



# MANRAKHAN MAHTO B.Ed. COLLEGE

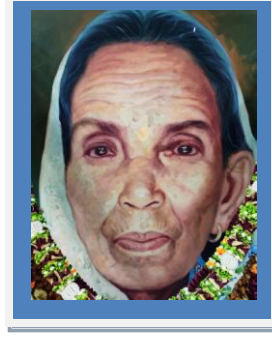
NAAC ACCREDITATION GRADE "B"

AFFILIATED TO JHARKHAND ACADEMIC COUNCIL, RANCHI

AFFILIATED TO RANCHI UNIVERSITY, RANCHI, RECOGNIZED BY NCTE

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# SYLLABUS

## FOR M.Ed. COURSE

अध्ययन, अनुशासन, आस्था, अभ्यास एवं अध्यात्म

**PROPOSED**

**AND COURSES OF STUDY**

**FOR 2 YEAR**

**MASTER OF EDUCATION (M.Ed.)**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**

**OF**

**RANCHI UNIVERSITY, RANCHI**  
**EFFECTIVE FROM JULY 2018-2019**

**Regulation and Courses of – 2 Yr. M.Ed. (R.U.)**

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**COURSES OF STUDY**

<b>SEMESTER I</b>						
<b>Course Code</b>	<b>Subjects</b>	<b>Credits</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Page No.</b>
PC-01	Psychology of Learner	04	30	70	100	10
PC-02	Philosophy of Education	04	30	70	100	13
TE-01	Perspectives, Research and Issues in Teacher Education	04	30	70	100	15
TC-01	Research Methods and Statistics	04	30	70	100	18
<b>TOTAL</b>	<b>Semester - I</b>	<b>16</b>	<b>120</b>	<b>280</b>	<b>400</b>	
<b>INTER SEMESTER BREAK - I</b>						
<b>Course Code</b>	<b>Subjects</b>	<b>Credits</b>	<b>Internal</b>	<b>External</b>	<b>Total</b>	<b>Page No.</b>
Dissertation	Standardization of Research Tools	02	50		50	21

**Regulation and Courses of – 2 Yr. M.Ed. (R.U.)**

<b>SEMESTER II</b>						
Course Code	Subjects	Credits	Internal	External	Total	Page No.
PC-03	Psychology of Learning	04	30	70	100	10
PC-04	Sociology of Education	04	30	70	100	13
PC-05	Educational Technology and ICT	04	30	70	100	15
TC-02	Research Methods and Advanced Statistics	04	30	70	100	18
Internship	Internship in a Teacher Education Institution	04	50		50	32
<b>TOTAL</b>	<b>Semester - II</b>	<b>20</b>	<b>170</b>	<b>280</b>	<b>450</b>	
<b>INTER SEMESTER BREAK - II</b>						
Course Code	Subjects	Credits	Internal	External	Total	Page No.
Dissertation	Proposal Writing	02	50		50	33
<b>SEMESTER III</b>						
Course Code	Subjects	Credits	Internal	External	Total	Page No.
SPE-01*	Perspectives in Elementary Education-I	04	30	70	100	34
SPE-02*	Perspectives in Elementary Education-II	04	30	70	100	36
SPS-01#	Perspectives in Secondary Education-I	04	30	70	100	38
SPS-02#	Perspectives in Secondary Education-II	04	30	70	100	40
PC-06	Principles and practices of curriculum development	04	30	70	100	42
PC-07	History and Political Economy of Education	04	30	70	100	45
Internship	Internship in Area of Specialization	04	50		50	48
<b>TOTAL</b>	<b>Semester - III</b>	<b>28</b>	<b>230</b>	<b>420</b>	<b>650</b>	
<b>INTER SEMESTER BREAK - III</b>						
Course Code	Subjects	Credits	Internal	External	Total	Page No.
TC (Tool course)	Research Report Writing	02	50		50	49
<b>SEMESTER IV</b>						
Course Code	Subjects	Credits	Internal	External	Total	Page No.
SPE-03*	Early Childhood Care and Education	04	30	70	100	50
SPE-04*	Curriculum, Pedagogy and Assessment in Elementary Education	04	30	70	100	53
SPS-05*	Elementary Teacher Education	04	30	70	100	55
SPS-03#	Senior Secondary Education	04	30	70	100	57
SPS-04#	Curriculum, Pedagogy and Assessment in Secondary and Senior Secondary Education	04	30	70	100	59
SPS-05#	Secondary and Senior Secondary teacher Education	04	30	70	100	62
Dissertation	Dissertation and Viva-Voce	06	50	100	150	66
<b>TOTAL</b>	<b>Semester - IV</b>	<b>30</b>	<b>230</b>	<b>520</b>	<b>750</b>	

\* Is for Elementary Specialization and # for Secondary and Senior Secondary Specialization

## **REGULATIONS**

### **About the Course**

The 2-Year M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas, and also develop research capacities, leading to specialization in either elementary education or secondary and senior secondary and senior secondary education.

Any person who has taken the degree of Bachelor of Education of this university or of another university recognized as equivalent there to may be admitted to the examination for the degree of Master of education after having fulfilled the requirements as mentioned in R.1.2

Students passing the B.Ed. (Physical Education), B.Ed. (Special Education) or Equivalent thereto of any statutory University will also be held eligible for the admission to the M.Ed. course.

### **General Objectives of the Course**

After successfully undergoing this course, trainee-teacher-educators will be able

- i. To understand the Socio-economic-cultural background and academic competency of entrants to B.Ed. course.
- ii. To master the methods and techniques of developing competencies, commitments and performance skills of a teachers.
- iii. To explain the nature of issues and problems faced by the state system of education and some innovative remedies tried to solve them.
- iv. 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.
- v. To understand, in the light of recent global developments, the new thrusts in education, and the ways and means to inculcate intellectual, emotional and performance skills among secondary and senior secondary pupils – “the Global citizens of tomorrow”.
- vi. To imbibe in them attitudes and skills required of “life-long learners”. “On the ICT influenced world”. Of today and tomorrow.
- vii. To acquire the skills required of a ‘consumer’ and ‘practitioner’ of educational research and innovations.
- viii. To develop experts of curriculum, pedagogy and evaluation for elementary, secondary and senior secondary education.

### **R 1.2 Admission to the course –**

A candidate should have a minimum of 55% marks at B.Ed. degree course or a CGPA of B+ to be eligible for admission to M.Ed. Admission to the course will be given on the basis of Entrance Examination, Interviews marks of Eligibility degree.

- The Examination for the degree of M.Ed. shall consist of division of marks, credit and allotment of time to each Credit. Each component of Syllabus is shown in table-1.

**TABLE-1: Scheme of Examination**

<b>SEMESTER I</b>							
Course Code	Subjects	Instructional hours/week	Credit	Exam Hours	Total		
		(L+T+P)			Internal	External	Total
PC-01	Psychology of Learner	04	04	03	30	70	100
PC-02	Philosophy of Education	04	04	03	30	70	100
TE-01	Perspectives, Research and Issues in Teacher Education	04	04	03	30	70	100
TC-01	Research Methods and Statistics	04	04	03	30	70	100
	<b>Total</b>	<b>16</b>	<b>16</b>		<b>120</b>	<b>280</b>	<b>400</b>

(L+T+P) = Lecture + Tutorial + Practical

**Inter Semester Break - I**

Course Code	Subjects	Credits	Total		
			Internal	External	Total
Dissertation	Standardization of Research Tools	02	50		50
	<b>Total</b>	<b>2</b>	<b>50</b>		<b>50</b>

<b>SEMESTER II</b>							
Course Code	Subjects	Instructional hours/week	Credit	Exam Hours	Total		
		(L+T+P)			Internal	External	Total
PC-03	Psychology of Learning	04	04	03	30	70	100
PC-04	Sociology of Education	04	04	03	30	70	100
TE-05	Educational Technology and ICT	04	04	03	30	70	100
TC-02	Research Methods and Advanced Statistics	04	04	03	30	70	100
Internship	Internship in a Teacher Education Institution	(3 to 4 weeks)	4		50		50
	<b>Total</b>	<b>16</b>	<b>20</b>		<b>170</b>	<b>280</b>	<b>450</b>

(L+T+P) = Lecture + Tutorial + Practical

**Inter Semester Break – II**

Course Code	Subjects	Credit	Total		
			Internal	External	Total
Dissertation	Proposal Writing	2	50		50
	<b>Total</b>	<b>2</b>	<b>50</b>		<b>50</b>

**SEMESTER III**

Course Code	Subjects	Instructional hours/week (L+T+P)	Credit	Exam Hours	Total		
					Internal	External	Total
SPE-01*	Perspectives in Elementary Education-I	4	4	3	30	70	100
SPE-02*	Perspectives in Elementary Education-II	4	4	3	30	70	100
SPS-01#	Perspectives in Secondary Education-I	4	4	3	30	70	100
SPS-02#	Perspectives in Secondary Education-II	4	4	3	30	70	100
PC-06	Principles and practices of curriculum development	4	4	3	30	70	100
PC-07	History and Political Economy of Education	4	4	3	30	70	100
Internship	Internship in Area of Specialization	(3 to 4 weeks)	4		50		50
	<b>Total</b>	<b>24</b>	<b>28</b>		<b>230</b>	<b>420</b>	<b>650</b>

**\*Is for Elementary Specialization and # for Secondary and Senior Secondary Specialization**

(L+T+P) = Lecture + Tutorial + Practical

**INTER SEMESTER BREAK- III**

Course Code	Subjects	Credit	Total		
			Internal	External	Total
Tool course	Research Report Writing	2	50		50
	<b>Total</b>	<b>2</b>	<b>50</b>		<b>50</b>

**Semester - IV**

Course Code	Subject	Instructional hours/week (L+T+P)	Credit	Exam Hours	Total		
					Internal	External	Total
SPE-03*	Early Childhood Care and Education	4	4	3	30	70	100
SPE-04*	Curriculum, Pedagogy and Assessment in Elementary Education	4	4	3	30	70	100
SPS-05*	Elementary Teacher Education	4	4	3	30	70	100
SPS-03#	Senior Secondary Education	4	4	3	30	70	100
SPS-04#	Curriculum, Pedagogy and Assessment in Secondary and Senior Secondary Education	4	4	3	30	70	100
SPS-05#	Secondary and Senior Secondary Teacher Education	4	4	3	30	70	100
Dissertation	Dissertation and Viva-voce	4	6		50	100	150
	<b>Total</b>	<b>28</b>	<b>30</b>		<b>230</b>	<b>520</b>	<b>750</b>

**\*Is for Elementary Specialization and # for Secondary and Senior Secondary Specialization**

(L+T+P) = Lecture + Tutorial + Practical

**Dissertation and Internship**

The facility of Dissertation provides for students interested in doing research on the topic of his/her choice. The topic and the plan of the plan of the dissertation will be decided in consultation with the faculty member/Supervisor preferably in the area of specialization. The internship has been conceptualized in two parts having 4 credits each. First part involves a compulsory attachment with a teacher education institution during the summer. The second part involves interning at/associating with a field site relevant to the area of specialization.

**R.2: Duration of the Programme :**

While conceptualizing the credit apportionments, the **Choice Based Credit System (CBCS)** Proposed by UGC should be adopted. The Programme follows the following organization and credit apportionment format:

Year 1: 16 – 18 weeks \* 2 semesters + 3 weeks in summer

Year 2: 16 – 18 weeks \* 2 semesters + 3 weeks in inter-semester breaks

Total: 16 – 18 weeks \* 4 semesters = 64 – 72 weeks; + 6 weeks for field Immersion during Inter – semester breaks = 70 – 78 weeks. Apart from the 6 weeks in the various Inter-semester breaks, 7 weeks should be allocated to the field Immersion. Each year should have a total of at least 200 Working days.

**R.3: Programmes offered at M.Ed. Programme and Specializations:**

- (1) Two Year M.Ed. has been planned with specializations in elementary and secondary and senior secondary education. The specialization component has 20 credits. In the process of developing the specialization clusters, the professional roles that a graduate of the M.Ed. Programme may assume/perform have been kept in mind. The idea is to develop a Programme that prepares teacher educators who not only have a thorough understanding of a specific school stage (Such as



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elementary /secondary and senior secondary) but also specialize in one such area as curriculum, pedagogy and assessment, policy, planning and economics; administration and leadership; inclusive education, and the like. Keeping this in mind, the specialization component has been organized in the following fashion:

*School/Education level/stage based specialization clusters* : Since the entrants of the 2 year M.Ed. programme will already have a first degree in education with a specific school level/stage focus, they may specialize in the same level in the M.Ed. programme. Thus, the students would make a choice from among the following stage/level based specializations:

- a) Elementary Education, or
- b) Secondary and Senior Secondary Education

### **R.4: Semesters and Course Structure:**

The course is spread for two (2) years, i.e., four (4) semesters. The course is composed of Perspectives (PC), Tools (TC), Teacher Education (TE) and Specializations (elementary/secondary and senior secondary) (SPE/SPS) this is followed by a discussion on the proposed modality of transacting core these (taught, workshop/ seminar/ practicum, internship and dissertation).

### **R. 5: Credits:**

The M.Ed. Sub –Committee has outlined a model that has 80 credits in total .40 for core courses, 20 credits for specializations ,8 credits for field internship (4 credits in a teacher education institution and 4 in the area of specialization),and 12 credits for research leading to dissertation .Put differently, the curriculum will have core courses (which shall have about 60% of credits ) and specialization courses and dissertation with about 40% of credits. The taught courses will also have practicum component. Each credit in a taught course is equated to one hour of teaching or two hours of seminars/ group work/ laboratory work/ field-work/workshop per week for 16 weeks. Thus, a 4-credit course entails 4 hours of regular teaching per week or as much as 8 hours of teaching and other programme activities. While conceptualizing the credits the Choice Based Credit System (CBCS) Proposed by UGC should be adopted.

### **R.6 Examinations:**

(i) There shall be examinations at the end of each semester, for the first semester, in the month of December and for the second semester in the month of May and similarly for III and IV Semester respectively. A Candidate who does not pass the examination in any course (S) shall be permitted to appear in such failed course (S) in the next examinations to be held in December or May, as the case may be.

(ii) A candidate should get enrolled /registered for the first semester, examination. If enrollment/regulations prescribed OR belated joining OR on medical grounds, the candidates will not be permitted to move to the next semester. Such candidates shall redo the semester in the subsequent turn of that semester as a regular student; however student of first semester shall be admitted in the second semester if he/ she has successfully kept the term in first semester.

### **R. 7: Condonation:**

Student must have 80% of attendance in each course for appearing in the end-semester examination .Shortage of attendance up to 15% can be condoned by the Vice Chancellor as per R.U. rules.

**R. 8: Questions Paper Pattern:** Question Paper shall have four questions corresponding to four units of each theory course. Question No. 5 shall have objective type of questions to be asked from all the four units of the theory course by giving equal weightage.

**Format of Theory Question Paper for M.Ed. Semester:**

Q.1 and 2 From Unit-1	Answer any one question from the following two questions.	14 Marks
Q.3 and 4 From Unit-2	Answer any one question from The following two question.	14 Marks
Q.5 and 6 From Unit-3	Answer any one question from the following two questions.	14 Marks
Q.7 and 8 From Unit -4	Answer any one question from the following two questions.	14 Marks
Q.9 From U nit 1-4	Q.5 Answer any 7 of the following 10 question in short.	14 Marks

**R.9: Evaluation:**

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by an end semester examination and will be consolidated at the end of the course. The ratio of marks to be allotted to continuous internal assessment and semester examination is 30:70.

**R. 10: Passing Minimum:**

The passing minimum for CIA (Continuous Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks ), where the candidate is required to appear for internal test at least once. Failed candidates in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semester (2 chances will be given) by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks). However a student is required to score at least 50% as aggregate marks for the award of M.Ed. Degree. In order to be promoted from Semester I to Semester II and further, a student shall have to pass in at least 3 out of five papers of previous Semester to continue the next Semester. A maximum of 5 grace marks can be given if a student fails to get the minimum of 40% marks in the external examinations in any subject.

**R. 11: Grading:**

Once the marks the CIA (Continuous Internal Assessment) and end semester examinations for each of the courses are available, they will be added. The marks thus obtained will then be graded on a 10-point scale as per details provided in R.19 from the first semester onwards the total performance within a semester and continuous performance starting from the first semester are indicated respectively by Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) These two are calculated by the following formula:

$$SGPA = \frac{\sum_{i=1}^n C_i G_i}{\sum_{i=1}^n C_i}$$

Where  $C_i$  is the Credit earned for the course in any semester,  $G_i$  is the Grade point obtained by the student for the course  $i$  and  $n$  number of courses passed in that semester.  $CGPA = SGPA$  of all the Courses starting from the first semester to the current semester.

Note: Examples for the calculation of GPA & CGPA are explained in R.19

**R. 12: Final Result:**

For purpose of declaring a candidate to have qualified for the Degree of M.Ed. in the first class/second class or first class with Distinction, the marks and the corresponding CGPA earned by the candidate will be the criterion

**R. 13: Conferment of the M.Ed. Degree:** A candidate shall be eligible for the degree of M.Ed. only if he /she have earned the minimum required credits for the programme prescribed therefore (i.e. 80 Credits).

**R. 14: External Examinations:**

The University shall conduct the External or End semester Examination for Semester –I, II, III and IV. The Internal Examination for the Semester I, II, III and IV shall be conducted by the concerned college. Evaluation for Dissertation and Viva will be conducted partly internally and partly by a panel of 2 examiners (1 external and 1 internal) to be appointed by the University and the Head of the Department.

**R. 15: Self – Financing Stream:**

The above Regulations shall be applicable also for the candidates undergoing the programmes in self –financing stream.

**R. 16: Grievance Redressal Committee:**

The college shall form a Grievance Redressal Committee for each course in each college with the Course teacher/ Principal and the HOD of the faculty as the member. This Committee shall solve all grievances relating to the Internal Assessment marks of the students.

**R. 17: Conduct of Examination and Moderation of Results**

- All the Four Semester and Examinations shall be conducted by the University which shall also finalize the programme for these examinations. The approved examination fee only shall be charged.
  - Answer sheets shall be Coded before being sent to the Examiners, and shall be decoded before tabulation of marks.
  - In order to pass Master of Education examination, a candidate shall have to obtain at least 45% marks in each theory paper and 50% marks in each practicum paper/activity separately. A candidate, not securing the above qualifying, marks, shall be declared as fail.
- (a) Final result of M.Ed. Course shall be published on the basis of candidates performance in all the paper spread over all Four Semesters.
- (b) The Final result will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the Regulations.

**R. 18: Promotion Procedure:**

- A student who fails in not more than Two papers (Theory + Practical) in First Semester Examination , he /she may be promoted to Second Semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.
- Likewise, If a Second Semester student fails in not more than Two Papers, he/she may be promoted to 3<sup>rd</sup> Semester ,but all such students will have to clear their backlog papers of 1<sup>st</sup> and 2<sup>nd</sup> both Semesters in the next succeeding examination of that semester.
- No student shall be promoted to 4<sup>th</sup> Semester, unless he/she has cleared all the backlog papers.

**R. 19: Grade on 10 – point scale:**

Percentage of Marks	Grade	Grade Points
86 and Above	<b>O (Outstanding)</b>	<b>10</b>
76 to 85	<b>A+(Excellent)</b>	<b>9</b>
66to 75	<b>A(Very Good)</b>	<b>8</b>
56 to 65	<b>B(Good)</b>	<b>7</b>
45 to 55	<b>C(Average)</b>	<b>6</b>
Less than 45	<b>D (Fail)</b>	<b>0</b>

**19. 1: Example for Calculating SGPA and CGPA:**

**Calculation of Semester Grade Point Average (SGPA)**

The Semester Grade Point Average (SGPA) are to be calculated on the following basis:

$$SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i} = \frac{\text{Sum of grade points of all courses of the particular semester}}{\text{Total credit of the semester}}$$

$C_i$  = Number of Credits of the  $i^{\text{th}}$  course;  $G_i$  = Grade point Score in the  $i^{\text{th}}$  course

Semester - I M.Ed. Examination

Courses	Marks Obtain/100	Percentage Of Marks	Grade Point	Credit	Credit Grade Point
PC-01	82	82	10	4	40
PC-02	71	71	9	4	36
TE -01	56	56	7	4	28
TC-01	47	47	6	4	24
<b>TOTAL</b>	<b>256</b>			<b>16</b>	<b>128</b>

**Semester Grade Point Average**

$$SGPA = \frac{128}{16} = 8.0$$

**Suppose:**

(SGPA) for M.Ed. Student in semester – I = 8.0 Total credits = 18

(SGPA) for M.Ed. Student in semester - II = 6.22 Total credits = 22

(SGPA) for M.Ed. student in semester - III = 5.44 Total credits = 22

(SGPA) for M.Ed. student in semester - IV = 8.0 Total credits = 18

Grand Total credits=80

**Grand Total Credits (sem. I+II+III+IV) is 80**

- Semester I – Total credit 16+ 2 (Standardization of Research Tool) =18
- Semester II – Total credits 20+ 2 (Proposal Writing) =22
- Semester III - Total credit 20+ 2 (Research Report Writing ) =22
- Semester IV - Total credit =18

Now we will calculate CGPA of the student:

$$\text{Cumulative Grade Point Average (CGPA)} = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

$S_i$  = SGPA of the  $i^{\text{th}}$  Semester;  $C_i$  = total credits in the  $i^{\text{th}}$  semester

$$= \frac{8.0 \times 18 + 6.22 \times 22 + 5.44 \times 22 + 8.0 \times 18}{80}$$

80

$$CGPA = 6.80$$

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The cumulative grade point average will be calculated as per the formula given above for the award of the class CGPA shall be calculated on the basis of:

- (a) End Semester External Examination Marks
- (b) Total Marks obtained (End Semester External Examination Marks + (Marks for internal assessment) for each course.

The final Class for M.Ed. Degree shall be awarded on the basis of CGPA obtained on the basis of the four semesters.

**Classification of Final Result**

<b>Classification of Final Result</b>	<b>CGPA From – to</b>
First class with Distinction	7.5 and Above
First Class	6.00 – 7.49
Second Class	4.5 – 5.99
Dropped or Fail	Below 4.5

**SEMESTER-I**  
**PC-01-PSYCHOLOGY OF LEARNER**

No. of Credits: 4 Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30 External: 70

**COURSE OBJECTIVES:**

1. To enable students to understand the nature, concept and principles of educational psychology as an applied discipline with its own scientific methods and approaches.
2. To acquaint learners with nature and processes of development and assessment of various traits and abilities; appreciate common characteristics, educational needs and behavioral problems of learners at successive stages of development from childhood to adolescence to adulthood.
3. To familiarize students with the structure, functioning, and development of personality and their implications for education.
4. To make them know and appreciate the need value of organizing different educational programmes to suit the needs and demands of special children.
5. To understand the emotional behavior and balances their emotions.

**COURSE CONTENTS**

**UNIT I**

Educational Psychology: concept, nature, concerns and methodology. An overview of its emergence as an independent discipline. Important contributions of psychology to education and its significance and importance for teachers.

1. Educational Psychology: concept, nature, concerns and methodology. An overview of its emergence as an independent discipline. Important contributions of psychology to education and its significance and importance for teachers.
2. Human Growth and Development: Meaning and relation, General principles and stages of development, problems of each stage of (with special reference to adolescence). Influencing processes and factors of development and their relative role. Developmental paradigms and issues – nurture vs. nature, Passivity vs. Activity; Continuity vs. Discontinuity. A broad Indian view about psychological development.
3. Social Development: meaning and context (Family, Parenting style, peer, school and school – family linkage). Development of self, self – esteem, self identity and their educational significance. Theory of social development (Erickson's).

**UNIT II**

1. Group dynamics and socio-emotional climate of the class room and influence of teacher characteristics and teaching – process.
2. Emotion - Meaning, nature, and kinds of emotions (Anger, love, fear, frustration and anxiety) and their significant educational implications. Emotional Intelligence: concept and dimensions; implications for teachers and students.
3. Moral development and moral Education: meaning and influencing factors. Theory of moral development (Kohlberg's). Educational approaches to moral education and role of school.

### **UNIT III**

1. Cognitive development: meaning of cognition, development of thought and knowledge – constructivist theory (of Piaget and Vygotsky), and its educational significance.
2. Development of concepts, Reasoning and problem- solving. Individual variations: concept and aspects: intra and inter differences, determinants (heredity and environment): Learning styles and teaching strategies to suit individual differences.
3. Intelligence and Aptitude: meaning, difference, identification and measurement. Theories of Intelligence: Theories of multiple intelligence (one factor, two – factor, multifactor, Group factor theories and model of intelligence in brief: Later views and Theories of multiple intelligence (Stern-berg’s theory).

### **UNIT IV**

1. Interest, Attitude and Values – meaning, nature, and factors that foster. Their significance and relation to education.
2. Creativity – nature, process, identification and measurement: fostering of creativity – role of education.
3. Personality – concept, development, structure and dynamics of personality : Assessment of personality – objective methods (personality inventory, scales, Questionnaires) : Projective techniques (T.A.T., Rorschach): and subjective techniques: Personality Theories – Trait Theories – All port and Cattell, Psychoanalytic theory – Freud; Behavior Theories – Miller and Dolard , Bandura , Humanistic approach – Roger, Maslow Indian Theories – Vedic and Buddhist views, Krishnamurti and Aurobindo’s views.

### **Transaction Mode**

Lecture-cum-discussion; peer Group discussion on Identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classrooms reflective discussion in a group ; library work and presentation/panel discussion.

**Sessional Work and Practicum:** The students may undertake any one of the following activities:

- Studying the personality characteristics of some successful individuals.
- Project work on identified themes.
- Test on Personality, Aptitude and Creativity
- Identification of IQ, EQ, and SQ
- Administering and interpreting the results of two tests of intelligence – Verbal, non-verbal or performance.
- Assignments and tests
- Seminar and Symposium

### **Suggested Readings**

- Ausubel D.P and Robison F.G: School learning An introduction to Educational Psychology New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W.: Psychology of learning & Teaching, New York Macgraw Hill B.
- Bigge M.L: Learning Theories for Teachers, Harper and Tow Publishers, 1971.
- Bower G.H. and Hilgard E.R.: Theories of learning New Delhi Prentice Hall India Pvt. Ltd.
- Bower G.H. and Hilgard E.R. : Theories of learning Prentice Hall of India, New Delhi 1980

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- C.L Kundu : Personality Development, Sterling publishers Pvt. Ltd. , New Delhi 1989
- Charles N. Newmark: Major Psychological assessment Instruments: Allyn and Becan Inc. Boston, London, Sydney, Totonto, 1985.
- Dandapani , S. –Advanced Educational Psychology
- Daniel Goleman ‘Working with Emotional Intelligence 1998’
- Gage and Berlinger : Educational Psychology , Boston Houghton Mifflins Company 1984
- Gupta S.P & Alka Gupta –mPprj f’k {kk euksfoKku
- Hays J.R.: Cognitive Psychology, Thinking and Creating, Homewood Illinois. The Dorsey press 1978
- Herenhahn B.R.: An Introduction to Theories of Learning Prentice Hall International Edition 1988.
- Hilgard and Atkinson: Introduction to Psychology, Oxford and IBH Publisher, Bombay.
- Jayaswal , R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay.
- Joyce Bruce and well Marsha. Models of Teaching Prentice Hall of India Ltd. 1985.
- Kohlberg, L. & Gilligan, C. (1974). The Adolescent as a Philosopher: The Discovery of the self in a Post – Conventional World. In H.V. Kraemer (ed) Youth and Culture: A Human Development Approach. Monterey, CA: Brooks/Cole.
- Kohlberg, L., Levine, C., & Hower, A. (1983). Moral Stages: A Current Formulation and a Response to Critics. New York: S. Karger.
- Mangal S.K. : Advanced Educational Psychology : New Delhi , Prentice Hall of India Pvt. Ltd.: 193
- Michael Green : Theories of Human Development Prentice Hall, Englewood cliffs, New Jersey, 1989
- Moully George J: Psychology of teaching botton Allyn & Decan Inc.
- Passi B.K.: Creativity in education NPC Agra 1982.
- S. Owen, H. Parker Blount, Heny Moscow: Educational Psychology – An Introduction Little, Brown and Company Boston, Toronto, 1978.
- Sharma , Rajnath & Rachna Sharma - mPprj f’k {kk euksfoKku
- Singh, Arun Kumar - mPprj euksoSKkfud iz;ksx ,oa ijh{k.k
- Srivastava, G.N.P. (1995). Recent Trends in Educational Psychology. Agra Psycho Research Cell, Agra, India.
- Wordsworth B.J. Piaget’s: Theory of cognitive and affective Development, New York, Longman incorporated, 1989.



**SEMESTER-I**  
**PC-02-PHILOSOPHY OF EDUCATION**

No. of Credits: 4 Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30 External: 70

**COURSE OBJECTIVES:**

It aims at developing the following competencies amongst the learners:

1. Knowing the meaning of philosophy and philosophical foundations of education.
2. Understanding the nature and functions of philosophy of education.
3. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
4. Understanding and use of philosophical methods and in studying educational data.
5. Developing philosophical insight for resolution of educational issues.
6. Critical appraisal of contributions of great educators to education and society.
7. Comparing partially and holistically concepts of education between/among various philosophical schools/traditions.

**COURSE CONTENTS**

**UNIT I**

- Philosophy of Education : Its nature – Directive Doctrine
- A Literal Discipline :
- An activity.
- Its Function – Speculative , Normative and Analytical

**UNIT II**

- Metaphysical Problem – Education related to Nature , Man and Society.
- Impact of Idealism, Realism, Marxism, Pragmatism, and Vedanta schools of thought

**UNIT III**

- Critical appreciation of contribution made by Budhism, Jainism, Bhagwatgita, Islam and Christianity in terms of value formulation

**UNIT IV**

- Thinkers and their contribution Karl Marx, Rousseau, Gandhi, Tagore, Aurobindo, Paulo friere

**Practicum**

- Paper Presentation on a given topic

**Tests and Assignment**

Two tests of 10 marks each and their average will be counted.  
Four Assignments of 5 marks each (20 Marks).

### Suggested Readings

1. Aggrawal J.C Philosophical and Sociological Perspectives on Education
2. Bhatia & Bhatia Philosophical & Sociological Foundation of Education
3. Bhatia Kamala Philosophical & Sociological Foundation of Education
4. Brubacher, J.S (1950) Modern Philosophies of Education, New Delhi – Bombay. Tata McGraw – Hill Publishing Co. Ltd. , P.393.
5. Butler , J.D. (1968) Four Philosophies and their practice in Education and Religion, Third Edition , New York, Harper and Row co., P.528.
6. Cahn, S.M. The Philosophical Foundation of Education, P.433
7. Chaube S.P., Philosophical & Sociological Foundation of Education
8. Haryana, M. (). Introduction to Indian Philosophy.
9. Jayaswal Dr. Sitaram Philosophical and Sociological Principles of Education
10. Jayaswal Sitaram f'k{kk ds nk"kJfud ,oa lekt"kkL=h; fl)kar
11. Kirilenko, G. And Korshunova, L. (1988). What is Philosophy? (Hindi translation by J.C. Pandey) Jaipur : Rajasthan Pupils Publishing House, Pp. 272
12. Malwa Rajeev f'k{kk n"kJZu ,oa lekt"kkL=h; i`VHkwfe
13. Mathur , S.S f'k{kk ds nk"kJfud rFkk lkekftd vk/kkj
14. Mathur , S.S Philosophical and Sociological Foundations of Education
15. Pandey Ram Shakal Introduction to Major Philosophies of Education
16. Park, J. Selected Readings in the Philosophy of Education, London , Macmillan and Co. Ltd. P.116
17. Radhakrishnan, S. (2004) Bhartiya Sanskriti uchh Vichar, New Delhi, Hind Pocket Books., P.116.
18. Radhakrishnan, S. (2004) Uddeshyapurna Jeevan, New Delhi, Hind Pocket Books. P.110.
19. Radhakrishnan, S. (2004) Hamari Virasat, New Delhi, Hind Pocket Books. , P.98.
20. Radhakrishnan, S. (2004) Upnishado Ka Sandesh, New Delhi, Hind Pocket Books, P.160.
21. Rusk, R.R. (1928) The Philosophical Bases of Education , London, University of London Press Ltd. P.205.
22. Rusk, R.R. and Scotland, J.(1979) Doctrines of the Great Educators, (Fifth Edition), New York, The Macmillan Press Ltd. P.310.
23. Saxena Dr. Saroj f'k{kk ds nk"kJfud ,oa lekt"kkL=h; vk/kkj
24. Sharma, Ramnath izeq[k Hkkjrh; f'k{kknk"kJfud
25. Sharma, Y.K (2002) the Doctrines of the Great Indian Educators, New Delhi, Kanishka Publishers, P.371.

**SEMESTER-I**  
**TE-01-PERSPECTIVES, RESEARCH AND ISSUES IN**  
**TEACHER EDUCATION**

No. of Credits: 4 Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30 External: 70

**COURSE OBJECTIVES:**

To enable the students

1. To develop in the student understanding of the concept, objectives and principles of teacher education.
2. To acquaint the student with the innovative practice in teacher education.
3. To develop in the student professional ethics and commitment to the profession.
4. To acquaint the student with different agencies of teacher education in India and their rules and functions.
5. To acquaint the student with the system of teacher education in one of the developed countries.
6. To acquaint the student with the role of professional organization of teacher educators.
7. To help the student to understand major issues and problems of teacher education.
8. To acquaint the student with the research orientation in a teacher education program .
9. To enable the student to understand the need for continuing education of teachers and teacher educators.
10. To enable the student understand planning, administration and financing of teacher education.

**COURSE CONTENTS**

**Unit I: Perspectives and policy on Teacher Education**

- Teacher Development – Concept, Factors influencing teacher development – personal , contextual.
- Teacher Expertise – Berliner’s stages of development of a teacher.
- Approaches to teacher development – self – directed development, co- operative or collegial development, change- oriented staff development.
- National and state policies on teacher education – a review
- Different organizations and agencies involved in teacher education - their roles , functions and networking, NCERT, NCTE, SCERT, DIET
- Meaning, objectives and Types of in- service teacher education under DPEP, SSA, and RMSA
- Preparation of teachers for art, craft, music, Physical education- need, existing Programmes and practices
- Role of the NGOs in implementing in-service teacher education programmes

**Unit II: Structure and Management of Teacher Education**

- Structure of teacher education system in India – its merits and limitations.
- Universalization of Secondary Education and its implications for teacher education at the Secondary level.
- Preparing teachers for different contexts of school education – Structural and substantive arrangements in the TE programmes.
- Vertical mobility of a school teacher – avenues.
- Professional development of teachers and teacher educators – Present practices and avenues

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- Systemic factors influencing the quality of pre and in-service education of secondary school teachers-competence, commitment and teacher performance.

### **Unit III: Research in Teacher Education**

- Paradigms for research on teaching – Gage, Doyle and Shulman.
- Research on effectiveness of teacher education programmes – Characteristics of an effective teacher education programme.
- Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, and laboratory versus field research, Scope and limitations of classrooms observation.
- Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications.

### **Unit IV: Problems and Issues in Teacher Education**

- Challenges in professional development of teachers – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes.
- Single subject versus multiple subject teachers – Implications for subject combinations in initial teacher preparation
- Partnerships in secondary teacher education – TEI with school and community, Government Agencies with University, with NGOs, between teacher education institutions preparing teachers for different levels of school education

### **Transaction Mode**

- (1) Observational studies – Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers; (2) Seminar reading – Presentation by students on selected themes individually and collectively leading to discussion; (3) Library readings on selected theme followed by group discussion; (4) Study of documents and references, interaction with the peer group.

### **Sessional work:**

Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.

- Select any one current practice in teacher education and trace the background of its formulation as a policy.
- A review of researches in any one area of research in teacher education and write the policy implications.
- A review of a research article in teacher education and write implications for practitioner.

### **Suggested Readings**

1. Sualemeyarl indsey – Working with student , Teachers , Eurasla Publishing House (Pvt.) Ltd. , New Delhi -55.
2. William Taylor – Society and the Education of Teachers, Faber 7 Faber
3. Dr. G. Chaurasia – New Era in Teacher Education, Sterling Publishing Pvt. Ltd.
4. Udayveer (2006), Modern Teacher Training, New Delhi: Anmol Publications.
5. K.L. Shrimali – Better Teacher Education, Ministry of education, Government of India.
6. Dr. S.S Dikshit - Teacher Education in modern Democracies – Sterling Publishers Pvt. Ltd. , Delhi – G
7. Report of the Study Group on the Education of Secondary Teacher in India Association of Training College.

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8. Four Year Courses in Teacher Education – All India Association of Teacher Educations, B1/G-A, Model Down, Delhi – 9.
  
9. Investigations, Studies, and Projects Relating to Internship in Teaching – N.C.E.R.T. New Delhi.
10. Report of the Committee on Teacher Education in Maharashtra State, Government of Maharashtra.
11. Richardson C.A. and others – Education of Teachers France and U.S.A. UNESCO, 1953.
12. Commission on the Teacher Education – The Improvement of teacher Education Washington.
13. The Process of Education – Burner SS the Education Harvard University Press 1961.
14. The future of Teacher Education Edited by J.W. Tibble Routledge & Kegan Paul, London.
15. Innovation in Teacher Education – J.J Hayson & C.R. Sutton, M.C. Graw Hill book company (UL) Ltd.
16. Teacher Education in India (INSET) – Nizam Elahi .
17. Emerging Trends in Teacher Education – R.S Shukla
18. Teacher education – Theory, Practice & Research – R.A. Sharma.
19. Education of Teachers in India – Volume I & II – S.N. Mukherji
20. Policy perspectives in Teacher education – Critique & documentation – NCTE, New Delhi.
21. Teacher Education – Shashi Prabha Sharma, Kanishka Pub, New Delhi.
22. National Curriculum Frame work for Teacher Education: Towards Preparing Professional and Human Teacher, (2009) NCTE New Delhi.
- 23.
24. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
25. Devedi , Prabhakar (1980), Teacher Education – a Resource Book , N.C.E.R.T., New Delhi .
26. Govt. of India (1966) , Education and National Development , Report of Education Commission, New Delhi .
27. Govt. of India (1992), Report of C.A.B.E. Committee Department of Education, New Delhi.
28. Govt. of India (1986), National Policy of Education, Ministry of Human Resource and Development, New Delhi.
29. Kohli V.K. (1992), Teacher Education in India, Ambala : Vivek Publishers .
30. N.I.E.P.A. (1984), Report on status of Teachers, New Delhi.
31. Sharma, R.A. (2005), Teacher Education, Meerut: Loyal Book Depot.
32. Sharma S.P. (2005), Teacher Education, New Delhi: Kanishka Publisher.

**SEMESTER-I**  
**TC-01- RESEARCH METHODS AND STATISTICS**

No. of Credits: 4 Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal : 30 External: 70

**COURSE OBJECTIVES:**

To enable the students

- (1) To understand the concept of research and Educational research.
- (2) To understand the types and methods of Educational research.
- (3) To understand the steps involved in Educational research.
- (4) To understand the Procedure to conduct the research in the educational field.
- (5) To understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them.
- (6) To examine the role of research tools in a research study.
- (7) To develop the skills in preparation of a research tool.
- (8) To understand the role and use of statistics in educational research.
- (9) To understand the uses of NPC and its implication in the area of research.
- (10) To review the educational research articles.
- (11) To convey the essential characteristics of a set of data by representing in tabular and graphical forms.

**COURSE CONTENT**

**Unit – I: Concept of Educational Research and Nature of a Problem**

Meaning and nature, need and importance and scope of Educational research .  
Scientific Inquiry and Theory Development – Some emerging trends in research .  
Areas of educational research and different source of generating knowledge .  
Source , Selection and criteria of research problem – based on experience , discussion , Literature – scope and delimitations , statement of the problem indifferent forms .

**Unit II: Types of Research and its Uses**

Types of educational research – Fundamental, Applied, Action research .  
Methods of Education Research.  
Historical Research – need and significance, types, sources and collection of data establishing validity and Interpretation of data  
Descriptive Research – surveys , case study , developmental and co-relation studies – nature and use, steps and interpretation, Ex- Post Facto Research.  
Experimental Research – need and significance – nature and steps validity, Internal and External, use and limitations of different types of Experimental designs: Pre – experimental, Quasi – experimental, True Experimental – role of control .

Qualitative Research – Ethnomethodical, Ethographic.

### **Unit-III: Tools and Techniques of Data Collection**

3.1 Tools and Techniques of Educational Research.- meaning and concept

- a) Observation
- (e) Opinionative-attitude scale, rating scale, check list
- (b) Interview Schedule
- (c) Questionnaire
- (f) E tools — Email, fax, website, Internet, tele conference
- (d) Tests-achievement, creativity, intelligence, aptitude, and personality

3.3 Qualities of a good measuring to anti standardization procedure

- (a) Preparation of tools
- (c) Collection of information.
- (b) Implementation of tools
- (d) Methods of Collection

### **Unit-IV: Simple Data Organization Techniques**

Organization and tabulation of data

Graphical representation

- (i) Histogram
- (ii) Bar Diagram
- (iii) Picto-graph
- (iv) Frequency curve
- (v) Frequency polygon
- (vi) Ogive
- (vii) Pie chart

NPC- Properties and uses, Skewness and Kurtosis

### **Transaction Mode**

Lecture-cum-Discussion, Brain Storming, Group Discussion, Presentations; Panel discussion, Seminar presentations, research exercises.

### **Sessional work and Practicum:**

- (i) Preparing and standardization of a research tool.
- (ii) A project on sample description using data organization techniques

### **Suggested Readings**

1. Best J.W. (1999) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R., and Gall, M.D. (1983): Educational Research —An introduction, New York: Longman, Inc. .

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3. Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
4. Clive opie (2204). *Doing education Research-A guide for first time researchers*. New Delhi :Vistar Publications.
5. Cononver, W.J. (1971). *Practical Non-Parametric Statistics*, New York: john Wiley & Sons
6. Ferguson, O. (1981). *Statistical Analysis in Psychology and Education*, New York : McGraw Hill
7. Fraenkel, J.R, Wallen, N.E (1996). *How to design and evaluate Research in Educatiion*, New York : McGraw Hill
8. Gibbons, J.D.(1971). *Non- Parametric statistical Inference*. New York: McGraw Hill
9. Glan, G.V,& Hopkins, K.D. (1996). *Statistical Methods in education and psychology*,(3<sup>rd</sup> edition )Bosto9n ;Allyn & Bacon.
10. Guilford, J.P, and B.fruchter. (1987). *Fundamental statistics in education and psychology*. Tokyo : : McGraw Hill  
(Student sixth edition)
11. Henry, G.T (1995) . *Graphing data : Techniques for display and analysis*. Thousand oaks ,CA : Sage.
12. Howell, D.C.(1977). *Statistical methods for psychology*. Belmont,CA: Duxbury press.
13. huck, S.W. (2007). *Reading statistics and research*. Boston :allyn & Bacon.
14. Jill porter & penny lacey (2005). *Research learning difficulties- A Guide for practitioners*. Paul Chapman Publishing
15. Kaul, Lokesh (1984). *Methodology of educational research*. New Delhi : Vikas Publication.
16. Kerlinger,F.N. (1986). *Foundations of behavioural Research*. Fort Worth,TX: Harcourt Bmce Jovanovich.
17. Kirkpatrick, D.L. (2205) *Evaluating training programmes : The Four Levels*. San Francisco: Berret-Kochler.
18. Miles, M.B,&Huberman, A.M. (1994). *Qualitative Data Analysis : An expanded Sourcebook* Thousand Oaks,
19. Pamela Maykut & Richard Morehouse(1994). *Beginning qualitative Research. A philosophic and practical Guide*.  
The flamer Press
20. Patton. MQ. (2002). *Qualitative Research and Evaluation Methods*. Thousands okas ; C.A: Sage.
21. Popham and sirohic (1993). *Educational statistics- Use and inrerpretation*, New York: Harper and Raw.
22. Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research : Concise paperback edition : Thousand Oaks,CA : sage*.
23. Shank, G.D (2002). *Qualitative Research*. Columbus, ott: Merrill,Prentice Hall.
24. Sharma,Bharti (2004) ). *Methodology of educational research*. New Delhi Vorha publisher and distributors.
25. Sharma S.R.(2003). *Problems of educational research*. New Delhi : Anmol publication pvt.Ltd.
26. Siegal, S. (1956). *Non-Paramatric Statistics for behavioural science*, New York : McGraw Hill
27. Stake,Robert E.(1995) ) *The art of case study research*. Thousands okas ; C.A: Sage.
28. Travers, Robert M.W.(1978). *An Introduction to educational research (4<sup>th</sup> edition )*. London : MacMillan.
29. Van Dalen,Debonald, B.and Mayer, William J. (1979) *Understanding educational Research : An introduction*. New York : McGraw Hill
31. Scott, David & Usher, Robin (1996). *Understanding Educational research*. New York : Rout Ledge.



### **Inter semester Break-1**

#### **1. Standardization of research tools (2 credits): Research Dissertation**

**Internal-50**

The dissertation is a compulsory 10 credit component of the MED programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and process involved there in. It is visualized as a curricular space where students (with close mentorship / guidance of a faculty member) learn to plan and conduct a research, and write thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentioned closely by a faculty mentor.

Various skills that are expected to be developed through this component include articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory), analyzing and writing the findings in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay]. The dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses.

The final dissertation may be submitted at the end of the semester four of the programme. As the proposal has been already approved, it is advisable here to stress on Research tool preparation. Thus, the inter semester Break-I comprises of developing and standardizing the research tools. This covers selection of the items, item-analysis, reliability, validity, discriminating index, difficulty index, scoring procedure, blue prints, and try outs related activities. The Evaluation in this area consists of final presentation of the research tools and approval by the team of experts internally.

**SEMESTER-II**

**PC-03-PSYCHOLOGY OF LEARNING**

No. of Credits: 4    Contact Hours per week: 4  
Examination Duration: 3 Hours

Maximum Marks: 100  
Internal: 30 External : 70

**COURSE OBJECTIVES:**

1. To help students understand the implications of various psychological theories for education.
2. To familiarize students with the different methods of learning theories
3. To make the students work with different learning theories and its implications
4. To make them know and appreciate the need and value of organizing different educational programmes to suit the needs and demands of special children
5. To understand the emotional behavior and balances their emotions
6. To understand the process of adjustment and stress management

**COURSE CONTENTS**

**UNIT-I**

1. Learning : Concept, Kinds ,and Levels(Gagnes hierarchy of learning)
2. Cognitive and information processing views about learning and instruction (Bruner, Ausubel and Piaget )and their educational implications.

**UNIT –II**

1. Theories of learning – Gestalt and Sign Gestalt Theories (Tolman’s). Kurt Lewin’s – Field Theoty Bandura’s Social Learning Theory.
2. Motivation: Concept, nature and relationship with learning; strategies of motivation.
3. Memory and forgetting: Meaning and nature; processes and factors involved.

**UNIT-III**

1. Mental Health and Hygiene: nature, concept, scope and principle; factors affecting mental health and hygiene, measures used to promote mental health (preventive, constructive) Educational implication of mental health.
2. Mechanisms of adjustment defense, escape, withdrawal and compensatory.
3. Introduction to common forms of neurosis, psychosis and somatic disorders.

**UNIT-IV**

1. Exceptional Children nature and special needs of children with-
  - deficiency and handicaps
  - emotional deprivation/emotionally disturbed
  - socially deprived/disturbed
  - exceptional abilities.
2. Types of exceptional children- mentally retarded, educationally backward, physically impaired, learning disabled, delinquents, creative and gifted.

3. Special Education- concept, nature, objective and scope. Educational provisions.

### **Transaction Mode**

Lecture cum discussion peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom reflective discussion in a group; library work and presentation panel discussion.

**Sessional Work and Practicum:** The students may undertake any one of the following activities:

1. Case study of one student with adjustment problems.
2. Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
3. Project work on identified themes.
4. A case study of an exceptional child and suggesting hoe to provide education for the particular child
5. Assignments and tests
6. Seminar and symposium

### **Suggested Reading**

1. Ausubel D.P and Robison F.G: School learning An introduction to Education Psychology New York Holt, Rinehart & Winston Inc 1996.
2. Bernard H.W. : psychology of learning & Teaching, New York Macgraw Hill B
3. Bigge M.L.: Learning Theories for Teachers, Harper and Tow publishers, 1971.
4. Bower G.H. and Hilgard E.R.: theories of learning New Delhi Prentice Hall India Pvt. Ltd.
5. Bower G.H. and Hilgard E.R.: theories of learning Prentice Hall India, New Delhi 1980.
6. C.L. Kundu: Personality Development, Sterling Publishers Pvt. Ltd. New Delhi 1989.
7. Charles N. Newmark: Major Psychological assessment instruments: Allyn and Becan Inc. Boston, London, Sydney, Totonto, 1985.
8. Dandapani, S.-Advanced Educational Psychology
9. Daniel Goleman Working with Emotional Intelligence 1998
10. Gage and Berlinger : Educational Psychology, Boston Houghton Miffins Company 1984
11. Gupta,S.P. & Alka Gupta- ucchatara siksha manobigyan.
12. Hays J.R.: Cognitive psychology, Thinking Creating. Homewood illions. The Dorsey Press 1978.
13. Herenhahn B.R. An introduction to theories of learning prentice Hall International Edition ,1988
14. Hilgard and Atkison : : An introduction to psychology, Oxford and IBH Publishers, Bombay
15. Jayaswal, R.L: Foundation of Educational: Allied Publishers, Bombay.
16. Joyce Bruce and well Marsha.Models of Teaching Prentice Hall India ltd. 1985

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17. Kohlberg, L, & Gilligan, C. (1974). The Adolescent as a philosopher: The Discovery of the self in a Post-Conventional World. In H.V Kraemer (ed) Youth and culture: A human Development Approach. Monterey, a: Brooks/Cole.
  
18. Kohlberg, L. Levine C, & Hwer, A. (1983). Moral Stages: A Current Formulation and a Response To critique. New York ; S. Karger
19. Mangal S.K. : Adbanced Educational Psychology, New Delhi, Prentice Hall of India Pvt. Ltd, 193
20. Michael Green : Theories of Human Development Prentice Hall, Englewood cliffs, New Jersy,1989
21. Moully George J: Psychology of teaching botton Allyn & Decan Inc.
22. Passi B.K: Creativity in education NPC Agra 1982.
23. S. Owen, H.parker Boulntm Heny Mascow : Education Psychology – An introduction Little , Brown and Company Boston, Toronto, 1978
24. Sharma, Rajnat & Rachna Sharma- ucchatara siksha manobigyan.
25. Singh, Arun Kumat
26. Srivastava, G.N.P (1995).Recent Trends in Educational Psychology. Agra Psycho Research Cell,Agra,India.
27. Wordsworth B.J. Piagets : Theory of cognative and affective Development, New York,Longman incorporated,1989.

**SEMESTER – II**  
**PC – 04 – SOCIOLOGY OF EDUCATION**

No of credits: 4 Concept Hours Per Week: 4  
Exam Duration: 3 hours

Maximum Marks: 100  
Internal: 30 Eternal: 70

**COURSE OBJECTIVES:**

This Course Is expected to cover key areas in the sociology of education. Emphasis would be on developing a board perspective of education and schooling as a social sub-system. This course would attempt:

1. To acquaint students with sociological perspectives and concepts that deal with key aspects of Social reality relevant to the study of education.
2. To enable students to understand how the “Education “is embedded in social structure and culture.
3. To enable students to understand education as a social institution and its complex linkages with other major institutions.
4. To enable students to understand educational problems and issues related to educationally excluded/ disadvantaged groups, deriving out of intersections of gender , caste , class, culture , ethnicity , disability.
5. To enhance capacities of students for the critical evaluation of the role of education in social change and for sociological reflection on educational issues .
6. To apply the knowledge towards the promotion of national integration and international understanding.

**COURSE CONTENTS**

**UNIT: I**

Concept and nature of sociology of education, difference between sociology of education and educational sociology, social organization , social groups , social stratification , factors inflaming social organization.

Characteristics of social organization ; institutions, attitudes and values.

**UNIT: II**

- a) Culture - meaning and nature of culture, Role of education in cultural context, Education and cultural change.
- b) Education and society - Education is a social system, as a socialization process and a process of social progress and change.

**UNIT: III**

- Equality of Educational opportunity and excellence in education , Equality - Vs equity in education , inequalities in Indian social system with special reference to social disadvantages , gender and habitation ; measures to address them.

**UNIT: IV**

## Regulation and Courses of – 2 Yr. M.Ed. (R.U.)

- Education and democracy ; constitutional provision of education, Nationalism and education , education for national integration and international understanding.

### **Practicum**

- Paper presentation on given topic
- Role Play, Seminar and Discussion Sessions on Social Issues

### **Tests and Assignments Marks**

- Two tests of 10 marks each and their average will be counted.
- Four Assignments of 50 marks each (20 marks )
- 

### **Suggested Reading**

1. Acharya, P., (1987). Education: Politics and Social Structure. In Ghosh. R. and Zachariah M. (eds.). Education and the Prrocess of Change. New Delhi: Sage. pp. 64-79.
2. Acharya, Poromesh, (1 988). Is Macaulay Still Our Guru? Economic and Political Weekly, Vol. XXTM, No. 22. May 28. pp. 1124-1130.
3. Aggrawal J.C., Philosophical and Sociological Perspectives on Education
4. Aikara, J., (1994). Sociology of Education. Indian Council of Social Sciences Research, New Delhi.
5. Althusser, (1971). Ideology and Ideological State Apparatuses ‘Notes towards an Investigation’. Lenin and Philosophy and Other Essays. New Left Books.
6. Annamalai, E., (2001). Managing Multilingualism in India: Political and Linguistic Manifestations. New Delhi: Sage Publications.
7. Apple, M.W., (1988). Teaches and Texts: A Political Economy of Class and Gencler Relations ia Education. New York: Routledge.
8. Apple, Michael, (1979). Ideology and Curriculum. London: Routledge & Kegan Paul.
9. Bhatia & Bhatia Philosophical & Sociological Foundation of Education
10. Bhatia Karnala Philosophical & Sociological Foundation of Education
11. Bona, J. E. Di., 1973. Change and Conjlict in the Indian Unversity. Lilavati Publishing House: Bombay
12. Chaube, SP Philosophical & Sociological Foundation of Education Rea.
13. Gore, M. S., 1995. Indian Education: Structure and Process. Jaipur: Rawat Publications.
14. Jayaswal Dr. Sitaram Philosophical and Sociological Principles of Education
15. Jayaswal Sitaram
16. Kurnar, K., 1983. Educational experience of scheduled castes and tribes. Economic and Political Weekly, Vol. -17 No.36-37 Sept. 3-10
17. Kurnar, Krishna, 1989. Social Character of learning. New Delhi: SAGE.
18. Kumar, Krishna, 1991. Political Agenda of Education: A study of Colonialist and Nationalisi Ideas. SAGE: New Delhi
19. Malwa Rajeev
20. Mathur, S.S.

21. Mathur, S.S. Philosophical and Sociological Foundations of Education.

22. Paridey Ram Shakal Introduction to Major Philosophies of Education

**SEMESTER – II**  
**PC – 05 – EDUCATIONAL TECHNOLOGY AND ICT**

No of credits: 4 Concept Hours Per Week: 4

Exam Duration: 3 hours

Maximum Marks: 100

Internal: 30 External: 70

**COURSE OBJECTIVES:**

To enable the students

- To develop an understanding of the concept of educational technology.
- To develop an understanding of the importance and need of communication through ICT
- To develop skills of using educational and communication technology in classrooms.
- To develop an understanding of the concept of instructional system.
- To develop an understanding of the importance and need of instructional system design.
- To develop awareness of process of different instructional strategies.
- To make the learners skilled in using different instructional models.
- To develop an understanding of the concept of ICT in education.
- To develop an understanding of the new trends and technology in ET and ICT.

**COURSE CONTENTS:**

**UNIT: I**

- Concept of educational technology
- Meaning , nature, scope, and significance of ET
- Component of ET: software, hardware.
- Educational Technology and instructional technology.
- Programmed instruction (Linear/branching model) – origin and types of linear and branching .

**UNIT: II: Instructional Technology**

- Designing Instructional system.
- Formulation of Instructional Objects.
- Task analysis.
- Designing of Instructional strategies such as lecture, team teaching, discussion, seminar and tutorials.

**UNIT: III**

- Teaching levels, Strategies & Models.
- Memory, Understanding and Reflective levels of teaching.
- Teaching strategies: Meaning, Nature, Functions and Types.
- Models of teaching: Meaning, Nature, Functions and Types. ( Psychological Models and Modern models of Teaching)
- Modification of Teaching Behavior.

- Micro teaching, Flanders, Interaction Analysis, Simulation.

#### **UNIT: IV**

- Concept, Meaning and Importance of Information and Communication Technology.
- Difference between Educational Technology and ICT.
- Challenges in Integrating ICT in School Education.
- Computer assisted Instruction.
- On-line Learning (Synchronous and Asynchronous) , E- learning , Online learning
- Emerging Trends in ET and ICT. Tele- conferencing , CAI, INSAT, Virtual Classroom, Web 2.0Technologyand Tools

#### **Transaction Mood:**

- (1) Observational studies observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc in preparation and selection of Educational technology and instructional technology (2) Seminar reading presentation by students on selected themes individually and collectively leading to discussion, (3) Working with assignment on CAI and Programmed instruction (4) Group activities in understanding web Technology and tools.

#### **Suggested Reading**

1. Aggrawal J.C. Essentails of Education Technology : Teaching Learning
2. Aggrawal J.C.
3. Agarwal J.P. Modern Educational Technclgy. Black Prints, Delhi.
4. Barton,R Teaching Secondary Science with ICT. McGraw Hill International
5. Bhaskar Rao \_Samachara Prasara Sankethika vidya Shastramu, Masterminds Guntur.
7. Cambridge, D- E-Portfolios for Lifelong Learning and Assessment. John Wiley and Sons
8. Costantino, P.M., DeLorenzo,MN., Kobrinski,E.J. Developing a professional teaching portfolio: 4 guide for success. Pearson
9. Denis, im, Sea and Morin. Information Technology — The breaking Wave. Tata McGraw-Hill Publishing Company Limited, New Delhi.
10. Imison.T., Taylor,P.H. Managing ICT in the Secondary Schools. Heinemann: Oxford.
11. Intel Teach to the Future Pre-Service Binder — Version 2.0
12. Jati Sunanda Advanced Educational Technology
13. Khulshreth S.P
14. Kirwadkar A & Karanam p. E-Learning Methodology. Sarup Book Publishers Pvt Ltd. New Delhi.
15. Kumar K.L. Educational Technology. New Age International Pvt. Limited. New Delhi. :
16. Madhu P . Satellite in Education. Shipra Publications. Delhi.
17. Mangal S.K. & Uma Mangal Essentials of Educational Technology. PHI Learning Pvt Limited, New Delhi.
18. Mangal S.M. Educational Technology
19. Meredith Marilyn and Rustkosky Nita. Advanced Microsoft Office 2000,BPB Publication, New Delhi. 3
20. Mishra.D.c.
21. Norton P . Introduction to Computers. Tata McGraw Hill Publications, New Delhi.
22. Roblyer M.D. Integrating Educational Technology into Teaching. Pearson Prentice Hall Inc. New Jersey.



23. Sampath K. Introduction of Educational Technology
24. Sharma VK. & Sharma M . Educational Technology and Management. Vol 1. Kanishka Publishers and Distributors, New Delhi
25. Shartendu Saty Narayan Dubey.

## **SEMESTER-II**

### **TC-02- RESEARCH METHODS AND ADVANCED STATISTICS**

No. of Credits: 4    Contact Hours per week: 4  
Examination duration: 3Hours

Maximum Marks: 100  
Internal: 30 External: 70

#### **COURSE OBJECTIVES:**

To enable the students

- To review the educational research articles.
- To use the library ,Internet services and other sources of knowledge for educational research Purposes
- To explain the importance of documentation and dissemination of researches in education
- To understand the role and use of statistics in educational research.
- To examine relationship between and among different types of variables Of a study
- To understand the essential of a research proposal and how to write it.
- To select the appropriate statistical methods in educational research
- To explain or predict values of a dependent variable based on the values of one or more Independent variable
- To test specific hypotheses about populations based on their sample data
- To use appropriate procedures to analysis qualitative data
- To demonstrate competence in the use of statistical packages for analysis of data
- Use computer for data analysis

#### **COURSE CONTENT**

##### **Unit-I: variable, Sample and Hypotheses and proposal Writing**

Concept, nature characteristics and types of variables –inter relationship of different variables.

Concept, importance, characteristics and forms of hypothesis-formulation and testing.

Population-Concept

Sampling-Concept and need ,characteristics of good sample

Sampling Method: Probability sampling :simple random sampling ;use of random number table, Cluster, Stratified and multistage sampling

- Non probability sampling [Quota, judgment and purposive.

Research Proposal

- (a) Conceptual Framework
- (b) Selection & finalization of an educational research problem
- (c) Operational and functional terms
- (d) Review of related literature
- (e) Objectives, assumptions, hypothesis
- (f) Selection of method, sample and tools
- (g) Data analysis methods
- (h) Time schedule financial budget

## **Unit-II: Review of Literature and Report Writing**

Educational Research Report Writing  
purpose and need at different stages of research  
Source and types of Review material  
Recording of various references-notes taking etc.  
On line/offline references.  
Format, Style, content and chapterisation of a Research Report  
Bibliography, Appendices  
Characteristics of a good research report.

## **Unit-III: Descriptive Statistics-**

Significance and uses of:

- (i) Measures of Central tendency - Mean, Median, Mode.
- (ii) Measures of variability-Range, Q.D., S.D.
- (iii) Measures of relative positions: Quartile, Deciles, Percentile and percentile rank, Standard scores.

Correlation

- (i) Concepts, types and uses; assumption and uses of rank difference, computation of rank difference correlation and product Moment Method,
- (ii) Concepts-Bi-serial, point bi-serial-partial and multiple correlation, tetra choric and phi-coefficient.
- (iii) Regression equation and predictions

## **Unit IV: Inferential Methods**

Concept of parameter, statistic, sampling distribution, sampling error and standard error.  
Levels of significance, confidence, limits and intervals, degrees of freedom, types of error-Types I, Types II; Tests of significance, of mean and of difference between means (both large and small samples) one and two tailed tests.  
F –test (one way ANOVA)  
parametric and non parametric Statistics uses and computation of Chi-square test and Contingency coefficient.  
Data analysis using computer-Excel/SPSS

## **Transaction Mode**

Presentation, Demonstration and discussion, reading additional resources provided on web –based students study sites individual and group exercises, study of a statistical analysis plan on the topic selected for dissertation.

**Sessional Work and Practicum:** The students may undertake any one of the following activities:

- Identification of variables of a research study and classification of them in terms of functions and level of measurement
- Use of computers in Literature Review
- Review of Educational research report/article.
- Data analysis using computer

## **Suggested Readings**

1. Best J.W. (1999). Research in education, new Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R and Gall, M.D. (1983). Educational Research –An Introduction, New York: Longman, Inc.
3. Christensen, L. (2007).Experimental Methodology . Boston: Allyn &Bacon.
4. Clve opic (2004).Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar

Publications.

5. Conover, W.J. (1971). Practical Non-Parametric Statistics .New York: John Wiley & Sons Inc.
6. Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill.
7. Fraenkel, JR, Wallen <N.E.(1996). How to Design and Evaluate Research in Education .New York: McGraw Hill.
8. Gibbons, JD. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.
9. Glan, G.V., & Hopkins, K.D. (1996). Statistical Methods in Education and Psychology.
10. Guilford, J.P., and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology .Tokyo : McGraw Hill (Students – Sixth edition).
11. Henry, G.T. (1995). Graphing data: Techniques for display and analysis .Thousand Oaks, CA: Sage
12. Howell, D.C. (1997). Statistical Methods for Psychology .Belmont, CA: Duxbury Press.
13. Huck, S.W. (2007). Reading Statistics and research. Boston : Allyn & Bacon .
14. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties-A Guide for Practitioners. Paul Chapman Publishing.
15. Kaul, Lokes (1984). Methodology of Educational Research .New Delhi: Vikas Publications.
16. Kerlinger, F.N. (1986). Foundations of Behavioural Research .Fort Worth, TX: Harcourt Brace Jovanovich .
17. Kirkpatrick, D.L. (2005). Evaluating training Programs: The four Levels. San Francisco: Berrett-Koehler.
18. Miles, M.B. & Huberman, A.M. (1994). Qualitative Data Analysis : An expanded Sourcebook .Thousand Oaks, CA: Sage.
19. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research – A philosophical and practical Guide .The Falmer Press London .Washington D.C.
20. Patton .M.Q. (2002). Qualitative Research and Evaluation Methods .Thousand Oaks :C.A: Sage.
21. Popham and Sirohi (1993). Educational Statistics-Use and Interpretation ,New York : Harper and Row.
22. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research Concise paperback edition Thousand Oaks CA: Sage.
23. Shank, G.D. (2002). Qualitative Research. Columbus, OH: Merrill, Prentice Hall.
24. Sharma Bharti (2004). Methodology of Educational Research .New Delhi: Vorha Publishers and Distributors.
25. Sharma, S.R. (2003). Problems of Educational Research .New Delhi: Anmol Publications Pvt. Ltd.
26. Siegal, S. (1995). Non-parametric Statistics for Behavioural Science, New York: McGraw Hill.
27. Stake, Robert E. (1995). The Art of case Study Research. Thousand Oaks: C.A. Sage.
28. Ravert, Robert M.W. (1978). An Introduction to Educational Research (4<sup>th</sup> edition) London : MacMillan.
29. Van Dalen, Debonald, B. and Meyer, William J. (1979). Understanding Educational Research An Introduction . New York: McGraw Hill.
30. Van Leeuwen, T., & Jewitt, C. (Eds). (2001). Handbook of Visual analysis .London : Sage .
31. Scott David & Usher, Robin (1996). Understanding Educational Research .New York: Routledge.

**SEMESTER-II  
INTERSHIP- INTERSHIP IN A TEACHER EDUCATION  
INSTITUTION**

**No. Of Credits: 4**

**Duration: 3 to 4 Weeks**

**Internal: 50**

The Internship has been conceptualized in two parts or 2 credits each .**First parts involves a compulsory attachment with a teacher education institution during the semester II.** The second involve interning at/associating with a field site relevant to the area of specialization to be held during Semester-III. The internship will be for durations of three to four weeks each.

The internship should be structured around some focused tasks or projects which students may design (in consultation with faculty and field coordinators )prior to going to the host organization .these tasks may converge in a short field report on the basis of which a part of assessment may be done A students ‘s regularity, engagement in the field sites ,and discussions with mentors (during pre-planning and During and after the internship)should also be included in the assessment .This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor)together guide groups of (3to5)students . Adequate

Handholding should be provided to the students such they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organizing the internship.

The evaluation comprised of **Internal Component of 50 marks**

## **Inter Semester Break-II**

### **1. Proposal Writing(2credits ):Research Dissertation**

**Internal-50**

The dissertation is a compulsory 10 credit component of the M.Ed. programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved there in. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research , and write a thesis .It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research .thus, while the product or the outcome of this component (i.e .the thesis )is important, the process through which it is arrived at is equally (if not more ) significant. This marks a case for this component to be guided or mentored closely by faculty mentor.

Various skills that are expected to be developed through this component include. articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory (/ies)), analyzing and writing the findings in an academic fashion , and presenting the work [However ,this dissertation should not be seen as implying that the dissertation must be field – based . It may be a long essay/Treatise.]The dissertation should preferably be in the area of specialization that a student’s opts or in the areas introduced in the perspective courses.

While a dissertation may be submitted at the end of the Semester 4 of the programme ,the process of arriving at it should begin early on, ideally in the Semester 2 on words .This also means that the assessment of this component should be spread over various stages in this process , viz., developing a research proposal ,presenting it conducting the dissertation and presenting it in a viva-voce situation.

All these stages should be given due weightage in the assessment on the dissertation.

The **Inter Semester Break-II** comprises of developing a **Research proposal**. This covers selection of appropriate Problem Area of Study and writing the proposal in the Appropriate Problems Area of Specialization. The Evaluation in the area consists of Proposal Presentation and approval and by the team of experts **internally**.

**SEMESTER –III**  
**Special Paper- Elementary Education**  
**SPE- 01- PERSPECTIVES IN ELEMENTARY EDUCATION-I**

No. of Credits: 4 Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30 external: 70

**COURSE OBJECTIVE:**

On completion of this Course the students will be able to:

- Understand the context of elementary education
- Understand the structure of elementary education
- Understand the concept, objectives, rationale, challenges and extant of success of Universal Elementary education(UEE)
- Discuss the development of elementary education in India since independence
- Reflect on the relevance of strategies and programmes of UEE.

**COURSE CONTENTS**

**Unit I-Context of Elementary education**

- Development characteristics and norms –physical cognitive process and abilities; language development socio-emotional development during early and late childhood(only Implications from theories to be -referred)
- Influence of home, school and community related factors on child's development.
- Conceptual analysis of the concepts in elementary education like learner /learning centered approach ,activity centered approach , freedom and discipline :reflection on present practices.

**Unit II- Development Elementary education**

- Nature and focus of elementary education after independence.
- Relevance of educational thought of mahatma Gandhi and Tagore to elementary education.
- Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education ( Education as a fundamental right)
- Elementary education as referred to in NPS-186, POA-1992, National Curriculum Framework (NCF)-2005.

**Unit III-Challenges of elementary education**

- Problems of wastage and stagnation-Single teacher schools- Improper infrastructure-Financial problem of the students –Rural class teaching
- Free and compulsory primary education –staff pattern and content of teacher training of primary schools teachers-In service programmes for professional growth.
- Dropout rate –meaning and computation; reasons for drop out.
- Achievement levels of different types of learners-status and issues.
- Differently abled children- types, access, issues and challenges; critical appraisal of inclusive education as a solution.

#### **Unit IV-Structure of Elementary education**

- Elementary education System
- Aims & Objectives -Activities-linkage with Early Childhood are education –offshoot
- of primary schools-
- Management and administration of Elementary schools-role of local panchayats
- Functions of Elementary schools

#### **Transaction mode**

Lecture-cum-discussion; discussion and reflection in group; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

**Sessional work:** The students may undertake any one of the following activities:

Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process access, enrolment, retention/participation, dropout and learning achievement and present in a seminar .

#### **Suggested Readings**

1. Celin Richards (1984). The Study of Primary Education and Resource Book.Vol .I.
2. Government of India (1986) National Policy on education, New Delhi, MHRD.
3. Government of India (1987) Programme of Action, New Delhi: MHRD.
4. Government of India (1987) Report of the Committee for Review of National Policy no Education, New Delhi,MHRD.
5. Hayes Denis (2008): Primary teaching today: An Introduction .Routledge Publications, U.K.
6. Hutlock, E. (1995).Child Development. McGraw Hill Book Company, USA
7. Kabra, K.M. (1997) Planning Process in a District, New Delhi: Indian Institute of Public administration.
8. Kurrian, J. (1993) Elementary Education India, New Delhi Concept Publication.
9. Lwis, Roman (2008): Understanding Pupil Behavior. Routledge Publications, U.K. MHRD (2001): Convention on the Right of the child .New Delhi.
10. Mohanty,J.N.(2002):Primary and Elementary Education .Deep & Deep Publications, New Delhi.
11. National Curriculum Framework (NCF)-2005NCERT, New Delhi
12. Rao.V.K. (2007): Universatisation of Elementary Education. India Publishers, New Delhi.
13. Rita Chemicals (2008): Engaging pupil vice to ensure that every child matters: A practical guide. David Fultan Publishers.
14. Singhal, R.P. (1983) Revitalizing Schools complex in India, New Delhi.
15. Sharma, Ram Nath (2002): Indian Education at the cross road .Shubhi Publications.
16. Tilak, J.B.(1992)Educational Planning at the gross roots, New Delhi.
17. UNESCO (2005): EFA Global Monitoring Report on Quality of Finance.

**SEMESTER –III**  
**Special paper- Elementary Education**  
**SPE-02-PERSPACTIVES IN ELEMENTERY EDUCATION-II**

No. of Credits: 4 Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30 external: 70

**COURSE OBJECTIVE:**

On completion of this Course the students will be able to:

- Understand the basic curriculum of elementary education
- Understand the techniques of assessment at elementary education
- Understand the concept, objectives, rationale, challenges and extant of success of Universal Elementary education(UEE)
- Discuss the development of elementary education in India since independence
- Reflect on the relevance of strategies and programmes of UEE.
- Discuss the success of SSA and DPEP for elementary education

**COURSE CONTENTS**

**Unit I: Curriculum And Evaluation at elementary level**

- General Principles to curricular approaches – activity based play –way , Child centered, theme-based ,holistic, joyful, inclusive – meaning rationale and practical implications in specific contexts ;story –telling ,puppetry, musical and rhythmic exercise, dramatization, role-play ,art activities indoor and outdoor play field trips and explorations as ,methods in primary and early primary stages –meaning rationale ,selection criteria, method of transaction
- Local specific community resources- human and material &their Integration in curricular activities preparation &use of learning and play materials – Principles and characteristics: community involvement in effective Implementation of elementary education programmes
- Informal evaluation through observation &remediation training of elementary education teachers.

**Unit II –UEE, Objectives and Challenges**

- Concept, objectives, meaning and justification of UEE.
- Critical appraisal of current status of UEE(access enrolment ,and retention) with reference to the equity principles: differential across habitation, gender, casts and other socially disadvantaged groups including first generation learners and migrant population.
- Access and enrolment of different types learners issues challenges.

**Unit III - Strategies for Quality Elementary education**

- Panchayatraj and community involvement in educational planning and management related issues
- Participation of NGOs in achieving goals of UEE
- ECCE programme, women empowerment as support services



- Providing minimum facilities, improving internal efficiency of the system- teacher empowerment and incentive schemes; managing learning in multigrade contexts

#### **Unit IV –Programmes in Elementary education**

- District primary education programme-goals strategies.
- Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/ participation and achievement.
- Monitoring, research and evaluation of specific schemes and achievement levels.

#### **Transaction mode**

Lecture-cum-discussion; discussion and reflection in group; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

**Sessional work:** The students may undertake any one of the following activities:

Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

#### **Suggested Readings**

1. Celin Richards (1984).The Study of Primary Education and Resource Book. Vol.I.
2. Government of India (1986) National Policy on education, New Delhi, MHRD.
3. Government of India (1987) Programme of Action, New Delhi: MHRD.
4. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
5. Hayes Denis (2008): Primary teaching today: An Introduction .Routledge Publications, U.K.
6. Hutlock, E. (1995).Child Development. McGraw Hill Book Company, USA
7. Kabra, K.M. (1997) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
8. Kurrian, J. (1993) Elementary Education India, New Delhi Concept Publication.
9. Lwis,Roman (2008):Understanding Pupil Behavior. Routledge Publications, U.K. MHRD (2001): Convention on the Right of the child .New Delhi.
10. Mohanty, J.N.(2002):Primary and Elementary Education .Deep & Deep Publications, New Delhi.
11. National Curriculum Framework (NCF)-2005NCERT, New Delhi
12. Rao.V.K. (2007) Universatisation of Elementary Education. India Publishers, New Delhi.
13. Rita Chemicals (2008): Engaging pupil vice to ensure that every child matters: A practical guide. David Fultan Publishers.
14. Singhal, R.P. (1983) Revitalizing Schools complex in India ,New Delhi.
15. Sharma, Ram Nath (2002):Indian Education at the cross road .Shubhi Publications.
- 16.Tilak, J.B.(1992)Educational Planning at the gross roots, New Delhi.
17. UNESCO (2005): EFA Global Monitoring Report on Quality of Finance

**SEMESTER –III**

**Special paper- Secondary and senior secondary Education  
SPE-01- PERSPACTIVES IN SECONDARY EDUCATION-I**

No. of Credits: 4 Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30 external: 70

**COURSE OBJECTIVE:**

On completion of this Course the students will be able to:

- Understand the context of secondary education
- Understand the Structure of secondary education
- Understand the concept, objectives, rationale, challenges in secondary education
- Discuss the development of secondary education in India since independence

**COURSE CONTENTS**

**Unit I – Context of secondary Education**

- Developmental characteristics and norms –physical, cognitive process and abilities; language development ;socio-emotional development during late childhood and early adolescents(only Implications From theories to be referred)
- Influence of home, school and community related factors on child’s development.
- Conceptual analysis of the concepts in secondary education like learner/ learning Centered approach, activity centered approach, freedom and discipline; reflection on Present practices.

**Unit II - Development of secondary Education**

- Nature and focus of secondary education after independence.
- Relevance of educational thought of mahatma Gandhi and Tagore to secondary education.
- Constitutional provision for education and Directive Principles related to secondary education and their implications.
- Secondary education as referred to in NPS-1986,POA-1992,National Curriculum Framework (NCF)-2005.

**Unit III-Challenges of secondary Education**

- Problems of wastage and stagnation-Single teacher schools- Improper infrastructure-Financial problem of the students –Rural class teaching.
- Staff pattern and content of teacher training of primary schools teachers-In service programmes for professional growth.
- Dropout rate –meaning and computation; reasons for drop out.
- Achievement levels of different types of learners-status and issues.
- Differently abled children- types, access, issues and challenges; critical appraisal of inclusive education as a solution.

**Unit IV-Structure of Secondary Education**

- Secondary education System
- Aims & Objectives- Linkage with elementary education-
- Management and administration of Secondary schools –role of local panchayats-
- Functions of Secondary schools

**Transaction mode**

Lecture-cum-discussion; discussion and reflection in group; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

**Sessional work:** The students may undertake any one of the following activities:

Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process access, enrolment, retention / participation, dropout and learning achievement and present in a seminar.

**SEMESTER - III**

**Special Paper – Secondary and Seminar Secondary Education  
SPS – 02 – PERSPECTIVES IN SECODARY EDUCATION – II**

No. of Credits: 4 Contact Hours Per Week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal : 30 External : 70

**COURSE OBJECTIVES:**

On Completion of this course the students will be able to:

- Understand the basic curriculum of secondary Education.
- Understand the techniques of Assignment at Secondary Education.
- Understand the concept, Objective, rational ,challenges and extent of success of Quality Secondary Education (UEE)
- Reflect on the relevance of strategies and programmes of UEE.
- Discuss the program implementation of RMSA for secondary education

**COURSE CONTENTS**

**UNIT I: Curriculum and Evaluation at secondary level**

- Principles of curriculum development and programmes for implementation
- Language issue : importance of mathematics and humanities and social sciences;
- Physical education –Socially Useful Productive Works – Techniques of teaching at
- Secondary stage; Teaching models – team teaching – individualized instruction programmed instruction;
- Dynamic methods of teaching and innovations in teaching techniques: with particular emphasis on the teaching of mother- tongue ,science, mathematics and social skills-
- Improvisation of aids and materials for teaching –Evaluation of pupil progress – area of internal assessment- patterns and techniques of evaluation.

**Unit II: Administration of Secondary Education**

- Decentralization and Centralization –Agencies of Secondary education.
- Secondary education Boards/ Councils – Staff- Personnel Administration, Teacher morale – Job –satisfaction – School budget –sources of income –Management.
- Innovations in Secondary school-Community relationships.

**Unit III: Strategies for Quality Education**

- Panchayatraj and community involvement in educational planning and management related issues
- Participation of NGOs in achieving Quality Secondary Education.
- Open and Alternative Schooling –NIOS.

- Providing minimum facilities, improving internal efficiency of the system- teacher empowerment and incentive schemes, managing learning in multigrade context.

#### **Unit IV- Programmes in Secondary Education**

- Rastriya Madhyamik Siksha Abhiyan: Mission Goal, Objectives ,Functioning, Financing and Implementation.
- Monitoring, research and evaluation of specific schemes like scholarships etc. and different incentive schemes for disadvantaged classes and its uses.
- CBSE, ICSE and State Boards and their function for successful secondary education program and its certification.

#### **Transaction mode**

Lecture-cum-discussion; discussion and reflection in group; assignments based on reference to resources-library and internet followed by presentations in seminars; field visit followed with report.

**Sessional work:** The students may undertake any one of the following activities:

Each student is required to prepare and present in a seminar a status report on secondary education in a chosen state or district with reference to classroom process, access, enrolment, retention/ participation, dropout and present in seminar.

#### **Suggested Readings**

1. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi.
2. Govt. of India (1953) Report of Secondary Education Commission, New Delhi.
3. Govt. of India (1996) India Education Commission (1964-66) Report. New Delhi.
4. Government of India (1986) National Policy on Education, New Delhi MHRD.
5. Government of India (1987) Programme of Action, New Delhi: MHRD.
6. Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
7. Hayes, Denis (2008): Primary Teaching Today: An Introduction. Routledge Publications, U.K.
8. Hurlock, E. (1995). Child Development. McGraw Hill Book Company, USA
9. Kabra, K.M. (1977) Planning Process in a District, New Delhi: Indian Institute of Public Administration.
10. Kurrian, J. (1993) Secondary Education in India, New Delhi: Concept Publication.
11. Lewis, Ramon (2008): Understanding pupil Behavior. Routledge Publications, U.K. MHRD (2001): Convention on the Right of the child. New Delhi.
12. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi.
13. NCERT (1997) Code of Professional Ethics for Teachers, National Curriculum Framework (NCF)-2005 NCERT, New Delhi.
14. Rita Chemicals (2008): Engaging pupil voice to ensure that every child matters: A practical guide. David Fultan Publishers.
15. Singhal, R.P. (1983) Revitalizing School complex in India, New Delhi.
16. Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
17. Tilak, J.B. (1992) Educational Planning at grass roots, New Delhi.
18. UNESCO (2005): EFA Global Monitoring Report on Quality of Education Finance.

**SEMESTER –III**

**PC-06-PRINCIPLES AND PRACTICES OF CURRICULUM DEVELOPMENT**

**No. of Credits: 4    Contact Hours per week: 4**  
**Examination Duration: 3hours**

**Maximum Marks: 100**  
**Internal: 30 External: 70**

**COURSE OBJECTIVES:**

To enable students-

1. To understand the underlying basis, principles and intricacies inherent in the structure of a sound curriculum and the various forces and considerations involved which must be taken into account when developing a curriculum.
2. To understand the Foundations of curriculum development.
3. To be acquainted with various curricular types and their designs, process and construction.
4. To know about curricular content, curriculum implementation and the process of curriculum evaluation.
5. To know and understand issues, trends and researches conducted in India in a area of curriculum and curriculum development.
6. To design and develop a curricular framework with given objectives in a particular field of formal study.
7. To understand the concept and principles of curriculum development.
8. To understand and appreciate curriculum as a means of development of the individual.
9. To appreciate the need for continuous Curriculum reconstruction.
10. To develop skills in framing curriculum for subjects of teaching, analyzing curriculum.
11. To analyze teaching –learning process and developing course contents in the subjects of teaching.

**COURSE CONTENT:**

**UNIT I**

1. Curriculum: Concept and meaning.
2. Curriculum, syllabus and Textbooks –selection, gradation and organization of subject matter.
3. Bases, determinants and motives of curriculum - Philosophical, Psychological, Sociological and discipline oriented considerations.
4. Basic elements and principles of curriculum.
5. Curriculum theories and procedures.
6. History of curriculum development.

**UNIT II**

1. Categories and Types of Curriculum: Teacher centered, subject centered, child-centered, peripheral, Enrichment, Special, Correlated, Fused, Interdisciplinary, Window- shopping, Frontline , Crash, Spinal.
2. Curriculum design and organization: Components, source, principles and approaches.

**UNIT III**

1. Models of curriculum : Different models of curriculum development - Administrative Line Staff (Taxler), Grassroots- level planning (Hild Taba ) Demonstration, System- analysis.

Criteria for selecting a model.

Curriculum Construction – principles and approaches: deduction of curriculum from aims and objectives of education.

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Curriculum Implementation: Models and Strategies, Leadership role and community participation.  
Role of Curriculum support materials and Types and place of materials and media (aids) to be used.  
Process of curriculum implementation in India.

### UNIT IV

Curriculum Evaluation: Importance and Models of curriculum evaluation.  
Types Curriculum evaluation (formative, summative).  
Interpretation of evaluation results and the method.  
Issues and Trends in Curriculum development and curriculum researches in India.  
Suggestions and recommendations in Curriculum development – as per university Education Commission (1984),  
Secondary Education Commission (1952), Education Commission (1966) and NPE (1986).

#### **Transaction Mode:**

Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of Paper in internal seminars ; self reading of original sources i.e. NPE, NCF, CABE reports, commission s and committees on secondary Education and Curriculum related issues and reflective discussion on the recommendations could be done. Hands on experience at work situation and observation of training session and presentation etc. could constitute the different forms of curriculum transaction.

Both the individual and group learning/transactional strategies need to be adopted. Besides, the lectures, discussion, demonstration methods; attempts needs to be made to provide hands on in developing and demonstrating the materials. Students seminars on select themes especially the current issues in curriculum development could be Organized. Field visits to places of curricular other sites i.e. Museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the Educational importance of these sites could be done and presented by pupil teachers. As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.

**Sessional Work :** The students may undertake any one of the following activities:

- Critical appraisal/analysis of existing syllabus and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks.
- Evolving criteria for development of syllabus and textbooks.

Maintaining of reflective diary on schools/institutions (SCERTs, School Boards, National Organizations) observed visited and analysis of the own experiences.

- Evaluation of a primary class text book.
- Reading of original documents i.e. National curriculum Frameworks developed by NCERT (NCF- 2000 and 2005)/NCTE, NPE-1986 (Modified version 1992) POA on NPE – 1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.

#### **Suggested Readings**

1. Andrey & Howard Nicholls. Developing Curriculum – A Practical Guide. George Allen and Unwin, London, 1978.
2. Bexday, G.Z.L : Comparative methods in Education, Oxford and IBH Publishing Col., New Delhi, 1964.
3. Cramer, I.F. & Brown G.S.: Contemporary Education : A comparative Study of National System. Harcourt Brace & Company , New York, 1965.

### Regulation and Courses of – 2 Yr. M.Ed. (R.U.)

4. Denis Lawten, School Curriculum Planning Hodder and Stoughton, London, 1986.
5. Dent H.C. Educational System of England, George Allen and Unwin, London, 1981.
6. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
7. Edward, A.Krug. The Secondary School Curriculum Harper and Row Publishers, New York, 1960.
8. Hans, Nicholas. Comparative Education, Routledge and Kegan Paul, London, 1961.
9. Harold Albery. Reorganizing the High School Curriculum. Mac Millan Company, New York, 1957.
10. Harold, B.Albery & Elsie, J.Albery. The Curriculum. The Mac Millan Company, New York, 1963.
11. Hugh Sockett. Designing the Curriculum. Open Books, London, 1976.
12. Ivor, K.Davies. Objectives in Curriculum Design, McGraw Hill, London, 1976.
13. John, D.McNeil., Curriculum, Little Brown and Company, Boston, 1977.
14. Joseph Leese. The Teacher in Curriculum Making, Harper and Brothers Publishers, New York, 1961.
15. Kandel, I.L. Studies in Comparative Education, George Harrup, New York, 1963.
16. King, E.J. Other Schools and Ours. Holt, Rinehart and Winston, New York, 1959.
17. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
18. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
19. Taba Hilda (1962) Curriculum Development : Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
20. William, M.Alexander Planning Curriculum for Schools. Holt, Rinehart and Winston, New York, 1966.
21. Vernon, E.Anderson (1962) : “Principles and Procedures of curriculum Improvement.”
22. Zais, R.S. (1976) : “Curriculum Principles and Foundations,” Harper & Row Pub., London.

### **Audio – Video CDs**

- CIET (2006) The Process of Making National Curriculum Framework – 2005 : A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- CIET(2007) Curriculum Syllabus and Textbook : An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF – 2005 Process, CIET, NCERT, New Delhi.



**SEMESTER-III**  
**MEPC-07-HISTORY AND POLITICAL ECONOMY OF EDUCATION**

No. of Credits: 4    Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal : 30 External: 70

**COURSE OBJECTIVES:**

- (1) To acquaint the students with the general development and progress of education prior to independence.
- (2) To acquaint the students with the general development and progress of education after independence.
- (3) To enable the students to assess and evaluate various “plan efforts” (V Year Plans) Put into effect from time to time.
- (4) To enable the students to understand the concept and meaning of problems of Education (Social, economic, political)
- (5) To enable the students to understand the various problems of education at different stage (Primary, Secondary, Higher Secondary, Higher education, Vocational, women, Handicapped) with special reference to different commissions and committees.
- (6) To enable the students to find out the reasons and evaluate the solutions to the education for different stages.
- (7) To enable the students to understand the related to the policies of Government and to find out remedies.
- (8) To acquaint the students with the relationship between the financial support of education and quality of education.
- (9) To develop familiarity with the various sources of financing education in India.
- (10) To enable the students to locate human and material resources and utilize them to the maximum benefit for education.

**COURSE CONTENT:**

**UNIT – I: HISTORY OF INDIAN EDUCATION – I**

- Progress of Education in Ancient Indian Education – Review of
- (a) Brahmanic (Vedic), Buddhistic (c) Jain (d) Muslim – Islamic-(Education System during these periods)

**UNIT – II: HISTORY OF INDIAN EDUCATION – II**

- Education in the early years of the 19<sup>th</sup> century Charter act of 1813, 1833
- Role of missionaries in Education.
- Macaulay’s Minutes
- Wood’s Dispatch 1854.
- Indian Education commission 1882 (Hunter Commission).
- Education in the 20<sup>th</sup> century :
- Lord Curzon policy of Education 1904.
- Hartog Committee.
- Recommendation Dr. Jakir Hussain Committee for basic education.
- Seargent plan – 1944.

**UNIT – III: EDUCATIONAL PROVISIONS IN FREE INDIA**

- Constitution Provision : Articles, Sections, Subsections, addition and reviews for Education.

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- Radhakrishnan Commission Recommendations.
- Mudaliar Commission Recommendations.
- Education Commission of 1964-66.
  
- Challenge to Education – New education policy – Policy of Education 1986.
- Plan of Action 1992.
- Planned efforts of India for Education plans (V year Plans), Niti Ayog
- Assessment and Evaluation of development and progress of Education during plan

### **UNIT – IV: ECONOMICS OF EDUCATIONAL SYSTEM AND ECONOMICAL CHALLENGES**

- Need and significance of Educational Finance
  - i. Rising Unit costs and Resources constraints
  - ii. Demand for Education.
  - iii. Supply of Education.
  - iv. Constitutional responsibility for providing education.
- Return of Investment in education.
- Sources of Finance :
  1. Government grant (Central, State, Local)
  2. Tuition fees
  3. Taxes
  4. Endowments, Donation and gifts
  5. Foreign aids.
- Critical reviews of present grant-in-aid System

#### **Transactional Mode:**

The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.

**Sessional Work:** The students may undertake any one of the following activities:

- Assignment/term paper on selected theme from the course.
- A study of the functioning and contribution of a VEC/SMC/PTA.
- Critical analysis of grant in aid schemes of the state and the centre.
- Funding Scheme under RUSA.
- Prepare a plan for the mobilization of different types of resources from the community.
- Analysis of School Education Act of state high results at the Secondary/Senior secondary levels.
- Identifying Social Problem and its solution for one B.Ed. College
- Critical Study of National policy of Education (1986).

#### **Suggested Readings**

1. Education in Ancient India – Dr. A.S. Altekar
2. Ancient Indian Education – R.K. Mikharji
3. A History of Education in India (during the British period) by J.P. Naik and Nurulla
4. A text Book in History of Education – Paul I Munroe.
5. N.C.E.R.T.,NCERT – The first year Book of Education 1961.
6. Ministry of Education – Education Commission Report – 1964-66 Dr. Kothari Commission.
7. UNESCO – Economics and Social aspects of Educational Planning, 1963
8. Naik J.P. – Educational Planning in India 1965 – applied Publishers.

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9. Problems of Higher Education in India – An Approach to Structural Analysis and Recognition.
10. Educational Recognition – Acharya Narendra Dev Committee (1939-1953)
11. History and Problems of Education Vol. I – Yogendra K.Sharma
12. History and Problems of Education Vol. II– Yogendra K.Sharma Reference Books : 10 Saffer, H. Investment in Human Capital, New York: McGraw Hill, 1961.
13. Azad, Jagdish lal Financial of Higher Education in India, New Delhi, Sterling Publishers, 1975.
14. Mishra, Atmanand Financing Education in India, Bombay : Asia Publishing Co., 1964.
15. John R.L. and Morphet, B.L.(Ed.) Problems Issues in public school finance, New York : Columbia University, 1952.
16. Mort, P.R. and Re-user, W.C. Public School Finance, New York : McGraw Hill, 1960
17. Musgrave, R.A., Theory of public Finance : A Study of Public Economy, New York : McGraw Hill.
18. Saxton, P.G. Education and Income, New York : Viking Press, 1961.
19. Vaizeg, J.Costs of Education, London : Allen and Union, 1964.
20. UNESCO Financing of Education, Paris : 1961.
21. Syed, Nurullah & Naik, A History of Education in India, (in 1800-1965. Bombay Mac Milan Co., 1958.)
22. Rawat, P.L. History of Education, Agra : Rempreasad & Sons, 1955.
23. Chauble, S.P., A History of Education Allahabad, Bharat Publication, 1955.
24. Mukerji S.N. Education in India Today & Tomorrow, Baroda : Acharya Book, Baroda, 1960.
25. Saiyeddin K.C. Compulsory Education in India, Delhi , University Publication Commission, 1964.
26. Report of Education Commission, 1964-66.
27. S.B. Rajor – History of Education.
28. Hartog Philip, Some aspects of India Education : Past & Present, London Oxford.

### **SEMESTER – III**

#### **Internship in the Area of Specialisation (4 credits)**

**Internal – 50**

The internship has been conceptualised in two parts or 2 credits each. First part involves a Compulsory attachment with a teacher education institution during the Inter Semester II. The second part involves interning at/associating with a field site relevant to the area of specialization in Semester III. The internships will be for durations of three to four weeks each. It is suggested that the institutions develop a network of partner organizations where the students can intern. The host organizations may help in designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

Further, level based specializations (such as ECCE, Elementary, Secondary and Tertiary) would necessitate that the internship for students with these specialization are organized in institutions at the relevant level only. For Example, Students with specialization in elementary education will be placed in Elementary School / Elementary Teacher Education Institution, those with secondary education will be placed in Secondary School/Secondary Teacher Education Institution.

This also implies that the internship should be structured around some focused tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organization. These tasks may converge in a short field report on the basis of which a part of assessment may be done. A student's regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide group of (3 to 5) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and

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observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organizing the internship. The Evaluation comprised of **Internal Assessment of 50 marks.**

### **INTER SEMESTER BREAK – III**

#### **Tool Course**

##### **1. Research Report writing (2 credits)**

**Internal – 50**

This component comes under Tool Courses of the program. The research report writing component is meant to focus on questions such as : What are the different kinds of writings and writing styles? What are the essential requirements of research report writing or dissertation writing? What are the different parts of a research report and go forward in writing them ? What distinguishes a good research report writing from others? What are review sources and how to refer to them? How to cite a source, Paraphrase and acknowledge the source? How to edit one's own writing? How to write the references? How to refer a web Search etc? This component is also evaluated internally through presentation and assignments and projects.

The Evaluations in the above **Area is totally internal** and a criterion for making has to be chosen by the teacher concerns.

**SEMESTER-IV**

**Special Paper – Elementary Education**

**SPE-03-EARLY CHILDHOOD CARE AND EDUCATION**

No. of Credits: 4    Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30 External: 70

**COURSE OBJECTIVES:**

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

- Understand the need and significance of early childhood care and education.
- Understand the policy perspectives on ECCE in India and world.
- Understand social and personal development of children (3-6 years).
- Understand the quality dimensions i.e. curriculum, Programmes and work force for ECCE.
- Develop Knowledge and skills for research and Evaluation in ECCE and Training of personal.

**COURSE CONTENTS**

**Unit I – ECCE: Policy and perspectives**

- Concept, significance and objectives of ECCE.
- ECCE in India : Policies and Programmes in National Policy on Education (NPE,1986) and POA (1992), National Plan of Action for Children, 1992 and 2005: National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009)
- ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

**Unit II – Psycho – social Context of Pre-School Education and Curriculum of ECCE**

- Developmental Characteristics and norms – physical, cognitive, language and socio-emotional during early childhood.
- Transition from home to school – issues and concerns.
- Socio – cultural contexts in school, home and child-rearing practices in different cultures.
- Curriculum for School Readiness – Physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches.
- Different types of pre-school curriculum/Montessori, kindergarten, Balawadi and Anganwadi Centers.
- Support of work force: teachers, parents and community support in functioning of ECCE centers.

**Unit III – Strategies/Approaches and Resources**

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- Characteristics of Programmes for different settings – Pre-Primary and early primary grade children – needed emphasis and rationale.
- General Principles to curriculum approaches – activity based/play-way, child – Centered , theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role –play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, method of transaction in specific contexts.
- Local specific community resources – human and material & their integration to curricular activities; preparation & use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes.
- Informal evaluation through observation & remediation; training of ECCE workers.

### **Unit IV – Training, Research & Evaluation in ECCE**

- Need and significance of Personnel involved in ECCE programme.
- Status & nature of training programmes – pre-service & In-service – a critical evaluation, issues, concerns and problems.
- Areas of research studies in ECCE.
- Evaluation of ECCE programmes, methodology and implications.

### **Transaction Mode**

- Group Discussion : reviews and analysis of book/reports/documents;
- Observation of activities of the children followed by case studies.
- Visit to pre-school, Anganwadies /ICDS centers and pre-school Teacher Education institutions followed by discussion.
- Films shows followed by discussion.
- Seminar presentations followed by discussion.
- Research review and criticism.
- Development of research proposals.
- Projects and assignments focusing on observation and interaction with children on specific theme.

**Sessional Work:** The students may undertake any one of the following activities:

- Case study of Anganwadi, pre-school centers.
- Assignment on selected themes from the course.
- Study of present status of ECCE in a state/District.
- Collection of information on infrastructure of ECCE centers and comparison with NCERT Minimum Specifications (1992)
- Reflection on literature on equality ECCE service of one western country (internet, journals)
- Writing of journal articles on different issues on ECCE
- Survey of play materials and comparing with the socio-culture set-up
- Survey of child rearing practices in different cultures.

### **Essential Readings**

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Govt. of India (2005). National plan of Action for children, 2005 : Department of Women and Child Development, New Delhi.
- NCERT (2005) Position paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.

- UNESCO (2007) : Strong Foundations : Early Childhood Care and Education. Paris.

### **Suggested Readings**

1. Aggrawal J.C. and Gupta, S.(2007). Early Childhood Care and Education (1<sup>st</sup> Ed.) Shipra Publications, New Delhi.
2. Government of India (1986). National Policy on Education, Department of Education, New Delhi.
3. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher.
4. NCERT (2005). National Curriculum Framework, New Delhi.
5. NCTE (2005). Report on ECCE Teacher Education : Curriculum Framework and Syllabus Outline, New Delhi.
6. NIPCCD (2002). Children in Difficult Circumstances : Summaries of Research, Resource Centre on Children, New Delhi.
7. Pugh, G.(1996). Contemporary Issues in Early Years : Working Collaboratively for Children (2<sup>nd</sup> Ed.) National Children's Bureau, London.
8. See feldt, Carol (1990). Continuing Issues in Early Childhood Education, Marrill Publishing Company, Columbus, Ohio.
9. Swaminathan, M. and Daniel, P.(2000). Activity-based Developmentally Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.
10. Swaminathan, Mina (1998). The first Five Years : A Critical Perspective on Early Childhood Care and Education in India.
11. UNESCO (2007) : Strong Foundations : Early Childhood Care and Education, Paris UNESCO.
12. UNICEF and MHRD (2001). Early childhood Care for Survival, Growth and Development, New Delhi.
13. World Bank (2004). Reaching out to the child : An Integrated Approach to Child Development, New Delhi, Oxford University Press.

**SEMESTER -IV**

**Special Paper-Elementary Education**

**SPE -04- CURRICULUM, PEDAGOGY AND ASSESSMENT IN  
ELEMENTARY EDUCATION**

No. of Credits: 4 Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal: 30 External: 70

**COURSE OBJECTIVES:**

On completion of this course the students will be able to-

- Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
- Reflect on the need and importance of work experience, art education and health and physical education.
- Understand the importance of teaching of language and mathematics at elementary level.
- Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level
- Develop research insight for curriculum development in elementary education.

**COURSE CONTENT**

**Unit I- Principles of Elementary School Curriculum**

- Concept, components and determinants of curriculum, principles of curriculum construction, criteria for selection and organization of content and learning activities, different perspectives to curriculum and their synthesis - behaviouristic, cognitive and constructivist, evaluation of curriculum - formative and summative; techniques and tools of assessing cognitive abilities, affective learning ,skills and processed and motor abilities. The relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

**Unit II – Work Experience, Art Education and Health & Physical Education**

- Place of Work Experience in curriculum, objectives, planning and organization of learning experiences, methods, media and activities, teacher’s role, evaluation – issues and challenges in evaluation of co-scholastic areas.
- Place of Health and Physical Education in the elementary school curriculum, objectives – knowledge, skills, attitudes, conditions for effective motor learning, evaluation in health and physical education –issues.
- Evaluation of different programmes in elementary schools- work experience, art education, health & physical education

**Unit III-Language (s) and Social Sciences**

- Place of language in elementary school curriculum, objectives of teaching mother-tongue/language(s) – listening ,reading ,speaking and writing ,psycho- linguistic and socio- linguistic aspects of language learning and factors influencing language development ,listening skills: nature, types ,guidelines for teaching listening-listening session and activities ,speaking skills: attention to speaking skills, instructional setting and situations, reading



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skills: speed at different levels of comprehension, writing skills: writing and experience, developing writing skills, spelling in the writing programme, developing handwriting skills.

- Evaluation and remedial teaching with reference to the above language skills.
- Need for developing environmental awareness, population awareness, family welfare awareness, place of social sciences in elementary school curriculum; objectives, content and process in learning ,organization of learning experiences, observation, investigation and exploration of the social world and environment of the child.
- Evaluation in social sciences and Preparation of curricular material

### **Unit IV-Mathematics and Environmental Studies/Natural Sciences**

- Place of mathematics in elementary school curriculum, objectives, mathematical readiness of a child and implications for teaching.
- Content and process in learning mathematics, strategies for teaching concepts, principles, computational and drawing skills and problem- solving abilities in mathematics, laboratory approach to learning mathematics, use of mathematics kit.
- Evaluation of learning in mathematics, diagnosis and remediation of difficulties in learning mathematics.
- Need for developing environmental awareness, population awareness, family welfare awareness, place of environmental studies and natural sciences in elementary school curriculum, objectives, content and process in learning ,organization of learning experiences, observation, investigation and exploration of the environment of the child ,evaluation of student's learning in EVS programme.
- Preparation and use of different type of curricular material, Evaluation of Science Learning and Process Skills.

### **Transactional Mode**

Group discussion, Lecture-cum- discussion, Panel discussion, Symposium,Reports,Research Journals, School visits and sharing of experiences.

### **Suggested Readings**

1. Baur, G.R.& other (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach .Cummings Publishing Co.
2. Chastain,K. (1970): The Development of Modern Language Skills- Theory to Practice Rand Menally & Co.,Chicago.
3. Erickson,H.L. (2002) : Concept- based Curriculum and Instruction.Crown Press,Inc. California.
4. In- service Teacher Education Package for Primary and Secondary Teachers (1988),Volume I & II, NCERT,New Delhi.
5. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
6. National Curriculum for Elementary and Secondary Education (1998)-A Framework,NCERT, New Delhi.
7. Petty,W.T.(1978): Curriculum for the Modern Elementary School ,Rand Menally College public Co,Chicago.
8. Rubin ,D. (1980): Teaching Elementary Language Arts, Holt Reinhart & Winsten, N.York.
9. The Study of Primary Education – A Source Book , Volume I & II, 1984.
10. Victor & Learner (1971) : Readiness in Science Education for the Elementary school ,McMillan Co.,N.Y.

**SEMESTER –IV**

**Special Paper – Elementary Education**

**SPE -05-ELEMENTARY TEACHER EDUCATION**

No. of Credits: 4      Contact Hours per week: 4  
Examination Duration: 3 hours

Maximum Marks: 100  
Internal : 30 External : 70

**COURSE OBJECTIVES:**

On completion of this course the students will be able to-

- Gain insight into the need and objectives of elementary teacher education,
- Understand the development of elementary teacher education in post- independent India,
- Gain insight into the existing pre-service teacher education programmes and their organizational aspects,
- Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education,
- Develop understanding of status of elementary teachers and the problems and issues related to professional growth.

**COURSE CONTENT**

**Unit -I Teaching as a Profession**

- Teaching skills and competencies required of an **elementary** school teacher, the need for education and training of teachers, code of ethics.
- Expectation of NCF 2005 from teacher as a professional practitioner, Academic and professional qualification of an elementary school teacher-analysis of status,  
Teaching as profession - analysis of present status and types of personnel recruited as teachers.

**Unit II – pre – service Teacher Education and Teacher Education Curriculum at Elementary level**

- Rationale for pre –service teacher education ,review of existing practices in different stages -structure and components, weightage, duration ,eligibility requirements
- Orientation, objectives, curriculum components, weightages and organizations.
- Theoretical inputs in teacher education, foundation courses and teaching methods of different school subjects – content, rationale, objectives and organization.
- Rationale and objectives for different inputs in practical and field experiences- developing skills –instructional skills, communication skills, managerial skills, organizational skills and contextual skills, (multigrade, large class etc )
- Organizing learning skills – awareness, observation, practice in simulated and practice in real conditions, internship, laboratory, school attachment.
  
- Supervising student teaching – objectives, tools and techniques.
- Evaluation in teacher education –theory, skills and competencies, attitudes and value –tools and techniques.

**Unit III –Teacher Training Methods and Techniques**

## Regulation and Courses of – 2 Yr. M.Ed. (R.U.)

- Making training participatory – methods and techniques, delivery of training -modes, methods and techniques, democratization, lecture-cum discussion, work sessions, skills practice sessions, micro teaching simulations, role- play, peer teaching ,projects, modular and ,mini course.
- Using ET resources in training --- films, studios and video

### **Unit IV -IN- service Teacher Training and Resource Institutions**

- Complementary nature of pre and in- service teacher education –need for in-service training, objectives of in –service training, planning in in-service training ,identifying training needs, determining objectives, content and methodology ,monitoring, evaluation, reporting and follow –up of in – service training programme.
- Different formats – workshops, seminars, institutes, courses and their features.
- Enhancing effectiveness of in- service training – school based, INSET, recurrent INSET, setting up thematic priorities (subjects and skills)
- Cluster resource centers (school complexes), block resource centers, DIETs, CTE, IASE, SCCERTs, RIEs, NCERT-objectives, structure, functions and programmes .
- Professional associations of teachers/trainers- roles and functions

### **Transactional Mode**

Group discussion, lecture-cum-discussion, Panel discussion, Symposium, Reports, Research Journals, School visits and sharing of experiences.

Sessional Works: The students may undertake any one of the following .Critical study of existing teacher education curriculum of a state.

- Preparing a training plan (design) for the in- service training of specified target group on a specified theme.
- Demonstrating a training technique with peers.
- Constructing a tool for evaluation of specified skills/ understanding /attitudes.
- Evaluation of any one of the in-service teacher tracher training programme organized by any one of resource instiutions.

### **Suggested Readings**

- Dunkin, M.J. (Ed) (1987):The International Encyclopedia of Teacher and Training Education, Pergamon Press, N.Y.
- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills- A Microteaching Approach, NCERT -New Delhi
- Kauchak, D.P & Paul, Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
- Kundu,C.L (1988): Indian Yearbook on Teacher Education, Sterling Publishers Pvt. Ltd,New Delhi.
- MHRD (1986)- Towards a Human and Enlightened Society –Review of NPE, New Delhi .
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (1987): In –service Teacher Education Package for Primary School Teacher, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi .
- NCERT (2005) : National Curriculum Framework, New Delhi .
- NCERT,(2004) : Teacher Education Curriculum, New Delhi.
- NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
- Sing, L.C. (Ed.) (1987): Teacher Education – A Resource Book ,NCERT, New Delhi.
- UNESCO (2006) : Teachers Educational Quality: Monitoring Global Need for 2015.UNESCO Publication. Montreal.

- Wragg,E.C. (1984): Classroom Teaching Skills,Croom Helm , London.

**SEMESTER –IV**  
**Special Paper –Secondary and Senior Secondary Education**  
**SPS – 03-SENIOR SECONDARY EDUCATION**

No. of Credits: 4 Contact Hours per week: 4  
Examination Duration: 3 hours

MaximumMarks: 100  
Internal: 30 External: 70

**COURSE OBJECTIVES:**

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

- Understand the need and significance of senior secondary education
- Understand the policy perspectives on higher secondary education in India and world.
- Understand social and personal development of adolescent learners
- Understand the quality dimensions i.e. curriculum, programmes and work force for secondary education
- Develop knowledge and skills for research and evaluation in senior secondary education and training ; of personal .

**COURSE CONTENTS**

**Unit I – Senior Secondary Education: Policy and Perspectives**

- Concept, significance objectives of higher Secondary (HS) Education
- H.S. Education in India: Policies and Programmes in National Policy on Education (NPE, 1986) and PO (1992); National Curriculum Framework (2005), National Curriculum for Teacher Education (2009). Vocationalisation of higher Secondary Education( VHSE)

**Unit II - Psycho social Context of Secondary School Education and Curriculum**

- Development characteristics and norms – physical, cognitive, language and socio-emotional during Adolescence.
- Transition from child to adolescence-issues and concerns.
- Socio-cultural contexts in school and home and adolescence coping with his stress and strain.
- Curriculum for asreer Readiness - – physical, cognitive, language and socio-emotional dimensions; characteristics of learning experiences and approaches
- Support of workforce: teachers, parents and community support for adolescence learners.

**Unit III- Strategies/Approaches and Resources**

- Characteristics of programmes for different setting – Classroom , Laboratory and Field- Visit
- General principles to curricular approaches –activity based, themes-based , Project based , Performance based , holistic, field and explorations as methods in higher secondary stage – meaning, rationale, method of transaction in specific contexts.
- Strategies to move from Client Centered teaching to Discipline centered teaching

## Regulation and Courses of – 2 Yr. M.Ed. (R.U.)

- Local specific community resources — human and material & their integration to curricular activities;; community involvement in effective implementation of higher secondary programmes
- Informal evaluation through observation & remediation; training of higher secondary teachers.

### **SEMESTER –IV**

#### **Special Paper –Secondary and senior Secondary Education**

#### **SPS-04 –CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY AND SENIOR SECONDARY EDUCATION**

No. of Credits: 4 Contact Hours per week:4

Maximum Marks:100

Examination Duration: 3 hours

Internal: 30 external: 70

#### **COURSE OBJECTIVE:**

On completion of this Course the students will be able to:

- develop an Understand of under lying principles of curriculum development and evaluation at Secondary and Senior Secondary Stage
- Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- Understand the importance of teaching of language science and mathematics at secondary level
- develop the capability to use effectively various methods and approaches to teaching learning of various subjects at secondary level
- develop research insight for curriculum development in elementary education .
- Understand the nature and uses of different types of tools and techniques of evaluation in education.
- Acquire the skill to construct the achievement and diagnostic tests
- Administer the tests interpret the best scores and its implication to students and parents
- Undertake action research and interpret the results

#### **COURSE CONTENTS**

##### **Unit I: Principles of School Curriculum Secondary and Senior Secondary Level**

- Concept, components and determinants of curriculum principles of curriculum Construction, criteria for selection and organization of content and learning activities; designing integrated and interdisciplinary learning experience Principles of School Curriculum Development Secondary and Senior Secondary Level
- Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist; evaluation of curriculum - formative and summative; the relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.

##### **Unit II: Language and social Sciences Curriculum**

- Focus on three (3) language formula emphasizing the recognition of children's home language (s)or mother tongue (s) as the best medium of instruction
- English needs to find its place along with other Indian Languages-Multilingual character of the classroom.
- Focus on conceptual understanding rather than living up facts, ability to think independently and reflect critically on the social issues.
- At secondary stage social sciences comprise history geography, sociology , political science and economics

- At +2 stage disciplines like political science, geography, history economics, sociology and psychology will be introduced.

### **Unit III: Science and Mathematics curriculum**

- Science as a composite discipline at secondary stage
- Systematic experimentations a tool to discover/verify theoretical principals and working on locally significant project involving science and technology.
- Introduction of science as separate discipline such as physics, chemistry, Mathematics, Biology etc with emphasis on experiments/technology and problem solving.
- Rationalization of curriculum load to avoid steep gradient between secondary and higher secondary syllabi.
- Need to identify core topics of a discipline at +2 levels taxing into account recent advances in the field.

### **Unit IV: Educational Evaluation – Tools and Techniques**

- Meaning nature and functions of evaluation, difference between measurement, and evaluation, assessment, testing, appraisal and examination, Types of evolution formative, diagnostic and summative evolution. Continuous and comprehensive evaluation. Testing and non-testing tools of evaluation-essay type, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric techniques, anecdotal records, question bank grading.
- Characteristics of good test-objectivity, reliability, usability, written, oral and observation, planning of test; content-analysis, written, oral and objective in
- Behavioral terms; construction of blue-print of test writing of test items; assembling the test items and writing directions; planning key/scheme of evaluation; tryout and item analysis, difficulty value and discrimination power, construction of a diagnostic test-steps and guidelines
- Construction of Achievement test, objective types, short answer type, multiple choice type, essay, interpretation of test results – norm-referenced and criterion-referenced, use of tests.

### **Transaction mode –**

Panel discussion, interview (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE,NCF,CABE reports, Commissions and Committees on secondary Education and Curriculum related issues and reflective discussion on the recommendations. Hands- on- experiences at work situation and observation of training sessions and presentation etc.

### **Sessional Work:** The students may undertake any one of the following activities:

- Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at nation/state/local levels.
- Evolving criteria for development of syllabi and textbooks
- Maintaining of reflective diary on institutions i.e. SCERTs, School Boards, National organizations) observed visited and analysis of the own experiences.
- Evaluation of syllabus related to teacher education of any state either at senior secondary level.
- Critical analysis of a curriculum
- Conducting continuous evaluation in scholastic and non-scholastic areas
- Preparation of SES scale for 30 students of a class, collection, classification, tabulation and graphical representation of data as well as interpretation of data
- Analysis of curricular materials with reference to development of values
- Analysis of curricular materials with reference to gender sensitivity
- A study of curriculum load and home work practices,

### Regulation and Courses of – 2 Yr. M.Ed. (R.U.)

- Conducting an action research and reporting the results
- Critical study of a text-book/work book
- Conducting a case study
- Study of the evaluation practices in selected schools
- Critical analysis of examination papers
- Construction and tryout of classroom tests

#### **Suggested Reading**

1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclve.
2. Diamod Robert M. (1986) Designing and Improving Courses in Higher Education: A systematic Approach, California, Jossey-Bass Inc. Publication.
3. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New work Teacher college Press.
4. Olive, Peter F. (1988) Developing the Curriculum. Scott and Foresman and Co.
5. Reddy, B. (2007): Principles of curriculum planning and development.
6. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
7. NCERT (2005): National Curriculum Framework, NCERT, Delhi.
8. NCTE (2009) National curriculum Framework of Teacher Education, New Delhi
9. Baur, G.R & others (1979): Helping Children Learn Mathematics: A Competancy Based Laboratory Approach. Cummings Publishing Co.
10. Chastain, K. (1970): The Development of Modern Language Skills – Theory to Pracitce Rand Menally & Co., Chicago.
11. In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
12. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series- 3 Delhi, Doaba House, Books seller and Publisher.
13. Arroa, G.L. (1984): Reflections on Curriculum. NCERT.
14. Dewey, John (1996). The Child and the curriculum. The University of Chicago Press.
15. McKernan, James (2007): curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
16. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.  
Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication

**SEMESTER –IV**

**Special Paper –Secondary and senior Secondary Education**

**MESPS-05 – SECONDARY AND SENIOR SECONDARY TEACHER EDUCATION**

No. of Credits: 4 Contact Hours per week: 4

Maximum Marks: 100

Examination Duration: 3 hours

Internal:30 external:70

**COURSE OBJECTIVE:**

On completion of this Course the students-teachers will be able to:

- Examine the nature and objectives of teacher education.
- Critically examine the growth and development of teacher education in the country.
- Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum.
- Critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of teacher Education.
- Develop understanding of various strategies of teacher, professional development
- Gain insight into the status of teacher in –service education in the country
- Develop understanding of the process of in –service education
- Use various methods and techniques for the identification of training needs.
- Use various techniques for the evaluation of in –service education programmes,
- Reflect on issues, concerns and problems of teacher in-service education of the teachers.
- Appreciate the use of ICT for the professional development of the teachers.

**COURSE CONTENT**

**Unit 1— ‘Teaching as a Profession**

- Teaching. Skills and competencies required of any secondary and senior secondary school teacher, the need for education and training of teachers; code of ethics.
- Expectations of NCF 2005 from teacher as a professional practitioner; Academic and professional qualification of an secondary and: senior secondary school teacher -- analysis of status, Teaching as profession — analysis of present status and types of personnel recruited as teachers

**Unit-II Teacher Education in India at Secondary and Senior Secondary level**

- Pre-Service and In-service Teacher Education: concept, nature, objectives and scope.
- Development of teacher education in India at secondary and senior secondary level, i recommendations of various commissions and committees concerning teacher education system. {impact of NPE, 1986 and its POA on teacher education system.



## Regulation and Courses of – 2 Yr. M.Ed. (R.U.)

- The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education institutions at secondary level: roles and functions of IASEs, CTE.
- Boles, fictions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.
- Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.

### **Unit III: Secondary education Management Information System (SEMIS) and assessment and evaluation**

- CCE in Teacher Education.
- Formative and summative evaluation, norm referenced and criterion reference evaluation.
- Evaluation of school experience/ internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organization and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
- Portfolio assessment.
- Structure of MIS School mapping at secondary level.
- Types of Media- Audio, Video, Audio-Video.
- Interactive technologies- teleconferencing, e-learning, designing of e-content.
- EDUSAT for teacher professional development programme (CPD).
- Role of IGNOU, UGC, NCERT, SIETs.
- Challenges and limitations of interactive technologies for INSET.

### **Unit –IV: Curriculum and evaluation of Secondary and Senior Secondary Education**

- Principles of School Curriculum Development at Secondary and Senior Secondary Level.
- CCE in Teacher Education.
- Formative and summative evaluation, norm referenced and criterion reference evaluation.
- Evaluation of school experience/internship programmes.
- Assessment of teaching proficiency: criterion, tools and techniques.
- Organization and regulation of internal assessment in PSTE: Preparation of guidelines and scheme of internal assessment.
- Portfolio assessment.

### **Transactional Mode**

1. Group discussion , lecture –cum-discussion , panel discussion ,symposium, reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.
2. Preparing a training plan(design)for the in-service training of specified target group on a specified theme
3. Demonstrating a training technique with peers
4. Constructing a tool for evaluation of specified skills/understanding/ attitudes
5. Evaluation of any one of the in –service teacher training programme organized by any one of the resource institutions
6. Preparation of a plan for INSET of the teacher of schools
7. Construction of Tools for identification of Training needs in different subject areas.
8. Identification of Training needs of a group of teachers of a school.

### Regulation and Courses of – 2 Yr. M.Ed. (R.U.)

9. Preparation of self –learning material/e- content for primary or secondary school teachers.
10. Appraisal of a training programme organized by DIET/IASE/CTE.

**Seasonal Work:** Suggested Activities: preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement

- Preparing a report on the existing status of the teachers, method of recruitment of salary structure
- Conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest improvement there of
- visits of secondary schools and preparation of school profiles Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- Preparation of status report of performance of teachers in contextual curriculum transaction
- Observation of in-service teacher education programme at secondary level and preparation of a report
- Identification of committed teachers and preparation of their profiles
- Visit to alternative education centers at secondary level and preparation of a report
- Survey of educational needs of disadvantages/disabled

### **Suggested Readings**

1. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
2. NCERT (2005): Position paper on Teacher Education for Curricular Renewal, New Delhi.
3. UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
4. The Reflective Teacher: Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
5. Report of the Education Commission (1964-66).
6. Report of the National Commission on Teaches (1983-85).
7. National Curriculum Frameworks for Teachers education 2009.
8. Report of the Delors Commission, UNESCO, 1996
9. National policy of Education 1968/1992.
10. National Curriculum Framework on school education, 2005.
11. Govt. of India, MHRD (2005). Universilisation of secondary Education : Report of the CABE Committee, New Delhi References
12. Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
13. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). New York.
14. Herne Steve, Jessel John & Griffith, Jenny (2000). Study to Teach: A Guide to Studying in Teacher Education. Rout ledge Falmer. London and New York.
15. Korthagen, Fred A. J. et al; (2001); Linking Practice and Theory: The Pedagogy of realistic Teacher Education. Lawrence Erlbaum Associates.
16. NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.
17. NCTE (1998). Competency Based and Commitment Oriented Teacher Education for Quality School education: Pre-Service Education. New Delhi.
18. Rao, Digumarti Bhaskara (1998). Teacher Education in India. Discovery publishing House .New Delhi.
19. Linda Darling ,Harmmond & John Bransford (2005): Preparing Teachers for a changing World. John Wiley & Son Francisco.
20. Loughran, John (2006): Developing a Pedagogy of Teacher education: Understanding Teaching and Learning about Teaching .Routledge: New York.
21. Yadav, M.S. & Lakshmi, T.K.S. (2003) : Conceptual inputs for Secondary Teacher Education : The instructional

## Regulation and Courses of – 2 Yr. M.Ed. (R.U.)

Role. India, NCTE.

22. Day, C. & J. Sachs, J. (Ed.) (2004): International Handbook on the Continuing Professional Development of Teachers. Maidenhead, Brinks Open University Press.
23. Mohammad Miyan (2004). Professionalisation of Teacher Education. Mitlal Publications. New Delhi .
24. NCTE (1998). Policy Perspective in Teacher Education- Critique and Documentation. NCTE New Delhi.
25. Reimers, Eleonora Villegas (2003): Teacher Professional development: an international review of the literature . UNESCO : IIEP, Paris.
26. Siddiqui, M.A. (1993). In-Service Education of Teachers. NCERT. New Delhi.
27. Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary school, NIEPA, New Delhi.
28. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi.
29. Govt. of India (1953) Report of Secondary Education Commission, New Delhi. 30. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi.
31. Govt. of India – 1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education.
32. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi.  
NCERT  
(1997) Code of Professional Ethics for Teachers.
33. NCERT (1997) Code of Professional Ethics for Teachers.

### **SEMESTER –IV**

#### **Research Dissertation (6 credits)**

**Internal -50**

**External -100**

The dissertation is a compulsory 10 credit component of the M.Ed. programme. A dissertation is distinguished from other writing assignment in the programme on the basis of the expectations and processes involved therein. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor.

Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study executing the plan (which includes engaging with the relevant body of literature and theory (/ies), analyzing and writing the finding in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field-based. It may be a long essay/treatise.] The dissertation should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses.

Semester 4 of the programme, is where the student has to submit the final dissertation for which he/she has initiated the work from Semester 2 onwards. After the preparation of the proposal and also the research tools, at this semester they will be developing the first draft, finalize the dissertation and present it in a viva –voce situation. All these stages should be given due weightage in the assessment of the dissertation.

### **Regulation and Courses of – 2 Yr. M.Ed. (R.U.)**

For supporting the students through these processes, apart from mentoring by faculty, timely orientation (to explain the expectation, process, roles of the students and research mentors, and assessment), workshops for example : on doing fieldworks, taking field-notes, referencing and editing, etc.) and research seminars ( where the M.Ed. students present work-in –progress, and other researchers are invited to present their work) should be organized.

Sessions guiding students to understand the interfaces between theory (transacted through taught courses) and the dissertation must also be planned. These could be in the form of special tutorials in relevant courses.