SWAMI VIVEKANAND SUBHARTI UNIVERSITY, MEERUT

Syllabus

Master of Education (M.Ed.)

Session 2015-17

Department of Education

(Faculty of Education)

Psychology of Education   **M.Ed.-101**   **Credit - 4**

Course Objectives:
The psychological components of this core paper for M.Ed. will develop following competencies amongst students.
- To develop understanding of the psychological basis of Education.
- To understand the Cognitive, Affective and Psychomotor development of adolescents and youth.
- 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.
- To understand the Concept and Process of teaching.

Unit-I- Introduction to Psychological Basis of Education
- Educational Psychology: Concept : and scope of Educational Psychology.
- Schools of psychology and their contribution to education-Structuralism, Associationism, Behaviorism, Psycho-analytic

Unit-II - Child Development and its theories
- Development – Concept, Principles, Sequential stages of Development- Specific Characteristics
- Theories of development - Piaget's, Freud's, Erikson's and Kohlberg's

Unit- III - Learning
- Learning :Concept ,its Kinds ,Levels of learning ,factors influencing learning
- Theories of Learning - Operant conditioning, Hull's reinforcement, Toleman's theory, Levin's field theory, Brain base learning, Educational implications of theories of learning

UNIT IV - Group Dynamics, Intelligence & Creativity
- Group Dynamics, Group Process, Sociometric grouping.
- Individual difference: its concept, their implications in education.
- Intelligence and cognitive abilities, Nature and Theories of Intelligence-
- Emotional Intelligence
- Creativity – Nature , Process ,Identification ,fostering and Guiding Creative Children
- Techniques for development of Creativity- Brain-Storming, Synectics, Attribute – listing.

Unit V- Personality
- Concept , Development , Structure and Dynamics of personality
- Theories of personality – Allport, Eysenck; Psychoanalytic theory
- Assessment of Personality
- Personality inventories- rating scales, Projective techniques: Rorschach , TAT

Course objective

The philosophical components of this core paper for M.Ed. will develop following competencies amongst students.

- Understanding the nature and functions of philosophy of education.
- Logical analysis, interpretation and synthesis of various concepts, philosophical assumptions and issues about educational phenomena.
- Enable to know about various Indian schools of philosophy and their educational implications.
- Critical appraisal of contributions made to education by prominent educational thinkers Indian and western.

Unit- I: Education and Philosophy

- Education and Philosophy- Meaning, Nature and Concept
- Relationship between Education and Philosophy
- Functions of philosophy of education (speculative, normative, analysis) logic, 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 their contribution to the field of educational objectives and aims

Unit-III : Indian schools of philosophy

- Vedic, Sankhya, Yoga, Nyaya, Vedanta (Advait and Vishitvedanta).
- Critical appreciation of the contribution of Indian philosophy-Hinduism, Buddhism, Jainism, Christianity and Islam and their application in day to day teaching learning process in education.

Unit-IV: Formation of Philosophy of Life

- Value education-need and importance of value education.
- Methods of inculcating values
- Human Rights Education.

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

Unit- I - Research in education : conceptual Issues
- Meaning, purpose and areas of educational research
- Kinds of educational research: basic & applied research, and action research, and their characteristics
- Sources of knowledge generation : historical perspective, scientific approach basic assumptions of science , scientific methods, theory, nature and function
- Research paradigms in education: quantitative, qualitative, research and characteristics.

UNIT- II - Preparation of research proposal
- sources of research problems, review of the literature-purpose and resource; conducting the literature
- Identification of research problem: statement of problem, purpose, and research question
- Hypotheses Importance, characteristics, formulation and forms.
- Preparation of research proposal : framework of the research proposal and strategies for writing the research proposals.

Unit- III - Quantitative methods of research
- Types of research : survey studies, descriptive studies, co-relational studies. Developmental studies, comparative studies, necessary conditions for causation
- Classification by time: cross-sectional, longitudinal (trend and panel studies)
- Nature of experimental research, variables in experimental research – independent, dependent and confounding variable; ways to manipulate an independent variable, purpose and methods of control of confounding variables
- Techniques of control: matching, holding the extraneous variable constant and statistical control
- Experimental research design: single-group pre-test post-test design, pre-test post-test control-group design, post-test only control group design and factorial design
- Internal and external validity of results in experimental research
- Quasi—experimental design: nonequivalent comparison group design, and time-series design

Unit- IV - Qualitative Methods of Research
- Qualitative research: meaning, steps and characteristics Case studies.
- Historical research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source'
- Mixed research-meaning, fundamentals principles, strengths and weaknesses, limitations

Aims of the Course

This course will enable the students to

- develop basic understanding and familiarity with key concepts gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (interms of access, curriculum and pedagogy).

UNIT- I : GENDER STUDIES: PARADIGM SHIFTS

- Paradigm shift from women's studies to gender studies
- Historical backdrop: Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education
- Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

UNIT- II : THEORIES ON GENDER AND EDUCATION

- Socialisation theory
- Gender difference
- Structural theory
- Deconstructive theory
- Gender Identities and Socialisation Practices in: Family
- Schools Other formal and informal organisation.

Suggested Practicum

- Discussion on theories of gender and education with its application in the Indian context
- Project on analysing the institution of the family
    - (i) Marriage, reproduction
    - (ii) Sexual division of labour and resources
- Debates and discussions on violation of rights of girls and women
- Analysis of video clipping on portrayal of women
- Collection of folklores reflecting socialisation processes.

UNIT- III : GENDER ISSUES IN CURRICULUM

- Gender, culture and institution: Intersection of class, caste, religion and region
- Curriculum and the gender question
- Construction of gender in curriculum framework since Independence: An analysis
- Gender and the hidden curriculum
- Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)
- Teacher as an agent of change
- Life skills and sexuality.

Suggested Practicum

- Preparation of indicators on participation of boys and girls in heterogeneous schools–public and private-aided and managed by religious denominations

- Preparation of tools to analyse reflection of gender in curriculum
- Preparation of checklist to map classroom processes in all types of schools
- Field visits to schools, to observe the schooling processes from a gender perspective.

UNIT- IV : GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE

The Unit will enable students to apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.

- Linkages and differences between reproductive rights and sexual rights
- Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- Sites of conflict: Social and emotional
- Understanding the importance of addressing sexual harassmentin family, neighbourhood and other formal and informal institutions
- Agencies perpetuatingviolence: Family, school, work place and media (print and electronic)
- Institutions redressing sexual harassment and abuse.

Suggested Practicum

- Project on how students perceive sexuality and their own body images. It would also focus on how gender identities are formed
- Debate on how they perceive role models in their own lives
- Preparing analytical report on portrayal of women in print and electronic media.
- Suggested Readings

Course Objectives:
- demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs;
- Identify needs of children with diversities;
- Plan need-based programmes for all children with varied abilities in the classroom;
- Use human and material resources in the classroom; use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- Modify appropriate learner-friendly evaluation procedures;
- Incorporate innovative practices to respond to education of children with special needs;
- Contribute to the formulation of policy; and implement laws pertaining to education of children with special needs.

UNIT I- Introduction
- Concept, Meaning and importance of Inclusive Education.
- Difference between Special Education, Integrated and Inclusive Education.

UNIT II- Historical perspectives of Inclusive Education
- Important International Declarations/Conventions/Proclamations – Biwako Millennium
- 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)
- Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.
- 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.

UNIT IV- Inclusive Practices in Classrooms for All
- School's readiness for addressing learning difficulties.
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.
- Making learning more meaningful—Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special teacher,

.

Distance Education and Open Learning   M.Ed-106   Credit - 4

Course Objectives

On completion of this course the students will be able to:
- Understand the concept of distance education, distinguish between correspondence education, distance education, and open learning.
- reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with discuss the socio-academic relevance of distance education,
- develop an insight and examine critically the objectives of distance education, understand the nature of distance learners and distance learning process, list the importance of self learning material and relevant comprehension skills, discuss various evaluation techniques and its relevance to distance learning.
- List different kinds of support to distance learners, discuss the various feature of a LSS in DE&OL.
- Describe and differentiate the different dimensions i.e. academic/pedagogical and operational dimension
- Describe the role of study centre in providing support to learners, describe the broad structure and management of any DE&OL institutions. understand the management of operational sub-systems like course design and development, management of learning resources and learner support system management of admission and evaluation system

Unit I- Growth and Philosophy of Distance Education
- Distance Education: significance, meaning, concept and epistemology.
- Goals and objectives of distance education.
- Philosophy of distance education.
- Growth of distance learning system in India, International Council of Distance Education. Issues in Distance Education-. Conventional mode of distance learning, relative effectiveness of conventional
- distance mode of learning.
- Present status of distance education system.
- Quality assurance and challenges in distance education

Unit II - Learning Process and Self-Learning Materials (SLM) in Distance Education
- Distance learners: nature and characteristics and types
- Distance Education process: nature of adult learning,
- Significance of study skills in distance learning. Problems of distance learners.
- Types of SLM in distance learning-print, audio, video, interactive, online, and web-based.
- Self-learning materials: meaning, scope, importance and characteristics.

Unit III - Instructional Process and Evaluation Procedure in Distance Education & Open Learning
- Two way communication in distance education and open learning. open learning-need, significance, type and importance,
- Difference between evaluation in traditional and distance learning role of tutor comments in motivation of distance learners.
- Techniques of evaluation in distance education.

Unit IV - Counseling in Distance Education
- Academic and non-academic Counseling, Procedure of counseling:-decision points, barriers-study related, and time related, personal and institutional.
- Theories of counseling, qualities of counselor.

Course Objectives:-
- To understand the need and importance of comparative education.
- To explain the factors affecting the system of education of a country.
- To understand the system of education of different countries.
- To compare the salient features of system of education of different countries.
- To understand the role of UNO and UNESCO in the field of education.

UNIT I :
- Comparative Education: Meaning, scope, need and importance.
- Development of Comparative Education.
- Factors affecting the system of education of a country: geographical, philosophical, social, political, economical and technological.

UNIT II :
- Primary Education in UK, USA, Russia, China, Japan and India:
- Secondary Education in UK, USA, Russia, China, Japan, Israel and India:
  :

UNIT III :
- Development, structure, administration, finance, aims, curriculum and methods of teaching. Higher Education in UK, USA, Russia, China, Japan and India
- Teacher Education in UK, USA, Russia, China, Japan and India:
- Development, structure, Administration and finance, aims, Curriculum, selection procedure for admission, training programme, evaluation and placement.

UNIT IV :
- Recent Trends and Innovations in Education in UK, USA, Russia, China, Japan and India.
- Administration, organization and Strategies.

Action Research / Case Study (any one)   **M.Ed-108**   **Credit - 2**

<u>**ACTION RESEARCH**</u> **(Guideline for writing)**

Chapter I: Introduction to Action Research
- What is Action Research?
- Why should I use action research?
- Methods of Action Research?
- Types and steps of Action Research

Chapter II: The Purposes of Action Research
- Action Research in Classrooms
- Teacher Action Research
- An Action Research Routine: Systematic Processes of Inquiry
- Characteristics of Action Research

Chapter III: Sources of Information
- Interviewing: Guided Conversations
- Reviewing the Literature
- Participant Observation
- Summary
- Quantitative Information: Statistical and Numerical Data

Chapter IV: Reporting
- Action Research Reports
- Written Reports

Chapter V: Limitations and Criticisms of Action Research
- Limitations of Action Research
- Criticism of Action Research Result

<p align="center">**OR**</p>

<u>**CASE STUDY**</u> **(Guideline for writing)**   **Credit - 2**

Chapter I: Introduction to Case Study
- What is a Case Study?
- When is a Case Study Appropriate?
- Nature of Case Study

Chapter II: Elements of a Case Study
- The Problem
- Steps taken to address the problem
- Challenges and how they were met

Chapter III: Process for Conducting a Case Study
- Plan
- Develop Instruments
- Data Collection
- Analyze Data
- Disseminate Findings

Chapter IV: Potential Sources of Information
- Project Documents
- Project Reports
- Monitoring visits
- Mystery client reports
- Facility assessment reports
- Questionnaire/survey results
- Evaluation reports
- Result implementation

M.Ed-109   **Credit - 4**
- Assignment & Seminar/Workshop/Symposium in each compulsory subject & Comprehensive Viva Voce

Sociology & History of Education (M.Ed-201)

Credit - 4

Objectives : After completion of course, the prospective teacher educators will be able to:
- ❖ Enhance the awareness about the relationship and impact of society and culture on Education.
- ❖ Understand about the changes in socio-economic environment of the country and its impact on the Education.
- ❖ Understand among about basic characteristics of Indian Society during different periods
- ❖ Awareness about the developmental hierarchy and impact of history and polity on education.
- ❖ Understand about the constitutional ideals of protective discrimination and importance of social justice for modern Indian society.
- ❖ Acquaint the different educational plans and policies
- ❖ Awareness about the education in international perspectives

Unit I – Sociology and Education
- ❖ Conceptual framework of Sociology , Educational Sociology and Sociology of Education:
- ❖ Need and scope of Sociology of Education
- ❖ Functions and Significance of Sociology of Education
- ❖ Socialization process of the child – Critical appraisal of the role of school, parents, peer group and community
- ❖ Social mobility and social control in reference to educational development
- ❖ Role of education in social change with special reference of Indian social institutions (Caste, class, religion and region)

Unit II-   Development of Indian Education System
- ❖ A brief history of pre and post independence education system
- ❖ Development of education system in 21st century

Unit V- Changing Educational policy perspectives-
- ❖ With reference to the focus on Liberalization, Privatization and Globalization (LPG).
- ❖ With reference to Rashtriya Uchchtar Shiksha Abhiyan (RUSA), Rashtriya Madhyamic Shiksha Abhiyan (RMSA)

Unit VI- Education & Human Resources:
- ❖ (v) Education and Human Resource Development: Relationship between Individual to Individual and Individual to Society.
- ❖ (vi) Education and Modernisation: Concept and Characteristics of Modernisation, Role of Education in Modernisation with special reference to Indian Society.
- ❖ (vii) Education in a Globalised Society: Internationalisation, Privatisation and Commercialisation of Education, Implications for Indian Society.

Unit VII- Contribution of following Social Thinkers to education:
- ❖ Emile Durkheim.
- ❖ Ivan Illich.
- ❖ Paulo Freire.

Practicum- Any Two
- ❖ Critical analysis of one of the activity/ work of social thinkers
- ❖ Prepare a paper on any one social thinker.
- ❖ A brief view of any one educationist
- ❖ Critical analysis of one of the policy document on Education
- ❖ Brief report on implementation of latest any one policy.

Credit - 4

Course Objectives

- To help the students to be acquainted with the concept and application of statistics in Education.

Unit: I - Graphical presentation of data

- Graphical presentation of data - Advantages of graphical presentation of data.
- Basic principle of constructing a graph,
- Different types of graph – histogram, polygon and curve, Pio-Diagram, charactertics of frequency curve, cumulative frequency curve, percentage cumulative frequency curve or ogive

Unit: II Statistics in education and Measures of central tendency

- Measures of Central Tendency - Mode, Median, Mean ungrouped and grouped deals, short and long method.
- Combined Mean and SD from two or more groups.
- Properties of Mean, Comparison of Mean, Median and Mode
- Use of Different Measures of Central Tendency.

Unit: III - Measures of variability

- Measures of Position - Percentiles - Deciles, Quartiles, Group and Ungroup Data.
- Relationship between Median Quartiles deciles and percentiles
- Percentile Ranks, Group and Ungroup Data. Use of Percentile Rank.
- Measures of variability - Range, Quartile Deviation, Standard Deviation Group and Ungroup Data, Sheppard's Correction.
- Other Measures of variability - Average Deviation, Coefficient of variation variance. Use of Different measures of variability.

Unit: IV -

- Calculation of product moment correlation from a Bivariate frequency distribution, Linear.
- Other method of correlation - Rank order correlation coefficient biserial correlation coefficient, point biserial correlation coefficient tetrachoric correlation coefficient, Phi correlation coefficient contingency coefficient.

Unit: V -

- Standard scores and scaling - Z-score, T-score, Stanines, C-Scores
- Normal probability curve - Principles of probability

Curriculum Studies (M.Ed-203)

<div align="right">**Credit - 4**</div>

Course Objectives
- To define curriculum
- To identify the components of curriculum
- To describe the various principles of curriculum development
- To explain various determinants of curriculum
- To describe and analyses various approaches to curriculum development
- To explain and compare various types of curriculum
- To State the meaning of curriculum development
- To State major issues to be addressed through curriculum
- To Describe various modes of curriculum development
- To explain various considerations for curriculum development.
- To describe various guiding principles for selection and organization of learning experiences.

Unit I - Nature, principles and determinants of curriculum
- Meaning and concepts of curriculum;
- Components of curriculum: objectives, content, transaction mode and evaluation
- Philosophical and ideological basis of curriculum
- Theories of curriculum development
- Determinants of curriculum

Unit II - Approaches and types to Curriculum
- Subject centered
- Core curriculum
- Learner centered
- Curriculum frameworks of school education and teacher education
- Humanistic curriculum : characteristics, purpose,

Unit III - Models of Curriculum
- Tyler's -1949 model
- Hilda taba 1962 model
- Willes and Bondi-1989 model
- Need assessment model
- Futuristic model
- Vocational/ training model

Unit IV - Selection and Organization of learning experiences
- Principles and criteria for developing learning experiences
- Points to be considered while selecting learning experiences
- Designing integrated and interdisciplinary learning experiences
- Diversity among teachers in their competences
- Problem of curriculum load

Administration and Management & Leadership M.Ed-204

Credit - 4

Course Objectives
- To develop an understanding of the concepts, techniques and practice of management as applicable to their work.
- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.

Unit I - Educational Administration and Management
- Concept of Educational Management and Stages in the Management Process
- Theories of Management
- Administrative Structure of Education at different levels

Unit II - Educational Planning
- Approaches to Educational Planning
- Institutional Planning: Concept and Scope
- Micro Planning, School Mapping and Development Plans
- Decentralized Planning and Management: Concept and Scope

Unit III - Leadership
- Concept and functions of Leadership.
- Theories of leadership and management in educational organizations
- Theories of leadership and management styles including emotional intelligence

Unit IV - Leadership Roles
- Leadership for the learning community.
- Developing leadership and management skills and insights
- Values, vision and moral purpose in educational leadership
- Issues of diversity in educational organizations,

Unit V - Organizational Behavior
- Diversity and Individual Differences: perception and Attribution, motivation
- The Nature of Groups: teamwork and Work Group Design
- Conflict, Negotiation and Stress management.

Anti-Terrorism and Peace Education (M.Ed-205)

Course Objectives
- To develop critical understanding of relates of terrorism
- To enhance civic responsibilities among the students
- To develop social confidence and build own value order
- 4Visioning peaceful futures

UNIT 1 - UNDERSTANDING TERRORISM & ANTITERRORISM
- Terrorism and anti terrorism : concept , nature, objectives, direct & indirect forms
- Introduction with antiterrorist activities

UNIT II - UNDERSTANDING RELATES OF TERRORISM
- Nature and impact of following relates on society, economy and development
- Psychology of violence,
- Socio-Economic roots
- Religious radicalism
- Political affairs at national / international levels
- Terrorism and Media
- Terrorism and Technology

UNIT III - SUPPORTING ANTITERRORISM
- Civic responsibilities, legislative provisions,
- Understanding significance & limitations of factors like Languages, region, religion, race etc.

UNIT IV - MOTIVATIONAL SKILL FOR ANTITERRORISM
- Positive attitude, intrapersonal relations, cooperation & team work, accountability, commitment, sensitivity & sympathy etc

UNIT V - DEVELOPMENT OF VALUE ORDER
- World thinkers on peace education, aims of life and society with reference to :
  Caliph Omar, Abraham Lincoln, Mahatma Gandhi, J. Krishnamurti, Albert Einstein , Abdul Kalam

Credit - 4

UNIT-I

- **Concept of Human Values, Value Education Towards Personal Development**
  Aim of education and value education; Concept of Human values; types of values; Components of value education.

- **Personal Development :**
  Self analysis and introspection; sensitization towards gender equality, physically challenged, intellectually challenged.

- **Character Formation Towards Positive Personality:**
  Truthfulness, Constructively, Sacrifice, Sincerity, Self Control, Altruism, Tolerance, Scientific Vision.

UNIT-II - Value Education Towards National and Global Development

- **National and International Values:**
  Constitutional or national values - Democracy, socialism, secularism, equality, justice, liberty, freedom and fraternity.
  Social Values - Pity and probity, self control, universal brotherhood.
  Professional Values - Knowledge thirst, sincerity in profession, regularity, punctuality and faith.
  Religious Values - Tolerance, wisdom, character.
  Aesthetic values - Love and appreciation of literature and fine arts and respect for the same. National Integration and international understanding.

UNIT-III - Development on Ethics and Values

- Conflict of cross-cultural influences, mass media, cross-border education, materialistic values, professional challenges and compromise.
- Modern Challenges of Adolescent Emotions and behavior;

UNIT-IV - Theraupatic Measures Control of the mind through:

a) Simplified physical exercise   b) Meditation – Objectives, types, effect on body, mind and soul
c) Yoga – Objectives, Types, Asanas

Credit - 4

Course Objectives:
- To enable the students to understand the effect of population growth on poverty, health and hygiene.
- To enable the students to understand the importance of population education in school levels

Unit –I Concept of Population Education
- Population education: Concept, objectives and scope
- Need and importance of population education

Unit-II Population Growth and Population Dynamics in India
- Distribution of population- Age, Sex, Rural-Urban
- Causes of population growth
- Consequences of population growth

Unit –III Population and Quality of life
- Population in relation to socio – economic development, health status, heath services, nutrition,
- Effect of population growth on natural resources and environment
- Population and literacy campaign in India

Unit-IV Population Education and school
- Scope of population education in schools,
- Teacher role in creating awareness of population problems
- Use of Mass media – (Newspapers, Radio, T.V) and Audio-Visual Aids
.

Compulsory Practical work

M.Ed-208   **Credit - 2**
(Selection of Dissertation Topic, Synopsis Preparation & Presentation)

M.Ed-209   **Credit - 4**
(Assignment & Seminar/workshop/Symposium in each compulsory subject & Comprehensive Viva Voce)

Advanced Level Education Research   **M.Ed-301**   **Credit - 4**

Course Objectives
- On completion of this course, the students will be able to:
- Explain the characteristics of qualitative 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 explains tool, design and procedure for collection of data, Write educational research report.

Unit-I - Sampling In Qualitative, Quantitative and Mixed Research
- Concepts of population and its type, and sample, sample size, sampling error.
- Random sampling techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
- Non – random sampling techniques, convenience sampling, purposive sampling, quota sampling, snowball sampling, incidental sampling.
- Determining the sample size when using random sampling

Unit- II - Methods of Data Collection
- Questionnaire: form, principles of construction and their scope in educational research, administration of questionnaires.
- Tests, inventories and scales: types and construction and using reliability and validity information.
- Interview: types, characteristics and applicability, guidelines for conducting interviews
- Observation : use of the checklist and schedules, field notes, role of researcher during observation.

Unit-III - Educational Research Report Writing
- Format, Style, content and cauterization
- Bibliography, Appendices
- Characteristics of a good research report.

Unit- IV - Hypotheses Testing
- Hypothesis testing parametric and non parametric.
- Significance of difference of Means
- Analysis of variance
- Non Parametric statistics: Chi –(X2) test

PRACTICAL WORK: (any one)
- Review of Educational research report/article.
- Data analysis using computer

Objectives

- To enable the prospective teacher educators: To understand the concept of teacher education.
- To acquaint with competencies essential for the teaching profession.
- To acquaint with sense of accountability for the teaching profession.
- To acquaint with the recent trends in teacher education.
- To understand the new trends and techniques in teacher education.

UNIT I Concept of Teacher Education

- Teacher education: concept aims and scope. Need and importance of teacher education at various levels: elementary, secondary and Higher.

UNIT II Historical Development of Teacher Education

- Historical development of teacher education during ancient, medieval, colonial and post independence period in India. Recommendations of major commissions/committees/ national policies for teacher education. Implementation of suggested recommendations and consequences for teacher education

UNIT III Pre-service and In-service Teacher Education

- Pre-service teacher education: competency based approach, integrated approach, consecutive/traditional approach, school/field based approach. In-service teacher education: need, objectives, strategies (seminar, conferences, symposium, workshops, refresher and orientation programmes). Teacher training at higher education level, role of UGC-Academic Staff Colleges

UNIT IV Issues in Teacher Education

- Major issues and problems in teacher education: supply and demand in teacher education, standards in teacher education, isolation of teacher education Institutions. Improving the conditions of teacher education institutions, malpractices adopted by teacher education institutions, performance appraisal of teachers. Quality and standards in teacher education. National Council for Teacher Education: role and responsibilities.

UNIT V Trends in Teacher Education

- Emerging Trends in teacher education, total quality management in teacher education, E-learning in teacher education, teacher education through distance mode, integration of ICT in teacher education- in classroom as well as in administration. Two- years B.Ed. and M.Ed. programme-concept and rationale, school internship concept and objectives, Research trends in teacher education.

Field-based Activities

- Conduct a study of Teacher Education System of any other country of your choice.
- Carryout a critical study of one teacher training college located in your vicinity.

Suggested Readings

- Chopra, R K. (1993). Status of teachers in India. New Delhi: NCERT.
- Education Department. (1966). Report of the Kothari Commission. New Delhi: Education Department.
- MHRD. (1986). Report of the National Policy on Education. New Delhi: MHRD
- MHRD. (1990). Report of the Programme of Action. New Delhi: MHRD.

Course Objectives
- Acquire knowledge of computers, its accessories and software.
- Understand the basics (fundamentals) of preparing a computer.
- Acquire the skills of operating a computer in multifarious activities pertaining to teaching
- Understand features of MS Office and their operations
- Develop skill in using MS-Word, Power points and Spread sheets.
- Acquire skill in accessing World Wide Web and Internet and global accessing of information. integrate technology in to classroom teaching learning strategies
- Develop a broad understanding of the principles and procedures used in computer education

Unit I: Meaning, Definition and Historical Perspectives of Computer
- Meaning and definition of computer
- Historical perspective
- Computer generations and its classification
- Block diagram of a computer Peripherals, and working of a computer

Unit II: Computer Hardware
- Input devices: keyboard, mouse, joystick, touch screen, touch pad, magnetic ink character reader, optical mark reader, bar code reader, scanner, web camera etc.
- Output devices: monitor printers (line, serial, dot matrix, inkjet, and laser).
- Primary storage devices: RAM ROM and its types.
- Secondary storage devices: FDD, HDD, CD, DVD, Pen Drive (USB)

Unit III: Binary Arithmetic and Data Representations:
- Decimal and binary number system ,Representation of characters,Integers and fractions in computers

Unit IV: Computer Programmes
- MS-Windows: Basic components of Windows, Control Panel, Program Manager, File Manager, Accessories, Paint Brush, notepad.
- MS Word: Concept of word processing, Entering Text, Selecting and Inserting text,• editing text, Making paragraph, Getting help, moving and copying, searching and replacing, formatting character and paragraph, handling multiple documents, Manipulation of tables and foot notes, table of contents and index, sorting, formatting sections and documents.
- MS Excel: Basics of Spreadsheet, creating and saving a worksheet, Manipulation of• cells, Columns and Rows, editing and formatting a worksheet, embedding charts, use of simple statistical functions, sort and filter. MS Power point: Basics of power point, creating a presentation, the slide manager,• preparation of different types of slides, slide design, transition and animation and presentation of slides, printing the slides and handouts.
- INTERNET - Internet: the world-wide web, websites and web browsers, Internet connectivity, browsing software, URL addresses, Search engines, Exploring websites and downloading materials from websites, E-mail – Sending, receiving and storing mail

Unit V: Computers in Education
- Computer application in educational institutions- Academic activities,Administrative activities.,Co-curricular activities,Examination work ,Research activities, Library,Class room teaching

UNIT-V Computers in Educational Research
- Data analysis using MS Excel
- Graphical and diagrammatic representation of data
- Descriptive and inferential statistical analysis using MS Excel
- Introduction to SPSS applications in educational research

Task and Assignments
- Develop computer based learning packags in science/mathematics/social science/language
- Survey /Project on any related problem

Course Objectives
- Understand the nature and scope of educational technology and also about the various forms of technology.
- Understand the systems approach to Education and communication theories and modes of communication.
- Know the instructional design and modes of development of self learning material develop the ability for critical appraisal of the audio-visual media.
- Develop basic skills in the production of different types of instructional material, know the recent innovations and future perspectives of Education Technology.

Unit I - Nature and Scope
- Educational technology-concept, product Vs process;
- Forms of educational technology: teaching technology, instructional technology and behavior technology;
- Approaches of educational technology: Hardware and Software;
- Institutions of educational technology in India – CIET, IGNOU, SIET, Consortium for Educational UGC, their role in education.

Unit II - Systems Approach to Education and Communication
- Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;
- Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.
- Education and Training: Face-to-face, Distance and other alternative modes

Unit III - Instructional Design
- Instructional Design: Concept, Views.
- Process and stages of Development of Instructional Design.
- Programme instruction: origin, principles and characteristics
- Development of a programme ; preparation, writing, try out and evaluation .

Unit -IV - Audio Visual Media in Education
- Audio-visual media – meaning, importance and various forms.
- Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT

<div align="center">**Curriculum Pedagogy and Assessment**   **M.Ed-305**   **Credit - 4**</div>

Course Objectives
- To develop an understanding about important principles of curriculum development.
- Understand the basics, design, process and techniques of curriculum development.
- To acquaint with curricular implementation and process of curricular evaluation.
- To understand issues, trends in curricular development.
- To understand Pedagogy. Critical Pedagogy in teaching, learning process.
- To know about assessment process in different levels of school education

Unit I - Process of Curriculum Development
- Concept, types, principles of Curriculum Development, Highlights of NCF 2005
- Curriculum planning, procedure and techniques.
- Issues in Curriculum planning.
- Levels of Curriculum planning.

Unit II - Issues and Trends in Curricular Development
- Centralized v/s decentralized Curricular.
- Diversity among teachers in their competence.
- Role of Curricular accessories and support material in development of Curricular.

Unit III - Pedagogy
- Child Centered Pedagogy.
- Process of knowledge construction for development of concepts, understanding, logical, Reasoning, critical thinking and problem solving.
- Forms of learner's engagement.
- Pedagogical Analysis of the subject content.
- Critical Pedagogy, critical analysis of the Pedagogy prescribed. In the Educational thoughts of Paul Freire.

Unit IV - Evaluation of Curriculum
- Importance of assessment in teaching learning process.
- Continuous and comprehensive evaluation.
- Formative and summative evaluation norms referenced and criterion referenced evaluation.
- Evaluation of school experiences/internship programmes/field work/curricular and co-curricular activities.
- Self assessment by students, by teacher, peer assessment, assessment of teacher by students.

Special Education	M.Ed-306	Credit - 4

Course Objectives:

After studying this paper, the student teachers are expected to realize the following objectives:

- Explain the concept of special education in different perspectives.
- Examine critically the concept, nature and characteristics of various disabilities
- Explain the policies and legislation atthe national and international levels.
- Enumerate the current needs, trends and issues related to education and special education.
- Focus the present trends and future perspectives in education and special education.

Unit I - Historical Perspectives of Special Education

- Historical development in India special education
- Philosophical approaches to special education
- Psychological perspectives of special education
- Sociological perspectives of special education

Unit II - Overview of Different Disabilities

- Concept, nature, and characteristics of Visual Impairment & Mental Retardation
- Concept, nature and characteristics of- Hearing, Speech and Language impairments
- Concept, nature and characteristics of:
    (i) Learning disability   (ii) Behavioural and Emotional disorders   (iii) Intellectual impairment
    (iv) Giftedness and Talent
- Concept, nature and characteristics of Multiple disabilities

Unit III - Policies and Legislations for Special Needs Education & Rehabilitation

- National legislations, RCI, PWD, NTA.
- National Policy on Education with reference to Program of Action 1992, SSA
- Government schemes and provisions
- Employment agencies and services

Unit IV - Current Needs and Issues in Special Education

- Identification and Labeling   ● Cultural Diversity   ● Accountability
- Advocacy   ● Attitudes and Awareness

Compulsory Practical work

M.Ed-307	**Credit - 4**

(Internship)

M.Ed-308	**Credit - 4**

(Dissertation- Chapter wise presentation, preparation of Research Tool
& Data Collection

M.Ed-309	**Credit - 4**

Assignment & Seminar/Workshop/Symposium in each compulsory subject & Comprehensive Viva Voce

Advanced Level Education Statistics   **M.Ed-401**   **Credit - 4**

Course Objectives:

- To enable the students to understand the basic concept of statistics.

- To acquaint the students with different statistical procedures used in Education.

- To give detailed knowledge about Descriptive Statistics

- To familiarize the students about the Normal Probability Curve and its applications in education.

Unit: I-

- Measure of curvilinear correlation coefficient, coefficient of concordance.

- Regression and prediction, standard error of prediction, regression effect in prediction.

- Significance of mean and other statistics - Significance of mean, significance of median, significance of standard deviation, significance of quartile deviation, significance of correlation coefficient.

- Partial and multiple correlation - significance of partial correlation coefficient, significance of multiple correlation.

Unit: II-

- t-Test, single group method, matching by pairs equivalent group method, matching by mean and standard deviation equivalent groups methods.

- Significance of difference between and other statistics - significance of difference between - two medians, two standard deviations, two percentages, two correlation coefficient.

Unit: III-

- Non-parametric statistics : Chi-square test (different methods), Interpreting the result of Chi-square test

- One Sample run-test, median test, sign test, MC nemar test, mann Whitney U-test, Friedman-two way analysis of variance.

Unit: IV-

- One and two tailed test

- Analysis of variance : Types of variance, error of variance, population and sample variance

- Procedure and Criteria of the selection of appropriate statistical technique.

Political & Economic Prospective of Education   M.Ed-402   Credit - 4

Course Objectives :

To enable the prospective teacher educators:
- To develop understanding about Indian Education system in political & economy context.
- To critically analyze the policies and commissions and its implication on the educational system.
- To develop understanding of the implications of various contribution through education for an equitable society.
- To develop understanding of the economic issues in education
- To develop understanding of the perspectives on political economy of education

Unit I: Education for an Equitable Society in a Global era
- Education for the marginalized group, girls education and inclusive education.
- Right to education, implication of RTE for education.
- Education for all: Dakar Framework for action, autonomy of higher education

Unit II: Economic Issues in Education
- Liberalism to neo liberalism
- Economic rationality and education
- Globalization and educational reform
- Market mechanisms and education- examining the case of higher education
- Advocacy for education as a perfect market enterprise
- Government, Government aided and private schools

Unit III: Perspectives on Political Economy of Education
- Policy making and educational planning
- Economic analysis of educational intervention , public private partnership
- Impact evaluation of educational projects: Sarva Shiksh Abhyan, Mid-Day meal, National Literacy Mission (NLM), Kasturba Gandhi BalikaVidyalayas Scheme

Unit IV-   Democracy and Education
- Democracy: Meaning, Values, salient features of democracy and Education
- Constitutional provisions for education in India
- Means and measures for promoting equality and equity for marginalized section of society

Field-based Activities

Undertake any one of the following activities:
1) Trace the historical hallmarks of Indian education till date with its salient features.
2) Write a report on the implementation and the present status of Right to Education.

Suggested Readings
- Agarwal J.C, & Agrawal S.P. (1992). *Educational planning in India*. New Delhi: Concept Publishing Company.
- Agarwal, J.C. (2007). *Development of education system in India*. New Delhi: Shipra Publications.
- Agarwal .J.C. (2007). *History of modern Indian education*. New Delhi: Vikas Publishing House Pvt Ltd.
- Amala, P.A, Anupama, P., & Rao, D.B. (2004). *History of education*. New Delhi: Discovery Publishing House.
- Babalola, J B. (2003). *Fundamentals of economics of education*. University of Ibadan
- Bhatnagar, S. (2004). *Kothari commission recommendations and evaluation with a text on NPE*. Meerut: International Publishing House.

Objectives : To enable the prospective teacher educators:
- To understand the nature of education as a discipline and area of study.
- To examine issues related to education as interdisciplinary knowledge.
- To examine the theories and basic concepts of education drawn from different disciplines.
- To examine the concerns of eminent educators regarding vision of school education.
- To reflect on the multiple contexts in which the schools are working.
- To discuss the emerging trends of school education.

Unit I Theoretical Perspectives of Education as a Discipline
- Critical analysis of education as a discipline and area of study.
- Critical analysis of concepts, principles, theories, assumptions and contexts related to issues that are unique to education discipline, such as- schooling, curriculum, syllabus, text books, assessment, teaching-learning process
- Need for developing a vision of school education.
- Emerging dimensions of school education.

Unit II Education as Interdisciplinary Knowledge
- Interdisciplinary nature of education; relationships with disciplines and subjects such as philosophy, psychology, sociology, management, economics, and anthropology.
- Dynamic relationship of education with the social and political process.
- Contribution of science and technology to education.
- Issues related to planning, management and monitoring of education.

Unit III Support System of Education
- Support systems of education: Ministry and other government agencies, academic institutes, NGOs, civil society groups, teacher organization, family and local community.
- Different stakeholders in education- participation, role and involvements.
- Issues related to control and autonomy in education.
- Role of media and technology in promotion of education.

Unit III Changing Contexts of School Education
- Multiple schools context- rural/urban, tribal, schools affiliated to different boards.
- School as sites for curricular engagement, struggle and social change.
- Changing role of personals in school management: teachers, headmaster, and administrators, Teacher's autonomy and academic freedom.
- Monitoring and evaluation of schools.

Field-based Activities
- Study the school education systems of USA, England and Singapore and prepare a research note to highlight the similarities and differences of these educational systems.

Suggested Readings
- Banrs, J.A. (1996). *Cultural diversity and education: foundations curriculum and teaching*. Boston: Alynand, Becon.
- Bartlett, S., & Burton, D. (2012). *Introduction to education studies*. SAGE Publications Ltd
- Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: the struggle to integrate theory and practice*. New York: Teachers College Press.
- Bruner, J.S. (1996). *The culture of education*. Cambridge, M.A.: Harward University Press.

Guidance and Counselling   **M.Ed-404**   **Credit - 4**

Objectives

On completion of this course the students will be able to:
- To acquaint him/her with the concept and techniques of guidance and counselling.
- Understand the process involved in guidance and counselling.
- To familiarize with testing and non-testing techniques.
- To evolve the skill of administration and interpretation of psychological tests.
- Apply the technique of guidance and counseling in real situations.
- To acquaint him/her with recent trends of guidance and counseling in India.

Unit I

- Guidance: Concept, assumptions, objectives, need; Types: educational, vocational and personal; emergence and growth of guidance and counseling in independent India.
- Understanding the Individual: Major life areas, difficulties, Testing and non-testing techniques; Intelligence, aptitude, interest, personality, adjustment — their nature and assessment.
- Non-testing techniques: Case Study, Observations, Narrative accounts, Anecdotal Record & Cumulative Record Card
- Guidance Services: Individual information service, counseling service, placement and follow-up services.
- Organization and setting up of the school guidance programme. Role of Head, counselor and teacher.

Unit II

- Counselling: Concept, approaches — directive, non-directive, eclectic.
- Counselling Interview: Procedure and steps.
- Qualities and training of a counsellor.
- Guidance and Counselling of students with special needs.
- Job analysis and satisfaction: Concept, scope and assessment.
- Agencies of guidance and counseling at the national, state, district level. Problems of guidance in India.
- Recent trends in guidance and counseling for inclusive schooling.

Practicum (A minimum of four practical to be performed.)

- Aptitude test administration.
- Interest Inventory administration.
- Adjustment Inventory administration.
- Personality Inventory administration.
- Job analysis of teacher at elementary/secondary stage.
- Preparation of a blue print, for setting up a school guidance programme.
- Report of a visit to the local employment exchange.
- Study of an adolescent for guidance.

Note: Performance of anyone practical to be evaluated by the internal examiner out of 20 marks.

Books Recommended

- Aggarwal, J .C. (1989). *Educational, Vocational Guidance and Counselling*. Delhi: Doaba House.
- Bruce, Shetzer and Stone (1976).*Fundamentals of Guidance*. Houghton: Mifflin Co.
- Chauhan, S.S. (1982). *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House.
- Gibson, R. L. and M. H. Mitchell (2014).*Introduction to Counselling and Guidance*. New Delhi: PHI Pvt. Ltd.
- Jones, Arthur J. (1970). *Principles of Guidance*. New York: McGraw Hill Co.

Educational Measurement and Evaluation   M.Ed-405   Credit - 4

Course Objectives:
- Concept scope and need
- Levels of measurement
- Evaluation ; functions and basic principles of evaluation
- Inter relationship between measurement and evaluation

Unit- 1: Testing: Concept, Theories and Practices Credit 01
- Meaning and Concept of testing, Origin and development Indian contribution.Need and uses of testing
- Types of Tests
    - Psychological tests
    - Teacher made test, Standardized test
    - Reference test- Criterion reference test/Norm reference test.
    - Diagnostic test
- Criteria of good test
- Reliability, Validity, Objectivity, discriminative power adequacy, usability
    - Reliability : Methods of establishing reliability, factors affecting,
    - interpretation and improving reliability
    - Validity : Types, factors affecting, interpretation and improving validity
- Standardization of test
- Steps of Construction and Administration of different types of teacher made test.

Unit-2: A) Factors Influencing Test Scores Credit 01
    - Nature of test
    - Psychological Factors
    - Environmental Factors
    B) Tests relating to teacher behavior and teaching situation
    - Testing of teacher effectiveness
    - Testing of teaching process
    - Testing of educational environment

Unit- 3: Measurement and Evaluation
- Concept of measurement and evaluation with reference to educational process.
- Functions of Measurement and evaluation in Education
- Scaling Methods- Nominal, Ordinal, Interval, Ratio, Rating.
- Types of evaluation – formal informal, oral written, formative and summative
- Relationship between educational objectives, learning experiences and evaluation
- Measurement of different aspect of an individual – Attitude, Intelligence, Interest, Aptitude, Motivation, Personality, Values and Creativity

Unit- 4: Statistical Concept in testing and examination reforms
- Assessment of different tests
- Test scores and their transformation – Z – scores, T-scores, Stannie Scores, Percentiles
- Interpretation of Test Scores, qualitative and quantitative.
- Item analysis and improvement of test. Grading, Marking and Credit System
- Semester System
- Question Bank, Continuous Remedial Internal Assessment, Moderation and revaluation, Online examination

Life Skills Education   **M.Ed-406**   **Credit - 4**

Objectives

On completion of this course the students will be able to:
- Understand the concept of core life skills and their types.
- Develop understanding of theories of life span development and wellness of society.
- Explain four pillars of education and their relevance in fast changing socioeconomic order of India.
- Understand the role of elementary school in imparting life skills to children in the age-group 6-14 years.
- Explain the role of teacher education- pre-service and in-service in equipping elementary school teachers to be professional and humane.

Unit-I
- Life Skills: Concept, scope and importance; Core Life Skills: Social and Negotiation Skills, Thinking Skills and Coping Skills.
- Theories of Life Span Development- Piaget's cognitive development theory; Erick Ericson's psycho-social development theory; Vygotsky's socio-cultural theory of development; Urie Bronfenbrenner biological theory.
- Pillars of Education and Life Skills: Learning to Know, Learning to Do, Learning to Live Together and Learning to Be.
- Life Skills in Social Context: media influence, social harmony, national integration, differently disabled and vulnerable and marginalized groups.

Unit-II
- Life skills in school settings at elementary level with special reference to children prone to exclusion and children at risk.
- Life skills training: - programmes for imparting skills - challenges for achieving quality learning outcomes at elementary stage- Social and Negotiation Skills, Thinking Skills and Coping Skills. - evaluation of programmes
- Life skills and wellbeing: implications from Positive psychology in childcare at elementary stage.

Sessional Work (any one of the activities)
- Develop a project on imparting core skills to young children.
- Preparing a flow chart depicting linkage of pillars of education with different life skills.
- Observation of teacher behavior in classroom interacting with children with adverse socio-economic background and head/principal of the school.

References:
1) Baron.A.Robert, (2007). *Psychology*. New Delhi: Prentice-Hall of India Private Ltd.
2) Baumgardner. R. Steve., Crothers.K. Marie. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt. Ltd.
3) Carr Alan, (2004). *Positive Psychology*. New York: Routledge.
4) Ciccarelli Saundra .K., Meyer Glen, (2007). *Psychology*. New Delhi: Pearson Education Inc.
5) Hilgard, E, Atkinson, R C & Atkinson, R L (1976). *Introduction to Psychology* (6th Ed). New Delhi: IBH Publishing Co. Pvt Ltd.

Compulsory Practical work

M.Ed-407   **Credit - 6**
(Dissertation Pre Submission & Post Submission Viva-Voce of Dissertation)

M.Ed-408   **Credit - 4**
(Assignment & Seminar/workshop/Symposium in each compulsory subject & Comprehensive Viva Voce)