

Syllabus

DEPARTMENT OF EDUCATION

Master of Education (M.Ed.)

Two Year Regular Programme



"A" Grade by NAAC & "A" Category by MHRD

Jain Vishva Bharati Institute

(Deemed to be University under section 3 of UGC Act, 1956)

Ladnun-341306 (Raj.)

2017

Master of Education (M.Ed.)

Two Years Regular Programme

Jain Vishva Bharati Institute has launched a Bachelor of Education programme recognized by NCTE. The first session started from July 2005. The programme places specific emphasis on meditation as a tool to enhance learning skills and I.Q. This programme is also the first national teachers training programme to offer study in Education for Sustainable Development. Innovative syllabus and enthusiastic faculty work towards not only training the teachers but also assisting them with campus recruitment. Jain Vishva Bharati Institute is looking forward to train a new class of future generation teachers.

1. Introduction :

Enlightened, emancipated and empowered teachers lead communities and nation towards better and higher quality of life. Teachers are expected to create social cohesion, national integration and learning society. They disseminate knowledge and also generate new knowledge therefore, it becomes essential for any nation to give necessary professional inputs to its teachers. Jain Vishva Bharti Institute pursues the curriculum for its pre-service teacher training programme for women candidates who are far behind but can lead the whole nation. This will be a special programme focussed with a strong foundation in Science of Living. The candidates are encouraged to flourish an environment that promotes value and technology based society.

The purpose of M.Ed. is prepare learners for higher level functions in education including teacher education who would develop understanding of all contemporary concerns of education like : curriculum planning and development, educational planning and management, research in education, evaluation, guidance, educational technology, science of living, yoga and preksha meditation, ICT, Inclusive Education and Gender Education.

Duration:

The M.Ed. programme is full time two years programme.

Eligibility:

A candidate who has passed B.Ed. degree from any recognized university and qualified PMET conducted by the Rajasthan Government for that year as per guideline of State Government.

Objectives:

- ❖ To develop professionalism in teacher Education Programme.
- ❖ To motivate creative thinking and work among teacher trainees.
- ❖ To foster moral, social character and spiritual values of trainees.
- ❖ To develop Inter-relationship among Department, School and Society.
- ❖ To develop cognitive, Affective and Psycho-motor domain of the teacher trainees
- ❖ To promote for future Prospective, Employability and Skill based Teacher Training
- ❖ To develop Self Evaluation, Positive Attitude and self confidence
- ❖ To apply educational innovation and new strategies of the Teacher Education and trainees.

Programme Outcome of M.Ed.

The department of education runs the M.Ed. programme which is recognized by NCTE, New Delhi since 2007. The programme has the specific outcomes for preparing masters in the field of education. The M.Ed. course needs to spell out the vision of school education and teachers education, which should be central focus. Every learner has his/her unique way of learning. The learners would require freedom to explore, enquire and investigate. This would require development of certain abilities like critical thinking, problem solving, logical reasoning and meaning making. The process of learning is facilitate by the teachers and teacher-educators. In order to create such a situation a lot of diversity in pedagogy, andragogy, assessment school organization, creation of an enabling learners environment and community involvement would require. The vision of the school is characterized by constructivist view of education and learning knowledge in education basically refers in individual development in terms of knowledge, understanding, skill, competencies and value orientation. The form of individual development is society, specific or more appropriately in specific context of democratic, secular, socialist and egalitarian society.

The program is devise a social arrangement through which individual engage themselves in knowing, acquiring skills, competencies and values. Education tries to ensure that the use of knowledge and life competence is based on human values and norms of the society. This program aims to ensure students regarding research on the basis of dissertation work with proper field internship work.

Programme Specific Outcomes (PSO) of M.Ed. (2 Year programme)

After completion of the M.Ed. programme the pupils teachers shall able to:

1. Prepare Masters in the field of education.
2. Develop creative thinking, teaching competencies and moral values among trainees.
3. Foster professionalism in teacher education programme.
4. Diaspora as creative research work and research attitude among trainees .
5. Enhance cognitive, affective, and psychomotor domain of the teacher education.
6. Establish relationship between theory and practical's in term of internship in the field of education .

7. Provide scientific attitude, employability, skill based training, and self-assessment among trainees.

1. Title and Commencement

These regulations shall be called the Jain Vishva Bharati Institute (Deemed-to-be) University, Ladnun Regulations for Choice Based Credit System (CBCS) and Continuous Assessment Grading Pattern (CAGP) for Post-Graduate and Under-Graduate Programmes. These regulations were adopted from academic year 2015-2016.

2. Definitions

2.1 "Programme" is used for a fixed educational programme in place of Degree. A Post-Graduate Programme shall be of four semester's duration and a normal under-graduate programme shall be of four semester's period.

2.2 "An Academic Year" consists of two semester's. Each semester consists of different papers of four units. Each unit will have 6 weeks for academic work.

2.3 "Course" is a component of programme i.e. in CBCS, papers will be referred to as courses. Each course is identified by a unique course code. Every course may not be of equal weightage. Each course, in addition of having a curriculum will have learning objectives and learning outcome.

A Course may be designed to involve Lectures/Tutorials/Laboratory Work/Field Work/Project Work/Vocational Training/Viva-voce etc or combination of some of these.

Every course offered will have three components associated with the teaching learning process of the Course. Namely (I) Lecture – L (II) Tutorial-T (III) Practical's –P. Where L- Stands for Lecture session.

T- Stands for Tutorial session consisting of participatory discussion/self study/desk work/brief seminar presentations by students and such other novel methods that make a student to absorb and assimilate more effectively the contents delivered in Lecture classes.

P- Stands for practice session and it consists of hands on experience/laboratory experiments/ field experiments/case studies that equip students to acquire much required skill component.

In terms of credit, every one hour session of L (per week) amounts to 1 credit per semester and minimum of two hour session of T or P (per week) amounts to 1 credit per unit over a period of one course of 24 weeks for teaching-learning process (inclusive of teaching and examination).

A course shall have one, two or all three components. That means a course may have only lecture component or only practical component or combination of any two or all the three components.

The total credit earned by a student at the end of the semester upon successfully completing the course is L+T+P. The credit pattern of the course is indicated as L:T:P

Different categories of courses are as follows:

- **Core Course**

A Course which should compulsorily be studied by candidate as a core requirement is termed as core course.

(a) Core-Compulsory is a course which has to be studied compulsorily as a part of core requirement so as to get degree in concerned discipline.

(b) Core Elective or Core allied is a course that supports / strengthens the core compulsory.

- **Elective Course**

It is a course which can be chosen from pool of courses. The course may be specific / specialized / supportive or advanced to the discipline of study.

(a) Generic Elective Course add generic proficiency to the students and they are for the said discipline of study

(b) Open Elective courses are from the pool of courses that are interdisciplinary and or multidisciplinary.

- **Foundation Course**

It is a course that aims to improve proficiency and skill of the student.

(a) Compulsory Foundation Course and generic proficiency to the students belonging to all disciplines of study.

(b) Elective Foundation Courses are value based and aimed at man making education.

2.4 A module means a course having independent entity.

2.5 'Unit' means a course having independent part in a course.

2.6 "Credit" means the unit by which the course work is measured. It defines the quantum of contents/syllabus prescribed for the course. It also determines the number of hours of instructions required per week. In these regulations one credit means one hour of direct teaching work or two hours of practical work/field work per week for 20 weeks in a semester.

2.7 "Grade Letter" is an index to indicate the performance of student in a particular course. It is arrived at by transformation of actual marks secured by a student in a said course. Grade letters are O,A,B,C,D,E,F.

2.8 "Grade Point" is the weight age allotted to each grade letter depending on the range of marks awarded in a course.

2.9 "Credit Points" refers to the product of "Number of credit assigned to the course" and the grade point secured for the same course.

2.10 "Semester Grade Point Average" (SGPA) is an index of a student's performance in a given semester. It is the ratio of the "Total credit points earned by students in all courses at the semester" and the "Total number of credit assigned to the courses" in the semester.

2.11 "Cumulative Grade Point Average" (CGPA) refers to the cumulative grade point average of SGPA and is computed based on the following formula.

$$\text{CGPA} = \frac{\text{Sum of all Credit Points of Entire Programme}}{\text{Sum of Credits up to the end of Programme.}}$$

3. Credit Framework for Normal Post Graduate Level Course

3.1 The normal Post Graduate Programme have 20 credits per each course and per semester making total credits for whole programme as 88. The distribution of credits or weightage of core, elective and Foundation courses may be as follows:

Distribution of Credits for Semester is as follows:				
Semester	I	II	III	IV
Credits	22	22	22	22

4. Credit and Teaching Hours.

1 Credit = 1 hour Teaching

1 Credit = 2 hour of Practical / Fieldwork

4 Credit Course needs four hour Student Teacher contact in a week.

5. Units and Course : A theory course shall have Four units.

6. Credits and Marks

1 Credit = 25 marks

7. Grading

Grade Points	Description	% of Marks	Division	Grade
10	Outstanding	90% - 99%	First	O
9	Excellent	80% - 89%	First	A
8	Very Good	70% - 79%	First	B
7	Good	60% - 69%	First	C
6	Fair	50% - 59%	Second	D
5	Average	36% - 49%	Pass	E
4	Dropped	Below 36%	Fail	F

8. Performance Evaluation (Calculation)

SGPA = ECG/EC for a Semester

G is grade and C is Credit of Course.

Cummulative Grade Point Average (CGPA) for entire course

CGPA = ECG/EC for all semester taken together.

The total credits cover the core, elective, field work or extension activities, soft skills etc.

GPA is calculated at the end of each term after grades have been processed and after any grade has been updated or changed.

Some criteria are to be followed for individual assignment / Quizzes/Test/Unit Test/Tutorials/ Practical/ Projects/ Seminar.

The teacher should convert his/her marking in to the quality points and letter grade.

A. Continuous Internal Assessment-

The CIA comprises of attendance, participation in co-curriculum activities and group discussion etc. The marks distribution will be as follows-

(1) Attendance - 5 marks

(2) Participation in co-curriculum activities, Prayer,
Behaviour of candidate, etc.) - 5 marks

(3) Group discussion/Presentation/desk work - 10 marks

- For PG students to pass a semester, a student has to secure a minimum of 40% marks in aggregate and minimum of 36% marks in individual theory papers. A student has to pass in written examination.

Master of Education (M. Ed.)
Semester I
Distribution of Papers, Marks and Credit

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 101	Psychology of Learning and Development	CC	4	30	70	100
MED 102	History and Political Economy	CC	4	30	70	100
MED 103	Education Studies	CC	4	30	70	100
MED 104	Introduction to Research Method	CC	4	30	70	100
MED 105	Communication and Expository Writing & Self Development (ISB)	CC	2	50 Practical & Viva-Voce		50
JVB 101	Jain Culture and Life Value	FC	4	30	70	100
Total			22	150	400	550

M.ED

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 201	Philosophy of Education	CC	4	30	70	100
MED 202	Sociology of Education	CC	4	30	70	100
MED 203	Teacher Education - I	CC	4	30	70	100
MED 204	Dissertation (ISB)	CC	2	50 Practical & Viva-Voce		50
MED 205	Internship in T E I	CC	4	Internship 100		100
JVB 201	Value Education and Spirituality	FC Any one	4	30	70	100
JVB 202	Informational Technology and Computer Application					
JVB 203	Preksha Meditation and Self Management					
JVB 204	The Use of English					
JVB 205	Non-Violence and Peace					
JVB 206	Social Work :Themes & Practice					
JVB 207	Introduction to Prakrit					
Total			22	120	430	550

M. Ed.
Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 301	Research Methods and Advanced Statistics	CC	4	30	70	100
MED 302	Curriculum Studies	CC	4	30	70	100
MED 303	Dissertation (ISB)	CC	2	50 Practical & Viva-Voce		50
MED 304	Internship	CC	4	100 Internship		100
MED 305	Specialization on course I Area A Elementary Education - I	(Any one) CE	4	30	70	100
MED 306	Area B Secondary & Senior Secondary Education - I					
MED 307	Specialization on course II Area A Elementary Education - II	(Any one) CE	4	30	70	100
MED 308	Area B Secondary & Senior Secondary Education -II					
		Total	22	120	430	550

M. Ed.
Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 401	Teacher Education - II	CC	4	30	70	100
MED 402	Academic Writing (ISB)	CC	2	50 Practical & Viva-Voce		50
MED 403	Dissertation	CC	4	30	70 (Viva-Voce-35 & Evaluation 35)	100
MED 404	Specialization on courses - I Area (a) : Educational Administration and Managements Principles of Educational Administration and Management	Choose any one area which will comprise of three papers	4	30	70	100
MED 405	Area (b) Educational Technology Principles of Educational Technology	CE				
MED 406	Area (c) Measurement and Evaluation Principles of Measurement and Evaluation					
MED 407	Specialization on courses - II Area (a) : Educational Administration and Managements Educational Administration and Management Practice	Choose any one area which will comprise of three papers	4	30	70	100
MED 408	Area (b) Education Technology Innovative Methods and Techniques in Educational Technology	CE				
MED 409	Area (c) Measurement and Evaluation Tools and Techniques of Evaluation in Education					
MED 410	Specialization on courses - III Area (a) : Educational Administration and Management Modern Trends in Educational Administration and Management	Choose any one area which will comprise of three papers	4	30	70	100
MED 411	Area (b) Education Technology Educational Technology and Computer Application	CE				
MED 412	Area (c) Measurement and evaluation New Trends in Educational Assessment and Statistics					
		Total	22	150	400	550

Note:

ISB (Inter Semester Break),
CIA (Continuous Internal Assessment),
CC (Core Compulsory)
CE (Core Elective)

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 101	Psychology of Learning and Development	CC	4	30	70	100

Objectives:

- ❖ To understand the concept and process of Educational Psychology.
- ❖ To understand relationship between Education and Psychology.
- ❖ To understand the teaching learning process, cognitive process and intelligence.
- ❖ To understand and assess personality, learning and classroom implications and management.
- ❖ To acquaint the learner with the process and assessment of creativity, adjustment and mental problems.

Course Contents:

Unit -I Educational Psychology and Development of Learning

- Educational Psychology : Concept, Nature, characteristics and methods
- Process of Growth and Development : Physical, Intellectual, Emotional and Social
- Development of Concept formation, Logical Reasoning, Problem solving and creative thinking, Language development
- Individual differences – determinants, role of heredity and environment, Implications of Individual differences for organizing educational programmes

Unit -II Learning

- Concept, factors and theories of Learning : E.L. Thorndike, Pavlov, B.F. Skinner, Kohler
- Constructivism & Learning
- Cognition and Learning : Tolman, Hull, Lewin
- Transfer of Learning and its theories

Unit -III Intelligence, Creativity and Motivation

- Concept, theories, types and assessment of Intelligence
- Concept, components to fostering creativity and creative thinking
- Motivation: Concept and theories
- Cognitive Development : Piaget, Bruner, Gagne, Ausubel
- Psychology for Gifted and Slow Learners

Unit -IV Personality, Adjustment and Mental Problems

- Personality-Type and Trait theories & its measurement
- Mental Health and hygiene-process of adjustment, conflicts and defence mechanism
- Sex education

Term Paper: (Any one)

- Administer any one standardized Psychological Test
- Prepare any two term paper based on the Psychological content in the syllabus
- Prepare a psychological test
- Prepare a report on contribution of any two psychologists

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe the concept and process of Educational Psychology.
- ❖ Understand Cognition and Learning.
- ❖ Explain the concept, components to fostering creativity and creative thinking.
- ❖ Understand about the mental health and hygiene-process of adjustment, conflicts and defence mechanism.

Suggested Reading:

1. यादव, सियाराम, (2008), अधिगमकर्ता का विकास एवं शिक्षण-अधिगम प्रक्रिया, शारदा पुस्तक भवन, इलाहाबाद
2. वर्मा, प्रीति, श्रीवास्तव डी.एन., (2008), आधुनिक सामान्य मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा
3. भटनागर, सुरेश (2008), शिक्षा मनोविज्ञान तथा शिक्षण शास्त्र,, विनोद पुस्तक मन्दिर, आगरा
4. शर्मा, जे.डी. (2008), मनोविज्ञान की पद्धतियां एवं सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
5. मंगल, एस.के., (2008), शिक्षा मनोविज्ञान, प्रिंटिस हॉल ऑफ इण्डिया प्राइवेट, नई दिल्ली
6. अस्थाना, बिपिन, अस्थाना श्वेता, (2007), मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन, विनोद पुस्तक मंदिर, आगरा
7. पाठक, पी.डी., (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा
8. गुप्ता, एस.पी., गुप्ता अलका, (2007), उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद
9. पाठक, पी. डी, (2007), शिक्षा मनोविज्ञान, विनोद पुस्तक मंदिर, आगरा.
10. शर्मा, गणपतराम, व्यास हरिश्चन्द्र, 2007, अधिगम-शिक्षण और मनोसामाजिक आधार, राजस्थान ग्रन्थ अकादमी, जयपुर.
11. भाटिया, के. के., (2006), शिक्षण अधिगम प्रक्रिया का मनोविज्ञान, कल्याणी पब्लिशर्स, लुधियाना
12. अरोड़ा रीता, मारवाह सुदेश, (2006), शिक्षा मनोविज्ञान एवं सांख्यिकी, शिक्षा प्रकाशन, जयपुर
13. अस्थाना, मधु एवं वर्षा, किरन बाला (2012) व्यवक्तित्व मनोविज्ञान, मोतीलाल बनारसीदास, वाराणसी, 221009
14. श्री वास्तव डी.एन. एवं श्री वास्तव वी.एन. (2015) आधुनिक विकासात्मक मनोविज्ञान, श्रीविनोद पुस्तक मंदिर आगरा
15. विद्यालंकार, जगदीश (1990), भारतीय मनोविज्ञान, राधा पब्लिकेशन्स
16. पाण्डेय, के.पी, (1985), मनोविज्ञान और शिक्षा में सांख्यिकी, दुआबा हाऊस, दिल्ली
17. स्कीनर, सी. ई., (1972), शिक्षा मनोविज्ञान के तत्त्व, उत्तरप्रदेश हिन्दी ग्रंथ अकादमी, लखनऊ
18. Murlidhar Dash (2004), Educational Psychology, Deep & Deep Publication, New Delhi
19. Philip G. Zimbardo (1985), Psychology and life, Stanford University, Harper collins, XIIth Edition,
20. Richard H. Price, Mitebell crlicksten Dajd L. Horton (1982), Principles of psychology, University of
21. B. Kuppaswamy (1972), Advanced Educational Psychology : Sterling Publishers (p) Ltd.
22. Bruce Joyce and Morsha Well (1972), Model of Teaching: Prentice Hall International, Inc. London (Chapter 20 Particularly)
23. Jhohn P. Dececo (1968), The Psychology of Learning and Instruction, Prentice Hall India
24. Morris L. Bigge and Maurice P. Haunt (1962), Psychological Foundation of Education,
25. S. S. Chauhan, Advanced Educational Psychoogy, Vikas Publications
26. Bigge and Hunt : Foundation of Educational Psychology
27. Lay Cook : Educational Psychology.
28. Maryland Ronald Basiloy, University of Michigan, B S college Publishing, New York
29. K.C. shukla, Tara Chand, Practical Psychology, Commonweath Publishers, New Delhi
30. Philip Gammage, Reutledge and Kegan Paul, Teacher and Pupil: Some Socio-Psychological Aspects

Semester - I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 102	History and Political Economy	CC	4	30	70	100

Objectives:

- ❖ To deliver the Knowledge of the Indian Education System - past and today
- ❖ To help the student to acquire the basic understanding in the field of Economy
- ❖ To develop an ability to Conduct Various sureys in Economies and organize Field trips
- ❖ To understand the Concept , Scope & nature of Political Science

Course Contents:

Unit- I Historical prospective of Education

- Ancient Period - (2500BC-1200AD)
- Maderial period - (1200-1757)
- British period - (1757-1947)
- Contribution of Indian Educational thinkers
(Vivekananda, Mahatma Gandhi)

Unit- II Political Ideology and Education

- Democracy – Meaning, Values, Main Features of Democratic Education
- World Problems and Terrorism – Cause, Impact on Society and Remedies through Education
- Relationship between Politics & Education in India
- Education for Protection of Human Rights

Unit- III Economics of Education

- Meaning, Scope, Importance of Economies of Education
- Role of education in economic development
- Education as an investment and consumption
- Education policies for SC/ST/OBC/Minority/Women's/ Tribes,/Disabled.

Unit- IV Impact of Economic Political Ideology on Education

- Impact of individualism
- Impact of Socialism, Secularism
- Impact of Vocationalism
- Significance of Educational Economic Development.

Term Paper: (Any one)

- Prepare a Structure of Education Since an Ancient Period to the Present Time.
- Classification of moral Duties and fundamental rights (Prepare a Structure).
- Prepare one term paper on topic.
- Case Study Of Economically under developed Student.
- Report on fund to education in present five year plan.

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain the Prospective Teacher of the Indian Education System.
- ❖ Understand Indian Economy.

- ❖ Conduct Various surveys in Economies and organize Field trips
- ❖ Describe the Concept , Scope & nature of Political Science

Suggested Reading:

1. पाण्डेय, रामशक्ल (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
2. शर्मा, ओ. पी., गुप्ता शोभा (2008), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा
3. त्रिपाठी, शालिग्राम (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड़, नई दिल्ली
4. पाठक, पी. डी. (2008), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा
5. पाठक एवं त्यागी (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
6. बघेला, एच. एस. (2007), शिक्षा एवं उदीयमान भारतीय समाज, राजस्थान प्रकाशन, जयपुर
7. सिन्हा, मंजरी, सिन्धु, आई. एस. (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा
8. पाण्डेय, रामशक्ल (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
9. चौबे, सरयूप्रसाद (2005), शिक्षा के समाजशास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
10. Gore, M.S., et. al. (1967), Papers in the sociology of Education in India, New Delhi, NCERT.
11. Hanseu, D.A. et. al (1965), On Education : Sociological Perspective. New York :John Wiley and Sons,.
12. Crown, R.G. (1965), A Society of Education, Engineering patterns of class, status and power in the public school, New York : Appleton-century crofts.
13. Durkhem, S. (1956), Education and Sociology of Education, New York : The Free Press of Glenoce.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 103	Education Studies	CC	4	30	70	100

Objectives:

- ❖ To enable the students to understand the meaning concepts, aims and objectives of education
- ❖ To acquaint the learners with the role of family , society and school
- ❖ To acquaint the learners with the current problems of Indian education
- ❖ To enable the learners to understand the role of NCERT, NCTE, UGC , NIEPA etc.
- ❖ To acquaint the students with the objectives, curriculum and examination system of pre-primary, secondary stages of education

Course Contents:

Unit- I Meaning, Concept and Function of Education

- a) Meaning, Concept of Education.
- b) Aims and Objectives of Education.
- c) Function of Education.
- d) Role of family, Society and school in Education.

Unit- II Education development in India

- a) Radha Krishnan commission (1948-49).
- b) Secondary education Mudaliar Commission (1952-1953).
- c) Kothari education commission (1964-1966).
- d) National Education policy (1986).
- e) Modification of New Education policy (1992).

Unit- III Agencies of education

- National council for Teacher Education (NCTE).
- National Council of Educational Research and Training (NCERT).
- University Grants Commission (UGC).
- College teacher for Education (CTE).

Unit- IV Current Problems

- Women Empowerment.
- Human Rights in Education.
- Peace education.
- Values Education.

Term Paper : (Any one)

- Three abstract of Educational articles published in some standard journals.
- Make a presentation based on any one topic of the course.
- Any one education studies through survey method in the society.

Learning Outcomes: After completion of this course students would able to:

- ❖ Explain Education Meaning and its Concept
- ❖ Understand various commission and education policies.
- ❖ Acquaint the learners with the current problems of Indian education
- ❖ Acquaint to various agencies of education in India.
- ❖ Understand current problem of society.

References:

- पाण्डेय, रामशकल (2007), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा।
- रुहेला, सत्यपाल (2006), विकासोन्मुख भारतीय समाज में शिक्षक और शिक्षा, विनोद पुस्तक मंदिर, आगरा।
- शर्मा, ओ. पी., गुप्ता, शोभा (2006), उभरते हुए भारतीय समाज में शिक्षा, विनोद पुस्तक मंदिर, आगरा।
- त्यागी, गुरुशरण, रावत, मृदुला, सक्सैना, स्वाति (2006), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा।
- पाठक, एवं त्यागी (2005), शिक्षा के सामान्य सिद्धान्त, विनोद पुस्तक मंदिर, आगरा।
- Nayak, Vijay Kumar (2006), Principle of Education, Kitab Mahal Publication, Cuttack, Orissa.
- Pandey, R. S. (2005), Principle of Education, Vinod Pustak Mandir, Agra.

Semester I

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 104	Introduction to Research Method	CC	4	30	70	100

Objectives:

- ❖ To develop and understanding about the concept of research in Education and its relevancy.
- ❖ To develop skill in preparing a good research proposal and research design.
- ❖ To include the idea of different bases of research in the field of Education.
- ❖ To impart the sense of scientific attitude in research.
- ❖ To understand about the use of different types of research tools and techniques.
- ❖ To develop skill in analyzing quantitative and qualitative research .
- ❖ To appraise critically about research work in Education field.

Course Contents:

Unit-I Concept of Education at Research

- Meaning ,Nature ,Scope, Needs & Purpose of Educational Research
- Types of Research : Fundamental/ Basic, Applied and Action Research
- Formulation of Research Problems and questions

- d) Area for identify Research Problems(Philosophical, Sociological, Psychological and new Trends)
- e) Framing Hypothesis

Unit- II Research Method in Education

- a) Scientific Inquiry and Experimental method
- b) Descriptive Research Method
- c) Historical Research Method
- d) Field Survey and Field Notes
- e) Ex- post- Facto Research/ Causal - Comparative Research
- f) Ethnography Research Methods
- g) Pilot Study

Unit-III Literature Study

- a) Concept ,Needs and objectives of Literature Study
- b) Sources of Literature
- c) Types of Literature (Indian & Abroad)
- d) Rationale of the Literature of Study
- e) Research Variables

Unit-IV Sample and Data Collection

- a) Concept of Sample, Statistics, Population and Parameter
- b) Characteristics a good sample
- c) Types of Sampling (Random, Stratified, Cluster, Purposive, Quota. Snow-ball, Multi - stages sampling.
- d) Tools and Techniques of Data Collection : Questionnaire, Observation, Rating Scale. Check-List , Interview Schedule, Task- Analysis, Focus-Group Design, Socio-Metric- Techniques
- e) Research Report writing and bibliography Reference/ style of writing

Term paper : (Any one)

- Write one term paper.
- Prepare a Research based Article of any problems of Education.
- Prepare a Research Design / Research proposal with Reference to Current Educational problems.
- Construct a Literature Review/ book Review of any reference.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand various types of research and formulation of research problems.
- ❖ Explain scientific inquiry and various research methods.
- ❖ Understand the concept, source and types of literature.
- ❖ Understand the quality of sample data and its uses with different techniques

Suggested Reading:

1. गुप्ता एस.पी. (2011), अनुसंधान संदर्शिका, सम्प्रत्यय, कार्यविधि एवं प्रविधि, शारदा पुस्तक भवन, इलाहाबाद ।
2. गुप्ता, अलका (2011), शैक्षिक संतुष्टि, प्रथम संस्करण, शारदा पुस्तक भवन, इलाहाबाद ।
3. गुप्ता एस.पी. एवं अलका गुप्ता (2010), आधुनिक मापन एवं मूल्यांकन, परिवर्धित संस्करण, शारदा पुस्तक भवन, इलाहाबाद ।
4. यादव, राकेश चन्द (2009), राजर्षि पुरुषोत्तम दास दण्डन के शैक्षिक विचार, प्रथम संस्करण, उत्तरप्रदेश राजर्षि टण्डन मुक्त विश्वविद्यालय, इलाहाबाद ।
5. कौल, लौकेश, (2009), शैक्षिक अनुसंधान की कार्य प्रणाली, तृतीय पुर्नमुद्रण, विकास पब्लिशिंग हाउस प्रा. लि., नई दिल्ली ।

6. गुप्ता एस.पी. एवं अलका गुप्ता (2008), व्यवहारपरक विज्ञानों में सांख्यिकी विधियां, चतुर्थ संस्करण, शारदा पुस्तक भवन, इलाहाबाद।
7. पाण्डेय, के.पी. (2008), शैक्षिक अनुसंधान, तृतीय संस्करण, विश्वविद्यालय प्रकाशन, वाराणसी।
8. राय, पासर नाथ (2007), अनुसंधान परिचय, द्वादशम संस्करण, लक्ष्मी नारायण अग्रवाल, आगरा।
9. मुहम्मद सुलेमान (2006), मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियां, तृतीय संशोधित संस्करण, जेनरल बुक एजेन्सी, पटना।
10. त्रिवेदी, आर. एन. डी. पी., शुक्ला (2004), रिसर्च मैथोडॉलोजी, कॉलेज बुक डिपो, नई दिल्ली।
11. त्रिपाठी, लाल बचन (2002), मनोवैज्ञानिक अनुसंधान पद्धतियां, तृतीय संस्करण, एच. पी. भार्गव बुक हाउस, आगरा।
12. सिंह अरुण कुमार (2001), मनोविज्ञान, समाजशास्त्र तथा शिक्षा में शोध विधियां, चतुर्थ संस्करण, मातीलाल बनारसीदास, दिल्ली
13. गैरिट, हेनरी ई. (1989), शिक्षा और मनोविज्ञान में सांख्यिकीय, ग्यारहवां हिन्दी संस्करण, कल्याणी पब्लिशर्स, लुधियाना।
14. सिन्हा, एच. सी. (1979), शैक्षिक अनुसंधान, विकास पब्लिशिंग हाउस प्रा. लि., नई दिल्ली।
15. बघेल, डी. एस. एवं के.सी. पाण्डेय (1976) सामाजिक अनुसंधान, द्वितीय संस्करण, पुष्पराज प्रकाशन, रीवा।
16. आर्य, एस.पी. (1971), सामाजिक सर्वेक्षण की विधियाँ, प्रथम संस्करण, साहित्य भवन, आगरा।
17. सेठी, विनोद करण (1961), सांख्यिकी के सिद्धान्त और उपयोग, प्रथम संस्करण, भार्गव भूषण प्रेस, वाराणसी।
18. भटनागर, आर. पी. (1960), मनोमिति, सांख्यिकी आधार, संवर्धित संस्करण, मुरादाबाद।
19. Mangal, S.K. (2008), Statistical in Psychology and Education, New Delhi: Prentice Hall of India Private Limited.
20. Ravid, Ruth. (2000), Practical Statistics for Education. New York: University Press of America
21. McCall, R. (1993), Fundamental Statistics for the Behavioural Science. New York: Harcourt Brace.
22. Sharma, R.A. (1993), Fundamental of Educational Research (Page 453) International Publishing House, Meerut,
23. Seigel, S. & Castel Ian N.J. (1988), Non-parametric statistics for the Behavioural Science. Singapore: Graw-Hill Book Co.
24. Guilford, J.P. & Fruchter, B. (1981), Fundamental Statistical in Psychology and Education, New York: McGraw-Hill.
25. Ferguson, G.A. (1971), Statistical Analysis in Psychology and Education, Kogakusna, Tokyo : McGraw-Hill.
26. Garrett, H.E. (1971), Statistical in Psychology and Education, New Delhi: Paragon International Publisher.
27. Garrett, H.E. (1966), Statistical in Psychology and Education (Page 491) Vokels Feffers and Simons Ltd., Bombay
28. Kerlinger, Fredan N. (1964), Foundations of Behavioral Research (Page 741) Holt Rinherth and Winston, New Yourk
29. Anderson, R.I., and T.A. Banerot (1952), Statistical Theory of Research, New York, Mc Graw Hill Book Company.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 105	Communication and Expository Writing & Self Development (ISB)	CC	2	50	Practical & Viva-Voce	50

Objectives:

- ❖ To develop effective communication
- ❖ To develop expository writing
- ❖ To develop self development and confidence
- ❖ To develop self values

UNIT-I Communication and Expository writing

1. Concept and process of communication
2. Effective communication

3. Barrier in communication
4. Precise writing of three article
5. Writing article on current problem

UNIT II : Self Development

1. Identification of self values developed in your life.
2. Inculcate humanitarian values through yoga and Preksha dhyana.
3. Self introspection and extrospection.
4. Enlist good conduct of any five great personalities and compare them with your conduct.
5. Prepare self appraisal report.
6. Write cognitive, affective and psycho motor behavioral changes through self appraisal report.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand about the communication and writing methods
- ❖ Identify self development, introspection and extrospection
- ❖ Prepare their self appraisal report

Term Paper: (Any one)

1. Writing in communication
2. Style of writing
3. Mode of Communication
4. Concept, characteristics and needs of self.
5. Self mental ability (Memory, imagination and Reflection) practice for fostering these activities.

Semester I

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB101	Jain Culture and Life Value	FC	4	30	70	100

Objectives:

- To describe the concept of Jain Culture
- To list the different types of Jain Life Values

Unit I: Jain History and Culture

- Antiquity of Jainism
- Teerthankar Lord Rishabha and Mahavira
- Jain Religious Schools, Orders and Sects
- Characteristics of Jain Culture

Unit II: Jain Ethics and Metaphysics

- Three Jewels (Ratnatraya)
- Code of Conduct of Ascetics (Shramanachar) and Householder (Shravakachar)
- Jain way of Life
- The Nine Truths
- Six Substances
- Cosmology : Jain Perspective

Unit III: Science of Living and Value Development

- Science of Living a new way of Education
- Seven Parts of Science of Living

- Science of Living and Value Development
- Non-violence and its training
- Non-absolutism and its application
- Anuvrat Movement and Morality

Unit IV: Preksha Meditation and Management

- Aim and Objective of Preksha Meditation
- Time Management
- Goal Management
- Health Management
- Stress Management
- Addiction Free Management

Outcomes:

- The students would develop on non- absolute approach.
- Can apply the knowledge of Jain life values into scientific research.

SUGGESTED READING

- Acharya Mahaprajna, Jain Darshan Manan AurMimansa, Adarsh Sahitya Sangh, Churu, 1977.
- Shastri, Kailashchandra, Jain Dharm, Bharatvarshiya Digamber Jain Sangh, UP,1985.
- Jain, Jyoti Prasad, Religion and Culture of theJains,Bharatiya Gyanpeeth, 1999.
- Bhaskar, Bhagchand Jain, Jain Dharma ka Maulik Itihas (Vol 1 & 2), Samyakgyan Pracharak Mandal,Jaipur,1974.
- Shastri Nemichandra, Tirthankara Mahaveer aura Unki Acharya Parampara (Vol.I), Acharya Shantisagar Chani Granthmala,1992.
- Samani Riju Prajna, Jain Itihas aur Sanskriti, Jain Vishva Bharati Institute,Ladnun,2007.
- Samani Riju Prajna, Jain Tattva Mimansa aur Achara Mimansa, Jain Vishva Bharati Institute, Ladnun,2015.
- Samani Riju Prajna, Jain Darshan ke PramukhSiddhanta, Jain Vishva Bharati Institute, Ladnun, 2015

Semester II

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED201	Philosophy of Education	CC	4	30	70	100

Objectives

- ❖ To enable the student to understand the nature and functions of philosophy of education
- ❖ To acquaint the learner with the logical analysis, interpretation and synthesis of various concepts and philosophical assumptions about educational phenomena.
- ❖ To develop the ability to make comparison between different philosophies and their educational implications.
- ❖ To stimulate the students to have their own independent and consistent view point of a philosophy of education and issues.

Course Contents:**Unit- I Philosophical Foundation of Education**

- a) Meaning and Nature of Philosophy.
- b) Relationship of Education and Philosophy.
- c) Branches of Philosophy - Metaphysics, Epistemology, Axiology and their implication for Education.
- d) National Values as enshrined in the Indian Constitution and their educational implication.

Unit- II Indian Schools of Philosophy

- a) Sankhya educational philosophy.
- b) Vedanta educational philosophy.
- c) Geeta and Upanishad educational philosophy.
- d) Buddhism and Jainism educational philosophy.

Unit- III Philosophical Contribution of Indian Educational thinkers

- a) Swami Vivekanand
- b) Ravindra Nath Tagore
- c) Mahatma Gandhi
- d) Maharshi Arvind
- e) Acharya Tulsi, Acharya Mahapragya & Acharya Mahasraman

Unit- IV Western Philosophical Foundation of Education

- a) Idealism
- b) Naturalism
- c) Pragmatism
- d) Realism
- e) Existentialism

Term Paper : (Any one)

- Preparation of one term paper with PPT.
- Three abstracts of Philosophical article published in some standard journals.
- Make a presentation based on any one topic of the course.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the nature and functions of philosophy of education
- ❖ Acquaint the learner with the logical analysis, interpretation and synthesis of various concepts and philosophical assumptions about educational phenomena.
- ❖ Critical appraisal of contributions made to education by prominent educational thinkers- Indian and western.
- ❖ Develop the ability to make comparison between different philosophies and their educational implications.
- ❖ Do independent thinking and a deeper insight into the philosophical roots of educational problems.
- ❖ Stimulate the students to have their own independent and consistent view point of a philosophy of education and issues.

References:

1. ओड, के. लक्ष्मीलाल (2008), शिक्षा की दार्शनिक पृष्ठभूमि, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
2. पाण्डेय, रामशक्ल (2008), शिक्षा दर्शन, अग्रवाल पब्लिकेशन्स, निर्भय नगर, गैलाना रोड, आगरा
3. पाण्डेय, रामशक्ल, कपूर बीना (2007), शिक्षा के दार्शनिक आधार, प्रकाशन विनोद पुस्तक मंदिर, आगरा

4. त्यागी, जी.एस.डी. (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा
5. भाटिया, के. के. (2006), शिक्षा का दर्शनशास्त्रीय स्वरूप, कल्याणी पब्लिशर्स, लुधियाना
6. पाठक, पी. डी., त्यागी जी. एस. डी. (2005), शिक्षा के दार्शनिक सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
7. Brigge, Morris-L. Educational Philosophies for Teachers, Charles E Merrill Publishing Co., Columbus
8. Brubacher, John S, Modern Philosophies of Education, Mc Grawhill Book company Inc, New York
9. Butler J. Donald, Four Philosophies and their practices in Education and religion Harper

Semester II

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED202	Sociology of Education	CC	4	30	70	100

Objectives:

- ❖ To develop on global perspective and help in solving the prevailing problems of education in India.
- ❖ To understand concept and process of Educational Sociology, Social Organization and Social Sub-system
- ❖ To understand relationship between education and social sub-system and education and social change.
- ❖ To know issues of equality, excellence and inequalities in education.
- ❖ To know the constraints of society in India.

Course Contents:

Unit: I Sociology and Education.

- a) Education and Sociology
- b) Meaning and Nature of Educational Sociology
- c) Sociology of education
- d) Education as a social subsystem
- e) Education in present Emerging Indian Society

Unit: II Sociological Impact/Agencies of Education.

- a) Education and the family
- b) Education and the Community
- c) Education and modernization
- d) Education and Culture
- e) Education and Democracy

Unit: III Social Change and Mobility

- a) Socialization of the child
- b) Social change - Meaning and nature
- c) Social stratification
- d) Social mobility
- e) Social Control

Unit: IV Issue Related to Socialization of Education

- a) Education as related to social equity and equality of educational opportunities

- b) Education of socially and economically disadvantaged section of the society with special reference to scheduled castes and scheduled tribes, women and rural population
- c) Solutions of social problems in modern India (Unemployment cultural pollution and indiscipline through survey method)

Term Paper : (Any one)

- Preparation of one Sociological term paper.
- Three abstracts of Sociological article published in some standard journals.
- Make a presentation based on any one topic of the course.
- Prepare a report on any social problem through survey method in the society.

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop on global perspective and help in solving the prevailing problems of education in India.
- ❖ Understand concept and process of Educational Sociology, Social Organization and Social Sub-system
- ❖ Establish relationship between education and social sub-system and education and social change.
- ❖ Identify the issues of equality, excellence and inequalities in education.
- ❖ Know the constraints of society in India.

References:

1. पाण्डेय रामशक्ल, (2008), उभरते हुए भारतीय समाज में शिक्षा, प्रकाशन विनोद पुस्तक मंदिर, आगरा
2. शर्मा, ओ.पी., गुप्ता शोभा, (2008), उभरते हुए भारतीय समाज में शिक्षा, प्रकाशन विनोद पुस्तक मंदिर, आगरा
3. त्रिपाठी, शालिग्राम, (2008), शिक्षा सिद्धान्त, कनिष्क पब्लिशर्स डिस्ट्रीब्यूटर्स, अंसारी रोड, नई दिल्ली
4. पाठक पी.डी. (2008), भारतीय शिक्षा और उसकी समस्याएं, विनोद पुस्तक मंदिर, आगरा
5. पाठक एवं त्यागी (2008), शिक्षा के सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
6. एच.एस. बघेला (2007), शैक्षिक एवं उदीयमान भारतीय समाज, राजस्थान प्रकाशन, जयपुर
7. सिन्हा मंजरी, सिन्धू आई.एस. (2007), विकासोन्मुख भारतीय समाज में शिक्षा तथा शिक्षक की भूमिका, विनोद पुस्तक मंदिर, आगरा
8. औदित्य हिमांशु (2007), शिक्षा और उदीयमान भारतीय समाज, आस्था प्रकाशन, दिल्ली
9. पाण्डेय, रामशक्ल (2007), शिक्षा के मूल सिद्धान्त, विनोद पुस्तक मंदिर, आगरा
10. त्यागी जी.एस. डी. (2007), शिक्षा के दार्शनिक एवं सामाजिक आधार, विनोद पुस्तक मंदिर, आगरा
11. सरयू चौबे (2005), शिक्षा के समाज शास्त्रीय आधार, विनोद पुस्तक मंदिर, आगरा
12. Gore, M.S. et al. (1967), Papers in the Sociology of Education in India, NCERT, New Delhi,
13. Hanseu, D.A. et. Al, (1967), On Education : Sociological Perspective, John Wiley and Sons., New York.
14. Kneller , G. F. (1965), Education Anthropology, John Wiley and Sons, New York.
15. Durkheim, E. (1965), Education and Sociology of Education, The Free Press of Glenoce, New York.

Semester II

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED203	Teacher Education - I	CC	4	30	70	100

Objectives:

- ❖ To acquaint the concept, objectives and principles of Teacher education with its historical perspectives.
- ❖ To acquaint the problems and issues related to the Teacher Education.
- ❖ To acquaint essentials of Teacher Education.
- ❖ To understand about the development of teacher education curriculum in India, various organizational, patterns in India.
- ❖ To understand about the various aspects of supervision and feed back.

Course Content:**Unit- I Concept and Structure of Teacher Education.**

- a) Meaning, Nature and Scope of the Teacher Education.
- b) Aims and Objectives of Teacher education at different level.
- c) Need and Importance of Teacher education.
- d) Type of Teacher education institution.
- e) Research in Teacher education.
- f) Issues and Problems of Teacher education.

Unit- II Historical development of teacher education in India.

- a) Vedic period
- b) Buddha period
- c) Muslim period
- d) British period
- e) After Independence

Unit- III Teacher Education as a profession.

- a) Teaching as a profession
- b) Professional growth of teacher education
- c) Quality of teacher education institute.
- d) Teacher's professional organizations.
- e) Curriculum at the different stages of teacher education.

Unit- IV Pre Service and In Service teacher education

- a) Need of Pre-service Teacher education different level
- b) Need of In-service Teacher education different level.
- c) Various programmes of in-service teacher education (Orientation and refresher course for teachers).
- d) Role of different institutions for pre-service and in service teacher education.
- e) Role of distance education pre-service and in-service teacher education programme.

Term paper :(Any one)

- One term paper on any topic related with the about unit.
- A review of a research Article in teacher Education and write Implication for Practitioner.
- Supervision of B. Ed. practice lesson at least ten lesson of students and prepare a report.
- Make a presentation based on any one topic of the above course.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquaint with the concept, objectives and principles of Teacher education with its historical perspectives.
- ❖ Understand problems and issues related to the Teacher Education.
- ❖ Acquaint with essentials of Teacher Education.
- ❖ Development of teacher education curriculum in India, various organizational, patterns in India.
- ❖ Explain the various aspects of supervision and feed back.

References:

1. सेन, अमृत, (2008), अध्यापक शिक्षा, इंडियन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली।
2. अग्निहोत्री, रविन्द (2007), आधुनिक भारतीय शिक्षा की समस्याएं और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
3. जोशी दिनेश सिंह, मेहता चतरसिंह, (2007), शिक्षक प्रशिक्षण के सिद्धान्त एवं समस्याएं, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
4. भट्टाचार्य जे.सी. (2007), अध्यापक शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा।
5. रुहेला, एस. पी. (2007), विकासोन्मुख भारतीय समाज में शिक्षण और शिक्षा, अग्रवाल पब्लिकेशन, आगरा
6. सिंह, मयाशंकर (2007), अध्यापक शिक्षा गुणात्मक विकास अध्ययन पब्लिशर एण्ड डिस्ट्रीब्यूटर, दिल्ली।
7. Lomax Donald. E. (1973), The Education of Teachers in Britain, John Wiley & Sons, London
8. Shrivastava. R. C. and Bose. K. (1973), Theory and Practice-Teacher Education in India. Chug Publication, Allahabad.
9. Willey, F.T. and Meddison. R.B. (1971), An Inquiry into Teachers Training. University of London Press Ltd., London
10. Hallard, F. H. (1971), Teaching the Teacher-Trends in Teacher Education, George Allen and Unwin Ltd., London.
11. Mukherjee, S.N. (1968), Education of Teachers in India (Vol. I). S. Chand & Co. Delhi,
12. Stinnet. T.M. (1965), The Profession of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi,

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 204	Dissertation (ISB) (Quantitative)	CC	2	50 Practical & Viva-Voce		50

Objectives:

- ❖ To develop the research design
- ❖ To develop various research steps
- ❖ To understand the various research methods and techniques

Research design (Quantitative)

1. Selection of research problem
2. Review of related literature
3. Definition of related concepts
4. Objectives of research
5. Formation of hypothesis
6. Limitation of research
7. Research methodology and design

- 7.1 Selection of Research method
- 7.2 Population, sample and sampling
- 7.3 Variable
- 7.4 Selection of tools and techniques
- 7.5 Statistical methods
- 8. Procedure of Data collection, classification and tabulation
- 9. Importance of the study

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop the research design
- ❖ Understand various research steps
- ❖ Explain the various research methods and techniques

References

- Classification of chapter.

Semester II

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED205	Internship in T E I	CC	4	100 Internship		100

Objectives:

- ❖ To understand the function of college
- ❖ To develop research steps

Internship in Teacher Education Institute

1. Understanding the Admission Process
2. Analysis of Time table
3. Morning Assembly
4. Class Management
5. Various Co-curriculum Activities.
6. Study departmental Meeting
7. Study the Library Process of the Institute Education.
8. Prepare an Action Research on any New Educational Problems
9. Regulation 2014 (B.Ed, M.Ed, B.Sc-B.Ed and B.A- B.Ed) Any One Report

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the function of school.
- ❖ Develop various research steps
- ❖ Explain the various research methods and techniques

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 201	Value Education and Spirituality	FC Any one	4	30	70	100

Objectives:

- ❖ To understand the need of value oriented education.
- ❖ To understand the process of contemplation for value development.
- ❖ To understand the non-violence and culture of peace.
- ❖ To understand the cardinal principles of Jainism.

Unit-I Value Education

- Challenges of Modern Education system and need of value education.
- Values-meaning, definitions, different views and classifications of values.
- Social duties, Responsibilities and Human Rights.

Unit- II Socio Ethical Life Style:

- Social Ethics and Jain Concepts.
- Panch Mahavrat- Ahimsa, Satya, Acharya, Bhramhmacharya & Aparigraha.
- Tri Ratna- Samyak Darshan, Gyana & Charitra.
- Anekantvada

Unit- III Development of Social Harmony.

- Peace and Its Relevance in social harmony.
- Social Harmony through Conflict Management.
- Training in Non-violence.

Unit-IV Enhancement of Values in behavior-

- Development of Moral Values: Contemplation of honesty, self-discipline and Non-violence
- Contemplation of mental balance, will power and patience for development of mental values.
- Development of Emotional & Spiritual Values.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the need of value oriented education.
- ❖ Discuss the process of contemplation for value development.
- ❖ Explain the non-violence and culture of peace.
- ❖ Understand the cardinal principles of Jainism.

Suggested Reading

- Structure of Values, Mukharjee RK (1955).....
- Devatma' Value Education: 4 supplements to present education. Arora K. NCET, New Delhi 1999.
- Helping students ascend the steps of value education. A. Dutta. (2004)
- Values and Ethics in School Education, Luther, M. (2001) New Delhi Mc Grow Hill.
- Value Development in Higher Education, Mukhopadhyaya M. (Eds.) 2004)
- Human Values and Education-Rahul, S.P. (1986) Sterling New Delhi.
- Education in Human Values. Saraf (1999) Vikash Publication, New Delhi.
- Value Education: Theory and Practice, Dr. N.L. Gupta, Krishna Brothers, Ajmer, 1986.
- अमूर्त चिन्तन- आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूँ 2001
- गांधी दर्शन शांति मानवाधिकार, प्रो. अनिल धर, जैन विश्व भारती संस्थान, लाडनूँ।
- विश्वशांति एवं अहिंसा प्रशिक्षण, डॉ. बच्छराज दूगड़, जैन विश्व भारती संस्थान, लाडनूँ 2001
- जैन धर्म में अहिंसा, वशिष्ठ नारायण सिंहा, वाराणसी।
- जैनदर्शन मनन और मीमांसा- आचार्य महाप्रज्ञ, आदर्श साहित्य संघ, चूरू।
- अहिंसा दर्शन, डॉ. अनेकान्त कुमार जैन, श्री लालबहादुरशास्त्री सं. विद्यापीठ, नई दिल्ली।

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
-------------	--------------	-----------------	--------	-----	--------	-------

JVB 202	Informational Technolog y and Computer Application	FC Any one	4	30	70	100
---------	--	---------------	---	----	----	-----

Objectives:

- ❖ To understand the value of Information Technology.
- ❖ To understand the computer application.

Course Contents (Term End Theory Exam):

Unit I: Introduction to Computers and Windows

- Application of Computers
- Block Diagram of Computer
- Input and Output devices
- Types of software
- Introduction to Operating system: Windows
- Functions of operating system
- How you can Fast your Computer or Maintenance of computer

Unit II: Concept of MS Word and MS Excel and its application

- MS Word Window Layout
- Creating and Formatting Documents
- Editing Documents
- Working with Tables.
- Mail Merge, Macro Recording, Thesaurus, Printing Document (How to Use Page-Setup Before Printing)
- Introduction to Excel and its Applications
- Concept of workbook and worksheet
- Layout of Worksheets
- Use of basic formula and functions
- Sorting, Filtering and charts
- Report Generation (Pivot Table)
- Security or Protecting Worksheets

Unit III: Introduction & Application of MS-PowerPoint

- PowerPoint Slide Creation
- Slide Layout
- Views
- Adding content to slide- Text, Graphics, Sound, Video
- Applying Slide Transition
- Custom Animation
- Slide Show
- Working With Image or ClipArt (how you edit clipart image)

Unit IV: Internet

- Introduction to internet
- ISP (Internet Services Providers)
- About Modem, Type of Internet Connection
- Web browser – its functions

- Concept of search engine, What is surfing
- Social Networking site/How to pay online bill/How to book tickets online/How to use Paytm
- Website and its types
- Searching, downloading and uploading
- Basic concepts of sending and receiving E-mail
- Blog uses and creation of blog
- How to Create Simple web page (or Personal web page)

Course Contents (Practical) :

- Creating document in MS-Word like Advertisement, Letter, Tables, Charts etc.
- Creation of Simple Worksheet like Mark sheet, Pay slip using MS-Excel.
- Creation of Power Point Presentation on various themes.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquaint the fundamentals of the IT.
- ❖ Understand MS-Windows
- ❖ Familiar with MS-PowerPoint, MS-Word, MS-Excel and create their own blog.

Suggested Reading/Website

1. http://www.tutorialspoint.com/computer_fundamentals/index.htm
2. <http://www.gcflernfree.org/office>
3. Fundamentals of computers (English) 1st Edition by Reema Thareja, Oxford University Press, 2014
4. Introduction to Computer by Peter Norton, Tata Mc Graw hill
5. Introduction to Computer by Gary B Shelly

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 203	Preksha Meditation and Self Management	FC Any one	4	30	70	100

Objectives:

- ❖ To understand historical development of Preksha Meditation.
- ❖ To understand the components, spiritual-scientific basis, objectives and benefits of Preksha Meditation.
- ❖ To introduce the practicals & process of Preksha Meditation.

Unit-I Preksha Meditation - I

Preksha Meditation: nature, *upsampada*, main, supportive and specific components.

Kayotsarga (Relaxation with self awareness): objectives, spiritual and scientific basis and benefits.

Internal Trip (*Antaryatra*): objectives, spiritual and scientific basis and benefits.

Unit-II Preksha Meditation – II

Perception of Breathing: objectives, spiritual and scientific basis, types and benefits.

Perception of Body: objectives, spiritual and scientific basis and benefits.

Unit-III Preksha Meditation - III

Perception of Psychic Centres: objectives, spiritual and scientific basis and benefits.

Psychic Colour Mediation (*Leshya Dhyana*): objectives, spiritual and scientific basis and benefits.

Contemplation (*Anupreksha*): objectives, spiritual and scientific basis and benefits.

Unit-IV Self Management through Preksha Meditation

Personality development and Preksha Meditation.

Health management and Preksha Meditation.

Stress Management and Preksha Meditation.

Memory and Preksha Meditation.

Time management and Preksha Meditation.

Emotional management and Preksha Meditation.

Learning Outcomes: After completion of this course students would able to:

- ❖ Describe the general concept of Preksha Meditation and the components of it.
- ❖ Practice and instruct the method of Preksha Meditation.
- ❖ Describe spiritual and scientific basis of each component of Preksha Meditation.
- ❖ Identify the benefits of Preksha Meditation practice.
- ❖ Understand the mechanism of personality development through Preksha Meditation.
- ❖ Develop Preksha Meditation module for self management.

SUGGESTED READING

- 1 प्रेक्षा पुष्प – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूँ, 2003।
- 2 अपना दर्पण अपना बिम्ब – युवाचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, 1991।
- 3 प्रेक्षाध्यान : सिद्धांत और प्रयोग – आचार्य महाप्रज्ञ, जैन विश्व भारती प्रकाशन, लाडनूँ।
- 4 प्रेक्षाध्यान : व्यक्तिव विकास – मुनि धर्मेश, जैन विश्व भारती प्रकाशन, लाडनूँ।
- 5 जीवन विज्ञान की रूपरेखा – मुनि धर्मेश, जैन विश्व भारती प्रकाशन, लाडनूँ, 1996।
- 6 जीवन विज्ञान, प्रेक्षाध्यान एवं योग – संपा. समणी डॉ. मल्लीप्रज्ञा, जैन विश्वभारती विश्वविद्यालय, 2009।
- 7 Mirror of the Self – Acharya Mahaprajna, Jain Vishva Bharati Prakashan, Ladnun (Rajasthan), 1995.
- 8 Preksha Dhyana – Theory & Practice, Acharya Mahaprajna, Jain Vishva Bharati Prakashan, Ladnun (Rajasthan), 1994.

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 204	The Use of English	FC Any one	4	30	70	100

Objectives:

- ❖ To help them learn how to form correct sentences.
- ❖ To acquaint them with various types of sentence.
- ❖ To enable them to express their ideas using English correctly.

- ❖ To enrich their vocabulary.
- ❖ To help their transform sentences in different ways.

Course Description: The Use of English is a course designed to familiarize the students with basic tenants of English language comprising both grammar and composition.

Unit I: Basic Sentence Patterns and Transformation.

Unit II: Time, Tense and Concord.

Unit III: Voice, Narration and Modal Auxiliaries.

Unit IV: Writing Skills. (Letter, Application, Précis, Report and Essay Writing.)

Learning Outcomes: After studying this course/paper the learners will certainly be able to wake correct sentences.

- ❖ The learners can differentiate between sentences in active and passive voice , direct and indirect speech .
- ❖ The learners can use tenses correctly.
- ❖ They will be able to use modal verbs appropriately.
- ❖ They will learn how to write letters, applications and paragraphs/essays.
- ❖ By doing this practice their vocabulary and writing skill will improve.
- ❖ If they speak and write English correctly their confidence will increase.

SUGGESTED READING

- Green, David. *Contemporary English Grammar Structure and Composition*. Laxmi Publications; Second edition (2015)
- Hornby, A.S. *A guide to Patterns and Uses*. Oxford University Press, New Delhi.
- Swan, Michael. *Practical English Grammar*. Oxford University Press, New Delhi.
- Harit, S.K. *Communication Skills and English Grammar*. Associated Book Company, Jodhpur.
- Krishnaswamy, N. *Modern English: A Book of Grammar, Usage and Composition*. Laxmi Publications.

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 205	Non-Violence and Peace	FC Any one	4	30	70	100

Objectives:

- ❖ To understand the philosophical and historical development of non-violence.
- ❖ To understand the components and techniques of training in Non-violence.
- ❖ To know about conflicts and its solution.
- ❖ To know about applied aspects of non-violence
- ❖ To understand environmental issue and way out
- ❖ To make a common mindset for world peace.

Unit- I Violence: Concept, types, impact
Non-violence- Philosophical and Historical Interpretation,
Applied aspect, Training in Non-violence

Unit-II Conflict – Cause, Forms, Impact
Conflict Resolution-Diplomatic, Gandhian and
Anekantik Techniques.

Unit-III Human Nature Relationship
Environmental Problems.
Ethical Aspects.

Unit – IV World Peace
Threat to Global Peace
Initiative For Peace Making

Learning Outcomes: After completion of this course students would able to:

- ❖ The subject of non-violence and peace are relevant in this present era. In this course we will be aware of the various types of violence and non-violence.
- ❖ The applied form of non-violence and training in nonviolence are the significant characteristics of this programme.
- ❖ Conflicts are the part of life, with this programme student will be aware of various types of conflict and their resolution through diplomatic, Gandhian and Anekantik Technique. We are living in nature and our survival depends only on the well-being of nature. Now the globe is converted in a village, and our reach to any part of world is very easy. But, at the same time there several threats what world peace is facing students will becomes aware of the threats to world peace and initiatives of peace making.

SUGGESTED READING

- विश्वशांति एवं अहिंसा प्रशिक्षण– प्रो. बच्छराज दूगड़,
- गांधी दर्शन, शांति एवं मानवाधिकार, डॉ. अनिलधर, जैनविश्वभारती संस्थान, लाडनूँ
- पर्यावरण अध्ययन, डॉ. सतिन्द्र सिंह
- Anekant the Third Eye, Acharya Mahapragya.
- Towards a Nonviolent Future, S.L. Gandhi(Ed.), Anuvibha, Jaipur, 2015
- Peace Studies, The Discipline and Dimensions Ashu Pasricha, 2003

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 206	Social Work :Themes & Practice	FC Any one	4	30	70	100

Objectives:

- ❖ To acquire a clear understanding of Social Work Concept
- ❖ To gain knowledge about Social Work Practice Methods.
- ❖ To Understand Scope and Settings of Social Work Practice

Unit -I : Concept of Social Work

Social Work: Concept, Objectives, Nature and Scope, Basic Concepts of Social Work: Social Security, Social Reform, Social Service and Social Development, Social Sciences and Social Work.

Unit-II : Practice Methods of Social Work - I

Social Case Work: Meaning, Objectives and Principles, Social Group Work: Meaning, Objectives, Principles and Skills, Community Organisation: Meaning, Objectives and Principles

Unit-III : Practice Methods of Social Work – II

Social Welfare Administration: Meaning, Principles and Agencies, Social Work Research: Meaning, Objectives and Steps, Social Action: Meaning and Strategies

Unit-IV Social Work Settings and Scope

Scope of Social Work Practice: Children, Youth, Women, Aged, Weaker Section

Social Work Practice with Different Settings: Health Care, Industrial, Educational, Correctional

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire a clear understanding of Social Work Concept
- ❖ Gain knowledge about Social Work Practice Methods.
- ❖ Understand Scope and Settings of Social Work Practice

Suggested Readings:

1. डॉ. सिंह, सुरेन्द्र, मिश्र पी.डी., समाज कार्य, इतिहास दर्शन प्रणालियां, न्यू रॉयल बुक कम्पनी,, लखनऊ, 2004।
2. मदन, जी.आर., समाज कार्य, विवेक प्रकाशन, दिल्ली, 1996।
3. डॉ. कुमार, गिरीश, समाज कार्य का क्षेत्र, महात्मा गांधी मार्ग, लखनऊ, यू.पी., 1996
4. शास्त्री, राजाराम, समाज कार्य, उत्तर प्रदेश हिन्दी विकास संस्थान, हिन्दी भवन , महात्मागांधी मार्ग, लखनऊ, 1989।
5. कृपालसिंह सूदन, समाजकार्य सिद्धान्त एवं अभ्यास, नव ज्योती सिमिरन पब्लिकेशन, लखनऊ, 2004
6. मिर्जा आर. अहमद, समाजकार्य : दर्शन एवं प्रणालियां, उत्तर प्रदेश हिन्दी विकास संस्थान, लखनऊ, 1990
7. सुरेन्द्र सिंह एवं आर.बी.एस.वर्मा : समाज कार्य के क्षेत्र, यू रॉयल बुक कम्पनी, लखनऊ, 2002.
8. Healy, Karen Social Work Practices, London: Sage Publications.2000
9. Surendra Singh and others (2013): Encyclopedia of Social Work in India (Five Volumes).

Semester II

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
JVB 207	Introduction to Prakrit	FC Any one	4	30	70	100

उद्देश्य—

1. विद्यार्थियों का प्राकृत भाषा का सामान्य परिचय करवाना।
2. प्राकृत साहित्य का सामान्य परिचय करवाना।
3. आगमों में प्रमुख उत्तराध्ययनसूत्र के माध्यम से आगमों की शैली एवं व्यावहारिक पक्ष का अध्ययन करवाना।

नोट: प्रत्येक इकाई 15 अंक की है।

इकाई — प्रथम : उत्तराययन सूत्र — अध्याय 1 (गाथा 1–20)

इकाई — द्वितीय : उत्तराययन सूत्र — अध्याय 1 (गाथा 25–48)

इकाई — तृतीय : प्राकृत भाषा का सामान्य परिचय

प्राकृत की उत्पत्ति एवं विकास, प्रमुख प्राकृतों की सामान्य विशेषताएँ (मागधी, अर्द्धमागधी, शौरसेनी, महाराष्ट्री एवं अपभ्रंश)

इकाई — चतुर्थ : प्राकृत साहित्य का इतिहास

श्वेताम्बर एवं दिगम्बर आगम साहित्य, प्राकृत काव्य (महाकाव्य, खण्डकाव्य, ऐतिहासिक काव्य) कथा एवं चरित साहित्य, प्राकृत गद्य एवं चम्पू साहित्य, प्राकृत सट्टक एवं प्राकृत व्याकरण साहित्य।

उपलब्धियाँ—

1. इससे विद्यार्थियों का प्राकृत भाषा का ज्ञान होगा।
2. प्राकृत साहित्य की जानकारी के साथ-साथ जैन आगमिक परम्परा का भी ज्ञान होगा।
3. हमारी संस्कृति से विद्यार्थी परिचित होगी।

संदर्भ ग्रंथ :

1. उत्तरज्झयणाणि — हिन्दी अनुवाद एवं व्याख्या साहित, संपादक आचार्यश्री महाप्रज्ञ, जैन विश्व भारती, लाडनू
2. प्राकृत भाषा एवं साहित्य का आलोचनात्मक इतिहास, नेमिचन्द्र शास्त्री, तारा प्रकाशन, वाराणसी
3. प्राकृत साहित्य का इतिहास, डॉ. जगदीश चन्द्र जैन, चौखम्बा प्रकाशन, वाराणसी
- 4- Introduction to Prakrit, A.C. Woolner
- 5- History of Prakrit Literature, Hardev Bahar

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED301	Research Methods and Advanced Statistics	CC	4	30	70	100

Objectives:

- ❖ To convey the essential characteristics of a set data by representing in tabular and graphical forms.
- ❖ To compute relevant measures of average and measures of variation.
- ❖ To spell out the characteristics of normal probability of distribution.
- ❖ To examine relationship between and among different types of variables of a research study.
- ❖ To calculate the Significant between two sets of independent and correlated samples.
- ❖ To test the hypotheses based on sample Statistics.

Course Contents:

Unit -I Introduction to Educational Statistics

- a) Concept of Statistics (Meaning , Needs and Importance.)
- b) Data- types, Sources of Educational Data.
- c) Scales of measurement –Nominal, Ordinal, Interval and Ratio.

Unit-II Descriptive Statistics

- a) Measure of Central Tendency :
 - Mean
 - Median
 - Mode
- b) Measure of Variability
 - Range
 - Average Deviation (AD)
 - Quartile Deviation (QD)
 - Standard Deviation (SD)
- c) Measure of Relative Positions
 - Percentile & Percentile Rank
 - Quartile
 - Decile's
 - Standard Score (Z) and T- Score

Unit- III Test Construction and Data Analysis

- a) Research Tool : Teacher Made and Standardized
- b) Standardization Procedures of Test.
 - Reliability
 - Validity
- c) Graphical representation of Data
 - Histogram
 - Frequency Polygon
 - Ogive
 - Pie-chart
- d) NPC (Normal Probability Curve)
- e) Skewness and Kurtosis
- f) SPSS in Research

Unit- IV Inferential Statistics

- a) Sampling Error, Level of Significance and Null Hypothesis.
- b) Type –I Error, and Type-II Error
- c) Testing of Hypothesis(one-tail and Two- tail)
- d) Parametric- Test
 - T-test
 - F/ANOVA test (One way, Two way ANOVA)
 - ANCOVA (Analysis of Co-Variance)
- e) Non- Parametric test
 - Chi – Square(x^2) Test and its uses
 - U- Test
 - Sign test, Rank test and Median Test
- f) Correlation : Concept and Type
 - Rank- order Correlation
 - Product- Movement Correlation

Term Paper : (Any One)

- Write any one term paper with examples and solution.
- Calculate Reliability and Validity of any Teacher made test.
- Prepare a calculation sheet on SPSS Package.

NOTE- Calculator allowed in Examination

Learning Outcomes: After completion of this course students would able to:

- ❖ Convey the essential characteristics of a set data by representing in tabular and graphical forms.
- ❖ Compute relevant measures of average and measures of variation.
- ❖ Spell out the characteristics of normal probability of distribution.
- ❖ Examine relationship between and among different types of variables of a research study.
- ❖ Calculate the Significant between two sets of independent and correlated samples.
- ❖ Test the hypotheses based on sample Statistics.

Suggested Reading :

1. गैरेट, हेनरी ई. व बुडवर्थ, आर.ए. संशोधित संस्करण (2016), शिक्षा एवं मनोविज्ञान में सांख्यिकी के प्रयोग, कल्याणी पब्लिशर्स, B-1 राजेन्द्र नगर, लुधियाना-141008
2. भटनागर, आर.पी. भटनागर, ए.बी., भटनागर व अनुराग भटनागर (2014), शिक्षा अनुसंधान, प्रक्रिया, प्रकार एवं सांख्यिकी आधार, आर.लाल बुक डिपो, मेरठ
3. सिंह, गया व राय अनिल कुमार (2013) शैक्षिक अनुसंधान की विधियां, आर. लाल बुक डिपो, मेरठ

4. Ferguson, G.A. (1971), Statistical Analysis in Psychology and Education, Kogakusna, Tokyo : McGraw-Hill.
5. Garrett, H.E. (1971), Statistical in Psychology and Education, New Delhi: Paragon International Publisher.
6. Guilford, J.P. & Fruchter, B. (1981), Fundamental Statistical in Psychology and Education, New York: McGraw-Hill.
7. Mangal, S.K. (2008), Statistical in Psychology and Education, New Delhi: Prentice Hall of India Private Limited.
8. Seigel, S. & Castel Ian N.J. (1988), Non-parametric statistics for the Behavioural Science. Singapore: Graw-Hill Book Co.
9. McCall, R. (1993), Fundamental Statistics for the Behavioural Science. New York: Harcourt Brace.
10. Ravid, Ruth. (2000), Practical Statistics for Education. New York: University Press of America

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED302	Curriculum Studies	CC	4	30	70	100

Objectives:

- ❖ To define Curriculum and its concept
- ❖ To identify the components of Curriculum
- ❖ To describe the various Principles of Curriculum Construction
- ❖ To describe various approaches to curriculum construction
- ❖ To explain and compare various types of curriculum
- ❖ To describe various guiding principles for selection and organization of Learning Experiences
- ❖ To differentiate Formative and Summative Evaluation
- ❖ To explain various tools used in Curriculum Evaluation

Course Contents :

Unit -I Meaning and Concept of Knowledge and Curriculum Development :-

- a) Define Knowledge and Curriculum
- b) Concept of Curriculum : Official Curriculum and Hidden Curriculum.
- c) Components of Curriculum : Objectives, Content, Learning Experiences and Evaluation.
- d) Bases of Curriculum Development : Philosophical, Sociological and Psychological.
- e) New Trends in Curriculum Development : -
 - NCF 2005 for School Education.
 - NCFTE 2009 for Teacher Education.

Unit-II Curriculum Development and Design

- a) Basic principles of curriculum development
- b) Models of curriculum development : -
 - Scientific technical models and non - scientific non - technical models, system analysis
 - Saylor, Alexander and Lewis: administrative model (Deductive model)
 - Taba model (Inductive model/ Grassroots model)
 - Tyler model
- c) Types of Curriculum Design :
 - Child Centered /Learner Centered
 - Activity Centered

- Community Centered
- Experience Centered
- Problem Centered and Core curriculum
- Spiral Curriculum
- Designing with Local Specific need Curriculum

Unit -III Curriculum Implementation

- a) Rationale of Curriculum Development
- b) Role of State for Making Curriculum
- c) Curriculum as Process and Practice
- d) Relation Ship between Power, Ideology and Curriculum
- e) Differentiate between Curriculum and Syllabus

Unit-IV Curriculum Evaluation

- a) Concept and purpose
- b) Types of curriculum Evaluation:
 - Formative
 - Summative
- c) Assessment criterion of curriculum:
 - Time
 - Local need
 - Relevancy
 - Cost and design of tools

Term Paper : (Any one)

- Prepare one term paper with related to content.
- Construct any one curriculum model with in the content.

Learning Outcomes: After completion of this course students would able to:

- ❖ Define Curriculum and its concept
- ❖ Identity the components of Curriculum
- ❖ Describe the various Principles of Curriculum Construction
- ❖ Apply various approaches to curriculum construction
- ❖ Explain and compare various types of curriculum
- ❖ Describe various guiding principles for selection and organization of Learning Experiences
- ❖ Differentiate Formative and Summative Evaluation
- ❖ Explain various tools used in Curriculum Evaluation

References:

1. National Curriculum Frame work NCFTE (2009), for Teacher Education, NCTE, New Delhi
2. National Curriculum Frame work NCF (2005), for Scholl Education, NCTE, New Delhi
3. यादव, सियाराम संगीता, सिन्धू पूनम (2008), दूरवर्ती शिक्षा, विनोद पुस्तक मंदिर, आगरा
4. अग्निहोत्री, रवीन्द्र (2007), आधुनिक भारतीय शिक्षा और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
5. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर
6. गुप्ता, एस. पी. (2005), भारतीय शिक्षा का अतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा,
8. पाठक, पी. डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ
9. सिंघल, महेशचन्द्र, भारतीय शिक्षा की वर्तमान समस्याएँ, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
10. सक्सेना, एन. आर. स्वरूप, शिक्षा सिद्धान्त, सूर्या पब्लिकेशन, आर. एल. कुक डिपो, मेरठ

Semester III

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 303	Dissertation (ISB) Research design(Qualitative)	CC	2	50	Practical & Viva-Voce	50

Objectives:

- ❖ To understand the Research Design and its quantitative
- ❖ To understand various Research Method

Selection of research problem

1. Background and rationale
2. Review of related literature
3. Definition of related concepts
4. Objective of research
5. Importance of research
6. Limitation of research
7. Research method
8. Sources of data
9. Collection of data
10. Criticism of Data
11. Interpretation of data

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand various research design
- ❖ Describe the quantitative methods

References -

Classification of Chapter.

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED304	Internship	CC	4	100	Internship	100

Internship Work (4 Week)

Objective:

- ❖ To know various teaching methods and their use in classes
- ❖ To prepare innovative lesson on different methods
- Class Teaching in B.Ed./B.A.-B.Ed./B.Sc.-B.Ed./B.A./B.Sc. College
- Class Supervision
- Morning Assembly

Prepare Innovate lesson (any four methods)

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand various teaching methods used in class
- ❖ Prepare the innovative lesson on different methods
- ❖

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED305	Any one Area Specialization on course I Area A Elementary education I	CE	4	30	70	100

Objectives:

- ❖ To understand the concept and History of Primary Education.
- ❖ To understand the problems of Primary Education.
- ❖ To understand the curriculum, evaluation pattern and different activities of Primary Education.
- ❖ To understand the recent plans or scheme of central and state govt. for Primary Education.
- ❖ To provide the solution of different problems of Primary Education.

Course Contents:

Unit - I History of Primary Education

- a) Concept of Primary Education.
- b) Primary Education : Origin and Development.
- c) Compulsory Primary Education : History and Development
- d) Objective of Primary Education

Unit - II Problems of Primary Education

- a) Wastage and Stagnation
- b) Single Teacher School
- c) School Building and Other Facilities
- d) Lack of Proper Guidance

Unit - III Activities in Primary Education

- a) Right to Education Act - 2009 : Review
- b) Review the Recent Curriculum of Primary Education
- c) Recent Evaluation System of Primary Education
- d) Different Activities Organized in Primary Education

Unit - IV Recent Govt. Schemes for Primary Education

- a) Provisions for Primary Education in Recent Five Year Plan
- b) Recent Rules and Provision of State Govt. for Primary Education
- c) Measures of Quality Enhancement in Primary Education
- d) Organization and Execution of Mid-day-meal Programme

Term Paper : (Any one)

- Prepare a term paper on a given topic of your syllabus.
- Review any two recent articles on Primary Education.
- Observe a Primary School, prepare detail report and suggest the solution of its problems.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the concept and History of Primary Education.
- ❖ Describe the problems of Primary Education.
- ❖ Understand curriculum, evaluation pattern and different activities of Primary Education.
- ❖ Acquaint with recent plans or scheme of central and state govt. for Primary Education.
- ❖ Provide the solution of different problems of Primary Education

References:

1. Dash, B. N. (2014), History of Education in India, Dominant Publishers & Distributors, New Delhi
2. पारीक, मथुरेश्वर, सिडाना, अशोक (2008), भारतीय शिक्षा की समस्याएँ एवं नई प्रवृत्तियाँ, शिक्षा प्रकाशन, जयपुर।
3. अग्निहोत्री, रविन्द्र (2007), आधुनिक भारतीय शिक्षा और समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
4. जौहरी एवं पाठक (2007), भारतीय शिक्षा का इतिहास, विनोद पुस्तक मंदिर, आगरा।
5. अग्रवाल, बी. डी. (2005), आधुनिक भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
6. त्यागी एवं पाठक (2005), भारतीय शिक्षा की समसामयिक समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
7. पाठक, पी. डी. (2004), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
8. प्राथमिक शिक्षक, त्रैमासिक पत्रिका, एन. सी. ई. आर. टी., नई दिल्ली।
9. Chaube. S. P. (2005), History and Problems of Indian Education, Vinod Pustak Mandir, Agra.
10. Singh, Yogendra Kumar, Nath, Ruchika (2005), APH Publishing Corp. New Delhi
11. Sharma, Yogendra K. (2003), History and Problems of Education, Kanishka Publishers, New Delhi

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED306	Area B Secondary and Senior Secondary Education I	CE	4	30	70	100

Objectives:

- ❖ To acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ To promote positive environmental and health practice.
- ❖ To enhance enjoyment in learning.
- ❖ To developmentally Society, Morality, Physically and Spirituality.
- ❖ To develop into a responsible and socially well adjusted person.

Course Contents:

Unit - I Secondary Educations : Before and After

- a) Introduction of Secondary Education.
- b) Secondary Education before Independence.
- c) Secondary Education after Independence.
- d) Development of Secondary Education.

Unit - II Problems & Their Solution of Secondary Education

- a) Aimlessness, Student Indiscipline.
- b) Dearth of Money, Absence of Community Life.
- c) Defective curriculum and Examination System.
- d) Immense increase in Non Government School.

Unit - III Objective of Secondary Education

- a) Secondary Education Commission 1952-53.
- b) Education Commission 1964-66.
- c) Reasons & Purposes for setting up the education Commission.
- d) Education Policy after independence.

Unit - IV Suggestion & Recommendation of the Commission

- a) Education structure and standards.

- b) Equalization of Educational Opportunities.
- c) School curriculum and Science Education.
- d) Teaching Methods, Guidance & Evaluation.

Term Paper : (Any one)

- Write a term paper on a topic given in course.
- Prepare a structure of different policy.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ Promote positive environmental and health practice.
- ❖ Enhance enjoyment in learning.
- ❖ Explain developmentally Society, Morality, Physically and Spirituality.
- ❖ Develop into a responsible and socially well adjusted person.

References:

1. अग्निहोत्री रविन्द्र (2007), आधुनिक भारतीय शिक्षा : समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
2. सिंह, राकेश, मानवता की आधारशिला : अनुशासन (2006), बात-शिक्षा की वार्षिक पत्रिका।
3. सिंह, कर्ण (2006) भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर-खीरी।
4. मोदी, विकास (2006), नैतिक मूल्य व शिक्षा, शिविरा पत्रिका, जुलाई।
5. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा, जुलाई।
6. गुप्ता, एस.पी. (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद।
7. पाठक, पी.डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
8. ओड, एल. के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
9. कबीर, हुमायूँ, स्वतंत्र भारत में शिक्षा, राजपाल एण्ड सन्स, दिल्ली।
10. पाण्डेय, रामशकल, भारतीय शिक्षा की समस्यायें, आगरा।
11. मलैया, विद्यावती, भारतीय शिक्षा की समस्याएँ एवं प्रवृत्तियाँ, मैकमिलन कम्पनी ऑफ इण्डिया, दिल्ली।
12. मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, खण्ड 44-45, अंक - 3-4।
13. रावत, प्यारे लाल, प्राचीन व आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन्स, आगरा।
14. रावत, प्यारे लाल, भारतीय शिक्षा का इतिहास, रामप्रसाद एण्ड सन्स, आगरा।
15. सिंघल, महेश चन्द्र, भारतीय शिक्षा की वर्तमान समस्या, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
16. सैयेदन, के. जी., शिक्षा शास्त्र (साइंस ऑफ ऐजुकेशन), राजकमल प्रकाशन, दिल्ली।
17. अग्निहोत्री रविन्द्र, भारतीय शिक्षा की वर्तमान समस्या, रिसर्च पब्लिकेशन्स, दिल्ली।

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED307	Any one Area Specialization on course II Area A Elementary Education II	CE	4	30	70	100

Objectives:

- ❖ To develop knowledge and understanding of the elementary education, its need and significance.
- ❖ To acquaint the students with the quality concern and administration of elementary education at different levels.
- ❖ To understand the policy perspective on ECCE in India and world.
- ❖ To develop insight for quality dimensions i.e. curriculum, pedagogy and programmes for elementary education.
- ❖ To develop skills for research and evaluation in ECCE and training.

Course Contents:

Unit -I Early childhood care : Policies and perspectives

- Early childhood care and Education : Concept, Objectives, Need and Significance
- Historical perspective and basic provision for children & schools
- ECCE : Indian and Global perspectives in light of recent reports
- ECCE : Basic administrative structure and quality concern in USA, UK & India

Unit -II Curriculum and Pedagogy

- Curriculum for Elementary Education : Characteristics and Importance
- Types of Curriculum : Montessori, Kindergarten and Balwari
- Curricular approaches & principles : Activity based, Child centered, Inclusive using Story telling, Role play, Puppetry, Musical and Rhythmic exercises etc.

Unit - III Programmes and Strategies

- Administration and Role of NCERT, SIERT and DIET for ECCE
- Panchayatiraj and Community involvement in planning and management for elementary education
- Role and services of NGO's like Bharati Foundation and Azim Premji foundation

- d) National and State level programmes for Girl childhood Education, Residential schools for girls and teacher empowerment

Unit -IV Training, Research and Evaluation

- a) Need and Significance of personnel involved in ECCE
- b) Status & Nature of Training programmes : pre-service and in-service- critical evaluation, issues and problems
- c) Areas of research studies in Elementary Education and problem solving through Action Research
- d) Recent trends in elementary education for training & skill development

Term Paper : (Any one)

- Study and prepare a report on present status of Elementary Education at State/Regional/ District level.
- Reflection on literature on quality concern and service of one western country (through Internet and Journals etc.)
- Review of past two years innovative programmes in Elementary Education

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop knowledge and understanding of the elementary education, its need and significance.
- ❖ Acquaint the students with the quality concern and administration of elementary education at different levels.
- ❖ Understand the policy perspective on ECCE in India and world.
- ❖ Develop insight for quality dimensions i.e. curriculum, pedagogy and programmes for elementary education.
- ❖ Develop skills for research and evaluation in ECCE and training.

References:

1. Lewis, Ramon (2008), Understanding Pupil Behaviour, Routledge Publication, U K
2. Rao, V. K. (2007), Universalization of Elementary Education, Indian Publishers, New Delhi
3. Aggarwal, J.C. and Gupta, S. (2007), Early childhood care and Education (1st Ed.) Shipra Publication, New Delhi.
4. UNESCO (2007), Strong Foundation : Early childhood care and Education, Paris
5. Mishra, R.C. (2005), Early Childhood Education Today, Prentice Hall Publisher
6. World Bank, (2004), Reaching out to the Child : An Integrated Approach to Child Development, Oxford University Press, New Delhi
7. NIPCCD, (2002), Children in Difficult Circumstances : Summaries of Research, Resource Centre of Children, New Delhi
8. Pugh, G. (1996), Contemporary Issues in Early Years : Working Collaboratively for Children, National Childhood Bureau, London
9. Hurlock, E. (1995), Child Development, Mc. Grow Hill Book Company, U.S.A.
10. Kurrian, J. (1993), Elementary Education in India, Concept Publication, New Delhi
11. Seefeldt, Carol (1990), Continuing Issue in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio

Semester III

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED308	Area B Secondary and Senior Secondary Education II	CE	4	30	70	100

Objectives:

- ❖ To acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ To promote positive environmental and health practice.
- ❖ To enhance enjoyment in learning.
- ❖ To developmentally Society, Morality, Physically and Spirituality.
- ❖ To develop into a responsible and socially well adjusted person.

Course Contents:

Unit - I Teacher Education for Secondary and Higher Secondary Level

- Teacher Education for Secondary Level.
- Teacher Education for Higher Secondary Level.
- Teacher Education for Higher Secondary Level -Vocational System.

Unit - II In Service Teacher Education & Methods

- In Service Teacher Education for Secondary Level .
- Methods of in-service Teacher Education for Secondary Level.
- Board of Education, Rajasthan.
- CBSE

Unit - III Curriculum , Control, Administration, Examination, Evaluation of Secondary Education

- Curriculum of Secondary Education.
- Co-curriculum activities in secondary education
- Role of ICT for secondary education
- Control and Administration of Secondary Education.
- Examination, Evaluation in Secondary Education.

Unit - IV Vocationalisation, Expansion of Secondary Education

- Vocationalisation of Secondary Education
- Type of secondary schools.
- Expansion of Secondary Education.
- Quality of secondary education institutions
- Career counseling at secondary schools

Term Paper : (Any One)

- Write a term paper on a topic given in the course.
- Critically evaluate of the teaching methods of any one school.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquire necessary knowledge, skills and attitudes for the development of the self and the nation.
- ❖ Promote positive environmental and health practice.
- ❖ Enhance enjoyment in learning.
- ❖ Developmentally Society, Morality, Physically and Spirituality.
- ❖ Develop into a responsible and socially well adjusted person

References:

1. अग्निहोत्री रविन्द्र (2007), आधुनिक भारतीय शिक्षा : समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
2. मोदी, विकास (2006), नैतिक मूल्य व शिक्षा, शिविरा पत्रिका, जुलाई।
3. सिंह, कर्ण (2006), भारत में शिक्षा प्रणाली का विकास, गोविन्द प्रकाशन, लखीमपुर-खीरी।
4. सिंह, राकेश, मानवता की आधारशिला : अनुशासन (2006), बात-शिक्षा की वार्षिक पत्रिका।
5. आचार्य, पं. श्री राम शर्मा (2005), आधुनिक जीवन शैली से अभिशप्त हमारी भावी पीढ़ी, 'अखंड ज्योति', नवा संस्करण, जून।
6. गुप्ता, एस.पी. (2005), भारतीय शिक्षा का इतिहास, विकास एवं समस्याएँ, शारदा पुस्तक भवन, 11 यूनिवर्सिटी रोड, इलाहाबाद।
7. पाण्डेय, बृजेश (2002), पाठ्यक्रम अनुदेशन, भारतीय आधुनिक शिक्षा, जुलाई।
8. पाठक, पी.डी. (1995), भारतीय शिक्षा और उसकी समस्याएँ, विनोद पुस्तक मंदिर, आगरा।
9. पाण्डेय, रामशकल, भारतीय शिक्षा की समस्याएँ, आगरा।
10. मलैया, विद्यावती, भारतीय शिक्षा की समस्याएँ एवं प्रवृत्तियाँ, मैकमिलन कम्पनी ऑफ इण्डिया, दिल्ली।
11. मिश्रा, रेणु, मूल्यपरक शिक्षा, राजस्थान बोर्ड शिक्षण पत्रिका, खण्ड 44-45, अंक - 3-4।
12. रावत, प्यारे लाल, प्राचीन व आधुनिक भारतीय शिक्षा का इतिहास, भारत पब्लिकेशन्स, आगरा।
13. रावत, प्यारे लाल, भारतीय शिक्षा का इतिहास, रामप्रसाद एण्ड सन्स, आगरा।
14. सिंघल, महेश चन्द्र, भारतीय शिक्षा की वर्तमान समस्या, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
15. सैयेदन, के. जी., शिक्षा शास्त्र (साइंस ऑफ ऐजुकेशन), राजकमल प्रकाशन, दिल्ली।
16. अग्निहोत्री रविन्द्र, भारतीय शिक्षा की वर्तमान समस्या, रिसर्च पब्लिकेशन्स, दिल्ली।
17. ओड, एल. के., शिक्षा के नूतन आयाम, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
18. कबीर, हुमायूँ, स्वतंत्र भारत में शिक्षा, राजपाल एण्ड सन्स, दिल्ली।

Semester IV

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 401	Teacher Education-II	CC	4	30	70	100

Objectives:

- ❖ To acquaint the concept, aims and organizing the student teaching
- ❖ To understand the place of practice teaching and its principles in teacher education.
- ❖ To know various patterns of student teaching, their methods of organization and evaluation.
- ❖ To understand various skills of teaching, teaching models and different competencies for a teacher for effective classroom teaching.
- ❖ To understand various techniques and methods of evaluation of student teaching.
- ❖ To know various innovative instructional methods used in teacher education programme.
- ❖ To know latest researches done in the field of teacher education and student teaching.

Course Contents:

Unit- I Student Teaching and its Pattern

- Concept of student teaching.
- Objectives of student teaching.
- Scope and importance of student teaching.
- Problems of Student teaching in institutions preparing teachers.
- Practice teaching and off campus programme.

Unit- II Training in Teaching Skills

- Teaching models (concept attainment & inquiry training model, garjiya model)
- Microteaching programme for training of teaching skill
- Lesson plan for student teacher
- Planning the practice teaching programme
- Supervision of practice teaching programme

Unit- III Instruction Methods and Agencies of Teacher Education and Teacher Behavior

- Instruction methods in teacher education (seminars, workshop, Panel discussion)
- Role of Nation level agencies of teacher education (NCTE, NUEPA, NCERT, UGC, NAAC)
- Role of State level agencies of teacher education (SCERT, IASE, CTE, DIET)
- Maintenance of school records of student performance
- Teacher behavior (flanders interaction)

Unit-IV Evaluations of Teacher Education Programme

- Concept of evaluations in teacher education programme
- Importance of evaluation in education
- Types of evaluations

- d) Internship programme

Term Paper :(Any one)

- One term paper on any topic related with the about unit.
- Prepare a report on latest rules & regulation of any one educational agency.
- Study of the annual report SCERT/NCERT/RIE to identify various programmes for professional development of teacher education.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquaint the concept, aims and organizing the student teaching
- ❖ Understand the place of practice teaching and its principles in teacher education.
- ❖ Know various patterns of student teaching, their methods of organization and evaluation.
- ❖ Understand various skills of teaching, teaching models and different competencies for a teacher for effective classroom teaching.
- ❖ Understand various techniques and methods of evaluation of student teaching.
- ❖ Know various innovative instructional methods used in teacher education programme.
- ❖ Know latest researches done in the field of teacher education and student teaching.

References:

1. सेन, अमृत (2008), अध्यापक शिक्षा, इंडियन पब्लिशर्स एण्ड डिस्ट्रीब्यूटर्स, नई दिल्ली।
2. अग्निहोत्री रविन्द्र (2007), आधुनिक भारतीय शिक्षा की समस्याएँ और समाधान, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
3. जोशी दिनेश सिंह (2007), मेहता चतरसिंह, शिक्षक प्रशिक्षण के सिद्धान्त एवं समस्याएं राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
4. भट्टाचार्य जे.सी.ए (2007), अध्यापक शिक्षा, अग्रवाल पब्लिकेशन्स, आगरा।
5. रुहेला, एस. पी. (2007), विकासोन्मुख भारतीय समाज में शिक्षण और शिक्षा, अग्रवाल पब्लिकेशन, आगरा।
6. सिंह, मयाशंकर (2007), अध्यापक शिक्षा गुणात्मक विकास अध्ययन पब्लिशर एण्ड डिस्ट्रीब्यूटर, दिल्ली।
7. Lomax Donald. E. (1973), The Education of Teachers in Britain, John Wiley & Sons, London
8. Shrivastava. R. C. and Bose. K. (1973), Theory and Practice-Teacher Education in India. Chug Publication, Allahabad.
9. Willey, F.T. and Meddison. R.B. (1971), An Inquiry into Teachers Training. University of London Press Ltd., London
10. Hallard, F. H. (1971), Teaching the Teacher-Trends in Teacher Education, George Allen and Unwin Ltd. London.
11. Edmund. J. King (1970), The Teacher Education, Holt Rinehart Winston, London,.
12. Mukherjee, S.N. (1968), Education of Teachers in India (Vol. I). S. Chand & Co. Delhi
13. Stinnet. T.M. (1965), The Profession of Teaching, Prentice Hall of India Pvt. Ltd. New Delhi
14. Pires, S.A. (1958), Better Teacher Education, Delhi University, Delhi
15. Rugg. H. (1952), Training of Teachers, Harper Bros.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 402	Academic Writing (ISB)	CC	2	50	Practical & Viva-Voce	50

Objective:

- ❖ To develop the academic writing

- ❖ To develop research work writing
- ❖ To participate in seminar and workshop

UNIT I General Writing

- a) Prepare a base review (any reference book)
- b) Script/Story (Drama)
- c) Prepare two content lesson of B. Ed. syllabus. (any two)

UNIT II Research Work Writing

- a) Prepare an Article on current topic.
- d) Present a Seminar paper (National/State/International)
- e) Prepare a desertation summary

Learning Outcomes: After completion of this course students would able to:

- ❖ Write on research
- ❖ Understand the concept of seminar and workshop

Term Paper: (Any one)

Prepare a term paper on any topic related with above unit.

Semester IV

Course code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 403	Dissertation	CC	4	30	70 (Viva-Voce-35 & Evaluation 35)	100

Objective:

- ❖ To prepare for practical work
- ❖ To get the knowledge of field work and related problems.

Dissertation: Each candidate for the M.Ed. degree is required to investigate a research problem in the field of education and submit a dissertation embodying the results of his/her investigation.

Viva-Voce Board : The Viva-Voce board will consist of the following two persons:

- The External Examiner
- The Head of the Department

Learning Outcomes: After completion of this course students would able to:

- ❖ Do practical work independently
- ❖ Understnd and knowledge of field work problems

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total

MED 404	Specialization on courses - I Area (a) : Educational Administration and Managements Principles of Educational Administration and Management	Choose any one area which will comprise of three papers CE	4	30	70	100
---------	---	---	---	----	----	-----

Objectives:

- ❖ To develop the fundamental perspective of the theoretical tenants of administration and management.
- ❖ To understand the relationship between educational administration and human relations to enhance the effectiveness of organization.
- ❖ To know and analyze the causes and types of role conflicts in organization and resolve them.
- ❖ To be acquainted with the procedure of decision making and scientific management.
- ❖ To make the students with new trends and techniques of educational management.

Course Contents:

Unit -I Educational Administration and Management

- a) Concept, Nature, Scope and Development of Administration and Management.
- b) Historical Development and Contribution.
- c) Modern Development : Scientific Management Approach, System Approach, Situational Approach.
- d) Competency Concept of Graft, Administrative Behaviour - Halpin

Unit -II Educational Organization

- a) Meaning and principles of Educational Organization.
- b) Organizational Behaviour & Climate - Maslow's theory of needs and job satisfaction.
- c) Organizational Development : Structural patterns, Analysis of factors affecting the organization.

Unit -III Educational Leadership and Decision Process

- a) Concept, Types and Styles of Educational Leadership.
- b) Models of Leadership : Ohio State model, Managerial Greid Model.
- c) Concept, Types and styles of Decision making.
- d) Models and Process of Decision making.

Unit -IV Educational schemes and agencies

- a) Educational Administration Policies : Post 1986 Development.
- b) Centrally sponsered schemes and Role of state level Educational Administration.
- c) Various agencies related to Educational Administration at state and National level and their functions.

Term Paper : (Any one)

1. Prepare a report on recent state/central level schemes related to education and their administration.
2. Prepare a report on any agency related to educational administration at state/National level and its major functions.
3. Prepare ppts on historical development and important contribution related to principles of educational administration and management.

4. Prepare ppts on survey report related to organizational climate of any educational institute and their related remedies.

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop the fundamental perspective of the theoretical tenants of administration and management.
- ❖ Understand the relationship between educational administration and human relations to enhance the effectiveness of organization.
- ❖ Know and analyze the causes and types of role conflicts in organization and resolve them.
- ❖ Acquainted with the procedure of decision making and scientific management.
- ❖ Make the students with new trends and techniques of educational management

References:

1. मिश्रा महेन्द्रकुमार, (2008), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, यूनिवर्सिटी बुक हाऊस (प्रा.) लि., जयपुर
2. सुखिया उस. पी. (2008), विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा, विनोद पुस्तक मंदिर आगरा
3. प्रसाद केशव, (2008), विद्यालय व्यवस्था, विनोद पुस्तक मंदिर आगरा
4. वर्मा, जे. पी. (2007), शैक्षिक प्रबन्धन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
5. ओड, एल. के. (2007), शैक्षिक प्रशासन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
6. सिंह मया शंकर, (2007), शैक्षिक प्रबंधन एवं शिक्षण तकनीकी, अध्ययन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली
7. सिडाना अशोक शर्मा, अंजलि, (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, शिक्षा प्रकाशन, जयपुर
8. सिंह रामपाल, शर्मा मदनमोहन, सेवानी अशोक, (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, विनोद पुस्तक मंदिर, आगरा
9. पाण्डेय रामशक्ल, (2007), शैक्षिक नियोजन और वित्त प्रबन्धन, विनोद पुस्तक मंदिर, आगरा
10. बघेला एच. एस., (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
11. सिंह रामपाल, (2005), विद्यालय प्रबंधन एवं शिक्षा की समस्याएं, विनोद पुस्तक मंदिर आगरा
12. मोहन्ती, जै. शैक्षिक प्रबन्धन एवं प्रकाशन, दीप एवं दीप पब्लिकेशन, नई दिल्ली।
13. गुप्ता, एल. डी. उच्च शैक्षिक प्रशासन, हरियाणा साहित्य अकादमी, चण्डीगढ़।
14. Pandya, S. R. (2001), Administration and Management of Education, Himalaya Publishing House, Delhi
15. Tarachand and Ravi Prakash (1997), Advanced Educational Administration, Kanishka Pub., New Delhi.
16. Chandrasekaran, Premila (1994), Educational Planning and Management, Sterling Publishers, New Delhi
17. Compbell, R. F., John E. Coorabally and John A. (1962), Introduction to Educational Administration, Allyanand Bacan, Boston.
18. Griffiths, David (1959), Administrative Theory, Appleton Century Crafts. Inc. New York.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
-------------	--------------	-----------------	--------	-----	--------	-------

MED 405	Area (b) Educational Technology Principles of Educational Technology	Choose any one area which will comprise of three papers CE	3	30	70	100
---------	--	---	---	----	----	-----

Objectives:

- ❖ To acquaint the students with the concept, definition and Scope of educational technology.
- ❖ To acquaint the students with the system approach, communication process and content analysis.
- ❖ To enable the students to understand about the principles of programmed learning.
- ❖ To acquaint the student about the role of instructional technology.
- ❖ To acquaint the student about the teaching model.

Course Contents:

Unit - I Concept of Educational Technology

- a) Educational Technology: Concept, its definition, nature, scope.
- b) Forms of educational technology: teaching technology, instructional technology and behavior technology.
- c) Approaches of educational technology: Hardware Software and System approach.

Unit-II Communication & its Process

- a) Communication in education, communication process, types, communication in teaching learning.
- b) Comparative study of memory, understanding and reflective level of teaching.
- c) Content analysis.

Unit- III Models of Teaching Technology

- a) Teaching Models: Concept, characteristics.
- b) Glasser's Basic Training Model.
- c) Creativity Teaching Model.

Unit-IV Programme Learning Approaches

- a) Programmed Learning: Meaning, characteristics, principles.
- b) Types of programmed learning: Linear and branching.
- c) Advantages and limitations of programmed learning.

Term Paper : (Any one)

- Preparation and administration of programmed learning materials (at least 20 frames) or Development of a computer programme on a topic.
- Preparation of any two low cost teaching aid/ PPT Preparation

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand with the concept, definition and Scope of educational technology.
- ❖ Explain system approach, communication process and content analysis.
- ❖ Describe about the principles of programmed learning.
- ❖ Understand about the role of instructional technology.
- ❖ Acquaint about the teaching model.

Suggested Reading:

1. मित्तल, सन्तोष (2008), शैक्षिक तकनीकी एवं कक्षा कक्ष प्रबंध, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
2. सिंह, कर्ण (2008), शैक्षिक तकनीकी एवं प्रबंध, लखीमपुर – खीरी, गोविन्द प्रकाशन।
3. अग्रवाल जे. सी. (2007), शैक्षिक तकनीकी तथा प्रबंध के मूलतत्त्व, विनोद पुस्तक मंदिर, आगरा।
4. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा-कक्ष प्रबंध, जयपुर : शिक्षा प्रकाशन।
5. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा।
6. Sampath, K. Painiselvam A. and Santhanam (1981), Introduction to Educational Technology New Delhi, Sterling (P) Ltd..
7. Nickson. M. (1981), Educational Technology Technology: A Systematic Approach for Teachers. London,
8. Sharma, R.A. (1980), Technology of Teaching, Meerut, International Publishing House, (Also available in Hindi)
9. Dale, E. (Ed.) (1973), Audio-Visual Methods in Teaching (Revised Edition) N.Y. Holt Rinehart and Winston Inc..
10. Amidon, E.J. and John B.H. (1967), Interaction Analysis: Theory Research & Application Addison Wesley Publishing Co. Reading Massachusetts, London.,
11. Wardlock Educational Thomas, C.A., (1963) : Programmed Learning in Perspective-A Guide to programme writing, Banking Essex, Adelphi.
12. Green, E.J. (1960), The Learning Process & Programmed Instruction. NY. Holt, 1968, Rinehart & Winston Inc.
13. Buch, M.B. & Santhanam M.R. : Communication in Class Room CASE Baroda.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 406	Area (c) Measurement and Evaluation Principles of Measurement and Evaluation	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To understand the meaning and basic concepts of measurements and Evaluation.
- ❖ To differentiate between measurement and evaluation.
- ❖ To acquaint the students with new trends in examination reforms.

- ❖ To develop critical thinking the students to understand the process of test development and their standardization.

Course Contents :

Unit : I Concept of Measurement and Evaluation

- a) Measurement: Physical vs. Psychological and Educational Measurement
- b) Differentiate between Measurement and Assessment
- c) Types of Evaluation
 - Placement Evaluation
 - Formative Evaluation
 - Summative Evaluation
 - Diagnostic Evaluation
 - Prognostic Evaluation

Unit : II Measurement of Learning and Achievement

- a) Norm-referenced Test vs. criterion reference Test
- b) Scale, Test, T-score, Z-score
- c) Construction of an Achievement Test
 - Blue print
 - Try out of the test
 - Item-analysis
 - Difficulty Level, Discrimination Power Index

Unit : III Standardization of Test

- a) Standardization Procedures for a test administration, Scoring and reporting
- b) Teacher made Test vs. Standardised Test
- c) Quality of a good Test
 - Validity
 - Reliability
 - Objectivity
 - Norms

Unit : IV Assessment of Validity , Reliability and Norms

- a) Concept, definition of validity, reliability and norms
- b) Types of validity, reliability and norms
- c) Determining degree of reliability and validity
- d) Factors affecting validity and reliability
- e) Relationship between validity and reliability

Term Paper : (Any one)

- Construct, Try out and done item analysis of a teacher made test.
- Calculating Reliability of a test with using any methods.
- Establishing validity of a test with using any methods

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the meaning and basic concepts of measurements and Evaluation.
- ❖ Differentiate between measurement and evaluation.
- ❖ Acquaint the students with new trends in examination reforms.

- ❖ Develop critical thinking the students to understand the process of test development and their standardization.

Suggested Reading:

1. Ferguson , George A.(1971), Statistical Analysis in Psychology and Education. MC-Graw Hill Kogakusha Ltd.
2. Anastasi, A. (1970), psychological Testing, Macmillan New Delhi.
3. Gailford,J.P.& Frutcher,B (1970), Fundamental Statistics in psychology and education MC Graw-Hill Kogakush Ltd.
4. Gronlund, N. E. (1968) Measurement and evaluation in Teaching Macmillan co.
5. Cronbach, L. J. (1960), Essential psychological Testing, New York: Harper
6. Bloom,B.S. (1956), Taxonomy of Objectives "Cognitive Domain", Logman,New York.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 407	Specialization on courses - II Area (a) : Educational Administration and Managements Educational Administration and Management Practice	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To acquaint the knowledge of different Education Administrative Structure in India.
- ❖ To know about various procedures of Educational Supervision and Co-ordination.
- ❖ To develop understanding of the concept and forms of Educational Management.
- ❖ To gain knowledge about the concept and principal of Financial Management.
- ❖ To assess the understanding about different Contemporary Trends in Educational Management.

Course Contents:

Unit- I Educational Administrative Structure in India

- a) Concept, need, Characteristics, Principles, Functions, Scope, Educational administration and Educational Management.
- b) Level : Panchayat and Zilla Parishad, District.
- c) Level : State and Central
- d) Control and Pressures on Educational Administration.

Unit- II Educational Supervision and Co-ordination

- a) Concept, need, Scope of Supervision
- b) Procedure and Process of Supervision
- c) Co-ordination - Concept, Need, Scope

Unit- III Communication in Educational Administration and Management

- a) Concept, need, scope
- b) Types and forms
- c) Process and Function
- d) Delimitation

Unit- IV Educations Financial Management and Contemporary Trends in Educational Management

- a) Concept, need, scope, Types, Principles Financial Management.
- b) Budget, Concept, need, types, process.
- c) T.O.M. Total Quality Management.
- d) Time Management

Sessional Works: (Any one)

- Prepare a case study report of the organizational climate of a school.
- Prepare a financial budget report of a particular school.
- Prepare a two term paper of the content P.P.T.
- Abstracts of two recent articles related to Educational Administration and Management.

Learning Outcomes: After completion of this course students would able to:

- ❖ Acquaint the knowledge of different Education Administrative Structure in India.
- ❖ Know about various procedures of Educational Supervision an Co-ordination.
- ❖ Develop understanding of the concept and forms of Educational Management.
- ❖ Gain knowledge about the concept and principal of Financial Management.
- ❖ Assess the understanding about different Contemporary Trends in Educational Management

References:

1. मिश्रा महेन्द्रकुमार (2008), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, यूनिवर्सिटी बुक हाऊस (प्रा.) लि., जयपुर
2. सुखिया उस. पी. (2008), विद्यालय प्रशासन, संगठन एवं स्वास्थ्य शिक्षा, विनोद पुस्तक मंदिर आगरा
3. प्रसाद केशव (2008), विद्यालय व्यवस्था, विनोद पुस्तक मंदिर आगरा
4. सिंह मया शंकर (2007), शैक्षिक प्रबंधन एवं शिक्षण तकनीकी, अध्ययन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली
5. ओड़ एल. के. (2007), शैक्षिक प्रशासन, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
6. वर्मा जे. पी शैक्षिक प्रबन्धन (2007), राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
7. सिडाना अशोक शर्मा, अंजलि (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, शिक्षा प्रकाशन, जयपुर
8. सिंह रामपाल, शर्मा मदनमोहन, सेवानी अशोक (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, विनोद पुस्तक मंदिर, आगरा
9. पाण्डेय रामशक्ल (2007), शैक्षिक नियोजन और वित्त प्रबन्धन, विनोद पुस्तक मंदिर, आगरा
10. बघेला एच. एस. (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, राजस्थान प्रकाशन, जयपुर
11. सिंह रामपाल (2005), विद्यालय प्रबंधन एवं शिक्षा की समस्याएं, विनोद पुस्तक मंदिर आगरा
12. Choudhary, Namita Roy (2000), Management in Education, A.P.H. Pub. Corporation, New Delhi
13. Sapra, C.L. Towards and Beyond (2000), Preparation of Educational Managers.
14. Delors Jacques, (1998), Education for the 21st Century: Issues and Prospects. UNESCO
15. Vyas, Suresh (1998), HRD priorities, Pointer Publishers, Jaipur
16. Ranganathavi, Snehlata (1996), Educational Reform and Planning Challenge. Kanishka Pub. New Delhi
17. Sundar Ram D. (ed.) (1996), Dynamics of District Administration- A New Perspective, Kanishka Pub.
18. Weihrich, Heinz, Koontz Harold (1993), Management: Global Perspective, McGraw Hill, New York

19. Treasury (1984), Economic Management, Government Printer, Wellington
20. Nwankwo, John I. (1982), Educational Administration, Theory and Practice, Vikas Pub. House, New Delhi
21. Tanner, C. Kenneth, Willams Eart J. (1981), Educational Planning and Decision making, Lexington Books Massachusetts
22. Martin John. Rich. (1972), Conflict and Decision analyzing Educational issues. Harper & Row pub.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 408	Area (b) Education Technology Innovative Methods and Techniques in Educational Technology	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To understand the idea of Methods, Techniques and Models of Teaching Technology.
- ❖ To develop knowledge of Various Teaching Methods and Techniques.
- ❖ To acquire the knowledge of new trends in teaching technology.
- ❖ To apply teaching for effective and innovative class room teaching.

Course Contents:

Unit - I Concept of Innovation and Objective

- a) Innovation : Meaning, Definition and Characteristics.
- b) Methods : Concept, Characteristics and Utility.
- c) Components of Instructional Process: Objectives, Concept and Methods.
- d) Formulation objective domains of behaviour :
 - Cognitive
 - Affective
 - Psychomotor

Unit - II Principal Methods of Teaching

- a) Democratic Methods : (Concept, Merits and Limitation)
 - Project
 - Laboratory
 - Excursion
 - Group Discussion
 - Problem Solving
 - Programme Learning
 - Brain Storming
 - Review Methods
 - Hueristic Method
 - Co-operative Learning Methods

b) Auto-cratc methods (Concept, Merits and Limitation)

- Demonstration
- Team Teaching

Unit - II Innovative Techniques of Teaching Technology

- Video - conferencing
- Questioning
- Illustration
- Exposition
- Comparison
- (CAI) Computer Assisted Instruction)
- Reflective dialogue
- Online classes/E-learning

Unit -IV Models of Teaching Technology

- a) Interaction Analysis (Flander's)
- b) Social Learning Models (Bandura)
- c) Advance Organizer Teaching Model (David Ausubel)
- d) Developmental Teaching Model (Jean- Piaget)

Term Paper: (Any one)

- Write one term paper.
- Prepare a lesson plan with using any innovative methods.
- Prepare a Teaching model with examples

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the idea of Methods, Techniques and Models of Teaching Technology.
- ❖ Develop knowledge of Various Teaching Methods and Techniques.
- ❖ Acquire the knowledge of new trends in teaching technology.
- ❖ Apply teaching for effective and innovative class room teaching.

References:

1. सिंह, कर्ण, (2008), शैक्षिक तकनीकी एवं प्रबन्ध, लखीमपुर – खीरी, गोविन्द प्रकाशन
2. शर्मा, संदीप एवं पारीक, अलका (2007), शैक्षिक तकनीकी एवं कक्षा—कक्ष प्रबन्ध, शिक्षा प्रकाशन, जयपुर
3. कुलश्रेष्ठ, एस.पी. (2005), शैक्षिक तकनीकी के मूल आधार, विनोद पुस्तक मंदिर, आगरा
4. Hillard R.I. (1973), Writing for T.V. and Radio N.Y.Hastings House
5. Philips, Lewis (1971), Educational Television Guide Book N.Y. : Mc.Graw
6. Cassire. Henry R. (1962), Television Teaching Today Paris, UNESCO

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 409	Area (c) Measurement and Evaluation Tools and Techniques of Evaluation in Education	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To understand the process and performance through using various types of test items.
- ❖ To acquaint the knowledge of preparing tools like Check list, Rating scales, Questionnaires etc.
- ❖ To develop understanding about various Evaluation procedures
- ❖ To obtain the knowledge of objectives in Evaluation
- ❖ To know preparation of achievement and diagnostic tests and complete question paper.

Course Contents:

Unit : I Role of Testing of Non-Testing Techniques in Educational Evaluation

- a) Purpose and Function of Testing in School
- b) Interpretation of Raw Score to Standard Score
- c) Types of psychological Tools
 - Questionnaires
 - Check list
 - Rating Scale
 - Interest inventories
 - Sociometric techniques
 - Interview Schedule

Unit : II Taxonomy of Evaluation and Objectives

- a) B.S.Bloom's Taxonomy of Objectives
 - Cognitive Domain
 - Affective Domain
 - Psychomotor Domain
- b) Oral Test vs. Written Test
- c) Speed Test vs. Speeded Test
- d) Objective vs. Subjective Test
- e) Objective based Evaluation Procedure

Unit : III Measurement of Psychological Trait

- a) Intelligence test
- b) Personality Inventories
- c) Attitude Scale (Likert and Thurston Scale)
- d) Measurement of creativity (Verbal vs Non-verbal)

Unit : IV Uses and Limitations of Test Norms

- a) Item Analysis -Purpose and Procedure
- b) Discrimination Power & Difficulty Index-methods of calculation
- c) Distractor Factor and its needs in a test

- d) Types of Norms: Age, Grade, Percentile, T and Z Score norms
- e) Types of Scale
 - Cardinal Scale
 - ordinal Scale
 - Interval Scale
 - Ratio Scale

Term paper : (any one)

- Write any two term paper in the content
- Prepare any one questionnaire for a test.
- Develop a Check List or Interview Schedule.

Learning Outcomes: After completion of this course students would able to:

- ❖ Understand the process and performance through using various types of test items.
- ❖ Acquaint the knowledge of preparing tools like Check list, Rating scales, Questionnaires etc.
- ❖ Develop understanding about various Evaluation procedures
- ❖ Obtain the knowledge of objectives in Evaluation
- ❖ Know preparation of achievement and diagnostic tests and complete question paper.

Suggested Reading:

1. Grounland, N.E. (2003), Educational Measurement & Assessment in Education, Macmillan co. (8th Edition)
2. Ferguson, George (1971), A Statistical Analysis in Psychology and Education (3rd Edition), Mc.Graw hill, New Delhi
3. Dayton, C. (1970), The Design of Educational Experiments, MC Graw Hill, New York
4. Edwards A.L. (1970), Techniques of Attitude Scale Construction, Mc Graw Hill, New York
5. Anastasi, A. (1968), Psychological Testing (3rd Edition) Macmillan, New York
6. Adams, G. S. (1966), Measurement and Evaluation in Education, Psychology and Guidance, Holt Rinehart and Winston, New York
7. Vernon, P.E. (1965), The Measurement of Abilities, University of London Press Ltd.
8. Numally Jum, C. (1964), Educational Measurement and Evaluation, MC Graw Hill Book Company New York
9. Freeman, F.S. (1962), Theory and Practice of Psychological Testing, Oxford and I.B.H. Publication company, New Delhi (3rd Edition).

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 410	Specialization on courses - III Area (a) : Educational Administration and Management Modern Trends in Educational Administration and Management	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To develop an insight into modern perspectives and trends of Educational Administration and Management.

- ❖ To acquire the knowledge of Educational Management at different levels through scientific management.
- ❖ To develop the managerial skills through data analysis, planning proposals and decision making process.
- ❖ To develop knowledge of accreditation process, finance management and its application.
- ❖ To understand the planning procedure, human resource management and some new trends.

Course Contents:

Unit- I Educational Management and Its Levels

- a) Educational Management - Concept, Scope and Characteristics of good management
- b) Difference between Educational Administration and Education Management
- c) Management at different levels - Elementary, Secondary and Higher Education
- d) Scientific Management through PERT, CPM and PPBS

Unit - II Resource Management

- a) Resources : Types, Scope and Need in Organization
- b) Human resource management : Staff recruitment and cadre management policies and practices
- c) Performance appraisal, Grievance redressal mechanism & Teacher's union
- d) Conflict Management : Types of Conflict, Getzel's theory and Conflict management

Unit - III Planning and Financial Management

- a) Educational planning : Concept, Types and Approches
- b) Appraisal and Analysis of Educational Data, formulation of policy and planning proposal
- c) Finance Management : Process of financing, Types of Educational Expenditure, Monitoring, Accounting and Auditing
- d) Resource Mobilization & Finance, Project Analysis, Criteria for allocation of funds

Unit - IV Evaluation and Accreditation

- a) Evaluation of Educational Management : Summative & Formative
- b) Accreditation & Appraisal of Institute : Objective, Guidelines & Types
- c) Administration - plan & non plan schemes and provisione at central and state level
- d) Educational management information system (EMIS), Project management information system (PMIS)

Term Paper : (Any one)

- Prepare a report related to performance appraisal of any educational administrative unit.
- Prepare a review report for educational Programmes at state level.
- Prepare a critical report for human resouce development programmes in any organization.
- Prepare PPTs related to summative and formative evaluation structures of educatinal management evaluation.
- Prepare PPTs for monitoring and auditing related to observation for finacial management.

Learning Outcomes: After completion of this course students would able to:

- ❖ Develop an insight into modern perpectives and trends of Educational Administration and Management.
- ❖ Acquire the knowledge of Educational Management at different levels through scientific management.

- ❖ Develop the managerial skills through data analysis, planning proposals and decision making process.
- ❖ Develop knowledge of accreditation process, finance management and its application.
- ❖ Understand the planning procedure, human resource management and some new trends

References:

1. प्रसाद केशव (2008), विद्यालय व्यवस्था, विनोद पुस्तक मंदिर आगरा
2. सिंह मया शंकर (2007), शैक्षिक प्रबंधन एवं शिक्षण तकनीकी, अध्ययन पब्लिशर्स एंड डिस्ट्रीब्यूटर्स, नई दिल्ली
1. वर्मा जे. पी शैक्षिक प्रबन्धन (2007), राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर
2. सिडाना अशोक शर्मा, अंजलि (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, शिक्षा प्रकाशन, जयपुर
3. सिंह रामपाल, शर्मा मदनमोहन, सेवानी अशोक (2007), शैक्षिक प्रबन्धन एवं विद्यालय संगठन, विनोद पुस्तक मंदिर, आगरा
4. पाण्डेय रामशक्ल (2007), शैक्षिक नियोजन और वित्त प्रबन्धन, विनोद पुस्तक मंदिर, आगरा
5. सिंह रामपाल (2007), विद्यालय प्रबंधन एवं शिक्षा की समस्याएं, विनोद पुस्तक मंदिर आगरा
6. Choudhary, Namita Roy (2000), Management in Education, A.P.H. Pub. Corporation, New Delhi.
7. Fernandez, Patnayak and Others (ed.) (2000), Human Skills, Himalaya Pub. House, Delhi
8. Sapra, C.L. Towards (2000), and Beyond : Preparation of Educational Managers.
9. Kapoor, Shashi (1999), Human Resource Development & Training-In Practice, Pub. By Infinity Books, New Delhi
10. Delors Jacques, (1998), Education for the 21st Century: Issues and Prospects. UNESCO
11. Kaushik Vijaya Kumar & S.R. Sharma (1997), Education and Human Resource Development, Anmol Pub. New Delhi
12. Sundar Ram D. (ed.) (1996), Dynamics of District Administration- A New Perspective, Kanishka Pub.
13. Wehrich, Heinz, Koontz Harold, (1993), Management: Global Perspective, McGraw Hill, New York
14. Timer Thomas B., Kirp David, L. (1988), Managing Educational Excellence, The Faneer Press Philadelphia
15. Treasury (1984), Economic Management, Government Printer, Wellington
16. Ellio Zapulla, (1983), Evaluating Administrative performance : Current trends and techniques, Star Pub. California 1983
17. Tanner, C. Kenneth, Williams Eart J. (1981), Educational Planning and Decision making, Lexington Books Massachusetts
18. Hall, Richard H. (1977), organizations, Structure and Process, Prentice Hall Inc. New Jersey
19. Sayles Leonard R. Strauss George (1977), Managing Human Resources, Prentice Hall, Inc. New Jersey
20. Martin John. Rich. (1972), Conflict and Decision analyzing Educational issues. Harper & Row publication.

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 411	Area (b) Education Technology Educational Technology and Computer Application	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ Students will become aware of various ICT trends.
- ❖ Students will be able to use computer for their studies and get the general introduction about windows operating system.
- ❖ Students can create presentation and use MS Word for their text formatting
- ❖ Students will know how to create simple marksheet and will be able to use Internet for their study purpose.

Course Contents:

Unit - I I C T in Education

- a) ICT : Concept, Characteristics, Importance
- b) Challenges for ICT
- c) Multimedia Approaches :
 - Video conferencing
 - Online classes
 - Smart Classes

Unit - II Introduction to Computers and Windows Operating System

- a) Introduction to Computers
 - Definition , Application & Block Diagram of Computer
 - Computer Memory, Hardware & Software
 - I/O Devices
- b) Introduction to Windows OS
 - Features of Windows OS
 - Basic Components of Windows OS- Desk Top, Task Bar, System Tray, Icons, Control Panel, File & Folder Management

Unit - III Introduction to MS-Word & Ms-Power Point

- a) Introduction to MS-Word
 - An overview of the basics of word processing
 - Editing and Formatting Documents
 - Use spell check , grammar check & Thesaurus
 - Creating Tables
 - Introduction to Ms-PowerPoint
 - Creating an effective presentation using power point

Unit - IV Introduction to MS-Excel & Internet

- a) Introduction to MS-Excel
 - Creating an excel worksheet
 - Using formula & functions

- Creating Charts & Graphs
- b) Introduction to Internet
 - Introduction to Internet, Web Browser and Search Engine
 - Surfing the Net using search engines and download
 - Email

Term Paper : (Any one)

- Write one term paper.
- Prepare a P P T lesson with any concept of this paper.

Learning Outcomes: After completion of this course students would able to:

- ❖ Aware of various ICT trends.
- ❖ Use computer for their studies and get the general introduction about windows operating system.
- ❖ Create presentation and use MS Word for their text formatting
- ❖ Know how to create simple marksheet and will be able to use Internet for their study purpose.

References:

1. Nickson. M. (1981), Educational Technology Technology: A Systematic Approach for Teachers. London, Wardlock Educational.
2. Sampath, K. Painiselvam A. and Santhanam S. (1981), Introduction to Educational Technology New Delhi, Sterling (P) Ltd..
3. Sharma, R.A. (1980), Technology of Teaching, Meerut, International Publishing House, (Also available in Hindi)
4. Buch, M.B. & Santhanam M.R. (1980), Communication in Class Room CASE Baroda.
5. Dale, E. (Ed.) (1973), Audio-Visual Methods in Teaching (Revised Edition) N.Y. Holt Rinehart and Winston Inc..
6. Amidon, E.J. and John B.H. (1967), Interaction Analysis: Theory Research & Application Addison Wesley Publishing Co. Reading Massachusetts, London.,
7. Thomas, C.A. (1963), Programmed Learning in Perspective-A guide to programme writing, Banking Essex, Adelphi.
8. Green, E. J. (1960), The Learning Process & Programmed Instruction. NY. Holt, 1968, Rinehart & Winston Inc.
9. Ferguson, George (1971), A Statistical Analysis in Psychology and Education (3rd Edition), Mc.Graw hill, New Delhi
10. Dayton, C. (1970), The Design of Educational Experiments, MC Graw Hill, New York
11. Edwards A.L. (1970), Techniques of Allitude Scale Construction, Mc Graw Hill, New York
12. Anastasi, A. (1968), Psychological Testing (3rd Edition) Macmillan, New York
13. Adams, G. S. (1966), Measurement and Evaluation in Education, Psychology and Guidance, Holt Rinehart and Winston, New York
14. Vernon, P.E. (1965), The Measurement of Abilities, University of London Press Ltd.
15. Numally Jum, C. (1964), Educational Measurement and Evaluation, MC Graw Hill Book Company New York
16. Freeman, F.S. (1962), Theory and Practice of Psychological Testing, Oxford and I.B.H. Publication company, New Delhi (3rd Edition)

Semester IV

Course Code	Course Title	Course Category	Credit	CIA	Theory	Total
MED 412	Area (c) Measurement and evaluation New Trends in Educational Assessment and Statistics	Choose any one area which will comprise of three papers CE	4	30	70	100

Objectives:

- ❖ To grasp the holistic idea about Educational Assessment.
- ❖ To enhance skill of new trends in education.
- ❖ To apply and diagnose the learning errors of evaluation.
- ❖ To develop the knowledge and basic use of statistics in education.
- ❖ To create innovation in examination system (CBCS).

Course Contents:

Unit - I New Trends in Education

- Grading System Vs. Marking System.
- Continuous and Comprehensive Evaluation (CCE)
- Question Bank and Examination Reforms.
- Use of Computer in Evaluation and open book system of Examination.
- Semester System and Choice Based Credit System. (CBCS)

Unit - II Diagnostic Test and Remedial Instruction

- Needs of Educational Diagnosis in Elementary and Secondary Schools.
- Purpose of Diagnostic Test
- Preparation Diagnostic Test
- Remedial Instruction : Concept, Procedure and Needs.
- Preparation of Remedial Test

Unit - III Measure of Central Tendency

- Mean and its uses
- Median and its uses
- Mode of and uses

Unit - IV Measure of Variability

- Range
- Quartile Deviation
- Average Deviation
- Standard Deviation

Term Paper : (Any one)

- Prepare a diagnostic test or remedial material.
- Write a short notes about new trends of Evaluation in Education.
- Collection and prepare a question bank (minimum five years).
- Choose a problem and calculate Mean, Median, Mode and Standard in the same problems.

Learning Outcomes: After completion of this course students would able to:

- ❖ Grasp the holistic idea about Educational Assessment.
- ❖ Enhance skill of new trends in education.
- ❖ Apply and diagnose the learning errors of evaluation.
- ❖ Develop the knowledge and basic use of statistics in education.
- ❖ Ceate innovation in examination system (CBCS).

References:

1. National Council of Educational Research and Training (2008). Source Book on Assessment for class I-V: Social Science. New Delhi: NCERT
2. Cooper, D. (2007), Talk About Assessment, Strategy and Tools to Improve Learning. Toronto: Thomson Nelson.
3. Earl, L.M. (2006), Assessment of Learning: Using Classroom Assessment to Maximize Student Learning. Thousand Oaks, Clifornia: Corwin Press.
4. National Council of Educational Research and Training (2006). Position paper: Examination Reform. New Delhi: NCERT
5. Banks, S.R. (2005), Classroom Assessment: Issues and Practices. Boston: Allyn & Bacon.
6. National Council of Educational Research and Training (2005), National Curriculum Framework, 2005. New Delhi: NCERT
7. Gronlund, N.E. (2003), Assessment of Student Achievement. Boston: Allyn & Bacon.
8. Kaplan, R.M. & SaccuzzoD.P. (2000), Psychological Testing, Principles, Application& Issues. California: Wordsworth.
9. Linn, R.L. & Gronlund, N.E. (2000), Measurement and Assessment in Teaching. London: Merrill Prentice Hall.
10. Hopkins, KD. (1998). Educational and Psychological Measurement and Evaluation. Boston: Allyn and Bacon.
11. Macmillan, J.H. (1997), Classroom Assessment, Principles and Practice for Effective Instruction. Boston: Allyn and Bacon.
12. Aggrawal, J C. (1997), Essential of Examination System, Evaluation, Test and Measuremnt. New Delhi: Vikas Publishing House Pvt. Ltd.
13. Chohen, R.J., Swerdlik, M.E., & Phillips, S.M. (1996), Psychological testing and Assessment. An Introduction to the Test and Measurement. California: Mayfield Publishing Co.
14. Noll, N.H. S cannell, D.P. & Craig, RC. (1979), Introduction to Educational Measurement. Boston: Houghton Mifflin.
15. Blooms, B.S. (1956), Taxonomy of Educational Objective. New York: Longman Green and Company.