DR. R.M.L. AVADH UNIVERSITY, FAIZABAD

FACULTY OF EDUCATION
SYLLABUS
FOR
MASTER OF EDUCATION (M.ED.)

Two Years Programme
(w.e.f. Session 2015-16)

Dr. R.M.L. Avadh University, Faizabad offers two years full time Master of Education (M.Ed.) Course to Indian nationals and those foreign nationals permitted by Govt. of India to pursue study in India, as per ordinances, regulations and the syllabi given here under:

(A) ORDINANCES AND REGULATIONS

Admission

The admission for the degree of Master of Education (M.Ed.) shall be opened to a candidate who after graduation has passed the B.Ed. or equivalent examination conducted by State Govt. or any recognized University, which the Academic Council of the University may recognize for the purpose. The admission to this course will be made on the basis of merit obtained in **Dr. RML Avadh University M.Ed. Entrance Exam.** conducted by the university. Admission in M.Ed. course will be completed according to the norms established by State Govt., NCTE and the University.

The candidate who has obtained at least 55% marks in the B.Ed. degree will be eligible to this course. In case of SC/ST candidates, the basic eligibility would be as per university/Govt. policies. There shall be reservation of seats as per the rules of the State / Central Government as the case may be.

Attendance:

It may be mandatory for the candidates to have 80% attendance in theory papers of the course and to complete the sessional work and dissertation to be allowed to appear

in M.Ed. examination. Condonation in attendance maximum up to 15% may be done as per University rules/ordinances.

Examination and Results

To pass the examination the candidate will be required to secure at least 36% in the aggregate of total marks and at least 30% marks in each of the theory paper, dissertation and Viva-Voce examination.

The division will be awarded on the basis of total marks obtained by the candidate as stated below:

I Division	:	60% or above
II Division	:	48% or above, but less than 60%
III Division	:	36% or above, but less than 48%

A candidate who fails in any compulsory or optional theory paper, dissertation or Viva-Voce examination will be treated as fail in the entire examination. However the candidate can appear in the improvement examination (Back paper) as per university rules.

During the M.Ed. course nobody will be allowed, without written permission of the Vice Chancellor, any full time/part time job or occupation where salary or honorarium is provided.

Issues not covered above shall be governed by the existing university rules and regulations.

Duration and Intake

(a) This course is under the self-financing scheme as well as govt. aided scheme of the State Government in University and affiliated colleges.

(b) M.Ed. Programme shall be of a duration of two academic years.

(c) Total intake of students will be as per the sanction of NCTE / State Government norms.

Fee Structure-

(a) Annual tuition Fee for the course shall be as per rules framed by govt. / University time to time for all the concerned institutions.

(b) Besides this normal fee, the university dues / college dues shall be realized from the students decided by the finance committee of the university time to time.

Curriculum, Programme Implementation and Assessment

Curriculum

The M.Ed. course is designed to integrate the study of subject knowledge, human development, and pedagogic knowledge and communication skills. The programme comprises of three broad curricular areas: Foundations of Education, Curriculum Development, Pedagogical and Research Studies and Engagement with the field. The courses under each of these curricular areas are based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses is to be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

Theory Courses:

(i) There will be NINE theory courses (Five in 1st year and Four in 2nd year.)

(ii) Engagement with the Field/Practicum

The M.Ed. programme shall provide the sustained engagement with the self and the learner, Community and School at different levels and through establishing close connections between different curricular areas. This curriculum area would serve as an important link between broad curricular areas through its components viz :

- Pedagogy and Innovation

- Research and Extension

(iii) Fieldwork in School

Fieldwork in School would be a part of the broad area of 'Engagement with the Field'.

Students will be actively engaged at supervising 10 (Ten) lesson plans in **FIRST** year and 20 (Twenty) in **SECOND** year of B.Ed. trainees.

(iv) Viva–Voce

(a) Based on Sessional work (in First year) – 80 marks (60 marks external & 20 marks internal evaluation)

(b) Based on Dissertation (in Second Year)- 60 marks (50 marks external & 10marks internal)

(v) Dissertation (Compulsory in Second Year) – 100 marks (80 marks for external and 20 marks for internal evaluation)

(**vi**) **Sessional Work (Compulsory)**
  (**a**) Seminar (one Research Paper in each year) – (10 marks in 1st year & 10 marks in 2nd year)
  (**b**) Academic tour for Ten Days and its report (in **Second Year**) – 10 marks
  (**c**) Supervision of Ten lesson plans in **First year** – 10 marks
  (**d**) Supervision of Twenty lesson plans in **Second year** –20 marks

Assessment (Theory and Practical)

All the theoretical courses shall be assigned maximum marks of 100 out of which 80 marks will be external and 20 will be internal based on different practicum mentioned in each of the theory paper. Viva-voce, Supervision and Seminar (as sessional works) shall be assessed internally in 40 marks and externally in 60 marks in **FIRST** year as mentioned above.

Supervision, Academic Tour and Seminar (as sessional works) shall be assessed internally in 40 marks and Dissertation and Viva-Voce based on Dissertation shall be assessed internally in 30 marks and externally in 130 marks in **SECOND** year as mentioned above.

STRUCTURE OF COURSES OF TWO YEAR M.Ed. PROGRAMME
FIRST YEAR

Paper No.	Title of Paper	Allocation of Marks	
		External (Theory)	Internal (Practicum)
Course I:	Philosophical and Sociological Perspectives of Education	80	20
Course II:	Psychological Perspectives of Education	80	20
Course III:	Research Methods and Statistics in Education	80	20
Course IV:	Educational Technology and ICT	80	20
Optional Course: One Optional Course		80	20
Total		400	100

PRACTICAL

(A)	Seminar	-	10
(B)	Supervision	-	10
(C)	Viva-Voce (based on Sessional Work)	60	20

Total	**6**0	40

SECOND YEAR

Course V:	Measurement and Evaluation in Education	80	20
Course VI:	Historical Perspectives of Education	80	20
Course VII:	Teacher Education	80	20
Optional Course: One Optional Course		80	20

Total	320	80

PRACTICAL

(A)	Seminar	-	10
(B)	Supervision	-	20
(C)	Academic Tour	-	10
(D)	Dissertation	80	20
(E)	Viva-Voce based on Dissertation	50	10

Total	**13**0	70

Grand Total (1st and 2nd Year):

Theory	900
Practical	**300**

Rules Pertaining to Examinations:
- The marks of Theory Courses and Practical Activities will be mentioned in the relevant columns of the mark sheet.
- Marks of all practical activities shall be submitted by the internal examiner to the Controller of Examinations.
- It shall be mandatory for each student to attend a minimum of 80% theory classes. In case the attendance falls short of the minimum percentage the candidate will not be allowed to appear in the theory examination. In case of shortage of attendance the Principal of College will have the power to condone up to 5% of

the attendance and the Vice-Chancellor on the recommendation of the Principal of the concerned College may condone up to 10% of the attendance. Thus, a maximum of 15% attendance may be condoned. Relaxation in attendance may be allowed for candidates participating in sports or other activities sponsored by the University/College or on medical grounds only.

- It shall be mandatory for each student to participate in all practical activities. In case a student fails to complete, for whatsoever reason, these activities during the academic session, he/she shall be de-barred from taking the University examination.
- In case student fulfills the above requirements and is eligible to sit in the M.Ed. theory and practical examinations and passes in practical but fails in theory examination then he/she shall be permitted to appear as an ex-student.
- It shall be mandatory to pass in the all practical examinations in order to be able to appear as an ex-student in the theory examinations.

Conduct of Examinations:

(A). A candidate shall be declared to have passed M.Ed. in the divisions as detailed here under :

1st Division   :   60% or above marks.
2nd Division   :   48% or above but less than 60% marks.
3rd Division   :   36% or above but less than 48% marks.

The final result will be declared on the basis of marks obtained in both years. A candidate will be declared passed if he/she obtains 36% marks in the aggregate and at least 30% in each of the theory papers, dissertation and Viva-voce.

(B). A Candidate who fails in any compulsory or optional theory paper or Dissertation or Viva-voce will be treated as fail in the entire examination. How ever the candidate can appear in the improvement of the examination (Back Paper) as per University rules.

(C). In first year each candidates will be examined on Viva-Voce based on sessional activities while in second year each candidate will be examined on Viva-voce based on dissertation and sessional activities.

Note: Any of issues not covered above shall be governed by the University rules and regulations.

Medium of Examination

Candidates will have the option of writing the examination either in Hindi or in English medium.

Viva-voce:

- It will be mandatory for the Internal Examiner to place before the External Examiner record of student's sessional work. The examiners' panel will have the power to moderate the internally awarded marks. The Internal Examiners shall submit the marks directly to the Controller of Examination of the University duly signed by both the Examiners.
- In both years separate internal examiners will be appointed by the university on the basis of seniority and recommendation of Principal of concerned

college. The External Examiner will be appointed by university from the list provided by Board of Studies.

- In all such activities the Internal Examiners will take guidelines from the Head of Department/ Faculty for the smooth and proper running of the department/departmental activities.
- In panel of examiners to conduct Viva-voce one Internal and one External Examiner will be appointed as per rules from the list provided by Board of Studies.

Master of Education (M.Ed.)

Two –Years Programme
(w.e.f. July 2015 – 16)

CURRICULUM

M.ED. (FIRST YEAR)

COURSE I - <u>PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION</u>

COURSE OBJECTIVES:

This paper will enable students to :

- Understand the nature and functions of Philosophy of Education,
- Try to learn about the contribution of prominent Indian and Western educational thinkers,
- Understand about basic characteristics of Indian Society during different periods of the history,
- Understand about the relationship and impact of society, politics and culture on Education,
- Understand the Constitutional Ideals and importance of the social justice for the modern Indian society and

COURSE CONTENT

Part A : Philosophical Perspectives

Unit- I Education and Philosophy

- Education- Meaning, Nature and Concept
- Philosophy- Meaning, Nature and Concept
- Relationship between Education and Philosophy
- Functions of Philosophy of Education (Speculative, Normative, Analytic), Logical Empiricism, Positive Relativism.

Unit-II Fundamental Philosophical Issues

- Metaphysical, Epistemological and Axiological issues,
- Idealism, Realism, Naturalism, Pragmatism, Humanism, Existentialism and Marxism with special reference to knowledge, reality and values and its educational implications,

Unit-III Indian Philosophy of Education:

- A brief Discussion of Indian Philosophy as contained in the following and their educational implications- Vedant, Sankhya, Shrimad Bhagvat Gita, Jainism, Buddhism and Islamic Traditions.

Unit-IV Educational Thoughts of Great Philosophers:

- Indian Philosophers- Swami Vivekanand, Mahatma Gandhi, Sri Aurobindo, Ravindra Nath Tagore and J. Krishnamurti.
- Western Philosophers - Plato, John Dewey, Rousseau and Paulo Freire

Unit-V Formation of Philosophy of Life

- Value Education- kinds, need and importance, Methods of inculcating Values
- Human Rights Education
- Peace Education
- Role of Culture and Religion in art of living with special reference to Indian perspectives.

Part B : Sociological Perspectives

Unit I Sociology of Education

- Origin and development of Sociology of Education
- Nature and scope of Sociology of Education
- Difference between Educational Sociology and Sociology of Education

Unit II Education, Culture and Social System

- Social System-concept and elements

- Education as a social sub-system,
- Social Stratification
- Culture and Education : functional characteristics and Cross Culture Transmission
- Characteristics of Indian Culture
- Culture and Religion
- Role of Education in the process of assimilation of Indian Tradition and development of new Cultural Pattern
- Socio Cultural Diversity in Education

Unit III Education, Social Control, Social Change and Modernization

- Social control: Nature, Agencies and Role of Education in Social Control,
- Socialization of the child - Role of Family, School and Society,
- Social Change: concept of Social Change and Modernization, factors promoting Social Change and Modernization in India and
- Constraints on Social Change and Modernization in India.

Unit IV Important Concerns and Issues in Education

- Social Equity and Equalization of Educational Opportunities,
- Education of the socially and economically disadvantaged section of society with special reference to Scheduled Caste, Scheduled Tribe, Rural Population and problems and Issues of Girls' Education in India, Gender Bias and Gender Inequality in Education
- Youth Movement in India, De-Schooling and Futurology
- Urbanization and Social Mobility.

Unit V Issues Related to Constitutional Provisions for Education

- Education and Democracy,
- Indian Polity,
- Education and Secularism,
- Education for National Integration and International Understanding.

Practicum - Any two of the following:

- Philosophical Analysis of an Educational Problem
- Presentation of paper related to Philosophy of Education on a given topic.
- Critical analysis of one of the policy document on Education and suggest a list of its weaknesses.

- Critical analysis of one of the activity / work of a social thinkers and prepare a detailed paper and present a power point presentation on it

Suggested Readings:

- Asher Delcon (1976), Life long Learning, A Philosophy or a Strategy UNESCO, Regional Office Bangkok.
- Brubacher, John S. (1981), Modern Philosophies of Education.
- Delors, Jacques, et al; (1996), Learning: The Treasure within Report of the International Commission on Education for 21st Century, UNESCO
- Dinkar, Ramdhari Singh (2006), Sanskriti Ke Char Adhyay, Allahabad: Lokbharti Prakashan
- Freire, Paulo (1970), Pedagogy of the Oppressed, Continuum, New York.
- Frere, P. and Shor, I. (1987), A Pedogogy of Liberation, Macmillam education, London.
- Gandhi, M. K. (2010), Hind Swaraj, New Delhi: Prabhat Prakashan.
- Grid, Roger (1990), Problems of Sociology in Education, New Delhi: Sterling.
- Haq, E. (1981), Education and Political Culture in India, Sterling Publishers, New Delhi.

- Dewey, J. (1996), Democracy and Education: An Introduction into Philosophy of Education, New York, The Free Press.

- K. Patirick (1963), Philosophies of Education, Mac Millan & Co. New York.
- Kabir Humayun (1961), Philosophy of Education, Asia Publishing House Bombay.
- Lal, RB Evam Palore (2007), Shaishik Chintan Evam Prayog, R. Lal Book Depot. Meerut. (in Hindi).
- Mathur S.S. (2008), Shiksha ke Darshanik tatha Samajik Aadhaar, Agarwal Publications Agra.
- Pathak, R. P. (2012), Philosophical and Sociological Principles of Education, Pearson Education, New Delhi.

- Satya Pal Ruhela, (1999), Sociology of Education, Associated Publishers., New Delhi

- Banrs, J.A(1996), Cultural Diversity and Education: Foundations Curriculum and Teaching ([4th] ed) Borton, Alynand, Becon.

- Boyle, E (1971), Politics of Education, Harmonds worth Penguin
- Bruner, J.S (1996), Culture of Education, Cambridge, M.A: Harward University Press.

- Eugene F. Provenzo, Jr. (2009), Encyclopedia of the Social and Cultural Foundations of Education, SAGE Publications, Inc.

- Thomas, B. (2004), Moral and Value Education, Aavishkar Publication, Jaipur.

- Wingo G. Max (1975), Philosophies of Education, Sterling Publication Pvt. Ltd., New Delhi.

COURSE II - PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES:

This paper will enable students :

- To develop understanding of the Psychological basis of Education.
- To develop the understanding of the theories of Personality and their use in the development of learner's Personality and its measurement.
- To understand the Changing Concept of Intelligence and it's applications.
- To understand the theories of Learning and their Utility in the Teaching Learning Process.

COURSE CONTENT

Unit-I Introduction to Psychological Basis of Education

- Educational Psychology: Concept ;Concern and scope of Educational Psychology.
- Major schools of Psychology and its contribution to Education-Structuralism, Associationism, Behaviourism, Gestalt, Psycho-analytic, Humanistic and Cognitive , Constructivist

Unit-II - Child Development and its Theories
- Development – Concept, Principles, Sequential stages of Development- Specific Characteristics and problems of each Stages
- Factors influencing development – Genetic, Biological, Environmental and Physical and their relative role.
- Theories of Development
  - Piaget's Cognitive Development
  - Freud's Psycho-Analytical Development
  - Erikson's Psycho-Social Development
  - Kohelberg's Moral Development

Unit- III - Learning
- Learning :Concept , its Kinds, Levels of learning, Transfer of Learning, Factors influencing Learning
- Theories of Learning
  - Classical Theory (Pavlov)
  - Operant Conditioning (Skinner)

- Insight Theory (Kohelberg)
- Reinforcement Theory (Hull)
- Field Theory (Levin)
- Toleman's Theory of Learning
- Constructivism & Learning, Mastery Learning
- Educational implications of Theories of Learning

UNIT IV - Group Dynamics, Intelligence & Creativity
- Group Dynamics, Group Process, Interpersonal Relations, Sociometric grouping, Socio-emotional Climate of the classroom and its influence on teacher's characteristics.
- Individual Difference: its concept, Concept of intra and inter differences, their implications in Education.
- Intelligence and Cognitive abilities, Nature and Theories of Intelligence- One Factor, Two Factor, Guilford's SI Model
- Measurement of Intelligence – Verbal, Non-Verbal, Paper-Pencil Performance, Individual and Group
- Emotional Intelligence
- Interest, Attitude and Aptitude: Concept, Measurement and Implications
- Creativity – Nature , Process ,Identification ,Fostering and Guiding Creative Children
- Techniques for development of Creativity- Brain-Storming, Synectics, Attribute – listing.

Unit V- Personality
- Concept: Indian and Western , Development , Structure and Dynamics of personality
Theories of Personality – Allport, Eysenck, Erickson; Psychoanalytic Theory of Freud
- Behavioral Approach- Miller , Dollard and Bandura; Humanistic Approach- Roger, Maslow.
- Role of Shrimad Bhagvad Geeta, Vedas,Upnishads & Yoga in Personality Development.
- Measures of Personality Refinement
- Assessment of Personality
     (a) Personality Inventories
     (b) Projective Techniques: Rorschach , TAT

Unit VI- Adjustment and Mental Health
- Concept and Mechanism of Adjustment
- Principles of Mental Hygiene-Preventive, Constructive and Curative
- Stress and its Management
- Sex Education

PRACTICUM- Any two of the following:

- Preparation of profile of any one student
- Case Study of a problematic child
- Testing of Personality /Intelligence /Creativity of student

Suggested Readings:
- Anastasi Anne: Psychological Testing, McMillan Co. New York.

- Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology ,New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W. : Psychology of learning & Teaching, New York Mac Graw Hill B
- Bichler R.F. and Jack Snowman : Psychology Applied to Teaching Houghton Miffin Company, Boston 1986
- Bigge M.L. : Learning Theories for Teachers, Harper and Tow publishers, 1971.
- Bower G.H. and Hilgard E.R. : theories of Learning New Delhi Prentice Hall india Pvt. Ltd.
- C.L. Kundu : Personality Development, Sterling publishers Pvt. Ltd., New Delhi, 1989
- Charles N. Newmark : Major Psychological assessment Instruments : Allyn And Becan Inc.
- Daniel Goleman 'Working with Emotional Intelligence 1998'
- Gage and Berlinger : Educational Psychology, Boston Houghton Miffins Company 1984.
- Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinoins. The Dorsey press 1978
- Hilgard and Atkinson : Introduction to Psychology, Oxford and IBH Publisher, Bombay.
- Jayaswal, R.L. : Foundation of Educational Psychology : Allied Publishers, Bombay. Jersy,1989
- Mangal S.K. : Advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt, Ltd

COURSE III - <u>RESEARCH METHODS AND STATISTICS IN EDUCATION</u>

COURSE OBJECTIVES:

To enable the students to understand

- The nature, need and classification of Educational Research .

- The implication of different methods of Educational Research .

- How to develop the research proposal.

- The various techniques of sampling.

- The various types of tools of data collection

- Statistical techniques for the Analysis and Interpretation of data.

COURSE CONTENT

UNIT I - Educational Research: Conceptual Issues

- Educational Research: Meaning, Nature, Scope, Need and Purpose of Educational Research.
- Types of Research: Fundamental, Applied and Action Research.
- Research Paradigms in Education - Quantitative and Qualitative,

UNIT II - Formulation of Research Problem

- Criteria and sources for identifying the Research Problem.
- Characteristics of a good Research Problem.
- Reviewing Literature and Writing the rationale for any Research Problem based on review.
- Delineating and operationalizing variables.
- Setting objectives of the study : Primary, Secondary and Concomitant

UNIT III - Developing Assumptions and Hypotheses

- Meaning and difference between Assumptions, Postulates and Hypotheses.
- Hypothesis - Nature ,Types and Sources.
- Characteristics of a good Hypothesis.
- Role of Hypothesis in theory building.

UNIT IV - Sampling

- Concept of Population and Sample.
- Determiners of sample size.
- Various methods of Probability and Non-Probability Sampling.
- Characteristics of a good sample.
- Sampling errors and how to reduce it.

UNIT V - Major Approaches / Methods of Research

A. Quantitative Research -

- Descriptive Research.
- Survey Research
- Ex-Post Facto Research.
- Experimental Research (Laboratory and Field Experiments).

B. Qualitative Research -

- Case Studies
- Ethnographic Studies
- Phenomenological Research and Naturalistic Inquiry.
- Historical Research.

UNIT VI - Tools and Techniques of Data Collection

- Characteristics of a good Research Tool

- Observation, Rating Scale, Interview, Questionnaire, Schedule, Psychological Test, Projective and Sociometric Techniques

UNIT VII - Writing Research Proposal and Report

- Formats, Style and Essential Elements of Research Proposal for Doctoral Degrees and Research Project for submission to Funding Agencies

- Criteria for Evaluation of a Research Report

UNIT VIII - Descriptive Statistics

- Measures of Central Tendency (Mean, Median and Mode) and Measures of Relative Position – Deciles and Percentiles

- Measures of Variability - Range, Mean Deviation, Quartile Deviation and Standard Deviation

- Coefficient of Correlation - Rank Order Difference and Pearson's Product Moment Method

UNIT IX- Normal Probability Curve (NPC)

- Characteristics and uses of Normal Probability Curve

UNIT X - Inferential Statistics

- Parametric and Non-Parametric Tests : Meaning and Difference

- Parametric Tests - Test of Statistical Significance, Significance of Mean, Percentages and Correlation, Testing Null Hypothesis (Ho), level of Significance, Degree of Freedom, One Tailed and Two Tailed Test, Type-I and Type-II Error in Decision Making , Significance of Difference Between two Mean (t-test) and One Way and Two Way Analysis of Variance (ANOVA), F - test.

- Non Parametric Tests - Chi-Square Test, Biserial, Point Biserial, Tetrachoric and Phi-coefficient of Correlation.

Practicum – Any two of the following –
1. Writing a Research proposal with the following steps:
- Title Page
- Abstract
- Table of Contents
- Introduction (including Statement of Problem, Purpose of Research, and Significance of Research)
- Background (including Literature Survey)
- Description of Proposed Research (including Method or Approach)
- Description of variables and constructs
- List of References

2. A critical review of a National or International Research Paper.
3. Critical review of a dissertation / thesis (M.Ed / M.Phil or Ph.D.) and write a report.
4. Writing an essay on any upcoming field in Social Science Research .

SUGGESTED READINGS:

- Aggarwal, Y.P. (1998), *The Science of Educational Research: A Source book*, Sterling Publishers Pvt Ltd, Delhi
- Best, John W. and Kahn James V (1995), Research in Education, Prentice Hall, New Delhi
- Burns, R.B. (1991), Introduction to Research in Education, Prentice Hall, New Delhi.
- Garrett, H.E. (1973), Statistics in psychology and Education, Vakils, Feffer and Simon, Bombay.
- Gupta, S.P. , (2003), Sankhyikiya Vidhiyan, Sharda Pustak Bhavan, Allahabad
- Kapil, H.K. (1983) Anusandhan ke Mul Tatva evam Sankhyiki, Bhargav Book Depot, Agra
- Kerlinger, F.N. (1973), Foundation of Behavioral Research, Holt, Rinehart and Winston, New York.
- Koul, Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
- Mcmillion, James H. and Schumarcher, S. (1989), Research in Education: A Conceptual Introduction, Harper and Collins, New York.
- Mouly, A.J. (1963), The Science of Educational Research, Eurosia, New Delhi.
- Neuman, W.L. (1997), Social Research Methods: Qualitative and Quantitative Approaches, Allyn and Bacon, Boston.
- P. and Benjabin Fruchter (1973), Fundamental Statistics in psychology and Education, Mac Graw Hill,New York.
- Sharma, R.A., Fundamentals of Educational Research : Meerut ,Loyal Book Depot,2003

- Bhatnagar, R.P. (Ed.), Readings in Methodology of research in Education ;Meerut , R Lall Book Depot,2002

- Travers, R,M.W. (1978), An Introduction to Educational Research, Macmillan, New York.
- Van Dalen, D.B. (1962), Understanding Educational Research, Mc Graw Hill, New York.
- Young, P.V. (1960), Scientific Social Surveys and Research, Prentice Hall, New York.
- ए बी भटनागर एवं अनुराग भटनागर (2011), शैक्षिक अनुसन्धान की कार्यप्रणाली ; मेरठ,आर लाल बुक डेपो

COURSE IV : EDUCATIONAL TECHNOLOGY AND ICT

COURSE OBJECTIVES:

The learners will be able
- To become effective user of technology in Education
- To acquaint with the challenges and opportunities emerging in integrating new technology in Educational process.
- To familiarize themselves with new trends, techniques in education along with e-learning.
- To become good practitioner of Information and Communication Technology and e-learning.

COURSE CONTENT

UNIT I – Educational Technology
- Concept, Meaning, Nature and Scope
- Approaches to Educational Technology: Software, Hardware and System Approach
- Forms of Educational Technology: Teaching Technology, Instructional Technology and Behavioural Technology and Instructional Design
- Task analysis, Designing Instructional Strategies such as Lecture, Team Teaching, discussion, seminar and tutorials

UNIT II : Teaching Technology
- Teaching: Meaning, Principles and Maxims of Teaching.
  - Stages of teaching- Pre-active, Interactive & Post-active.
  - Levels of teaching- Memory, Understanding and Reflective.
  - Teaching Strategies: Meaning, Nature, Functions and Types (Autocratic Democratic and Laissez - Faire).
  - Models of Teaching: Concept, need, Glaser's Basic Teaching Model, Bruner's Concept Attainment Model, Ausubel's Advance Organiser Model and Flander's Interaction Analysis

UNIT III : Multi Dimensional Approaches in ET
  - Programmed Instruction: Origin and types- Linear, Branching and Mathetics.
  - Development of the Programmed Instructional Material
  - Personalized System of Instruction – Keller's plan
  - Microteaching
  - Cooperative and Blended Learning

- Computer Assisted Instruction

UNIT IV : Emerging Trends in Educational Technology

- Educational Technology in Formal, Non-Formal and Informal Education, Open Learning Systems, Distance Education.

- Multi - Media Approach,

- Evaluation and Educational Technology: Formative and Summative Evaluation, Norm Reference Test (NRT) and Criterion Reference Test (CRT).

- Resource Centres for Educational Technology: CIET, UGC, IGNOU, NIOS, State ET Cells, AVRC, EMRC- their activities for the improvement of teaching-learning, Teleconferencing , CCTV, SITE.

- Researches in Educational Technology.

- Problems in New Technology.

UNIT V : Information and Communication Technology

- Meaning, Concept, Nature and Advantages,

- Communication and Teaching

- Components of Communication

- Principles of Communication

- Use of Computers in Communication and Education, Networking - LAN, WAN, Internet e- mail, Browsing and Surfing

- E-learning- Educational Softwares, Online Learning Management System

- Use of Scanner, Interactive Board and LCD Projector

Practicum - Any Two of the following-

- Critical Review of Educational Programme presented through T.V., CDs, Videocassettes, Radio
- Development of Computer Aided Materials/Power Point Presentations.
- Development of technology based study material for school students.

&

Students are required to perform the following with the help of Computer Teacher:
(Workshop)

Session	Theme	Duration and Assignment
1	Functional knowledge of operating Computer System	2 Hours Write a brief report on various components of a computer system

2	Practice of MS Word	04 Hours Describe the essential features of MS Words
3	Practice of MS Power Point and Use Animation	08 Hours Develop 10 Slide presentation for teaching a topic of your subject
4	Practice of MS Excel	04 Hours Prepare salary of 10 teachers in different grades of your school. Prepare attendance register for one month of your class
5	Practice on Internet	06 Hours Describe the concept of surfing and browsing on internet.
6	Creating Blogs and Web page	04 Hours How do you create website of your school ?

Suggested Reading:
- Dasgupta, D. N. , Communication and Education , Pointer Publishers
- Lal, Madan, Essentials of Educational Technology , Anmol Publications
- Varma , Mahesh, Online Teaching Tools and Methods , Murari Lal & Sons
- Sareen , N., Information and Communication Technology , Anmol Publication
- Dahama & Bhatnagar, Education and Communication for Development, Oxford Publishing company, New Delhi
- Naidu, Son, e-learning : a Guidebook of Principles, Procedures and Practices, Commonwealth, Commonwealth Educational Media Centre
- Alberto, P.A. & Tontman, A.C. (1986). *Applied Behaviors Analysis for Teachers*. London: Merrill Publishing Co.
- Das, R.C (1992) *Educational Technology: A Basic Text.* New Delhi : Sterling
- Dececco. J.P. (1964) *Educational Technolgy*, New York: HRW
- Joyce, B. & Others (1992) *Models of Teaching* New York: Holt, Rinehart & Winston.
- Mukhopadhyaya, M, *Educational Technology* Year Book from 1988.
- Rao. V. (1991) *Educational Technology*. Delhi: Himalayan Publishing House
- Sampath, K Etal (1990) *Educational Technology*. New Delhi : Sterling.
- Sharma. RA. (1983) *Technology of Teaching.* Meerut, R. Lal

OPTIONALS COURSES

(Any one of the Following)

OPTIONAL COURSE - I : INCLUSIVE EDUCATION

COURSE OBJECTIVES:

The students will be able to :

- Identify needs of children with disabilities,
- Plan need-based programmes for children with varied abilities in the classroom,
- Use specific strategies involving skills in teaching of children with special needs in inclusive Classrooms,
  - Incorporate innovative practices to respond to education of children with special needs.
  - Acquire knowledge of characteristics of various need

  - Know the role of National and International institutes related to the development of children with special needs.

- Know the contemporary trends in Special Education through Constitutional Provisions

COURSE CONTENT

UNIT I : Introduction to Inclusive Education
- Concept, Meaning, Importance and objectives of Inclusive Education.
- Social Exclusion based on gender and caste : Historical Perspective
- Difference between Special Education, Integrated and Inclusive Education.
- Models of Disability: The Charity Model, The Bio Centric Model, The Functional Model, The Human Right Model.

UNIT II : Historical Perspectives of Inclusive Education
- Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012), Educational Provisions in the UN Convention on the Rights of Persons With Disabilities (UNCRPWD), 2006.
- Policies of gender and social inclusion, The Rehabilitation Council of India Act, 1992 (RCI Act), The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; Right To Free & Compulsory Education Act, 2009 (RTE Act2009).
- Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

UNIT III : Children with Diverse Needs
- Discrimination based on disability, categories of disabilities.

- Method and Approaches in identifying children with disabilities.
- Children belonging to other marginalized groups: problems, forms of discrimination.
- Basic principles of Human Rights Approach to Education.

UNIT IV : Inclusive Practices in Classrooms for All

- Making learning more meaningful for children with special needs by developing special strategies for Curriculum Transaction, Lesson Planning and TLM.
- Pedagogical strategies to develop children with special needs: Cooperative Learning, Classroom Management Strategies , Peer Tutoring, Social Learning, Buddy System, Reflective Teaching, Multi-sensory Teaching
- Supportive services required for meeting special needs in the classroom — Special Teacher, Speech Therapist, Physiotherapist, Occupational Therapist, and Counsellor.

UNIT V : Developing Support Networks
- Developing Social climate of the classroom
- Developing partnerships in teaching : Teacher and Special Teacher;
- Parents as partners – developing positive relationships between school and home
- Involving community resources as source of support to teachers

UNIT VI : Programmes and Provisions

- Educational Provisions and Programmes for children with special needs at National and International level

- Technological Advancement and its application- ICT, Adaptive and Assistive Devices, Equipments and other Technologies for children with special needs: (Mentally Retarded, Hearing Impaired, Orthopaedically Impaired, Visually Impaired, Learning Disabled, Delinquents and Gifted)

Practicum - Any two of the following:
- Conducting a survey in the local area to ascertain the prevailing attitudes/practices towards social, emotional and academic inclusion of children with diverse needs.
- Evaluation of Textbooks from the perspective of differently abled children
- Field visit to a school /institution promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Analysis of policy document (national /international) related to diversity.
- Visit to special, integrated and inclusive classrooms.
- Case study of differently abled child

References-

- Bhargava,M.,(2003) *VishisthaBalak –UnkisikshaEvamPunarvasa*, Vedanta Publications, Lucknow.

- Bist, A.R*., VishisthaBalak*, VinodPustakMandir,Agra. (Hindi)

  - Burt Cyril(1950) The Backward Child, University of London Press.

  - Cruickshank, William M: Education of Exceptional Children and Youth by Prentice Hall, Inc.

- Cruickshank, W.M. (1975), *Psychology of Exceptional Children and Youth*, Englewood Cliffs NJ,Prentice Hall.

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  - Frampton, M. & E. Gall: Special Education for the Exceptional (Boston: Proter Sergeant)

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- Joseph, R. A.,(2004). Vishesh Shiksha avam Punarvas, Samakalan Publishers, Varanasi.

- Kundu C.L.,(2000) Editor in Chief, *Status of Disability in India* , RCI, New Delhi.

  - Kuppuswamy, B: A Text Book of Child Behavior & Development, New Delhi, Vikas Publishing House, 1976.

  - Lloyd, M. Dunn: Exceptional Children in the Schools (New York, Holt, Rinehart & Winston, Inc.)

- Mangal,S.K.,(2009),*Educating Exceptional Children: An Introduction to Special Education,* Prentice Hall of India private Limited, New Delhi.

  - NCTE (2003). Discrimination Based on Sex, Caste, Religion and Disability, New Delhi.

- Panda, K.C.,(1997)*Education of Exceptional Children*, New Delhi,Vikas Publishing House Pvt.Ltd

- Ram, P. S., Exceptional Children, Alok Prakashan, Lucknow.

- *ShikshakPrashikshakLekhmala*,(2004), AICB, New Delhi,

- Yesseldyke, E James, Bob A.,*Special Education, A Practical Approach for Teachers,* Kanishka Publishers, Distributors, New Delhi.

- Werts, Culatta & Tompkins, G. Margaret,A. Richard& R. James., (2011). Fundamentals of Special Education What every teacher needs to know, PHI Learning Private Limited, New Delhi.

  - Wadin, A.R. (ed.), The Handicapped Child, Bombay, Tata Institute of Social Sciences.

OPTIONAL COURSE - II : <u>GUIDANCE AND COUNSELLING</u>

COURSE OBJECTIVES:
- To enable students understand the concept and need of guidance.
- To help students learn principles and problems of different types of guidance.
- To make students efficient in techniques of guidance of the children.
- To help students understand the concept and process of counselling.

COURSE CONTENT
UNIT I : **Guidance**

- Concept, Assumptions, Issues and problems of Guidance.
- Need, Scope and Significance of Guidance.

UNIT-II : **Types of Guidance**

- Types of Guidance-Educational, Vocational, Personal and Group Guidance: Principles, Procedures and Techniques
- Role of the Teacher in Guidance.
- Agencies of Guidance- National and State Level.

UNIT-III: Organisation of Guidance Services

- Individual Inventory Service, Information Service, Preparation Service, Placement & Follow-up Service
- Organization of Guidance Programme for Elementary and Secondary Schools.
- Role of teachers in organizing the Guidance Programmes.
- Management of resources in Guidance Programme.
- Skills of using Information Technology and Internet, and Online Testing Services, Career Information and Resource Sharing.
- Evaluation of Guidance Programmes

UNIT-IV : Guidance of Children with Special Needs

- Problems and Needs.
- Guidance of the Gifted and Creative Students.
- Guidance of Under-Achiever and First Generation Learners.
- Role of the teacher in helping children with Special Needs.

UNIT-V : Testing in Guidance

- Use of tests in Guidance.
- Tests of Intelligence, Aptitude, Interest and Personality.
- Administering, Scoring and Interpretation of Test Scores.
- Communication of Test Results as relevant in the context of Guidance Programme.

UNIT-VI : Counselling

- Concept, Nature, Principles of Counseling.
- Counselling Process.
- Group Counselling vs. Individual Counselling for Adjustment.
- Characteristics of good Counselling.

UNIT-VII : Theoretical Foundation of Counselling

- Meaning, Historical development and importance of Counselling.
- Types -Individual and Group counselling.
- Steps of Counselling

- Approaches of Counselling: Directive, Non - Directive. Eclectic counselling.
- The Qualities of Effective Counsellor,
- Theories of Counselling-Psychoanalytical Theory (Freud, Jung), Self-Concept/ Actualization Theory (Rogers, Maslow), Trait Theory (Williamson, Cattell) and Behaviouristic Theory (Skinners)

Practicum – Any two of the following :
- Preparing profile of any student of Secondary level
- Study of Guidance Services in a School / Institution
- Counselling Report of any student of Secondary level

Suggested Readings:

- Aggarwal J.C, (2005), Career Information in Career Guidance Theory & Practice Doaba House, Delhi.
- Aggarwal R. (2010) Elementary Guidance and Counselling, Shipra Publication, New Delhi
- Aggarwal R.(2006) Educational Vocational Guidance and Counselling, Shipra Publication, Delhi.
- Chandra R.(2007), Career information and Guidance and Counseling, Isha Books, Delhi
- Chauhan S.S. (2007), Principle and Techniques of Guidance: Vikas Publishing House, New Delhi
- David A. (2009), Guidance and Counseling. Commonwealth Publisher, Delhi
- Gibson & M. Mitchell (2008), Introduction to Counselling and Guidance, PHI Learning, Pvt. Ltd., New Delhi.
- Gibson R. L. & Marianne M. H.(2008)., Introduction to Counsellling and Guidance, Prentice Hall of India Ltd., New Delhi.
- Kochhar S K.(2006). Educational and Vocational Guidance in Secondary Education, Sterling Publications, Delhi.
- Koshy J. (2007), Guidance and Counselling (Vol.IV), Dominant Pub. & Distributors, New Delhi.
- Mathur S.S. : Fundamentals of Guidance & Counseling. Agrawal Publication: Agra, 2nd Edition
- Naik D. (2007) Fundamentals of Guidance and Counselling. Adhyayan Publishers, New Delhi.

- Pandey V.C. (2006) Educational Guidance & Counselling, Isha Books,Delhi
- Rao S. N. (2006) Counselling and Guidance, McGraw Hill, Delhi
- Rao S N & Hari H S.(2004) Guidance and Counselling, Discovery Pub. House, New Delhi.
- Seligman L & Lourie W (2010), Theories of Counselling and Psychotherapy Systems: Strategies & Skills, New Delhi
- Sharma S.(2007)., Career Guidance & Counselling Kanishka Publishers: New Delhi
- Varky B G & Mukhopadhyay M.(2006), Guidance and Counselling: Sterling Publications, New Delhi

OPTIONAL COURSE - III : <u>CURRICULUM DEVELOPMENT</u>

COURSE OBJECTIVES:

To enable the students to:

- Understand the intricate structure and process of curriculum development.
- Comprehend the forces influencing its structure, process and development.
- Acquaint with curricular content curriculum implementation and process of curriculum evaluation.
- Understand issues, trends and researches in this area.

COURSE CONTENT

UNIT-I : Basics of Curriculum

- Curriculum: Meaning and Nature.
- Bases and Determinants of Curriculum: Philosophical, Psychological, Sociological and Discipline Oriented Considerations.
- Types of Curriculum: Subject Centered, Child Centered, Core, Special, Integrated and Correlated.

UNIT-II : Curriculum Designing and Construction

- Curriculum Design: Principles and Approaches

- Planning and Analyzing

- Construction and development of Curriculum

- Different Models of Curriculum: Administrative Line Staff, Gross Root and Demonstration, System Analysis

UNIT-III : Curriculum Implementation and Evaluation

- Curriculum Implementation: Leadership Role, Community Participation, Instructional Guidelines for the teachers and students

- Curriculum Evaluation: Formative, Summative, Interpretation and Evaluation of results

UNIT – IV : Curriculum Transaction

- Requirement for Curriculum Transaction (Duration , Intake, Eligibility , Content, Human Resource and Infra Structural Facilities)

- Approaches, Methods and Media (print and electronic) for Curriculum Transaction

UNIT-V : Issues and Recent Trends in Curriculum

- Curriculum at different Levels: National and State - Related Issues
- Need for a new Curriculum

- Issues, Recent Trends, Problems and Researches related to Curriculum Development

- Views of the following Commissions/Policies on Curriculum Development in India:
  - University Education Commission, 1948
  - Secondary Education Commission, 1952
  - Indian Education Commission, 1966.
  - NPE, 1986
  - NCF, 2005 & 2009

Practicum – Any two of the following:

- Analyze the secondary school curriculum of any school subjects. Find out whether the curriculum requires any updating. If 'yes' suggest

appropriate measures to be taken in this regard; if 'no' justify giving reasons.

- Critical Appreciation of any one dimension of National Curriculum Framework – 2005 and suggestion for a need of a New Curriculum Framework .

- Make a comparative analysis of the curriculum of any two Boards of Education keeping in view Educational Objectives, Content, Transaction Methodologies, Co-curricular Activities and Evaluation Techniques. Comment, with justification on its suitability in the light of contemporary needs of society.

Suggested Readings:

- Aggarwal J.C. (1990) Curriculum Reforms in India: World Overview, Doaba House, New Delhi.

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

- Arora G.L. (1998) Curriculum and Quality in Education, NCERT, New Delhi.

- Maitreya, Balsara (2004) Principles of Curriculum Construction, Kanishka Publishers, New Delhi.

- Marlow Ediger & Digumarti Bhaskar (2006) Issues in School Curriculum, Discovery Publishing House, New Delhi.

- Mohd. Sharif Khan (2004) School Curriculum, APH, New Delhi.

- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.

- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.

- Ornstein A.C &Hunkins F.P. (1993) Curriculum Foundations: Principles and Issues, Allen & Bacon Boston.

- Reddy, B. (2007): Principles of Curriculum Planning and Development.

- S.R. Vashisht (2005), Curriculum Construction, Anmol Publishers, New Delhi.

- Venkataiah, N. (2008), Curriculum Innovations for 2000A.D. New Delhi: APH Publishing Corporation.

- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice, Pearson Publication

- NCERT (2005). *National curriculum framework*, New Delhi.
- NCTE(2009), National Curriculum Framework for Teacher Education, New Delhi.
- MHRD, Govt. of India (1992), *National Policy on Education (*revised) New Delhi.
- MHRD, (1992), *Programme of Action*, Govt. of India, New Delhi.

M.ED.
SECOND YEAR

COURSE V- <u>MEASUREMENT AND EVALUATION IN EDUCATION</u>

COURSE OBJECTIVES:

The learners will be able to
- Acquaint with the basic concepts and practice adopted in educational measurement and educational evaluation
- Understand relationship between measurement and evaluation in education and the existing models of evaluation
- Orient with the tools and techniques of measurement and evaluation
- Develop skills and competencies in constructing and standardizing the test.
- Understand how various requirements of education are measured evaluated, interpreted and their results are recorded to help learners.
- Implement the appropriate statistic measures on an educational data for its analysis.
- Evaluate an educational problem through inferential statistics.

COURSE CONTENT

UNIT I : Measurement, Evaluation and Assessment
- Concept ,Scope, Need and Functions
- Basic Principles of Measurement and Evaluation
- Difference between Measurement, Evaluation and Assessment

UNIT II : Test Construction and its Standardization
- Test Items : Meaning and Concept
- Types of Tests - Objective , Essay and Interpretative
- Writing Test Items
- Item analysis

- Standardization of Test
- Basic Characteristics of good Measuring Tools: Validity, Reliability and Objectivity
- Norm Referenced and Criterion Referenced Test, Standard Scores: Z-Scores, T-Scores & C- Scores

UNIT III : **Statistical Measures**

- Normal Probability Curve : Its meaning , characteristics and its Application
- Parametric and Non – Parametric Tests : Meaning and Concept
- Measures of Central Tendencies : Mean, Median, Mode
- Measures of variability: Mean Deviation, SD , Quartile Deviation
- Analysis of Variance (ANOVA): one way & two way
- t- test, Chi Square test, Median Test, Mann Whitney U -Test

UNIT IV : **Correlation**

- Correlation : Meaning and Concept
- Rank Order Correlation
- Product Moment Correlation
- Partial & Multiple Correlation
- Biserial & Point Biserial Correlation
- Phi – Coefficient

UNIT V : **New Trends in Evaluation**

- Grading
- Semester System
- Continuous and Comprehensive Evaluation (CCE)
- Question Banks
- Use of Computers in Evaluation
- The Scaling of Scores

Practicum- Any two of the following:

- Construction of a test for the measurement of Achievement / Aptitude /Attitude/ Interest/ Emotional Quotient and Intelligence Quotient.
  - Administration of the test, interpretation of data and implications in the field of Education.
  - Suggest to implement Continuous and Comprehensive Evaluation (CCE) in IX class of any school.

Suggested readings

- Agarwal, Y.P. (1998), *Statistical Methods*, Sterling, New Delhi.
- Anastasi, A: Psychological Testing (Fifth-21) Macmillan Pub. Co. Inc. New York.

- Singh, Arun Kumar (1986), Tests, Measurement and Research Methods in Behavioral Sciences ,New Delhi , Tata McGraw Hill Publishing Company Limited

- E.F.Lindquist (1970), Statistical Analysis in Educational Research, , Oxford & IBH Publishing Co. Calcutta

- Ebel, R.L (1970) Essential of Educational Measurement, (Third Will Prentice Hall Inc. New Jersey

- Ferguson, G A (1981) Statistical Analysis in Psychology And Education, McGraw Hill International Book Co.

- Garrett, H.E. (1978), Statistics In Psychology And Education: Vikas Peffer & Smara Co., Ins, New York.

- Guilford, J.P. (1965) Fundamental Statistics In Psychology And Education, McGraw Hill

- M Rajamanikram (2001) Statistical Methods in Psychological and Educational Research New Delhi, Concept Publishing Company

COURSE VI - <u>HISTORICAL PERSPECTIVES OF EDUCATION</u>

COURSE OBJECTIVES:

To enable the students to understand

- The development of Education in historical perspectives.

- The approaches to the History of Education

- Development of Education during different periods of Indian History and factors affecting it.

- Development of Indian National Consciousness and role of Education.

- The visualization of Education in Independent India and its Future.

COURSE CONTENT

UNIT I : **Perspectives and Prospects**

- Approaches to the study of History of Education

- Contribution of History of Education as a discipline

- Educational constituent forces of society

- Institutionalization of Education

- Factors influencing Education System: Political, Demographical and Socio-Economical Conditions, Religion, Philosophy.

UNIT II : Education in Ancient India

- Aims of Education in Ancient India.

- Salient features of Vedic, Brahmanic and Buddhist Education

- Educational Institutions / Centers of Higher Learning in Ancient India

- Role of Society and State in Education

- Impact of Ancient Education on present.

UNIT III : Education in Medieval India

- Advent of a new culture and its salient features.

- Parallel systems of Hindu and Muslim Education.

- The State and Education : Contribution of the Medieval Rulers towards Education.

- Educational Institutions at Different Levels

- Set back in Education due to Contemporary Situations

UNIT IV : Education in the British Period

- Indigenous Education : Adam Report

- Significance of Missionary Work

- Western Education through the Charter of 1813.

- Oriental- Occidental Controversy.

- Macaulay's Minutes 1835.

- Wood's Despatch, Hunter Commission, Sadler Commission, Hartog Committee and Abbott Report

- Sargeant Plan

UNIT V : Education in Independent India:

- University Education Commission Recommendations (1948)
- Secondary Education Commission Recommendations (1952-53)
- Indian Education Commission (1964-66)
- Challenge to Education Policy Perspectives- NPE -1986
- POA-1992
- Changing perspectives of Education Policy with reference to the forces of LPG.
- National Knowledge Commission (2005)

Unit VI : Education for the Indian National Consciousness

- National Consciousness in Education

- Wardha Plan

- Discontent against Western Education.

- Contribution of Educational Institutions

Practicum: Any two of the following:
- Write the contribution of prominent ancient educational centres of India.
- On the basis of your experiences, what should be the education system at present.
- Analysis of any one document : Wood's Despatch, Hunter Commission, Sadler Commission, Hartog Committee or Abbott Report.

Suggested Readings

- Agarwal, J.C. (1998), Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House.
- Altekar, A.S. (2010), Education in Ancient India, Delhi: Isha Books.
- Das, Santosh Kumar (1933),The Educational System of Ancient Hindus, Calcutta
- Das-Gupta, Devendra Chandra*(1942).*Jaina System of Education, Calcutta.
- Dharmapal (1981), The Beautiful Tree, Indian Education in the Eighteenth *Century*, Delhi.
- Dinkar, Ramdhari Singh (2006), संस्कृति के चार अध्याय, Allahabad: Lokbharti Prakashan.
- Gurumurthy, S.(1979), Education in South India,(Ancient and Modern Periods), Madras.
- Halappa, G.S. (Ed.) (1960), Studies in Education and Culture (Dr. D. C. Pavate Felicitation Volume), Dharwad.
- Keay, F. F.(1918), Ancient Indian Education: An Inquiry into the Origin, Development and Ideals, Oxford.
- Keay, F. F.(1959), A History of Education in India and Pakistan, 3rd Ed. Oxford.
- Law, Narendranath, Promotion of Learning in India during Muhammedan Rule by Muhammedans, London, 1916.

- Mukherjee, R.K. (2011), Ancient Indian Education: Brahmanical and Buddhist, Delhi: Motilal Banarasidas.

- Nurulla, Syed and Naik J. P.(1945), A Student's History of Education in India (1800-1964.) Bombay.

- Tilak, J.B.G. (2013). Higher Education in India: In Search of Equality, Quality and Quantity, New Delhi: Orient Blackswan.

- Zuhuruddin, Ahmed (1935). Present Day Problems of Indian Education. Bombay.

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COURSE VII- TEACHER EDUCATION

Course Objectives:

The learners will be able to

- acquaint with the evolution and development of Teacher Education in India.

- familiarize with the concept, objectives and nature of Teacher Education.

- acquaint with competencies essential for the teaching profession.

- acquaint with sense of accountability for the teaching profession.

- make aware with agencies working in the area of teacher education and their role.

- acquaint with the Teacher Education in Global Perspective.

- make aware with emerging trends in Teacher Education.

Course Content

Unit I: Teacher Education in India: Historical Context

- Evolution and Development of Teacher Education in India

    -Before Independence Period

    -After Independence Period

- Recommendations made by various Commissions and Committee's on Teacher Education in Post Independent India.

Unit II: Teaching as a Profession

- Profession- Concept and Characteristics

- Teaching Profession- Concept and Characteristics

- Professional Development- Aims and Activities

- Competency Based Teacher Education, Accountability in Teacher Education

Unit III :Teacher Education in India at Various Levels

- Concept and Objectives

- Pre- Service Teacher Education

- In-service Teacher Education

- Induction

Unit IV: Agencies of Teacher Education and its Role

- NCTE, UGC, NUEPA and NCERT

- SCERT, DIET, SIEMAT and UGC-ASC

Unit V: Teacher Education in Global Perspective

- Comparative study of Teacher Education in Russia, UK, USA and in India

- Levels and structure of Teacher Training

- Teachers' Training Curriculum at Different Levels

- Administration and Finance

- Contemporary Problems

Unit V Emerging Trends in Teacher Education

- Total Quality Management in Teacher Education

- Performance Based Appraisal System - Academic Performance Indicator (PBAS-API)

- Code of Professional Ethics

- E-learning in Teacher Education (Computer and Mobile)

- Teacher Education through Distance Mode

- Integration of ICT in Teacher Education

- Two- years B.Ed and M.Ed. programme- concept and rationale

- School Internship- Concept and Objective

- Research Trends in Teacher Education

Practicum: Any two of the following:
- Extensive survey of school internship and a detailed report submission

- According to your views, what should be the future scenario of Teacher Education in India? (minimum 2000 words)

- Survey of any institution regarding use of ICT in

    (a) Administration

    (b) Classroom Teaching.

Suggested Readings:

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

- NCERT (2005). National Focus Group on Teacher Education, New Delhi

- NCTE (1996). Curriculum Framework for Teacher Education, New Delhi

- NCTE (1998). Policy Perspectives in Teacher Education, New Delhi

- NCTE (2009). National Curriculum Framework for Teacher Education, New Delhi

- Radha Mohan (2011). Teacher Education, New Delhi: Prentice Hall of India Limited

- Ravi Kant Chopra (1993). Status of Teachers in India, NCERT, New Delhi

- Report of the Batra Committee

- Report of the Justice Verma Commission

- Report of the Kothari Commission

- Report of the National Policy on Education (1986)

- Programme of Action (1992)

- Stinnett, T. M. (1965)The Profession of Teaching, New Delhi: Prentice Hall of India (Private) Limited

- Walia, K (2003). Teacher Commitment, New Delhi: NCERT

OPTIONAL IV - <u>Educational Administration and Planning</u>

COURSE OBJECTIVES:

To enable the student to

- acquire basic knowledge (facts, concepts, theories and principles) of educational administration essential for administrative jobs and research in educational administration.

- understand how an educational organization can be effectively managed.

- develop national and international perspective on educational administration.

- Qualities of resource persons who can, in future, develop educational administration as a science and an independent field of study.

- Know the trends of educational financing in India

- develop skills in managing educational institutions, departments and other organizations more effectively.

Course Content

Unit-I : Educational Administration

- Educational Administration: Meaning, nature, definition, scope and functions.

- Educational administration in India, need for change and training of educational managers in India.

- Theories of educational administration. Theories of Barnard, Mort and Argyris- Bakke (general characteristics)

- Educational institutions as organizations: concepts of organizational climate, organizational culture and organizational health- Their measurement and tools.

- Concept of Educational Management and Management of Educational institution

Unit-II : Educational Planning

- Educational Planning: Meaning, nature and need.

- Educational Planning in India.

- Approaches of Educational Planning: Manpower approach, Demographic projection model, Social Demand Approach, Rate of Return approach, Social Justice approach

- Educational Planning: Strategic planning, short-term planning, management planning, Grass roots level planning, institutional planning, The Rolling Plan concept

Unit-III : Personnel Administration

- Personal Administration: meaning and its major concerns

- Functions of Personnel Administration.

- Importance of Personnel Administration.

- Conflict Management.

- Decision-Making.

Unit-IV: Educational Financing in India

- Factors influencing Educational Financing.

- Principles of Educational Finance.

- Financing of Higher Education in India: Role of UGC and RUSA

- Private Partnership in Higher Education: Advantages and Disadvantages.

- Internationalization of Higher Education: General Agreement on Trade in Services (GATS) in Education

- Modes of Internationalization of Higher Education in India.

Unit-V : Educational Leadership

- Leader : Qualities and Duties.

- Theories of Leadership and their styles (Trait Theory, and Philosophical Approach of McGregor)

- Fiedler's Contingency and Hersey-Blanchard Theories and their styles of Administration.

- Grid concept of Leadership Styles.

Practicum: Any two of the following:

- Prepare a case study of one institution involving observation of principal's effective leadership style.

- Prepare a tool to measure institutional effectiveness or organizational climate.

- Write a research paper on 'Important aspects of Management of Higher Education'.

Suggested Readings:

- Azad, J.L. (2008). Financing and Management of Higher Education in India, New Delhi: Gyan Publishing House.

- Amitai Etzioni (1964). Modern Organizations Englewood Clifts, Prentice-Hall, N.J.

- Daniel E. Griffiths(1959).Administrative Theory, New York: Appleton.

- R.P. Bhatnagar; and Vidya Agarwal (2001),Educational Administration, Meerut: Surya Publication, R. Lal Book Depot

OPTIONAL V: DISTANCE EDUCATION
COURSE OBJECTIVES:

- To orient students with nature and need of distance education in the present Indian society.

- To expose students to different kinds of information and communication technologies (ICT) and enable them to be familiar with their use in teaching learning process.

- To enable students to understand various modes of student support services (SSS) and develop skills in them to manage such services for various kinds of programmes through Distance Education.
- To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different Distance Education (DE) programmes.

COURSE CONTENT

UNIT-I : Introduction to Distance Education

- Meaning, Concept, Nature and Scope
- Need, Characteristics and Salient Features of Distance Education
- Teaching -Learning Components : Distance Educator, Distance Learner, Self Instructional Material, Student Support Services, Media and Technology
- Distance teaching- learning System in India

UNIT-II- History of Development of Distance Education

- In Global Context
- In Indian Context

UNIT III – Distance Education System in India

- Organisation
- Management
- Implementation
- Assessment : Present Scenario
- Reforms Needed

UNIT IV- Learning in Distance Education

- Student Support Services (SSS): Sattelite TV, SITE, DD Channels, Mass – Madia, Self Instructional Material, Personal Contact Programme, Workshop, Assignments
- Technical and Vocational Programmes
- Programmes for Child Development, Women Empowerment, Skill Development, Health and Hygiene
- Distance Education and Rural Development.

UNIT-V - Quality Enhancement through Distance Education.

- Quality Assurance

- Mechanism for Maintenance of Standards in Distance Education: Role of NAAC, UGC, NCTE, NCERT, AICTE, PCI, MCI

- Quality Maintenance

UNIT VI – Interventions in Distance Education

- Lack of Student Support Services : Resource Persons, Mass Media

- Problems in Designing and preparing Self-Instructional Material : Lack of Experts and Suitable Technology

- Electronic Media: Transistor, TV, CCTV, Video Conferencing, Computer with Internet

- Cost Effectiveness

Practicum: Any two of the following:

- Design Self- Instructional Material for Teaching – Learning for a unit of your subject at eighth standard

- Describe contribution of Skinners's Programmed Instruction in Distance Education

- Prepare a research paper on 'Growth and Development of Education System'.

Suggested Readings:

- CABE (1995), Report of the Committee on Distance Education, New Delhi

- Dave, R.H. (1982), Foundations of Life Long Education, UNESCO Institute of Education and Pergamon Press, Oxford

- Escotet, M. (1983), Adverse factors in the Development of and Open University in Latin Ametrica, in Programmed Learning and Educational Technology, Vol. 17

- Govt. of India (1966), Education and National Development : Report of the Education Commission (1964-66), NCERT, New Delhi

- Govt. of India (1986), NPE – 1986, Ministry of Education, New Delhi

- Govt. of India (1992), POA- 1992, NPE-1986 (Revised) , New Delhis

- Sahoo, P.K. (1994), Open Learning System, Uppal, New Delhi

- IGNOU(1985), IGNOU Act, IGNOU, New Delhi

- UNESCO (1976), Draft Recommendations on the Development of Adult Education, Paris

- Yadav, M.S. and Panda, S.K. (1996), Distance Higher Education in India: A Historical Overview, Journal of Higher Education

Note: Though maximum effort has been made to prepare this syllabus flaw-less yet some discrepancy may have crept into it. Concerned faculty members are requested to write to me directly or to the Registrar (Academic) for any further suggestion in this regards.

With warm Regards

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