FACULTY OF EDUCATION
SYLLABUS AND SCHEME OF EXAMINATION
M.Ed. 1st & 2nd Year (TWO YEAR)
Semester System
2019-2021

Dy. Registrar (Academic-I)
University of Rajasthan
Jaipur
Ordinances for Admission of Students to the Examination of Master of Education (Two year programme):

O.327. The candidates seeking admission for the degree of Master of Education (Two year programme) should have obtained at-least 50% marks or an equivalent in the following programme of this University or another University recognized by the Syndicate for the purpose, a regular course of the study:

i) B.Ed.
ii) Shiksha Shastri
iii) Graduation and B.Ed. (four year course)
iv) B.El. Ed, (Four year course).

N.B.: Candidate passing Shiksha Shastri Examination and seeking admission to M.Ed. Course shall be considered eligible for admission to M.Ed. if the candidate has passed Shiksha Shastri examination with courses of study as are identical to B.Ed. This shall be operative form the session 1980-81.

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

O.328. The Master degree in Education (M.Ed.) programme is for a period of two year regular full time consisting of four semesters , viz. semester I, semester II, semester III, semester IV. Each year shall comprise of two semester viz. odd & even semesters. Odd semesters shall be from July to December and Even semesters shall be from January to June. To complete the M.Ed. programme maximum time period will be three years from the date of the admission as per NCTE regulations.

O.328 A. The objectives of the M.Ed. Course are:

1. To prepare professional personnel required for staff colleges of education at the pre-primary and secondary levels.
2. To prepare professionals, administrators and supervisors for the various positions of responsibility in Educational institution, Department of Education and Educational Planning and Supervisory Educational Services.
3. To train persons for various psychological services such as psychological testing, personal educational and vocational guidance, statistical services with an educational orientation.
4. To train persons for participation in programmes of examination reforms and educational evaluation.
5. To train persons for organizing curriculum development and preparation of instructional materials.

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6. To prepare personnel through systematic study and research which will contribute to the development of educational literature and lead to the growth of education as a discipline.

7. To understand the Socio-economic-cultural background and academic of entrants to B.Ed course.

8. To master the methods and techniques of developing competencies, commitments and performance skills of a teacher.

9. To explain the nature of issues and problems faced by the state system of education and some innovative remedies to solve them.

10. To appreciate the national education policies and provisions made in the plan to spread quality secondary education in the country and the ways and means to equip would be secondary teachers for the same.

11. To understand, in the light of recent global developments, the new thrusts in education, the ways and means to inculcate intellectual, emotional and performance skills among secondary level teachers, the "Global citizens of tomorrow".

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

13. To acquire the skills required of a 'consumer' and 'practitioner' of educational research and innovations.

The objectives are expected to be achieved through (a) a closer study of fundamental basic subjects, (b) specialization in subjects allied to the selected field and (c) some research or investigation.

The course as a whole is flexible enough to provide (i) Specialization in a field of education (ii) broad study of education according to the needs and interest of the students.

O. 329. The Examination for the Degree of M.Ed. shall consist of the following:

Part I- Theory paper and ISB, Demonstration, Internship and Practical Work.

Part II- Dissertation

Dissertation:-

O329A. The dissertation under semester Part-II shall be closely related to the optional papers offered by the candidate. The topic and the plan of the dissertation will be decided in consultation with the faculty members appointed by the Principal of an affiliated college and Head of the department, Education of the University. The topic is finally approved by the Principal in case of affiliated college and by the Head of the department of Education in case of university. In special case the Principal/ Head of the university department, Education of the university may permit a student to select any other field for research.

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his/her dissertation.

Every candidate for the M.Ed. examination under Part-II shall, at the time of submitting the dissertation will produce a certificate from the Head of the Institution/Head of the university department of Education, where he/she has studied to the effect that the dissertation work of the candidate is genuine and is fit to examine.

The dissertation together with two copies of the summary shall be submitted to the Principal of the College/Head of university department of Education, who will forward the same to the Registrar of the University by the 10 March of IInd Year(IV semester).

In case of candidate having offered dissertation involving interdisciplinary approach to more than one subject, the Supervision by more than one person is permitted and such supervision be termed as joint supervision.

O.329 B. There shall be an examination at the end of each semester, for first semester in the month of December/January, for second semester in the month of May/June. A candidate who does not pass the examination in any course(s) shall be permitted to appear in such failed course(s) in the subsequent examinations to be held in December/January or May/June.

O.329C. If in the examination both parts of which are taken simultaneously by a candidate, if dissertation is adequate but he/she has not reached the required standard in the written part of the examination, the candidate shall be exempted from re-entry on the presentation of a dissertation, similarly if the candidate has reached the required standard in the written papers, but the dissertation is not adequate, he/she shall be exempted from re-entry in the written part of the examination.

O.329 D. A candidate who has passed the M.Ed. Examination of the University of any other University recognized by Syndicate may be permitted to appear for the examination in the remaining paper/papers in the area of specialization paper X already offered by him (without attending a affiliated college), or the papers in any other area of specialization under Part I (B) provided he/she studies at a Post-Graduate Teachers Training College affiliated to the University for at least six months and completes the required amount of Theoretical, Practical, Sessional work if the area of specialization which he/she wishes to offer is different from the one in which he/she submitted the dissertation during the M.Ed. Examination.

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Regulation 43:- SCHEME OF EXAMINATION

Theory papers and ISB, demonstration, internship, practical work.

I semester  Paper 1,2,3,4,  Course Work
II semester  Paper 5,6,7,8,  ISB I
III semester  Paper 9,10,11,12,  ISB II a) Dissertation work
             b) Internship
IV semester  Paper 13, 14, 15  ISB III a) Dissertation
             b) Academic Writing

Detailed programme of Examination (I, II, III, & IV Semester)
Programme Outline of M.Ed

Semester-I

<table>
<thead>
<tr>
<th>Paper</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Evaluation</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>M.Ed-01</td>
<td>Psychology of Learning and Development</td>
<td>04</td>
<td>75 25</td>
<td>100</td>
</tr>
<tr>
<td>II</td>
<td>M.Ed-02</td>
<td>Historical, Political and Economical Perspective</td>
<td>04</td>
<td>75 25</td>
<td>100</td>
</tr>
<tr>
<td>III</td>
<td>M.Ed-03</td>
<td>Educational Studies</td>
<td>04</td>
<td>75 25</td>
<td>100</td>
</tr>
<tr>
<td>IV</td>
<td>M.Ed-04</td>
<td>Introduction to Research Methods</td>
<td>04</td>
<td>75 25</td>
<td>100</td>
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<tr>
<td></td>
<td>Course work</td>
<td>Internship :- (Practicum Work with B.Ed Students)</td>
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<tr>
<td></td>
<td>Course work</td>
<td>Seminar/Workshop/Conference (attend &amp; organize)</td>
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<td>Course work</td>
<td>Lecture on any one innovative Methods, one P.P.T.</td>
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<tr>
<td></td>
<td>Course work</td>
<td>Presentation on Current Educational Issues.</td>
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<tr>
<td></td>
<td>Total</td>
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<td>04</td>
<td>10x10=100</td>
<td>100</td>
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Aggregate of Semester I

1 credits = 12 hours

Total Credits = 16+4 = 20 Credit  Total hours = 20x12=240hrs
Total Marks = 100 x 5 = 500

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## Semester-II

<table>
<thead>
<tr>
<th>Paper</th>
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<th>Course Title</th>
<th>Credits</th>
<th>Evaluation</th>
<th>Total</th>
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</thead>
</table>
| ISB - I | *ISB I (Inter Semester Break) | **Communication and expository Writing:**  
Part I - A. Review of Related Literature on any topic of Research  
B. Dissertation Work:  
1. Synopsis Presentation of Research Study (PPT)  
2. Student orientation on Tools development related to topic of current issues or topic of research  
Part II - Self Development Programme (Any Two)  
1. **Personality Development** - Meaning, factors, approaches, techniques to enhance the personality  
2. **Communication Skills** - Meaning, components, types, barriers and ways of improving C.S. and its importance  
3. **Creative writing Skills** - Meaning, Types, elements, forms and Techniques to improve the C.W. Skills  
4. **Decision making Skills** - Meaning, Types, steps involved in decision making, Techniques to improve the D.M. Skills.  
5. **Interpersonal Skills** - Meaning, Types, Techniques to improve & its importance.  
7. **Research Skills** - Meaning, Types, Characteristics, components, ways of improving R.S. and its importance  
9. **Time Management** - Meaning, Types, Characteristics, components, ways of improving T.M. and its importance. | 04 | 100 | 100 |
|       |             |                                                                                 | 01 | 25 | 25 |
|       |             |                                                                                 | 02 | 50 | 50 |
|       |             |                                                                                 | 01 | 2\times12.5 | 25 |

| V     | M.Ed-05     | Philosophy of Education                                                         | 04 | 75 | 25 | 100 |
| VI    | M.Ed-06     | Sociology of Education                                                          | 04 | 75 | 25 | 100 |
| VII   | M.Ed-07     | Curriculum Studies                                                              | 04 | 75 | 25 | 100 |
| VIII  | M.Ed-08     | Teacher Education -1                                                            | 04 | 75 | 25 | 100 |
|       |             |                                                                                 | 24 |     | 500 |

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## Semester-III

<table>
<thead>
<tr>
<th>Paper</th>
<th>Course Code</th>
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<th>Credits</th>
<th>Evaluation</th>
<th>Total</th>
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<tr>
<td>ISB-II</td>
<td>*ISB-II</td>
<td><strong>Course of Professional Development</strong></td>
<td>04</td>
<td>100</td>
<td>100</td>
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<tr>
<td></td>
<td></td>
<td>• <strong>Internship in TEI</strong></td>
<td>04</td>
<td>100</td>
<td>100</td>
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<tr>
<td></td>
<td></td>
<td>i. Prepare Administration and Standardize of any one Psychology Test.</td>
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<td>1 x 25</td>
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<td></td>
<td>ii. Case Study on basis of Individual differences</td>
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<td>iii. Observation of One Educational Training institution and its Report writing.</td>
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<td></td>
<td>iv. Development Skills to maintain Institutional Office records.</td>
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<td>1 x 25</td>
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<tr>
<td>IX</td>
<td>M.Ed-09</td>
<td><strong>Specialization on courses :- On the basis of two levels i.e Elementary Education, Secondary and Sr. Secondary Education)</strong></td>
<td>04</td>
<td>75</td>
<td>25</td>
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<td>(Any One)-opt any one following paper with one level</td>
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<td>(a) Pedagogy of Science Education</td>
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<td>(b) Pedagogy of Mathematics Education</td>
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<td>(c) Pedagogy of Language Education</td>
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<td>(d) Pedagogy of Social Science Education</td>
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<tr>
<td>X</td>
<td>M.Ed-10</td>
<td><strong>Specialization on courses (Any one)</strong></td>
<td>04</td>
<td>75</td>
<td>25</td>
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<tr>
<td></td>
<td></td>
<td>i. Guidance and Counseling - I</td>
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<td>ii. Curriculum Pedagogy and assessment - I</td>
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<td>iii. Education Policy, Economics and Planning - I</td>
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<td>iv. Educational Management, Administration and Leadership-I</td>
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<td>v. Education Technology - I</td>
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<td>vi. Theme based on Institutional Strengths (Any one)</td>
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<td>a) Life Long Education-I</td>
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<td>b) Value Education and Human Rights-I</td>
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<td>c) Peace Education-I</td>
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<td>d) Yoga Education-I</td>
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<td>e) Inclusive Education-I</td>
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<td>XI</td>
<td>M.Ed-11</td>
<td>Advanced Research Methods</td>
<td>04</td>
<td>75</td>
<td>25</td>
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<tr>
<td>XII</td>
<td>M.Ed-12</td>
<td>Teacher Education -2</td>
<td>04</td>
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<tr>
<td>Total</td>
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<td></td>
<td></td>
<td>20</td>
<td>500</td>
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</tbody>
</table>
### Aggregate of Semester III
Total Credits = 16+04 = 20 Credit  
Total hours=20x12=240hrs
Total Marks 400
ISB II 100  
500 Marks.

### Semester-IV

| Paper | Course Code | Course Title | Credits | Evaluation | | | | | |
|-------|-------------|--------------|---------|------------|---|---|---|---|
| ISB III | ISB III | A. Dissertation (2 Credits)  
i. Data Collection  
ii. Introduction of Excel/SPSS for Data Analysis  
iii. Presentation by students of statistical techniques used in data analysis using Excel/SPSS  
B. Academic Writing (2 Credits)  
i. Abstract writing of two research papers of dissertation work.  
ii. Library based Self directed study notes (any two topics) | 04 | - | 100 | 100 |
| XIII | M.Ed-13 | Specialization on courses:-On the basis of two levels i.e Elementary Education, Secondary and Sr. Secondary Education (Any One) opt any one following paper with one level  
(a) Pedagogy of Science Education  
(b) Pedagogy of Mathematics Education  
(c) Pedagogy of Language Education  
(d) Pedagogy of Social Science Education  
Practical Work- Project work on topics of above papers | 04 | 75 | 25 | 100 |
| XIV | M.Ed-14 | Part (A) Specialization on courses (Any one)  
i. Guidance and Counseling - II  
ii. Curriculum Pedagogy and assessment -II  
iii. Education Policy, Economics and Planning - II  
iv. Educational Management, Administration and Leadership- II  
v. Education Technology -II  
vi. Theme based on Institutional Strengths (Any one)  
(a) Life Long Education-II  
(b) Value Education and Human Rights-II  
(c) Peace Education-II  
d) Yoga Education-II  
e) Inclusive Education-II  
Practical Work- Project work on topics of above papers | 04 | 75 | 25 | 100 |
| XV | M.Ed-15 | Dissertation  
- Dissertation writing  
- Dissertation (Pre-submission Presentation)  
- Final Presentation and Viva-Voce | 02 | 50 | - | 100 |
| | | Total | 20 | | 500 |

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Aggregate of Semester IV
Total Credits = 20 Credit  Total hours = 20x12 = 240hrs  Total Marks 500.

ISB III- 100

<table>
<thead>
<tr>
<th>Total Credits = Sem-I + Sem-II + Sem-III + Sem-IV</th>
<th>Total Marks = 500 + 500 + 500 + 500 = 2000 Marks</th>
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</thead>
<tbody>
<tr>
<td>20 + 20 + 20 + 20 = 80 credits</td>
<td>Total hours = 240+240+240+240 = 960hrs</td>
</tr>
</tbody>
</table>

Evaluation of M.Ed. Examination

1. Each theory paper in semester I, II, III, & IV will carry 100 marks out of which 75 marks will be of theory paper and 25 marks to be assessed on sessional work.
2. In each semester the duration of each paper shall be three hours. Internship programme in semester I will carry 100 marks equal evalent to one paper.
3. ISB-1: Semester-I will be of 100 Marks, out of which 25 marks will be for Part I -(a) Review of Related Literature on any area of Education Research, 50 marks will be for (b) Dissertation Work and 25 marks will be for Part II- Self Development Programme.
4. ISB-2: Semester III will be of 100 Marks, out of which 100 marks will be Internship in TEI.
5. ISB-3: Semester IV will be of 100 Marks, out of which 50 marks will be of Dissertation and 50 marks will be of Academic Writing.
6. 100 marks will be carry in ISB I: Semester II, 100 Marks will be carry in ISB II Semester III, 100 Marks will be carry in Semester-IV. 100 marks out of which 50 of dissertation writing as external assessment, 25 marks of dissertation (Pre submission presentation) as internal assessment & 25 marks of final Presentation and viva-Voce as external assessment.

QUESTION PAPERS:-

1. Each theory paper shall carry 100 marks and will be of 3 hours. Part A of theory paper shall contain 15 short answer questions of 30 marks, based on knowledge, understanding and applications of the topics/texts covered in the syllabus. Each question will carry two marks for correct answer.
2. Part B of paper will consist five questions; in which candidate will attempt any three questions of 45 marks (Each question will carry 15 marks). Limit of the answer will be five pages.
3. Each practicum will be of four/six hour’s durations and will involve laboratory experiments/exercises.
4. These marks will be divided further as:-

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Sessional Work:-
The Sessional work shall be examined by both the external and the internal examiner and an average of the marks awarded by them shall be considered. In case there is difference of more than 20% Marks than the same shall be examined by the third examiner and the nearest average shall be considered.

Part-II Dissertation 200 Marks
The dissertation shall be examined on the following line:

(i) External Examiner 75 Marks (Final Report=50, Viva=25)
(ii) Internal Examiner 125 Marks (ISB PART-1 (50MARKS), ISB-2(50 MARKS), ISB -3(Pre-submission presentation 25 marks).

Working out the result and awarding division:
The successful candidate shall be classified into two classes.
Class-I- Those obtaining 60 percent of the aggregate marks or more.
Class-II- Those obtaining at least 48 percent of the aggregate or more but less than 60 percent. The minimum passing marks in each paper except Dissertation shall be 30 per cent. In dissertation the minimum passing marks shall be 48 percent.

O.8 B Credits:
The term 'Credit' refers to the weightage given to a course, usually in relation to the instructional hours assigned to it. For instance, in case of Internship programme, symposium, seminar, workshop, communication skill and internal exams assigned 40 credits in each semester. However, in no instance the credits of a course can be greater than the hour allotted to it. One credit refers to 12 hours. Total 960 hours in two years. The total minimum credits, required for completing a PG M.Ed. Programme is 80 credits. Credit marks in I semester 18 in II Semester 22 in III Semester 24 and IV Semester 16. Total credit marks will be 80.

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SEMESTER-I

M.Ed-01

PSYCHOLOGY OF LEARNING AND DEVELOPMENT

100 Marks

Objectives

After completing the course the students will be –

1. To enable the students to understand the psychological foundation of education.
2. To develop an understanding about theories of learning.
3. To develop an understanding about learners cognitive thinking and learning styles.
4. To develop an understanding of theories of personality and its measurement.
5. To understand psychological measurement, of all aspects of educational psychology.
6. To develop an understanding of concept, models and types of Metacognition.

Course content

Unit-I Educational psychology and issues to Human Development

10 Hours

A. Meaning and concerns of education psychology, Contribution of various schools with reference to teaching –learning: Behaviorism, Humanistic, and Constructivism

B. Methods in psychology- Experimental, Observation, Clinical & Case Study

C. Concept of Individual differences:-meaning, causes and their Educational Implications (with special reference to mental retarded, gifted & delinquent).

Unit-II Cognitive aspects of an individual

10 Hours


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Piaget, Bruner & Vygotsky with reference to multiple school contexts of India.

B. Intelligence - Nature, Types of intelligence-Emotional, Social, Spiritual and Artificial Impact of Heredity and environment on intelligence, Theories (Multiple intelligence, PASS (Planning, Attention - Arousal and simultaneous successive model)

C. Creativity - Effect of school environment on creativity, Curriculum for pupils teachers based on Creativity Enhancement, Measurement of creativity, and Co-relation of creativity with intelligence

Unit - III Paradigms of Learning 8 Hours

A. Learning: - Meaning, affecting factors, types and learning styles
B. Learning theories with educational Implication:- Guthrie’s Theory, Tolemen’s Theory, Verbal Learning, Concept Learning, Skill Learning.
C. Transfer of Learning:- Factors, theories & their implication for teachers

Unit - IV Personality and Motivation 10 Hours

A. Personality:-Definition and nature , Theories-Psychoanalytical : classical and Neo-Freudian, Humanistic: Roger and Maslow’s, Biological, Genetic: Eysenck Arousai Theory and Zuckerman’s Theory, Social – Cognitive Theory: Bandura’s Theory, Personality Traits by Carl– Jung’s-(Extroversion v/s introversion, Sensing v/s Intuition, Thinking v/s Feelings, Perceiving v/s judging), Assessment of Personality.

B. Motivation: Instinct, Need, Drive, Motives, Maslow’s Need Hierarchy, Achievement motivation by Mc-Cleland and educational implications, interest and aspiration, Assessment of Motivation.

Unit V-Applications of psychology to health and education 10 Hours

A. Adjustment: Concept, definition, Factors affecting, adjustment (Frustration & Conflict), Ego-Defense mechanism, Identification and education of mal-adjusted children.
B. Stress, Sources of Stress, Stress management technique, Anxiety, Forms of Anxiety:- panic and phobia, Vocational Guidance & Career Counseling.
C. Promoting of positive health and well being:- mental-health& hygiene Resilience,
Sessional Work: 25 marks

- Active participation in routine class instructional deliveries (Practical work/tutorial/field work etc.)
- Administration, scoring and conclusions of psychological tests. (anyone) - Personality, Attitude, Intelligence, Stress, Adjustment, well being, Mental health, Anxiety, Motivation, Creativity.

References:

1. Arora, Rita,(2005),"Shikshan Adhigam ke Mano-samajik Aadhar" Shiksha Prakas Han, Jaipur.
12. Mangal S.K.: advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd.

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SEMESTER-I

M.Ed. - 02

HISTORICAL, POLITICAL AND ECONOMICAL PERSPECTIVE

MARKS-100

Objectives:-

After completing the course the students will be able -

1. To understand the development and role of Education in Historical, Political and Economical aspects in India.
2. To understand about multidisciplinary approach in relation to Education with other aspects.
3. To understand the relationship between political institutions, economic policies and historicism.
4. To understand the educational contribution of great thinkers.
5. To understand the role of central agencies in development of education in India.
6. To acquaint with the experiments and their contribution in education.
7. To understand the importance of democratic values and constitutional provisions for Education in India.
8. To understand the global trends of education in changing nature of global society like-open learning system, scientific & technical invasion, economic and social challenges.

Course Content:

Unit – I: Historical Aspects

A. Comparative study of the development of Education in ancient, medieval and modern reign with special reference to aims, objectives, curriculum, methods and Evaluation techniques, Impact of colonialism on Indian Society, economy, polity and education.

B. Experiments and contribution in Indian Education: Gujarat Vidya Peeth, Shanti Niketan, Pondichari Ashram, Chitrakoot Gramodyog Vishva Vidhyalaya, Riverside School.

Unit – II: Political Aspects


B. Democratization of Education, role of democracy and education in multicultural & multilingual societies, Constitutional provisions for

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Education in India, Human Rights (U.N. declaration) with special reference to Child Right.

C. New trends, problems and their possible solutions of Indian Educational Administration, world Problems and Terrorism: its causes, impact on society, remedies through Education.

Unit – III: Economical Aspects

A. Meaning, Concept, Importance of Economic Growth and Economic development, Planning, Role of Education for it, Economy and Education: Impact of LPG (Liberalization, Privatization, globalization) and concept of PPP (Public Private Partnership).


Unit – IV: Global Aspects

A. Economic and historical forces in shaping the aims of Education, Dominance conflict and resistance in the concept of Education.

Dellor’s commission Report – 1996, Citizenship Education: Meaning, Concept, Qualities, Need and importance, Role of culture.

B. A study of secularism, Nationalism and Universalism, Scientific, Technical and Cultural invasion, its impact on society and education.

C. Open learning society and open learning system: origin, meaning, concept, objectives, merits and challenges.

UNIT V: Central Agencies of Education

A. Introduction: MHRD, NCERT, CBSE, CABE, NUEPA, UGC, NAAC.

B. Functions of Central agencies

C. Educational Implications & contribution in reference to quality enhancement in present teacher training challenges.

SESSIONAL WORK:-

Attempt any two of the following.

25-MARKS

1. Power point presentation on any topic of the syllabus of this paper (units 1-5).

2. Seminar on any topic related to political and economic issue based on education.

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3. Two abstract of recent articles related to subject published in reputed journals.
4. Write two term papers on global aspects of education.
5. Contribution of any two in quality enhancement MHRD, NCERT, CBSE, CABE, NUEPA, UGC, NAAC

References:
1. अरोड़ा रीता (2007) : शिक्षा में नवविचित्रन, शिक्षा प्रकाशन, जयपुर।

Dy. Registrar(Academic-I)
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Jaipur
21. सक्सेना एन. आर. स्वरूप (2013) : शिक्षा के दार्शनिक एवं सामाजिक-सात्त्विक सिद्धांत, आर. लाल बुक डिपो।
23. शर्मा आर. ए. (2014) : शिक्षा के दार्शनिक एवं सामाजिक एवं मूल आधार, आर. लाल बुक डिपो।
26. शुक्ला सी.एस. : भारत में शिक्षा प्रणाली का विकास, इंटरनेशनल पब्लिशिंग हाउस, मेरठ।

**SEMESTER-I**

**M.Ed – 03**

**EDUCATIONAL STUDIES**

MARKS 100

**Objectives –**

After completing the course the students will be able –

1. To develop an understanding about the concept of Educational Studies.
2. To develop insight into different areas of Educational Studies.
3. To enrich their professional life by the study of comparative education.
4. To help them perceive the wide variety of education tasks and arrangement in different countries.
5. To acquaint them with the recent research done in different fields of Education.
6. To acquaint with contemporary concerns of Education.
7. To develop skill in analyzing research paper.
8. To understand recent education policies and acts.

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Course Content:

UNIT - I Areas & Analysis of Educational Studies - 9 Hours

A. Pedagogical, Philosophical, Sociological, Psychological, Health, Curriculum, Gender issues, Action Research, School Administration, Technological development, Drama-Arts, Special education and Environmental Scenario.

B. Analysis of Educational Studies from reputed recognized educational journals.

UNIT II-Changing Socio-Cultural Context of Education 10 Hours

A. Education in the present Socio-Cultural Perspective, Understanding Contemporary Indian society with reference to multilingual, multicultural gender, equity, poverty, diversity, human rights and rights of child, appropriate approaches for teaching, young children in the context of diversities and Constitutional provisions of education

B. Process of socialization and acculturation of child—critical appraisal of the school, parents, peer group and the community, Young children and social policy, Social context as a source for rejuvenating teaching and learning and classroom as a social context.

UNIT - III Comparative Education 9 Hours

A. Concept, Meaning, Nature and Importance Comparative Education.

B. comparative study of Educational system at Primary, Secondary, Higher and Teacher education of India with reference U.S.A, U.K. and Russia

UNIT - IV Contemporary Concerns of Education - 10 Hours


B. Public - Private Partnership - issues and challenges, Professional development of teacher through quality training, Interpersonal relationship, Financial Status, Job satisfaction, Education for skill development, Delinking of Jobs with degree (emphasis on professional skills and life skills), Environmental Education, Gender Sensitization

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UNIT - V  Recent Education Policies and Acts  10 Hours


B. Constitutional Provision in Education

Sessionals –
Any two 25 marks
- Action Research on any one educational topics
- A comparative study of professional life on the bases of India & abroad.

References:-

8. NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
SEMESTER-I

M.Ed. - 04

Introduction to Research Methods

Marks 100

Objectives:-

After undergoing this course the students will be able to:-
1. Explain and describe the meaning of Scientific Method, Scientific Inquiry and their implications for educational research.
2. Describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research.
3. Explain and adopt different strategies of research to solve educational problems.
4. Understand mechanics of writing research proposal research papers.
5. Select research problem, preparation of research proposal, doing research and its report writing.
6. Understand recent research trends in India & abroad.

COURSE CONTENT

UNIT I  Structuring Educational Research  

A. Nature of research, knowledge and inquiry: Nature of knowledge and its sources (Instinct, reason, intuition etc). Scientific method of inquiry (Authority, Intuition, Tenacity, Rationalism, Empiricism) and their role in knowledge generation.


C. Research Problem: Sources for identifying the research problem. Characteristics of a good research problem, Scientific Steps of Research, Reviewing Literature (online database, encyclopedia, etc), Ethical issues in Research-Plagiarism. APA guidelines for human participants in research.

UNIT II  Design in Educational Research  

A. Quantitative Research: Descriptive research. Subcategories of Descriptive Research: Surveys, Correlation Studies, Ex-post facto research, Historical research (meaning, steps, significance, primary and secondary sources and internal and external criticism). Experimental Research.

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B. **Qualitative Research**: Case studies (Developmental and longitudinal), Ethnographic studies, Phenomenological research and naturalistic inquiry.

C. **Mixed Research**: meaning, fundamentals principals, strength and weakness, types and limitations

**UNIT III  Variables, Hypothesis, Population & Sample**  
10 Hours

A) **Variables**: Meaning definition and types of variables. (Independent, Dependent, Extraneous, Intervening, Confounding etc.)

B) **Hypothesis**: Meaning, difference between assumptions, postulates and hypotheses, types of hypothesis, difference between Positive and Null Hypothesis, Characteristics of good hypothesis, Hypothesis testing. Types of errors: Type I and Type II

C) **Populations and Samples**: Meaning Characteristics of a good sample, Sampling.

**UNIT IV: - Tools and Methods of data collection**  
8 Hours

A) **Tools**: Types of Tools, Standardize & Non-Standardize Tests, Construction of a Test Questionnaire, Interview, Rating Scale, Observation, Attitude Scale, Schedule, and Sociometry.

B) Validity, Reliability & Objectivity of a Test, Adaptation of a Test.

**UNIT V  Writing of Research Proposals, Recent trends in Education**  
10 Hours

A. **Writing of Research Proposals** - Identification of a research topic: Sources and need, Review of related literature, Rationale and need of the study, Conceptual and operational definition of the term, Variables, Research question, aims, objectives and hypotheses, Delimitation, Methodology, samples, tools, Scope, limitation, delimitation, Significance of the study, Bibliography, Time frame, Budget if any and chapterisation


**Sessional:-**  
25 marks

1. Differentiate between, fundamental, applied and action research and critically analyze any research dissertation.

2. Concept map of any area of research methods.

---

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University of Rajasthan  
Jaipur
References:-
1. Best, John W. : Research in Education
5. Good, C.V.: Introduction to Research.

SEMESTER-II

M.Ed. - 05

Philosophy of Education

Marks : 100

Objectives:
After completing the course the students will be able -
1. To understand the relevance of philosophy as a discipline.
2. To develop a deeper understanding of the relationship between philosophy and education.
3. To understand the scope and application of educational philosophy.
4. To acquaint with the philosophical theories underlying educational principles.
5. To appreciate the contribution of western philosophy and Indian Philosophy to Education.
6. To develop the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.

Course Content:

Unit 1 Educational Philosophy

A. Philosophical Foundation of Education: - Meaning & scope of Philosophy need of philosophy for a Teacher its Practical Meaning & Various definitions of educational philosophy.

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B. Interrelationship between philosophy & Education, Modern Concept of Philosophy: Analysis – Logical empiricism & positive relativism, Scope-Functions of Educational Philosophy.

Unit 2 Fundamental philosophical Issues: - 10 Hours
A. Metaphysical Issues: The issues with special reference to ontology, cosmology and theology, Epistemological and axiological issues.
B. The issues special reference to reality and objectivity, worth of knowledge and truth

Unit 3. Comparative Study of the western Schools of Philosophy 10 Hours
A. Study of western schools of Philosophy on the basis of following point : Principles and general maxims, Aims of Education, Curriculum, Teaching Methods, Discipline, Teacher pupil relationship and their place in education. Beliefs about nature of knowledge, Morality and Values.
B. Naturalism, Pragmatism, Idealism, Existentialism and Realism

Unit 4. Impact of Educational Philosophy of some Indian Philosopher 10 Hours
A. Study of Indian Philosophers keeping in mind the following points: - Concept of education and Effect of their contribution on philosophies.
B. Specific contribution and its relevance with contemporary educational practice:- Dr. Jakir Hussain, Dr. S. Radhakrishnan, J. Krishnamurti, Dr. B.R. Ambedkar.

Unit 5. Indian School of philosophy 10 Hours
A. Study of Indian Schools of philosophy keeping in mind the following points :-Thematic Concept, Aims of Education, Curriculum, Teaching Methods and Discipline
B. Upanishad, Bhagvad Gita, Jainism, Buddhism, Vedanta Philosophy and Islamic Philosophy.

Sessional Work:
Any two of the following: 25 Marks
- One term paper on any topic related to educational philosophy.
- Report writing of a panel discussion or college of educational philosophy.
- Abstract of two recent educational philosophical research paper.

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References:
Cliffs, Prentice Hall Inc.
Student Edition) Tokyo; McGrow Hills.
Inc., Englewood Cliffs, N.J.
Education, Agra; Vinod Pustak Mandir
Banarasidas Publishers.
7. ओड़, तल्लीलाल कृ. (1973). शिक्षा की दार्शनिक पृष्ठभूमि: राजस्थान हिन्दी ग्रन्थ
अकादमी।
Publishers
avam Shiksha,Shiksha Prakashan , Jaipur
Houghton Miffin.
11. शर्मा आर.ए. (2014) : तत्त्वज्ञानांत्य, ज्ञानीज्ञान, मूल्यीज्ञान एवं शिक्षा, आर
लाल बुक डिपो, मेरठ।
Gersrge G. Garper & Colts.
Inc.

SEMESTER-II

M.Ed.-06
SOCIOLOGY OF EDUCATION

Marks 100

Objectives:-
After completing the course the students will be able -
1. To understand the concept of Educational Sociology and Sociology of
Education.
2. To understand the relationship among Education, Society and social
substance.
3. To understand the contribution of great educator’s to society and education.
4. To understand the process of socialization relationship between culture,
society and education.

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5. To analyze, interpret and synthesize various concepts of sociological principles related to educational phenomena.
6. To understand the concept and process of social stratification and social change.
7. To understand the issues of excellence, equality and inequalities.
8. To understand emerging trends of society in global perspectives.
9. To understand the process of social change, modernization and role of education in the transmission of the national and cultural heritage.

Course Content:
Unit –I: Education and Sociology 8 Hours

Unit – II: Socio- Cultural Context of Education 10 Hours
A. Relationship of Education with culture, cultural change, cultural conflict, cultural relativity, cultural pluralism, Indian culture in global perspectives.
B. Process of socialization and acculturation of the child, critical appraisal of the role of school, parents, peer groups and the community.
C. Meaning & process of modernization, Concept of post modernism, Impact of modernization on education and culture, role of education for making composite culture.

Unit – III: Education as a Social Process 10 Hours
A. Concept of change, planned change and process of planned change.
B. Education as related to social change, social mobility and social stratification.
C. Education for sustainable development: Meaning, Dimensions, Principles, strategies and role of Education in sustainable development.

Unit – IV: Social Dimensions of Education 10 Hours
1. Meaning and concept of social ecology and contribution of education to maintain harmonious social ecology.
2. Social structure and education: conflict, Crisis within Indian social structure.
3. Unity and diversity in India, Education and Inequalities; caste, class, gender, education for the oppressed, issues of equality of Education opportunity and excellence in Education.

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UNIT – V Futuristic Society and Education

A. Meaning of futuristic society, goals of education in global perspective.
B. Social hindrance in educational upliftments as caste, religion, regionalism, poverty perspective
C. Challenges of education in future social perspective.

Sessional Work-

Attempt any two of the following :-

a. Survey of any social problem and present a report.
b. Case study of any social institution.
c. Conduct a social awareness programme in an educational institution.

REFERENCES :-

1. Anand C.L. and Et.al., The Teacher and Education in Emerging Indian Society, NCERT, New Delhi. (1983)

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Jaipur
20. सक्सेना एन. आर. स्वरूप (2013) : शिक्षा के दार्शनिक एवं समाजशास्त्रीय दृष्टिगत, आर. लाल बुक डिपो।
21. शर्मा, आर. ए. (2014) : शिक्षा के दार्शनिक एवं सामाजिक एवं मूल आधार, आर. लाल बुक डिपो।
24. Srinivas M.N.: Social Change in Modern India

SEMESTER-II

M.Ed -07
Curriculum Studies

MARKS 100

Objectives:-

After completing the course the student will be able:

1. To understand the concept of curriculum and curriculum development.
2. To develop an understanding about important principles of curriculum construction.
3. To get acquainted with the curriculum design, it's theories and procedures.
4. To acquaint the students with the existing approaches to curriculum design.
5. To acquaint the students with the process of curriculum development.
6. To enable the learners to reflect on various trends in curriculum development.
7. To enable the learner to appreciate the need for evaluation of curriculum.
8. To develop competencies to design and evaluate curriculum.

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Course Content:

Unit I Concept and Meaning of Curriculum: 8 Hours
- Concept, meaning and characteristics of curriculum.
- Determinants of curriculum. – Philosophical (national democratic), Sociological (socio- cultural reconstruction) and Psychological. (learner’s need and interests).
- Approaches to Curriculum-Subject, Learner, Community centered and interdisciplinary curriculum.

Unit II Curriculum development and theories: 10 Hours
- History, Guiding Principles, Stages and Strategies of Curriculum development.
- Curriculum and Constructivism.
- Curriculum and Critical Theory.
- Curriculum and Poststructuralist Theory.

Unit III Conceptions and Designing of the Curriculum: 10 Hours
- The Humanistic, Social Reconstructionist and Technological Curriculum.
- Organization, Components, Sources, Principles and Approaches of curriculum design.
- Plan and implementation of technology in curriculum design.

Unit IV Evaluation and trends in Curriculum 10 Hours
- Concept, Meaning, Need, Importance and Aspects of Curriculum Evaluation.
- Models of Curriculum evaluation consensus-Pluralistic.
- Trends in Curriculum Research.

UNIT V- Models of curriculum design: 10 Hours
- The Taba Model,
- The Saylor and Aleoxander’s models.
- Good lad’s model of curriculum design.
- Models of Curriculum Evaluation : Tyler’s, Stake’s, Scriven’s and Krikpatrick’s Model.

Sessional Work: - 25 marks
Following two:-
- Report writing on different factors which affect curriculum development in our country.
- Analyze senior secondary curriculum of state board of any subject of your choice.

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Jaipur
REFERENCES:

16. IGNOU (2005): Curriculum and Instruction (ES-331) Block-1, New Delhi
SEMESTER-II
MED-08
TEACHER EDUCATION 1
MARKS 100

Objectives:-
After completing the course the students will be able –
1. To create awareness of various problems of Teacher Education.
2. To acquaint with the teacher education programmes at all levels.
3. To develop skills in organizing practice teaching and in selecting teaching strategies and teaching models.
4. To acquaint with the responsibilities pertaining to school organization and classroom management.
5. To appreciate the need for research in Teacher Education.
6. To acquaint with the various statutory bodies regarding Teacher Education.

Course Content:
Unit 1: Context of Teacher Education: 10 Hours
a) Meaning, Nature, Scope and Significance of Teacher Education
b) Aims and Objectives of teacher Education at different level.
c) The Context of Teacher Education - The Dynamics of Social, Psychological, Political and Economic Changes in Society.
d) Futuristic Views of Teacher Education. (Preparation of Teachers for Schools, Inclusive Classrooms and the Global Context)

Unit 2: Knowledge based Teacher Education: 10 Hours
a) Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.

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Unit 3: Models of Teacher Education and Instructional Methods

8 Hours

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

Unit 4: Managing Practicum in Teacher Education:

10 Hours

a) Integration of Theory and Practice.
b) Organization, Observation, Supervision and Assessment of Practice Teaching.
c) Concept and Types of Feedback to Student Teachers.
d) Principles and Organization of Internship.
e) Mentoring and Coaching in Teacher Education.

Unit 5: Issues and Concern in Teacher Education

10 Hours

a) Developmental concept of a teacher.
b) Problems of teacher education at school levels.
c) Quality assurance and accreditation in teacher education.
d) Role of NCTE and IASE.
e) Application of ICT in teacher education.
f) Code of teacher education.

Sessional Work (any two) -

25 Marks

- A critical study of one teacher training college with reference to reorganization by NCTE.
- Role of any two for quality enhancement - IASE, CTE, SCERT.
- Educational Qualification and code of conduct for professional teacher given by UGC.

REFERENCES:-

2. Chaurasia, Dr. G. - New Era in Teacher Education, Sterling Publishing Pvt., Ltd.
4. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, and Model Down, Delhi-9.

Dy. Registrar(Academic-I)
University of Rajasthan
Jaipur
5. N.C.E.R.T., Investigations, Studies, and Projects Relating to Internship in teaching, New Delhi
6. Mukarjee (Editor) S.N. – Education of Teachers in India, Volume 1 e I& II – S. Chand & Co., Delhi
8. Shrimali K.L. -Better Teacher Education. Ministry of education, Government of India
10. Sharma, R.S. Emerging Trends in Teacher Education.
14. Four Year Courses in Teacher Education- All India Association of Teacher Educations, B-1/G-A, and Model Town, Delhi-9.
16. Mukarjee (Editor) S.N. – Education of Teachers in India, Volume 1 e I& II – S. Chand & Co., Delhi
20. Sharma, R.S. Emerging Trends in Teacher Education.

SEMESTER-III

Specialization Select one out of four Paper

M.Ed 09 (a)

Pedagogy of Science Education

Objectives: 

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

- To understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- To understand the difference and complementarily between Science and Technology;

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• To understand the need to evaluate curricula and evaluate the same on the basis of different validities;
• To understand diversity of instructional materials, their role and the need for contextualization in science education;
• To appreciate the role of co-curricular activities in science education;
• To familiarize with innovative trends in assessment, analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects;

Unit I - Nature of Science
• Evolution of science as a discipline
• Science as a dynamic expanding body of knowledge
• Development of scientific knowledge
• Scientific methods explanations
• Science and technology.

Unit II - Curriculum of Science Education
• Trends in science education from the beginning of the nineteenth century to the present- at national and international level
• Criteria of validity of science curriculum
• Content, ethical environmental, cognitive, historical.

Unit III- Approaches to Teaching-Learning of Science-1
• Approaches to concept learning
• Constructivist approaches to science learning
• inquiry method, problem solving strategies
• concept, development investigatory approach
• inductive method, project based learning
• planning different types of projects
• Use of ICT in teaching-learning of science concepts at secondary level.

Unit IV-Assessment in Science Education
• Continuous and comprehensive evaluation in science
• Assessment of affective measures in science
• Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
• Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.

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Unit V - Contemporary Issues in Science Education

- Contribution of women in science
- Scientific and technological Literacy.
- Ethical aspects of science.

SESSIONAL WORK 25 MARKS

- Group discussion/lecture-cum-discussion/panel discussion/symposium/school visits and sharing of experiences OR Experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children.

REFERENCES:

10. International Journal of Science Education.

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M.Ed 09 (b)

Pedagogy of Mathematics Education

Objectives:-

On completion of this course students teacher will be able to:
- distinguish between science and mathematics appreciate the abstract nature of mathematics
- distinguish between the roles of pure and applied mathematics
- develop the skill of solving real-life problems through mathematical modeling as an art
- develop the understanding of using constructivist approach in mathematics
- develop the skill of using various methods of teaching mathematics
- develop problem solving skills highlight the significance of mathematics laboratory.
- enable to distinguish between induction and mathematical induction
- develop the skills required for action research in mathematics

Marks-100

Unit I- Nature, Development and Significance of Mathematics
- Distinction between mathematics and science
- Distinct roles of pure and applied Mathematics
- Mathematization-aesthetic aspect of mathematic
- Historical development of mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc.; teaching of mathematical modeling.

Unit II- Objectives and Strategies of Teaching-learning mathematics
- Aims and Objectives of teaching mathematics at various school levels,
- Instructional objectives in teaching mathematics
- constructivist approach in teaching of mathematics
- methods of teaching Mathematics- inductive and deductive methods, analytic and synthetic methods, problem solving skills
- Stages in problem solving techniques to improve problem solving skills.

Unit III- Curriculum of mathematics at different stages

Analyze the curriculum at-
- pre-primary, primary
- upper primary
- Secondary & higher secondary.

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Unit IV- Structure of Mathematics
- Undefined terms and axioms; proofs and verification in mathematics distinction between them
- Types of theorems such as existence and uniqueness theorems etc.
- Types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction.

Unit V- Evaluation in Mathematics-1
- Concept of evaluation in teaching
- learning process (formative, summative, criterion, diagnostic)
- Types of mistakes in mathematics, their identification
- Analysis with a purpose of preventing and remedial measures.

SESSIONAL WORK 25 MARKS
- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences OR Experimentation on any topic with kits and laboratory work project and assignments focusing in observation and interaction with children.

REFERENCES:-

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**M.Ed 09 (c)**

**Pedagogy of Language Education**

**Objectives :-**

On completion of the course students teacher will be able to:

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- Understand the psychology of language learning gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- examine various areas of research in language education.

**Unit I- Conceptual Issues Language Learning-1**

- Language acquisition and communication

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• 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.

Unit II-Individualization of Language Learning
• Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction.
• Development of language curriculum and the syllabus: dimensions, factors.

Unit III- Pedagogy of Language
• First language
• Second language
• Third language

Unit IV- Innovative Teaching Learning of Languages
• At-primary
• upper primary
• secondary,
• and higher secondary
• Pedagogical study of languages.

Unit V- Contextual Problem in Language Learning
• Multilingual class room
• problem of curriculum text above development
• three language for rule constitution provision regarding language.

SESSIONAL WORK 25 MARKS
• Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences and assignments focusing in observation and interaction with children.

REFERENCES:-

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**M.Ed 09 (d)**

**Pedagogy of Social Science Education-1**

**Objectives:**

Marks-100

After completion of the course the students be able to:

- Develop an understanding about the meaning, nature, scope of social sciences and social science education
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences employ appropriate for transaction of social science curriculum.
- Effectively Use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.

**Unit I – Conceptualization of Social Science Education**

- Concept, nature, and scope of social sciences
- Existing approaches of teaching-learning of social sciences

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- Epistemological frame proposed in educational policy documents
- various national curriculum frameworks concerning teaching-learning of social sciences.

Unit II – 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;

Unit III – 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 appraisal of various teaching learning strategies viz., lecture cum-discussion, project method, investigative project,

Unit IV- Media, Materials and Resources for Teaching-Learning
- Effective use of print media and audio-visual materials for social science,
- Integration of ICT in teaching-learning of social science

Unit V – Evaluation in Social Science Education
- Competency based evaluation, continuous and comprehensive evaluation; formative and summative evaluation,
- diagnostic test and remediation; assessment tools.

SESSIONAL WORK

- Group discussion/ lecture-cum –discussion/ panel discussion/symposium/ school visits and sharing of experiences OR Experimentation on any topic with laboratory work project and assignments focusing in observation and interaction with children.

25 MARKS

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REFERENCES:-

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SEMESTER-III
M.Ed – 10 (1)
Guidance and Counseling - i

Marks-100

Objectives:-

After completing the course the students will be -

- To develop understanding of bases meaning, need and types of guidance
- To get acquainted with the tools and techniques of appraisal of an individual
- To get acquainted with the need and various ways of collection and dissemination of occupational information.
- To develop understanding of meaning characteristics and types of counseling
- To get acquainted with process and techniques of Counseling.
- To get acquainted with meaning, purposes and out-line of job-study.

COURSE:-

Unit- 1 Guidance

- Bases of guidance-Philosophical, Sociological, Pedagogical, Psychological
- Concept of guidance - Meaning, Basic assumptions, Need of guidance, Influence of family and Community on guidance.
- Functions and purposes of Guidance.
- Types of guidance, Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.
- Adjective guidance, Identification of maladjusted children and the principles of dealing with them.

Unit – 2 Appraisal of an individual

- Testing devices- Intelligence tests, Achievement tests, Aptitude tests, Personality
- Inventories, Interest Inventories, Attitude Scale
- Non testing devices- Cumulative record Card, Sociometric techniques, projective techniques, Rating Scale, Case Study. Anecdotal Record, Autobiography.

Unit-3 Counseling

- Meaning, need, characteristics
- principles of Counseling
- Process and types of Counselling

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Unit-4 Counselling theories
- Client Centered Therapy (Carl Rogers)
- Rational Emotive Behaviour Therapy (REBT) (Albert Ellis)
- Behavior Therapy (B.F. Skinner)
- Gestalt Therapy (Fredric Perls)
- Psychoanalytic Therapy (Sigmund Freud)

Unit-5 Techniques of Counseling
- Individual counseling: Counseling interviews- Meaning, purpose, conditions of interview
- Qualities and responsibilities of an interviewer, evaluation through an interview.
- Group Counseling: Meaning, purpose, importance types of group Counseling- regular subject classes, core curriculum classes, special groups, school assemblies, clubs.

Sessional Work: 25 marks
- Prepare an interview schedule for an effective Counselling
- Visit a guidance Centre and Write a report about its organization and functions.

References:
5. Directorate general of Employment and Training(Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.

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Jaipur
M.ED-10 (2)
Curriculum, Pedagogy and Assessment – (i)

Marks: 100

Objectives:

- Understand the concept, principles and determinants and process of curriculum development at different levels.
- To help the student to develop skills in framing curriculum for subjects of teaching, analyzing curriculum for teaching-learning and developing course contents in the subjects of teaching.
- Understand the range of cognitive capacities among learners.
- Gain an understanding of different theoretical perspectives on learning.
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
- Understand the concept of assessment and evaluation.

Course:-

UNIT-1 Curriculum

- Curriculum : Need, scope and approaches (Teacher centered, child centered, activity centered). Curriculum and syllabus: concept and difference
- Foundations of curriculum : Epistemological, sociological, Psychological
- Principle of curriculum construction: Formulating aims and objectives, specifying content, defining teaching learning experience and evaluation.
- Characteristics of good curriculum

UNIT-2 Pedagogy: Teaching Learning Process

- Pedagogy: Concept, meaning and characteristics, difference between Pedagogy and Educational Technology.
- Instructional objectives: Difference between Objectives and Instructional Objectives, Bloom’s Taxonomy.
- Relationship among teaching, learning and instruction.

UNIT-3 E-Resources in Teaching Learning Process

- Resource center : SIET, SITE, Edusat , Gayan Darshan
- E – Learning : Meaning and importance Offline and Online learning and E-Library
UNIT-4 Current Practices in Education

- Teaching Methods: Problem solving, Project method, Supervised study, Heuristic method, Brain storming Method.
- Instructional Techniques: Panel Discussion, Workshop, Seminar, Symposia, Team Teaching.

UNIT-5 Educational Evaluation: Trends, Tools & Techniques

- Measurement, Assessment and Evaluation: Concept, Meaning, principle, Importance and difference.
- Tools and techniques of Evaluation: Characteristics, affecting factors.
- Tools of evaluation: Quantitative (Written, oral and practical) Qualitative (Observative, Introspective, Projective and Sociometry)
- Planning and Preparation of test (Including Blue Print)

Sessional work:-

(MARKS—25)
(Any two of the following)

* Critical analysis of the existing curriculum at various levels primary/Secondary/ Higher Secondary.
* Critical analysis of curriculum development policies.
* Study of instructional practices with reference to use of classroom skills.

References:

M.Ed-10 (3)
Education Policy, Economics and Planning – (i)

OBJECTIVES:  

MARKS : 100

After completion of the course the student-teachers will be able to:-
- Understand various policies, planning and initiation taken by Govt. at elementary level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- Gain insight on school planning and educational management.
- Understand planning, policies, research and innovation at the school level.
- Contribute to enhance innovation in school & educational management & planning.
- Understand structure & programme of UEE.

Unit-I Management of Elementary Education:-
- Meaning, concept, need and nature of management & management of education.
- Present policies and operational strategies of central, state Govt., district & local level for Elementary Education.
- Introduction- policies for strategy- Priority areas and Implementation machinery- training, Research and orientation.
- District-Planning and management of Education.
- Machinery of Local management DISE (District Information system for Education)

Unit-II Planning
- Planning, site & location- Design and Dimension, Equipment and infrastructure required for Elementary schools.
- Student teacher ratio, profession development programme for Elementary teachers.

Unit-III School management:-
- Managing committee: - Role. Constitution and functions
- Inspecting offices; Role, Duties, and functions.
- PTA- Need, Importance, formation and contributions
- School based Indicators, facility Indicators Teacher related Indicators.

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Unit-IV Universalization of Elementary Education (UEE)
- Meaning, concept importance nomenclature and present position of Elementary Education in India, measures for the promotion of UEE strategies for achieving RTE & UEE.
- Pattern of Education structure up to class VII, overview of Elementary Education in India.
- Control and support to Elementary schools.
- Free and compulsory Education Act 2009.
- Elementary Education, Comparative study of various countries.

Unit-V Programmes & Policies for Elementary Education
- Operation black board
- Mid-day-meal
- DPEP (District elementary Education programme
- Shiksha Karni project (BRCS/URCS and CRCS)
- Centrally sponsored programs for Elementary Education:-
- SSA, Kasturba Gandhi Balika School, NPEGEL, (national programme for Education of Girls
- Role & responsibility of DO,BO,DD, Head masters & SMCetc.

SESSIONAL:- (TWO) 25 MARKS
- Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.
- Review research on educational management or management of elementary schools which are used in other countries but not in India.
- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyze quality & quantity of Mid-day meal in any rural and urban school.

References

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Jaipur.
M.Ed. 10 (4)
Educational Management, Administration and Leadership (i)

OBJECTIVES

After completion of the course the student-teachers will be able to:-

- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To develop in them the skills in planning and implementing conventional administrative procedures.
- To develop an insight into the perspectives of management in the light of practices in education.
- To study educational management system in India with specific reference to national, state, district and village levels structures.
- To recognize the importance of Educational Resources and their effective management for quality education,
- To understand the issues and challenges in educational management and administration in India.

Unit - 1 Concept, need and process of Educational Planning
- Concept, scope and nature of Educational Planning
- Need and importance of Educational Planning
- Types of Educational Planning
- Process of Educational Planning in various type school in India.

Unit – 2 planning at central, state and local levels:
- Perspective planning at central, state and local levels.
- Priorities to be given at central and state levels.
- Schools for all and schools for the selected few.
- Determine facilities to the needs:
  - School programme
  - School Building
  - Teaching training facilities
  - Location of Schools.

Unit – 3. Problems of educational Planning:
- Calculating cost of education at various type of school.
- Comprehensive approach vs. selective approach.
- Public sector vs. private sector.
- Educational planning and exceptional children, gifted, backward and handicapped.

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Jaipur
• Educational planning for qualitative improvement.
• Educational expenditure & planning.

Unit 4-Performance in educational institutions
• Monitoring of school performance.
• Performance appraisal of the teachers.
• Scientific principles of management-PERT, CPM, PPBS system approach.
• Financial and administrative management of educational institutions.

Unit 5 Resource Management in education

SESSIONAL:-- (ANY ONE)  MARKS - 25
• Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
• Examine the effectiveness of any one programme run by central Govt. for senior secondary students. Present the report in classroom seminar.
• Analyse the quality of financial and administrative management in any rural and urban school.

Reference:
• Government of India Five Year Plans.
• Rajgopal, M. V. Programmes of Educational Improvement at the District level, New Delhi: Asian Institute of Educational Planning and administration, 1969.
M.Ed 10 (5)
EDUCATIONAL TECHNOLOGY – (i)

Marks-100

Objectives:-
After completing the course the students will be -
• To enable the learner to become effective user of technology in Education
• To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
• To make the student familiar with new trends, techniques in education along with e learning.
• To enable the student to become good practioner of Educational technology and e-learning.

UNIT – 1: Meaning & Scope of Educational Technology
• Educational Technology as system approach to educator.
• System approach in educational technology and its characteristics.
• Components of Educational technology software and hardware.
• Modalities of Teaching
• Difference between teaching and Instruction, conditioning & training Stages of teaching pre – active, interactive and post – active.

UNIT 2 – Communication
• Communication – Meaning, Elements, contexts and
• Models of Communication, necessities for better Communication

UNIT – 3: Integrating Multimedia in education
• Multimedia concept and meaning text, graphics, animation, audio, video
• Multimedia applications - Computer based training - Electronic books and references - Multimedia application for educationist - Information kiosks - Multimedia www and web based training.

UNIT - 4 Educational software applications
• Computer assisted instruction
• Drill & practice software
• Educational simulations
• Integrated learning system
• Curriculum specific Educational software

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UNIT V: Distance Education

- Definition, characteristics, Methods and Techniques, Barriers, Modes of distance education
- Evaluation in Distance Education.
- Futuristic view of Educational Technology in India.
- Information Technology: Concept, Definition & Uses.

Sessional Work:  

25 marks

- Students should develop at least 20 frames on any topic related to above topics.

References:
1. Integrating Technology in the classroom shelly, cashman, gunter and gunter, publication by Thomson course technology
2. Essentials of Educational Technology, Madan Lal, Anmol Publications.
3. Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons.
5. Information and Communication Technology, N. Sareen, Anmol Publication.

THEME BASED ON INSTITUTIONAL STRENGTH

M.Ed.:10 - 6 (a)
Lifelong Education –(i)

Objectives:  

MARKS-100

After completing the course the students will be -

- To enable the students Psychological, Philosophical and Sociological Perspectives of Lifelong Learning.
- To enable the students to various Learning Theories in the context of Lifelong Learning,
- To enable the students appropriate Skills for Motivation and Environment Building
- Learn various Philosophies of Learning
- To enable the students the Conceptual framework of Adult and Lifelong Learning.

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To enable the students insight into the relationship between Literacy, Adult Education and Lifelong Learning.
To enable the students the Role of Lifelong Learning in the context of Globalization.
To enable the students International practices across the world.

Course:

Unit – I Concept of Lifelong Learning
- Meaning, Nature & Scope of Lifelong Learning
- Types of Learning – Informal, Non-formal & Formal
- Integrated Approaches in Lifelong Learning
- Role of Mass Media in Furthering Lifelong Learning

Unit – II Historical Perspective
- Historical Perspective of Lifelong Learning in India – Pre and Post Independence period.
- Lifelong learning in developing and developed countries:
  - Tanzania, Brazil, China, USA and Canada, Asia and Europe

Unit – III Andragogy & Pedagogy
- Concepts and terminologies related to Lifelong Learning: Andragogy & Pedagogy,
- Continuing Education,
- Formal-Education,
- Non-Formal Education,
- Incidental Learning, Illiteracy and its forms.

Unit – IV Lifelong Learning Programmes
- Lifelong Learning Programmes: Social Education,
  - Gram Shiksha Mohim,
  - Farmer’s Functional Literacy Programme,
  - National Adult Education Programme
  - National Literacy Mission.

Unit – V Lifelong Learning and Development
- Lifelong Learning and Development - Social, Economic, Political and Cultural.
- Extension Education, Field Outreach and Community engagement in Lifelong Learning.
- Approaches to Continuing Education / Lifelong Learning in different Five Year Plans.

SESSIONAL WORK

(ANY TWO)

- Participation in literacy or other developmental awareness programmes in a village / mandal / neighbourhood;

MARKS 25

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- Participation in bridge school programmes in a village / neighbourhood;
- Visiting a distance education study center and studying its functioning;

References:


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University of Rajasthan
Jaipur
M.Ed.:10 - 6 (b)

Value Education and Human Rights —(i)

Objectives:  

- To enable students to understand the need and importance of value-education and education for Human Rights.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
- To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
- To orient the students with various intervention strategies for moral education and conversion of moral learning to moral education.

MARKS : 100

Course :-

Unit 1 The Socio-Moral and Cultural Context
- Concept, meaning, Need and importance of value education in the existing social scenario.
- Valuation of culture: Indian culture and human values spiritual values.

Unit 2 Nature and Concept of Morality and Moral Education
- Nature and Concept of Moral Education
- Moral education vis-à-vis religious education, moral instructions, moral training and moral indoctrination.

Unit 3 Moral Learning to Moral Education
- Moral learning outside the school –
- Child rearing practices and moral learning,
- Moral learning via imitation.
- Nature of society and moral learning.

Unit 4 Transactional Strategies for Moral Education
- Models of moral education –
- Rationale building model,
- The consideration model,
- Value classification model,
- Social action model; assessment of moral values.

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University of Rajasthan  
Jaipur
Unit 5 Assessment of Moral Maturity

- Role of Assessment
- Important of assessment
- Process and techniques

**TASK AND ASSIGNMENT:-**

- A review of implementation and evaluation of different schemes for human rights and values.

**REFERENCES:-**

1. Dagar, B. S. (1992), Shiksha Tata Manav Mulya (Hindi), Chandigarh: Haryana Sahitya Academy.

**M.Ed.:10 - 6 (c)**

**PEACE EDUCATION (i)**

**OBJECTIVES:-**

- To understand the concept of peace education.
- To acquire the knowledge about peaceful mind makes peaceful world.

**MARKS-100**

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• To understand the theory and practice of peace education
• To understand the philosophical thoughts for peace.
• To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.

UNIT I Concept of Peace-I
• Negative peace and Positive peace,
• Negative Peace - Peace as absence of war and abolition of war, as the minimization and elimination of violence, as removal of structural violence, Peace with Justice, Peace and Nonviolent liberation technique (Satyagraha) and Disarmament.

UNIT II Concept of Peace-2
• Positive peace: Peace as Love, Mutual Aid, Positive Interpersonal relations, Peaceful resolution of Conflict, Peace and Development, Alternative defense, living with nature and preserving Life and Eco system and Holistic Inner and Outer Peace.

Unit 3- Bases of Peace Education
• Becoming peace teacher-acquisition of knowledge, values and attitudes.
• Life Skills required for Peace Education (WHO)
• Areas of Peace Education: Conflict management , Conservation of Environment.

UNIT 4. Effective Teaching of Peace
• Peace Education for Life and Life long education, Peace Education and Removing the Bias towards Violence – Correcting Distortions.
• Model of integrated Learning – Transactional Modalities - Cooperative Learning, Group Discussion, Project Work, Role Play, Story Telling, Rational Analytic Method – Case Analysis and Situation analysis,

Unit 5- Transacting Peace Education & Role of Social Agencies:
• Integration of Peace Education through curricular and co-curricular activities
• Role of mass media in Peace Education
• Programmes for Promoting Peace Education – UNESCO
• Addressing challenges to peace in Multicultural Society.

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SESSIONAL:-
Any one

Marks-25
• Prepare a Role Play of Great Personalities who worked/ contributed towards Peace.
• Organize an activity in schools to promote Peace.

REFERENCES :

M.Ed.:10 - 6 (e)
Inclusive Education –(i)
Marks-100

Objectives :-
After completing the course the students will be -
• To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
• To identify and address diverse need so all learners
• To develop an attitude to foster Inclusive Education
• To develop an understanding of the role of facilitators in Inclusive Education
• To incorporate innovative practices to respond to education of children with special needs;

Unit-I Introduction to Inclusive Education -1
• Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.
• Principles of Special Education
• Concept of Impairment, Disability, Handicap

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Unit -II Inclusive Practices
- Concept of an inclusive school—infrastructure and accessibility, human resources, attitudes to disability
- School's readiness for addressing learning difficulties.
- Technological advancement and its application—ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
- Supportive services required for meeting special needs in the classroom—special teacher, speech therapist, physiotherapist, occupational therapist, and counselor.

Unit III: Legal And Policy Perspectives- 1
- Constitutional Provisions for special need children
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act);
- The Rehabilitation Council of India Act, 1992 (RCI Act);

Unit IV: Issues in planning and management of education
- Issues in planning and management of education of children and persons with disabilities
- Identification, assessment and certification of special education needs.

Unit V Psychology & Teacher based Assessment of exceptional students
- Barriers and Facilitators in Inclusive Education : Attitude, Social and Educational
- Teacher based assessment
- Development and application of teacher friendly evaluation procedures

Sessional Work: 25 marks
ANY TWO
- A report based on actual visit to an inclusive school
- Make an assessment schedule for a child with any of the disability
- Mentally retarded, hearing impaired, orthopedically impaired, cerebral palsy, learning disabled and autistic children.

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University of Rajasthan
Jaipur
REFERENCES:-
2. Bist, A.R., Vishistha Balak, Vinod Pustak Mandir, Agra. (Hindi)
9. Kumar, Sanjeev, Vishishtha Balak. (Hindi)

SEMESTER-III
M.Ed-11
Advanced Research Methods

MARKS:- 100

Objectives:-
After completing the course the students will be -

- To understand the role and use of advanced Statistics in educational research.
- Select appropriate statistical methods in educational research
- To understand various Statistical measures for interpretation of data.
- To interpret the Statistical data.

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COURSE:-

Unit-1 The Normal distribution
- Properties of normal probability distribution
- Defects in normality-1 Skewness, 2. Kurtosis
- Applications of normal probability curve

Unit-2 Significance & the scaling of tests
- The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.
- The significance of difference, coefficient of correlation
- Sigma scaling and standard scores, T scaling, Stanine scaling, Percentile scaling

Unit 3 Analysis of Variance & Testing of Experimental hypothesis
- Meaning of variance
- Method of analyzing variance
- Meaning of Covariance
- Analysis of Co-variance
- Parametric and Non Parametric - Chi-square test, Sign test, Median test, Man whitney U test

Unit-4 Regression, prediction & correlation
- Meaning of regression
- Regression equations
- Application of regression equations in prediction
- Meaning of partial and multiple correlation
- Simple applications of partial and multiple correlation
- Biserial Correlation – Point biserial correlation
- phi-correlation-contingency coefficient

Unit-5 reliability and validity & Factor analysis
- Reliability of test scores and methods of determining it.
- Validity of test scores and determining validity
- Item analysis
- nature of factor analysis
- Basic assumptions I factor analysis
- hierarchy, factor saturaturion and group factors
- Methods of factor analysis

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Sessional Work:
Development of any one scale with reliability and validity.
1. PERSONALITY
2. ATTITUDE
3. APTITUDE

References:-
2. B. fruchter-Introd 1.1ction to factor analysis – D Van Hostrand & co., N.Y.
3. G Thompson - Frctoranalysis of human Ability, University of London Press

M.Ed-12
TEACHER EDUCATION - II

Objectives:-
After completing the course the students will be -
• To understand the concept of teacher Education
• To develop necessary skills
• To develop insight into the problems of teacher Education at different levels.
• To develop experimental attitude in teacher Education
• To understand new trends, and techniques in teacher Education.

UNIT-1 Historical development of teacher Education in India
• Historical development of Teacher Education
• Teacher education as distinguished from teacher training.
• The need and importance of Teacher Education
• Concept and structure of teacher Education
• Need for pre-service and in service professional education of teachers at different levels in the present Indian situation

UNIT – 2: Content of Teacher Education
• Theory of teacher education and its duration, Practical activities to be conducted during the training Course, Relationship and weightage given to theory and practical work, Evaluation – Internal and external
• Instructional Methods in Teacher Education, Seminars, Group Discussion, Supervised study, New Methods-programme learning, Models of teaching, Content-cum methodology
• approach. Practice teaching in Teacher Education, Demonstrations, Experimentation, Practice teaching and observations,
• Significance and Supervision of Practice teaching, Internship, Relationship of College of Education with Co-operating Schools

UNIT-3 Evaluation procedures in Teacher Education
• Assessment (I) Aspect of Internal & External Assessment (II) New techniques of Evaluation
• Teaching as a profession:
• Recommendations of various commissions on Teacher Education: Kothari Commission, National policy on Education, NCTE policy.
• Professional organizations for various levels of teacher-types and there role & functions
• Performance appraisal of teacher
• Code of conduct and ethics of teaching profession. 3.7 Faculty improvement programme for teacher Education.

UNIT-4 Research and Teacher Education
• Need of Research in Teacher Education
• Action Research for quality improvement in T.E.
• Area of Research in T.E.-Teaching Effectiveness, Criteria of admission, Modification Of Teacher behavior, School effectiveness.
• Current problems of Teacher Education
• Teacher education and practicing schools
• Teacher Education and UGC, NCTE, University.
• Preparing teacher for special school.

UNIT- 5 Types of Teacher Education Programmes and Agencies:
• In-service T.E. - Concept, Meaning, Need and nature
• Preserves T.E. - Concept, Meaning, Need and nature
• Orientation and Refresher courses
• Agencies of T.E.- SCERT, Colleges of T. E., Open University. Academic Staff colleges, University Department of Education and Teacher PF Organization.

Sessional Work:-
• Subject specific Term Work Module/assessment modes – at least two- (like Extension/field/experimental work, Short Quiz).

25 marks

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University of Rajasthan
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References:-
2. William Taylor – Society and the Education of Teachers, Faber Faber
3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
4. Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi

SEMESTER-IV
Specialization Select one out of four Paper
M.Ed-13 - a
Pedagogy of Science Education

Objectives:-

On completion of this course, the students will be able to:
- To understand the difference and complementarily between Science and Technology;
- To understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- To understand diversity of instructional materials, their role and the need for contextualization in science education;
- To appreciate the role of co-curricular activities in science education;
- To understand the role of assessment in the teaching -learning process in science;
- To familiarize with innovative trends in assessment, analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

Unit I -Science : Nature
- Complementarities between science and technology
- Science and Mathematics and their complementarities,
- Common misconceptions of pupils about the nature of science
- Characteristics of different disciplines of science, their interrelationship and integration.

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Unit II – Taxonomy in Science Education
- Taxonomy for curriculum development in Science Education
- Science curriculum at different stages of school education—at primary, upper primary secondary, higher secondary.
- Integrating co-curricular activities with science education,
- Trends in science curriculum, considerations in developing learner centred curriculum in science.

Unit III- Approaches to Teaching-Learning of Science-2
- Role of experiments in science, integration of theories and experiments in science: development of laboratory design,
- Planning and organization of laboratory work reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiments,
- Encouraging and respecting children responses, introducing alternative approaches in science learning,
- Integrating science across different disciplines and with real life situations.
- Reflective enquiry.

Unit IV- Planning and assessment
- Planning and assessment of portfolios in science learning.
- Assessment of curricular activities;
- assessment of content knowledge through activities and experiments,
- Assessment of laboratory skills.

Unit V- Contemporary Issues in Science Education
- Innovations and Creativity in Science.
- researches in science education,
- Effect of project work in pedagogy of science.
- Contribution of Indian scientists, Scientific and technological literacy.

Sessional Work: 25 MARKS
The student teacher may undertake any one of the following activities:
- Development of lesson plan
- Development of achievement test.

REFERENCES:

Dy. Registrar(Academic-I)
University of Rajasthan
Jaipur
 o International Journal of Science Education.

**M.Ed. 13 (b)**

**Pedagogy of Mathematics Education**

**Objectives:-**

- On completion of this course students teacher will be able to:
- Distinguish between science and mathematics appreciate the abstract nature of mathematics
- Distinguish between the roles of pure and applied mathematics
- Develop the skill of solving real-life problems through mathematical modeling as an art
- Develop the understanding of using constructivist approach in mathematics
- Develop the skill of using various methods of teaching mathematics.

**Unit I- Nature, Development and Significance of Mathematics**

- Abstractness of mathematics; Distinction between mathematics and science;
- Distinct roles of pure and applied Mathematics;
- Mathematization aesthetic aspect of mathematic;
- historical development of mathematical concepts with some famous anecdotes Pythagoras, Aryabhatt, Ramanujan, etc.; teaching of mathematical modeling

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Unit II- Objectives and Strategies of Teaching-learning mathematics
- Competence based approach in teaching mathematics
- Teaching gifted/Slow learners in mathematics,
- Pedagogical analysis of mathematics,
- Reflective discussion Recreational aspect of mathematics- mathematical games, puzzles and amusements;
- Computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.

Unit III- Critical appraisal of Curriculum of mathematics
- At preprimary,
- primary, upper primary,
- secondary & higher secondary.

Unit IV- Content Structure of Mathematics
- Role of examples, counter examples and non-examples in mathematics
- conjectures; scope and limitations of Intuition in mathematics
- Sets and Venn diagrams as a representative of mathematical properties and their relations.

Unit V- Evaluation in Mathematics-2
- 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: 25 MARKS
The student teacher may undertake of the following.
- Development of achievement test.

REFERENCES:-

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Jaipur

**M.Ed. :- 13 (c)**

**Pedagogy of Language Education**

**Objectives :-**

On completion of the course students teacher will be able to:

- To gain an understanding of the nature, functions and the implications of planning for teaching language/lanuages.
- To understand the psychology of language learning .
- To study and analyze different approaches, methods and techniques for differentiating between teaching language
- Teaching literature in the context of first language and second language examine various areas of research in language education

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Jaipur
• To survey various problems with respect to language learning identify.
• To reflect on factors affecting language policy.

Unit I - Issues of Language Learning
• Curriculum, selection and sequencings of content,
• Contexts, transaction and evaluation techniques,
• Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels.
• Innovative techniques for teaching grammar, reading comprehension and written expression.

Unit II - Discourse Analysis:
• Theories of discourse analysis including speech acts, conversational maxims,
• conversational analysis,
• ethno-methodology, text analysis,
• critical discourse analysis.
• met linguistic awareness with a focus on listening, speaking, seaving, comprehension at writing.

Unit III - Individualization of Language Learning
• Need, techniques, viz.
• differential assignments,
• classroom tasks,
• personalized system of instruction

Unit IV - Teaching Learning of Languages
At referent stage of school education-
• Primary, upper primary
• secondary, and higher secondary.

Unit V - Contextual Problem in Language Learning
• Preservation of heritage language
• Home language
• School language-problem of tribal dialects.

Sessional Work: 25 MARKS
The student teacher may undertake any one of the following activities:
• Development of lesson plan
• Development of achievement test.

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REFERENCES:-

M.Ed. :- 13 (d)

Pedagogy of Social Science Education

Objectives :-

After completion of the course the students be able to:

• Develop an understanding about the meaning, nature, scope of social sciences and social science education

• to find out the distinction and overlap between social sciences, humanities and liberal arts

MARKS : 100

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- Understand the role of various methods and approaches of teaching social sciences employ appropriate for transaction of social science curriculum.
- Effectively Use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.

**Unit I – Social Science Education in school**
- Place of social sciences in school curriculum
- aims and objectives of teaching social sciences at various stages of school education
- Research perspectives in pedagogy of social science education.

**Unit II – Social Science Curriculum Approaches**
- 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;

**Unit III – Approaches to Pedagogy of Social Science**
- Field survey, problem solving, role-play,
- Appraisal, field visits and case studies; action research etc.
- 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, pedagogical analysis of social science.

**Unit IV - Resources for Teaching-Learning of Social Science.**
- Effective utilization of resources for teaching social science textbooks and
- Supplementary materials,
- Literature and biographies,
- Environment and community resources;
- Development of low cost improvised teaching aids.

**Unit V – Evaluation in Social Science Education**
- Construction of achievement test Alternative assessment: rubrics, portfolios and
- Projects Typology of questions as related to different subject areas viz.,
- History, Geography, Political Science, Economics etc.
- evaluation of attitudes,

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Sessional Work: 25 MARKS

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

- Development of lesson plan
- Development of achievement test.

REFERENCES:-

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Jaipur
SEMESTER-IV
M.Ed – 14 - i (ii)
Guidance and Counseling

Objectives :-
After completing the course the students will be -

• To get acquainted with the tools and techniques of appraisal of an individual
• To get acquainted with the need and various ways of collection and dissemination of occupational information.
• To develop understanding of meaning characteristics and types of counseling
• To get acquainted with process and techniques of Counseling.
• To get acquainted with the importance of placement and follow up services.
• To get acquainted with meaning, purposes and out-line of job-study.
• To develop understanding about Counselling- research, issues and trends.

COURSE:-

Unit- 1. Occupational Information
- Collection-need, sources, method of classification of occupation information.
- Dissemination of information about various Courses and occupation-career conference, Career exhibition, Visits, field trips, Career films etc.
- Use of technology in the collection and dissemination of occupational information.

Unit 2. Job Analysis
- Meaning and objectives of job analysis
- Outline for job study
- Job profiles
- Job satisfaction

Unit-3 Techniques of guidance & Counseling
- Techniques of guidance- home visits, interview, observation.
- Presenting, analyzing, interpreting and reporting the data.
- Techniques for group Counseling – formal informal discussions Committee reports, lectures,
- Dramatics question banks, Case Conference Methods.
- Effective Counsellor, increasing need of School counselor in the present set up.

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Unit-4 Placement and follow up
- Aims and types of placement
- Responsibility of the school and Community about the placement services
- Importance and purposes of follow up services
- Role of follow up

Unit-5 Guidance and counseling (with reference to present scenario)
- Research
- Issues
- Trends

Sessional Work: 25 marks
1. Job analysis of one occupation.
2. Prepare an interview schedule for Placement services.

References:
5. Directorate general of Employment and Training (Occupational information Unit) Ministry of Labor, Employment and Rehabilitation, govt. of India, Co, New Delhi.
6. Directorate General of Employment and Training Ministry of labor, Govt. of India, New Delhi.
M.Ed – 14 - ii (ii)
Curriculum, Pedagogy and Assessment

Marks : 100

Objectives:
To enable the student teacher to:
- Understand the concept, principles and determinants and process of curriculum development at different levels.
- Gain an understanding of different theoretical perspectives on learning.
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers.
- Understand the concept of assessment and evaluation.
- Understand the nature and uses of different assessing tasks and tools and techniques to assess student performance.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques.

Course :-

UNIT-1 Curriculum Development
- Factors influencing to curriculum implementation: student, teacher and instructional environment.
- Development of national curriculum framework

UNIT-2 : Teaching Learning Process
- Learning aspects: Behaviorism, Cognitivism, Constructivism.
- Teaching aspects: Maxims, Principles, phases and levels.
- Classroom communication: Concept, characteristics, cycle, barriers and facilitations, action research.

UNIT-3 Multisensory approaches
- Multisensory approaches : Audio – Visual aids (Edger date's cone of experience)
- Teacher in digital era (Visual Teacher)

UNIT-4 Practices in Education
- Micro – Teaching : skill of Introduction, Questioning, explanation, stimulus variation and reinforcement.
- Analysis Teaching Behaviour (FIACS)
- Programme Learning and teaching Machine.

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UNIT-5 New trends in Evaluation

- New trends in Evaluation: CCE, Grading system, Semester system, Online Exam, Open book exam, Exam on demand.

Sessional work:-

(Any two of the following)

* Conducting of an action research.
* Planning of an achievement test/Diagnostic test.
* School visits followed by presentation on evaluation practices in schools.

References:-


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M.Ed – 14 - iii (ii)

Education Policy, Economics and Planning

Objectives:

After completion of the course the student-teachers will be able to:-

- To equip with essential skills of successful administrators.
- To understand structure and system of administration at national state and local level.
- To understand the division of authorities among employees.
- To play their active role to enhance school community relationship
- To critically evaluate policies related to local and state authorities, which play important role in shaping school performance.

UNIT – I: Educational Administration at National & states Level:

- Meaning concept, nature and types of structure of educational administration at national level.
- Role and responsibilities of center govt.
- National grants, to state Govt.
- Bureaus/ divisions of the ministry of HRD, Department of Education.
- Major activities and organization of Department of Education of MHRD.
- Kendriya Vidyalaya Sangathan,
- State level administration: - Need importance and limitations
- Recommendations of committees on role of state and local bodies.

UNIT – II: Issues, Concern & challenges:-

- Issues and challenges in elementary educational administration of at national, state and local level.
- Local bodies:- District boards and Municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

UNIT – III: School Community Relationship -1

- Traditional and Modern view of School
- School as a miniature of society
- Ways and means of improving of school community relationship
- New Act, Oct, -2006 (School Management
- Committee) & RTE 2009, Education funds – PTA, Mothers Association, Old Students Association.

 signatures

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UNIT – IV: School Community Relationship -2
• Professional organization of teachers.
• Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
• Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other departments.

UNIT – V School Administration:
• Need for school administration, objectives, and Influencing factors.
• Main changing concept and scope of school administration, role and responsibilities of the principal & Teacher (with special reference to free and compulsory act)
• Organization of Elementary school – Meaning, type and its impact on shaping school performance.
• SMC and school administration

ASSIGNMENT:- ( ONE ) 25 marks
• Prepare a report on the existing structure and function of educational administration at national level.
• Make a comparative study of management and administration of Kendriya Vidyalaya and state Govt school.
• Find out the most influencing factors of school administration after interaction with stake holders (at least 5 administrative steps).
• Prepare a report on role and responsibilities of the principal & Teachers (with special reference to free and compulsory act).

References :-

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Signature
M.Ed – 14 - iv (ii)

Educational Management, Administration and Leadership

OBJECTIVES:  MARKS : 100

After completion of the course the student-teachers will be able to:- -

- To handle or solve problems and issues related to educational administration at elementary level.
- Understand types of educational administration.
- Select/practise/and suggest appropriate types of educational administration according to situations.

UNIT – I: Educational Administration at National Level:-

- Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- National grants, to state Govt.
- Bureaus/divisions of the ministry of HRD, department of education.
- Major activities and organization of department of education of MHRD.
- NCTE, Kendriya Vidyalaya Sangathan,
- Suggestions regarding Administrative reforms at the central level.

UNIT – II: Role of states Govt. in Secondary education:-

- State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.
- Local bodies:- Distract boards and municipalities. Present position of local administration in elementary education.
- Division of Authority between state and local bodies in respect of the administration of elementary education. State grants to local bodies.

UNIT – III: Types of Educational Administration

(A) Totalitarian Educational Administration
- Merits of Totalitarian Education
- Demerits of Totalitarian Education

(B) Democratic Educational Administration
- Factors Determining the Character of Administration
- Personal Factors
- Environmental Factors

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• Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other Dept. such as Health, Women & child Welfare, Social Welfare, Minority Welfare, Disabled welfare and Panchayat Departments.
• Linkage with NGOs, Corporate Institutions / NRIs, Convergence with other

UNIT – IV Need for school administration,
• Objectives, and Influencing factors.
• Main changing concept and scope of school administration, role and responsibilities of principal & Teacher (with special reference to free and compulsory act)
• Organization of Elementary school – Meaning, type and its impact on shaping school performance.

UNIT – V Issues in Educational Administration
• Authority and Control: Centralization and Decentralization
• Bureaucrat and politicism / Bureaucrat and the Technocrat
• Educational Administrator
  (a) Qualities of the Administrator
  (b) Duties of the Administrator
  (c) Human Relations
• DIETS- Responsibilities

SESSIONAL

• Comparative study of qualities of the 4 administrators of best performing school and school with poor performance to identify the similarities & differences.
• Find out the most influencing factors of school administration after interaction with at least 5 administrative officers.
• Prepare a report on role and responsibilities of principal & Teacher (with special reference to free and compulsory act).

References:-

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Jaipur
M.ED-14 - v (ii)

EDUCATIONAL TECHNOLOGY

OBJECTIVES:

MARKS-100

After completion of the course the student-teachers will be able to:-

- Students will be able to attain the Concept of Communication.
- Students will be able to assess the status of Educational Technology in India.
- Students would learn the mechanism of developing PLM.
- Students will be acquainted with the concept of Distance Education, Open Education and their management.
- Students will be familiar with concepts like Model of Teaching, Instructional Strategies, Cybernetics etc.
- Students will be able to use Criterion Reference Tests and Norm Reference Tests appropriately.

COURSE

UNIT I: – Communication Modes in education

- Concepts and process of communication
- Principals of communications
- Communication and learning
- Modes of communication - Speaking and listing, Writing and reading, visualizing and observing
- SMCR model of communication, Sharon’s model of communication
- Task analysis
UNIT II: Programme Learning Materials
- Mechanics of developing different types of Programmed Learning Materials,
- Mastery Learning,

UNIT III: Behavioral Technology
- Flanders Interaction Analysis,
- Coding, Decoding,
- Feedback System and Simulation.

UNIT IV: Models of Teaching
- Definition, classification and elements, ITM/CAM as an example.
- Multimedia Approach and Instructional Strategy: meaning and designing,
- Difference among message, method and medium, (d) Cybernetics – Concept and scope in Education.

UNIT 5 – e-learning
- E-learning definitions, scope, trends, attributes & opportunities
- Pedagogical designs & e-learning
- Assessments, feedback and e-moderation
- e-learning on line learning management
- On line learning management system
- Digital learning objects
- Online learning course development models
- Management and implementation of e-learning.

SESSIONAL
- Students should observe at least two lessons by using Flanders Interaction Analysis Category System and prepare a feedback report.

REFERENCES:

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THEME BASED ON INSTRUCTIONAL STRENGTH
M.Ed-14 – vi a (ii)
Lifelong Learning

OBJECTIVES:

MARKS-100

After completion of the course the student-teachers will be able to:

- To enable the student concept of lifelong education.
- To enable the student with approaches to lifelong education.
- to enable the student to the need of adult and continuing education in the contemporary world.
- to enable the student of the literacy situation and government efforts for improving the literacy status.
- to enable the student understand the role of universities in continuing education.
- to enable the student for the research in Continuing Education and Life Long Education.

UNIT – I

- Adult and Continuing Education; Evolution of concept, aims and practice.
- Need and importance of Adult and Continuing Education in the contemporary world.

UNIT – II

- Philosophical basis of lifelong education – Humanism and Existentialism
- Sociological basis of lifelong education. Need and importance in the contemporary world.

UNIT – III

- Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all
- sections of society.

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Impact of Life Long Education on formal education – Education for diverse target groups through
- Open Learning
- Web Based Education
- Community Colleges.

Unit – IV
- Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies.
- New Initiatives in Adult and Continuing education; Sakshar Bharat.

Unit – V
- The non formal approaches in education-Education for all
- School drop outs and universalization of primary education and its relationship with adult literacy: DPEP
- Teaching-learning materials for non formal education-Preparation according to the needs of various target group sarva Shiksha Abhiyan

Sessional work (two) marks- 25
Poster preparation and exhibition of any/all of the following :
1. Open learning
2. Part time courses
3. Web based Education.

REFERENCES

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[Signature]

M.Ed-14 – vi b (ii)

Value Education and Human Rights

Objectives: 
- To enable students to understand the need and importance of value-education and education for Human Rights.
- To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
- To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- To enable them to understand the process of moral development vis-à-vis their cognitive and social development
- To orient the students with various intervention strategies for moral education and conversion of moral learning to moral education.

Course :-

Unit 1 Moral and Cultural Context
- Universal Charter of Human Rights –
- National Human Rights Commissions

Unit 2 Human Rights
- Concept, need,
- Importance,
- awareness about human right

Unit 3 Morality and Moral Education
- Justice and care – the two dimensions/perspective in morality: dichotomy between reason and passion
- Moral judgement and moral action

Unit 4 Media and moral learning
- Media and moral learning
- Moral learning inside the school: providing “form” and “content” to moral education.
- Moral education and the curriculum: can moral education be imparted taking it as a subject of curriculum

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Unit 5 Transactional Strategies for Moral Education

- Models of moral education – a) Rationale building model, b) The consideration model, c) Value classification model, d) Social action model; assessment of moral values.

SESSIONAL:--

- A review of implementation and evaluation of different schemes for human rights.
- A critical review of human rights on human development with news coverage.

REFERENCES:--

1. Dagar, B. S. (1992), Shiksha Tata Manav Mulya (Hindi), Chandigarh: Haryana Sahitya Academy.

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M.Ed-14 - vi c (ii)  
PEACE EDUCATION-2

OBJECTIVES:

The course will enable the student teachers to –

• to understand the concept of peace education.
• to acquire the knowledge about peaceful mind makes peaceful world.
• To understand the theory and practice of peace education
• To understand the philosophical thoughts for peace.
• To promote awareness about the existence of Conflicting relationships between people, within and between nations and between nature and humanity.
• To create frameworks for achieving Peaceful and Nonviolent societies.

Unit -1: Introduction of Peace Education

• Meaning, Concept and need of Peace Education.
• As a universal value
• Aims and Objectives of Peace Education

Unit-2 Role of Social Agencies

• Role of Social Agencies: Family, Religion, Mass Media, Community, School, NGO’s, Government Agencies in promoting peace education.
• Current Status of Peace Education at Global Scenario.

Unit 3- Challenges to Peace-

• Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization.
• Strategies and Methods of teaching Peace Education- Meditation, Yoga, Dramatization, Debate and etc.

UNIT 4. Effective Teaching of Peace Education


Unit 5- Role of Social Agencies:

Role of Religion in propogation of Peace. Nelson Mandela Mother-Theresa, Vivekananda, Gandhian Philosophy in promoting Peace Education. Role of Great personalities in promoting Peace Tasks and Assignments

1. Class Test 10 marks
2. Any one 10 Marks

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• Write a report on Gandhi and Peace.
• Write about the contribution of any two Noble prize winners for Peace.
• Prepare an album of Indian Philosophers and write their thoughts on peace.

REFERENCES :

M.Ed-14 – vi d (ii)

YOGA EDUCATION

OBJECTIVES:–

The course will enable the student teachers to –
• To enable them to understand the need & importance of Yoga Education.
• To acquaint them to allied areas in Yoga Education.
• To sensitize the student teacher towards its importance.
• To make them aware of the benefits of physical and mentally fitness & activities for its development.
• To help them acquire the skills for assessment of over all fitness.
• To introduce them to the philosophical bases of Yoga.
• To introduce them to types of Yoga & its importance.
• To motivate them to resort to physical and mentally activity for the fitness development.

Unit 1. Basis of Yoga
• Yoga Upanisada : Isa, Mandukya, Mundaka, Taitriya
• Bhagwadgita
• Concept of Dharma
• Karma Yoga

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UNIT-2 Basic understanding
- Basic understanding of Karma Yoga according to Bhagwatgita
- Personality Development through Karma Yoga
- Community awareness Programme

UNIT-3 Application of Yoga
- Special Techniques: Asthama, Nasal allergy, Diabetes, Low backache, Hypertension/IHD, IBS/GID,
- Tension/Migraine, Headache

UNIT-4 Advance Techniques:
- Self Management of Excessive Tension
- Pranic Energisation Technique
- Meditation: a. Omkara Dhyana, b. Cyclic Meditation

UNIT V - Education and Yoga
- Thinkers and Philosopher of Yoga and Education. Brief Life Sketch, Philosophy and
- contribution in the field of Yoga Education. i) Maharishi Patanjali, Buddha, and Gourakhnath ii) Vivekananda, J. Krishnamurti, Osho, Paramahansa Yogananda.

Tasks and Assignmentss
1. Following activity- MARKS:- 25
   - Fundamental skills of yoga with detailed.

REFERENCES:-

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Signature

**M.Ed-14 - vi e (ii)**

**Inclusive Education**

**Marks-100**

**Objectives :-**

After completing the course the students will be -

- To develop an understanding of the concept and philosophy of inclusive education in the context of education for all.
- To identify and address diverse need so all learners
- To develop an attitude to foster Inclusive Education
- To develop an understanding of the role of facilitators in Inclusive Education
- To incorporate innovative practices to respond to education of children with special needs;
- To implement laws pertaining to education of children with special needs.

**Unit-I Introduction to Inclusive Education-2**


**Unit -II Inclusive Practices In Classrooms For All**

- Community based Rehabilitation, Individualized Educational Plan (IEP): Development & Implementation
- Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teaching
- Main streaming, Activity Based Learning, Peer tutoring and Cooperative/Collaborative Learning.

**Unit III: Legal And Policy Perspectives- 2**

- Education in the National Policy on Disability, 2006,
- Scheme for Inclusive Education for the Disabled Children (IEDC, 2000),

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_Jaipur_
Unit IV: Inclusive education models

- Inclusive education models and practices for universal schooling (Classes I-XII).
- Policy on teachers and special support staff for children with special needs (CWSN).
- Barrier in universal schooling: Physical, social, economic and pedagogic.

Unit V Teacher based Assessment of exceptional students

- Teacher based Assessment
- Impact Assessment of social welfare schemes for gender, marginalized and disabled groups.

Sessional Work: 25 marks

- Make a report on observation of the behavior of any one child of an inclusive school.
- Make a report on role of community in fostering the education of gifted children.

REFERENCES:-

2. Bist, A.R., Vishistha Balak, Vinod Pustak Mandir, Agra. (Hindi)
5. Drishtibadh, (2012) AICB, New Delhi. (Hindi)
9. Kumar, Sanjeev, Vishistha Balak. (Hindi)

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