

SHIVAJI UNIVERSITY, KOLHAPUR



Revised Structure and Syllabus for
Degree of Master of Education
M.Ed.Regular ONE YEAR Course – SEMESTER
SYSTEM
Under Academic Flexibility.

(Introduced from June , 2011 onwards)
(Subject to the modifications made from time to time)
Shivaji University, Kolhapur

Structure and Syllabus for
Degree of Master of Education, Course
M.Ed. Regular One - year Course SEMESTER SYSTEM

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(Subject to the modifications made from time to time)

The General Objectives of M.Ed. Course are :

- i) To prepare professional personnel required for staffing of the Colleges of Education.
- ii) To prepare administrators and supervisors for schools and for positions of responsibilities in the Education Department at Institutions engaged in Educational Research and Educational planning.
- iii) To prepare personnel for various educational services.

Ed.1. Duration of the course

The course for the Master's Degree in Education Regular, one - year, Semester System (M.Ed. Regular one –year course, Semester System) shall be of one academic year having two Semesters. The Terms and vacations of the course shall be as prescribed by the University from time to time.

Ed.2. Eligibility

A candidate who has passed the B.Ed., Examination of this University or any other University recognized as equivalent thereto shall be eligible for admission to the course, provided he/she has secured at least 55% of the marks in the theory part and In the case of students this Reserved category percentage of marks shall be at least 50%,and further the candidates should have been declared passed in the M.Ed. CET Conducted by Government of Maharashtra subject to revision by the GoM and University from time to time.

R.Ed. 1 Eligibility for Admission

Provisional admission of candidates shall be given based on the qualifying examination marks as well as entrance test marks following the reservation policy and the guidelines issued by the university in this respect from time to time.

Ed.3 Intake for the course shall be as prescribed by the NCTE from time to time.

Ed.4 The Examination for the Degree of M.Ed. course shall be by Papers, Practicals, Seminar, Project, Record/Report of Sessional works, Field based experience, Dissertation and Viva-Voce

A candidate desiring to appear for the M.Ed. examination must attend the University Department recognized for this purpose by the Shivaji University and NCTE.

In each semester in each paper/practical/ sessional work/seminar a student should put-in at least a minimum 75% attendance. Subject to the general provisions existing in the University for condonation of attendance, provided a student who falls short of the required minimum of attendance in the first or second Semester shall make good the same in the next year I Semester or II Semester as the case may be.

Student shall attend the lectures and undertake all the activities of the course in each Semester as prescribed by the University.

In case a student remains absent for a particular component or activity he/she will have to make good the same in the relevant Semester of the subsequent course.

Candidates who have kept terms for the M.Ed. (Regular) course of the annual examination system and is desirous of appearing / reappearing for the whole or part will have to appear for the examination of the same course and is not eligible to appear for the M.Ed.(Regular) course Semester System examination as the two types of courses (Annual and Semester) are not equivalent.

Table No. 1

Structure of the M.Ed. One-Year Course in Two –Semesters

M.Ed. Semester I

Code	Title	Internal Marks	External Marks	Total Marks	Hours Total	Hours per week	Credits
a) Core Courses (Compulsory)							
CC-P-I	Education as a field of study	30	70	100	75	5	4
CC-P-II	Leaner and Learning process	30	70	100	75	5	4
CC-P- III	Methodology of Educational Research	30	70	100	75	5	4
CC- P-IV	ET and ICT in Education	30	70	100	75	5	4
b)Specialization (Any one) Paper V- Optional							
SP.C. P-V-A	Educational Guidance and Counseling	30	70	100	75	5	4
SP.C. P-V-B	Educational Management	30	70	100	75	5	
SP.C. P-V-C	Inclusive Education	30	70	100	75	5	
c) Formulation of Research Proposal Code : F.R.P		50	-	50	100	6	2
d) Field Experiences / Practicum/Tour Code : F.E.P.T-I		25	-	25	6	1	1
Total of Semester I		225	350	575			23

Table No. 2
Structure of the M.Ed. One-Year Course in Two –Semesters
M.Ed. Semester II

Code	Title	Internal Marks	External Marks	Total Marks	Hours Total	Hours per week	Credits
e) Core Courses (Compulsory)							
CC- P-VI	Process of Education	30	70	100	75	5	4
CC- P-VII	Psychology for individual and Social development	30	70	100	75	5	4
CC- P-VIII	Statistical methods for Data Analysis	30	70	100	75	5	4
CC-P- IX	E-Education	30	70	100	75	5	4
f) Specialization (Any one)					Paper		
V- Optional							
SP.C. P-X-D	Elementary Teacher Education	30	70	100	75	5	4
SP.C. P-X-E	Secondary and Higher secondary Education	30	70	100	75	5	4
SP.C. P-X-F	Pedagogy of Science Education	30	70	100	75	5	4
SP.C. P-X-G	Pedagogy of Language Education	30	70	100	75	5	4
g) Dissertation Code: DIST Dissertation work stated in Semester I will be completed by the end of Semester II		50	100	150	200	6	6
h) Field Experiences and Practicum/Tour Code: FE.P.T.-II		25	-	25	50	5	1
i) Viva Voce for Dissertation Code: V.V.D		25	25	50	-	-	2
Total of Semester II		250	475	725			29
Grand Total of Semesters I and II				575+72=1300			52

Note: Women Education optional paper with extra credits may be taken during the M.Ed. Course.

STANDARD OF PASSING

The M.Ed. degree in the faculty of Education will be conferred on a candidate who has pursued a Regular course of study for two semesters of one academic year as prescribed in the scheme of examination.

SCHEME OF EXAMINATION AND CLASSIFICATION OF SUCCESSFUL STUDENTS

1. Two semesters - end examinations will be held during the One year M.Ed. Regular course.
2. Each theory paper will be of 100 marks of which 70 marks will be for External examination and 30 marks will be for Internal assessment.
3. Minimum for a pass in each paper shall be 40% marks obtained in External evaluation and Internal assessment separately and 50% in aggregate of the two semester put-together.
4. Internal assessment Includes test, assignment, Seminar, Viva-Voce and record (reports).
5. The declaration of class shall be on the aggregate of the total marks of both the Semesters put-together as follows :

Table No. 3

CLASSIFICATION OF RESULTS

Aggregate of Total Marks of Two Semesters	Letter Grade	Class
75-100	O	Distinction
65-74	A+	First Class
60-64	A	First Class
55-59	B+	Higher Second Class
50-54	B	Second Class/Pass Class
49 and less	F	Fail

Note: Marks obtained in decimal of point five and above should be rounded to one.

Credits: As shown in the structure of the course. Maximum Credits : 52 (Two semesters put together)

Minimum Credits for PASS : 26 (Two semesters put together)

Note: Credit may be acquire in decimal points also.

ATTENDANCE

To complete the course the student is required to put-in at least a minimum of **75%** attendance in each component of the M.Ed. course.

M. Ed. Semester – I**Core Course Paper CC I : Education as a Field of Study****(Code : CC-P- I)**

Contact Hours : 75 hrs.

Maximum Marks : 100

Credits : 04

Examination Duration : 3 hrs

Internal : 30

External : 70

Objectives

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

1. Understand the nature of education as a discipline and interdisciplinary subject.
2. Understand the nature of connections and interactions involved in the process of education.
3. Critically analyse the schools of philosophy and thoughts of great educators.
4. Reflect on the Socio-Cultural contexts in which the school and teacher education institutions are working.
5. Develop and refine communication skills through discussion, presentation and different forms of writing.

Course Content**Unit I : Theoretical Perspectives of Education (15 hrs)**

- a) Critical Analysis of Education as a Discipline (2 hrs)
- b) Interdisciplinary Nature of Education – relationships with disciplines/subjects such as Philosophy, Psychology, Sociology, Management, Economics and Anthropology (2 hrs)
- c) Contribution of science & Technology to Education and challenges ahead. (2 hrs)
- d) Axiological Issues in Education- Role of peace & other values, aesthetics in education. (3 hrs)
- e) Procedure of Linking
 - content knowledge with pedagogy knowledge
 - school knowledge with life outside the school
 - experimental knowledge with empirical knowledge
 - knowledge on action and reflection on outcome of action
 - theoretical knowledge with practical knowledge
 - universal knowledge with contextual knowledge (6 hrs)

Unit – II : Critical Analysis of Schools of Philosophy for Its Contribution to Liberal & humanistic Nature of School and Teacher Education (15 hrs)

- a) Concept of Liberal & humanistic Nature of School and Teacher Education - (2 hrs)
- b) Contribution of the following schools of philosophy to Liberal

& humanistic Nature of School and Teacher Education.

- i) Eastern Schools of Philosophy – Upanishadic, Buddhist, Jain and Islam
- ii) Western Schools of Philosophy – Reconstructionism, Existentialism, Essentialism and Perennialism

With reference to main tenets, aims, curriculum, teaching-learning pedagogy, school/classroom environment, assessment, role of teachers and disciplines (13 hrs)

Unit – III : Critical Analysis of Thoughts of Great Educators

Critical Analysis of Thoughts of Great Educators

- i) Swami Vivekanand ii) Ravindranath Tagore iii) Yogi Aurobindo iv) Mahatma Gandhi v) Plato vi) John Dewey

with reference to concept of man and his development, aims of education, curriculum, teaching-learning pedagogy, school/classroom environment, assessment, role of teachers, discipline, Emerging dimensions of school education and teacher education, linkage between education and other development sectors, the role of educational transformation in national development, Concepts of quality and excellence in education and relation to quality of life.

(15 hrs)

Unit – IV : Socio-Cultural Context of Education in India (15 hrs)

- a) Social purposiveness of Education (1 hrs)
- b) Prioritizing the aims of Indian Education in the context of democratic, secular, socialistic and humane society ; Constitutional provision of Education (3 hrs)
- c) Understanding contemporary Indian society with reference to multilingual, multicultural, gender, equity, poverty, diversity and human rights and rights of the child – appropriate approaches of teaching children in the context of diversities (5 hrs)
- d) School Education : contemporary challenge, Issues related to the implementation of RTE (3 hrs)
- e) Equality and Equity in Education. (1 hrs)
- f) Process of socialization and acculturation of the child – critical appraisal of the role of the school, parents, peer group and the community. (2 hrs)

Transaction Mode

- (1) Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers; (2) Seminar reading- presentation by students on selected themes individually and collectively leading to discussion; (3) Library readings on selected theme followed by group discussion; (4) Study of documents and references, interaction with field staff and reflective interaction with the peer group. (5) Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

Sessional Work**30 Marks****(15hrs)**

The students may undertake any two of the following activity.

1. Readings of original texts of Swami Vivekanand/ Ravindranath Tagore/ Yogi Aurobindo/ Mahatma Gandhi/ Plato/ John Dewey and presentation on various innovative concepts in the context of teaching-learning in schools followed by Seminar with ppt. presentation.
2. Visit to a rural/tribal school and observation of activities and preparation of a reflective diary and presentation in a group.
3. Assignments.

M.Ed. Semester-I**Core Course Paper CC-II : Learner and the Learning Process****(Code : CC –P- II)**

Contact 75 hrs

Maximum Marks : 100

Credits : 04

Examination Duration : 3 hrs

Internal : 30

External :70

Objectives

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

- Understand the framework for how children learn
- critically analyse the process of learning from the point of view of cognitive psychology and the implications of constructivist learning
- visualize multiple dimensions and stages of learner's development and their implications on learning
- understand the learner in terms of various characteristics
- learn the factors affecting learner's environment and assessment
- conceptualize a framework for understanding and evaluating teaching learning situation as well as the method of analyzing and reflecting upon learning episodes
- conceptualize the needs of the learners and the process of learning as visualized in NCF, 2005
- visualise the brief epistemological frame of major curricular areas.

Course Content**Unit - I - Framework for How Children Learn (15 hrs)**

- a) Learner and its development - Definition of learner, approaches for learning: Knowledge centeredness, Learner centeredness, Environmental centeredness and Assessment centeredness.
- b) Holistic approach in the treatment of learner's development and learning
- c) Individual differences and its causes - socio - cultured and economic context

Unit - II - Learning Environment (15 hrs)

- a) Learning Environment - Physical environment instructional time, discipline and participatory management
- b) Diversity in learning context - oversized classroom, social diversities - language and ethnic
- c) Inclusive environment in the classroom for all types learners
- d) Partnership between school and parents and community for learning- identification of barriers and strengthening partnership

Unit - III - Understanding the process of knowledge Construction (15 hrs)

- a) Cognition and Learning: cognitive process - perception attention memory development of concept, logical reasoning, critical thinking, problems solving
- b) Learning as construction of knowledge in the critical appraisal of views of Piaget, Bruner and Vygotsky
- c) Learning beyond cognition: learning approaches - focusing on the whole person and the life long perspectives - personal social learning moral and cultural development of the learner
- d) Different forms of learner's engagement in the process of knowledge construction - observation demonstration, exploration discovery, analysis, contextualization collaboration, multiple interpretation and critical reflection based on observation, selected reading and discussion.

Unit - IV – Neuropsychology of learning (15 hrs)

- a) Concept and principles of brain based learning
- b) Strategies for brain- compatible classrooms
- c) Role of motivation and approaches to motivation: humanistic and cognitive
- d) Diversity in learning path and learning styles
- e) Learning disabilities

Transaction Mode

Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, observation of learning situation in a schools and out of the schools, preparing reflective diaries, interpretation, analysis and reflection on observation in a group self - study in a library, interaction with classroom teacher, observation and then reflective discussion in a group; library study and project work, projects and assignments focusing on observation and interaction with children and adolescent, workshop, seminar, assignments and group discussion around issues and concepts studied in theory.

Sessional Work**30 Marks (15hrs)**

The students may undertake any three of the following activities and present the report:

- 1 Conducting case study on one student who has difficulties in learning in primary years.
- 2 Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.

- 3 Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction
- 4 Critical analysis of learning situation in schools and out of the schools/ preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group
- 5 Design/ suggest activities for developing critical awareness about various social and political issues
- 6 Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.

Essential Readings

- Bruner, J. S. (1990) Acts of meaning. Cambridge, M. A. : Harvard University Press.
- Bruner, R. F. (1978). Psychology applied to teaching. Boston: Houghton Mifflin.
- Dandapani, S. (2001) Advanced Educational Psychology, (2nd edition)., New Delhi, Anmol Publications Pvt. Ltd.
- Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books.
- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Piaget, J. (1999) Judgment and reasoning in the child. London: Routledge.
- Vygotsky. L. (1986) Thought and language (A. Kazulin, Trans). Cambridge, M. A. : MIT Press.

References

- Ambron, S, R. (1981). Child development, Holt, Rinehart and Winston, New York.
- Anderson, J. R. (1983). Rules of the mind. Hillsdale, NJ: Erlbaum
- Barry and Johnson (1964) Classroom Group Behaviour, New York: Macmillan.
- Bower, G. H. and Hilgard, E. R. (1981) Theories of learning. Prentice Hall. Inc. Englewood Cliffs, New Jersey.
- Decoco, J. P. (1977). The Psychology of learning and instruction, Prentice Hall, Delhi.
- Eason, M. E. (1972). Psychological foundation of education, N. Y. Holt, Rinehart and Winston, Inc.
- Grammage, P. (1990). Teacher and pupil: some socio-psychological principles and applications (3rd Edition) Illions: Scott. Pressman Little, Brown Higher Education.
- Guilford, J. P. (1967). Nature of Human Intelligence, New York: McGraw Hill.
- Newell, A. & Simon, H. A. (1972). Human problem solving. Englewood Cliffs, NJ: Prentice Hall.
- Segal, J. W. Chipman, S. F. & Glaser, R. (1985). Thinking and learning skills: Relating Instruction to Basic Research> (Vol. I). Hillsdale, NJ: Erlbaum.
- Snyder, C. R. & Shane J. Lopez (2007). Positive psychology. SAGE Publications. U. K.
- Libber, C. M. (2002) Partners in learning: from conflict to collaboration. Cambridge, M. A. Educators for Social responsibility.
- Pintrich, P. R.; and Schunk, D. H. (1996). Motivation in Education : theory, research and applications. Englewood Cliffs, N. J. Merrill.

M.Ed. Semester-I**Core Course Paper –CC-III : Methodology of Educational Research****(Code : CC-P-III)**

Contact : 75 hrs.

Maximum Marks : 100

Credits : 04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

- describe the nature, purpose, scope, areas, and types of research in education.
- explain the characteristics of quantitative, qualitative and mixed research.
- select and explain the method appropriate for a research study.
- conduct a literature search and develop a research proposal.
- explain a sampling design appropriate for a research study.
- explain the importance of documentation and dissemination of researches in education.

Course Content**Unit – I : Research in Education : Conceptual Issues (15 hrs)**

- i) Meaning, purpose and areas of educational research.
- ii) Kinds of educational research : basic & applied research, evaluation research and action research, and their characteristics.
- iii) Sources of knowledge generation : historical perspective, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, theory, nature and functions, the principle of evidence, scientific methods applied to researches in social science and education.
- iv) Research paradigms in education : quantitative, qualitative, mixed and their characteristics.
- v) Planning the research study : sources of research problems, review of the literature purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.
- vi) Identification and conceptualization of research problem : statement of problem, purposes, and research questions in qualitative and quantitative research.
- vii) Formulation of Hypotheses.
- viii) Preparation of a research proposal; framework of the research proposal and strategies for writing the research proposals.

Unit – II : Quantitative and Qualitative Methods of Research (15 hrs.)

- a) Types of Research : survey studies, descriptive studies, co-relational studies, developmental studies, comparative studies, casual-comparative and co-relational research; cross-sectional, longitudinal and retrospective.
- b) Experimental Research
 - Nature of experimental research, variables in experimental research independent, dependent and confounding variables; ways

to manipulate an independent variable, purpose and methods of control of confounding and extraneous variables.

- Experimental research designs : single group pre-test post-test design, pre-test post-test control group design, post-test only control group design, and factorial design.
 - Quasi experimental designs : nonequivalent comparison group design, and time series design.
 - Internal and external validity of results in experimental research.
- c) Qualitative research : meaning, steps and characteristics.
- d) Qualitative research : approaches-phenomenology, ethno-methodology, naturalistic enquiry : case studies and grounded theory.
- e) Historical research : meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source.
- f) Mixed research : meaning, fundamentals. principles, strengths and weaknesses, types and limitations.

Unit – III : Sampling in Qualitative, Quantitative and Mixed Research (15 hrs.)

- a) Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples.
- b) Random sampling techniques : simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling.
- c) Non Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, theoretical sampling, incidental and critical case.
- d) Determining the sample size when using random sampling.

Unit – IV : Methods of Data Collection (15 hrs.)

- a) Tests, inventories and scales : types and construction and uses identifying a tool using reliability and validity information.
- b) Questionnaire : forms, principles of construction and their scope in educational research, administration of questionnaires.
- c) Interview : types, characteristics and applicability, guidelines for conducting interviews.
- d) Qualitative process and quantitative process, observation : use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion.
- e) Secondary (existing) data : sources.

Transaction Mode

Lecture-cum-Discussion, brain storming, group discussion, presentations : Panel discussion; Seminar presentations.

Sessional Work (5 Marks each)

30 Marks

(15hrs)

The students should undertake the following activities :

- 1 Preparation, try out and finalization of a tool.
- 2 Identification of variables of a research study and their classification in terms of functions and level of measurement.
- 3 Preparation of a sampling design given the objectives and research questions/hypotheses of a research study.
- 4 Preparation of a review article.

- 5 Use of computers in literature review/review of a dissertation.
- 6 Review of research report.

References

- Best, J. W. (1999). *Research in Education*, New Delhi : prentice Hall of India Pt. Ltd.
- Borg, W. R. and Gall, M. D. (1983). *Educational Research – An Introduction*. New York : Longman, Inc.
- Christensen, L. (2007). *Experimental Methodology*. Boston : Allyn & Bacon.
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- Cohen, Lewis and Manion Lawrence (1994). *Research Methods in Education*. New York : Holt Rinchart and Winston Inc.
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- Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi : Vikas Publications.
- Keeves, John. P. (ed)(1990). *Educational Research Methodology and Measurement : An International Handbook*. New York : Pergamon Press.
- Kerlinger, F. N. (1986). *Foundations of Behavioural Research*. Fort Worth. TX : Harcourt Bmce Jovanovich.
- Kirkpatrick. D. L. (2005). *Evaluating Training Programmes : The Four Levels*. San Francisco : Brrett-Kochler.
- Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties – A Guide for Practitioners*. Paul Chapman Publishing.
- Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research – A Philosophic and Practical Guide*. The Flamer Press London. Washington D. C.
- Patton. M. Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks : C. A. : Sage.
- Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of Action Research : Concise Paperback Edition* : Thousand Oaks, CA : Sage.
- Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York : Routledge.
- Shank, G. D. (2002). *Qualitative Research*. Columbus, Otto : Merrill, Prentice Hall.
- Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi : Vohra Publishers and Distributors.
- Sharma, S. R. (2003). *Problems of Educational Research*. New Delhi : Anmol Publications Pvt. Ltd.
- Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks : C. A. : Sage.
- Travers, Robert M. W. (1978). *An Introduction to Educational Research (4th edition)*. London : Macmillan.
- Van Dalen, Debonald, B. and Meyer, William J. (1979). *Understanding Educational Research : An Introduction*. New York : McGraw Hill.

M. Ed. Semester – I**Core Course Paper- CC-IV : Educational Technology and ICT in Education****(Code: CC-P-IV)**

Contact : 75 hrs.

Maximum Marks : 100

Credits : 04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

- understand the fundamentals of ET & ICT.
- Understand Cyber Crime and Cyber Law.
- understand the systems approach to Education and communication theories and modes of communication and instructional design.
- ICT Application in Education.
- develop the ability for critical appraisal of multimedia.
- develop basic skills in the production of different types of instructional material.
- use of ICT in the conduct of research and research communication.

Course Content**Unit – I : Fundamentals of ET and ICT (15 hrs.)**

- a) Interdisciplinary and Multidisciplinary approach to ET and ICT.
(2hrs)
- b) Transactional usage of educational technology : integrated, complementary, supplementary, standalone (independent).
(4 hrs)
- c) Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET, Consortium for Educational Communication (CEC), UGC, their role in education.
(5 hrs)
- d) Cyber crime and cyber law. (4 hrs)

Unit – II : System Approach and Instructional Design (15 hrs.)

- a) Systems Approach to Education and its Components : Goal Setting, Task Analysis. Content Analysis, Context Analysis and Evaluation Strategies.
(3 hrs)
- b) Effectiveness of Communication in instructional system : Communication Modes, Barriers and Process of Communication.
(2 hrs)
- c) Education and Training : Face-to-Face, Distance and other alternative modes.
(2hrs)
- d) Instructional Design : Concept, Views, Process and Stages of Development of Instructional Design. (3 hrs)

- e) Overview of Models of Instructional Design – ADDIE Model; Instructional Design for Competency Based Teaching : Models for Development of Self Learning Material, Review of Researches on Instructional Design. (5 hrs)

Unit – III : ICT Application in Education (15 hrs.)

- a) Word Processors and Word Processing, Spreadsheets, Databases, Presentations, Digital Media, Graphics, Photographs, Animation, Audio and Video in the digital context; Sourcing, digitizing and using; Educational applications of digital media. (4hrs)
- b) Multimedia Content : Multimedia packages – installation and use; Critical analysis of multimedia content, educational implications of media use and interactivity. (3 hrs)
- c) Websites with educational content : Search, locate and maintain lists of educational websites : (4 hrs)
- i) Critically examine the content of websites; using the web as a teaching learning resource.
- ii) Academic and Research content on the web : Online journals and abstraction services;
- d) Online Learning, online courses and learning management systems. (2 hrs)
- e) Communication through the web : Audio and video applications on the internet: Interpersonal communication through the e-mail, Web forms and chatting groups. (2 hrs)

Unit – IV : Use of ICT to the conduct of Research and Research Communication (15 hrs.)

- a) Use of ICT in Research, including online research. Use of ICT for reporting in the form of theses, journal articles, and presentations in seminars and conferences. (3 hrs)
- b) Downloading of international standards for writing a research report, downloading of references, and biography new, books/journals from internet. (3 hrs)
- c) Data analysis and interpretation by using database software :Spreadsheet Access, SPSS and other equivalent in Open Office., Creating graphs and charts, creating a table. (3 hrs)
- d) Creating queries and using queries, data filtering in access by using queries. (3 hrs)
- e) Web Resources for research., Blog and Professional Forum. (3 hrs)

Transaction Mode

Lecture cum demonstration and hands on experiences on the use of personal computer/laptop/palmtop; participation in computer based media production projects. Analysis of the different application software packages with reference to its use in education. Preparation of a project report by using various application software packages and its critical appraisal.

Lecture cum demonstration and hands on experiences on the preparation of database using spreadsheet and other statistical software like SPSS, R etc., demonstration and

practical experience in use of various statistical software, discussion with data analysis experts creating database and working with database files, preparation and presentation of research data analysis and its interpretation.

Lecture cum demonstration and hands on experiences on the preparation of courseware. Demonstration and practical experience in the use of LMS software and online testing.

Visit to local institute where the courseware is in practice for online learning and face-to-face learning. Creating web resources by using Wikipedia and Wikieducator. Participation in online courseware. Analysis of the different online courses and face-to-face courses. Analysis of courseware developed by various organizations. Critical analysis of courseware developed for various e-Learning projects with reference to its evaluation.

**Sessional Work (15 Marks each)
(15hrs)**

30 Marks

The students should undertake the following activities :

- 1 Preparation of Learning Object Repository (LOR)
- 2 Preparation and presentation of research report based on empirical data.

Essential Readings

Adam, D. M. (1985). Computers and Teacher Training : A Practical Guide, The Haworth Pren. Inc., N. Y.

Alexey, Semenov, UNESCO (2005). Information and Communication Technologies in Schools : A Handbook for Teachers.

Bose, K. Sanjay (1996). Hardware and Software of Personal Computer.

Conrad, Kerri (2001). Instructional Design for Web based Training HRD Press. Intl. Teach to the Future – Beginner's Curriculum 2000.

Mallik, Utpal et. Al. (2001). Learning with Computers Level – III. NCERT. New Delhi.

Lee, William W, Diana, L. Owens (2001). Multimedia – Based Instructional Design : Computer Based Training. Jossey –Bass.

Sinha, P. K. (1990). Computer Fundamental.

Gupta, Vikas (2001). Comdex Computer Course Kit, Dream Tech Publications, New Delhi.

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M.Ed. Semester-I**Specialization Paper V– (Optional) SP.C-A: Educational Guidance & Counseling
(Code: SP.C P-V-A)**

Contact : 75 hrs.

Maximum Marks : 100

Credits : 04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

- Understand the meaning, nature and scope of guidance.
- Understand the meaning of and the need for group guidance.
- Recognize the role of guidance in attaining the goals of education.
- Appreciate the need for guidance.
- Develop acquaintance with various techniques of group guidance.
- Appreciate the need for goals of counseling.
- Understand the concept and process of counseling in group situations.
- Recognize the different areas of counseling.
- Understand the various stages involved in the process of counseling.
- Become acquainted with the skills and qualities of an effective counselor.
- Understand the essential services involved in school guidance programme.
- Be aware of about the constitution, role and function of the school guidance committee.
- Develop insights into the complexities involved in the choice of career in view of clients' personal characteristics and available outside opportunities.
- Gain insight into different techniques of psychological assessment; their nature, scope and application in guidance and counseling.
- Develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment for providing guidance and counseling.
- Develop skills for administering, scoring, interpreting and analyzing test results.

Course Content**Unit – I : Understanding Educational and Career Guidance (15 hrs.)**

- f) Meaning, definitions, need and scope of guidance.
- g) Objectives of Guidance : Self-understanding, self-discovery, self-reliance, self-direction, self-actualization.
- h) Organization of guidance programmes in schools.
- i) Career development needs of the students and factors affecting career development.

- j) Types of Guidance : Educational, vocational career and personal individual guidance and group guidance; advantages of group guidance.
- k) Group Guidance Techniques : class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

Unit – II : Essential Services in Educational Guidance Programme (15 hrs.)

- a) Types of Guidance Services : Orientation, information, counseling, placement, follow up, and research and evaluation.
- b) Resources required for organizing guidance services.
- c) School Guidance Committee : Constitution, roles, functions and role of principal and teachers in school guidance programmes.
- d) Nature and importance of assessment and appraisal in guidance and counseling; tools for quantitative and qualitative assessment.

Unit – III : Understanding Counseling (15 hrs.)

- a) Meaning, nature and scope of counseling.
- b) Objectives of Counseling : resolution of problems, modification of behaviour, promotion of mental health.
- c) Types and Areas of Counseling : family, parental, adolescent, girls and special children.
- d) Stages of the counseling process.
- e) Counseling Techniques – Person centred and group centred, cognitive interventions, behavioural interventions and systematic interventions strategies.
- f) Skills and qualities of an effective counselor and counseling professional ethics.

Unit – IV : Guidance of Students with Behavioural Problems and Specialties (15 hrs.)

- a) Nature and causes and types of behavioural problems and guidance for them.
- b) School discipline problems – problems of violence, bullying, drug abuse, truancy, drop outs and developing coping skills.
- c) Concept and types of students with special abilities.
- d) Guidance for gifted & creative socio and economically disadvantaged physically and mentally challenged and juvenile delinquents.

Transactional Mode

Group discussion, lecture-cum-discussion, panel discussion, symposium, presentation of reports, reading of research journals, school visits and sharing of experiences, presentation of case studies etc.

Group discussion, lecture-cum-discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences, conduct of case studies followed by presentation in seminar, organization of counseling session and observation of the activities, projects and assignment focusing on observation and interaction with children and adolescent.

Sessional Work (10 Marks each)**30 Marks****(15hrs)**

The student may undertake the following activities :

1. Identification of the cases of counseling. (5 marks)
2. Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report. (15 marks)
3. Plan career information activities for primary, upper primary, secondary and higher secondary school stages. (10 marks)
4. Design a questionnaire for conducting follow-up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies. (15 marks)

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M.Ed. Semester-I**Specialization Paper V– (Optional) SP.C-B– Educational Management****(Code : SP.C.P-V-B)**

Contact : 75 hrs.

Maximum Marks : 100

Credits :04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

- Introduce the concept educational management.
- Acquaint new trends of educational management.
- Introduce the concept of educational policy and its implementation.
- Identify the need, scope and purpose of educational planning.
- Understand principles and approaches of educational planning.
- Develop the skills in planning and using a variety of administrative strategies.
- Explain the role and contribution of different agencies educational planning.
- To study educational planning system in India with reference to national, state, district and sub-district level structures.
- To identify the trends of research in educational management.
- To acquaint the students with the relationship between the financial support of education and quality of education.
- To develop familiarities with various sources of financing in India.
- To develop in them the understanding of school accounting and developing skill in school budgeting.
- To enable the students to locate human and material resources and utilize them to the maximum benefit for education.
- Understand issues related to planning and management of education.
- Identify the issues related to education as a investment in human capital.
- Undertake cost-benefit analysis of education and estimation of internal efficiency of education.
- Reflect on the role of principal and its relationship with the organizational culture of school.

Course Content**Unit – I : Concept of Management, Planning and Economics of Education (15 hrs)**

- a) Meaning and concept of management and educational management. (2hrs)
- b) Meaning and concept of planning and educational planning. (2hrs)
- c) Meaning and concept of economics and economics of education.(2hrs)
- d) Objectives, scope and principles of educational management, educational planning and economics of education and financing.(3hrs)
- e) New trends in educational management – TQM, performance appraisal, management and change. (3hrs)

- f) Concept, need, significance and principles of educational financing. (3hrs)

Unit – II : Educational Policy (15 hrs)

- a) Type of Education Policy – national, state level, institutional, short term, long term, need and importance of educational policy and policy objectives, determinant of educational policy. (2hrs)
- b) Process of policy formulation – preparation of discussion document, state level and national consultations, consultations with all stakeholder, constitutions of steering committee and task forces, presentation of draft document in CABE and parliament educating policy vis-a-vis development policy, school development policy. (3hrs)
- c) Implementation of policy : formulation of plan of action, policy parameters, formulation programmes and strategies, identification of implementation agencies, central sector education projects, centre-state partnership in policy implementation, public private partnership in implementation of educational policy, role of civil society and NGO in policy implementation, issues involved in implementation, delineating the roles and responsibilities of functionaries involved. (3hrs)
- d) Monitoring and Evaluation of Policy Implementation : monitoring – issues involves, evaluation strategies, setting evaluation criteria. (3hrs)
- e) Policy Research : concept, analysis of documents, research surveys, evaluation studies impact evaluation, process evaluation, linkage between education policy and national development policy. (3hrs)

Unit - III : Techniques and Approaches of Educational Planning (15 hrs.)

- a) Methods and techniques of educational planning. (2hrs)
- b) Approaches to educational planning, social demand approach, manpower approach, return of investment approach. (3hrs)
- c) Types of educational planning, process of district level planning including micro level planning exercise, institutional planning. (2hrs)
- d) Perspective planning at central, state and local levels, concepts of macro, meso and micro level planning. (3hrs)
- e) Institutional planning. (2hrs)
- f) Main features of five year plans with special reference to education, and its impact on education. (3hrs)

Unit – IV : Economics and Finance of Education (15 hrs.)

- a) Demand for education and supply of education. (2hrs)
- b) Constitutional responsibility for providing education. (3hrs)
- c) Source of finance and allocation of resources – economic and social basis for allocation of resources in education. (5hrs)
- d) Grant-in-aid system : central grants, state grants and allocation of grants by UGC, Central-State relationship in finance of education, problems and issues in educational management and finance. (5hrs)

Transaction Mode

The course would be transacted through participatory approaches including group discussion, self study, seminar, presentations by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation.

The course transaction would involve lecture cum discussion, interactive, group discussion, seminar presentations and assignments.

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

Student should undertake one activity from each sessional work

. Sessional Work **30 Marks** **(15hrs)**

1. Sessional Work (7 Marks)

The students may undertake any one of the following activities .

- A study of the functioning contribution of a VEC/SMC/PTA.
- Study of conflict resolution studies adopted by Heads in two schools.
- Prepare a plan for the mobilization of different types of resources for a school form the community.
- Panel discussion on corporate punishment in schools.
- Analysis of School Education Act of a state.
- Case studies of School Education Act of state with better results at the secondary/senior secondary levels.

2. Sessional Work (7 Marks)

The students are to select any one of the following :

- Estimation of institutional cost of a secondary school.
- Estimation of unit cost of education in a school taking student as an unit.
- Estimation of opportunity cost on a sample of working school age children.
- Preparation of a school budge.
- Preparation of a blue print for expenditure control in a school.

3. Sessional Work (8 Marks)

The students may undertake any one of the following activities :

- Critical Analysis of School Education Act of a State.
- Preparation of questionnaire for micro level educational survey.
- Preparation of interview schedule for micro level educational survey.
- Formulation of a school mapping exercise for location of schools in an identified area.
- Preparation of plan for instructional management in a secondary school.
- Preparation of an institutional plan.
- Critical of an educational project.
- Evaluation of management of DPEF activities in a district.

4. Sessional Work (8 Marks)

The students may undertake any one of the following activities :

- Cost benefits analysis of education at primary level.
- Assignments on partnership of VEC, self help groups, MTA, PTAs etc. in universalisation of elementary education.
- Project report on issues of educational finance based on data collected from educational administrations.
- Preparation of a plan of action for development of low cost equipments and apparatus in a primary school.
- Evaluation of management of SSA activities in a district.
- Assignment on any of the themes discussed in the paper.
- Study of Conflict Resolution technique adopted by Heads of two schools.
- Critical review of present.

Essential Readings

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M. Ed. – Semester I**Specialization Paper V– (Optional) SP.C-C: Inclusive Education****(Code: SP.C.P-V-C)**

Contact : 75 hrs.

Maximum Marks : 100

Credits :04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

- understand the global and national commitments towards the education of children with diverse needs;
- appreciate the need for promoting inclusive practice and the role and responsibilities of all concerned personnel;
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education;
- understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools;
- analyze special education, integrated education, mainstream and inclusive education practices;
- identify and utilize existing resources for promoting inclusive practice;
- developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs;
- appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned;
- developing a positive attitude and sense of commitment towards actualizing the right to education of all learners;
- preparing a conducive teaching learning environment in varied school settings;
- develop the ability to conduct and supervise action research activities;
- identifying and utilizing existing support services for promoting inclusive practice;
- seeking parental and community support for utilizing available resources for education in inclusive settings.

Course Content**Unit – I : Special Education (15 hrs.)**

- a) Meaning, scope and need of special education.
- b) Difference between special education, integrated education and inclusive education with their advantages and limitations.
- c) Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations.
- d) National and International agencies for inclusive education.

- e) Current Laws and policy perspectives supporting IE for children with diverse needs.

Unit – II : Preparation for Inclusive Education (15 hrs.)

- a) Concept and meaning of diverse needs.
- b) Brief account of existing special, integrated and inclusive education services in India.
- c) Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- d) Creating and sustaining inclusive practices.
- e) Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
- f) Creating conducive environment in inclusive schools : material resources and human resources, changing the attitude of the significant people, exploring and utilizing the services and resources available in the community and managerial skills for mobilizing appropriate resources.

Unit – III : Children with Diverse Needs and Utilization of Resources

(15 hrs.)

- a) Definition and characteristics of children : with sensory challenges (Hearing and Visual); physically challenged; intellectual challenges (gifted, talented and children mentally challenged children); developmental disabilities (autism, cerebral palsy, learning disabilities); social and emotional problems; scholastic backwardness; underachievement; slow learners.
- b) Importance of early detection, functional assessment for development of compensatory skills and intervention programs.
- c) Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- d) Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual and learning disabled.
- e) Role of technology for meeting diverse needs of learners.

Unit – IV : Curriculum Adaptation, Teacher Preparation and Evaluation for Inclusive Education (15 hrs.)

- a) Concept, meaning and need for curriculum adaptations for children with sensory (Hearing and Visual); physically challenged; intellectual challenged (gifted, talented and children mentally challenged children); developmental disabilities (autism, cerebral palsy, learning disabilities); social and emotional problems, scholastic backwardness, underachievement and slow learners; techniques and methods used for adaptation of content, laboratory skills and play material.
- b) Utilization of records/case profiles for identification, assessment and intervention for inclusive classrooms.
- c) Skill, competencies, role, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- d) Evaluation and follow up programmes for improvisation of teacher preparation programme in inclusive education programmes.
- e) Planning and conducting research activities related to special and inclusive education.
- f)

Transactional Mode

Discussion and group work, field visit to get first hand experiences and presentation in the seminar interaction with children of diverse context such on first generation learner and street learners interaction with them organization of creative activates for them with the aim to learn to communicate and relate with them, project and assignments focusing on observation and interaction with children and adolescence.

Sessional Work

30 Marks (15hrs)

The students may undertake any one of the following activities :

- 1 Conduct a survey in the local area to ascertain the prevailing attitudes/practices towards social, emotional and academic inclusion of children with diverse needs.
- 2 Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

References

- 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* : National Publishing House, 23, Daryaganj, New Delhi.
- Jangira, N. K. and Mani, M. N. G. (1990). *Integrated Education for Visually Handicapped*. Gurgaon, Old Subjimandi, Academic Press.
- Jha, M. (2002). *Inclusive Education for All : Schools Without Walls*. Heinemann Educational Publishers, Multivista global Ltd., Chennai, India.
- Sharma, P. L. (1990). *Teachers Handbook on IED-Helping Children with Special Needs*. NCERT Publication.
- Sharma, P. L. (2003). *Planning Inclusive Education in Small Schools*. R. I. E., Mysore.

M. Ed. Semester – II
Core Course Paper CC– VI : The Process of Education
(Code : CC-P-VI)

Contact : 75 hrs.

Maximum Marks : 100

Credits : 04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

1. understand the multiple perspectives of pedagogy;
2. understand the process of andragogy and its linkage with pedagogy;
3. understand the application of the methods of interaction and dialogue of Socrates, Plato, J. Krishnamurthy and Paulo Freire;
4. identify, analyse and reflect on the multidimensional nature of the roles of the teacher and the teacher educator;
5. analyse and reflect upon the professional experience he gathers in the school/field, discover intellectual challenge, stimulation and enjoyment in the context of one's professional learning;
6. understand political context of education;
7. develop and refine communication skills through discussion, presentation and different forms of writing.

Course Content

Unit – I : Process of Education (15 hrs.)

- a) Nature of connections and interactions involved in process of Education:
(5 hrs.)
 - i) Learner and Environment
 - ii) School Practices with life outside the school
 - 3 Subject knowledge with real life experiences of the Learner.
 - 4 Knowledge and practices
 - 5 Knowledge and Pedagogy
 - 6 ICT and Teaching learning process
 - 7 School Knowledge with community knowledge
- b) Linking teacher education with School Education (2 hrs.)
- c) Process of Curriculum Development : Principles, stages, levels of curricular decisions. (3 hrs.)
- d) Methodology of Curriculum transaction ,Assessment and Evaluation at different stages of Education. (3 hrs.)
- e)Teacher Education- Functional relations, adequacy and contemporary issues as reflected in NCF-2005 (2hrs)

Unit – II : Pedagogy & Andragogy (15 hrs.)

- a) Learner centered pedagogy (1 hr.)
- b) Process of knowledge construction (4 hrs.)
- c) Forms of learners' engagement for knowledge construction : observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration (3 hrs.)
- d) Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, J. Krishnamurthy, Gijubhai and Paulo Freire (3 hrs.)
- e) Concept of Andragogy (1 hr.)
- f) Implications of andragogic techniques for teacher training : experimental learning, field interactions and reflection (2 hrs.)
- g) Teachers experiences as the basis training (1 hr.)

Unit- III Profile of the Teacher and Teacher Educator (15 hrs.)

- a) Integrating pedagogical knowledge with the content knowledge of a subject. (3hrs.)
- b) Issues related to teacher's role expectation – values, attitudes, life style, relationships with the students and parents. (3 hrs.)
- c) Professionalism of the teacher and the teacher educator – professional ethics, commitments, dedication, accountability, autonomy and academic freedom. (4hrs.)
- d) Role perception : teacher and teacher educator a role model, as a facilitator, as a co-learner. (2 hrs.)
- e) Teacher Thought Process, 3Ps in Teaching and Teacher's Personality. (3hrs.)

Unit – IV : Changing Political Context of Education (15 hrs.)

- a) Multiple School Contexts-Rural, Urban, Tribal, Schools affiliated to different Boards (2 hrs.)
- b) Nurturing learner friendly school environment (2 hrs.)
- c) Changing role of personnel in school management : teachers, headmasters, and administrators (4 hrs.)
- d) School as a site of (2 hrs.)
 - i) Curricular engagement
 - ii) Struggle
 - iii) Social change
- e) Support systems to curricular engagement in school: media, technology, NGOs, civil society groups, teacher organizations, family and local community (3 hrs.)
- f) Monitoring and evaluation of schools (2 hrs.)
 - a. develop and refine communication skills through discussion, presentation and different forms of writing;

Unit – IV : The Changing Nature of Global Society and Education (15 hrs.)

- a) From knowledge society to responsive society – Changing role of education. (3 hrs.)
- b) Global citizenship : concept, role of education. (4 hrs.)
- c) Era of modernity and post modernity – concepts of modernity and post modernity, role of education under modernity and post modernity. (3 hrs.)
- d) Policy of inclusion and education. (3 hrs.)

Unit – IV : Designing Curriculum and Assessment (15 hrs.)

- a) Levels of curricular decision. (2 hrs.)
- b) Curriculum frameworks, highlights of NCF – 2005. (4 hrs.)
- c) Principles of curriculum development (1 hr.)
- d) Methodology of curriculum transaction at different stages of education. (4 hrs.)
- e) Assessment and evaluation at different stages of education. (4 hrs.)

Transaction Mode

Panel Discussion on identified themes, self study and presentation of paper in seminar (Seminar reading); self-reading of original text from Socrates, Plato, Upanishad, J. Krishnamurthy and Paulo Freire and reflective discussion; Reading of original text related to pedagogy highlighted Tagore, Gandhi, Sri Aurobindo, Gijubhai and John Dewey and reflective discussion, observation of training session and presentation of paper on training methodology based on both pedagogic and andragogic principles, workshops, seminar, assignments and group discussion around issues and concepts studied in theory.

The students may undertake any two of the following activities.

Sessional Work (15 Marks each) 30 Marks (15hrs)

1. Maintenance of reflective diary on institutions observed, analysis of experiences that may be evaluated at the end of the term.
2. Self-reading of literature on an identified theme and presentation of a paper in seminar followed by critical discussion.
3. Critical analysis of a curriculum/syllabus of particular school stage and presentation for small group discussion.

Essential Readings

Bruner, J. S. (2006). In Search of Pedagogy. Vol. I and II (The Selected Work) Routledge, London.

Bruner, J. S. (1960/1977). The Process of Education. Cambridge, M. A. : Harward University Press.

Edgerton, Susan Huddleston (1997). Translating the Curriculum : Multiculturalism into the Cultural Studies. Routledge.

Etta, R. Hollins (1996). Transforming Curriculum for a Culturally Diverse Society. Lawrence Erlbaum Associates Publishers. Mahwah, New Jersey.

MHRD, GOI, National Policy on Education.

NCERT (2005). National Curriculum Framework.

Noddings, Nel (2007). Critical Lessons : What Our Schools Should Teach. Cambridge University Press.

References

- Bonks, J. A. (2001). Cultural Diversity and Education. Foundations Curriculum and Teaching (4th ed.). Boston : Allyn and Bacon.
- Das, Manoj (1999). Sri Aurobindo One Education. NCTE, New Delhi.
- Eqan, Kiran (1986). Individual Development and the Curriculum. Hyperion Books.
- Gardner, Howard (1993). Creating Minds. New York : Basic Books.
- Ornstein, Allen C. & Francis P. Hunkins (2003). Curriculum Foundations, Principles and Issues.
- Slattery (1995). Curriculum Development in Postmodern Era. (Critical Education & Practice.)
- Wiles, Jon (2004). Curriculum Essentials – A Resource for Educators. Allyn & Bacon.

M.Ed. Semester-II

Core Course Paper CC- VII: Psychology for Individual and Social Development (Code : CC-P-VII)

Contact : 75 hrs.

Maximum Marks : 100

Credits : 04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

- Understand the dynamics of individual development.
- Understand the concept of mental health and adjustment.
- Describe the dynamics of social development.
- Understand group dynamics and its bearing on teaching-learning.
- Appreciate inter-relatedness and interdependence of individual and society in the context of human development

Course Content

Unit – I : Dynamics of Individual Development (15 hrs.)

- a) Concept of human development.
- b) Understanding the process of individual development in social context : development of knowledge, understanding, skills, competencies value orientation, attitude, interest and adjustment.
- c) Individual differences based on multiple intelligence Gardner's and Sternberg's theory.
- d) Concept of self : Self development strategies.
- e) Determinants of personality development : Individual- Biological, Socio-Cultural; Personality assessment.

Unit – II : Dynamics of Social Development and Group Dynamics (15 hrs)

- a) Types of groups, interrelation and interdependence between individual and group in classroom and social context. Social skills required for maintaining human relations
- b) Nature of socio-cultural environment- physical, economic conditions, cultural practices, shape of technology, social security and health facilities, educational facilities, influence of media, influence of democratic polity- their impact on school and classroom.
- c) Individual and his/her social understanding, social influence, perception and imitation.
- d) Concept and meaning of social conformity, social identity and its impact on school and classroom.
- e) School violence: Violence and conflict among groups, conflict resolution techniques.

Unit – III : Mental Health and Adjustment (15 hrs.)

- a) Concept of adjustment and mental health, characteristics of a mentally healthy person, school and classroom practices for enhancing adjustment and mental health among the students: Mechanism of adjustment.
- b) Concept of stress-sources of stress, categories of stressors, strategies of coping with stress. its positive and negative effects.
- c) Frustration, conflict, and anxiety – meaning and management.
- d) The power of positive teachers for better mental health and adjustment – care, trust and respect for diversity and rights of the child.

Unit – IV : Education – Development Interface (15 hrs.)

- a) Strategies for blending development of individual potential and external environment (Physical, social, cultural, political and economics).
- b) Education – Development linkage-Education as a sub-sector of development, bi-directional reciprocal causal relationship between education and development.
- c) Role of education in national development. Education and Human Development Index.
- d) Implication of NPE, 1986 for National Development.

Transaction Mode

Lecture-cum-discussion : peer group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom, reflective discussion in a group; library work and, presentation/panel discussion, case study of a student and presentation in seminar, projects and arrangement focusing on observation and interaction with children and adolescents; workshops, seminar, assignments and group discussion around issues and concepts studied in theory.

Sessional Work**30 Marks****(15hrs)**

The student teachers may undertake any two of the following activities:

1. Case study of one student with adjustment problems and presenting the report in the group.
2. Studying the personality characteristics of some successful individuals and presenting the report in the group.
3. Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.

Essential Readings

Delamater, John (2003). Handbook of Social Psychology. Springer.

Higgins, E. T. and Kruglanski, A. W. (1996). Social Psychology : Handbook of Basic Principles. Oxford Press, New York.

Piaget, J. (1999). Judgment and Reasoning in the Child. London : Routledge.

Piaget, J. and Inhelden, B. (1969). Psychology of the Child. New York : Basic Books.

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Atkinson, Richard C., et. Al. (1983). Introduction to Psychology. Harcourt Brace Jovanovich Inc., New York.

Bandura, A. (1977). Social Learning Theory. Cliff, N. J. : Prentice Hall.

Barry and Johnson (1964). Classroom Group Behaviour. New York : Macmillan.

Bhargava, Mahesh (1964). Introduction to Exceptional Children. Sterling Publishers Pvt. Ltd., New Delhi.

Bickhard, M. H. (1992). How Does the Environment Affect the Person? In L. T. Winegar, J. Valsiner (ed.). Children's Development Within Social Contexts : Metatheory and Theory. Erlbaum.

Bickhard, M. H., Christopher, J. C. (1994). The Influence of Early Experience on Human Personality Development. New Ideas in Psychology.

Bourne, L. E. (1985). Psychology : Its Principles and Meaning. Holt, Rinehart and Winston, New York.

Brown, R. (2000). Group Processes : Dynamics Within and Between Groups (2nd Edition). Blackwell Publishers.

Christian, Jyoti (1984). Classroom Group Dynamics. Meerut : Ann Books.

Cole, R. (1997). The Moral Intelligence of the Children. London : Bloomsbury.

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Erickson, E. H. (1968). Identity, Youth and Crisis. New York : W. W. Norton.

Klausmeier, Herbert J. (1985). Educational Psychology. Harper and Row, Pub. New York.

Kohlberg, L., & Gilligan, C. (1974). The Adolescent as a Philosopher : The Discovery of the Self in a Post-Conventional World. In H. V. Kraemer (Ed). Youth and Culture : A Human Development Approach. Monterey, CA : Brooks/Cole.

Kohlberg, L., Levine, C., & Hwer, A. (1983). Moral Stages : A Current Formulation and a Response to Critics. New York : S. Karger.

Lingren, H. C. (1980). Educational Psychology in the Classroom (Sixth Ed.). New York : Oxford University Press.

- Maslow, A. H. (1970). *Motivation and Personality* (2nd Edition). New York : Harper & Row.
- Meyers, D. G. *Social Psychology*. Tata McGraw Hill. VIII Edition.
- Miranda, E. (1990). *Teaching Schools and Society* (1st Edition). Falmer Press.
- Owen, Steven V., Blount, S. Parker and Moscow, Henry (1978). *Educational Psychology : An Introduction*. Little Brown and Company.
- Sekav, S. V. K. (2005). *Education Society and Pedagogy*, Arise Publishers and Distributors, New Delhi.
- Smith, Ronald E., Sarason, I. G. and Sarason, Barbara, R. (1982). *Psychology : The Frontiers of Behaviour*. Harper and Row Pub., New York.
- Social Process in Learning Parents, Peers and Teachers Educational Psychology*. Anita Woufolk (2004).
- Srivastava, G. N. P. (1995). *Recent Trends in Educational Psychology*. Agra Psycho Research Cell, Agra, India.
- Srivastava, G. N. P. (1986). *Recent Approaches to Personality Study*. APRC, Agra.
- Wendy Conklin (2006). *Instructional Strategies for Diverse Learners - Practical Strategies for Successful Classrooms*. Shell Educational Publishing.

M. Ed. Semester – II

Core Course Paper CC – VIII : Statistical Methods for Data Analysis

(Code : CC-P-VIII)

Contact : 75 hrs.

Maximum Marks : 100

Credits : 04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

- Convey the essential characteristics of a set of data by representing in tabular and graphical forms and computing relevant measures of average and measures of variation.
- examine relationship between and among different types of variables of a research study.
- explain or predict values of a dependent variable based on the values of one or more independent variable.
- estimate the characteristics of populations based on their sample data.
- Test specific hypotheses about populations based on their sample data.
- Use appropriate procedures to analyze qualitative data.
- Demonstrate competence in the use of statistical packages for analysis of data.

Course Content

Unit – I : Descriptive Analysis of Quantitative Data (15 hrs.)

- a) Data types : Nominal, Ordinal, Interval and Ratio Scale, data levels : individual and group graphical representation of data.
- b) Description and comparison of groups : measures of central tendencies and dispersion, assumptions, uses and interpretation.
- c) Normal distribution : theoretical and empirical distributions, deviation from normality and underlying causes, characteristics of normal probability curve and its applications.
- d) Relative positions : percentile rank z-scores.
- e) Examining relationships : Scatter plots and their interpretation product moment, rank, only concepts of biserial, point-biserial, tetra-choric, partial and multiple correlations, concept of regression, regression equation, regression line and their uses.

Unit – II : Inferential Analysis of Quantitative Data-I (15 hrs.)

- a) Estimation of a parameter – Concept of parameter and statistics, sampling error, sampling distribution, standard error of mean.
- b) Testing of hypotheses – testing of null hypotheses, types of error, levels of significance, testing the significance of difference between the following statistics for independent and correlated samples : Proportions, means (including small samples) and variances.
- c) Analysis of variance and co-variance (ANOVA and ANCOVA) concept, assumptions and uses.
- d) Non-parametric statistics : assumptions and uses of sign test, rank test and median test, analysis of frequencies using Chi-square.

Unit – III : Data Analysis in Qualitative and Mixed Research (15 hrs.)

Data reduction, data display, conclusion drawing and verification, removing, categorization and clarification, analysis of visual data, enumeration, identifying relationship among categories, context analysis, corroborating, establishing credibility.

Unit – IV : Computer for Data Analysis and Preparation of Research Report (15 hrs.)

Use of computer for data analysis – knowledge of different types of software for statistical analysis, use of preparing research report, EXCEL.

Transaction Mode

Presentation, demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research article, and development of a statistical analysis plan on the topic selected for dissertation.

Sessional Work

30 Marks (15hrs)

The student may undertake the following activities for 30 Marks.

1. A critical assessment of statistical techniques used in a research report.(5 Marks)
2. Preparation of graphic designs of data obtained in a research study. .(5 Marks)

3. Selection and description of appropriate statistical technique(s) for answering a research question or for testing a given hypothesis. (10 Marks)
4. Analysis of data using statistical package. (10 Marks)

References

- Conover, W. J. (1971). Practical Non-Parametric Statistics. New York : John Wiley & Sons Inc.
- Ferguson, G. (1981). A Statistical Analysis in Psychology and Education. New York : McGraw Hill.
- Gibbons, J. D. (1971). Non-Parametric Statistical Inference. New York : McGraw Hill.
- Glan, G. V., & Hopkins, K. D. (1996). Statistical Methods in Education and Psychology, (3rd Edition). Boston : Allyn & Bacon.
- Guilford, J. P. and B. Fruchter (1987). Fundamental Statistics in Education and Psychology. Tokyo : McGraw Hill (Student Sixth Edition)
- Henry, G. T. (1995). Graphing Data : Techniques for Display and Analysis. Thousand Oaks. CA : Sage.
- Howell, D. C. (1997). Statistical Methods for Psychology. Belmont, CA : Duxbury Press.
- Huck, S. W. (2007). Reading Statistic and Research. Boston : Allyn & Bacon.
- Popham and Sirohic (1993). Educational Statistics – Use and Interpretation. New York : Harper and Row.
- Siegal, S. (1956). Non-Parametric Statistics for Behavioural Science. New York : McGraw Hill.
- Miles, M. B. & Huberman, A. M. (1994). Qualitative Data Analysis : An Expanded Sourcebook. Thousand Oaks. CA : Sage.
- Van Leeuwen, T. & Jewitt, C. (Eds) (2001). Handbook of Visual Analysis. London : Sage.

M. Ed. Semester – II

Core Course Paper CC– IX : e-Education

(Code: CC.P-IX)

Contact : 75 hrs.

Maximum Marks : 100

Credits : 04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

- Understand the concept of e-learning, elements of e-learning and e-learning standards.
- Understand the pattern of e-content design and its validation.
- Understand the technical aspects of e-content.

- Understand the content management system in intranet and internet environments.
- Understand the evaluation of on-line learning materials and process of online testing.
- Understand the technology plan in educational institution.

Course Content

Unit – I : Introduction to e-Education (15 hrs.)

- a) Concept of e-Education
- b) Elements of e-Learning, e-Content and e-Books.
- c) Virtual classroom and virtual university – merits and limitations.
- d) Characteristics of the e-Learner and e-Teacher.
- e) Required Knowledge, skill and attitude for e-educator, e-tutor, e-moderator.

Unit – II : e-Learning Content Design (15 hrs.)

- a) Content – design patterns – script writing – graphics – animation, audio-video.
- b) Inserting and interactivity; possibilities and design procedure.
- c) Roles of the multimedia development team.
- d) Story board and instructional design.
- e) Multimedia authoring and authoring tools design content for role based learning, situated based learning, scenario based learning.

Unit – III : Course Management in e-Learning (15 hrs)

- a) Introduction to Learning Management Systems.
- b) Introduction of LMS and LCMS; Course Management using LMS and LCMS.
- c) Standards for e-learning and future possibilities.
- d) Use of Wikipedia, Wikieducator and other web-based technologies for online learning and training.
- e) e-learners and e-educator interaction using web tools, e-mail, chat, conferencing, discussion forum.
- f) Need for technology plan in the educational institution – Architecture, Infrastructure.

Unit – IV : Evaluation (15 hrs.)

- a) Concept of e-Evaluation
- b) Online testing – different methods.
- c) Designing – online evaluation in different subjects, courseware evaluation, designing of evaluation criteria for assessment of e-content and other courseware.
- d) E-portfolio, evaluation rubrics, assignments, projects.
- e) Technical standards to train the trainers.

Transaction Mode

Lecture cum demonstration and hands-on-experiences on the preparation of e-content.

Demonstration and practical experience in the use of LMS software and online testing.

Visit to local institute where the e-learning is in practice.

Creating web resources by using Wikipedia and Wikieducator.

Participation in online learning programmes.

Analysis of the different online course and offline courses.

Critical analysis of e-learning projects with reference to teaching-learning process, in teacher training institutions.

Sessional Work**30 Marks****(15hrs)**

The student may undertake the following activities:

1. Critical analysis of a computer multimedia package.(15 Marks)
2. Preparation and presentation of slides (PPT) for teaching any topic at teacher education programme (Ed. Ed./B. Ed./M. Ed.) .

(15 Marks)

Essential Readings

Gaurav Chadha, S. M., Nafay Kumail (2002). E-Learning : An Expression of the Knowledge Economy, Tata McGraw Hill Publication.

Singh, P. P., Sharma, Sandhir (2005). E-Learning : New Trends and Innovations, New Delhi : Deep & Deep Publications.

Michael W. Allen, Michael Allen (2002). Guide to E-Learning, Wiley Publication.

Ian S. Graham (1998) HTML 4.0 Sourcebook, Wiley Publications.

Deitel, H. M., Deitel, P. J. , et. Al. (2003). Internet & World Wide Web – How to Program, 3rd Ed. Prentice Hall.

Joseph W. Lowrey (2006). Dreamweaver & Bible, Wiley Publication.

Ray West, Tom Muck (2002). Dreamweaver MX : The Complete Reference, McGraw Hill Publications.

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Stephen, M. A. and Stanley, R. (1985). Computer Based Instruction : Methods and Development, NS : Prentice Hall.

Khan, BoH (1977). Web Based Instruction. Englewood Cliffs : Educational Technology Publications.

Harasim, L. (1990). Online Education : Perspectives on a New Environment. New York : Prasser.

Harasim, L. (1993). Global Networks Computers and International Communications. Cambridge, NIT Press.

Rajesekaran, S. (2007). Computer Education and Educational Computing. New Delhi : Neel Kamal Publishing Pvt. Ltd.

M.Ed. Semester – II**Specialization Paper- X (Optional)– SP.C-D : Elementary Teacher Education****(Code: SP-C-P-X-D)**

Contact : 75hrs.

Maximum Marks : 100

Credits : 04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

- Understand the context of elementary education.
- Understand the concept, objectives, rationale, challenges and extent of success of University Elementary Education(UEE).
- Discuss the development of elementary education in India since independence.
- Reflect on the relevance of strategies and programmes of UEE.
- Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
- Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- Understand the importance of teaching of language and mathematics at elementary level.
- Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level.
- Develop research insight for curriculum development in elementary education.
- Develop an understanding or underlying principles of curriculum development and evaluation at elementary stage.
- Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- Understand the importance of teaching of language and mathematics at elementary level.
- Develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level.
- Develop research insight for curriculum development in elementary education.
- Gain insight into the need and objectives of elementary teacher education.
- Understand the development of elementary teacher education in post-independent India.
- Gain insight into the existing pre-service teacher education programmes and their organization aspects.
- Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education.
- Develop understanding of status of elementary teachers, the problems and issues related to professional growth.

Course Content

Unit – I : Perspectives, Content and Development of Elementary Education (15 hrs)

- a) Developmental characteristics and norms – physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only implications from theories to be referred)
- b) Influence of home, school and community related factors on child's development.
- c) Conceptual analysis of the concepts in elementary education like learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.
- d) Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
- e) Constitutional provision for education and directive principles related to elementary education and their implications.
- f) Right to Education as fundamental right : provision in RTE Act and related issues.
- g) Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF) 2005.

Unit – II : UEE, Objectives and Challenges (15 hrs)

- a) Concept, objectives, meaning and justification of UEE.
- b) Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles; differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- c) Access and enrolment of different types of learners issues and challenges.
- d) Enrolment and dropout : meaning and assessment and related issues and dropout.
- e) Achievement levels of different types of learners status and issues.
- f) Differently abled children – types, access, issues and challenges; critical appraisal of inclusive education as a solution.

Unit – III : Strategies and Programmes in Elementary Education (15 hrs)

- a) Panchayatraj and community involvement in educational planning and management related issues.
- b) Participation of NGOs in achieving goals of UEE.
- c) ECCE programme, women empowerment as support services.
- d) Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts.
- e) District primary education programme – goals and strategies.
- f) Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- g) Monitoring, research and evaluation of specific schemes like mid-day meals, establishment of VEC and different incentive schemes and achievement levels.

Unit – IV : Curriculum and Evaluation in Elementary Education (15 hrs)

- a) Principles of Elementary School Curriculum.
- b) Curriculum, Objectives, Planning, Organization and Evaluation of the Work Experience, Art Education, health & Physical Education, Language(s), Mathematics, Environmental Studies/Social Sciences and Natural Sciences in Elementary Education. And also preparation and use of different types of curricular material.

Transaction Mode

Lecture-cum-discussion; discussion and reflection in groups; assignments based on library and internet followed by presentations in seminars; field visits followed by submission of report.

Group discussion, lecture-cum-discussion, panel discussion, symposium, reports, research journals, school visits and sharing of experiences.

Sessional Work**30 Marks****(15hrs)**

The students may undertake any two of the following activities:

- 1 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.
- 2 Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcome in any subject.
- 3 Design an instructional plan of a unit in a subject at elementary level.
- 4 Prepare unit test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters.
- 5 Evaluation of art education/health and physical education programmes as existing in any school.
- 6 Critical study of existing teacher education curriculum of a state.
- 7 Preparing a training plan (design) for the in-service training of specified target group on a specified theme.
- 8 Demonstrating a training techniques with peers.
- 9 Constructing a tool for evaluation of specified skills/understanding/attitudes.

Essential Readings

MHRD (2001). Convention on the Right of the Child. New Delhi.

UNESCO (2005). EFA Global Monitoring Report on Quality of Education Finance.

Erickson, H. L. (2002). Concept based Curriculum and Instruction. Crown Press. Inc. California.

NCERT (2005). National Curriculum Framework. NCERT, New Delhi.

National Curriculum for Elementary and Secondary Education (1998). A Framework. NCERT, New Delhi.

NCERT (2005). Position Paper on Teacher Education for Curricular Renewal, New Delhi.

UNESCO (2006). Teachers and Educational Quality : Monitoring Global Needs for 2015. UNESCO Publication. Montreal.

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Celin Richards (1984). The Study of Primary 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). Primary Teaching Today : An Introduction. Routledge Publications, UK.
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M. Ed. Semester II

Specialization Paper- X (Optional)– SP.C-E: Secondary and Higher Secondary Education

(Code : SP.C-P-X-E)

Contact Hrs :75 hrs	Max Marks	: 100
	Credit	: 04
Exam Duration: 3 Hrs.	Internal	: 30
	External	: 70

Objectives

On completion of the course the student –teacher will be able to :

- Understand the nature-scope and systems of secondary and senior secondary education
- Examine the status of development of secondary and senior secondary education in India after Independence
- Understand the nature of education for adolescents with multiple intelligence

- Understand the modalities of secondary education management information system
- Examine the nature and objectives of teacher education
- Critically examine the growth and secondary and senior secondary development of teacher education in the country
- Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- Use various methods and techniques for transaction of curriculum.
- Develop understanding regarding organization and supervision School Experience Programme.
- Critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- Develop understanding of various strategies of teachers' professional development.
- Gain insight into the status of teachers in-service education in the country.
- Develop understanding of the process of in-service teacher education.
- Use various methods and techniques for the identification of training needs,.
- Use various techniques for evaluation of in-service teacher education programmes.
- Reflect on issues, concerns and problems of teacher in-service education of the teachers.
- Appreciate the use of ICT for the professional development of the teachers.

Course Content

Unit – I : Nature, Scope and Challenges of Secondary and Senior Secondary Education (15 hrs)

- a) Process of teaching-learning of adolescents with multiple intelligence.
- b) Exposure to integrated and subject specific guidance and counseling strategies to meet changing physiological, psychological and sociological requirements at adolescents.
- c) Objectives of secondary and senior secondary teacher education.
- d) Curriculum framework of secondary and senior secondary teacher education by NCTE.
- e) Trends of researches.

Unit – II : Teacher Education in India at Secondary and Senior Secondary Level (15 hrs)

- a) Pre-service and in-service teacher education : concept, nature, objectives and scope.
- b) Development of teacher education in India at secondary and senior secondary level, recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system.
- c) The centrally sponsored scheme for the Reconstructing and Strengthening of Teacher Education Institutions at secondary level : roles and functions of IASEs, CTE,.

- d) Roles, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERTs etc.
- e) Issues, concerns and problems of pre-service and in-service teacher education at secondary and senior secondary level.

Unit – III : Strategies and Programme in Secondary Teacher Education (15 hrs)

- a) Structure and component of secondary teacher education.
- b) Pedagogical practicum components – microteaching, CCM, SS, SUPW, Evaluation and co-curricular activities.
- c) Practice teaching, block teaching and internship programme.
- d) Training strategies – individualized, small group, large group. Simulated training.
- e) Interactive technologies for training : teleconferencing, video conferencing, e-learning and EDUSAT.
- f) Process of becoming a secondary school teacher.

Unit – IV : Secondary Education Management Information System (SEMIS)(and Assessment and Evaluation (15 hrs)

- a) CCE in Teacher Education.
- b) Organisation and regulation of internal assessment in PSTE; preparation of guidelines and scheme of internal assessment.
- c) Formative and summative evaluation; norm referenced and criterion reference evaluation in teacher education.
- d) Assessment of teaching proficiency : criteria, tools and techniques.
- e) Evaluation of school experience/internship programmes. Course mapping at senior secondary level.
- f) Structure of MIS school mapping at secondary level.

Transactional Mode

Group discussion, lecture-cum-discussion, panel discussion, symposium, reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.

Sessional Work

30 Marks (15hrs)

The student may undertake any two of the following activities :

- 1 Preparing a training plan (design) for the in-service training of specified target group on a specified theme.
- 2 Demonstrating a training technique with peers.
- 3 Constructing a tool for evaluation of specified skills/ understanding/attitudes.
- 4 Preparation of a plan for INSET of the teachers of school.
- 5 Construction of tools for identification of training needs in different subject areas.
- 6 Identification of training needs of a group of teachers of a school.
- 7 Preparation of self-learning material/e-content for primary or secondary school teachers.
- 8 Appraisal of a training programme organised by DIET/IASE/ CTE.
- 9

Suggested Activities :

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

Essential Readings

- NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi.
- NCERT (2005). Position paper on Teacher Education for Curricular Renewal. New Delhi.
- UNESCO (2006). Teachers and Educational Quality : Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
- The Reflective Teacher : Organization of In-service Training of the Teachers of Elementary Schools under SSA, Guidelines, 2006 by NCERT.
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- Sudesh Mudhopadyay and Anil Kumar K. (2001). *Quality Profiles of Secondary Schools*. NIEPA, New Delhi.
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- Government of India (1986/1992). *National Policy of Education. 1992 Modification and their POA's*. MHRD, Department of Education.
- Malhotra, P. L. (1986). *School Education in India : Present Status and Future Needs*. NCERT, New Delhi.
- NCERT (1997). *Code of Professional Ethics for Teachers*.

M.Ed. Semester – II**Specialization Paper- X (Optional)– SP.C-F: Pedagogy of Science Education****(Code : SP.C P-X-F)**

Contact : 75 hrs.

Maximum Marks : 100

Credit : 04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

- Understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavour.
- Understand the difference and complementarity between science and technology.
- Understand the need to evaluate curricula and evaluate the same on the basis of different validities.
- Know about and critically study innovative curricular efforts in India and abroad.
- Understand diversity of instructional materials, their role and the need for contextualization in science education.
- Appreciate the role of co-curricular activities in science education.
- 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.
- Analyse issues in science education pertaining to equity and access, gender, special groups and ethical aspects.

Course Content**Unit – I : Nature of Science (15 hrs)**

- a) Evaluation of Science as a discipline, science as a dynamic expanding body of knowledge, development of scientific knowledge, scientific methods explanations. (5hrs)
- b) Science and technology, complementarities between science and technology, science and mathematics and their complementarities, role of mathematics in science. (5hrs)
- c) Common misconceptions of pupils about the nature of science, characteristics of different disciplines of science, their interrelationship and integration. (5hrs)

Unit – II : Curriculum of Science Education (15 hrs)

- a) Trends in science education from the beginning of the nineteenth century to the present at national and international level. (2hrs)
- b) Criteria of validity of science curriculum, content, ethical environmental process, cognitive, historical.(2hrs)
- c) Taxonomy for curriculum development in science education.
(2hrs)

- d) Science curriculum at different stages of school education – at primary, upper primary, secondary and higher secondary.(4hrs.)
- e) Instructional materials including textbook : contextualization, criteria and concerns including all stakeholders in their development. (3hrs)
- f) Integrating co-curricular activities with science education. (2hrs)

Unit – III : Approaches to Teaching Learning and Assessment of Science Education (15 hrs)

- a) Approaches to concept learning, conceptual change model (reconstructing alternative concepts in science). (3hrs.)
- b) Constructivist paradigm, approaches and their implications for science learning : concept development investigatory approach, guided discovery approach, cooperative and collaborative learning, Learner centered activity based participatory learning, and reflective thinking. (7hrs)
- c) Metacognitive strategies – giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner. . (3 hrs)
- d) Use of ICT in teaching learning of science pedagogical analysis of science at secondary level. (2hrs)

Unit – IV : Contemporary Issues in Science Education (15 hrs)

- a) Contribution of women in science. (4hrs)
- b) Scientific and technological literacy. (4hrs)
- c) Ethical aspects of science. (3hrs)
- d) Innovations and creativity in science. (4hrs)

Transactional Mode

Group discussion, lecture-cum-discussion, panel discussion, symposium, school visits and sharing of experiences, experimentation with kits and laboratory work project and assignments focusing in observation and interaction with children adolescent, group and individual field based assignments followed by workshops and seminar presentation.

Sessional Work

30 Marks (15hrs)

The student may undertake the following activities for 30 Marks.

1. Assignment/term paper on selected themes from the course.
(5 Marks)
2. A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science i. e. discovery of the electron; the development of electromagnetism, theory of evolution, Newtonian calculus and its importance to Physics, thermodynamics.
(10 Marks)
3. A critical study of science curriculum of secondary stage of any state.
(10 Marks)
4. Visit to science centre/science museum and presenting the report.
(5 Marks)

5. Development of an action plan for organization of a science exhibition at different levels, framing guideline on a selected theme and various sub-themes. (10 Marks)
6. Develop an action plan on an experiment for development of physical science concept.
7. Development of a Vee map for a selected experiment in Physics, Chemistry or Biology and using it to conduct practical's in the laboratory.
8. Development of a concept map of a selected topic in Physics/Chemistry/Biology.
9. Development of a lesson design based on constructivist approach in a collaborative mode.
10. Preparation of low cost and no cost teaching aids and studying their effectiveness in a classroom transaction.
11. Prepare an action plan for Web Quest.
12. Development of criteria for evaluation of laboratory work and using it in the laboratory.
13. An action plan for adopting a multisensory approach to teach science to students with special needs. (10 Marks)
14. Seminar on contribution of women to science and their implications to women empowerment. (10 Marks)

References :

- Alan J. McCormack. Trends and Issues in Science Curriculum in Science Curriculum Resource Handbook : A Practical Guide to K12 Science Curriculum. Kraus International Publications.
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Science & Children (NSTA's peer reviewed journal for elementary teachers).

Steve Alsop & Keith Hicks (2003). Teaching Science. Kogan Page India Private Limited.

Sutton, C. (1992). Words, Science and Learning. Open University Press, Buckingham.

M.Ed. Semester-II

Specialization Paper- X (Optional)– SP.C-G: Pedagogy of Language Education (Code : SP. C.P-X- G)

Contact : 75 hrs.

Maximum Marks : 100

Credits : 04

Examination Duration : 3 hrs.

Internal : 30

External : 70

Objectives

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

- Understand the nature and functions of language.
- Acquaint with the Indian and Western traditions of language.
- Gain an understanding of language teaching and testing.
- Discuss conceptual issues related to language education.
- Survey of various problems with respect to language learning.

Course Content

Unit – I : Nature, Traditions & Social Context of Language (15 hrs)

- a) Meaning, nature, characteristics and function of language.(3 hrs)
- b) Concepts of language communities.(2 hrs)
- c) Social context of language communities.(2hrs)
- d) Social context of language. (2hrs)
- e) Sausure and Yekaboson's views about language. (3 hrs)
- f) Indian and western traditions in language. (3 hrs)

Unit – II : Psychology of Language Learning and Linguistic (15 hrs)

- a) Concept of language learning and language acquisition. (2hrs)
- b) Factors affecting language learning and language acquisition. (2hrs)
- c) Brain and language relationship.(2hrs)
- d) Teaching language for creativity. (3hrs)
- e) Linguistics and linguistic process involved in learning of languages with reference to contrastive analysis, error analysis and structural linguistics. (3 hrs)
- f) Development of language curriculum and the syllabus : dimensions, factors that influence the curriculum, selection and gradation of content. (3hrs)

Unit – III : Language Teaching and Testing (15 hrs)

- a) Pedagogy of language L1, L2, L3. (3hrs)
- b) Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels. (2 hrs)
- c) Innovative techniques for teaching grammar, reading comprehension, written expression and note making.(2 hrs)
- d) Teaching literature : story, novel, poetry, personal essay, pen portrait, travelogue, self narration, memories. (3hrs)
- e) Participatory strategies and methods of language teaching, individualization of language learning, need, techniques viz. differential assignments, classroom tasks, language games, personalized system of instructions : language laboratory and computer aided language learning. (3hrs)
- f) Different methods and techniques of language testing. (2hrs)

Unit – IV : Contextual Problem and Researches in Language Education**(15 hrs)**

- a) Problems and issues of the multilingual context in India with reference to three language formula. (2 hrs)
- b) Medium of instruction – recommendation of Kothari Commission, NPE 1986, NCF (2005), NKC (2009). (3hrs)
- c) Social, political and personal issues of language teaching. (2hrs)
- d) Preservation of language heritage. (3 hrs)
- e) Mother tongue, school language and problem of tribal dialects. (2 hrs)
- f) Research trends in India and abroad in language education. (3 hrs)

Transaction Mode

Lecture cum discussion, hand on practice in language laboratory, self study, visits to language teaching institutes, presentations in seminar and group discussions, workshop, assignment around issues, debate, quiz, language games.

Sessional Work (10 Marks each) 30 Marks (15hrs)

The students may undertake the following activities :

1. Visit to language laboratory/language institution and writing its report.
2. Preparation of vocabulary test for L1/L2/L3 at primary level.
3. Seminar related to language education, using power point presentation.

References

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