

DEPARTMENT OF EDUCATION

School of Education (SoE)

Doctor Harisingh Gour Vishwavidyalaya, Sagar (M.P.)

(A CENTRAL UNIVERSITY)



Updated

M.Ed. Curriculum

(Under Choice Based Credit System)

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The M.Ed. Curriculum

1. **Introduction:** Master of Education (M.Ed.) is a professional and research oriented post-graduate programme in Education. The Department/ school board has re-formulated the M. Ed. programme by diversifying the courses offered and strengthening the content and structure of the programme, in tune with the National Curriculum Framework for Teacher Education (NCFTE), 2014. The diversification is largely done in introducing the advanced courses in education and new specialization courses in emerging areas of the discipline. The structure of the programme is enriched by adding field experiences / specializations in all semesters.
2. **Vision:** Purpose of the M. Ed. programme is to prepare professionally committed and competent teacher educators, educational researchers, educational administrators, and educational planners who can develop education according to the national aspirations and global trends. It seeks to prepare educational experts capable of generating knowledge and to find solutions to the problems and issues relating to the theory and practice of the varied fields of education viz., Elementary education, Secondary Education, Educational Technology & ICT, Educational Management and Administration, and Inclusive Education. It also focuses on comprehensive and integrated professional development of personnel engaged in educational management and administration.
3. **Programme Objectives:** The M.Ed. programme aims to preparing truly professional teacher educators and other personnel specialized in different areas of education. The programme intends to achieve the following objectives:
 - To understand the nature of education as a discipline.
 - To understand how concepts/ theories/issues drawn from disciplines cognate to education.
 - To develop specialized knowledge and understanding of the bases of education.
 - To develop national and international perspectives on educational theory and practice.
 - To develop understanding of human behaviour and personality for guiding efficient and effective learning.
 - To acquire skills required to take up leadership roles in the areas of education.
 - To develop a rational conceptualization of educational research.

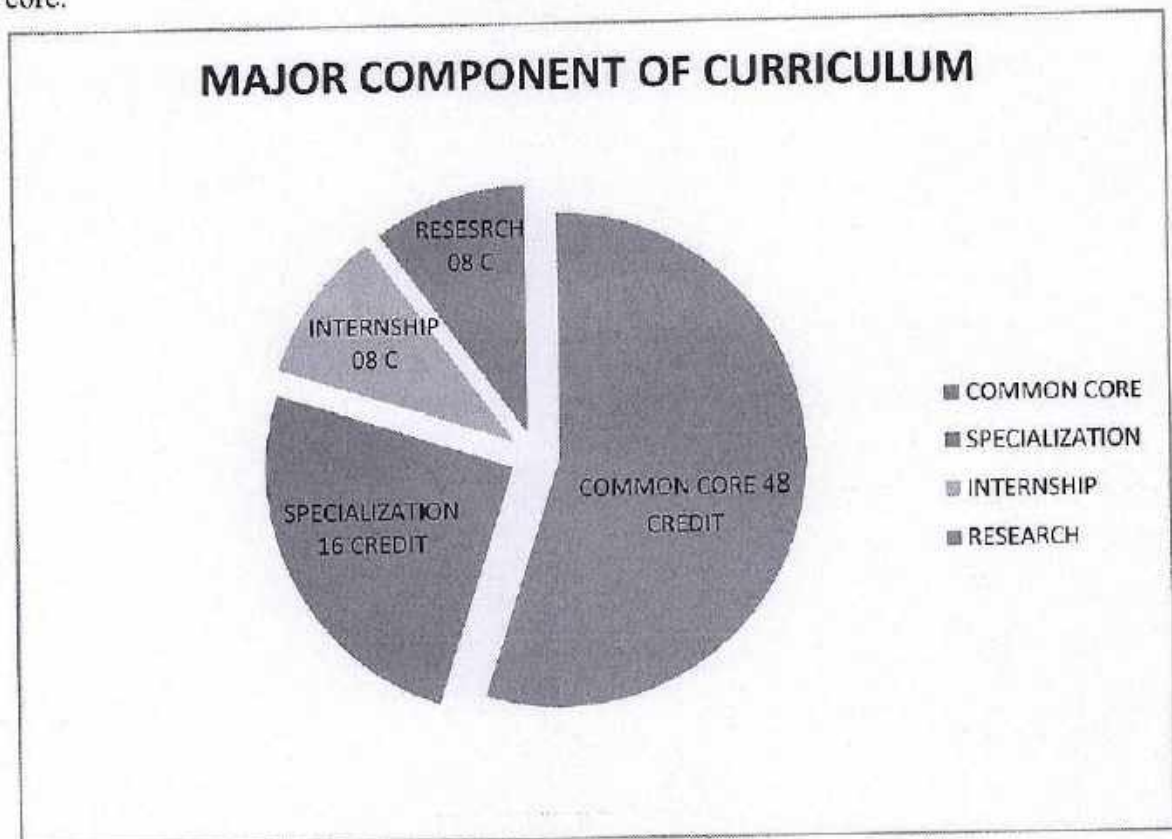
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- To enhance essential ICT skills required for educational practice and professional empowerment.
 - To prepare democratic citizen, good human being and best teacher and teacher educators who compete globally.
 - To prepare professional teacher educators and educational administrators.
 - Propagate the ways and means to inculcate intellectual, emotional and performance skills among the different categories of pupils in order to execute their responsibilities as "Global citizens"
4. **Structure of the Programme:** M.Ed. programme is a research oriented professional education programme. The programme consists of four semesters of 80 credits. The four major component of curriculum are: Research, Internship, Specialization and common core.



5. **Working Days:** There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The institution shall work for a minimum of thirty six hours in a

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week (five of six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students. The minimum attendance of students shall be 80% for theory Courses and Practicum, and 90% for field attachment.

6. Eligibility:

a) A Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks of an equivalent grade in the following programmes:

I. B.Ed. /B.Ed. (Special)

II. B.A, B.Ed. / B.Sc. B.Ed. (4 Year Integrated Programme)

III. B. El. Ed.

IV. D. El. Ed. with an undergraduate degree (with 50% marks in each).

b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government whichever is applicable.

7. No fresh admission shall be made after the cutoff date (4th week in a 16 week semester) under any circumstances.
8. The total enrolment in M.Ed. programme shall not exceed 50 students in the academic year in any circumstances. A Candidate admitted to the M.Ed. programme shall undergo a regular course of study as full-time student for two academic years i.e. four semesters.
9. The department shall follow a credit based semester system in M.Ed. The prominent features of credit system are process of continuous evaluation of student's performance and flexibility to allow a student to progress at an optimum pace suited to his/her ability or convenience to fulfill the requirement of the minimum credits earned for continuation in the programme of study.
10. Each semester will consist of 15-18 weeks of academic work equivalent to 60-90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to May. One credit is equivalent to one hour (60 minutes) of teaching (lecture or tutorial) or two hours (120 minutes) of practical work/ field work per week in a semester. The credits associated with the courses will be valid credits, while credits associated with comprehensive viva-voce will be virtual credits.

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11. Students should have an average attendance of 80% in Theory Courses and 90% in Practicum (as per NCTE norms) of the concerned Semester to be eligible to appear End Semester Examination of a given Semester
12. Instruction in each course shall be in the form of lectures, tutorials, seminars, problem sessions, case studies, group discussions, field visits etc. according to the need of each course as may be decided by the Board of Studies in Teacher Education and the concern faculty of Education.
13. Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the department/institute.
14. Each candidate shall prepare a dissertation proposal on a relevant educational topic and will present in front of the examination panel. Three copies of dissertation synopsis shall be submitted to the office on or before a date fixed by the recommendation of the Head, Department of Education.
15. The Department shall constitute a Departmental Postgraduate Research Committee (DPRC) for M.Ed. Following will comprise the DPRC:
 - a. Head of the department (Chairperson of DPRC)
 - b. All the faculty members i.e. Assistant Professor/ Associate Professor/ Professor)- Member
16. Each candidate shall write and present a dissertation on an educational topic approved by the Departmental Postgraduate Research Committee (DPRC) in consultation with the supervisor concerned.
17. Three copies of the synopsis and dissertation along with C.D. will be submitted by the students of M.Ed. 2nd and 4th Semester respectively in the Office of the Department of Education within academic semester. The extension will be granted in this regard in the extra ordinary condition.
18. Continuous sessional assessment shall be a constituent part of the semester programme in each course including synopsis presentation and dissertation/viva-voce. The continuous sessional assessment in a course shall be in the ratio of 40:60 that means 20+20 internal and 60 external.

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19. The Dissertation work and supervisor shall be assigned to the student by the Department during the commencement of first semester to enable the student to plan and carry out the work through the remaining 3 semesters (II, III & IV semesters).
20. The first periodic presentation of Course-Preparation & Presentation of Dissertation Proposal with reviewal (EDU-CC-224) and Course-Dissertation and Viva-Voce (EDU-CC-428) which is of 20 marks each will takes place in first and third semester respectively through a power point in front of DPRC.
21. The second periodic presentation of Course-Preparation & Presentation of Dissertation Proposal with reviewal (EDU-CC-224) and Course-Dissertation and Viva-Voce (EDU-CC-428) which is of 20 marks each will takes place in second and fourth semester respectively through a power point in front of DPRC.
22. The synopsis/dissertation shall be examined by a Board of two examiners at least one of them shall necessarily be an external examiner. The external evaluation of Course-Preparation & Presentation of Dissertation Proposal with reviewal (EDU-CC-224) and Course-Dissertation and Viva-Voce (EDU-CC-428) which is of 60 marks of will takes place with second and fourth end semester examination respectively by the Board of Examiners.
23. The candidate who's Dissertation is returned for revision may revise the dissertation and re-submit it within a period of two-three months. Failure to submit in time shall result in a declaration that the candidate has failed at the relevant M.Ed. Examination. A Dissertation can be revised only once. If the candidate fails to secure pass marks in the revised Dissertation he/she shall be declared failed in the M.Ed. Examination.
24. If a student obtains F or Ab Grade in any course, he /she will be treated to have failed in the course. He / she has to reappear in the examinations of the course as and when conducted or arranged by the examination branch. Marks obtained earlier in continuous assessment may be carried forward and added to the marks obtained in repeat end-semester examination to decide the grade in the repeat course.
25. Students who have failed semester-end examination may reappear for the semester-end examination only twice in the subsequent semester/period i.e. first and second semester incomplete/ backlog students will reappear in third and fourth end semester examination respectively. The student will be finally declared as failed if she\he does not pass in all

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credits within a total period of three years. After that such students will have to seek fresh admission as per the admission rules prevailing at that time.

26. A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for M.Ed. degree.

27. The medium of instruction/examination shall be both in English and Hindi.

28. **Educational Tour:** The Students studying in M.Ed. 2nd Semester will be taken to visit Renowned Teachers Educational Institutions for giving exposure of the kind of research and practicum work being done in other Universities which carries of 50 marks in course - Internship in Teacher Education Institution & community based experience (EDU-CC-224-B). It will facilitate the students for the collection of Literature to prepare the chapter on "Review of Related Literature" for their dissertation work. The Dissertation for the students of M.Ed. is compulsory for regular students and it is to be completed as a partial, fulfillment of the programme. To bridge the gaps in the preparation of a good researcher and practitioner in the Educational Institutions, the students need to be fully groomed in the research pursuits. It therefore, requires an exposure and understanding of the students through their visit to renowned academic places in the country so that students are enlightened and enabled to broaden their outlook. They will also get a chance to know how ICT is being used in the discipline for improving class room teaching. It will also give an understanding to the students about the good and innovative practices being followed in the departments of other universities. Every student shall submit a report to HoD for work done in the Institutions being visited. Every year the Head of Department (HoD) shall fix the place, date and duration of education tour in a departmental meeting.

29. **Internship and its Evaluation:** Internship is viewed as an intensive on site engagement of a student in institution of teacher education. The internship has been conceptualized in two parts or 4 credits each. First part involves a compulsory attachment with a secondary or elementary teacher education institution. M. Ed. students often take up the profession of teacher educators. As a preparation for this, internship with B.Ed. /B.A. B.Ed. /B.Sc. B.Ed. Programme is integral to the M.Ed. Programme. In this there is an exposure to teaching at B.Ed. /B.A. B.Ed. /B.Sc. B.Ed. Level. They are expected to take classes of Core courses of B.Ed. /B.A. B.Ed. /B.Sc. B.Ed. and classes on Optional subjects for B.Ed. /B.A. B.Ed. /B.Sc. B.Ed. students using different types of lesson plans. The M.Ed. students also observe

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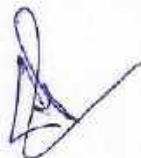
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B.Ed. /B.A. B.Ed. /B.Sc. B.Ed. lessons, guide them in lesson planning. As a part of internship they also study other academic and administrative procedures of TEIs. The second part involves interning at/associating with a field site (B.Ed. /B.A. B.Ed. /B.Sc. B.Ed. Practice Teaching site). Both these internships will be organized for durations of three to four weeks each. Institutions develop a network of partner organizations where the students can intern. A student's regularity, engagement in the field sites, and discussions with mentors (during preplanning 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 (5 to 6) 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 observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher.

30. A simple calculator may be allowed to students and statistical score table (if required) may also provided by the examination office during examination of course EDU-CC-321.
31. For running an elective course, minimum 10% students of the total intake shall opt the course.



Programme: M.Ed. (Two Years)

Semesters:

Four

Total Credits: 80

Core Courses: 48 Credits

Specialization Courses:

16 Credits

Research: 08Credits

Internship: 08 Credits

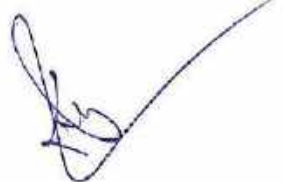
Open Elective:

06 Credits

Semester	Course Code	Course Title	Credits				Marks in %			Compone
			L	T	P	C	Int.	Ext.	Total	
I	EDU-CC-121	Course I - Philosophical Foundations of Education	4	0	0	4	40	60	100	C
	EDU-CC-122	Course II - Historical and Political Economy of Education	4	0	0	4	40	60	100	C
	EDU-CC-123	Course III - Studies in Education	4	0	0	4	40	60	100	C
	EDU-CC-124	Course IV - Methodology of Educational Research	4	0	0	4	40	60	100	C
	EDU-CC-125	Course V- Practicum - Communication & Expository Writing	1	0	2	2	40	60	100	C
	EDU-CC-126	Course VI- Practicum - Life Skill Education and Self Development	1	0	2	2	40	60	100	C
SEMESTER TOTAL			18	0	04	20	240	360	600	
II	EDU-CC-221	Course I -Psychology of Development and Teaching Learning Process	4	0	0	4	40	60	100	C
	EDU-CC-222	Course II - Sociological Foundation of Education	4	0	0	4	40	60	100	C
	EDU-CC-223	Course III - Teacher Education -I	4	0	0	4	40	60	100	C
	EDU-CC-224	Course IV- Practicum - Preparation & Presentation of Dissertation Proposal with reviewal	0	1	6	4	40	60	100	R
	EDU-CC-225	Course V- Practicum - Internship in Teacher Education Institution & community based experience	0	1	6	4	100	-	100	I
SEMESTER TOTAL			12	02	12	20	260	240	500	
III	EDU-CC-321	Course I - Data Analysis	4	0	0	4	40	60	100	C
	EDU-CC-322	Course II- Practicum – Internship with School Based Experiences	1	0	6	4	100	-	100	I
	EDU-CC-323	Course III - Curriculum Studies and Reforms	4	0	0	4	40	60	100	C
	EDU-CC-324	Course IV - Teacher Education – II	4	0	0	4	40	60	100	C
	EDU-EC-325 or EDU-EC-326	Course V- Elementary Education or Course VI - Secondary Education	4	0	0	4	40	60	100	S
	EDU-OE-327	Course VII- Early Childhood Care and Education	2	0	0	2	40	60	100	-
SEMESTER TOTAL			17	0	6	20	200	300	500	
	EDU-EC- 421 or EDU-EC- 422	Course I - Educational Management & Administration or Course II - Value Education	4	0	0	4	40	60	100	S
	EDU-EC- 423 or EDU-EC- 424	Course III - Educational Technology and ICT or Course IV - Educational Measurement and Evaluation	4	0	0	4	40	60	100	S
	EDU-EC-425 or EDU-EC-426	Course V - Inclusive Education or Course VI - Distance Education	4	0	0	4	40	60	100	S
	EDU-CC-427	Course VII- Environmental Education & Management	4	0	0	4	40	60	100	C
	EDU-CC-428	Course VIII- Practicum – Dissertatation & Viva-Voce	0	1	6	4	40	60	100	R
	EDU-OE-429	Course IX Teaching, Training and Research	4	0	0	4	40	60	100	-
	SEMESTER TOTAL		16	1	06	20	200	300	500	


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M. Ed. I SEMESTER**COURSE-I****[EDU-CC-121] PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

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4	0	0	4

Course Objectives:

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

- Understand the nature of education as a discipline/an area of study.
- To develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
- To understand the basic Indian and Western concepts of education.
- To develop a critical understanding of major modern educational philosophies.
- To develop abilities to make comparisons between different philosophies and their educational implications.
- Examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established.
- Reflect on the multiple contexts in which the school and teacher education institutions are working.
- Examine critically the educational philosophy of Indian as well as western thinkers.

Course Content:**Unit I Education and Philosophy****(15 Lectures)**

- Philosophy: concept (Indian and western Philosophy)
- Nature, function and scope of Philosophy
- Educational Philosophy and Philosophy of Education
- Difference between 'Philosophy' and 'Darshana'.
- Relationship between philosophy and Education.

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Unit II Indian Schools of Philosophy

(15 Lectures)

- Indian school of Philosophy: Upanishad, Sankhya, Nyaya and Vedant, Jainism and Buddhism with special reference to the concept of knowledge reality and values and their educational implications for aims, curriculum and methods of teaching.

Unit III Western Schools of Philosophy

(15 Lectures)

- Western school of Philosophy: Pragmatism, Realism, Existentialism, Humanism and Marxism with special reference to the concept of knowledge reality and values and their educational implications for aims, curriculum and methods of teaching.

Unit IV Western Educational Thinkers

(15 Lectures)

- Educational thoughts of
 1. Plato
 2. John Dewey
 3. Rousseau
 4. Paulo Friere

Unit V Indian Educational Thinkers

(15 Lectures)

- Educational Thoughts and implications of :
 1. Sri Aurobindo
 2. Ravindra Nath Tagore
 3. J. Krishnamurti
 4. Mahatma Gandhi
 5. Doctor B. R. Ambedkar
- Contribution of Doctor Harisingh Gour in Education.

Transaction Mode:

- Lecture
- Seminars
- Assignments
- Power point Presentations
- Field visits
- Book Reviews

Assignments:

1. Survey of recent researches in philosophy of Education.

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2. Book Review - prepare a review on any one great work of an eminent educational thinker.
3. Review of school curriculum at pre primary/primary/secondary/higher secondary level.

Selected Readings:

- Bourdieu, P. (1977): *Outline of a Theory of Practice*. Cambridge and New York: Cambridge Univ Press.
- Broudy, H.S. (1965): *Building a Philosophy of Education*, Delhi: Prentice Hall.
- Brubacher, J.S. (1939): *Modern Philosophies of Education*, McGraw Hill Book Company.
- Bruubacher, John S.; (1969): *Modern Philosophies of Education*, Tata McGraw-Hill Publishing Company Pvt LTD, New Delhi.
- Butler, J.S. (1951): *Four Philosophies and their implications in education and religion*, London: Harper and Bros.
- Butler, J.S. (1977): *Idealism in Education*, New York: Harper & Row.
- Chatterji, S.C. & Dutta, D.M. (1954): *An Introduction to Indian Philosophy*, University Press, Calcutta.
- Chauhan, S.S & Sharma, R.K (2001): *Philosophy of Education*. New Delhi: Atlantic publishers.
- *Convictions in a postmodern world*. Newyork: Alyn & Bacon.
- Dearden R. F. (1984): *Theory and practice in Education*. Routledge K Kegan & Paul.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Gurbe, R. (1994): *The philosophy of Ancient India*. Madras: suvitha Publishers.
- *International Encyclopedia of Education*. (1994), 2nd Edition. Vol.10. Perganon Press.
- Lal, Raman Bihari and Sunita Padol. (2014): *Educational Thought and Practice*. Meerut: R. Lal Book Depot.
- Oand, L.K. (2008): *Philosophical Perspectives of Education*. Jaipur: Rajasthan Hindi Granth Academy.
- Pandey. Ramsakal (2014): *Udeeyaman Bhartiya Samaj Mein Shikshak*. Agra: Agrawal Publications.
- Peters, R.S. (ed), (1975): *The Philosophy of Education*. Oxford University Press, London.

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- Walia, J.S. (2005): *Philosophical and Sociological Bases of Education*. Jalandhar: Paul Publishers.

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M. Ed. I SEMESTER**COURSE-II****[EDU-CC-122] HISTORICAL AND POLITICAL ECONOMY OF EDUCATION**

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Course Objectives:

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

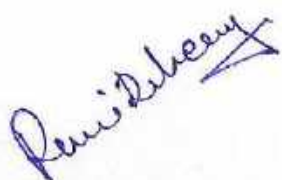
- To analyze economic perspective of education and to identify the linkage between education and development.
- To trace the history of education in India and use sound historical knowledge to solve contemporary educational problems.
- To reflect upon the dynamic political context in which educational processes taking place.
- To critically examine the contemporary concerns and issues of education in the Indian society.
- Examine critically the policy documents related to education.
- To study the contribution of international bodies in the development of Education.

Course Content:**Unit I *Historical Perspective of Education*****(15 Lectures)**

- Critical Evaluation of Indian Education System with special reference to
 1. Vedic,
 2. Buddhist,
 3. Jainism,
 4. Medieval and Post Independence Period.
- A Brief review of Education Commission 1964-66.
- NPE 1986 Objective and main recommendations.
- NPE PoA-1992.

Unit II *Political Perspective of Education***(15 Lectures)**

- Educational provision enshrined in Indian constitution and their educational implications.







- Education and Child rights.
- Education and Human rights.
- Education and Women right.
- Role of Panchayati Raj and State Government in the development of Education.

Unit III *Economical Perspective of Education*

(15 Lectures)

- Education and Human Development Index: Positions of India in Human Development Index (with focus on gender)
- Status of girl's/women Education in Indian society with special reference to status of access, enrolment, retention at elementary, secondary and higher stages.
- Educational finance in India: concept, need, significance and principles.
- Finance and educational expenditure: source of finance, Government grant, tuition fee, taxes and grant-in-aid system, central-state relationship in finance of education.
- Education and employment, Privatization and liberalization in education.

Unit IV *Global Perspective of Education*

(15 Lectures)

- Role of international bodies like, UNDP, WHO, UNICEF and World Bank in the development of education with special reference to India.
- Aims of education for sustainable development.
- Contribution of science and technology to education and challenges ahead.

Transaction Mode:

- Lecture
- Seminars
- Assignments
- Power point Presentations
- Group Discussion

Selected Readings:

- Alteker, A.S. (2014): *Prachin Bhartiya Skishan Paddhati*. Varanasi: Anurag Publication
- Ayyar, R.V. Vaidyanathan (1993): *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.

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- Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
- Hallack, J. (1977): *Planning the Location of schools: An Instrument of Educational Policy*. Paris: International Institute for Educational Planning.
- Lal, Raman Bihari & Sunita Palod (2014): *Educational Thought and Practice*. R. Lal Book Depot, Meerut.
- Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance*. Routledge.
- Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries*. Washington, D.C. World Bank.
- MHRD, Gov. of India (1992): *National policy on education* (revised) New Delhi.
- Nanjundappa, D.M. (1995): *Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning*. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
- Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-32. .
- NCERT (2005): *National curriculum framework*, New Delhi.
- UNESCO: Institute for Statistics (2001): *Education Indicators: Technical Guidelines*. Montreal: Canada.

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M. Ed. I SEMESTER
COURSE-III
[EDU-CC-123] STUDIES IN EDUCATION

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Course Objectives:

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

- Understand the concept of knowledge and education.
- Understand and explain the education as an inter-disciplinary subject.
- Understand the basic concepts of linking the disciplines with the education.
- Understand the importance of support system in the development of Education.
- Critically examine the role and status of Higher Education in India.
- To develop an appreciation for the role of different Higher Education Institution.
- Discuss the different aspect of Delor's Report.
- Understand the concept of de-schooling and discuss the relevance of De-schooling.
- Critically analyze the role of RTE-2009 in Universalization of Elementary Education (UEE).
- Discuss various issues related to school education in India.

Course Content:**Unit I Education as Interdisciplinary in Nature****(15 Lectures)**

- Knowledge and Discipline
- Discipline: Meaning and Characteristics
- Interdisciplinary nature of education
- Interrelationships of Education with various disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc.
- Various controversies related to the academic status of Education.
- Understanding the concepts like Education, learning and thinking.

Unit II Recent Concepts in Education**(15 Lectures)**

- Economic Planning and Five Year Plans.
- Education and Economic Development.

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- Semester system & Grading- concept, types, merits and demerits.
- Question bank- steps for preparation, merits and demerits.
- Continuous and comprehensive evaluation- concept, merits, problems in continuous and comprehensive evaluation.
- Open book examination- merits and demerits.
- Online and on demand examination- concept and merits.

Unit III Support Systems of Education

(15 Lectures)

- Higher Education: Meaning aims and functions of Higher education.
- Major Problems in University Education.
- Role of University Grants Commission in the development of Higher Education.
- Autonomy in Higher Education (Concept, composition and importance).
- National Knowledge Commission (NKC): Main recommendations.

Unit IV Trends in Education

(15 Lectures)

- Alternative school, special school and inclusive school.
- De-schooling and Futurology.
- Education for twenty first century, four pillars of Education as recommended by UNESCO (Delor's Report).
- Right to Education Act- 2009.
- NCF-2005.
- Programmes for Universalization of Education –DPEP, SSA, RMSA, RUSA.

Transaction Mode:

- Lecture
- Seminars
- Assignments
- Power point Presentations
- Book Reviews

Selected Readings:

- Aggarwal, J.C. (2005). Recent Developments and Trends in Education. Delhi: Shipra Publications.

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- AICTE (2013). RUSA: National Higher Education Mission retrieved from <http://www.aicte-india.org/downloads/rusa%2Cversion%2018%20narrative%207th%20jan.pdf>
- Barlett, S. & Burton, D. (2012). Introduction to education studies (3rd edition). Sage.
- Government of India (1950). Constitution of India, New Delhi.
- Gupta, S.P. (2014). *Maapan Evam Moolyankan*. Allahabad : Sharda Pustak Bhawan
- Lal, Raman Bihari & Sunita Palod (2014): *Educational Thought and Practice*. Meerut: R. Lal Book Depot
- NKC (2006-2009). National Knowledge Commission: Report to the Nation. retrieved from <http://knowledgecommissionarchive.nic.in/downloads/report2009/eng/report09.pdf>
- NCERT (2005). *National Curriculum Framework*. New Delhi.
- Peters, R.S. (1967): The Concept of Education, United Kingdom : Routledge
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- Right to Education (RTE, 2009) act - 2009 retrieved from <http://righttoeducation.in/sites/default/files/Right%20of%20Children%20to%20Free%20and%20Compulsory%20Education%20Act%2C2009%20%28Hindi%29.pdf>
- The Discipline of Education (Unpublished Thesis) retrieved from <http://shodhganga.inflibnet.ac.in/bitstream/10603/70652/12/12%20chapter%206.pdf>
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- Walia, J.S. (2012). Contemporary Issues in Secondary Education. Jalandhar: Paul Publisher

M. Ed. I SEMESTER
COURSE-IV
[EDU-CC-124] METHODOLOGY OF EDUCATIONAL RESEARCH

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Course Objectives:

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

- Describe the meaning, sources and methods of acquiring knowledge.
- Describe the meaning, characteristics and types of research in education.
- Describe the function and importance of review of related literature.
- Select and explain the problem and appropriate method for a research study.
- Define and formulate the hypotheses on any selected problem.
- Search a problem and develop a research proposal.
- Explain the steps and characteristics of quantitative, qualitative and mixed research.
- Explain sampling methods appropriate for a research study.
- Use tool, design and procedure for collection of data.
- Explain the importance of documentation and dissemination of researches in Education.

Course Content:**Unit I *Research in Education: Conceptual Issues*****(18 Lectures)**

- Knowledge: Meaning, definition, sources and methods of acquiring knowledge (ancient and scientific).
- Research: Meaning, definition, characteristics and methods of educational research.
- Variable: Meaning, definition, characteristics, types and distinction between construct and variable.
- Research problem: Meaning, definition, formulation, characteristics and sources of identifying research problem.
- Hypothesis: Meaning, definition, characteristics, types, formulation and testing.
- Review of related literature: Meaning, function, importance.

Unit II *Quantitative Methods of Research***(12 Lectures)**

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- Quantitative research: Meaning, steps, characteristics and types (experimental, survey, co-relational and developmental research).
- Experimental research: Meaning, nature, laboratory and field experiment.
- Variables in experimental research: independent, dependent and confounding variables, ways to manipulate an independent variable, purpose and methods of control of confounding variables, Internal and external validity of results in experimental research
- Survey research: Meaning, nature and characteristics.
- Co-relational research: Meaning, definition and characteristics.
- Developmental research: Meaning, definition and characteristics.

Unit III Qualitative Methods of Research

(12 Lectures)

- Qualitative research: Meaning, steps, characteristics and types (philosophical, historical, case studies and ethno-methodological research).
- Philosophical research: Meaning, significance and steps.
- Historical research: Meaning, significance, steps, primary and secondary sources of information.
- Case study: Meaning, significance and steps.
- Ethno-methodological research: Meaning, significance and characteristics.
- Mixed Research: Meaning, significance, strengths & limitations of mixed research.

Unit IV Sampling and Tools for Data Collection

(12 Lectures)

- Population and sample: Meaning, definition and characteristics, sampling error, representative and biased samples.
- Sampling: Meaning, characteristics, sampling unit, sampling frame and methods of sampling (probable, semi-probable and non-probable), determining the sample size when using random sampling technique.
- Research tool: Meaning, types (tests, questionnaires, schedule, rating scales, interview, observation, sociometry and projective techniques) and characteristics of a good research tool.

Transaction Mode:

- Lecture
- Seminars

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- Assignments
- Power point Presentations
- Panel Discussion
- Book Reviews

Assignments:

1. Preparation of a research proposal based on steps involved in scientific research.
2. Preparation of a report based on comparison among fundamental, applied and action research.
3. Preparation of review related to any scientific research problem with the help of mentor.
4. Identification of some educational research problems and formulate hypotheses for their solution.

Selected Readings:

- Best J.W. (1999): *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Best John W & James V Kahn (2008): *Research in Education*, Prentice-Hall of India Pvt. Ltd. New Delhi.
- Borg, W.R. and Gall, M.D. (1983): *Educational Research – An Introduction*, New York: Longman, Inc.
- Christensen, L. (2007): *Experimental Methodology*. Boston: Allyn & Bacon.
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- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
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- Kerlinger, F.N. (1986) Foundations of Behavioural Research (4th ed.) New York; Holt, Rinehart & Winston.
- Kerlinger, F.N. (1986): *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Brnce Jovanovich.
- Kirkpatrick, D.L. (2005): Evaluating training Programmes: The four Levels. San Francisco: Brrett-Kochler.
- Kothari CR (2004): Research Methodology – Methods & Techniques, New Age International Publications, New Delhi.
- Lokesh Koul (2002): Methodology of Educational Research. Vikas Publishing House Pvt. Ltd. New Delhi.
- Mc Millan, J.H & Schumacher, S (2010) Research in Education: Evidence based enquiry (7th Ed). New Jersey: Pearson Education, Inc.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
- Patton. M.Q. (2002). Qualitative Research and Evaluation Methods. Thousand Oaks: C.A: Sage.
- Ram Ahuja (2001): Research Methods, Rawat Publications, Jaipur.
- Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback Edition: Thousand Oaks, CA: Sage.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Routledge.
- Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merrill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
- Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.

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- Gay L R (1996): Educational Research – Competencies for Analysis and Applications. Prentice - Hall Inc. New Jersey.
- Tuckman B.W. & Harper B.Ed. (2012): Conducting Educational Research. Sixth Ed. Rowman & Littlefield Publishers Inc. New York.
- Bordens k.S. & Abbott B.B. (2011): Research Design & Methods. Tata McGraw Hill Education Pvt. Ltd. New Delhi.
- Majhi P.R. & Khatua P.K. (2013): Research Methodology (Concepts, Methods, Techniques and SPSS – Text Cases). Himalaya Publishing House. Mumbai.

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**M. Ed. I SEMESTER
COURSE-V**

[EDU-CC-125] PRACTICUM- COMMUNICATION AND EXPOSITORY WRITING

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Course Objectives:

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

- To develop writing, thinking, and reading skills among students.
- To write essays and develop presentations that express a clear thesis, reflect clear thinking, and signal orderly progression of thought with smooth and logical transitions.
- To develop analytic reading and research skills.
- To make effective use of instructor and peer critiques, to revise and edit early drafts in light of said critiques, and to proofread written work.
- To create a final scholarly research paper employing an acceptable format for citation and documentation that meets standard academic and specific course requirements.

Course Content:

Unit I *Communication Skill*

(15 Lectures)

- Communication: basics, styles and ways of communication.
- Effective communication: barriers of communication, how to communicate tactfully.
- Non-verbal communication: Importance of understanding
- Effective communication in formal organization
- Development of pre-academic skills (pre-reading, pre-writing and pre-presentation).

Unit II *Expository Writing*

(15 Lectures)

- Expository and Creative writing : Concept and importance
- Précis, bio-data and CV writing
- Preparing wall magazine and poster for department.
- Writing a Note on Current Affairs
- Planning, drafting, revising, editing, and preparing examination papers and research papers

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- Academic Writing of book, Ph.D. thesis, PG dissertation, research paper, article, newspaper and news.
- Various elements of writing: dissertation/thesis writing, sentence, content and technical matters.

Transaction Mode:

- Lecture
- Seminars
- Power point Presentations
- Panel Discussion
- Book Reviews

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M. Ed. I SEMESTER**COURSE-VI****[EDU-CC-126] PRACTICUM-LIFE SKILL EDUCATION AND SELF DEVELOPMENT**

L	T	P	C
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Course Objectives:

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

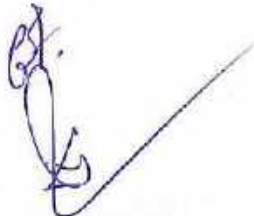
- To introduce the students with the basic concepts of social psychology.
- To enable the students to understand the concepts and perspectives in social psychology.
- To provide orientation in life skills.
- To enable students to understand core life skills, its concept, process and practice.
- To enable the student to have good health.
- To attain higher level of consciousness, emotional stability and mental hygiene and moral values.

Course content:**Unit I Introduction to Life Skills****(15 Lectures)**

- Introduction to personality development: meaning, definition, nature and factors influencing/shaping personality-physical, social, psychological and philosophical.
- Core life skills: definition, concept and practical use of core skills in daily life.
- Activities related to life skills development.

Unit II Self Development**(15 Lectures)**

- Concept of self: self-concept, self-esteem, self recognition, self visualization and self confidence
- Understanding and analysis of your own Strength, Scope for development, weakness, threats: constructive utilization towards self development.
- Maslow's hierarchies of need
- Prayer, Meditation (as anti dotes to stress management) & Mental Piece.
- Yoga: The five yamas (observances), the five Niyamas (abstinences), Asans- The right postures, Pranayam- controlling the breadth, Pratyahara- controlling the senses,

Dharana (concentration) and its methods, Dhyana (meditation) and its kinds, Samadhi- its various types theory and practices.

Transaction Mode:

- Lecture
- Seminars
- Power point Presentations
- Panel Discussion
- Practical

Selected Readings:

- Kuppuswamy B, (2004). *Introduction to Social Psychology*, Media Promoters.3 & Publications Pvt. Ltd. India
- Singh Madhu, (2003). *Understanding Life Skills*, Background paper prepared for Education for All: The Leap to Equality
- UNESCO and Indian National Commission for Co-operation with UNESCO(2001). *Life Skills in Non-formal Education: A Review*
- Vyas, Raj Sekhar and Vyas , K. *Sharirik Shiksha , Siddhanata Evam Vyavhar* , Rajasthan Prakashan .
- YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

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M. Ed. II SEMESTER**COURSE-I****[EDU-CC-221] PSYCHOLOGY OF DEVELOPMENT AND TEACHING LEARNING PROCESS**

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Course Objectives:

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

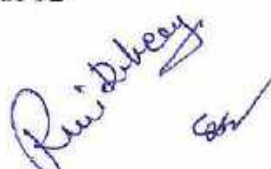
- To acquaint the learner with the methods and approaches of scientific psychology and psycho-pedagogy.
- To acquaint the learner with the stage related developmental characteristics and roles of teachers to facilitate development.
- To enable the learner to understand that learning and development are interactive processes.
- To acquaint with the complex phenomena of learning, the various theories and implied instructional strategies.
- To enable the learner to understand and apply the principles of transfer of Learning.
- To conduct studies on socio-cultural, technological, impacts on behaviour.
- To understand the concept of personality and theories of personality development are interactive processes.

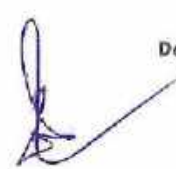
Course Content:**Unit I *The Science of Psychology*****(15 Lectures)**

- Psychology: Origin, Meaning, Nature and Functions and its relation to Education.
- Methods of study in psychology- introspection, observation, survey, case study, interview, testing, Experimental.
- Approaches to Study Human Behaviour: Behaviourist, Cognitive, Psychodynamic, Socio-cultural and Humanistic.
- Educational Psychology: Meaning, Definition and Scope.

Unit II *Developmental Psychology***(15 Lectures)**

- Meaning, Principles, Stages and Aspects of Development and Growth (In Brief).
- Language Development: Meaning, nature and Theory of Chomsky.
- Theory of Moral Development-Kohlberg.





- Theory of Psychosocial Development-Eric Erikson (Basic Postulates, Stages of Psychosocial).

Unit III Learning and Motivation

(15 Lectures)

- Learning: Definition and Levels of Learning.
- Introduction to Advance Learning Theories- Conditions of Learning (Gagne), Mastery learning (Bloom), Hull's Reinforcement theory and Levin's Field theory.
- Overview of Factors Affecting Learning.
- Motivation in learning: Meaning, definition and nature.
- Intrinsic and extrinsic motivation.
- Classroom Motivational Techniques: Group learning/ cooperative learning and learning through electronic media.
- Memory and forgetting: Meaning, definition and factors affecting.

Unit IV Intelligence and Personality

(15 Lectures)

- Nature of Intelligence, Emotional intelligence and Social Intelligence.
- Theories of intelligence – Gardener, Sternberg and Goleman.
- Creativity Concept, Factors and process, techniques for development of Creativity: Brain-Storming (Osborn) and Synetics (Gorden).
- Personality- Concept, Theories of Freud and Eysenck.
- Indian concept of personality development.

Transaction Mode:

- Lecture
- Seminars
- Panel Discussion
- Assignments
- Power point Presentations

Assignments:

1. Develop a summary comparison of various approaches to study human behaviour.
2. Prepare a review of research studies related to adolescent education.
3. Interview a teacher at any level, and list the views on factors affecting learning at that level.

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4. Prepare a concept map of learner motivation, incorporating major factors proposed by various theories of motivation.
5. Identify 10 teacher behaviours exemplifying different modes of transfer from course content on education psychology and make a report.

Selected Readings:

- Anderman, E., & Corno, L. (Eds.). (2013). *Handbook of educational psychology*. Routledge.
- Bandura, A. (1977). *Social Learning Theory*. CLEEN.J; Prentice Hall.
- Bigge, M. L., & Hunt, M. P. (1968). *Psychological foundations of education: an introduction to human development and learning*. Harper & Row.
- Bower, G.H. and Hilgard, E.R. (1981) *Theories of learning*. Prentice Hall, Inc. Englewood Cliffs, New Jersey.
- Chauhan, S.S (2006) *Advanced Educational Psychology* New Delhi : Vikas Publishing House.
- Crow L.D & Crow Alice (2008) *Human Development and Learning*, New Delhi, Surjeet Publications.
- Daniels, H. & Edwards, A. (2004). *Psychology of Education*. New York: Routledge Falmer.
- De Cecco, JP, & Crawford, WP (1974). *The Psychology of Learning and Instruction*. Englewood Cliffs, NJ: Prentice-Hall.
- Child, D. (1986). *Applications of Psychology for the Teacher*. Taylor & Francis Group.
- Good, T.L & Brophy, J.E. (1990). *Educational Psychology- A Realistic Approach*. New York: Longman Publishers.
- Hurlock E.B (1995) *Development Psychology A Life Span Approach*. New Delhi : Tata McGraw Hill Publishing Co.
- Kagan, J., & Lang, C. (1978). *Psychology and education: An introduction*. New York: Harcourt Brace Jovanovich.
- Kakkar S.B (1992), *Advanced Educational Psychology* New Delhi : Oxford & IBH Publishing Co.
- Mangal, S.K (1997) *Advanced Educational Psychology* New Delhi Prentice Hall of India.

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- Maslow, A.H. (1970). *Motivation and Personality* (2nd edition). New York: Harper & Row.
- Piaget, J. and Inhelden, B. (1969). *Psychology of the child*, New York: Basic Books.
- Skinner, C.E. (Ed) (1974). *Educational Psychology*. New Delhi: Prentice-Hall of India Private Limited.
- Singh.A.K (2010). *Educational Psychology*, Bharti Bhawan Publication.

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M. Ed. II SEMESTER**COURSE-II****[EDU-CC-222] SOCIOLOGICAL FOUNDATIONS OF EDUCATION**

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Course Objectives:

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

- Understand the relationships between education and social processes.
- Write a critical note on meaning, nature & determinants of culture and role of education in cultural context.
- Illustrate the meaning and concept of social change with special reference to India.
- Justify social and economic relevance of education.
- Discuss the current social issues and their relationship with education.
- Critically examine the constitutional provision of education.

Course Content:**Unit I Education in the Social Context****(15 Lectures)**

- Meaning of sociology and its various functions with special reference to its relevance to the society.
- Social structure, functions and interdependence with education.
- Relationship of education with sociology.
- Social Institution: meaning and concept, Education as a social institution.
- Education as a social system: meaning, concept and definition.
- Evolutionary theories of social system: structural and functional sub system.

Unit II Education Socio-cultural Change**(15 Lectures)**

- Social change: Meaning, sources, theories and factors affecting social change.
- Education and Social Change
- Socialization; process and theories, de-socialization and re-socialization: role of education.
- Culture: meaning and nature, issues related to culture (Sanskritization, acculturation, Westernization and Modernization), cultural lag, education and culture.





- Social stratification; meaning and types of it.
- Social mobility and social control: Meaning, nature and types.

Unit III Education and Democracy

(15 Lectures)

- Relationship between education and political systems, educational ideas of Karl Marx.
- Education in democratic society: freedom, equality, fraternity, democracy, secularism and social justice.

Unit IV Current Issues in Education

(15 Lectures)

- Education for National integration and International understanding.
- Constitutional Provisions of Education in Indian constitution.
- Meaning and need of social equity and equality of educational opportunity.
- Social Justice with special reference to gender, caste, class, race and religion.

Transaction Mode

- Lecture
- Seminars
- Group Discussion
- Assignments
- Power point Presentations
- Field visits

Assignment

1. Survey of recent research trends in education and society
2. Trace out the local educational history
3. Survey on GER at different levels and areas (any one level)

Selected Readings:

- Altekar, A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Ambedkar, B. R. (). Annihilation of Caste, Delhi: Navyana.
- Basu, D.D. (2011). Introduction to the Constitution of India, Calcutta: Wadhwa.
- Brembeck, C, S. (1966). *Sociological Foundations of Education, Cross-Cultural Approach*, Newyork: John Wiler & Sns.
- Dewey, John (2013). School and Society, Delhi: Aakar Books Classics.
- Dewey, John (2014). Democracy and Education: An Introduction to the Philosophy of Education, Delhi: Aakar Books Classics. 5 C.S.J.M.U./M.Ed.-Curriculum



- Dinkar, Ramdhari Singh (2006). *Sanskriti Ke Chaar Adhyay*, Allahabad: Lokbharti Prakashan.
- Dunsoft.(1975). *An Introduction to Sociology*, New York: Macmillan.
- Dutt, R.F. (1941). *Cultural History of Education, Reassessing an Educational Tradition*, New York: McGraw Hill.
- Gandhi, M. K. (2010). *Hind Swaraj*, New Delhi: Prabhat Prakashan.
- Gore, M.S. *Education and Modernization in India*, Rawat Publication, Jaipur, 1984.
- Grid, Roger (1990). *Problems of Sociology in Education*, New Delhi: Sterling.
- Havighurst, Robert et al. *Society and Education*. Allyn and Bacon, Boston, 1995.
- Inkeles, Alex, *What is Sociology?* Prentice Hall of India, New Delhi, 1987.
- Kamat, A.R. *Education and Social Change In India*. Samaiya Publishing co., Bombay, 1985. Mannheim, K. et al. *An Introduction to Sociology of Education* Routledge and Kegan Paul, London, 1962.
- Lal, Raman Bihari and Sunita Padol. (2014) *Educational Thought and Practice*. Meerut : R. Lal Book Depot.
- M.H.R.D. *Towards an Enlightened and Human Society*, Department of Education, New Delhi, 1990.
- Mannheim, K. & Steward, A.W.C. (1962). *An Introduction to the Sociology of Education*, London: Routledge & Kegan Paul.
- Maslow, A.H. (Ed.) *New Knowledge in Human Values*. Harper and Row, New York, 1959. Mossish, loor, *Sociology of Education: An Introduction*, George Allen and Unwin, London, 1972.
- Mathur, S.S. (2000). *A Sociological Approach to Indian Education*, Agra: Vinod Pustak Mandir.
- Mathur, S.S. (2009). *Shiksha Ke Darshnik Evam Samajshastriya Adhar*, Agra: Vinod Pustak Mandir.
- MHRD, Gov. of India (1992), *National policy on education (revised)* New Delhi.
- Misra, S. K. and Puri, V. K. (updated available in the market). *Indian Economy- Its Development Experience*, Delhi: Himalaya Publishing House.
- Mossish, loor, *Sociology of Education : An Introduction*, George Allen and Unwin, London, 1972 28

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- Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi, 1969.
- Mukherjee, R.K. (2011). Ancient Indian Education, New Delhi: Moti Lal Banarasi Das Publishers Pvt. Limited.
- Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Bombay: Allied Publications.
- Nambissan, Geetha B. and Rao Srinivasa S. (2013). *Sociology of Education in India*, New Delhi: Oxford University Press.
- Narvane, V.S. *Modern Indian Thought*. Orient Longmans Ltd., New York, 1978.
- Ottaway, A.K.C. (1953). *Education and Society*, London: Routledge and Kegan Paul.
- Pandey, K.P. *Perspectives in Social Foundations of Education*. Amitash Prakashan, Ghaziabad, 1983.
- Pandey. Ramsakal (2014) *Udeeyaman Bhartiya Samaj Mein Shikshak*. Agra: Agrawal Publications.
- Robbins. (1969). *Educational Sociology*, New York: Greenwood Press pub.
- Sen, Amartya (2004). *Development as Freedom*, New Delhi: Oxford University Press.
- Suresh Shukla & Krishna Kumar , *Social Change in India*, Chanakya Publication ·
M.S.Srinivasan, *Sociological perspectives of Education*
- Walia, J.S. (2005). *Philosophical and Sociological Bases of Education*. Jalandhar: Paul Publishers.
- Webpage of Aligarh Muslim University, Banaras Hindu University, World Bank, UNESCO, UNDP, UNICEF etc may be consulted for additional resources

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M. Ed. II SEMESTER
COURSE III
[EDU-CC-223] TEACHER EDUCATION-I

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Course Objectives:

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

- To critically examine the historical development of Indian Education system.
- Understanding the process of in-service teacher education.
- To acquaint students with the pre-service and in-service Teacher Education in India.
- To familiarize students with the evolution of Teacher Education in India.
- To make students understand the nature and perspectives of the Teacher Education.
- Use various methods of teaching for transacting the curriculum in schools.

Course Content:**Unit I Historical development of Teacher Education****(15 Lectures)**

- Meaning, Definition and Scope of Teacher Education.
- The Need and importance of Teacher Education
- Development of Teacher Education in India pre & post independence-
Recommendation of commission and committees concerning teacher education system.
- Impact of new education policy 1986 and its POA on teacher education system.
- Teacher education as distinguished from teacher training.

Unit II Pre-service Teacher Education**(15 Lectures)**

- Pre-service Teacher Education-concept, natures, scope and objectives at different levels.
- Methods and Techniques in Teacher Education: Lecture-cum Demonstration, Demonstration, Group Discussion, Brain Storming, Team- teaching, Project and Debate Method.
- Teaching Practice in Schools: Different patterns, objectives, organization and duration
- Supervision of Practice Lessons: Observation and assessment, feed back to Student teacher.

Unit III In-service Teacher Education**(15 Lectures)**

- In service Teacher Education: Meaning, definition, objectives and importance.




- Issues and challenges in In-service Teacher Education.
- Strategies of Professional development of Teachers: Workshops, Seminar, Symposium, Panel discussions, Conferences, Self study and Extension lectures Refresher Courses and orientation programmes.
- Different models of in-service education: Winter Schools, Summer Schools, Short term Programs.

Unit IV Assessment and Evaluation in Teacher Education

(15 Lectures)

- CCE in Teacher education.
- Formative and summative evaluation; norm referenced and criterion reference evaluation.
- Tools and techniques of teacher education: Survey, Case Studies, observation and Interview
- Portfolio Assessment.
- Evaluation of Schools experience/internship programmes.

Transaction Mode:

- Presentation
- Discussion
- Individual and Group Power Point Presentation
- Case Studies
- Debate

Assignment: The Student may undertake any one of the following activities:

- Construction of tools for identification of Training needs in different subject areas.
- Identification of Training needs of a group of teacher of a School.
- Preparation of self-learning material/e-content for primary or secondary school teachers.
- Supervision of at least three B.ED. Practice teaching classes and writing supervision comments.

Selected Readings:

- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.
- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.

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- In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
- Jangira, N.K. & Ajit Singh (1992): Core Teaching Skills – A Microteaching Approach, NCERT – New Delhi.
- Joyce, B., and Weal, M. (2003). *Models of Teaching* (7th Ed.). Boston: Allyn & Bacon.
- Kauchak, D.P. & Paul, D. Eggen (1998): *Learning and Teaching*. Allen & Bacon. Sydney.
- Linda Darling Hammond & John Bransford (ed) (2005): *Preparing Teachers for a Changing World* Jossey-Bass, San Francisco.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCERT (2006): Teacher Education for Curriculum renewal, New Delhi.
- NCTE (1998): Perspectives in Teacher Education, New Delhi.
- NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi.
- Report of the Delors Commission, UNESCO, 1996.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York, Basic Books.
- UNESCO (2006): Teachers and Educational Quality. UNESCO Institute for Statistics Montreal.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
- Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.

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M. Ed. II SEMESTER**COURSE IV****[EDU-CC-224] PRACTICUM- PREPARATION & PRESENTATION OF
DISSERTATION PROPOSAL WITH REVIEWAL**

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Course Objectives:

After completion of this course, students will be able to:

- Describe a clearly defined problem statement, hypotheses/questions for their research project.
- Describe a review of the literature, in the area of their study, which builds a case for their research.
- Select an appropriate research design for their dissertation.
- Identify the sources from which to collect the data.
- Describe the procedures for collecting their data for the study.
- Choose a sample from a population or a relevant qualitative research sample.
- Identify a tested and appropriate instrument for his/her research.
- Describe the method of appropriate techniques to be used for analyzing data of the study.
- Describe statement of the limitations and significance of their study

Course Content:

Research leading dissertation is an important component of the M.Ed. Programme. The purpose of this course is to guide the student in preparing an excellent and approved dissertation proposal in the standard format. The research proposal will be at least 10-15 pages in length with the first half devoted to the Background and Literature review and the second half devoted to the Design of the Research Study. The steps include:

- Selecting a topic of interest that can achieve approval by the course co-ordinator.
- Write at least 5-7 pages about the introduction.
- Write a comprehensive review of the literature, including a review of other research related to the student's study.
- Clearly define the statement of the problem and the research hypotheses/questions

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- Develop a design of the study with a discussion of the methodology to be used including:
 - Population
 - Selection of a sample
 - Instrumentation and its testing
 - Sources of data
 - The data collection process
- Describe how the data will be treated and analyzed
- Describe the significance and limitations of the study

The Proposal may be developed considering the following steps:

1. Title (front page) of the Research Problem
2. Introduction: Background of the study
3. Review of related literature
4. Statement of the Problem and Operational Definition
5. Objectives of the Study
6. Hypotheses (If any)
7. Research Methodology – Research Method, Population and Sample, Tools & Techniques, Method of Data collection and Analysis and Statistics if used.
8. References

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M. Ed. II SEMESTER**COURSE V****[EDU-CC-225] PRACTICUM - INTERNSHIP IN TEACHER EDUCATION INSTITUTION AND COMMUNITY BASED LEARNING**

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Introduction:

Teacher Education curriculum has a major component i.e. internship. Internship is viewed as an intensive on site engagement of a student in institution of teacher education. Internship is organized into several stages which provide different types of experiences and different types of support that will be needed to guide the intern's professional learning across the year. Internship is organized in Teacher Education Institutions (under supervision faculty member and Guest Institution mentor teachers). This internship will be organized for durations of three to four weeks. Internship should be organized in a way that is involves engagement with teacher education institutions and its faculty member for all students, and field experience associated with the dissertation. Internship course also includes visit of any national/state level teacher education institution like NCET/NCERT/NUEPA/SCERTs/IASEs/RIEs or any other teacher education institution with the help of Head and faculty members.

In this course, students will perform following activities within Teacher Education Institutions (TEIs):

- Participation in guest teacher education institution campus cleaning and beautification activities.
- Conduct an action research which is related to institution problems and prepare a report.
- Interviews of Stakeholders—students, teachers, parents, institution head and government authorities, community members.
- A review of researches in any one area of interest related to your research.
- Observation of Laboratory like language and science and its work.
- Observation of Library books and journals and suggestions for its up gradation. Student collect reviews related to their research problem during these days.
- Observation of ICT Lab and draw an outline in her/his report.
- Participation in the various curricular and co curricular activities in the institution.

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- Taking arrangement classes when required.
- Organize games/sports and other outdoor activities in institution.
- Organization of talk and debate on various issues related to educational society.
- Organization of awareness campaign on HIV/AIDS and other diseases, blood donation, conservation and protection of environment etc.
- Administer any psychological tool and prepare a report.
- Visit any national/state level teacher education institution with your faculty member.

Assessment Guide-

- Student will maintain a Diary for all observations/activities.
- Cumulative Assessment by the mentor teacher as well as faculty member.
- Records submitted on reflections during internship to concern faculty member.
- Assessment of students will base on the report provided by the teacher education institution where student will complete his/her internship.

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M. Ed. III SEMESTER
COURSE I
[EDU-CC-321] DATA ANALYSIS

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Course Objective:

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

- Acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
- Enable the students to understand the different parameter of research – Quantitative and qualitative.
- Orient the student with tools and techniques of measuring new techniques of research.
- Develop skills and competencies in constructing and standardizing a test.
- Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation
- Examine relationship between and among different types of variables of a research study.
- Explain or predict values of a dependent variable based on the values of one or more independent variables
- Estimate the characteristics of populations based on their sample data test specific hypotheses about populations based on their sample data.
- Use appropriate procedures to analyse qualitative data demonstrate competence in the use of statistical packages for analysis of data.

Course Content:**Unit I Measurement and Descriptive Analysis of Quantitative Data (15 Lectures)**

- Data: Meaning, definition, types and rules of graphical representation of data.
- Measurement of variables: Meaning, definition and levels of measurement.
- Measures of central tendencies and dispersion: Assumptions, uses and interpretation.
- Relative positions: Percentile and Percentile rank.
- Normal Distribution Curve: Characteristics and applications, deviation from normality (Skewness and Kurtosis) and underlying causes
- Relationship: Concept and types.

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- Examining relationships: Product-moment & Rank-order difference.

Unit II Inferential Analysis of Quantitative Data-I

(15 Lectures)

- Estimation of a parameter: Concept of parameter and statistics, sampling error, sampling distribution and standard error of mean.
- Testing of hypotheses: Research, null and alternative hypotheses, directional and non-directional hypotheses.
- Testing of null Hypotheses Determination of Levels of significance.

Unit III Inferential Analysis of Quantitative Data-2

(15 Lectures)

- Analysis of frequency using t-test: concept, assumptions and uses.
- Analysis of frequency using Chi-square test: concept, assumptions and uses.
- Analysis of variance (ANOVA): Concept, Assumption and Uses.

Unit IV Use of Computer in Research

(15 Lectures)

- Uses of computer for data analysis.
- Use of EXCEL in analysis of data in research.
- Use of preparing research report.

Transaction Mode:

- Presentation
- Demonstration
- Discussion,
- Individual and group exercises
- Study of published empirical research article

Assignments:

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

1. A critical assessment of statistical techniques used in a research report.
2. Preparation of tables and graphic designs using any software based on a data obtained in a research study.
3. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis.
4. Analysis of data using statistical packages.

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Selected Readings:

- Conover, W.J. (1971). *Practical Non-Parametric Statistics*. New York: John Wiley & Sons Inc.
- Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.
- Gibbons, J.D. (1971). *Non-Parametric Statistical Inference*. New York: McGraw Hill.
- Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.
- Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).
- Henry, G.T. (1995). *Graphing data: Techniques for display and analysis*. Thousand oaks, CA: Sage.
- Howell, D.C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- Huck, S.W. (2007). *Reading Statistics and research*. Boston: Allyn & Bacon.
- Popham and Sirohic (1993). *Educational Statistics-Use and Interpretation*, New York: Harper and Row.
- Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science*, New York: McGraw Hill.
- Miles, M.B., & Huberman, A.M. (1994). *Qualitative Data Analysis: An expanded Sourcebook*. Thousand Oaks, CA: Sage.
- VanLeeuwen, T., & Jewitt, C. (Eds). (2001). *Handbook of Visual analysis*. London: Sage.
- Bhatnagar. R.P.: *Reading in Methodology of Research in Education*; R. Lall Book Depot, Meerut.
- Garrett, H.E.: *Statistics in Psychology and Education*, Vakils, Feffer and Simons Pvt. Ltd., Bombay.
- Kapil. H.K. *Sankhiki ke mool Tatav*, Vinod Pustak Mandir, Agra.
- Kulbir Singh Sidhu : *Methodology of Research in Education*; Sterling Publishers Pvt. Ltd, New Delhi.
- P. Saravanavel: *Research Methodology*; Kitab Mahal Allahabad.

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M. Ed. III SEMESTER**COURSE-II****[EDU-CC-322] PRACTICUM - INTERNSHIP WITH SCHOOL BASED EXPERIENCES**

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Course Objective:

This course aims at enabling student teachers:

- To Develop conceptual understandings about teaching and learning in school environment .
- Validate the theoretical understandings developed through various foundation and pedagogy courses
- Understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning mobilise appropriate resources for them.

Course Content:

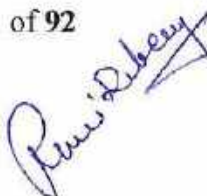
During school based experience programme each student of M.Ed. is required to perform the various activities in the school. In a true sense, each M.Ed. student is to act and perform his/her duties in the school just like a regular teacher. During the school experience programme in order to acquaint himself/herself with different aspects of functioning the school.

a) PARTICIPATION ACTIVITIES AND DOCUMENTATION:

- Participation in school assembly.
- Supervise practice lesson of B.Ed. pupil teachers during presentation/demonstration of practice teaching.
- Participation in campus cleaning and beautification activities.
- Arrange the classes of pupil-teachers (when required).
- Organization and participation in literary and recreational activities of the school.
- Participation in school games and sports activities.
- Organize science exhibition, science fair, science club/nature study club/ eco club activities
- Organization of awareness campaign on HIV/AIDS/Dengue/Health and Hygiene and other health and education related awareness campaign.

b) REPORT PREPARATIONS:

- Prepare school activity based report with photographs in the supervision of Mentor teachers.
- Prepare a list of human and physical resources available in their respective schools.
- Prepare and submit attendance of pupil-teachers.
- Prepare a performance report of each pupil-teacher in the above mentioned activities and it is required to be authenticated by the head of the school or the teacher authorized by the head of the school or supervisor and faculty member concerned.



M. Ed. III SEMESTER
COURSE-III
[EDU-CC-323] CURRICULUM STUDIES AND REFORMS

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Course Objectives:

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

- Define curriculum and to identify the components of curriculum.
- Describe the various principles of curriculum development and analyse various approaches to curriculum development.
- Describe various guiding principles for selection and organisation of learning experiences.
- Discuss various issues in curriculum development.
- Define meaning of curriculum transaction and to describe various methods/media for transaction.
- Define process of curriculum evaluation and to explain various tools used in curriculum evaluation.
- Describe issues in curriculum evaluation.

Course content:**Unit I Concept of Curriculum****(15 Lectures)**

- Curriculum: Concept, Scope and types of curriculum.
- Curriculum as a body of organized knowledge.
- Aims, Determinants and basic elements/component of curriculum: Objectives, content, transaction mode and evaluation.
- National curriculum: Need, characteristics and development of national curriculum.
- Taxonomy of Educational Objectives.

Unit II Construction School Curriculum**(15 Lectures)**

- Philosophical, Psychological and Sociological basis of curriculum.
- Development of curriculum: Historical perspective & recommendations of Radhakrishnan Commission, National Education Policy-1968, New Education Policy-1986 and Plan of action.

- Principles of curriculum construction and main steps involved in curriculum development, Models of curriculum, Curriculum renewal and its impact on classroom practices, Cross curricular issues.

Unit III Approaches and Types to Curriculum Development (15 Lectures)

- Subject centred, Learner centred, Community centred and Core curriculum.
- Curriculum Frameworks of School Education and Teacher Education.
- Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum.
- Social reconstructionist curriculum: Characteristics, Purpose, Role of the teacher in reconstructionist Curriculum.
- Indian experiments of curriculum organization like Gurukul system, Basic education and Tagore's experiment in Shanti Niketan.
- Curriculum Evaluation: Different Models of Curriculum Evaluation, Analysis of Curriculum Frameworks.

Unit IV Innovations in Curriculum and Examination System (15 Lectures)

- Change in curriculum: definitions and patterns of change in curriculum, factors affecting change in curriculum.
- Concept, need and importance of educational measurement and evaluation, Formative and Summative evaluation.
- Trends in examination and evaluation: CBCS, Self assessment, Peer Assessment and Tutor assessment, Examination-on demand, On-line examination, Scaling and grading of marks, etc.
- Programmed material for instruction: Definition, Principles, and Types, preparation and limitations, audio visual aids.

Transaction Mode:

- Panel discussion
- Seminar
- Lectures
- Discussions
- Power Point Presentation

Assignments

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1. Identify various criteria to evaluate textbook / programme /course based on the criteria.
2. Prepare an observation schedule for curriculum transaction in any one-school subject.
3. Identify various issues in transacting Curriculum in Teacher Education Institute.
4. Critically appraise /analyse existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels.
5. Evaluate a teacher education syllabus of any state/university either at elementary or at secondary level.

Selected Readings:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Educationm Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Bhatia, S.K. and Sonia Jindal (2016). A Text Book of Curriculum, Pedagogy and Evaluation. New Delhi: Paragon International Publication
- Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education.
- Singh, Jaspal and Anil Tripathi (2016). Curriculum Design. Khel Sahitya Kendra
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication
- Yadav, Siyaram (2014). Pathyakram vikas evam Vidyalaya. Agra: Vinod Pustak Mandir

M. Ed. III SEMESTER
COURSE-IV
[EDU-CC-324] TEACHER EDUCATION – II

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Course Objectives:

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

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession.
- To familiarize students with the emerging trends in Teacher Education.
- Critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- To make students aware with the area, problems & emerging trends of research in Teacher Education.
- To update the students with the recent researches in teacher education and teacher effectiveness.

Course Content:**Unit I *Teaching as a Profession*****(15 Lectures)**

- Meaning and definition of a Profession
- Nature of Teaching as a Profession.
- Developing professionalism in teachers
- Competency based teacher education
- Accountability of Teacher Education
- Professional ethics of teacher.

Unit II *Agencies for Professional Development***(15 Lectures)**

- Agencies of Teacher education at national and state level and their role and function–
National Agencies: UGC, NUEPA, NCTE, NCERT, ICSSR & RIEs
- State Level Agencies: IASEs, DIET, CTEs

Unit III *Major Issues and Problems of Teacher Education***(15 Lectures)**

- Teacher education and practicing schools
- Preparing teachers for special Schools





- Isolation of Teacher education institutions from schools and TEIs working at different levels
- Commercialization of Teacher Education
- Role of Professional Association

Unit IV Research in Teacher Education

(15 Lectures)

- Nature and Scope of Research in Teacher education.
- Need and Problems of Teacher Education
- Areas of Research in Teacher Education (Teaching, Teacher effectiveness, Teacher Competency, Teacher behaviour, School effectiveness etc.
- Trends in Research in Teacher Education.
- Implications of Research for teacher education.

Transaction Mode:

- Lecture
- Seminars
- Assignments
- Power point Presentations
- Field visits
- Book Reviews

Assignment:

- Study of the Annual Reports of SCERT/RIE/N-CERT/NUEPA to identify the various programmes for professional development of teacher educators.
- A review of a research article in teacher education and write implications for practitioner
- Review of one book related to teacher education
- Appraisal of a training programme organised by DIET/IASE/CTE.

Selected Readings:

- Bhattacharya, G .C. (2011). Teacher Education. Agra: Vinod Pustak Mandir
- Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
- Dunkin, M.J. (Ed.) (1987): *The International Encyclopedia of Teacher and Training Education*, Pergamon Press, N.Y.

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- 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, D. Eggen (1998): Learning and Teaching. Allen & Bacon. Sydney.
- Kundu, C.L (1988): Indian Year book on Teacher Education, Sterling Publishers Pvt. Ltd., New Delhi.
- MHRD (1966): Report of the Education Commission, New Delhi.
- MHRD (1986)-Towards a Human and Enlightened Society – Review of NPE, New Delhi.
- NCERT (1987): In-service Teacher Education Package for Primary School Teachers, New Delhi.
- NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi.
- NCTE, (2004): Teacher Education Curriculum, New Delhi.
- Sharma, R.A. (2009). Adhyapak Shiksha evam Prashikshan Takneekee, Meerut: R Lal Book Depot
- Singh, L.C. (Ed.) (1987): Teacher Education – A Resource Book, NCERT, New Delhi.
- Singh, Shirish Pal (2015). Adhyapak Shiksha. New Delhi : APH Publishing House
- Wragg, E.C. (1984): Classroom Teaching Skills, Croom Helm, London.

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M. Ed. III SEMESTER
COURSE-V
[EDU-EC-325] ELEMENTARY EDUCATION

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Course Objectives:

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

- Understand the context of elementary education.
- Understand the concept, objectives, rationale, challenges and extent 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.
- 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 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.
- Understand the development of elementary teacher education in post-independent India.

Course Content:**UNIT I Elementary Education in India after Independence****(15 Lectures)**

- Meaning, need and significance of elementary education in India.
- Nature and focus of Elementary Education after independence.
- Relevance of educational thoughts 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 as fundamental right; provision in RTE Act and related issues.
- Elements of Quality Primary Education.





UNIT II Universalisation of Elementary Education (UEE)

(15 Lectures)

- UEE (Concept, objectives and justification, role of UEE in Universalising elementary education in India)
- Measures towards realization of UEE
 - Adoption of "No Detention Policy."
 - Free supply of uniform dress to girls and other students of backward community.
 - Attendance scholarship for girls and SC/ST children.
 - Provision of Mid Day Meal, Operation Blackboard (OB), Early childhood Care and Education (ECCE), Sarva Siksha Abhyas (SSA), District Primary Education Programme (DPEP).
 - Centrally sponsored scheme of Integrated education for disabled children (IEDC)

With special reference to specific programmes and interventions at National and State level

Constitutional provisions related to elementary education - Recommendations of Saikia

Committee 1997 - 86th Constitutional Amendment Bill (RTE) - EFA- Education for All with special reference to Early Childhood Education, improving Schooling and financing quality education

UNIT III Current Status of Elementary Education in India

(15 Lectures)

- Critical appraisal of the Current Status of Elementary Education in India (Universal access to enrolment of Elementary education, Retention of children in the age group of 6 to 14, Improvement in quality of education to enable all children to attain essential levels of life).
- Positive Impacts of Universalization of Elementary Education (Bridging the gender and social gaps, Getting rid of poverty and social discrimination nexus, Breaking inter generation cycle of illiteracy, Developing self confidence in new generation).
- Hurdles Faced in Popularizing Elementary Education.

UNIT IV Strategies and Programmes in Elementary Education

(15 Lectures)

- Panchayati raj 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.

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- Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- District primary education programme-goals and 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 like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.

Transaction Mode:

- Lecture
- Seminar
- Panel discussions
- Group discussions
- Projects

Assignments

1. Prepare a report on the evaluative studies of SSA, DPEP etc.
2. Visit a BRC and prepare a report on how far BRC supports elementary school teachers.
3. Collect news paper evidences related to violation of child rights. Analyse the evidences and suggest some measures to prevent it.
4. Prepare a PowerPoint presentation on any topic of your choice to take a one hour resource class to secondary school teachers.

Selected Readings:

- Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT.
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications.
- Khan, R.S & Ahammed. I . (1997). Elementary Education & the Teacher, Delhi: IASC, Jamia Millia Islamiya.
- Mohanty.J.N, (2002) Primary Elementary Education, Deep & Deep Publications: New Delhi.
- NCERT (1991). Elementary Teacher Education Curriculum. Guidance and syllabi, New Delhi, NCERT.

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- NCTE (2009) NCF for Teacher Education: New Delhi.
- Rajput, J.S. (1994). Universalisation of Elementary Education, Role of the Teacher, New Delhi: Vikas Publishing House.
- Rao. V.K (2007) Universalisation of Elementary Education, Indian Publishing House: New Delhi.
- Siddiqui. M.A. (1993). In-service Education of Teachers, New Delhi, NCERT.
- Singh, .L.C. (1990). Teacher Education in India, A Resource Book, New Delhi, NCERT.
- Singh, .L.C. and Sharma. P.C(1995). Teacher Education and Teachers, New Delhi: Vikas Publishing House.
- Shukla Subir (1999) A brief note of efforts to Address Multi grade teaching in India June, New Delhi.

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M. Ed. III SEMESTER
COURSE-VI
[EDU-EC-326] SECONDARY EDUCATION

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Course Objectives:

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

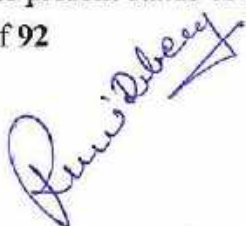
- Understand the nature-scope and systems of secondary and senior secondary education.
- Examine the status of development of secondary and senior secondary education in India after Independence.
- Understand the problem and challenges related to secondary and senior secondary Education.
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.
- Identify the problems issues of secondary school teachers
- Visualize the impact of Rights of children to free and Compulsory Education Act, 2009 to universalization of Secondary Education.
- Identify critical issues related to universalization of secondary education.

Course Content:**UNIT I Secondary Education in India****(15 Lectures)**

- Meaning and Definition of Secondary Education in India
- General Aims and Objectives of Secondary Education
- Recommendations of different commissions and policies on secondary education
 1. Mudaliar commission (in detail, aims, Problems and Recommendations)
 2. Kothari commission (1964-66)
 3. National Policy on Education 1986 and PoA 1992
 4. Yashpal Committee (1993)
 5. NCF-2005 & RMSA.

UNIT II Quality in Secondary Education**(15 Lectures)**

- Quality education: concepts, indicators of quality
- Setting standards for performance
- The present status of quality secondary education in India






- Professional enrichment of secondary teachers through different agencies (SCERT, NCERT, CIET, NUEPA, IASE etc).

UNIT III Structure and Issues of Secondary Education in India (15 Lectures)

- Structure of secondary education in India (10+2+3 pattern of education).
- Problems and issues of secondary education in India
- Nature and forms of inequality including dominant and minor groups.
- Gender inequality in schooling (public - private schools, rural - urban - tribal schools)
- National Vocational Education Qualification Framework (NVEQF)
- Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education

UNIT IV Secondary Education Curriculum and Evaluation (15 Lectures)

- Secondary School curriculum (features, principles, relevance).
- Critical appraisal of present Secondary School curriculum in the state.
- Assessment and evaluation in secondary level
- Critical appraisal of the present evaluation system in secondary level.

Selected Reading:

- Government of India (1986) National Policy on Education, New Delhi, MHRD.
- Government of India (1987) Programme of Action, New Delhi: MHRD.
- Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD.
- MHRD (1966): Report of the Education Commission, New Delhi.
- NCERT (2005): National Curriculum Framework, New Delhi
- Walia, J.S. (2016). Contemporary issues in Secondary Education. Jalandhar: Paul Publishers
- Mudaliar Commission Report (1952-53) retrieved from www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_Commission_Report.pdf
- Kothari Commission (1964-66) retrieved from www.krishikosh.egranth.ac.in/bitstream/1/2041424/1/CCS270.pdf

M. Ed. III SEMESTER**COURSE-VII****[EDU-OE-327] EARLY CHILDHOOD CARE AND EDUCATION**

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Course Objectives:

- Understand the rights and developmental needs of children from conception to the age of 6 years and develop critical insight into the interdependence of child development and learning.
- Understand, analyse and reflect on the significance of early childhood care and education from an integrated perspective as an instrument for narrowing social equity gaps and be able to perceive its close linkage with early primary education.
- Be able to implement age and developmentally appropriate methods of transaction of preschool education at the preprimary stage of education, including through effective use of ICT, and assess children's progress.
- Be sensitive to the learning and development needs of all children, including those from diverse and marginalized communities on the basis of gender, socioeconomic status, caste/class, religion and those with special needs, and ensure an inclusive and contextualized learning environment for all.
- Understand the concept and importance of ECCE for school readiness.
- Network with parents, community and government organizations, non government organizations and other organizations to generate awareness and seek their involvement in ECCE programmes.

Course Content**Unit I Concept and Significance of ECCE****(10 Lectures)**

- Understanding terminologies: "Child", "Childhood", and "Early Childhood Care and Education" in consonance with theory as well as National and International policies.
- Importance and significance of ECCE as foundation for learning and development.
- Historical Development of ECCE in India: Importance of early years and development as indicated in traditional practices of the Indian culture.
- Influence of work by Early missionaries, Central Social Welfare Board: Balwadi programme, role of Balshikshan Sangh, IAPF and ICDS programme

Unit II Contributions of Thinkers and Educationists in ECCE (10 Lectures)

- Influence of Western philosophical and educational thoughts of Rousseau, Froebel and Montessori on understanding of childhood and programmes.
- Theories of Child Development: Jean Piaget, Vygotsky and Ericson
- Influence of Gandhi, Tagore, Gijubhai Badheka.
- Understanding about Indian context, its importance and impact on early years from the perspective of: family, community, caste, gender, religion, and geographic location.
- Relevance and implications of the above for interacting with children and families as well as planning and transaction of ECCE curriculum.
- Economic diversity and its influences on early child development and access to programmes.

Unit III Policies and Programmes in ECCE in India and Related Issues (10 Lectures)

- ECCE and National Policy on Education (1986)
- Commitment to International Convention, such as; Education for All (EFA), Millennium Development Goals (MDG); National Policy on ECCE (2013).
- Programmes and provisions in ECCE in Indian Public Sector: ICDS; Rajiv Gandhi Crèche Scheme.
- Issues and Challenges of ECCE in India

Selected Readings:

- Kacker, S. (1982). *Inner World: Psychoanalytical Study of Childhood in India*, Oxford University Press, New Delhi.
- Katz, I. (1977). *Talks with Teachers*. NAEYC, Washington.
- Khalakdina, M. (2008). *Human Development in Indian Context*, Vol. 1.
- Khalakdina, M. (2011). *Human Development in Indian Context*, Vol. 1.
- Krishnamurthi, J. (1974). *Krishnamurthi on Education*. Krishnamurthi Foundation, India, Chennai.
- Kaul, V. et al (2004) *Reaching out to the Child*, Oxford University Press.
- Kaul, V. and Sankar, D. (2009) *Early Childhood Care and Education in India: Mid Decade Assessment*, NUEPA.

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- Swaminathan, M. (1988). *The First Five Years: A Critical Perspective on ECCE in India*, Sage.
- Clarke, P. (2001). *Teaching and Learning: The Culture of Pedagogy*, Sage.
- Policy Documents related to RTE (2009); NCF (2005); NPECCCE (2013); NCF (2013); NPE (1986); NP on Children (updated).
- UNESCO (2006). *Select Issues concerning ECCE in India*. Background paper prepared for the Education For All Global Monitoring Report (2007): Strong Foundations: Early Childhood Care and Education, (2007)/ED/EFA/MRT/PI/23. New Delhi: NIPCCD/UNESCO

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SEMESTER- IV

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M. Ed. IV SEMESTER**COURSE-I****[EDU-EC-421] EDUCATIONAL MANAGEMENT AND ADMINISTRATION**

L	T	P	C
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Course Objectives:

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

- To develop in the learners the knowledge, understanding and skills required for enhancing the effectiveness and efficiency of administration both at School and Higher Education levels.
- To enable them to have an advance understanding of the management concepts and their application in education environment.
- To improve the individual performance as educational managers and leaders
- To help them upgrade their skills in such areas as interpersonal relationship, leadership and team building, strategic planning and decision-making, necessary for effective management.
- To acquaint them with the concept, theories, models and styles of Leadership
- To have deeper insights into Planning, Institutional Building and Supervision in the context of Education.
- To help them understand the system of educational administration in India and the State machinery for educational administration and management.

Course Content:**UNIT I *Basics of Educational Administration and Management* (15 Lectures)**

- Management: Concept and Scope
- Educational Management: Concept, Objectives and Significance
- Educational Management, School Management and Classroom Management.
- Administration – Meaning, and Definition and Scope.
- Educational Administration: Concept, Objectives and Significance
- Centralized and Decentralized Administration: Merits and Demerit.
- Involvement of community and Panchayati Raj Institutions in educational management and administration for universalisation of education

UNIT II *Management and Administration: Theoretical Background* (15 Lectures)




- Popular theories of administration and Management in the context of education
- Roles of Motivation, Interpersonal Relations and Communication in effective administration.
- Accountability in Educational Management and Administration.
- Managerial Skills
- Team Building and Negotiation.

UNIT III Leadership in Education

(15 Lectures)

- Educational Leadership – Meaning, Definitions, Need and Nature.
- Chief characteristics of effective leadership.
- Leadership styles
- Measuring Leadership Behaviour.

UNIT IV Educational Planning, Institutional Building and Administration (15 Lectures)

- Concept of Educational Planning,
- Various approaches to Educational Planning
- Supervision: Concept and Objectives of Educational Supervision
- Supervision verses Inspection
- Assessment and Accreditation: Criteria and Benchmarks.
- Total Quality Management (TQM) in Education.
- E-Governance: Concept, Features, Practice and Problems involved.

Transaction Mode:

- Lecture
- Seminar
- Panel discussions
- Group discussions
- Projects
- Field visits etc.

Assignments

1. Visit to a school, analysis of the organizational structure and functions of it and preparation of a School Development Plan (SDP) based on RTE Act.

2. Visit to a Higher Education / Teacher Education Institution, observation and analysis of the organizational structure, methods of administration, organizational climate and leadership style and behaviour.

Selected Readings:

- Agarwal, V. Bhatnagar, R.P. (1997): *Supervision, Planning and Financing*, Meerut: Surya Publication.
- Bush, Tony & Les, Bell (2002): *The Principles & Practice of Educational Management*. London: Paul Chapman Publishing.
- Bush, Tony (1986): *Theories of Educational Management*. London: Harper & Row Publishers.
- Chandrasekaran, P., (1994): *Educational Planning and Management*, New Delhi: Sterling Publishers
- Greene, J.F., (1975): *School Personnel Administration*, Pennsylvania: Chilton Book Company
- Griffiths, V. L. (1963). *Educational Planning*. London: Oxford University Press
- Gupta, Ram Babu (2011). *Vidyalaya, Prashashan, Sangathan evam Swasthya Shiksha*. Lucknow: Alok Prakshan
- Hallack, J. (1977): *Planning the Location of Schools: An Instrument of Educational Policy*. Paris: International Institute for Educational Planning.
- Khan, N. Sharif & Khan, M. Saleem, (1980): *Educational Administration*, New Delhi : Ashish Publishing House.
- Lulla, B.P. & Murthy, S.K., (1976): *Essential of Educational Administration*, Chandigarh: Mohindra Capital Publishing.
- Mahajan, Baldev and Khullar, K.K. (2002): *Educational administration in Central government: structures, processes, and future prospects*. New Delhi: Vikas Publication House Pvt. Ltd.
- Management Study Guide retrieved from <http://managementstudyguide.com>
- Mehta, Deepa (2015). *Educational Management*. New Delhi: PHI Learning Private Limited
- Walia, J.S. (2015). *School Management and Administration*. Jalandhar: Ahim Paul Publishers



M. Ed. IV SEMESTER
COURSE-II
[EDU-EC-422] VALUE EDUCATION

L	T	P	C
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Course Objectives:

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

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

Course Content:**Unit I Theoretical Basis of Value Education****(15 Lectures)**

- Meaning, Nature and sources of values.
- Values and Education : Philosophical, Psychological and Sociological Perspectives
- Values in India's Intellectual Traditions; Values in Indian culture – Tolerance, Peace, Universal brotherhood
- Values in Indian Constitution and Fundamental Duties of Citizens.
- Characteristics of Instructional material for values.

Unit II Classification of Values**(15 Lectures)**

- Personal and social Value.
- Intrinsic and extrinsic values on the basis of personal interest & social good.
- Social, Moral, spiritual and democratic values on the basis of expectation of society & one's self inspiration.
- Identification of Analysis of emerging issues involving value conflicts.
- Design and development of instructional material for nurturing values.

Unit III Values in Religious Scriptures

(15 Lectures)

- Bhagwadgita; Nishkam Karma, Swadharma & Sthitpragya.
- Jainism; Anuvrata and Anekant.
- Bible; Concept of truth, Compassion, Confession, forgiveness.
- Dhamnipada; Astangmarg, Aryasatya & Madhyamarg.
- Gurugranth Sahib – Concept of Kirath, Sansat, Paugat & Jivanmukhi.
- Quran; Concept of Spiritual & Moral Values (adah, raham & theory of Justice) & Social responsibilities.

Unit IV Methods & Evaluation of value Education

(15 Lectures)

- Traditional methods: Story Telling, Ramleela, Tamasha street Play & Folk Songs.
- Practical Methods: Survey, Role play, Value clarification, Intellectual discussions.
- Causes of Value crisis : Material, Social, economic, religion evils and their peaceful Solution
- Role of School Every teacher as teacher of values, School curriculum as value laden
- Moral Dilemma (Dharmasankat) and one's duty towards self and Society.

Transaction Mode:

- Lecture
- Seminar
- Panel discussions
- Group discussions
- Projects
- Field visits etc.

Selected Readings:

- Harsh, R.H.: Miller, J.P. & Fielding. G.D. Models of Moral Education, An Appraisal, Longman Inc. New York.
- Passi, B.K. & Singh, P. Value Education, National Psychological corporation, Agra. Rath, L.E. Merrill Harmins & Sydney, S. Value and Teaching, Menhill, Ohio.
- Rockeach M. The Nature of human Values, collier Mc Millan Publication. London.



M. Ed. IV SEMESTER**COURSE-III****[EDU-EC-423] EDUCATIONAL TECHNOLOGY AND ICT**

L	T	P	C
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Course Objectives:

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

- To enable the learner to become effective user of technology in Education.
- To enable the learner to understand the role of educational technology in education and explain the various approaches.
- Develop competence in different techniques and approaches in communication process.
- To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- To enable the learner to understand and apply the models of teaching.
- To make the student familiar with new trends, techniques in education along with e-learning.
- To enable the student to identify the use of computer packages in education become good practitioner of Educational technology and e-learning.
- Comprehend the electronic systems and apply them in education.

Course Content:**Unit I Concept of Educational Technology****(15 Lectures)**

Educational Technology: Concept, Definition, Meaning, Nature, Scope & Significance

- Teaching Technology and Instructional Technology
- Development of instructional technology.
- Approaches – Hardware, Software, Cybernetics and Systems.
- Role of Technology in Education.

Unit II Educational Technology and Communication Process**(15 Lectures)**

- Communication Process: Concept, nature, process, models and barriers
- Mass instructional technology, Mass media – selection and types
- Multimedia approach
- Classroom communication




- Information Theory
- Channels of communication through mass media in education

Unit III Teaching Process

(15 Lectures)

- Levels and stages of teaching
- Models of teaching: Meaning, Function And Types (Modern Models of Teaching)
- Modification of Teacher Behavior: Microteaching, Simulated teaching, Flander's Interaction Analysis Reciprocal Category System

UNIT IV Recent Trends in Educational Technology

(15 Lectures)

- Origin and types of programme instruction – linear, branching, mathetics
- Development of program instructional material
- Task Analysis
- Instructional Strategies: lecture, team teaching, discussion, seminar, tutorials.
- Distance education, Open learning system
- Evaluation and Educational Technology
- New Technologies –Teleconferencing, CCTV, INSAT, EDUSAT, Internet, Broadband
- Resource Centre for ET: CIET, State ET cells, etc.

Transaction Mode:

- Lecture
- Seminar
- Panel discussions
- Group discussions
- Projects
- Field visits etc.

Selected Readings:

- Alberto, P.A. & Tontman, A.C. (1986). Applied Behaviors Analysis for Teachers. London: Merrill Publishing Co.
- Das, R.C (1992) Educational Technology: A Basic Text. New Delhi : Sterling
- Dececco. J.P. (1964) Educational Technolgy, New York: HRW
- Joyce, B. & Others (1992) Models of Teaching New York: Holt, Rinehart & Winston.
- Mukhopadhyaya, Med Educational Technology Year Book from 1988.
- Rao. V. (1991) Educational Technology. Delhi: Himalayan Publishing House



- Sampath, K Etal (1990) Educational Technology. New Delhi : Sterling.
- Sharma. RA. (1983) Technology of Teaching. Meerut, International.
- Integrating Technology in the classroom. Shelly, Cashman, Gunter and Gunter, publication by Thomson course technology
- Essentials of Educational Technology, Madan Lal, Anmol Publications
- Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons
- Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford & IBH Publishing company, New Delhi
- Information and Communication Technology, N. Sareen, Anmol Publication
- Communication and Education, D. N. Dasgupta, Pointer Publishers
- e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asia
- Education and Communication, O. P. Dham

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M. Ed. IV SEMESTER**COURSE-IV****[EDU-EC-424] EDUCATIONAL MEASUREMENT AND EVALUATION**

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Course Objectives:

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

- To familiarize the students with theoretical background of educational measurement and evaluation.
- To help the students to understand different types and models of evaluation.
- To develop competence in construction and standardization of various measuring instruments.
- To make the future teacher educators aware about major reforms in educational testing and assessment.

Course Content:**UNIT I *Introduction to Measurement and Evaluation*****(15 Lectures)**

- Concept of measurement and evaluation – meaning, definitions, historical background, limitations of measurement in behavioral sciences.
- Scales of measurement (nominal, ordinal, interval & ratio).
- Distinction among measurement, assessment, testing, examination and evaluation
- Functions of evaluation-placement, classification, feedback and motivation, prognosis, diagnosis, certification, assessment; Role of assessment in learning.
- Types of evaluation- formative Vs summative; diagnostic Vs prognostic; Criterion referenced Vs norm referenced; Ipsative evaluation.

UNIT II *Techniques and Tools of Evaluation***(15 Lectures)**

- Techniques of evaluation- interview, observation, self reporting, projective technique, sociometry- meaning and uses
- Tools of evaluation- tests, rating scales (different types), check list, anecdotal record, cumulative record, inventory and questionnaire.
- Classification of Tests (based on purpose of evaluation , nature of responses, type of administration), achievement Vs diagnostic tests ,standardized Vs non-standardized

tests ; verbal Vs non-verbal tests, descriptive, objective and performance type tests; oral Vs written tests; individual Vs group test; speed Vs power test.

UNIT III Meaning of Standardization

(15 Lectures)

- Characteristics of a good measuring instrument.
- Reliability-methods for finding reliability, factors affecting reliability.
- Validity- methods for finding validity, factors affecting validity, comprehensiveness, discriminating power-methods for finding discriminating power, practicability.
- Meaning of standardization-steps in the development of standardized measuring instruments (planning, designing, item analysis, establishing reliability, validity and norms-age, sex, locale, grade norms).

UNIT IV Developing Scholastic and Non-scholastic instruments

(15 Lectures)

- Developing achievement tests.
- Test items- different types (objective & descriptive); objective type-supply & selection type; descriptive type- short answer & essay types.
- Guidelines for preparing various types of items.
- Merits and demerits of each type of test item standardization of Achievement tests (for objective and descriptive test).
- Construction and standardization of: Intelligence/ Aptitude tests, Inventories, Attitude scales- Likert, Thurston, Osgood & Guttman.
- Preparation of other instruments- Questionnaire, check list, rating scales, schedule.
- Examination Reforms.

Transaction Mode:

- Lecture
- Seminar
- Panel discussions
- Group discussions
- Projects
- Field visits etc.

Assignments:
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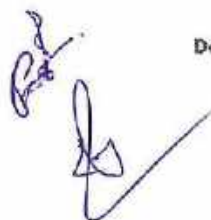
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Doctor Harisingh Gour Vishwavidyalaya

1. Prepare an evaluation tool for any of the variables related to cognitive domain.
2. Prepare an evaluation tool for any of the variables related to affective domain.
3. Make a survey on problems in continuous and comprehensive evaluation.

Selected Readings:

- Alkin, M.C. (2004). *Evaluation roots: Tracing theorists' views and influences*. New Delhi: Sage Publications
- Bloom, S.B. Hastings, J.T and Madans, G.F. (1971). *Handbook on Formative and Summative Evaluation of student learning*. New York: McGraw – Hill Book Co.
- S, Cronbach, L. J. (1970). *Essentials of Psychological Testing* (3rd edition), New York, Harper & Row publishers
- Ebel, R and Frisble, D.(2003). *Essentials of Educational Measurements*. New Delhi : Prentice Hall of India.
- Edwards A. L.(1975). *Techniques of Attitude Scale Construction*. Bombay, Feiffer & Simens private Ltd.
- Freeman, F. (1962). *Psychological Testing (Theory and Practice)*. New York: Holt, Rinehart and Winston
- Gronlund, E.N. (1965) *Measurement and Evaluation in Teaching*. London: Collier – Macmillan Ltd.
- Harper (Jr.) A. E. & Harper E.S. (1990). *Preparing Objective Examination, A Handbook for Teachers, Students and Examiners*. New Delhi: Prentice Hall,
- Linn ,R. L. & Gronlund ,N.E.(2003). *Measurement and Assessment in Teaching*. Pearson Education Pvt. Ltd. Delhi .
- Nunally, J.C. (1964). *Educational Measurement and Evaluation*. New York: McGraw-Hill Book Company.
- Popham, W. J. (1975). *Educational Evaluation*. New Jersey: Prentice – Hall, Inc.,
- Thronkike, R. L. and Hagen, E. (1970). *Measurement and Evaluation in Psychology and Education*. New Delhi: Wiley Easter Pvt Ltd.



M. Ed. IV SEMESTER
COURSE-V
[EDU-EC-425] INCLUSIVE EDUCATION

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Course Objectives:

After studying the course the students are expected to:

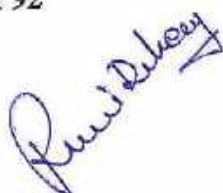
- Examine critically the concept , nature and aims of Inclusive Education
- Develop critical understanding of the policies and legislations related to inclusive education.
- Understanding critically the concept , nature and characteristics of students with diverse needs
- Understand the national and international initiatives towards the education of students with diverse needs
- Develop an understanding of the challenges faced by students with diverse needs.
- Develop knowledge and skill to address the diverse needs of the students in inclusive Education.
- Identify the various aspects of teacher preparation and research priorities in Inclusive Education.

Course Content:**UNIT I Introduction to Inclusive Education****(15 Lectures)**

- Inclusive education: concept, need and importance of inclusive education.
- Aims of inclusive education
- Psychological and sociological perspectives of inclusive education.
- Historical perspectives on education of children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Inclusive schools as effective schools.

UNIT II National & International Initiatives to Respond to Diversity**(15 Lectures)****International initiatives:**

1. The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).





2. The World Declaration on Education for all and its Framework for Action to meet Basic - Learning needs, 1990(Article 3 Clause 5).
3. The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
4. International perspectives Dakar framework of action (2000).
5. Millennium development goals (2000).

National Initiatives:

1. National institutes for various disabilities.
2. District primary education programme (DPEP).
3. Sarva Shiksha Abhiyan.
4. Initiatives for the Gifted and Talented children.
5. National Curriculum Framework, 2005 NCERT
6. Girls Education initiatives; Mahila Samakshya. Kasturba Gandhi Balika Vidyalaya.

UNIT III Current Laws and Policy Perspectives Supporting Inclusive Education

(15 Lectures)

- The Mental Health Act 1987.
- Rehabilitation Council of India Act, 1992.
- National Policy on Education (NPE)-1986
- The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
- Right to education act 2009 and afterwards.
- New Education Policy, 2016 (Draft)

UNIT IV Children with Special Needs

(15 Lectures)

- Concept and meaning of diverse needs: concept and & Classification
- Children with sensory impairments (hearing, visual and locomotors).
- Intellectually challenged (gifted and mentally challenged).
- Developmental disabilities (Autism, Cerebral palsy, Learning Disabilities).
- Social and emotional problems,(Backward Children, Under achievers, Children with health problems, Socially disadvantaged children and Gender Equality)
- Environmental /Ecological difficulties and children belonging to other marginal group.

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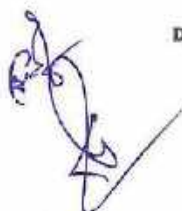
- Lecture
- Seminar
- Panel discussions
- Group discussions
- Projects
- Field visits etc.

Assignments:

1. Prepare a parallel summary of the international and national initiatives to cater to learners with diverse needs, demonstrating the evolution towards IE.
2. Prepare a table / graphic comparing the various approaches to learners with diverse needs.
3. Summarize the contemporary policy towards IE in India.
4. Interview a parent & teacher of any two categories of children with diverse needs and make report on the perceived causes, difficulties, developmental patterns, strategies for enabling the learner.
5. Visit/interview a teacher/ head teacher of nearby school to make a report of the steps taken to turn it into an inclusive school and comment.
6. Prepare lesson plan on topic of your choice that cater to diverse learners, and highlight the strategies and emphasizes made to cater to each category.

Selected Readings:

- Ahuja, A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach*: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth, T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Jangira N.K. and Mami, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha, M. (2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Panda, K.C. (1997) – *Education of Exceptional Children*, New Delhi; Vikas Publishing House



- Pandey, R.S. and Advani I. (1995) – Perspectives in Disability and Rehabilitation, New Delhi; Vikas Publishing House
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.

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M. Ed. IV SEMESTER
COURSE-VI
[EDU-EC-426] DISTANCE EDUCATION

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Course Objectives:

To enable teacher trainees:

- To understand the nature concept characteristics and Models of Distance Education.
- To develop a perspective of Distance Education in India. Its need in the India Context, its functioning. Strengths and weaknesses with special reference to school education.
- To analyses the role of Multimedia system in Distance Education in terms of each medium used in Distance Education.
- To appreciate the interrelationship existing between Distance Education and regular Classroom system and the role of a school teacher therein.

Course Content:**Unit I *Need and Importance of Distance Education*****(15 Lectures)**

- Historical Development of Distance Education
- Need and Objectives of Distance Education
- Distance Education: concept, characteristics and significance
- Merit and Limitations of Distance Education
- Comparison of distance education with classroom based education
- Types of Distance Education
- Methodology of Training distance teacher's trainers
- Essentials qualities of distance teachers's trainer

Unit II *Different Modes of Distance Education***(15 Lectures)**

- Correspondence Courses/Education: Aims, problems and improvements in correspondence curriculums.
- Open Education: Meaning, Characteristics and Development
- National Open university and National Open School
- Self learning material: meaning, scope, importance and characteristics.

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Unit III Mass Media in Distance Education

(15 Lectures)

- Non print Instructional Media in Distance Education
- Print Instruction Media in Distance Education
- Application of Instructional Media
- Different services provided by Sanchar Kendra (IGNOU).

Unit IV Evaluation in Distance Education

(15 Lectures)

- Meaning, concept, and need of evaluation in Distance Education
- Methods of Evaluation in Distance Education.
- Difference between evaluation in traditional learning and distance learning..

Transaction Mode:

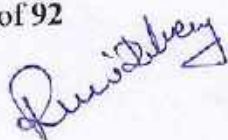
- Lecture
- Seminar
- Panel discussions
- Group discussions
- Projects
- Field visits etc.

Assignments:

- Observation Report on the Potentials of Educational TV of India Gandhi National Open University countrywide Classroom programme and Adult Education programmes.
- Visits to nearby study Canters of open schools and other Distance Education Institutions.

Selected Readings:

- Anand S.P.: University Without Walls, Vikas Publications, New Delhi.
- Borah S. (Ed): Distance Education, Amar Publications, Delhi.
- Chib S.S.: Teaching by Correspondence in India, Light and Life, New Delhi.
- Keegan D.: Foundations of Distance Education, second edition, Routledge.London.
- Khan, I.: Distance Education – Some Readings, Amar Publications, Delhi.
- Mukhopadhyay M (Ed): Yearbook of Education Technology, 1988.
- Mohanty J. Education al Broadcasting: Racio and Television in Education, Sterling Publishers, New Delhi.
- Mukhpadyay M. (Ed): Educational Technology- Challenging Issues, Sterling Publshers- New Delhi.



- Sahoo, P.K.: Higher Education at Distance, Sanchar Publications, Delhi.

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M. Ed. IV SEMESTER**COURSE-VII****[EDU-CC-427] ENVIRONMENTAL EDUCATION & MANAGEMENT**

L	T	P	C
4	0	0	4

Courses Objectives:

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

- To make Student teacher understand about the concept, importance scope and aims of environmental education.
- To acquaint the student teacher with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
- Realize importance of Environment Preservation.
- Grasp the relationship between environment health & Safety.
- Understand the Concept of Disaster and Disaster management.

Course Content:**Unit I Concept of Environmental Education****(15 Lectures)**

- Definition, Scope, Need and Importance of Environmental Education
- Aims and Objectives of Environmental Education
- Concept of biosphere, atmosphere, lithosphere and hydrosphere.
- Factors affecting environment: Abiotic factors: light (intensity, quality and duration), temperature, humidity, topography, edaphic factors, biotic factors: micro-organisms, plants, man and other animals.

Unit II Environment & Ecosystem**(15 Lectures)**

- Concept, Types, Characteristics and Importance of Ecosystem.
- Natural System: Earth and Biosphere, Abiotic and Biotic Components.
- Functional Interaction: Food Chain, Food Web.
- Biogeochemical Cycle in Nature.
- Flow of energy in Ecosystem.

Unit III Environmental Pollution & Management**(15 Lectures)**

- Water Pollution; Sources & Types, Physical, Chemical & Biological Effect of water pollution and Water pollution Prevention.






- Structure and composition of atmosphere, Air pollution; Sources, Classification & effects (Acid rain, Green house effect, global warming, Ozone depletion).
- Soil pollution; Soil Pollutants, types, Sources, effects & Control, Deforestation and soil erosion.
- Noise pollution; Sources, effects & control.
- Need of Conservation, Preservation and protection for rich Environmental Heritage.

Unit IV Natural Disaster & Resource Management

(15 Lectures)

- Disaster: Meaning, Types, Causes, Management and Development.
- International efforts for disaster management.
- Disaster preparedness management in India; Strategy of Disaster Management: National level, State level, Local level.
- Natural Resources ; Introduction, Classification, Principles of Resource Management
- Major Natural Resource Management; Land Resources Management, Water Resources Management.
- Role of teacher in Environmental education and management.

Transaction Mode:

- Presentation
- Discussion
- Individual and Group Power Point Presentation
- Case Studies
- Debate
- Survey

Assignments

1. To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics.
 - a) Noise Pollution
 - b) Water Pollution
 - c) Air Pollution
 - d) Deforestation
 - e) Role of the pollution control Boards

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- f) Role of voluntary organizations.
2. Environmental Study of any Slum Area, Lake, pond, River, Hill Forest etc.
3. Review of Slides of Films related to environment.

Selected Readings:

- Daubenmise, R.F. (1974): Plants & Environment – 3rd Edition, John Wiley, New York.
- Deshbandhu and G. Berberet (1987): Environmental Education for conservation and Development, Indian Environment Society, New Delhi.
- Detwyer, T.R. & Marcus, M.G. (1972) Urbanization and Environment, Duxbey Press, Belmont, California.
- Elton, C.S. (1988): The Ecology of Invasion by Plants and Animals, Methuen, London.
- Furley, P.A. & Newey, W.W. (1983) Man and Biosphere, Butterworths, London.
- Gregory, K.J. and Walling, D.E. (1981) Man and Environment Processes, Butterworths, London.
- Holliman, J. (1974) Consumers Guide to the Protection of the Environment, Ballanine, London.
- Hutchinson, G.E. (1978) An Introduction to Population Ecology, Yale University Press, New Heaven.
- Khoshoo, T.N. (1984) Environmental concerns and Strategies, Indian Environmental Society.
- Kumar, V.K. (1982) A Study of Environmental Pollution, Tara Book Agency, Varanasi.
- Lohari, B.N. (1984) Environmental Quality Control, South Asian Publishing, New Delhi
- Pal, B.P. (1981) National Policy on Environment, Department of Environment, Govt. of India.
- Pal, S.K. and Sudha Malhotra (1994) Environment: Trends and Thoughts in Education, Innovative Research Association, Allahabad.
- Primm, S.L. (1982) Foodwebs, Chapman & Hall, London.
- Rouse, W.R. (1981) Man Induced Climates in Man & Environmental Processes, Walling Butterworth, London.
- Sapru, R.K. (1987) Environmental Management in India, Ashish Publishing, Delhi.

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- Singh, S. & Dubey, A. (1989) Environmental Management, Geography Department, Allahabad University.
- Saxena, A.B. (1986) Environmental Education, National Psychological Corporation, Agra.
- Sharma, P.D. (1990) Ecology & Environment, Rastogi Publishers, Meerut.
- Singh, S. (1995) Environmental Geographu, Prayag Pustak Bhawan, Allahabad.
- Verma, P.S. & Aggarwal, V.K. (1993) Environmental Biology, S. Chand & Company, New Delhi.
- Vyas, H. (1995) Paryavaran Shiksha, vidya Mandir, New Delhi.

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M. Ed. IV SEMESTER

COURSE-VIII

[EDU-CC-428] PRACTICUM- PRESENTATION OF DISSERTATION & VIVA-VOCE

L	T	P	C
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Introduction:

The dissertation shall be a core paper for all the students carrying 4 credits and each student is required to select one topic for dissertation from the area of specialization under the guidance of a faculty member of the Education Department of Doctor Harisingh Gour Vishwavidyalaya, Sagar (Madhya Pradesh). Candidate shall be required to submit the dissertation at fourth semester examination. The students will work under the guidance of a supervisor to be allotted by the head of the department of the department. Three copies of the dissertation typed on one side only and duly certified by the supervisor will submit in the office of the department. The viva-voce will be held on a date to be fixed by the university/department. Dissertation and viva-voce will be evaluated jointly both by external and internal examiners. The dissertation shall either be a record of original work or an ordered and critical exposition of existing database with regard to an educational problem.

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Dr. R. K. Singh

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M. Ed. IV SEMESTER**COURSE-IX****[EDU-OE-429] TEACHING, TRAINING AND RESEARCH**

L	T	P	C
4	0	0	4

Course Objectives:

The main objective is to enhance the teaching and research capabilities of the students. Therefore, the course is aimed at enhancing the teaching and general/research aptitude as well as their awareness.

Course Content:**Unit I Teaching****(15 Lectures)**

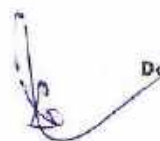
- Teaching: Nature, Objectives, Characteristics and basic requirement
- Learning process, factor affecting learning process
- Teaching - an art or a science? Relationship between Teaching and Learning
- Stages and levels of teaching, Method of teaching
- Teaching aid: Meaning, Definition, Classification and Importance
- Evaluation methods
- Communication: Nature, characteristics, types, barriers and effective classroom communication

Unit II Research Aptitude**(15 Lectures)**

- Research : Meaning, Characteristics and types
- Steps of Research and Research Design
- Research Tool: reliability, validity and usability; Different types of tools: interview, observation, participant observation, questionnaire, rating scale, reaction scale, opinion-ire, Checklist
- Thesis writing: its characteristics and format

Unit III Data Analysis and Interpretations**(15 Lectures)**

- Data: Concept, sources, acquisition and interpretation of data
- Quantitative and qualitative data
- Graphical representation and mapping of data.

- Normal Distribution Curve: Characteristics and applications, deviation from normality (Skewness and Kurtosis) and underlying causes.

(15 Lectures)

Unit IV Higher Education

- Structure of Indian Education System
- Different forms of Education
- Management and Administration of Higher Education in India
- Problems of Higher Education in India
- ICT: Meaning, Advantages, disadvantages and uses
- Digital Literacy and General Abbreviation and terminology of ICT

Transaction Mode:

- Lecture
- Seminar
- Panel discussions
- Group discussions
- Projects.

Selected Readings:

- Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
- Das, R.C (1992) *Educational Technology: A Basic Text*. New Delhi : Sterling
- Dececco. J.P. (1964) *Educational Technolgy*, New York: HRW
- Gupta, S.P. (2016). *Anusandhan Sandarshika*. Allahabad: Sharda Pustak Bhawan
- Joyce, B. & Others (1992) *Models of Teaching* New York: Holt, Rinehart & Winston.
- Kapil, H.K. *Sankhiki ke mool Tatav*, Vinod Pustak Mandir, Agra.
- Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
- Mehta, Deepa (2015). *Educational Management*. New Delhi: PHI Learning Private Limited
- Oand, L.K. (2008): *Philosophical Perspectives of Education*. Jaipur: Rajasthan Hindi Granth Academy
- Walia, J.S. (2015). *School Management and Administration*. Jalandhar: Ahim Paul Publishers

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