

**SCHEME
OF
EXAMINATION
FOR M.ED (TWO YEARS) COURSE
TO BE IMPLEMENTED FROM
SESSION- 2015-17**



**DEPARTMENT OF EDUCATION
MAHARSHI DAYANAND UNIVERSITY ROHTAK.**

SCHEME OF EXAMINATION FOR M.Ed (TWO YEAR) COURSE

Semester-I

Course	Name of Course	Maximum Marks			No of Credits	Teaching Hours Per Week (Exam Hours: Marks)
		Total	Theory	Internal Assessment		
Course-I	Psychology of Learning and Development	100	80	20	4	4 (3Hours:80)
Course-II	Historical, Political and Economic foundations of Education	100	80	20	4	4 (3Hours:80)
Course-III	Education Studies	100	80	20	4	4 (3Hours:80)
Course-IV	Introduction to Educational Research	100	80	20	4	4 (3Hours:80)
Course-V-A	Internship: Teacher Education Institute (Phase-I, Three Weeks)	50	-	-	2	-
Course-V-B	Communication and Expository Writing	25			1	
Course-V-C	Self Development	25			1	
Total		500			20	

Note: Viva-Voce exam for Course V- A , V-B and V-C will be conducted by the external examiner at the end of the first semester.

Semester-II

Course	Name of Course	Maximum Marks			No of Credits	Teaching Hours Per Week (Exam Hours: Marks)
		Total	Theory	Internal Assessment		
Course-I	Philosophical Foundations of Education	100	80	20	4	4 (3 Hours:80)
Course-II	Sociological foundations of Education	100	80	20	4	4 (3 Hours:80)
Course-III	Curriculum Studies	100	80	20	4	4 (3 Hours:80)
Course-IV	Pre-Service & In-service Teacher Education	100	80	20	4	4 (3 Hours:80)
Course-V-A	Internship : Teacher Education Institute (Phase-II, Three Weeks)	50	-	-	2	-
Course-V-B	Academic Writing	50	-	-	2	-
Total		500			20	

Note: Viva-Voce exam for Course V-A and V-B will be conducted by the external examiner at the end of the second semester.

Semester-III

Specialization of Course at any one Level: Elementary/ Secondary

Course	Name of Course	Maximum Marks			No of Credits	Teaching Hours per Week (Exam Hours: Marks)
		Total	Theory	Internal Assessment		
Course-I	Specialization of Course-I: i. Institutional Planning and Management (Elementary Level) OR	100	80	20	4	4 (3 Hours:80)
	ii. Institutional Planning and Management (Secondary Level)	100	80	20	4	4 (3 Hours:80)
Course-II	Specialization of Course-II: i. Issues, curriculum and Assessment (Elementary Level) OR	100	80	20	4	4 (3 Hours:80)
	ii. Issues, curriculum and Assessment (Secondary Level)	100	80	20	4	4 (3 Hours:80)
Course-III	Advance Educational Research	100	80	20	4	4 (3 Hours:80)
Course-IV	Perspectives Research and Issues in Teacher Education	100	80	20	4	4 (3 Hours:80)
Course-V	Internship in Specialized Area (In School; 28 Days)	100	-	-	4	-
Total Marks		500			20	

Note: Viva-Voce exam for Course V will be conducted by the external examiner at the end of the third semester.

Semester-IV
Specialization of course at any one level; Elementary/ Secondary

Course	Name of Course	Maximum Marks			No of Credits	Teaching Hours Per Week (Exam Hours: Marks)
		Total	Theory	Internal Assessment		
Course-I (Elective First)	Specialization of Course-I: Choose any one of the following: i. Advance Curriculum Theory (Elementary/ Secondary Level).	100	80	20	4	4 (3 Hours:80)
	ii. Pedagogy of Science Education (Elementary / Secondary Level)	100	80	20	4	4 (3 Hours:80)
	iii. Pedagogy of Mathematics Education (Elementary / Secondary Level)	100	80	20	4	4 (3 Hours:80)
	iv. Pedagogy of Language Education (Elementary / Secondary Level)	100	80	20	4	4 (3 Hours:80)
	v. Pedagogy of Social Science Education (Elementary / Secondary Level)	100	80	20	4	4 (3 Hours:80)
	vi. Approaches to Assessment (Elementary / Secondary Level)	100	80	20	4	4 (3 Hours:80)
Course-II (Elective Second)	Specialization of Course-II: i. Educational Policy, Economics & Planning (Elementary / Secondary Level)	100	80	20	4	4 (3 Hours:80)
Course-III (Elective Third)	Specialization of Course-III Choose any one of the following: 1. Educational Management, Administration & Leadership (Elementary / Secondary Level)	100	80	20	4	4 (3Hours:80)
	2. Value Education	100	80	20	4	4 (3Hours:80)

	3. Information, Communication & Educational Technology.	100	80	20	4	4 (3Hours:80)
	4. Guidance and Counseling	100	80	20	4	4 (3Hours:80)
	5. Inclusive Education	100	80	20	4	4 (3Hours:80)
Course-IV	Dissertation	200			8	
	Total	500	-	-	20	

- i. **Note:** Dissertation will be jointly evaluated by the external and internal examiners at the end of the Fourth semester.
- ii. **Dissertation:** students will select a research problem for investigation. They will present the synopsis of their research work to be undertaken, in the departmental/College committee meeting consisting of teachers participating in M.Ed. Programme. They will also submit one copy of synopsis to the examiner at the time of viva-voce examination. More over they will bring data collected as a proof of original data collection at the time of viva-voce examination.

INTERNSHIP PROGRAMME

Internship should be organized in such a way that involves all students' engagement for continuous period in a school and teacher education institute for field experience associated with the specialization that students choose. Since the M.Ed Programme structure proposed in this report is associated on schools and teacher education institutions (and other sites) based activities, the M.Ed. Calendar should be developed keeping in mind the schedule of these institutions.

Internship Programme (Semester-I) Course - V (A) Teacher Education Institute (21 days)

**Max. Marks: 50
Credits: 2**

Duration: 3 weeks

Note: Do any two activities from the following:

- 1) Design a curriculum and develop teaching-learning material on any subject. (25 marks)
- 2) Suggest some new research studies to be undertaken in field of education. (25 marks)
- 3) Working with community based on any project of social welfare. (submission of activity report) (25 marks)
- 4) Prepare a suggested comprehensive plan of action to improve teacher education institute in which you have been engaged. (25 marks)

Internship Programme (Semester-II)
Course - V Teacher Education Institute (21 days)

Max. Marks: 50

Duration: 3 weeks

Credits:2

Note: Do any two activities from the following

- 1) Development of resource pool by inviting resource persons from nearby teacher education institutions, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas. (25 marks)
- 2) Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health (25 Marks)
- 3) Interaction with Principal of college, management, teachers and non-teaching staff for preparation of a report on college environment (25 Marks)

Internship Programme(Semester-III)
Course - V Specialized Area in School (28 days)

Max. Marks: 100

Credits: 4

Duration: 4 weeks

Group-A: Mandatory for all Students (Max. Marks: 40)

Note : For internship the student will be engaged in the schools for a continuous period of 28 days. During this period he will perform the following activities and prepare a report of it.

- 1) A report by the student in which he/she will record one's experiences, observations, and reflections during internship. (20 marks)
- 2) Make lesson plans using different methods. Student should develop their own method (fusion based) with the help of teacher educator. (20 marks)

Group-B: Do Any Three Activities from the following: (Max. Marks: 60)

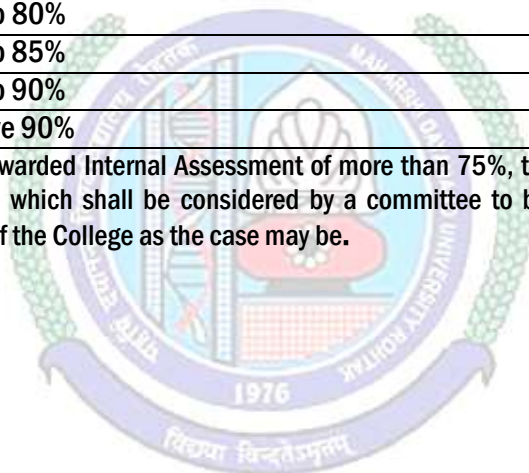
- 1) Analysis of any text book from peace perspective (20 Marks)
- 2) Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not. (20 Marks)
- 3) Develop an achievement test on any subject and standardize it. During this process item analysis, reliability, validity and norms are to be computed (20 marks)
- 4) Administration, scoring and interpretation of any two of the following psychological tests: (20 Marks)
 - Intelligence Test

- Teacher Effectiveness Scale
 - Personality Test
 - Study Habits Inventory
- 5) Students will observe/ analyze the classroom teaching learning behavior of four teachers through Flanders's interaction analysis system and prepare a report on it. (20 marks)
- 6) Preparation, administration and analysis of diagnostic test (s) followed by remedial teaching. (20 Marks)

Criteria for the award of 20% Internal Assessment in Theory Papers will be as per the distribution given below:-

i)	One Task & Assignment in every theory paper	10% marks
ii)	One test in every theory paper	5% marks
iii)	Attendance	5% marks
	Upto 75%	0 mark
	Upto 80%	2 %marks
	Upto 85%	3 %marks
	Upto 90%	4 %marks
	Above 90%	5 %marks

Note: If a candidate is awarded Internal Assessment of more than 75%, the concerned teacher will give specific justification for the same which shall be considered by a committee to be constituted by the concerned Head (Department)/ Principal of the College as the case may be.



M.Ed SEMESTER-I
COURSE-1: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Time: 3 Hours
Credits:4

Max. Marks 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

After completing the course, the student will be able to:

- acquaint the learner with the process of development and assessment and its implication in teaching learning process
- develop an understanding of different stages of growth and development
- explain the Piaget's concept of cognitive development
- differentiate between Kohlberg's theory of moral development and Erikson theory of psycho-social development
- gaining deep insight in to the theoretical Frameworks (psychological theories for education)of Learning, its management and their implication to better understand and bringing desirable modification in learner's behaviour
- Differentiate between creativity and intelligence, their assessment and educational importance
- Identifying the ways of motivating the learner in classroom setting
- Assess different types of techniques of personality and their teaching strategy according to needs of students.
- analyze the importance of adjustment and its strategies in their day to day life.

COURSE CONTENTS

UNIT - I

Developmental Aspects of the Learner

- Concept of Growth and development and principles' of development and its implication to teaching and learning process
- Stages of growth and development across various stages from infancy to adolescence. Piaget's concept of cognitive development,
- Kohlberg's theory of moral development

- Erikson's psycho-social development theory.
- Factors affecting Growth and development

UNIT -II

Theoretical Frameworks of Learning

Learning: concept, characteristics, learning process and factors affecting,

- Theories of learning: Behavioristic theory, cognitivistic theory (Toleman's cognitive field theory, Gagne' Hierarchical theory, Hull derive reduction theory, Socio-cultural theory of Vygotsky,
- Motivation: Concept, Types, motivational cycle, Educational implications

UNIT-III

Creativity and Intelligence

Creativity:

- Meaning, characteristics, role of teacher in developing creativity and critical thinking, Brain Storming method
- Theories of creativity: Taylor's psychoanalytic and Ariet's theory of creativity, assessment methods.

Intelligence:

- **Intelligence:** meaning, factors affecting intelligence.
- Guilford's SOI model and Gardener's Theory of intelligence.
- Assessment of intelligence

UNIT-IV

Personality and Adjustment

- Personality: meaning concept, concept, nature, Theories of personality Cattle, Eysenk Alloport and Freud.
- Assessment techniques of personality
- Interest and aptitude: Concept, educational implications
- Attitude: Concept, Attitudinal theories and its assessment and educational implications
- Adjustment: concept, nature and factors affecting.
- Defense Mechanism and Conflict Management

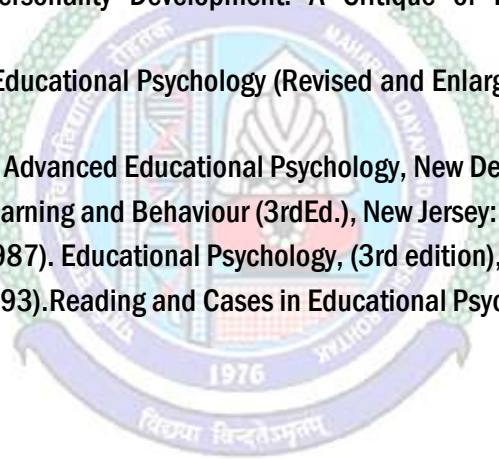
Tasks & Assignments: Any one of the following (10marks)

- Identify and prepare a case study of under achieving student.
- Identify five students showing maladjustment behavior. List the adjustment problems from which they are suffering and explain their causes
- Visit to a school, observation of activities of X class students and prepare a report on it.
- Any other task and assignment given by the institution

Suggested Readings:

- Andrews, T.W. (1961). **Methods in Psychology**, New York: John Wiley and Sons, Inc.

- Baller, Warren R., Don, C.(1962). The Psychology of Human Growth and Development, New York: Holt, Rinehart and Winston.
- Bigge, L. & Hunt, (1968). Psychological Foundations of Education, (2nd edition), New York: Harper & Row.
- Bigge Morris and Row (1971). Learning Theories for Teachers, (2nd edition), New York: Harper & Row.
- 5. Chauhan S.S. (1978). Advanced Educational Psychology, Delhi: Vikas Publishing House.
- Coleman, J.C.(1976). Abnormal Psychology and Modern Life, Bombay: D.B. Taraporewala Sons & Co.
- 7. Dececco John, P.(1968), The Psychology of Learning and Instruction, New Delhi: Prentice Hall of India.
- 8. Douglas, O.B and Hall B.P. (1948). Foundations of Educational Psychology, New York : The Mac Millan Co.
- Gagne R.M.(1977). The Conditions of Learning, New York: Holt, Rinehart and Winston.
- Gates, A.T. et.al.(1963). Educational Psychology, New York: Mac Millan.
- Hilgard, E.R. and Bower, S.H. (1975). Theories of Learning, Cliffs: Prentice Hall.
- Kundu, C.L.(1976).Personality Development: A Critique of Indian Studies, Kurkshetra: Vishal Publishers.
- Mathur, S.S.(1986). Educational Psychology (Revised and Enlarged Text Edition), Agra: Vinod Pustak Mandir.
- Mangal, S.K. (2006). Advanced Educational Psychology, New Delhi: Prentice Hall of India.
- Mazur, J.E.(1994). Learning and Behaviour (3rdEd.), New Jersey: Prentice Hall.
- Woolfolk, Anita, E.(1987). Educational Psychology, (3rd edition), New Jersey: Prentice Hall.
- Woolfolk, Anita, E.(1993).Reading and Cases in Educational Psychology, Boston: Allyn and Bacon.



M.Ed SEMESTER-I
COURSE-II: HISTORICAL, POLITICAL & ECONOMIC FOUNDATIONS OF EDUCATION

Time: 3 Hours
Credits:4

Max. Marks 100
(Theory: 80, Internal:20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the student will be able to:

- understand human capital, education & employment analysis of earning, manpower planning & financing of education
- explain the political economy of education
- develop understanding of labour markets
- forecast manpower requirements in various streams
- develop understanding of the financial aspects of education
- understand the pre-independence & post-independence development of education in India
- understand the factors from historical perspective that contributed to present education system explain the important features of various reports, commissions & policies of education during pre & post-independence development of education in India
- understand that development of education is influenced by political forces of the time
- acquire knowledge of characteristic features of ancient, medieval & British system of education in India & of their strengths & limitations.

COURSE CONTENTS

UNIT - I

Foundation of Education

- Concept, need & scope of History & political economy courses in Education
- Historical perspective in Education
- Political perspective in Education
- Economical perspective in Education

UNIT - II

Historical foundations of Education:

- Concept, Ideas, Agencies of Education, Organizations of Education, Teacher-pupil relationship & their duties, Curricula.
- Method of teaching, Women Education relevance to the present day Education in the following periods of time: Vedic, Brahmanic, Jainism period & Buddhist period
- Education in medieval period
- Education in British period

UNIT – III

Political foundations of Education

- Meaning, concept and need of political ideology & its relation with Education
- Education in Monarchic & Democratic & Communist countries
- Constitutional provisions for Education
- Nationalism & Education
- Political motives behind various policies of Education, Macaulay's Minutes, Wood Dispatch, Hunters commission, Sargents Report, Sadler commission, University Education commission, Kothari commission, Secondary Education commission, National policy on Education (1986) and NPE(1992), NCF (2005), NCFTE (2014), R.T.E. ACT (2010)

UNIT – IV

Economic foundation of Education

- Contribution of Education in the economic development of a country
- Knowledge of industries & knowledge of occupations
- Education & employment: investment in Education, skill based Education
- Youth unemployment & Education
- Economics of Brain Drain
- Educational financing in India at various levels at elementary, secondary & senior secondary school level

Tasks & Assignments: Any one of the following :(10marks)

- Write a script on Educational development in ancient India after classroom discussion on the script organize a drama/play on it.
- Which is the landmark educational policy according to you & why? prepare a detailed record on the effectiveness of the policy
- Prepare a report on estimation of institutional cost of a secondary school/ Estimation of unit cost of education in a school taking student as a unit
- Review of related literature to justify the role of political/economic/ historical foundation of education in shaping of education

Suggested Readings:

- Agarwal, J.C. : Land marks in the history of modern Indian Education, New Delhi

- Education & National Development: Report of the Kothari commission on Education (1964-66), New Delhi.
- Govt. of India: Programme of Action-National policy on Education, Ministry of Human Resources Development, New Delhi, 1986.
- Joshi, K.L. (1977). Problems of higher Education in India. Bombay: Popular Prakashan
- Kaul, J .N. (1975). Higher Education , Social change & National Development, Shimla: Indian Institute of Advanced Study
- Kneller, G.F. (1993). Foundation of Education, New York: John Wiley & Sons, Inc.
- Ministry of Education (1978). Report of the Education Commission (1964-66), New Delhi : Govt. of India
- Mukharji, S.N.: History of Education in India-Modern Period, Baroda: Acharya Book Depot.
- Taneja, V.R. (2005). Foundation of Education, Chandigarh: Abhishek Publishers.



M.Ed SEMESTER-I
COURSE-III: EDUCATION STUDIES

Time : 3 hrs.
Credits:4

Max. Marks: 100
(Theory: 80; Internal:20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

After completing the course, the student will be able to:

- understand the nature of education as a discipline/an area of study
- examine issues related to education as interdisciplinary knowledge
- understand the basic concepts/issues of education with reference to kind of concerns the NCF (2005) has raised
- 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
- examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators
- reflect on the multiple contexts in which the school and teacher education institutions are working
- discuss the emerging dimensions of school and teacher education.

COURSE CONTENTS

UNIT- I

Theoretical Perspectives of Education as a Discipline

- Education as a socially contrived system influenced by social, cultural, political, economic, and technological factors.
- Aims of Indian Education in the context of a democratic, secular, egalitarian and a humane society.
- **Procedure of bridging gap in the process of knowledge construction between:**
 - i. Content knowledge and Pedagogy knowledge
 - ii. School knowledge and out of the school knowledge
 - iii. Experiential knowledge and empirical knowledge
 - iv. Knowledge on action and reflection on outcome of action
 - v. Theoretical knowledge and practical knowledge

vi. Universal knowledge and contextual knowledge.

- Transformation of national aspirations into educational goals/aims of education, its linkage with curricular decision, teaching-learning process and pedagogy for different stages of education.
- Analysis and synthesis of thoughts of great educators: Acharya Vinoda Bhawe, Tagore, Shri Aurobindo, Maria Montessori.

UNIT-II

Education as Interdisciplinary Knowledge

- Interdisciplinary nature of education; relationships with philosophy, psychology, sociology, management, economics, anthropology etc.
- Contribution of science and technology in education and challenges ahead.
- Axiological issues in education: role of peace and other values, aesthetics in education.
- Dynamic relationship of education with the political process. .
- Interrelation between education and development.

UNIT-III

Socio-cultural Context of Education

- Social purposiveness of education.
- Understanding Indian society-with reference to multilingual and multicultural and other diversity, approaches for teaching young children in the context of diversity.
- Process of socialization and acculturation of the child: role of school, parents, peer group and the community.
- Equality in educational opportunity-critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality.
- Education of socio-economically deprived groups based on gender, local (rural/urban), income differential and different disabilities as reflected in society.

UNIT-IV

School Context

- Multiple schools contexts-rural/urban, tribal etc.
- School management: Role of teachers, headmasters, and administrators.
- Nurturing learner friendly school environment.
- School as site of curricular engagement.
- Teacher's autonomy and professional independence.
- Participation of different stakeholders in school education-role of media, use of technology, NGOs, Civil society groups, Teacher organisations, family and local community.
- Monitoring and evaluation of schools.

Task/Assignment: Any one of the following (10 Marks)

- Readings of original texts of Rabindranath Tagore/M.K. Gandhi/Sri Aurobindo etc. and presentation on linkage of various theoretical concepts with pedagogy and practices.
- Assignment based on policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State,
- vision of school education in India.
- Visit to a school, observation of activities and preparation of a reflective report.
- Any other task/assignment given by the institution.

Suggested Readings:

- Banrs, J.A. (1996), *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.) Boston: Allynand, Becon.
- Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press
- Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harvard University Press.
- Dearden R. F. (1984). *Theory and practice in Education*. London, Routledge K Kegan & Paul.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) *Teachers and schooling: Making a Difference*, Australia Allen and Unwin,.
- Delors, Jacques, et al; (1996). *Learning: The Treasure within report of the international commission on education for 21st century*, UNESCO.
- Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Govt. of India (1992), *National policy on education (revised)* New Delhi.
- Govt. of India (1992), *Programme of Action*. Govt. of India, New Delhi.
- *International Encyclopedia of Education*. (1994) 2nd edition. Vol.10. Perganon Press.
- Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publishers.
- NCERT (2005). *National curriculum framework*, New Delhi.
- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. London. Routledge Flamer.
- Wall, Edmund (2001). *Educational theory: philosophical and political Perspectives*. Prometheus Books.
- Winch, C. (1st edition).(1996). *Key Concepts in the philosophy of education*. London, Routledge.
- Winch, C. (1986). *Philosophy of human learning*, London Routledge.

M.Ed SEMESTER-I
COURSE-IV: INTRODUCTION TO EDUCATIONAL RESEARCH

Time: 3 Hours

Max. Marks 100

Credits:4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

After completing the course, the student will be able to:

- understand the concept of research and educational research
- understand the types and methods of educational research
- understand the steps involved in educational research
- understand the use of different tools and techniques in educational research
- use the library, Internet services and other sources of knowledge for educational research Purposes.
- understand the procedure to conduct the research in the educational field
- understand the nature of issues and problems faced by the State System of education and to find out the remedies to solve them
- understand the role and use of statistics in educational research
- select the appropriate statistical methods in educational research
- review the educational research articles
- use computers for data analysis.

COURSE CONTENTS

UNIT – I

Nature and Scope of Educational Research

- Scientific Method of Inquiry; Methods of Acquiring Knowledge
- Meaning, Nature, Need, Scope and Types of Educational Research
- Areas of Educational Research; The Research Process
- Research Paradigm: Qualitative and Quantitative Research

UNIT – II

Formulation of Research Problem

- Sources of Identifying the Problem; Selection, Definition and Evaluation of a Research Problem

- Review of Related Literature: Importance and Various Sources including Internet.
- Hypothesis: Concept, Types, Sources, Characteristics, Formulation and testing
- Sampling: Concept, Need, Steps, Characteristics and Methods
- Preparation of Research Proposal

UNIT – III

Descriptive Statistics

- Types of Data; Graphical Representation of Data
- Measures of Central Tendency: Mean, Median and Mode
- Measures of Dispersion: Range, Quartile Deviation, Mean Deviation and Standard Deviation
- Measures of Relative Positions: Percentile and Percentile Ranks
- Skewness and Kurtosis

UNIT – IV

Measures of Relationship and Normal Probability Curve

- Meaning, Assumptions, Computation and Uses of:
 - Rank Difference Correlation
 - Product Moment Correlation
 - Partial and Multiple Correlations
 - Biserial and Point Biserial Correlations
- Normal Probability Curve: Meaning, Characteristics and Applications.

Tasks and Assignments: Any two of the following: (10 marks)

- Development of a Research Proposal on an identified research Problem.
- Select any one classroom based action research problem and prepare an action plan of its resolution.
- Prepare different types of graphs on any hypothetical data.
- Make a list of the likely skills that one will need to learn and practice before carrying out various stages in research plan.
- Any other task/Assignment by the institution

Suggested Readings:

- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, J. W. and Kahn, J. V. (1995). Research in Education. Delhi: Prentice Hall.
- Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall.
- Adward, Allen Literacy (1968). Experimental designs in Psychological Research. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Fox, D. J. (1969). The Research Process in Education, New York: Holt, Rinehart and Winston Inc.
- Garrett, H. E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer and Simon.
- Good, C.V. and Douglas, E. S. (1954). Methods in Social Research. New York: McGraw Hill.
- Guilford, J.P. and Benjamin, F.(1973). Fundamental Statistics in Psychology and Education. New

York: McGraw Hill.

- Kerlinger, F. N. (1973). *Foundation of Behavioural Research*. New York: Holt, Rinehart and Winston.
- Koul, L. (1988). *Methodology of Research*. New Delhi: Vikas.
- Kurtz, A.K. and Mayo S.T. (1980). *Statistical Methods in Psychology and Education*. New Delhi: Narela.
- Mangal, S.K. (2002). *Statistics in Psychology and Education*. New Delhi: Prentice Hall of India.
- Mouly, A. J. (1963). *The Science of Educational Research*. New Delhi: Eurasia.
- Neuman, W.L. (1997). *An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches*. Boston: Allyn and Bacon.
- Siegel, S. (1986). *Non-parametric Statistics*. New York: McGraw Hill.
- Travers, R.M. W. (1978). *An Introduction to Educational Research*. New York: Macmillan.
- Van Dalen, D. B. (1992). *Understanding Educational Research*. New York: McGraw Hill.
- Young, P.V. (1960). *Scientific Social Surveys and Research*. New York: Prentice Hall.



INTERNSHIP PROGRAMME

Internship should be organized in such a way that involves all students' engagement for a continuous period of 28 days/21 days in a school/ teacher education institute for field experience associated with the specialization that students choose. Since the M.Ed Programme structure proposed in this report is associated on schools and teacher education institutions (and other sites) based activities, the M.Ed. Calendar should be developed keeping in mind the schedule of these institutions.

Internship Programme (Semester-I) Course - V(A) Teacher Education Institute (21 days)

**Max. Marks: 50
Credits:2**

Duration: 3 weeks

Note:

- **The student will maintain a file of the record related to activities performed.**
- **Do any two activities from the following:**
 - Design a curriculum and develop teaching-learning material on any subject. (25 marks)
 - Suggest some new research studies to be undertaken in field of education. (25 marks)
 - Working with community based on any project of social welfare. (submission of activity report) (25 marks)
 - Prepare a suggested comprehensive plan of action to improve teacher education institute in which you have been engaged. (25 marks)



M.Ed SEMESTER-I
COURSE-V-B: COMMUNICATION AND EXPOSITORY WRITING

Credits: 1
25

Maximum Marks:

Note: i. The student will maintain a file of the record related to activities performed.

i. Mode of transaction of this course will be workshop.

Objectives:

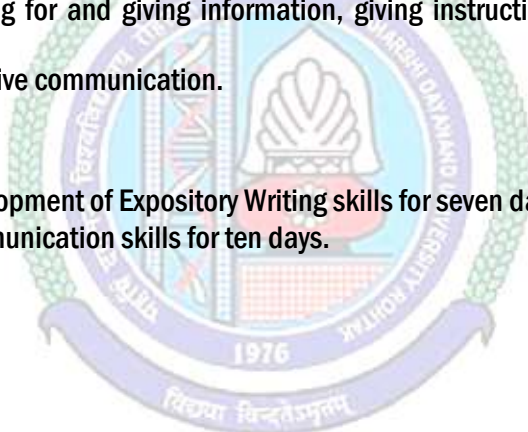
- i. to develop the capacity to use ICT in effective communication
- ii. to enhance the ability to listen, converse, speak, present and explain ideas in groups and before an audience.
- iii. to develop the writing skills
- iv. to use the knowledge of communication in classroom discussion and daily life.

Communication Skills: Meaning, concept and components of effective communication

- i. Strategies of effective communication.
- ii. Development of academic skills (pre-reading, pre-writing and number)
- iii. Expository writing: Meaning, concept and Types effective expository writing. Listening skill: meaning, concept and importance of listening skills academic listening-(lecturing) listening to talk and presentation. Asking for and giving information, giving instruction, tele-conference, tele interviews handling.
- iv. Role of ICT in effective communication.

Practicum/field work:

- i. Workshop on Development of Expository Writing skills for seven days.
- ii. Workshop on Communication skills for ten days.



**M.Ed SEMESTER-I
COURSE-V-C: SELF DEVELOPMENT**

**Credits: 1
25**

Maximum Marks:

**Note: i. The student will maintain a file of the record related to activities performed.
ii. Mode of transaction of this course will be workshop.**

Objectives:

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

- i. to understand what you are and what you want to be?
- ii. self exploration and self evaluation.
- iii. to know human conduct, human character and to live accordingly.
- iv. to being in harmony in one self and in harmony with entire existence.

COURSE CONTENTS

- Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, will be included in these workshops.
- Sessions on mental and physical well-being (through modalities such as Yoga), to bring happiness and harmony (With/within one body)
- Realization, understanding of *Shanti, Santosh, Anand*.
- Prosperity (in terms of Harmony: with family and society)
- Human Values:
 - *Swatantrata*
 - *Swarajya*
 - *Moksha*
 - *Idea of self: Self-concept and self-esteem*
 - *Analysis of SWOT: Strength, Weakness and opportunity*
 - *Prayer & Meditation*

M.Ed. SEMESTER-II
COURSE-I: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Time: 3 Hours

Max. Marks 100

Credits:4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- understand nature and functions of education and philosophy and their relationship
- do critical appraisal of educational contributions made by prominent philosophers–Indian and Western
- analyze the concept and process of getting knowledge and its related phenomena
- understand the prevailing Indian and western schools of philosophy and their educational contribution
- understand the contribution of political thinkers on education
- realize the significance of modern concepts of philosophy.

COURSE CONTENTS

UNIT – I

Education and Philosophy

- Concept and Definition
- Nature
- Relationship
- Need of Philosophical Foundations of Education.
- Meaning, Nature and Functions of Educational Philosophy: Normative, Speculative and Critical.

UNIT-II

Branches of Philosophy

- Metaphysics, Epistemology and Axiology and their implications for education.
- Knowledge: Concept, nature and types of knowledge.
- Theories of knowledge getting process.

UNIT-III

Contribution of following Thinkers on Education:

- Swami Vivekanand

- John Dewey
- J. Krishnamurthy

Schools of Philosophy and their educational implications with special reference to aims, curriculum and methods of teaching :

- **Indian Schools**
 - Buddhism
 - Vedanta
- **Western School:**
 - Marxism
 - Pragmatism

UNIT – IV

Philosophical and Political Concerns of Education :

- Education as conceived in Srimad Bhagwadgeeta
- Philosophy of Education as reflected in Plato's 'Republic' and Aristotle's 'Politics'.

Tasks & Assignments: Any one of the following :(10marks)

- organize a drama/play on it. Write a script on Educational development in ancient India after classroom discussion on the script
- The Essay Course : Students will be required to submit a long essay of 5000 – 7000 words on a philosophical topic to the supervisor.
- Visit any school claim to run on Gurukul principles and reflect critically on how the principles are translated into action (write in about 500- 700 words).
- Identify the different instruments of knowledge used by a proficient teacher in a classroom situation and explain them briefly.

Suggested Readings:

- Agarwal, J.C. : Land marks in the history of modern Indian Education, New Delhi.
- Banerjee A.C. & Sharma S.R. (1999) : Sociological and Philosophical issues in Education, Jaipur : Book Enclave.
- Bhattacharya and Srinivas (1977); Society and Education, Calcutta :Academic Publication.
- Challenges of Education – A policy perspective, (1985) Ministry of Education, New Delhi. Govt. of India.
- Coulby, D. & Zambeta, G. (2005): Globalization & Nationalism in Education, New York : Routledge Falmer.
- Deshpande, S. (2004). Contemporary India : A Sociological View. New Delhi: Penguin.
- Education for all (1993) The Indian Scene, Ministry of Education, New Delhi :Govt. of India..
- Gupta, Rainu (2011): Philosophical, Sociological and Economic Bases of Education, Ludhiana : Tondon Publications.
- Gupta, Rainu (2012): Shiksha Ke Darshnik, Samajshastriya aur Arthik Adhar, Tondon Publications, Ludhiana.
- J.A. Walia, (2011): Philosophical, Sociological and Economic Bases of Education, Jalandhar: Ahim Paul Publishers.

- J.A. Walia, (2011): Modern Indian Education and its Problems, Paul Publishers, Gopal Nagar, Jullundhur City.
- Kenkel, W.F., Society in Action (1980) : Introduction to Sociology. New York: Harper and Row.
- Mathur S.S., (2008): A Sociological approach to Indian Education, Agra : Vinod Pustak Mandir.
- Pandey, R.S. (1997) : East West Thoughts on Education, Allahabad : Horizon Publishers.
- Sodhi T.S. & Suri A. (1998) : Philosophical and Sociological Foundation of Education, Patiala : Bawa Publications



M.Ed. SEMESTER-II
COURSE-II: SOCIOLOGICAL FOUNDATIONS OF EDUCATION

Time: 3 Hours
Credits:4

Max. Marks 100
(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- define meaning and concept of educational sociology
- explain the concept of social organization and factors affecting it
- describe social interaction and their educational implications
- 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
- understand concept of social change
- education as an agent of socialization.

COURSE CONTENTS

UNIT-I

Concept of educational sociology and sociology of education

- Educational Sociology, sociology of education, social foundations of education
- Social organization and its concepts
- Factors influencing social organization – folk ways, mores; institutions; values
- Dynamic characteristics of social organization and its educational implications

UNIT-II

Social interactions and their educational implications

- Social group inter-group relationship – group dynamics
- Social stratifications – concepts of social stratification and its educational implications
- Education as an institution; a social sub-system; Major roles and status (Students, teachers and administrators interrelationship)

UNIT-III

Culture: Meaning and nature

- Role of education in cultural context
- Cultural determinants of education
- Education and cultural change
- Education as an agency of socialization (Folkways, mores, values, institutions), Stratification and Mobility (Westernization, Sanskritisation, Urbanization, Industrialization and Modernization)

UNIT - IV

Social change: its meaning and concept with special reference to India

- Concept of Urbanization, Modernization, Westernization, Sanskritisation with special reference to Indian society and its educational implications
- Concept and nature of social change; a review of the issue in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies)

Tasks and Assignments: Any two of the following(10 marks)

- Visit a school to study the philosophical ideology of the school; and prepare a report based on your observations and experience.
- Study the contents of Geeta in Reference to teacher child relationship and education management.
- Socio-metric study of a class consisting of not less than 25 students. 2 Prepare a questionnaire on different aspects of socialization and administer it on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.

Suggested Readings:

- Abrahan Francis & Margan John (2002). *Sociological Thought*, New Delhi:MC Millian India Ltd.
- Gore, M.S. (1984). *Education and Modernization in India*, Jaipur: Rawat Publishers,.
- Hanighurst, Robert et al. (1995). *Society and Education*. Baston: Allyn and Bacon.
- Harlambos, M. *Sociology Theme and Perceptives* OUP, New Delhi.
- Jayapalan N. (2001). *Sociological Theories*. New Delhi: Atlantic Publishers and Distributers.
- Kamat, A.R. (1985). *Education and Social Change in India*. Bombay :Samaiya Publishing Co.
- M.H.R.D. (1990). *Towards an Enlightened and Human Society*. New Delhi:Department of Education.
- Mathur, S.S. *Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.
- Maubnhein K. (1962). *An Introduction to Sociology of Education*. London: Routledge and Kegan Paul.
- Mossish, Loor (1972). *Sociology of Education: An Introduction*. London: George Lalen and Unwin.
- Pandey, K.P. (1983). *Perspective in Social Foundations of Education*. Gaziabad: Amita Prakashan
- Rao, Shanker, C.N. (2002). *Sociology, Primary Principles*. New Delhi: S. Chand & Co.
- Saxena, S. (2001). *Philosophical and Sociological Foundation of Education*. Meerut: Surya Publications.
- Singh, B.N. (2005). *Education: Social Change and Economic Development*, Jaipur: RBSA Publishers.
- Sodhi, T.S. & Suri, Aruna (1998). *Philosophical and Sociological Foundation of Education*, Patiala: Bawa Publication.

SEMESTER-II
COURSE-III: CURRICULUM STUDIES

Time: 3 Hours
Credits:4

Max. Marks 100
(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- conceptualize the meaning and different perspectives of curriculum
- understand the epistemological, sociological and the psychological basis of curriculum development
- understand the different types of curriculum with respect to their main orientation and approaches
- compare and analyze the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

COURSE CONTENTS

UNIT-I

Concept of curriculum,

- curriculum development and other curricular fields ,components of curriculum
- Epistemological, social, psychological fields of curriculum development
- Factors affecting curriculum change: social factors, pressure groups, writers and publishers.
- Role of teacher as curriculum maker

UNIT - II

Curriculum Development

- Nature , purposes, scope and principles
- Principles of formulating aims, selecting content, teaching- learning and evaluation procedures
- Taba's Model of curriculum development

UNIT - III

Curriculum Design: concept and need:

- Different curriculum designs- subject centered, experience centered, activity centered and core curriculum, hidden curriculum , spiral curriculum, integrated curriculum and their relevance
- Eclectic model of curriculum design

UNIT - IV

Models of curriculum development:

- Administrative model
- Grass root model
- Demonstrative model
- System analysis model
- Curriculum issues and trends and future directions to curriculum development
- Environment concerns gender differences, inclusiveness, value concerns and issues, social sensitivity.

Tasks and Assignments: Any two of the following:(10 marks)

- Critical appraisal of present curriculum in secondary schools of Haryana.
- Compare and prepare report on different y curriculum prescribed by different boards at secondary level.

Suggested Readings:

- Bob Moon and Patricia Murphy (Ed) (1999). Curriculum in Context. London: Paul Chapman Publishing.
- Butchvarov,P.(1970).The Concept of Knowledge. Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). Knowledge of Language. New York: Prager.
- Datta, D.M. (1972). Six ways of Knowing. Calcutta:Calcutta University Press,.
- Dewey , John. The Child and the Curriculum. Chicago: University of Chicago Press.
- G.W. Ford and Lawrence Pungo,(1964). The structure of Knowledge and the curriculum. Chicago: Rand McNally & Company.
- Joseph Schwab, (1969). The Practical: A language for curriculum. School Review, November.
- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
- Kumar Krishna (1997). What is Worth Teaching. New Delhi: Orient Longman.
- Margaret, K.T. The open Classroom, Orient Longman: New Delhi, 1999.
- Nirantar (1997). Developing a Curriculum for Rural Women. New Delhi: Nirantar.
- P.H. Phenix,(1964). Realms of Meaning. New York: MacGraw-Hill.
- Padma M. Sarangapani (2003). Constructing School Knowledge: An Ethnography of learning in an Indian Village. New Delhi: Sage Publication Inc.
- Prema Clarke (2001). Teaching & Learning: *The Culture of pedagogy*, Sage Publication, New Delhi.
- Steven H. Cahn (1970). The Philosophical Foundation of Education. New York :Harper & Row Publishers.
- Taba, Hilda (1962). Curriculum Development: Theory and Practice, Har Court, Brace and Wald.

SEMESTER-II
COURSE-IV: PRE-SERVICE & IN-SERVICE TEACHER EDUCATION

Time: 3 Hours
Credits:4

Max. Marks 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- enable the students to understand human capital, education & employment analysis of earning
- understand the concept of teacher education along with its need and scope
- understand the historical developments in the field of teacher education in India
- understand the objectives of teacher education at elementary, secondary and higher education
- develop understanding about the structure, curriculum and modes of pre- service teacher education and needs of innovation in pre-service teacher education programmes
- understand concept, structure and modes of in-service teacher education
- explain the role of various international, national and state agencies in teacher education
- discuss current trends in teacher education
- discuss various challenges faced by teacher education in 21st century.

COURSE CONTENTS

UNIT - I

Introduction to Teacher Education

- Concept, Need and Scope of Teacher Education.
- Historical Development of Teacher Education (emphasis on Kothari Education Commission Report (1964-66), National Curriculum Framework 2005) in India.
- Aims and Objectives of Teacher Education at:
 - i. Elementary Level.
 - ii. Secondary Level.
 - iii. Higher Level.
- Quality Assurance in Teacher Education

UNIT-II

Structure, Curriculum and Modes of Pre- Service Teacher Education

- Pre- Service Teacher Education: Concept, Nature, Objectives and Scope.
- The structure of Teacher Education curriculum and its vision in curriculum documents of NCERT and NCTE.

- Components of Pre-Service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy, Special fields, School based Practicum and Internship.
- Modes of Pre –Service Teacher Education: Face to Face (Linear and Integrated), Distance and Online; relative merits and limitations.
- Needs of Innovation in Pre-service Teacher Education Programme.

UNIT-III

Concept, Structure and Modes of In-service Teacher Education:

- In-service Teacher Education; concept, Need, Objectives and areas of Professional development.
- Types of In-Service courses for Teachers; Orientation and refresher Courses, workshops, seminars, Internship and Summer Institutes.
- Structure for In-service Teacher Education; Sub –District, District, State, Regional and National level Agencies and institutions.
- Modes and Models of In-service teacher education; Modes- Face to face, Distance Mode, Online and Mixed Mode. Models- Induction, One shot, Recurrent, Cascade, Multisite, School based and course work. Scope, Merits and limitations of each of them.

UNIT – IV

Agencies of Teacher Education: Role and Functions:

- National Agency: UGC(University Grants Commission),NIEPA, NCTE and NCERT
- State level Agencies- DIET and SCERT.
- Role of NCERT and NCTE in Teacher Education.
- Current Trends in Teacher Education.
- Managing Teacher Education : Challenges in 21 st century.

Tasks & Assignments: Any one of the following (10marks)

- Prepare a report on role of various central and state agencies in Teacher Education.
- Prepare a project on challenges in Teacher Education in 21st Century. `
- Any other activity assigned by the Institution.

Suggested Readings:

- National Curriculum Framework for Teacher Education; Towards Preparing Professional and Humane Teachers, (2009) NCTE. New Delhi.
- Mangla, S. (2000). Teacher Education: Trends and Strategies. New Delhi : Radha Publishing.
- MHRD(1986). National Policy of Education and Program of Action. New Delhi, Govt. of India.
- MHRD (1992). Program of Action. New Delhi, Department of Education, Govt. of India.
- Devedi, Prabhakar (1980). Teacher Education- A Resource Book, New Delhi, NCERT.
- Govt. of India (1966. Education and National Development, New Delhi. Report of Education Commission.
- Govt. of India(1992). Report of C.A.B.E.. New Delhi: Committee Department Of Education.
- Govt. of India (1986). National Policy of Education, New Delhi: Ministry of Human Resource and Development.
- Kohli, V.K.(1992). Teacher Education in India, Ambala: Vivek Publishers.

- N.I.E.P.A.(1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P.(2005). Teacher Education, New Delhi: Kanishka Publishers.
- Udyaveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.
- Dwivedisp(1980). Teacher Education: A Resource Book, New Delhi: NCERT.



**M.Ed SEMESTER-II
INTERNSHIP PROGRAMME
COURSE- V-A. TEACHER EDUCATION INSTITUTE (21 days)**

Duration: 3 Weeks

Maximum Marks: 50

Credits: 2

Note:

i. The student will maintain a file of the record related to activities performed.

ii. Do Any Two Activities from the Following:

- 4) Development of resource pool by inviting resource persons from nearby teacher education institutions, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas. (25 marks)
- 5) Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health (25 Marks)
- 6) Interaction with Principal of college, management, teachers and non-teaching staff for preparation of a report on college environment (25 Marks)



M.Ed SEMESTER-II
Course-V-B: ACADEMIC WRITING

Credits: 2

Maximum Marks: 50

Note:- i. Mode of transaction of this course will be workshop.

ii. Prepare a file on the record of work done in the workshop.

Objectives:

- write or draft professional letters and mail etc.
- use & differentiate different kinds of writings and writing styles
- reflect on essential requirements of academic writing & distinguish a good academic writing from others.
- analyze academic sources and how to refer them.
- cite a source, paraphrase and acknowledge the source & edit one's own writing.

Workshop on Academic Writing Skill.

- Write a paragraph on any topic of your interest and edit one's own writing. Prepare a report on it.
- Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
- Prepare your resume/effective profile for an interview.
- Prepare a professional letter and mail on any topic.
- Write a professional report of any workshop and seminar



SEMESTER-III

COURSE- I (Option-I): INSTITUTIONAL PLANNING & MANAGEMENT (ELEMENTARY LEVEL)

Time : 3 Hours

Max. Marks:100

Credits:4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

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

- understand indigenous system of elementary education
- contribute to strengthen elementary education system
- make a critical review policies and programmes related to elementary education
- understand structure and system of elementary education
- understand monetary, planning and management of elementary education at national, state & local level
- read and understand global reports on elementary education and review state policies in the light of global trends.

COURSE CONTENTS

UNIT-I

Introduction Elementary Education

- Indigenous system of Elementary Education.
- Objectives of Elementary Education – Elementary, Upper Elementary.
- Elementary Education in India – Historical Perspective, pre and post-independence.
- Constitutional Provisions and centre-state relationship in India.
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Iswari Bhai Patel Committee NPE – ‘1986 and POA 92, Rama Murthy Committee, Janardhan Reddy Committee, Yashpal ,Committee and NCF-2005.

UNIT - II

Structure of Elementary Education in India:

- Structure of Elementary education in India and Rajasthan.
- Governance and administration of Elementary Education in India.
- Legal & Institutional Framework.
- UEE, District Elementary Education Programme & RTE Act.
- EFA Global Monitoring Report (UNESCO, 2005: 142)
- Education in facilitating change and development in society (Dreze and Sen, 1995, 2002)
- Education reform and reform-oriented state policies.
- NIOS, International schools, Islamic schools (*Madrasah*) & Autonomous schools.

Institution Planning

- Concept, scope and nature of Institution Planning
- Need and importance of Institution Planning
- Types of Institution Planning
- Process of Institution Planning in India.
- Characteristics, - School Calendar.
- Evaluation of Institutional Planning.

UNIT –III

Educational Management at elementary level

- National Level
 - i. Ministry of Education (MHRD)
 - ii. CABE-NCERT-RIE NIEPA, NCTE, CIET
- State Level
 - i. Ministry of School Education
 - ii. Directorate of School Education
 - iii. Board of Education
 - iv. SCERT – SSA – SIET – SRC – SIEMAT
- District Level :
 - i. District Education Administration –DEO, Dy. E.O (ZP), DPO (SSA)
 - ii. Sub-district Level : URC/BRC/BEO, Representatives from CRCs, innovative teachers.

UNIT-IV

Planning Process in Elementary Education:-

- Concept of planning.
- Micro Level, Decentralized planning,
- Macro level planning & school mapping
- School plant – meaning, site, area, design and dimensions.
- Institutional Planning – Meaning, scope, Steps, Characteristics, - School Calendar.
- Evaluation of Institutional Planning.
- Rajasthan District Elementary Education Project
- Planning of technical Education and Training Education Planning at District Level.
- Rajasthan district elementary education project
- Planning of technical education and training Educational planning at district level.

Tasks and Assignment: Any Two of the Following: (10 marks)

- Conduct a play to illustrate recommendations of various committees on elementary education.
- Organize a Seminar on indigenous system of elementary education.
- Visit any two schools and find out innovative teachers. Prepare a detailed report on their innovation.
- After surveying a Govt & private school, prepare a report on how the nation and state agencies are really working for their betterment?
- Each student is required to prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.
- Prepare a report on planning, preparation implementation and organization of a new institution after conducting interviews with school authorities.
- Prepare a yearly plan for school after reviewing all the activities of the school.

- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject.
- Design an instructional plan of a unit in a subject at elementary level.

Suggested Readings:

- UNESCO (2006): *Teachers and Educational Quality: Monitoring Global Needs for 2015*. UNESCO Publication. Montreal.
- Celin Richards (1984). *The Study of Elementary Education and Resource Book*. Vol. I.
- 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.
- Hayes, Denis (2008). *Elementary Teaching Today: An Introduction*. Routledge Publications,
- U.K. Hurlock, E. (1995). *Child Development*. USA Kabra:McGraw Hill Book Company.
- K.M. (1977). *Planning Process in a District*, New Delhi: Indian Institute of Public Administration.
- Kurrian, J. (1993). *Elementary Education in India*, New Delhi: Concept Publication.
- Lewis, Ramón (2008). *Understanding Pupil Behaviour*. U.K: Routledge Publications.
- Mohanty, J. N. (2002). *Elementary and Elementary Education*. Deep & Deep Publications. New Delhi
- National Curriculum Framework (NCF)-2005 NCERT New Delhi.
- Rao, V.K. (2007). *Universalization of Elementary Education*. New Delhi: Indian Publishers.
- Rita Chemicals (2008). *Engaging pupil voice to ensure that every child matters: A practical guide*. David Fultan Publishers.
- Singhal, R.P. (1983). *Revitalizing School complex in India*, New Delhi.
- Sharma, Ram Nath (2002): *Indian Education at the cross road*. Shubhi Publications.
- Tilak, J.B. (1992) *Educational Planning at gross roots*, New Delhi.
- NCERT (1987): *In-service Teacher Education Package for Elementary 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.
- Singh, L.C. (Ed.) (1987). *Teacher Education – A Resource Book*, NCERT, New Delhi.
- *The Study of Elementary Education – A Source Book*, Volume I & II, 1984 Victor & Learner (1971): *Readiness in Science Education for the Elementary School*, McMillan Co., N.Y.

SEMESTER-III

COURSE- I (Option-II): INSTITUTIONAL PLANNING & MANAGEMENT (SECONDARY LEVEL)

Time : 3 Hours

Max. Marks:100

Credits:4

(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

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

- acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs
- help them determine and implement objectives of planning on the basis of individual needs of the students
- develop in them the skills in planning and implementing conventional administrative procedures
- develop in them the skills and attitudes to utilize human energy in getting the maximum work done
- understand the recommendations of different education commissions regarding secondary education commissions
- know different programmes and policies for realizing the constitutional obligations related to secondary education in India
- develop an idea about the structure of secondary education in India.

COURSE CONTENTS

UNIT-I

Introduction to Secondary & Senior Secondary Education

- Meaning, aims ,objective of secondary & Senior Secondary education
- Purpose, function & Indigenous system of Secondary education.
- Secondary Education in India – Historical Perspective, pre and post-independence.
- Constitutional Provisions and centre-state relationship in India.
- Recommendations of various committees and commissions: Secondary Education Commission, Kothari commission, Programme of Action, 1986, NPE, Ramamurti Review Committee Janardhan Reddy Committee, Yashpal, Committee, RMSA and NCF-2005.
- Constitutional obligations related to secondary education.

UNIT - II

Structure and issues of secondary Education in India:

- Structure of secondary education in India (10+2+3 pattern of education) - Problems and issues of secondary education in India (equalisation of educational opportunity, wastage and stagnation in

secondary school level)- Nature and forms of inequality including dominant and minor groups, gender inequality in schooling, public- private schools,rural-urban-tribal schools) Vocationalisation of secondary education in India (the efforts, present status, problems and prospects)

Institution Planning

- Concept, scope and nature of Institution Planning
- Need and importance of Institution Planning
- Types of Institution Planning
- Process of Institution Planning in India.
- Characteristics, - School Calendar.
- Evaluation of Institutional Planning.

UNIT -III

Principles and techniques of Educational Planning

- Formulation of aims and objectives.
- Methods and techniques of planning.
- Approaches to Educational Planning. Social demand approach, Man-power approach, Return of Investment approach
- Concepts
 - i. Optimal analysis
 - ii. Input and output
 - iii. Marginal analysis
 - iv. Programming
- Target and control figures
- Tools for Planning
- New approach to planning
 - i. Planning
 - ii. Adoption
 - iii. Execution



UNIT - IV

Educational Management

- Meaning, Concept and need for management at secondary to senior secondary school level..
- Management at Nation : MHRD, CABE, NCERT
- State, District, Sub-district level.
- Management of educational Institution at secondary school level.
- Type of Management, Effective management, Co-ordination, Supervision & Inspection.
- Techniques & Skill for effective management in secondary school.

Tasks and Assignment: any two of the following: (10 marks)

- Study of Annual report of RMSA/NCERT or any Govt. agency to identify issues of secondary education in India
- Prepare a report on major obstacles and challenges in universalization of secondary education.
- Prepare a blue print of Process of Institution Planning in India. Present it in seminar.
- Prepare an annual school calendar for secondary/senior secondary school.
- In a recent book, journal, or article available on the internet, find a proposal for a basic reform or

restructuring in the public/Govt/private secondary schools.

- Organize a Debate on the best approach to planning and Skill for effective management in secondary school.
- Any other suggested by teacher educator

Suggested Readings:

- Mudhopadyay, Sudesh and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi
- Govt. of India (1953) Report of Secondary Education Commission, New Delhi
- Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
- Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.
- Mohanty Jagannatu , (1990), "Educational Administration, supervision and school Management, Deep & Deep Publications F-159, Rajouri Garden, New Delhi-110.



M.Ed SEMESTER-III
COURSE- II (Opt.-I): ISSUES, CURRICULUM AND ASSESSMENT (ELEMENTARY LEVEL)

Time : 3 Hours

Credits:4

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

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

- define curriculum
- identify the components of curriculum
- describe the various principles of curriculum development
- explain various determinants of curriculum
- explain and compare various types of curriculum
- define process of curriculum evaluation
- differentiate between formative and summative evaluation
- explain various tools used in curriculum evaluation
- identify the various stages of programme evaluation describe issues in curriculum evaluation
- understand the nature and uses of different types of tools and techniques of evaluation in curriculum assessment.

COURSE CONTENTS

UNIT-I

Nature, Principles and Determinants of Curriculum

- Meaning and Concept of Curriculum;
- Components of Curriculum: objectives, content, transaction mode and evaluation
- Principles of Integration
- Theories of Curriculum Development
- Types of Curriculum Development-Subject Centered, Core Curriculum, Learner Centered and Community Centered
- Determinants of Curriculum at Elementary Level

UNIT-II

Models of Curriculum Development at Elementary Level

- Tylers-1994 Model
- Hilda Taba 1962 Model
- Nicholls and Nicholls-1972 Model
- Willes and Bondi-1989 Model
- Need Assessment Model
- Futuristic Model
- Vocational/Training Model

(With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experience and evaluation)

UNIT-III

Curriculum and Assessment

- Concept of assessment
- Nature and importance of assessment
- Curriculum Development and teaching-learning process
- Implementation of course-Full time, Part time, Correspondence, Open University, No-Formal and Continuing Education
- Curriculum Process and Assessment-Curriculum change, factors affecting curriculum change, futuristic curriculum

UNIT-IV

Curriculum Assessment- Tools and Techniques

- Meaning, Nature and Function of Evaluation, Difference between measurement, and evaluation, assessment, testing, appraisal and examination, Types of Evaluation- Formative, Diagnostic and Summative evaluation. Continuous and Comprehensive Evaluation, Testing and Non-Testing Tools of evaluation-essay types, short answer and objective types of achievement test, observation, interview, rating scale, check list, attitude scale, interest inventories, socio-metric, techniques anecdotal records, question bank, grading.

Task and Assignment: any two of the following (10 marks)

- Prepare a report on theories of curriculum development
- Prepare a report on factors affecting curriculum change.
- Prepare a report on different types of tools and techniques of evaluation at elementary level
- Any other activity assigned by the institute

Suggested Readings:-

- Aggarwal, Deepak (2007). Curriculum Development Concept, Methods and Technique. New Delhi. Book Enclave.

- CIET(2006). The Process of Making National Curriculum Framework-2005:A Video documentary both in Hindi and English. New Delhi: CIET, NCERT.
- CIET (2007). Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, New Delhi:CIET, NCERT.
- Collin J Marsh (2004). Key Concepts for understanding Curriculum, London: Routledge Fuller,
- Erickson, H.L.(2002). Concept Based Curriculum and Instruction; Teaching beyond the facts. California : Corison Press, INC (A Sage Publication Company) Thousand Oaks.
- Loughran, John (2006). Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching, New York: Routledge:
- McKernan, James (2007). Curriculum and Imagination: Process, Theory, Pedagogy and Action Research, U.K: Routledge.
- NCERT (2005). National Curriculum Framework-2005 NCERT, New Delhi :Sri Aurobindo Marg.
- NCERT (2006). Systematic reforms for Curriculum Change. New Delhi.
- NCTE(2009). National Curriculum Framework of Teacher Education, New Delhi.
- Taba Hilda (1962). Curriculum Development, Theory and Practice, New York: Harcourt Brace and World Inc.
- Williams H Schubert (1986). Curriculum Perspective, Paradigm and Possibility, New York :McMilan Publishing Company.
- Wiles J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice: Pearson Publication.
- NCTE(2014). National Curriculum Framework-2014. New Delhi



SEMESTER-III
COURSE- II (Option-ii): ISSUES, CURRICULUM AND ASSESSMENT (SECONDARY LEVEL)

Time : 3 Hours
Credits:4

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE: (a) FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

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

- define curriculum at secondary level
- identify the components of curriculum at secondary level
- describe the various principles of curriculum development at secondary level
- explain various determinants of curriculum at secondary level
- explain and compare various types of curriculum
- define process of curriculum evaluation at secondary level
- differentiate between formative and summative evaluation
- explain various tools used in curriculum evaluation at secondary level
- identify the various stages of programme evaluation describe issues in curriculum evaluation at secondary level
- understand the nature and uses of different types of tools and techniques of evaluation in curriculum assessment at secondary level.

COURSE CONTENTS

UNIT-I

Nature, Principles and Determinants of Curriculum at secondary level

- Meaning and Concept of Curriculum;
- Components of Curriculum: objectives, content, transaction mode and evaluation
- Principles of Integration
- Theories of Curriculum Development
- Types of Curriculum Development-Subject Centered, Core Curriculum, Learner Centered and Community Centered
- Determinants of Curriculum at secondary level

UNIT-II

Models of Curriculum Development at Secondary Level

- Demonstration Model
- Tylers-1994 Model
- Hilda Taba 1962 Model
- Nicholls and Nicholls-1972 Model
- System Analysis
- Willes and Bondi-1989 Model
- Need Assessment Model
- Futuristic Model
- Vocational/Training Model

(With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experience and evaluation)

UNIT-III

Curriculum and Assessment

- Concept of assessment
- Nature and importance of assessment
- Curriculum Development and teaching-learning process
- Implementation of course-Full time, Part time, Correspondence, Open University, No-Formal and Continuing Education
- Curriculum Process and Assessment-Curriculum change, factors affecting curriculum change, futuristic curriculum

UNIT-IV

Curriculum Assessment- Tools and Techniques

- Meaning, Nature and Function of Evaluation, Difference between measurement, and evaluation, assessment, testing, appraisal and examination, Types of Evaluation- Formative, Diagnostic and Summative evaluation. Continuous and Comprehensive Evaluation, Testing and Non-Testing Tools of evaluation-essay types, short answer and objective types of achievement test, observation, interview,

rating scale, check list, attitude scale, interest inventories, socio-metric, techniques anecdotal records, question bank, grading.

Tasks and Assignments: Any two of the following: (10 marks)

- Prepare a report on theories of curriculum development
- Prepare a report on factors affecting curriculum change.
- Prepare a report on different types of tools and techniques of evaluation at secondary level
- Any other activity assigned by the institute

Suggested Readings:-

- Aggarwal, Deepak (2007). Curriculum Development Concept, Methods and Technique. New Delhi. Book Enclave.
- CIET(2006). The Process of Making National Curriculum Framework-2005:A Video documentary both in Hindi and English. New Delhi: CIET, NCERT.
- CIET (2007). Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, , New Delhi:CIET, NCERT.
- Collin J Marsh (2004). Key Concepts for understanding Curriculum, London: Routledge Fuller,
- Erickson, H.L.(2002). Concept Based Curriculum and Instruction; Teaching beyond the facts. California : Corison Press, INC (A Sage Publication Company) Thousand Oaks.
- Loughran, John (2006). Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching, New York: Routledge:
- McKernan, James (2007). Curriculum and Imagination: Process, Theory, Pedagogy and Action Research, U.K: Routledge.
- NCERT (2005). National Curriculum Framework-2005 NCERT, New Delhi :Sri Aurobindo Marg.
- NCERT (2006). Systematic reforms for Curriculum Change. New Delhi.
- NCTE(2009). National Curriculum Framework of Teacher Education, New Delhi.
- Taba Hilda (1962). Curriculum Development, Theory and Practice, New York: Harcourt Brace and World Inc.
- Williams H Schubert (1986). Curriculum Perspective, Paradigm and Possibility, New York :McMilan Publishing Company.
- Wiles J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice: Pearson Publication.
- NCTE(2014). National Curriculum Framework-2014. New Delhi.



M.Ed. SEMESTER-III
COURSE-III: ADVANCE EDUCATIONAL RESEARCH

Time : 3 Hours
Credits:4

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

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

- understand the concept of research and educational research
- understand the types and methods of educational research
- understand the steps involved in educational research
- develop inquisitive mind and spirit of inquiry
- develop competency to plan, execute and report research in the educational field
- understand the use of different tools and techniques in educational research
- understand the role and use of statistics in educational research

- understand the basic educational statistics and select the appropriate statistical methods in educational research
- use computers for data analysis

COURSE CONTENTS

UNIT - I

Methods of Research

- Descriptive Research
- Historical Research
- Experimental Research: Experimental Designs.
- Qualitative Approaches of Research: Ethnography and Case Study

UNIT-II

Tools and Techniques of Data Collection

- Characteristics of a Good Research Tool
- Characteristics and uses of Questionnaire, Observations and Interview, Psychological Tests, Rating Scales and Socio-metric Techniques in Research
- Writing a Research Report and Research Paper

UNIT-III

Inferential Statistics (Parametric Tests)

- Meaning of parametric tests. Standard Error; Confidence Limits; Levels of Significance; Null Hypothesis; Large Sample & Small Sample; One tailed and two tailed test; Two types of Error
- Z-Test & t-Test: Concept, Assumptions, Computation and Uses
- ANOVA (One Way and Two Way): Concept, Assumptions, Computation and Uses.

UNIT - IV

Inferential Statistics (Non-Parametric Tests)

- Meaning of Non Parametric tests
- Concept, Computation and Uses of:
 - i) Chi-Square Test of Equality and Independence
 - ii) Median Test
 - iii) Sign Test
 - iv) Mann Whitney U Test

Tasks & Assignments: Any one of the following (10 marks)

- Administration and interpretation of any one tool i.e. psychological test, questionnaire etc.

- Identify five research problems and prepare at least five research questions/hypotheses for each.
- Identification of variables of any research study and classification of them in terms of functions and level of measurement.
- Use of t-test in any research work in the light of Two-tailed and one-tailed tests of significance and its explanation.
- Any other task/Assignment by the institution

Suggested Readings

- Aggarwal, Y. P. (1998). Statistical Methods. New Delhi: Sterling.
- Best, J. W. and Kahn, J. V. (1995). Research in Education. New Delhi: Prentice Hall.
- Burns, R. B. (1991), Introduction to Research in Education. New Delhi: Prentice Hall.
- Adward, Allen Literacy (1968). Experimental designs in Psychological Research. New York: Holt, Rinehart and Winston.
- Ferguson, G. A. (1976). Statistical Analysis in Psychology and Education. New York: McGraw Hill.
- Garrett, H. E. (1973). Statistics in Psychology and Education. Bombay: Vakils, Feiffer and Simon.
- Good, C.V. and Douglas, E. S. (1954). Methods in Social Research. New York: McGraw Hill.
- Guilford, J.P. and Benjamin, F.(1973). Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
- Kerlinger, F. N. (1973). Foundation of Behavioural Research. New York: Holt, Rinehart and Winston.
- Koul, L.(1988). Methodology of Research. New Delhi: Vikas.
- Kurtz, A.K. and Mayo S.T. (1980). Statistical Methods in Psychology and Education. New Delhi: Narela.
- Lindquist, E.F. (1970). Statistical Analysis in Educational Research, New Delhi, Oxfordand IBH publishing House.
- Mangal, S.K. (2002). Statistics in Psychology and Education. New Delhi: Prentice Hall of India.
- Mouly, A. J. (1963). The Science of Educational Research. New Delhi: Eurasia.
- Neuman, W.L. (1997). An Introduction to Educational Research Methods: Qualitative and Quantitative Approaches. Boston: Allyn and Bacon.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.
- Siegel, S. (1986). Non-parametric Statistics. New York: McGraw Hill.
- Travers, R.M. W. (1978). An Introduction to Educational Research. New York: Macmillan.
- Turabian, K. L. (1973). A Manual for Writers of Term Papers, Theses and Dissertation, Chicago, University of Chicago Press.
- Van Dalen, D. B. (1992). Understanding Educational Research. New York: McGraw Hill.
- Young, P.V. (1960). Scientific Social Surveys and Research. New York: Prentice Hall.



M.Ed. SEMESTER-III
COURSE- IV: PERSPECTIVES RESEARCH AND ISSUES IN TEACHER EDUCATION

Time : 3 Hours

Credits:4

Max. Marks: 100

(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

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

- describe the need, concept and scope of teacher education and historical development with special emphasis on different documents.
- explain the agencies of in-service teacher training programme.
- have teaching profession and professional organization for various levels of teachers development of teacher education curriculum in India.
- do research in various areas of teacher education.
- understand the problems faced in the areas of teacher education.
- design in-service teacher professional development program/activities based on the needs of teachers.
- critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- understand and appreciate the research perspectives on various practices in teacher education.
- develop professional attitudes, values and interests needed to function as a teacher educator.



COURSE CONTENTS

UNIT - I

Perspectives and Policy on Teacher Education

- Teacher Development: Concept, Need & Factors influencing Teacher development & Berliner's stages of development of a teacher.
- Approaches to Teacher Development- Interdisciplinary Approach, Internship in Teaching, Community living, Workshops and Summer Institutes.
- In-service Teacher Education under DPEP, SSA and RMSA.
- Preparation of teachers for Art, Craft, Music, Physical Education and Special Education.
- National and State Policies on Teacher Education.
- National Curriculum Framework for Teacher Education.

UNIT-II

Structure and Management of Teacher Education

- Structure of Teacher Education System in India: Its Merits and Limitations.
- Professional Development of Teachers and Teacher Educators: Present Practices and Avenues.
- NCTE Models I and II

- Competency and Commitment based Teacher Education: Competencies needed for emerging role of teachers in 21st Century.
- Performance Appraisal of Teachers
- Universalization of Secondary Education at Secondary Level.
- Preparing teachers for different contexts of school education – structural and substantive arrangements in the TE programmes
- Vertical mobility of a school teacher - avenues

UNIT-III

Research in Teacher Education

- Paradigms for research on teaching- Gagne, Doyle and Shulman.
- Methodological issues of research in teacher education – direct versus indirect inference, generalizability of findings, laboratory versus field research, scope and limitations of classroom observation
- Research on Effectiveness of Teacher Education Programmes in India.
- Characteristics of an Effective Teacher Education Programme.
- Trends of Research in Teacher Education: Review of a few recent research studies in Teacher Education with reference design, finding and policy implications.
- Researches on Teacher behavior, personal variables, content variables, strategy variables, situation variables.

UNIT-IV

Problems and Issues in Teacher Education

- Challenges in Professional Development of Teachers.
- Factors influencing the quality of pre and in-service education of Secondary School Teachers.
- Current Problems of Teacher Education and practicing Schools.
- Role and Contribution of various agencies and regulatory bodies in enhancing the quality of Teacher Education.
- Strengthening the Role of Teacher in a Changing World
- Single Subject versus Multiple Subject Teachers: Implications for subject combination in Initial Teacher Preparation.

Suggested Readings:

- NCTE(2009) National Curriculum Framework for Teacher Education: Towards Preparing Professional and Human Teacher: New Delhi.
- Mangla, Sheela (2000). Teacher Education: Trends and Strategies, New Delhi: Radha Publishing.
- MHRD (1986). National Policy of Education and Programme of Action, New DELHI: Govt. of India.
- Devedi, P., (1980), Teacher Education-a Resource Book, N.C.E.R.T., New Delhi.

- Govt. of India (1966). Education and National Development. New Delhi: Report of Education Commission.
- Kohli, V.K. (1992). Teacher Education in India, Ambala: Vivek Publishers.
- N.I.E.P.A (1984). Report on Status of Teachers, New Delhi.
- Sharma, R.A. (2005). Teacher Education, Meerut: Loyal Book Depot.
- Sharma, S.P. (2005). Teacher Education, New Delhi: Kanishka Publisher.
- Udayveer (2006). Modern Teacher Training, New Delhi: Anmol Publications.
- Saxena N.R., Mishra B.K. and Mohanty R.K. (2008).Teacher Educater Meerut, R.Lall Book Depot.



M.Ed. SEMESTER-III
INTERNSHIP PROGRAMME
COURSE- V: SPECIALIZED AREA IN SCHOOL (28 DAYS)

Max. Marks: 100

Duration: 3 Weeks

Credits: 4

Group-A: note:

- i. The student will maintain a file of the record related to activities performed.**
- ii. For internship the student will be engaged in the schools for a continuous period of 28 days. During this period he will perform the following activities and prepare a report of it.**
- iii. Do Any Three Activities from the following:**
 1. A report by the student in which he/she will record one's experiences, observations, and reflections during internship. (20 marks)
 2. Make lesson plans using 10- different methods. Student should develop their own method (fusion based) with the help of teacher educator. (20 marks)

Group-B: Note :

- i. The student will maintain a file of the record related to activities performed.**
- ii. Do Any Three Activities from the following: (Max. Marks: 60)**
 1. Analysis of any text book from peace perspective (20 Marks)
 2. Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not. (20 Marks)
 3. Develop an achievement test on any subject and standardize it. During this process item analysis, reliability, validity and norms are to be computed (20 marks)
 4. Administration, scoring and interpretation of any two of the following psychological tests: (20 Marks)
 - Intelligence Test
 - Teacher Effectiveness Scale
 - Personality Test
 - Study Habits Inventory
 5. Students will observe/ analyze the classroom teaching learning behavior of four teachers through Flanders's interaction analysis system and prepare a report on it. (20 marks)
 6. Preparation, administration and analysis of diagnostic test (s) followed by remedial teaching. (20 Marks)

SEMESTER-IV
SPECIALIZATION COURSE-I (Opt.-I): ADVANCE CURRICULUM THEORY (ELEMENTARY LEVEL)

Time: 3 Hours

Max. Marks 100

Credits:4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

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

- develop an understand concept, component, determinants & foundation of curriculum
- develop an understanding of curriculum development approaches & curriculum designing
- develop an understanding of in curriculum planning
- explain the tool and techniques in curriculum assessment & pedagogical practice at elementary level
- develop an understanding of critical analysis of curriculum.

COURSE CONTENTS

UNIT-I

Nature of Curriculum

- Concept of curriculum, Characteristics of a good Curriculum
- Curriculum as a body of socially organized knowledge, inert and live curriculum.
- Components of Curriculum: Objectives, Content, Learning Experiences & Evaluation System.
- Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological)

Bases & Determinants of Curriculum

- Influence of philosophy in determination of educational objectives
- Curriculum as determined by analysis of society and culture: influence of current social trend, problems and value system.
- Contribution of psychology of learning to curriculum development.
- Impact of science and technology in curriculum development
- Education as manpower planning: influence of economy on education.
- Current conceptions of the functions of schools: education as preserver and transmitter of cultural heritage, education as an instrument for transforming culture, education for individual development.

UNIT-II

Curriculum Designing

- Components of Curriculum Design,
- Sources of Curriculum Design
- Dimensions of Curriculum Design,
- Curricular Approaches
- Basic Tasks of Curriculum Development
- Hidden Curriculum

UNIT-III

Curriculum Planning

- Levels of Curriculum Planning,
- Principles of Curriculum Planning
- Defining Curriculum Planning,
- Curriculum Planning Framework
- Development of Specific Curriculum Plans,
- Learner Involvement in Curriculum Planning
- Improvement of Curriculum Planning,
- Trends and Issues in Curriculum

Tool & Techniques for curriculum assessment at elementary level

- Tool & Techniques used for curriculum assessment at elementary level

UNIT-IV

Critical Analysis of Curriculum

- Critical Analysis of Curriculum: Concept, Importance & process
- Difference between curriculum among different types of schools
- Curriculum of NCERT & SCERT
- National Curriculum Framework (NCF)-2005- concept, objectives for elementary level

Task and Assignment: The students may undertake any two of the following activities (10 marks)

- Visit two schools, where different curricula are adopted and find out learning level or attain educational objective.
- Compare the status of elementary education in any two states (any two)
- Critical analysis of the existing curriculum at levels- elementary/Secondary

Suggested Readings:

- :
- J.B. MacDonald (1971). Curriculum Theory. The Journal of Educational Research, 64, 5, 195-200.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- J.J. Wallin (2011). What is? Curriculum Theorizing: for a People Yet to Come. Stud Philos Educ, 30, 285-301.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc.,
- Hamilton (1989) in W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 71.

- Smith, M. K. (1996, 2000). Curriculum theory and practice: the encyclopedia of informal education, www.infed.org/biblio/b-curric.htm.
- Dewey, J. (1902). The Child and the Curriculum (pp. 1-31). Chicago: The University of Chicago Press.
- Jabbar, A., & Hardaker, G. (2013). The role of culturally responsive teaching for supporting ethnic diversity in British University Business Schools. Teaching in Higher Education, 1–13. doi:10.1080/13562517.2012.725221
- Savangapani, Pdama(2003).Construction of School curriculum knowledge. New Delhi: Saga.
- Donovan, M.S. & Bransford J.D. (ed.)(2005).How student learn. Washington D.C: The National Academicas Press.
- NCTE(2014). National Curriculum Framework- 2014 New Delhi.



M.Ed. SEMESTER-IV

SPECIALIZATION COURSE-I (Opt.-I): ADVANCE CURRICULUM THEORY (SECONDARY LEVEL)

Time: 3 Hours

Max. Marks 100

Credits:4

(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES

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

- explain concept, components, determinants and foundations of curriculum development
- understand the models of curriculum development
- understand the characteristics of theories of curriculum and curriculum theories
- describe principles of school curriculum development at secondary and higher secondary level
- get acquainted with the approaches & models of curriculum evaluation & dimensions and factor influencing curriculum change
- get acquainted with the content & organization of curriculum
- understand the process of curriculum implementation in India.

COURSE CONTENTS

UNIT-I

Basic Concept of Curriculum Development

- Concept & Criteria of Curriculum Development
- Foundations of Curriculum Development
- Curriculum Development as a Continuous and Cyclic Process
- Stages in the Process of Curriculum Development
- Stages of development of the learner: Implications of Piaget's and Bruner's views on curriculum development

Models of Curriculum Development

- Tylers-1949 model, Hilda Taba- 1962 model, Nicholls and Nicholls-1972 model, Willes and Bondi-1989 model- Need Assessment Model, Futuristic Model, Vocational/Training model (With special reference to analysis of needs, selection of objectives, selection and organization of content and learning experiences and evaluation)

UNIT-II

Curriculum Evaluation & Curriculum Change

- Approaches & Models of Curriculum Evaluation
- Concept of Curriculum Change
- Dimensions of Curriculum Change : Substantive, Instructional and Organizational
- Factors Influencing Curriculum Change

Principles of School Curriculum Development

- Relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.
- Perspectives to curriculum transaction and their synthesis – behavioristic, cognitive & constructivist

UNIT-III

Curriculum Theories

- Major Characteristics of Curriculum Theories: - Logic Structure, Conceptual Structure, Cognitive Structure, Empirical Structure, Existential Structure.
- Curriculum Theories: Idealist, Realist, Naturalist, Pragmatic, Existential, Conservatism Curriculum Theory

UNIT-III

Principles of School Curriculum Development

- Principles of curriculum construction, criteria for selection and organization of content and learning activities
- Designing integrated and interdisciplinary learning experiences
- Relevance to NCF, 2005 and autonomy in developing curriculum with regard to local specific issues and challenges.
- Perspectives to curriculum transaction and their synthesis – behavioristic, cognitive & constructivist

Curriculum Evaluation & Curriculum Change

- Approaches & Models of Curriculum Evaluation
- Concept of Curriculum Change
- Dimensions of Curriculum Change : Substantive, Instructional and Organizational
- Factors Influencing Curriculum Change

UNIT-IV

Content & Organization of Curriculum

- Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks.
- Importance of textbooks and supplementary material viz textbooks, workbooks, teacher handbooks

Curriculum Implementation:

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

- Issues and trends in curriculum development, curriculum research in India.

Tasks and Assignments: The students may undertake any two of the following activities :(10 marks)

- Review of any school text book, in the light of physical aspects, presentation of content and its organization.
- Visit two schools, where different curricula are adopted, find out learning level or attain educational objective.
- Find Principles followed by authorities of School Curriculum Development at Secondary and senior secondary school level.
- Any other activity assigned by the institute.

Suggested Readings:

- J.B. MacDonald (1971). Curriculum Theory. The Journal of Educational Research, 64, 5, 195-200.
- Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
- J.J. Wallin (2011). What is? Curriculum Theorizing: for a People Yet to Come. Stud Philos Educ, 30, 285-301.
- W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc.,
- Hamilton (1989) in W.F. Pinar (2004). Understanding Curriculum. New York, NY: Peter Lang Publishing, Inc., p. 71.
- Smith, M. K. (1996, 2000). Curriculum theory and practice: the encyclopedia of informal education, www.infed.org/biblio/b-curric.htm.
- Dewey, J. (1902). The Child and the Curriculum (pp. 1-31). Chicago: The University of Chicago Press.
- Jabbar, A., & Hardaker, G. (2013). The role of culturally responsive teaching for supporting ethnic diversity in British University Business Schools. Teaching in Higher Education, 1-13. doi:10.1080/13562517.2012.725221
- Savangapani, Pdama(2003).Construction of School curriculum knowledge. New Delhi: Saga.
- Donovan, M.S. & Bransford J.D. (ed.)(2005).How student learn. Washington D.C: The National Academicas Press.
- NCTE(2014). National Curriculum Framework- 2014 New Delhi.

M.Ed. SEMESTER-IV
SPECIALIZATION COURSE – I (Opt.-ii): PEDAGOGY OF SCIENCE EDUCATION (ELEMENTARY LEVEL)

Time: 3 Hours

Max. Marks 100

Credits:4

(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor
- understand the difference and relationship between Science and Technology
- understand the need to evaluate curricula
- know about and critical study of innovative curricular efforts in India
- understand diversity of instructional materials, their role and the need for contextualization in science education
- appreciate the role of Co-curriculum activities in science instruction
- understand the constructivist approach to science instruction
- understand the role of assessment in the teaching-learning process in science
- familiarize with innovative trends in assessment
- analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

COURSE CONTENTS

UNIT-I

Nature of Science

- Meaning, concept, scope and importance of science.
- Historical Development of Science.
- Science- its origin and development Structure of Science- Syntactic, Process including Stretch Methods. Attitude inquiring. Substantive: Facts, concepts, laws, theories, generalization.
- Correlation of science with other subjects.
- Nature of Science; characteristics of different disciplines of science, their interrelationship and integration.
- Experiences in Science: Science Centers, Science museums, Science Clubs, Science Fairs, Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium.

UNIT-II

Curriculum of Science Education

- Meaning, concept and types of Curriculum, NCF- 1972, 77, 79 & 2005 related to Science.
- Principle for curriculum development in Science Education.
- Science curriculum at different stages of school education – at elementary, upper elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with science education.
- Approaches to organization of science curriculum at various stages of school education.
- Recommendations of commissions and committees on curriculum of Science.
- Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

UNIT-III

Approaches to Teaching-Learning of Science

- Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development: inductive method, project method and learner centered activity based participatory learning.
- Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments.
- Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- Use of ICT in teaching-learning of science.
- Strategies of Teaching Science; Teacher-Centered approach, Child-centered approach.

UNIT-IV

Assessment & Contemporary Issues in Science Education

- Continuous and comprehensive evaluation in science.
- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- Types of test items, Preparation of test items.
- Weight age tables, Preparation of blueprint based on Competency.
- Preparation of question bank.
- Unit tests, Projects and assignments.
- Analysis of tests and remedies.

Task & Assignments: Any two of the following :(10 marks)

- Develop science club in elementary school with help of their teachers, students and community. Conduct at least five activities related to club.

- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.
- Visit to science centre/science museum and presenting the report.
- Make a study of the evaluation practices in selected schools critical analysis of examination papers.

Suggested Readings

- Alan J. Mc Cormack. *Trends and Issues in Science curriculum Resource Handbook: A practical guide to k-12 science curriculum*. Kraus: International Publications.
- Bhanumathi, S. (1994) *Small Scale Chemical Techniques- Chemistry Education* (April-June) 20-25.
- Black, P (1998). *Testing: Friend or Foe? Theory and practice of Assessment and Testing*. London: Falmer Press.
- Carey, S. (1986). *Cognitive Science and Science Education*. American Psychologist. 41 (10), 1123-1130.
- Chalmers, A. (1999). *What is the thing called Science*. 3rd Ed. Buckingham: Open University Press.
- Driver. R, Leach. J, Millar. R and Scott, P. (1996). *Young Peoples' Image of Science*. Buckingham: Open University Press.
- Gipps, C.V. (1994) *Beyond Testing*. London: Falmer Press.
- International Journal of Science Education.
- Journal of Research in Science Teaching (Wiley- Blackwell).
- Minkoff, E.C. & Baker, P.J (2004). *Biology Today: An Issues Approach*. Garland Science New York pp. 1-32. Biology: Science and Ethics.
- NCERT (2005). National Curriculum Framework-2005. New Delhi:NCERT.
- NCERT(2005).Focus Group Report' Teaching of Science (2005). New Delhi: NCERT.
- Novak, J. D & Gown, D. B (1984). *Learning how to learn*. Cambridge University Press.
- Science & Children (NSTA's peer reviewed journal for elementary teachers).
- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- Steve Alsop & Keith Hicks (2003). *Teaching Science*. Koegan :Page India Private Limited.
- Sutton, C. (1992) *Words, Science and Learning*. Buckingham :Open University Press.

M.Ed. SEMESTER-IV

SPECIALIZATION COURSE – I (Opt.-ii): PEDAGOGY OF SCIENCE EDUCATION (SECONDARY EDUCATION)

Time: 3 Hours

Max. Marks 100

Credits:4

(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor
- understand the difference and relationship between Science and Technology
- understand the need to evaluate curricula
- know about and critical study of innovative curricular efforts in India
- understand diversity of instructional materials, their role and the need for contextualization in science education
- appreciate the role of Co-curriculum activities in science instruction
- understand the constructivist approach to science instruction
- understand the role of assessment in the teaching-learning process in science
- familiarize with innovative trends in assessment
- analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

COURSE CONTENTS

UNIT-I

Nature of Science

- Meaning, concept, scope and importance of science.
- Historical Development of Science.
- Science- its origin and development Structure of Science- Syntactic, Process including Stretch Methods. Attitude inquiring. Substantive: Facts, concepts, laws, theories, generalization.
- Correlation of science with other subjects.
- Nature of Science; characteristics of different disciplines of science, their interrelationship and integration.
- Experiences in Science: Science Centers, Science museums, Science Clubs, Science Fairs, Field Trips, Mobile science Lab, Herbarium, Vivarium, Aquarium, Terrarium.

UNIT-II

Curriculum of Science Education

- Meaning, concept and types of Curriculum, NCF- 1972, 77, 79 & 2005 related to Science.
- Principle for curriculum development in Science Education.
- Science curriculum at different stages of school education – at elementary, upper elementary, upper elementary secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating Co-curriculum activities with science education.
- Approaches to organization of science curriculum at various stages of school education.
- Recommendations of commissions and committees on curriculum of Science.
- Place of sciences in school curriculum; aims and objectives of teaching sciences at various stages of school education.

UNIT-III

Approaches to Teaching-Learning of Science

- Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development: inductive method, project method and learner centered activity based participatory learning.
- Role of experiments in science, integration of theories and experiments in science: planning and organization of laboratory work reporting skills, low cost science experiments.
- Encouraging and respecting children responses, integrating science across different disciplines and with real life situations.
- Use of ICT in teaching-learning of science.
- Strategies of Teaching Science; Teacher-Centered approach, Child-centered approach.

UNIT-IV

Assessment & Contemporary Issues in Science Education

- Continuous and comprehensive evaluation in science.
- Use of tools and techniques such as observation, rating scale, check-list, anecdotal records, attitude scales, interest inventories and interviews.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- Assessment of curricular activities; assessment of content knowledge through activities and experiments, assessment of laboratory skills.
- Types of test items, Preparation of test items.
- Weight age tables, Preparation of blueprint based on Competency.
- Preparation of question bank.
- Unit tests, Projects and assignments.
- Analysis of tests and remedies.

Task & Assignments: Any of the following (10marks)

- Develop science club in elementary school with help of their teachers, students and community. Conduct at least five activities related to club.
- Critical appraisal/analysis of existing syllabi and textbooks on secondary/senior secondary developed by various agencies at national/state/local levels.

- Visit to science centre/science museum and presenting the report.
- Make a study of the evaluation practices in selected schools critical analysis of examination papers.

Suggested Readings:

- Alan J. Mc Cormack. *Trends and Issues in Science curriculum Resource Handbook: A practical guide to k-12 science curriculum*. Kraus: International Publications.
- Bhanumathi, S. (1994) *Small Scale Chemical Techniques- Chemistry Education* (April-June) 20-25.
- Black, P (1998). *Testing: Triend or Foe? Theory and practice of Assessment and Testing*. London: Falmer Press.
- Carey, S. (1986). *Cognitive Science and Science Education*. American Psychologist. 41 (10), 1123-1130.
- Chalmers, A. (1999). *What is the thing called Science*. 3rd Ed. Buckingham: Open University Press.
- Driver. R, Leach. J, Millar. R and Scott, P. (1996). *Young Peoples' Image of Science*. Buckingham: Open University Press.
- Gipps, C.V. (1994) *Beyond Testing*. London: Falmer Press.
- International Journal of Science Education.
- Journal of Research in Science Teaching (Wiley- Blackwell).
- Minkoff, E.C. & Baker, P.J (2004). *Biology Today: An Issues Approach*. Garland Science New York pp. 1-32. Biology: Science and Ethics.
- NCERT (2005). National Curriculum Framework-2005. New Delhi:NCERT.
- NCERT(2005).Focus Group Report' Teaching of Science (2005). New Delhi: NCERT.
- Novak, J. D & Gown, D. B (1984). *Learning how to learn*. Cambridge University Press.
- Science & Children (NSTA's peer reviewed journal for elementary teachers).
- Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
- Steve Alsop & Keith Hicks (2003). *Teaching Science*. Koegan :Page India Private Limited.
- Sutton, C. (1992) *Words, Science and Learning*. Buckingham :Open University Press.

M.Ed. SEMESTER-IV
SPECIALIZATION COURSE – I (Opt.-iii): PEDAGOGY OF MATHS (ELEMENTARY LEVEL)

Time: 3 Hours

Max. Marks 100

Credits:4

(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

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

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

COURSE CONTENTS

UNIT-I

Nature, Development and Significance of Mathematics

- **Abstractness of Mathematics;** Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; aesthetic aspect of mathematic; historical development of mathematical concepts with some famous anecdotes such as gauss, ramanujan, etc.; teaching of mathematical modeling.
- **Mathematical Reasoning:** Processes of generalization; pattern recognition and inductive reasoning process that enable formation of Hypothesis, Structure of Mathematics: Axioms, Definitions, Theorems, Validation process of mathematical statements: Proof; Counter-Example; Conjecture.

UNIT- II

Curriculum of Mathematics at Elementary School Level.

- Principle for curriculum development in mathematics education.
- Mathematics Curriculum at Elementary Level

- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating co-curriculum activities with mathematics education.
- Approaches to organization of mathematics curriculum at elementary level.
- Methodology of development of curricular materials viz. textbooks, workbooks, teacher handbooks.

UNIT- III

Objectives and Strategies of Teaching – Learning Mathematics.

- Aims and objectives of teaching mathematics at elementary levels, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching Mathematics – inductive and deductive methods, analytic and synthetic methods; problem solving skills (Polya method); competence based approach in teaching mathematics; teaching Gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion, Recreational aspect of mathematics- mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.

UNIT-IV

Evaluation in Mathematics.

- Concept of evaluation in teaching – learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics.
- Open- ended questions and problems.
- Assessment for evaluation of skills such as communication and reasoning.

Tasks and Assignments: any two of the following (10 marks)

- Analyze famous quotations on mathematics and prepare a report.
- A critical study of mathematics curriculum of elementary school stage of Haryana.
- Development of an action plan for organization of an exhibition at different levels, framing guidelines on a selected theme and various sub-themes.
- Preparation of low cost and no cost teaching aids and studying their effectiveness in a classroom transaction.
- Make a study of the evaluation practices in selected schools making critical analysis of examination papers.

Suggested Readings:

- Baw, G.R. and George, L.U. (1976). *Helping Children Learn Mathematics-A Competency Based Laboratory Approach*. California: Cummings Publishing Co.
- Bhanumurthy, I.S. (1992). *Ancient Indian Mathematics*. New Delhi:Wiley Eastern Ltd.
- Gronlund, N.E., (1990) *Measurement and Evaluation in Teaching*. New York; Macmillan.

- Heimer, R.T. and Trueblood, C.R. (1970) *Strategies for Teaching Children Mathematics; Reading*. Massachusetts: Addison Wesley Publishing Co.
- Kenneth, Kidd P, et al. (1970) *The Laboratory Approach to Mathematics*. Chicago: Science Research Associates.
- Lieback, Pamela (1984). *How Children Learn Mathematics*. Penguin Books.
- Polya, G (1957). *How to solve it*. (2nd edition), Garden City, N.Y.: Doubleday and Company.
- Polya, G *Mathematical Discovery on Understanding, Learning and Teaching Problem Solving*. NewYork: John Wiley & Sons.
- Reasonik, L.B. and W.W. Ford (1980). *The Psychology of Mathematics for Instruction*. New Jersey: Lawrence Erlbaum Associates.



M.Ed. SEMESTER-IV
SPECIALIZATION COURSE-I (Opt.-iii): PEDAGOGY OF MATHS (SECONDARY LEVEL)

Time: 3 Hours

Max. Marks 100

Credits:4

(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

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

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

COURSE CONTENTS

UNIT-I

Nature, Development and Significance of Mathematics

- Abstractness of mathematics; Distinction between mathematics and science; Distinct roles of pure and applied Mathematics; aesthetic aspect of mathematics; historical development of mathematical concepts with some famous anecdotes such as gauss, ramanujan, etc.; teaching of mathematical modeling.
- Undefined terms and axioms; proofs and verification in mathematics and distinction between them; types of theorems such as existence and uniqueness theorems etc.; types of proofs- direct proofs, indirect proofs, proof by contradiction, proof by exhaustion, proof by mathematical induction and distinction between induction and mathematical induction.

UNIT-II

Curriculum of Mathematics at Secondary to Senior Secondary School Level.

- Principle for curriculum development in mathematics education.

- Mathematics curriculum at different stages of school education – at secondary, senior secondary.
- Instructional materials including textbook: contextualization, criteria and concerns.
- Integrating co-curriculum activities with mathematics education.
- Approaches to organization of mathematics curriculum at various stages of school education.
- Methodology of development of curricular materials viz. textbooks, workbooks, teacher handbooks.

Unit III

Objectives and Strategies of Teaching – Learning Mathematics.

- Aims and Objectives of Teaching Mathematics at secondary school level, Instructional objectives in teaching mathematics; constructivist approach in teaching of mathematics; methods of teaching Mathematics – inductive and deductive methods, analytic and synthetic methods; problem solving skills- stages in problem solving techniques to improve problem solving skills, competence based approach in teaching mathematics; teaching Gifted/Slow learners in mathematics, pedagogical analysis of mathematics, reflective discussion, Recreational aspect of mathematics- mathematical games, puzzles and amusements; computer aided learning and computer based instructions; Use and preparation of teaching aids; mathematics Laboratory and mathematics club.

UNIT-IV

Evaluation in Mathematics.

- Concept of evaluation in teaching – learning process (formative, summative, criterion, diagnostic); Types of mistakes in mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of test items in mathematics such as long answer type, short answer type and objective type; planning and construction of such items and precautions taken while constructing test items; action research in mathematics.

Tasks and Assignments: any two of the following (10 marks)

- A critical study of any two discoveries selected from different areas of mathematics to illustrate the importance of history of maths. i.e. discovery of the zero; the development of Pythagoras theorem etc.
- A critical study of mathematics curriculum of secondary school stage of Haryana.
- Prepare and experiment on an action plan for use of ICT multi-media in teaching concepts of maths.
- Development of criteria for evaluation of laboratory work and using it in laboratory.
- Make a study of the evaluation practices in selected schools making critical analysis of examination papers.

Suggested Readings

- Baw, G.R. and George, L.U. (1976). *Helping Children Learn Mathematics-A Competency Based Laboratory Approach*. California: Cummings Publishing Co.
- Bhanumurthy, I.S. (1992). *Ancient Indian Mathematics*. New Delhi:Wiley Eastern Ltd.
- Gronlund, N.E., (1990) *Measurement and Evaluation in Teaching*. New York; Macmillan.

- Heimer, R.T. and Trueblood, C.R. (1970) *Strategies for Teaching Children Mathematics; Reading*. Massachusetts: Addison Wesley Publishing Co.
- Kenneth, Kidd P, et al. (1970) *The Laboratory Approach to Mathematics*. Chicago: Science Research Associates.
- Lieback, Pamela (1984). *How Children Learn Mathematics*. Penguin Books.
- Polya, G (1957). *How to solve it*. (2nd edition), Garden City, N.Y.: Doubleday and Company.
- Polya, G *Mathematical Discovery on Understanding, Learning and Teaching Problem Solving*. NewYork: John Wiley & Sons.
- Reasonik, L.B. and W.W. Ford (1980). *The Psychology of Mathematics for Instruction*. New Jersey: Lawrence Erlbaum Associates.



M.Ed. SEMESTER-IV
SPECIALIZATION COURSE-I (Opt.-v): PEDAGOGY OF LANGUAGE EDUCATION (ELEMENTARY LEVEL)

Time: 3 Hours
Credits:4

Max. Marks 100
(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- understand the nature & functions of language
- understand the psychology of language learning
- understand the pedagogy of language learning & language teaching
- gain understanding of language teaching & testing
- acquaint with the evaluation technique of different languages
- acquaint with the problems of language learning in India.

COURSE CONTENTS

UNIT-I

Pedagogical Approaches & Practices:

- Concept, Principles & Strategies of Pedagogy
- Importance of pedagogy in teaching & learning process
- Pedagogical Approaches & Practices

Nature, Traditions & Social Context of Language

- Meaning, nature, characteristics and functions of language
- Factors affecting language learning
- Issues of language teaching & learning at elementary level
- Indian and western traditions in language
- Social context of language

UNIT-II

Linguistic: Nature & Fuction

- Linguistic: Nature, functions,
- Major Branches of linguistic: Structural Linguistic, applied linguistic and their relevance & contribution to language teaching & learning

Individualization of Language Learning

- Need of individualization of language learning
- Techniques viz differential assignments, classroom tasks, personalized system of instruction, programmed learning and individualized i.e. need based reading and writing programmes

UNIT-III

Psychology of Language

- Language acquisition and communication -factors affecting language acquisitions and communication
- Linguistic, psychological and social processes involved in learning of languages.

Teaching Strategies

- The text book: Critical literacy, personal response to poems and stories, adapting the textbook, Beyond the textbook: including children's literature in the classroom (poems, stories, songs etc)
- Development of basic language skills(listening, speaking, reading, writing) as well as advanced language skills of elementary level
- Teaching grammar to strengthen language acquisition: teaching grammar as knowledge about language, making grammar meaningful and fun.

UNIT-IV

Evaluation in language

- Discrete vs. Wholistic Approaches
- Assessment of speaking, reading ,writing, & listening
- Various technique in assessment of language

Problem of Language Education in India

- Preservation of heritage language, home language & school language-problem of tribal dialects.
- Issues of learning language in a multi-lingual/multi-cultural society: the multi-lingual provisions in Constitution in India

Tasks and Assignments: The students may undertake any two of the following activities

- Preparation of low-cost and no cost teaching aids and studying their effectiveness in a classroom transactions at elementary level
- Prepare and experiment on an action plan for use of ICT multimedia in teaching concepts of language at elementary level.
- Development of criteria for evaluation of language laboratory work and using it in the laboratory at elementary level.
- A study of curriculum load and home work practices, conducting an action research and reporting the results making a critical study of a text-book/work book at elementary level

Selected Readings:

- Bennett, W.A. (1969). *Aspects of Language and Language Teaching*. London: Cambridge University

- Press.
- Braden, K (2006). *Task Based Language Education: From Theory to Practice*. London: Cambridge University Press.
 - Britton, J. (1973). *Language and Learning*. England: Penguin Books.
 - Byrnes, H. (2006). *Advanced Language Learning: The Contribution of Halliday and Vygotsky*. Continuum International Publishing Group.
 - Hodges and Rudolf (1972). *Language and Learning to Read – What language teachers should know about language*. Boston: Houghton Mifflin Co.
 - Joyce and Banks (1971) *Teaching the Language Arts to Culturally Different Children*. London: Addison – Wesley, Pub Co.
 - Krashen, S. (1988). *Second Language Acquisition and Second Language Learning*. Prentice Hall International.
 - Martinovic, T. (2004). *Discourse Across Languages and Cultures*. John Benjamins Publishing Company.
 - Ornstein, J. (1971). *Program M.Ed. Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems*. The Centre for Curriculum Development Inc, Philadelphia.
 - Osherson, N; D. & Howard L. (1990). *Language an Introduction to Cognitive Science*. USA: Massachusetts Institute of Technology, Vol.1.
 - Pavelenko, Aneta et al (2001). *Multilingualism, Second Language Learning and Gender*. Berlin: Walter de' Gruyter GmbH & Co. KG.
 - Schiffrin, D. et. al.(2001). *The Handbook of Discourse Analyses*. Blackwell Publishing.
 - Vygotsky, L.S. (1985). *Thought and Language*. Cambridge, MA: The MIT Press.
 - Wilkinson, Andrew. (1971). *The Foundations of Language*. London: Oxford University Press.
 - Perez Milan's, M (2013). *Urban schools and English language Education in late modern china: Agritcal sociolinguistic ethnography*. New York & London: Routledge.
 - Gao, Y (andy), (2010). *Strategic language learning Multilingual matters*, Canada.
 - Kubota, K (1998). *Ideologies of English in Japan*. *World English's* Vol.17 (3), 295-306.

M.Ed. SEMESTER-IV

SPECIALIZATION COURSE – I (Opt.-iv): PEDAGOGY OF LANGUAGE EDUCATION (SECONDARY LEVEL)

Time: 3 Hours

Max. Marks 100

Credits:4

(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

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

- acquaint to Indian & Western tradition in language
- know the psychology of teaching of language learning
- acquaint the students with pedagogy of language learning & language teaching
- acquaint the students with evaluation of language learning of different language
- evaluate various areas of research in language education.

COURSE CONTENTS

UNIT-I

Pedagogy of Language

- Pedagogy of language L1, L2, L3.
- Participatory strategies and methods of language teaching.
- Innovative techniques for teaching grammar, reading comprehension, written expression and note making, Use of ICT in Teaching-learning language

Indian & Western tradition in language learning

- Indian Traditions: (i)Yask, (ii) Panini, (iii) Patanjali, (iv)Bhartihari.
- Western Traditions: (i) Behavirioustic Approach , (ii) Cognitive Approach, (iii) Communicative Approach

UNIT-II

Language Learning and Linguistic

- Concept of language learning and language acquisition, Factors affecting language learning and language acquisition.
- Teaching language for creativity.
- Linguistics: Nature and Functions, linguistic process involved in learning of languages with reference to contrastive analysis, error analysis and structural linguistics.

- Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and gradation of content

Language Acquisition

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

UNIT-III

Curriculum of Language Education

- Development of language curriculum.
- Syllabus: dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- Multilingual class room problems of curriculum text about development.
- Three languages for rule constitution provision regarding language.

Skills and Strategies of Teaching-learning language

- Development of basic language skills as well as advanced language skills elementary, secondary and senior secondary school level.
- Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- Meta linguistic awareness with a focus on listening, speaking, comprehension at writing.
- Needs, Techniques, viz. differential assignments, classroom tasks, personalized system of instruction.

UNIT- IV

Evaluation in Language

- Concept of evaluation in teaching- learning process (formative, summative, criterion, diagnostic).
- Types of mistakes in language, their identification and analysis with a purpose of preventing and remedial measures.
- Types of test items in language such as long answer type, short answer type, very short answer type and objective type; planning and construction of such items and precautions taken while constructing test items.

Contextual Problem and Researches in Language Education

- Problems and issues of the multilingual context in India with reference to three language formula.
- Preservation of language heritage.
- Mother tongue, school language and problem of tribal dialects.
- Research trends in India and abroad in language education.

Tasks and Assignments: The students may undertake any two of the following activities(10 marks)

- A critical study of language curriculum of secondary school stage.
- Seminar related to language education using power point presentation
- Visit to language laboratory/ language institution & writing its report.
- Survey the language competency of school children & writing report.

Suggested Readings:

- Bennett, W.A. (1969). *Aspects of Language and Language Teaching*. London: Cambridge University Press.
- Braden, K (2006). *Task Based Language Education: From Theory to Practice*. London: Cambridge University Press.
- Britton, J. (1973). *Language and Learning*. England: Penguin Books.
- Byrnes, H. (2006). *Advanced Language Learning: The Contribution of Halliday and Vygotsky*. Continuum International Publishing Group.
- Hodges and Rudolf (1972). *Language and Learning to Read – What language teachers should know about language*. Boston: Houghton Mifflin Co.
- Joyce and Banks (1971) *Teaching the Language Arts to Culturally Different Children*. London: Addison – Wesley, Pub Co.
- Krashen, S. (1988). *Second Language Acquisition and Second Language Learning*. Prentice Hall International.
- Martinovic, T. (2004). *Discourse Across Languages and Cultures*. John Benjamins Publishing Company.
- Ornstein, J. (1971). *Program M.Ed. Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems*. The Centre for Curriculum Development Inc, Philadelphia.
- Osherson, N. & Howard L. (1990). *Language an Introduction to Cognitive Science*. USA: Massachusetts Institute of Technology, Vol.1.
- Pavlenko; Aneta et al (2001). *Multilingualism, Second Language Learning and Gender*. Berlin: Walter de' Gruyter GmbH & Co. KG.
- Schiffrin, D. et. al.(2001). *The Handbook of Discourse Analyses*. Blackwell Publishing.
- Vygotsky, L.S. (1985). *Thought and Language*. Cambridge, MA: The MIT Press.
- Wilkinson, Andrew. (1971). *The Foundations of Language*. London: Oxford University Press.
- Perez Milan's, M (2013). *Urban schools and English language Education in late modern china: Agritcal sociolinguistic ethnography*. New York & London: Rutledge.
- Gao, Y (andy), (2010). *Strategic language learning Multilingual matters*, Canada.

M.Ed. SEMESTER-IV

SPECIALIZATION COURSE-I (Opt.-v): PEDAGOGY OF SOCIAL SCIENCE EDUCATION (ELEMENTARY LEVEL)

Time : 3 Hours

Max. Marks: 100

Credits:4

(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

After completion of the course, student teachers will be able to

- develop an understanding about the meaning, nature, scope of social science
- understand the need for teaching social science as an integrated discipline
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- understand the role of various methods and approaches of teaching social sciences
- gain knowledge about the different approaches associated with the discipline
- develop certain professional skills useful for classroom teaching.
- understand the principles of curriculum development, its transaction and evaluation
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology and explain challenging situations in the society
- effectively use different materials and resources for teaching social sciences
- construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.

COURSE CONTENTS

UNIT-I

Conceptualization of Social Science

- Concept, nature, and scope of Social Sciences as a school subject
- Place of Social sciences at elementary level of school education
- Aims and objectives of teaching social sciences at various stages of school education.
- Evolution of social science as a discipline, social science as a dynamic expanding body of knowledge
- Inter-disciplinary & Intra -disciplinary correlation of social science.
- Contemporary and current problems in India with reference to elementary education

UNIT-II

Social Science Curriculum & Teaching Learning Material

- Meaning of Curriculum and Core Curriculum.
- Principles for Curriculum Development in Social Science Education.
- Approaches to Curriculum Formation:
 - i. Concentric Approach
 - ii. Spiral Approach
 - iii. Chronological Approach
 - iv. Topical Approach
 - v. Unit Approach.
- Integrating Co-curricular activities with Social Science Education.
- Planning, preparation and presentation of Instructional Material.
- Using Atlas Maps, Globe, Charts, Models, Graphs, Visuals & E-resources for Social Science.
- Use of ICT in Social Science Education: Video clips, Power point presentations, films etc.

UNIT-III

Approaches / Methods and Techniques for Teaching- Learning of Social Sciences

- Teaching Learning process with a focus on:
 - i. Play way methods
 - ii. Activity based approaches.
 - iii. Socialized recitation method
 - iv. Problem Solving Approach
 - v. Project Method
 - vi. Innovative Method
- Teaching Strategies: Questioning, Dramatization, Role Play, Simulation, Story Telling, Display & Exhibition, Survey, field trips, Educational games, Songs/ Action Songs, charts, maps and cartoons Puppetry.
- Development of unit plan, Lesson Plan, using variety of approaches

UNIT-IV

Evaluation in Social Science Education

- Concept and need of Evaluation in teaching- learning process
- Approaches to Evaluation: Formative, Summative, Diagnostic, Norm Referenced and Criterion Referenced
- Continuous and Comprehensive Evaluation: Concept, Need and Process.
- Construction of Achievement Test – Concept and Steps
- Diagnostic test and Remedial measures
- Grading: Concept, types and Application,
- Use of Observation, Rating Scale, Check-List, Anecdotal Records, Attitude Scales, Interest

Inventories, Self Reporting Techniques and Interviews as assessment tools

Tasks & Assignments: Any one of the following (10 marks)

- Write a detailed essay on 'Evolution of Social Science as a discipline'.
- A Critical appraisal/analysis of existing syllabi and textbooks of any class at elementary level developed by NCERT.
- Development of a lesson design based on Activity based approach
- Prepare, administer and interpret a diagnostic test to conduct a continuous evaluation in scholastic and non-scholastic areas
- Construction, administration and interpretation of an achievement test of any subject.
- Any other assignment/ project given by the Institute.

Suggested Readings:

- Alan J.S. (2003). *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates. New Jersey: Mahwah.
- Arora, GL. (1988), Curriculum and Quality in Education. New Delhi: NCERT.
- Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Avijit P., (2002). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, New Delhi: Rainbow Publishers.
- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage.
- David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falme.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
- Digumarti B. Rao and Ranga Rao (2007), Techniques of Teaching Economics. New Delhi. Sonali: Publications.
- Eklavya (1994). Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad, Eklavya.
- Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach, McGraw Hills, New York.
- George, A. and Madan, A. (2009). Teaching Social Science in Schools, NCERT's New Textbook, New Delhi, Sage Publications
- GOI (1993), Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development. New Delhi: Department of Education.
- GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education. New Delhi: Ministry of Human Resource Development.
- Jack Z. (2000). Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools. New Jersey: Lawrence Erlbaum Associates Mahwah.

- Khan, S. U. (1998). *History Teaching-Problems: Prospective and Prospect*. New Delhi: Heera Publications.
- Kochhar, S.K. (1998). *Teaching of Social Studies*. New Delhi: Sterling Publishers Pvt. Ltd, New Delhi.
- Krishna Kumar, (2002). *Prejudice and Pride*. Delhi. Penguin Books India.
- Maggie Smith (2002). *Teaching Geography in Secondary Schools: A Reader*, Routledge Falmer, London.
- NCERT (1972). *Preparation and Evaluation of Textbooks in Geography: Principles and Procedures*, New Delhi National Council of Educational Research and Training.
- NCERT (1976). *The Curriculum for the Ten-Year School: A Framework*, Reprint Edition. New Delhi National Council of Educational Research and Training.
- NCERT (1988). *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition. New Delhi: National Council of Educational Research and Training.
- NCERT (2001). *National Curriculum Framework for School Education*, Reprint Edition. New Delhi: National Council of Educational Research and Training.
- NCERT (2005a). *National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science*. New Delhi: National Council of Educational Research and Training.
- NCERT (2005b). *National Curriculum Framework 2005*. New Delhi: National Council of Educational Research and Training.
- NCERT (2006a). *Syllabi for Secondary and Senior secondary Classes*, New Delhi: National Council of Educational Research and Training.
- NCERT (2006b). *Syllabus for Classes at the Elementary Level*. New Delhi: National Council of Educational Research and Training.
- Williams E. B., Michael W. and Suzanne R. B. (2006) *Teaching Economics: More alternatives to chalk and Talk*. USA: Edward Elgar Publishing, Northampton.

M.Ed. SEMESTER-IV

SPECIALIZATION COURSE-I Opt. (v): PEDAGOGY OF SOCIAL SCIENCE EDUCATION (AT SECONDARY LEVEL)

Time: 3 Hours

Max. Marks 100

Credits:4

(Theory: 80, Internal: 20)

NOTE: FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the student will be able to:

- develop an understanding about the meaning, nature, scope of social science
- understand the need for teaching social science as an integrated discipline
- to find out the distinction and overlap between social sciences, humanities and liberal arts
- understand the role of various methods and approaches of teaching social sciences
- gain knowledge about the different approaches associated with the discipline
- develop certain professional skills useful for classroom teaching
- understand the principles of curriculum development, its transaction and evaluation
- explain use of teaching aids effectively in the class-room
- develop lesson plan with the help of advanced technology and explain challenging situations in the society
- effectively use different materials and resources for teaching social sciences
- construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation.

COURSE CONTENTS

UNIT - I

Conceptualization of Social Science

- Concept, nature, and scope of Social Science as a school subject
- Place of Social Science at secondary and senior secondary level of school education
- Aims and objectives of teaching Social Science at various stages of school education.
- Evolution of Social Science as a discipline, Social Science as a dynamic expanding body of knowledge
- Inter-disciplinary & Intra -disciplinary correlation of Social Science.
- Relationship between Science & Technology
- Characteristics of different disciplines of social science, their interrelationship and integration.

UNIT -II

Social Science Curriculum & Teaching Learning Material

- Meaning of Curriculum and Core Curriculum.
- Principles for Curriculum Development in Social Science Education.
- Approaches to Curriculum Formation:
 - i. Concentric Approach
 - ii. Spiral Approach
 - iii. Chorological Approach
 - iv. Topical Approach
 - v. Unit Approach.
- Integrating Co-curricular activities with Social Science Education.
- Planning, preparation and presentation of Instructional Material.
- Use of Teaching Learning Material in Social Sciences: Textbook, Reference Books, Workbooks, Documentaries, News Papers, Maps, Atlas, and E-resources
- Use of ICT in Social Science Education: Video clips, Power points presentation, films etc.

UNIT-III

Approaches / Methods & Techniques of Teaching Social Sciences

- Development of unit plan, Lesson Plan, using variety of approaches.
- Teaching Learning process with a focus on:
 - i. Inquiry Approach
 - ii. Problem Solving Approach
 - iii. Project Method
 - iv. Innovative Methods
 - v. Computer Assisted Instruction (CAI)
 - vi. Constructivist Approach
- Teaching Strategies: Questioning, Dramatization, Role Play, Simulation, Story Telling, Display & Exhibition, Survey, field trips, Educational games, Songs / Action Songs, Data Collection and Data representation through graphs, tables, charts, maps and cartoons Puppety.
- Grouping students for learning
 - i. Cooperative learning
 - ii. Using structured questions to aid learning
 - iii. Role playing and simulation

UNIT-IV

Evaluation in Social Science Education

- Concept and need of Evaluation in teaching- learning process
- Approaches to Evaluation: Formative, Summative, Diagnostic, Norm Referenced and Criterion Referenced
- Continuous and Comprehensive Evaluation: Concept, Need and Process.
- Construction of Achievement Test – Concept and Steps.

- Diagnostic test and Remedial measures .
- Use of Observation, Rating Scale, Check-List, Anecdotal Records, Attitude Scales, Interest Inventories, Self Reporting Techniques and Interviews as assessment tools
- Use of projects, Assignments, Worksheet, Practical Work, and Performance based activities, seminars and reports as assessment devices.
- Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- New approaches to Assessment – Question bank, Open Book Examination, Grading & Credit System

Tasks & Assignments: Any one of the following :(10marks)

- Write a detailed essay on ‘Evolution of Social Science as a discipline’.
- A Critical appraisal/analysis of existing syllabi and textbooks of any class at secondary/ senior secondary level developed by NCERT.
- Development of a lesson designed on the basis of Computer Assisted Instruction (CAI)
- Prepare, administer and interpret a diagnostic test to conduct a continuous evaluation in scholastic and non-scholastic areas
- Construction, administration and interpretation of an achievement test of any standard of school.
- Any other assignment/ project given by the Institute.

Suggested Readings:

- Alan J.S. (2003). *Social Studies for Secondary Schools: Teaching to learn, learning to teach*, Lawrence Erlbaum Associates. New Jersey: Mahwah.
- Arora, GL. (1988), Curriculum and Quality in Education. New Delhi: NCERT.
- Ashley Kent, (2001) *Reflective Practice in Geography Teaching*, Paul Chapman Educational Publishing, Ltd.
- Avijit P., (2002). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*, New Delhi: Rainbow Publishers.
- Batra, P. (ed) (2010). Social Science Learning in Schools: Perspective and Challenges. New Delhi: Sage.
- David Lambert and David Balderstone (2000). Learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falme.
- Dhamija, N. (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harman Publishing House.
- Digumarti B. Rao and Ranga Rao (2007), Techniques of Teaching Economics. New Delhi. Sonali: Publications.
- Eklavya (1994). Samajik Adhyayan Shikshan: Ek Prayog, Hoshangabad, Eklavya.
- Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach, McGraw Hills, New York.
- George, A. and Madan, A. (2009). Teaching Social Science in Schools, NCERT’s New Textbook, New Delhi, Sage Publications

- GOI (1993), *Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development*. New Delhi: Department of Education.
- GOI (2005), *Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report*, Committee of the Central Advisory Board of Education. New Delhi: Ministry of Human Resource Development.
- Jack Z. (2000). *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*. New Jersey: Lawrence Erlbaum Associates Mahwah.
- Khan, S. U. (1998). *History Teaching-Problems: Prospective and Prospect*. New Delhi: Heera Publications.
- Kochhar, S.K. (1998). *Teaching of Social Studies*. New Delhi: Sterling Publishers Pvt. Ltd, New Delhi.
- Krishna Kumar, (2002). *Prejudice and Pride*. Delhi. Penguin Books India.
- Maggie Smith (2002). *Teaching Geography in Secondary Schools: A Reader*, Routledge Falmer, London.
- NCERT (1972). *Preparation and Evaluation of Textbooks in Geography: Principles and Procedures*, New Delhi National Council of Educational Research and Training.
- NCERT (1976). *The Curriculum for the Ten-Year School: A Framework*, Reprint Edition. New Delhi National Council of Educational Research and Training.
- NCERT (1988). *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition. New Delhi: National Council of Educational Research and Training.
- NCERT (2001). *National Curriculum Framework for School Education*, Reprint Edition. New Delhi: National Council of Educational Research and Training.
- NCERT (2005a). *National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science*. New Delhi: National Council of Educational Research and Training.
- NCERT (2005b), *National Curriculum Framework 2005*. New Delhi: National Council of Educational Research and Training.
- NCERT (2006a). *Syllabi for Secondary and Senior secondary Classes*, New Delhi: National Council of Educational Research and Training.
- NCERT (2006b). *Syllabus for Classes at the Elementary Level*. New Delhi: National Council of Educational Research and Training.
- Williams E. B., Michael W. and Suzanne R. B. (2006) *Teaching Economics: More alternatives to chalk and Talk*. USA: Edward Elgar Publishing, Northampton.

M.Ed. SEMESTER-IV
SPECIALIZATION COURSE-I(Opt.-vi): APPROACHES TO ASSESSMENT (ELEMENTARY LEVEL)

Time: 3 Hours

Credits:4

Max. Marks 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

After completing the course, the student will be able to:

- understand the concept, need, importance of assessment
- know about the ancient Indian assessment techniques
- analyze the role of assessment in diagnosis, prognosis, surveying, guiding and improving of teaching-learning process
- identify different types and approaches of assessment
- develop understanding of various tools and techniques of assessment
- define various steps of tool construction
- know the characteristics of a good tool
- develop understanding of current trends of assessing students' performance at elementary level.

COURSE CONTENTS

UNIT-I

- Meaning, Concept, Need and Importance of Assessment
- Ancient Indian Assessment techniques.
- Types of Assessment:
 - i. Assessment for learning
 - ii. Assessment of learning
 - iii. Assessment as learning.
 - iv. Criterion referenced V/s norms Referenced evaluation.
- Role of Assessment in diagnosis, prognosis, surveying, guiding and improving of teaching- Learning process.

UNIT II

Tools required to Approach Assessment at Elementary Level

- Tools of Measurement and Evaluation: essay type test, objective type test, scales, questionnaire, schedule, inventories and performance test.
- Characteristics of Good Assessment:
 - i. Reliability- Meaning, Types and Factors Affecting Reliability.
 - ii. Validity- Meaning, Types and Factors Affecting Validity.
 - iii. Norms- Age, Grade, Percentile, Standard Scores (T- scores, C- scores, Z- scores).

UNIT- III

Approaches to Evaluation

- Grading System, types, its merits and demerits
- Semester System, its merits and demerits
- Continuous and Comprehensive Evaluation: concept, meaning and importance.
- Question Banks.
- Internal Assessment and its advantages and limitations.
 - i. Organization and regulation of internal assessment.
 - ii. Portfolio assessment

UNIT-IV

Current Trends in Assessing students' Performance at Elementary Level:

- Open book system
- E-evaluation, Uses of Computers in Evaluation. (Computer Assisted Learning, Computer instructional learning, Online Examinations)
- Assessment of Higher Order Mental Skills.
- Assessment of Practical Work/ Field Experiences.

Task & Assignment: Any one of the following (10 Marks)

- Prepare a question bank of 25 questions at different levels and types for any one paper at elementary level.
- Study of online examination system through visit to computer Institute.
- Any other task/assignment given by the institution

Suggested Readings:

- Aggarwal, R.N. and Vipin Asthana (1983). Educational Measurement and Evaluation, Agra: Vinod Pustak Mandir.
- Aggarwal Y.P. (1989). Statistical Methods-Concepts, Applications and Computation, New Delhi: Sterling.
- Aiken, L.R. (1985). Psychological Testing and Assessment, Boston: Allyn and Bacon.
- Anastasi, A.(1983). Psychological Testing,6th Ed., New York:The Macmillan Co.
- Dandekar, W.N., and Rajguru, M.S., (1988). An Introduction to Psychological Testing and Statistics. Bombay : Sheth Publishers.

- Ebel, R and Frisble, D. (2003). Essentials of Educational Measurements. New Delhi : Prentice Hall of India.
- Freeman, F.S.(1965). Theory and Practice of Psychological Testing, New York: Rinehart& Winston.
- Garrett, H.E.(1973). Statistics in Education and psychology, Bombay : Vakils Febber and Simon.
- Gramund, N.E., (1985). Measurement and Evaluation Teaching 5th Edition. New York: Macmillan Publishing Company.
- Grownlund, N.E.(1981). Measurement and Evaluation in Teaching, New York: MacMillan.
- Guilford, J.P. (1978). Fundamental statistics in Psychology and Education, New York: McGraw Hills. 6th edition.
- Harper, E. and Harper, E. (2003). Preparing Objective Examinations: A Handbook for Teachers, Students, and Examiners, New Delhi: Prentice Hall of India.
- Karmel, L.C. and Karmel M.C. (1978). Measurement and Evaluation in Schools, NewYork: MacMillan.
- Mehren, W.A. and Lehmann, I.J. (1984). Measurement and Evaluation in Education and Psychology, New York: Holt. Rinehart, Winston Popham, W.J. (1988), Educational Evaluation, New Delhi: Prentice Hall.
- Thorndike, R.L., and Hagen, E. (1977). Measurement and Evaluation on Psychology and Education, New York: John Wiley and Sons, Inc.



M.Ed. SEMESTER-IV
SPECIALIZATION COURSE-I(OPT.vi): APPROACHES TO ASSESSMENT (SECONDARY LEVEL)

Time: 3 Hours

Max. Marks 100

Credits:4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks.

COURSE OBJECTIVES:

- understand the concept, need, importance of assessment
- know about the ancient Indian assessment techniques
- analyze the role of assessment in diagnosis, prognosis, surveying, guiding and improving of teaching-learning process
- identify different types and approaches of assessment
- develop understanding of various tools and techniques of assessment
- define various steps of tool construction
- know the characteristics of a good tool
- develop understanding of current trends of assessing students' performance at secondary level.

COURSE CONTENTS

UNIT- I

- Meaning, Concept, need and importance of Assessment.
- Ancient Indian Assessment Techniques.
- Types of Assessment:
 - i. Assessment for learning
 - ii. Assessment of learning
 - iii. Assessment as learning.
 - iv. Criterion referenced V/s norms Referenced evaluation.
- Role of Assessment in diagnosis, prognosis, surveying, guiding and improving of teaching- Learning process.

UNIT- II

Tools required to Approach Assessment at Secondary Level

- Tools of Measurement and Evaluation: essay type test, objective type test, scales, questionnaire, schedule, inventories and performance test.
- Characteristics of Good Assessment:
 - i. Reliability- Meaning, Types and Factors Affecting Reliability.
 - ii. Validity- Meaning, Types and Factors Affecting Validity.
 - iii. Norms- Age, Grade, Percentile, Standard Scores (T- scores, C- scores, Z- scores).

UNIT- III

Approaches to Evaluation

- Grading System, types, its merits and demerits
- Semester System, its merits and demerits
- Continuous and Comprehensive Evaluation: concept, meaning and importance.
- Question Banks.
- Internal Assessment and its advantages and limitations.
 - i. Organization and regulation of internal assessment.
 - ii. Portfolio assessment

UNIT-IV

Current Trends in Assessing students' Performance at Secondary Level:

- Open book system
- E-evaluation, Uses of Computers in Evaluation. (Computer Assisted Learning, Computer instructional learning, Online Examinations)
- Assessment of Higher Order Mental Skills.
- Assessment of Practical Work/ Field Experiences.

Task & Assignment: Any one of the following (10 Marks)

- Prepare a question bank of 25 questions at different levels and types for any one paper at secondary level.
- Study of online examination system through visit to computer Institute.
- Any other task/assignment given by the institution

Suggested Readings:

- Aggarwal, R.N. and Vipin Asthana (1983). Educational Measurement and Evaluation, Agra: Vinod Pustak Mandir.
- Aggarwal Y.P. (1989). Statistical Methods-Concepts, Applications and Computation, New Delhi: Sterling.
- Aiken, L.R. (1985). Psychological Testing and Assessment, Boston: Allyn and Bacon.
- Anastasi, A.(1983). Psychological Testing,6th Ed., New York:The Macmillan Co.
- Dandekar, W.N., and Rajguru, M.S., (1988). An Introduction to Psychological Testing and Statistics. Bombay : Sheth Publishers.

- Ebel, R and Frisble, D. (2003). Essentials of Educational Measurements. New Delhi : Prentice Hall of India.
- Freeman, F.S.(1965). Theory and Practice of Psychological Testing, New York: Rinehart& Winston.
- Garrett, H.E.(1973). Statistics in Education and psychology, Bombay : Vakils Febber and Simon.
- Gramund, N.E., (1985). Measurement and Evaluation Teaching 5th Edition. New York: Macmillan Publishing Company.
- Grownlund, N.E.(1981). Measurement and Evaluation in Teaching, New York: MacMillan.
- Guilford, J.P. (1978). Fundamental statistics in Psychology and Education, New York: McGraw Hills. 6th edition.
- Harper, E. and Harper, E. (2003). Preparing Objective Examinations: A Handbook for Teachers, Students, and Examiners, New Delhi: Prentice Hall of India.
- Karmel, L.C. and Karmel M.C. (1978). Measurement and Evaluation in Schools, NewYork: MacMillan.
- Mehren, W.A. and Lehmann, I.J. (1984). Measurement and Evaluation in Education and Psychology, New York: Holt. Rinehart, Winston Popham, W.J. (1988), Educational Evaluation, New Delhi: Prentice Hall.
- Thorndike, R.L., and Hagen, E. (1977). Measurement and Evaluation on Psychology and Education, New York: John Wiley and Sons, Inc.



M.Ed. SEMESTER -IV
SPECIALIZATION COURSE-II (ELECTIVE-II, Opt.-I) EDUCATIONAL POLICY, ECONOMICS AND PLANNING
(ELEMENTARY LEVEL)

Time: 3 Hours

Max. Marks 100

Credits: 4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

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

- to acquaint the students with the basic concepts of economics of education
- aware of the productivity of education in economic development
- explain concept ,nature, principles and procedure of educational planning
- to acquaint the students with the concept of educational planning of education at elementary level
- explain types of educational policy, link between educational policy and national development policy.

COURSE CONTENTS

UNIT-I

Educational Policy:

- Types of educational policy- State level Institutional ,Short -term, Long- term at Elementary Level
- Need and Importance of Educational Policy at Elementary Level
- Linkage between national Educational Policy and State Development Policy at Elementary Level

UNIT-II

Economics of Education: Meaning, aims, scope and significance

- Education as Consumption
- Education as investment and Cost Analysis in Education
- Education and Economic Development
- Financing of Education in India: Center- State relationship, mobilization of resources
- Financial Contribution of community to school.
- Central and State Level Expansion on Elementary Education & Girl Education
- Govt Programs & Projects (like Lok Jumbish Projects,Shiksha Karni Projects, Kasturba Gandhi Shiksha Yojana, Sharde Hostels)

- Models of development based on free market economies

UNIT-III

Educational Planning at Elementary Level:

- Concept, needs and goals of Educational Planning
- Principles of Educational Planning.
- Approaches of Educational Planning
- Educational Planning in India since independence

Education and Man Power Planning:

- Concept of Manpower Planning
- Forecasting Man Power Needs
- Techniques of Man Power Forecasting
- Limitations of Man Power Forecasting

UNIT-IV

Educational Planning and Policies at Elementary Level

- District Elementary Education Programme: Goals and Strategies.
- Sarva Shiksha Abhiyan & RTE Act 2009- Goals and Specific Programme Interventions at National Level and in respective States to improve access, enrolment, retention/participation and achievement.
- Inspection, Supervision and Monitoring:
 - i. Monitoring and Supervision at Elementary Level
 - ii. Research and Evaluation of specific schemes like Mid-Day Meals, establishments of VEC and different incentive schemes and achievement levels.

Tasks and Assignment: Any two of the following: (10 marks)

- Preparation of research design on a theme, discipline and RTE act. 2009
- Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
- Critical Analysis of Research Studies on programs and policies related to elementary education (Survey a Govt school nearby and Prepare of report on critically analyze the SSA and Mid May Meal programme)
- Any other assignment/ project given by the Institute.
- Annual Status of Education Report (ASER); Achievement surveys; PROBE; Pratiche Report on Education; Global Monitoring; Report of UNESCO

Suggested Readings:

- Blaug.M (1972). *Economics of Education* published by Penguin Books.
- Govt. Of India ,MHRD(1982). NPE and its POA(1986/1992).
- Nordhaus,W.D.(1998):*Economics and Policy issues in climate change*.
- Parkash Shree(1999):Educational Planning published by Gyan Publishing House.
- Padmanabhan,C.B.(1986)Economics of Educational planning in India. New Delhi: Arya Book Depot.

M.Ed. SEMESTER-IV
SPECIALIZATION COURSE-II (ELECTIVE-II, Opt.-I) EDUCATIONAL POLICY, ECONOMICS AND PLANNING
(SECONDARY LEVEL)

Time: 3 Hours

Credits: 4

Max. Marks 100

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

After completion of this course the students would be able to:

- acquaint the students with the basic concepts of economics of education
- aware of the productivity of education in economic development
- explain concept, nature, principles and procedure of educational planning
- acquaint the students with the concept of educational planning of education at secondary level
- explain types of educational policy, link between educational policy and national development policy.

COURSE CONTENTS

UNIT-I

Educational Policy at Secondary Level:

- Types of educational policy- National State Level Institutional, Short-Term and Long-Term at Secondary Level
- Need and Importance of Educational Policy at Secondary Level
- Linkage between Educational Policy and National Development Policy at Secondary Level

UNIT-II

Economics of Education: Meaning, aims, scope and significance

- Education as Consumption
- Education as Investment and Cost Analysis in Education
- Education and Economic Development
- Financing of Education in India: Center-National Relationship, Mobilization of Resources.

UNIT-III

Educational Planning at Secondary Level

- Concept, needs and goals of Educational Planning Secondary Level

- Principles of Educational Planning Secondary Level
- Approaches of Educational Planning Secondary Level
- Educational planning in India since Independence at Secondary Level

Education and Man Power Planning:

- Concept of Manpower Planning
- Forecasting Man Power Needs
- Techniques of Man Power Forecasting
- Limitations of Man Power Forecasting

UNIT-IV

Planning Mechanisms and Five-Year Plan in Education

- Main features of five year plans with special reference to education, impact of five year
- Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- Priorities to be given at central and state levels.
- Perspective plan for education in the 12th Five Year plan.
- District level planning: recent initiatives.
- Availability of educational statistics at central, state and district levels.

Educational Expenditure:

- Educational Expenditure and its Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.
- School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.
- Financial estimates by Tapas Mazumdar Committee (GoI, 1998)

Tasks and Assignment: Any Two of the Following:(10 marks)

- Estimation of opportunity cost on a sample of working school age children.
- Preparation of a blue print for expenditure control in a school
- Preparation of a school budget
- Any other given by the teacher educator

Suggested Readings:

- Blaug.M (1972). *Economics of Education* published by Penguin Books.
- Govt. Of India ,MHRD(1982). NPE and its POA(1986/1992).
- Nordhaus,W.D.(1998):*Economics and Policy issues in climate change*.
- Parkash Shree(1999):Educational Planning published by Gyan Publishing House.
- Padmanabhan,C.B.(1986)Economics of Educational planning in India. New Delhi: Arya Book Depot.

M.Ed. SEMESTER-IV
SPECIALIZATION COURSE-III (Opt.-i) : EDUCATIONAL MANAGEMENT, ADMINISTRATION & LEADERSHIP
(ELEMENTARY LEVEL)

Time: 3 Hours

Max. Marks 100

Credits: 4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES

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

- develop an understanding of specific trends of the educational administration
- develop an understanding of concept, needs and to equip students with specialist techniques and methods for educational management
- develop a scientific outlook to deal effectively with the problems of educational administration and management
- develop an understanding of leadership in the context of education
- develop the knowledge of planning and organizing supervisory programmes in educational institutions
- explain the role of National, State and Local level bodies responsible for educational administration.

COURSE CONTENTS

UNIT-I

Educational Management

- Concept, Needs, Objectives and Scope of Educational Management
- Approaches and Principles of Educational Management
- Concept of Educational Management Human Beings as inputs, Process & Product inputs
- Educational Manager: Functions, Roles, Skills & Competencies
- Managerial Creativity, Managerial Ethics
- Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management & Administration

Educational Planning and Supervision

- Meaning, Nature and Approaches of Educational Planning
- Institutional Planning and Perspective Planning at Elementary Level
- Meaning, Nature and Scope of Educational Supervision

- Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes at Elementary Level

UNIT-II

Introduction to Educational Administration

- Concept, Scope, Principles of Educational Administration
- Educational Administration Approaches and Emerging Trends
- Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.

Communication in Educational Management & Administration

- Types of Communication
- Methods and Devices of Communication
- Selection of Appropriate Communication Strategies
- Barriers of Communication

UNIT-III

Leadership in Education

- Concept of Leadership, Leader and Manager,
- Leadership Traits and Skills
- Functions and Styles of Leadership
- Measurements of Leadership
- Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social.

Theories of Leadership

- Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model
- Hersey and Blanchard's Situational Theory,

UNIT-IV

Educational Administrative Bodies in India at State & Local Level : Role & Functions

- State Bodies: State Council of Educational Research & Training (SCERT),
- State Institute of Education Technology (SIET),
- District Institute of Education & Training (DIET),
- Institute of Advance Studies in Education (IASE)
- Local Bodies: Municipal Councils/Corporation, Zilla Parishads, Panchayats.

Tasks and Assignment: Any two of the following (10 marks)

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central & state Govt. for Elementary Education. Prepare a report of entire activity.

- Review research on educational management or management of elementary schools
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio at elementary level. Is it according to provision of RTE act? Prepare a report on it.
- Examine the effectiveness of any one programme run by central Govt. for elementary students. Present the report in a classroom seminar.
- Analyze quality & quantity of Mid-day meal in any rural school.

Suggested Readings:

- Altrichter, H. and Elliot, J. (2000). *Images of Educational Change*. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). *Managing People*, New Delhi: Excel Books.
- Bush T., L. B. (2003). *The Principles and Practice of Educational Management*, (Edited,Ed.) New Delhi: Sage Publications.
- Bush, T. (2013). *Educational Management, Administration & leadership*. New Delhi: Sage Publications.
- Chauhan,S.(2012). *Educational Management*, New Delhi: Pearson Publication.
- Dawra, S. (2003). *Management Thought*, New Delhi: Mohit Publication.
- Harigopal, K. (2001). *Management of Organizational Change*, New Delhi: Response Books.
- Luthans, F. (2005). *Organisational Behaviour*, New York: McGraw – Hills Inc.
- Lunenburg,F.C. & Orenstein, A.C.(2012).*Educational Administration- Concept & Practices*, USA: Wadsworth, Cengage Learning Solutions, Canada.
- McCaffery, P. (2004). *The Higher Education Manager's Handbook*, New York and Canada: Routledge.
- Nair, S.R. (2004).*Organizational Behaviour- Texts and Cases*, Mumbai: Himalaya Publication.
- Nangia, S.B.(2009). *Educational Administration*, New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2010). *Leadership Theory and Practice*. New Delhi: Sage Publications.
- Owens, R.C. (2001). *Organizational Behaviour in Education*, Boston: Allyn and Bacon.
- Prasad, A. (2007). *University Education Administration and the Law*, New Delhi: Deep & Deep Publications.
- Punia,V. (2004).*Managerial Skills in Educational Administration*, New Delhi: Deep & Deep Publications Pvt. Ltd.
- Rita, S. (2004). *Assessment and Accreditation in Higher Education*. New Delhi: Association of Indian Universities.
- Sayeed, O. B. and Pareek, U. (2000). *Actualizing Managerial Roles*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). *Educational Administration Policy, Planning and Survey*. New Delhi: Kunal Books.
- Sharma, R. A. (2009). *Educational Administration & Management*. Meerut: R Lal Book Depot.
- Sindhu, I.S.(2012).*Educational Administration & Management*. New Delhi: Pearson Publications.

M.Ed. SEMESTER-IV
SPECIALIZATION COURSE-III (Opt. - i): EDUCATIONAL MANAGEMENT, ADMINISTRATION & LEADERSHIP
(SECONDARY LEVEL)

Time : 3 Hours

Max. Marks:100

Credits:4

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

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

- develop an understanding of specific trends of the educational administration
- develop an understanding of concept, needs & to equip students with specialist techniques and methods for educational management
- develop a scientific outlook to deal effectively with the problems of educational administration & management
- develop an understanding of leadership in the context of education
- learn about planning & organizing supervisory programmes in educational institutions
- explain the role of national, state & local level bodies responsible for educational administration.

COURSE CONTENTS

UNIT-I

Educational Management

- Concept, Needs, Objectives & Scope of Educational Management
- Approaches and Principles of Educational Management
- Concept of Educational Management Human Beings as inputs, Process & Product inputs
- Educational Manager: Functions, Roles, Skills & Competencies
- Managerial Creativity, Managerial Ethics
- Role and functions of Headmaster/ Principal/ Teacher: Basic functions of Administration, Planning, Organizing, Directing and Controlling in School Management and Administration

Educational Planning & Supervision

- Meaning, Nature and Approaches of Educational Planning
- Institutional Planning and Perspective Planning at secondary level
- Meaning, Nature and Scope of Educational Supervision

- Educational Supervision as : Service Activity, Process, Functions, Planning, Organizing and Implementing Supervisory Programmes at secondary level

UNIT-II

Introduction to Educational Administration

- Concept, Scope, Principles of Educational Administration
- Educational Administration Approaches and Emerging Trends
- Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.

Communication in Educational Management and Administration

- Types of Communication
- Methods and Devices of Communication
- Selection of Appropriate Communication Strategies
- Barriers of Communication

Leadership in Education

- Concept of Leadership, Leader and Manager,
- Leadership Traits and Skills
- Functions and Styles of Leadership
- Measurements of Leadership
- Approaches of Leadership: Trait, Transformational, Transactional, Value-Based, Cultural, Psychodynamic, Charismatic, Community based and Social.

Theories of Leadership

- Blake and Mouton's Managerial Grid, Fiedler's Contingency Model, Tridimensional Model
- Hersey and Blanchard's Situational Theory,

UNIT-IV

Educational Administrative Bodies in India at National Level: Role & Functions

- University Grant Commission (UGC)
- National Council of Educational Research and Training (NCERT)
- National University of Educational Planning and Administration (NUEPA)
- Ministry of Human Resource Development (MHRD)
- National Council for Teacher Education (NCTE)
- Central Advisory Board For Education (CABE)

Tasks and Assignments: Any two of the following (10 marks)

- Compile articles from newspapers, magazines, and internet discussing present policies and operational strategies of central and state Govt. for secondary education. Prepare a report of entire activity.

- Review research on educational management or management of secondary schools which are used in other countries but not in India.
- Evaluation of management of SSA activities in a district.
- Collect data from relevant sources on student & teachers ratio for secondary level school of your district. Is it according to provision of RTE act? Prepare a report and send it to authorities.
- Examine the effectiveness of any one programme run by central Govt. for secondary students. Present the report in a classroom seminar.

Suggested Readings:

- Altrichter, H. and Elliot, J. (2000). *Images of Educational Change*. England: Buckingham Open University.
- Bhattacharya, D.K. (2001). *Managing People*, New Delhi: Excel Books.
- Bush T., L. B. (2003). *The Principles and Practice of Educational Management*, (Edited,Ed.) New Delhi: Sage Publications.
- Bush, T. (2013). *Educational Management, Administration & leadership*. New Delhi: Sage Publications.
- Chauhan,S.(2012). *Educational Management*, New Delhi: Pearson Publication.
- Dawra, S. (2003). *Management Thought*, New Delhi: Mohit Publication.
- Harigopal, K. (2001). *Management of Organizational Change*, New Delhi: Response Books.
- Luthans, F. (2005). *Organisational Behaviour*, New York: McGraw – Hills Inc.
- Lunenburg,F.C. & Orenstein, A.C.(2012).*Educational Administration- Concept & Practices*, USA: Wadsworth, Cengage Learning Solutions, Canada.
- McCaffery, P. (2004). *The Higher Education Manager's Handbook*, New York and Canada: Routledge.
- Nair, S.R. (2004). *Organizational Behaviour- Texts and Cases*, Mumbai: Himalaya Publication.
- Nangia, S.B.(2009). *Educational Administration*, New Delhi: APH Publishing Corporation Publishing House.
- Northouse, P. (2010). *Leadership Theory and Practice*. New Delhi: Sage Publications.
- Owens, R.C. (2001). *Organizational Behaviour in Education*, Boston: Allyn and Bacon.
- Prasad, A. (2007). *University Education Administration and the Law*, New Delhi: Deep& Deep Publications.
- Punia,V. (2004).*Managerial Skills in Educational Administration*, New Delhi: Deep& Deep Publications Pvt. Ltd.
- Rita, S. (2004). *Assessment and Accreditation in Higher Education*. New Delhi: Association of Indian Universities.
- Sayeed, O. B. and Pareek, U. (2000). *Actualizing Managerial Roles*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
- Srivastav, A.K. (2009). *Educational Administration Policy, Planning and Survey*. New Delhi: Kunal Books.
- Sharma, R. A. (2009). *Educational Administration & Management*. Meerut: R Lal Book Depot.
- Sindhu, I.S.(2012).*Educational Administration & Management*. New Delhi: Pearson Publications.

M.Ed. (SEMESTER-IV)
COURSE- III (Opt.-ii): VALUE EDUCATION

Time : 3 Hours

Credits:4

Max. Marks:100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES

After completing the course, the students will be able to:

- recognize their own worth as individual and develop a personal belief and value system.
- understand the concept, need and importance of value education
- understand the nature of values, inculcation of values, value classification and to differentiate such values from religious education, value teaching
- orient themselves with the basic values, their inculcation and with the place of reason and emotions in moral development of the child.
- understand the process of value development vis-à-vis their cognitive and social development
- understand the concept of morality and moral judgment.
- orient themselves about the morality and conversion of moral learning into moral education.
- promote self discipline built self confidence and reliance.
- know about various approaches of value inculcation.
- grow up into a responsible citizen.

COURSE CONTENTS

UNIT-I

- Concept of Values and Value Education; Historical Background of Value Education
- Aims and Objectives of Value Education
- Need, Importance and Role of Value Education in the present emerging Indian society
- Classification of Values

UNIT-II

- **Theories of Value Development:** Psycho-analytic, Learning theory – social learning Cognitive development, Piaget and Kohlberg
- **Models of Value Development :** Value Analysis, Rationale Building, Social Action, The Consideration Model

UNIT-III

- Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.
- Professional Values-Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
- Religious Values - Tolerance, wisdom, character.
- Modernity vs. Value crisis, Issues and challenges
- Value orientation of Teacher education curricula in India

UNIT-IV

- Concept of Morality and Moral Judgment
- Aspects of Moral Education – Liberal, Social, Religious, Psychological
- Development of Moral Character And Attitude
- Role of Media in developing values and morality

Tasks and Activities: Any two of the following (10 marks)

- Organize any programme (Morning Assembly, Celebration of Important Days etc.) for school children for inculcating different values.
- Create a programme for awareness among the school/ college students about value education.
- Study of the comparison of values among students of one urban school with one rural school.
- Making a project report on role of formal and informal agencies for inculcating values among children

Selected Readings:

- Guber, F.C.(1963). Aspects of Value. University of Pennsylvania Press, Philadelphia.
- Josta, H.R.(1991). Spiritual Values and Education, Ambala Cantt. Associated Publishers.
- Kluckhohn, C.(1961). The Study of Values. In D.N. Barrett (ed), value in America, Norte Dame, University of Norte Dame Press.
- Kothari D.S. "Education and Values", Report of the orientation coursecum-workshop on Education in Human Values. New Delhi.
- Malhotra P.L. Education, Social Values and Social Work – the Task for the New Generation, N.C.E.R.T., New Delhi.
- Morris, Charles (1956). Varieties of Human Values. Chicago: University of Chicago press.
- Mujeeb, M.(1965). Education and Traditional Values. Meerut: Meenakshi Prakashan
- Mukerjee, R.K., (1969). Social Structure of Values. New Delhi: S. Chand and Co.
- NCERT (1992). Education in Values, New Delhi.
- Rokeach, M.(1978). The Nature of Human Values, New York :Jessy Brass.
- Ruhela, S.P. (1986). Human Values and Education, New Delhi: Sterling Publications,
- Sprod, T. (1998). Philosophical Discussion in Moral Education, The Community of Ethical Inquiry. Routledge – 2001 – 244 pages, Series: Routledge International Studies in the Philosophy of Education
- Venkataiah. N.(1998). Value Education" APH Publishing.

M.Ed. SEMESTER-IV
COURSE-III (Opt-iii): INFORMATION, COMMUNICATION & EDUCATIONAL TECHNOLOGY

Time : 3.00 Hours

Max. Marks: 100

Credits:4

(Theory: 80, Internal:20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- acquaint students with the basics of computer system and their functions
- develop competency among students to use on line and off line electronic devices
- explain the meaning, types and scope of educational technology
- formulate instructional objectives for different domains
- explain the concept and criteria and of co-operative learning
- explain the concept of variables, phases and levels of teaching
- describe different models of teaching and develop two sample lesson plans
- explain flander's interaction analysis along with their principles and processes.

COURSE CONTENTS

UNIT-I

- **Introduction to Computers:** Computer, its parts and their functions, Input and output devices used in Research Process, MS Office: MS Word, PowerPoint, MS Excel
- **ICT In Education;** Computer Assisted Instruction, Computer Managed Learning And Computer Based Learning, Blended Learning, Internet And Online Learning, World Wide Web, M-Learning , e-learning

UNIT-II

- **Educational Technology:** Development of Educational Technology, Meaning, Nature, Approaches, Types, Scope And Significance Of Educational Technology
- **Programmed Instructions:** Concept, Historical Development, Theoretical Rationale of Programming, Principles and Styles of Programmed Instruction.
- **Development of Programmed Instructional Material**

UNIT-III

- **Objectives:** Differentiation and Derivation from Aims to Goals, General Objectives from Goals and Instructional Objectives from General Objectives. Formulating Instructional Objectives, Categorization of Objectives in Taxonomic Categories of Cognitive, Affective and Psychomotor Domains.
- **Co-operative Learning:** Concept, Salient Features and Criteria, Pedagogy of Co-operative learning, Relevance and Merits of Co-operative Learning.
- **Multimedia-** Concept, definition, elements, types, Benefits of Multimedia in Education, script writing for multimedia

UNIT-IV

- **Teaching:** Concept, Variable, Phases and Levels of Teaching: Memory, Understanding and Reflective level Relationship between Teaching and Learning
- **Models of Teaching:**
 - i. Social Inquiry model
 - ii. Mastery Learning Model
 - iii. Role Playing Model
- **Modification of Teacher Behaviour:**
Flander's Interaction Analysis, Category System, (FIAC), Simulation

Tasks and Assignments: For Internal Assessment (10 Marks)

- Development of Linear Programme
- Power –Point Presentation on any topic
- Development of Lessons using Model teaching.
- Script writings for Multimedia programme

Suggested Readings:

- Ahuja, M. (2007), *Mastery Learning- A Practical Approach*, Meerut: Vivek Publishers.
- Bhushan, A & Ahuja, M. (1992), *Educational Technology*, Meerut : Vikas Publication.
- Bloom, B.S. (1972), *Taxonomy of Educational Objectives. A Hand Book- I (Cognitive Domain)*, New York: Devid Mokey Campo.
- Chauhan S.S.(1978), *A Textbook of Programmed Instruction*, New Delhi : Sterling Publishers.
- Das, R.C.(1993), *Educational Technology: A Basic Text*, New Delhi: Sterling Publishers.
- Dave, R.H (1969). *Taxonomy of educational objectives and achievement testing; development of educational testing vol. 1*. London: Univesity of London Press.s
- Flanders, Ned A. (1978), *Analyzing Teacher Behaviour*, London : Addison Wesley Publishing Co.
- Gage, N.L. (1978), *The Scientific Basis of the Art of Teaching*, London : Teacher's College Press.
- Gokul, S.(2005), *Multimedia Magic*, New Delhi : BPB Publishers.
- Joyce, B. Weil, M. & Showers, B. (1985), *Models of Teaching*, New Delhi: Prentice Hall of India Pvt. Ltd.

- Mangal. S.K. (2009). Essentials of Educational Technology. New Delhi: Prentice Hall of India pvt. Ltd.
- Mehra, V. (2010). A Text book of Educational Technology, New Delhi: Sanjay Prakashan.
- Rajaraman, V.(1997).Fundamental of Computers, New Delhi. Prentice Hall of India. Pvt Ltd.
- Richard, W. (2000), Multimedia- A Critical Introduction, London: Routledge, Jaylor & Frances Group.
- Sansawal , D. N. and Suri,S (1996). Computers in psychological Testing, Journal of Education and Pyschology, VOL. 53. Nos.1-2-3.
- Sharma, Hemant Lata (2014). Innovative inputs in ICT. Jalandhar: Amit Prakashan.
- Sharma, Hemant Lata & Sharma, Savita (2010). Learning to Learn With Love : Theory and Practices of Co-operative Learning, New Delhi : Gagandeep Publication.



**M.Ed. SEMESTER-IV
COURSE-III (Opt.-iv): GUIDANCE & COUNSELLING**

Time : 3 Hours
Credits: 4

Max. Marks: 100
(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- make aware of the importance of making right choices in life, education, vocation etc.
- develop and promote understanding of basic principles, areas, importance of guidance and counseling.
- explain problem face by students in the contemporary world.
- make students conversant with the practices of guidance and vocational choices.
- explain the use of various standardized & non-standardized data collection tools.
- develop an understanding of the role of guidance for the population with special needs.
- develop an understanding and need of mental health



COURSE CONTENTS

UNIT-I

Introduction to Guidance

- Guidance Movement in India : Pre & Post Independence
- Concept, Principles & Functions of Guidance
- Types of Guidance: Educational, Vocational, Social & Personal Guidance.
- Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, Principles & Techniques.
- Contemporary Models of Guidance; Mathewson Model, Sholen's Model, Chapman Model & Hoyt's Model.

Guidance Services and their Organization in Schools

- Organization & Evaluation of Guidance Programmes at Various Levels of Education (Elementary/ Secondary/ Senior Secondary /College)
- Problems of Organizational Guidance Services in India.
- Role of Various Community Agencies in School Guidance Programmes

UNIT-II

Introduction to Counseling

- Concept, Principles, Techniques & Procedure of Counseling
- Approaches of Counseling: Directive, Non-Directive, Eclectic Counseling
- Theories of Counseling: Freud's Psychoanalytic, Behaviouristic, Gestalt
- Skills of Counseling: Building Trust, Listening, Observation & Empathy
- Counselor: Characteristics, Functions & Ethics

Career Guidance

- Concept & Needs of Career Guidance
- Factors Affecting Career Guidance
- Approaches of Career Guidance

UNIT-III

Job Analysis and Occupational Information

- Concept and Needs of Job Analysis
- Meaning, Nature and Factors Affecting Job Satisfaction
- Relation between Job Analysis and Job Satisfaction
- Concept of Occupational Information & Sources of Collection

Measuring Devices

- Tools: Intelligence, Aptitude, Interest, Personality, Attitude, Achievement
- Techniques used in Guidance: Questionnaire, Anecdotal Records, Interview, Schedule, Case Study, Diary and Autobiography, Cumulative Record Cards

UNIT-IV

Guidance for Special Groups

- Exceptional Learners: Slow- learners, Gifted & Creative Children.
- Delinquent, Backward and Under-Achievers Children.
- Mentally and Physically Handicapped Children
- Guidance for the Well Being of Senior Citizens

Mental Health

- Concept of Mental Health
 - Factor Affecting Mental Health
 - Role of Guidance in Personnel in Promoting Positive Mental Health at Work Place

Tasks and Assignments :The student-teacher may undertake any one of the following activities (10 marks)

- Draw a plan for the assessment of ability, aptitude, interest or personality of students. Explore two tests
- One each for the assessment of intelligence and aptitude at the elementary and secondary stage through different sources and prepare critical write-ups.
- Prepare a script of a session with a client student communicating either low ability or high ability scores highlighting the skills used by you in the session.
- Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe in details the group climate.

Suggested Readings:

- Aggarwal, R. (2010). *Elementary Guidance and Counselling*, New Delhi: Shipra Publication.
- Aggarwal, J.C. (2005). *Career Information in Career Guidance Theory & Practice*, Delhi: Doaba House.
- Bala, Rajni. (2007). *Guidance and Counselling: Modern Review*, New Delhi :Afa Publication.
- Burnard, P. (2005). *Counselling Skills Training*, New Delhi: Viva Book Private Limited.
- Chandra, R. (2009). *Career information and Guidance and Counselling*, Delhi: Isha Books.
- Chauhan, S.S. (2007). *Principle and Techniques of Guidance*, New Delhi: Vikas Publishing House.
- Dev, K. (2005). *Educational Guidance*, New Delhi: Pragun Publication.
- Gibson, R. L. & Mitchell, M. (2008). *Introduction Counselling and Guidance*, New Delhi: PHI Learning Pvt.Ltd.
- Gibson, Robert L. & Mitchell, Marianne, H. (2008). *Introduction to Counselling and Guidance*, New Delhi: Pearson Prentice Hall in India.
- Gupta, M. (2005). *Effective Guidance & Counselling*, Jaipur: Mangaldeep publications.
- Kochhar, S.K. (2009). *Guidance & Counselling in Colleges & Universities*, New Delhi: Sterling Publishers Pvt Ltd.
- Kochhar, S. K. (2006). *Educational and Vocational Guidance in Secondary Education*, Delhi': Sterling Publications.
- Koshy, J. (2007). *Guidance and Counselling (Vol. IV)*, New Delhi: Dominant Pub. & Distributors.
- Kottler, J. A. & Shepard, D. S. (2008). *Counselling Theories & Practices*, Cenage Learning: 1st Edition.
- Madhukumar, I. (2007). *Guidance and Counselling*, New Delhi: Authors Press.
- Mathur, S. S. (2008). *Fundamentals of Guidance & Counselling*, Agra: 2nd Edition Aggarwal Publication.
- Mishra, R.C. (2004). *Guidance & Counselling*, New Delhi: APH Publishing Corporation.
- Naik, D. (2007). *Fundamentals of Guidance and Counselling*, New Delhi: Adhyayan publishers.
- Pandey, V.C. (2006). *Educational Guidance & Counselling*, Delhi: Isha Books.
- Rao, S N. (2006). *Counselling and Guidance*, Delhi : McGraw hill Publication.
- Rao, S. N. & Hari, H. S. (2004). *Guidance and Counselling*, New Delhi: Discovery Pub. House.
- Saxena, A. (2006). *Organization of Guidance Service*, Delhi: Rajat Publications.
- Safaya, B.N. (2002). *Guidance & Counselling*, Chandigarh: Abhishek Publications.
- Sexena, A. (2007). *Modern Techniques of Counselling*, New Delhi: Rajat Publications.

- Saxena, A. (2007). *Introduction to Educational & Vocational Guidance*, Delhi :Rajat Publications.
- Sharma, R. A.(2011).*Fundamentals of Guidance and Counselling*.Meerut: R Lal Book Depot.
- Sharma, S.P. (2008). *Career Guidance & Counselling*, New Delhi: Kanishka Publishers& Distributors.
- Sharma, T.C. (2002). *Modern Methods of Guidance & Counselling*, New Delhi : Sarup & Sons.
- Sharma, Y.K. (2005). *Principles of Educational & Vocational Guidance*, New Delhi: Kanishka Publishers.
- Shrivastava, K.K. (2003). *Principles of Guidance & Counselling*, New Delhi : Kanishka Publishers.
- Singh, R. (2002). *Educational & Vocational Guidance*, New Delhi : Commonwealth Publishers
- Vashist, S.R. (2004). *Evaluation of Guidance*, New Delhi: Anmol Publications Pvt. Ltd.
- Varky, B. G.& Mukhopadhyay, M.(2006). *Guidance and Counselling*, New Delhi :SterlingPublications.
- Yadav, R.H. (2012). *Guidance & Counselling*, New Delhi: APH Publishing Corporation.



M.Ed. – SEMESTER-IV
COURSE-III (Opt.-v): INCLUSIVE EDUCATION

Time: 1:30 Hours

Max. Marks 100

Credits:2

(Theory: 80, Internal: 20)

NOTE FOR PAPER SETTER

- i. Paper setter will set 9 questions in all, out of which student will be required to attempt 5 questions
- ii. Q.No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type questions of 4 marks each to be selected from the entire syllabus.
- iii. Two long answer type questions will be set from each of four units, out of which the students will be required to attempt one question from each unit. Long answer questions will carry 16 marks each.
- iv. All questions carry equal marks

COURSE OBJECTIVES:

On completion of this course the students would be able to

- develop in students an understanding of the concept and philosophy of inclusive education in different contexts
- develop in students an understanding of the nature and types of diverse learners
- enable students to analyse the trends and issues in inclusive education
- acquaint students about various legislative frameworks and programmes facilitating inclusive education
- enable students to understand various approaches to evaluation and identification of need of diverse learners
- enable students to understand planning and management of inclusive classroom
- enable students to use assistive /adaptive technology in inclusive classrooms
- enable students to understand the need of support system for inclusive practices
- understand the global and national commitments towards the education of children with diverse needs
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel
- identify and utilize existing resources for promoting inclusive practice.

COURSE CONTENTS

UNIT-I

Inclusive Education for Children with Diverse needs

a) Introduction to Inclusive Education: Definition, concept and importance of Inclusive Education.

- Concept of Access, Equity, Diversity, Human Rights & Social Justice.
- Evolution of the Philosophy of Inclusive Education: Special, Integrated, Inclusive Education
- Readiness of School, Principles and Models of Inclusion

b) Children with Diverse Needs

- Definition and characteristics of children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children mentally challenged children), developmental disabilities

(autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under-achievers, slow learners and other marginal groups.

- Importance of early detection for development of compensatory skills.
- Barriers & Facilitators in Inclusive Education: Attitudinal, Social and Educational.
- Educational concessions and Facilities.

UNIT-II

Legal Provisions, Trends and Issues in Inclusive Education:-

a) International Initiatives :

- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6, 10 &12).
- The World Declaration on Education for all and its Framework for Action to meet Basic -Learning needs, 1990
- 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).
- The Asian and Pacific decade of Disabled Persons, 1993-2002.
- The World Conference on Special needs Education and the Salamanca Statement and framework for action on Special Needs Education.

b) National Policy Framework & Programmers:

- Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action (1992) Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005).
- Rehabilitation Council of India Act (1992)
- Inclusive Education under Sarva Shiksha Abhiyan (SSA).
- The National Trust for the welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act, 1999.

UNIT-III

Identification of Diverse Learners, Planning and Management of Inclusive Education

a) Approaches to Evaluation and Identification of Diverse Learners

- Identification of Diverse Learners for Inclusion
- Educational Evaluation : Meaning, Methods, Tools and Techniques
- Interpretation of Evaluation Reports and their Educational Implications

b) Planning and Management of Inclusive Education

- Planning and Management of Inclusive Classrooms: material resources, Human Resource and Instructional Practices
- Curriculum and Curricular Adaptations for Diverse Learners
- Practices and Classroom Management: Seating arrangement, whole class teaching, collaborative Teaching, activity based Learning, Peer tutorial and cooperative Learning.

UNIT-IV

Resources and Facilitators of Inclusion:-

a) Assistive /Adaptive Technology

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- Therapeutic Interventions: Need and Scope
- Use of Information Communication Technology (ICT) in inclusive classroom

b) Facilitators for Inclusive Education

- Parent – Professional Partnership: Role of Parents, Peers, Professionals, School Management & Community.
- Role Responsibilities of General, Special and Resource Teachers.
- Skills & Competencies among Inclusive school teachers.

Tasks and Assignments: The students may undertake any two of the following activities: (10 marks)

- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national, international) related to diversity.
- Critical review of policy and practice and panel discussion by a group of students.
- Visit to special, integrated and inclusive classrooms .Reflective journal writing.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools.

Suggested Readings:

- Ainscow, M.; Booth. T (2003). *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Ahuja. A; Jangira, N.K. (2002). *Effective Teacher Training; Cooperative Learning Based Approach*. New Delhi *National/Publishing house*
- Bartlett, L. D. and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Daniels, H. (1999). *Inclusive Education*. London: Koegan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*. Florida: Harcourt Brace and Company
- Gartner, A. & Lipsky, D. D. (1997). *Inclusion and School Reform Transferring America's Classrooms*. Baltimore: P. H. Brookes Publishers.
- Gore, M. C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*, Crowin Press: Sage Publications.

- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press: Sage Publishers.
- Hollahan and kauffman (1978). *Exceptional Children: An Introduction to Special Education*. India: Prentice Hall.
- Jha, M. M. (2002). *School without Walls: Inclusive Education for All*. Oxford: Heinemann Education.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjmandi, Academic Press.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- King-Sears, M. (1994). *Curriculum-Based Assessment in Special Education*. California, Singular Publications.
- Panda, K. C. (1997). *Education of Exceptional Children*. New Delhi: Vikas Publications.
- Rangasayee, R.& Gathoo, V. (2007). *Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers*. AYJNIHH Publishers.
- Rayner, S. (2007). *Managing Special and Inclusive Education*, Sage Publications.
- Ryandak, D. L. & Alper, S. (1996) *Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston, Allyn and Bacon
- Sedlak, R. A. & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon
- Stow L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London Unwin Hyman.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N.C.E.R.T Publication.
- Sharma P.L (2003). Planning Inclusive Education in Small Schools, R.I E. Mysore
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). *Exceptional Lives: Special Education in Today's Schools*. 2nd Ed. New Jersey Prentice-Hall. Inc.
- Vlachou D. A. (1997). *Struggles for Inclusive Education: An ethnographic study*. Philadelphia, Open University Press