

Akkamahadevi Women's University Vijayapura
Components of Master of Education (M.Ed) Programme
(Under CBCS SCHEME)
I semester

Code No	Course No	Title of the Courses	L	T	P
Hard Core					
M.Ed H-101	Course -1	Psychology of Learning and Development	03	01	0
M.Ed H 102	Course -2	Historical, Political and Economic Foundations of Education	03	01	0
M.Ed H 103	Course -3	Educational Studies	03	01	0
Soft core					
(Students have to choose any one of the following)					
M.Ed S 104 (a)	Course -4 (a)	Curriculum Studies	03	01	0
M.Ed S 104 (b)	Course -4 (b)	Educational Technology	03	01	0
M.Ed S 104 (c)	Course -4 (c)	Technology of Teacher Behavior	03	01	0
Inter Semester Break(ISB)-I					
M.Ed 105	Activity I (a)	Communication and Expository Writing	0	0	01
M.Ed 106	Activity I (b)	Self-Development	0	0	01
Mandatory Course					
MND *		Course Feminine jurisprudence” as prescribed by the PG BOS in Women's Studies			

L- Lecture T-Tutorial P-Practical/ Projects

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Code No	Course No	Title of the Courses	L	T	P
Hard Core					
MED H 201	Course-5	Philosophy of Education	03	01	0
MED H 202	Course -6	Sociology of Education	03	01	0
MED H 203	Course-7	Methodology of Education Research and Educational Statistics -I	03	01	0
Soft core		(Students have to choose any one of the following)			
M.Ed S 204 (a)	Course- 8 (a)	Pre-Service and In-Service Teacher Education	03	01	0
M.Ed S 204 (b)	Course- 8 (b)	Educational Management and Planning	03	01	0
M.Ed S 204 (c)	Course- 8 (c)	Educational Planning and Finance	03	01	0
Open Elective					
MND*		Course "Women and Health " as prescribed by the PG BOS in women's Studies			
		Inter Semester Break (ISB)-II			
M.Ed 205	Activity I (a)	Dissertation	0	0	02
M.ED 206	Activity I (b)	Internship in Teacher Education Institution (TEI)	01	0	03

II Semester

L- Lecture T-Tutorial P-Practical/ Projects

Akkamahadevi Women,s University Vijayapura
 Components of Master of Education (M.Ed) Programmer
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 III Semester

Code No	Course No	Title of the Courses	L	T	P
Hard Core					
M.Ed H-301	Course-9	Policy Economics and Planning in Education	03	01	0
M.Ed H 302	Course-10	Advanced Educational Psychology	03	01	0
M.Ed H 303	Course-11	Methodology of Research in Education Statistic - II	03	01	0
Soft core					
		(Students have to choose any one of the following)			
M.Ed S 304 (a)	Course -12 (a)	Perspectives And Research In Teacher Education	03	01	0
M.Ed S 304 (b)	Course -12 (b)	Curriculum, Pedagogy and Assessment (Elementary)	03	01	0
M.Ed S 304 (c)	Course -12 (c)	Curriculum, Pedagogy And Assessment (Secondary And Senior Secondary Level)	03	01	0
Open Elective					
OPT*		One Elective Paper among the Pool of Papers as prescribed by the University from time to time			
Inter Semester Break(ISB)-III					
M.Ed 305	Activity I (a)	Internship in Specialization Elementary, or Secondary/ Senior Secondary	0	0	04
M.Ed 306	Activity 1 (b)	Academic Writing	0	0	02
M.Ed 307	Activity I (c)	Dissertation	0	0	02

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Akkamahadevi Women,s University Vijayapura
 Components of Master of Education (M.Ed) Programme
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 IV Semester

Code No	Course No	Title of the Courses	L	T	P
Hard Core					
M.Ed H-401	Course-13	Administration, Management and Leadership in Education	03	01	0
M.Ed H 402	Course-14	Inclusive Education (Differently Abled)	03	01	0
M.Ed H 403	Course-15	Educational Evaluation and Measurement	03	01	0
Soft core		(Students Have to Choose any one of the following)			
M.Ed S 404(a)	Course-16 (a)	Women In Education Management (At Secondary/Senior Secondary Level)	03	01	0
M.Ed S 404 (b)	Course-16 (b)	Administration, Management and Leadership of Elementary Education	03	01	0
M.Ed S 404(c)	Course-16 (c)	Women In Education Management (At Elementary Level)	03	01	0
		Open Elective			
OPT*		One Elective Paper among the Pool of Papers as prescribed by the University from time to time			
M.Ed 405	Course-17	Dissertation Viva-Voce	0	0	04

L- Lecture T-Tutorial P-Practical/ Projects

Akkamahadevi Women's University Vijayapura
Components of Master of Education (M.Ed) Programme -2018-19 on wards
(Under CBCS SCHEME)
I Semester

Code No	Title of the Courses	Cre d Hors	Marks		Total Mark s
			Th Y	IA	
Hard Core					
M.Ed H-101	Psychology of Learning and Development	4	70	30	100
M.Ed H 102	Historical, Political and Economic Foundations of Education	4	70	30	100
M.Ed H 103	Educational Studies	4	70	30	100
Soft core	(Students have to choose any one of the following)				
M.Ed S 104(a)	Curriculum Studies	4	70	30	100
M.Ed S 104(b)	Educational Technology	4	70	30	100
M.Ed S 104(c)	Technology of Teacher Behavior	4	70	30	100
	Inter Semester Break(ISB)-I				
M.Ed 105 Activity I (a)	Communication and Expository Writing	1	-	25	25
M.Ed 106 Activity (b)	Self-Development	1	-	25	25
	Mandatory Course	4	70	30	100
MND *	Course Feminine jurisprudence” as prescribed by the PG BOS in Women’s Studies	4	70	30	100
	Total = (Including MND Paper)	22	350	200	550

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Components of Master of Education (M.Ed) Programme -2018-19 on wards
(Under CBCS SCHEME)
II Semester

Code No	Title of the Courses	Cred Hors	Marks		Total Mark S
			Thy	IA	
Hard Core					
MED H 201	Philosophy of Education	4	70	30	100
MED H 202	Sociology of Education	4	70	30	100
MED H203	Methodology of Education Research and Educational Statistics -I	4	70	30	100
Soft Core	(Students have to choose any one of the following)				
M.Ed S 204 (a)	Pre-Service and In-Service Teacher Education	4	70	30	100
M.Ed S 204 (b)	Educational Management and Planning	4	70	30	100
M.Ed S 204 (c)	Educational Planning and Finance	4	70	30	100
Open Elective					
MND*	Course “Women and Health “ as prescribed by the PG BOS in women’s Studies	4	70	30	100
	Inter Semester Break (ISB)-II				
M.Ed 205 Activity I (a)	Dissertation	2	-	50	50
M.ED 206 Activity I (b)	Internship in Teacher Education Institution (TEI)	4	-	100	100
	Total = (Including MND Paper)	26	350	300	650

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Code No	Title of the Courses	Cred	Marks	Total
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III Semester

		Hors	Thy	IA	Marks
Hard Core					
M.Ed H-3.1	Policy, Economics and Planning in Education	4	70	30	100
M.Ed H 3.2	Advanced Educational Psychology	4	70	30	100
Paper No	Title of the Courses	Cre	d	Marks	Total
M.Ed H 3.3	Methodology of Research in Education Statistics – II	4	70	30	100
Soft core					
(Students have to choose any one of the following)					
M.Ed S 3.4 (a)	Perspectives And Research In Teacher Education	4	70	30	100
M.Ed S 3.4 (b)	Curriculum, Pedagogy and Assessment (Elementary)	4	70	30	100
M.Ed S 3.4 (c)	Curriculum Pedagogy and Assessment Secondary and Senior secondary 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
Inter Semester Break(ISB)-III					
M.Ed 3.5 Activity I (a)	Internship in Specialization (Elementary secondary /Senior secondary)	4	-	100	100
M.Ed 3.6 Activity (b)	Academic Writing	2	-	50	50
M.Ed 3.7 Activity I (C)	Dissertation	2	-	50	50
Total = (Including OPT Paper)		24	350	250	600

Akkamahadevi Women,s university Vijayapura
 Components of Master of Education (M.Ed) Programme -2018-19 on wards
 (Under CBCS SCHEM)
 IV Semester

		Hors	Thy	IA	Marks
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.

- To understand the Pre-independence and post-independence development of education in India.
- To understand the factors from historical perspective that contributed to present education system.
- To explain the important features of various reports, commissions and policies of education during pre and post independence development of Education - in India.

Unit – 1: Foundation of Education

15 Periods

- Foundation of education: Meaning, need, nature, concept, type and role in shaping education.
- Historical Perspective of Education
- Political Perspective of Education
- Economical Perspective of Education

Unit – 2: Historical Foundation of Education

25 Periods

- Origin and development of modern education in India.
- Education in India during – Vedic, Buddhist and medieval , Islamic Periods
- Education in Brahmanic Period, Education in Buddhist Period, Education in the Medieval Period, Education in Islamic Period : Concept, Ideas, Agencies of Education, Organisation of Education, Teacher-Pupil relationship and their duties, curriculum, methods of Teaching, Women Education, relevance to the present day education.

Unit – 3: Political Foundation of Education

30 periods

- Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- Multiple School Contexts- rural/urban; minority/denominational/ government
- Educations and Democracy, Constitutional Provisions for Education, Nationalism and Education.
- Study and Review the impact on Indian Education of the following Pre independent policies : Macaulay's minutes ; Wood's dispatch ; Hunter's Commission ; Sargent's Report ; Sadler Commission 1917-19
- Study and Review the impact on Indian Education of the following post- independent policies : University Education Commission ; Constitutional Provision of Education ; National Policy on Education, (1986) ; Programme of Action (1992) ; NCF (2005) ; NCFTE (2009)
- RTE Act 2009
- Secondary Education Commission
- Kothari Commission (1964-66)

Unit – 4: Economic Foundation of Education

20 Periods

- Formation of Human Capitals
- Knowledge Industries and knowledge occupations
- Contribution of education to development
- Education and labour market: Investment in education, skill based 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

- 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.
- Butchvarov, 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

Course objectives:

- 1 To enable students to know the concept and areas of Educational Technology
- 2 To enable Students to know the systems Approach
- 3 To enable students to know the instructional system
- 4 To enable students to know the use of media in Education

Unit: I Educational Technology

- 1.1 Meaning Origin, Definition and scope of Educational Technology
- 1.2 Importance and Need of Educational technology
- 1.3 Components of Educational Technology- software and Hardware.
- 1.4 Modalities of teaching – Teaching instruction and Training.
- 1.5 Taxonomy of Instructional objectives -cognitive, affective and psychomotor domains, Writing instructional objectives in behavioral terms, entering behavior and terminal behavior

Unit: 2 System Approach

- 2.1 Concept and Meaning
- 2.2 Sub- system.
- 2.3 Components
- 2.4 Ttypes of Systems
- 2.5 Input- output model
- 2.6 Systems approach as applied to education
- 2.7 Education as a system as compared with industrial

Unit:3 Designing the Instruction system

- 3.1 **Large group Instruction:** Lecture method, team teaching, seminar, Panel discussion, symposium, Project approach, workshop, Conference & Demonstration.
- 3.2 **Small group Instruction:** Brain storming, Buzz sessions, Simulation approach, Case study, assignments.
- 3.3 Individualized Instruction: Programmed Instruction, C.A.I Tutorials, Keller plan.
- 3.4 Deffernce between large group instruction, small group Instruction, and Individualized Instruction

Unit 3.4 Use of Media in Education

- 4.1 Calcification of Mede presentation according to sensory channel, Project and non Project Materials.
- 4.2 Effective use of media, Slide, transference, film strip educational films tape recorder and radio
- 4.3 USE OF Multi media
- 4.4 Principles for the selection of Audio visual aids.

Activities:

1. Seminar/presentation on application of educational technology.
2. Group discussion on a given topic from the unit
3. Group discussion on role of mass media in education.
4. Preparing computer assistance instruction Programme.
5. Other activities pertaining to the syllabus.

Mode of Transaction: Lecture –cum-discussion, sessions, Assignments Presentation by students.

Reference :

- 1) Aggarwal, J.C (1996)” Essentials of Education Technology” Delhi,Vikas Publications
- 2) Austiwick and Harris (1972) “ Aspects of Educational Technology” VI London: Isaac pitman and sons Ltd, 499 xii.
- 3) Bhattacharya, S.P (1973)” Review of research on Theory of Teaching” Boroda center of advanced studies in education
- 5 Brothowr, Dale M (1963)” Programmed Instruction” A Manual of Proramming Technique, London, sir Isaac Pitman and sons.
- 6 Dave R.H (1969)”Specimen of Unit Tests in Science and Mathematics” New Delhi: National Instruction of Education.
- 7 Harrow A.J (1972)” Taxonomy of the Psychomotor Domine” New York, Mckay.
- 8 Hills P and Gilbert, J (Eds) (1977) the Spread of Educational Technology London Kogan Page. 474
- 9 Jain V.K (1988) “Basic Computer Progrmming” New Delhi Pustak Mahal.
- 10 Karthwohl D.R Bloom B.S and Mussia B (1964)” Taxonomy of Educational Objectives
- 11 “Hand Book -II New York, McKay.
- 12 Meager Robert F (1962)” Preparing Instructional Objectives” California,Fearon Publishers 60 xii.

(Code: M.Ed S 104 (C)) Course – 4 (C) TECHNOLOGY OF TEACHER BEHAVIOR

90 Periods Marks 100

Course Objectives

- 1) To enable the students to understanding the meaning concept , definition, importance and innovation of teaching
- 2) To help the students to analyses the teacher behavior
- 3) To enable the students to understanding teaching training

Unit: 1 Teaching and Teacher Education

- 1.1 Teaching- definitions, concept of teaching as an Art or Science.
- 1.2 Historical of teacher Education in India.
- 1.3 Teacher Performance – performance appraisal of teachers, self appraisal by teacher,
- 1.4 NCTE frame work.
- 1.5 Competence based Teacher Education (CBTE)

Unit 2 The Behavior Modification Approach

- 2.1 Micro-teaching: concept, definitions, Importance. of Micro teaching, skills of Micro-teaching, skill of Micro-teacher explanation, questioning, stimulus variation, reinforcement, probing, use of black board, Ministrations with examples, Integration of micro – teacher skills
- 2.2 Simulated teaching.
- 2.3 Interaction Analysis Techniques –FIACS, Bale,s Interaction process analysis categories.
- 2.4 Class room management and control Disciplines and management techniques of class room managements.
- 2.5Gorden,s Teacher effectiveness training .
- 2.6 Kounin,s strategies of Class room management

Unit 3 Class room Communication

- 3.1 Communication Definition, Types of communication components of communication.
- 3.2 Barriers of communication, and reduction of barriers of communication in the class room.
- 3.4 Verbal communication principles, media, significations of verbal communication in the class room
- 3.5 Interpersonal communication skills.
- 3.6 Enhancing communication of effectiveness.
- 3.7 Information processing Model.

Unit: 4 Instruction Strategies

- 4.1 Role playing and, Problem solving method and cognitive mapping
- 4.2 Models of teaching emphasizing, instruction Time- Mastery – Learning. Direct Instruction synaptic Inquiry Training.

Activities:

- 1 Preparing a Performance appraisal format of teacher and students teachers.
- 2 Practicing any two micro teaching skills and prepare the micro –teaching lesson plans
- 3 Prepare a profile of NCERT, NCTE AND UGC.
- 4 Other activities pertaining the syllabus.

Mode of Transaction: Lecturer - cum- discussion, workshop sessions, Assignments, Presentation by Students.

Reference :

- 1) Allen, D W. and K.A Ryan(1969)” Micro- teaching Reading” Massachusetts: Addison Wesley.
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INTER-SEMESTER BREAK (ISB) – I

(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

(Code: M Ed H-201) COURSE – 5 : PHILOSOPHY OF EDUCATION

90 Periods s Marks 100

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

- Understanding the nature and functions of philosophy of education.
- Logical analysis, interpretation and synthesis of various concepts, propositions and philosophical assumptions about educational phenomena.
- Understanding and use of philosophical methods in studying educational data.
- Critical appraisal of contributions made to education by prominent educational thinkers- both Indian and Western.
- To understand and relate philosophical theories with educational practices.
- To understand and relate philosophical traditions with educational practice.

Unit – 1: Nature of Educational Philosophy

25 Periods

- Meaning, Concept and nature of Educational Philosophy
- Metaphysical problem and education related to nature, man and Society.
- Epistemology & Axiology of educational philosophy: Knowledge, Methods of acquiring valid knowledge with specific reference to analytic philosophy, Dialectical approach & scientific inquiry.

Unit – 2: Modern concept of Philosophy and Contributions of Thinkers 20 Periods

- Analysis-Logical analysis, Logical empiricism and Positive relativism- (Morris L. Prigge) Contributions of Vivekananda, Tagore Gandhi Dewey, Savitribai Pulae, Montessori, and Aurobindo to educational thinking.

Unit – 3: Indian Schools of Philosophy

23 Periods

- *Sankhya, Naya, Vedanta Yoga, Vaishisika, Charwaka, Buddhism, Jainism, Islamic, Traditions with special reference to the concept of knowledge, reality and values and their educational implications.*
- Philosophy in Bhagavad Gita with reference to theory of action and concept of bhakti yoga.

Unit – 4: Western Schools of Philosophy

22 Periods

- Idealism, Realism, naturalism, Pragmatism, Existentialism; with special reference to the concepts of knowledge, reality and values; their educational implications for aims, contents and methods of education.

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

Practicum (Any One)

- Visit a school to study the philosophical background of the school; and prepare a report based on it.
- Debate on Epistemology to acquire from the people valid knowledge/ Axiology.
- Conduct a play on educational contribution of Swami Ramsaran Ji Maharaj.
- Analyze a school activities in the light of Ideas of any thinkers.
- Prepare a report after Reviewing common factors to inculcate among Indian philosophy.
- Identify the common factors between Indian & western philosophies.

References

- Broudy, Harrys, Building a philosophy of Education New Delhi, Prentice Hall
- Dewey John, Democracy and Education, New York.
- Godfrey, Thomasa, Modern Philosophy of education London, George G. Harrep & co.
- Kabir, Humayun, Indian Philosophy of Education, New Delhi, Asia Pub House.

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

- To enable the student to explain and reflect on-
- Gender ideology.
- Relationship between education and social change with special reference to modernization and globalization.
- Relationship between concepts and processes of sociology and education.
- Theories and characteristics of sociological analysis and its relation to education.
- Understand and explore the meaning, aims, purposes of education
- Develop understanding of sociological dimension of education.

Unit – 1: Sociology & Education

25 Periods

- Meaning & Nature of Educational Sociology and Sociology of Education
- Interrelationships between Education and Social Variables
 - Sociology and Education
 - Education and home
 - Education and Modernization
 - Education and culture
 - Education and religion, Caste, Gender, Class
 - Education for Weaker Sections
 - Education and Constitution Politics democracy

Unit- 2: Contexts of Socialization

25 Periods

- Concept of socialization: family and adult-child relationships; parenting, child rearing practices
- Separation from parents, children in crèches; children in orphanages
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

Unit- 3: Education as a Means of Social Change

20 Periods

- Concept and implications of social change
- Education for emotional & social Integration.
- Education for International understanding
- Meaning and need of Equality of Educational opportunity and Social Justice in Indian Society
- Constraints on social change in Indian(Caste ethnicity, class Language, religion regionalism)
- Education of the Sociology and economically disadvantaged Sections of the Social with special reference to scheduled castes and scheduled tribes, Women and rural Population

Unit- 4: Education and Society

20 Periods

- Gender ideology in society, Role of religion, Constitution and law in gender ideology. Gender differentiation, stereotyping and inequality in society, liberal feminism.
- Present status of women's education in India. Education and Gender.
- Modernization, globalization in relation to education.
- Sociology of education and educational sociology: concepts, relationship and functions.
- Concept and dimensions of plurality. Curriculum for multicultural education. Teacher's role in the strategies of multicultural education, Socialization in cultural diversity through education.
- Meaning and importance of peace education to address social issues; role.

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

Practicum (Any One)

- Make a questionnaire on different aspects of socialization and administration on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.
- Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result, if there is a difference, suggest proper remedies.
- Prepare a plan for the mobilization of different types of resources for a school from the community.
- Collect and analyze information about cooperation between schools and other institutions

Reference

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References

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(Code: M Ed H-203) COURSE – 7 : METHODOLOGY OF RESEARCH IN EDUCATIONAL STATISTICS – I

90 Periods Marks 100

Course Objective

- To develop in the students the concept that education can be studied as Science.
- To acquaint the student with the method used for location problem areas and research problems.
- To familiarise the students with the common tools of research and assess their efficiency.
- To familiarise the students with the different methods of research.
- To familiarise the students with the common techniques of sampling.
- To help the students to use simple statistical techniques and designs in educational research.
- To familiarise the students with the standard convention used in preparing and presenting the research report.
- To help the student to be a better consumer of educational research.

Unit-I Introduction to Education Research:

Research – Meaning, definitions, nature need and purpose scope and importance, Characteristics futures of Research. Types of Research- Basic Research, Applied Research and Action Research, Scientific Method- meaning, definition, approaches and steps, Educational Research- definition, special characteristics and steps some emerging trends in research Fundamental, Applied and Action Research.

Unit 2 Review of Related Literature:

Purpose and Need at different stages of Review, Sources and Types of Related Literature, Preparation of Research Proposal and Abstract. Gap analysis.

Unit 3 Research Problem – Variables, Hypotheses and Sampling:

Research Problem- Sources Criteria and Selection of a Research Problem, Statement of the problem in different forms, Variables, Meaning and characteristic of variables, Types of variables- Independent, Dependent, Moderator, Confounding and Intervening Variables, Interrelationship among the deferent variables, Hypotheses Meaning and Importance, Characteristics of Types and forms of Hypotheses, Sampling Concept of Population and Sample, Parameter and Statistic, Need and Importance of selection of a representative and adequate sample, Sampling methods- Random Sampling, Systematic sampling stratified sampling, Cluster sampling and Multi- stage sampling.

Unit 4 Educational Statistics and Computer Applications

Statistical data: Meaning and nature, Measurement Scales, classification and tabulation of data Graphical representation of data- frequency polygon, Histogram and Ogive.

Descriptive Statistics: Measures of Central Tendency and Variability, Relative position- quartiles deciles, percentiles and percentile ranks (formula and graphical methods)

Normal probability Curve-: Its properties and application (percentage of cases below, above and within limits and its converse, relative difficulty of test items etc, separation of a group into subgroups according to some trait, Skewness and, Kurtosis, their computation and use in evaluation normality of distribution.

Scores- Standard scores, T Scores and Stannine scores- computation and uses

Computer Applications in Educational Research: MS Windows based application, MS Office use of statistical packaged such as SPSS, Accessing INTERNET and using search engines, e- mail. Web sites and designing web - page, making keyword- based search, Configuration of Computer system – criteria for selecting Software.

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

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(Code: M Ed S-204 (a)) Course – 8 a : PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

90 Periods Marks 100

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

- To gain insight on concept, objectives and status of pre-service and in-service teacher education.
- To acquaint student-teachers with historical background of teacher education in India.
- To acquaint student-teachers with organization of pre-service teacher education programmes with respect to curriculum, infrastructure and resources needed.
- To examine the current pre-service and in-service teacher education programmes in terms of various policy documents.
- To critically examine the role of various regulating agencies of teacher education
- To understand the value and process of in-service education

Unit – 1: Teacher Education-Concept, Need and Objectives **20 Periods**

- Concepts of Teacher Education
- Need and Importance of Teacher Education
- Objectives of Teacher Education at various levels
- Teacher Education in Ancient India
- Teacher Education in Pre- and Post-Independent India
- Comparative Study of Teacher Education in Various Countries (self-study)

20 Periods

Unit – 2 : Various Organizational Patterns of Teacher Education in India

- B.Ed. (One Year, Two Years, Distance Mode)
- B.Ed. Basic Education
- B.Ed. Special Education
- B.Ed. Integrated (Four Years)
- B.Ed. in Elementary Education
- Diploma in Elementary Education
- M.Ed. (Full time , Part Time & Distance Mode)

Unit – 3 : Broad Organization Patterns of Teacher Education **20 Periods**

- Admission Process
- Planning and scheduling of course
- Curriculum Components
 - Foundation Course
 - Pedagogy Course
 - Engagement with field
 - Enhancing professional competence

Unit – 4: In-service Education of Teachers **30 Periods**

- Meaning of in-service teacher education
- Significance of in-service teacher education
- Objectives of in-service teacher education
- Various programmes of in-service teacher education like Special Orientation Programme for Teachers (SOPT), Programme of Mass Orientation of School Teachers (PMOST)
- Thrusts in in-service teacher education
- Designing of in-service teacher education some basic guidelines
- Various agencies of in-service teacher education

- Limitations of in-service teacher education

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

Practicum (Any One)

- Visit and preparing report on teacher education institutes regarding structure, infrastructure, teaching learning process, evaluation
- Study best practices of teacher education institutions
- Comparative Study of teacher education system in India and different countries
- Studying organization of different components in teacher education institutions (practice teaching, co-curricular activities, evaluation patterns, etc.)
- Studying the structure, modes and patterns of in-service programme
- Critical study of in-service programme in terms of their needs, relevance, planning, evaluation and duration
- Surveying the views of the practicing teachers regarding need and importance of teacher education. Based on the needs design an in-service teacher programme
- Preparation of a Proposal for Organizing an In-service teacher education programme
- Studying the difference between practices and demand in preparation of teacher

References

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(Code: M Ed S-204 (b)) Course – 8 b: EDUCATIONAL MANAGEMENT AND PLANNING

90 Periods Marks 100

Course Objectives

1. To help the students to understand the concepts, principles, process and techniques of the management of education scientifically.

- 2.To acquaint the students with the some management skill required in the educational environment.
- 3.To enable the students to apply the concepts, techniques and process of management to the situations in education.
- 4.To orient the students with the procedure of the supervision and Inspection and bring about improvement in the field of education.

Course Content

Unit I Concept and Meaning of Educational management and planning: Nature of Management, concept of management, Importance of management, Management as Science and Arts, Management as a Profession, Relationship of Management and Administration. Development of Management Thought –Early contributions, Classical, Scientific, Human Relations, Human Behavior and Management Science, Systems Approach and its Implications for Educational Management, Nature of Management Functions Management Roles and Management skills

Unit II Structure, Framework of Educational Management in India: Partnership in Education, Centre – State Relation, System of Educational Management at the centre and state. Role of Local Bodies in education. Management – Taluk Panchayat, Zilla Panchayat, City Municipality, Corporation, Private Enterprises in Educational Management. Management of University in India, Central Agencies of Education UGC, NCERT, NUEPA and IGNOU.

Unit III Process of Management and Planning: Concept and Nature of Planning, School and organizational setup as a system – Objectives of the School, Management of the School, Objectives – Managing admission, teaching, examination and promotion, Institutional planning, barriers to effective planning, making planning effective, Organization – Concept of organization, organization theory, concept of organizational structure, factors affecting of organizational structure.

Unit IV Leadership: Approaches to Leadership, Theories of Leadership, Leadership Styles, Leadership Skills, Effective Leadership

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

References:

- Beaby ,C.E.(1967). Planning and Educational Administration.UNESCO.
- Burgess, T.R. et.al .(1968). Manpower and Education Development in India (1961-86), Edinburgh: Oliver and Boyd.
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- Musgrave, R.A.(1959). Theory of Public Finance: A Study of Public Economy. New York: McGraw Hill.

(Code: M Ed S-204 (C)) Course – 8 c : EDUCATIONAL PLANNING AND FINANCE

90 Periods Marks 100

Course Content:

Uni1: Introduction to Educational Planning

- 1.1 Concept of Education Planning
- 1.2 need and Importance of Educational Planning
- 1.3 Principal of Education Planning
- 1.4 Constitutional provisions for Educational Planning
- 1.5 Integration of Educational Plans general development plan and Institution Planning

Unit2 :2 Structural Frame work of Educational Planning in India

Educational Planning as a Centre –State local partnership, Organization and Process of educational Planning in India- National Institute of Education Planning and administration, state Planning Boards, District planning committees Instructional machinery for planning

Unit 3: Approaches and Models for Educational Planning

Concept of Approaches and Models, approaches to Educational planning, manpower Planning Approach, Human Capital Formation Approach, Models for educational planning – The Social Demand Model and The Cost Benefit Analysis Model.

Unit 4: educational Planning for National Development

Correlates of Educational and Economic Growth, Educational planning for removal of educational obsolescence, Educational planning of meritocracy and excellence.

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

Reference:

- Harry, J. H. (1973). Educational Planning, Programming, Budgeting: A System Approach. New Jersey: Prentice Hall Inc.
- AIPA. (1968). Introduction to Educational Planning. Asian Institute of Planning and Administration. New Delhi.
- John, R.L.&Morphet.(1964). Financing the Public school. New Jersey: Englewood Cliffs.
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- Lane, C. &Mohanana (1967). Foundation of Educational Administration. New York: Henry Holland Co.
- Lulla, B.P. (----). Research in Educational Administration Department of Educational Administration. Faculty of Education and Psychology, Baroda:The Maharaja Sayajirao University.
- Lyons, R.F. (1967). The Fundamentals of Educational Planning. (No.21 and 22) International Institute of Educational Planning. UNESCO.

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- Mineas, J.B. (2006). Organizational Behaviour I: Essential theories of motivation and leadership. New Delhi: Prentice Hall.

INTER-SEMESTER BREAK (ISB) – II
M.ED 205 Activity – 1(a) Dissertation

Marks 50

- Students will explore the areas of educational research.
- The chosen topic must be from the area of specialization.
- Identification of the problem and defining the problem in operational terms.

Preparation & Presentation of the Proposal before DRC

(Code: M Ed 206) Course Activity I (b) INTERNSHIP IN TEACHER EDUCATION INSTITUTION Marks 100

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

- Internship will be organized with attachment to both pre service teacher education and in service teacher education setting.
- Necessary orientations to the students and mentor teacher educators from the respective institutions of teacher education need to be provided before organizing the internship.

Assessment is based on the following activities – Any Ten
Critical analysis of curriculum of B.Ed/M.Ed from various aspects like pedagogy, specialization offered etc in the light of NCFTE 2009
Mode of transaction and gives suggestive plan for improvement
Observation of day-to-day school activities and report of an in-depth study of two activities.
Participation and organization of co-curricular activities <ul style="list-style-type: none"> ▪ Cultural, Literacy, Games & sports, <i>Shramdan</i>
Teaching work (Five period in any one compulsory paper of B.Ed)
Observation & Supervision of 5+5 lessons in each teaching subject
Participation in any two in-service teachers training programme for preparation of depth report on it.
Analyze nature & type of in-service teachers training programme organized by the institution.
Prepare an evaluation performa for in-service teachers training programme, apply it on at least 40 teachers and prepare a report on it.
Prepare a module for in-service teachers training programme and find its effectiveness.
Review new trends in research of teacher education and prepare a report.
Establishing new norms or quality parameters of a teacher education institution from national /international level – study any one institution and prepare a report.
Organization and participation in community work <ul style="list-style-type: none"> • Organization of community work in educational and social awareness camp by B.Ed. students. • Participation in national program - Pulse Polio, Literacy campaign, Assistance Medical Camps and Yoga camp.
Training in management of different sections of the school <ul style="list-style-type: none"> ▪ Library management ▪ Administration and scoring of any five psychological tests. ▪ Science club. ▪ Office Records and maintenance of attendance register, teacher's diary & stock Register. ▪ Maintenance of technology department.
Training for evaluation process –Construction of question paper ; Pre-Preparation for Examination ; Evaluation of answer books and preparation of result

SEMESTER – III

(Code: M Ed H- 301) COURSE – 9: POLICY ECONOMICS AND PLANNING IN EDUCATION

90 Periods Marks 100

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

- Acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- Help them determine and implement objectives of planning on the basis of individual needs of the students.
- Develop in them the skills in planning and implementing conventional administrative procedures.
- Acquaint the students with the relationship between the financial support of education and quality of education,
- Develop familiarities with various sources of financing in India;
- Develop in them the understanding of school accounting and developing skill in school budgeting;
- Develop appreciation of the financial problems of educational administration;
- Enable the students to locate human and material resources and utilize them to the maximum benefit for education

20 periods

Unit – 1: Principles, Techniques and Approaches of Educational Planning

- 1.1 Guiding principles of educational planning
- 1.2 Methods and techniques of educational planning.
- 1.3 Approaches to educational planning. - Social demand approach - Man-power approach - Return of return approach
- 1.4 Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.

25 periods

Unit – 2: Planning Mechanisms and Five-Year Plan in Education

- 2.1 Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- 2.2 Priorities to be given at central and state levels.
- 2.3 Perspective plan for education in the 12th Five Year plan
- 2.4 District level planning: recent initiatives.
- 2.5 Institutional Planning.
- 2.6 School mapping exercises
- 2.7 Availability of educational statistics at central, state and district levels.
- 2.8 Main features of five year plans with special reference to education, impact of five year plans on education.

Unit – 3: Educational Finance

25 Periods

- 3.1 Need, Significance, Principles and Concept of Educational Finance.
- 3.2 Educational Financing in India: Historical Perspective
- 3.3 Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education, Supply of education.
- 3.4 Principles of educational finance: Allocation of resources-economic and social basis for allocation of resources in education.
- 3.5 Financing education for equality of education-social justice Efficiency-cost-minimization and quality improvement, Productivity-relevance of education to the world of work and create qualified and productive manpower.

Unit – 4: Some Problems and Issues of Educational Finance**20 periods**

- 4.1 Tuition fees: Merits and demerits of uniform, tuition fees.
- 4.2 Additional resources for education.
- 4.3 Critical review of present grant-in-aid policy of the state government with special reference to secondary education.
- 4.4 The factors affecting increasing the financial burden on local governments.
- 4.5 Ways and means of controlling funds.

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

Practicum (Any One)

- Critical analysis of educational planning in Rajasthan, giving a suggestive plan of action.
- Conduct a survey in an excellent institute to know about adopted approaches to educational planning and prepare a report to present it in seminar.
- Contact a nearby elementary schools to determine what steps teachers are taking to improve achievement among low-income and / or minority students. Compare your findings with those of your classmates. You may wish to work together in identifying ideas and approaches to use them in your own classroom.
- Awareness programme on RTE act and provision of tuition fees among parents, students and teachers.
- Each student is required to prepare and present in a seminar a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.

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- Tilak, J.B. (1992) Educational Planning at grass roots, New Delhi

(Code: M Ed H-302) COURSE – 10 : ADVANCED EDUCATIONAL PSYCHOLOGY

90 Periods Marks 100

COURSE OBJECTIVES: To enable the students to:

- Acquire knowledge about cognitive processes.
- Understand the concept and theories of personality
- Understand the Human Abilities
- Understand the Abnormal Behaviour

UNIT-1: Neuroscience of Learning,**20 Periods**

- 1.1 Neural Organization, Brain Structures and Key Functions, Catering Teaching to Hemispherity, Neuro physiological Theory of Learning (Hebb),
- 1.2 Multi-Store Model of Memory and Its Implications for Education.
- 1.3 **Skill education-** Meaning of Life skill Education Need and Significance
- 1.4 Concept of Mental Health Definition (WHO), Classification of Mental Illness (DSM)
- 1.5 Maladjustment Defense Mechanisms Characteristics of Mentally Healthy Person Education for Mental Health.

UNIT –2: (A) Cognition Processes**30 periods**

- 2.1 Concept and model of information processing.
- 2.2 Meta cognition: concept, met cognitive strategies in learning.
- 2.3 Attention – factors affecting attention, attention disorders.
- 2.4 Perception –perception process, perceptual deficits.
- 2.5 Sensation –sensory systems, sensory deficits.

(B): Personality

- 2.6 Concept and structure of personality.
- 2.7 Theories of personality
- 2.8 Allport's trait theory of personality.
- 2.9 Sigmund Freud's psycho analytical theory.
- 2.10 Jung's analytical theory of personality.
- 2.11 Carl Roger's phenomenological theory of personality.
- 2.12 Abraham Maslow's humanistic theory of personality.
- 2.13 Eysenk's psychological theory of personality.
- 2.14 Alferd Adler's individualistic theory of personality.
- 2.15 Fromm's Socio- psychological theory of personality.
- 2.16 Assessment of personality

UNIT-3: Human abilities**20 Periods**

- 3.1 Human abilities – structure and assessment. The concept of mental ability – intelligence – concept –Definitions – nature – types of tests and measurement –Intelligence test – Alexander's scale – Revised Beta Examinations – Modified Alpha Examinations – Raven's Progressive matrices – uses. Aptitude tests – Differential aptitude test (DAT) Flanagan aptitude classification test (FACT) – assessment – Uses. Interest inventories – Thurstone's interest schedule –Strong's vocational interest blank – Kuder's preference record – assessment – uses. Attitude scales – Likert's attitude scale – Thrustone's Attitude scale – assessment – uses.

UNIT-4: Abnormal Behavior:**20 Periods**

- 4.1 Definition-different criteria for abnormality-short history Assessment: Need for assessment; psychiatric diagnosis and classification of abnormal behaviour (DSM – IV TR/CD -10); problems in assessment. Methods of Assessment – the interview; psychological tests; laboratory tests; observation in natural settings

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

PRACTICUM: (Any One)

- Each student shall be required to administer tests from the areas specified below and Maintain a record of it.

- Personality Kuder's Preference record
 - Attention
 - Other activities pertaining to the syllabus.

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(Code: M.Ed H-303, Course 11: METHODOLOGY OF EDUCATIONAL RESEARCH AND EDUCATIONAL STATISTICS –II

Period 90 Marks 100

Unit 1: Tools and Techniques of Research:

Questionnaire, Interview Schedule, Checklist, Rating Scale- Need, Construction, Reliability and Validity – (with special emphasis on questionnaire), Tests – Construction, validity and reliability of ability, aptitude and achievement tests – (with special emphasis on achievement test), Attitude scale–Turnstone or Likert method – Construction, Reliability and Validity. Interview, Observation, Sociometric and Projective Techniques – Reliability and validity of the corresponding data, Criteria for selecting a tool from among the available tools.

Unit 2: Methods of Educational Research

Historical Research – Need and Significance of Historical Research, Sources – Primary and Secondary sources, Collection of data, Historical Criticism–Internal Criticism and External Criticism and Interpretation of data.

Descriptive Research – Survey, Correlation and Causal Comparative Studies, Trend Studies, Case study and Developmental Studies – Nature and Use, Steps and Interpretation.

Experimental Research: Need and Significance, Nature, Validity - Internal and External. Role of Control Designs - Single Group Design, Parallel Group Design and Rotation Group Design.

Ex-Post facto Research: Need and Significance, Nature and Importance of Ex-Post facto Research

Unit 3: Research Report:

Format, Concept and Chaperization, Styles, characteristics of good research report, use of abbreviations in footnotes and bibliography.

Difference between Reference and Bibliography.

Unit 4: Educational Statistics:

Measures of Relationship – Rank Difference Method, Product Moment Method (Direct and Scatter Diagram Method). Special Types of Correlations – Biserial, Point- Biserial, Tetra Choric and Phi-Coefficient. – their compositions and uses in Educational measurement and research concepts of Partial and Multiple Correlations and their uses in educational research.

The F- test (One way and ANOVA)

Inferential Statistics - Concept of Parametric statistics, Sampling Distribution, Sampling Errors and Standard Errors. Levels of Significance, Confidence limits and intervals, Degrees of Freedom and Types of Error – Type I and Type II, Significance of mean and Correlation coefficient and of difference between two means (Correlated, independent, heterogeneous, homogeneous and Large and small samples) - One tailed and Two tailed tests, Concepts of non- Parametric Statistics, Composition and uses of Chi-square as a test of independence and Contingency coefficient. Types of Correlations: Biserial, Point Biserial, Tetrachoric and Phi-Coefficient of correlation, Partial and Multiple Correlation.

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Code M.Ed S-304 (a) Course-12 (a): PERSPECTIVES AND RESEARCH IN TEACHER EDUCATION

90 Periods

Marks 100

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

- To understand the perspectives and policies on teacher education
- To appreciate the researches on various practices in teacher education
- To understand the recent trends in teacher education

- To acquaint with various issues and innovations in teacher education
- To understand the management of teacher education

Unit – 1: Perspective and Policies of Teacher Education **20 Periods**

- 1.1 Concept of Teacher Development
- 1.2 Factors Influencing Teacher Development
- 1.3 Teacher Education in Various Policies and Documents (NPE 1986, 1992, BOA, PPO 186, 1992, NCFTE 2009, NCTE November 2013 report)

Unit – 2: Management of Teacher Education **25 Periods**

- 2.1 Administrative Structure in Teacher Education at State and National Level Structure
- 2.2 Management Issues in Teacher Education
 - Planning and Designing
 - Executing the Instruction
 - Multi-organizational Influences (University, State Government, UGC, NCERT and NCTE)
 - Monitoring the Programme
 - Management of Demand and Supply of Teacher

Unit – 3: Research in Teacher Education **20 Periods**

- 3.1 Reviews of Studies in Teacher Education
- 3.2 Research Trends in Teacher Education
- 3.3 Innovations in Teacher Education
- 3.4 Researches in Teacher Education- Methodological Issues and Challenges

Unit – 4: Problems and Issues in Teacher Education **25 Periods**

- 4.1 Admission Criteria
- 4.2 Assessment of Teacher Effectiveness
- 4.2 Competencies of Teacher
- 4.4 Curriculum Concerns in Teacher Education
- 4.5 Establishing Theory Practice Nexus

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

Practicum (Any One)

- To study various annual reports of SCERT/RIE/NCERT/NUEPA to identify different programmes for professional development.
- Case study on innovative Institutions in teacher education
- Review of research studies/literature in the area of teacher education
- Development of tools for evaluation of practice teaching programme
- Visit to different teacher education institution with a view to review institutional research studies.
- Studying the opinions of the in-service teachers for strengthening teacher education
- Development and implementation programme for community awareness on certain cultural, social, environment and academic issues.
- To study the challenges faced by administrators at various levels.

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Code M. Ed S-304 (b) Course- 12 (b): CURRICULUM, PEDAGOGY AND ASSESSMENT (ELEMENTARY)

90 Periods

Marks 100

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

- Understand various schemes & programmes of Govt. for elementary education.
- To make effective practices with various curriculum transaction strategies.

- To practice research trends in elementary education
- To actively engage with students after getting perception on various forms of learners engagement & pedagogies.
- To select and use appropriate assessment to meet the needs of the students.
- To practice continuous assessment of students for all round development.

Unit – 1 : Issues & Concerns in Elementary Education

30 Periods

- 1.1 SSA : Concept and Function
- 1.2 Major quality dimensions of elementary education and Quality monitoring tool of NCERT.
- 1.3 Quality issues at upper primary stage:- teacher qualification, competency, subject specific deployment in schools, academic support through BRCs/CRCs, training needs of teachers, classroom based support and supervision issues.
- 1.4 Alternative Strategies for achieving UEE -
 - Schemes and programmes to achieve UEE – OBB, APPEP, DPEP, SSA, Janashala, NPEGL, Mid Day Meals, Free Text Books, School Readiness Programmes, Residential Schools.
 - Open schools Schools and National Institute of Open Schooling.
 - Non-formal Education System
 - Role of NGOs.

Unit – 2 : Teachers and Curriculum Transaction Strategies

20 periods

- 2.1 Teachers and Pedagogical Attributes
- 2.2 Capability Building, Reform Needs and Improvement of the System; Building Accountability
- 2.3 Analysis of Elementary Education Curriculum
- 2.4 Role of ICT
- 2.4 Research Trends in Elementary Education

Unit – 3 : Pedagogy

25 Periods

- 3.1 Child centered pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.
- 3.2 Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.
- 3.3 Pedagogical analysis of the subject contents: Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo with special reference to their relevance in teaching-learning.
- 3.4 Innovative Educational Programmes in India
 - EKALAVYA (Madhya Pradesh);
 - Mirambika Elementary Teacher Education programme (Gujarath)
 - The Anveshana experience;
 - Lok Jambush Rajasthan.

Unit – 4: Assessment Process

15 Periods

- 4.1 Pupil Assessment Techniques
- 4.2 National Expert Group on Assessment in Elementary Education (NEGAE)
- 4.3 Concept of Evaluation

- 4.4 Continuous and comprehensive evaluation
- 4.5 Types of evaluation
- 4.6 Summative – formative
- 4.7 Diagnostic
- 4.8 Programme evaluation
- 4.9 Achievement test – Essay type, Short type and Objective type
- 4.10 Student records
- 4.11 Cumulative records
- 4.12 Progress reports, grading system, class school, School Grading.

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

Practicum (Any One)

- Make a critical review on schemes and programmes to achieve UEE in your state.
- Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.
- Visit DIET of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
- Conduct an orientation program on building accountability
- Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyse the effectiveness of used pedagogy
- Find out the best learning engagement method of elementary level student, after experience with them.
- Prepare a report after analysing the innovative educational programmes in India

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**Code M. Ed S-304 (c) Course- 12 (c): CURRICULUM, PEDAGOGY AND ASSESSMENT
(SECONDARY AND SENIOR SECONDARY LEVEL)**

90 Periods Marks 100

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

- Understand the problem and challenges related to secondary and senior secondary education.

- Examine the status of development of secondary and senior secondary education in India after Independence.
- Reflect on various issues related with secondary education
- Understand the interventions to solve the problems and issues related to alternative schooling at secondary schools.

Unit – 1 : Quality in Secondary Education

15 Periods

- 1.1 Concepts, indicators of quality, setting standards for performance
- 1.2 Present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA – IASE, etc.

Unit – 2 : Issues & Concerns in Secondary Education

30 Periods

- 2.1 Challenges related to Universalization of Secondary Education
- 2.2 Problems and Strategies of Alternative Schooling at Secondary school Stage
- 2.3 Challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities
- 2.4 Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems
- 2.5 Problems of classroom discipline, under achievement, lack of motivation, slow learners, delinquency and maladjustment
- 2.6 Issues of quality in secondary and senior secondary education.
- 2.7 Management system of secondary education - role of Department of Education, Directorate, Inspectorate and NGO's.

Unit – 3 : Secondary Education Curriculum

20 Periods

- 3.1 Concept, components and determinants of curriculum.
 - 3.2 Principles of curriculum construction.
 - 3.3 Criteria for selection and organisation of content and learning activities.
- Secondary School curriculum: features, principles, relevance.
- 3.4 Critical appraisal of present Secondary School curriculum in the state.

Unit – 4 : Assessment and Evaluation in Secondary Education

25 Periods

- 4.1 Meaning nature and functions of evaluation & assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment.
- 4.2 New trends in evaluation – grading , internal assessment ,semester system, CCE
- 4.3 Critical appraisal of the present evaluation system at secondary school level.

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

Practicum (Any One)

- 4 List out the training programmes organized by NUEPA/NCERT in previous sessions and find out number of teacher educators benefitted from it mentioning various current issues of training.
- 5 List out the nation parameters of quality education in India and examine the quality of secondary education in your state.

- 6 Critical review on education management system of secondary school education
- 7 Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.
- 8 Visit secondary teachers training in your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
- 9 Evaluation of assessment process in any school and write about its merit and demerits.

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(Code: M Ed -305) Activity I (a): INTERNSHIP IN SPECIALIZATION

Marks 100

(Elementary or Secondary / Senior Secondary Level)

Any 10 Activities

Prepare a report after analysis of private/innovative/alternative schools which develop their own curricular or co-curricular activities/material or any innovation.
A journal should be maintained by the student in which he/she records one's experiences, observations, and reflections during internship.

Working with community based on any project of social welfare. (submission of activity report)
Preparing a suggested comprehensive plan of action for some aspects of school improvement
The student-teacher shall also maintain a portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.
Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment.
Analysis of text book from peace perspective.
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.
Make lesson plans at least 10- different methods in which 5 must involve students. Student could develop their own method (fusion based) with the help on teacher educator and deliver in school
Delivery of Four lessons in a school teaching subject (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices. It must be seconded by the subject teacher.)
Learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period.
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.
Analyze any one course curriculum /text book to find out whether the values enshrined in the Constitution of India and the National Policy on Education have been incorporated or not.
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/ Link school knowledge in different subjects and children's everyday experiences.
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.
Conduct a programme in school with/in association of local artisans/workmen in school activities.
On the basis of QMTs (developed by Govt of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion.
Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas of school.
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.
On the basis of recommendations of Research Advisory Committee (RAC) at national level to discuss research issues and to suggest new studies to be undertaken in education and allied areas.

(Code: M Ed-306) Activity 1 (b): ACADEMIC WRITING

Marks 50

(Any Three)

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

- Sensitize to their communicative behaviour.
- Enable to reject and improve their communicative behaviour performance
- Build capacities for self criticism and facilitate growth.

- Enhance their listening & writing skill.
- Present effective lecture after enhancing their listening skills.
- Write or draft professional letters and mail etc.

Activity -1

Preparation of Report on

- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

Activity – 2

- Writing Skills: Essential components of writing skills, writing standard, business letter, report writing, Email drafting and Etiquettes, preparing agenda and writing minutes for meeting, making notes on any academic conversations, Elective use of SMS case writing and documentation.

Activity – 3

- Prepare a Programme on SMS case writing and documentation.
- Attend a seminar/workshop or conference and write a report on entire programme.
- Workshop on e-mail drafting.

Activity – 4

- Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective thinking critical thinking, negotiation skill.

Activity – 5

- Prepare a Programme on reflective thinking and negotiation skill and conduct it in school.
- Prepare your resume/effective profile for an interview.

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

Practicum (Any One)

- Workshop on academic writing skill.
- Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
- Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

References:

1. <http://gujarat-education.gov.in/education-citizen-act-rules.htm>
2. www.ugc.ac.in
3. www.ncte-india.org

4. www.ngu.ac.in
5. www.education.nic.in
6. www.scribid.com
7. HNGU Handbook-I
8. HNGU Handbook-II

(Code: M Ed-307) Activity I (c):

Marks 50

Dissertation

- State the background of the problem
- Review of the Related Literature
- Plan a research design
- Selection of Tool, Collecting and Quantifying of data
- Tabulation of data

SEMESTER IV

**(M Ed H-401) COURSE – 13: ADMINISTRATION, MANAGEMENT AND LEADERSHIP
IN EDUCATION**

90 Periods Marks 100

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

- To handle or solve problems and issues related to educational administration at elementary level.
- Understand types of educational administration.
- Select/ practise/and suggest appropriate types of educational administration according to situations.
- To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
- To help them determine and implement objectives of planning on the basis of individual needs of the students.
- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.

25 periods

Unit – 1 : Educational Administration at National Level – Secondary / Senior Secondary Level

- 1.1 Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- 1.2 National grants, to state Govt.
- 1.3 Bureaus/ divisions of the ministry of HRD, department of education.
- 1.4 Major activities and organization of department of education of MHRD.
- 1.5 NCERT - organization, structure objectives Role and function.
- 1.6 NUEPA – NCTE, Kendriya Vidyalaya Sangathan,
- 1.7 Suggestions regarding administrative reforms at the central level.

20 Periods

Unit – 2 : Role of State Governments in Secondary / Senior Secondary Level

- 2.1 State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.
- 2.2 Local bodies:- District boards and municipalities. Present position of local administration in elementary education.
- 2.3 Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

20 Periods

Unit – 3 :Performance and Resource Management in Educational Institutions

- 3.1 Monitoring of school performance.
- 3.2 Performance appraisal of the teachers.
- 3.3 Scientific principles of management-PERT, CPM, PPBS system approach.
- 3.4 Financial and administrative management of educational institutions.
- 3.5 Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization
- 3.6 Quality assurance in material and human resources.

25 Periods

Unit – 4: School Leadership at Secondary / Senior Secondary Level

- 4.1 Curriculum framework outline key areas for leadership development in elementary schools:- (capacity building to transform function at managerial level to school leaders)

- 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

- Krojsma 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

- Creative awareness among students regarding the relationship between instructional objectives and evaluation ; evaluation model and designs and their application for assessment of performance
- Help students to gain a practical insight into the evaluation of instructional design, teacher, student, and to utilize the evaluative data for improvement
- Develop in the student's capacity and skills to analyze instructional issues and concerns on the basis of sound evaluation principles.

Unit – 1 : Introduction to Evaluation and Measurement

20 Periods

- 1.1 Concept of Evaluation, Assessment and Measurement
- 1.2 General principles of Evaluation
- 1.3 Types of Evaluation Procedures
- 1.4 Classification of Evaluative Methods
- 1.5 Evaluation of the Teaching – Learning Process

Unit – 2 : Instructional Objectives and Evaluation

25 Periods

- 2.1 Instructional Objectives as Learning Outcomes
- 2.2 Mager's Specifications of Instructional Objectives
- 2.3 Taxonomy of Instructional Objectives
- 2.4 The Cognitive Domain – Bloom's Taxonomy
- 2.5 The Affective Domain – Krathwohl's Taxonomy
- 2.6 The Psychomotor Domain – Harrow's Taxonomy

Unit – 3 : Technology of Educational Evaluation

20 Periods

- 3.1 Evaluation Model Building – Theory and Technology
- 3.2 Models of Evaluation
- 3.3 Goal Attainment Model
- 3.4 Judgmental Model – Intrinsic Criteria
- 3.5 Judgmental Model – Extrinsic Criteria
- 3.6 Decision – Facilitation Model

Unit – 4 : Learner Evaluation

25 Periods

- 4.1 Diagnosis and Remediation of Learning Difficulties
- 4.2 Nature and Characteristics of good diagnosis
- 4.3 Diagnostic Test – meaning, purpose planning, administration and interpretation
- 4.4 Remedial Instruction – meaning, principles, and organization
- 4.5 Techniques in Evaluating Learning and Development (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)
- 4.6 Student Assessment in : The Inductive Model ; The Concept – Attainment Model ; The Integrative Model ; The Direct – Instruction Model ; The Lecture – Discussion Model ; The Inquiry Model

Mode of transaction: Lecture cum discussion, workshop sessions, assignment presentation by students.

Activities (Any One)

- Preparation of Check list, rating scale, Anecdotal records (Any One)
- Writing the examples for models of evaluation
- Writing of Instructional objectives.

References

- Dave, R. H. (1969) Specimen of Unit Tests in Science and Mathematics. New Delhi: National Institute of Education.
- Harrow, A. J. (1972) A Taxonomy of the Psychomotor Domain. New York : McKay
- Krathwohl, D. R. Bloom, B. S. And Mussia, B. (1964) Taxonomy of Education Objectives. Hand Book – II, New York : McKay
- Mager, Rober, F. (1962) Preparing Instructional Objectives. California : Fearon Publishers, 60 xii
- Mehrens, W. A. And Lehman, I. J. (1978) Measurement and Evaluation in Education and Psychology. New York : Holt Rinehart and Winston, 7.

**(M.Ed S 404 (a) COURSE-16(a): WOMEN IN EDUCATION MANAGEMENT (AT
SECONDARY/SENIOR SECONDARY LEVEL)**

90 Periods Marks 100

OBJECTIVES: This course has been designed to enable the students to:

1. To enable the students to understand the development of .women education.
2. To enable the students to know the statistical status of women education.
3. To enable the students to understand the significance of Women in global overview.

4. To enable the students to understand and appreciate the contributions of Women in Educational Management.

Unit – 1: Women Education:

20 Periods

Meaning, Concept of women education. Development of women education in pre Independence period. Development of women education during post independence period. The role of education in women development. Women and mass media education in secondary level.

Unit – 2: Statistical Indicators and Women Empowerment.

20 periods

India as a whole, States Scheduled Caste and Scheduled Tribes, District wise Women's Literacy

Unit – 3: Global Overview: Selected Documents on Women's Education:

25 periods

Women in Literate World, United Nations International Children's Emergency Fund (UNICEF) and Girl/s Education, International Responses to Women's Education and Allied Issues. United Nations and Women's Education including Allied issues: Retrospect and Prospect. Constitutional Provisions in Women Education.

Unit – 4: Women in Educational Management:

25 Periods

Women and Leadership styles, Qualities Educational Management, Women Managers: Today and Tomorrow, Women and Educational Institutions (Work and Responsibility areas), Competencies in Women for Educational Management, Role of women in social change Management.

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

PRACTICUM: (Any One)

- Visit any Educational Institution to know the status of women.
- Study of women manager (any one- Educational or industrial)
- Collection of literacy rate of women from last five years.
- List of women achievers and their contributions in the field of education.

Reference:

- *“Education of Women in India”* (1921-1966)
- Santwani A.A.: *“A Study of the Perception of Professional Women with regard to Professionalism and Professional Problems with special focus on Women Teacher in Higher Education”*, An Unpublished Ph.D Thesis The M.S. University of Baroda, Baroda, 1996.
- Talesra H: *“Higher Education among Women an Analysis of the situation of Higher Education at a District Level”*. An Unpublished Ph.D. thesis, The M.S. University of Baroda, 1983.
- Prof. Sneha Joshi & Pushpanadham K. *“Empowering Women for Educational Management”*, University News, Vol-39, No. 4 Jan 22, 2001.

(M Ed S-404 (b)) COURSE – 16 (b): ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF ELEMENTARY EDUCATION

90 Periods Marks 100

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

- To equip with essential skills of successful administrators.
- To understand structure and system of administration at national state and local level.

- Understand various policies, planning and initiation taken by Govt. at elementary level.
- Reflect on planning, management, policies and operational strategies at elementary level.
- To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- To sensitize the students about new changes and challenges in leadership of institutions.

Unit – 1 : Educational Administration at National Level **25 periods**

- 1.1 Meaning concept, nature and types of structure of educational administration at national level.
- 1.2 Role and responsibilities: Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- 1.3 National grants, to state Govt.
- 1.4 Bureaus/ divisions of the ministry of HRD, Department of Education.
- 1.5 Major activities and organization of Department of Education of MHRD.
- 1.6 NCERT - organization, structure objectives Role and function.
- 1.7 NUEPA – NCTE, *Kendriya Vidyalaya Sangathan*,

Unit – 2 : Educational Administration at State Level **20 periods**

- 2.1 State level administration: - Need importance and limitations
- 2.2 Recommendations of committees on role of state and local bodies.
- 2.3 Local bodies:- District boards and Municipalities. Present position of local administration in elementary education.
- 2.4 Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

Unit – 3 : Management of Elementary Education **20 Periods**

- 3.1 Meaning, concept, need and nature of management & management of education.
 - 3.2 Present policies and operational strategies of central & state Govt. for Elementary Education.
 - 3.3 Introduction- policies for strategy- Priority areas and Implementation machinery-training, Research and orientation.
 - 3.4 District-Planning and management of Education.
- Machinery of Local management DISE (District Information system for Education)

Unit – 4 : School Leadership **25 Periods**

- 4.1 Curriculum framework, outline key areas for leadership development in elementary schools:- (capacity building to transform function at managers to school leaders)
- 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.

School as a learning organization

4.5 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 Government 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?
- Write a report on the best theory of leadership in the light of RTE act 2009,

References

- Sindhu, I.S.(2008), “ Educational Administration and management International Publishing House, Meerut
- Ramcharan Padma & R. Vasantha (2005): Education in India. New Delhi, National Book Trust.
- Bhagia, N.M. (1990): Educational Administration in India and other developing countries. Commonwealth Publishers, New Delhi Luthens, Fred.
- Mahajan, Baldev and Khullar, K.K. (2002): Educational administration in Central government: structures, processes, and future prospects. Vikas Publication house Pvt. Ltd. New Delhi.

**Code M Ed S 404(C)). COURSE 16(C): WOMEN IN EDUCATION MANAGEMENT
(AT ELEMENTARY LEVEL)**

90 Periods Marks 100

OBJECTIVES: This course has been designed to enable the students to:

- To enable the students to understand Education and women’s equality from policy perspective.

- To enable the students to understand the significance of Women in global overview.
- To enable the students to understand and appreciate the contributions of Women in Educational Management.

Unit – 1: Education for women:

20 Periods

Meaning, concepts and definition of women empowerment Importance of Women empowerment, Aims and objectives of women empowerment , Role of Education for women – women literacy in India and State

Unit – 2: Policy Perspective:

20 Periods

Policy about women education -1992, Ramamurti Committee for Review on NPE-1982. Education for all by 2000. CABE working group on Education for Women and other disadvantaged group-1991.

Unit – 3: Global Overview: Selected Documents on Women’s Education:

25 periods

Women: Challenges to the year 2000 (1991), SAARC Decade of the Girl Child (1991) Literacy, Education and Women (1992), Women in Development (1992)

Unit – 4: Women in Educational Management:

25 Periods

Indian Women – Stereotyping and Modernity Need for Employment oriented and leadership oriented education for Women
Constraints in the Process of Educational Management for women, Women in Educational Decision Making

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

PRACTICUM: (Any One)

- Visit any Educational Institution to know the status of women.
- Study of women manager (any one- Educational or industrial)
- Collection of literacy rate of women from last five years.
- List of women achievers and their contributions in the field of education.
-

Reference:

- *“Education of Women in India”* (1921-1966)
- Santwani A.A.: *“A Study of the Perception of Professional Women with regard to Professionalism and Professional Problems with special focus on Women Teacher in Higher Education”*, An Unpublished Ph.D Thesis The M.S. University of Baroda, Baroda, 1996.
- Talesra H: *“Higher Education among Women an Analysis of the situation of Higher Education at a District Level”*. An Unpublished Ph.D. thesis, The M.S. University of Baroda, 1983.
- Prof. Sneha Joshi & Pushpanadham K. *“Empowering Women for Educational Management”*, University News, Vol-39, No. 4 Jan 22,,2001.

Med. 405 COURSE -17: Dissertation Viva-Voce

Marks 100

Activities:

- Analysis and Interpretation of Data
- Result, Conclusion and findings
- Summary of the Research study
- Educational Implications
- References
- Write a Research Report



KARNATAKA STATE WOMEN'S UNIVERSITY, VIJAYAPURA
DEPARTMENT OF STUDIES IN EDUCATION (02 YEARS M.ED DEGREE) 2015-16
ONWARDS

Pattern of the Question paper

Time: 03 Hours

Maximum Marks: 70

Instruction:

1. Answer **any four** questions out of six main questions.
2. Question No. 07 is **compulsory**.
3. All questions carry **equal** marks

- | | |
|---|----------|
| 1. (a) | 8 + 7=15 |
| (b) | |
| 2. (a) | 8 + 7=15 |
| (b) | |
| 3. (a) | 8 + 7=15 |
| (b) | |
| 4. (a) | 8 + 7=15 |
| (b) | |
| 5. (a) | 8 + 7=15 |
| (b) | |
| 6 (a) | 8 + 7=15 |
| (b) | |
| 7. Write short Notes on any two out of the four | 5 + 5=10 |

AKKAMAHADEVI WOMEN'S UNIVERSITY, VIJAYAPURA

**Components of Open Elective course offered by the Department of Studies in
Education (M.Ed.) Programme 2018-19 onwards
Under CBCS and CAGP Scheme**

Semester	Paper No.	Title of the Paper	L	T	P
III	M.Ed OPT 308	Teaching, Learning and Educational Evaluation	03	01	0
IV	M.Ed OPT 406	Advanced Instructional Technology and Teacher Effectiveness	03	01	0

AKKAMAHADEVI WOMEN'S UNIVERSITY, VIJAYAPURA
Education Open Elective Paper for III Semester of All PG
Departments
M.Ed OPT 308 Teaching, Learning and Educational Evaluation

Periods: 90

Max Marks: 100

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

1. Understand Meaning and History of Education in India.
2. Describe the stages of teaching and learning and the role of teacher.
3. Teaching and Teacher as a facilitator in the teaching learning process.
4. Describe the Concept of Educational Evaluation and Measurement.

Unit – 1: Meaning and History of Education in India:

15 Hours

- 1.1. Meaning, Importance and Functions of Education.
- 1.2. Education in the pre-independent period and Education in the Post-independent period.
- 1.3 Higher education in India-policy , administration , trends and Challenges associated with Indian higher education.
- 1.4 Central and State education bodies.

Unit-2: Teaching Learning Process

15 Hours

- 2.1 Stages of Teaching: Plan, Implement, evaluate, Reflect
- 2.2 Stages of Learning: Acquisition, Maintenance, Generalization
- 2.3 Learning environment: Psychological and Physical
- 2.4 Group Dynamics-Classroom socio-emotional climate and adjustment
- 2.5 Curriculum: Concept and Importance, Bases of Curriculum

Unit 3: Teaching and Teacher as a facilitator:

15 Hours

- 3.1 Techniques of Teaching: Questioning, Discussing and Role Playing Brain storming
- 3.2 Methods of Teaching: Inductive, deductive, Laboratory, Project method and problem solving. Demonstration method
- 3.3 Approaches: Discovery, Enquiry, Dialectical, Research and Communicative
- 3.4 Advanced practices of teaching learning programme: ICT based, Virtual class room and Programmed Instruction.

UNIT-4: Educational Evaluation and Measurement.

15 Hours

- 4.1 Measurement and Evaluation- Concept, Importance and Differences.
- 4.2 Types of Evaluation- Formative, Summative and Diagnostic.
- 4.3 Concept of Holistic evaluation and C.C.E.
- 4.4 Characteristics of a Good measuring Tools: Validity, reliability, and objectivity.
- 4.5 Major tools of Evaluation: Quantitative and Qualitative tools- Oral testing, Achievement test, Diagnostic Test, Intelligence test, Aptitude test, Rating scale, Checklist, Thematic test, Socio metric technique, Interview, Questionnaire and Inventory.
(Concept, Merits - Demerits and Uses of each tool to be discussed)

Mode of Transaction: Lecture cum discussion, Tutorial, workshop sessions, assignment presentation by students

REFERENCE BOOKS

1. Aggarwal, J. C. (1992). Development and Planning of Modern Education. Vikas Publishing House Pvt. Ltd., New Delhi.
2. Anand, S. P. (1993). The Teacher & Education in Emerging Indian Society. NCERT, New Delhi.
3. Bhat, B. D. (1996). Educational Documents in India. Arya Book Depot, New Delhi.
4. Biswas, A., and Aggarwal, J.C. (1992). Education in India, Arya Book Depot, New Delhi.
5. Dale, Edgar; 1946 'Audio visual Methods in teaching. New York the Dryden Press.
6. Bruner (1960/77) : The Process of Education, Harvard University Press.
7. Bloom; Taxonomy of Educational objectives.
8. Chauhan S. S. text book of programmed instruction
9. Dandekar W.N (1962). Measurement in Education and Psychology, Kolhapur: S&C Text Book Publishers.
10. National Education Commission. (1964-66). Ministry of Education, Government of India, New Delhi.
11. National Policy on Education. (1986 & 92). Ministry of Human Resource Development Government of India, New Delhi.
12. Right to Education Act (2009). Ministry of Human Resource Development, Government of India, New Delhi.

Internal Assessment Marks divided as follows		
Internal Assessment		30 Marks
1	1 Test	10
2	1 Assignment	10
3	1 Activity	10

SEMESTER – IV

OPEN ELECTIVE COURSE (OEC) – II

M.Ed OPT- 406 -ADVANCED INSTRUCTIONAL TECHNOLOGY AND TEACHER EFFECTIVENESS

Credit 04
Max

Marks 100 (70+30)

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

- Acquire competency in different teaching skills
- Understand the context of application of different strategies of teaching and also implement them.
- Understand and appreciate the role of communication in effective teaching
- Understand the impact of teacher communication on student's personality development
- Understand the various features of models of teaching
- Know and understand the correlates of teacher effectiveness

**20 Periods
(15 Hours)**

Unit – 1 : Basics of Education Technology

- 1.1. Educational technology –Meaning Nature, Scope, objectives, and Importance.
 - 1.2. Instructional technology and teaching technology: Meaning, nature and scope.
 - 1.3 Approaches of educational technology –Hardware, Software and Systems approach.
 - 1.4 Cybernetics: Meaning and use in the development of instructional designs.
 - 1.5 Print media –Books, Journals, Magazines and newspapers.
 - 1.6. Digital Media –Documentaries, still pictures, websites, webpage etc,
- A-V Aids: definition, types audio aids, and Visual aids, A-V aids (Radio, T.V and Films)

Unit 2: Empowering Teacher with Tools and Techniques: (15-Hours)

- 2.1 Teaching Competencies: Components, Significance and its contextual uses.
- 2.2 Content analysis: Concept, Types and Importance.
- 2.3 Designing teaching learning in terms of planning class room instruction: year plan-
- 2.4 Concept, format (activities, field activities, time management and evaluation) and Importance.
- 2.5 Short term period based planning: unit plan and lesson plan.
- 5 .6 Role of teacher as an administrator, Facilitator, Counselor and Evaluator.

Unit-3 Understanding of ICT in Education (15 Hours)

- 3.1 Concept of ICT and Principles of using ICT in teaching learning process.
- 3.2 Impact of ICT in education (impact of ICT in social, cultural, economical)
- 3.3 Role of teacher (administrator, facilitator, counselor, and evaluator) in ICT enabled Education
- 3.4 ICT in Education: Computer Assisted Instruction (CAI), Computer Mediated Communication (CMC), Computer simulation, blended learning, Web-based learning,

Unit –4 : Essential Teaching Skills and the Teaching of Thinking

- 4.1 Essential Teaching Skills : The Foundation for Teaching Effectiveness
- 4.2 Beyond Effective Teaching : Teaching for Thinking and Understanding
- 4.3 Higher – Order and Critical Thinking
- 4.4 The Model Approach to Teaching
- 4.5 Information Processing

Mode of transaction: Lecture cum discussion, Tutorial, workshop sessions, assignment presentation by students.

Activities (Any One)

- Development of Teaching skills
- Preparing an inductive model for teaching by taking any one unit from secondary curriculum.
- preparing lesson by integrative model (Secondary)
- designing lesson plan by using lecture or discussion method (Higher Secondary Level)

References

- Paul D. Eggen & Donald P. Kauchak (1966) Strategies for Teachers. Allyn and Bacon A Simon and Schuster Company, London.
- Flander, N. A. (1970) Analyzing Teaching Behaviour Reading Massachusetts. Addison – Weley.
- Travers, R. M. W. (1973) Second Handbook of Research on Teaching. Chicago: Rand McNally College Publishing Company.

Internal Assessment Marks divided as follows		
Internal Assessment		30 Marks
1	1 Test	10
2	1 Assignment	10
3	1 Activity	10