily basis and submit the report to their respective supervisors



# Semester- III

## (GROUP-I: ELEMENTARY EDUCATION)

### INSTITUTIONS, SYSTEMS AND STRUCTURES

Course Code : MED-301  
Credits : 02

Maximum Marks : 50  
External Marks : 30  
Internal Marks : 20

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *understand the objectives of elementary education*
- *gain insight into the status of elementary education in India*
- *analyse organizational structure of elementary education in India*
- *understand the roles of national, international and state agencies of elementary education in India*

#### B. SYLLABUS

##### UNIT-1

##### Introduction to Elementary Education

- 1.1. Elementary Education: Meaning, needs, importance and objectives
- 1.2. Growth and development of elementary education in India and Government interventions for quality concerns with reference to Sarva Shiksha Abhiyan and Right to Education Act (2009)

##### UNIT-2

- 2.1. Recommendations of Committees Commissions for Elementary Education in India: Kothari Commission (1964-66), National Policy on Education (1986), Programme of Action (1992) and National Curriculum Framework (2005)
- 2.2. National Agencies of Elementary Education in India: Ministry of Human Resource Development (CABE, NUEPA, NCERT and RIEs), Ministry of Social Justice and Empowerment (RCI), Ministry of Women and Child Development

##### UNIT-3

- 3.1. Role of International Agencies for Elementary Education in India : UNICEF and UNESCO
- 3.2. Role of State Agencies of Elementary Education in India : State Department of School Education, SCERTs, SIEs, DIETs, Block Resource Centres (BRCs) and Central Resource Centres (CRCs)

#### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Preparation of curriculum for any one school subject for a specific class at the elementary school level
- Critical analysis of the existing curriculum of languages / social science / science / mathematics for any class at the elementary level
- Evaluation of school text books, work books and teachers hand books prescribed at the elementary school level
- Critical analysis of the role of NCERT and SCERT in the development of curriculum for elementary classes

#### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 30 Marks |
| 2. Internal Assessment:     | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment      | : 07 Marks |
| (c) Attendance*             | : 03 Marks |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**



- **Duration of the examination shall be 2 Hours**

## **F. SUGGESTED READINGS**

- Government of India (1953). *Report of secondary education commission*. New Delhi.
- Malhotra, P.L. (1986). *School education in India – Present status and future needs*. New Delhi: NCERT.
- MHRD (1986). *National policy on education*. New Delhi: Government of India.
- Mukhopadhyay, M. *et al.* (eds.) (1999). *Indian education: Development since independence*. New Delhi: Vikas Publishing House.
- Mukhopadhyay, M. and Narula, M. (eds.) (2001). *Secondary education: The challenge ahead*. New Delhi: NIEPA.
- NCERT (2005). *National curriculum framework – 2005*. New Delhi: NCERT.
- Mukhopadhyay, Sudesh and Kumar, Anil, K. (2001). *Quality profiles of secondary schools*. New Delhi: NIEPA.
- NCERT (2006). *The reflective teachers: Organization of in-service training of the teachers of elementary schools under SSA*. New Delhi: NCERT.
- UNESCO (2006). *Teachers and educational quality: Monitoring global needs for 2015*. Montreal: UNESCO Publication.
- Government of India (1966). *Report of the education commission 1964-66: Education and national development*. New Delhi: Ministry of Education, GOI.

## (GROUP-I: ELEMENTARY EDUCATION)

### STATUS, ISSUES AND CONCERNS

Course Code : MED-302  
Credits : 02

Maximum Marks : 50  
External Marks : 30  
Internal Marks : 20

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *understand the functions of elementary education*
- *gain insight into status of elementary education our country*
- *understand the educational problems of elementary education*
- *develop critical understanding of significance of transitions in elementary education*

#### B. SYLLABUS

##### UNIT-1

##### Status of Elementary Education

- 1.1. Elementary Education: Concept, National scenario in terms of enrolment, retention, dropout, out of school children and infrastructure
- 1.2. Status of qualified and professionally trained teachers – scenario at the National level as well as in the State of Jammu and Kashmir

##### UNIT-2

##### Elementary Education: Major Issues

- 2.1. Classroom processes, learning achievement, medium of instruction and multilingual approach at the elementary level of education
- 2.2. Achieving Universalisation of Elementary Education: Universal access, retention and success, implementation of Right of Children to Free and Compulsory Education Act (2009), hurdles in achieving universalization of elementary education

##### UNIT-3

##### Concerns of Elementary Education

- 3.1. Enrolment, retention, dropout, gross enrolment ratio, net enrolment ratio, concerns of infrastructure.
- 3.2. Quality of Access: Physical, social and gender; equity and equality, student – teacher ratio and community participations

#### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Analysis of U-DISE data of any one State with respect to elementary education available at NUEPA website
- Writing reflection on any one film on issues related to education of girl child, social issues of untouchability and videos on talks of Abdul Kalam, former President of India and Nobel Laureate Kailash Satyarthi
- Present seminar on any one of the following topics/themes:
  - The Problems of wastage and stagnation at the elementary level of education
  - The problems of implementation of the Universalisation of elementary Education in the State of Jammu and Kashmir
  - The problem of equity and equality in elementary education

#### D. EVALUATION

The distribution of marks for the course is as under:

1. External Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Mid-term Examination(s)	: 10 Marks
(b) Seminar/Assignment	: 07 Marks
(c) Attendance*	: 03 Marks

#### \*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**

- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

#### F. SUGGESTED READINGS

- Aggarwal, J.C. and Gupta, S. (2007). *Secondary education – History, problems and management*. New Delhi: Shipra Publishers.
- Nayak, A.K. and Rao, V.K. (2010). *Secondary education*. New Delhi: APH Publishing House.
- Mathur, S.S. (2011). *Teacher and Secondary education*. Apra: Aggarwal Publications.
- Sodhi, T.S. (2005). *Development of education system in India*. Patiala: Bawa Publications.
- MHRD (1993). *Education for all: The Indian scene*. New Delhi: Government of India.
- Kochhar, S.K. (1981). *Pivotal issues in Indian education*. New Delhi: Sterling Publishers.
- Malhotra, P.L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Mohanty, J.C. (1994). *Indian education in the emerging society*. New Delhi: Sterling Publishers.
- NCERT (2000). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework for school education*. New Delhi: NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi.



**(GROUP-I: ELEMENTARY EDUCATION)**  
**CURRICULUM, PEDAGOGY AND ASSESSMENT**

**Course Code : MED-303**  
**Credits : 04**

**Maximum Marks : 100**  
**External Marks : 60**  
**Internal Marks : 40**

**A. OBJECTIVES**

**After completing the course the prospective teacher educators will be able to:**

- *become familiar with structure of curriculum and pedagogy at the elementary stage in India*
- *familiarise with the concept and procedure of continuous evaluation at the elementary stage of education*
- *gain insight into the objectives and implementation of SSA and Mid-day meal scheme*
- *critically analyse the impact of SSA and MDM on the quality enhancement of elementary education*

**B. SYLLABUS**

**UNIT-1**

**Planning, Policies and Administration of Elementary Education**

- 1.1.** Constitutional provisions and main recommendations of education commissions and National Policies on Education regarding elementary education.
- 1.2.** Five-year National Development Plans- Shift in focus on elementary education, Decentralization of authority and financing; role of Panchayats
- 1.3.** Right to Free and Compulsory Education Act, 2009, a step for equity and access to elementary education in India

**UNIT-2**

**Curriculum, Pedagogy and Assessment in Elementary Education**

- 2.1.** Principles of curriculum development at elementary level, common core curriculum
- 2.2.** Relevance, integration, flexibility, contextuality and plurality determinates of curriculum at elementary level
- 2.3.** Pedagogy relevant at the elementary stage, school-based assessment; preparation of schemes and guidelines and CCE at elementary education level

**UNIT-3**

**Inclusive Education at the Elementary Level**

- 3.1.** Inclusive Education: Concept, need and importance
- 3.2.** Perspectives on Inclusive Education: Human rights, diversity, social justice, equity and equality

- 3.3.** Shift from segregated education to inclusive education, challenges of bringing all children in the same school with special reference to children with disabilities, children from weaker, social, cultural and economic backgrounds

## UNIT-4

### Programmes and Implementation Strategies at Elementary Level

- 4.1.** Centrally Sponsored Schemes: Assumptions, objectives and implementation strategies and their impact (IEDC, SOPT, MLL, KGBV)
- 4.2.** Sarva Shiksha Abhiyan (SSA): Objectives, focus areas, implementation strategies and impact on quality enhancement of elementary education in India
- 4.3.** Mid-Day Meal Scheme (MDM): Objectives, implementation, bottlenecks and impact on enrolment and quality enhancement at elementary level

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Preparation of a Status Report on elementary education in a chosen block district with reference enrolment, equity and achievement
- Preparation of an observation Report on the implementation of any one elementary school for improvement of quality
- Critical assessment of curriculum suggested by national Curriculum Framework (2005) on elementary education
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |                   |
|-----------------------------|-------------------|
| 1. External Examination     | : <b>60 Marks</b> |
| 2. Internal Assessment:     | : <b>40 Marks</b> |
| (a) Mid-term Examination(s) | : 20 Marks        |
| (b) Seminar/Assignment      | : 15 Marks        |
| (c) Attendance*             | : 05 Marks        |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

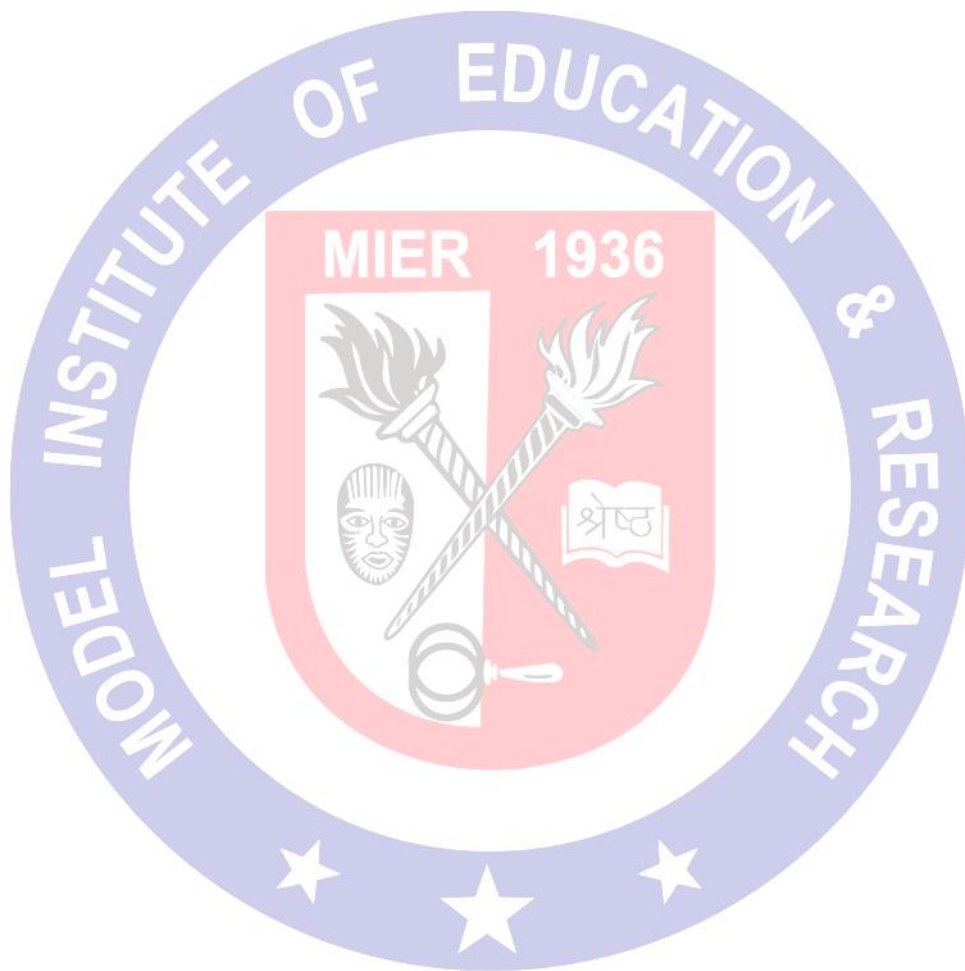
#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### F. SUGGESTED READINGS

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
- Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
- Joseph, P.B. *et. al.* (2000). *Cultures of curriculum (studies in curriculum theory)*. New York: Teacher College Press.
- Kelly, A.V. (2004). *The Curriculum theory and practice*. New Delhi: Sage Publications.
- Mrunallini, Talla (2012). *Curriculum development: Perspectives, principles and issues*. Pearson Education India.
- NCERT (1984). *Curriculum and evaluation*. New Delhi: Publication Division, NCERT.
- NCERT (2000). *National curriculum framework for school education*. New Delhi: Publication Division, NCERT.
- NCERT (2005). *National curriculum framework*. New Delhi : NCERT.
- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi: Publication Division, NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi: NCTE.
- Reddy, B. (2007). *Principles of Curriculum: Planning and development*. New Delhi: Arise Publishers.

- Taba, Hilda (1962). *Curriculum development : Theory and practice*. New York : Harcourt Brace.
- UNESCO (1981). *Curriculum and lifelong education*. Paris: UNESCO.
- Wiles, J.W. and Joseph, Bondi (2006). *Curriculum development: A guide to practice*. New Delhi: Pearson Education, India.





## (GROUP-II: SECONDARY AND HIGHER SECONDARY EDUCATION)

### INSTITUTIONS, SYSTEMS AND STRUCTURES

Course Code : MED-304  
Credits : 02

Total Marks : 50  
External Marks : 30  
Internal Marks : 20

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *understand the objectives of secondary and higher secondary education*
- *gain insight into the status of secondary and higher secondary education in India*
- *analyse organizational structure of secondary and higher secondary education in India*
- *understand the roles of national, international and state agencies in improving secondary and higher secondary education in India*

#### B. SYLLABUS

##### UNIT-1

##### Introduction of Secondary Education

- 1.1. Secondary and Higher Secondary Education: Meaning, need, importance and objectives
- 1.2. Growth and development of secondary and higher secondary education in India and Government interventions for quality concerns with special reference to RMSA

##### UNIT-2

##### National Agencies of Secondary Education in India

- 2.1. Recommendations of Mudaliar and Kothari Commission, National Policy on Education (1986), Programme of Action (1992) and National Curriculum Framework (2005)
- 2.2. National Agencies of Secondary Education in India: Ministry of Human Resource Management (CABE, NUEPA, NCERT, NIOS, CBSE), Ministry of Social Justice and Empowerment and Ministry of Tribal Affairs – Their Constitution and roles

##### UNIT-3

- 3.1. Role of International Agencies in India: UNICEF and UNESCO with special reference to secondary and higher secondary education
- 3.2. Role of State Agencies regarding secondary and higher secondary education in India: State Department of School Education, SCERTs, SIEs, DIETs

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Government interventions for quality concerns of secondary and higher secondary education in India
- Salient features of RMSA
- Public Private Participation (PPA) Model for improving quality of secondary and higher secondary education in India – How viable it is?
- Chief recommendations of National Curriculum Framework (2005)
- Role of SCERTs and SIEs in strengthening, secondary and higher secondary education in India
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 30 Marks |
| 2. Internal Assessment:     | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment      | : 07 Marks |
| (c) Attendance*             | : 03 Marks |

\*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.

- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

#### **F. SUGGESTED READINGS**

- Aggarwal, J.C. and Gupta, S. (2007). *Secondary education – History, problems and management*. New Delhi: Shipra Publishers.
- Nayak, A.K. and Rao, V.K. (2010). *Secondary education*. New Delhi: APH Publishing House.
- Mathur, S.S. (2011). *Teacher and secondary education*. Agra: Aggarwal Publications.
- Sodhi, T.S. (2005). *Development of education system in India*. Patiala: Bawa Publications.
- MHRD (1993). *Education for all: The Indian scene*. New Delhi: Government of India.
- Kochhar, S.K. (1981). *Pivotal issues in Indian education*. New Delhi: Sterling Publishers.
- Malhotra, P.L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Mohanty, J.C. (1994). *Indian education in the emerging society*. New Delhi: Sterling Publishers.
- NCERT (2000). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework for school education*. New Delhi: NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi.

## (GROUP-II: SECONDARY AND HIGHER SECONDARY EDUCATION)

### STATUS, ISSUES AND CONCERNS

Course Code : MED-305  
Credits : 02

Total Marks : 50  
External Marks : 30  
Internal Marks : 20

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- understand the objectives of secondary and higher secondary education
- gain insight into the status of secondary and higher secondary education in India
- understand the problems of secondary and higher secondary education in India
- develop critical understandings of the significance of transition in secondary and higher secondary education in India

#### B. SYLLABUS

##### UNIT-1

##### Status of Secondary and Higher Secondary Education

- 1.1. Secondary and Higher Secondary Education: Concept, National Scenario in terms of enrolment, retention, dropout, out of school children and infrastructure
- 1.2. Status of qualified and professionally trained teachers – Scenario at the National as well as in the State of Jammu and Kashmir

##### UNIT-2

##### Secondary and Higher Secondary Education: Major Issues

- 2.1. Issues of classroom processes, learning achievement, medium of instruction and multilingual approach at secondary and higher secondary level of education
- 2.2. Achieving Universalization of Secondary Education: Concept of RMSA (Rashtriya Madhyamik Shiksha Abhiyan), Hurdles in achieving universalization of secondary education in India

##### UNIT-3

##### Concerns of Secondary and Higher Secondary Education

- 3.1. Concerns of gross enrolment ratio, net enrolment ratio, gender differences, social justice and infrastructure facilities (classrooms, library, laboratories, separate washroom for boys and girls) at secondary and higher secondary level of education



- 3.2. Concerns of Quality of Access: Physical, social and gender; equity and equality, student-teacher ratio and participation of community

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Analysis of U-DISE data of any one state with respect to secondary and higher education available at NUEPA website
- Writing reflection on any one film on issues related to education of girl child, social issues of untouchability and videos on talks of Abdul Kalam, former President of India and Nobel Laureate Kailash Satyarthi
- Present seminar on any one of the following topics/themes:
  - The problems of wastage and stagnation at the secondary level of education
  - The problems of the implementation of RMSA in the state of Jammu and Kashmir
  - The problem of equity and equality in secondary education

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 30 Marks |
| 2. Internal Assessment:     | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment      | : 07 Marks |
| (c) Attendance*             | : 03 Marks |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.

- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

#### **F. SUGGESTED READINGS**

- Aggarwal, J.C. and Gupta, S. (2007). *Secondary education – History, problems and management*. New Delhi: Shipra Publishers.
- Nayak, A.K. and Rao, V.K. (2010). *Secondary education*. New Delhi: APH Publishing House.
- Mathur, S.S. (2011). *Teacher and Secondary education*. Apra: Aggarwal Publications.
- Sodhi, T.S. (2005). *Development of education system in India*. Patiala: Bawa Publications.
- MHRD (1993). *Education for all: The Indian scene*. New Delhi: Government of India.
- Kochhar, S.K. (1981). *Pivotal issues in Indian education*. New Delhi: Sterling Publishers.
- Malhotra, P.L. (1986). *School education in India: Present status and future needs*. New Delhi: NCERT.
- Mohanty, J.C. (1994). *Indian education in the emerging society*. New Delhi: Sterling Publishers.
- NCERT (2000). *National curriculum framework*. New Delhi: NCERT.
- NCERT (2005). *National curriculum framework for school education*. New Delhi: NCERT.
- NCTE (2009). *National curriculum framework for teacher education*. New Delhi.

## (GROUP-II: SECONDARY AND HIGHER SECONDARY EDUCATION)

### CURRICULUM, PEDAGOGY AND ASSESSMENT

Course Code : MED-306  
Ccredits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *develop acquaintance with different policies on secondary education in India*
- *analyse the issues of secondary and higher secondary education in different aspects*
- *develop understanding of different methods of teaching used at secondary and higher secondary level of education*
- *develop familiarity with examination reforms at the secondary education level*
- *develop critical understanding of various schemes for secondary and higher secondary education*

#### B. SYLLABUS

##### UNIT-1

#### Curriculum, Pedagogy and Assessment in Secondary Education

- 1.1. Curriculum: Meaning, principles of curriculum development at secondary and higher secondary education level
- 1.2. Provisions of secondary and higher secondary education in NCF 2000 and 2005, Rashtriya Madhyamik Shiksha Abhiyan (RMSA) for universalization of secondary education
- 1.3. National Curriculum Framework of Secondary education, Common Core Curriculum incorporating work-centred pedagogy, relevance, integration, flexibility, conceptuality and plurality of determinants of curriculum at secondary level

##### UNIT-2

#### Pedagogical Practices at Secondary and Higher Secondary level

- 2.1. Validity and significance of course content, consistency with social reality, situational analysis of the education curriculum at secondary and higher secondary level
- 2.2. Pedagogy relevant at the secondary education level, methods of teaching – discussion, assignment, project, laboratory-work, demonstration, seminar and field work, approaches of teaching – Multi-disciplinary and interdisciplinary
- 2.3. Collaborative and cooperative Learning: Meaning, and their roles in curriculum transaction, smart schools and Electronic Comprehensive Teaching Learning Tool (ECTLT)

## UNIT-3

### Evaluation at Secondary and Higher Secondary Education Level

- 3.1.** CCE and school-based evaluation at secondary education level, formative and summative evaluation  
Evaluation: Meaning and objectives, formative and summative evaluation, comprehensive and continuous evaluation (CCE) at secondary education level
- 3.2.** Norm-referenced and criterion referenced evaluation: Concept and purpose
- 3.3.** Examination reforms at secondary education level, grading, marking system and portfolio assessment of learning outcomes

## UNIT-4

### Recommendations of Commission, Policies and Programmes

- 4.1.** Secondary education during the British Period, main recommendations of Mudaliar and Kothari Commissions, National Policy on education (1986, 1992)
- 4.2.** National Knowledge Commission: Major recommendations for secondary and higher secondary education
- 4.3.** Schemes for secondary and higher secondary education: Rashtriya Madhyamik Shiksha Abhiyan (2009), ICT School Scheme, Kishori Shakti Yojna, Nutrition Programme for Adolescent girls and Dhanlakshmi Scheme

### C. SESSIONAL WORK

**The students may undertake any one of the following activities:**

- Analysis and interpretation of All India Education Survey Report
- Visit to a secondary/higher secondary school and assess the quality of the school based on the recommended norms
- Survey on enrolment, dropout and retention rate of a secondary/higher secondary school
- Any other approved activity of relevance.

### D. EVALUATION

**The distribution of marks for the course is as under:**

- |                             |                   |
|-----------------------------|-------------------|
| 1. External Examination     | : <b>60 Marks</b> |
| 2. Internal Assessment:     | : <b>40 Marks</b> |
| (a) Mid-term Examination(s) | : 20 Marks        |
| (b) Seminar/Assignment      | : 15 Marks        |
| (c) Attendance*             | : 05 Marks        |



**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

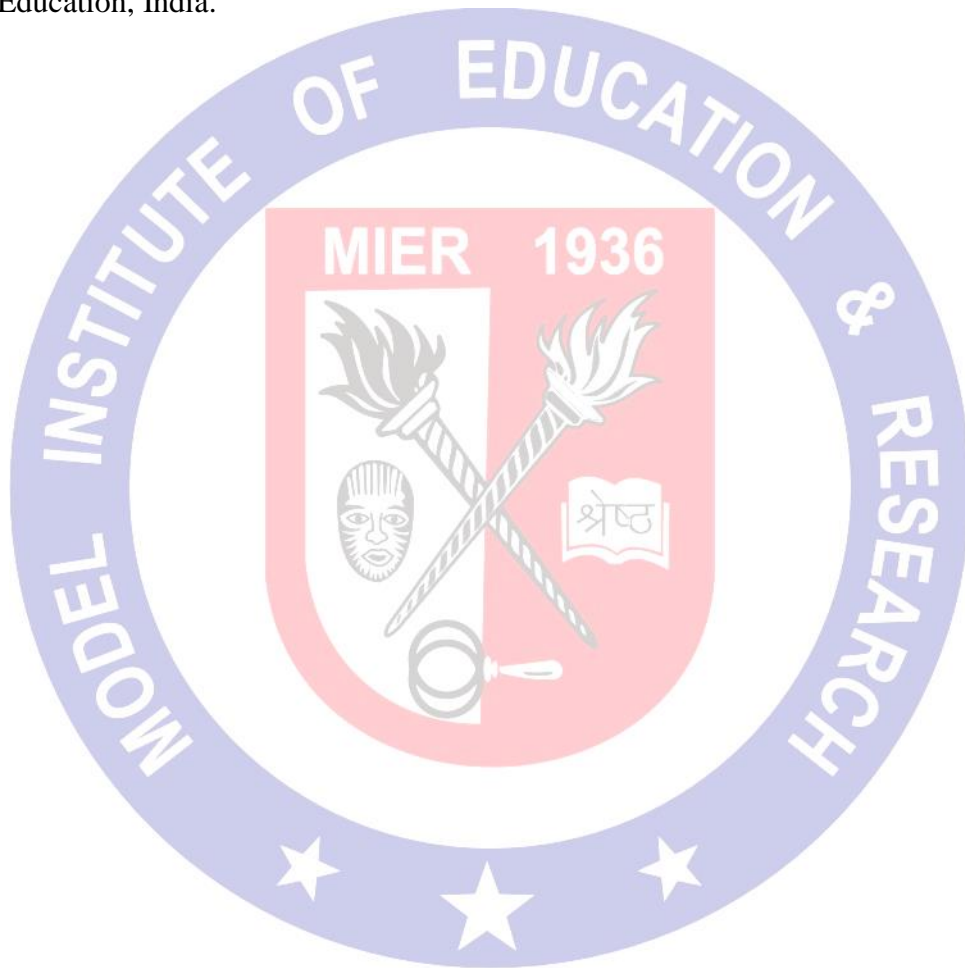
**E. NOTE FOR PAPER SETTER**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a weightage of **12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

**F. SUGGESTED READINGS**

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
- Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
- Joseph, P.B. et. al. (2000). *Cultures of curriculum (studies in curriculum theory)*. New York: Teacher College Press.
- Kelly, A.V. (2004). *The Curriculum theory and practice*. New Delhi: Sage Publications.
- Mrunallini, Talla (2012). *Curriculum development: Perspectives, principles and issues*. Pearson Education India.
- NCERT (1984). *Curriculum and evaluation*. New Delhi: Publication Division, NCERT.
- NCERT (2000). *National curriculum framework for school education*. New Delhi: Publication Division, NCERT.

- NCERT (2005). *National curriculum framework*. New Delhi : NCERT.
- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi: Publication Division, NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi: NCTE.
- Reddy, B. (2007). *Principles of Curriculum: Planning and development*. New Delhi: Arise Publishers.
- Taba, Hilda (1962). *Curriculum development : Theory and practice*. New York : Harcourt Brace.
- UNESCO (1981). *Curriculum and lifelong education*. Paris: UNESCO.
- Wiles, J.W. and Joseph, Bondi (2006). *Curriculum development: A guide to practice*. New Delhi: Pearson Education, India.



# FUNDAMENTALS OF INFORMATION TECHNOLOGY (INTERDISPLINARY COURSE)

Course Code : MED-307 (A) ID  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *articulate the importance of Information Technology, its vast application domains and pervasive nature and finally understand its impact on human progress*
- *understand various elements of Information technology such as hardware, software, internet, database, mobile communications, information systems and applications etc*
- *gain hands-on knowledge of productivity-related IT applications such as MS Word, Excel, PowerPoint besides cloud platforms such as Google*
- *assimilate and comprehend advanced concepts in Information Technology*

## B. SYLLABUS

### Computer Hardware

- 1.1. PC Architecture and Components
- 1.2. Servers and Clients
- 1.3. Important OS Concepts, OS Implementation Architectures

### UNIT-1

### UNIT-2

### Networking

- 2.1. LAN/WAN/MAN, Internet and e-Mail
- 2.2. Wireless Networks, Bluetooth/Wi-Fi Direct
- 2.3. Data Centres, Cloud Computing

### UNIT-3

### Information Concepts and Processing

- 3.1. Data concepts and Data Processing
- 3.2. Definition of Information and Application of Information Technology
- 3.3. Number System, Software and Types of Software

## UNIT-4

### Software and Packages for Office

- 4.1. Word Processing: Concepts, working with document, selecting text, editing text, character and paragraph formatting, page design and layout, creating and printing merged documents
- 4.2. Spreadsheet Package: Spreadsheet concepts, creating, saving and editing a workbook, entering data in a cell, handling operators in formulae, formatting a worksheet, sorting data items
- 4.3. Presentation Package: Creating presentations, opening and saving presentations, working in different views, working with slides, animation effects, designing slide shows

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- understand the personal computer – architecture and components, setting up a computer and basic troubleshooting
- networking – connecting the computer to the LAN/WI-FI-Network, troubleshooting internet connectivity
- Microsoft applications – Hand on exercises on Word, Excel and PowerPoint with Practical assignments
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

1. External Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Seminar/Assignment	: 15 Marks
(c) Attendance*	: 05 Marks

#### \*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02



#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### F. SUGGESTED READINGS

- P.K. Sinha and P. Sinha. *Foundations of Computing*. BPB Publications, 2008.
- Sagman, S. *MS Office for Windows XP*. Pearson Education, 2007.
- ITL Educational Society. *Introduction to IT*. Pearson Education, 2009.
- Miller M. *Absolute Beginners Guide to Computer Basics*. Pearson Education, 2009.

## TECHNOLOGY AND SOCIAL MEDIA (INTERDISCIPLINARY COURSE)

Course Code : MED-307 (B) ID  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *demonstrate effective communication with individuals and large groups*
- *illustrate how current technologies and decision-support tools can be utilized to the advantage of educational purpose*
- *demonstrate technical knowledge of smart class, google classroom and various other latest tools*

### B. SYLLABUS

#### UNIT-1

- 1.1. Tools used in Smart Class
- 1.2. Smart Class as an effective way of Teaching, Advantages of Smart Class
- 1.3. Learning Management System: Moodle, Canvas, Google Classroom

#### UNIT-2

- 2.1. MIS: Introduction, data and information, Supply Chain Management
- 2.2. E-Commerce
- 2.3. Understanding DSS, Centralization vs Decentralization, Ethical issues

#### UNIT-3

- 3.1. Social Networking in Education: Introduction, Use of Social Networking, Advantages of Social Networking
- 3.2. Facebook and Twitter
- 3.3. Blogs and LinkedIn

#### UNIT-4

- 4.1. Video Conferencing: Introduction, Usage in education, Advantages,
- 4.2. Google Hangout and Skype
- 4.3. Data Analytics in education: use of Data analytics, Advantages of Data Analytics, PI-360, other tools of Data Analytics

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Smart Class – Use of projector, making and demonstrating presentations, video lectures
- Use of LMS – Moodle, canvas, google classroom
- Use of Social Networks – Facebook, Twitter, LinkedIn
- Video Conferencing – Use of Skype
- Use of PI-360
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 60 Marks |
| 2. Internal Assessment:     | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment      | : 15 Marks |
| (c) Attendance*             | : 05 Marks |

**\*Distribution of Marks for attendance**

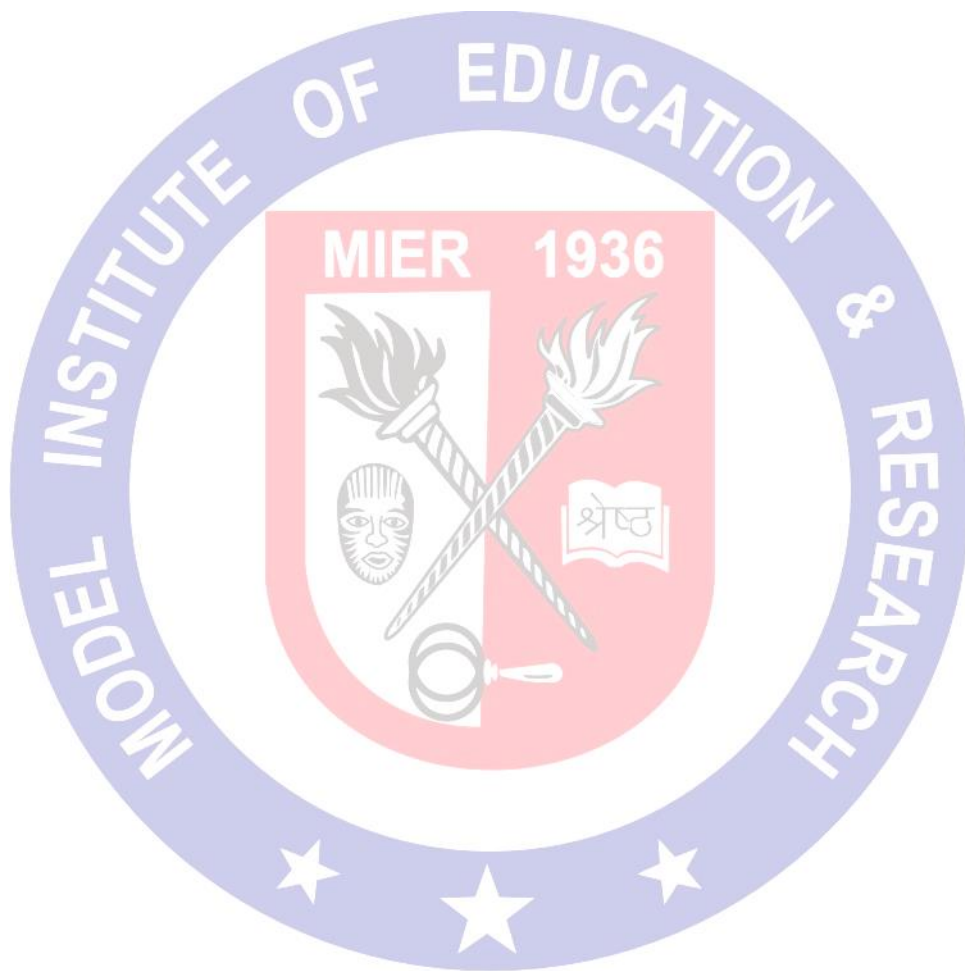
S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

## F. SUGGESTED READINGS

- W.S. Jawadekar. *Management Information System*.
- James, A. O' Brien. *Management Information System*.





# PROFESSIONAL GROWTH AND COMMUNICATION

## (INTERDISCIPLINARY COURSE)

Course Code : MED-307 (C) ID  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- to facilitate the students to identify the strengths and weakness as an individual and as member of the group
- to introduce to the students with the process of formal communication and decision making and to enable them to write competent reports

### B. SYLLABUS

#### UNIT-1

- 1.1. Understanding Self: Self Image; Self Worth, Self Esteem; Self Analysis using appropriate techniques
- 1.2. Self-Confrontation and Self-Acceptance – an experiential process of growth
- 1.3. Developing Positive Attitude; Emotional Intelligence; Managing Self-Dialogue

#### UNIT-2

- 2.1. Formal Communications: Process and Patterns
- 2.2. Presentation Skills: Content formatting and delivery (including audio-video aids)
- 2.3. Role of Non-verbal communication: grooming, professional etiquettes, dress code, gestures and body language; Individual vs. group speaking

#### UNIT-3

- 3.1. Analytical writing for effective decision making
- 3.2. Official proposals: Content and elements, letters, memos and other brief messages (goodwill and positive replies, acknowledgements and appreciation)
- 3.3. Writing resume and job application: Public Relation Communication (media/Government Letters etc.)

#### UNIT-4

- 4.1. Process of a Case study
- 4.2. Analysis of a Case study
- 4.3. Exercise through Classroom discussion/presentation

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Seminar/presentation on the topic 'Positive attitude'
- Seminar/presentation on topic 'Etiquettes'
- Organizing a mock interview session
- Organizing any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 60 Marks |
| 2. Internal Assessment:     | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment      | : 15 Marks |
| (c) Attendance*             | : 05 Marks |

\*Distribution of Marks for attendance

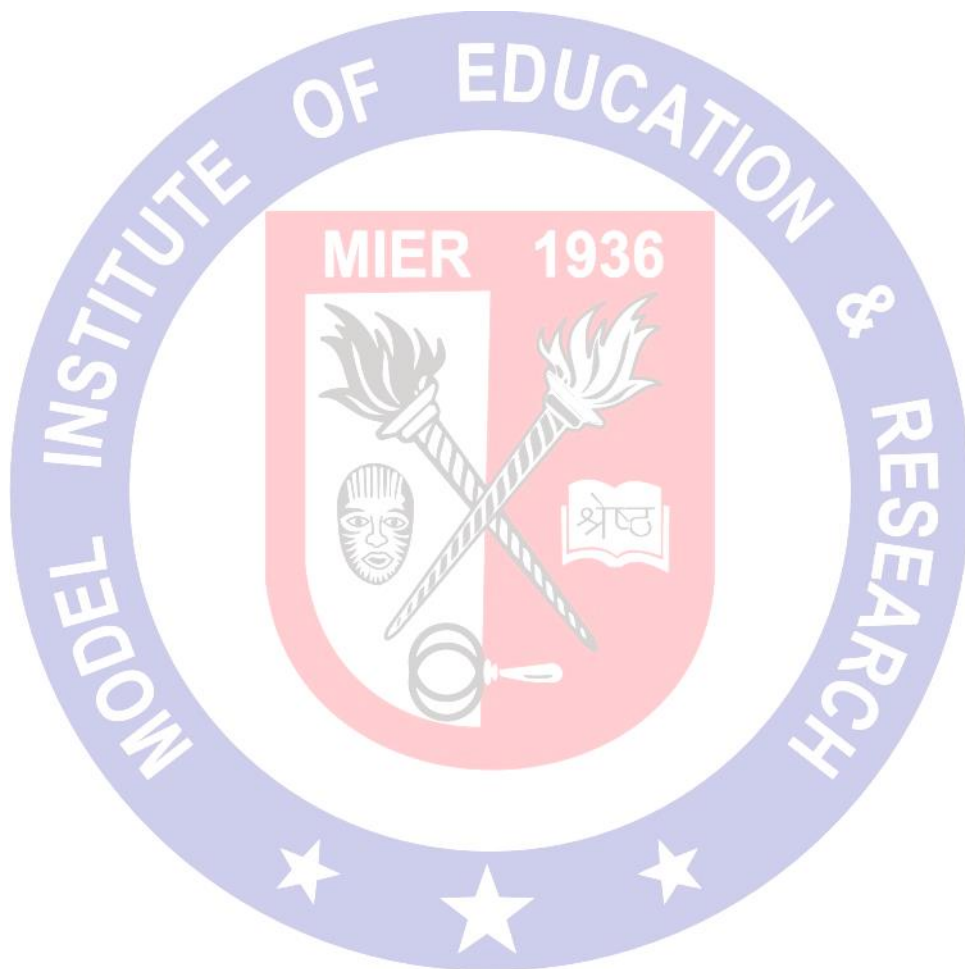
S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

**F. SUGGESTED READINGS:**

1. The Power of Communication: Skills to Build Trust, Inspire Loyalty, and Lead Effectively, by Helio Fred Garcia, 2012
2. Fitly Spoken: Developing Effective Communication and Social Skills, by Greg S. Baker, 2011
3. The Secrets of Successful Communication: A Simple Guide to Effective Encounters in Business (Big Brain vs. Little Brain Communication), by Kevin T. McCarney, 2011
4. The HEAD Game: High-Efficiency Analytic Decision Making and the Art of Solving Complex Problems Quickly by Philip Mudd



# ORGANISATIONAL BEHAVIOUR (INTERDISCIPLINARY COURSE)

Course Code : MED-307 (D) ID  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- to develop an understanding of the dynamics of individual behavior at individual interpersonal, group and organizational levels
- to acquire and sharpen such behavioural skills and attitudes as are as desirable for improving personal and managerial effectiveness
- to diagnose and make appropriate interventions in directing employees behavior towards achieving organizational purposes

## B. SYLLABUS

### UNIT-1

- 1.1. Conceptual framework for understanding human behavior in an organization and the major variable influencing it
- 1.2. Historical development of organizational behavior
- 1.3. Contemporary challenges and opportunities in organization behavior, International dimensions of organization behavior, Managing across cultures

### UNIT-2

- 2.1. Understanding and managing individual behavior, individual differences and work behavior
- 2.2. Personality, perception, attitude and learning
- 2.3. Self-growth and interpersonal effectiveness; Johari Window model. Transactional analysis

### UNIT-3

- 3.1. The organization in relation to its environment; Power and politics: meaning bases of power; power over
- 3.2. Political strategies for attaining power in organisations
- 3.3. Organisation culture, nature; creating and maintaining a culture

### UNIT-4

- 4.1. Work motivation: leadership approaches and styles
- 4.2. Leader effectiveness, organization change, effectiveness and development



#### 4.3. Work stress causes and coping strategies

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Seminar/presentation on the topic 'Organization behaviour'
- Seminar/presentation on topic 'personality'
- Seminar/presentation on any approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

1. External Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Seminar/Assignment	: 15 Marks
(c) Attendance*	: 05 Marks

#### \*Distribution of Marks for attendance

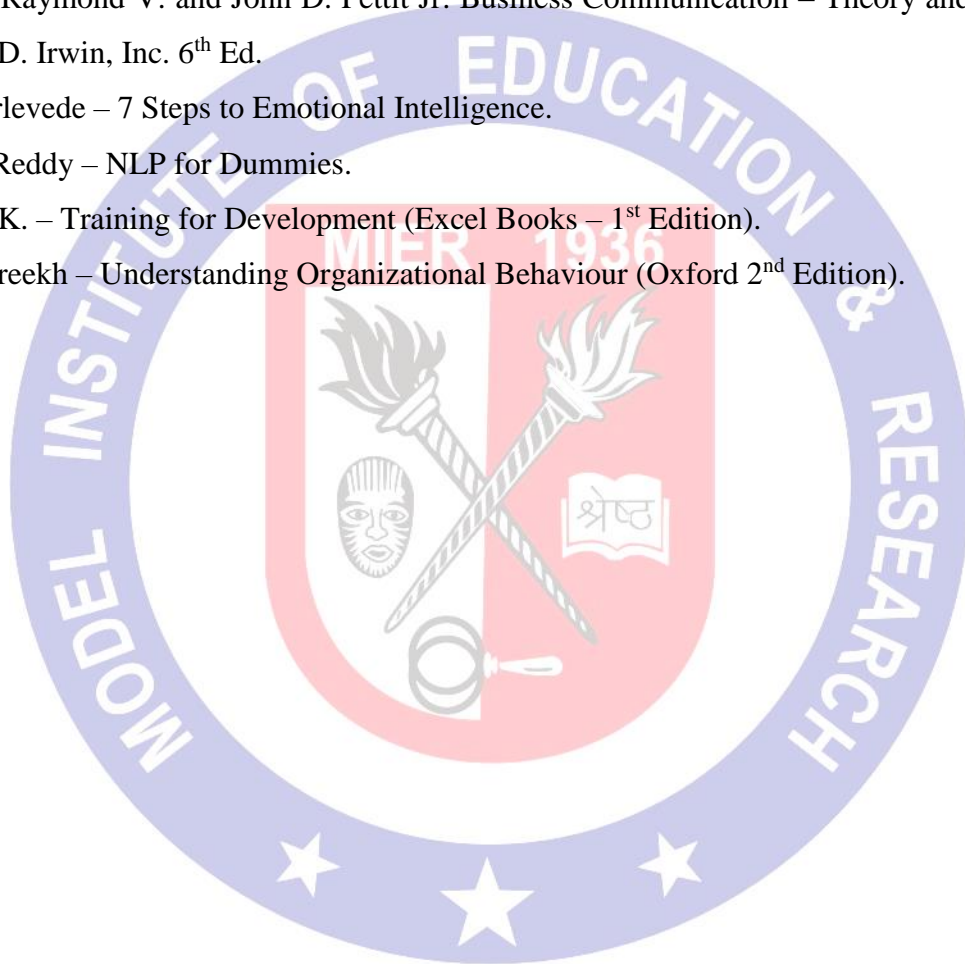
S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

## F. SUGGESTED READINGS:

- Bovee, C.L. and John V. Thill, Business Communication Today, Mc Graw Hills (International Edition).
- Emden, Joan Van and Lucinda Becker, Presentation Skills for Students, Palgrave Mac Millan (2004).
- Hurlock, Elizabeth B. – Personality Development (Tata McGraw Hill, 1<sup>st</sup> Edition).
- Joseph O' Connor – NLP Workbook: A practical guide to achieving results you want.
- Krizen, A.C. *Buddy*. Patricia Merrier, Joyce Logan, Karen Williams, Business Communication. Thomson (India ed.), 7<sup>th</sup> Ed. (2008).
- Lesiker, Raymond V. and John D. Pettit Jr. Business Communication – Theory and Application, Richard D. Irwin, Inc. 6<sup>th</sup> Ed.
- P.E. Merlevede – 7 Steps to Emotional Intelligence.
- Romila Reddy – NLP for Dummies.
- Sahu, R.K. – Training for Development (Excel Books – 1<sup>st</sup> Edition).
- Uday Pareekh – Understanding Organizational Behaviour (Oxford 2<sup>nd</sup> Edition).



## INTERNSHIP

**Course Code** : MED-308  
**Credits** : 04  
**Duration** : 02 weeks

**Maximum Marks** : 100  
**Internal Marks** : 100

Internship during Semester III is a stage specific specialization (Elementary or Secondary and Higher Secondary Stage) and it is **COMPULSORY**. The duration of the Internship is two weeks. The following activities are to be undertaken during the internship by the student-teachers.

S. No.	Activity	Maximum Marks
01.	Supervision of five lessons delivered by the interns (student teachers) either at elementary or secondary / higher secondary and providing feedback to the interns and maintenance of the record	15
02.	Delivery of ten lessons in the area of specialisations (Elementary or Secondary Stage) in the School subjects (Science/Social Science/Language/Mathematics) (Atleast one lesson is to be delivered using ICT)	50
03.	Practical File	15
04.	Overall conduct of the intern (Punctuality, discipline etc.)	10
05.	Reflections on the experience gained during the internship	10
<b>Total</b>		<b>100</b>

## DISSERTATION WORK

**Course Code : MED-309**  
**Credits : 02**

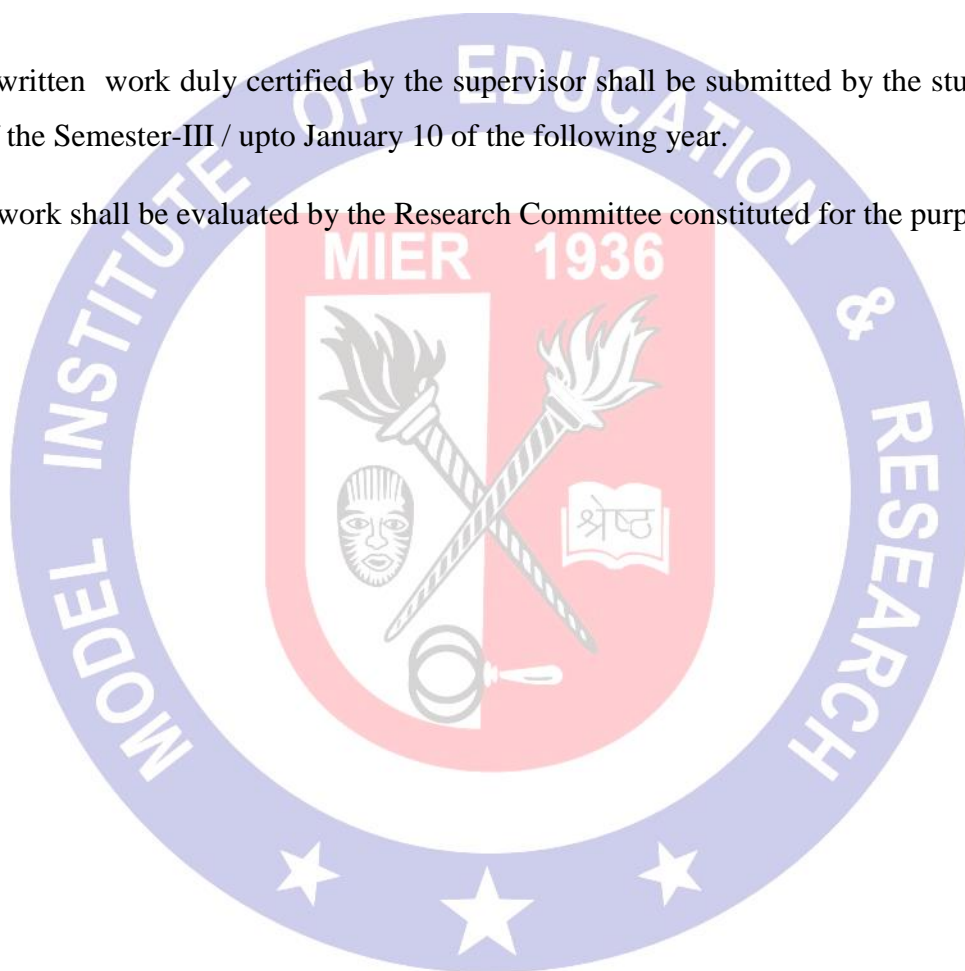
**Total Marks : 50**  
**Internal Marks : 50**

The students shall undertake the following activities relating to the writing of the following for their dissertation:

- (a) Review of related literature,
- (b) Development / Selection of tools, and
- (c) Collection of data

The written work duly certified by the supervisor shall be submitted by the student-teachers at the end of the Semester-III / upto January 10 of the following year.

The written work shall be evaluated by the Research Committee constituted for the purpose.





## EXPOSITORY AND ACADEMIC WRITING

Course Code : MED-310  
Credits : 02

Total Marks : 50  
Internal : 50

### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- comprehend the meaning of effective writing
- organise simple academic articles to express due use of writing
- develop writing skills
- evaluate the academic writings

### B. SYLLABUS

#### UNIT-1

##### Expository Writing

- 1.1. Expository Writing: Meaning and purpose
- 1.2. Types and forms of expository writing.

#### UNIT-2

##### Styles of Writing

- 2.1. Steps in expository writing
- 2.2. Styles of writing for presentation of papers and articles

#### UNIT-3

##### Academic Writing

- 3.1. Academic writing: Meaning and purpose; essentials of good academic writing
- 3.2. Paraphrasing, acknowledging, editing, proof reading and referencing in APA style

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Critical evaluation of atleast one article or research paper
- Preparation of evaluation reports and presentations

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. Internal                 | : 50 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |

(b) Seminar/Assignment : 27 Marks

(c) Attendance\* : 03 Marks

**\*Distribution of Marks for attendance**

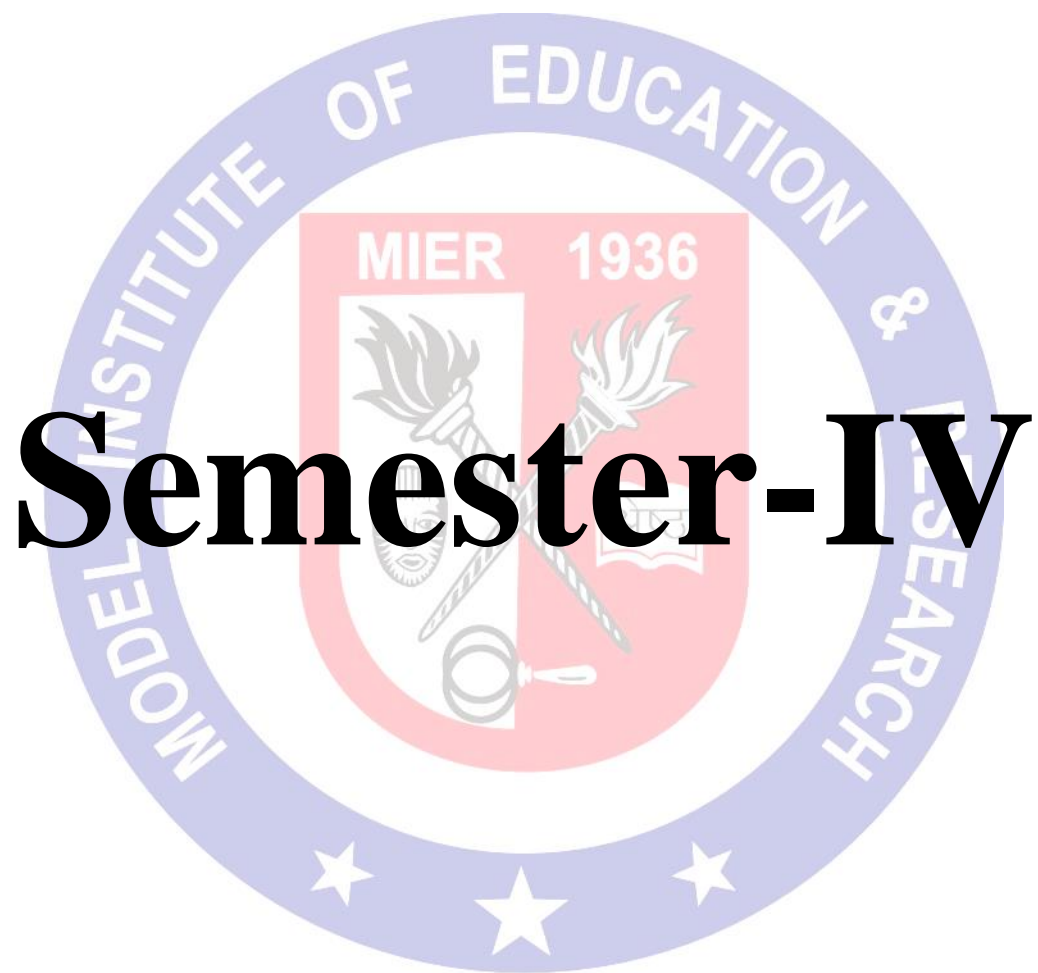
S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

**E. NOTE FOR PAPER SETTER**

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(ShortAnswer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/LongAnswer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

**F. SUGGESTED READINGS**

- Brown, Kristine and Hood, Susan (2002). *Academic encounters*. London: Cambridge University Press.
- Murray, R. (2004). *Writing for academic journals*. Maidenhead: Open University Press.
- Crème, Phyllis and May R. Lea (2008). *Writing at university: A guide for students*. Maidenhead: McGraw Hill.
- Ritter, R.M. (2005). *New hart's rules: The handbook of style for writers and editors*. London: Oxford University Press.



# Semester-IV

## (GROUP-I: ELEMENTARY EDUCATION)

### CURRICULUM THEORY

Course Code : MED-401  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *reflect upon the concept of curriculum*
- *reflect upon the curriculum theory*
- *describe the nature of human knowledge*
- *gain insight into models of curriculum change*
- *explain Roger's diffusion theory of curriculum change and innovation.*
- *explain Schon's Model and Havlock's Model of dissemination*

#### B. SYLLABUS

##### UNIT-1

##### Curriculum – Concept and Theory

- 1.1. Curriculum: Concept, types and scope of curriculum studies
- 1.2. Curriculum Theory: Meaning, characteristics and types of curriculum theory
- 1.3. Curriculum Theorists: Charles Eliot, John Dewey, G. Stanley Hall

##### UNIT-2

##### Knowledge and Curriculum

- 2.1. Knowledge, Belief, Information and Understanding: Concepts and characteristics; kinds of knowledge and process of its validation
- 2.2. Child's Construction of Knowledge: Attaining knowledge through activity and experience
- 2.3. Hidden Curriculum; Process and criteria for curriculum selection and construction

##### UNIT-3

##### Curriculum Design

- 3.1. Curriculum Design: Concept, steps and patterns (Centralised, decentralized and co-ordinated)
- 3.2. Models of Curriculum Design: Objective and Process Models
- 3.3. Tyler's Model, Wheeler's Model and Kerr's Model of curriculum design

##### UNIT-4

##### Curriculum Change and Innovation

- 4.1. Curriculum Change and Innovation: Concept, difference between curriculum change and curriculum innovation



4.2. Roger's Theory of Curriculum change and innovation

4.3. Shon's and Havlock's Model of dissemination

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Analysis of State level curriculum of elementary education
- Analysis curriculum of Central Board of Secondary Education for elementary classes
- Critical analysis of the existing syllabi of any Class upto Class VIII that has been recommended by the Jammu and Kashmir Government
- Seminar on Centralised and decentralized curriculum design
- Seminar on Kerr's Model of Curriculum design
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 60 Marks |
| 2. Internal Assessment:     | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment      | : 15 Marks |
| (c) Attendance*             | : 05 Marks |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast**ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.

- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### **F. SUGGESTED READINGS**

- Aggarwal, Deepak (2007). *Curriculum development: Concept methods and techniques*. New Delhi: Book Enclave.
- Bhalla, Navneet (2007). *Curriculum development*. New Delhi: Authorpress.
- Dewey, John (1966). *The child and the curriculum*. Chicago: The University of Chicago Press.
- Erickson, H.L. (2002). *Concept based curriculum and instruction: Teaching beyond the facts*. California: Corsion Press.
- Joseph, P.B. *et. al.* (2000). *Cultures of curriculum (studies in curriculum theory)*. New York: Teacher College Press.
- Kelly, A.V. (2004). *The Curriculum theory and practice*. New Delhi: Sage Publications.
- Mrunallini, Talla (2012). *Curriculum development: Perspectives, principles and issues*. Pearson Education India.
- NCERT (1984). *Curriculum and evaluation*. New Delhi: Publication Division, NCERT.
- NCERT (2000). *National curriculum framework for school education*. New Delhi: Publication Division, NCERT.
- NCERT (2005). *National curriculum framework*. New Delhi : NCERT.
- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi: Publication Division, NCERT.
- NCTE (2009, 2015). *National curriculum framework for teacher education*. New Delhi: NCTE.
- Reddy, B. (2007). *Principles of Curriculum: Planning and development*. New Delhi: Arise Publishers.
- Taba, Hilda (1962). *Curriculum development : Theory and practice*. New York : Harcourt Brace.
- UNESCO (1981). *Curriculum and lifelong education*. Paris: UNESCO.
- Wiles, J.W. and Joseph, Bondi (2006). *Curriculum development: A guide to practice*. New Delhi: Pearson Education, India.

## (GROUP-I: ELEMENTARY EDUCATION)

### CURRICULUM TRANSACTION

Course Code : MED-402  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- describe various methods of curriculum transaction
- discuss various approaches of curriculum transaction
- explain the role of ICT in curriculum transaction
- develop skills to integrate audio-visual aids in curriculum transaction

#### B. SYLLABUS

##### UNIT-1

##### Understanding Curriculum Transaction

- 1.1. Curriculum Transaction: Meaning, need and importance
- 1.2. Conditions of Curriculum Transaction: Intake, duration, content, qualification and experience, classroom climate and interest of students
- 1.3. Issues related to Curriculum Transaction and role of teacher in its transaction

##### UNIT-2

##### Resources of Curriculum Transaction

- 2.1. Curricular materials with text Books: Organisation of practice exercises; Teacher guide – Its role in curriculum transaction
- 2.2. Collaborative/Co-operative Learning: Meaning and its role in curriculum transaction, use of various methods and media in curriculum transaction
- 2.3. Resource Centre: Concept and its activities and role in transaction of curriculum

##### UNIT-3

##### Integration of ICT in curriculum transaction

- 3.1. Information and Communication Technology (ICT): Concept, importance and role in curriculum transaction.
- 3.2. Modes of ICT for transaction of curriculum, their advantages and limitations.
- 3.3. Role of PLM, CAL and CAI in the transaction of curriculum.

## UNIT-4

### Communication and Curriculum transaction

- 4.1. Communication: Concept, importance, different communication modes and barriers in effective communication
- 4.2. Elements of communication
- 4.3. Modes of Transaction: Observation of teaching, analysis of materials and media, writing critical notes on the observed activities, lectures, dialogues, guided studies and presentations

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Preparation of an observations schedule for curriculum transaction in any one school subject at elementary stage
- Preparation of a report on the observation and identification of methods, media and approaches used in curriculum transaction by teacher trainees for a school subject at the elementary stage
- Presentation of a seminar on 'Methods of Curriculum Transaction'
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- 1. External Examination : **60 Marks**
- 2. Internal Assessment: : **40 Marks**
  - (a) Mid-term Examination(s) : 20 Marks
  - (b) Seminar/Assignment : 15 Marks
  - (c) Attendance\* : 05 Marks

#### \*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

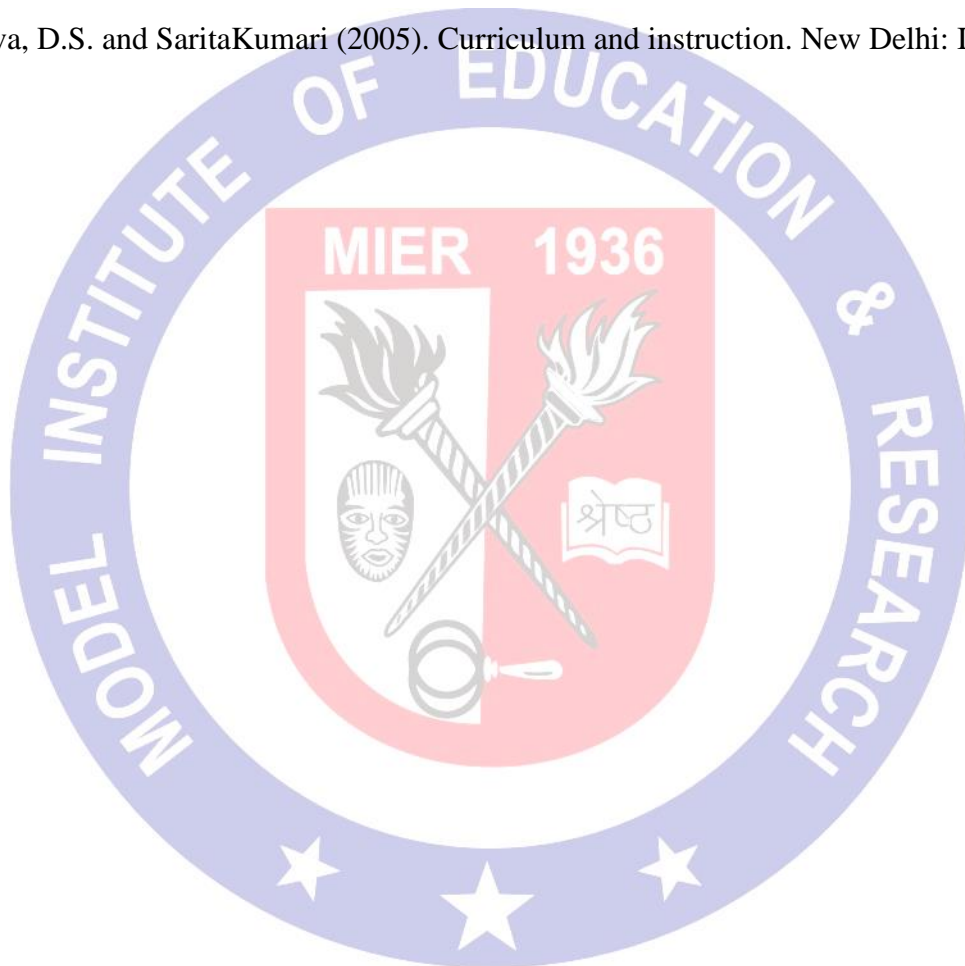
- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**.



- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### **F. SUGGESTED READINGS**

- Doll, Ronald C. (1986). *Curriculum improvement: Decision making process*. London: Allyon and Bacon.
- Srivastava, D.S. and SaritaKumari (2005). *Curriculum and instruction*. New Delhi: Isha Books.



## (GROUP-I: ELEMENTARY EDUCATION)

### CURRICULUM ASSESSMENT

Course Code : MED-403  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *understand the process of curriculum assessment*
- *difference between formative and summative evaluation*
- *use different techniques for evaluation of curriculum*
- *explain different tools used in the assessment of curriculum*

#### B. SYLLABUS

##### Curriculum Evaluation

- 1.1. Curriculum Evaluation: Concept, characteristics, nature and principles of curriculum evaluation.
- 1.2. Approaches in curriculum evaluation.
- 1.3. Models of curriculum evaluation given by Ralph Tyler, Robert Stake, Michael Scriven.

##### UNIT-2

##### Types of Curriculum Evaluation

- 2.1. Formative Evaluation: Concept, scope and importance
- 2.2. Summative Evaluation: Concept, scope and importance, difference between formative and summative evaluation
- 2.3. Evaluation based on test, feedback from former students for instructional process, teachers views for effectiveness of instruction, parents views about the courses, situation analysis using survey and interview and issues in the evaluation of curriculum

##### UNIT-3

##### Strategies for Assessment

- 3.1. Stages of programme evaluation:
  - (a) Identifying decision makers, purpose and objectives of the programme
  - (b) Deciding indicators of success, developing data gathering material, collecting and analyzing data, soliciting feedback and making modifications
- 3.2. Realising objectives of education, appropriateness of content to learner's needs and interest and relating content to life experiences of learners

## UNIT-4

### Tools and Techniques of Curriculum Assessment

- 4.1. Observation, classroom interaction with teacher and peer group
- 4.2. Oral Method: Pre-testing and diagnostic and probing questions
- 4.3. Interview: Consultation with users of curriculum, maintaining diary by the children and teachers, project work, peer evaluation and maintaining portfolio of the work and their presentation

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Assessment of curriculum of a particular school subject at the elementary stage.
- Summative evaluation of instructional process based upon questionnaire filled by students.
- Formative evaluation of instructional process based on the reactions of students and teachers for any class at the elementary level
- Situation analysis in the evaluation of curriculum
- Any other topic/theme of relevance
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

1. External Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Seminar/Assignment	: 15 Marks
(c) Attendance*	: 05 Marks

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

## E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

## F. SUGGESTED READINGS

- Apple, Michael W. (1979). *Ideology and curriculum*. London: Routledge and Kegan Paul.
- Ebel, Robert, L. (1991). *Essentials of educational measurement*. New Delhi: Prentice Hall of India.
- Faunse, Ronald C. and Bossing, Nelson L. (2001). *Developing the core curriculum*. New York: Prentice Hall.
- Gagne, Robert and Briggs, Leslie (1995). *Principles of instructional design*. New York: Holt, Rinchart and Winston.
- Gunter, Mary Alice *et al.* (2007). *Instruction A model's approach*. Boston: Pearson Education.
- Krug, Edward A. (2006). *Curriculum planning*. New York: Harper and Row.
- Leonard, Paul J. (2002). *Developing the secondary school curriculum*. New York: Holt, Rinchart and Winston.
- Linn, Robert L. and Gronlund, Norman E. (2000). *Measurement and assessment in teaching*. Boston: Pearson Education.
- McNeil, John D. (2003). *Curriculum: The teacher's initiative*. Ohio: Prentice Hall.
- Moore, Kenneth D. (2005). *Effective instructional strategies: From theory to practice*. New Delhi: Sage Publications.
- Mukunda, Kamala V. (2009). *What did you ask at school today: A handbook of child learning*. Noida: Harper Collins Publishers.
- Zias, Robert S. (1976). *Curriculum: Principles and foundations*. New York: Thomas Y. Crowell Co.



## (GROUP-II: ELEMENTARY EDUCATION)

### SCHOOL MANAGEMENT

Course Code : MED-404  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *understand the concept of classroom management*
- *familiarise with the concept of institutional planning for elementary schools*
- *understand the management strategies for quality improvement of elementary education*
- *familiarise with the organizational structure of elementary education in India*

#### B. SYLLABUS

##### UNIT-1

##### Educational School Management

- 1.1. Management of Education in India: Role of Central and State Governments; Total quality Management - Concept and applications in educational institutions.
- 1.2. Aspects of Educational Management: Planning, organisation, supervision, finance, innovation, change, decision making and evaluation
- 1.3. Types of Educational Management: Centralised versus decentralised, bureaucratic versus technocratic, autocratic versus democratic

##### UNIT-2

##### Institutional Planning

- 2.1. Institutional Planning: Meaning, concept and steps for the preparation of an institutional plan
- 2.2. Planning of a School: Space, infrastructure, provision of classrooms, library, laboratory, washrooms for boys and girls, canteen, playground etc
- 2.3. Planning of community resources for the use of school development

##### UNIT-3

##### Management of Change in Educational Organisation

- 3.1. Educational Organisation: Concept, nature, types and characteristics
- 3.2. Organisational Change: Concept, need and process of organizational change
- 3.3. Impact of globalization on educational management; Institutional autonomy and accountability – Concept, need and their impact on functioning of educational institutions

## UNIT-4

### Management Techniques

- 4.1. SWOT Analysis: Concept and its application in educational organisations
- 4.2. Programme Evaluation and Review Technique (PERT): Concept and its application in educational organisations
- 4.3. Bench Marking: Concept, its application as a technique for quality management in educational organisations, 360 Degree Performance Appraisal

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Preparation of interview schedule for micro-level educational survey of elementary education
- Preparation of an institutional plan for an elementary school
- Preparation of a school development plan based on RTE Act (2009)
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |   |                 |
|-----------------------------|---|-----------------|
| 1. External Examination     | : | <b>60 Marks</b> |
| 2. Internal Assessment:     | : | <b>40 Marks</b> |
| (a) Mid-term Examination(s) | : | 20 Marks        |
| (b) Seminar/Assignment      | : | 15 Marks        |
| (c) Attendance*             | : | 05 Marks        |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.

- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### **F. SUGGESTED READINGS**

- AIEPA (1971). *Modern management techniques in educational administration*. New Delhi: Asian Institute of Educational Planning and Administration.
- Ananda, W.P. Gurugo (1984). *General principles of management for educational planners and administrators*. Paris: UNESCO.
- Bhagia, N.M. *et al.* (1990). *Educational administration in India and other developing countries*. New Delhi: Common Wealth Publications.
- Singhal, R.P. *et al.* (1986). *School inspection system: A modern approach*. New Delhi: Vikas Publishing House.
- Tanner, D. and Lawrel, T. (1987). *Supervision in education: Problems and practices*. New York: Macmillan.
- Tomas, J. (1987). *Educational governance and administration*. New York: Prentice Hall.
- Bush, T. (1986). *Theories of educational management*. London: harper and Row.
- Bush, T. and Les, B. (2002). *The principles and practice of educational management*. London: Paul Chapman Publishing House.
- Mukhopadhyay (2010). *Total quality management in education*. New Delhi: Sage Publications.
- Chakraborty, S.K. (2002). *Values and ethics for organizations: Theory and practice*. New Delhi: Oxford University Press.
- Ross, J.E. (1993). *Total quality management: Text, cases and readings*. Londong: Kogan Paul.

## (GROUP-II: ELEMENTARY EDUCATION)

### EDUCATIONAL ADMINISTRATION

Course Code : MED-405  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- identify trends in educational administration
- understand basic principles of educational administration
- understand the role of different agencies of educational administration
- comprehend the significance of educational administration at different levels

#### B. SYLLABUS

##### Theoretical Considerations

- 1.1. Educational Administration: Meaning, objective and scope, human beings as inputs, process and products
- 1.2. Basic principles of educational administration
- 1.3. Development of modern concept of educational administration from 1900 to the present days

##### UNIT-2

##### Administration at Various Levels

- 2.1. Different patterns of educational administration: Centralised and decentralized administration, human relationship, approach to educational administration
- 2.2. Educational administration at Central, State and Local levels
- 2.3. Composition and functions of Central Advisory Board of Education and NCERT towards National system of Education

##### UNIT-3

##### Problems of Educational Administration

- 3.1. Types of Institution: Government, Government aided and self-financed, their administration at the elementary education level
- 3.2. Problems and solution of educational administration in India, ways and means to tackle administrative problems
- 3.3. Inspection agencies and their problems with reference to the expansion of education in the State of Jammu and Kashmir, defects in the existing educational administration



## UNIT-4

### Programme Evaluation and Review Technology

- 4.1. Decision making, organizational development and competencies
- 4.2. Role of management, teachers and guardians in effective institutional administration
- 4.3. Place of inspections and supervision in the development of institution

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Present a power point presentation on the organization and activities of Central Advisory Board of Education
- Present a seminar on the problems of educational administration in India
- Present a seminar on educational administration at the Central level
- Present a seminar on educational administration at the state level
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |   |                 |
|-----------------------------|---|-----------------|
| 1. External Examination     | : | <b>60 Marks</b> |
| 2. Internal Assessment:     | : | <b>40 Marks</b> |
| (a) Mid-term Examination(s) | : | 20 Marks        |
| (b) Seminar/Assignment      | : | 15 Marks        |
| (c) Attendance*             | : | 05 Marks        |

#### \*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.

- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60**.
- **Minimum pass marks shall be 24 (40%)**.
- **Duration of the examination shall be 3 Hours**.

#### F. SUGGESTED READINGS

- Mahajan, Baldev and Khullar, K.K. (2000). *Educational administration in Central Government*. New Delhi: Vikas Publishing House.
- Bhat, K.S. and Ravishankar, S. (1985). *Administration of education: New perspectives and viewpoints*. New Delhi: Seema Publications.
- Gupta, L.D. (1986). *Educational administration and supervision in schools*. New Delhi: Deep and Deep.
- Balsara, Maitrya (2002). *Administration reorganization of teacher education*. New Delhi: Kanishka.
- Smith, Richard (2008). *Human resource administration: A school based perspective*. New York: Routledge.
- Gorton, Richard, A. and Alstan, Judy A. (2011). *School leadership and administration: Important concepts, case studies and simulations*.

## (GROUP-II: ELEMENTARY EDUCATION)

### EDUCATIONAL LEADERSHIP

Course Code : MED-406  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *critically examine the core and contemporary leadership theories*
- *reflect on the challenges in leadership in elementary schools*
- *utilize the leadership skills in maintaining human relations in administration*
- *understand the role of head of institution as a democratic leader*
- *explore the barriers to effective educational leadership*

#### B. SYLLABUS

##### UNIT-1

- 1.1. Leadership: Concept, functions and objectives
- 1.2. Styles of leadership: Theories and models of educational leadership
- 1.3. Conflicts: Concept, nature, types and strategies for conflict management

##### UNIT-2

- 2.1. Educational Leadership Skills: Decision making, planning, coordinating, communicating, evaluating and feedback
- 2.2. Leadership Roles: Values and vision in educational leadership
- 2.3. Challenges for leadership because of diversity in educational organisations with special reference to gender and multiculturalism

##### UNIT-3

#### Leadership and Organisational Behaviour

- 3.1. Basic attributes of organisations: Organisational designs, organizational culture, diversity and individual differences in perceptions, attribution and motivation
- 3.2. Nature of Groups: Teamwork and work-group
- 3.3. Conflicts: Concept, nature, types; strategies for conflict management

##### UNIT-4

#### Barriers in Leadership

- 4.1. Essential requisites of a good educational leader (mission, vision and values)
- 4.2. Barriers in educational leadership

- 4.3. Role of management, head of the institution in inculcating leadership qualities in teachers and students

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Current practices in the field of educational leadership
- Barriers in leadership
- Organizational culture and role of the head of the organisation
- Theories/models of educational leadership
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 60 Marks |
| 2. Internal Assessment:     | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment      | : 15 Marks |
| (c) Attendance*             | : 05 Marks |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

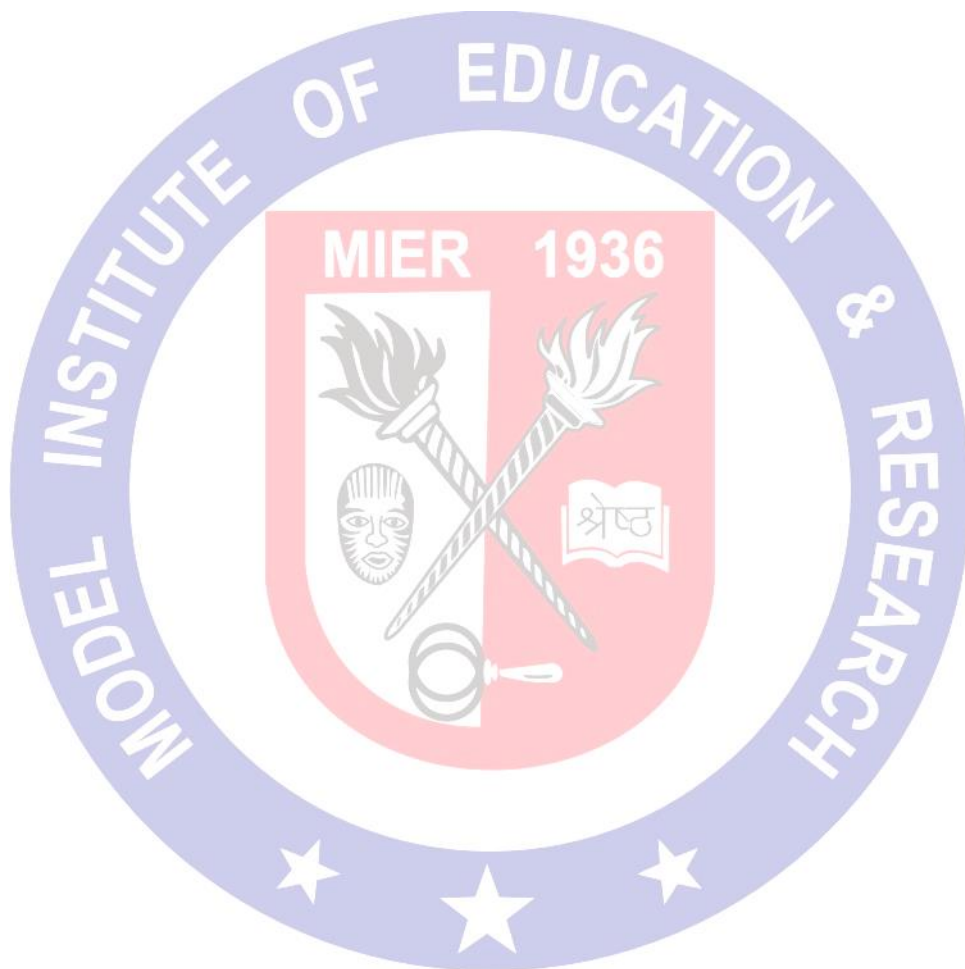
- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**



- **Duration of the examination shall be 3 Hours.**

**F. SUGGESTED READINGS**

- Baldrige, J.V. (1978). *Policy making and effective leadership*. Sanfrancisco: Jessey Bass.
- Chandrashekeran, Pramila (1994): *Educational planning and management*. New Delhi: Sterling.
- Dash, B.N. (2004). *School organization, administration and management*. New Delhi: Neel Kamal.



## (GROUP-III: ELEMENTARY EDUCATION)

### FOUNDATIONS OF EDUCATIONAL TECHNOLOGY

Course Code : MED-407  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *understand the meaning and scope of educational technology*
- *become effective user of technology in education*
- *become familiar with new trends, techniques in education*
- *explain the various approaches to educational technology*
- *explain the principles of instructional design*
- *identify the salient features of different instructional designs*

#### B. SYLLABUS

##### UNIT-I

##### Meaning and Scope of Educational Technology

- 1.1. Educational Technology: Meaning, nature, and scope
- 1.2. Instructional Technology: Meaning, nature and scope, difference between educational technology and instructional technology
- 1.3. Trends in Educational Technology: A historical review

##### UNIT-II

##### Approaches to Educational Technology-I

- 2.1. Physical Science (Media approach to education)
- 2.2. Communication(Audio-Visual approach to education): development of communication theory, communication models, mass communication, convergence of communication and educational technology
- 2.3. Cybernetics (System Approach): Origin of system concept, characteristics and stages of instructional system, general and instructional system theory

##### UNIT-III

##### Approaches to Educational Technology-II

- 3.1. Behavioural Science (Behaviourist approach): Taxonomic and performance approach to objectives, mastery learning, programmed instruction and teaching machines, individualized approach to instruction; Keller plan & IPI, Computer assisted instruction

- 3.2. Behavioural Science (Cognitivist approach): Information processing model, contributions of Piaget, Ausubel, Cognitive learning strategies, simulation, artificial intelligence, computer based instruction
- 3.3. Instructional design approach – task analysis, instructional design theories – Gagne, Bruner, Constructivist approach, discovery, inquiry

## UNIT-IV

### Integration of ICT in Education

- 4.1. Meaning and Nature of ICT: Characteristics of digital learning, need and importance of digital literacy, ICT resources and platforms
- 4.2. Technological-Pedagogical Content Knowledge (TPCK), UNESCO ICT Competency Standards for Teachers (2008)
- 4.3. Approaches and strategies to integrating ICT in teaching and learning

### C. SESSIONAL WORK

**The students may undertake any one of the following activities:**

- Presentation of a Seminar on “Approaches to educational technology”
- Presentation of a Seminar on “Evolution of educational media”
- Critical review of UNESCO ICT Competency Standards for Teachers (2008)
- Identify appropriate media and material for effective use in the transaction of a lesson.
- Any other approved activity of relevance

### D. EVALUATION

**The distribution of marks for the course is as under:**

- |                             |                   |
|-----------------------------|-------------------|
| 1. External Examination     | <b>: 60 Marks</b> |
| 2. Internal Assessment:     | <b>: 40 Marks</b> |
| (a) Mid-term Examination(s) | : 20 Marks        |
| (b) Seminar/Assignment      | : 15 Marks        |
| (c) Attendance*             | : 05 Marks        |

#### **\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

## E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

## F. SUGGESTED READINGS

- Bhushan, Anand and Ahuja, M. (1992). *Educational technology*. Patiala: Bawa Publishers.
- Mukhopadhyay, M. (1990). *Educational Technology-Challenging issues*. New Delhi: Sterling Publishers.
- Rana, S. (1994). *Open learning in India*. New Delhi: Commonwealth Publishers.
- Das, R.C. (1992). *Educational Technology: A basic text*. New Delhi: Sterling Publishers.
- Joyce, B. et al. (1992). *Models of teaching*. New Delhi: Prentice Hall of India.
- Mohanty, Laxman and Vora, Neeharika (2008). *ICT Strategies for schools – A guide for school administrators*. New Delhi: Sage.
- Roa, V. (1991). *Educational Technology*. New Delhi: Himalayan Publishing House.
- Rosemary, Papa (2010). *Technology leadership for school improvement*. New Delhi: Sage.
- Sampath, K. et al. (1990). *Educational Technology*. New Delhi: Sterling Publishers.
- Semenov, Alexy (2005). *Information and communication technologies of teaching in schools – a handbook for teachers*. Paris: UNESCO.
- Sharma, R.A. (2008). *Technology of teaching*. Meerut: Lyal Book Depot.
- Sharma, R.A. (2010). *Advanced educational technology*. Meerut: Loyal Book Depot.
- Lachs, Viva (2000). *Making multimedia in the classroom – A teacher's guide*. London: Routledge.
- Pelgrum, W.J. and Law, L. (2003). *ICT in education around the World-Trends, problems and prospect*. Paris: UNESCO.



## (GROUP-III: ELEMENTARY EDUCATION)

### E-LEARNING

Course Code : MED-408  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- describe the concept, nature and components of e-learning.
- explore and use various e-learning tools and technologies.
- analyse a comprehensive range of approaches to e-learning.
- evaluate critically the practices associated with e-learning.
- evaluate the quality of e-learning programme.

#### B. SYLLABUS

##### UNIT-I

##### Foundations of Electronic Learning

- 1.1. Historical perspectives on e-learning, why e-learning and characteristics of e-learning, skills and e-learning in 21<sup>st</sup> century
- 1.2. Approaches to e-learning, components of e-learning, synchronous and asynchronous tools of e-learning
- 1.3. E-Learning Tools and Technologies: Communication, Collaboration, Authoring and delivery and distribution tools

##### UNIT-2

##### E-Learning tools

- 2.1. E-Learning Course Development: Main activities and requirements; Analysis and Curriculum design, content development, storyboard development, Translation/Adaptation and courseware development and delivery
- 2.2. Learning Management System (LMS): Meaning, types, features, proprietary versus open source LMS; e-learning, e-learning standards (W3C, IETF, ISO, SCORM, ARIADNE, IEEE)
- 2.3. Tools for e-learning in the subjects of science, mathematics, language and social studies

## UNIT-3

### E-learning Resources and Approaches

- 3.1. Emerging e-learning approaches, M-learning, mobile applications and its advantages, ubiquitous computing and mobile learning, Blended Learning: Concept, requirements, advantages and limitations
- 3.2. MOOC: Concept, tools, advantages and limitations; Flipped learning-Concept, procedure, tools, advantages and limitations
- 3.3. Designing courseware for E-learning, blended learning, MOOC and flipped learning, review of e-learning resources

## UNIT-4

### Managing and evaluating E-learning Activities

- 4.1. Managing legal, social and ethical issues; overcoming roadblocks and providing digital leadership, E-learning competencies of a teacher; review of research in ICT and e-learning
- 4.2. Open educational Resources and their importance, OER initiatives in India (NROER, KOER etc.)
- 4.3. Evaluation of e-learning courses: Formative, summative and confirmative evaluation

### C. SESSIONAL WORK

**The students may undertake any one of the following activities:**

- Selecting an appropriate technology for E-learning and develop technology for E-learning.
- Presentation of a Seminar on “Importance of E-learning”.
- Developing an ICT integrated unit plan.
- Developing and implementing an E-learning course.
- Any other approved activity of relevance

### D. EVALUATION

**The distribution of marks for the course is as under:**

1. External Examination	: <b>60 Marks</b>
2. Internal Assessment:	: <b>40 Marks</b>
(a) Mid-term Examination(s)	: 20 Marks
(b) Seminar/Assignment	: 15 Marks
(c) Attendance*	: 05 Marks

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

**E. NOTE FOR PAPER SETTER**

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a weightage of **12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

**F. SUGGESTED READINGS**

- Avril, Loveless (2001). *ICT – pedagogy and the curriculum-subject to change*. London: Rourledge.
- Nicole, A. and More, Buzzeto (2007). *Advanced principles of effective e-learning*. California: Informing Science Press.
- Food and Agricultural organization of United Nations, FAO (2011). *E-Learning methodologies: A guide for designing and developing E-Learning Courses*.

## (GROUP-III: ELEMENTARY EDUCATION)

### DEVELOPMENT OF E-CONTENT

Course Code : MED-409  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *examine the relationship between learning theories and digital technologies*
- *examine the principles of instructional design and identify the salient features of different instructional design models*
- *understand the fundamentals of e content*
- *use different online and offline tools for creating e-content*
- *explore and evaluate various digital resources for enhancing learning*

#### B. SYLLABUS

##### UNIT-I

##### Evolution of Electronic Media

- 1.1. Emergence and evolution of information technology, internet radio and television
- 1.2. Emergence and evolution of multimedia projector and LED/pico projector and smart-board
- 1.3. Emergence and evolution of transmission technology – face-to-face, wired and wireless technologies and cloud computing

##### UNIT-II

##### Basics of E-Content -I

- 2.1. Introduction to E-Content: Meaning, Need and scope of e-content development in Education
- 2.2. Types of E-Content: OERs, RLOs, e-Books, Online Dictionaries, Encyclopedia
- 2.3. Digital Learning Resources: E-Texts, digital textbooks, workbooks, articles, videos, and multimedia

##### UNIT-III

##### Basics of E-Content -II

- 3.1. Instructional designs: ADDIE model, Dick and Carey System's Approach Model for designing instruction
- 3.2. Pre-requisites, roles and responsibilities of content writer/subject matter expert
- 3.3. Issues, challenges and standards in e-content development



## UNIT-IV

### Designing and Development of E-content

- 4.1. Design e-content: Analysis, design, development, testing, implementation and evaluation
- 4.2. Development of E-Content: E-Content tools: Open source versus propriety tools (graphics, audio and video-creating and editing and authoring tools)
- 4.3. Creating, Editing and Evaluation of E-Content: E-book tools (Sigil, Calibre) for creating and editing e-books, screen casting tools (Camtasia), graphic editing, pictures (GIMP/Mypaint), animation – 2D and 3D

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Development of a multimedia e-content on an educational topic using any authoring tool.
- Any other approved activity of relevance.

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 60 Marks |
| 2. Internal Assessment:     | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Assignment              | : 15 Marks |
| (c) Attendance*             | : 05 Marks |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting at least **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.

- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### F. SUGGESTED READINGS

- Bhushan, Anand and Ahuja, M. (1992). *Educational technology*. Patiala: Bawa Publishers.
- Das, R.C. (1992). *Educational Technology: A basic text*. New Delhi: Sterling Publishers.
- Joyce, B. et al. (1992). *Models of teaching*. New Delhi: Prentice Hall of India.
- Lachs, Viva (2000). *Making multimedia in the classroom – A teacher's guide*. London: Routledge.
- Mohanty, Laxman and Vora, Neeharika (2008). *ICT Strategies for schools – A guide for school administrators*. New Delhi: Sage.
- Mohit, K. (2003). *Design and implementation of Web-enabled teaching tools*. London: IRM Press.
- Mukhopadhyay, M. (1990). *Educational Technology-Challenging issues*. New Delhi: Sterling Publishers.
- Nachimuthu, K. (2012). Need of e-content developments in education. *Education Today, An International Journal of Education & Humanities*, 3 (2), 72-80.
- Pelgrum, W.J. and Law, L. (2003). *ICT in education around the World-Trends, problems and prospect*. Paris: UNESCO.
- Rana, S. (1994). *Open learning in India*. New Delhi: Commonwealth Publishers.
- Roa, V. (1991). *Educational Technology*. New Delhi: Himalayan Publishing House.
- Rosemary, Papa (2010). *Technology leadership for school improvement*. New Delhi: Sage.
- Sampath, K. et al. (1990). *Educational Technology*. New Delhi: Sterling Publishers.
- Semenov, Alexy (2005). *Information and communication technology of teaching*. Meerut: Lyal Book Depot.
- Sharma, R.A. (2010). *Advanced educational technology*. Meerut: Loyal Book Depot.
- Smit, Patricia and Ragan, Tillman, J. (1999). *Instructional design*. New York: John Wiley and Sons.

## (GROUP-IV: ELEMENTARY EDUCATION)

### EDUCATION FOR SPECIAL CHILDREN

Course Code : MED-410  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *understand the concept of visual impairment.*
- *understand the concept of hearing impairment.*
- *understand the concept of autism.*
- *identify the children with visual and hearing impairment.*
- *identify the afflicted with autism.*
- *familiarise with the concept of mental retardation or intellectual disability.*

#### B. SYLLABUS

##### UNIT-1

##### Hearing Impairment

- 1.1. Hearing Impairment: Definition, characteristics, Identification, causes
- 1.2. Prevention and educational provisions for hearing impaired children
- 1.3. Curriculum adaptation and role of teacher for causes and problems for educating children with hearing impairment.

##### UNIT-2

##### Visual Impairment

- 2.1. Visual Impairment: Definition, Characteristics, causes, prevention and problems, identification
- 2.2. Prevention, educational provisions and role of technology in education and mobility
- 2.3. Curriculum adaptation and role of teacher for educating children with visual impairment

##### UNIT-3

##### Intellectual and Learning Disability

- 3.1. Intellectual and Learning Disability/ Mental Retardation: Definition, characteristics, causes and classification, Identification
- 3.2. Prevention and educational provisions for children having intellectual disability
- 3.3. Curriculum adaptation and role of teacher for educating children with mental retardation/intellectual disability

## UNIT-4

### Speech Impairment and Autism

- 4.1. Speech Impairment: Definition, classification, causes
- 4.2. Autism: Concept, definition, identification and educational provision
- 4.3. Curriculum adaptation and role of teacher for educating children with speech impairment and autism

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Preparation of a case study in any area of disability with short term and long term plan
- Preparation of a report on visit to a special school
- Presentation of a seminar on autistic children
- Presentation of a seminar on curriculum adaptations for educating children with intellectual disability
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |   |                 |
|-----------------------------|---|-----------------|
| 1. External Examination     | : | <b>60 Marks</b> |
| 2. Internal Assessment:     | : | <b>40 Marks</b> |
| (a) Mid-term Examination(s) | : | 20 Marks        |
| (b) Seminar/Assignment      | : | 15 Marks        |
| (c) Attendance*             | : | 05 Marks        |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.



- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### **F. SUGGESTED READINGS**

- Mani, M.N.G. (2000). *Inclusive education in Indian context*. Coimbatore: Sri Ramakrishna Mission Vishvavidyalaya.
- Man, K. and Hailahan, M.T. (1992). *Exceptional children: Introduction to special education*. New Jersey: Prentice Hall.
- Nirman, P. (2007). *Encyclopedia of special education*. New Delhi: Anmol Publication.
- Narayanaswamy, S. and Kansara, J. (2006). *Family, community and hearing child*. New Delhi: Kanishka Publishers.
- Orlansky, W.D. (1992). *Exceptional children: A inventory survey of special education*. New York: Macmillan.
- Reddy, G.L. (2004). *Hearing impairment: An educational consideration*. New Delhi: Discovery Publishing House.
- Venkatesan, S. (2003). *Children with developmental disabilities: A training guide for parents, teachers and care givers*. New Delhi: Sage Publications.

## (GROUP-IV: ELEMENTARY EDUCATION)

### CONCEPTUAL FOUNDATIONS OF INCLUSIVE EDUCATION

Course Code : MED-411  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *understand the conceptual foundations of inclusive education*
- *examine the policy perspectives of inclusive education*
- *develop a critical perspective on education as a process for inclusive education*

#### B. SYLLABUS

##### UNIT-1

##### Conceptual Foundations of Inclusion

- 1.1. A brief history of discrimination and inclusion
- 1.2. The philosophical and sociological background of inclusion
- 1.3. Evolving the concept of inclusion

##### UNIT-2

##### Policy Perspective

- 2.1. Theoretical basis of policy formulation process
- 2.2. Influence of societal contexts and development agenda and policy formulation in inclusive education
- 2.3. Policies and legislations associated with education of all children

##### UNIT-3

##### Inclusive Education

- 3.1. Evolving concepts of disability
- 3.2. History and experience of Diverse Groups: Negotiating attitudes, dispelling biases stereotypes
- 3.3. Challenges of intergroup contact in school; school education from segregation to inclusion

##### UNIT-4

##### Research Trends in Inclusive Education

- 4.1. Conceptualising disability studies in an inclusive framework and Paradigms that shape research in inclusion
- 4.2. Methodological debates and challenges
- 4.3. Critical analysis of research trends in inclusive education

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Analysis of selected Policy Documents related to elementary education in India
- Multiple issues associated with inclusion and inclusive education in our country
- Inequality of opportunities, economic and social consequences of gender inequality at elementary level of education
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 60 Marks |
| 2. Internal Assessment:     | : 40 Marks |
| (a) Mid-term Examination(s) | : 20 Marks |
| (b) Seminar/Assignment      | : 15 Marks |
| (c) Attendance*             | : 05 Marks |

**\*Distribution of Marks for attendance**

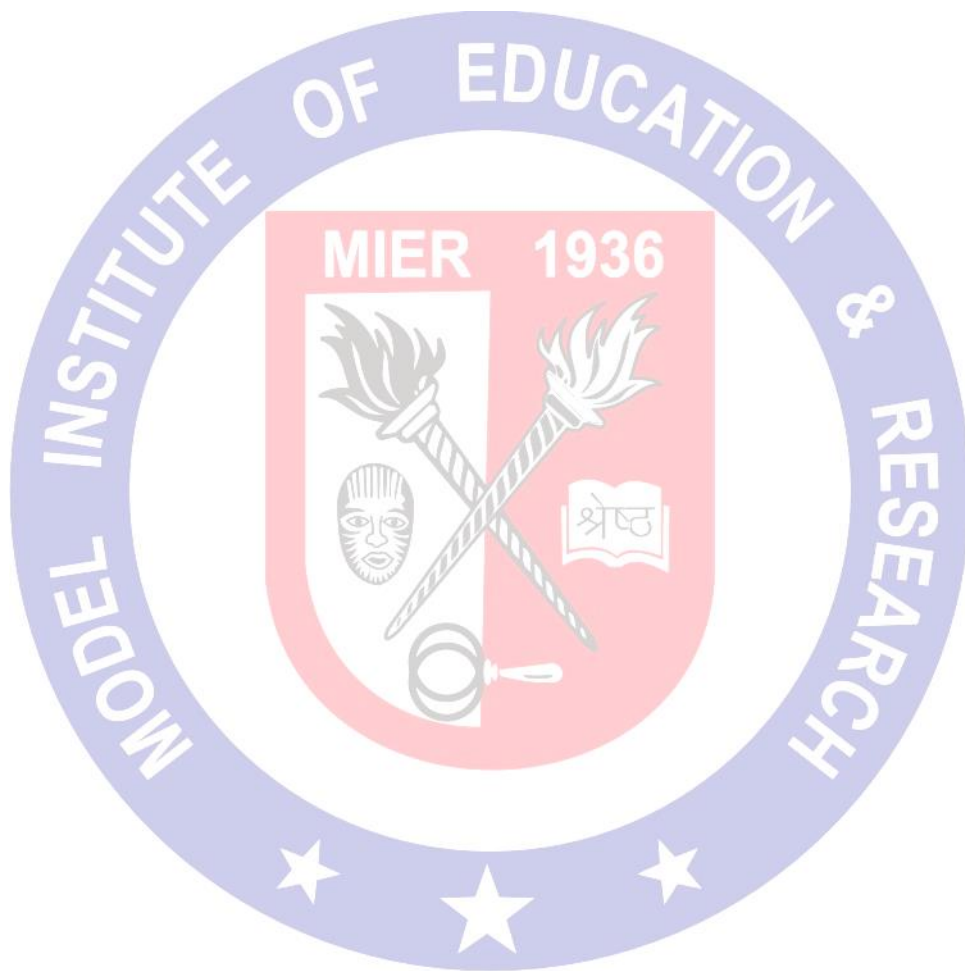
S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

## F. SUGGESTED READINGS

- Dale, N. (2000). *Working with families of Children and practice*. London: Routledge.
- Premchander, S., Sudan, K. and Reid, Peter, P. (eds.) (2009). *Finding pathways: Social inclusion in rural development*. Bangalore: Books for Change.
- Epstein, C. (1984). *Special children in regular classrooms.i* Virginia: Reston Publishing Company.





## (GROUP-IV: ELEMENTARY EDUCATION)

### CURRICULUM PLANNING AND ORGANISATION OF INCLUSIVE EDUCATION

Course Code : MED-412  
Credits : 04

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

#### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *understanding the issues and challenges associated with curriculum planning*
- *understand the basic tenets of inclusive education*
- *critically analyse the key principles of inclusive education*
- *explain the significance of inter-linkages between various domains of curriculum at elementary level*
- *understand the interrelationship among students, their families, the communities and school*

#### B. SYLLABUS

##### UNIT-1

##### Basic Tenets of Inclusive Education

- 1.1. Changing Practices in Education of Children with Disabilities: Segregation, Integration and Inclusion
- 1.2. Diversity in Classrooms: learning styles, linguistics and social cultural multiplicity
- 1.3. Key principles of Inclusive Education: Access, equity, relevance, participation and empowerment

##### UNIT-2

##### Curriculum Planning

- 2.1. Curriculum: Concept, Principles and Steps in developing Curriculum
- 2.2. Challenges of developing Curriculum for inclusive education
- 2.3. Approaches: Child Centred, activity Centred, ecological approach

##### UNIT-3

##### Curriculum Transaction in an Inclusive Set-up/Supports and collaborations for IE

- 3.1. Teaching Strategies: Task Analysis, Chaining, Shaping, Modelling, Prompting, Fading and Reinforcement
- 3.2. Multi-sensory Approaches – Montessorie Method, VAKT Method, Orton-Gillingham Method
- 3.3. Play way Method: Concept and its role in teaching-learning process for CWSN at elementary level

## UNIT-4

### Innovations in Inclusive Education

- 4.1. Assistive and Adaptive Technology for Diverse Learners: Product (Aids and appliances) and Process (Individualised Educational Plan, IEP, Remedial Teaching)
- 4.2. Therapeutic Interventions: Need and scope; Use of Information and Communication Technology (ICT) in inclusive classroom
- 4.3. Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multi-level tutoring in the context of constructivism

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Review of the literature related to education of children with diverse needs
- Presentation of a seminar on Assessment of curricular and co-curricular acts of a particular special school
- Presentation of a seminar on 'Diversity in Classrooms-socio-cultural multiplicity'
- Participation in a panel discussion on 'Access, equity and relevance in inclusive set-up'
- Any other approved activity of relevance

### D. EVALUATION

The distribution of marks for the course is as under:

1. External Examination	: 60 Marks
2. Internal Assessment:	: 40 Marks
(a) Mid-term Examination(s)	: 20 Marks
(b) Seminar/Assignment	: 15 Marks
(c) Attendance*	: 05 Marks

#### \*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	05
02.	90 – 94%	04
03.	85 – 89%	03
04.	80 – 84%	02

#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 09 questions. **Questions No. 1 shall be compulsory** comprising **four parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words. The compulsory question shall have a weightage of 12 marks.
- The rest of **eight questions** shall be **Essay Type/Long-Answer Type (2 questions are to be set from each of the four units)** drawn from the entire syllabus. A student shall attempt any **FOUR QUESTIONS** selecting atleast **ONE QUESTION** from **EACH UNIT**.
- In all a student shall attempt **FIVE QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 12 marks**.
- **Maximum marks for the Question Paper shall be 60.**
- **Minimum pass marks shall be 24 (40%).**
- **Duration of the examination shall be 3 Hours.**

#### F. SUGGESTED READINGS

- Adrani, Lal and Chadha, Anupriya (2003). *You and your special child*. New Delhi: UBS.
- Felcity, Armstrong and Moore, Michele (2004). *Action research for inclusive education*. London: Routledge.
- Giuiani, G.A. and Pierangelo, R. (2007). Understanding, developing and writing IEPs. Corwin Press: Sage Publisher.
- Gore, M.C. (2004). Successful inclusion strategies for Secondary and Middle School Teachers, Crowin Press: Sage Publications.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special needs from Segregation to Inclusion, Corwin Press: Sage Publications.
- Loreman, Deppler et al. (2000). *Inclusive education*. Sydney: Allwen and Unwin.
- Mehra, Vandana (2004). *Educational technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. and Berwal, Sandeep (2011). *Essentials of educational technology*. Patiala: Twenty First Century Publications.



**Optional**



# WOMEN STUDIES

Course Code : MED-425(A)  
Credits : 02

Maximum Marks : 50  
External Marks : 30  
Internal Marks : 20

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- understand the need for women's studies as an academic discipline
- understand the implications of gender perspectives on women
- develop awareness regarding the various perspectives on developmental initiatives adopted in India and abroad
- acquire knowledge about feminism and women entrepreneurs

## B. SYLLABUS

### UNIT-1

#### Concepts of Women studies and gender

- 1.1. Women studies: Concept, need, scope as an academic discipline
- 1.2. Gender Concepts: Patriarchy, sex and gender, gender roles, gender discrimination, gender sensitivity, gender equality, implications of gender perspectives on women development and women education

### UNIT-2

#### Feminism and Women Development

- 2.1. Feminism: Concept, challenges, brief overview of Indian feminism with reference to family caste, class culture, religion and social system, relevance of feminism in the global context
- 2.2. Women's Development and International: International Women's Decade; Millennium Developmental Goals; Rights of Indian women – Political, family and property rights; Education of disadvantaged women

### UNIT-3

#### Entrepreneurship

- 3.1. Entrepreneurship: Concept and significance; Entrepreneurial traits factors contributing to women entrepreneurship
- 3.2. Strategies for women entrepreneurship development; Women Entrepreneurship in education; challenges at work (personal, social, economic, political)

## C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Report Writing on Gender perspectives

- Role model case study of a woman entrepreneur
- Conduct of a survey for the identification of problems and challenges of working women
- Any other approved activity of relevance

#### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 30 Marks |
| 2. Internal Assessment:     | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment      | : 07 Marks |
| (c) Attendance*             | : 03 Marks |

#### \*Distribution of Marks for attendance

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

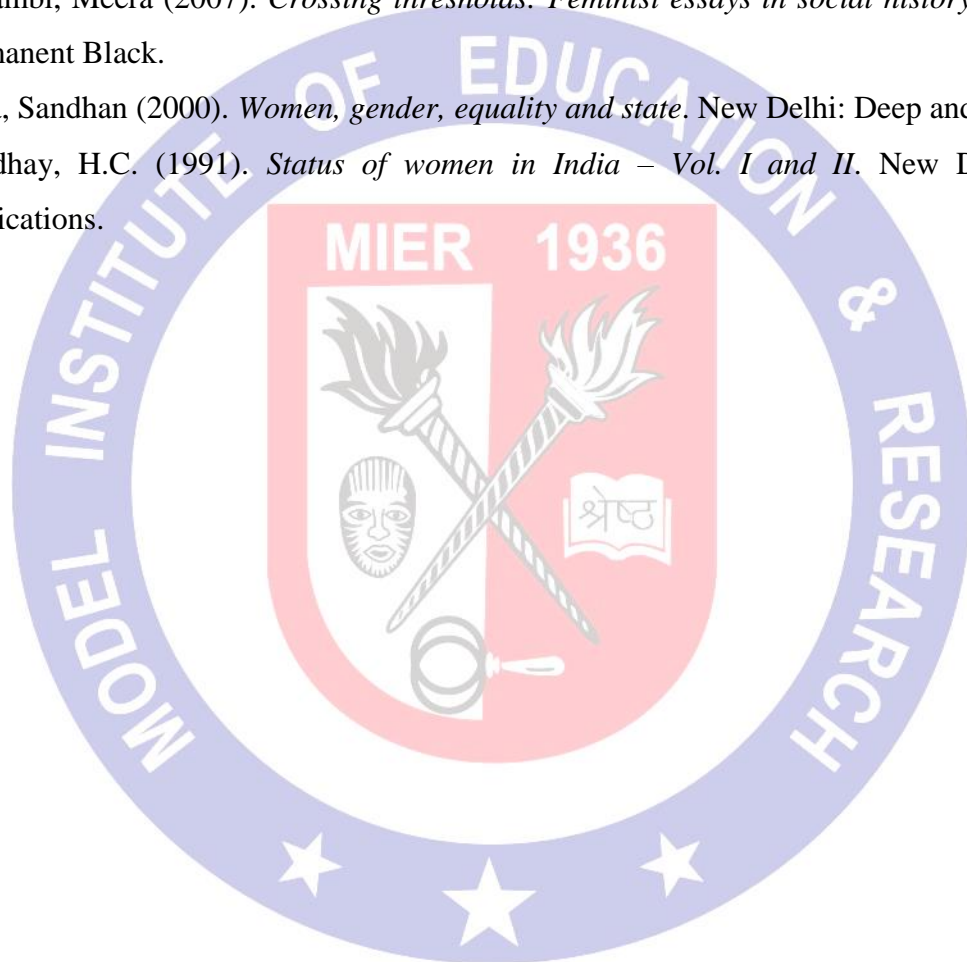
#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

#### F. SUGGESTED READINGS

- Agnes, Flavia (2003). *Feminist jurisprudence: Contemporary concerns*. Mumbai: Majlis.

- Chaudhary, Maitrayee (Ed.) (2004). *Feminism in India – Issues in contemporary Indian feminism*. New Delhi: Literacy Trust.
- Chowdary, Paul (1992). *Women welfare and development*. New Delhi: Inter India Publications.
- Ghosh, S.K. (1989). *Indian women through ages*. New Delhi: Ashish Publishing House.
- Goel, Aruna (2004). *Violence and protective measures for women development and empowerment*. New Delhi: Deep and Deep.
- Government of India (1974). *Towards equality report of the committee on the status of women*. New Delhi: Ministry of social welfare.
- Kosambi, Meera (2007). *Crossing thresholds: Feminist essays in social history*. New Delhi: Permanent Black.
- Arya, Sandhan (2000). *Women, gender, equality and state*. New Delhi: Deep and Deep.
- Upadhyay, H.C. (1991). *Status of women in India – Vol. I and II*. New Delhi: Anmol Publications.



# QUALITY IN EDUCATION

Course Code : MED-425(B)  
Credits : 02

Maximum Marks : 50  
External Marks : 30  
Internal Marks : 20

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- comprehend the meaning and concepts related to quality in education
- understand the importance of Total Quality Management and the required competency
- understand the concept of leadership and importance of Team Building for Quality Institutions
- develop understanding of Educational Quality Management Systems.

## B. SYLLABUS

### UNIT-1

#### Quality Aspects of Education

- 1.1. Quality: Concept and evolution, dimensions and characteristics of quality; Quality in Education: Meaning, Indian, International perspectives of quality in education
- 1.2. Quality Experts: Watte Shewart, Philip Crossby, C.K. Prahlad and Subir Chowdhari

### UNIT-2

#### Quality Management in Education

- 2.1. Total Quality Management (TQM): Concept, need and importance
- 2.2. Strategies for Human Resource Management for TQM: Commitment-confidence–competence triangle, can do- will do matrix

### UNIT-3

#### Leadership and Team Building for Quality Institutions

- 3.1. Leadership: Meaning, characteristics, leader and manager, effective and successful leaders, transformational leaders, transactional
- 3.2. Strategic Planning: Identifying the mission, creating a vision, generating quality culture, establishing goals and objectives, Internal Quality Assurance Cells, School Quality Assessment and Accreditation for CBSE schools

## C. SESSIONAL WORK

The students may undertake any one of the following activities:

- International perspectives of quality in education
- Concept, need and importance of Total Quality Management (TQM)
- Qualities of effective and successful leaders



- Any other approved activity of relevance

## D. EVALUATION

The distribution of marks for the course is as under:

1. External Examination	: 30 Marks
2. Internal Assessment:	: 20 Marks
(a) Mid-term Examination(s)	: 10 Marks
(b) Seminar/Assignment	: 07 Marks
(c) Attendance*	: 03 Marks

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

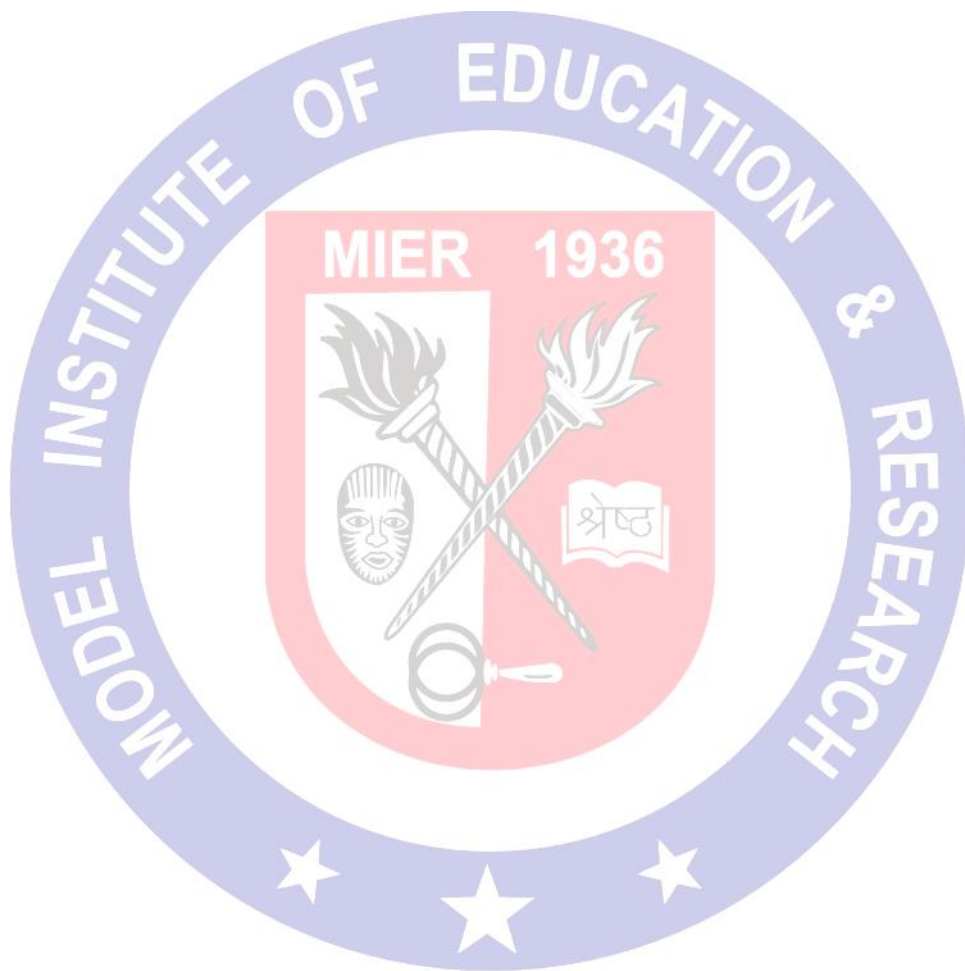
## E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. 1 is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from each unit
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

## F. SUGGESTED READINGS:

- Arcaro, J. (1997). *Quality in education: An implementation handbook*. New Delhi: Vanity Books.
- Basterfield, D et al. (2010). *Total quality management*. New Delhi: Prentice Hall of India.
- Bush, T. (ed.) (2003). *The principles and practice of educational management*. New Delhi: Sage Publications.

- Lewis, R. and Smith, D.C. (1998). *Total quality in higher education*. New Delhi: NUEPA.
- Mukhopadhaya, M.C. (2000). *Total quality in education*. New Delhi: NUEPA.
- Pathan, S. (2005). *Quality improvement programme in higher education*. Bhopal: Intellectual Book Bureau.
- Stella, A. (2001). *Quality assessment in Indian higher education: Issues of impact and future perspectives*. New Delhi: Allied Publishers.
- Stella, A. and Gnanam, A. (2003). *Foundations of external quality assurance in Indian higher education*. New Delhi: Concept Publishing Co.



# VALUES AND HUMAN RIGHTS

Course Code : MED-425 (C)  
Credits : 02

Maximum Marks : 50  
External Marks : 30  
Internal Marks : 20

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *understand the need and importance of value education*
- *understand the nature of values in Indian context*
- *become familiar with the human rights in the field of education*
- *understand the philosophical basis of human rights*

## B. SYLLABUS

### UNIT-1

- 1.1. Values : Concept and classification of values, need and importance of value education
- 1.2. Moral learning : Concept and need, moral learning outside the school – child rearing practices and moral learning, co-society and moral learning, media and moral learning

### UNIT-2

- 2.1. Models of Moral Education: Rationale building model, Consideration model and Value classification model
- 2.2. Models of moral education: Social action model and Just community intervention model

### UNIT-3

- 3.1. Our rights enshrined in the Indian Constitution, types of rights – civil, political, economic, social and cultural rights, Child rights in India and their protection : Provision in schools, teacher preparation for protecting human rights
- 3.2. Human rights and education : Need, importance and recommendations of various National and International Bodies

## C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Participation in a panel discussion on the topic ‘Models of moral education’
- Powerpoint Presentation on ‘Our rights enshrined in the Indian Constitution’
- Participation in a debate on the topic child rights in India are not protected
- Any other approved activity of relevance

## D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 30 Marks |
| 2. Internal Assessment:     | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment      | : 07 Marks |
| (c) Attendance*             | : 03 Marks |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

**E. NOTE FOR PAPER SETTER**

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts (Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words
- **The compulsory question shall have a weightage of 9 marks**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**
- In all a student shall attempt **FOUR QUESTIONS**
- Length of each answer shall be between 400-600 words
- Each **Essay Type/Long Answer Type Question** shall have a **weightage of 07 marks**
- **Maximum marks for the Question Paper shall be 30**
- **Minimum pass marks shall be 12 (40%)**
- **Duration of the examination shall be 2 Hours**

**F. SUGGESTED READINGS**

- Dhokalia, R.P. (2001). *External human values and world religion*. New Delhi: NCERT.
- Josta, Hari Ram (1999). *Spiritual values and education*. Ambala: Associated Publishers.
- Mohanty, J. (2005). *Teaching of human rights: New trends and innovations*. New Delhi: Deep and Deep Publications.
- Symonides, J. (2002). *Human rights: Concept and standards*. Jaipur: Rawat Publications.
- Panday, V.C. (2005). *Value education and education for human rights*. New Delhi: Isha Books.



## ADVANCED STATISTICS IN EDUCATION

Course Code : MED-425 (D)  
Credits : 02

Maximum Marks : 50  
External Marks : 30  
Internal Marks : 20

### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- understand the concept of partial correlation
- develop proficiency in computing partial correlation upto second order
- understand concept of biserial and point biserial correlation and their computation
- understand the concept of Analysis of Variance
- develop profeciency in the computation of two-way Analysis of Variance (with equal N)

### B. SYLLABUS

#### UNIT-1

##### Methods of Correlation

- 1.1. Partial Correlation: concept and computation of 1<sup>st</sup> Order Partial correlation
- 1.2. Biserial Correlation: concept and computation

#### UNIT-2

##### Methods of Correlation

- 2.1. Point biserial correlation: concept and computation
- 2.2. Phi-Coefficient: concept and computation

#### UNIT-3

##### Parametric Tests

- 3.1. Regression Equations: Concept of regression, Framing regression equations (involving two variables), standard error of estimate
- 3.2. Analysis of Variance: Concept, uses, assumptions and computation of two-way classification with equal number of cases

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Computation of Biserial Correlation
- Computation of Point Biserial Correlation
- Computation of Two-Way ANOVA
- Any other approved activity of relevance

## D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 30 Marks |
| 2. Internal Assessment:     | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment      | : 07 Marks |
| (c) Attendance*             | : 03 Marks |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

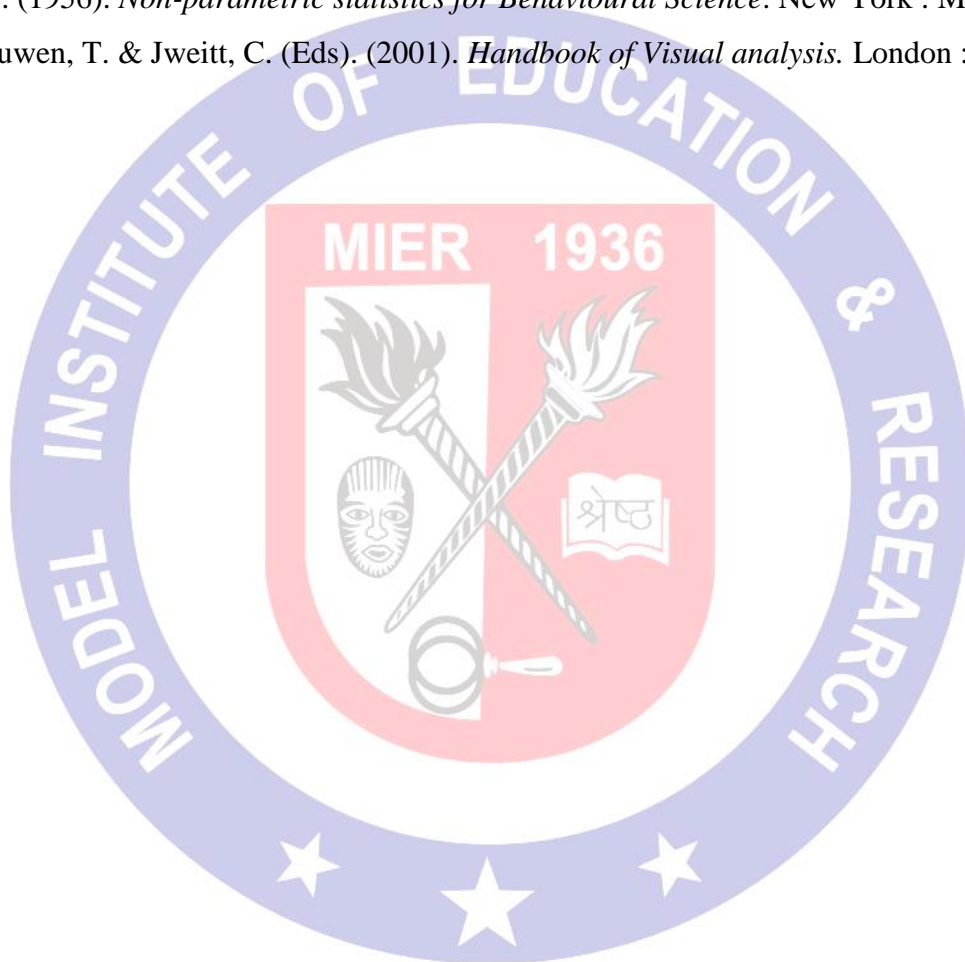
## E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts(Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type(2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

## F. SUGGESTED READINGS:

- Cononver, W.J. (1971). *Practical non-parametric statistics*. New York : John Wiley & Sons.
- Ferguson, G. (1981). *A Statistical analysis in psychology and education*. New York : McGraw Hill.
- Garrett, H.E. (2008). *Statistics in Psychology and Education*. New Delhi :Surjeet Publications.
- Gibbons, G.V. & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3<sup>rd</sup> edition). Boston :Allyn& Bacon.
- Guilford, J.P. (2010) *Psychometric Methods*. New Delhi :Surjeet Publications.
- Henry, G.T. (1995). *Graphing data : Techniques for display and analysis*. California :Sage.

- Howell, D.C. (1977). *Statistical methods for psychology*. Belmont. California : Duxbury Press.
- Huck, S.W. (2007). *Reading statistics and research*. Boston : Allyn& Bacon.
- Koul, Lokesh (2011). *Methodology of educational research*. New Delhi :Vikas Publishing House.
- Miles, M.B. & Huberman, A.M. (1994). *Qualitative data analysis : An expanded sourcebook*. California : Sage.
- Popham and Sirohic (1993). *Educational statistics :Use and interpretation*. New York : Harper and Row.
- Prakash, P. (2010). *Measurement in education and psychology*. New Delhi :Kanishk Publishers.
- Siegal, S. (1956). *Non-parametric statistics for Behavioural Science*. New York : McGraw Hill.
- Van Leeuwen, T. & Jweitt, C. (Eds). (2001). *Handbook of Visual analysis*. London : Sage.



# LIFE SKILLS EDUCATION

Course Code : MED-425 (E)  
Credits : 02

Maximum Marks : 50  
External Marks : 30  
Internal Marks : 20

## A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- *understand the theoretical foundations of life skills education*
- *develop life skills to deal with various situations in life*
- *develop as professionals in life skills education*
- *identify role of life skills for positive change and well being*

## B. SYLLABUS

### UNIT-1

- 1.1. Life skills: Concept, need and importance of life skills for human beings, difference among life skills, livelihood skills and survival skills; Life skills education: Concept, need and importance of life skills education for teachers
- 1.2. Genesis of the concept of life skills:
  - UN Inter - Agency meeting
  - Hamburg declaration
  - Quality education and life skills : Dakar Framework
  - Life skills education in the Indian context

### UNIT-2

#### 2.1. Social and Negotiation skills:

- Self-awareness (Definition, types of self, self-concept, body image, self-esteem, techniques used for self-awareness – Johari Windows, SWOT analysis)
- Sympathy, empathy and altruism
- Effective communication (Definition, functions, models and barriers)
- Interpersonal relationship (Definition, factors affecting relationships)

#### 2.2. Coping skills:

- Coping with emotions (Definition, characteristics, types and coping strategies)
- Coping with stress (Definition, stressors, source of stress and coping strategies)
- Synchronization of thinking, social and coping skills



### UNIT-3

- 3.1.** Our rights enshrined in the Indian Constitution, types of rights – civil, political, economic, social and cultural rights, Child rights in India and their protection : Provision in schools, teacher preparation for protecting human rights
- 3.2.** Human rights and education : Need, importance and recommendations of various National and International Bodies

#### C Sessional Work

**The students may undertake any one of the following activities:**

1. Analysis of life skills approach in school curriculum at secondary level
2. Participation in seminar on life skills on any one of the following topics:
  - Recommendations of United Nations Inter Agency Meeting (1998)
  - Recommendation of 'Dakar Framework (2000)' on 'Quality Education and life skills'
  - Models of communication
  - Factors affecting human relationships and their impact on personality
  - Any other approved activity of relevance

#### D. EVALUATION

**The distribution of marks for the course is as under:**

- |                             |                   |
|-----------------------------|-------------------|
| 1. External Examination     | : <b>30 Marks</b> |
| 2. Internal Assessment:     | : <b>20 Marks</b> |
| (a) Mid-term Examination(s) | : 10 Marks        |
| (b) Seminar/Assignment      | : 07 Marks        |
| (c) Attendance*             | : 03 Marks        |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts (Short-Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**

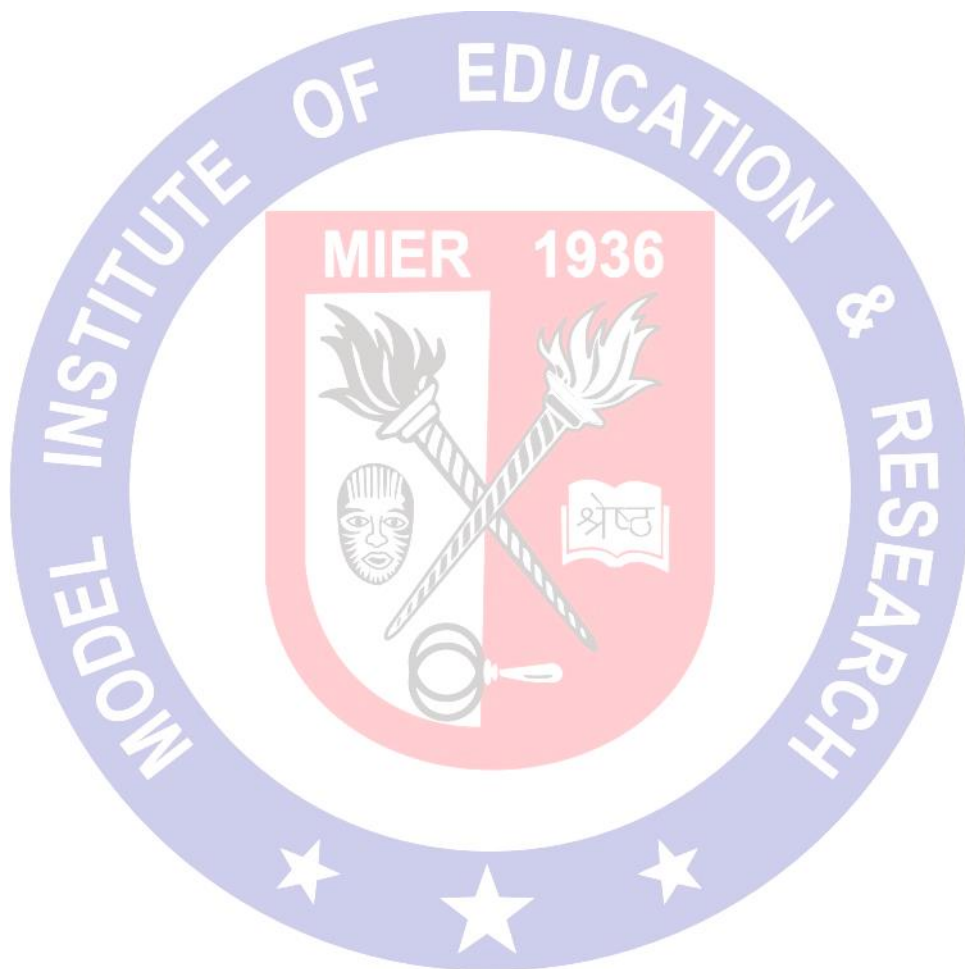
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30**.
- **Minimum pass marks shall be 12 (40%)**.
- **Duration of the examination shall be 2 Hours**.

#### F. SUGGESTED READINGS

- Dakar Framework for Action (2000). *Education for all : Meeting our collective commitments*. Dakar Senegal.
- Debra, McGregor (2007). *Developing thinking : Developing learning – A guide to thinking skills in education*. New York : Open University Press.
- Delors, Jacques (1997). *Learning : The treasure within, Report to UNESCO of the International Commission on Education for the Twenty First Century*. Paris : UNESCO Publishing Press.
- Fieldman, Robert S. (2009). *Essentials of understanding psychology*. New Delhi : Tata McGraw Hill.
- Hurlock, Elizabeth B. (2007). *Personality development*. New Delhi : Tata McGraw Hill.
- Krish, Steven J. et al. (2013). *Psychology for living: Education, adjustment, growth and behavior today*. New Delhi : Pearson.
- Kumar, Keval J.C. (2008). *Mass Communication in India*. New Delhi : JAICO Publications.
- McCowan, Tristan and Unterhalter, Elaine (Eds). (2015). *Education and international development : An introduction*. New Delhi : Bloomsbury.
- Nair, Rajasenan V. (2010). *Life skills, personality and leadership*. Tamil Nadu : Rajiv Gandhi National Institute of Youth Development.
- Prakash, B. (Ed.) (2003). *Adolescence and life skills : Commonwealth youth programme*. New Delhi : Tata McGraw Hill.
- Rao, P.L. (2008). *Enriching, human capital through training and development*. New Delhi : Excel Books.
- Robert, Mai and Kakerson, Allen (2007). *The leader as a communicator*. New Delhi : Prentice Hall of India.
- Salkind, Neil J. (2004). *An introduction to theories of human development*. New Delhi : Sage.
- Santrock, John W. (2006). *Educational psychology*. New Delhi : Tata McGraw Hill.
- Santrock, John W. (2007). *Adolescence*. New Delhi : Tata McGraw Hill.
- Stella, Cottrell (2005). *Critical thinking skills : Developing effective analysis and argument*. New

York : Palgrave Macmillan.

- UNESCO (1997). *Adult education : The Hamburg declaration*. Paris : UNESCO Publishing Press.
- UNESCO (2005). *Quality education and life skills : Dakar goals*. Paris : UNESCO Publishing Press.
- Verma, M.L. (2010). *Youth and revolutionary upsurge*. New Delhi :Sarup Publishers.
- WHO (1999). *Partners in life skills education : Conclusions from United Nations Inter-Agency Meeting*. Geneva : World Health Organisation.



## EDUCATIONAL PLANNING

Course Code : MED-425 (F)  
Credits : 02

Maximum Marks : 100  
External Marks : 60  
Internal Marks : 40

### A. OBJECTIVES

After completing the course the prospective teacher educators will be able to:

- develop an understanding of concepts, types and approaches to educational planning
- critically analyse the factors of effective educational planning at different levels of education
- gain an insight into the educational planning at different levels of education in India

### B. SYLLABUS

#### UNIT-I

##### Concept, Need and Process of Educational Planning

- 1.1. Educational Planning: Concept, nature, need, importance and scope
- 1.2. Theoretical foundations of educational planning and types of educational planning

#### UNIT-II

##### Strategic Educational Planning for Secondary Education

- 2.1. Strategic Planning in Education: Concept and methodology of strategic planning at different levels of Education in India
- 2.2. Identification of developmental issues and priorities; Setting Plan targets and estimation of financial and human resource requirements

#### UNIT-III

##### Preparation of district and local-level education development plans

- 3.1. Educational Planning in India: Decentralization of educational planning in India, legal provisions and institutional framework
- 3.2. Techniques of preparing local-level education development plans (school mapping, micro-planning and school improvement planning and formulating district education development plans and institutional development plans and appraisal of education development plans

### C. SESSIONAL WORK

The students may undertake any one of the following activities:

- Review the institution plan developed by a secondary school
- Critical review of last two five-year plans to identify the paradigm shift for secondary education in India



- Develop a school-map for a school and critically review the location of the school in view of access of the habitations
- Writing abstracts of atleast five researches in educational planning administration
- Any other approved activity of relevance

#### D. EVALUATION

The distribution of marks for the course is as under:

- |                             |            |
|-----------------------------|------------|
| 1. External Examination     | : 30 Marks |
| 2. Internal Assessment:     | : 20 Marks |
| (a) Mid-term Examination(s) | : 10 Marks |
| (b) Seminar/Assignment      | : 07 Marks |
| (c) Attendance*             | : 03 Marks |

**\*Distribution of Marks for attendance**

S. No.	Percentage	Maximum Marks
01.	95% and above	03
02.	90 – 94%	02
03.	85 – 89%	1.0
04.	80 – 84%	0.5

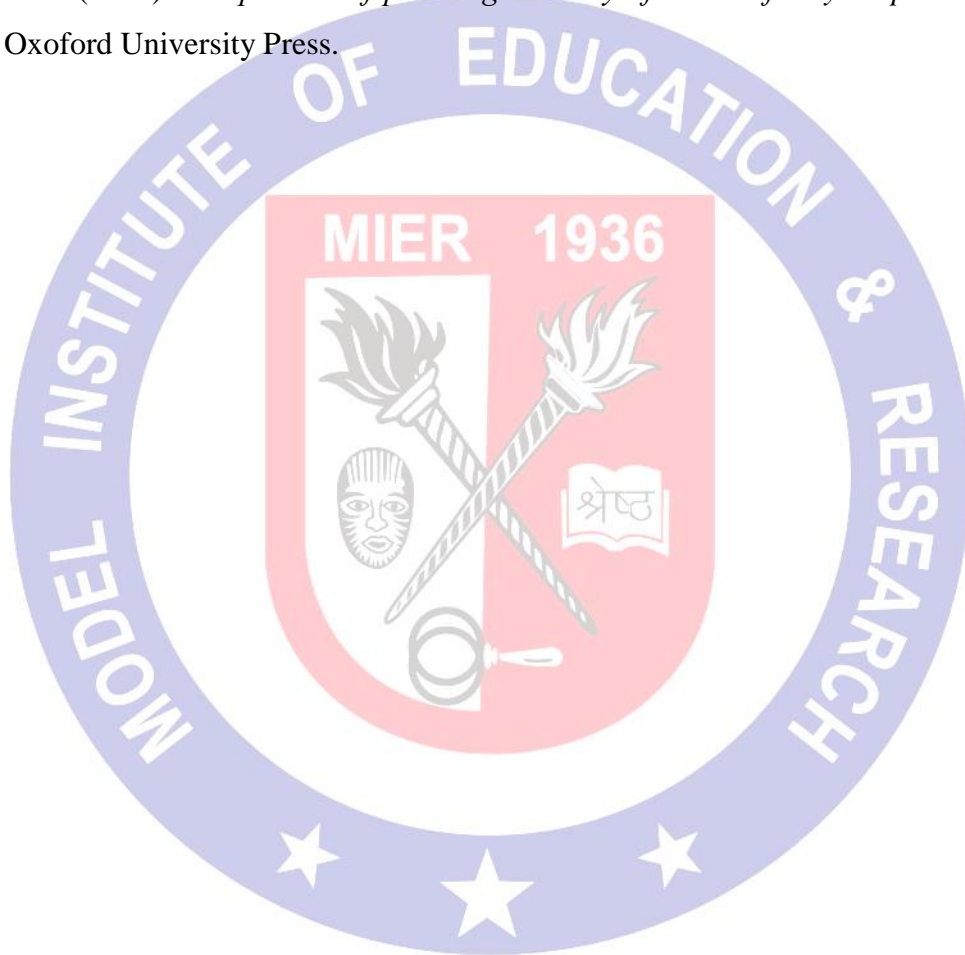
#### E. NOTE FOR PAPER SETTER

- The Question Paper shall have 07 questions. **Questions No. I is COMPULSORY** comprising **three parts (Short Answer Type)** spread over the entire syllabus. Each part is to be answered in 50-75 words.
- **The compulsory question shall have a weightage of 9 marks.**
- The rest of **six questions** shall be **Essay Type/Long Answer Type (2 questions are to be set from each of the three units)** drawn from the entire syllabus. A student shall attempt any **THREE QUESTIONS** selecting atleast **ONE QUESTION** from **each unit**.
- In all a student shall attempt **FOUR QUESTIONS**.
- Length of each answer shall be between 400-600 words.
- Each **Essay Type/Long-Answer Type Question** shall have a **weightage of 07 marks**.
- **Maximum marks for the Question Paper shall be 30.**
- **Minimum pass marks shall be 12 (40%).**
- **Duration of the examination shall be 2 Hours.**

#### F. SUGGESTED READINGS

- Blang, M. (1968). *Economics of education: Selected readings*. Oxford: Pergaman.

- Tilak, J.B.G. (1987). *The economics of inequality in education*. New Delhi: Sage Publications.
- Tilak, J.B.G. (1992). *Education planning at grassroots*. New Delhi: Ashish Publications.
- Tilak, J.B.G. (1994). *Education for development in Asia*. New Delhi: Sage Publications.
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## DISSERTATION

**Course Code : MED-426**  
**Credits : 04**

**Maximum Marks : 100**  
**Evaluation of Dissertation : 75**  
**Presentation of PPT : 05**  
**Viva-Voce : 20**

Each student shall submit the dissertation along with a CD and Research Perspectives before the commencement of preparatory Holidays of Semester-IV. The dissertation has to be duly signed by the respective supervisors.

The evaluation of the dissertation shall be done by an external examiner and the research supervisor.

The evaluation of the dissertation shall be based on the quality of the research work and the viva-voce examinations shall be conducted after the power point presentation of the research work done by the student-teacher.

