

FACULTY OF EDUCATION Himachal Pradesh University



Scheme of Studies and Syllabus for Two Years M.Ed. Programme

(Under Semester System)

(Choice-Based Credit System with effect from Academic Session

2022-23) (Subject to change from time to time)

NOTE: Himachal Pradesh University reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary. The institutions of Education are required to strictly follow the syllabi prescribed by the University. No deviation is permissible.

General objectives:

The curriculum is designed to achieve the following general objectives of M.Ed Programme.

1. To acquire the core competence and knowledge related to teacher education
2. To have a coherent perspective i.e. Socio-historical, political, economical, philosophical and technological.
3. To develop skills related to independent study of literature, research, academic writing, professional communication and team work.
4. To develop a deep and critical awareness of professional ethics.
5. To deepen their knowledge and understanding of education, specialize in selected areas and develop research capacities.
6. To undertake research work in the area of Education independently.
7. To understand the central concepts, tools of inquiry and structures of the disciplines so as to create learning experiences that make the aspects of subject matter meaningful.
8. To generate awareness and understanding of some specialized areas of education and human development.
9. To develop critical thinking among students pertaining to issues related to education.
10. To develop national and international perspectives about educational theory and practice.
11. To enable the learners to visualize the inter-linkages and dependency among different educational systems.
12. To develop ability to understand human behaviour, personality and capabilities to apply the knowledge and understanding to guide the learners to learn efficiently and effectively.
13. To understand how children learn and develop, how they differ in their approaches to learning and create learning opportunities that are adapted to diverse learners and learning contexts.
14. To develop managerial and administrative capabilities and skills to manage educational institutions effectively.
15. To understand formal and informal assessment strategies to evaluate the performance of the students.
16. To impart a working knowledge of ICTs and their applications in formal and non-formal systems of education.
17. To impart knowledge and understanding of the process of educational research and skill in conducting research in specialized areas of education.

Duration:

The M.Ed. programme shall be of duration of two years (spread over four semesters) including field attachment and research dissertation. Candidates shall be permitted to complete the programme requirements of the two-year programme within a maximum period as per H.P. University norms.

There shall be at least hundred (100) working days per semester exclusive of the period of admission and inclusive of classroom transaction, practicum, co/extra co-curricular activities, field study and conduct of examination.

The minimum attendance of candidates shall be 80% for theory Courses and Practicum, and 90% for field attachment.

ELIGIBILITY CRITERIA FOR ADMISSION

Eligibility and Procedure of Admission:

The candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programme:

- i) B.Ed.
- ii) B.A., B.Ed., B.SC .B.Ed.
- iii) B.El.Ed. with a Bachelor's degree(with 50% marks in each)
- iv) D.El.Ed. with a Bachelor's degree(with 50% marks in each)

A. Reservation and relaxation for SC/ST/PWD and other applicable and other applicable categories shall be as per the rules of the central/state Government whichever is applicable.

Note: No relaxation, even 0.01 percent in the above prescribed percentage of marks shall be granted under any circumstances. (Para 3.2 of Appendix IV of NCTE Notification no. F-5 1 F1/2007-NCTE (N&S) dated 27-11-2007.

Admission Procedure:

Admission shall be made on merit on the basis of marks obtained in the entrance test or any other selection process as per the policy of the central government /state government / Himachal Pradesh University by applying 120 reservation point roster of H. P. University, Shimla.

Age limit:

There is no upper age limit for the candidates applying to the M.Ed. course of two years.

COURSES OF STUDY IN M.Ed.

A candidate is required to take following courses during four semesters of the M. Ed. Programme:

Courses of Study: There shall be following Seven types of courses:

- i.) **Core Courses:** There shall be fourteen core courses across the four semester. Each core course shall be compulsory in nature having 4 credits. A student has to acquire a total of 56 credits from 14 core courses. The core courses will be coded as: MEDC101, MEDC102, MEDC103, MEDC104, MEDC107, MEDC108, MEDC109, MEDC110, MEDC115, MEDC116 MEDC117, MEDC120, MEDC121, and MEDC122.
- ii.) **Discipline Elective Courses:** The Discipline elective courses shall be optional in nature. A student will have the choice to opt any one elective course from the given three elective courses in II and IV semester. Each elective course shall also be of 4 credits and a student has to earn 8 credits across the 4 semester from prescribed elective courses. These courses are MEDDE111, MEDDE112, MEDDE113, MEDDE123, MEDDE124 and MEDDE125.

- iii.) **Ability Enhancement Courses:** There will be two ability enhancement courses across the 4 semester which are compulsory in nature. MEDAE106, MEDAE119 courses shall be of 4 credits each. A student has to earn 8 credits.
- iv.) **Skill Enhancement Courses:** There will be one skill enhancement course across the 4 semester which compulsory in nature carrying 4 credits. The course coded as .MEDSE114.
- v.) **Generic Elective Courses:** There will be compulsory 2 Generic Elective courses across the 4- semester having 8 credits i.e. 4 credits each course. These courses are coded as: MEDGE 105and MEDGE 118.
- vi.) **Research Course (Dissertation Work):** The research course shall comprise of a research dissertation carrying (8 credits) and compulsory in nature. The code for this course will be MEDRC127. The dissertation will be submitted to the office, the department of education immediately at the end of fourth semester. This dissertation shall be evaluated by an external examiner (out of the panel of examiners to be approved by the Vice- Chancellor of the University).
The credits / marks will be awarded on the basis of evaluation of dissertation including its structure, nature and quality. The dissertation will be evaluated out of a total of 8 credits/100 marks (70 dissertation and 30 viva-voce examination). The viva-voce examination will be conducted in due course of time. The total marks obtained by a student shall be converted into appropriate grade as per the procedure prescribed by the University.
- vii.) **Elective Co/ Extra CC Course:** There will be elective Mandatory Non-CGPA Co/ Extra Co-Curricular course having 6 credits across the 4 semester. Course code will be MEDEC126.

Credits and Credit Hours in One Semester

A candidate has to earn a total of 96 credits with passing grades for the successful completion of this Degree. The distribution of credits for different categories of courses is given in the following table:

Year / Semester	Courses	Credits	Marks	
			CCA	ESE
First Year				
1st Sem.	4 Core Courses of 4 Credits Each	4X 4 = 16	120(4x30)	280(4x70)
	1 Generic Elective Course of 4 Credits	1x4=4	30	70
	1 Ability Enhancement Course of 4 Credits	1x4=4	Mandatory Non -CGPA	
2nd Sem.	4 Core Courses of 4 Credits Each	4x4=16	120(4x30)	280 (4x70)
	1 Discipline Specific Elective course of 4 Credits	1x4=4	30	70
	1 Skill Enhancement Course of 4 Credits	1x4=4	Mandatory Non- CGPA	
Second Year				
3rd Sem.	3 Core Courses of 4 Credits Each	3X 4 = 12	90(3x30)	210(3x70)
	1 Generic Elective Course of 4 Credits	1 X 4 = 4	30	70
	1 Ability Enhancement Course of 4 Credits	1x4=4	Mandatory Non-CGPA	
4th Sem.	3 Core Courses of 4 Credits Each	3x4=12	90 (3x30)	210 (3x70)
	1 Discipline Elective Course of 4 Credits	1x4=4	30	70
	Co-curricular/Extra co-curricular activities of 6 Credits	1x6=6	Mandatory Non-CGPA	
	Dissertation Work and Viva- Voce	1x8=8	30	70
	Total	96	570	1330
	Grand Total		1900	

Teacher's Course File

A course teacher will maintain a Course File in which all the details of the course he / she is teaching will be entered. To bring transparency in the whole system, a teacher will maintain a complete course file containing following documents:

- (a) Course Time-Table
- (b) Learning objectives of the course
- (c) Attendance record of students

- (d) Tutorial sheets/Assignment sheets
- (e) Previous Question papers of minor test/s
- (f) Question paper of previous end-semester examinations
- (g) Complete record of Comprehensive Continuous Assessment: Raw scores of CCA of students with authenticated copy are to be submitted to the CoE, H. P. University, Shimla. This file will be retained by the concerned teacher for at least 5 years.

Evaluation: The performance of a student in each course will be evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation in each course shall be done through continuous comprehensive assessment (CCA) and end semester examination (ESE) which will be consolidated at the end of each semester. The evaluation system of the students shall have following components:-

Continuous Comprehensive Assessment (CCA) shall account for 30% of the final grade that a student will get in a particular course. The evaluation of students under CCA will be done on the basis of following parameters:

Minor Test: There will be Minor Test and carry 10 marks. Question paper for this test will be set by the concerned teacher and will be evaluated by him.

Theory Assignments: A total of 10 marks shall be earmarked for five theory assignments per course. The assignments are to be submitted to the concerned course teacher.

Sessional Work / Activity: It will carry 10 marks in each course. Marks will be awarded on the basis of one activity (sessional work / activities) given in each course to be performed by the students after attending the regular classes. The students will prepare a report on the activity performed in each course and submit the same to the concerned teachers.

The continuous comprehensive assessment (CCA) will have the following components:

Sr. No.	Component of CCA	Description	Marks
1	Minor Test	During the regular classes/	10
2	Theory Assignments	Five theory assignments	10
3	Sessional Work / Activities	One activity in each course	10
Total Marks under CCA			30 Marks

Attendance in Class: A minimum of 80% attendance shall be compulsory and a pre-condition for being allowed to appear in the ESE,

End-Semester Examination:

End-Semester Examination (ESE) shall account for remaining 70% of the final grade. The end- semester examination (ESE) will be of three hours duration carrying 70 marks and cover the whole syllabus of the particular course. The ESE will be held in accordance with the examination schedule issued by the University from time to time.

A candidate who fails in three theory papers in a semester or who does not pass the examination (ESE) in any course or due to some reason is not able to appear in the ESE, other conditions being fulfilled, and so is considered as 'Fail', shall be permitted to appear in the examination of such failed courses in the subsequent ESE, or when the course is offered next, as the case may be. However, if such candidate has already attended 80% regular classes and completed successfully all requisite activities/tasks prescribed under CCA, then such candidate will be exempted from the requirements mandatory under CCA component.

Evaluation of Skill and Ability Enhancement courses be done by the concerned Departmental Council by assigning grades to the candidates on four points rating scale ranging from grade A, B, C and D which will be reflected in the result card.

At the end of 4th semester i.e. in the month of June evaluation of the dissertation work and viva - voce will be done by the External Examiner. If candidate fails to submit their dissertation on the due date which will be notified by the Chairperson, late fees will be charged as per University Rules.

A set of question papers for the end- semester examination (ESE) will be got set by the Controller of Examinations, H. P. University, Shimla-5

Medium of Examination: The question papers in ESE will be set in both English and Hindi language consisting five sections A, B, C, D, and E. A candidate can opt for either language as medium of examination. The structure of question papers in ESE will be as follows:

Part - 1

This part shall be compulsory and will carry 14 marks. There shall be 6 objective type questions i.e. MCQ, True/False, Completion type etc. carrying one mark each. In addition, there shall be 4 short answer type questions (80 to 100 words each) of 2 marks each. These questions will cover the entire syllabus of the particular course.

Part - 2

The second part of the question paper will have four sections I, II, III and IV based on syllabi of respective four units of each course. There will be two questions in each section from the concerned unit. One question carrying 14 marks is to be answered by the student in at least 800 words. The questions may contain sub-parts of different marks. The marks for each part and the required word limit will be shown against it.

Setting of Question Papers for the ESE:

- (a) Questions in all parts will be set in a manner so as to cover the whole syllabus.
- (b) The question paper for the ESE will be got set by the office of the CoE, H. P. University, Shimla.

- (c) Candidates re-appearing in a subsequent examination shall be examined in accordance with the scheme and syllabus in force.

Grievances and Redressal Mechanism:

The students will have the right to make an appeal against any component of evaluation. Such appeal has to be made to the Chairman/Chairperson Department of Education on a prescribed format and should clearly state in writing the reason(s) for the complaint / appeal. The appeal will be placed before the Grievance Redressal Committee (GRC), chaired by the Chairperson, Department of Education comprising of the teachers of Education from Department of Education. The Committee may give a personal hearing to the appellant before deciding the case and the decision of the Committee shall be final in this regard.

Conferment of the Degree:

The result would be declared by the CoE of the University and the degree will be conferred. A candidate shall be eligible for the conferment of the degree only if he / she has earned the minimum required credits with passing grades for this programme.

CURRICULUM AND COURSES OF STUDY IN M.Ed. PROGRAMME

Semester-wise titles of different Core Courses , Discipline Elective Courses, Ability Enhancement Courses ,Generic Elective Courses and , Skill Enhancement Course along with Research Course i.e. dissertation work of M.Ed. programme is as under:

Course Structure for M.Ed programme 2022-23 onward								
Course Code	Course Type	Course Title	Credit Hours/Week				Marks Scheme	
			L	P	T	Credits	Theory ESE	Internal Assessment CCA
Semester-I								
MEDC 101	<i>Core</i>	Philosophical foundations of Education	3	0	1	4	70	30
MEDC102	<i>Core</i>	Psychology of Development and Learning	3	0	1	4	70	30
MEDC103	<i>Core</i>	Methodology of Educational Research	3	0	1	4	70	30
MEDC104	<i>Core</i>	Statistics in Educational Research	2	2	0	4	70	30

MEDGE105	Generic Elective	Principles and Procedures of Guidance and Counseling	2	2	1	4	70	30
MEDAE106	Ability Enhancement	i) Identification/Selection of Research Problem ii) Preparation of Research Proposal for dissertation work.	2	2	0	4	Mandatory Non-CGPA	
Total in Semester I			15	6	4	24	Total Marks = 500	
Semester-II								
MEDC107	Core	Historical and Sociological Basis of Education	3	0	1	4	70	30
MEDC108	Core	Political and Economic Basis of Education	3	0	1	4	70	30
MEDC109	Core	Teacher Education – I (Institutions, System and Structure in Teacher Education)	3	0	1	4	70	30
MEDDC110	core	Life Skills Education	3	0	1	4	70	30
Discipline Elective : Students can opt any one of the following three elective courses								
MEDDE111	Discipline Elective	Introduction to Educational Studies	3	0	1	4	70	30
MEDDE112	Discipline Elective	Distance Education	3	0	1	4	70	30
MEDDE113	Discipline Elective	Early Childhood Education	3	0	1	4	70	30
MEDSE114	Skill Enhancement	i) Tool Development and Sampling Related to the Problem Selected for Dissertation; ii) Visit to schools & Teacher Education Institutions; Preparation of Field Report	1	3	0	4	Mandatory Non-CGPA	
Total in Semester II			16	3	5	24	Total Marks = 500	
Semester-III								
MEDC115	Core	Teacher Education – II (Curriculum, Policy, Practices and Continuing Professional Development)	3	0	1	4	70	30
MEDC116	Core	Curriculum Studies	3	0	1	4	70	30
MEDC117	Core	Educational Technology	3	0	1	4	70	30
MEDGE118	Generic Elective	Environmental Education	3	0	1	4	70	30

MEDAE119	Ability Enhancement	i) Data Collection pertaining to Dissertation Work, Observation and Supervision of B.Ed. Students during Internship/Practice Teaching in Schools. ii) Reports of School Organization Management/ Observation Lessons etc. will be prepared.	1	3	0	4		Mandatory Non-CGPA
Total in Semester III			13	3	4	20	Total Marks = 400	
Semester-IV								
MEDC120	Core	Curriculum, Pedagogy And Assessment	3	0	1	4	70	30
MEDC121	Core	Educational Administration, Management and Leadership	3	0	1	4	70	30
MEDC122	Core	Inclusive Education	3	0	1	4	70	30
Discipline Elective : Students can opt any one of the following three elective courses								
MEDDE123	Discipline Elective	Adult and Continuing Education	3	0	1	4	70	30
MEDDE124	Discipline Elective	Education for Human Values	3	0	1	4	70	30
MEDDE125	Discipline Elective	Comparative Education	3	0	1	4	70	30
MEDEC126	Co/ Extra Co-Curricular	Seminar, Workshop, Reporting, Writing Research Articles/Papers	1	4	1	6	Mandatory Non-CGPA	
MEDRC127	(Research course)	Dissertation Work Report Writing and Viva- Voce (Compulsory)	-	FW/SW*16	-	8	Dissertation work =70,Viva- Voce= 30 (70+30= 100)_	
Total in Semester IV			13	18	5	28	Total Marks 500	
Grand Total			L	P	T	Credits	Total Marks = 1900	
			57	30	18	96		

Note: *FW stands for field work and SW stands for self-work

**SEMESTER WISE VARIOUSE COURSES FOR M.Ed. PROGRAMME
FIRST SEMESTER**

Paper I

Course Type/ Nature: Core

Course Title: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Course code: MEDC101

Credits: 4 Marks=100 (70+30)

Course Objectives:

To enable the learners to:

- i.) Highlight the idea of interrelatedness of the disciplines of education and philosophy.
- ii.) Understand different branches of philosophy.
- iii.) Develop the attitude and capacity of raising fundamental questions, concerning theory and practice of education.
- iv.) Analyze the discourse in education in order to discuss the assertions, assumptions and kinds of meaning they might contain.
- v.) Equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to Education and intelligent participation in it.
- vi.) Familiarize with some significant philosophical perspectives on Education and their implications.
- vii.) Acquaint with the philosophical thoughts of some prominent Educational thinkers of the India and Western countries.
- viii.) Appreciate the extent to which Educational thought and practice are influenced by values cherished by the Nation.
- ix.) Become conscious about the ramifications of the constitutional provisions and protective discrimination and importance of social justice and development of Indian Nation.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit – 1: Inter-relatedness of Education and Philosophy

Credit 1

Meaning and Aims of Education; Factors determining aims of Education, Objectives of Education for the Emerging Indian Democratic Society.

Role of various Agencies (Formal, Non-formal, Informal, Active, Passive, Commercial and Non-commercial) of Education in strengthening the present system of Education. Education in the light of Four Pillars of

Education; Learning to know, Learning to do, Learning to Live together and Learning to be.

Philosophy of Education and Educational Philosophy: Meaning, Nature, Need for Philosophy of Education and Developing a Philosophical Perspective about Education, Difference between Philosophy of Education and Educational Philosophy.

Philosophy and Education: Meanings of Philosophy and Education, Relationship of Philosophy and Education. Significance of Philosophy in understanding the Educational practices and problems.

Unit –2: Schools of Philosophy

Credit 1

Nature of Philosophy, Characteristics of Philosophy and Branches of Philosophy: Metaphysics, Epistemology, Axiology, Logic and Aesthetics – their meanings, sub- branches and relevance for education. Philosophical Models of Teaching.

Philosophical Schools of Thought: Idealism, Naturalism, Realism, Pragmatism; Existentialism- meanings, basic postulates/assumptions and educational implications for aims, curriculum, methods of teaching, concept of discipline, the role of teacher and institutional settings.

Modern Philosophies of Education: Behaviorism, Marxism, Logical Positivism/Empiricism, and Constructivism- their implications for aims, curriculum, methods of teaching, concept of discipline, the role of the teacher and institutional settings.

Unit: 3 Educational thinkers and Constitutional Provisions for Education

Credit 1

Western Educational Thinkers: Socrates, Plato, Aristotle, Dewey and Soren Kierkegaard and their contribution to develop Educational thought and practices.

Indian Educational Thinkers: Educational thoughts of Gandhi, Tagore, Sri Aurobindo, Vivekananda and J. Krishnamurthy for developing the present scenario of education by idealizing the Indian Society.

Constitution Values: National Values as enshrined in the Constitution of India, Constitutional Provisions on Education, Social equity and equality of Educational Opportunities.

Unit – 4: Contribution of Indian Thought to Educational Practices

Credit 1

General Features of Indian Philosophy, Difference between Western and Indian Philosophy, Critical appraisal of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

Systems of Indian Philosophy (Shad Darshan): Sankhya Philosophy, Nyaya Philosophy, Vaisesika Philosophy, Mimamsa Philosophy and Vedanta Philosophy – their chief features, Metaphysics, Epistemology, Axiology and Observation

Sessional Work / Activities

Marks: 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Prepare a chart of constitutional value enshrined in the constitution.
- ii.) Role play on different educationist and submit report to the concerned teacher.
- iii.) Write a report related to the thoughts of educational thinker and submit to the concerned teacher.

SUGGESTED READING

- Awasthi, J.P. and Sharma, Mani. (1988): Classical Indian Philosophies and their Practice in Education (First Edition), Agra: National Psychological Corporation.
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- Morris L. Bigge, (1982): Educational Philosophies for Teachers, Charles E. Merrill USA: Publishing Company – A Bell & Howell Company.
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Pandey, Ramshakal, (2005): Teacher in Developing Indian Society, Agra: Vinod Pustak Mandir Dr. Rangeya Raghava Marg, Agra-2.

Phillips, R.C. and Stalcup, R. J. (1968): Philosophic Systems and Education, USA: Charles E.Merrill Publishing Company, Columbus, Ohio, A Bell and Howell Company, USA. Publishers Pvt. Ltd.

Samual S. Ravi (2022). Philosophical and Sociological bases of Education (2nd Edition). PHI Learning Private Limited, Delhi.

Saxena, N. R, Swarup and Dutt, N. K. (2008): Philosophical and Sociological Foundation of Education, Meerut: Lal Book Depot.

Sharma, Santosh, (2006): Constructivist Approaches to Teaching and Learning (Hand Book for Teachers of Secondary Stage), New Delhi: National Council of Educational Research and Training.

Sinha, J.N. (2002): Introduction to Philosophy, Calcutta: New Central Book Agency.

Taneja, Vidya Ratna, (1998): Educational Thought and Practice, New Delhi: Sterling

Taneja, V. R (1979): Socio-Philosophical Approach to Education, New Delhi: Atlantic Publishers and Distributors.

Wingo, Max G, (1974): Philosophies of Education: An Introduction, New Delhi: Sterling Publishers Pvt. Ltd.

Paper II

Course Type/ Nature: Core

Course Title: PSYCHOLOGY OF DEVELOPMENT AND LEARNING

Course code: MEDC102

Credits: 4 Marks 100 (70+30)

Course Objectives:

To enable the learners to:

- i.) Understand the cognitive, affective and psychomotor development of adolescents and youth.
- ii.) Understand the concept of learning and different theories of learning.
- ii.) Understand the concept of transfer of learning and different theories of transfer of learning.
- iii.) Understand the concept and importance of motivation in teaching learning process.
- iv.) Understand different strategies of motivation.
- v.) Understand the process of memorization and factors causing forgetting.
- vi.) Develop the understanding of the theories of intelligence.
- vii.) Understand the process of measurement of intelligence and apply different tools of measurement of intelligence.
- viii.) Understand the concept and process of creativity.
- ix.) Understand the techniques of enhancing creativity among the students. .
- x.) Understand the different aspects of development of learner's personality.
- xi.) Understand the techniques of assessment of personality.
- xii.) Develop understanding of the concept of mental hygiene and mental health and its importance in their lives.

- xiii.) Understand the measures to promote mental health among students.
- xiv.) Understand the concept of defense mechanism and different types of defense mechanisms.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit – 1: Psychological Bases of Education and Development

Credit 1

Educational Psychology: Meaning, Nature and Scope – Relevance of Educational Psychology in Teaching and Learning process.

Methods of Inquiry in Educational Psychology- Introspection, Observation, Case Study, Interview, and Experimental.

Development – Concept, Stages, Principles of Development, Factors Influencing Development – Genetic and Environmental.

Theories of Development and their Educational Implications

- Piaget’s Cognitive Development
- Freud’s Psycho-sexual Development
- Erikson’s Psycho-social Development
- Kohlberg’s Moral Development

Unit-2: Learning and Motivation

Credit 1

Concept, Nature and Theories of Learning (Pavlov’s Classical Conditioning , Skinner’s Operant Conditioning , Thorndike’s Trial and Error , Tolman’s Sign Learning, Donald Norman’s Information Processing , Kurt Lewin’s Field Theory)

Transfer of Learning: Concept, Theories and Implications

Memory and Forgetting: Concept, Nature, Process and Factors involved in forgetting.
Motivation: Concept, Nature and Relationship with Learning, Strategies of Motivation.

Unit – 3: Intelligence and Creativity

Credit 1

Concept and Types of Intelligence (Concrete, Abstract, Emotional and Spiritual) Theories of Intelligence and their Educational Implications

- Two Factor Theory Intelligence
- Guilford's Structure Intellect
- Gardner's Theory of Intelligence
- Sternberg's Theory of Intelligence
- Goleman's Theory of Emotional Intelligence

Measurement of Intelligence

- Verbal (Individual and Group) Tests
- Non-Verbal (Individual and Group) Tests
- Performance (Individual) Tests

Creativity: Concept, Factors and Process, Techniques for enhancing creativity among students.

Unit – 4: Personality and Mental Hygiene

Credit 1

Personality: Concept, Nature and Determinants of Personality

Theories of Personality and their Educational implications

- i.) Trait (Allport, Cattell)
- ii.) Type (Hans Eysenck)
- iii.) Humanistic (Carl Rogers, Maslow)

Assessment of Personality: Inventories, Rating Scales and Projective

Techniques.

Mental Hygiene and Mental Health- Nature, Concept, Scope and Principles;

Factors Affecting Mental Health. Measures used to Promote Mental Health (Preventive and Curative); Defence Mechanisms: Rationalization, Compensation, and Sublimation.

Sessional Work / Activities

Marks: 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks: Administer, interpret and prepare a report on any one of the following tests:

- i) Individual test of intelligence
- ii) Mental Health Inventory
- iii) Personality inventory
- iv) Any other activity / activities that the concerned course teacher may think appropriate

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Advanced General Psychology. (2020). (n.p.): The Readers Paradise.

Ambron, S.R (1981) Child development, Holt, New York: Rinehart and Winston.

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- B.K. Passi. (1982). *Creativity in Education*, Agra: NPC.
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- Dowling, M. (2014). *Young Children's Personal, Social and Emotional Development*. (4th ed.).London: SAGE Publications.
- Gray, C. & MacBlain, S. (2015). *Learning Theories in Childhood*. (2nd ed.). London: SAGE Publications
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- Hurlock E.B (1995) *Development Psychology, A Life Span Approach*. New Delhi: Tata McGraw Hill.
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- J.C. Aggarwal (2004).*Psychology of Learning and Development*, New Delhi: Shipra Publication
- S. Rao Narayan (1990). *Educational Psychology*, New Delhi: Wiley Easter Limited. Passi S.K. Mangal (2002).*Advanced Educational Psychology*, New Delhi: Prentice Hall of India, Pvt. Ltd.
- Skinner, C.E. (Ed) (1974). *Educational P s y c h o l o g y* . New Delhi:Prentice-Hall of India Private Limited
- Synder, C.R. & Shane J. Lopez (2007). *Positive Psychology*. U.K: SAGE Publications.

Paper III
Course Type/ Nature: Core
Course Title: METHODOLOGY OF EDUCATIONAL RESEARCH
Course code: MEDC103
Credits: 4 (Marks 100 (70+30))

Course Objectives:

To enable the learners to –

- i.) Explain the concept, scope, types and importance of educational research
- ii.) Understand the importance of ethical issues in conducting educational research.
- iii.) Describe the importance of review of related literature.
- iv.) Understand the meaning, criteria and sources for identifying the research problems
- v.) Formulate research objectives and hypotheses
- vi.) Understand the terms used in educational research process
- vii.) Prepare the research proposal.
- viii.) Define population, sample and describe the different techniques of sampling
- ix.) Explain the types, tools and techniques of data collection
- x.) Describe the various methods of research
- xi.) Explain the different approaches to analyze the qualitative as well as quantitative data.
Prepare the research Report.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit -1: Basics of Educational Research

Credit 1

Concept, Scope, Types and Importance of educational research, Ethical Issues in Conducting Educational Research

Review of Related Literature: Purpose and Sources of Related Literature and Writing Review of related literature.

Research Problem: Selection, Formulation and Delimitations of the Research Problem and Characteristics of Good Research Problem

Objectives and Hypotheses: Formulation, Significance and Types. Preparation of Research proposal.

Unit -2: Sampling and Tools of Data Collection

Credit 1

Concept of Population and Sample along with its types, Sampling, Sampling Unit. Sampling Frame, Sample Size, Techniques of Sampling, Characteristics of Good Sample, Sampling Errors and How to reduce them.

Meaning and Characteristics of Good Research Tools, standardization of research tools.

Types and Uses of Research Tools (Questionnaire, Rating Scales, Attitude Scales, Observation Schedule and Interview Schedule), Administration of Tools.

Unit -3: Methods of Research

Credit 1

Historical Research: Meaning, nature, importance and steps involved, Primary and Secondary Sources of Data, External and Internal Criticism of the data sources

. Descriptive Research Method: Meaning, Importance, Steps and Types of Descriptive Research Studies (Survey Studies, Developmental Studies and Case Study)

Experimental Research Method: Meaning, Importance, Steps and Components of Experimental research, Methods of Controlling of Extraneous Variables, Experimental Designs: One group Pre-test, Post-test design; Factorial Design (2x2);

Quantitative Vs Qualitative Research, Ethnographical Research, Mixed Method Research, Interdisciplinary Approach to Educational Research.

Unit- 4: Data Analysis and Preparation of Research Report

Credit 1

Tabulating Data, Ways of Organizing & Presenting Data, Content Analysis including Logical & Inductive Analysis, Discourse Analysis.

Analysis of Observation Based and Interview based Data, Documentary Analysis.

Steps in preparation of Research Report

Writing Bibliography, APA Style of Referencing

Sessional Work / Activities

Marks: 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Preparation of a research proposal on an identified research problem.
- ii.) Any other activity / activities that the concerned course teacher may think appropriate.

SUGGESTED READING

Aggarwal, L.P.(2007). Modern Educational Research. New Delhi: Dominant Publishers and Distributers.

Best, J.W. & Kahan J.V.(2005). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd., 9th Edition.

Bhandarkar, P.L., Wilkinson, T.S. & Lal das, D.K. (2004). Methodology and Techniques of Social Research. Mumbai: Himalayan Publishing House.

Cohen, Louis, Mansion, Lawrence & Morrison, Keith (2011). Research Methods in Education, 7th Edition. India: Cambridge University Press, Private Limited.

Creswell, John W. (2014) Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research, Fourth Edition. Delhi: PHI Learning Private Limited.
Kerlinger, C.R. (1986). Foundations of Behavioural Research 3rd Edition, New York: Holt, Rinehart and Winston.

Keeves, John. P, (1998). Educational Research Methodology and Measurement. An International Hand Book, Oxford: Pergamon Press

Kothari, C.R. (1998). Quantitative Techniques. New Delhi: Vikas Publishing House.

Koul, Lokesh, (2013) Methodology of Educational Research (4th Edition). New Delhi: Vikas Publishing House Pvt. Ltd

Radha Mohan (2006). Research Methods in Education. Hydrabad: Neelkamal Publications Pvt. Ltd.

Siddu, K.S. (2002). Methodology of Research in Education. New Delhi: Sterling Publications.

Singh, R, (2014) Research Methodology: A Step by Step Guide for Beginners, New Delhi: Sage Publication.

Tisdell, E. J., Merriam, S. B. (2016). Qualitative Research: A Guide to Design and Implementation. United Kingdom: Wiley.

Paper IV
Course Type/Nature: Core
STATISTICS IN EDUCATIONAL RESEARCH
Course code: MEDC104
Credits: 4 Marks: 100(70+30)

Course Objectives:

To enable the learners to;

- i) Understand the concept and nature of educational data.
- ii) Understand and apply various statistical techniques to field-based educational data.
- iii) Appreciate the role of statistical tools / techniques in analysis of data for educational research. Employ computer software for analyzing educational data.
- iv) Make interpretations of findings revealed through statistical data analysis

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit – 1: Basics of Descriptive Statistics

Credit 1

Types of data (Continuous and Discrete Data), Frequency Distribution and its Graphic Representation (Histogram, Frequency Polygon, Line Graph, Ogive, Pie Chart). Measures of Central Tendencies and Variability (Range, Quartile Deviation, SD, Variance), Percentile and Percentile Ranks.

Meaning and Importance of Normal Distribution Curve (NPC), Properties of NPC, Applications of NPC.

Measuring Divergence of Field-based Data from Normality (Skewness and Kurtosis).

Unit – 2: Descriptive Statistics: Correlation and standard score

Credit 1

Concept of Correlation, Product Moment, Partial and multiple correlation Uses and Significance of Correlation Coefficient.

Standardized Scores (z-Scores and T-Scores) and their calculations.

Unit – 3: Basics of Inferential Statistics and Computer Data Analysis **Credit 1**

Scales of Measurement, Variables and its Types (Independent, Dependent and Intervening).

Difference between Parametric and Non Parametric Statistics and rationale for using them in the analysis of data, Type-I and Type-II Errors.

Concept of Degrees of Freedom, Levels of Significance and their Use in Interpretation of Results.

Uses of Computers in Data Analysis, Data Analysis Software (MS-Excel, SPSS) and their Use in Analysis of Data, Selection of an Appropriate Statistical Test.

Unit – 4: Inferential Statistics: Parametric and Non-Parametric Tests **Credit 1**

Parametric Tests: Assumptions of t-test and Analysis of Variance (ANOVA), One-tailed and Two-tailed Tests of Significance, t-test and Significance of Difference between Means (for small and large samples, correlated and uncorrelated groups).

ANOVA for equal and unequal groups (upto two Way Factorial Design).

Non-Parametric Tests: Chi-Square Test (Assumptions and Uses), Spearman Rank Difference Correlation Method, and Contingency Coefficient (C).

Significance of Difference between Percentage and Percentage Change, Margin of Errors in Percentage Analysis.

Sessional Work / Activities

Marks: 10 (under CCA Component)

- i) Visit a middle / high school and collect achievement-based data of students of any class from the school records. Compute the values of mean and standard deviation (SD) for the data and draw a histogram.
- ii) Visit a school and collect achievement-based data for any three classes (in all subjects). Feed this data in a computer in MS-Excel software and draw bar diagram and a line graph based on this data.
- iii) Visit a college and collect achievement-based data from girls and boys of final year students in any one stream (commerce / arts / science / BCA / BBA etc.). On the basis of this data, test whether there exists a significant difference in achievement of boys and girls.

SUGGESTED READINGS:

- Best, John W. (1995) Research in Education. New Delhi: Prentice Hall.
- Cohen, Louis; Manion, Lawrence and Morrison, Keith. Research Methods in Education (7th Ed.). London: Routledge.
- Cornell. The Essentials of Educational Statistics.
- Garrette, Henry E., (1966) Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd.
- Gaciu, N. (2020). Understanding Quantitative Data in Educational Research. United Kingdom: SAGE Publications.
- George, Darren and Mallery, Paul, SPSS for Windows: Step by Step. New Delhi: Pearson.
- Guilford, J P (1965) Fundamental Statistics in Psychology and Education, New York: McGrawHill Book Co.
- Gupta, S. P. Statistical Methods. New Delhi: Sultan Chand and Sons.
- Koul, Lokesh, Methodology of Educational Research (4th Edition, 2013). New Delhi: Vikas Publishing House Pvt. Ltd.
- Siegal, Sidney. (1956). Non-Parametric Statistics for the Behavioural Sciences, New York: McGraw Hill

Paper V

Course Type/Nature: Generic Elective

PRINCIPLES AND PROCEDURES OF GUIDANCE AND COUNSELLING

Course code: MEDGE105

Credits: 4 Marks: 100(70+30)

Course Objectives:

To enable the learners to;

- i) Understand concept, need and view point of guidance
- ii) Understand principles, and problems of different types of guidance.
- iii) Understand concept and needs and guidance for the children with special needs.
- iv) Understand the concept and process of counselling.
- v) Acquaint with the aim and principles of guidance programme
- vi) Understand the various procedures of organizing various guidance services.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit 1: Guidance 1 Credit

Concept, Needs, Assumptions, Scope and Significance of Guidance
Testing and Non-testing Techniques of Guidance Steps in Guidance
Issues and Problems in Guidance

Unit 2: Types of Guidance 1 Credit

Types of Guidance – Educational, Vocational and Personal.
Organization of Guidance Services at Elementary and Secondary School Level. Role of the Head and Teacher in Guidance Programme.

Unit 3: Guidance of Children with Special Needs (CWSN) 1 Credit

Problems and Needs of CWSN.
Guidance of the Gifted and Creative Students.
Guidance of Under-Achievers and First Generation Learners. Role of the Teachers in Helping Children with Special Needs.

Unit 4: Counseling Approaches 1 Credit

Concept, Characteristics and Principles of Counseling Counselling Approaches – Directive, Non-Directive and Eclectic Individual & Group Counseling and Ethical Issues in Counseling. Counseling Skills.

Sessional Work / Activities Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Visit to a Guidance center and write a report.
- ii.) Organize any one of the activity: Career talk, Career Exhibition, Class talk and Write a report.

- iii.) Visit and prepare a report of the guidance services available in any one school.
- iv.) Any other activity / activities that the concerned course teacher may think appropriate, can be allotted.

Suggested Readings:

Aggarwal, J. C. (1989). Educational, Vocational Guidance and Counseling. Delhi: Doaba House.

Arther J. J., (1971). Principles of Guidance Delhi: Tata Mc Graw Hill.

Bhatnagar, A., & Gupta N. (1999). Guidance & Counselling: Practical (Vol I & II) New Delhi: Vikas Publishing House.

Chauhan, V., & Jain. (2004). Nireshan Evam Prammarsh. Udaipur: Ankur Prakashan. - Gelso, C., & Fretz, B. (2001). Counselling Psychology. USA: Harcourt College.

Gupta, S.K. (1985). Guidance and Counselling. Delhi: Mittal.

Kochhar, S.K. (1984). Educational and Vocational Guidance in Secondary Schools. New Delhi: Sterling.

Norton, K and Mcgauley, G (1998). Counselling Difficult clients. Sage Publications, New Delhi.

O'Leary, C.J (1999). Counselling Couples and Families. Sage Publications, New Delhi 8.

Ponte Otto, D.B. Casas, J.M; Suzuki, L.A. And Alexander, C.M. (eds).(2001). Handbook of Multicultural Counselling. Sage Publications, New Delhi 9.

Rivers, P.C (1994) Alcoholic and Human Behaviour: Theory Research and Practice. New Jersey: Prentice Hall.

Sen, A.K. (1982). Mental Retardation. , Bhelapur: Kripa Psychology Center.

Sherry, J. (2004). Counselling Children, Adolescents and Families. Sage Publications, New Delhi.

Velleman, R. (2001). Counselling for Alcoholic Problems. New Delhi: Sage Publications.

Paper VI

Course Type/Nature: Ability Enhancement

Course Code: MEDAE106

Credits: 4 Mandatory Non- CGPA

- I.)** Identification/ selection of research problem
- II.)** Preparation of Research Proposal for dissertation work

SECOND SEMESTER
Paper VII
Course Type/ Nature: Core
HISTORICAL AND SOCIOLOGICAL BASIS OF EDUCATION
Course Code: MEDC107
Credits: 4 Marks: 100 (70+ 30)

Course objectives:

To enable the learners to:

- i.) Acquire knowledge of salient features of Indian Education with reference to Ancient, Medieval and Modern period.
- ii.) Make critical appraisal of the recommendations of various Committees and Commissions on Education.
- iii.) Describe the development of Indian Education after Independence.
- iv.) Understand the Sociological Perspectives of Education.
- v.) Understand the concept and process of Social Change.
- vi.) Develop the understanding of inter-relationship between sociological processes of education.
- vii.) Acquire knowledge of different social issues and challenges in National and International development of society.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit- 1: Education in Ages

Credit 1

Education in India with special reference to Ancient Period and Medieval Period

Development of Education in Pre- Independence Period: Macaulay Minutes (1835), Wood's Despatch (1854), Indian Education Commission, Hunter Commission (1882), Calcutta University Commission (1917), Wardha Scheme (1937).

Development of Education in Post- Independence Period: University Education Commission (1948-1949), Secondary Education Commission (1952- 1953), Indian Education Commission (1964-1966), National Policy on Education (1986).

Programme of Action (1986, 1992), Revised National Policy on Education (1992).

Unit- 2: Current Issues in Education

Credit 1

Programmes of Universal Elementary Education (DPEP and SSA): objectives, norms and facilities provided under the schemes and implementation mechanism of the schemes.

Right To Education Act (2009): Norms and Standards.

Rashtriya Madhayamik Shiksha Abhiyan (RMSA) and Rashtriya Uchttar Shiksha

Abhiyan (RUSA): objectives, norms, funding and functioning.

Non- Formal Education and Alternative Schooling/ Distance Education: definition, characteristics.

Unit-3: Education and Sociology

Credit 1

Meaning, nature, scope, importance and impact of sociology on education, Inter- relationship between Education and various social variables: Society, Family, School, Peer Group, Religion, Caste, Gender and Class.

Process of Socialization: Agents of Socialization, Factors hindering Socialization of a child, Role of teacher in the process of Socialization.

Education, Culture and cultural heritage: Meaning and nature of culture, characteristics of culture, cultural heritage of India, cultural lag, Influence of Education on Culture and Vice -Versa.

Education and Social change: Concept of Social Change, Factors affecting Social Change, Role of Education in Social Change. Education and Social Mobility: Meaning, forms, dimensions and causes of Social Mobility.

Education and Modernization: meaning, criteria or measure of Modernization, causes of Modernization, impact of Modernization on society and problems of Modernization. Role of Education in Modernization

Unit-4: Sociological Issues

Credit 1

Peace Education

Liberalization and Education

Sessional Work / Activities

Marks: 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Socio-Economic Survey of a nearby habitation (five families only).
- ii.) Village visit by the students and will write the strength and weaknesses of that village.
- iii.) Analysis of the impact of modernization in the transformation of the local community.
- iv.) Any other activity / activities that the concerned course teacher may think appropriate

SUGGESTED READINGS.

Aggarwal, J.C. (1993). Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House.

Aggarwal, J.C. (1996). Theory and Principles of Education, New Delhi: Vikas Publishing House.

Ajit Mondal, Jayanta Mete · (2016) Right to Education in India: Act, 2009, Gyan Publishing House

Ancient and Medieval India ebook. (2017). (n.p.): McGraw-Hill Education

Atlekar, A.S. (1957). Education in Ancient India, Varanasi: Nand Kishore Publication.

Boston: Allyn and Bacon. Dewey John (1963). Democracy and Education, New York: MaMillion

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Brown Francis J. (1961) Educational Sociology, New York: Prentice Hall Inc

Dayal, Bhagwan (1995). Development of Modern Indian education, Bombay:Orient Longman.

Government of India (1986). National Policy on Education, (1986) Ministry of HRD, New Delhi.

Govt. of India (1992). Ministry of Human Resource Development, New Delhi.

Havighurst, R (1995). Society and Education, Boston: Allyn and Bacon

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MHRD Govt. of India: Sarva Shiksha Abhiyan. (2001)

Mukherjee, S.N. (1968). Education in India, Today & Tomorrow, Baroda: Acharya Book Depot.

Narula, S & Naik:- A History Of Education In India, New Delhi: Macmillan.

Nurula, S. and Naik(1974) History of Education in India, New Delhi: Macmillan.

Rai, B.C. (1997):- History of Indian Education and its Problem; Lucknow: Prakashan Kendra
Report of the Secondary Education Commission (1952-1953), Ministry of Education. Government of India.

Report of the Kothari Education Commission (1964-1966), Ministry of Education, Govt. of India

Report of University Education Commission, (1948-1949), Ministry of Education, Govt. of India

S.N. (1955).History of Education in India. Baroda: Acharya Book Depot. New Delhi: National Publishing House.

Samual S. Ravi (2022). Philosophical and Sociological bases of Education (2nd Edition). PHI Learning Private Limited, Delhi.

Scharfe, H. (2018). Education in Ancient India. Netherlands: Brill

The Gazette of India (2009). Ministry of Law and Justice on Right to Education Act, 2009.

Paper VIII

Course Type/Nature: Core

POLITICAL AND ECONOMIC BASIS OF EDUCATION

Course code: MEDC108

Credits: 4 Marks: 100 (70 + 30)

Course Objectives:

To enable the learners to:

- i) Acquaint with the Issues and Concerns in Education
- ii) Acquaint with the: Social Forces, Political Ideologies and Education
- iii) Acquaint with the Globalization and its impact on Education
- iv) Acquaint with the basic concepts of economics of education.
- v) Acquaint with the concept of education as a major determinant of economic development.
- vi) Acquaint with the concepts, nature, principles and procedures of Educational Planning.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D &

E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type

questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit- 1: Issues and Concerns in Education

Credit 1

Constitutional provisions for education in India; Education and Nationalism

Education for National Integration and International Understanding; Education as an Investment in Human-Resource Development; Educational Planning – Micro and Macro.

Unit- 2: Democracy and Globalization

Credit 1

Democracy: Meaning and Values, Main Features of Democratic Education, aims, curriculum Methods of Teaching and School Administration.

Secularism in India – Meaning, Need and role of Education in Multi-religious Society

Globalization: Concept and its impact on Knowledge, skills and attitude.

Unit-3: Human Resource Development

Credit 1

Education and Economic Development, Indicators and process
Human Resource

Development, Process of Human Resource Development

Concept, Need and Goals of Educational Planning, Principles of Educational Planning, Approaches of Educational Planning

Educational Planning in India since Independence

Unit 4: Education manpower Planning and Unemployment

Credit 1

Forecasting Manpower needs and Manpower Planning Problems of Unemployment in India and Role of Education.

Brain Drain: Meaning, causes and measures to check Brain Drain in India

Reverse Brain Drain: Meaning and Measures.

Sessional Work / Activities**Marks : 10(under CCA Component)**

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Panel discussion on education for national and international integration and write report.
- ii.) Debate on different issues of manpower planning and unemployment and write report for submission to concerned teacher.
- iii.) Any other activity / activities that the concerned course teacher may think appropriate

SUGGESTED READINGS

- Alex, V.Alexander (1982) Human Capital Approach to Economic Development, New Delhi: Metropolitan Book Co.
- Bertrand, Oliver (1992) Planning Human Resources: Methods, Experiences and Practices, New Delhi: Sterling Publishers.
- Blaug, M.: (1972) Economics of Education, the English Language Book Society and England: Penguin Books.
- Brain Drain and Brain Gain: The Global Competition to Attract High-Skilled Migrants. (2012). United Kingdom: OUP Oxford.
- H.N.: (1969) Measurement of Cost Productivity and Efficiency of Education, NewDelhi: NCERT
- Halleck, J.: (1969) The Analysis of Educational Costs & Expenditure, Paris: UNESCO.
- Harrison, F and Myers, Charler: A (1970) Education, Manpower and Economic Growth: Strategies of Human Resource Development, Oxford & IBM Publishing,
- Kneller, G. F(1968) Education and Economics Thought, New York: John Wilet and Sons,
- Nagpal, S.C. and Mital, A.C (1993) Economics of Education, New Delhi: Publication,
- Pandit, Rao, V.K.R.V (1965) Education and Human Resource Development , New Delhi: Allied Publishers,
- Raza, Moonis: (1986) Educational Planning: A long Term Perspective, New Delhi: Concept Publishing Company,
- Singh, Baljit: (1986) Economics of Indian Education, New Delhi: Meenakshi Prakashan,
- Sodhi, T.S. (1990) Economics of Education, New Delhi: Vikas Publishing House
- Tilak, J.B.G. (1992) Educational Planning at Grass Roots, New Delhi: Ashish Publishing House.

Paper IX
Course Type/Nature: Core
TEACHER EDUCATION – I
(Institutions, System and Structure in Teacher Education)
Course code: MEDC109
Credits: 4 Marks : 100 (70 + 30)

Course objectives:

To enable the learners to

- i.) Understand the concept and scope of Teacher Education in India with the Historical Perspectives.
- ii.) Understand the Aims and Objectives of Teacher Education at Elementary and Secondary.
- iii.) Understand the Recommendations of Various Commissions for Teacher Education and Role of NCTE.
- iv.) Understand the Different Teacher Education Programmes and their Utility.
- v.) Understand the Current scenario of Teacher Education in India.
- vi.) Understand the Problems of Teacher Education in India.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit -1: Teacher Education – Concept, Development, Agencies

Credit 1

Meaning, Nature, Aims, and Scope of Teacher Education; Objectives of Teacher Education at Elementary and Secondary.

Changing Context of Teacher Education in Indian as well as Global Scenario.

Historical development of Teacher Education in India during (Ancient, Medieval and British)

Agencies of Teacher Education:

District Level- BRC, CRC and DIET's, their Role and Functions.

State Level- SCERT and University Department of Education, their Role and Functions.

National Level- UGC, NCTE, NCERT, their Role and Functions.

Unit-2: Teacher Education - System and Structure

Credit 1

Structure of Teacher Education at Various Levels as per NCTE Norms

Elementary Level

Secondary Level

Salient features of Teacher Education – Relevance, Flexibility, Integration and Inter Disciplinary.

Recommendations of various Commissions and Committees on Teacher Education in Post-Independence Era.

Critical Appraisal of the present system of Teacher Education in India.

Unit-3: Models of Teacher Education and Instructional Methods

Credit 1

Models of Teacher Education - Behaviouristic Teacher Education Model, Competency Based Model, Personalistic Model, Knowledge Building Community Model.

Large and Small Group Teaching Methods, Collaborative and Cooperative Teaching.

Unit-4: Preparation of Teachers

Credit 1

Pre- service Teacher Programme

UGC, NCTE, NCERT and University.

Preparing Teachers for Special Schools.

Preparing Teachers for Inclusive Classrooms.

Integrating ICT in Teachers Education.

Sessional Work / Activities Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Prepare a report on the role of NCTE in teacher education programme.
- ii.) Write a report on the role and functioning of SCERT to enhance the quality Teacher Education at secondary level in H.P.
- iii.) Any other activity / activities that the concerned course teacher may think appropriate.

SUGGESTED READINGS

Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist Approach. New York: State University of York.
Cohen Louis, Minion Lawrence & Morrison, Keith (2004). A Guide to Teaching Practice (5th edition). London and New York.: Routledge

Falmer. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. London and New York. Rout ledge

Loughran, John (2006): Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching. New York. Routledge.

National Curriculum Framework on school Education
2005 for Teacher Education 2009

National Policy of Education 1986/1992.

NCTE (1998). Competency Based and Commitment Oriented Teacher Education for quality school education: Pre-Service Education.

Pathak R.P. (2021) Perspectives on Teacher Education Atlantic Publishers & Distributors Pvt Ltd

Rao, Digumarti Bhaskara (1998). Teacher Education in India. New Delhi: Discovery Publishing

Report of the Delors Commission, UNESCO, 1996

Report of the Education Commission (1964-66).

Report of the National Commission on Teachers (1983-85).

Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual Inputs for Secondary Teacher Education: The instructional Role. India: NCTE.

Paper X
Course Type/Nature: Core
LIFE SKILLS EDUCATION
Course code: MEDC110
Credits: 4 Marks: 100 (70 + 30)

Course objectives:

To enable the Learners to:

- i.) Understand Concept, Process and Practice of Core life Skills.
- ii.) Identify role of Life Skills for Positive Change and well-being.
- iii.) Understand social skills, thinking skills and emotional skills.
- iv.) Communicate effectively, Cope with Stress and Emotions, Problem Solving and Decision Making.
- v.) Emphasize the importance of Effective Communication as a Life Skill.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit-1: Peace values for Personality Formation

Credit 1

Life Skills: Concept, Importance of Various key Life Skills- Emotional Skills, Social Skills, Thinking Skills. Importance of Life Skills for Growing minds.
Need for Life Skill Education.

Unit-2: Life skill and Wellbeing

Credit 1

Life Skills in Social Context vis-à-vis media influence, Social Harmony and National Integration.

Life Skills to deal with Peer Pressure, Suicide Prevention and Substance Abuse.

Factors affecting Wellbeing of an Individual.

Role of Life skills for ensuring Wellbeing

Unit-3: Communication Skill

Credit 1

Functions of Communication.

Essentials of Effective Communication.

Types of Communication-Downward or Upward, Lateral or Horizontal.

Barriers to Communication.

Unit-4: Method for Life skill Enhancement

Credit 1

Methods to Enhance Life Skills -Class Discussion, Brain Storming, Demonstration, Role Play, Case Studies.

Audio-Visual activities e.g. Arts, Music, Theatre, Dance for life skills enhancement

Decision Mapping or Problem Trees, Storytelling, Debates, Educational Games and Simulation, Small Groups. Matrix of Life skills in a class room.

Sessional Work / Activities Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Write a report on steps for the improvement of communication skills among students.
- ii.) Any other activity / activities that the concerned course teacher may think appropriate

SUGGESTED READINGS

Baumgardner, R. Steve., Crothers. K. Marie. (2009). Positive Psychology. New Delhi: Darling Kindersley India Pvt. Ltd.

Carr Alan, (2004). Positive Psychology. New York: Routledge.

Life Skills Approach to Teaching- Teacher Education
(WWW.TEINDIA.NIC.IN/FILES/TEACHERTRG-MODULE/13_LIFE_SKILLS_MODULE.PDF.)

Life Skills Education and CCE, CBSE. (WWW.CBSE.NIC.IN/CCE/LIFE_SKILLS_CCE.PDF.)

Life Skill Education (WWW.LIFESKILLSSED.COM.)

Sharma, Lalita K. (2022) Life Skills Education in India: Nitya publications

Mahajan Gourav (2022) Life Skill Education 1st edition Shipra Publications ISBN: 9789388691833

Nair, A. Radhakrishnan (2010). Life Skills Training for Positive Behaviour Sriperumbudur: Rajiv Gandhi National Institute of Youth development.

UNESCO (2005). Quality Education and Life Skills: Unesco: Dakar Goals. Paris:

WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Geneva: Inter-Agency Meeting. WHO.

Paper XI

Course Type/Nature: Discipline Elective

INTRODUCTION TO EDUCATIONAL STUDIES

Course code: MEDDE111

Credits: 4

Marks: 100 (70 + 30)

Course objectives:

To enable the learners to:

- i.) Understand the nature of education as a discipline/an area of study.
- ii.) Examine issues related to education as interdisciplinary knowledge.
- iii.) Understand the basic concepts/issues of education with reference to kind of concerns raised in NCF (2005) and NCFTE (2009).
- iv.) Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- v.) Understand Contemporary debates about the nature and purposes of education and the social, political & historical contexts in which the aims of education are defined.
- vi.) Understand the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.
- vii.) Examine critically the concerns from vision of school education and teacher education.
- viii.) Reflect on the multiple contexts in which the school and teacher education institutions are working.
- ix.) Discuss the emerging dimensions of school and teacher education.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit – 1: Education as a Discipline

Credit 1

Education Studies: Meaning and Nature of Educational Studies, The Traditional Disciplines and Educational Studies, Critical analysis of education as a discipline/area of study.

School Education: Contemporary challenges prioritizing the aims of Indian education in the context of a democratic, secular, egalitarian and a humane society.

Procedure of linking: T Pack Model of Mishra Content knowledge with Pedagogy knowledge.

Experiential knowledge with Empirical knowledge.

Theoretical knowledge and Practical knowledge.

Universal knowledge and Contextual knowledge.

Unit – 2: Education as an Interdisciplinary Knowledge

Credit 1

Interdisciplinary Nature of Education: Relationship of Education with disciplines/subjects such as Philosophy, Literature, Geography, Political Science, Psychology, Sociology, History, Economics, Anthropology and Management, etc.

Constructivist approach in Education

Contribution of Science and Technology: The Role of Science and technology in influencing the factors such as spirituality, morality, civic responsibility, faith and religion within contemporary educational policy and practice.

Axiological issues in education: Issues related to planning, management and monitoring of school and teacher education.

Unit – 3: Changing Socio-Cultural Context of Education

Credit 1

Social Purposiveness of Education. Understanding contemporary Indian society with reference to multilingual, multicultural, gender, ethnicity, achievement, equity, poverty, diversity, human rights, rights of the child and the role of education.

Process of Socialization: Role of parents, school, peer group, media and the community.

Teacher and society: A critical appraisal of Teacher's status.

Globalization and the challenges facing the teaching profession in today's globalized, diverse and rapidly changing world.

Equality of Educational Opportunities:

Unit – 4: Changing Context of Education

Credit 1

Political nature of Education. Multiple schools contexts-rural/urban, tribal, schools affiliated to different boards. The growth of comprehensive schooling.

Constructional Provisions for the Education of Socio-Economically deprived groups.

Measures to ensure the Teacher's Autonomy and Accountability: Meaning, dimensions, merits and demerits of Autonomy and Accountability. Code of conduct for teachers.

Sessional Work / Activities

Marks: 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Prepare a report on the challenges faced by teacher as a result of globalization.
- ii.) Prepare a report on professional Ethics of teachers at secondary level by SCERT.
- iii.) Any other activity / activities that the concerned course teacher may think appropriate.

SUGGESTED READINGS

Arthur, J., Mufti, Devies, I. (2010): Education Studies Textbook, Good reads. Routledge. <https://books.google.co.in>

Bartlett, S., Burton, D. (2012). Introduction to Education Studies: Key Issues Series, London. A Sage Publication company,

Bartlett, S., Burton, D., Peim, N. (2001). Education Studies, London: Paul chapman publishing. Bartlett, S. & Burton, D. (2012) Introduction to Education Studies (Third Edition), London: Sage

Beyer, L.E. (Ed.) (1996) .Creating Democratic Classrooms: The Struggle to Integrate Theory and Practice. New York:Teachers College Press.

Bates, J., Lewis, S. & Pickard, A. (2011) Education Policy, Practice and the Professional, Continuum London: International Publishing Group.

Boston: Alynand, Becon, Brubacher, John S.; (1969) Modern Philosophies of education, New Delhi: Tata McGraw-Hill, Publishing Company Pvt Ltd.

Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.

Dewey, J. (1952). The School and the Child, New York: The Macmillan Company,

Dewey, J. (1977): Democracy and Education: An Introduction to the Philosophy of Education, New York: Macmillan.

E., Robinson, J. (2006). Education Studies: Issues and Critical Perspectives, England: OpenUniversitypress, McGraw- Hill Education.

Freire, Paulo (1970). Pedagogy of the Oppressed. New York: Continuum

Jackson, P.W. (2012) what is Education? Chicago: The University of Chicago

- Kumar, Krishna, (1989). Social Character of Learning. New Delhi: SAGE
- MHRD, Gov. of India (1992), National Policy on Education (revised) New Delhi
- MHRD, (1992), Programme of Action, Govt. of India, New Delhi
- Maria, Pescaru. (2019). The importance of the Socialization Process for the Integration of the Child in the Society.
- Naik, J.P. (1975) Equality, Quality and Quantity: The Elusive Triangle of Indian Education, Bombay: Allied Publications.
- NCERT (2005). National curriculum framework, New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
NCERT CD ROM , Globalisation and Education
- Olssen, M., Codd, J., O' Neill, A. (2004). Education Policy: Globalization, Citizenship and Democracy, London: Sage Publication.
- Peters, R.S. (1973). Aims of Education, London: Oxford University Press.
- Peters, R.S. (1967), The Concept of Education, : United Kingdom: Routledge.
- Ward, S. & Eden, C. E. (2009) Key Issues in Education Policy, London: Sage
- Warren, S. (2009). An Introduction to Education Studies, London: Bloomsbury Publishing,.

Paper XII
Course Type/Nature: Discipline Elective
DISTANCE EDUCATION
Course code: MEDDE112
Credits: 4 Marks: 100(70+30)

Course Objectives:

To enable the learners to;

- i.) Understand the Concept, Features, Objectives and Scope of Distance Education.
- ii.) Familiarize with issues related to Planning, Management, Promotion and Coordination of Distance Education.
- iii.) Apply the implications of Theories of Learning and Communication for Course Designing to Distance Learners.
- iv.) Understand the process of Designing and Development of Self-Learning Print Material.
- v.) Apply New Technologies in the Preparation of Print Material for Distance Learners.
- vi.) Understand the mechanism for Learner Support Services in Distance Education.
- vii.) Understand the Role of Different forms of Communication Media in Distance Education.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

UNIT 1: Growth & Development of Distance Education

1 Credit

Distance Education: Concept, Features, Objectives and Scope.

Issues in Planning and Management of Distance Education Institutions.

Promotion and Coordination of Distance Education at National and International Level

UNIT 2: Designing and Development of Self-Learning Print Materials

1 Credit

Factors affecting Design of Print Materials, Implications of Theories of Learning and Communication for Course Designing in Distance Education.

The Process of Designing and Development of Self-Learning Print Material. Applications of New Technologies in the Preparation of Print Material.

UNIT 3: Mechanism for Learner Support Services 1 Credit

Learner Support Services: What, Why and How?

Institutional Arrangements for Learner Support: Counseling and Tutoring Services, Practice and Media of Counseling, Face-to-Face Sessions, Interaction through Assignments, Tutoring through Correspondence.

UNIT 4: Communication Media for Distance Education 1 Credit

Issues in Communication in Distance Education, Applications of Communication Technology in Distance Education.

Media in Distance Education: Radio, Television and Computer as an Educational Media. Uses of Satellite Technology and Internet for Distance Education.

Sessional Work / Activities Marks: 10(under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i) Prepare a report on at least 10 learners attending PCP regarding the learner support services provided by ICDEOL during PCP.
- ii) Analysis of self-learning print materials of any course prepared by IGNOU/ICDEOL.
- iii) Any other activity / activities that the concerned course teacher may think appropriate.

Suggested Readings:

Chib, S.S. (1986): Distance Education. Chandigarh: Chadda Publication.

Criscito Pat; (2004): Barron's Guide to Distance Learning. Barron's E Publisher.

Daniel, J. S. et al; (1982): Learning at a Distance: A world Perspective. Athabasca University, Edmonton.

Dillon, S.S. & Kaur, R. (2018) Information Technology Communication and Distance ,Gyan Gupta Publication.

Garrison, D. R. (1989): Understanding Distance Education Framework for future. Routledge, Chapman and Hall, London.

Holmberg, B. (1985): Status and Structure of Distance Education (2nd Ed.). Lector Publishing.

Holmberg, B. (1986): Growth and Structure of Distance Education. London: Croom Helm.

Holmberg, B. (1989): Theory and Practice of Distance Education. Routledge, Chapman & Hall, London.

IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 &3). IGNOU, New Delhi.

Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.

Kaye, & Rumble (Ed) (1981): Distance Teaching for Higher and Adult Education, London: Croom Helm.

.Keegan, D. (1989): Foundations of Distance Education, London: Routledge.

Race, Phil (1944): The Open Learning Handbook, Second Edition, London: Kogan

Page.

Satyanarayana,C.Seshratnam (2018) :Open Distance Education in India: Shipra Publications

Rathore, H. C. S. (1993): Management of Distance Education in India. NewDelhi:

Ashish Publishing House.

Paper XIII

Course Type/Nature: Discipline Elective

EARLY CHILDHOOD EDUCATION

Course Code: MEDDE113

Credits: 4

Marks: 100 (70 + 30)

Course Objectives:

To enable the learners to:

- i) Understand the concept of Early Childhood Education
- ii) Understand the Contributions of different Philosophers and Educationists to Pre-School Education.
- iii) Understand the various types of programmes, scheme, services and organizations to meet the welfare needs of children.
- iv) Understand laws and policies for children and discuss implementation, issue and strategies.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks

for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit 1. Introduction to Early Childhood Education 1 Credit

Need, Importance and Objectives of Early Childhood

Education, Significance of Child Rearing Practices &

Learning. Development of Pre-School Education in India

Unit 2. Policies and Programmes for Children Credit 1

Needs and Rights of Children in the context of Social Issues and Problems.

Legislations for Children: UN Convention on the Rights of the Child (1989); National Policy on Children (1974); The Juvenile Act(1986) and The Child Labour (Prohibition and Regulation) Act(1986).

Unit 3. Contributions of Philosophers and Educationists to Pre-School Education credit 1

Jean Jacques Rousseau (Pioneer), Frederich Wilhelm August Froebel (KG),

McMilan Sisters (Nursery), Maria Montessori (Montessori), Mahatma Gandhi (Basic Education)

Unit 4. Pre-School Education and its Agencies Credit 1

Activities and Programmes for Pre-School Education, Anganwadi and Day Care Programmes. Characteristics of a Balanced Pre-School Curriculum, Evaluation of Pre-School Curriculum and its Activities,

Role of Agencies involved in Management of Pre-School Education in India (Central Social Welfare Board, State Social Welfare Board, Indian Council for Child's Welfare)

Sessional Work / Activities Marks: 10(under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Prepare a report on the nutritional status of children under age five and their mothers of your village.
- ii.) Collect reliable data on child health indicators; immunization, prevalence, and treatment of diseases among children under age five of your village.
- iii.) Any other activity / activities that the concerned course teacher may think appropriate, can be allotted .

Suggested Readings

- Aggarwal, J.C,S. Gupta (2019).Early Childhood Care Education First Edition Shipra Publications
- Aggarwal, J.C. (1990).Methods and materials of Nursery Education, Delhi, Doaba House.
- Cath Arnold (1999).Child Development and Hearing 2-5 years- Georgia's story, New Delhi, Sage Publication.
- Day Barbara (1983).Early Childhood Education: Organising Learning Activities, New York, McMillan.
- Montessori ,M.(2015)The Montessori Mehtod Sccientific Pedagogy as Applied to Child Education ,Aakar Books Publications
- Riley J.(2003). Learning in the Early Years, A guide for teachers. New Delhi, Sage Publication
- Roopnarine&Johnson (2015) Approches to Early Childhood Education Pearson, India
- Sue. C. Wort (2002) Early Childhood Curriculum, Guwahati, Nivedita Book Distributors.
- Travers, J.E. (1971).The Growing Child. Introduction to Child Development, New York, John Kluey.
- Woolfolk,A et.al.(2010) Fundamentals of Educational Psychology, Pearson Publication India.

Paper XIV

Course Type/Nature: Skill Enhancement

Course Code: MEDSE114

Credits: 4 Mandatory Non- CGPA

- I.)** Tool Development and Sampling related to the Problem selected for dissertation
- II.)** Visit to Schools and Teacher Education Institutions: Preparation of Field Report

THIRD SEMESTER
Paper XV
Course Type/ Nature: Core
TEACHER EDUCATION-II
(Curriculum, Policy, Practices and Continuing Professional Development)
Course code: MEDC115
Credits: 4 Marks: 100 (70 + 30)

Course objectives:

To enable the learners to –

- i.) Understand the Concept, Development and Agencies of Teacher Education.
- ii.) Understand the Teacher Education Programmes at Different Levels- Their Objectives, Structure, Curriculum, Role and Competency Of The Teachers.
- iii.) Understand the Need For Teacher Education at Tertiary Level.
- iv.) Understand the Issues, Problems and Innovative Practices in Teacher Education. Research and Professionalism in Teacher Education.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit-1: Teacher Education Curriculum

Credit 1

National Curriculum Framework for Teacher Education Programme at various levels as recommended by NCFTE, 2009.

Elementary Level

Secondary Level

Teaching and Training Techniques – Nature, Assumptions, relevance to objectives of the Teacher Training.

Various techniques of Teacher Training– Seminars, Workshops, Brain Storming, ICT, Micro Teaching, Simulation and Role Playing and System Approach.

Privatization of Teacher Training: Need and Quality Concerns.

Unit- 2: Teacher Thought Process

Credit 1

Concept of Teaching and Learning.

Duties of Teachers other than Teaching and their impact on quality of School Education.

3 P's in Teaching- Perception, Planning and Performance.

Teacher Thought Process and Decision Making.

Unit-3: Continuing Professional Development

Credit 1

Concept and Importance, Modes of INSET (In-Service Education and Training): Face to Face, Distance Mode, Eclectic Mode.

Meaning, Characteristics and Concept of Profession and Professionalism in Education.

Professional Ethics for Teachers.

Strategies of In-Service Professional Development – Workshop, Seminars, Orientation Programmes, Refresher Courses, Conferences and Extension Lectures. Teacher Professionalism – Roles, Attitudes, and Values.

Unit-4: Research and Innovations in Teacher Education

Credit 1

Problems of Teacher Education in India. Innovations in Teacher Education. Priorities of Research in Teacher Education.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10marks:

- i.) Visit to any school and collect information from the teachers regarding use of new innovation in teaching learning process.
- ii.) Visit to any school and write a report on the attitude of in service teachers towards B.Ed. teacher training internship programme.
- iii.) Any other activity / activities that the concerned course teacher may think appropriate.

Suggested Readings:

Antonio L. Ellis · Nicholas D. Hartlep · Gloria Ladson-Billings · David O. Stovall (2021). Teacher Educators as Critical Storytellers: Effective Teachers as Windows and Mirrors. Tantor Media Inc.

Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead: Brinks Open University Press.

Lampert, M. (2001). Teaching Problems and the Problems of Teaching. New Haven: Yale University Press.

Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A Constructivist Approach to Introducing Education. USA. Wadsworth Publishing.

Mohammad Miyan (2004). Professionalization of Teacher Education. New Delhi: Mittal Publications.

NCERT (2006): Teacher Education for Curriculum Renewal.

NCTE (1998): Perspectives in NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi.

NCERT(2005): National Curriculum Framework.

NCTE. (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.

Radha Mohan (2019). Teacher Education. PHI Learning Private Limited, Delhi.

Ram, S. (1999): Current Issues in Teacher Education. New Delhi: Sarup & Sons Publications.

Schon, D. (1987): Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.

Sambit K. Padhi and Anjali Kumari (2019). Teacher Education in India: Modes and Researches. Pacific Books International.

Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.

Paper XVI

Course Type/ Nature: Core

CURRICULUM STUDIES

Course code: MEDC116

Credits: 4 Marks: 100 (70 + 30)

Course objectives:

To enable the learners to;

- i.) Understand the meaning and principles of curriculum.
- ii.) Understand and appreciate curriculum as a means of development of the individual.
- iii.) Understand the foundations and evaluation of curriculum.
- iv.) Comprehend the different models of curriculum.
- v.) Compare the view point given by different commissions.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit – 1: Curriculum development: Principles and Strategies

Credit 1

Meaning, Concept, Scope and Characteristics of a Good Curriculum.

Guiding Principles for Curriculum Development and Factors affecting Curriculum

Development.

NCF 2002 and NCF 2005.

Unit – 2: Basis and Models of Curriculum

Credit 1

Philosophical Theories and their Implications to Curriculum.

Sociological Needs and their Implications for Curriculum. Psychological needs of the learners their Implications for Curriculum.

Models of Curriculum–Administrative Line Staff (Taxler), Grassroot-level Planning (Hilda Taba), Demonstration, System-analysis

Unit –3: Selection of Materials and Procedure of Organizing Content

Credit 1

Formation of General Objectives at School Stage and their Specifications.

Formation of Instructional Objectives and their Specifications

Problems of Curriculum Reform.

Rationale for Revision of Curriculum.

Unit – 4: Evaluation of Curriculum

Credit 1

Need and Procedure of Curriculum Evaluation.

Evaluation of Curriculum in terms Content, Organization and Relevance.

Recommendations of University Education Commission (1948)

Secondary Education Commission (1952-53), Education Commission (1964-66) and NPE (1986) regarding curriculum at elementary and secondary Level.

Sessional Work / Activities

Marks: 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Visit a school and observe how the curriculum is being implemented or transacted. Prepare a detailed report.
- ii.) Study the curriculum of any one subject of your choice at high school level. Prepare a detailed report mentioning the structure of curriculum and its strengths and weaknesses as perceived by the school teachers.
- iii.) Prepare a report highlighting the major recommendations of different commissions and committees (after independence) with regard to curriculum reforms at school level.
- iv.) Any other activity / activities that the concerned course teacher may think appropriate.

SUGGESTED READINGS

- Adesoji, A., & Tinuke, T.(2019). Curriculum development and multicultural education in the Nigerian educational system. *Journal of Scientific Research and Studies*. 6(4), 46-53.
- Aggarwal, Deepak (2007): Curriculum Development: Concept, Methods and Techniques. New Delhi: Book Enclave.
- Akdemir, E., Karameşe, E., & Arslan, A. (2015). Descriptive analysis of researches on curriculum development in education. *Social and Behavioral Sciences*, 174, 3199 – 3203.
- Akşan, E., & Baki, A. (2017). Content analysis of curriculum-related studies in Turkey between 2000 and 2014. *Educational Sciences: Theory & Practice*, 17, 877–904.
- Alsubaie, M. A. (2016). Curriculum development: Teacher involvement in curriculum development. *Journal of Education and Practice*, 7(9), 106-107.
- Anmol Publications Pvt. Ltd
- Arora, G.L. (1984): Reflections on Curriculum. New Delhi:NCERT.
- Carl, A. E. (2009). *Teacher empowerment through curriculum development: Theory into practice*. Cape Town, South Africa: Juta and Company Ltd.
- CIET (2006) The Process of Making National Curriculum Framework-2005: A Video Documentary Both in Hindi and English, New Delhi: CIET, NCERT,
- Dewey, John (1966). *The Child and the Curriculum*. Chicago: The University of Chicago Press.
- Key Concepts in Curriculum Studies: Perspectives on the Fundamentals. (2019). United Kingdom: Taylor & Francis.
- Transnational Education and Curriculum Studies: International Perspectives. (2020). United Kingdom: Taylor & Francis.
- Influences and Inspirations in Curriculum Studies Research and Teaching: Reflections on the Origins and Legacy of Contemporary Scholarship. (2021). United Kingdom: Taylor & Francis.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (Studies in Curriculum Theory). New York: Teacher College Press.
- Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K: Routledge.
- NCERT (2000). National Curriculum Framework for School Education, New Delhi: NCERT.
- NCERT (2005). National Curriculum Framework New Delhi: NCERT.
- NCTE (2009) National Curriculum Framework for Teacher Education. New Delhi:
- Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*, California: Jossey-Bass Inc. Publication.
- Taylor, P. H., Richards, C. M. (2018). *An Introduction to Curriculum Studies*. United Kingdom: Taylor & Francis.
- Xavier, E. (Editor) (2013) *Encyclopedia of Curriculum and Teaching Methods*.New Delhi:

Paper XVII
Course Type/Nature: Core
EDUCATIONAL TECHNOLOGY
Course code: MEDC117
Credits: 4 Marks: 100 (70 + 30)

Course objectives:

To enable the learners to:

- i.) Understand the concept, scope and importance of educational technology.
- ii.) Understand the role of technology in various educational practices.
- iii.) Understand the concept, process and components of communication along with the role of multimedia approaches in educational communication.
- iv.) Understand various levels, stages and models of teaching.
- v.) Understand the teaching behavior modification techniques for betterment of teaching- learning process.
- vi.) Make use of different classroom Instructional Technologies.
- vii.) Make use of various types of technologies for enhancing student centered learning environment.
- viii.) To get acquainted with recent trends in Educational Technology.

Unit -1: Educational Technology and Communication **Credit 1**

Concept, Scope and Importance of Educational Technology

Role of Technology in Various Educational Practices

Concept, Process and Components of Communication, Barriers to Effective Classroom

Communication, Role of Multimedia Approaches in Educational Communication

Modern Trends in Educational Communication such as e-mail, teleconferencing and Interactive Video Conferencing, Wiki, Blogging and Social Networking

Unit -2: Levels, Stages and Models of Teaching **Credit 1**

Memory, Understanding and Reflective levels of Teaching and Learning and their

Implications.

Stages of Teaching along with Operations involved in them.

Models of teaching: Meaning, Function and Types (Glaser's Basic Model, Information processing Model, Social Interaction Model)

Teaching Behaviour Modification Techniques: Flander's Interactional Analysis, Reciprocal Category System and Equivalent Talk Category System

Unit - 3: Technology for Classroom Instruction **Credit 1**

Components, Working and Uses of Over Head Projector (OHP), Movie Projector, Liquid Crystal Display (LCD) Projector, Components, Working and Uses of Computer, Audio-Video Recording Instruments, Closed Circuit Television (CCTV) and Smart Board/Electronic Board.

Programmed Learning (Linear and Branching), Personalizes System of Instruction, Computer Assisted Instruction (CAI) and Web Based Learning

Challenges in Integration of Technology for Classroom Instruction

Unit-4 Technology Enhanced Students-centred Learning Process

Credit 1

Concept and Importance of E-Learning, M-Learning, Collaborative Learning, Blended Learning.

Technology Aided Learning and Virtual Classroom for generating Student-Centered Learning Environment.

Role of Central Institute of Educational Technology(CIET) to Promote Utilization of Educational Technologies.

Recent Trends of Research in Educational Technology

Sessional Work / Activities

Marks: 10(under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Each student shall develop self-instruction / Program instruction / computer assisted instruction material for any unit of any school subject of his choice.
- ii.) Write a report on classroom transection by the Flander's interaction technique.
- iii.) Any other activity/activities that the concerned course teacher may think appropriate.

SUGGESTED READINGS

Agarwal, J.C. (1995) Essential of Educational Technology: Teaching Learning Innovations in Education. Delhi: Vikas Publishing House (P) Ltd.

Behera, S. C. (1991): Educational Television Programmes, New Delhi: Deep and Deep Publications

Chauhan, S.S. :(1978) A Text-Book of Programmed Instruction, New Delhi: Sterling Publ. Co. Collis.

Denis, Kim, Sen and Morin (2000), "Information Technology - The Breaking Wave", New Delhi: Tata McGraw-Hill Publishing Company Limited.

Dobson, Theresa M. (2005.)Technologies of Text: Reflections on Teaching, Learning, and Writing within Digital Environments." Journal o f the Canadian Association of Curriculum Studies, v.3 no.1.

Educational Technology to Improve Quality and Access on a Global Scale: Papers from the Educational Technology World Conference (ETWC 2016). (2018). (n.p.): Springer International Publishing.

Ezumah, B. A. (2020). Critical Perspectives of Educational Technology in Africa: Design, Implementation, and Evaluation. Germany: Springer International Publishing.

Handbook of Research on Modern Educational Technologies, Applications, and Management. (2020). United States: IGI Global.

ICT in Education in Global Context: Comparative Reports of Innovations in K-12 Education. (2015). Germany: Springer Berlin Heidelberg.

Kulkarni, S.S. (1986) Introduction to Educational Technology, New Delhi:Oxford & IBH.

Kumar, K.L. (2008): Educational Technology, New Delhi: New Age International Pvt. Ltd.

Kumar, N. and Chandiram, J. (1967): Educational Television in India, New Delhi: Arya Book Depot.

Mehra, V. (2010): A Text Book of Educational Technology, New Delhi: Sanjay Prakashan.

Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, New Delhi: Sterling Publishers Pvt. Ltd.

Pandey, K.P.(1980) A First Course in Instructional Technology, Ghaziabad: Amitash Prakashan,

Parmaji, S. (1994): Distance Education, New Delhi: Sterling Publishers.

Rana, S. (1994): Open Learning in India, New Delhi: Commonwealth Publishers.

Sampath et. al. (1981): Introduction to Educational Technology, New Delhi: Sterling Publishers Pvt. Sharma, B.M. (1994): Media and Education, New Delhi: Commonwealth Publishers.

Sharma, K.D. and Sharma, D.V. (1993): Open Learning System in India, New Delhi: Allied.Publishers Ltd.

Venkataiah, N. (1996): Educational Technology, New Delhi: APH Publishing Corporation.

Paper XVIII
Course Type/ Nature: Generic Elective
ENVIRONMENTAL EDUCATION
Course code: MEDC118

Credits: 4 Marks: 100 (70 + 30)

Course Objectives

To enable the learners to;

- i.) Understand the concept, characteristics and components of environmental education
- ii.) Understand the importance and scope of environmental education.
- iii.) Acquaint with possible environmental hazard enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- iv.) Orient with various components of environments for preparing a curriculum for environmental education.
- v.) Develop various methods and strategies for realizing the objective of environmental education.
- vi.) Understand various projects in the area of environmental studies in different countries.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit 1: Environment and Environmental Education

Credit 1

Concept, Characteristics and Components of Environment
Historical Background of Environmental Education
Concept, Characteristics, Components and Scope of Environmental Education,
Objectives and Guiding Principles of Environmental Education

Unit 2: Environmental Conservation and Sustainable Development

Credit 1

Concept, Characteristics, Objectives and Need of Environmental
Conservation Concept, Characteristics, Objectives and Need of Sustainable
Development
Concept and Ways of Disaster Management.
Role of Education in Environmental Conservation and Sustainable Development

Unit 3: Environmental Pollution

Credit 1

Concept and Types of Environmental Pollution
Air Pollution: Causes, Sources, Effects and Preventive
Measures. Water Pollution: Causes, Sources, Effects and
Preventive Measures.
Soil Pollution: Causes, Sources, Effects and Preventive

Measures. Noise Pollution: Causes, Sources, Effects and Preventive Measures.

Laws of Conservation and Protection: Environment Protection Act, Wild life Protection Act and Noise Pollution Act.

Unit 4: Environmental Hazards

Credit 1

Concept of Environmental Hazards

Environmental Hazards: Causes, Sources, Effects and Measures (Global Warming, Acid Rain, Polar Melting, Raising of Sea Level and Ozone Layer Depletion).

Movements and Projects for Environmental Protection / Conservation: Chipko, Tiger Project and Ganga Action Plan.

Sessional Work / Activities Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Preparation of Slogans, Charts/Pie-charts, Plantation Activities on environmental awareness campaign.
- ii.) Eco-friendly activities (Direct experiences) or Preparation of Scrap Book on any six major environmental issue. (Under village extension programme.)
- iii.) Any other activity / activities that the concerned course teacher may think appropriate can be allotted.

Suggested Readings:

- Arjun Dev (Ed.) (2003), A Handbook of Human Rights, Creative Learning Series, NBI, New Delhi.
- Environmental Education. (2019). (n.p.): Studera Press.
- Katoch S.K. (2013) Manveeya Mulya, Paryavarn Aur Manavadhikar Shiksha , published by Mohindra Capital Publishers (P) Ltd., Chandigarh.
- NCERT (1980), Environmental Studies: Teachers Guide, New Delhi.
- NCERT (1981). Environmental Education at the School Level, NCERT, New Delhi.
- NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework (Revised Version), NCERT, New Delhi.
- NCERT (2000), National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2001), Guidelines and Syllabi for Primary Stage Upper Primary Stage, Secondary Stage and Higher Secondary Stage, NCERT, New Delhi.
- Reddy, G. L. (2015). Text book on Environmental Education. India: discovery publishing house pvt Limited.
- Saxena, A.B. (1996), Education for the Environmental Concerns, Radha Publications, New Delhi, PP. 112.
- Sharma Y.K. and Katoch K.S. Education for Values, Environment and Human Rights, Deep and Deep Publication, New Delhi.
- Sharma, B.R. (1997), Environmental and Pollution Awareness, Sathya Prakashan.
- Shimray, C. (2016). Teaching Environmental Education: Trends and Practices in India. India: SAGE Publications.

Paper XIX

Course Type/Nature: Ability Enhancement

Course Code: MEDAE119

Credits: 4 Mandatory Non- CGPA

- III.)** Data collection pertaining to dissertation work, observation and supervision of B.Ed. students during internship/ Practice Teaching in Schools.
- IV.)** Reports of School Organization , Management/ Observation Lessons etc. will beprepared

FOURTH SEMESTER
Paper XX
Course Type/ Nature: Core
CURRICULUM, PEDAGOGY AND ASSESSMENT
Course code: MEDC120
Credits: 4 Marks:100 (70 + 30)

Course objectives:

To enable the Learners to;

- i.) Understand the need and significance of Curriculum in Education.
- ii.) Comprehend various Pedagogical Techniques and methods for transaction of curriculum.
- iii.) Understand Instructional Process in terms of its various dimensions
- iv.) Understand the importance of various skills and role of different media in Education.
- v.) Acquire and use different skills and competencies related to curriculum development, pedagogical interventions and evaluation techniques.
- vi.) Understand and apply different evaluation strategies and techniques during curriculum transaction.
- vii.) Analyze various evaluation strategies so as bring improvements in curriculum and its transaction

Unit – 1: Curriculum: An Overview

Credit 1

Meaning and Importance of Curriculum, Philosophical, Social and Psychological Basis of Curriculum, Functions and Goals of Curriculum, Characteristics of Effective Curriculum. Basis of Content Selection for Curriculum (Culture-based, Knowledge-based and Need-based).
Role of Teacher in Curriculum Development Process and its effect on Curriculum, Curriculum Transaction.

Unit – 2: Pedagogical Strategies for Curriculum Transaction

Credit 1

Instructional Objectives: Concept and Need, Bloom’s Taxonomy of Instructional Objectives, Writing Objectives in Behavioural Terms (Robert Mager’s and RCEM Approach).

Teacher Controlled Instruction (TCI): Meaning and Nature, Methods of Instruction (Lecture, Team Teaching, Demonstration), Strengths and Weaknesses of Each Method, Procedure for Organizing

Effective Lecture and Demonstration and Its Evaluation, Role of Teacher in Teacher Controlled Instruction.

Learner Controlled Instruction (LCI): Meaning and Nature, Methods of Self-Learning (Self-Instructional Print Material, Programmed Learning, Keller’s Personalized System of Instruction, Computer Assisted Instruction), Teacher’s Role in Learner controlled Instruction.

Group-Controlled Instruction (GCI): Meaning, Nature and Methods: Small Group Interaction, Cooperative Learning Approach, Role Play, Field Trips, Project Work), Role of Teacher in Group Controlled Instruction.

Unit – 3: Managing Instruction in Classroom

Credit 1

Meaning and Basic Principles of Effective Classroom Management.

Instructional Design: Meaning and Types; Using Instructional Media in the Classroom: Concept, Need and Types.

Use of Print Media in the Classroom (Textbooks, Reference Books, and Journals), Using Charts, Models and Improvised TLM in Classroom and Skills required to Use Them.

Use of Electronic Media in the Classroom (TV, Computers, Internet), Skills required for Effective Communication in the Classroom, Modification of Teacher Behaviour through Development of Teaching Skills (Skill of Induction, Explaining, Reinforcement, Probing Questioning, Stimulus Variation and Achieving Closure) among Student-Teachers through Micro Teaching and Simulation.

Unit – 4: Curriculum and Assessment

Credit 1

Difference between Evaluation, Assessment, Measurement and Tests; Need, Purpose and Importance of Educational Assessment.

Approaches to Assessment: Formative, Summative and Diagnostic; Norm-Referenced and Criterion-Referenced Tests: Difference and Construction Procedures, Continuous and Comprehensive Evaluation: Concept, Aims, Assessment of Scholastic and Co-Scholastic Aspects; Assessment of Cognitive, Affective and Psycho-Motor Aspects of Individual Personality.

Recent Trends in Assessment: Self-Evaluation, Peer Evaluation, Grading System, Open Book Examination, Internal Assessment.

Meaning, Purpose and Ways of Evaluating Curriculum.

Sessional Work / Activities

Marks = 10 (under CCA Component)

- i.) Visit a high school and observe classroom transaction process (T-L process) followed by the teachers. Prepare a detailed report mentioning the teaching skills and TLM used by the teachers. Highlight the strengths and weaknesses of classroom transaction process and suggest some ways for bringing improvements in the same.
- ii.) Visit a primary school and study how CCE records are maintained by the school authorities. Prepare a detailed report on it.
- iii.) Prepare a study guide on any topic of your interest by following the principles of Keller's Personalized System of Instruction (PSI).
- iv.) Prepare a PowerPoint presentation on any topic of your interest. Submit the prints of handouts (including brief explanation of content covered) of Power Point slides.

SUGGESTED READINGS:

Aggarwal, Deepak (2007): Curriculum Development: Concept, Methods and Techniques. New Delhi: Book Enclave.

Aggarwal, J. C. (2009) Development and Planning of Modern Education, New Delhi: Vikas Publishing House Pvt. Ltd.

Andrey and Nicholas, Howard. (1978) Developing Curriculum: A Practical Guide. George, London: Allen and Unwin,

Arora, G.L. (1984): Reflections on Curriculum. New Delhi: NCERT.

Bhatia, K. K. & Chadda D. P. C. (1980). Modern Indian Education and its problems, Ludhiana: Prakash Brothers.

Chopra, R. K. (1993). Status of Teacher in India, New Delhi: NCERT Delhi: Book Enclave.

Dewey, John (1966). The Child and the Curriculum. Chicago: The University of Chicago Press.

Goodland, J. (1979). Curriculum Enquiry the Study of Curriculum Practices. New York: McGraw Hill.

Holders and Stayhton Mc Kernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. U.K: Routledge.

Hooer, R. (1971). Curriculum: Context, Design and Development: New York: Longmans

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

NCTE (2009) National Curriculum Framework for Teacher Education.

Nicholls, H. (1978). Developing Curriculum- A Practical Guide, London: George Alen Publishing House Pvt. Ltd.

Sharma, R. A.(2008) Technological Foundations of Education, Meerut: R Lall Book Depot.

Teaching Early Years: Curriculum, Pedagogy and Assessment. (2020). United Kingdom: Taylor & Francis.

Teaching Middle Years: Rethinking Curriculum, Pedagogy and Assessment. (2020). United Kingdom: Taylor & Francis.

Teaching Primary Years: Rethinking Curriculum, Pedagogy and Assessment. (2019). United Kingdom: Allen & Unwin.

The SAGE Handbook of Curriculum, Pedagogy and Assessment. (2015). United Kingdom: SAGE Publications.

Paper XXI

Course Type/ Nature: Core

EDUCATIONAL ADMINISTRATION, MANAGEMENT AND LEADERSHIP

Course code: MEDC121

Credits: 4

Marks: 100 (70 + 30)

Course objectives:

To enable the learners to:

- i.) Develop an understanding of the concepts, techniques and practice of educational administration and management.
- ii.) Recognize the importance of management of resources and effective use of ICT in the context of educational management.
- iii.) Critically examine the core and contemporary management and leadership theories relevant to educational practice and settings.
- iv.) Sensitize the students about new changes and challenges in administration and leadership of institutions.
- v.) Develop capacities for being effective educational administrators and leaders.
- vi.) Sensitize the students with respect to emerging trends in educational administration, management and leadership.
- vii.) Acquaint the students with the dynamics of total quality management in Education.

Unit - 1: Educational Administration**Credit 1**

Meaning, Nature and Scope of Educational Administration, Basic Principles of Educational Administration, Administrative Structure at Various Levels of Education.

Role of Different Agencies / Regulatory Bodies (NUEPA, NCERT, State Directorates of Education) in Educational Administration.

Recent Trends in Educational Administration: Decentralization, Delegation of Authority, Academic Freedom and Institutional Autonomy, Community Participation and Role of Local Bodies in Educational Administration.

Meaning and Concept of Educational Supervision, Means of Ensuring Accountability in Educational Processes.

Qualities of an Effective Educational Administrator.

Unit - 2: Educational Management**Credit 1**

Educational management in India: A Historical Perspective.

Purpose, Processes, Principles and Stages of Educational Management.

Relationship between Educational Management and Administration, Managerial Functions of Educational Administrator (Planning, Organizing, Staffing, Controlling and Directing)

Role of Teachers in Educational Management.

Unit – 3: Management of Resources in Education**Credit 1**

Management of Physical Resources (School Plant, School Building, Furniture, Equipment's, Playground, Laboratory and Library).

Management of Human Resources (Functions of School Head and School Teachers and Staff. Management of Financial Resources (Identifying Sources of Income and Preparing School Development Plan).

Office Management in Education (Office Functions, Purpose and Types of School Records), Meaning and Importance of Management Information System in Education.

Concept and Techniques of Classroom Management, Total Quality Management (TQM) in Education: Concept and Principles, Application of ICT and Barriers in its Use in Educational Management.

Unit-4: Leadership in Education

Credit 1

Concept and Functions of Leadership, Types of Leadership (Academic, Administrative, Community and Student-Centred Leadership), Importance of Group and Team Work, Leadership Skills.

Leaders as Team Manager and Motivator, Developing Leadership and Management Skills.

Current Trends in Educational Leadership in the context of Privatization, Public-Private Partnership in Education, Globalization and their Impact on Education.

Sessional Work / Activities

Marks: 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Visit a primary school and study how admission and attendance records of students are maintained by the school authorities. Prepare a detailed report on it.
- ii.) Visit a private educational institution at higher level and study its organizational and management structure. Prepare a detailed report on it.
- iii.) Interact with the community members in your neighborhood whose children are studying in government schools. On the basis of this interaction, prepare a detailed report on how community participation can be ensured and enhanced in educational affairs.
- iv.) Any other activity/ activities that the concerned course teacher may think appropriate.

SUGGESTED READINGS:

- Bush, Tony. (2010) Theories of Educational Leadership and Management, 4th ed., New Delhi: Sage Publications,
- Davies, Brent and Burnham, J. W. (2003) Handbook of Educational Leadership and Management, New Delhi: Pearson Education.
- Dhillon, S. S. (2019). Educational Administration: Management and Leadership. India: GS Publisher Distributors.
- Educational Leadership and Administration: Concepts, Methodologies, Tools, and Applications. (2017). United States: IGI Global.
- Gupta .S and Aggarwal. J.C (2013) School Management, New Delhi: Shipra Publication, Management, New Delhi: Pearson Education
- Mohanty, J. (2007) Educational Administration, Supervision and School Management, New Delhi: Pearson Education
- Principles of Educational Leadership & Management. (2019). United Kingdom: SAGE Publications.
- Sharma, S. L. (2009) Educational Management: A Unified Approach of Education, New Delhi: Global India Publications Pvt. Ltd.

Paper XXII

**Course Type/Nature: Core
INCLUSIVE EDUCATION**

Course code: MEDC122

Credits: 4 Marks: 100 (70 + 30)

Course objectives:

To enable the Learners to:

- i.) Understand the concept and importance of Inclusiveness in Education.
- ii.) Understand the global and national commitments towards the education of children with diverse needs.
- iii.) Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for Inclusive Education.
- iv.) Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in Inclusive Schools.
- v.) Analyze special education, integrated education, mainstream and inclusive education practices.
- vi.) Identify and utilize existing resources for promoting inclusive practice.

Unit-1: Introduction to Inclusive Education

Credit 1

Concept, scope and importance of Inclusive Education, Historical perspectives on education of children with diverse needs.

Difference between Special Education, Integrated Education and Inclusive Education.
Need for Inclusive Education and barriers in the Implementation of the scheme.

Adaptations in Instructional Objectives, curriculum and co-curricular activities for meeting diverse needs of children: intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.

Unit -2: International and National Initiatives for the Education of Children with Special Needs **Credit 1**

The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).

The World Declaration on Education for all and its Framework for Action to meet basic learning needs, 1990(Article 3 Clause 5). The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).

The Agenda for Action for the Asian and Pacific Decade of Disabled Persons (1993-2002). The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education. International Year of the disabled persons (IYDP, 1981)

National Initiatives for children with special needs: Integrated Education for Disabled Children (IEDC, 1974).

Project Integrated Education for disabled children (PIED, 1987).

Sarva Shiksha Abhiyan and RTE 2009

Unit- 3: Current Laws and Policy Perspectives for Inclusive Education and Role of the Teacher **Credit 1**

Mental Health Act 1987, Rehabilitation Council of India (RCI) Act, 1992. Role of RCI in the education of children with special needs.

Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).

The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning, role of technology for meeting diverse needs of learners.

Unit – 4: Teacher preparation for Inclusive Education **Credit 1**

Skills and Competencies of teachers and teacher educators for Elementary and Secondary Education in Inclusive Settings, Teaching Strategies for Inclusive Education, creating conducive environment in Inclusion Schools, reviewing existing Educational Programmes offered in secondary school (general, special education).

Evaluation and Follow up Programmes for Improvisation of Teacher Preparation Programmes in Inclusive Education Programmes.

Roles, Responsibilities and Professional Ethics of an Inclusive Education Teacher and Teacher Educators.

Role of NGO's in Inclusive Education - A Critical Appraisal.

Sessional Work / Activities

Marks = 10(under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Preparation of one teaching aid (model) to teach children with special need.
- ii.) Visit any Special School and write report about the functioning of the school.
- iii.) Any other activity/ activities that the concerned course teacher may think appropriate.

Suggested Readings

Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: New Delhi: National Publishing House.

Creating an Inclusive School. (2019). (n.p.): PHI Learning Pvt. Ltd.

Disability Inclusion and Inclusive Education. (2020). Germany: Springer Nature Singapore.

Government of India (1986). National Policy on Education.

Government of India (1992). Programme of Action.

Inclusive Education for the 21st Century: Theory, Policy and Practice. (2020). United Kingdom: Taylor & Francis.

Inclusive Education: Creating an Inclusive School. (n.d.). (n.p.): JEC Publication.

Inclusive Education: Perspectives on Pedagogy, Policy and Practice. (2016). United Kingdom: Taylor & Francis.

Inclusive Education: Practices and Challenges. (2021). (n.p.): K.K. Publications.

Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Haryana: Academic Press.

Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Chennai: Heinemann Educational publishers, Multivista Global Ltd,

Kagan, T.S. (2000): Worldwide Diversity and Human Rights. New Delhi: Orient Longman Pvt.Ltd.

NCERT (2005). National Curriculum Framework,

NCERT (2006). National Focus Group Report on Education of SC and ST, New Delhi.

PWD Act 1995,98,2000

Rehabilitation Council of India, (1992)

Sharma P.L (2003) Planning Inclusive Education in Small Schools, Mysore: R .I E.

Sharma, P.L. (1990) Teachers Handbook on IED-Helping Children with Special Needs New Delhi: N. C. E.R.T. Publication.

Paper XXIII
Course Type/ Nature: Discipline Elective
ADULT AND CONTINUING EDUCATION
Course code: MEDDE123
Credits: 4 Marks=100 (70 + 30)}

Course Objectives:

To enable the learners to;

- i) Acquire knowledge of various concepts, programmes, new initiatives and emerging challenges in adult education.
- ii) Understand the concept of curriculum development in adult education.
- iii) Identify the role of information and communication technologies in curriculum transaction.
- iv) Acquire knowledge of different teaching and training methods in adult education.
- v) Familiarize with the concepts of lifelong learning and continuing education.
- vi) Acquire skills to create a literate and educative environment.
- vii) Develop the skill of creating reading materials for neo-literates and semi-literates.
- viii) Familiarize with the role of various agencies involved in implementation of adult education programmes.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit -1: Adult Education

Credit 1

Adult Education: Basic Concepts, Terms, Features and Objectives.

Current Adult Education Policy and Programmes: An Overview. Initiatives and Programmes of Adult Education.

UNIT -2: Curriculum Development and Transaction in Adult Education Credit 1

Curriculum Development in Adult Education.

Community Participation in Curriculum Development and Transaction. Teaching and Training Methods in Adult Education.

Role of Information and Communication Technologies in Curriculum Transaction in Adult Education.

Unit- 3: Lifelong Learning, Continuing Education and Extension Credit 1

Lifelong Learning: Concept, Objectives, Scope and Ways of Creating a Literate Environment.

Reading Materials for Neo-Literates and Semi-Literates.

Continuing and Extension Education – Concept, Need, Objectives and Scope.

Systems Approach to Extension Education.

UNIT -4: Implementing Agencies in Adult Education Credit 1

Role of Government Department, University, Community and NGOs in Implementation of Adult Education Programmes.

Problems in Implementation of Adult Education Programmes India.
Ways and Measures to Improve Adult Literacy in India.

Sessional Work / Activities

Marks = 10(under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10marks:

- i.) Interact with the youths of your village and prepare a report on the techniques of social networking they are using along with their utilities.
- ii.) Visit to any NGO working for the implementation of any Adult Education Programme and prepare a report on its objectives and functioning.
- iii.) Any other activity / activities that the concerned course teacher may think appropriate.

Suggested Readings:

Alford, H.J. (1968): Continuing Education - In Action: Residential Centres for Lifelong Learning. New York: Wiley.

Chopra, Rita & Kundu, C.L. (1986). Adult Education, Principles, Practice and Prospects, Continental Book Co., New Delhi.

Cropley, A.J. (1977): Life Long Education: A Psychological Analysis. New York: Pergamon

Rs

- Dutta, S.C. (1986): History of Adult Education - In India. New Delhi: IAED.
- Jarvis, P. (1990): International Dictionary of Adult and Continuing Education. London: Routledge.
- Kasworm, C. E., Ross-Gordon, J. M., Rose, A. D. (2016). Foundations of Adult and Continuing Education. Germany: Wiley.
- Kaur, Ambica Sharanjit, (1995). Managing Distance Education. New Delhi: Deep and Deep Publications.
- Parmaji, S., (1984). Distance Education. New Delhi: Sterling Publishers, Pvt. Ltd. Press.
- Puri, R. P., (1996). Handbook of Distance Education. Delhi: N. k. Centre for Education studies.
- Rathore, H.C. S., (1930). Management of Distance Education India. New Delhi: Ashish Publishing House.
- Sharma, B. M., Distance Education. New Delhi: Commonwealth Publishers.
- The Handbook of Adult and Continuing Education. (2020). United States: Stylus Publishing.

Paper XXIV
Course Type/ Nature: Discipline Elective
EDUCATION FOR HUMAN VALUES
Course code: MEDDE124
Credits: 4 Marks: 100 (70 + 30)

Course Objectives

To enable the learners to;

- i.) Understand the need and importance of value education.
- ii.) Understand the nature of values, moral values, moral education and to differentiate such form religious education, moral training or moral indoctrination.
- iii.) Orient with the basis of morality and with the place of reason and emotions in moral development of the child.
- iv.) Understand the process of moral development vis-s-vis their cognitive and social development.
- v.) Orient with various intervention strategies for moral education and conversion of moral learning into moral education.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each.

The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit 1: Human Values

Credit 1

Concept, Characteristics, Objectives and Principles of Value Education

Value Oriented Thoughts from Different Religions

Need and Importance of Value Education in the existing Social Scenario

Unit 2: Classification of Human Values

Credit 1

General Classification of Human Values.

Classification of Values based on Indian Philosophy
Classification of Values according to Gandhi and Tagore.

Classification of Values according to NCERT.

Unit 3: Role of Different Agencies in Promotion of Human Values

Credit 1

Role of Family, Educational Institutions, Community and NGO's in Promotion of Human Values.

Constitution and Culture as Source of Values.

Recommendations of UNESCO Summit on "Value in Education" (1998)

Unit 4: Universal Values and Methods of Inculcating Values **Credit 1**

Five Universal Values (Truth, Peace, Love, Righteous Conduct and Non-violence) Direct and In-Direct Methods/Ways of Inculcating Human Values

Sessional Work / Activities Marks = 10(under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10 marks:

- i.) Select a story / an episode / an incident from an epic or any situation and analyse the human values integrated in it.
- ii.) Preparation of scrap book on any five human Values.
- iii.) Any other activity / activities that the concerned course teacher may think appropriate.

Suggested Readings:

Banga, C.L. (2012). Mulya, Paryavarn Aur Manavadhikar Ki Shiksha", published by Pasricha
Mai Heera Gate, Jalandhar, Punjab.

Goel, A. and Goel, S.L. (2005), Human Values and Education. Deep and Deep Publications Pvt. Ltd., New Delhi.

Gokak, V.K. (1973), A Value Orientation to our System of Education. M.M. Gulb and Sons, Gulab Bhawan, New Delhi.

Goyal, B.R. (1979), Document on Social, Moral and Spiritual Values in Education. NCERT, New Delhi.

Joshi, Kireet, (1976), Education for Personality Development, New Delhi, NCERT, (NIE Lecture Series).

Katoch, S.K. (2013) Manveeya Mulya, Paryavarn Aur Manavadhikar Shiksha”, published by Mohindra Capital Publishers (P) Ltd., Chandigarh.

NCERT, (2000), Educations for Values Development, Chapter 5, In National Curriculum Publication, Framework for School Education, New Delhi, PP. 117-119.

Report of the Religious and Moral Instruction (1959). Ministry of Education, Govt. of India, New Delhi.

Sharma Y.K. and Katoch K.S. Education for Values, Environment and Human Rights, Deep and Deep Publication, Pvt. Ltd, New Delhi

Vedula V.L.N. Murthy (2019). Education and Human Values. Rigi Publication.

Paper XXV

Course Type/ Nature: Discipline Elective

COMPARATIVE EDUCATION

Course code: MEDDE125

Credits: 4 Marks: 100 (70 + 30)

Course Objectives:

To enable the learners to:

- i) Understand the meaning and scope of Comparative Education.
- ii) Understand and explain the modern trends in world education and UNO.
- iii) To acquaint the students with educational systems in terms of factors and approaches of comparative education.
- iv) To orient the students with skills to assess the efficiency of educational system of various countries in terms of prevailing trend in those countries.
- v) To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

INSTRUCTIONS FOR THE PAPER SETTER AND CANDIDATES

The question paper for ESE will carry a total of 70 marks and consist of five sections: A, B, C, D & E. Section A will consist of 6 objective type questions (MCQ, True/False, Completion type) carrying one mark each and 4 short answer type questions carrying 2 marks each which

will cover the entire syllabus uniformly. Sections B, C, D & E will have two long answer type questions from the respective Units 1, 2, 3 & 4 of the syllabus & carry 14 marks each. The long answer type questions may contain subparts carrying different marks. The marks for each sub-part and required word limit will be shown against it. Section A of the question paper will be compulsory and the candidates are required to attempt one question (and/or its sub-parts) each from the sections B, C, D and E of the question paper. Answers to short questions should be completed in around 80 to 100 words each. Answers to long answer type question should be completed in around 800 words.

Unit – 1 Comparative Education

Credit 1

Concept, Scope, Purpose, and Need of Comparative Education.

History and Development of Comparative Education.

Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.

Unit – 2 Modern Trends and U.N.O

Credit 1

Modern Trends in World Education – National and Global,

Role of U.N.O. in Improving Educational Opportunities among the Member Countries.

Various Official Organs of the U.N.O. and their Educational Activities.

Unit – 3 Comparative Study

Credit 1

Comparative Study of the Education Systems with special

reference to: Primary Education: USA, UK and India

Secondary Education: USA, UK and India

Higher Education: USA, UK and India

Unit – 4 Problems of Education

Credit 1

Poverty, Unemployment, Population Explosion, Casteism, Communalism, Illiteracy, Gender Sensitization, Economic Under-Development: Their Causes, Effect on Development and Solution through Education.

Sessional Work / Activities

Marks = 10 (under CCA Component)

A candidate is required to undertake any one of the following activities and submit a detailed report to the concerned teacher. The activity will carry 10marks:

- i) Write a report on Comparative study of educational system of two countries of your choice.
- ii) Examine a problem of your choice related to the Education. Highlight the relevant challenges along with their remedies in your report.

- iii) Any other activity / activities that the concerned course teacher may think appropriate.

Suggested Readings:

Beredy, G.Z.F. (1964), *Comparative Methods in Education*, Oxford & East Publishing Co., New Delhi.

Blavic, Emile (1987), *Primary Education: Development and Reform, Perspectives in Education*, in *Education*, Vol. 3, 15 3-60.

Cantor, Leonard (1989), *The Re-visioning of Vocational Education in American High School*, *Journal of Comparative Education*, Vol. 25, Number 2.

Carlton, R., Colley and Machinnon (1977), *Educational change and Society*, Toronto, Gage Educational Publishing.

Carnoy, M.H. Levin (1985), *Schooling and Work in the Democratic State*, Stanford University Press, Stanford, California.

Choube, S.P. and Choube, A., (1993): *Comparative Education*, New Delhi: Commonwealth Publishers.

Choube, S.P., (2000). *Features of Comparative Education*, Agra: Vinod Pustak Mandir.

Cramer, I.F & Brown. G.S. *Contemporary Education: A Comparative Study of National System*. Harcourt Brace & Company, New York, 1965.

Dearden, R.F. (1970), *The Philosophy of Primary Education*. The English Language Book Society & Routledge and Kegan Paul Ltd., Broadway House, London.

Dent, H.C. (1961): *The Educational System of England and Wales*, University of London Press Ltd., Warwick Square London & C.V.

Epstein, Erwin, H., (1987): *Against the Currents: A critique of Ideology in Comparative Education*, *Compare*, 17, No. 1.

Green, J.L. (1981): *Comparative Education and Global Village*, Anu Book, Shivaji Road, Meerut.

Hans, Nicholas (1965): *Comparative Education*, Routledge and Kegan Paul Ltd., London.

James, H.R. & Mathew, A. (1988): *Development of Education System in India*, D.K. Publisher Distributors (P.) Ltd., Ansari Road, Daryaganj, New Delhi.

Jangira, N.K. (1986): *Special Education Scenario in Britain and India: Issues, Practice*.

Rao, V.K. and Reddy, R.S. (2004): *Comparative Education*, New Delhi: Common wealth Publishers.

Sharma, R.A. (2005): Comparative Perspective on Education, Jaipur: ABD Publishers, Imliwala Phatak.

Sharma, R.A. (2007): Comparative Education, Meerut : R. Lall Book Depot.

Sharma, R.N. (2008): Comparative Education, New Delhi: Surjeet Publications, Kamla Nagar.

Sharma, Y.K. (2004): Comparative Education – A Comparative Study of Educational Systems, New Delhi: Kanishka Publishers.

Sodhi T.S. (1988). A text book of comparative education New Delhi: Association of Indian Universities, IGNOU.

Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.

Paper XXVI

Course Type/Nature: Co/ Extra Co- Curricular Activity

Course Code: MEDAE126

Credits: 6 Mandatory Non- CGPA

Seminar/ Workshop/ Reporting/ Writing Research Articles/ Papers

Paper XXVII

RESEARCH DISSERTATION

Course code: MEDRC127

Credits: 8 Marks=100 (70+30)

The dissertation work in M.Ed Programme shall be compulsory and carry 100 marks (8credits). This shall be a special course involving application of knowledge in solving, analyzing, and / or exploring real-life situations. Each student is required to undertake this dissertation work under the guidance of a teacher from the Department of Education approved by Vice-Chancellor of H. P. University). The dissertation will be submitted in the Department of Education. The dissertation shall be evaluated by an external examiner (out of the panel of examiners to be approved by the Vice- Chancellor of the University). The dissertation will carry a total of 100 marks. The marks will be awarded on the basis of viva-voce examination (30marks) and evaluation of dissertation including its structure, nature and quality (70 marks).

