



**GURU KASHI
UNIVERSITY**
PUNJAB - INDIA

Program Syllabus Booklet

Master of Education

(M.Ed.-404)



ਇਹ ਹੈ ਪ੍ਰਗਟ ਗੁਰੂ ਕਾਸ਼ੀ

Session: 2016-17

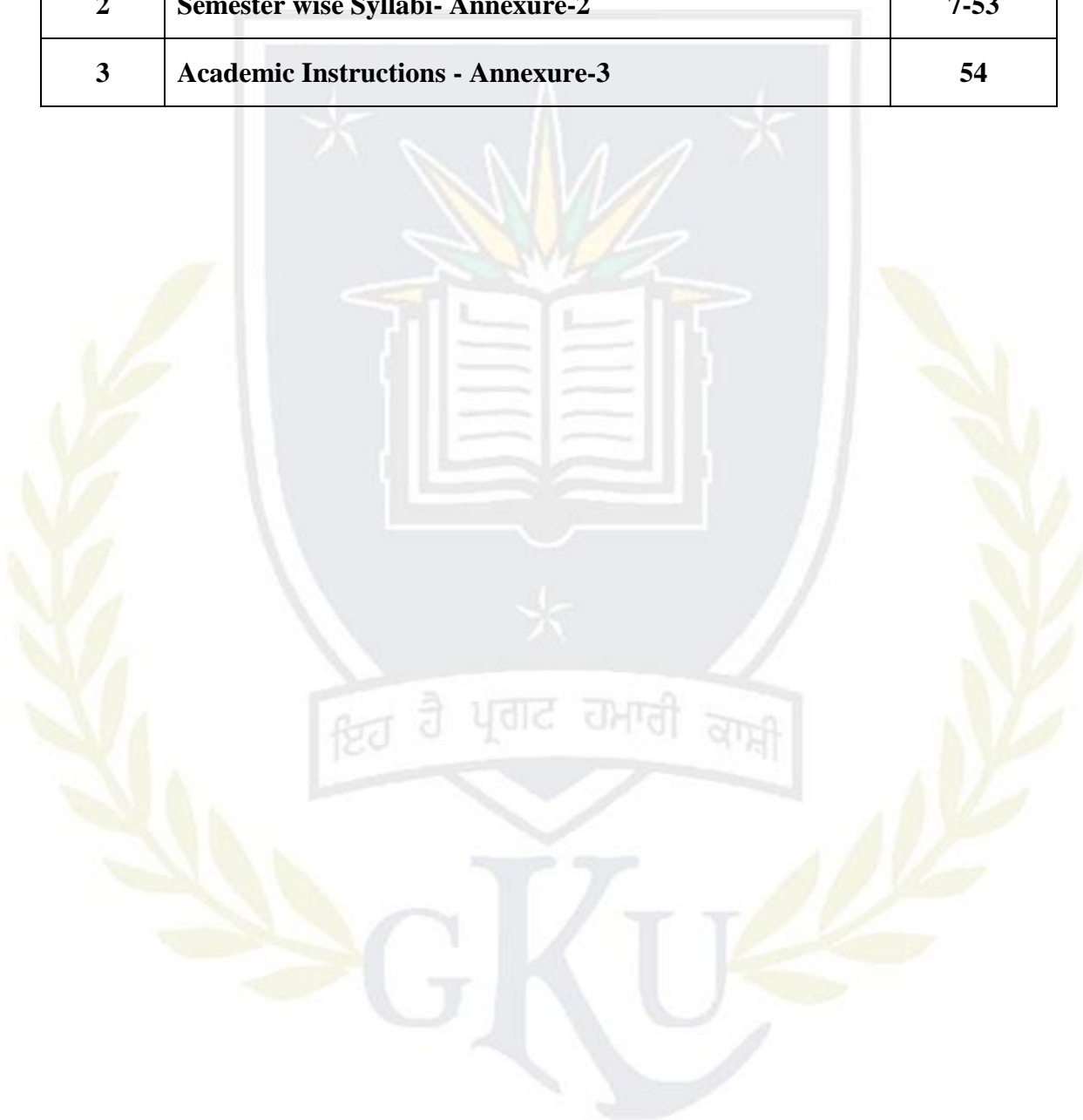
GKU

**Guru Gobind Singh College of Education
Guru Kashi University, Talwandi Sabo**



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Introduction of the Program

Master of Education is two years' postgraduate program in education. It aims to train prospective teacher educators and educational administrators who can improvise quality of education at local and global level. The program equips, prospective teacher educators and educational administrators with advanced technology and Indian ethos. In this program, due importance is given to skills development with the acquisition of knowledge. M.Ed. course gives a strong foundation to psychological, social and educational research. It is essential to pursue M.Ed. course if one is interested in pursuing teacher education as a career.





Annexure-1

Semester: 1st

Sr. No.	Course Code	Course Name	Type of Course T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks	
				L	T	P					
1	404101	Perspectives in Education -I	T	4	0	0	4	30	70	100	
2	404102	Advanced Educational Research	T	4	0	0	4	30	70	100	
3	404103	History of Education	T	4	0	0	4	30	70	100	
4	404104	Learner and Learning Process	T	4	0	0	4	30	70	100	
5	404106	Self-Development Skills-I (Academic/Professional Writing & Communication Skills)	P	0	0	4	2	50	NA	50	
Total No. of Credits							18				



Semester: 2nd

Sr. No.	Course Code	Course Name	Type of Course T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	404201	Process of Education	T	4	0	0	4	30	70	100
2	404202	Psychology for individual and social development	T	4	0	0	4	30	70	100
3	404203	Statistical Techniques in Educational Research	T	4	0	0	4	30	70	100
5		Elective-I	T	4	0	0	4	30	70	100
6	404208	Dissertation –I (Submission of Research Proposal)	P	NA	NA	NA	2	50	NA	50
7	404209	Self-Development Skills-II (Writing CV & Interview skills)	P	0	0	4	2	50	NA	50
Total No. of Credits							20			

Elective-I (Pedagogy)(Any one by Selecting from the following)

Sr.	Course Code	Course Name
1	404204	Pedagogy of Science Education
2	404205	Pedagogy of Social-Science Education
3	404206	Pedagogy of Language Education
4	404207	Pedagogy of Mathematics Education



Semester: 3rd

Sr. No.	Course Code	Course Name	Type of Course T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	404301	Guidance & Counseling	T	4	0	0	4	30	70	100
2	404302	Educational Technology & ICT	T	4	0	0	4	30	70	100
		Elective-II/I	T	4	0	0	4	30	70	100
		Elective-II/II	T	4	0	0	4	30	70	100
3	404306	Self-Development Skills-III (e-skills)	P	0	0	4	2	50	NA	50
Total No. of Credits							18			

Elective-II/I and Elective-II/II (Any Two by Selecting from the following)		
Sr.	Course Code	Course Name
1	404303	Policy Planning and Financing of Education
2	404304	Education for Differently-abled
3	404305	Curriculum Studies



Semester: 4th

Sr	Course Code	Course Name	Type of Course T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	404401	Education for Sustainable Development & Global Peace	T	4	0	0	4	30	70	100
2	404402	Teacher Education	T	4	0	0	4	30	70	100
3		Elective-III/I	T	4	0	0	4	30	70	100
4		Elective-III/II	T	4	0	0	4	30	70	100
5	404406	Self-Development Skills (Yoga)	P	0	0	4	2	50	NA	50
6	404407	Dissertation –II (Viva-Voce and Submission)	P	NA	NA	NA	6	50	100	150
7	404408	Field Attachment/ Internship	P	NA	NA	NA	4	50	50	100
Total No. of Credits							28			

Elective-III/I and Elective-III/II (Any Two by Selecting from the following)

Sr.	Course Code	Course Name
1	404403	Measurement, Assessment and Evaluation
2	404404	Comparative Education
3	404405	Educational Administration and Management

Course Name: Perspectives in Education

Course Code: 404101

Semester: 1st

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

- Concepts, Principles and Assumptions of education, critical analysis of education as a discipline or area of study; connect knowledge across disciplinary boundaries.
- Prioritizing the aims of education in the context of national values enshrined in the constitution of India

SECTION-B

- Epistemology and Education: Knowledge; methods of acquiring valid knowledge with special reference to logical analysis, positive relativism and constructivism.
- Axiological issues in education

SECTION-C

- Sociology of Education: Concept and Theoretical Perspectives (Functionalist, Conflict & Interactionist).
- Secondary School Education: Contemporary Challenge: multiple school contexts.
- Social Change: Concept and determinants of Social Change, Modernization, Education as an agency of Social Change.

SECTION-D

- Education as related to social equity and equality of educational opportunities with special reference to socio-economically disadvantaged sections of society based on caste, gender, locale, income disparity and different disabilities.
- Social Stratification and Social Mobility; Concepts, Factors affecting; Education in relation to Social stratification and Social Mobility with special reference to Indian Society.

SESSIONAL WORK:

Visit to rural, urban (slum), alternative, innovative, secondary schools; observation of activities and preparation of a reflective diary.

SUGGESTED READINGS

- Aggarwal, J.C. (2005). Theory and principles of education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Banerjee, A.C. & Sharma S. R. (1998). Sociological and philosophical issues in education, Jaipur: Book Enclave.
- Beyer, L.E. (Ed.) (1996). Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
- Blake, N., Smeyers. P. et.al. (2008). The Blackwell guide to the philosophy of education. U.S.A.:



Blackwell Publishing Ltd.

- Brubacher, J. S. (1969). *Modern philosophies of education*. New Delhi: Tata McGraw-Hill Publishing Company Pvt. Ltd.
- Bruner, J.S. (1960/1977). *The Process of education*. Cambridge, M.A.: Harvard University Press.
- Bruner, J.S. (1996). *The Culture of education*. Cambridge, M.A.: Harvard University Press.
- Bruner, J.S. (2006). *In search of pedagogy Vol. I and II (The selected works)*. London: Routledge.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois: North Western University Press.
- Chaudhary, K. (2008). *A handbook of philosophy of Education*. New Delhi: Mahamaya Publishing House.
- Dearden R. F. (1984). *Theory and practice in education*. Routledge K Kegan & Paul.
- Debra H., Martin H., Pam C. & Lingard, B. (2007) *Teachers and schooling: Making a difference*. Australia: Allen and Unwin.
- Edgerton, S.H. (1997). *Translating the curriculum: Multiculturalism into the Cultural Studies*. Routledge.
- Hiriyanna, M. (1995). *The essentials of Indian philosophy*. Motilal Banarasidas Publishers.
- Jonathon C. M. (1966). *Social foundations of education: Current readings from the behavioural sciences*. New York: The Macmillian Company. . Mathur S.S., (2008). *A Sociological approach to Indian education*. Agra: Vinod Pustak Mandir.
- MHRD, (1992). *Programme of action*. Government of India, New Delhi.
- MHRD, Government of India (1992). *National policy on education (revised)*. New Delhi.
- NCERT, (2005). *National curriculum framework*. New Delhi.
- NCTE, (2009). *National curriculum framework for teacher education*. New Delhi.
- Noddings, N. (2007). *Critical lessons: what our schools should teach*. Cambridge University Press.
- Ornstein, Allen C., Edward F. P. & Stacey B. O. (2006). *Contemporary issues in curriculum*. Allyn & Bacon.
- Pandey, R.S. (1997). *East West Thoughts on Education*. Allahabad: Horizon Publishers.
- Rao, D.M. (2004). *Education for the 21st century*. New Delhi: Discovery Publishing House.



Course Name: Advanced Educational Research

Course Code: 404102

Semester: 1st

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

- Meaning and steps of scientific method. Educational Research: Meaning, Need and Importance, Classification: Fundamental, Applied and Action Research.
- Qualitative Research: Meaning, Characteristics, Merits and limitations.
- Selection of research problem, areas of research, identification and statement of research Problem, survey of related literature and research proposal

SECTION-B

- Hypothesis: definition, importance, types and formulation of hypothesis. Testing of Hypothesis, Type-I and Type –II Errors
- Sampling: meaning and steps. Methods of sampling: Non-Probability and Probability, Types of Non-Probability and Probability sampling, Sampling Error

SECTION-C

- Meaning and importance of statistics
- Measures of Central tendency and Graphical representation of data: Histogram, Frequency Polygon, O give, pie diagram and boxplot
- Measures of Variability: Range, Average Deviation, Quartile deviation and standard Deviation.

SECTION-D

- Measures of relationship: Rank Order Correlation, Product Moment method of Correlation and significance of correlation.
- Normal Probability Curve: Concept, Characteristics and Application.

Sessional work:

- Review of research report

SUGGESTED READINGS:

- Ary, Donald & Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi: Holt Rinehart and Winston.
- Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt.Ltd.
- Chow, S. L. (1996) Statistical Significance. New Delhi: Sage Publications.
- Collican, H. (2014): Research methods and Statistics in Psychology. New York: Psychology Press.



- Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.
- Crano.W.D, Brewer, M.B. &Lac, A.(2014) : Principles and methods of social research. London: Routledge.
- Edwards, A.L. (1960): Experimental designs in Psychological Research. NewYork: Holts.(Revised Ed.)
- Ferguson, G.A. & Takane Yoshio (1989) : Statistical Analysis in Psychology and Education. New York: Mc Graw Hill.
- Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: VakilsFeiffer's and Simons Pvt.Ltd.
- Guilford,J.P.&Fruchter,B. (1978): Fundamental Statistics in Psychology and Education. New York: Mc Graw Hill.
- Jackson, S.L. (2010). Research methods and statistics. JacksonvilleUniversity. New Delhi: Cengage Learning.
- Hinton, P.R. (2014) : Statistics Explained, London: Routledge.
- Hustler, D., Cassidy,T. &Cuff,T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
- KaulLokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt.Ltd.
- Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
- Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
- Lambert, M. (2012): A beginners guide to doing your education research project. London: Sage Publications
- Panneerselvam, R. (2011).: Research Methodology. New Delhi: PHI Learning Pvt.Ltd.
- Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.
- Tuckman, B.W. (1972): Conducting Educational research. Javano vich: Harcourt Brace.
- Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.
- Wayne, K.H. & Curt, M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.



Course Name: History of Education

Course Code: 404103

Semester: 1st

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

Education in Ancient India

Salient features of education in Vedic and post – Vedic period

- a) Main features of education in medieval period with emphasis on Buddhist and Islamic period

SECTION-B

Education in British period

- a) Study and review the impact of the following:
Macaulay's Minutes and its Effect, Woods Dispatch, The Education Commission (1882),
The University Commission (1902), The Sargent Report (1944)
- b) Efforts by Indian reformers during British period such as Raja Ram Mohan Roy,
Gopal Krishan Gokhale, Maulana Azad and Mahatama Gandhi

SECTION-C

Major recommendations of the following:

- a) The University Education Commission (1948)
b) Secondary Education Commission (1952)
c) Indian Education Commission (1964-66)
d) National Policy on Education (1986 &1992)
e) NCFTE (2009)

SECTION-D

Trends and issues in Education

- a) National Knowledge Commission
b) Millennium Development Goal given by UNESCO high lighting Education
c) The challenges of existing structure of school education at secondary level
d) Privatization of Higher Education

SESSIONAL WORK

Critique of POA/NCF-2005/RTE/Book review of Education in India (Altekar, 1944)/The Education Commission and After (Naik,1997)

SUGGESTED READINGS:

- Aggarwal, J.C. (1973): Recent Educational Development In the World, New Delhi: Arya Book Depot, Vol.1.
- Altekar, A.S. (1944): Education - In Ancient India. Benaras: Nand Kishore & Bros.
- Blackwell, Fritz (2004), India: A Global Studies Handbook, ABC-CLIO, Inc., ISBN 1- 57607-348-3.



- Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
- Dash, M. (2000), Education in India: Problems and Perspectives, Delhi: Eastern Book Corporation.
- Ellis, Catriona. (2009). Education for All: Reassessing the Historiography of Education in Colonial India. History Compass, (March 2009), 7#2, pp363–375
- Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.
- Ghosh S. C. (2007), History of Education in India, New Delhi: Eastern Book Corporation.
- Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
- GOI. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.
- GOI. (1986). National policy of education. GOI. GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from: http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
- GOI. (2011). Sarvashik shaabhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009. GOI. Retrieved from [http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_\(revised\)_9-6-2011.pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf)
- Joshi, K.L. (1977): Problems of Higher Education in India. Bombay: Popular Prakashan.
- Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study
- Lall M. (2005) The Challenges for India's Education System. London: Chatham House.
- Mathur, V.S. (1970): Cruci
- Ministry of Education (1978): al Problems in Indian Education. New Delhi: Arya Book Depot. Report of the Education Commission 1964-64-66NewDelhi: Govt. of India.
- Mohanty, J. (1987): Education in India. New Delhi: Deep & Deep Publications.
- Mookerji, R. K. (1990) Ancient Indian Education: Brahmanical and Buddhist. Delhi: Motilal Banarsidass Publishers.
- Mukerji, S.N. (1965): Education in India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).
- NCERT (2005). National Curriculum Framework- 2005, NCERT, Sri Aurobindo Marg, New Delhi.
- Nurulla, Syed & Naik J. P. (1945). A Student's History of Education in India (1800-1984.) Bombay.
- Ramchandra, P. & Ram Kumar, V (2005), Education in India. New Delhi: Eastern Book Corporation.
- Rawat, P. L. (1956) History of Indian Education: Ancient to Modern. Delhi: Bharat Publication
- Reyhner J. (2004) History of Indian Education, Allahabad: Vohra Publishers.
- Sharma R (2006) History of Indian Education, Delhi: Shubhi Publishers
- Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers. Vashist R. (2005), History of Education in India. New Delhi: Eastern Book Corporat



Course Name: Learner and Learning Process

Course Code: 404104

Semester: 1st

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

Dynamics of Individual Development

- a) Growth and Development: Concept, Difference, Principles of Development.
- b) Cognitive process (Sensation, Attention, Perception, concept formation), Piagetian Model of Cognitive Development
- c) Development during Adolescence: Physical, Cognitive, Social and Emotional
- d) Problems of Adolescents, Educational support required for adolescents

SECTION-B

Learning Environment

- a) Essentials of good physical environment, Characteristics of class room, school and Community environment that enhance learning
- b) Coping with diversity in learning contexts—crowded class rooms, language, ethnic and social diversities, different types of disadvantage that children suffer
- c) Demands of inclusive environment in a class for all learners
- d) Multiple ways of organizing learning - individual, self-learning, group learning, Cooperative learning

SECTION-C

Theoretical Bases of Learning and its Implications

- a) Cognitive and Contextual Theories: Bandura, Vygotsky
- b) Strategies for developing logical thinking, critical thinking and problem solving
- c) Creativity: concept, assessment and nurturing

SECTION-D

Psychosocial Dimensions of Learners' Contexts

- a) Social Learning: Concept and importance, Factors affecting Social Learning, Social Competence.
- b) Classroom Dynamics: Concept, Need and its Relevance, Strategies for promoting healthy psycho-social environment in class.
- c) Addressing classroom Aggression in Schools: Types (Bullying, Punishment, Vandalism, Cyber Violence etc) and their effects, Measures to manage aggressive behavior

SESSIONAL WORK

Conduct and interpretation of following tests-

- a) Learning Curve
- b) Transfer of learning using mirror drawing apparatus
- c) Achievement Motivation Test
- d) Social Competence Scale /Assessment of Social Skills

SUGGESTED READINGS:

- Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
- Bigge, M., L. & Hunt M., P. (1968). Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
- Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
- Damon, W. (1983): Social and Personality Development Infancy Through Adolescence. New York: Norton.
- Dash. M. (1994): Educational Psychology. New Delhi: Deep & Deep Publications.
- Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India
- Engler, B. (1991): Personality Theories: An Introduction (4th Ed.). Boston: Houghton Mifflin Company.
- Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
- Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
- Hall, C. S. & Lindzey, G. (1970). Theories of personality (2nd edition). New York: John Wiley & Sons, Inc.
- Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
- Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt.Ltd.
- Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
- Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
- Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
- Mazur, J.E. (1994): Learning and Behaviour. (4th ed.). Engle wood Cliffs. New Jersey; Prentice Hall
- Rani, A. (2011): Psychology of Learning Behavior. New Delhi, Centrum Press.
- Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
- Woolfolk, A. E. (1987): Educational Psychology (4th Ed.) Englewood Cliffs. Prentice



Course Name: Self Development Skills-I

Course Code: 404106

Semester: 1st

Credit: 02	L T P
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Course Content

a) Writing a research paper

Essential components

b) Importance of communication

- Purpose of communication
- Communication media
- Effective communication skills (listening, non-verbal communication, managing stress, emotional awareness)
- Dangers of ineffective communication
- Barriers to effective communication
- Technological advances in communication

Transactional mode

- Through both theoretical and practical mode

SESSIONAL WORK

- Writing a research paper
- Communication exercises

SUGGESTED READINGS:

- Raimes, A. (1983). *Techniques in teaching writing*. Oxford University Press, 200 Madison Ave., New York, NY 10016 (ISBN-0-19-434131-3, \$5.95).
- Oliver, P. (2013). *Writing your thesis*. Sage.
- Temple, C. (1993). *The beginnings of writing*. Allyn and Bacon, 160 Gould Street, Needham, MA 02194.
- Politi, M. C., & Street, R. L. (2011). The importance of communication in collaborative decision making: facilitating shared mind and the management of uncertainty. *Journal of evaluation in clinical practice*, 17(4), 579-584.
- Luhmann, N. (1992). What is communication? *Communication theory*, 2(3), 251-259.



Course Name: Process of Education

Course Code: 404201

Semester: 2nd

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

- a) Vision derived from synthesis of different schools of philosophy: Indian (Sankhya- Yoga; Vedanta) and Western (Realism, Existentialism)

SECTION-B

- b) Critical analysis of educational thoughts of great thinkers: Dr. Radha krishnan, Swami Vivekananda, J. Krishnamurthy, John Dewey Paulo Freire, Eva Illich

SECTION-C

- a) Connections and interactions in the process of Education-Nature of connections and interaction involved: Between the child and the environment; in linking the school practices with life outside the school; in relating Course knowledge with real life experiences of the child; between the knowledge and practices; between the content and the pedagogy; Between ICT and teaching -learning process
- b) Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context.

SECTION-D

- a) Process of socialization and acculturation of the child-critical appraisal of the role of school, parent, peer-group and the community.
- b) Economy and Education- Impact of LPG (Liberalization, Privatization and Globalization) on education.

SESSIONAL WORK:

Reading of original texts of Rabinder nath Tagore /M.K Gandhi/Sri Aurobindo/John Dewey/J.Krishnamurthy and writing of review of a book written by any of the above authors or any contemporary Educational thinker.

SUGGESTED READINGS:

- Bonks, J.A. (2001). Cultural diversity and education. Foundations curriculum and teaching (4th ed.). Boston: Allyn and Bacon.
- Brubacher, J. S. (1962): Modern philosophy of education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
- Brubacher, J.S. (1962). Eclectic philosophy of education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
- Coulby, D. & Zambeta, G. (2005). Globalization & Nationalism in education.



Routledge

- Das, M. (1999). Sri Aurobindo one education. New Delhi: NCTE.
- Debra H., Martin H., Pam C. & Lingard, B. (2007). Teachers and schooling: Making a difference. Australia: Allen and Unwin.
- Dewey, J. (1916/1977). Democracy and education: An introduction to the philosophy of education. New York: Macmillan.
- Edgerton, S.H. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. Routledge.
- Etta, R. H. (1996). Transforming curriculum for a culturally Diverse Society. New Jersey: Lawrence Erlbaum Associates Publishers.
- Freire, P. (1970). Pedagogy of the oppressed. New York: Continuum.
- Freire, P. and Shor, I. (1987). Pedagogy of liberation. London: Macmillan Education.
- MHRD, (1992). Programme of action. Government of India, New Delhi.
- MHRD, Government of India (1992). National policy on education (revised). New Delhi.
- Naik, J.P. (1975). Equality, quality and quantity: The elusive triangle of Indian education. Bombay: Allied Publications.
- NCERT, (2005). National curriculum framework. New Delhi.
- NCTE, (2009). National curriculum framework for teacher education. New Delhi.
- Noddings, N. (2007). Critical lessons: what our schools should teach. Cambridge University Press.
- Ornstein, Allen C., Edward F. P. & Stacey B. O. (2006). Contemporary issues in curriculum. Allyn & Bacon.
- Palmer, J. A. (2001). Fifty Modern thinkers on education: From Piaget to the present Day. London, USA, Canada: Routledge.
- Pankajam, G. (2005). Education & Development. New Delhi: Gyan Publishing House.
- Park, J. (1961). The Philosophy of education. New York: The Macmillan Company.
- Taneja, V.R. (2005). Foundation of education. Chandigarh: Abhishek Publishers.
- Wall, E. (2001). Educational theory: philosophical and political perspectives. Prometheus Books.
- Weber, C.O. (1960). Basic philosophies of education. New York: Holt, Rinehart and Winston.
- Weerasinghe, S.G.M. (1993). The Sankhya Philosophy: A Critical Evaluation of its Origins and Development. Delhi: Sri Satguru Publications, A Division of Indian Books Centre.
- Winch, C. (1986). Philosophy of human learning. London: Routledge.
- Winch, C. (1st edition). (1996). Key Concepts in the philosophy of education. Routledge.



Course Name: Psychology for individual & social development

Course Code: 404202

Semester: 2nd

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

Learning and Motivation

- a) Learning: Concept, nature, factors affecting Learning, Latent Learning, Gagne's Hierarchy of Learning
- b) Transfer of Learning: Concept, Types, Theories and Educational Implications
- c) Motivation: Concept, Types, its relation with learning, Achievement Motivation

SECTION-B

Personality and Adjustment

- a) Concept of Personality, western theories by Cattell, Eysenk, Allport, Freud; Vedantic concept of Personality(Panchkosh)
- b) Assessment and implications for teacher and learner
- c) Adjustment, causes and manifestations of maladjustment, Defence Mechanisms, Conflicts and their management

SECTION-C

Understanding Intelligence

- a) Evolution of concept of Intelligence (from unitary to multiple intelligence)
- b) Theories of intelligence by Gardner and Sternberg, assessment of multiple intelligence
- c) Developing Emotional and Spiritual Intelligence.

SECTION-D

Understanding Children with Diverse Needs

- a) Children with diverse needs /different abilities: Concept, Classification, Role of Teacher
- b) Concept, characteristics, identification of the following- Learning Disabled (Dyscalculia, Dyslexia & Dysgraphia), Slow Learners, Children with ADHD & with ADD
- c) Inclusive Education: Concept, Process and Barriers

PRACTICALS

- a) Intelligence test
- b) Personality test/ Word Association Test
- c) Test of adjustment/ analysis of a case of a maladjusted learner DTLTD/Test to identify ADHD

SUGGESTED READINGS:

- Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
- Bigge, M., L. & Hunt, M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
- Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper & Row.
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- Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
- Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
- Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
- Hall, C. S. & Lindzey, G. (1970). Theories of personality (2nd edition). New York: John Wiley & Sons, Inc.
- Harze & Moghaddam (2012): Psychology for the third Millennium. New Delhi, Sage Publications.
- Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
- Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
- Joseph, C.S. (2014): Experimental and Testing Psychology. New Delhi: Anmol Publications.
- Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
- Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
- Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India



- Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
- Mazur, J.E. (1994): Learning and Behaviour. (4th ed.). Englewood Cliffs. New Jersey; Prentice Hall
- Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.
- Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
- Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
- Wang. M.C. & Walberg, H.J. (eds) (1985): Adapting instruction to Individual Differences. Berkeley, CA: Mc Cutchan Publishing Corporation.
- Woolfolk, A. E. (1987): Educational Psychology (4th Ed.) Englewood Cliffs. Prentice Hall.
- Zohar, D. & Marshal, I. (2001): Spiritual Intelligence: The ultimate intelligence, New York: Bloomsbury Publishing.

Course Name: Statistical Techniques in Educational Research

Course Code: 404203

Semester: 2nd

Credit: 04

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Course Content

SECTION-A

- a) Tools: Characteristics of a good tool, Meaning and methods of reliability and validity.
- b) Psychological tests, questionnaire, rating scales, attitude scale (Thurston and Likert's scale).
- c) Technique: observation and interview.

SECTION-B

- a) Historical Method: Meaning, Value, Difficulties, Types and steps.
- b) Descriptive Method: Meaning, Value and types.
- c) Experimental Method: Meaning and purpose, Variables: Independent, Dependent, Treatment, control, Intervening, Extraneous. Essential characteristics of experiment method, Steps.
- d) Experimental Designs: Meaning, criteria for selecting an experimental design, Pre Experimental, True Experimental, Quasi Experimental, Factorial signs(2x2)
- e) Writing Research Report.

SECTION-C

- a) Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated.
- b) ANOVA (one way and two way only).

SECTION-D

- a) Chi –Square test of independence.
- b) Wilcoxon Signed- Rank test, Mann- Whitney test

Sessional Work:

- Development of an attitude scale

SUGGESTED READINGS:

- Arya, Donald & Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi: Holt Rinehart and Winston.
- Best, J.W. & Kahn J.V. (1995). Research Education New Delhi: Prentice Hall of India Pvt. Ltd. Chow, S. L. (1996) Statistical Significance. New Delhi: Sage Publications.
- Collican, H. (2014): Research methods and Statistics in Psychology. New York: Psychology Press. Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.
- Crano, W.D., Brewer, M.B. & Lac, A. (2014): Principles and methods of social research. London: Routledge.
- Edwards, A.L. (1960): Experimental designs in Psychological Research. New York: Holts. (Revised Ed.)
- Ferguson, G.A. & Takane Yoshio (1989): Statistical Analysis in Psychology and Education. New York: Mc Graw Hill.
- Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: Vakils Feiffer's and Simons Pvt. Ltd.
- Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: Mc Graw Hill.
- Jackson, S.L. (2010). Research methods and statistics. Jacksonville University New Delhi: Cengage Learning.
- Hinton, P.R. (2014): Statistics Explained. London: Routledge.
- Hustler, D., Cassidy, T. & Cuff. (1986): Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
- Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
- Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet



Publications.

- Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
- Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.

Name: Pedagogy of Science Education (Elective Course)

Course Code: 404204

Semester: 2nd

Credit: 04

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Course Content

SECTION-A

- Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge;
- Science and technology, correlation between science and technology & other branches.
- Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science and their inter relationship.

SECTION-B

Curriculum of Science Education

- Trends in science curriculum, considerations in developing learner centered curriculum in science.
- Criteria of validity of science curriculum: content, ethical, environmental, process, cognitive, historical
- Analysis of science curriculum at secondary stage.

SECTION-C

Approaches to Teaching-Learning of Science

- Constructivist paradigm and its implications for science learning
- Constructivist approaches to science learning: inquiry method, problem solving strategies, guided discovery approach; inductive-deductive method, project based learning, cooperative collaborative learning.
- Role of experiments in science, development of laboratory design, planning and organization of laboratory work, improvisation in the laboratory and low cost science experiments,
- Meta cognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.
- Use of ICT in teaching-learning of science concepts at secondary level.

SECTION-D

Evaluation Assessment and Contemporary Issues in Science Education

- a) Evaluation in science: Formative and summative
- b) Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- c) Contribution of Indian scientists
- d) Scientific and technological literacy
- e) Innovations and creativity in science.

Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, school visits and sharing of experiences, experimentation with kits and laboratory work project and assignments focusing in observation and interaction with children adolescent, group and individual field based assignments followed by workshops and seminar presentation

SESSIONAL WORK: The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test

SUGGESTED READINGS:

- Alan J. McCormack. Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum. Kraus International Publications
- Bhanumathi, S. (1994) Small Scale Chemical Techniques – Chemistry Education (April-June) 20-25.
- Bhatnagar S.S. (2003). Teaching of science. Meerut: Surya publications
- Black, P (1998). Testing: Friend or Foe? Theory and practice of Assessment and Testing. London: Falmer Press.
- Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10),1123-1130
- Chalmers, A. (1999). What is the thing called Science. 4th Ed. Buckingham: Open University Press.
- Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
- Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Buckingham: Open University Press.
- Gipps, C.V. (1994). Beyond Testing. London: Falmer Press. International Journal of Science Education.
- Journal of Research in Science Teaching (Wiley-Blackwell).
- Kaur. R. (2007). Teaching of Science. Patiala: Twenty first century publications.



- Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
- Kulshreshtha S.P. (2009). Teaching of Science. Meerut: Vinay Rakheja publications.
- Minkoff, E.C. & Baker, P.J. (2004). Biology Today: An Issues Approach, Garland science. New York. Pp.1-32. Biology: Science & Ethics.
- Mink off, E.C. & Pamela J. Baker (2004). Biology Today: An issues Approach. Garland Science New York pp. 1-32, Biology: Science and Ethics.
- NCERT, National Curriculum Framework- 2005, NCERT. New Delhi.
- NCERT, 'Focus Group Report' Teaching of Science (2005). NCERT New Delhi.
- Novak, J.D. & Gown, D.B. (1984). Learning how to learn; Cambridge University Press. Science & Children (NSTA's peer reviewed journal for elementary teachers). Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- .Sharma B.M. (2002). Teaching of Science. Chandigarh: Abhishek publishers.
- Sharma R. C. (2013). Modern Science Teaching. New Delhi: Dhanpat Rai Publishing Co.
- Steve Alsop & Keith Hicks (2003). Teaching Science. Kogan Page India Private Limited.
- Sutton, C. (1992). Words, Science and Learning. Buckingham: Open University Press.
- Yadav M.S. (2002). Teaching of science. New Delhi: Anmol publications Pvt.Ltd.
- Zaidi S.M. (2006). Teaching of Modern science. New Delhi: Anmol Publications Pvt. Ltd.

Course Name: Pedagogy of Social Science Education (Elective Course)

Course Code: 404205

Semester: 2nd

Credit: 04

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SECTION-A

Conceptualization of Social Science Education

- Concept, nature, and scope of social sciences: existing approaches of teaching learning of social sciences
- Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences
- Research perspectives in pedagogy of social science education

SECTION-B

Social Science Curriculum

- Approaches to organization of social science curriculum; social science curriculum at various stages of school education
- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials – their conceptualization and processes;

SECTION-C

Approaches to Pedagogy of Social Science

- Critical appraisal of approaches to teaching learning social sciences – behaviorist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centered approach; environmental approach; the overlap between these approaches
- Critical appreciation of various learning-strategies: SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning

SECTION-D

Resources and Evaluation of Teaching-Learning of Social Science

- Integration of ICT in teaching-learning of social science. Development of teaching- learning materials; workbook; activity book and self-instructional materials.
- Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;
- Alternative assessment: rubrics, portfolios and projects
- Typology of questions as related to different Course areas viz., History, Geography, Political Science, Economics etc.
- Evaluation of attitudes, values, etc.

Transaction Mode

Lecture-cum-discussion, panel discussion, project on oral history, workshops, seminar, assignment a group discussion around issues and concepts Group and individual field based assignment focused by workshops and seminar presentations.

SESSIONAL WORK

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test

SUGGESTED READINGS:

- Arora, GL (1988), Curriculum and Quality in Education. New Delhi: NCERT.
- Becker, Williams E.; Watts, Michael & Becker, Suzanne R. (2006) Teaching Economics: More alternatives to chalk and Talk. Northampton, USA: Edward Elgar Publishing.
- Binning and Binning (1952), Teaching Social Studies in Secondary Schools, McGraw Hills, New York.
- Ferris, J. Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach. New York: Mc Graw Hills.
- GOI (1993), Learning without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, New Delhi.
- GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.
- Hemming, James (1953): Teaching of Social Studies in Secondary Schools. London: Longman Geen & Co.



- Indian Economic Association Trust for Research and Development (1991), Teaching of Economics in India, Interest Publications, New Delhi.
- Kent, Ashley (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd.
- Kumar, Krishna (2002), Prejudice and Pride. Delhi: Penguin Books India.
- Kumar, Rajni; Sethi, Anil & Sikka, Shalini (2005) School Society and Nation: Popular Essays in Education. Delhi: Orient Longman.
- Lambert, David and Balder stone, David (2000), learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falmer.
- NCERT (1972), Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, National Council of Educational Research and Training, New Delhi.
- NCERT (1976), The Curriculum for the Ten-Year School: A Framework, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (1988), National Curriculum for Elementary and Secondary Education: A Framework, Revised Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2001), National Curriculum Framework for School Education, Reprint Edition, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Papers Vol. II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks), National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks, National Council of Educational Research and Training, New Delhi.
- NCERT (2005a) National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science, National Council of Educational Research and Training, New Delhi.
- NCERT (2005b), National Curriculum Framework 2005, National Council of Educational Research and Training, New Delhi.
- NCERT (2006a), Syllabi for Secondary and Higher Secondary Classes, National Council of Educational Research and Training, New Delhi.
- NCERT (2006b), Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.
- Pathak, Avijit (2002) Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. New Delhi: Rainbow Publishers.
- Rao, Digumarti Bhaskara (ed.), Techniques of Teaching Social Sciences. New Delhi, Sonali Publications.



- Rao, Digumarti Bhaskara& Rao, Ranga (2007), Techniques of Teaching Economics. New Delhi: Sonali Publications.
- Singer, Alan J (2003), Social Studies for Secondary Schools: Teaching to learn, learning to teach. Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Smith, Maggie (2002), Teaching Geography in Secondary Schools: A Reader. London: Routledge Palmer.
- Zevin, Jack (2000) Social Studies for the twenty-first century: methods and materials for teaching in middle and secondary schools. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Journals

- Economic and Political Weekly (published from Mumbai, India).
- Journal of Economic Education (published from United States of America).
- Teaching of History (published from United Kingdom).
- Journal of Social Sciences Social Science Quarterly.
- Journal of Curriculum Studies (published by Routledge, United Kingdom)

Course Name: Pedagogy of Language Education (Elective Course)

Course Code: 404206

Semester: 2nd

Credit: 04

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Course Content

SECTION-A

Conceptual Issues of Language Learning

- Language acquisition and communication – factors affecting language learning and language acquisitions and communication
- Linguistic, psychological and social processes involved in learning of languages
- Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget - Cognitive Constructivism and Language; recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.

SECTION-B

Language Analysis and Individualization of Language Learning

- Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- Meta- linguistic awareness with a focus on listening, speaking, reading, comprehension at writing.
- Need and techniques (viz. differential assignments, classroom tasks, etc.) for personalized system of instruction

SECTION-C

Curriculum and Pedagogy of Language

- Language learning at secondary and higher secondary stage
- Pedagogy of First language, Second language, Third language



- c) Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencing of content, contexts, transaction and evaluation techniques

SECTION-D

Issues in Language Learning and Evaluation

- a) Cross linguistic influence in learning another language; ecology of bilingual memory
- b) Multilingual classroom
- c) Medium of instruction – recommendation of NPE 1986/1992, NCF-2005
- d) Preservation of heritage language
- e) Home language & school language – problem of tribal dialects
- f) Problems related to evaluation of language learning

Transaction Mode

Lecture cum discussion, hands on practice in language laboratory, self- study, visits to language teaching institutes, presentations in seminar and group discussions workshop, assignment around issues and concepts related to contextual problems in language learning.

SESSIONAL WORK:

The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test

SUGGESTED READINGS:

- Bennett, W.A. (1969). Aspects of Language and Language Teaching. London: Cambridge University Press.
- Braden, K. (2006). Task Based Language Education: From Theory to Practice. London: Cambridge University Press.
- Britton, J. (1973). Language and Learning. England: Penguin Books.
- Byrnes, H. (2006). Advanced Language Learning: The Contribution of Holliday and Vygotsky. Continuum International Publishing Group.
- Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.
- Joyce & Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison–We sky, Pub Co.
- Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.
- Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamin's publishing Company.
- Ornstein, J. (1971). Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum



Development Inc, Philadelphia.

- Other son, N.D.& Howard, L.(1990).Language an Introduction to Cognitive Science:
- Vol.1, USA: Massachusetts Institute of Technology.
- Pavelenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walterde' Gruyter GmbH & Co.KG.
- Schiffrin, D. ET. al. (2001). The Handbook of Discourse Analyses. Black well Publishing.
- Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.
- Wilkinson, A. (1971). The Foundations of Language. London: Oxford University Press.

Course Name: Pedagogy of Mathematics Education (Elective Course)

Course Code: 404207

Semester: 2nd

Credit: 04

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Course Content

SECTION-A

Meaning, Nature, Structure and Development of Mathematics

- Meaning, Nature and scope of mathematics. Distinction between mathematics and Science; Structure of Mathematics: Pure and Applied Mathematics, Axiom Postulates, Proof / Solution of mathematics Problems- Direct proof, indirect proof, Proof by contradiction, Importance, Application and Selection of Examples.
- Recreational and Aesthetic aspect of mathematics: Games, Puzzles, Riddles, Symmetry etc. and their role in learning mathematics. Mathematics Club: Need and Importance, Goals, Organization and Activities. Mathematics Laboratory: Designing and Layout, Need and Importance, Materials and Procedure to set up.
- Development of Mathematics with some famous anecdotes, Pythagoras, Arya bhatt, Ramanujan. Teaching Mathematics Modeling Pedagogical Analysis of Mathematics

SECTION-B

Curriculum of Mathematics

- Curriculum: Meaning, Principles of curriculum, Construction and Organization.
- Curriculum Evaluation and Reform in School Mathematics Curriculum: Rationale, Objective, Principles, Learning Experiences and Materials in mathematics, Recent Curriculum reforms at National and State Levels (NCF2009).
- Developing Remedial Learning experiences and teaching material to overcome special problems of students. Developing enriched programmes and materials for teaching gifted and backward students in mathematics



SECTION-C

Strategies of Teaching Learning Mathematics

- Approaches of Mathematics Teaching- Learning: Constructivist Approach, Competency- Based Approach.
- Methods of Mathematics Teaching- Learning: Inductive and Deductive Method, Analytic-Synthetic method, Computer Based Instructions and Computer Aided Learning.
- Techniques of Mathematics Teaching- Learning: Problem-Solving: Stages of Problem Solving Techniques to improve Problem- Solving Skills (Polya Method), Co-operative Learning (Jigsaw Method, Think Pair-Share).

SECTION-D

Evaluation in Mathematics

- Evaluation in Teaching Learning Process: Formative, Summative and Diagnostic. Identification and analysis of mistakes in mathematics, prevention and suggested remedial measures, Enrichment Programmes in mathematics learning: National mathematics Talent Search, Mathematics Olympiad.
- Types of test items in mathematics: Meaning, merits, limitations and Construction of long answer type, short answer type, very short answer type and objective type construction and standardization of an achievement test in mathematics.
- Action Research in Mathematics

SESSIONAL WORK: The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test

SUGGESTED READINGS

- Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency based laboratory approach. California, Cummings Publishing Co.
- Butler, C.H. & Wren, F.L. (1965): the teaching of Secondary Mathematics. New York: Mc Graw Hill.
- Carpenter, T.P., Dossey, J.A. & Koehler, J. L.(2004): Classics in mathematics Education Research United States of America. The National Council of Teachers of Mathematics.
- Chambers, P.(2010): Teaching Mathematics. New Delhi: Sage Publications

Course Name: Dissertation-I (Submission of Research Proposal)

Course Code: 404208

Semester: 2nd

Credit:- 2

Course Content

- Under the supervision of their guides they will undertake all the steps of writing research proposal to finalize and submit the research synopsis. The students will submit dissertation in the month of March.



Course Name: Self Development Skills-II (Writing CV & Interview Skills)

Course Code: 404209

Semester: 2nd

Credit: 02

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Course Content

- a) Writing a CV
 - Essentials
- b) Interview
 - Types of Interview
 - Preparation, body language, communication skills, Dealing with anxiety, assertiveness

Transactional mode

Through both theoretical and practical mode

SESSIONAL WORK

- Preparing a CV
- Mock Interview

SUGGESTED READINGS:

- Peate, I. (2008). Writing your CV. *British Journal of Healthcare Assistants*, 2(2), 97-98.
- Guide, C. Writing Your CV.
- Bingham, W. V., & Moore, B. V. (1931). How to interview.
- Fontana, A., & Frey, J. H. (2005). The interview. *The Sage handbook of qualitative research*, 3, 695-727.
- Bampton, R., & Cowton, C. J. (2002, May). The e-interview. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 3, No. 2).

Course Name: Guidance & Counseling

Course Code: 404301

Semester: 3rd

Credit: 04

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Course Content

SECTION-A

- a) Meaning, Nature, Aims, Principles, Need and Scope of Guidance.
- b) Meaning, Nature, Aims, Principles, Need and Scope of Counseling, Counseling skills such as Establishing rapport, empathy and Listening
- c) Evaluating Guidance Program with special reference to Counseling.

SECTION-B

Understanding Guidance and Counseling

- a) Group Guidance: Meaning, Objectives, Advantages and Limitations of Group Guidance.
- b) Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing.
- c) Recent trends in Guidance and Counseling

SECTION-C

Theories/ Therapies of Counseling

- a) Behavioristic
- b) Rational Emotive
- c) Reality

SECTION-D

Student Appraisal

- a) Quantitative Assessment: Concept and assessment of Interest, Intelligence, Personality and Aptitude.
- b) Tools for Qualitative Assessment: Interview, Observation, Case Study, Stoichiometry.

SESSIONAL WORK

- a) Administration and Interpretation of psychological tests:
 - Interest Inventory
 - DAT/DBDA
- b) Preparation and presentation of Career Talk.
- c) Report of visit to employment exchange

SUGGESTED READINGS:

- Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper Saddle River. NJ: Prentice Hall.
- Bantole, M.D. (1984). Guidance and Counseling. Bombay: Sheth and Sheth Publications.
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counseling, Vol.I: A practical approach. New Delhi: Vikas
- Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counseling, Vol.II: A practical approach. New Delhi: Vikas
- Burnard, P.(2005). Counseling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.
- Chaturvedi, R. (2007). Guidance and Counseling Skills. New Delhi: Crescent Publishing Corporation.
- Denzin, N.K. & Lincoln, Y. (2000). Handbook of Qualitative research. New Delhi: Sage Publications.
- Drummond, R.J. (1998). Appraisal procedures for counselors and helping professional. Columbus, OH: Merrill.
- George, R.L. & Critiani, T.S. (1990) Counseling theory and Practice. New Jersey: Prentice Hall.
- Gibson, R.L. & Mitchell, M.H. (2008). Introduction to counseling and Guidance (7th edition). New Delhi: Pearson education. Inc.
- Gladding, S.T. (2014).Counseling: a comprehensive Profession (7thed.).USA: Pearson Education, Inc
- Lewis, M.D., Mayer, R.L. & Louis, J.A.(1986). An introduction to counseling profession. Illinas: F.E. Peacock Publishers.



- Mohan, S. & Sibia, A. (1998) Handbook of Personality measurement in India. New Delhi: NCERT
- Myers, G.E. (1998). Principles and Techniques of Vocational Guidance. London: Mc graw Hills Company.
- Oliver, W. & Randall, W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication.
- Petterson, G.H. (1962). Counseling and Guidance in Schools. London: Mc Graw Hill Book Company.
- Pietrofesa, J.J., Bernstein, B. & Stanform. S. (1980) Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (1981). Counseling Psychology. New Delhi: Tata Mc Graw Hill
- Saraswat, R.K. & Gaur.J.S. (1994). Manual for Guidance counselors. New Delhi: NCERT.
- Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counseling. Boston, USA: Houghton Mifflin Co.
- Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston, USA: Houghton Mifflin Co.
- Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.
- Tudor, K. (1999). Group Counseling. London: Sage Publications

Course Name: Educational Technology & ICT

Course Code: 404302

Semester: 3rd

Credit: 04

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Course Content

SECTION-A

- Educational Technology: Concept, Nature and scope of educational technology in India.
- Historical perspective of Educational Technology. Types of Educational Technology.
- Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC.

SECTION-B

- Teaching: Concept, variables, phases and levels of teaching.
- Models of Teaching: Basic teaching model, Concept Attainment model and Advance Organizer Model.
- Teacher Training Techniques: Microteaching, teaching skills, Skill of stimulus variation, introducing the lesson, rein for cement and probing question. Flanders Interaction Analysis.

SECTION-C

- Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction.
- Development of a linear program.



- c) Print and electronic media in education: concept, Characteristics, selection of media. EDUSAT. Media in Distance Education, MOOCS

SECTION-D

- a) Communication: Concept of communication, process, principles and barriers of communication.
- b) Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology.
- c) Computer assisted instruction, e-learning, online learning and m-learning.

SESSIONAL WORK

1. Power-point presentation (at least 20 slides)
2. Development of a linear program (50 frames).

SUGGESTED READINGS:

- Bhushan, A. & Ahuja, M. (1992): Educational Technology, Meerut, and Vikas Publication.
- Bigge, M.L. & Hunt, M. (1968): Psychological Foundation of Education, London, Harper and Row Publishers.
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- Gakhar, S.C. (2008). Educational Technology, Panipat, N.,M. Publication
- Goswami. M.K. (2008) Educational Technology. New Delhi: Asian Books Private Limited.
- Hiltz, S.R. & Goldman, R. (2005) Learning Together Online. Research on Asynchronous Learning networks. New Jersey: Lawrence Erlbaum Associates, Publishers.
- Jolliffe, A. Ritter, J. & Stevens, D. (2001) The Online Learning Handbook. Developing and Using Web based learning: London, Kogan Page.
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- Khirwadkar, A. & Puspanadham, K. (2005). Information and Communication Technology in



Education. New Delhi: Sarup and Sons.

- Mehra, V.(2010) : A text book of Educational Technology, New Delhi : Sanjay Prakashan.
- Modi, J.(2010) Micro Teaching Technique and Practice, Delhi: Shipra Publications.
- Schrum, L. (2012) Educational Technology for School Leaders. New Delhi: Sage India Pvt. Ltd.
- Sharma, Y.K. and Sharma, M. (2006) Educational Technology and management, Vol. 1, New Delhi: Kanishka Publishers, Distributers.
- Thamarasseri, I. (2009). Information and Communication Technology in Education. New Delhi, Kanishka Publisher, distributors.
- Vallikad, S. (2009) Information Communication Technology for Teacher Education. New Delhi: Kanishka Publishers, Distributers.
- Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods. New Delhi: Annol Publications Pvt. Ltd.

Course Name: Policy Planning and Financing of Education (Elective Course)

Course Code: 404303

Semester: 3rd

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

Formulation of Educational Policy

- Process of policy formulation, Policy research, Discussion document, consultations, constitution of working groups, presentation of draft document in CABE and parliament. Formulation of Plan of Action: short term, long term.
- Need and importance of educational policy. Determinants of educational policy
- Linkage between educational policy and national development policy.

SECTION-B

Educational planning

- Guiding principles, methods and techniques of educational planning; Priorities in planning at Centre and State levels, District level planning, institutional planning
- Approaches to educational planning
 - Social demand approach
 - Man-power approach
 - Return of Investment approach
- Overview of educational planning in India w.r.t. short term & long term plans.

SECTION-C

Financing of education

- a) Concept, need, significance and principles of educational financing. Efficiency, cost Minimization and quality improvement
- b) Sources of finance: Governmental grants (Central, State and Local), tuition fees, endowments, taxes, donations and gift, foreign aids and grant-in-aid system; center-state relationship in financing of education.
- c) Budgeting and preparation of budget. School budgetary and accounting process, problems and issues in management of finance.

SECTION-D

Resource Management, Performance Appraisal and Monitoring

- a) Nature and characteristics of resources in education; resource mobilization, utilization, maintenance of resources and quality assurance in material and human resources. Scientific Principles of management – PERT, CPM, PPBS system approach;
- b) Performance appraisal in educational organization at institutional and personal level: Types, Approaches; Agencies for monitoring maintenance of standard in educational institutions
- c) Educational monitoring: Need, importance and guiding principles; Issues and problems in monitoring and appraisal

Transactional Mode

The course would be transacted through participatory approaches including group discussion, self-study, seminar, presentation by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation.

SESSIONAL WORK

The students may undertake any one of the following activities:

- Assignment/ term paper on selected theme from the course
- Prepare a plan for the mobilization of different types of resources for a school from the community
- Critical Analysis of status of School Education of a state
- Preparation of school budget
- Preparation of an institutional plan

SUGGESTED READINGS:

- Aggarwal, J. C., & Agrawal, S. P. (1992). Educational planning in India: With a slant to educational financing and administration. New Delhi: Concept Pub. Co.
- Bottery Mike (ed.) (1992). Education, Policy & Ethics. London: Continuum.
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- Guthrie, J. W. & Reed, R. J. (1991). Educational administration and policy: Effective leadership for American education (2nd Ed.). Boston: Allyn and Bacon.
- Hough J.R. (1990). Education, Policy-An International Survey. London: Croom Helm.
- Mukherji, S.N.(1970). Administration and Educational Planning and Finance. Baroda: Acharya

Book Depot.

- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
- Thakur D. & Thakur, D.N. (1996). Educational Planning and Administration, New Delhi: Deep and Deep Publications.
- Ayyar, R.V. Vaidyanathan (1993). Educational Planning and Administration in India: Retrospect and Prospect. Journal of Educational Planning and Administration. VII (2). April.
- Chandra sekara, P. (1994). Educational Planning and Management, New Delhi: Sterling Publishers.
- Hough J.R. (1990). Education, Policy- An International Survey. London: Croom Helm.
- Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New Delhi, the European Commission.
- Kaur, K. (1986). Education in India (1981-1985): Policies, Planning and Implementation, Chandigarh: Arun and Rajive Pvt.Ltd.

Course Name: Education for Differently-Abled

Course Code: 404304

Semester: 3rd

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

- Tools: Characteristics of a good tool, Meaning and methods of reliability and validity.
- Psychological tests, questionnaire, rating scales, attitude scale (Thurston and Likert's scale).
- Technique: observation and interview.

SECTION-B

- Historical Method: Meaning, Value, Difficulties, Types and steps.
- Descriptive Method: Meaning, Value and types.
- Experimental Method: Meaning and purpose, Variables: Independent, Dependent, Treatment, control, Intervening, Extraneous. Essential characteristics of experiment method, Steps.
- Experimental Designs: Meaning, criteria for selecting an experimental design, Pre Experimental, True Experimental, Quasi Experimental, Factorial signs(2x2)
- Writing Research Report.

SECTION-C

- a) Significance of Statistics (Mean Only), Significance of difference between means:
Large and small, Independent and correlated.
- b) ANOVA (one way and two way only).

SECTION-D

- a) Chi –Square test of independence.
- b) Wilcoxon Signed- Rank test, Mann- Whitney test

SESSIONAL WORK:

- a) Assessment / Identification test (of any of the following- Learning Disability and Slow Learner, Attention Deficit Hyperactivity Disorder)
- b) Report on Visit to a Special School
- c) Curricular adaptations for any disability.

SUGGESTED READINGS:

- Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS Publishers and Distributors
- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative [Learning based Approach: National PublishingHouse23Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Alur, M. & Timmons, V. (2009): Inclusive Education across Cultures-Crossing boundaries, Sharing Ideas. Sage.
- Berdine, W.H., Blackhurst, A.E. (eds.) (1980): An Introduction to Special Education. Boston: Little, Brown and Company.
- Collier, C. (2011): Seven Steps to Separating Difference from Disability, California: Corwin- A Sage Company.
- Corbett, Jenny (1998): Special Education needs in the Twentieth Country. A Cultural Analysis, Trowbridge, Wilts: Redwood Books.
- Encyclopaedia of Special Education (1987): Vol.1,2, 3ed's Cecil, R, Reynolds and Lester Mann, New York : John Wiley and Sons.
- Frank, M.H. & Steven, R.F. (1984): Education of Exceptional Learners, Allyn & Bacon, Inc., Massachusetts.
- Glass, K.T. (2009): Lesson Design for Differentiated Instruction, Grades 4-9, California: Corwin- A Sage Company.
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Education. Massachusetts: Allyn & Bacon.

- Hans, I.J. (2000): Children in Need of Special Care, Human Horizons Series, and Souvenir Press (E & ALtd.).
- Hegarty, S., & Alur, M. (2005): Education and Children with Special Needs-From Segregation to Inclusion. Sage.
- Jangira, N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jha, M. (2002) Inclusive Education for all: Schools Without Walls. Chennai: Heinemann Educational Publishers, Multi vista Global Limited.
- Karanth, P. and Rozario, J. (2007): Learning Disabilities in India Willing the Mind to Learn, New Delhi, Sage Publications India Pvt. Ltd.
- Kirk, S.A. & Gallagher, J.J. (1989): Education of Exceptional Children. Boston: Houghton Mifflin Co.
- Panda, K.C. (1997): Education of Exceptional Children, New Delhi: Vikas Publication House. 1011.
- Sengupta, Dr. Keya et. al. (2000): Human Disabilities Challenges for their Rehabilitation, New Delhi: Reliance Publishing House.
- Sharma, P.L. (1990) Teachers Hand book on IED-Helping Children with Special Needs. N.C.E.R.T Publications.
- Singh, D. and Deshpabhu, S. (2008): Handbook of Special Education Part-I, New Delhi: Kanishka Publishers.
- Singh, D. and Deshpabhu, S. (2008): Handbook of Special Education Part-II, New Delhi: Kanishka Publishers.
- Sharma, P.L. (2003) Planning Inclusive Education in Small Schools, R.I.E, Mysore.
- Ysseldyke, J.E. and Algozzine, B. (1998) : Special Education, New Delhi, Kanishka Publishers, Distributor



Course Name: Curriculum Studies (Elective Course)

Course Code: 404305

Semester: 3rd

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

- a) Concept of curriculum, curriculum development and other curricular fields. Components of curriculum.
- b) Epistemological, social and psychological foundations of curriculum development.
- c) Factors affecting curriculum change, viz, social factors, pressure groups, writers and publishers. Role of teacher as curriculum maker.

SECTION-B

- a) Curriculum development: nature, purposes, scope and principles.
- b) Principles of formulating aims, selecting content, teaching, learning and evaluation procedures.
- c) Taba's Model of Curriculum development.

SECTION-C

- a) Curriculum design: concept and need.
- b) Different curriculum designs: Course-centered, experience and activity centered and core curriculum.
- c) Eclectic model of curriculum design.

SECTION-D

- a) Models of curriculum engineering: administrative model, grass-root model, system analysis model.
- b) Critical appraisal of present curriculum in secondary and senior secondary schools of India.
- c) Curriculum issues and trends and future directions for curriculum.

SESSIONAL WORK:

- Critical appraisal of curriculum of secondary stage

SUGGESTED READINGS:

- Aggrawal, D. (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi, Book Enclave.
- Anning, A. (1995): A National Curriculum for the Early Years, Buckingham, Philadelphia Open University Press,.
- Fogarty, R. (2009): How to Integrate the Curriculum. New Delhi: Sage India Pvt. Ltd.
- Goodson, I. F. (1994): Studying Curriculum, Buckingham, and Open University Press.
- Graves, K.(Editor) (2010): Teachers as Course Developers. New Delhi: Cambridge University Press.



- Joseph, P.B. et al. (2000): Cultures of Curriculum (studies in Curriculum Theory). New York, Teacher College Press.
- Lawton, D. (1986): School Curriculum Planning, London, Sydney, Hodder & Stoughton.
- Lynn, E.H. (1998): Concept-based Curriculum and Instruction, Corwin Press, Inc.
- Lewy, A. (1991): Studying Curriculum, Buckingham, Open University Press,.
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.
- Oliva, P.F. (1988). Developing the Curriculum, Scott and Foresman and Co.
- Ornstein, Allen C.A., Curriculum Foundations, Principles and Issues, London, Prentice Hall International Ltd.
- Pratt, D.(1980): Curriculum Design and Development, New York, Harcourt Brace and World Inc.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods. New Delhi: Anmol Publications Pvt.Ltd.

Course Name: Self Development skills (e-skills)

Course Code: 404306

Semester: 3rd

Credit: 02

L	T	P
0	0	4

Course Content

- Create e-mail account, face book accounts, etc.
- using internet/social network interface for educational/research purposes; constructing and sharing knowledge using social network sites
- Using e-resources and acknowledging the information thus retrieved; ethical issues of using e-resources
- Behaving responsibly on the internet

Transactional mode

Through theoretical as well as practical mode

SESSIONAL WORK

Creating an educational group / forum

SUGGESTED READINGS:

- Gralla, P. (1998). *How the Internet works*. Que Publishing.
- Curran, J., Fenton, N., & Freedman, D. (2016). *Misunderstanding the internet*. Routledge.
- Wu, H., & Li, G. (2020). Innovation and improvement of visual communication design of mobile app based on social network interaction interface design. *Multimedia Tools and Applications*, 79(1), 1-16.



Course Name: Education for Sustainable Development & Global Peace

Course Code: 404401

Semesters: 4th

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

Education for Sustainable Development:

- Meaning nature and scope of Sustainable Development; concept of global peace
- Education for Sustainable Development: Approaches & Strategies
- Education for global peace
- Integration of global peace and environmental concerns in school curriculum.
- Role of teacher in promoting sustainable development.

SECTION-B

- Conservation of Natural Resources: Environmental conservation in the globalized world; Deforestation in the context of tribal life Role of individual in conservation of natural resources: water, energy and food
- Culture of Peace and Human Rights: Ideas of thinkers like Mahatma Gandhi, Martin Luther King, Role of Educational institutions and teachers in developing a culture of peace.

SECTION-C

Individual, Society, Government, ICT and Media in Environmental Education:

- Literacy, democracy, human rights and universal values- contribution to global peace and sustainable development
- Role of individual, school and community for prevention of pollution, management of natural resources; Responsible Environment Behavior (REB).
- Role of ICT, text books and media in creating awareness about human rights; environmental and peace values.

SECTION-D

Competencies in teachers for Education for Sustainable Development:

- ESD model for competencies in teachers: Knowledge, system, thinking, emotions and values in teachers for educating students for Sustainable Development
- Individual life style; Carbon foot printing

SESSIONAL WORK:

Case study on children rights for education in context of Kailash Satyarthi, Malala Yousa fazi.

SUGGESTED READINGS:

- Agarwal, A., Narain, S. and Sen, S. (1999). The Citizens Fifth Report. Part II-Sustainable Database. New Delhi, Centre for Science and Environment.
- Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and



sustainable development: Toward a theoretical synthesis. London: Zed Books.

- Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
- Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, MA: Second Nature, Inc.
- Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA: Second Nature, Inc.
- UNESCO’s Report on Education for Sustainable Development, Paris, UNESCO.

Course Name: Teacher Education

Course Code: 404402

Semester: 4th

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

- Importance of Teacher Education, Teacher Educators, their roles and responsibilities. Scope of Teacher Education-Preparing teachers for Secondary and Higher Education. New courses in Teacher Education.
- Agencies regulation Teacher Education in India (NCERT, NCTE: roles and responsibilities, Policy documents).
- Tracing the changes in Teacher Education in light of National Curriculum Framework, 2005 and national Curriculum Framework for Teacher Education, 2009.

SECTION-B

- Pre-service training: Objectives and Scope. Components of Pre-service secondary teacher education: Core and Specialization courses, practicum, internship, co-curricular activities, working with the community and work experience.
- Curriculum transaction in Pre-Service secondary teacher education: Teaching methods, lecture-cum-discussion, Group discussion, Brain storming, use of ICT, internship program.

SECTION-C

- Continuing Professional Development of In-Service Teachers-Concept and importance of Professional Development.
- Strategies of Professional Development: workshops, seminars, symposium, panel discussions, conferences self-study, extension lectures, refresher courses, research colloquium.
- Agencies for in-service education (Institutional Programmes, DIET, NCTE, NCERT, SCERT, Academic Staff College, (HRD Department) Extension Department).

SECTION-D

- (a) Concept of teaching as a profession, professional ethics of teachers, Teacher accountability and performance appraisal of teachers.
- (b) Selection, appointment of teachers and induction programmes for teachers
- (c) Assessment and Evaluation in teacher education programme.

SESSIONAL WORK:

- H1: Students in committed romantic relationships will exhibit better mental and physical health than their single peers.
- H2: Students in committed romantic relationships will be less likely to engage in risky behavior than those who are single.
- H3: Risky behaviors will mediate the relationship between relationship status and health problems
- Critical Analysis of NCFTE, 2009 and 2014

SUGGESTED READINGS:

- Aggarwal, J.C. (1984): Landmark in the History of Modern India Education, New Delhi, Vikas Publishing House, Ansari Road.
- Barker, I. (2006): Teachers and Trainers. New Delhi: Cambridge University Press India Pvt.Ltd.
- Chaurasia, G. (1976): New Era in Teacher Education. New Delhi.
- Cockburn, A & Hand scomb, G,(2012) Teaching Children 3-11 A Student's guide, New Delhi, SAGE Publications India Pvt.Ltd.
- Devedi, Prabhakar (1990): Teacher Education- a Resource Book, New Delhi, N.C.E.R.T.
- Govt. of India (1966): Education and National Development, New Delhi, Report of Education.
- Govt. of India (1992): Report of C.A.B.E. Committee Department of Education, New Delhi.
- Govt. of India (1986): National Policy of Education, Ministry of Human Resource and Development, New Delhi
- Khan, Mohd. Sharif (1983): Teacher Education in India and Abroad, New Delhi, Sheetal Printing Press.
- Khera, S. (2011) Education and Teacher Professionalism, New Delhi, Rawat Publication
- Kohli, V.K. (1992): Teacher Education in India, Ambala, Vivek Publishers.
- Misra, K.S. (1993): Teachers and their Education, New Delhi, Associated Publication.
- Mohan, R. (2011) Teacher Education. New Delhi: PHI Learning Private Ltd.
- Mohanty, J.N. (1988): Modern Trends in India Education, New Delhi, Deep and Deep Publication.
- Naik, N. (2011): Teaching English Language through Literature, New Delhi, Sarup Book Publishers Pvt.Ltd.
- Naqvi, T. (2010): Teachers in classroom. The Perceptual Roadblocks, Delhi, Shipra Publications
- NCERT (2005): National Curriculum Framework, NCERT, New Delhi.



- NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.
- N.I.E.P.A. (1984): Report on Status of Teachers, New Delhi.
- Mohanty, J.N. (1993): Adult and National Education, New Delhi, Deep and Deep Publication.
- Rao, D.B. (1988): Teacher Education in India, New Delhi, Discovery Publishing House.
- Sharma., R.A. (2005) : Teacher Education, Meerut, Loyal Book Depot.
- Sharma, S.P. (2005) : Teacher Education, New Delhi, Kanishka Publisher.
- Singh, L.C (1983): Third National Survey of Scholastic Education in India, New Delhi, N.C.E.R.T.
- Srivastava, R.C & Bose K. (1973) : Theory & Practice of Teaching Education in India, Allahabad, Chugh Publications.
- Stones & Morris (1973): Teaching Practice Problems and Prospective, London, Mathuen & Co.
- Udayveer (2006): Modern Teacher Training, New Delhi, Anmol Publications.

Course Name: Measurement, Assessment and Evaluation (Elective Course)

Course Code: 404403

Semesters: 4th

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

- Concept and importance of measurement and evaluation.
- Types of evaluation: Formative and summative.
- Scales of Psychological measurement: Nominal, Ordinal, Interval and Ratio.

SECTION-B

- Types of achievement tests- Essay and Objective type.
- Norm referenced and criterion reference tests.
- Steps in standardization of achievement tests.
Item analysis: Item difficulty, discrimination index. Estimating, reliability and validity
Effectiveness of distracters

SECTION-C

- Analysis of variance (one way and two ways): Assumptions and Computation.
- Regression and prediction: Meaning and Concept of linear regression equation.

SECTION-D

Correlations: Assumptions and computation of:

- a) Biserial, Point Biserial
- b) Tetrachoric and phi-coefficient.
- c) Partial and multiple correlation

SESSIONAL WORK:

- Development of a standardized test

SUGGESTED READINGS:

- Aiken, L.R. (1985): Psychological Testing and Assessment, Boston : Allyn and Bacon.
- Aggarwal, Y.P.(1989): Statistical Methods Concepts Application & Computation, New Delhi :Sterling
- Anastasi, A (1988): Psychological Testing (6th Ed). New York: The Macmillan Co.
- Brown, G.T.L., Irving, E.S. & Keegan, P.J. (2014): An introduction to Educational Assessment, Measurement and Evaluation: Improving the quality of Teacher Based Assessment (4th Edition). New Delhi: Dunmore Publishers.
- Cronbach, L.G.(1964) : Essentials of Psychological Testing, New York :Harper.
- Ebel, L.R. and Frisbie, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt.Ltd.
- Freeman, F.S. (1965): Theory & Practice of Psychological Testing, New York: Rinehart & Winston.
- Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay, VakilsFebber and Simons.
- Guilford, S.P. and Fruchtor, B. (1973) : Fundamental Statistics in Psychology and Education 5th Ed. New York: McGraw Hill and Co.
- Guilford, J.P.(1978) : Fundamental Statistics in Psychology and Education, New York: McGraw Hills, 6thEd.
- Karmel, L.C & Karmel, M.C. (1978) : Measurement and Evaluation in Schools, New York: Macmillan.
- Laak,J.J.F.T, Gokhale, M., Desai, D. (2013): Understanding Psychological Assessment. New Delhi: Sage Publications.
- McDavid, J.C.,Huse, I.& Hawthorn,L.R.L.(2013): Program Evaluation and Performance Measurement. New Delhi: Sage Publishers.
- Mehrens, W.A. & Lehmann, I.J. (1984): Measurement and Evaluation in Education and Psychology, New York: Holt, Rinehart, Winstom 52
- Popham, W.J. (1988) : Educational Evaluation. New Delhi: Prentice Hall. 16. Secolsky, C.& Denison,D.B.(2011):Hand book on measurement, Assessment and



- Evaluation in Higher Education. London: Routledge Press.
- Sidhu, K.S. (2005): New approaches to Measurement and Evaluation. New Delhi: Sterling Publishers.
- Singh, A.K (1986): Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Tata McGraw Hill Publishers.
- Thorndike, R.L. and Hagen E. (1977): Measurement and Evaluation on Psychology and Education. New York: John Wiley and Sons, Inc.
- Thorndike, R.M & Christ, T.M.T (2009): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.
- Thorndike, R.M & Christ, T.M.T (2011): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.

Course Name: Comparative Education (Elective Course)

Course Code: 404404

Semester: 4th

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

- Meaning, History, Purposes, Methods, importance and limitations of comparative education.
- Factors influencing the educational systems of a country-political, social, linguistics, geographical and economic.

SECTION-B

- Educational ladder of U.K., Finland and India, Administrative agencies for education
- Compare the salient features of educational system (aims, curriculum, and evaluation) of U.K, Finland and India.

SECTION-C

- Educational ladder of U.S.A. and China with special reference to India
- Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., China and India.

SECTION-D

- Teacher Education program in U.K., Finland, U.S.A., China and India.
- Recent trends and innovations in education of above mentioned countries.

SESSIONAL WORK:

Exhibit on socio-political-cultural-geographical aspect of any of the five countries in course.

SUGGESTED READINGS:

- Beredy, G.Z.F.(1964) : Comparative Methods in Education, New Delhi, Oxford & East Publishing Co.
- Blavic, E. (1987): Primary Education: Development and Reform, Perspectives in Education, Vol. 3, No. 3, 153-60.
- Carlton, R., Colley and Machinn on (1977): Educational Change and Society, Toronto, Gage Educational Publishing.
- Carnoy, M.H. L. (1985): Schooling and Work in the Democratic State, California, Stanford University Press.
- Cantor, L. (1989): The Re-visioning of Vocational Education in American High School, Journal of Comparative Education, Vol. 25, Number 2.
- Choube, S.P. and Choube, A., (1993): Comparative Education, New Delhi: Commonwealth Publishers.
- Choube, S.P., Features of Comparative Education, Agra: Vinod Pustak Mandir.
- Dearden. R.F. (1970): The Philosophy of Primary Education. London, the English Language Book Society & Routledge and Kegan Paul Ltd.
- Dent, H.C. (1961): The Educational System of England and Wales, University of London Press Ltd., Warwick Square London & C.V.
- Epstein, E. H., (1987): Against the Currents: A critique of Ideology in Comparative Education, Compare, 17, No.1.
- Green, J. L. (1981): Comparative Education and Global Village, Meerut, Anu Book.
- Hans, N. (1965): Comparative Education, London, Routledge and Kegan Paul Ltd.
- James, H.R. & Mathew, A. (1988): Development of Education System in India, Ansari Road, Daryaganj, New Delhi, D.K. Publisher Distributors (P.) Ltd.
- Jangira, N.K. (1986) : Special Education Scenario in Britain and India : Issues, Practice, Perspective Indian Documentation, Patel Nagar, P.B. No. 13, Gurgaon, Service Book Seller and Publishers.
- Sharma, Y.K. (2004): Comparative Education A Comparative Study of Educational Systems, New Delhi: Kanishka Publishers.
- Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt.Ltd.
- Rao, V.K. and Reddy, R.S. (2004): Comparative Education, New Delhi: Common wealth Publishers.



- Rawat, Dubey and Upadhyaya (2008): Comparative Education Agra : Radha Krishan Mandir.
- Sharma, R.N. (2008): Comparative Education, New Delhi: Surjeet Publications.
- Sharma, R.A. (2007): Comparative Education, Meerut: R. Lall Book Depot.
- Sharma, R.A. (2005): Comparative Perspective on Education, Jaipur, Imliwala Phatak, ABD Publishers,.
- Sharma, R.A. (2008): Tulnatamak A dhyan Shiksha. Meerut: R. Lall Book Depot (HINDI VERSION).

Course Name: Educational Administration and Management (Elective Course)

Course Code: 404405

Semester: 4th

Credit: 04

L	T	P
4	0	0

Course Content

SECTION-A

- Tools: Characteristics of a good tool, Meaning and methods of reliability and validity.
- Psychological tests, questionnaire, rating scales, attitude scale (Thurston and Likert's scale).
- Technique: observation and interview.

SECTION-B

- Historical Method: Meaning, Value, Difficulties, Types and steps.
- Descriptive Method: Meaning, Value and types.
- Experimental Method: Meaning and purpose, Variables: Independent, Dependent, Treatment, control, Intervening, Extraneous. Essential characteristics of experiment method, Steps.
- Experimental Designs: Meaning, criteria for selecting an experimental design, Pre Experimental, True Experimental Quasi Experimental, Factorial signs(2x2)
- Writing Research Report.

SECTION-C

- Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated.
- ANOVA (one way and two way only).

SECTION-D

- Chi –Square test of independence.
- Wilcoxon Signed- Rank test, Mann- Whitney test

Transaction Mode

The course would be transacted through participatory approaches including group discussion, self-study, seminar, presentation by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation.

Sessional Work

The students may undertake any one of the following activities:

- Preparation of questionnaire/ interview schedule for micro level educational survey
- Case study of administrative problems in implementation of RTE in government school/private school
- Assessment of motivation level/ job satisfaction/ perception of leadership among teachers in any educational institution

SUGGESTED READINGS:

- Agarwal, V. Bhatnagar, R.P. (1997). Supervision, Planning and Financing, Meerut: Surya Publication.
- Aggarwal, J. C., & Agrawal, S. P. (1992). Educational planning in India: With a slant to educational financing and administration. New Delhi: Concept Pub. Co.
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- Mohanty, J. (2005). Educational administration, supervision and school management (2nd ed.). New Delhi: Deep & Deep Publications.
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- Naik, J.P. (1965): Educational Planning in India. New Delhi: Allied.
- Naik, J.P. (1982): The Educational Commission & After. New Delhi: Allied.
- Philip H. Coomba. (1985). The World Crisis in Education, Oxford University Press.
- Robert G. Oweus. (1970). Organizational Behaviour. Englewood Cliffs: Prentice Hall. Inc.
- Sharma, B. M. (1997). Classroom administration. New Delhi: Commonwealth Publishers.
- Talesra, H., Ruhela, S. P., Nagda, M. L., & Rajasthan Council of Educational Administration and Management. (1997). Educational management: Innovative global patterns. Rajasthan, India: Rajasthan Council of Educational Administration and Management
- Tara Chand and Ravi Prakash (1997). Advanced Educational Administration, New Delhi Kanishka Publishers.
- Thakur D. & Thakur, D.N. (1996). Educational Planning and Administration, New Delhi: Deep and Deep Publications.
- Thomas I. S. (1980). Educational Governance and Administration, NY : Prentice Hall.
- Trivedi, P.R. & Sudershan, K.N., (1996). Management Education. New Delhi: Discovery Publishing House.
- Vashisht, S. R. (1994). Theory of educational administration. New Delhi: Anmol Publications Pvt. Ltd.

Course Name: Self Development Skills (Yoga)

Course Code: 404406

Semester: 4th

Credit: 02

L	T	P
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Course Content

- a) Brief historical account and significance of Yoga; Yoga as a stress buster; body and mind healing device
- b) Basic Yoga Exercices and Asanas (Pranayam, Surya-Namaskar, Taad-Asana, Kapaal bhaati, Shav-Asana, Etc.)

Transactional mode

- Through theoretical as well as practical mode

Practical

- Mastering any five yoga exercises/asanas

SUGGESTED READINGS:

- Telles, S., & Naveen, K. V. (1997). Yoga for rehabilitation: An overview. *Indian Journal of Medical Sciences*, 51(4), 123-127.
- Singleton, M.(2010). *Yoga body: The origins of modern posture practice*. Oxford University Press.
- Tessema, T. A. (2017). Significance of yoga in modern life. *Significance*, 2(5).
- Malhotra, V., Singh, S., Tandon, O. P., Madhu, S. V., Prasad, A., & Sharma, S. B. (2002). Effect of Yoga asanas on nerve conduction in type 2 diabetes. *Indian journal of physiology and pharmacology*, 46(3), 298-306.

Course Name: Dissertation–II (Viva Voce and Submission)

Course Code: 404407

Semester: 4th

Credit: 06

Course Content

The students will prepare and appear for dissertation viva before an external examiner and supervisor.

Course Name: Field Attachment/ Internship

Course Code: 404408

Semesters: 4th

Credit: 04

Course Content

- a) Field attachments/internship/immersions shall be facilitated with organizations and institutions working in education. These would aim at engaging students with field-based situations and work in secondary education, and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/ attachment in a teacher education institution, and in the specialization area chosen by the student shall be organized during the program.
- b) Close mentorship by faculty in relevant areas should be provided in the form of tutorials, guided reading groups and practice teaching and observation of practice lessons.
- c) *Internship will be for one month in secondary schools



Total Number of Course	25
Number of Theory Course	18
Number of Practical Course	7
Total Number of Credits	84



ACADEMIC INSTRUCTIONS

Attendance Requirements

A student shall have to attend 75% of the scheduled periods in each course in a semester; otherwise he / she shall not be allowed to appear in that course in the University examination and shall be detained in the course(s). The University may condone attendance shortage in special circumstances (as specified by the Guru Kashi University authorities). A student detained in the course(s) would be allowed to appear in the subsequent university examination(s) only on having completed the attendance in the program, when the program is offered in a regular semester(s) or otherwise as per the rules.

Assessment of a course

As per the guidelines of NCTE-2014, each theory course shall carry a weightage of 20 to 40% for internal assessment and 60 to 80% for an annual examination. At least one-fourth of total marks shall be allocated of 16 weeks of practice teaching. For practical courses, including school internship shall be assessed only internally. A minimum of 25% of all lessons taught by the student for each pedagogic area will be observed and considered for evaluation. The distribution of 100 marks is given in subsequent sub sections (as applicable).

Internal Distribution of Marks							Total Marks of Internal	Total Marks of External	Total Marks
Components	Attendance	Assignment	Surprise Test	Presentation	MST 1	MST 2	30	70	100
Weightage	5	10	10	10	15	15			
Average Weightage	5	10			15				

Passing Criteria

The students have to pass both in internal and external examinations. The minimum passing marks to clear in exemption is 40% of the total marks.

NOTE

* At the end of 4th semester, each student has to undergo Practical Training of 2 weeks in an secondary/senior secondary schools and submit all files mentioned in course i.e. Field internship (402408) along with a certificate from the school & its evaluation shall be carried out in the end of 4th Semester.

**Academic Rules may vary, from time to time, as per the instructions of the NCTE/Guru Kashi University, Talwandi Sabo.