

(11)

M.Ed. CURRICULUM
(TWO YEAR - FOUR SEMESTER)

As per
NCTE Regulation - 2014

JIWAJI UNIVERSITY GWALIOR
2020-2022


Dr. Vivek Bapat
Jiwaji University Gwalior- M ED. Curriculum


Dr. Vinod Singh Bhadoria

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**CURRICULUM FOR
MASTER OF EDUCATION PROGRAM: FROM SESSION 2020-
2022
(TWO YEAR – FOUR SEMESTERS)**

OBJECTIVES

- To help students gain a grasp of major philosophical options available in the field of education.
- To develop among students an insight into modern theories of learning and development.
- To help them understand and appreciate various social, cultural and ideological perspectives on education in a multicultural and multilingual Indian society.
- To help students to acquire research and data-analysis skills using computers essential to shape them into effective educational researchers.
- To help students to develop research and presentation skills expected for their role as prospective teacher educators and educational researchers.
- To help them to develop knowledge, skills and mind set appropriate to various specialists' roles such as curriculum developers, educational administrators, guidance counselors, designers of teaching learning resources etc.
- To motivate and empower students for undertaking research to theorize about education as also to develop creative solutions to day today school problems.
- To initiate them into contemporary educational discourse in the context of national concerns and issues of access and quality in education.

Eligibility Criteria

As per NCTE/ University norms

Mode and Duration

M.Ed. Program will be regular. Its duration will be of four semesters covered in two year.

Attendance

As per NCTE norms

CURRICULUM PLAN

Each M.Ed. candidate shall offer following courses:

- (1) Core/Compulsory Course,
I. Perspective Courses II. Tool Courses
- (2) Elective courses, _____
Advance Level Courses: **Any Two**
- (3) Practicum

One elective course will be offered by the students in the First year of the program in both semesters under First Advance level course-I and First Advance level course-II respectively. Similarly, another elective course will be offered by the students in the Second year of the program in both semesters under Second Advance level course-I and Second Advance level course-II respectively.

Total marks of the entire two year M.Ed. semesters program will be 1800. Out of these, 1200 marks will be for Theory courses, whereas 600 marks will be for Practical courses. In Theory courses, internal evaluation will be to the extent of 20% while in Practical courses it will be around 30%.


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[1] **CORE/COMPULSORY COURSES:**

i. **Perspective Courses**

Perspective Courses shall comprise of:

- Philosophical Perspectives of Education
- Sociological Perspectives of Education
- Psychological Perspectives of Education
- Contemporary & Future Perspectives of Education

ii. **Tool Courses**

Tool Courses shall comprise of:

- Educational Research -I
- Educational Research -II
- Information and Communication Technology
- Research Data Analysis & Interpretation -I
- Research Data Analysis & Interpretation -II

[2] **ADVANCE LEVEL COURSE COURSES**

From the following list of **Advanced Level Courses** a candidate will offer any **TWO** courses of his/her choice, one in each year of the M.Ed. program.

- Educational Administration
- Special Education
- Teacher Education
- Guidance and counseling
- Educational Technology
- Curriculum Studies

[3] **PRACTICUM**

SEMESTER I

Area	Course No.	Course Title	Nature	Max Marks	External	Internal	Academic Hours/ Week
Perspectives	101	Philosophical Perspectives of Education	TH	100	80	20	6
Tool	102	Educational Research I	TH	100	80	20	6
	103	Information Communication Technology	PR	100	70	30	8
Specialization	104	First Advance level Course I	TH	100	80	20	6
Practicum	105	Critical Reading of Literature	PR	50	00	50	6
				450	310	140	


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SEMESTER II

Area	Course No.	Course Title	Nature	Max Marks	External	Internal	Academic Hours/Week
Perspectives	201	Psychological Perspectives of Education	TH	100	80	20	6
Tool	202	Research Data Analysis and Interpretation I	TH	100	80	20	6
Specialization	203	Second Advance level Course I	TH	100	80	20	6
Practicum	204	Dissertation Proposal	PR	150	100	50	12
				450	340	110	

SEMESTER III

Area	Course No.	Course Title	Nature	Max Marks	External	Internal	Academic Hours/Week
Perspectives	301	Sociological Perspective of Education	TH	100	80	20	6
Tool	302	Educational Research II	TH	100	80	20	6
Specialization	303	First Advance level Course II	TH	100	80	20	6
Practicum	304	Field Engagement	PR	150	100	50	6
				450	340	110	

SEMESTER IV

Area	Course No.	Course Title	Nature	Max Marks	External	Internal	Academic Hours/Week
Perspectives	401	Contemporary and Future Perspectives of Education	TH	100	80	20	6
Tool	402	Research Data Analysis and Interpretation II	TH	100	80	20	6
Specialization	403	First Advance level Course II	TH	100	80	20	6
Practicum	404	Dissertation	PR	150	100	50	6
				450	340	110	


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NOTE 1: Mode of transacting the curriculum will include: Lecture cum demonstration, discussion, Individual and group assignment, tutorials, Self study, Seminar, workshops and conferences, Observation of training programmes of different organizations / institutions. Case studies of institutions, Visit to resource centers, media production units, Computer practical, Psychological practical, Conducting tests and surveys.

NOTE 2: 20 internal marks in each theory course will be awarded on the basis of two separate tasks such as an assignment/ seminar/ quiz/ survey/ small project/written test etc. Records of both of these tasks will be duly maintained by the concerned faculty/college.

- In a practical course internal marks will be awarded to students on the basis of day to day conduct of the work/practical/ activity/seminar. Students will maintain a record of the work in the form of daily diary/ reflective journal/ report to be deposited with the concerned faculty/college.

NOTE 3: A candidate should pass each Theory and Practical courses separately. To pass a theory course, a candidate must obtain a minimum of 40% marks in it, with at least 35% in external and 50% in internal evaluation. To pass a practical course, a candidate must obtain a minimum of 50% marks in it, with at least 40% marks in external and 50% in internal evaluation. Internal and external marks obtained in a course will be shown separately in the mark sheet.

To pass in M.Ed. program as a whole, the candidate must get an aggregate of 50% marks in both Theory and Practical components taken together.

- **Separate Division will be awarded in Theory and Practical Parts.** First division will be given to those candidates who secure 60% marks and above in aggregate. Second division will be awarded to those who get at least 50% but less than 60% marks. Distinction will be awarded to those who get 75% marks and above in aggregate.
- In all practical examination not more than approximately 25 students should be examined in a batch/day. External marks are to be given only by the External Examiner directly to the University.
- Students wishing to appear in a particular semester examination must have appeared in all previous semester examinations.
- **In case of Failure,** a candidate will be allowed to carry any two courses of a semester. If a candidate fails in more than two courses of a semester the entire semester will have to be repeated. The examination of a Carry course will be held as and when it is offered in the subsequent semester. To pass a Carry course a candidate will get **one chance** only.
- A candidate will have to pass two year M.Ed. program in **at the most three years.**


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M.Ed. SEMESTER -I

COURSE 1: PHILOSOPHICAL PERSPECTIVES OF EDUCATION
Course Code: 101

Marks: 100
External : 80
Internal : 20

OBJECTIVES:

- To highlight the idea of interrelatedness of the disciplines of education and philosophy.
- To enable the students to understand the branches of Philosophy.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of education.
- To enable the students to analyze the discourse in education in order to discover the assertions, assumptions and kinds of meaning it might contain.
- To equip students with basic terms and concepts of the discipline with a view to facilitate their understanding of the philosophical discourse relating to education and intelligent participation in it.
- To familiarize students with some significant philosophical perspectives on education and implications for education.
- To bring to the focus of students certain issues vital to education and the attempts through various philosophies to resolve them.
- To acquaint students with the philosophical thoughts of some prominent Indian and Western educational thinkers.
- To help students to appreciate the extent to which contemporary educational thought and practice are influenced by values cherished by the nation.

CONTENT

UNIT I: PHILOSOPHY OF EDUCATION

- (a) Meaning, Functions, Scope and Role of the Philosophy of Education. Relationship between education and philosophy
- (b) Metaphysics, Axiology and Epistemology in Philosophy.

UNIT II: THEORY BUILDING

- (a) Concept, Process, characteristics, types and importance of Definition
- (b) Concept, types and characteristics of Proposition and Assumption
- (c) Concept, Types and Structure of Inference.
- (d) Process of Theory building.


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UNIT III: SCHOOLS OF INDIAN PHILOSOPHY

Study of traditional Indian schools of Philosophy: Sankhya, Vedanta, Nyaya, and Yoga with Special Reference to their Basic Tenets and their Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT IV: SCHOOLS OF WESTERN PHILOSOPHY

Study of Idealism, Naturalism, Realism, Pragmatism, Existentialism, Logical Empiricism Philosophies, with Special Reference to their Basic Tenets and Educational Implications for Aims, Curriculum and Methodology of Education.

UNIT V: EDUCATIONAL THOUGHTS OF PROMINENT PHILOSOPHERS

Indian Philosophers: Tagore, Aurobindo and Krishnamurti. Western Philosophers: Rousseau, Russell and Dewey.

ACTIVITIES

- Book Reviews of original readings of Rabindranath Tagore / Sri Aurobindo/ John Dewey/ J. Krishnamurthy/ Bertrand Russell/ and presentation of their major philosophical ideas through seminar. (Any One)
- Presentation on Fallacies of Inference.
- Reviews of two Doctoral Level Research Works of Standard
- Analysis of Education Policy / Major policy Documents for their philosophical underpinnings.

REFERENCES

- Agrawal, S.K.: Shiksha ke Darshnic Evam Samaj Shastriya Siddant, Modern Publishers, Meerut, 1981. Belford, T.O.: Toward a Philosophy of Education, New York: Holt Rinehart, 1969.
- Aurobindo Society: Teaching of Aurobindo, Aurobindo Society, Pondicherry, 1952.
- Brubacher, L.S.: Modern Philosophies of Education McGraw Hill Co. New York, 1962. Butler, L.D.: Four Philosophies, Harper, New York, 1951.
- Butler, J.D. *Four Philosophies and their practice in Education and Religion*, Third Edition, New York, Harper and Row co., 1968.
- Brubacher, J.S. *Modern Philosophies of Education*, New Delhi-Bombay. Tata McGraw-Hill Publishing Co. Pvt. Ltd., 1950.
- Canker, W.: Hindu Personality of Education. Tagore, Gandhi, Aurobindo. Manohar Book Service, New Delhi: 1976.



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COURSE 2: EDUCATIONAL RESEARCH – I

Course Code: 102

Marks: 100
External : 80
Internal : 20

OBJECTIVES

- To make students aware of importance and need of research in education.
- To make them Familiar with the nature of research in education.
- To impart them concepts of Scientific Method, Scientific Inquiry, Paradigm, Theory and their implications for educational research.
- To help students to understand the characteristics of positivist and non-positivist research paradigms as they apply to educational research.
- To make students learn the reasoning and its use in educational research.
- To train students in selecting the suitable problem.
- To make students familiarize with the steps of research proposal and train them in formulating research proposal.

CONTENT

UNIT I: SCIENTIFIC METHOD, EDUCATIONAL RESEARCH

- (a) Definition, Characteristics, Steps, Types: Basic/Fundamental Research, Applied Research & Action Research.
- (b) Meaning and Definition of Qualitative and Quantitative Research.
- (c) Variable - Definition, Types: Independent and Dependent, Continuous and Discontinuous, Intervening and Concomitant.

UNIT II: FORMULATION OF RESEARCH PROBLEM

- (a) Criteria and sources for identifying the research problem.
- (b) Characteristics of a good research problem.
- (c) Reviewing Literature and Writing the rationale for any research problem based on review.
- (d) Setting objectives of the study: primary, secondary and concomitant


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UNIT III: HYPOTHESIS

- (a) Definition, Characteristics, Statement of the Hypothesis. Types: Research Hypothesis,
(b) Statistical Hypothesis (Null and Directional), and Operational Hypothesis.

UNIT IV: POPULATION, SAMPLE, AND RESEARCH DESIGN

Definition of Population and Sample Importance of Sampling

- (a) Sampling Techniques – Purposive Sampling, Systematic Sampling, Random Sampling, Stratified Sampling, Cluster Sampling and Multi-Stage, Sampling:
(b) Size of Sample, Sample Error and Avoidance of Sampling Bias:
(c) Research Design: Concept of Experimental Design.

UNIT V: RESEARCH PROPOSAL WRITING

- (a) Formats, style and essential elements of research proposal.
(b) Writing References in research Proposal

ACTIVITIES

Writing abstracts of any two dissertations

- Evaluation of two dissertations on the basis of Title, objectives, hypotheses, Design and Sampling techniques
- Review of a qualitative/ quantitative research study
- Solution of UGC-NET question papers on prescribed contents

REFERENCES

- Ary, D., Jacobs, L.C. and Razanch, Asghan, Introduction to Research in Education. New York: Holt Rinehart, 1972.
Best, J.W.: Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
Buch, M.B. (Ed.): A Survey of Research in Education in India. Baroda: Centre of Advance Study in Education, M. S. University of Baroda, 1974.
Buch, M.B. (Ed.): Second Survey of Research in Education (1972-1978). Baroda: Society for Educational Research and Development, 1979.
Buch, M.B. (Ed.): Third Survey of Research in Education (1978-1983). New Delhi: NCERT, 1986.


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COURSE 3: INFORMATION AND COMMUNICATION TECHNOLOGY

Course Code: 103

Marks: 100
External : 70
Internal : 30

OBJECTIVES

- To enable students to understand the scope of ICT and its pedagogic applications.
- To help students to understand the meaning of ICT integration in teaching learning and other academic tasks.
- To acquaint students with basics of Computer System and their functions.
- To familiarize students with the computer software and hardware approaches in education.
- To help them acquire instructional applications of Internet and web resources.
- To develop competency among students to use Online and Offline electronic resources.
- To empower students in handling applications like MS-Word and MS-Excel.
- To help students to explore the environment of WINDOW Operating System.

CONTENT

UNIT I: INTRODUCTION TO COMPUTER SYSTEM

Parts of Computer and their functions, Input and Output Devices used in Research Process, Memory, Modern Components of different Hardware like laptop, tablet, smart mobiles.

UNIT II: OPERATING SYSTEMS:

- (a) **WINDOWS:** Concept and Features, Creating folders, Shortcuts and their application. Internet Explorer.
- (b) **ANDROID:** Basic features- Interface, Application (Apps), Memory Management (RAM, ROM) Security and Privacy, Uses of Smartphone and Tablet, and their applications.

UNIT III: MSOFFICE

MS Word: Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar.

(a) **Power point:** Different Menus and ribbons, making slides. Custom Slide Show.

(b) **MS-Excel:** Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library.


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UNIT IV: INTERNET

(a) Online Surfing, Online Conferencing, Creation & Use of e-mail, Chat, Use of Search Engines , Use of Online Dictionaries, Translator, Plagiarism Software, Use of Cloud Computing, Utility of Different Topologies in the field of Education.

(b)World Wide Web - Access information, reliability of information. Web Page and Home Page, Use of Internet in Teaching-Learning Process. Down loading Information, Uses and Abuses of INTERNET.

UNIT V: USES AND APPLICATIONS

Computer in Teaching Learning Process, Library, Administration, Guidance and Counselling, In Evaluation Process. NMEICT, Use of Sakshat : A One -Stop Education Portal . Computer in Research

ACTIVITIES

- Power-point presentation on any topic
- Formatting of Document
- Analysis of the different application software packages with reference to their use in education.
- Preparation of a project report by using various application software packages and its critical appraisal.

REFERENCES

Adam, D.M. *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y., 1995.

Bose, K Sanjay. *Hardware and Software of Personal Computer*, 2005.

Conrad, Kerri. *Instructional Design for Web – Based Training* HRD Press, 2001.



COURSE 4: CRITICAL READING OF LITERATURE
Course Code: 105

Marks: 50
External : 00
Internal : 50

Each M.Ed. student is required to undertake dissertation work as part of her courseware. The selection of a dissertation topic is usually preceded by a critical reading of literature available in her area of research interest in the form of theses, dissertation abstracts, research articles published in professional journals, book of readings, policy documents, project reports and so on.

As a part of this course, each M.Ed. student will write abstracts of theses/ book reviews/ critical reviews of published research papers/ policy documents pertaining to the chosen area of research. The exercise will be undertaken under the close guidance and supervision of the research guide allotted to the candidate. It is supposed to help students in identifying knowledge gaps and, formulation of the research problem.

Internal marks will be awarded by the research guide of the candidates on the basis of the record of such reviews of research literature maintained by the scholars.



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M.Ed. SEMESTER –II

COURSE 6: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Course Code: 201

Marks: 100

External : 80

Internal : 20

OBJECTIVES

- To acquaint students about various concerns and methods of psychology.
- To develop insight into various theories of learning.
- To acquaint students with the theories of personality.
- To familiarize students with adjustment and mental health.
- To develop an understanding of theories of personality and its Assessment.

CONTENT

UNIT I: PSYCHOLOGICAL ORIENTATION TO EDUCATION

- Concerns of Education Psychology.
- The methods used in educational psychology.

UNIT II: HUMAN DEVELOPMENT AND ITS THEORIES

- Concept and aspects of Human development, Implications for teaching learning process.
- Stages of Human development.
- Development task theory
- Cognitive development theory
- Moral development theory
- Language development theories- Behaviouristic, Nativist and Interactionist

UNIT III: THEORETICAL APPROACHES TO LEARNING

- Bandura's Social Learning, Cognitive and Social cognitive Theories,
- Constructivist Theories of Bruner and Vygotsky
- Experiential learning of Kolb
- Information processing of Norman, Hull's reinforcement theory, Tolman's theory of learning and Levin's field theory.


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UNIT IV: PERSONALITY THEORIES

- Concept, nature, dynamics and structure of personality.
- Theories of personality- Psychoanalytical (Classical and Neo-Freudian), Humanistic (Roger and Maslow), Biological and Genetic (Eysenck), Trait Theory (Allport), Big Five Factor Theory. Personality Traits by Carl Jung. Type Theories: Galen Kretchmer, Sheldon, Spranger Trait Theories. Allport, Cattell, Eysenck and Educational Implications of these Theories.
- Assessment of personality- Different methods of assessment, difficulties in assessment. Trait approach, Holistic approach and projective techniques- Rorschach Inkblot Test, Thematic Apperception Test (TAT), Picture Completion Tests, Different standardized tests and inventories

UNIT V: MENTAL HEALTH AND HYGIENE

- Concept of Adjustment and Mental Health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students.
- Mechanisms of adjustment, its positive and negative effects, types of adjustment problems among students.
- Frustration, Conflict, and anxiety- meaning and management.

ACTIVITIES

The Students would perform Experiments and Tests Related to:

1. Adjustment
2. Transfer of Learning
3. Personality
4. Creativity
5. Cognitive Development

REFERENCES

- Allport, G.W.: Personality. New York: Holt, Rinehart and Winston, 1937.
Arkoff, Abe: Adjustment and Mental Health. New York: McGraw Hill book Company, 1968.
Asubel, D.P : Educational Psychology, A Cognitive View. New York: Holt, Rinehart and Winston, 1968.



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M.Ed. SEMESTER -II

COURSE 7: RESEARCH DATA ANALYSIS AND INTERPRETATION- I

Course Code: 202

Marks: 100

External : 80

Internal : 20

OBJECTIVES

- To help students understand relationship between types of research tools and the nature of data.
- To help students develop competency and confidence in statistical description and presentation of research data.
- To develop among students capacity for qualitative and quantitative analysis of research data.
- To sensitize students about the assumption under lying statistical tests and techniques used for analyzing and interpreting research data.
- To empower students in skills of computer applications for analyzing and interpreting research data.

CONTENT

UNIT I: NATURE OF RESEARCH DATA IN EDUCATION

- Interface between research tools & research data
- Quantitative and Qualitative data
- Analysis of Qualitative data
- Issues of reliability and validity

UNIT II: MEASUREMENT AND DESCRIPTIVE STATISTICS

- Levels of Measurement
- Descriptive Statistics and Plots

UNIT III: NORMAL PROBABILITY CURVE

- Normal probability and its applications

UNIT V: PARAMETRIC INFERENTIAL STATISTICS

- Sampling distribution of mean, sampling error, setting confidence intervals for population mean.


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- Hypothesis testing: Levels of significance
- Critical value approach and p-value approach
- Type I and Type II errors in testing hypothesis.
- Two tailed and one tailed tests.
- The t-test: Independent and Correlated
- One Way ANOVA
- Assumption of Parametric Tests

UNIT V: COMPUTERS IN DATA ANALYSIS

- Overview of computer software for data analysis
- Coding of data and Data entry in various computer software. Microsoft Excel/SPSS
- Data Analysis and interpretation

REFERENCES

- Aggrawal, Y. P.: Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishing Private Limited, 1990.
- Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences. New Jersey: Prentice Hall of India, 2007.
- Freedman, D., Pisani, R. and Purves R.: Statistics (Fourth Edition), Viva Books, 2011.
- Freedman, D. A: Statistical Models Theory and Practice, Cambridge: Cambridge University Press, 2009.
- Furlong, Nancy E. and Others: Research Methods and Statistics – An Integrated Approach. Fort Worth: Harcourt College Publishers, 2000.
- Gage, N.L.: Handbook of Research on Teaching. Chicago: Rand McNelly and Co., 1963.
- Garrett, H. E.: Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd, 1981.
- Gay, L.R.: Educational Research – Competencies for Analysis and Application. New Jersey: Prentice – Hall, Inc., 1996.
- George, D. and Mallery, P.: SPSS for Windows: Step by Step, VJ Books Inc, 1999.
- Guilford, J. P: Fundamental Statistics in Psychology and Education. Auckland: McGraw Hill International Book Company, 1981.


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COURSE 9: DISSERTATION PROPOSAL

Course Code: 204

Marks: 150
External : 100
Internal : 50

Each M.Ed. student is required to develop a dissertation proposal under the active supervision of the research guide at the conclusion of the first year of the program. At the end of second semester, the student will be assessed by an external examiner on the basis of the submitted proposal and an open presentation of the research proposal, preferably through power point mode. The presentation will be open to available faculty members, fellow students, and other interested persons. The internal marks will be given by the allotted supervisor on the basis of the students' work during the entire semester.

An external examiner will not normally assess more than 25 students in a day.



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M.Ed. SEMESTER -III

COURSE 10: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

Course Code: 301

Marks: 100
External : 80
Internal : 20

OBJECTIVES

- To enable the students to understand the sociological perspective in education.
- To equip students with the basic terms and concepts of the subject of sociology of education.
- To make students aware about the relationship of society, economy, polity/politics, religion and culture and education.
- To help students appreciate the role of agencies like family, community, politics and economy in education/schools in India.
- To make sensitive the students about the ramifications of the constitutional ideal of protective discrimination and social justice for education.
- To enable the students to understand the impact of education on social change and mobility.

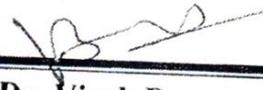
CONTENT:

UNIT I: INTRODUCTION

- Definition and scope of Sociology of Education
- Interrelationship between sociology and education
- Conceptualizing Education: Society, Culture, Socialization and Education
- Education as a Social Institution; its Historical Evolution and Contemporary Forms.

UNIT II: SOCIOLOGICAL PERSPECTIVES IN EDUCATION

- Meaning, Nature, Scope and Approaches to Sociology as well as its Relationship with Education
- Theoretical perspectives on education as a social system: Structural-Functional School, Conflict School, Symbolic Interactionism (special reference to Emile Durkhiem, John Dewey, K. Mannheim, Karl Marx and T.Parsons)
- Status and Development of sociology of Education in the West and in India.
- Researches in Sociology of education in India.


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UNIT III: AGENCIES OF EDUCATION IN INDIA

- Education and the Family, Education and the Community, Concept of the Community Schools;
- Politics and Education; Economy and Education.

UNIT IV: EDUCATION AND SOCIAL PROCESSES

- Education and Social Stratification
- Modernization and Social Processes
- Education and Social Change
- Education and Social Mobility

UNIT V: PROTECTIVE DISCRIMINATION AND EDUCATION

Constitutional Ideals- Social equity and equality of educational opportunities –
Addressing education deprivation of SC/ST/OBC/women/ Rural Population.

ACTIVITIES:

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

REFERENCES

Anderson, W.A. and Parker, F.B.: Society-Its Organisation and Operation. New Delhi: Affiliated East West Press (Pvt. Ltd.), 1966.

Bell Robert R. (Ed.): The Sociology of Education: A Source Book. Dossey Press, Harnood, Illinois, 1962.



OBJECTIVES

- To help students to discriminate between different Methods of Research.
- To enable students to select the most appropriate Experimental Design.
- To help students to distinguish between Internal Validity and External Validity.
- To enable students to discriminate between Parametric and Non Parametric Statistical Techniques.
- To develop among students the skill of selecting appropriate method of computing Correlation and interpret the Coefficient of Correlation.
- To empower students to write the Thesis/Dissertation in a systematic way.
- To develop among students understanding of qualitative research and its types.
- To help students get acquainted with different tools and techniques of data collection
- To enable students to learn the process of standardization of tools

UNIT I: QUANTITATIVE RESEARCH: MEANING, CHARACTERISTICS AND TYPES

- Descriptive research.
- Survey Research
- Ex-post facto research.
- Experimental Research
- Historical research.

UNIT II : QUALITATIVE RESEARCH

- Case studies
- Ethnographic studies.
- Phenomenological research
- Naturalistic Inquiry
- Meta cognition and Policy research


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NIT-III: TOOLS AND TECHNIQUES OF DATA COLLECTION

- Characteristics of a good research tool.
- Types of research tools: their development and uses.
- Questionnaires, Interviews and observation as tools of research.
- Tests and scales such as: Projective and non-projective tests, Rating scales and Attitude scales.
- Socio-metric techniques.
- Standardization of the Tool: Item analysis, Reliability and validity of tools.

UNIT-IV: RESEARCH DESIGN

- Concept of design of study
- Types: Single variable and Factorial Designs
- factors affecting validity of experimental design

UNIT-V: RESEARCH PAPER WRITING AND RESEARCH REPORT WRITING

- Writing research report: format, language and style of report, chapterization pagination, bibliography and references
- Writing research paper: Choice of the journal, Selection of objectives, choosing title, writing rationale, developing the paper

ACTIVITIES

- Conducting a Case Study
- Writing a Research Paper
- Writing a background article

REFERENCES

- Ary, D., Jacobs, L.C. and Razanch, Asghan, Introduction to Research in Education. New York: Holt Rinehart, 1972.
- Best, J.W.: Research in Education. New Delhi: Prentice Hall of India Pvt.Ltd.
- Buch, M.B. (Ed.): A Survey of Research in Education in India. Baroda: Centre of Advance Study in Education, M.S. University of Baroda, 1974.
- Buch, M.B. (Ed.): Second Survey of Research in Education (1972-1978). Baroda: Society for Educational Research and Development, 1979.



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COURSE 13: FIELD ENGAGEMENT

Course Code: 394

Marks: 150
External : 100
Internal : 50

The objective of course on field engagement is to offer students opportunities of gaining firsthand experience of the working of teacher education institutions and/or organizations actively engaged in some specialized fields of education such as curriculum development, text book production, education of the differently abled, faculty development, educational administration etc. It shall include four weeks of field visit focused on close observation of various activities performed by these institutions/ organizations. A M.Ed. student is supposed to prepare a report in the form of reflective journal and make a presentation of onsite experiences gained back at her own institution, preferably through power point mode. Internal marks will be obtained from the institution visited, while the external examiner will award marks on the basis of the submitted report and presentation cum viva voce examination of the candidates.



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M.Ed. SEMESTER -IV

COURSE 14: CONTEMPORARY ISSUES IN INDIAN EDUCATION

Course Code: 401

Marks: 100
External : 80
Internal : 20

OBJECTIVES

To enable prospective teacher educators/administrators to:

- Be familiar with the contemporary issues in education at various levels by accessing various types of learning resources, surveys and interactions.
- Develop understanding of the nature of the issues, factors contributing to origin of the issue and the effects within and outside the system of education.
- Develop skills to work-out solutions of the existing educational problems in the light of the contemporary socio-political framework.
- Develop professional competence to participate in the policy development for education and its implementation modalities at various levels.

UNIT I: EDUCATIONAL ACCESS, QUALITY AND EQUITY

Free, universal and compulsory school education: SSA and RMSA-provisions, crisis, challenges and remedies. Vocational education, and education for entrepreneurship. Higher Education: Access, quality and equity concerns.

UNIT II: EDUCATION FOR UNIVERSAL VALUES

Peace, environment and humanitarian concerns, Life Skills and education, Paradoxical trends (alienation-integration, local-global, altruism-consumerism, etc.), Ethics Education. Education for democratic living, Education for universal human values

UNIT III: COLLEGE CAMPUSES AND ISSUES OF PARTICIPATION

Campus disturbances: Students unrest, Menace of ragging, student entitlements. Education and the masses: Public-private partnership, Community participation in functioning of institutions- SMCs, PTAs, etc., Mass concerns (medium of education, drop-outs etc., weakening of informal agencies). Professional bodies in Teacher Education.

UNIT IV: MANAGEMENT FOR EXCELLENCE

Online provisions – Entrance, teaching learning and evaluation, Knowledge networks (NKC), Institutional websites as MIS, ODE, Quality of Education: Selection of Teachers, Examination reforms (CCE). Assessment and accreditation of institutions (NAAC). Role of statutory bodies (NCTE, RCI), autonomous bodies (NCERT, UGC)

and regulation of institutions (NKC), Choice based credits, Internationalization and Credit transfer.

UNIT V: REORGANIZATION OF TEACHER EDUCATION

Effects of Globalization, Liberalization and Privatization on teacher education. Recent major policy documents in education: Reports of Yashpal committee 1998, NCF 2005, NCFTE 2009, RTE Act 2009, Teacher Education Reforms: Justice Verma Commission and Implications for teacher education.

ACTIVITIES

- Critical review of any policy document.
- Case study of Quality institution
- Study of role of SMC/PTA

REFERENCES

- MHRD (2001): Convention on the Right of the child. New Delhi.
- UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance. Dev, A., Dev, T.A., Das, S. (1996) *Human Rights a Source Book*, New Delhi, NCERT, Pp. 233.
- Ram Jois, M. (1998) *Human Rights and Indian Values*, New Delhi: N.C.T.E. Pp 80.
- Varghese, A. (2000) *Education for the Third Millennium*, Indore: Satprachar Press, Pp 251.
- Sharma R. C., Mahajan B. Permi, K.K. Nuna S. C., Menon, P. (1974) *Source Book on Environmental Education for elementary Teacher Educators*, New Delhi: NIEPA, Pp 278.
- NCERT (1970) *Education and National Development- Report of the Education Commission (1964-66)*, New Delhi: NCERT.



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M.Ed. SEMESTER -IV

COURSE 15: RESEARCH DATA ANALYSIS AND INTERPRETATION- II

Course Code: 402

Marks: 100
External : 80
Internal : 20

OBJECTIVES

- To help students understand the concept of interaction of variables in factorial design ANOVA.
- To develop among students the understanding of covariate(s) in one way and factorial design ANCOVA.
- To help students develop competency and confidence in computation of statistical test measures and testing their significance.
- To enable students to make distinction between parametric and non parametric test and their applicability.
- To sensitize students about the assumptions underlying statistical tests and techniques used for analyzing and interpreting research data.
- To empower students in skills of computer applications for analyzing and interpreting data.

CONTENT

UNIT I: FACTORIAL DESIGN ANOVA

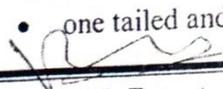
- Two way ANOVA of equal and unequal cell size
- ANCOVA- One way and two way with one or more covariates

UNIT II: NON PARAMETRIC TESTS

- Concept of non parametric tests, difference between parametric and non parametric tests One sample Chi square test: hypotheses of equality, proportion and normality
- Two sample chi square test, Residual analysis

UNIT III: NON PARAMETRIC TEST FOR TWO INDEPENDENT SAMPLES

- Mann Whitney U test
- one tailed and two tailed tests


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UNIT IV: PAIRED SAMPLE TEST

- Wilcoxon T test
- Testing null and directional hypotheses

UNIT V: COMPUTERS IN DATA ANALYSIS

- Data entry in computer software, Microsoft Excel/SPSS
- Data Analysis and interpretation using computers

ACTIVITIES

In relation to the Statistical Tests listed above:

- Data entry, exploring nature of data, running the tests
- Selecting, Modifying and interpreting the output

REFERENCES

Aggrawal, Y. P: Statistical Methods: Concepts, Application and Computation. New Delhi: Sterling Publishing Private Limited, 1990.

Asthana, H.S. & Bhushan, B.: Statistics for Social Sciences. New Jersey: Prentice Hall of India, 2007.

Freedman, D., Pisani, R. and Purves R.: Statistics (Fourth Edition). Viva Books, 2011.

Freedman, D. A: Statistical Models Theory and Practice, Cambridge: Cambridge University Press, 2009.

Furlong, Nancy E. and Others: Research Methods and Statistics – An Integrated Approach. Fort Worth: Harcourt College Publishers, 2000.

Gage, N.L.: Handbook of Research on Teaching. Chicago: Rand McNelly and Co., 1963.

Garrett, H. E.: Statistics in Psychology and Education. Bombay: Vakils, Feffer and Simons Ltd, 1981.

Gay, L.R.: Educational Research – Competencies for Analysis and Application. New Jersey: Prentice – Hall, Inc., 1996.

George, D. and Mallery. P.: SPSS for Windows: Step by Step, VJ Books Inc, 1999.

Guilford, J. P: Fundamental Statistics in Psychology and Education. Auckland: Mcgraw Hill International Book Company, 1981.

Healy, J.F: Statistics- A Tool for Social Research Belmont. C.A. Wadsworth publishing Company, 1999.

Johnson, Richard A. and Tsui, Kam-Wah: Statistical Reasoning and Methods. New York: John Wiley and Sons, INC, 1998.

Landau, S. and Everitt, B. S.: A Handbook of Statistical Analysis using SPSS, Chapman & Hall/ CRC Press Company, New York Washington D.C, 2004.



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COURSE 17: DISSERTATION

Course Code: 404

Marks: 100
External : 80
Internal : 20

M.Ed. students will submit a report of the dissertation work, carried out by them during the coursework in two typed copies. A soft copy of the same in the form of CD will necessarily be enclosed along with each hard copy of the dissertation report. At the end of the fourth semester, the student will be assessed by an external examiner on the basis of the submitted report and an open presentation of the research work, preferably through power point mode. The presentation will be open to available faculty members, fellow students, and other interested persons. The internal marks will be given by the allotted supervisor on the basis of the students' work during the entire semester.

An external examiner will not normally assess more than 25 students in a day.



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M.ED. TWO YEARS ADVANCE LEVEL COURSES
COURSE 4/8/12/16: EDUCATIONAL TECHNOLOGY-I
Course Code: 104/203

Marks: 100
External : 80
Internal : 20

OBJECTIVES:

- To familiarise student with the concept of educational technology.
- To equip student with fundamentals of system approach for solving educational problems scientifically.
- To make students aware of different types of instructional material.
- To enable students to understand the role of mass media in education.
- To make student familiar with the role of educational technology in education.
- To acquaint students with the challenges and opportunities emerging in integrating new technology in educational process.

CONTENT

UNIT I: CONCEPT OF EDUCATIONAL TECHNOLOGY

Educational technology: concept, definition, meaning, nature, scope, & significance, Teaching technology and instructional technology, development of instructional technology, trends in educational technology, mass instructional technology, role of technology in education.

UNIT II: APPROACHES OF EDUCATIONAL TECHNOLOGY

Hardware, software and system approach: definition, characteristics and advantages. Designing and analyzing system, implementation of system approach in education, concept of cybernetics and system analysis.

UNIT III: COMMUNICATION PROCESS

Communication Process: Concept, nature, process, models and barriers, Mass media – selection and types, Multimedia approach, Classroom communication, Education and Training: Face-to-face, Distance and other alternative modes, Information Theory Channels of communication through mass media in education & Instructional Strategies: lecture, team teaching, discussion, seminar, tutorials, Mastery Learning.

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UNIT IV: MULTI SENSORY AIDS

Concept, definitions, Classification: Audio, Visual, and Multi Sensory. Principles of selection of teaching aids, importance and uses. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training,

UNIT V: DESIGNING INSTRUCTIONAL SYSTEM

Formulation of instructional objectives, Task Analysis, Instructional Material: PLM - Meaning, types: LPLM, BPLM, MPLM, developing various types of PLM. Development of Modules.

ACTIVITIES

- Development of PLM on any topic.
- Preparation of teaching aids
- Script writing :Audio/Video

REFERENCES:

- Agrawal, J.C.: Essentials of Educational Technology - Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behaviour Analysis for Teachers*. London: Merrill Publishing Co, 1986.
- Bhushan, S.: Educational Technology, Vinod Pustak Mandir, Agra, 1986.

COURSE 4/8/12/16: EDUCATIONAL TECHNOLOGY-II

Course Code: 303/403

Marks: 100
External : 80
Internal : 20

OBJECTIVES

- To enable the student to understand the models of teaching.
- To make the student familiar with new technological applications in education including online learning.
- To enable the student with use of computer packages in education become good practitioner of Educational technology.
- To acquaint the student with the challenges and opportunities emerging in integrating new technology in Educational process.
- To empower the student in pedagogical application of multimedia approaches.

CONTENTS

UNIT-I: TECHNOLOGY OF TEACHING

Models of teaching: meaning, characteristics and types

- Concept Attainment Model
- Advance Organizer Model
- Inquiry Training Model
- Role Play Model
- Value Analysis Model

Modification of teacher behaviour: Flanders Interaction Analysis Category System (FIACS) Simulation.

UNIT II: ICT IN EDUCATION

Computer assisted instruction, Web based instruction: uses, web links, online learning, m- learning, flipped classroom, blended learning, Virtual classrooms, computer based assessment system, Computer mediated communication. Uses of teleconferencing, interactive video and computer conferencing, Massive open online courses (MOOCS)

UNIT III: MULTIMEDIA APPROACH

Meaning, characteristics, usage, Multimedia Development Process, Instructional Design for Multimedia: Models of designing multimedia: Reeves Multimedia Design Model, ADIE Model, Script writing for multimedia.



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UNIT – IV: DISTANCE EDUCATION & MASS MEDIA

Distance Education: Concept, Different contemporary system, viz., Correspondence, distance and Open: Student support services: Evaluation Strategies in Distance, Education; Counselling Methods in Distance Education. Mass Media: Media – Educational TV and Radio as mass media.

UNIT V: PROBLEMS AND CHALLENGES

Problem of sub-optimal use of technology in education, Attitudinal problems and challenge of adapting to fast emerging technologies in education, Poor maintenance of infrastructure and lean technical support system. Challenge of faculty empowerment in technology of teaching.

ACTIVITIES

- Development of e-content in an area.
- Construction of profile on wiki-educator
- Development of lessons using models of teaching
- Script writing for multimedia program

REFERENCES

- Agrawal, R: Educational Technology Management & Evaluation. Delhi: Shipra Publications, 2009.
- Anand, S : Educational Development and Technology. New Delhi: Anmol Publications Pvt. Ltd, 2007.
- Dahiya, S. S: Educational Technology-Towards Better Teacher Performance. Delhi: Shipra Publications, 2008.
- Dangwal, K.L: Educational Technology (Technology supported Teaching & Learning). New Delhi: APH Publishing Corporation, 2011.
- Sharma, R.A.: Educational Technology. Loyal Book Depot, Meerut, 1982.
- Siddiqui, M. H: Challenges of Educational Technology. ND: APH Publishing Corporation, 2009.
- Ventataiah, N.: Educational Technology. APH Publishing Corporation, New Delhi, 1996.
- Yadav, N. (2008). A Handbook of Educational Technology. New Delhi: Anmol Publications Pvt. Ltd, 2008.



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COURSE 4/8/12/16: CURRICULUM STUDIES-I

Course Code: 104/203

Marks: 100
External : 80
Internal : 20

OBJECTIVES

- To enable the student teachers to develop understanding about important principles of curriculum construction.
- To help student teachers understand the bases and determinants of curriculum.
- To familiarise the student teachers with the concept of curriculum design and process of curriculum development.
- To develop among the student teachers the competency to analyze given curriculum for its explicit and implicit components.
- To help them recognise the need for organising the curriculum on the principles of integration, articulation and coherence in curriculum.
- To enable them identify different kinds of integration, articulation and coherence in curriculum.
- To acquaint the students with the different approaches to curriculum designing.
- To develop competency among students in designing curriculum unit.
- To equip students with the understanding of different models of curriculum development.

CONTENT

UNIT I: CURRICULUM FUNDAMENTALS

Concept and meaning of curriculum, Definition of curriculum, Curriculum & syllabus Elements of Curriculum
Various curriculum concepts: Stated curriculum, recommended curriculum, supported curriculum, Transacted curriculum, Formal and Informal curriculum, Manifest and Hidden Curriculum, Null curriculum
Scope of curriculum studies

UNIT II: BASES AND DETERMINANTS OF CURRICULUM

Historical considerations, Philosophical considerations, Psychological considerations, Sociological considerations, Discipline-oriented considerations

UNIT III: CURRICULUM ORGANIZATION

Principles of curriculum organisation, various kind of Integration, Articulation & coherence in curriculum, analyzing the existing curriculum in relation to principles of curriculum Approaches to curriculum organisation: Subject centred, Core curriculum, Learner- centred, Community - centred curriculum, Process approach and Humanistic approach.



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UNIT IV: CURRICULUM DESIGN & CURRICULUM DEVELOPMENT

Process of Curriculum Designing & Development: Deduction of curriculum from aims and objective of education, Content analysis & Instructional Strategies, Evaluation process & procedures

UNIT V: MODELS OF CURRICULUM DEVELOPMENT

Tylers, Hilda Taba, Nicholls and Nicholls, Wheeler and Need assessment model

ACTIVITIES

- Analysis of a school textbook
- Analysis of the B.Ed. curriculum of the Institution/University
- Review of original writings on Curriculum

REFERENCES

Aggarwal, Deepak: Curriculum development: Concept, Methods and Techniques, New Delhi. Book Enclave, 2007.

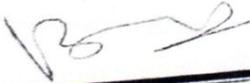
Aggarwal, J.C: Curriculum Reform in India- World overviews, Doaba House Book seller and Publisher, Delhi. 1990.

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

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

Diamond Robert M.: Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication, 1986.

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



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OBJECTIVES

- To enable the student teachers to develop understanding about strategies of curriculum implementation.
- To familiarise students with the importance and dynamics of curriculum evaluation for curriculum development.
- To sensitize the student teachers about various issues in curriculum development and need to address them.
- To help them identify recent trends in curriculum designing and development.
- To develop among students a comparative understanding of their own curriculum and curricula of some select countries.

CONTENT

UNIT I: CURRICULUM IMPLEMENTATION STRATEGIES

Role of Curriculum support Materials, Preparation for implementation, Models of implementation

UNIT-II: CURRICULUM EVALUATION

Concept, Need, Importance and Aspects: Formative, Summative curriculum evaluation, NRT and CRT Testing, Models of Curriculums evaluation, Interpretation of evaluation results and method, and reconstruction of curriculum

UNIT III: ISSUES IN CURRICULUM DEVELOPMENT

Centralized vs. Decentralized curriculum, Diversity among teachers in their competence, Problem of curriculum load, Participation of functionary and beneficiaries in curriculum development

Unit IV: CURRICULUM FOR TWENTY FIRST CENTURY

Open Distance Learning Curriculum (ODL)
Recent Curriculum Trends: National Curriculum Frameworks for School Education and Teacher Education
Social Reconstructionist curriculum: characteristics, purpose, role of the teacher in Reconstructionist curriculum, Future Trend in Curriculum
Curriculum researches in India: Trend report



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Unit V: COMPARATIVE CURRICULUM

Comparative study of curricula of different countries: India, UK, USA, USSR

ACTIVITIES

- Term paper on comparative studies of curricula of any two Nations
- Case study of process of development of B.Ed. curriculum of the University
- Study of stakeholders feedback on B.Ed./ M.Ed. curriculum
- Study of curriculum of an Open University

REFERENCES

Aggarwal, Deepak: Curriculum development: Concept, Methods and Techniques, New Delhi. Book Enclave, 2007.

Aggarwal, J.C: Curriculum Reform in India- World overviews, Doaba House Book seller and Publisher, Delhi. 1990.

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

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

Diamond Robert M.: Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication, 1986.

Joseph, P.B. et al.: Cultures of Curriculum, New York, Teacher College Press, 2000.

McKernan, James: Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge, 2007.

MHRD: Programme of action, Govt. of India, New Delhi, 1992.

MHRD, Gov. of India: National policy on education (revised), New Delhi, 1992.

NCERT: National Curriculum Framework for School Education, NCERT, New Delhi, 2000. NCERT: National curriculum framework, New Delhi, 2005.



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COURSE 4/8/12/16: TEACHER EDUCATION- I

Course Code: 104/203

Marks: 100
External: 80
Internal: 20

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OBJECTIVES

- To acquaint students with the pre-service and in-service Teacher Education in India.
- To familiarize students with the evolution of Teacher Education in India.
- To make students understand the nature and perspectives of the Teacher Education.
- To develop an understanding of needs and problems of Teacher Education.
- To develop an understanding of different modalities of transacting Teacher Education curriculum.

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CONTENTS

UNIT I: GENESIS OF TEACHER EDUCATION

Evolution and development of Teacher Education in India, before and after independence, Recommendations of various commissions established after independence for Teacher Education.

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UNIT II: PRE-SERVICE TEACHER EDUCATION

Teacher Education: Concept & objectives of Teacher Education at secondary level, Curriculum of Teacher Education at different levels.

Different phases of Teacher Education: Pre-Service Teacher Education- Concept, Objectives, Different agencies of pre-service education, Induction- concept, objectives and characteristics of effective induction programs

UNIT III: IN-SERVICE TEACHER EDUCATION

In-Service Teacher Education- concept, objectives, different agencies of in-service education, Different techniques for providing in-service education such as seminars, workshops, symposium, panel discussion, group discussion, quiz etc.

Different models of in-service education; winter schools, summer schools, short term programs.

UNIT IV: PERSPECTIVES ON TEACHER EDUCATION

Nature of teacher education as a profession, as a supervision, as administration, as counseling, as curriculum development, as science, as clinical interaction and as teacher development. (b) Competency based teacher education, (c) Accountability in teacher education


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UNIT V: PROBLEMS OF TEACHER EDUCATION

Changing needs and problems of teacher education- teacher education and practicing schools, Preparing teachers for special schools, Isolation of teacher education institutions from schools and TEIs working at different levels, commercialization of teacher education, low social esteem of teaching profession, Role of professional associations

ACTIVITY (ANY TWO)

- To develop check list of competency based teacher-education.
- To prepare a list for accountability of teachers.
- To evaluate/survey the curriculum of teachers' training program.
- To evaluate/survey the innovative programs of teacher education.

REFERENCES

- Chatterji and Desuja, A.: Training for Teacher in India and England New Delhi: Orient Longman, 1959.
- Chaurasia, G.: New Era in Teacher-Education. New Delhi: Sterling Publishers Pvt. Ltd., 1967.
- Mukerjee, S. N. (Ed.): Education of Teachers in India (Vol. I & II). Delhi: S. Chand and Co., 1968.
- NCERT: National Curriculum Framework. New Delhi: NCERT, 2005.
- NCTE: Curriculum Framework for Teacher Education. New Delhi: NCTE, 1998.
- NCTE: Policy Perspectives in Teacher Education. New Delhi: NCTE, 1998.
- Nikose, R. L.: Teacher Education- Issues & Challenges. New Delhi: APH Publishing Corporation, 2012.
- Pal, H. R. & Passi, B. K.: Classroom Interaction. Agra: Har Prasad Bhargava Publication. Shukla, R. S.: Emerging Trends in Teacher Education. New Delhi: Sterling, 1984.
- Pal, H. R.: Curriculum- Yesterday, Today & Tomorrow. Shipra Publisher, New, Delhi, 2006.
- Pal, H. R.: Methodologies of Teaching & Training in Higher Education (Hindi). Delhi: Hindi Madhyam Karyanvay Nideshalaya, Delhi University, 2004.
- Panda, B. N. and Tiwari, A. D.: Teacher Education. New Delhi: APH Publishing Corporation, 1997.


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COURSE 4/8/12/16: TEACHER EDUCATION- II

Course Code: 303/403

Marks: 100
External : 80
Internal : 20

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OBJECTIVES

- To update the students with the recent researches in teacher education and teacher effectiveness.
- To help students in developing a comparative picture of teacher education in the U.S.A. the U.K. and the U.S.S.R.
- To make students aware with the area, problems & emerging trends of research in Teacher Education.
- To familiarize students with the emerging trends in Teacher Education.

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CONTENTS

UNIT I: AGENCIES FOR PROFESSIONAL DEVELOPMENT

Agencies of Teacher Education and their roles in professional development of Teacher Educators. National level agencies: NCTE, NCERT, UGC - ASC., NUEPA, ICSSR, RIEs. State level agencies: SBTE, DIET, IASEs, UTDs, CTEs, BITEs

UNIT II: RESEARCHES IN TEACHER EDUCATION

Research in Teacher Education: Concept, Area/Scope & Problems of Research in Teacher Education, Trends of research in Teacher Education, Different areas of research in Teacher Education (Teacher Effectiveness, Teacher Competency, School Effectiveness, Teacher Behavior etc), Emerging trends, areas and variables of research in Teacher Education.

UNIT III: COMPARATIVE TEACHER EDUCATION

Comparative teacher education: comparative study of teacher education in USA, USSR, UK and India in special reference to their foundational historical background, levels & structure of teacher training and their courses of the study, curriculum, methods of teaching, methods of evaluation, standards of teacher education, administration & finance, contemporary problems & emerging trends.

UNIT IV: NEW PARADIGMS IN TEACHER EDUCATION

New trends in teacher education: paradigm shift in teaching-learning process (teacher centered, teacher-learner interaction, learner centered, learner-centered interaction), e-learning & m-learning in teacher education, Constructivism in teacher education, Interdisciplinary approach, Distance education, correspondence & Non-formal education in teacher education, Flanders interaction analysis category system.


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UNIT V: QUALITY OF TEACHER EDUCATION

Quality Assurance: NAAC & their criteria for quality assessment of HEIs, Criteria of quality assurance in context of IQAC, Performance Based Appraisal System- Academic Performance Indicator (PBAS-API), TQM.

SUGGESTED ACTIVITIES

- SWOT Analysis of any teacher education Institute
- Report of a teacher education institute on the basis of quality criteria determined by the NAAC
- Abstract of Ph. D. thesis in the area of Teacher Education

REFERENCES

- Ali, L.: Teacher Education. New Delhi: APH Publishing Corporation, 2012.
- Biddle, B. J. et al.: Contemporary Research on Teacher Effectiveness. New York: Holt Rinehart, 1964.
- Buch, M.B. and Palsane, M. L.: Readings in In-service Education. Anand: V.D. Patel University, 1968.
- Chatterji and Desuja, A.: Training for Teacher in India and England New Delhi: Orient Longman, 1959.
- Chaurasia, G.: New Era in Teacher-Education. New Delhi: Sterling Publishers Pvt. Ltd., 1967.
- Chaurasia, G.: Innovations and challenges in Teacher Education. Agra: Vikas Publication, 1977.
- Corey, S.: In-service Education of Teachers and Administrators. Chicago: University of Chicago Press, 1962.
- Dunkin, M. J. (Ed.): The International Encyclopedia of Teaching and Teacher Education. Oxford: Pergamon, 1985.
- Gage, N. L. (Ed.): Handbook of Research on Teaching. Chicago: Rand McNally and Co., 1967.
- Gupta, A.K.: Teacher Education: Curriculum and prospects. New Delhi: Sterling Publishing Private Ltd., 1984.
- Henry, N. B. (Ed): In-service Education of Teachers, Supervisors, Administrators. Chicago: University of Chicago Press, 1967.


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COURSE 4/8/12/16: EDUCATIONAL ADMINISTRATION-I

Course Code: 104/203

Marks: 100

External : 80
Internal : 20

OBJECTIVES

- To acquaint students with the emerging concept of Educational Administration.
- To help students to understand the various factors affecting the character of educational administration.
- To impart knowledge of the concept of and related concepts underlying Educational Administration.
- To help the students to understand the nature of Educational Planning, Educational Leadership and Performance Appraisal.
- To develop the students understanding and appreciation of the theories of Educational Administration and Leadership.
- To develop an insight about key concepts of Educational Supervision.
- To develop in them knowledge and skills of Evaluation and Appraisal of educational Institutions.
- To develop in students a satisfactory concept of competence in Educational Administration.
- To develop pre-requisite skills for Educational Administrator among students.
- To keep students precisely informed about the Educational Planning in India.

CONTENTS

UNIT I: MODERN DEVELOPMENTS IN EDUCATIONAL ADMINISTRATION

Taylorism, Human Approach, Max Weber's concept of Management, Changing concepts of Educational Administration, efficiency versus human relations - controversy, Process of administration.

UNIT II: EDUCATIONAL LEADERSHIP

Meaning and Nature of Educational Leadership, Theories of Leadership, Styles of Leadership: Autocratic, Democratic & Laissez Faire, Group Dynamics and Human Relations.

UNIT III: EDUCATIONAL PLANNING

Types and Scope of Educational Planning. Principles, Different Approaches to Educational Planning, Economic and Social aspects of Educational Planning; steps in preparation of plans; Implementing, Evaluating and Readjusting a plan. Five year Plan in education: Historical Background, Features, Impacts, Merits, Demerits.



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UNIT IV: EDUCATIONAL SUPERVISION

Principles, methods and procedures of Educational Supervision, Supervision as Service Activity, Evaluating effectiveness of supervision, Functions of Supervision, Modern Supervision.

UNIT V: PERFORMANCE APPRAISAL

Meaning, Concept and Scope, Code of Professional Ethics for teacher, Program for professionals, growth of teachers and improvement of instructional program.

ACTIVITIES

- Seminar on the history of Educational Administration
- Critical Account of Educational Planning in India
- Critical appraisal of the Five year plans in India
- Critical analysis of a Leader
- Visit to an Educational Institution
- Preparation of Performance Appraisal for Teachers, Administrators etc.
- Account of Educational Administration in India

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- Adams, D. (Ed.): Educational Planning, Centre for Development of Education, Syracuse University Press, All University School Education, 1958.
- Bettelheim, C.: Study in the Theory of Planning, Asia Publishing House, Bombay, 1961.
- Campbell, R.F. and Gregg, R.T. (Ed.): Administrative Behavior in Education, Harper and Brothers, New York, 1957.
- Chandrakant, L.S. et al: Educational Administration - What it Means. Ministry of Education, Delhi, 1957. Corbally, J.E. (Jr.): School Finance. Allyn and Bacon, Boston, 1962
- Craig, M. W: Dynamics of Leadership. Jaico Publishing House, Bombay, 1995.
- Davar, R. L. & Davar, S. L.: The Management Process, Progressive Corporation Pvt. Ltd. Bombay, 1982.
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COURSE 4/8/12/16: EDUCATIONAL ADMINISTRATION-II

Course Code: 323/403

Marks: 100
External : 80
Internal : 20

OBJECTIVES

- To develop among the students understanding and appreciation of the theories of Educational Administration.
- To develop among students the concept of competence in Educational Administration.
- To help the students to understand the nature of Educational Planning and Finance.
- To acquaint them with the theory and Practice of Educational Finance.
- To develop among students the attitude and capacity of raising fundamental questions concerning theory and practice of Educational Administration.
- To help them gain an understanding of Financing in Education in India.
- To sensitize students about underlying issues in Educational Administration.
- To develop among students an insight about the modern trends and related concepts of Educational Administration.
- To acquaint student with the knowledge of Human Resource Management.

CONTENT

UNIT I: THEORIES OF EDUCATIONAL ADMINISTRATION

Conflicts- Gatzel's Theory, Motivation-Theory of Organizational Equilibrium, Decision Making- Griffith Theory and Administrative Behavior, Systems Analysis: An approach to Educational Administration.

UNIT II: ISSUES IN EDUCATIONAL ADMINISTRATION

Centre, state and local bodies, centralization and decentralization in India, State and Private enterprise, existing problems of administration in India. External and Internal controls, Factors influencing the system of Educational Administration (Political, Social, Cultural and Economic).

UNIT III: EDUCATIONAL FINANCE

Importance of Financing in Education, Sources of Income, Cost of Education and Expenditure on Education. Resource Mobilisation and Allocation, Preparation of budget, Role of central and state governments, local authorities, Private Agencies, Voluntary Organization



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Unit IV: HUMAN RESOURCE MANAGEMENT

Staff selection; Personnel development, Performance appraisal systems; Motivation and job satisfaction, Organisational climate; Team building.

UNIT V: MODERN TRENDS IN EDUCATIONAL ADMINISTRATION

Decision Making, Organization Compliance, Organizational Development, PERT/CPM, PPBS system approach, Management Information Systems: Database: Concept and Management, Office Management, Management of Physical Resources

ACTIVITIES

- Critical Account of Educational Administration and Management in India
- Critical Appraisal of Educational Planning and Finance in India
- Assignment on Sources of Educational Finance in India

REFERENCES

- Aggrawal, J. C: Educational Administration, School Organisation and Supervision, Delhi: Agra Book Depot, 1967.
- Bhatnagar, R. P. & Aggrawal, V.: Educational Administration Meerut: Loyal Book Depot. 1998.
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OBJECTIVES

- To enable the prospective teacher to acquire knowledge and understanding of Special Education.
- To acquaint the students with the historical scenario of special education in India and abroad.
- To provide the knowledge about the trends like rehabilitation, mainstreaming, integration, inclusion etc.
- To acquaint the prospective teachers with Government Policies, Legislatures and National Institutes related to the disabled.
- To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Visual Impairment, Hearing Impairment, Orthopedically Impaired and Juvenile Delinquency).
- To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for Education of the children with various disabilities.

CONTENT

UNIT I: INTRODUCTION TO SPECIAL EDUCATION

- (a) Concept, Definition, Objectives, Assumptions, Scope. (b) Key terms related to Special Education- Handicap, Impairment and Disability. Historical development of Special Education. Trends in Special Education: Rehabilitation, Integration, Inclusion Normalization and Mainstreaming. Legal Aspect of Special Education: (a) Constitutional Provisions and Acts (b) Facilities for special children (c) National Institutes related to disability.

UNIT II: VISUAL IMPAIRMENT

Concept, Definition, Causes, Characteristics, Classification, Assessment techniques, Training For Visually Impaired-Sensory Training, Concept development, Communication skills, Daily Living Skills, Orientation and Mobility Training, Aids and appliances and Educational Programmes.

UNIT III: HEARING IMPAIRMENT

Concept, Definition, Causes, Characteristics, Classification, Training in Sign Language, Aids and Appliances and Educational Programmes.



UNIT IV: ORTHOPEDICALLY IMPAIRED

Concept, Definition, Characteristics, Classification and Educational Programmes.

UNIT V: JUVENILE DELINQUENTS

Concept, Definition, Characteristics, Causes and educational Programmes.

ACTIVITIES:

- Visit to any Special/Integrated/inclusive School and writing and presentation of report.
- Survey of Educational facilities/ Aids and appliances available in the special school.
- Case study of any one child suffering from any disability.
- Survey of the various web resources available any prescribed disability.
- Review of researches related to the prescribed disabilities.

REFERENCES

Ariel, A: Education of Children and Adolescents with Learning Disabilities, Mc millan Publishing Co. New York, 1992.

Cruschank, W. M: Psychology of Exceptional Children and Youth, EngelwoodCliffs. N.J.: Prentice Hall,1975.

Pal, H.R: VishishtaBalak, Madhya Pradesh Hindi Granth , Academy, Bhopal, 2010.

Panda, K.C: Education of Exceptional Children, Vikas Publishing House, New Delhi, 1997.

Shankar, U: Exceptional Children, Enkay Publisher, New Delhi,

1991. Singh, N:Special Education. Commonwealth Publishers.

New Delhi,1997.

Stow &Selfe : Understanding Children with Special Needs, Unwin HymanLtd. London,1989.



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COURSE 4/8/12/16: SPECIAL EDUCATION -II

Course Code: 303/403

Marks: 100
External : 80
Internal : 20

OBJECTIVES:

- To enable the prospective teacher to acquire knowledge and understanding of Special education and its curriculum.
- To enable the prospective teacher to acquire knowledge and understanding about different areas of disability (Mentally Retardation, Learning Disability, Gifted, Creative children, Backward Children).
- To acquaint the prospective teacher with Educational Programmes, Equipments, and Aids for education of the disabled.
- To acquaint the prospective teacher with the role of Formal, Informal and Non formal in the context of Special children.
- To aware the students with the various trends in the area of Special Education.

CONTENT

UNIT I: CURRICULUM PLANNING IN SPECIAL EDUCATION

(a) Meaning of curriculum (b) Difference in General and Special curriculum,(c) Foundations of curriculum (d) Components of curriculum (e) Curriculum Adaptation For Visually Impaired, Hearing Impaired, Learning Disable ,Current Issues in Special Education: (a) Cross Disability Approach. (b) Role of Formal and Informal agency in dealing with special children.

UNIT II: EDUCATION OF MENTALLY RETARDED

(a) Concept, (b) Definition,(c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

UNIT III: EDUCATION OF BACKWARD CHILD

Concept of Backward children Causes of backwardness and Education Programmes.



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UNIT IV: EDUCATION OF GIFTED AND CREATIVE CHILD

(a) Concept, (b) Definition, (c) Characteristics, (d) Identification, (e) Educational Programmes.

UNIT V: EDUCATION OF LEARNING DISABLE

(a) Concept, (b) Definition, (c) Classification, (d) Characteristics, (e) Causes, (f) Educational Programmes.

ACTIVITIES

- Visit to Special School
- Project on any one disability area
- Preparation of Learning Material
- Curriculum planning for special children
- Test preparation for Learning Disabled

REFERENCES

Ariel, A: Education of Children and Adolescents with Learning Disabilities, Mc millan Publishing Co. New York. 1992.

Cruschank, W. M: Psychology of Exceptional Children and Youth, Engel wood Cliffs. N.J.: Prentice-Hall, 1975.

Pal, H.R: VishishthaBalak, Madhya Pradesh Hindi Granth , Academy, Bhopal, 2010.

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OBJECTIVES

- To familiarize students with meaning, nature, scope, aims and principles of guidance & counseling.
- To familiarize students with meaning, definition, techniques, types and methods of counseling.
- To acquaint students with philosophical, sociological and psychological foundation of guidance.
- To familiarize students with standardized and non standardized tools of guidance.
- To help students in understanding nature of individual and individual differences.
- To make students aware about world of education and world of work.
- To familiarize students with process of organizing guidance services at different levels and personnel involve in guidance services.

CONTENTS

UNIT I: GUIDANCE

Meaning and Definition, Developmental concept of Guidance leading to Modern Concept, Nature and Scope of Guidance, Philosophical, Sociological and Psychological Foundations of Guidance: Aims and Principles of Guidance. Guidance and Education: Specific Relationship. Revolutionary changes in Modern Human Society. Need of Guidance-General and with special references to Indian Cultural Background.

UNIT II: COUNSELLING

Meaning, historical development and importance of counselling. Types -Individual and Group counselling. Approaches of counselling: Directive, Non directive. Eclectic counselling. Techniques in counselling: Steps of counselling. The Qualities of effective counsellor. Theories of counselling-Psychoanalytical theory (Freud, Jung), Self concept/actualization theory (Rogers, Maslow), Trait theory (Williamson, Cattell) and Behavioristic (Skinner, Pavlov) Counselling Skills-Building Trust: Listening, attending, building rapport, demonstrating empathy, observing, Interview (types of Interview), procedure of conducting interview. preparation, process, interpretation, recording, and termination.



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COURSE 4/8/12/16: GUIDANCE AND COUNSELLING- II

Course Code: 303/403

Marks: 100
External : 80
Internal : 20

OBJECTIVES

- To acquaint students with need of guidance at different educational levels and techniques collecting and disseminating educational as well as vocational information.
- To familiarize students with concepts like vocational development, vocational maturity, vocational adjustment and their relationship.
- To make student understanding self concept and aspiration and importance of studying these concepts for guidance worker.
- To familiarize students with meaning, need , methodology and strategies of personal guidance.
- To make student aware about personality development skills.
- To familiarize students with training of personal involved in guidance activities.
- To acquaint students with concept objectives and organization of educational clinic.
- To make student aware about the researchers conducted in the area, needed areas of research and issues and challenges in guidance.
- To familiarize students with intervention programme as relaxation strategies, Critical analysis of problems and understanding of behavior pattern of special children.

CONTENT

UNIT I: EDUCATIONAL GUIDANCE

Meaning, Guidance and Curriculum, Principles and Examples of Guidance oriented Curriculum. Special Need and Specific Nature of Guidance at different educational stages. viz. Primary, Secondary, Higher Secondary, College entrance, University and Professional Courses/Colleges.

Educational Information – Importance, Techniques of collecting and disseminating Educational Information.

UNIT II: VOCATIONAL GUIDANCE

Meaning, Theories of Vocational Development, Vocational Development, Vocational Maturing and Vocational Adjustment Occupational Information – Nature and Importance/ Significance, Classification of Occupations, Sources of Occupational Information, Collection, Analysis and Filing of Occupational Information, Dissemination and use of Occupational Information, Job Analysis and Job Profiles.

Theories of career development (some basic concepts, applicability and limitations of each theory) - Trait Factor Theory , Roe's theory of personality development and career choice , Holland's career theory of personality types and work environment , Super's life span/life space approach to career development


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UNIT III: PERSONAL GUIDANCE

Meaning and Definition of Personal Guidance, Need of Personal Guidance, Methodology and Strategy of Personal Guidance, Various Possible Areas of Problems- Viz. Physical Health, Social Relationship, School Life, Home and Family, Sex, Ideals, Financial Status, Morals, Religion etc. Various areas of Deviancy viz. – Physical, Mental, Intellectual, Academic, Emotional, Psychoneurotic etc. Cause effect Relationship, Personality Development : Skills for developing personality: Self Confidence, coping with stage fear, preparing for interview, Communication skill, Self exploration, etc.

UNIT VI: GROUP GUIDANCE

Concept and Need of Group Guidance, Specific need of Group Guidance in Indian Situations, Group Dynamics and Group Guidance, Group Guidance and Individual Counseling. Techniques of Group Guidance. Researches in Guidance Types and Areas of Researches conducted. Needed Areas of Research in Guidance and Counseling. Issues and challenges in Guidance.

UNIT V: INTERVENTION PROGRAMMES

Role of relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems. Personal management skills (Time, self management) Critical Analysis of different Types of problems -Academic Problems, Class room problems, Personal, Vocational, Emotional/social problem (Adjustment) . and Problem of Decision making.

Behaviour Patterns of Gifted, underachiever, Slow learner/educationally backward child, Attention deficit hyperactive (ADH) Children, ,Visual/ auditory/ Speech, Orthopedic and Mentally challenged.

ACTIVITIES

- Sources and Disseminating Information: Educational and Vocational Job Analysis
- Trend Report on Researches of Guidance and Counseling
- Group Assessment- Tools: Administration and Report.
- Relaxation strategies, yoga & meditation therapies for children and adolescents for reducing stress and problems.
- Critical Analysis of different types of Problems of Students
- Study of Behaviour Pattern of any special child

REFERENCES

Agarwal J.C: Educational and Vocational Guidance & Counseling, Doaba House, New Delhi, 1965.
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