

		Hors	Thy	IA	Mar ks
Hard Core					
M.Ed H-4.1	Administration, Management and Leadership In Education	4	70	30	100
M.Ed H 4.2	Inclusive Education (Differently Abled)	4	70	30	100
M.Ed H 4.3	Educational Evaluation and Measurement	4	70	30	100
Soft core	(Students Have to Choose any one of the following)				
M.Ed S 4.4(a)	Women In Education Management (At Secondary/Senior Secondary Level)	4	70	30	100
M.Ed S 4.4 (b)	Administration, Management and Leadership of Elementary Level	4	70	30	100
M.Ed S 4.4(c)	Women In Education Management (At Elementary Level)	4	70	30	100
.	Open Elective				
OPT*	One Elective Paper among the Pool of Papers as prescribed by the University from time to time -	4	70	30	100
M.Ed 4.5	Dissertation Viva Voce (70+30)	4		100	100
	Total=(Including Open Elective Paper)	24	350	250	600

DETAILED SYLLABUS

SEMESTER – I

(Code: M Ed H-101) COURSE – 1: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

90 Periods Marks 100

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

- To understand concepts and principles of Educational Psychology as an applied science.
- To understand implications of psychological theories for education.
- To acquaint the learner with the process of development and assessment of various abilities and traits.
- To assess personalities and modified their teaching strategy according to needs of students.
- To understand mental hygiene & its Implications for education
- To use adjustment strategies in their day to day life.

Unit – 1: Nature of Educational Psychology **25 Periods**

- Educational Psychology: Concept and scope of educational psychology, contribution of psychology to education.
- Human Development: Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristics and problems of each stage.
- Theories of Piaget and Bruner- major concepts and stages and implications for education. Indian theories of Psychological Development.

Unit -2 : Learning & Individual Difference **20 periods**

- Learning: Concept, kinds, levels of learning, Theories of Learning: Thorndike, Skinner, Pavlov and Hull. Concept, kinds & causes of Individual Difference. Transfer of Learning and its Theories.
- Intelligence, Emotional Intelligence and cognitive abilities-Meaning, Concept, identification & fostering.
- Interests, attitude and Aptitude.
- Motivation – Concept, Kinds & Techniques of Motivation.

Unit-3: Creativity & Personality **20 Periods**

- Personality: Concept, development, structure and dynamics of personality
- Theories of Personality – Allport, Eysenck; Psychoanalytic approach of Freud, Murray's need theory; Humanistic approach – Carl Rogers, Maslow & Sri Aurobindo.
- Techniques of Assessment of Personality –
 - a. Projective
 - b. Non-Projective
- Creativity – Nature, Process, Identification, fostering and guiding creative children.

Unit-4: Adjustment and Mental Health **25 Period**

Adjustment and Mental Concept & mechanism of adjustment – defenses, escape, withdrawal, compensatory.

- Introduction to common forms of neuroses, psychosis and somatic disorders
- Concept of mental health.
- Identification of Mental Health.

- Theoretical Basis of Mental Health.
- Factors influencing (Parents and family life, community and school practices)
- Mental Health & Teacher.
- Principles of mental hygiene – preventive, constructive, curative measures & Implications for education.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- Identify the factors which affect human development in diverse culture and society.
- Comparative study of Indian and western psychological theory on human development.
- Administration and interpretation of IQ/EQ test on school student and give suggestions for improvement.
- Prepare a report of fostering on intelligence and cognitive abilities based on current Research

References

- Bhatnagar, A.B Psychological Foundation Of Teaching & Learning Published Meerut Loyal Depot.
- Bhattacharya, Srinivasan “ Psychological Foundation Of Education” Published Delhi, Atlantic,
- Bhatia, H.R, A text Book of Educational psychological, Delhi, university
- Bigge & Hunt “Psychological Foundation of Education” New York, Harper & Row Publishers
- Cronbach L.J., Educational psychology, New York, Harcourt
- Dandekar, W.N “Psychological Foundation of Education” Madras, Macmillan
- Susanta Kumar Parida “ Psychological Foundation of Education”
- Olson, W.C “Psychological foundation of the Curriculum”
- Mathur, Dr. S.S Development of learner and teaching learning process (2008), agrwarl publications. Agra

(Code: M Ed H-102) COURSE – 2: HISTORICAL, POLITICAL AND ECONOMIC FOUNDATIONS OF EDUCATION

90 Periods Marks 100

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

- To acquaint the students with the political economy of education.
- To develop among the students an understanding of the financial aspects of education.

- Youth unemployment and education
- Economics of brain drain
- Educational Financing: Elementary, Secondary and senior secondary school level

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- Seminar on Perspective of education
- Review of related literature to justify the role of Political/Economic/Historical foundation of education in shaping of education.

References

- Teneja, V.R. (2005): Foundation of Education, Chandigarh 17, Abhishek Publishers.
- Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
- Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.
- Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
- Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.
- Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).
- NCF 2005, NCERT, New Delhi.
- Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi

(Code: M Ed H-103) COURSE – 3: EDUCATIONAL STUDIES

90 Periods

Marks 100

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

- Introduce the nature of education studies and map the fields.

- Introduce certain selected seminal educational texts representing the foundational perspectives.
- Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
- Introduce, understand and to enable critical analysis to form current and future professionals.

Unit – 1 Nature of Educational Studies

20 Periods

- Meaning, concept, perspectives, aims and values of educational studies and educational issues.
- Defining principles of education studies.
- Field of Educational studies & education studies as a discipline.

Unit – 2 Foundational Educational Texts

20 Periods

- Contribution in Education of - Ved, Vedanta, Upanishad, Geeta, Yoga (Knowledge, Principles and Values)
- Education Contributions of Mahatma Gandhiji, Dr. Zakir Husain, Rabindranath Tagore, Jiddu Krishnamurthy, John Dewey, Maria Montessori, Rousseau

Unit – 3 Institution System and Structure of Education

25 Periods

- Structure & System of education in India from primary to higher education.
- Commonalities & common challenges, in educational systems of world,(social injustice, , inclusion, gender discrimination,
- Restructure and standards based on reform of elementary and secondary education.
- Social Justice, Inclusion, Gender, Discrimination, Mental & Physical well being, Peace and Human Values.

Unit – 4 Contemporary Educational Policies and Practices

25 Periods

- Sarva Shikshana Abhiyan (SSA) & Right to Education (RTE) act: Introduction, articles, chapters and salient features, impact on Indian Education.
- Educational Reform in post independence India.
- contemporary challenges of Universalization of Elementary Education (UEE)
- National and state level reform in school education
- Employment opportunities and placement in educational institutions, organizations and economic enterprises engaged in education and training.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- Compile articles from newspapers, magazines, and the internet on educational issues. Prepare a report with suggestion for solutions.

- Seminar on Field of Educational studies

Reference

- FURLONG, G. (2006) Review of Initial Teacher Training Provision in Wales accessed at www.learning.wales.gov.uk/pdfs/itt-provision-wales-e.pdf
- Blackwell, Fritz (2004), India: A Global Studies Handbook, United States of America: ABC-CLIO, Inc., ISBN 1-57607-348-3.
- India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Information and Broadcasting, Government of India, ISBN 978-81-230-1557-6.
- Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert, 23–28, Thomson Gale: ISBN 0-684-31351-0.
- Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", International Journal of Constitutional Law, 2 (1): 148–158, Oxford University Press.
- Desai, Sonalde, Amaresh Dubey, B.L. Joshi, Mitali Sen, Abusaleh Shariff and Reeve Vanneman. 2010. India Human Development in India: Challenges for a Society in Transition. New Delhi: Oxford University Press.

(Code: M Ed S -104 (a)) COURSE – 4 (a) : CURRICULUM STUDIES

90 Periods

Marks 100

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

- Conceptualize the meaning and different perspectives of curriculum

- Seminar on Field of Educational studies

Reference

- FURLONG, G. (2006) Review of Initial Teacher Training Provision in Wales accessed at www.learning.wales.gov.uk/pdfs/itt-provision-wales-e.pdf
- Blackwell, Fritz (2004), India: A Global Studies Handbook, United States of America: ABC-CLIO, Inc., ISBN 1-57607-348-3.
- India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Information and Broadcasting, Government of India, ISBN 978-81-230-1557-6.
- Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert, 23–28, Thomson Gale: ISBN 0-684-31351-0.
- Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", International Journal of Constitutional Law, 2 (1): 148–158, Oxford University Press.
- Desai, Sonalde, Amaresh Dubey, B.L. Joshi, Mitali Sen, Abusaleh Shariff and Reeve Vanneman. 2010. India Human Development in India: Challenges for a Society in Transition. New Delhi: Oxford University Press.

(Code: M Ed S -104 (a)) COURSE – 4 (a) : CURRICULUM STUDIES

90 Periods

Marks 100

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

- Conceptualize the meaning and different perspectives of curriculum

- Understand the epistemological, sociological and the psychological basis of curriculum development.
- Understand the different types of curriculum with respect to their main orientation and approaches
- Compare and analyse the National curriculum framework over the years with respect to their foundational considerations, concerns, priorities and goals.

Unit – 1: Perspectives on Curriculum

20 Periods

- Meaning, Concept and importance of curriculum
- Four perspectives on curriculum
 - Traditionalists
 - Conceptual-Empiricists
 - Reconceptualisits
 - Social constructivists
- Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, Integrated curriculum and their relevance.

Unit – 2: Construction & Development of Curriculum

20 Periods

- Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.
 - Different Models
 - Administration
 - Grass Root
 - Demonstration
 - System Analysis
- National curriculum of USA, Japan, China countries at different levels.

Unit – 3: Bases of Curriculum Development

30 Periods

- *Epistemological bases*: Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding; grammar of school subjects.
- *Sociological bases*: societal needs and aspirations, culture and values, social changes, knowledge explosion, national concerns and goals, globalisation, localization and privatization, political ideology and technological influences, economic necessities; Socio-cultural context of students - multi- cultural, multilingual aspects.
- *Critical issues*: environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

Unit – 4: Curriculum Administration & Evaluation

20 periods

- Taylorism
- Administration as a process.
- Administration as a bureaucracy
- Human relation approach to Administration.
- Formative, Summative & Interpretation of Evaluation results.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- Preparation and presentation of papers on comparative study of National curriculum of other countries at different levels.
- Study of National Policies of Education –1986, 1992(modified version) and POA on NPE-1996 in relation to National curriculum frameworks that were developed later.
- Detailed study of National curriculum framework of school Education, India (1988, 2000, 2005) followed by seminar presentation.
- Study a curriculum of any level of education and find out their bases of construction. Prepare a report to this effect.

References

- Bob Moon and Patricia Murphy (Ed) (1999). *Curriculum in Context*. Paul Chapman Publishing, London.
- Butcharov,P.(1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chomsky, N (1986). *Knowledge of Language*, Prager, New York.
- Datta, D.M. (1972). *Six ways of Knowing*. Calcutta University Press, Calcutta.
- Dewey , John. *The Child and the Curriculum*, University of Chicago Press: Chicago
- G.W. Ford and Lawrence Pungo,(1964). *The structure of Knowledge and the curriculum*. Rand McNally & Company, Chicago.
- Joseph Schwab, (1969). *The Practical: A language for curriculum*. School Review, November.
- Keddie, N.(1971) : *Classroom Knowledge*, in. M.F.D Young..
- Kelley, A.B. (1996). *The Curricular Theory and Practice*. Harper and Row, US.

(Code: M.Ed S 104 (b)) Course – 4 (b) EDUCATIONAL TECHNOLOGY

90 Periods Marks 100

(Code: M ED 105) Course: Activity I (a): COMMUNICATION AND EXPOSITORY WRITING
Marks 25

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

- Enhance the ability of the graduates to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

Activity (Any One)

- Development of pre-academic skills pre-reading, pre-writing and number
- Expository writing: Meaning, concept, Types and tips for effective expository writing.
- Listening skill: meaning, concept and importance of listening skills academic listening- (lecturing) listening to talk and presentation. Listening to announcements (Railway/bus station/ airports/ stadium announcement) Listening to radio and television. Telephone Skill: Basics of Telephone communication: How to handle calls telephone manners, leaving a message, making requests, greeting and leave taking over phone, asking for and giving information, giving instruction, listening for tone/mood and attitude at the other end, handling the stations especially trouble shooting, tele-conference, tele interviews handling.
- Communication skills: Meaning, concept and components of effective communication
- Strategy of effective communication.
- Role of ICT in effective communication.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

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

References

- <http://gujarat-education.gov.in/education-citizen-act-rules.htm>
- www.ugc.ac.in
- www.education.nic.in
- www.scribid.com
- HNGU Handbook-I
- HNGU Handbook-II

(Code: M Ed- 106) Course Activity I (b): SELF-DEVELOPMENT

Marks: 25

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

- To understand what you are and what you want to be?
- To make self exploration and self evolution.
- To know oneself and through that knowing entire existence.
- To recognize one's relation with every unit in existence and fulfilling it.
- To know human conduct, human character and to live accordingly.
- To being in harmony in one self and in harmony with entire existence.
- It is a process of reflecting on the linkages between the self and one's professional practice.

Activity (Any One)

- Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education will be central to these workshops.
- Sessions on mental and physical well-being (through modalities such as Yoga), will also be interwoven.
- Happiness, & Harmony: with body, in family, in society, in nature, in existence
- Realization, understanding, desiring, thinking, selecting such as, *Shanti, Santosh, Anand*.
- Human Values: *Swatantrata, Swarajya, Moksha*

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

- 4.2 Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- 4.3 School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- 4.4 School & Community: - Inter linkage, Role and responsibilities.
- 4.5 School as a learning organization
- 4.6 Developing a vision for school: - vision for school transformation, assessing context and constraints.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- Prepare a report on the existing structure and function of educational administration at national level.
- Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Govt School.
- Interview some school administrative, staff and local authorities to find out the status of local administration in elementary school.
- What special obstacles did they encounter, and how were they overcome?
- Examine the effectiveness of any one programme run by central Govt. for senior secondary students. Present the report in classroom seminar.
- Analyze the quality of financial and administrative management in any rural and urban school.

References

- Krojmsma Acjaro, V. T. 'Planning in India', New Delhi : Longmans, 1961.
- Rao, V.K.R.V. Education and Human Resources Developments, Delhi, Allied Publishers, 1966.
- Naik, J. P. Educational Planning in India, India : Allied Publishers, 1965.
- Rajgopal, M. V. Programmes of Educational Improvement at the District level, New Delhi: Asian Institute of Educational Planning and administration, 1969
- Schultz, T. W. Education and Economic Growth, University of Chicago, 1960.

(M Ed H- 402) COURSE – 14: INCLUSIVE EDUCATION (DIFFERENTLY ABLED) OF SECONDARY/SENIOR SECONDARY LEVEL

90 Periods Marks 100

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

- Understand concept, meaning and significance of inclusive education.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.

- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
- Understand the nature of difficulties encountered by children
- Preparation of teachers for inclusive schools.
- Analyze special education, integrated education, mainstream and inclusive education practices.

20 periods

Unit – 1 : Introduction, Issues & Perspectives of Inclusive Education

- 1.1 Definition, concept and importance of inclusive education.
- 1.2 Historical perspectives of inclusive education for children with diverse needs.
- 1.3 Difference between special education, integrated education and inclusive education.
- 1.4 Advantages of inclusive education for education for all children in the context of Right to Education.
- 1.5 N.C.F and adaptation of teaching learning material

Unit – 2 : Policy Perspective

30 periods

- 2.1 Recommendations of Indian Education Commission (1964-66).
- 2.2 Scheme of Integrated Education for Disabled Children
- 2.3 National Policy on Education (NPE, 1986-92).
- 2.4 National Curriculum Framework, 2005 NCERT
- 2.5 The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- 2.6 The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- 2.7 Promoting Inclusion Preventing Exclusion
- 2.8 The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

UNIT – 3 : Diversity in the Classroom

20 Periods

- 3.1 Diversity- Meaning and definition.
- 3.2 Disability – Legal definition, discrimination.
- 3.3 Giftedness.
- 3.4 Concept, Nature, and Characteristics of Multiple Disabilities.
- 3.5 Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.
- 3.7 Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- 3.6 Techniques and methods used for adaptation of content , laboratory skills and play material

Unit – 4 : Teacher Preparation and Inclusive Education

20 Periods

- 4.1 Review existing educational programmes offered in secondary school (general, special education).
- 4.2 Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- 4.3 N.C.F 2005 and curriculum for teacher preparation and transaction modes.

- 4.4 Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- 4.5 Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- 4.6V Role of different national and international agencies {institutions, universities} in promoting inclusive education.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

Practicum (Any One)

- Make a critical appreciation of Right to Education Act in the context of inclusive education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
- Study & review any two national policies in the light of inclusive education.
- Critical analysis of N. C. F 2005 for planning quality teacher preparation programme
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

References

- Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house* 23 Daryaganj, New Delhi 110002.
- Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* NCERT Publication.
- Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

(Code: M Ed H-403) COURSE- 15: EDUCATIONAL EVALUATION AND MEASUREMENT
90 Periods Marks 100

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

- Give knowledge of theoretical foundations, recent developments and practical educational bearings concerning prominent evaluation concepts