

SCHEME OF ASSESSMENT
M.Ed. Two Year Course, Session 2025-2026

| SL.NO. | PAPER | EXTERNAL | INTERNAL |
|-----------------------|---|-----------------|-----------------|
| SEMESTER - I | THEORY | | |
| Paper 1 | Philosophical Perspectives of Education | 80 | 20 |
| Paper 2 | Sociological Perspectives of Education | 80 | 20 |
| Paper 3 | Education Technology/ Teacher Education | 80 | 20 |
| Paper 4 | Strengthening Language Proficiency | 80 | 20 |
| | PRACTICUM | | |
| | Exploring Library Resources | -- | 50 |
| SEMESTER - II | THEORY | EXTERNAL | INTERNAL |
| Paper 5 | Introducing Basic Concept of Research | 80 | 20 |
| Paper 6 | Psychological Perspectives of Education | 80 | 20 |
| Paper 7 | Specialization part I | 80 | 20 |
| | PRACTICUM | | |
| | Proposal of Dissertation | 100 | -- |
| | Internship, School based Activities | -- | 50 |
| SEMESTER - III | THEORY | EXTERNAL | INTERNAL |
| Paper 8 | Advancement in Educational Research | 80 | 20 |
| Paper 9 | Advanced Edu. Statistics/Edu. Administration | 80 | 20 |
| Paper 10 | Gender Perspectives in Education | 80 | 20 |
| | PRACTICUM | | |
| | Psycho-metric assessment | -- | 50 |
| SEMESTER - IV | THEORY | EXTERNAL | INTERNAL |
| Paper 11 | History and Development of Education in India | 80 | 20 |
| Paper 12 | Curriculum Development | 80 | 20 |
| Paper 13 | Specialization Part II | 80 | 20 |
| | PRACTICUM | | |
| | Academic Writing | -- | 50 |
| | Dissertation | 100 | -- |
| | Viva Voce on Dissertation | 100 | -- |
| | TOTAL | 1340 | 460 |
| | GRAND TOTAL | 1800 | |

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Curriculum Framework

M.ED. TWO YEAR COURSE 2025-2026

| Curriculum Organization based on NCTE framework | | | | | | | |
|--|--|---|---|--|-----------------------------------|---|------------------------------|
| Semester I | PEC | Semester II | P | Semester III | P | Semester IV | PEC |
| (C) Philosophical perspectives of Education (4 credits) | Strengthening language proficiency (4 credits) | (C) Introduction to Research methodology in Education (4 credits) | Proposal presentation on Dissertation (2 Credits) | (C) Advancement in Educational Research (4 credits) | Psycho-metric Testing (4 Credits) | (C) History and Development of Education in India (4 Credits) | Academic Writing (2 Credits) |
| (C) Sociological perspectives of Education (4 credits) | | (C) Psychological perspectives of Education (4 credits) | Internship School based Activities (4 Credits) | (C) Advanced Edu. Statistics/Edu. Administration (4 credits) | | Curriculum Development (4 Credits) | |
| (E) Education Technology / Teacher Education (4 credits) | Exploring library resources (4 Credits) | (S) Educational Guidance & Counselling (4 Credits)/ Education for differently abled (4 credits) | | (E) Gender perspectives in Education (4 credits) | | Specialization Part II (4 Credits) | |
| 12 | 8 | 12 | 6 | 12 | 4 | 20 | 2 |
| | 20 | 18 | 16 | | | | 22 |

C = Core paper, E = Elective paper, S = Specialization, PEC = Professional Enhancement Course, P = Practicum

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M.Ed. TWO YEAR COURSE (2025-2026)
CORE STUDY (SEMESTER I)
PAPER I- PHILOSOPHICAL PERSPECTIVES OF EDUCATION

Objectives of the course:

- I. To develop understanding of the interrelationship between Philosophy and
- II. To develop appreciation of the basic tenets, principles and developments of the Major Indian Schools of Philosophy and Educational thoughts of Indian
- III. To develop the appreciation of the basic tenets principles and development of the major Western Schools of Philosophy.
- V. To develop the understanding of interrelationship between Sociology and Education.
- VI. To develop appreciation of education as a means of social reconstruction
- VII. To understand the bearing of various Political & religious ideologies on Education.

UNIT- 1: Philosophical Foundation of Education

- 1.1 Philosophy of Education
- 1.2 Nature and Functions of Philosophy
- 1.3 Education Interrelationship between philosophy & Education
- 1.4 Modern Concept of Philosophy: Analysis – Logical empiricism & positive relativism.
- 1.5 Scope- Functions of Educational Philosophy

UNIT 2 - Indian Schools of Philosophy

- 2.1 Sankhya, Nyaya, Vedic, Buddhist, Jainism, Islamic Traditions
- 2.2 Education Implications of these schools with special reference to the concept of Knowledge, reality & values, methodology, public- Teacher. Relationship, freedom & discipline, Basic Tenets, aims, & objectives, curriculum.
- 2.3 Contributions of Vivekanand, Tagore, Gandhiji, Dr. Ambedkar, J. Krishnamurthi, Dr. Radhakrishnan, Arbindo to educational thinkin

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UNIT- 3: Western Schools of Philosophy

- 3.1 Idealism, Naturalism, pragmatism, realism, Existentialism, Marxism with.
- 3.2 Educational implications of these schools with special reference to basic tenets, Aims, & objectives curriculum methodology, Teacher. Pupil relationship, freedom & discipline.
- 3.3 Contribution of Plato, Rousseau, Dewey

UNIT- 4 Axiology & Education

- 4.1 Meaning of values
- 4.2 Types of various- spiritual, moral, social, aesthetic values
- 4.3 Values as mentioned in different schools of philosophy and their educational implications
- 4.4 professional ethics of teachers.

UNIT -5 Critical Analysis of educational thoughts:

With reference to-

- 5.1 Concept of man and the process of development
- 5.2 Epistemological perspectives of different thoughts.
- 5.3 Schools of Indian and western thought.

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Reference books

1. The Philosophical and Sociological foundations of Education (Doaba House, Book-sellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia
2. Groundwork of Theory of Education – by Ross
3. Modern Philosophy of Education – by Brubacher
4. Foundations of Education – V.P. Bokil
5. Anand C.L. et.al. : Teacher and Education in Emerging India, NCERT, New Delhi.
6. Anant Padmnabhan : Population Education in Classrooms, NCERT, New Delhi.
7. Bhatnagar, S. : Adhunik Bhartiya Shiksha Aur Uski Samasyayen, Lyall Book Depot, Meerut.
8. Chakravorty M. : Gandhian Dimension in Education Daya Publishing House New Delhi.
9. Mani R.S. : Educational ideas and ideals of Gandhi and Tagore, New Book Society, New Delhi.
10. Ministry of Human Resource Development: National Policy on Education, 1986, New Delhi.
11. Mohanty Jagannath : Indian Education in Emerging Society, Sterling Publication,
12. Pandey, Shyam Swaroop : Shiksha ki Darshanik evam Samajik Shastriya Pursht Bcomi Vinod Pustak Mandir, Agra.
13. Pathak and Tyagi : Shiksha ke Samnya Siddhant, Vinod Pustak Mandir, Agra.
14. Pathak, RD. and Tyagi, I.S.D. Shiksha ke Samariya Siddhant. Vinod Pust8tk Mandir, Agra.
15. Saxena, N:R. Swaroop Shksha Re Samanya Siddhant, Lyall Book Depot, Meerut.
16. Singh B.P. : Alms of Education in India, Ajanta Publication New, Delhi.
17. Agrawal, J.C.: Nai Shiksha Niti. Prabhat Prakashan, Delhi.
18. Bhatnagar, R.P. Technology of Teaching, International Publishing House, Meerut.
19. Bhatnagar. R.R & Agarwal, Vidya Shaikshlk Prashasan, Eagle Books.
20. Bhatnagar, Suresh Shiksha Ki Samasyaen, Lyall Book Depot, Meerut.
21. Bhooshan, Shailendra & Anil Kumar : Shikshan Taknik. Vinod Pustak Mandir, Agra.
22. Manav Sansadhan Vikas mantralaya: Rashtriya Shiksha Niti 1986. New Delhi.
23. Safaya. Raghunath,. School Sangathan, Dhanpat Ram & Sons, Delhi.
24. Sampath, K. : Introduction to Educational Technology, Sterling Publishers, New Delhi.
25. Saxena, N.R. Swaroop, Shikshan Kala Ewam Paddatiyan. Lyall Book Depot, Meerut.
26. Sharma & Sharma Secondary Education and teacher Functions, Radha Publisher Mandir, Agra.
27. Higher Education in India ; Albach

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CORE STUDY (SEMESTER I)

PAPER II: SOCIOLOGICAL PERSPECTIVES OF EDUCATION.

UNIT 1 Sociology & Education

- 1.1 Meaning & Nature of Educational Sociology
- 1.2 Interrelationship between Education and Social Variables

- (I) Sociology of Education
- (II) Political Education – Process of Socialization
- (III) Education and Family

- (V) Education and culture in general
- (VI) Education and religion, Caste, Gender,
- (VII) Class Education for Weaker Sections
- (VIII) Education and Development Sex Education
- (IX)
- (X) Economics of Education
- (XI) Education and Constitution

UNIT-2 Education and Socialization

- 2.1 Process of Socialization
- 2.2 Social Stratification and education
- 2.3 Social Mobility and Education

UNIT- 3 Education as a means of social changes

- 3.1 Education for emotional AND SOCIAL INTEGRATION
- 3.2 Education for Nationalism and International understanding
- 3.3 Meaning and need of Equality of Education opportunity and Social Justice with special reference to caste, class, race and religion.
- 3.4 Education of Socially, Economically under-developed society.

UNIT- 4 social forces and education

- 4.1 Education for maintaining the peace in diverse religious beliefs.
- 4.2 World problems and terrorism – its causes, its impact on Society and remedies through Education.
- 4.3 concept of Secularism in India and World prospect and building of Secularism through Education

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UNIT- 5 Political Ideologies and Education

- 5.1 Totalitarian: Meaning, Main features, aims of Education, curriculum, Methods of teaching and School administration.
- 5.2 Democracy: Meaning, Values, Main features of democratic Education, aims, curriculum methods of teaching and School administration.

Practical Work (any one)

- (i) Study of the comparison between one western school with one Indian school of philosophy.
- (ii) Case Study of economically under developed student.
- (iii) Study of the impact of modern Technology in one secondary school.

Reference books

1. A Sociological Approach to Indian Education (Vinod Pustak Mandir, Agra 2 , by S.S. Mathur)
2. The Philosophical and Sociological foundations of Education (Doaba House, Book sellers and Publishers, Delhi-110006) by Kamla Bhatia and Baldev Bhatia
3. Groundwork of Theory of Education – by Ross
4. Modern Philosophy of Education – by Brubacher
5. Foundations of Education – V.P. Bokil
6. Educational Sociology – Brown
7. De Schooling Society- Evan Illich.



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ELECTIVE COURSE (SEMESTER I)

PAPER III (A) - EDUCATIONAL TECHNOLOGY

Objectives:

- I. To enable the learner to become effective user of technology in Education
- II. To acquaint the learner with the challenges and opportunities emerging in integrating new technology in Educational process.
- III. To make the student familiar with new trends, techniques in education along with e learning.
- IV. To enable the student to become good PR actioner of Educational technology and e-learning.

UNIT – 1: Meaning & Scope of Educational Technology

- 1.1 Educational Technology as system approach to educator.
- 1.2 System approach in educational technology and its characteristics.
- 1.3 Components of Educational technology software and hardware.
- 1.4 Modalities of Teaching
- 1.5 Difference between teaching and Instruction, conditioning & training
- 1.6 Stages of teaching pre – active, interactive and post – active.
- 1.7 Teaching at different levels one way, understanding and reflective.
- 1.8 Modification of teaching behaviour microteaching, Flanders interaction analysis simulation.

UNIT 2 – Communication Modes in education

- 2.1 Concepts and process of communication
 - 2.2 Principals of communications
 - 2.3 Communication and learning
 - 2.4 Modes of communication
- Speaking and listing < --- > Writing and reading < ---- > visualizing and observing
- 2.5 SMCR model of communication, Sharon's model of communication
 - 2.6 Task analysis

UNIT – 3: Integrating Multimedia in education

- 3.1 Multimedia concept and meaning text, graphics, animation, audio, video
- 3.2 Multimedia Applications
- 3.3 Computer based training
- 3.4 Electronic books and references
- 3.5 Multimedia application for educationist
- 3.6 Information kiosks
- 3.7 Multimedia www and web based training

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UNIT - 4 Educational software applications

- 4.1 Computer assisted instruction
- 4.2 Drill & practice software
- 4.3 Educational simulations
- 4.4 Integrated learning system
- 4.5 Curriculum specific Educational software

UNIT 5 – e-learning

- 5.1 E-learning definitions, scope, trends, attributes & opportunities
- 5.2 Pedagogical designs & e-learning
- 5.3 Assessments, feedback and e-moderation
- 5.4 e-learning on line learning management
- 5.5 On line learning management system
- 5.6 Digital learning objects
- 5.7 Online learning course development models
- 5.8 Management and implementation of e-learning

Reference Books

1. Integrating Technology in the classroom shelly, Cashman, Gunter and Gunter, publication by Thomson course technology
2. Essentials of Educational Technology, Madan Lal, Anmol Publications
3. Online Teaching Tools and Methods, Mahesh Varma, Murari Lal & Sons
4. Education and Communication for development, O. P. Dahama, O. P. Bhatnagar, Oxford IBH Publishing company, New Delhi
5. Information and Communication Technology, N. Sareen, Anmol Publication
6. Communication and Education, D. N. Dasgupta, Pointer Publishers
7. e-learning a Guidebook of principals, Procedures and practices, Son Naidu, Commonwealth of Learning, Commonwealth Educational Media Centre for Asia
8. Education and Communication, O. P. Dham

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ELECTIVE COURSE (SEMESTER I)
PAPER III (B): TEACHER EDUCATION

Objectives:

To enable the students

- I. To understand the concept of teacher Education
- II. To develop necessary skills
- III. To develop insight into the problems of teacher Education at different levels.

- V. To understand new trends, and techniques in teacher Education.

SECTION – 1

UNIT- 1 Historical development of teacher Education in India

- 1.1 Historical development of Teacher Education
- 1.2 Teacher education as distinguished from teacher training.
- 1.3 The need and importance of Teacher Education
- 1.4 Concept and structure of teacher Education
- 1.5 Meaning, Nature, Scope of Teacher education
- 1.6 Aims and Objectives of teacher Education at different level
- 1.7 Need for pre-service and in service professional education of teachers at different levels in the present Indian situation.
- 1.8 Qualifications of teachers-pre-primary, primary, Secondary, Higher Secondary, Higher Education.
- 1.9 Training of special Teacher-Arts, Crafts, Physical Education, Home Science, Vocational Technical and work experience.

UNIT – 2 Content of Teacher Education

- 2.1
 - I. Theory of teacher education and its duration.
 - II. Practical activities to be conducted during the training Course
 - III. Relationship and weightage given to theory and practical work.
 - VI. Evaluation – Internal and external
- 2.2 Instructional Methods in Teacher Education
 - I. Lecture and discussion
 - II. Seminars
 - III. Workshops
 - IV. Symposium
 - V. Group Discussion
 - VI. Supervised study

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- VI. New Methods- Microteaching, Macro-teaching, programme learning, Models of teaching, Content-cum methodology approach.
- VII. Virtual and e-mode

- 2.3 Practice teaching in Teacher Education
 - I. Demonstrations
 - II. Experimentation
 - III. Practice teaching and observations
- Significance and Supervision of Practice teaching
- Internship
- Relationship of College of Education with Co-operating Schools

UNIT-3 Evaluation procedures in Teacher Education

- 3.1 Assessment
 - (I) Aspect of Internal & External Assessment
 - (II) New techniques of Evaluation
- 3.2 Teaching as a profession:
- 3.3 Recommendations of various commissions on Teacher Education: Kothari Commission, National policy on Education, NCTE policy.
- 3.4 Professional organizations for various levels of teacher-types and their role & functions
- 3.5 Performance appraisal of teacher
- 3.6 Code of conduct and ethics of teaching profession.
- 3.1 Faculty improvement programme for teacher Education.

UNIT-4 Research and Teacher Education

- 4.1 Need of Research in Teacher Education
- 4.2 Action Research for quality improvement in T.E.
- 4.3 Area of Research in T.E.-Teaching Effectiveness, Criteria of admission, Modification of Teacher behaviour, School effectiveness.
- 4.4 Current problems of Teacher Education
- 4.5 Teacher Education and practicing schools
- 4.6 Teacher Education and UGC, NCTE, University.
- 4.7 Preparing teacher for special school
- 4.8 Preparing teacher for Inclusive classroom.
- 4.9 Integrating Technology in Teacher Education.

UNIT- 5 Types of Teacher Education Programmes and Agencies:

- 5.1 In-service T.E. - Concept, Meaning, Need and nature
- 5.2 Preserves T.E. - Concept, Meaning, Need and nature
- 5.3 Orientation and Refresher courses
- 5.4 Agencies of T.E.-UGC, NCTERT, SCERT, Colleges of T. E., Open University. Academic Staff colleges, University Department of Education and Teacher Organization.

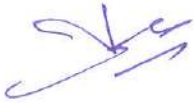
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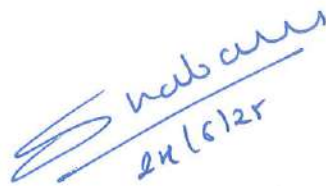
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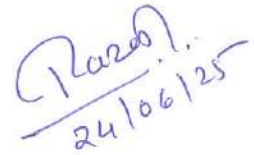
Reference Books

1. Sualemeyarl indsey – working with student, Teachers, Eurasla Publishing House (Pvt.) Ltd., New Delhi-55.
2. William Taylor – Society and the Education of Teachers, Faber 7 Faber
3. Dr. G. Chaurasia- New Era in Teacher Education, Sterling Publishing Pvt.,Ltd.
4. Edited by S.N. Mukarji – Education of Teachers in India, Valun 1 e I& II – S Chand & Co., Delhi
5. K.L. Shrimali-Better Teacher Education. Ministry of education, Government of India
6. Dr. S. S. Dikshit- Teacher education in modern Democracies- Sterling Publishers Pvt., Ltd.,
Delhi- G
7. Report of the study Group on the Education of Secondary Teachers in India
Association of Training College.




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M. Ed.

PROFESSIONAL ENHANCEMENT COURSE (SEMESTER I)

PAPER IV: STRENGTHENING LANGUAGE PROFICIENCY (ENGLISH LANGUAGE)

Course Objectives

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach. This course is visualised as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts. Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

Course outline

UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

Suggested Activities

- Reading for comprehending and visualising the account (individual plus group reading and discussion/explanation)

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- ✓ Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)
- ✓ Narrating/describing a related account from one's life experience (in front of a smaller group)
- ✓ Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- ✓ Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)

For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires

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some interpretative skills for 'placing' the context of each text (group discussion and sharing)

- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT 3: ENGAGING WITH JOURNALISTIC WRITING

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine).

UNIT 4: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of Activities

- Selecting the topic for research and articulating some guiding questions

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- Searching and locating relevant reference books (could be from a school library or the institute library)
- Scanning, skimming and extracting relevant information from the books by making notes
- Collating notes and organising information under various subheadings
- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions.

UNIT 5: ENGAGING WITH EDUCATIONAL WRITING

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs)
- Analysing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and point(s) of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group).

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PROFESSIONAL ENHANCEMENT COURSE (SEMESTER I)

PAPER IV: भाषा प्रवीण्यता (हिन्दी भाषा)

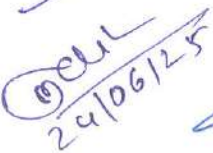
इकाई -1- कथात्मक एवं वर्णनात्मक लेखों से संबंधित।

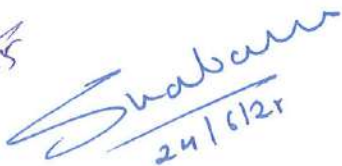
- ❖ चयनित पाठ्य सामग्री में कल्पित कहानियों या अध्यायों में नाटकीय विविध घटनाओं, ज्वलंत वर्णनात्मक लेखों या पूर्णतः संरचित कॉमिक स्ट्रिप कहानियाँ शामिल हो सकते हैं।
- ❖ लेखों को स्पष्ट रूप से समझने तथा दृश्यात्मक बोध हेतु अध्ययन (व्यक्तिगत तथा समूह अध्ययन एवं चर्चा)।
- ❖ लेखों पर पुनः विचार करना— अपने ही शब्दों में/ विभिन्न दृष्टिकोणों से (छोटे-छोटे समूहों में)
- ❖ अपने जीवन क अनुभव से संबंधित एक घटना का विवरण या वर्णन करना। (एक छोटे समूह के समक्ष)
- ❖ पात्रों एवं स्थितियों पर चर्चा करना – निष्कर्षों एवं दृष्टिकोणों की साझेदारी।
- ❖ पाठ के आधार पर लेखन – उदाहरण के लिये एक दृश्य का सारांश, कहानी के निष्कर्षों एक परिस्थिति को संवाद में बदलना। (व्यक्तिगत कार्य)

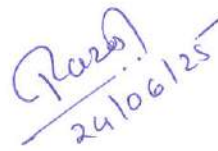
इकाई -2- लोकप्रिय विषय आधारित वर्णनात्मक लेखन से संबंधित।

- ❖ चयनित पाठ्य सामग्री में लेख, जीवनी लेखन वास्तविक लोकप्रिय लेखन जो विभिन्न छात्र शिक्षकों के विषय क्षेत्रों से लिया गया है। इस इकाई में छात्र शिक्षक अपने-अपने विषयानुसार समूहों में विभाजित होकर विभिन्न पाठ्य सामग्री पर कार्य करेंगे। (विभिन्न विषय—विज्ञान, गणित, इतिहास, भूगोल, साहित्य, भाषा के अंश)




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- ❖ सुझावी गतिविधियां:-
- ❖ विषय ज्ञान का समग्र अर्थ, सूचना को निकालने के लिये पढ़ना। (समूह में अध्ययन हेतु निर्देशित करना एवं सामान्य टिप्पणी तैयार करना।)
- ❖ प्रमुख प्रत्ययों एवं विचारों को पहचानना तथा उससे संबंधित टिप्पणी तैयार करना एवं चित्रों के माध्यम से अभिव्यक्त करना। प्रवाही आरेख, वृक्ष आरेख, मरिचक, मानचित्र आदि (समूह में कार्य हेतु निर्देश)
- ❖ किसी विषय का सार दूसरों को समझाना (बड़े समूहों में) प्रस्तुत किये गये विभिन्न प्रकरणों की लेखन शैली, विषय विशिष्ट शब्दावली और परिप्रेक्ष्य या संदर्भित फ्रेम को समझना, वे सभी प्रकरण जो प्रस्तुत किये जा चुके हैं प्रत्येक भाग एवं विषयों में भिन्नता हो सकता है तथा निष्कर्षात्मक कौशलों की आवश्यकता है। (समूह चर्चा)
- ❖ पाठ का सारांश या समीक्षा को टिप्पणी एवं दृष्टिकोण के साथ लिखना (व्यक्तिगत कार्य)

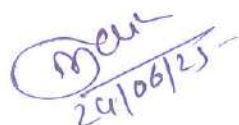
इकाई -3- पत्रकारिता लेखन से संबंधित।

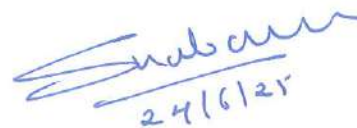
चयनित पाठ्य सामग्री में समकालिन रूचि के विषयों पर समाचार पत्र या पत्रिका के लेख शामिल होंगे। इस इकाई में (छात्र शिक्षकों को यादृच्छिक रूप से समूहों में विभाजित किया जा सकता है)

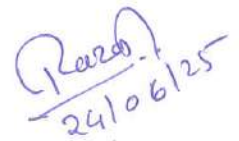
सुझावी गतिविधियां

- ❖ लेख के प्रारंभिक पढ़ने पर जानकारी या सूचना निकालने के लिये विभिन्न आव्यूहों का उपयोग करना जैसे स्कैनिंग, स्किमिंग। (व्यक्तिगत कार्य)
- ❖ लेख की संरचना का विश्लेषण करना, उप शीर्षकों को पहचानना मुख्य शब्द, विचारों की क्रमबद्धता, मुख्य बिंदुओं का प्रयोग, उदाहरण एवं सांख्यिकीय प्रत्ययों को पहचानना। (समूह में कार्य)




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- ❖ लेख की रूपरेखा तैयार करने के लिये आलोचनात्मक पठन (विभिन्न दृष्टिकोणों एवं संभावित पक्षपातों को प्रस्तुत करना) लघु समूह चर्चा।
- ❖ स्थानीय रूचि के विषयों से शोध व लेख (स्थानीय रूचि की पत्रिका को संपादित करना)

इकाई -4- विषय से संबंधित संदर्भ पुस्तकों के साथ कार्य करना :-

इस इकाई के लिये छात्रों को शिक्षक उनके विषयों के अनुसार समूहों में विभाजित करें। इन समूहों में शिक्षक छात्रों के साथ उपलब्ध संदर्भ पुस्तकों से अनुसंधान कर सकता है जो उनके विषय क्षेत्र से एक चयनित विषय या प्रकरण होगा। इस इकाई का मुख्य उद्देश्य संदर्भ अनुसंधान के विभिन्न प्रक्रियाओं एवं प्रस्तुतीकरण को सीखना है एवं संदर्भित पुस्तकों को वास्तविक पठन करना है।

क्रियाओं का क्रम:-

- ❖ अनुसंधान के लिये विषय का चयन करना, कुछ मार्गदर्शक प्रश्नों का निर्माण करना।
- ❖ कुछ प्रासंगिक संदर्भित पुस्तकों की खोज करना (पुस्तकालय से)
- ❖ किताबों से प्रासंगिक सूचनाओं को नोट्स या स्कैन करके निकालना।
- ❖ सूचनाओं को विभिन्न उपशीर्षक एवं क्रमवार नोट्स में आयोजित करना।
- ❖ मौखिक एवं प्रदर्शन के द्वारा प्रस्तुतीकरण की योजना बनाना।
- ❖ पूरे विषय समूह के समक्ष प्रस्तुतीकरण करना।

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इकाई 5 – शैक्षिक लेखन से संबंधित।

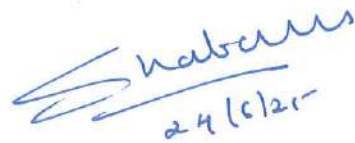
चयनित पाठ्य पुस्तक को लोकप्रिय शैक्षिक लेखन की व्यापक स्तर से लिखा जा सकता है जो लेखकों, स्कूली शिक्षा या शिक्षण अधिगम या शिक्षा से संबंधित विषयों से अच्छी तरह से लिखित निबंध, सारांश या अध्यायों के रूप में हो। चयनित लेखों में उपरोक्त विषयों के कुछ पहलुओं पर एक निश्चित विशिष्ट दृष्टिकोण या तर्क प्रस्तुत करना है। इस इकाई में छात्रों को यादृच्छिक रूप से समूहों में विभाजित किया जा सकता है)

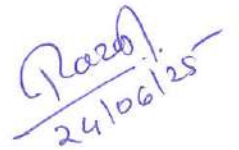
सुझाव क्रियाएं :-

- ❖ निबंध का विषय और तर्क को समझने के लिये पढ़ना (व्यक्तिगत या दो के समूह में)
- ❖ तर्क संरचना का विश्लेषण करना – अनुच्छेद के मुख्य विचारों को पहचानना, अनुच्छेद के
- ❖ वाक्यों एवं प्रकरणों को समझना। सहयोगी विचारों एवं उदाहरणों को सहयोग करना। शब्दों को जोड़ने के रूप में प्रयोग करना। (लघु समूह चर्चा)
- ❖ मूल विषय की विवेचना, अनुक्रियाओं एवं दृष्टिकोणों की साझेदारी (समूह चर्चा)
- ❖ एक अनुक्रियात्मक रचना का लेखन (व्यक्तिगत या जोड़ों में)
- ❖ चयनित आलेख का प्रस्तुतीकरण (प्रश्नों व उत्तर के साथ बड़े समूह में)




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**PROFESSIONAL ENHANCEMENT COURSE - SEMESTER I
EXPLORING LIBRARY AND OTHER LEARNING RESOURCES (PRACTICUM)**

Objectives

Student-teachers are expected to take some initiative in pursuing interests outside the formal course work from a range of available resources. Some of these resources are as follows:

- The institute library
- Websites on the internet
- Local events and facilities, as well as local issues (in the neighborhood or town)
- Members of local community
- Visiting resource persons.

This component is aimed at developing a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings.

Course Outline

UNIT 1

Knowing your library, Layout of the library

Library policies

Library procedures – cataloguing, locating a book/material in the library.

Library Management

UNIT 2

Library as a resource of learning, pleasure and concentration

School library as an intellectual space for students and teachers.

UNIT 3

Types of books and other material used by different readers.

Techniques of keeping these books and materials

Dimensions of setting up of a school library.

UNIT 4

Locating information and using it for one's own career development. Resources helpful in providing information for career development: newspaper, magazines, websites, learning guides, members of local community, resource persons.

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CORE PAPER (SEMESTER II)

SEMESTER II

Paper-V INTRODUCING BASIC CONCEPTS OF RESEARCH

Objectives

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

- Understand the concept, characteristics and types of educational research and perspectives of research.
- Understand different kinds and methods of educational research
- Understand and appreciate the utility of literature search.
- Develop skill of identifying and formulate suitable research problem.
- Identify issues related to sampling techniques, data organization

UNIT –I

INTRODUCTION TO RESEARCH

Research-Meaning, Definitions, Needs & Significance

Educational Research-Characteristics, needs & Scope, Classification of Research-Historical, Descriptive & Experimental Research

Scientific Method of Inquiry and its role in Knowledge Generation.

Fundamental, applied & Action Research, Emerging Trends of Research in Education

UNIT-II

REVIEW OF RELATED LITERATURE & Library Skills

- Review of related literature-Needs & Scope
- Research Gap-Identification and Base formation of Research, Bibliographical- Format & Styles.
- Source of Information-Library as an important Tool- books, Periodicals : journals, magazines, articles, Newspaper and bibliographies , E-Contents .

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UNIT-III

CONCEPTS OF RESEARCH

Research Problem - Introduction, Meaning, Source, Characteristics, Identification & Selection of Problem, Statement of Problem, Methods & Kinds of Problem. Its Importance & Delimitations

Variable- Concepts and Classification of Variables, Types of Operational Variables in Research- Relevant & extraneous variables, Qualitative & Quantitative Variables, Continuous & Discrete variables

Hypothesis-Nature, Source, types, Concept, Directional & Non Directional Hypothesis & Characteristics of Good Hypothesis & its uses in Research

UNIT-IV

STRUCTURE OF RESEARCH

Research Design - Characteristics Concepts and Types of Design in Educational Research

Population & Sampling-Meaning Methods of Probability & Non-Probability Sampling Techniques, Characteristics of Good Sampling, Data nature, types & importance

Unit -V

TECHNIQUES OF DATA COLLECTIONS & PROPOSAL

Tools and Techniques: Interview, Questionnaire, Checklist, Psychological Tests, Achievement Tests and Diagnostic Tests, Focused Group Discussion, Observation, Field notes, transcriptions, Recording (Audio and Video), Anecdotal records, portfolios, Dialogue, discourse, documents. Process of standardization of tools

Research Proposal - Conceptual framework, need and importance, Research questions, objectives, proposition and hypotheses, Sources of data and method, Tools and techniques, Sampling designs, Data analysis plan.

Practicum :(Any -2)

- Prepare a Project based on Review of at least 20 Related Literature.
- Prepare a project indicating "Library as an important Tool"
- Preparing a research design for a study by considering the objectives and research

Practicum

Prepare A Research Proposal (Compulsory)

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Levin, J. (1977). Elementary Statistics in Social Research. New York: Harper and Row Publishers.

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CORE STUDY (SEMESTER II)
PAPER VI: PSYCHOLOGICAL PERSPECTIVES OF EDUCATION

Objectives:

To enable students:

- (1) To develop understanding of the Psychological basis of Education
- (2) To understand the Cognitive, Affective and Psychomotor development of adolescents and youth.
- (3) To develop the understanding of the theories of Personality and their use in the development of learner's Personality, measurement of personality.
- (4) To understand the Changing Concept of Intelligence and its application.
- (5) To understand the theories of Learning and their Utility in the Teaching Learning Process.
- (6) To understand the Concept and Process of teaching.

UNIT-1 Introduction to Psychological Basis of Education

- 1.1 Psychology as scientific study, its concerns-mind, consciousness, behaviour, and experience: methods of study in psychology- introspection/self-reporting-observation, survey, case/study, interview, testing, Experimental.
- 1.2 Major schools of Psychology-Structuralism, associationism behaviourism, Gestalt, Psycho-analytic, Humanistic and Cognitive.
- 1.3 Contribution of these Schools to Education.

UNIT-2 Development

- 2.1 Development – Concept, stages, dimensions.
- 2.2 Factors influencing development – genetic, biological environmental and physical.
- 2.3 Theories of development
 - Piaget's Cognitive development
 - Freud's Psycho-sexual development
 - Erikson's psycho-social development
 - Kohlberg's moral development
- 2.3 Language development with reference to syntax and structure
- 2.4 Social development – Erikson's Psycho-socio test.
- 2.5 Moral Development- Theories of Piaget and Kohlberg's.

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UNIT – 3 Personality, Intelligence and Creativity

- 3.1 Theories of personality
- 3.2 Measurement of Personality
- 3.3 Intelligence
- 3.4 Nature and Theories of Intelligence
- 3.5 Measurement of Intelligence – Verbal, Non-Verbal Performance, Individual and Group Test of intelligence developed in India
- 3.6 Creativity
- 3.7 Creativity Concept, Factors and process, techniques for development of Creativity. Brain-Storming, Synectics, Attribute – listing.

UNIT- 4 Learning

- 4.1 Theories of Learning
 - (i) Operant conditioning (Skinner)
 - (ii) Conditions of Learning (Gagne)
 - (iii) Information processing (Donald Norman)
 - (iv) Mastery learning (Bloom)
 - (V) Hull's reinforcement theory
 - (Vi) Tolman's theory of learning
 - (Vii) Levin's field theory
- 4.2 (i) Constructivism & learning.
(ii) Brain base learning.
- 4.3 (i) Educational implications of theories of learning
(ii) Factors influencing learning

UNIT- 5 Teaching

- 5.1 Models of teaching –concept and 4 families of models
- 5.2 Educational implications of researcher in the following areas in teaching:
 - (i) Teacher's thought processes
 - (ii) Student's thought processes
 - (iii) Teaching of learning strategies
 - (iv) Teacher behavior and student achievement
 - (v) Teaching functions
 - (vi) Classroom organization and Management



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SPECIALIZATION COURSE (SEMESTER II)

ANY ONE COURSE IS TO BE CHOSEN FROM THE BELOW GIVEN:

- A) Educational Guidance and Counselling.
- B) Education for differently abled.

PAPER VII (A) - EDUCATIONAL GUIDANCE AND COUNSELLING

COURSE OBJECTIVES:

1. To acquire the students with the concepts, needs and viewpoints about Guidance and Counselling and the underlying principles in reference to normal children as well as in reference to children with special needs.
2. To acquire the students with the organizational framework and procedures of Guidance-Services in educational institutions.
3. To acquire the students with the tools and techniques required for providing guidance and counselling services to students.

COURSE CONTENT

UNIT I

1. Guidance and Counselling: Concept, nature, need, scope and purpose; relationship with education; issues and problems; role of teacher
 - Basic types of Guidance and the underlying principles, their nature, scope and purposes.
 - Basic approaches of counselling and their underlying assumptions.

UNIT II

1. Educational Guidance: basic assumptions and principles
 - Curricular choice and its implications for Career guidance; Guidance and Curriculum and the class room learning.
2. Vocational Guidance: basic principles.
 - Vocational choice as a development process
 - Nature of work and Job analysis, dissemination of occupational information: Vocationalisation of secondary education and career development

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UNIT III

1. Personal Guidance: basic assumptions; types of behavioural problems of school stage students. Methods and strategies of Personal Guidance
2. Group Guidance: basic assumptions. Group Guidance and Individual guidance. Techniques of Group Guidance

UNIT IV

1. Counselling: Meaning, need, characteristics, principles of Counselling
2. Process and types of Counselling
3. Counselling theories

UNIT V

1. Guidance and Counselling in Groups: Nature, aim, Principles and procedure; Group Counselling Vs Individual counselling; counselling for adjustment. Types of group activities-their merits and demerits
2. Current Trends, Concerns and Demands in Guidance.

(SUGGESTED READINGS ARE GIVEN AT THE END OF SECOND PART OF
THE PAPER IN SEMESTER III)
SPECIALIZATION COURSE (SEMESTER II)

PAPER VII (B) - EDUCATION FOR THE DIFFERENTLY ABLED

OBJECTIVES:

- 1) To enable the learner to understand the concept of Inclusive, Integrated and special education, need of special education and its practices.
- 2) To understand the various suggestions of recent commissions of education for the differently abled for realizing the concept of universalisation of education. To enable the learner with the new trends in education for the differently abled with respect to the curriculum.
- 3) To enable the learner to identify the specific needs characteristics and modalities of identification of various types of differently abled.
- 4) To enable the learner with the educational programmes, equipment's and aids for the differently abled.

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PART - I COURSE CONTENTS

UNIT I

Inclusive, Integrated and Special education-concept, meaning and difference. Concept of mainstreaming from segregated, integrated to inclusive. Introduction to education for the disabled, its objectives, assumptions and scope. Key terms – Handicap, Impairment and disability. Historical perspectives of special education.

Special education in India: Constitutional provisions, government policies and legislations. Recommendations of various Committees and Commissions – NPE (1986), POA (1992), PWD (Person's with Disability) Act (1995). National Institutes for the handicapped and the role of rehabilitation Council of India.

UNIT II

Current issues in education for the differently abled. Cross Disability Approach. Meaning of educational intervention: Nature and objectives of schools and support services for differently abled. Role of family, counsellor, peer members and the community in educating the child.

UNIT III

Types of special children: children with exceptional abilities- creative and gifted; with deficiency and handicaps - mentally retarded, sensory and physically disabled; with learning disability – slow learners, under achievers, and other types of learning disabled; with social and emotional problems – truant, delinquents, drug addicts. Easy identification and educational programmes and their placement.

UNIT IV

Children with exceptional abilities: Types – Gifted and creative; Meaning, characteristics and identification of each type. Measurement of creativity and fostering activities and programmes for creativity. Psychology of teaching and learning in respect to the gifted and the creative. Curriculum, Pedagogy, evaluation and placement for each type.

UNIT V

Problem children: concept, meaning of truants, delinquents, drug addicts and other types of problem children. Etiology and prevention. Preventive measures and educational programmes; placement of delinquents, drug addicts and other types.

PRACTICUM

Visit to integrated school: identification of creative child – measurement of creativit

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SEMESTER III
Paper- VIII ADVANCEMENT IN EDUCATIONAL RESEARCH

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

- Will able to get concepts for constructing tool in research.
- Researches; Identify issues of data collection and their treatment.
- Analyze quantitative data of educational research based on types of measurement.
- Compute the different measures of descriptive statistics
- Test hypothesis by using different statistical techniques.
- Develop a research report, research abstract the research paper
- Appreciate role of research methodology in the present context.

UNIT-VI

BASIC CONCEPTS FOR TOOL CONSTRUCTION IN RESEARCH

- **Concepts for tool Constructions & its Steps-**
- **Reliability:** Meaning, Characteristics, Methods of Reliability
- **Validity:** Meaning, Characteristics types: Content Validity, Empirical Validity & Construct Validity
- **Items Analysis: Needs & Objectives, Functions, Methods & Procedure, Discrimination Power**

UNIT_VII

TYPES OF DATA & DESCRIPTIVE STATISTICS IN RESEARCH

- Methods of Data collection, Nature of data: Qualitative and Quantitative, Qualitative data analysis and Quantitative data analysis, Scope for qualitative and quantitative analysis.
- Descriptive Statistics :Concepts of Statistics: Definition, Characteristics , Kinds –Descriptive & Inferential Statistics, Continuous & Discrete Series of Data, Scales of Measurements, Consideration for Statistics Techniques in relation to scales & tools in Research.

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UNIT VIII

BASIC OF DATA ANALYSIS

- NPC-Properties and uses, Frequency distribution-Steps uses ,limitations & precautions
Skewness and Kurtosis, Measures of Central tendencies – Mean, Median, Mode ,Variability - Range, QD, SD.
sampling distribution, sampling error.
- Processing data in tabular and graphical representation : Relative Positions – Percentiles and Percentile Ranks (Bar diagram, Line diagram, Histogram, Frequency curve, Frequency polygon, Ogive and Box plot).
- Level of Significance, degree of freedom, Types of error-Type-I, Type-II

UNIT-IX

STATISTICAL DATA ANALYSIS

- Concept of Parametric & Non Parametric Tests
- Basic Assumptions & Numerical Questions related to :Chi-Square, t-test & ANOVA, Regression
- Correlation : Pearson's Product moment Correlation ,spearman's Rank Difference Correlation
- Use of computer in research

UNIT-X

RESEARCH WRITING IN PRESENT CONTEXT

- Structure of the thesis- Introduction, body of the thesis and conclusions - preface, Table of contents, acknowledgement, introduction, division of chapters, sub-chapters, footnotes, End-notes, Quotations, references, analytical study, Bibliography, appendix, Thematic indices
- Preparation of summary and abstract, Format of Research Report (Journal Article, Thesis and Dissertation, Paper at Professional Conferences)
- Research and Publication Ethics, meaning, definition, types of ethics, use of ethics in educational research
- Plagiarism –Meaning ,Nature & Types Steps to avoid Plagiarism in Research

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References

Edwards (1973). Statistical Methods for Behavioural Sciences, New York: Holt, Rinehart and Winston.

Ferguson, G. (1981). A Statistical Analysis in Psychology and Education, New York: McGraw Hill.

Garret, H.E. (1967). Statistics in Psychology and Education, Bombay Vakils.

Grbich, Carol (2006). Qualitative Data Analysis: An Introduction. SAGE Publication.

Guilford, J.P. and B. Fruchter. (1987). Fundamental Statistics in Education and Psychology. Tokyo: McGraw Hill (Student-Sixth edition).

Levin, J. (1977). Elementary Statistics in Social Research. New York: Harper and Row Publishers.

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(E) ELECTIVE II (SEMESTER III)

PAPER IX (A) - ADVANCED EDUCATIONAL STATISTICS

OBJECTIVES:

To enable the students

- (1) To understand the role and use of advanced Statistics in educational research.
- (2) Select appropriate statistical methods in educational research
- (3) To understand various Statistical measures for interpretation of data.
- (4) To interpret the Statistical data.

UNIT- 1: The Normal distribution & Statistical measures.

- 1.1 Properties of normal probability distribution
- 1.2 Defects in normality-1 Skewness, 2. Kurtosis
- 1.3 Applications of normal probability curve
- 1.4 Statistical Measures
- 1.5 Difference between Statistical Measures
- 1.6 The significance of mean, median, standard deviation, quartile deviation, percentage and correlation.
- 1.7 The significance of difference, coefficient of correlation
- 1.8 Meaning of partial and multiple correlation
- 1.9 Simple applications of partial and multiple correlation
- 1.10 Biserial Correlation – Point biserial correlation
- 1.11 phi-correlation-contingency coefficient

UNIT- 2 The scaling of tests

- 2.1 Sigma scaling and standard scores
- 2.2 T scaling
- 2.3 Stanine scaling
- 2.4 Percentile scaling
- 2.5 The reliability of test scores and methods of determining
- 2.6 Validity of test scores and determining validation
- 2.7 Item analysis

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UNIT 3 : Analysis of Variance

- 3.1 Meaning of variance
- 3.2 Method of analyzing variance
- 3.3 Meaning of Covariance
- 3.4 Analysis of Co-variance

UNIT 4: Testing of Experimental hypothesis by, non parametric tests.

- 4.1 Chi-square test
- 4.2 Sign test
- 4.3 Median test
- 4.4 Man whitney U test

UNIT-5: Regression and prediction.

- 5.1 Nature of Scatter- diagram
- 5.2 Meaning of regression
- 5.3 Regression equations
- 5.4 Application of regression equations in prediction

Reference Books

1. H.E. garet- Ststistics on Psychology & edn, Longman Green & co., London
2. B. fruchter-Introd 1.1ction to factor analysis – D Van Hostrand & co., N.Y.
3. G Thompson – Frctoranalysis of human Ability, University of London Press
4. Albert Kurtz Semual Mayo –Statistical Methods in education and Psychological
springer International student edition.

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ELECTIVE COURSE II (SEMESTER III)

PAPER IX (B) - EDUCATIONAL ADMINISTRATION AND MANAGEMENT

OBJECTIVES:

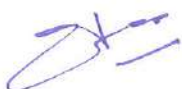
- (1) To enable the learner to become effective manager of teaching /Administration of Education.
- (2) To enable learner to become & agents of change in various aspects of education i.e. classroom management, curriculum construction, examination systems, Educational policies.
- (3) To acquaint the learner with the challenges and opportunities emerging in the management and administration in education.
- (4) To acquaint the learner with the Central and State machinery for educational administration and management.
- (5) To make the students understand about the finance, management of Education.
- (6) To make the student familiar with the new trends and techniques of education.
- (7) To enable the students to get some insight into supervision, inspection and know trends of development
- (8) To development an understanding of the planning of education in India and its Socio-economic context.

UNIT- 1: Management concept and process

- 1.1 Management – concept, Need of Management, Characteristics of good Management.
- 1.2 Management at different Levels-Elementary Higher, secondary Higher Education, Time Management, Functions of Management
- 1.3 Leadership –Meaning and nature of Leadership, Theories of Leadership, Styles of Leadership and Measurement of Leadership.
- 1.4 Role of Management/Principal characteristics of effective Educational leadership, Time management techniques, manager as a good leader, group dynamics and motivation.

UNIT 2: Application of Management concept in Academic areas of the educational systems-

- 2.1 Curriculum development /Evaluation



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- 2.2 Teaching Learning Processes
- 2.3 Evaluation Assessment (Management, Manager, Teacher, student, Parents)- Self Appraisal.
- 2.4 Professional Growth- In service Training
- 2.5 Planning in Education – Approaches to Educational Planning
- 2.6 Communication,
- 2.7 Communication skills. (Verbal, non-verbal-written),
- 2.8 Barriers and distortions in communication.
- 2.9 Information Systems- Modern Information Technology.

UNIT – 3 Machinery for educational Administration

- 3.1 Central Machinery (CABE, NCTE, UGC,) / State Machinery for educational Administration,.
- 3.2 Organization and functions of directorate of Education.
- 3.3 Roll of Central Govt., State Govt., and local bodies in education at all levels.
- 3.4 Trends in Educational Management
- 3.5 Decision Making – Nature, division of work, Centralization action and Decentralization of decision making, their merits and limitations.
- 3.6 Organizational compliance.
- 3.7 Organizational Development.

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UNIT 4 Finance Management-

- 4.1 National budget of Education
- 4.2 Principles of Educational finance
- 4.3 Methods of Financing Education
- 4.4 Source of Income: Govt, Private and co-operative patterns of investment in education- past, present and future.,
- 4.5 Grant – in-aid principles, practices, types and procedure in- respect of University level.
- 4.6 Cost of Education.

UNIT- 5 Quality Management in Education

- 5.1 Meaning and importance of Quality
- 5.2 Quality in Higher Education
- 5.3 Accreditation Concept- Meaning, parameters, Role of NAAC
- 5.4 Educational Supervision and inspection –
- 5.5 Meaning and Nature of Educational Supervision
- 5.6 Functions of a supervisor, Defects in existing system of supervision, Remedies,

Practical – Any one

- (1) Educational Survey of any state educational Institution.
- (2) Report on an Institutional Planning of any one Educational Institute.
- (3) Report on an Educational Institute on Quality Management...

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Reference books

1. School Organisation and Administration- M.S. Sachdeva
2. Management in Education- Namita Roy chaudhary A. P.H. Publishing corporation, New Delhi.
3. Educational Planning and Management Premila Chandrasekaran, sterling Publication Pvt. Ltd.
4. Educational Administration and Management – S.S. Mathur
5. Theory of Educational Administration- S.R. Vashost
6. Efficient School Management and Role of Principals- Alka Karla
7. Administrative Strategy and Decision making- Hardwick Landuyt
8. Administration and management of Education- dr. S.R. Pandya, Himalaya Publishing House
9. Educational Administration Planning and Supervision- T.P. Lambal, V.R.
10. School Organisation and Administration- U.S. Sidhu
11. Administration of Education in India- S.N. Mukharji
12. Educational Administration Principles and Practices- S.S. Mathur

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CORE COURSE (SEMESTER III)

PAPER X - GENDER PERSPECTIVES AND EDUCATION

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 (in terms of access, curriculum and pedagogy).

UNIT 1: GENDER ISSUES: KEY CONCEPTS

In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations

- 1.1 Gender, sex, sexuality, patriarchy, masculinity and feminism
- 1.2 Gender bias, gender stereotyping, and empowerment
- 1.3 Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

Suggested Practicum

- Preparation of project on key concepts and relating it with the social context of the pupil teacher
- Analysis of textual materials from the perspective of gender bias and stereotype
- Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

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UNIT 2: GENDER STUDIES: PARADIGM SHIFTS

In this Unit, the students will develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop. They would be able to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.

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

Suggested Practicum

- Preparation of project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have generated in the formation of women collectives and have helped in encouraging grassroots mobilisation of women, such as the Mahila Samakhya programmes
- Project on women role models in various fields with emphasis on women in unconventional roles.

UNIT 3: GENDER, POWER AND EDUCATION

In this Unit, the students will develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analyzed to see how socialisation practices impact power relations and identity formation.

3.1 Theories on Gender and Education: Application in the Indian Context

- Socialisation theory
- Gender difference
- Structural theory
- Deconstructive theory

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3.2 Gender Identities and Socialisation Practices in:

- Family
- Schools
- Other formal and informal

3.3 Schooling of Girls:

Inequalities and resistances (issues of access, retention and exclusion).

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 4: GENDER ISSUES IN CURRICULUM

Students will build on the previous two Units to understand how gender relates to education and schooling. In this Unit, the students will be able to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

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

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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 5: 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.

- 5.1 Linkages and differences between reproductive rights and sexual rights
- 5.2 Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- 5.3 Sites of conflict: Social and emotional
- 5.4 Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions
- 5.5 Agencies perpetuating violence: Family, school, work place and media (print and electronic)
- 5.6 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.

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Suggested Readings

1. Gender Analysis of State Policies: A case study of Chhattisgarh, Dr. Sen Ilina
2. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.
3. Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India. Sage: New Delhi.
4. Geetha, V. (2007) Gender. Stree: Calcutta.
5. Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) Perspectives on education and development: Revising Education commission and after, National University of Educational Planning and Administration: New Delhi
6. Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) Women as Subjects: South Asian Histories. New Delhi:
7. Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in Central India, Peggy Froerer, Brunel University, Anthropology and Education.

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CORE STUDY (SEMESTER IV)
SUGGESTED READINGS ARE GIVEN AT THE END OF PART II)

CORE COURSE (SEMESTER III)

PAPER XI - HISTORY AND DEVELOPMENT OF EDUCATION IN INDIA

Course Objectives-

1. To be acquainted with the salient features of education in India in Ancient & Medieval times.
2. To be acquainted with the development of education in British India.
3. To be acquainted with the development of education in Independent India, including significant points of selected Education.
4. To be acquainted with current issues and trends in Education.

UNIT- I

1. Synoptic study of Brahmana, Buddhist and Islamic Education in Ancient and Medieval India with respect to:-
 - a) Aims and Objectives
 - b) Subject of study
 - c) Methods of teaching including teacher – Pupil relationship.
 - d) Evaluation
 - e) Centre of Learning
 - (f) Education of woman
 - (g) Education in Ancient and Medieval India, characteristics of Gurukul, Matha /Vihar, Madarasah of and Maktabs.

3. Brief outline of events relating education from 1757 to 1947 - Missionaries activities (Srirampur Trio) (3) Charter Act of 1813 Bengal Renaissance – Contribution of Rammohan Ray H.L.V. Derozio. And Vidyasagar. Adams Report. Anglicist –Orientalist controversy – Macaulay’s Minute & Bentinck’s resolution. Wood dispatch (Recommendations only)

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UNIT-II

Brief outline of Hunter Commission 1882-83 (Primary and Secondary Education), Curzon Policy (Quantitative development of Primary education, Quantitative and Qualitative development of Secondary education, Qualitative development of Higher education).

National Education Movement (cause and effect) Calcutta University Commission (1917-1919), Basic Education (concept & development), Sargent Plan, Gokhale-bill, Sadler commission, Wardha Scheme.

UNIT-III

1. Constitutional provision for Education in India
2. Brief outline of the recommendations made by different Education Commission:
3. University Education Commission (1948-49)
4. (Aims of Higher education & Rural University) Secondary Education Commission (1952-53)
5. Aims, Structure & Curriculum of Secondary education) Indian Education Commission (1964-66), National knowledge commission.

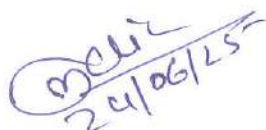
UNIT-IV

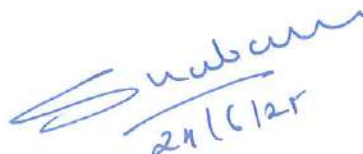
1. National Policy on Education (1986).
2. Current issues in education:
3. Equalization of Education Opportunities.
4. Programmes on Universal Elementary Education (DPEP & SSA)
5. Non-formal education and alternative schooling, Education of women.

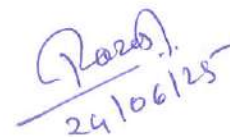
UNIT-V- :

(1) Problems in Indian Education ; Secondary & Higher Secondary Education, Environmental Education, Vocational Education. (2) Experiments in Indian Education; About eminent Viswa Vidhyalaya in India like- Shanti Niketan, Nalanda University, Vanasthali University etc.





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References:

1. Atlekar, A.S. -Education in Ancient India.
2. Basu, A.N. -Education in modern India.
3. Basu, A.N. -Adam's Report.
4. Banerjee.J.P. -Education in India-past, Present and future.
5. Dhar, Niranjana. -Fundamentals of Social Education.
5. Keay, E.E. -India Education in Ancient times.
6. Law, N.N. -Promotion of Learning in India.
7. Mukherjee, S.N. -Education in India, Today & Tomorrow.
8. Mukherjee, S.N. -History of Education (Modern Period).
9. Nurulla, S., Naik, J.P. -History of Education in India.
10. Purkait, B.R. -History of Indian Education.
11. Rawat, P.L. -History of Indian Education.
12. Sreemali, K.L. -The Wardha Scheme.
13. Indian Education act. -1904
14. Govt. of India report of University Education Commission (1948-49).
15. Govt. of India report of Secondary Education Commission (1952-53).
16. Report of education Commission (1966) education and National development, Ministry of Education, New Delhi.
17. Govt. of India, Ministry of Human Resource – Development, National Policy on Education, 1986. New Delhi.
18. Govt. of India, Ministry of Human Resources Development, National Policy on Education, 1986, Programme of Action, New Delhi.
19. Govt. of India, Ministry of Human Resource Development, Policy of Action, 1992, New Delhi.
20. Dayal` Bhagwan – Development of Modern Indian education.
21. Education of Women key to progress, Ministry of education, New Delhi.
22. Kundu, C.L. -Adult Education.
23. Shah. A. & Ban, S. -National Education.
24. Singh, R.K. -Open University.
25. Srinivastava, K.N. -Education in Free India.


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PAPER XII CURRICULUM DEVELOPMENT

OBJECTIVES

- (1) To understand the concept and principles of curriculum development.
- (2) To understand and appreciate curriculum as a means of development of the individual.
- (3) To gain insight in to the development of new curriculum.
- (4) To understand the Foundations of curriculum development.
- (5) To appreciate the need for continuous Curriculum reconstruction.
- (6) To help the student to develop skills in framing curriculum for subjects of teaching, analysing curriculum for teaching-learning process and developing course contents in the subjects of teaching.

UNIT – 1 Principles of Curriculum development

- (a) Meaning and Concept of Curriculum
- (b) Concept of Curriculum development
- (c) Stages in the Process of Curriculum development
- (d) Curriculum Syllabus and Units

UNIT- 2 Philosophical, Sociological and Psychological foundation of curriculum.

- (a) Philosophical theories and their implications to Curriculum.
- (b) Sociological needs and their implications for curriculum development.
- (c) Psychological needs their implications for curriculum development.
- (d) Curriculum development and teaching-learning process.

UNIT- 3 Curriculum Developments

- (a) Need and Scope for Curriculum development, Criteria for Future Curriculum development and Characteristics of a good Curriculum.
- (b) Strategies of Curriculum development.
- (c) Guiding Principles for Curriculum development.
- (d) Organization of Curriculum

UNIT-4 Procedure of organizing Content

- (a) Formation of general objectives at School stage and their specification.

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- (b) Formation of instructional objectives and their specifications
- (c) Terms of expected behavior changes in the students.
- (d) Suggesting appropriate content to fulfill the objectives.

4.1 Factors responsible for innovations in curriculum development.

- (a) Problems of curriculum reform.
- (b) Periodic revisions of curriculum in view of the knowledge.
- (c) Evaluation as an integral part of curriculum development.
- (d) Need for permanent curriculum research unit.

UNIT- 5 Evaluating the Curriculum


- (a) A frame work for evaluation
- (b) Planning for evaluation
- (c) Conducting the Programme evaluation
- (d) Evaluating the curriculum materials
- (e) Conducting the Curriculum material evaluation

PRACTICAL WORK

1. Seminar on one of the topic assigned.
2. Critical analysis of the existing curriculum at various levels- primary/Secondary/Higher Secondary.
3. A report on the recent research on curriculum development
4. A Comparative study of two syllabi-state Government/ICSE.


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Reference Books

1. SaOxaiNak saMSaaoQana : mauLo]maazo
2. SaOxaiNak saMSaaoQanaacal \$proKa : Da^ iva. ra. iBaMtaDo
3. SaOxaiNak vyavasqaapna va p`Ssana :Da^ dunaaKo Da^ parsanaIsa.
4. Curriculum Organisation and Design- Jack Walton, Great Briton
5. Curriculum and lifelong Education- Studies for UNESCO
6. School Curriculum- Mohmmad Sharif Khan- ASHISH Publishing House, New Delhi.
7. The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.
8. Curriculum reform – B.D. Bhatt, Kanishka Publishers, New Delhi
9. Developing the Core Curriculum 3/ 4 roland C. Faunce, Nelson L. Bossing, Prentice Hall of India, New Delhi
10. Evaluation and Research in Curriculum Construction- M.I. Khan I B.K. Nigam-Kanishka , Publisher, New York
11. Curriculum Development & Educational Technology Mamidj, S. Ravishankar- Sterling Publishers.

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SPECIALIZATION COURSE (SEMESTER IV)

PAPER XIII (A) – EDUCATIONAL GUIDANCE AND COUNSELING (PART II)

UNIT I

1. Bases of guidance: Philosophical, Sociological, Pedagogical, Psychological
2. Concept of guidance: Meaning, Basic assumptions Need of guidance, Influence of family and Community on guidance. Functions and purposes of Guidance.
3. Types of guidance: Major guidance areas- Personal, educational, Career, Social, Health, Marital, Moral.
4. Adjustive guidance: Identification of maladjusted children and the principles of dealing with them.

UNIT II

1. Guidance of children with problems and special needs: gifted and creative; Role of the teacher in helping such children.
2. Group guidance: concept and techniques of group guidance.
3. Principles of mental hygiene and their implications of effective adjustment; mental health and development of integrated personality.

UNIT III

1. Guidance services: Individual Inventory and Information counselling Group Guidance services, Placement services and Follow-up services.
 - Guidance of children with special needs, role of teacher.
2. Organization of a Guidance programme and its principles-at elementary, secondary, college and university levels.
 - Evaluation of Guidance programmes

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UNIT IV

1. Guidance and Appraisal of the Individual: meaning, need, purpose and place of appraisal in Guidance.
 2. Techniques of Appraisal: Testing techniques - tests (viz. Intelligence, Aptitude, Knowledge and Achievement), Interest tests and Personality measures.
- Non-Testing Techniques – Rating scales, Questionnaires, Inventories, records and sociometric tools.

UNIT V

1. Job Analysis: Meaning and objectives of job analysis
2. Outline for job study
3. Job profiles
4. Job satisfaction

Practical Work (any one)

1. Job analysis of any one occupation
2. Prepare an interview schedule for an effective Counselling
3. Visit a guidance Centre and Write a report about its organization and functions.

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Reference Books

- Blocher, D.H. et al., (Eds. 1971): Guidance systems, New York: The Ronald Press Co.
- Bhatnagar, A. & Gupta, N. (Eds. 1999): Guidance and Counselling: A Theoretical Perspective, New Delhi: Vikas Publishing House.
- Lakshmi, K.S. (Eds. 2000) : Encyclopaedia of Guidance and Counselling, New Delhi: Mittal Publications.
- Shaw, M.C. (1973): School Guidance Systems. Boston: Houghton Mifflin Co.
- Anastasi, A. (1982). Psychological testing. London: Collier Macmillan Publishers.
- Bernard, H.W. & Fullmer, D.W. (1972). Principles of Guidance- a basic text. Bombay: Allied Publishers.
- Dink Mayer, D.C. & Caldwell, C.I. (1970). Development Counselling and Guidance- A Comprehensive School Approach. New York: Mac Graw Hill.
- Donald, H.B. Richard, D.C. & Willier, E.D. (1971). Guidance Systems- An introduction to student personal work. New York: The Ronald Press Company.
- Fullmer, D.W. & Bernard, H.W. (1972). Counselling: Content and Process. New Delhi: Thompson Press.
- Hackney, H. & Nye, S. (1973). Counseling Strategies and Objectives. New Jersey: Prentice Hall Inc.
- Indu Dane (1983). The basic essentials of counselling. New Delhi: Sterling Publishers Pvt.
- Jones, Stafflire & Stewart (1978). Principles of Guidance Sixth Edition. New Delhi: Mac Graw Hill.
- Mortensen, D.U. & Schumuller, A.M. (1976). Guidance in todays schools. New York: John Willy & Sins. Inc.
- Moser & Moser (1963). Counselling and Guidance an Exploration. New York: Prentice Hall Inc.
- Patterson, C.H. (1980). Theories of Counselling and Psycho Therapy. New York, Harper and Roul.
- Richard, C.N. (1972). Guidance and Counselling in the Elementary School. New York: Hlot Rineheart and Winston Inc.
- Robert Basell (1971). Interviewing and Counselling. London: H.T. Batsford, Ltd.
- Stefflee & Grant (1972). Theories of Counselling. New York: McGraw Hill.
- Traxler & North (1966). Techniques of Guidance. New York: Harper & Row Publishers.
- Super, D.E. & Crites, J.O. (1966). Appraising Vocational Fitness, Harper & Row.
- Raj Singh (1994). Educational and Vocational Guidance. New York: Commonwealth Publishers

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SPECIALIZATION COURSE (SEMESTER IV)

PAPER XIII (B) – EDUCATION FOR THE DIFFERENTLY ABLED (PART II) COURSE CONTENTS

UNIT I

Children with physical disabilities: Basis of classification (Physical, physiological, social, psychological and mental), characteristics and etiology of each type and difference between them.

Education of visually impaired: Concept, Characteristics, Types (degree of impairment). Etiology and prevention.

Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. Role of National Institute for the visually impaired.

UNIT II

Education for the hearing impaired: Concept, Characteristics, Types (degree of impairment). Etiology and prevention.

Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. Role of National Institute for the hearing impaired.

UNIT III

Education for the Orthopaedically handicapped: Concept, Characteristics, Types (degree of impairment) .Etiology and prevention.

Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. Role of National Institute for the Orthopaedically handicapped.

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UNIT IV

Education for the mentally retarded: Mentally retarded, slow learners, backward and learning disabled children. Concept, Characteristics, Etiology and prevention.

Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement. Role of National Institute for the Mentally retarded.

UNIT V

Socially deprived and emotionally disturbed children: Concept, characteristics and types (Dyslexic and delicate). Etiology and prevention.

Psychology of teaching and learning in relation to the disability and their specific needs. Curriculum, pedagogy, evaluation and placement.

Practicum

Books Recommended:

1. Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston London
2. Berdine, W.H & Blackhurst A.E.(eds). An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
3. Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
4. Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
5. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Masachusetts, 1984.
6. Jorden, Thomes E. The Exceptional Child, Ohio: Merrill.
7. Kirk, S.A & Gallagher J.J., Education of Exceptional Children; Houghton Mifflin Co., Boston, 1989
8. Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
9. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
10. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992.
11. Smith, C.R, Learning Disabilities – the interaction of Learner, Task and Setting. Allyn and Bacon, Massachusetts, 1991.
12. Strange, Ruth: Exceptional Children & Youth J.J.: Prentice Hall.

Shaban
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G. Rana
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Hemchand Yadav Vishwavidyalaya, Durg, C.G.

Master of Education (M.Ed.)

Semester III: Practicum

Psycho-metric Assessment

Internal Marks- 50

List of Psychology Practicals- Any 5 practicals have to be conducted.

1. Intelligence Test.
2. Achievement Test.
3. Mental Fatigue.
4. Physical Fatigue by Ergograph.
5. Learning by Substitution.
6. Personality Testing.
7. Span of Attention by Tachistoscope.
8. Transfer of learning by Mirror Drawing Apparatus.

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