



List of Revised Courses

Department : Education

Program Name : M.Ed.

Academic Year : 2021-22


List of Revised Courses

Sr. No.	Course Code	Name of the Course
1.	EDMATT1	Introduction to Education Studies
2.	EDMATT2	Psychology of development and learning
3.	EDMATT3	Curriculum Studies
4.	EDMATT4	Introduction to Research Methodology
5.	EDMATP1	Any one- (i) Elementary level of school Education (ii) Secondary level of school Education
6.	EDMAGA1	Self Development
7.	EDMAGA2	Communication skills and expository writing h
8.	EDMBTT1	Philosophical Perspectives of Education
9.	EDMBTT2	Pre-service and in-service teacher education
10.	EDMBTT3	Advanced Research Methodology
11.	EDMBTP1	Any one:- (i) Primary Education: Curriculum Issues (ii) Secondary Education: Curriculum Issues
12.	EDMBDF1	Dissertation: Area of Study, Literature Review & Rationale Presentation
13.	EDMBEF1	Internship in Teacher Education Institute
14.	EDMCTT1	Sociological Perspectives of Education
15.	EDMCTT2	Perspectives, research and issues in teacher education
16.	EDMCGA1	Information and Communication Technology
17.	EDMCTP1	Understanding Educational Technology
18.	EDMCTP2	Introduction to inclusive education
19.	EDMCTP3	Understanding Guidance & Counselling
20.	EDMCGA1	Academic writing
21.	EDMCGA2	Practicum on Research



22.	EDMCDF1	Dissertation: Proposal
23.	EDMDTT1	History & Political Economy in Education
24.	EDMDTP1	Educational Technology and teaching learning process
25.	EDMDTP2	Understanding disabilities
26.	EDMDTP3	Guidance In Educational Institutes
27.	EDMDTP4	Uses and Issues in Educational Technology
28.	EDMDTP5	Developing Inclusive learning Environment
29.	EDMDTP6	Understanding the Counselling Service
30.	EDMDDF1	Collection, Analysis & Report Writing


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Minutes of Meetings (MoM) of Board of Studies (BoS)

Academic Year : 2021-22

School : School of Studies of Education

Department : Education

Date and Time : December 20, 2021 - 04:00PM

Venue : DoE, GGV, Bilaspur

The scheduled meeting of member of Board of Studies (BoS) of Department of Education, School of Studies of Education, Guru Ghasidas Vishwavidyalaya, Bilaspur was held to design and discuss the M. Ed. (I to IV semesters) scheme and syllabi.


The following members were present in the meeting:

1. Dr. Sujeet Kumar, (HoD, Chairman, BoS.)
2. Prof. G.K.Rout (External Expert Member BoS, IGNTU, Amarkantak, M.P.)
3. Dr. C.S. Vazalwar, (Internal member BoS)
4. Dr. Sunil Kumar Sain (Internal member BoS)

Following points were discussed during the meeting

1. The syllabus for M.Ed. was discussed amongst the present members and as per relevance, as well as need of concerned paper & it is resolved that syllabus for M.Ed. is approved by the BoS.
2. It was further decided that the curricula will be operative under the credit system. The CBCS/ECS would not be implemented in strict sense to the present programmes run by the department, being professional post-graduate programmes, and owing to the present limitations of space and resources. However, ample number of elective courses have been designed to be offered in the all the programmes of M.Ed. Moreover, the Curriculum of M.Ed. programme have been designed to offer choices in terms of specialisation courses as well as dissertation in chosen area. Such courses would be able to meet the diverse need and interest of the clientele. More choices of courses should be included as and when there would be sufficient infrastructure and system support available.
3. The course objectives of all the courses have been modified in accordance with the LOCF recommendation and the course learning outcomes are mapped over the programme specific outcomes and programme outcomes.
4. The courses are revised as per the LOCF and above mentioned curriculum map.

The committee discussed and approved the scheme and syllabus from the session 2021-22.


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Signature & Seal of HoD


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Scheme and Syllabus

DISTRIBUTION OF CURRICULUM AND SCHEME OF EXAMINATION FOR FOUR SEMESTERS

SEMESTER - I							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Introduction to Education Studies	EDMATT1	4	100	30	70	50
	Psychology of development and learning	EDMATT2	4	100	30	70	50
	Curriculum Studies	EDMATT3	4	100	30	70	50
Group I: Tools	Introduction to Research Methodology	EDMATT4	4	100	30	70	50
Group II: Specialization	Any one- (i) Elementary level of school Education (ii) Secondary level of school Education	EDMATP1	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Self Development	EDMAGA1	1	25	25		13
	Communication skills and expository writing	EDMAGA2	1	25	25		13
TOTAL			22	550	200	350	276
SEMESTER - II							
AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Philosophical Perspectives of Education	EDMBTT1	4	100	30	70	50
	Pre-service and in-service teacher education	EDMBTT2	4	100	30	70	50
Group I: Tools	Advanced Research Methodology	EDMBTT3	4	100	30	70	50


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Group II: Specialization	Any one:- (i) Primary Education: Curriculum Issues (ii) Secondary Education: Curriculum Issues	EDMBTP1	4	100	30	70	50
Group III: Professional Enrichment & Field Engagement	Dissertation: Area of Study, Literature Review & Rationale Presentation	EDMBDF1	2	50	50		25
	Internship in Teacher Education Institute	EDMBEF1	4	100	100		50
TOTAL			22	550	270	280	275

SEMESTER - III

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
Group I : Perspectives	Sociological Perspectives of Education	EDMCTT1	4	100	30	70	50
	Perspectives, research and issues in teacher education	EDMCTT2	4	100	30	70	50
Group I: Tools	Information and Communication Technology	EDMCGA1	2	50	50		25
Group II: Specialization	Secondary education: Understanding Educational Technology	EDMCTP1	4	100	30	70	50
	Introduction to inclusive education	EDMCTP2					
	Understanding Guidance & Counselling	EDMCTP3					
Group III: Professional Enrichment & Field Engagement	Academic writing	EDMCGA1	2	50	50		25
	Practicum on Research	EDMCGA2	2	50	50		25
	Dissertation: Proposal	EDMCDF1	2	50	50		25
TOTAL			20	500	290	210	250


SEMESTER - IV

AREA/GROUPS	PAPER/COURSE	COURSE CODE	CREDITS	MAX MARKS	INTERNAL	EXTERNAL	MIN. PASS MARKS
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Group I : Perspectives	History & Political Economy in Education	EDMDTT1	4	100	30	70	50
Group II: Specialization	Secondary education: Educational Technology and teaching learning process	EDMDTP1	4	100	30	70	50
	Understanding disabilities	EDMDTP2					
	Guidance In Educational Institutes	EDMDTP3					
	Secondary education: Uses and Issues in Educational Technology	EDMDTP4	4	100	30	70	50
	Developing Inclusive learning Environment	EDMDTP5					
	Understanding the Counselling Service	EDMDTP6					
Group III: Professional Enrichment & Field Engagement	Dissertation: Data Collection, Analysis & Report Writing	EDMDDF1 EDMDTT1	4	100	100		50
TOTAL			16	400	190	210	200
TOTAL CREDITS FOR TWO YEARS			80	2000	950	1050	1000


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Scheme and Syllabus

COURSE **P11P 11** : INTRODUCTION TO EDUCATION STUDIES

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help the prospective teacher educators to:

- Understand and appreciate education as a Special Discipline
- Understand education and its relationship with other subjects
- Understand foundation of education through various text/books/writings

-Understand The M.Ed. First Semester Students will be able to

- CO- Analyze the theoretical perspective & interdisciplinary nature of discipline
- CO- Attribute the structure of education of India
- -Understand and reflects on contemporary educational concernstoughts of educationists
- - Understand and appreciate the multicultural!
- CO- Differentiate the various sources and issues of knowledge
- CO- Critique the social and cultural context of education

UNIT - I: EDUCATION AS A DISCIPLINE: THEORETICAL PERSPECTIVE & INTERDISCIPLINARY NATURE

- Education as a Discipline influenced by social, cultural, political, economic and technological factors
- Prioritizing the aims of Indian Education in the context of a democratic, secular, egalitarian and humane society
- Interdisciplinary nature of education: its relationship with disciplines/subjects such as philosophy, psychology, sociology, management, economics, anthropology etc
- ~~Relationship of education with political process~~

UNIT-II: UNDERSTANDING EDUCATION THROUGH READINGS AND ANALYSIS (EDUCATIONAL THOUGHTS OF SOME EDUCATIONISTS)

- Understanding education by analysis and synthesis of educational thought of the educators like, Dr B. R. Ambedkar (Writing & Speeches on Education), Swami Vivekananda, and J. Krishnamurti (On Education)

UNIT - III: INTER LINKAGE OF KNOWLEDGE WITH VARIOUS SOURCES AND ISSUES:

Linkage of:

- Content knowledge with Pedagogy knowledge;
- ~~School knowledge with life outside the school;~~
- School knowledge with community knowledge;
- Experiential Knowledge with empirical knowledge;
- Theoretical Knowledge and practical knowledge;
- Universal Knowledge and contextual knowledge;

UNIT - IV: SOCIAL AND CULTURAL CONTEXT OF EDUCATION

- Cultural functions of Education- diffusion, acculturation; Cultural lag; Cultural conflict

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- ~~Understanding Indian society with reference multicultural and multilingual classrooms;~~ Educational challenges of a multicultural and a multilingual classrooms in Indian society
- Interrelationship between education and sustainable development
- Equality in Educational opportunity- critical analysis ~~of the ways in which schooling, teaching learning and curriculum contribute to social inequality;~~

MODE OF TRANSACTION:

- Seminar presentation on selected themes individually and collectively leading to discussion
- Library readings on selected theme/original texts followed by group discussion;
- Study of documents and references and reflective interaction with the peer group.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Prepare a report on transforming society by the contribution of prescribed educational thinker (any one thinker).
- Prepare a profile of Mahatma Jyotiba Phule/Guru Ghasidas/ DhondoKeshavKarveetc with their contribution in the society.
- Critical analysis of linkage between school knowledge with community.
- Critical analysis of multicultural classroom and preparing a critical report on it
- Analysing the provision of Indian constitution to provide equal educational opportunities

Suggested Readings:

1. Archambault, R.D. Philosophical analysis and Education (1965) Routledge and Kegan Paul, London,s
2. Badheka, G. (2006) Divaswapna, , National Book Trust of India, New Delhi
3. Bowen, J and Hobson, P.R (1974) Theories of Education, John Wiley and sons, Australia Pvt. Ltd., London.
4. Broudy, H.S. (1977) Types of knowledge and purpose of education. In R.C. Anderson, R.J., Spiro and W.E. Montanaque (eds) schooling and acquisition of knowledge (PP.Hillside, NJ; Erlbaum)
5. David T. Hansen,(ed)(2006). John Dewey and Our Educational Prospect: A critical Engagement with Dewey's Democracy and Education , State University of New York Press
6. Deaden. R.F (1984): Primary Education. Routledge K Kegan & Paul
7. Dewey, J (1963) Democracy and Education, Macmillan, New York.
8. Dewey, J. (1956) The school and Society, University of Chicago Press.
9. Dr Babasaheb Ambedkar Source Material Publication Committee, Government of Maharashtra (2005). Dr Babasaheb Ambedkar Writings and Speeches. Vol.2
- 9.10. ___ Education and National Development (1964-66), MHRD, New Delhi
- 10.11. ___ Freire, P (1970) Cultural action for freedom, Penguin education Special, Ringwood, Victoria, Australia.
- 11.12. ___ Freire, Paulo (1993): Pedagogy of the oppressed, new revised edition, Penguin books.
- 12.13. ___ Hospers, John: An introduction to Philosophical analysis
- 13.14. ___ Illich, Ivan :Deschooling society
- 14.15. ___ Krishnamurti , J. (2006) On Education, Krishnamurti Foundation of India, Chennai
- 15.16. ___ Krishna Kumar, Social Character of Learning,
- 16.17. ___ Krishna Kumar, What is Worth Teaching?, Orient Blackswan
- 17.18. ___ Kuroyanagi, T. () Toto-chan – The Little Girl at the Window, translated by Dorothy Briton, National Book Trust of India, New Delhi
- 18.19. ___ NPE (1986) National Policy on Education, MHRD, New Delhi
- 19.20. ___ NPE (1986) Report of the Committee for Review of National Policy on Education 1986,(Acharya Ramamurti Report MHRD, New Delhi



- 20-21. _____ Peters, R.S (ed), (1975): The Philosophy of Education, Oxford University Press, and London.
- 21-22. _____ Peters, R.S.(ed), (1975). Concept of Education. Oxford University Press, London.
- 22-23. _____ Peters, R.S.(ed), (1975). Ethics and Education. Oxford University Press, London.
- 23-24. _____ SanatKaul, Higher Education in India: Seizing the Opportunity, 2006, www.icrier.org
- 24-25. _____ Scheffler, Israel (1973): Reason and Teaching, International Library of the Philosophy of Education, Routledge & Kegan Paul Ltd
- 25-26. _____ Silver, Harold, (1983) 'Education as history' British library , Methuen London LA 631.7 S4 E2
- 26-27. _____ Swami Vivekananda, Shiksha
- 27-28. _____ University News, vol 53, No. 14. April 06-12, 2015
- 28-29. _____ University News, vol 53, No. 15. April 13-19, 2015
- WWW- As per required websites for concern topic.
30. U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points


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COURSE P12: PSYCHOLOGY OF DEVELOPMENT AND LEARNING

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

To help facilitate the prospective teacher educators M.Ed. first semester students to:

- understand the Reflect on various issues and concerns of psychology- in the context of education
- Visualise multiple dimensions and stages of learner's development and their implications on learning-
- understand the learner in terms of Recognise various characteristics- the learner at different dimensions
- understand Reflect on the framework for how children dimensions along which learners learn.
- critically Critically analyse the process of learning from the point of view of cognitive psychology and and constructivist perspectives and delineate the implications
- Relate the process of constructivist learning-
- learn the with various psychological perspectives and theories and also identify the factors affecting influencing the learning process.

UNIT- I :INTRODUCTION TO PSYCHOLOGICAL BASIS OF EDUCATION

- Psychology as scientific study, psychological concerns and learner-(mind, consciousness, behaviour, and experience)
- Major schools of psychology and in the context of learner- and learning-Structuralism, behaviorism, Gestalt, Psycho-analytic, Humanistic and Cognitive perspectives.

UNIT-II :UNDERSTANDING THE LEARNERS AND THEIR DEVELOPMENT

- Development – Concept, stages, dimensions.
- Factors influencing development – genetic & environmental (in brief).
- Theories of development and their implications in understanding learner and learning:
 - Piaget's Cognitive development
 - Erikson's psycho-social development
 - Kohlberg's moral development
 - Chomsky's Language development (major concerns)

UNIT-III :UNDERSTANDING THE PROCESS OF LEARNING

- Cognition and learning
- Cognitive process: perception, attention, memory, development of concepts, logical reasoning.
- Learning as construction of knowledge; meta cognition, socio-cultural mediation, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field.
- Motivation in learning: intrinsic and extrinsic motivation, humanistic approach of motivation.

UNIT-IV :THEORIES OF LEARNING

- Gestalt theory: principles of perception, insight, * Educational implication
- Tolman theory: learning Vs performance, latent learning, place Vs response learning, kinds of learning, Educational implication
- Gagne's theory: the outcomes of learning, hierarchical structure of learning, *Educational implication.
- Bandura's theory: reciprocal determinism, observational learning, changing concepts of reinforcement *Educational implication.
- Dollard & Miller's theory: Habits; Cues, Secondary Rewards, Learning dilemma, Language & Reasoning in relation to social context of learning; *Educational implication

MODE OF TRANSACTION: Lecture, discussion, power point presentations.

PRACTICUM:

- Contributions of eminent psychologists towards learning.
- Effects of socio-cultural mediation on learning.
- Preparation of profile of a learner on the basis of Erickson's psycho-social development.
- Illustration of different stages/ hierarchies of learning as suggested by Gagne.



- *Educational implications of different learning theories.

SUGGESTED READINGS:

- Delamater, John. (2003). *Handbook of Social psychology*. Springer. Higgins, E.T. and Kruglanski, A.W. (1996). *Social Psychology: Handbook of Basic Principles*. Oxford Press, New York.
- Piaget, J. (1999). *Judgment and reasoning in the child*. London: Routledge.
- Piaget, J. and Inhelden, B. (1969). *Psychology of the child*, New York: Basic Books.
- Atkinson, Richard C., et.al (1983). Introduction to Psychology, Harcourt Brace Joravovich Inc., New York.
- Bandura.A (1977). Social Learning Theory. Cliff.N.J; Prentice Hall.
- Bickhard, M.H. (1992). How Does the Environment Affect the Person? In L.T. Winegar, J. Valsiner (ed.). Children's Development within Social Contexts: Metatheory and Theory. Erlbaum. Bickhard, M.H.,
- Christopher, J.C. (1994). The Influence of early Experience on Human Personality Development. New Ideas In Psychology
- . Bourne, L.E. (1985). Psychology: Its Principles and Meaning. Holt, Rinehart and Winston, New York.
- Brown, R. (2000). Group Processes: Dynamics Within and Between Groups. (2nd Edition). Blackwell Publishers.
- Christian, Jyoti (1984). Classroom Group Dynamics. Meerut: Anu Books.
- Cole, R. (1997). The Moral Intelligence of the Children. London: Bloomsbury.
- Cruickshank, W.M. (1980). Psychology of Exceptional Children and Youth. N.J. Prentice Hall.
- Dutt, Suresh (1997). Society and Education. Anmol Publications.
- Erickson, E.H. (1968). Identity, Youth and Crisis. New York: W.W. Norton.
- Klausmeier, Herbert J (1985). Educational Psychology. Harper and Row, Pub. New York.
- Kohlberg, L., & Gilligan, C. (1974). The Adolescent as a Philosopher: The Discovery of the Self in a Post-Conventional World.
- In H.V. Kraemer (ed) Youth and Culture: A Human Development Approach. Monterey, CA: Brooks/Cole.
- Kohlberg, L., Levine, C., & Hower, A. (1983). Moral Stages: A Current Formulation and a Response to Critics. New York: S. Karger.
- Lingren, H.C. (1980). Educational Psychology in the Classroom (Sixth ed.) New York: Oxford University Press.
- Maslow, A.H. (1970). Motivation and Personality (2nd edition). New York: Harper & Row.
- Meyers, D.G. Social Psychology. Tata-Mcgraw Hill. VIII Edition.
- Miranda, E. (1990). Teaching Schools and Society (1st edition) Falmer Press.
- Owen, Steven V, Blount, S. Parker and Mascow, Hoentry (1978). Educational Psychology: An Introduction. Little Brown and Company.
- Sekav, S.V.K. (2005). Education Society and Pedagogy. Arise Publishers and Distributors. New Delhi.
- Smith, Ronald E, Sarason, I.G. and Sarason, Barbara, R (1982). Psychology: The Frontiers of Behaviour. Harper and Row Pub., New York. Social Process in Learning Parents, Peers and Teachers Educational Psychology. Anita Woufolk (2004).
- Srivastava, G.N.P. (1995). Recent Trends in Educational Psychology. Agra Psycho Research Cell, Agra, India. Srivastava, G.N.P. (1986) Recent Approaches to Personality Study. APRC, Agra. Wendy Conklin (2006). Instructional Strategies for Diverse Learners- Practical Strategies for Successful Classrooms. Shell Educational Publishing
- Ausubel D.P. and Robison F.G. : School learning An introduction to Educational Psychology
- New York Holt, Rinehart & Winston Inc 1969.
- Bernard H.W. : Psychology of learning & Teaching, New York Macgraw Hill B
- Gage and Berlinger : Educational Psychology, Boston Houghton Mifflins Company 1984.
- Hays J.R. : Cognitive Psychology, Thinking and Creating. Homewood Illinois. The Dorsey
- press 1978
- Joyce Bruce and well Marsha. Models of Teaching prentice Hall of India Ltd. 1985.
- Mangal S.K. : advanced Educational Psychology; New Delhi, Prentice Hall of India Pvt,Ltd;193
- Mouilly George J : Psychology of teaching botton Allyn &Decan Inc.
- Wordsworth B.J. piaget's : Theory of cognitive and affective Development, New York,
- Longman incorporated, 1989.
- Bower G.H. and Hilgard E.R. : *theories of Learning* New Delhi Prentice Hall india Pvt. Ltd.
- Michael Green : *Theories of Human Development* prentice Hall, englewood cliffs, New
- Jersy,1989
- Mangal, S.K. *ShikshaManovigyan*, Printice Hall of India, New Delhi
- Tripathy, L. K. *VyaktivakeSiddhanta*,
- Singh, A.K. *VyaktivakeManovigyan*, Bharatiya Publication, Patna
- Hansraj, P. *PragatiShikshaManovigyan*, New Delhi, Hindi Granth Academy
- Hall, C. C., Lindsey, G. & Campbell, J.B. (1997). Theories of personality (4th ed.). New York: Wiley
- Judd C.H. *Educational Psychology*, Guwahati, Nivedita DK Distributors, 5302



- Long Martyn *The Psychology of Education, RoulledgeFalner Publication, London, 5300*
- Mangal, S.K. *Advanced Educational Psuchology, Printice Hall of India, New Delhi*
- Nayak, A.K. &Rao,V.K.*Educational Psychology* APH, Publishing Cooperation, New Delhi 5302
- Sahoo F.M. *Psychology in Indian Context*, Agra, Bhargava Book House, 5302
- Woolfolk, Anita. *Educational Psychology*, Pearson Education Pvt. Ltd. Delhi, 5304


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COURSE P13: CURRICULUM STUDIES

COURSE OBJECTIVES/OUTCOMES | MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help the prospective teacher educators to:

- Understand various aspects of curriculum planning and designing

Develop insight regarding

After completing the course M.Ed. I Semester students will be able to -

- CO- Explain the curriculum reform processes in various contexts

Develop a critical understanding of global trends in school curricula and appreciation nature of the same in the Indian context curriculum.

- Develop ability to design curricular and co-curricular structures, textbooks and other learning materials and also to evaluate curricula and textbooks.

UNIT-I: CONCEPT OF CURRICULUM

- Concept of curriculum, Curriculum as a Plan, Process and Experience; Difference with Frameworks, Courses of Studies & Syllabus

- Types of curriculum

- Structures of Curriculum: Essential elements of curriculum

Curriculum: CO- Differentiate the Intended Learning Outcomes (ILOs) vs. Planned Learning Experiences (PLEs)

CO- Interpret the foundations of curriculum construction in the given condition.

CO- Differentiate various types of curriculum design.

CO- Compare the technical and non-technical models of curriculum.

CO- Plan a curriculum as per the given situation/subject.

CO- Criticize the existing curriculum based on NEP 2020 recommendations.

CO- Examine the factors that influence the curriculum design and development process.

UNIT-II: CONCEPT OF CURRICULUM AND CURRICULUM CONSTRUCTION/DEVELOPMENT

- Philosophical, Sociological, Psychological bases of curriculum

- The nature of Curriculum

- Curriculum Development: Meaning and its Components.

- Intended Learning Outcomes (ILOs) vs. Planned Learning Experiences (PLEs)

- Intended Learning Outcomes (ILOs) vs. Planned Learning Experiences (PLEs)

- Principles of Curriculum Planning

- Models: Grass root Model of Taba, Administrative Model of Taylor, Naturalistic model

- Curricular designs Bases/Foundation of Curriculum: Philosophical, Sociological, Psychological, Subject Oriented

UNIT-III: PRINCIPLES OF CURRICULUM: DESIGN AND DEVELOPMENT

- Curriculum Design: Components and Sources of Curriculum Design

- Types of Curriculum Design: Discipline centered/Centered, Problem centered/Centered and Learner centered Approach/Centered

- Processes Curriculum Model: Technical-Scientific Model (Ralph Tyler and Hilda Taba) and Nontechnical-Nonscientific Model (Postmodernist, Post constructivist Perspective)

- Enacting Curriculum Development

UNIT-III: CURRICULUM CHANGE

- Curriculum Change: Meaning and Types and Stages of curriculum construction: Situational Analysis, Selection of change.

- Factors affecting curriculum objectives, Selection and organization change: Social Factor, Cultural Factors, Political Factor, Pressure Group and Researcher

- Approaches to curriculum change

- Role of content and learning experience, Selection of instructional material students, teachers and educational administrators in curriculum change and change/improvement

- Research in Curriculum for change: Scope and Types



UNIT-~~III~~IV: CURRICULUM EVALUATION AND REFORM

- ~~_____~~ Curriculum Evaluation: Concept, Nature, Purpose
- Phases and Process curriculum evaluation
- ~~Concept and process of Curricular Change & reforms,~~
- ~~Barriers Approaches to Curricular Change and reforms~~

UNIT-IV: SCHOOL CURRICULUM: COMPARATIVE ASPECTS

- ~~_____~~ Need & importance of National curriculum framework in India, UK, & Australia evaluation
- ~~Need for Cross-curricular aspects~~
- ~~Contemporary trends in curriculum reform: Tailored curricula, Open Curricula~~
- Models of Curriculum Evaluation: Tyler's Model, Kirkpatrick's Model, Stakes' Model etc.

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Critical analysis of elementary/secondary/higher secondary school curriculum
- Developing guidelines for ~~writingschool~~writing school text-book, work-book, teachers' hand-book and laboratory manual
- Evaluation of school text-books, ~~work-books~~workbooks, teachers' hand-book, and manuals
- Situational Analysis of specific local needs in relation to Curriculum
- ~~Survey of students' opinion regarding the present system of evaluation and curriculum transaction~~
- Identification of learning experiences along with learning outcomes (Language, ~~mathematics~~Mathematics, Science & Social Science) at the secondary level of education

MODE OF TRANSACTION: Lecture, group activities assignment, workshop and Presentation

- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

Suggested readings:

- Anderson, ~~&~~ Vernon (1956). *Principles and Procedure of Curriculum Improvement*. New York: Ronald Press Company,
- Chagla, M. C., (1962). *The Role of Education in the World of Today*. Bombay: Asia Publishing House
- Chary, Ryland, W., (1969); *Humanizing the School Curriculum Development and Theory*, New York; Random House
- Denis Lawton and et. Al., (1978). *Theory and Practice of Curriculum Studies*, London; Routledge and Kegan Paul
- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- Doll Ronald C. (1986). *Curriculum Improvement: Decision Making Process*, London; Allyon and Bacon Inc.
- Erickson, H.L (2002). *Concept Based Curriculum and Instruction: Teaching beyond the facts*, California; Corsion Press, INC (A Sage Publication Company)
- ~~Goodlad, John I., (1968). Curriculum a Janus Look, The Record~~
- ~~Gupta, Bishambar Das, (1966). Values in Education, Dyoatian~~
- Glatthorn, A. A. (2019). Curriculum Leadership: Strategies for Development and Implementation. SAGE Publications, Inc.
- Gwynn, Minor, J. and Chase, John B., (1969). *Curriculum Principles and Social Trends*, New York; Macmillan Coy
- Kelly, A.V. (2004). The Curriculum: Theory and Practice (Fifth Edition). London: Sage Publications
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COURSE T11: INTRODUCTION TO RESEARCH METHODOLOGY

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

- ◆ To help the prospective teachers educators to:
- to M.Ed. First Semester' Student will able to:-
- **CO**-explain the process of generating knowledge through research.
- to exemplify **CO**- explain the process of identification of research problem through identification of problem for their dissertation work
- to recall and **CO**-execute and use the sources and tools of data collection.
- ◆ to compare the various methods of research with their basics.
- to **CO**- apply the proper process in conducting research.

UNIT - I: RESEARCH AS A PROCESS OF GENERATING KNOWLEDGE

- Meaning and concept of knowledge and their forms- Empirical and Rational.
- Sources of knowledge through tradition, experience, reasoning and scientific way.
- Research: meaning, concept and its classification of nature of knowledge- fundamental & applied

UNIT - II: IDENTIFYING RESEARCH PROBLEM

- Role of field experiences, professional interaction and review of related literature.
- Identifying the knowledge gap, research questions and statement of research problem.
- Variable: meaning and types- continuous and discrete, independent and dependent
- Identifying and defining the variables in operational terms.
- Formulation of objectives.
- Differences between assumptions and hypothesis.
- Formulation, Characteristics and classification of hypothesis.

UNIT - III: DATA COLLECTION- SOURCES AND TOOLS

- Concept of population and sample.
- Concept and Methods of sampling.
- Sources of Data- Primary and secondary data sources; documents, records, real objects, pictures.
- Tools of data collection- Characteristics and selection criteria of Questionnaire, Scales, Schedule, Checklist.

UNIT - IV: CLASSIFICATION OF RESEARCH METHODS

Meaning and Importance of:

- Philosophical, Scientific and Historical.
- Qualitative and Quantitative.
- Descriptive, Experimental, Quasi-Experimental, Ex-post facto (Causal comparative), Co relational, field study, Survey, Developmental, follow-up.
- Naturalistic and Ethnographic.

PRACTICUM

- Identifying the knowledge gap through review of related literature
- Establishing background and rationale of the study.

Suggested reading / Learning Reference:

-WWW- As per required websites for concern topic.

-U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

-Books-

- Best, J. W. & Kahn, J.V. (2008). Research in Education, (10th edition), Prentice Hall Inc, New Delhi.
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COURSE S11: SECONDARY LEVEL OF SCHOOL EDUCATION

COURSE OBJECTIVES — OUTCOMES MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help The M.Ed First semester students will be able to-

CO- explain the prospective teacher educators to:

Understand the system concept and structure of school education and system

• —CO-compare the organisational/organizational hierarchy of managing secondary education

Understand and the role of various stakeholders of secondary education at national level and district level.

Understand CO- explain various elements, norms, status indicators and facilities of secondary school system of India

CO-differentiate the provisions of various schemes and programmes/programme for promoting secondary school education

UNIT-I: CONCEPT AND STRUCTURE OF SCHOOL EDUCATION:

- School Education: Nature and Aims, Existing Structure—elementary, secondary and higher secondary.
- Concept of elementary Education; Aims and Characteristics of Primary, upper primary Education
- New Academic structure as per NEP 2020
- Concept of Secondary and Higher Secondary Education; Aims and Characteristics of Secondary and Higher Secondary Education as per NEP-2020.
- Types of schools: Government, Government –aided and Private
- Responsibilities of School Education on state and centre; Budgetary allocation to school education

UNIT-II: ORGANISATIONAL HIERARCHY OF SECONDARY EDUCATION

- National level Organisations and Institutions: Ministry of Human—Resource Development/Education; Ministry of Social Justice and Empowerment; Ministry of Tribal Affairs; Ministry of Minority Affairs
- State level Organisations and Institutions: State Departments of Education, Directorates; State Boards of School Education, SCERT/SIE, State Institute of Educational Technology (SIET)
- District level Organisations and Institutions: District Education Office, Block Education Office, Department of Public Instruction

UNIT-III: SCHOOL SYSTEM UPPER PRIMARY, SECONDARY AND HIGHER AT SECONDARY LEVEL:

- SMC (School Management Committee), PTA (Parent Teacher Association); Norms for an Elementary, Secondary and Higher Secondary School
- Norms—required for secondary school (affiliated to state or central board) and upgradation/up gradation
- National comparison of elementary (with special reference to Upper primary) and Secondary Education- in terms of access, enrolment, retention, dropout, and out of school children
- Status of Infrastructural facilities—classrooms, library, Separate toilets for boys- girls, Kitchen sheds drinking water, medical check-up, ramps and electricity
- Status of Access, Enrolment, Retention, dropout, and out of school children at Upper Primary Secondary and Higher Secondary Level Gender differences, Social Status, Poverty, Quality Improvement in Schools
- Quality improvement in schools with respect to curricular aspects, Teaching –Learning and Evaluation, Innovation and extension activities, infrastructure and learning resources, student support and progression, school ethos, values and good practices.

UNIT-IV: SCHEMES AND PROGRAMMES FOR UPPER PRIMARY TO HIGHER SECONDARY EDUCATION:

- Rashtriya Shiksha Abhiyan (RMSA) Sarva Samagra Shiksha Abhiyan (SSA) Information and Communication Technology in Schools
- (ICT @ Schools); INSPIRE in promotion of Science and Technology; National Talent Search Examination (NTSE)

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- Girl Child Development Programme at Secondary ~~and Higher Secondary Stage-Kishori Shakti Yojana (KSY); Nutrition Programmes: Mid-Day Meal in Schools (NPMDMS) and for Adolescent Girls (NPAG)stage; Kasturba Gandhi Balika Vidyalayas.~~
- National Vocational Education Qualification Framework (NVEQF)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Presentation of budgetary provision in different sections of school education in different states
- Study of a BRC/DEO in the context of managing local secondary education
- Presentation in group for status of infrastructure in secondary education in local schools
- Preparation of school profiles of different types of secondary schools.
- Visit a secondary/~~higher secondary~~ school and investigate the quality of the school based on the recommended norms.
- Presentation\study of girls child development programme at secondary level.

Suggested readings:

www - As per required websites for concern topics

youtube channel/MOOCs/SWAYAM/DIKSHA/ OER/ e- Pathsala - as per the topic/ points

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- Aggarwal, J.C. (2004) *Development of Education System in India*. New Delhi: Shipra.
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- Chopra, R.K. (1993). *Status of Teachers in India*, New Delhi : NCERT
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- National Curriculum Framework for School Education (2000) New Delhi: NCERT .
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- National Policy of Education, 1986 (With modifications of Action 1992) New Delhi: MHRD, 1992
- National Policy of Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992
- NCTE (2009) *NCF for Teacher Education*: New Delhi
- National Policy of Education, (1992) *Modification and their POA's*, MHRD, Dept. of Education
- NCERT (1997) *Code of Professional Ethics for Teachers*.
- NCTE (2009) *National Curriculum Framework for Teacher Education*, New Delhi
- Pathak, Avijit (2002), *Social Implications of Schooling*, Rainbow Publishers, Delhi
- Report of the Delors Commission, UNESCO, 1996
- Rao, V.V. (2004) *Education in India : DPH*.
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- UNICEF (January 2014) *All Children in school by 2015 Global Initiative on Out-of-School Children, South Asia Regional Study Covering Bangladesh, India, Pakistan and Sri Lanka*
at <http://www.uis.unesco.org/Library/Documents/out-of-school-children-south-asia-study-2014-en.pdf>
- MHRD (n.d.) *Secondary Education* at <http://mhrd.gov.in/overview-secondary-education>
- Allocation of Business Rules http://mhrd.gov.in/allocation_business_rules_se

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- Biswal, K. (2011) Secondary Education in India: Development Policies, Programmes and Challenges, Consortium for Research on Educational Access, Transitions and Equity, NEUPA at <http://www.nuepa.org/Download/Publications/Create/PTA%202011/PTA63.pdf>
- Department of School Education & Literacy at <http://www.performance.gov.in/?q=department/school-edu>
- GOI (1956) Report of The Secondary Education Commission Mudaliar Commission at http://www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_Commission_Report.pdf
- World Bank (January 2009) Secondary Education in India: Universalizing Opportunity. World Bank, Human Development Unit, South Asia Region at <http://datatopics.worldbank.org/hnp/files/edstats/INDstu09a.pdf>
- Mehta, A.C. (2014) Status of Secondary Education in India: A Note based on DISE 2012-13 New Delhi: Data District Information System for Education (DISE) at http://dise.in/Downloads/StatusofSecondaryEducationinIndia_2012-13.pdf
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- Ministry of tribal affairs (n.d.) Education, at <http://tribal.nic.in/Content/EducationDivision.aspx>


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COURSE-F11: SELF DEVELOPMENT

COURSE OBJECTIVES

MARKS: 25 | CREDITS: 1 | 2HRS./WK

To help the prospective teacher educators to:

- know him fully
- develop effective communication and writing skills
- develop a complete knowledge of Indian society
- develop awareness to bring equality among gender
- know the real condition of Indian schools and develop sympathy towards students
- develop the leadership quality

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Determinants of self
- Assessing the self (meditation, yoga, anecdotal record, self-inventory, socio-metric analysis etc.)
- Knowing the nature of human being
- Knowing the Indian Society (through survey, workshop, seminar, community participation etc.)
- Visit to community (observing inclusion-exclusion, discrimination practices, gender socialization, and their effect on individual)
- Sensitivity towards opposite gender (observation & interaction)
- School observation (observe the real condition of the school and try to know the needs of the students and school)
- Leadership training (camp mode)

APPROACHES: Socio-metric approach, social constructivist approach, seminar, workshop, community camp, self meditation, etc.


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COURSE F12: COMMUNICATION SKILLS AND EXPOSITORY WRITING

COURSE OBJECTIVES

MARKS: 25 | CREDITS: 1 | 2HRS./WK

To help the prospective teacher educators ~~WK~~ M.Ed. First Semester students will be able to:

- ~~-develop an understanding~~CO-exemplify the ~~knowledge~~concept of communication.
- ~~-understand the~~CO-explain essentials of communication.
- ~~-understand the information and communication technology (ICT).~~
- ~~-understand the~~CO- present their ideas in group discussion
- CO- analyze expository ~~writing~~Writing and the various text structures
- ~~-understand~~CO- apply the ~~role~~essential elements of expository writing ~~in education~~

ACTIVITY- I: COMMUNICATION

- Communication: meaning and nature
- Types of communications: Verbal and Non-Verbal communication
- Methods of communication: One way, Two way and collaborative

ACTIVITY- II: ESSENTIALS OF COMMUNICATION

- Process of communication
- Barriers of communication
- Essentials of communication
- Listen, converse, speak, present, explain and exposit the ideas in group before audience

ACTIVITY-III: INFORMATION & COMMUNICATION TECHNOLOGY

- ~~Use of Computer with different purposes: MS-Word, MS-Excel, Power Point Presentation (PPT), Modern Components of different Hardware like laptop, tablet, smart mobiles.~~
- ~~Use of~~Internet in teaching learning process: Use of Search Engines, Use of Online Dictionaries, Translator, Plagiarism Software, Online Reviews of related literature
- Use of MOOCS (Massive Open Online Courses) for Distance Education

ACTIVITY- IV: EXPOSITORY WRITING

- Expository writing: concept and nature
- Types of expository writing
- Structure of the expository writing and its importance
- Essential elements of expository writing
- Text Structure
- Organization of the writing

PRACTICUM

- Workshop on aspects of communication
- Preparation of report on the importance of ICT in communication
- Draft note on expository writing
- Draft a report on all activities
- Writing notes on SSA, RMSA, RUSA, Special Education
- Pair work
- Group discussion

Learning References:

[www- As per required websites for concern topic.](#)

[You-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/point](#)


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COURSE P23: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES/OUTCOMES | MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help the prospective teachers to:

-M. Ed. Second semester students will be able to:

CO: define philosophy of education

CO: understand the meaning, scope and significance/need of philosophy for a teacher

-understand CO: establish the relationship between philosophy and education

-CO: understand the metaphysical problem/true nature of education

-understand the epistemological/man and education/universe

-understand CO: differentiate between belief, truth and knowledge

CO: determine the axiology and education

-understand the thought/effective methods of educational thinkers/knowing

UNIT I: PHILOSOPHY AND EDUCATION

- Meaning of Philosophy and its Branches
- Meaning and Scope/CO: analyse ideas of Philosophy of Education
- Speculative, Prescriptive and Analytical Functions of Philosophy
- Need of Philosophy for a Teacher

UNIT II: METAPHYSICS AND EDUCATION

- Metaphysical Problems and Education
- Nature of Reality according to Plato
- Nature of Reality according to Vedanta Philosophy
- Nature of man with reference to Swami Vivekananda
- Nature of man with reference to Rabindranath Tagore
- Educational Implications (curriculum) of schools of philosophy

UNIT III: EPISTEMOLOGY AND EDUCATION

- Epistemology problem and Education
- Theories of Knowledge (correspondence and consistency)
- Knowledge and Knowing according Nyaya Darshan
- Knowledge and Knowing according to Empiricism and Rationalism
- Knowledge and Knowing according to Naturalism

Educational Implications (Methods) of various schools of philosophy

UNIT IV: AXIOLOGY AND EDUCATION

- Values, Ethics and Aesthetics in Education
- Pragmatism and CO: explain the role of philosophy in shaping the education system
- CO: determine the aims of education

Idealism and UNIT I: UNDERSTANDING PHILOSOPHY OF EDUCATION

- Philosophy: Meaning, (as wisdom, ideology and critical enquiry) and Branches
- Philosophy of Education: Meaning, nature and Scope
- Relation between Philosophy and Education
- Functions of Philosophy of Education - Speculative, Normative, Analytical
- Need of Philosophy for a teacher

UNIT II: UNDERSTANDING THE NATURE OF REALITY, MAN AND UNIVERSE

- Metaphysics as the aims/Study of Nature of Reality, Man and Universe; as means to understand the nature of learner and the curriculum
- Nature of Reality, Man and Universe in western thoughts (Realism, Naturalism etc.); implications for contents and methods of education, teacher-taught relationship
- Nature of Reality, Man and Universe in Indian thoughts (Vedanta, Jainism etc.); implications for contents and methods of education, teacher-taught relationship

Existentialism/UNIT III: UNDERSTANDING KNOWLEDGE AND KNOWING

- Epistemology as the study of nature and methods of knowledge; its Relevance to Education
- Belief, Truth and Knowledge



- Knowledge as Pure Reason (Rationalism)
- Knowledge as Experience (Empiricism)
- Knowledge as perception, inference, analogy and testimony (Sankya and Nyaya Darshan)

UNIT IV: UNDERSTANDING VALUES AND AIMS OF EDUCATION

- Axiology (Values; Ethics, Aesthetics and Religion) and its Relevance to Education
- Pragmatism; the aims of education for social function, and real-life experience
- Buddhism and the aims of Existentialism; education for individual development
- Idealism; the theoretical, logical and liberal Education
- Buddhism; education for ethical regeneration through self and social transformation

TRANSACTION MODE: Lecture, Discussion, Presentation

PRACTICUM


- Seminar on need of Educational Philosophy for teacher Educators
- Reflective writing, in about 1000 words, on educational thoughts of any one Indian educationist.
- Symposium on schools of philosophy or philosophical thought
- Comparative presentation of the metaphysics, epistemology and axiology of different schools of philosophy (eg. Buddhism/Jainism/Bhagwadgita/Islam etc.)
- ICT presentation Identification of vision of school education in India, vision mission statements of schools and their ideologies
- Critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.
- Reflection on how educational thoughts of different philosophies or philosophers influence the choice of curriculum and classroom instructional practices.
- Visit to a rural/urban school, observation of activities and preparation of a reflective diary and interaction in a group.

Suggested Readings:

- Ode, L.K. (2007) Shiksha ke Darshanik Prishthabhumi, Jaypur: Rajasthan Hindi Granth Academy
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COURSE P24: PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help the prospective teachers to:

~~understand~~ The M.Ed second semester' Students will be able to:

~~CO- explain~~ the development of teacher education from ancient India to post-independent India

~~develop insight~~ ~~CO- compare the objectives, components~~ and ~~reflect on~~ mode suitable for pre-service teacher education

~~CO- explain~~ the concept of preobjectives, areas, organizations and evaluation of in-service teacher education

~~acquaint with~~ ~~CO- interpret~~ the content and organization of pre and in-service teacher education

~~develop understanding and internalize the~~ various transactional approaches methods of pre-~~and~~ in-service teacher education.

UNIT I: GENESIS OF TEACHER EDUCATION IN INDIA

• Concept of teacher education

- Teacher Education in Ancient India
- Teacher Education in Pre-independent India
- Teacher Education in Post-independent India
- Recommendations on Teacher Education: Hansa Mehata Committee, Kothari Committee, NCFTE 2005, NCFTE 2009 and Justice Verma Committee.

UNIT II: PRE-SERVICE TEACHER EDUCATION

- Pre-service Teacher Education: Concept, Objectives and Need
- ~~Agencies of Pre-service Teacher Education: DIET, CTE, IASE, UTD and RIEs~~
- Components of Pre-service Teacher Education: Foundation Courses, Subject Specialization and Pedagogy; School based Practicum and Internship
- Mode of Pre-service Teacher Education: Face-to-face and, open & distance mode and blended – advantages and limitation: limitations.

UNIT III: IN-SERVICE TEACHER EDUCATION

- In-service Teacher Education: Concept, Objectives and Need
- Need for continuing professional development of a teacher and areas of professional development
- Organizing an in service teacher education programme :(Need assessment ,planning, approval, execution, & preparation of report)
- Agencies Online training of In teachers through technology platform like SWAYAM/DIKSHA.
- Various programmes of in-service Teacher Education: DIET, CTE, IASE, SCERT&NCERT teacher education like SOPT, PMOST.
- In-service Teacher Education Programme: Orientation, Refresher, Workshop, Seminar and Conference – meaning and objectives
- Evaluating an in-service teacher education programme

UNIT IV: TRANSACTIONAL METHODS IN PRE -SERVICE TEACHER EDUCATION

- Foundation Courses – Expository, Participatory, Collaborative, Peer-Coaching and Inquiry Experiential learning
- Skill and Competency Development: Modeling-analysis-practice-feedback cycle, Practicum record and portfolio Portfolio assessment
- School based Practicum & internship: Present practice – its nature, objectives, organization and duration

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- Androgogy: Concept and Principles

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical analysis of pre-service teacher education curricula of state and national level – their components, weightage, duration, organization, transaction and assessment
- Critical analysis of in-service teacher education programme – their need and relevance, duration, planning, organization
- Interviewing/interacting with school teachers and identifying their training needs
- Collecting feedback of practicing teachers who have received training in their subject
- Interacting with DIET and IASE members and understanding their training programme
- Attending/participating any in-service programme and preparing a report
- Participating and involving the various activities of teacher education institute and preparing report on it
- Comparative study of teacher education in various countries.
- Analyzing/examining policy perspectives of pre and in-service teacher education programme in the context of present need of school education
- Material development for an in-service teacher education programme

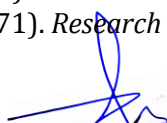
MODE OF TRANSACTION: Lecture, seminar, group discussion, participatory approach

Suggested Readings:

[www – As per required websites for concern topics](#)

[youtube channel/MOOCs/SWAYAM/DIKSHA/OER/ e- Pathsala – as per the topic/ points](#)

- Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation,
Chatterji and Desuja, A.(1959). *Training for Teacher in India and England*. New Delhi: Orient Longman,
Chaurasia, G.(1967). *New Era in Teacher-Education*. New Delhi: Sterling Publishers Pvt. Ltd.,
Dunkin, M. J. (Ed.) (1985). *The International Encyclopedia of Teaching and Teacher Education*. Oxford: Pergamon.
Gage, N. L. (Ed.) (1976). *Handbook of Research on Teaching*. Chicago: RandMcNally and Co.,
Gupta, A.K.: *Teacher Education (1984). Curriculum and prospects*. New Delhi: Sterling Publishing Private Ltd.
Jangira, N.K. (1978). *An Experiment in Teacher Education and Teacher Effectiveness*. Delhi: Frank Brothers and Co.
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Miman, J. (Ed.)(1981). *Handbook of Teacher Evaluation*. London: Sage Publications.
Mohan, R. (2011). *Teacher Education*. New Delhi: PHI Learning Private Limited, 2011.
Mukerjee, S. N. (Ed.) (1968). *Education of Teachers in India (Vol. I & II)*. Delhi: S. Chand and Co.
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NCTE (1998). *Policy Perspectives in Teacher Education*. New Delhi: NCTE.
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Pal, H. R. &Passi, B. K. *Classroom Interaction*. Agra: Har Prasad Bhargava Publication.
Shukla, R. S. (1984). *Emerging Trends in Teacher Education*. New Delhi: Sterling,
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Pal, H. R. (2004.) *Methodologies of Teaching & Training in Higher Education (Hindi)*.Delhi: Hindi MadhyamKaryanvayNideshalaya, Delhi University,
Panda, B. N. and Tiwari, A. D. (1997). *Teacher Education*. New Delhi: APH Publishing Corporation.
Singh,L.C. (1997). *Experimentation and Innovation in Schools: A Handbook*. New Delhi: NCERT.
Singh, L. C.(1990). *Teacher Education in India- A Resource Book*. New Delhi: NCERT, 1990.
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COURSE T22 : ADVANCED RESEARCH METHODOLOGY

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

The ~~Prospective teacher educators~~ **M.Ed. Second Semester' student** will be able to-

- ~~identify~~ **CO-Differentiate** various types of ~~variables and data.~~
- ~~Use~~ Descriptive statistics **and data.**
- **CO-Implement inferential (Parametric statistics)** in quantitative educational research.
- ~~use and understand the Inferential~~ **CO-Implement inferential (Non-Parametric statistics)** in quantitative educational research.
- ~~understand the process of philosophical analysis.~~
- ~~understand~~ **CO- Organize** and ~~use~~ **implement** qualitative data-analysis in educational research

UNIT I: UNDERSTANDING DATA

- Qualitative and Quantitative nature of data
- Scales of measurement: nominal, ordinal, interval and ratio.
- Measures of central tendency- mean, median and mode
- Measures of variability- SD
- Tabulation and graphical representation of data with pie-diagram, bar-diagram, histogram, frequency polygon and Ogive.
- Normal probability curve (NPC): properties and application

UNIT II: INFERENCE STATISTICS FOR DATA ANALYSIS (PARAMETRIC)

- Parametric assumptions
- Central limit theorem; Standard error of statistic – meaning
- t-test, interpretation of results (Level of Significance, Confidence interval, Power of test, Type-I and Type-II errors)
- Analysis of Variance (ANOVA) – one way.
- Measures of relationship: Concept of correlation-product moment and partial correlation.

UNIT III: INFERENCE STATISTICS FOR DATA ANALYSIS (NON-PARAMETRIC)

- Non-parametric assumptions
- Chi-Square for testing hypothesis (Goodness of fit, Test of independence), interpretation of results
- Mann-Whitney U test
- Measures of relationship: rank order correlation

UNIT IV: ANALYSIS OF QUALITATIVE DATA

- Meaning and uses of
 - Content analysis
 - Trend analysis
 - Using corroborative evidences,
 - Use of secondary data in historical and descriptive research

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Practicing on real data and interpretation
- Working on MS-Excel –data feeding, analysis and interpretation
- Doing content analysis on given real-time text
- Reviewing research papers using various techniques of data analysis and discussing
- Evaluating various research reporting on the basis of data analysis and interpretation

MODE OF TRANSACTION: Lecture, problem solving approach

Suggested reading/Learning Reference:

WWW- As per required websites for concern topic.

U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

Books-

- Gupta, S. P. & Gupta Alka. (2013). *Statistical Methods in Behavioural Sciences*, SardaPustakBhawan, Allahabad.
- Gokhar, S.C. (2009). *Statistics in Education and Psychology*, M.M. Publication, Paniput.
- Kapil, H.K. (). *Elements of Statistics in Social Sciences*, VinodPustakMandir, Agra.
- Garrett, H.E. (1988). *Statistics in Psychology and Education*, Bombay, Vakils, Feiffer & Semen's Ltd.
- Kurpius, S.E. et. al. (2006). *Testing and Measurement*, New Delhi, Sage Publication,
- Kurtz, A.K.& Mayo, S.T. (1980). *Statistical Methods in Education and Psychology*, New Delhi, Narosa Pub House.
- Rajmanickam.(2001). *Statistical Methods in Education and Psychology*, New Delhi, Concept Publishing Company.



- Seigal, Sydne, Y. (1986). *Non-parametric Statistics for Behavioural Sciences*, New Delhi, McGraw Hill.
- King, B.M. & Minium, E.W. (2008) *Statistical reasoning in the Behavioral Sciences*, New Delhi, Willey India
- Verma, J.P. () *Statistics for psychological research*


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COURSE S22: SECONDARY EDUCATION: CURRICULUM ISSUES

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

The prospective teacher educators MEd second semester students will be able to-

- Co- Critically analyse the curriculum structure of the secondary and higher secondary school curriculum
- Co- Deal with the training for strategic plan for curriculum transaction with different approaches
- Develop and reflect Co- Reflect upon appropriate evaluation mechanism for the secondary stage
- Develop Co- Inculcate appropriate strategies to deal with the adolescent learners and their problems

UNIT-I: CURRICULUM AT SECONDARY STAGE

- Issues of secondary and higher secondary curriculum: Relevance, Integration, Flexibility, Conceptuality, Utility, Consistency with social reality and Plurality determinants of curriculum at secondary level; Need for Situational Analysis
- Essential Features and Components of Curriculum of Secondary Education: Language, Science, Mathematics, Social Science and Commerce
- Core curriculum and National curriculum: Need and features
- Curriculum structure for Secondary education state boards, CBSE & ICSE

UNIT-II: CURRICULUM TRANSACTION AT SECONDARY STAGE

- Methods of transaction at secondary level: Psychological Principles
- Discussion, Assignment, Project, Laboratory Work, Demonstrations, Seminar & Field Work
- Collaborative Learning-meaning and its role in curriculum transaction
- Cooperative learning-meaning & its role in Curriculum transaction
- Multidisciplinary and Interdisciplinary Approaches of curriculum transaction
- Subject, Learner and Activity cum Experience Centered Curriculum Design

UNIT-III: EVALUATION AT SECONDARY STAGE

- Continuous and Comprehensive Evaluation (CCE): Scholastic and Co-Scholastic dimensions
- School Based Evaluation
- Formative and Summative Assessment- Concept, nature and purposes
- Norm referenced and criterion reference evaluation
- Grading and Marking System; Portfolio of Learners
- Examination reforms at secondary education level

UNIT-IV: KNOWING THE LEARNER AT SECONDARY LEVEL

- Psychological characteristics of the students at Secondary level
- Problems of Adolescents and the Challenges of Secondary level
- Role of Guidance and Counseling in Secondary level
- Exposure to multifarious activities

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Comparative analysis of secondary education curriculum in various states
- Critical analysis of contents, and exercises in the textbooks in line with the curriculum objectives at secondary level
- Analysis of the question papers of board examinations
- Classroom observations for analysis of classroom teaching at secondary level
- Planning for various experiences for curricular development
- Critical analysis of NCF—2005
- Planning for guidance- counseling activities and Study of CBSE Helpline for counseling services

MODE OF TRANSACTION: Discussion, Visits

Suggested reading- Reading/Learning Reference-

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- WWW- As per required websites for concern topic.
- U-Tube Channel/ Moocs/OER/E-Pathshala- As per topic/points
- Books- As per standard of content.

Aggarwal, J.C. (1988) : *Teachers Role, Status, Service Conditions and Education in India*. (Doaba House)

Aggarwal, J.C. (2004) *Development of Education System in India*. New Delhi: Shipra.

Aggarwal, J.C. (2005) Recent developments and trends in education. New Delhi : Shipra Publication.

Aggarwal, J.C. (2009) Secondary Education. New Delhi : Shipra Publication

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Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT

Committee on the Impact of the Changing Economy on the Education System, National Research Council.

Q.The Knowledge Economy and Postsecondary Education.

Coombs P.H. (1985): *World Crisis in Education: The View Form Eighties*, Oxford University Press, N. York.

Education for All (1993): *The Indian Scene*, New Delhi, Department of Education, Ministry of Human Resource Development, Government of India

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Chopra, R.K. (1993) Status of Teachers in India

Fourer E. and others: *Learning to be* UNESCO, Delhi, Sterling Publishers, 1973.

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Govt. of India (1986/1992) National Policy of Education, 1992, Modification and their POA's MHRD, Deptt. of Education.

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Govt. of India (2005). *National Plan of Action for Children, 2005: Department of Women and Child Development*, New Delhi

Gupta, V.K and Gupta , Ankur (2005): *Development of Education System in India*. Vinod Publication, Ludhiana.

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Jayapalan, N. (2005) *Problems of Indian Education*. New Delhi : Atlantic.

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Kumar K (2004), *What is Worth Teaching?* 3rd edition, Orient Longman

Kundu, C.L. (Ed) (1984) *Indian year Book on Teacher Education*, Sterling Publishers Pvt. Ltd., New Delhi.

Khan, A. (2006) *Education in the Modern Indian Context*. New Delhi : Arisep.

Khanna, P.K. (2005) *Education in the New Millennium*. Jaipur : ABD

Kochhar S.K. - *Secondary School administration*

Kochhar S.K. (1981) *Pivotal issues in Indian education*

Kumar, I. and Kumar R. (2006): *Development of Educational System in India*. 21st century Publication, Patiala.

MacBeth, J (1999). *Schools must speak for themselves*. Routledge, UK

Malhotra, P.L. (1986) *School Education in India : Present status and Future Needs*, NCERT, NewDelhi.

Mohanty, J. (1994) *Indian Education in the Emerging Society*, New Delhi: Sterling Publishers Pvt. Ltd.

Mukerji, S.N., *Secondary School in Administration*

Mukerji, S.N., . *Secondary School in India*

Mukherjee, S.N. (1964) *Education in India, Today and Tomorrow*. Baroda:Acharya Book Depot.

Nagpure, V., (1982), *Teacher Education at Secondary Level Bombay: Himalaya Publishing House*,

Naik, J.P., (1975): *Some Perspective on Non-Formal Education*, Allied Publishers, New Delhi.

National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.

National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.

National Policy of Education, 1986 (With modifications of Action 1992) NewDelhi:MhRD, 1992

National Policy of Education, 1986, programme of action 1992 (New Delhi : MHRD) 1992

NCTE (2009) *NCF for Teacher Education: New Delhi*

National Policy of Education,(1992) Modification and their POA's, MHRD, Dept. of Education

National Policy of Education 1986/1992.

National Curriculum Framework on School education, 2000 and 2005

NCERT (1997) *Code of Professional Ethics for Teachers*.

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

Pathak, Avijit (2002), *Social Implications of Schooling*, Rainbow Publishers, Delhi

Report of the Delors Commission, UNESCO, 1996



Rao, V.V. (2004) Education in India : DPH.

Sudesh Mudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools, NIEPA, New Delhi


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COURSE F23: DISSERTATION

(AREA OF STUDY, LITERATURE REVIEW & RATIONALE PRESENTATION)

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 4Hrs./wk

The ~~prospective teacher educators~~ M.Ed. Second Semester' students will be able to-

- ~~Identify~~ CO-Inferring a researchable problem area
- ~~Locate~~ CO-Generating the problem in some broader context
- ~~Develop~~ CO-Implementing the skills of reviewing related literature and report in academically accepted manner
- ~~Develop~~ CO-Executing the skills to systematically conclude the review
- ~~Develop~~ CO-Executing the skills of outlining a logical rationale for studying a problem

~~The prospective teacher educators~~ The The M.Ed. Second Semester' students are expected to decide an area of study in the guidance of their supervisor and based on a study of the researches on the thrust areas, preferably in school education. They must contextualise contextualize the area of study against some contemporary background. After deciding an area of study, they are expected to go for an extensive review of related literature and write a critical review of such literature in the selected area. On the basis of such review and the critical conclusion drawn from it, they are expected to develop a sound rationale for the study to be undertaken under the dissertation. They have to present a detailed report of the selection of the area of study and its context, the review of the related literature as well as the rationale emerged from such review in the perceived context of problem area.


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COURSE F24: INTERNSHIP IN TEACHER EDUCATION INSTITUTE

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 2 Weeks

~~To help the prospective teacher educators to –~~

~~Become sensitive about~~ The M.Ed. Second Semester' students will be able to-

- CO 1. ~~Elaborate~~ the processes involved in various kinds of activities performed by the pupil teachers of in-service programmes.
- CO 2. ~~Develop ability to analyse~~ Analyse involvement of pupil teachers in organising various curricular activities in a teacher education institution.
- CO 3. ~~Develop~~ Demonstrate competencies in organising various kinds of teacher education curriculum specific activities.
- CO 4. ~~Develop an understanding of~~ Identify the needs and relevance of in-service teacher education practices.

The prospective teacher educators are expected to visit a teacher education institute to visualise & understand, various processes going on in the institute. They are expected to undertake some of the following activities as assigned to them under four dimensions as below:

1. Teaching-learning (25 marks)

- Teaching as a teacher educator
- Giving model lessons/demonstration lessons
- Observation of Micro Teaching
- Observation of classroom curriculum transaction
- Preparation unit plans and lesson plans
- Model lessons
- Any other relevant issue

2. Administration (25 marks)

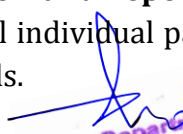
- Observation of overall organisation of In-service education programme
- Study of Time table/ academic calendar/ordinance
- Study of the Admission process
- Understanding Management and funding; teachers profile
- Understanding Resource outsourcing
- Observing Attendance
- Any other relevant issue

3. Curricular activities and learner profiles (25 marks)

- Observation of Assembly and Co-curricular activities
- Observation of Professional development courses
- Observation of Community work
- Recording Learners profiles
- Any other relevant issue

They are also expected to present a report on their visit which shall reflect their critical observation and reflection on various important issues of teacher education.

4. Presentation and reporting (25 marks): Students are expected to present in groups (with essential individual participation) their experience from the internship regarding the above in details.


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COURSE P35: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

COURSE _____ OBJECTIVES _____

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help the prospective teacher:

-To

Objectives of Paper (Learning Outcome Base Objectives)

The M.Ed. Third Semester Students will be able to –

- CO-understand the reason need of Sociology of education for a teacher educator
-To develop competency Society teaching among them self.
- -To CO-understand education from different perspectives
- CO-critically analyse role of social structure in education
- CO-understand the process of different types of Society and Culture
- -To understand CO-visualize role of education in the process Modernization of change in Indian society

-To understand Social Pattern in Education of Society

UNIT- I- SOCIOLOGY OF EDUCATION

- Meaning of Sociology and Sociology of Education-Concept
- Educational Sociology and Sociology of Education
- Nature and Scope of Sociology of Education
- Function Approaches to Sociology of Education in Society
- Education-(Functionalist, Conflict and interpretive/post Modernist-Perspectives)
- Need of Sociological Perspective in Education

UNIT- II- SOCIAL SYSTEM, ~~SOCIALIZATION~~ AND EDUCATION

- Social System: Concept and Element of Social System, Functions
- Education School as a Social subsystem System
- Family, socialization and education
- Caste, Socialization and education
- Gender, Socialization and Education
- Social Structure and Education: India Society (Class, Caste, Region, Gender, Religion etc.); Inequality in Education
- Social Exclusion and: Concept, Exclusion in Education, Ways to combat Exclusion in education

UNIT- III- CULTURE ~~AND EDUCATION,~~ SOCIAL CONTROL AND EDUCATION

- Culture: Concept and Functional characteristics
- Characteristics
- of Indian Culture- its Characteristics
- Urbanization and social mobility
- ~~UNIT- IV- SOCIAL CONTROL, SOCIAL CHANGE, MODERNIZATION AND~~ Multicultural Education
- Social Stratification- Concept, Basis
- Social Control: Nature Concept, Agencies and Role of Education in, Social Control- and Education

UNIT- IV- SOCIAL MOBILITY AND SOCIAL CHANGE AND EDUCATION

- Concept of Social Mobility, Types of Social Mobility, Factors, Social Mobility and Education
- Social Change: Concept of Social change and modernization
- Constraints on, Factors, Social Change and Modernization in India Education
- Social Stratification

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- [Education and - Industrialization, Urbanization, Modernization, Globalization, Internationalization](#)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

1—Sociometric analysis

1- [Read classical texts for discussion: Durkheim- Education, Its Nature, and its Role; Mannheim- The Historical Character of Educational Aims; Althusser- Ideology and Ideological State Apparatus, Michael Apple: Official Knowledge;](#)

1-2- [Preparation of tools for socio-economic status.](#)

2-3- [Assessing cultural diversity in a school, class etc.](#)

4- [Seminar presentation by students on selected themes leading to discussion](#)

3-5- [Students will be preparing an assignment on the above mentioned issues and make a presentation](#)

Suggested Readings

Cook, L.A. & E.F. Cook	A Sociological Approach to Education
Rugg & Wither	Social Foundation of Education
Ashley, B.S. et al.	An Introduction of the sociology of Education
Musgrave, P.W	The Sociology of Education
Merrill, F.E.	Society and Culture
Brown, F.J.	Education Sociology
Morrish, Ivor	The Sociology of Education - An Introduction
Ruhela, S.P. & K.S. Vyas	Sociological Foundation of Education in Contemporary India
Brenback, Cole. S.	Sociological Foundation of Education
Prelins, A.P. & Parelins R.J.	The Sociology of Education
Stalcup, R.J.	Sociology and Education
Ottaway, A.K.C.	Education and Society
Mishra, U.	ShikshaKaSamajshastra

MODE OF TRANSACTION: [lecture cum discussion, workshop, seminar, assignment, presentation by students](#)

Apple, M.	Ideology and the Curriculum, London: Routledge and Kegan paul
Arkara Jacob	Education in Sociological perspective, Rawat Publication, New Delhi.
Ashley, B.S. et al.	An Introduction of the sociology of Education
Blackledge, D. & Hunt, Barry	Sociological Interpretations of Education, London, Groom Helm.
Brenback, Cole. S.	Sociological Foundation of Education
Brown, F.J.	Education Sociology
Chanda S.S. & Sharma R.K.	Sociology of Education, New Delhi, Atlantic publishers,
Chandra S.S.	Sociology of Education, Guwahati, Eastern Book House,
Cook L.A. & Cook, E.	Sociological Approach to education, New york, McGraw Hill,1950.
Dewey, J.	Democracy and Education: An Introduction into philosophy of Education, Newyork, The free press.
Cook, L.A. & E.F. Cook	A Sociological Approach to Education
Durkheim, E.	Education and Sociology, New York, the free press.
Harlambos, M.	Sociology: Themes and Perspectives, Delhi: Oxford Univ. Press
Hemlata, T.	Sociological Foundations of Education, New Delhi, Kanishka Publishers.
Jayaram,	Sociology of Education, New Delhi, Rawat, 1990.
Luther, M.N.	Values and Ethics in School Education, New Delhi, Tata McGraw Hill.
Merrill, F.E.	Society and Culture
Mishra, U.	ShikshaKaSamajshastra
Morrish, Ivor	The Sociology of Education- An Introduction
Musgrave, P.W	The Sociology of Education
Ottaway, A.K.C.	Education and Society
Pandey R.S.	Development of Indian System of Education VinodPustakMandir: Agra.
Prelins, A.P. & Parelins R.J.	The Sociology of Education
Rugg & Wither	Social Foundation of Education



Ruhela, S.P. & K.S. Vyas	Sociological Foundation of Education in Contemporary India
Ruhela, S.P.	Sociology of Education: Problems and Prospects
Shah BV & Shah KV	Sociology of Education, Rawat Publications Jaipur.
Shukla, S & K. Kumar	Sociological perspective in Education, New Delhi, Chanakya Publication.
Stalcup, R.J.	Sociology and Education
Berger and Luckmann	Social construction of reality

Learning Reference-

- [WWW- As per required websites for concern topic.](#)
- [U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points](#)
- [Books- As per standard of content.](#)


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COURSE P36: PERSPECTIVES, RESEARCH AND ISSUES IN TEACHER EDUCATION

COURSE OBJECTIVES
MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help COURSE OBJECTIVES

The M.Ed third semester students' will be able to:

CO- explain the prospective teacher educators to:

- ~~understand and analyze the~~ various recommendations of recent policies, programmes, and regulations of teacher education
- ~~understand and analyze~~ CO- summarise the ~~role~~ structure and functions of various organizations and agencies associated with teacher education ~~organization/agencies~~
- ~~Appreciate the role and functions of teacher education organization/agencies~~
- ~~understand the structure and~~ CO- explain the issues with management of teacher education
- ~~Understand the importance of universalisation of secondary education~~
- ~~identify the various areas of research and quality improvement~~ in teacher education
- ~~identify~~ CO-exemplify the emerging trends in researches of ~~research in~~ teacher education
- ~~identify and reflect on the problems and issues of teacher education~~ suggest innovative approaches.
- ~~analyse the role of agencies in quality assurance~~

UNIT I: POLICIES ON TEACHER EDUCATION AND TEACHER DEVELOPMENT

- National Education policy 2020 on Teacher Education: ~~Concern and vision~~
- ~~Teacher Expertise—Berliner's stages of development of~~ carrier progression in National professional standards for Teachers(NPST)
 - a) ~~Beginner~~ teacher
- ~~Approaches to teacher development: Self directed development, cooperative development and change-oriented staff development~~
 - b) ~~Proficient~~ teacher
 - c) ~~Expert~~ teacher
 - d) ~~Lead~~ teacher
- ~~New norms and standards for Teacher Education Programme – B.Ed, M.Ed, B.Ed. M.Ed (Integrated) and Integrated Teacher Education Programme(ITEP)~~

UNIT II: ORGANIZATION AND AGENCIES OF TEACHER EDUCATION

Organization

- ~~Institutes~~ and agencies of teacher education: Roles, Functions and Networking of –
 - ~~Institutes: NIEPA, DIET~~
 - ~~CTE~~
 - ~~IASE, RIE and UTD~~
- ~~Agencies: UGC, NCERT, SCERT and NCTE~~
 - ~~NCERT~~
 - ~~NUEPA~~
- ~~National Mission for Mentoring(NMM)~~

UNIT III: STRUCTURE, MANAGEMENT AND QUALITY OF TEACHER EDUCATION



- Structure of teacher education system in India: Its merits and demerits
- Management of teacher education – Planning and designing, Executing instruction, Monitoring the programme and Management of demand and supply
- [□ Competency based and commitment oriented teacher education :For quality school education](#)
- NAAC & its criteria for quality assessment of Higher Education Institutions
- ~~Criteria of quality assurance in context of Internal Quality Assurance Cell (IQAC)~~

UNIT IV: RESEARCH IN TEACHER EDUCATION

- Research in teacher education: Concept, Areas/Scope
- [Problems of research in teacher education](#)
- [Innovations](#) in teacher education
- Trends of research: Earlier trends, Emerging trend, areas and variable of research in teacher education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical analysis of national policies of teacher education
- Critical analysis of role of various teacher education agencies/organization
- Visiting teacher education institutes like DIET, CTE, IASE etc., and preparing report on it
- Identifying and reflecting on present problems and issues of teacher education and presenting in seminar form
- Writing a conceptual paper on present problems and issues of teacher education
- Review the surveys of education at research and prepare trend report
- Reflecting on recommendation of NCFTE 2009 and present practices in teacher education programme
- Preparing presentation on the role and functions of NCERT and NUEPA

Suggested Readings:

[www – As per required websites for concern topics](#)

[youtube channel/MOOCs/SWAYAM/DIKSHA/ OER/ e- Pathsala – as per the topic/ points](#)

Ali, L. (2012). *Teacher Education*. New Delhi: APH Publishing Corporation

Bose, K., and Shrivastava, R.C. (1973). *Theory and Practice Teacher Education in India*, Allahabad: Chug publication

Chatterji and Desuja, A.(1959). *Training for Teacher in India and England*. New Delhi: Orient Longman,.

Chaurasia, G.(1967). *New Era in Teacher-Education*. New Delhi: Sterling Publishers Pvt. Ltd.,

Dunkin, M. J. (Ed.) (1985). *The International Encyclopedia of Teaching and Teacher Education*. Oxford: Pergamon.

Gage, N. L. (Ed.) (1976). *Handbook of Research on Teaching*. Chicago: Rand McNally and Co.,

Gupta, A.K.: *Teacher Education* (1984). *Curriculum and prospects*. New Delhi: Sterling Publishing Private Ltd.

Jangira, N.K. (1978). *An Experiment in Teacher Education and Teacher Effectiveness*. Delhi:



Frank Brothers and Co.

Mangala, S. (2002). Teacher Education-Trends and Strategies. New Delhi: Sage Publication

Miman, J. (Ed.) (1981). Handbook of Teacher Evaluation. London: Sage Publications.

Mohan, R. (2011). Teacher Education. New Delhi: PHI Learning Private Limited, 2011.

Mukerjee, S. N. (Ed.) (1968). Education of Teachers in India (Vol. I & II). Delhi: S. Chand and Co.

NCERT (2005). National Curriculum Framework. New Delhi: NCERT.

NCFTE (2009). National Curriculum Framework for Teacher Education: Towards Preparing professional and Humane Teacher, National Council of Teacher Education, New Delhi

NCTE (1998). Curriculum Framework for Teacher Education. New Delhi: NCTE, 1998.

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

Panigrahi, S.C., and Biswal, A. (2012) Teacher Education. New Delhi: APA Publishing Corporation

Rao, D. (2002) Teacher Education in India. New Delhi: Discovery Publishing House

Shukla, R. S. (1984). Emerging Trends in Teacher Education. New Delhi: Sterling,

Panda, B. N. and Tiwari, A. D. (1997). Teacher Education. New Delhi: APH Publishing Corporation.

Singh, L.C. (1997). Experimentation and Innovation in Schools: A Handbook. New Delhi: NCERT.

Singh, L. C. (1990). Teacher Education in India- A Resource Book. New Delhi: NCERT, 1990.

Smith, B. O. (1971). Research in Teacher Education: Symposium. New Jersey: Prentice Hall Inc.


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COURSE T33: INFORMATION AND COMMUNICATION TECHNOLOGY

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

After completing the prospective teachers course M.Ed. III semester students will be able to:

~~CO-~~ Explain the understanding importance of Information and Communication Technology

- ~~understand the use of internet in ICT in education.~~
- ~~CO-~~ Predict the application of ICT in the field of education.
- ~~CO-~~ Design and use various application softwaresoftware like MSWord, Excel and Powerpoint, PowerPoint in the given situation.
- ~~understand the CO-~~ Combine various google tools like google forms, google docs, google sheet, google classroom in the given situation.
- ~~CO-~~ Produce video lectures through video recording software.
- ~~CO-~~ Analyse the utility of e-learning, m-learning, and social-online social media in the field of education
- ~~be able to understand CO-~~ Justify the changing scenario of ICT through virtual classroom in from the traditional teaching-learning processmodel to the blended mode of learning.

UNIT I: ICT AND EDUCATION

- Information and Communication Technology: Origin, Concept and importance
- Components of Modern ICT's: Input, Process, and Output devices
- Use of ICT: Use by Educational Managers/Administrators, teachers, students

UNIT II: MS OFFICE

- MS Word:** Different Menus and ribbon: Home, Insert, Page Layout, References, Mailings and Review, Functions of Office button, Customize Quick Access Toolbar.
- Power Point:** Different Menus and ribbons, making slides. Custom Slide Show.
- MS-Excel:** Different Menus and ribbon, Charts and their Functions in the field of Education, Application of Function Library.

UNIT III: INTERNET AND EDUCATION

- ~~Online Aspects: Online Surfing, Online Conferencing,~~
- ~~Creation & Useuse of e-mail,~~
- ~~Chat, Use of Search Engines,~~
- ~~Use of Cloud Computing, Utility of Different Topologiesgoogle app and~~
- ~~video and Screen recording software.~~
- ~~ICT tools in the field of EducationResearch~~
- ~~Use of Internet in Education~~

UNIT IV: VIRTUAL CLASSROOM AND EDUCATION

- ~~Virtual Classroom: concept, uses in schools and universities~~
- ~~Modes of Virtual Classroom: Synchronous, Asynchronous & Self-paced instruction~~
~~Virtual Classroom for teaching~~

UNIT-IV: ICT supported Teaching/ Learning Strategies (Concept, Features and Educational Applications)

- ~~e-Learning~~
- ~~Web based learning process; video conferencing~~



- [Advantages of Blended Learning and Flipped learning](#)
- [Virtual Classroom for teachers & students](#)
- [Class room](#)
- [You-tube channel creation and handling](#)

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- [Workshop on E-learning](#)
- [Presentation on various theme of education using application software](#)

Preparation of data sheet containing various dimensions of students

- [Visit any two educational websites/ MOOC's and using functions key](#)
- [Prepare/rewrite a critical assessment report/draft on 'Use of Virtual Classroom about it in teaching learning process: challenges MS Word and achievements' in any school](#)
- [Preparing/prepare a Note/Draft on the Advantages of Social media in Education with reference to National and International context presentation using MS Power Point.](#)
- [Visiting to SCERT and participating on Prepare questionnaire using Google form](#)
- [Organize virtual classroom using various apps](#)
- [Prepare 10 minutes video conferencing programme](#)
- [Organising a guest Lecture on ICT in Education via lecture using video conferencing/recording software](#)
- [Create own You-tube channel and upload video lecture](#)

MODE OF TRANSACTION: Lecture, Demonstration, Participatory Approach, Assignment, Discussion and hands on experience [and individual and group presentation.](#)

Suggested Reading/Learning Reference-

- [WWW- As per required websites for concern topic.](#)
- [U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points](#)

Suggested Readings:

- Aggarwal, J. C. (2009). Essentials of Educational Technology- Innovations in Teaching-Learning. ~~2nd Edition, Vikas Publishing~~ [Vikas Publishing](#) House Pvt. Ltd., A-22, sector 4, Noida-01(UP).
- [Arulswamy, S., Sivakumar, P. \(2012\). Application of ICT in education. Hyderabad: Neelkamal Publication.](#)
- [Bhatnagar, A. \(2007\). Teaching of Computer Science, International Publishing House, Merrutt.](#)
- [Chandrakar, M. \(2011\). ICT in Education \(Based on UNESCO ICT Initiative\), Authors Pressa, New Delhi](#)
- [Goel, H. \(2008\). Teaching of Computer Science, R.Lal Book Depot, Merrut.](#)
- [Mangal, S.K. & Mangal Uma \(2012\) Essentials of Educational Technology, PHI Learning Private Ltd, New Delhi.](#)
- [Manoj, D. \(2010\). ICT in teacher development. Hyderabad: Neelkamal Publications.](#)
- [Mishra, R.C. \(2005\). Teaching of information technology. New Delhi: APH Publishing Corporation.](#)
- [Rajsekar, S. \(2008\). Computer Education, Neelkamal Publications, New Delhi.](#)



[Talesra Hemlata, Marashdeh Wasef & Sampath K., Panneerselvam, A., & Santhanam, S. \(1998\). Introduction to educational technology \(4th ed.\). New Delhi: Sterling Publishers Pvt. Ltd.](#)
[Santoshi, V. \(2009\). Information and communication technology for teacher education. New Delhi: Kanishka Publications.](#)
[Simmons, C., & Hawkins, C. \(2009\). Teaching ICT. Sage Publications India Pvt. Ltd.](#)
[Talesra Hemlata, Marashdeh Wasef & Nagda M L \(2003\) Web-based Learning, Authorspress Global Network, E-35/103, Jawahar Park, Laxmi Nagar, Delhi Network Delhi.](#)
[Upadhaya, A. & Singh N. \(2008\) Computer Shiksha, Agrawal Publications, Agra.](#)


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[Talsera, H., Marashdeh, W., & Nagda, M. L. \(2005\). *Web Based Learning*. New Delhi: Authors Press.](#)

[Vanaja M., Rajashekhar S., & Arulswamy, S. \(2013\). *Information and communication technology \(ICT\) in education*. Hyderabad: Neelkamal Publications.](#)


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COURSE S331: SECONDARY EDUCATION: UNDERSTANDING EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To help the prospective teacher educators to:

Objectives of Paper - Learning Outcome Base Objectives (LOBO)

The M.Ed. Third Semester Students will be able to –

- CO-Understand the concept of educational technology Educational Technology
- Categories CO-Understand the application of Educational Technology
- CO-Understand the subject according to the form of ET
- Mediate between content and resources of presentation.
- Evaluate the learner's performance in terms of achieving educational objectives.
 - Will be able to maintained the standard use of education but also improved the ways Educational Technology in different forms of teaching by giving teaching aids and programmed instructional material education
- Explain the meaning and nature of educational technology
 - CO-Differentiate various approaches of educational technology
 - CO-Evaluate software and hard ware hardware resources appropriate for teaching in range of curriculum areas
 - CO-Understand and use emerging education at Behaviour Modification Techniques
 - CO-Understand the stages of teaching technology.

UNIT I: HISTORY AND CONCEPT OF EDUCATIONAL TECHNOLOGY

- Evolution of educational technology
- Meaning, Scope, and role Concept of Educational Technology as a discipline: Information Technology, Communication Technology, Information and Communication Technology and Instructional Technology
- Need and significance Function of Educational Technology
- Concept Application of technology Educational Technology in formal, informal, non-formal and inclusive education and technology of education setting

UNIT II: APPROACHES AND FORMS TO EDUCATIONAL TECHNOLOGY

- Concept and role of Hardware, Software & approach, System Approach Approach and cybernetics approach
- Forms of Educational technology: Technology: Teaching Technology – concept and need
- Concept and need and use of, Instructional Technology, writing Instructional objectives and Behavioural Technology – concept, characteristics, assumptions, need and its implications
- Behaviour Technology System: Concept, elements, characteristics, Education as a System-its elements and need Principles



UNIT III: BEHAVIOUR TECHNOLOGY AND TEACHING TECHNOLOGY

- Concept: Teaching and teacher ~~behaviour~~ Behaviour
- Modification of teaching and teacher ~~behaviour~~ behavior
- Techniques for modification of teacher behavior
- Flanders Interaction Analysis, Coding, Decoding, Feedback System
- Teaching Technology: Stages of Teaching- Pre-active, Interactive and Post- active.

UNIT IV: ~~EMERGING TECHNOLOGY~~ E- LEARNING Education

- Future trends: Concept of E-learning
- Approaches to E-learning: Offline, Online, Synchronous, Asynchronous, Blended learning, Mobile learning
- Computer, E-mail—its pedagogic, audio and video conferencing, Virtual Classroom: Pedagogic, research and administrative importance
- ~~Communication satellite, INSAT, Teleconferencing—audio and video conferencing~~
- ~~Internet and intranet, electronic portfolio, M-learning~~

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Critical evaluation of use of hardware and software in school (Based on Field Visit)
- ~~Writing instructional objectives in specific~~
- Prepare and evaluate lesson plan based on Techniques for modification of teacher behavior
- Use and evaluate the emerging educational technology
- Listing of use of technology in your institution
- Use of social sites and conferencing Apps for educational purposes

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar assignment, presentation by students

Suggested Readings:

- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behavior Analysis for Teachers*
- Mangal S. K. *Teaching of science*, New Delhi:
- Bhushan, S.: Educational Technology, ~~Vinod Pustak Mandir~~ Vinod Pustak Mandir, Agra, 1986
- Passi, B. K., Goel, D. R. and Jaiswal, K. (1992). *Educational Television*. Agra: National Psychological Corporation
- Chouhan, S.S. (1973.): Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi,
- Das, R.C. *Educational Technology: A Basic Text*. New Delhi: Sterling, 1992
- Dececco. J.P. *Educational Technology*, New York: HRW, 1964.
- Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.
- Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning)*. Ludhiana: Prakash Brothers



Rao. V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.
Sampath, K. et al.: *Introduction to Educational Technology*, Sterling Publisher, New Delhi, 1981.

Learning Reference:

- [WWW- As per required websites for concern topic.](#)
 - [U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points](#)
-



COURSES332: SECONDARY EDUCATION: INTRODUCTION TO INCLUSIVE EDUCATION

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

To enable the teacher educators -

- To acquire knowledge and understanding of Inclusive education.
 - To acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired, mentally retarded).
 - To acquire knowledge and understanding about different policies and constitutional provisions for children with diverse needs.
 - To acquaint them with the Government Policies, Legislatures & National Institutes related to the disabled.
 - To acquaint them with Educational programmes, Equipments and Aids for education of the disabled.
-

UNIT I. INTRODUCTION TO BASIC CONCEPTS OF INCLUSIVE EDUCATION

- Concept of Children with diverse/special needs
- Impairment, disability and handicap
- Concept, need & objectives of Special/inclusive Education
- segregated, integrated and inclusive education
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability,

UNIT II. HISTORICAL DEVELOPMENT OF INCLUSIVE EDUCATION

- National institutes related to disabilities
- landmark contribution in special/inclusive education
- Historical and legal development of special/inclusive education with special reference to Indian context

UNIT III: LEGAL AND POLICY PERSPECTIVES

- Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;
- Constitutional Provisions; the Persons with Disabilities Act, 1995 (PWD Act); the Rehabilitation Council of India Act, 1992 (RCI Act); and the National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.

UNIT IV: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- School's readiness for addressing learner's difficulties.
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities.



- Classroom management and organisation.
- Responding to special needs by developing strategies for content, curricular adaptations, lesson planning and TLM.
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special/resource teacher, speech therapist, physiotherapist, occupational therapist, and counselor. Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State.

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits

PRACTICUM

- To prepare a report on the facilities present in any one special school and in an inclusive setting school of your city.
- To develop teaching learning material to teach any one type of differently able child.
- To prepare a report on the implementation of different policies related to inclusive education in an inclusive school.

Suggested readings:

- Agrawal, J.C. **VisistaBalakhetuShiskhanAdhigamPrakriya**
- Bender, W.N. **Learning Disability**, Allyn & Bacon, Simon and Schuster, 1995, Boston London
- Berdine, W.H & Blackhurst A.E.(eds). **An Introduction to Special Education**, Harpers Collins Publishers, Boston 1980.
- Bhargava, M. **Introduction to Exceptional Children, Their Nature and Educational Provisions**, New Delhi, Sterling Publishers, 1994
- Bist, Abha Rani : **Vishistha Balak**, Agra : Vinod Pustak Mandir.
- Bruer, A.M. & Shea, M **Teaching Exceptional Students in your Classroom**, London, Allyn and Bacon,
- Chauhan, S.S **Education of Exceptional Children**, New Delhi, Indus Publishing Company, 1989
- Cruick Shank M.M. and Johnson (eds) **Education of Exceptional Children and Youth**, London, McGraw Hill, 1975
- Dash, M.: **Education of Exceptional Children**, New Delhi: Atlantic Publishers and Distributors, 5300.
- Dubey, M.N. **Gifted and Talented Education**, New Delhi, Mittal Publication, 5305
- Dunn., L & Bay, D.M (ed.): **Exceptional Children in the Schools**, New York : Holt, Rinehart, nston.
- Farwel, M. **Special Education Needs** Paul Chapman Publishing- Sage Publication 5304
- Gallagher J.J. **Teaching the Gifted Child (2nd edition.)**, Boston, Allyn& Bacon, 1975
- Gupta P.K. **Education for Creativity** Cosmo publication, New Delhi 5304
- Hallahar, D.P & Kauffman, J.M., **Exceptional Children: Introduction to Special Education**, Allyn & Bacon, Massachusetts, 1991
- Heck, A.O. **The Education of the Exceptional Children**, New York, McGraw Hill, 1953



- Hewett, Frank M. & Foreness Steven R., *Education of Exceptional Learners*, Allyn & Bacon, Massachusetts, 1984.6. Jorden, Thomes E. *The Exceptional Child*, Ohio: Merrill.
- Kirk, S. & Gallagher *Education of the Exceptional Children*, New Delhi, Oxford IBH, 1979
- Kirk, S.A & Gallagher J.J., *Education of Exceptional Children*; Houghton Mifflin Co., Boston, 1989
- Kundu, C.L. (Editor in Chief): *Status of Disability in India 5300*, New Delhi: Rehabilitation Council of India.
- Magnifico, L.X: *Education of the Exceptional Child*, New York, Longman.
- Martens, D.M. & Melaughliu, J.A. *Research and Evaluation, Methods in Special in Special Education* Corwin Press, Sage Publication 5305
- Mishra, R.C. *Guidance & Counselling (2 Vols)* Eastern Book House, Guwahati,
- Panda, K.C.: *Education of Exceptional Children*, New Delhi: Vikas Publishing House Pvt. Ltd., 1997
- Parker, B.N. *Discovering programs for Talent Development* Corwin Press, Sage Publication, New Delhi
- Perter, L. *Educating Young Children with Special Needs*, New Delhi, Sage Publication,
- Porter, L *Educating Young Children with Special needs*, Paul Chapman Publishing), New Delhi, Sage Publications 5303
- Reddy, G.L. *Mental Retardation, Education and Rehabilitation*, New Delhi, DPH Publication, 5304
- Sarsani, M.R *Creativity in Education, New Delhi, Sarup Publication, 5305*
- Shanker, Udey: *Exceptional Children*, Jullundur: Sterling Publications.
- Shelton, C.F *The Exceptional Teachers Handbook*, New Delhi, Cowries Press, Sage Publication, 5300
- Singh, N.N and Beale, I.L. (eds.) *Learning Disabilities – Nature, Theory and Treatment* Spring-Verlag, New York, Inc:1992.
- Singh, N.N and Beale, I.L. (eds.) *Learning Disabilities – Nature, Theory and Treatment*
- Smith, C.R, *Learning Disabilities – the interaction of Learner, Task and Setting*. Allyn and Bacon, Massachusetts, 1991.
- Smith, D. *Working with Gifted and Talented Pupils in the Secondary Schools*, Paul Chapman Publishing, Sage publication, 5305
- Strange, Ruth : *Exceptional Children & Youth* J.J. : Prentice Hall..
- Sukumaran, P.S. *Parental Involvement in the Education of Mentally Challenged Children*, Ekta Book Distributor, Catalogue New Delhi 5300
- Torrance & Myers *Creative Learning and Teaching, New York, Dodd Mead Publications, 1950*
- Torrance, E. P. *Guiding Creative Talent, New Delhi, Prentice Hall, 1950*
- Venkataiah *Special Education* Ekta Book Distributor, Catalogue New Delhi 5305
- Wall, K. *Special Needs and Early Years-A Practitioners Guide*, New Delhi, Paul Chapman Publishing, 5303
- Wards, V.S. *Educating the Gifted, Ohio, Merrill Book Company, 1961*
- Wehman, P. & Melaughlin, P.T. *Programme Development in Special Education*, New Delhi, McGraw Hill Publishers, 1981
- Yesseldyke, E. James, Bob Algozzine, *Special Education – A Practical Approach for Teachers*, New Delhi: Kanishka Publishers, Distributors



COURSE S333: SECONDARY EDUCATION: UNDERSTANDING GUIDANCE & COUNSELLING

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6 Hrs./wk

Students The M.Ed. Third Semester Students will be able to –

- understand•CO- explaining the theoretical background of guidance and counseling
- understand•CO- executing the services as an essential dimension of guidance at school stage.
- understand•CO- explaining the need of educational guidance at school stage.
- understand•CO- explaining the significance the vocational guidance

UNIT - I: THEORETICAL BACKGROUND OF GUIDANCE SERVICES

- Meaning, nature and principals of guidance and counseling.
- Areas of guidance- Educational, Vocational and Personal.
- Need of guidance and counseling in education.
- Institutes offering guidance/counselling programme :counselling programme :National and State level.

UNIT - II: ESSENTIAL DIMENSIONS OF GUIDANCE

- Concept of services in guidance
- Individual inventory services- meaning and its need.
- Information services- need, type and maintenance.
- Counseling services- concept and nature of counseling
- Placement services- educational and vocational.
- Follow-up services- concept and need.

UNIT - III: EDUCATIONAL GUIDANCE

- Concept and need of educational guidance.
- Identifying and dealing with disarming students need and problem.
- Organization of guidance services at secondary level.
- Role of teacher and other personal (parents and psychologist) in guidance programme.
- Group guidance- need and process in educational guidance.

UNIT - IV: VOCATIONAL GUIDANCE

- Concept and significance of vocational guidance.
- Psychology of careers and dynamics of vocational development with reference to – Supper's and Ginzeberg Theory.
- Process of job analysis, job description and job satisfaction.

PRACTICUM

Organise and exhibition on guidance and counselling services
Arrange for special talks on guidance and counselling



Identify the need of guidance counselling services in a secondary school.

Suggested Reading/Learning References:

-WWW- As per required websites for concern topic.

-U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

Books-

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.
 - Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
 - Donald, E., Super (1965). Counseling in the Secondary School, Harper, New Delhi.
 - Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
 - Jaiswal, S. R. (1987). Nirdeshanevam Paramarsh, VinodPustakMandir, Agra.
 - Verma & Upadhyay, (1967). Shaikshikevam Vyavshaik Nirdeshan, VinodPustakMandir, Agra.
 - Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
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COURSE F35: ACADEMIC WRITING

COURSE OBJECTIVES

OUTCOMES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

This course aims to develop familiarity with academic writing and its styles and structure.

TheAnd after the completion of this course will helpthe M.Ed. III semester students/ will be able to-

- -understandCO1: describe the norms of academic writing.
- -develop and improveCO2: implement the different referencing styles into their writings.
- CO3: Analyze the different aspects of a good academic piece/work
- CO4: Create an academic writing skillspiece on their own.
- -CO5 :evaluate academic writing critically

1. Understanding academic writing: Various types (research papers, reportairereports, seminar proceedingproceedings etc.)and their characteristics, Essentials of good academic writing.

2. Essentials of good academic writing

2-3. Various Styles of writing: Through exploration of different sources (journals, books, academic, magazines, working papers, etc.) and different types of research articles/ papers (empirical, conceptual and review paper)

4. Types of academic writing (analytical, descriptive, critical and persuasive)

3-5. Critical Review of research papers & Dissertations

4-6. EssentialsUse of goodOERs in academic writing

7. Plagiarism and its types

5-8. Paraphrasing and acknowledging

6-9. Editing and Proof reading

7-10. Referencing as per an accepted referencing style guide (particularly, APA) comparing different referencing styles, viz., MLA, Chicago, oxford, Harvard etc briefly)

MODES OF TRANSACTION

learning by doing; focus on self-learning. Exposure to academic writing like journals, books, etc. Critical Review and Editing, Presentations, lecture cum discussion, Demonstration, presentation by students, flipped and blended mode learning as & when required.

Mode of Evaluation: Since this is a skill based paper which requires theoretical understandingand understandingand hands-on-activity, the weightage inevaluationinevaluation will be based on performance on hands-on-activity on given scripts, ability to critically appreciate a given document, gradual improvement in academic writing capacity in given assignments/tasks and performance in the internal examination conducted in summative mode.

Suggested Readings



-
- APA (2012) style Manual USA, American Psychological Association
 - Brown, Kristine and Susan Hood. Academic Encounters. Cambridge University Press, 2002.
 - Murray, R (2004) Writing for Academic Journals, Maidenhead: Open University Press.
 - Strunk William and Whyte C.B. (Ed.) (1959). The elements of style.

Webliography

<https://nroer.gov.in/home>

Swayam Course URL: https://swayam.gov.in/nd2_cec20_ge29/preview



COURSE F36: RESEARCH RELATED TECHNIQUES COURSE

OBJECTIVES

MARKS: 50 | CREDITS: 2 | 3 Hrs./wk

The course M.Ed. Third Semester' Students will help prospective teacher educators

be able to develop and improve

CO-implementing the theoretical understanding as well as the research skills through hands on experiences by developing skill of critical reviewing, and/or, skill of presentation and defending research and/or equipping them with data analysis skills using various software and/or some advanced techniques.

The course will provide the prospective teacher educators the necessary theoretical understanding along with hands-on-experience to a group of areas among the following as per requirement and students' choice:

1. Data handling
2. Statistical data analysis using MS-EXCEL
3. Using SPSS for data analysis
4. Qualitative Research Techniques
5. Advanced statistics for data analysis
6. Seminar presentation of research papers
7. Writing Review of research papers on some given area
8. Critical Review of Dissertations
9. Preparing project/research proposals

The course is expected to refine the research skills of the prospective teacher educators on some specialized area. The skill based course will be evaluated internally and on the basis of improvement in the performance in the classroom as well as on the basis of the performance in the internal examination conducted in summative mode as per given rubric.



COURSE F37: DISSERTATION (PROPOSAL)

COURSE OBJECTIVES

MARKS: 50 | CREDITS: 2 | 4 Hrs./wk

Under this course, the ~~prospective teacher educators~~ M.Ed. Third Semester' Students are expected to prepare a detailed Proposal for the Scheme of Study to be undertaken for their dissertation work on the basis of the review of related literature and the rationale developed in the previous semester.

The scheme of study will include the nature of the study, variables involved, operational definitions of the variables, delimitations, population, required sample specifying its size, subgroups and method of selection, tools and the nature of data analysis techniques as expected to be involved.

The prospective teacher educators are The M.Ed. Third Semester' Students those who are conducting scientific approach of research expected to prepare at least one tool with specifying the dimensions and the respective items. It is also expected that they must go through a pilot study to go for an appropriate item analysis process. It is required that each student will present a report on the preparation of tool before a panel of teachers.

The M.Ed. Third Semester' Students those who are conducting Philosophical or Historical approach of research expected to prepare logical design for philosophical research and internal and external criticism design for historical research.



COURSE P48: HISTORY & POLITICAL ECONOMY IN EDUCATION

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

COURSE

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

OBJECTIVES

To help The M.Ed. Fourth Semester Students will be able to

CO- Implement the prospective teachers to:

- develop knowledge and understanding of the various educational schemes formulated for the development of education in of post-independent India
- develop CO- Analyze the understanding of different political and economic ideologies
- understand CO- Execute the concepts of economic thoughts on in education and role of education for economic development
- understand the process of financing
- understand CO- Differentiate the financing of education in India

UNIT I: EDUCATIONAL SCHEMES OF POST-INDEPENDENT INDIA

Goals, Objectives, Provisions of

- Primary Education – Sarva Shiksha Abhiyan (SSA), Right to Education (RTE)
- Secondary Education – Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Higher Education- Rashtriya Uchhatar Shiksha Abhiyan (RUSA)

UNIT II: POLITICAL AND ECONOMIC IDEOLOGIES AND EDUCATION

- State control over education
- Democracy and Education: Meaning and relation
- Totalitarian and Education: Meaning and relation
- Socialism and Education: Meaning and relation

UNIT III: ECONOMICS AND EDUCATION

- Economics of Education: Concept, Need, and Scope
- Economic Thoughts on Education: Classical, Neo-Classical and Modern
- Education as an Economic Good, Consumption and Investment
- Education as Industry: A critical analysis
- Concept and Importance of Human Capital, Education and Human Capital Formation

UNIT IV: FINANCING OF EDUCATION IN INDIA

- Financing of Education: Meaning and Importance
- Sources of Finance (Grant-in-Aid Policies: central, state and local government)
- Principles of Financing Education
- Impact of Financing of Education on development of education

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM

- Develop an educational plan of a remote village for bringing them into mainstream
 - Conduct a survey of village reflecting an educational status
-



- Prepare a write-up depicting growth & development of an educational institute

MODE OF TRANSACTION: Lecture cum demonstration

Suggested Readings:

- Aggarwal, J.C. Educational Planning, Budgeting & Financing in India. Arya Book Depot: New Delhi
- Ansari, M.M. Education and Economic Development, New Delhi, AIU Publication, 1987.
- Atlekar, A.S. Education in Ancient India.
- Banerjee, J. P. Education in India-past, Present and future.
- Basu, A.N. Education in modern India.
- Basu, A.N. Adam's Report.
- Bell & Bell Education Policy & Social Class. Routledge: New Delhi
- Bhargava, M. et al Perspectives of education. H.P. Bhargava Book House: Agre
- Blaug Mark Economics of Education & the Education of an Economist. University Press: New York
- Blaug, M. An Introduction to Economics of Education. Penguin Books Ltd.: England
- Blaug, M. An Introduction to Economics of Education. The Penguin: London
- Garg, V.P. The Cost Analysis in Higher Education. Metropolitan Book Co. New Delhi
- Govt. of India Education of Women key to progress, Ministry of education, New Delhi.
- Govt. of India National Policy on Education. MHRD: New Delhi.
- Govt. of India Policy of Action. MHRD: New Delhi.
- Govt. of India Report of Kothari Commission. MHRD: New Delhi.
- Govt. of India Report of Secondary Education Commission, New Delhi.
- Govt. of India Report of University Education Commission, New Delhi.
- Harbison & Myers. Education, Manpower and Economics growth. Oxford: New Delhi.
- Keay, E.E. India Education in Ancient times.
- Kneller, G. F. Education & Economic Growth. John Wiley: New York.
- Mathur, S.P. Financial Administration & management – The Indian Publications: India
- Mukherjee, S.N. Education in India, Today & Tomorrow.
- Mukherjee, S.N. History of Education (Modern Period).
- N.C.E.R.T. The First Year Book of Education. NCERT: New Delhi.
- Nagpal C.S. & Mittal A.C. (eds). Economics of Education. Anmol Publications: New Delhi.
- Naik J.P. Educational Planning in India. Allied: New Delhi
- Pandit, H. N. Measurement of cost Productivity & Efficiency of Education. NCERT: New Delhi.
- Prakash Sri. & Choudhury, S. Expenditure on Education: Theory, Models & Growth. NIEPA: New Delhi.
- Schultz, T. W. The Economic Value of Education. Columbia University Press: Columbia.
- Sekaran, P.C. Educational Planning & Management – Sterling Publication Pvt. Ltd.: New Delhi
- Sethi, V. Educational Development and Resource Mobilization. Kanishka Publication: New Delhi.
- Sharma, Y. K. History & Problems of Education – Volume I & Volume II



Sodhi, T. S. Ludhiana.	Education and Economics Development. Mukand Publications:
Tilak, J.B.G. Development	Cost of Education in India: International Journal of Educational
Tilak, J.B.G. UNESCO	Economics of Inequality in Education. Sage Publications: New Delhi. Economic & Social aspects of Educational Planning
Vaizey, J.	Economics of Education. Faber & Faber: London.

[WWW- As per required websites for concern topic.](#)

[U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points](#)



COURSE S441: SECONDARY EDUCATION: EDUCATIONAL TECHNOLOGY AND TEACHING LEARNING PROCESS

COURSE _____ **OBJECTIVES**

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

To help the prospective teacher educators:

To understand

Objectives of Paper - Learning Outcome Base Objectives (LOBO)

The M.Ed. Fourth Semester Students will be able to –

- CO-Understand and analyze the process of communication
- To understand CO-Understand the concept of Instructional material design.
- To understand CO-Use various models for designing instruction
- CO-Understand the importance of individual instruction in classrooms.
- To develop skills in developing instructional material for teachers CO-Prepare Programmed learning material

CO-Understand and students.

To understand the use of ET in developing instructional materials

To develop systems for various application in schools.

- To understand the need and importance models of technology used in teaching aids

To equip student with fundamentals of system approach for solving educational problems scientifically

UNIT I: COMMUNICATION IN TEACHING LEARNING PROCESS

- Meaning and concept, types of communication, Components and process of communication
- Modes and means of classroom communication and barriers of communication
- Listening skill for effective communication: Concept and types of listening (Comprehensive, Critical/Evaluative, Appreciative and Therapeutic/Empathetic), and phases of listening
- Strategies and tactics to develop effective classroom communication

UNIT II: MODELS OF INSTRUCTIONAL STRATEGIES AND APPROACHES DESIGN

- Concept of Instructional Design
 - Gagne's, Banethy's Overviews of Behaviourist, Cognitivist and Keller's model of Constructivist theories and their implications to instructional design
 - Designing group Models of development of Instructional Design: ADDIE, ASSURE, DICK, Keller's, and Carey model
 - Gagne's Nine events of instructional strategies: design
-Team teaching, Discussion, Seminar, Collaborative Learning
 - Five E's of Constructivism and Nine elements of Constructivist Instructional design
-



UNIT III: DEVELOPMENT OF INSTRUCTIONAL PROGRAMMED LEARNING MATERIAL

- Concept of personalized system of instruction
- Individualized instruction: concept, Need and importance
- Concept of Programmed learning material: Concept, Principles of construction of PLM –and its types
- Linear and Branch
- Meaning, concept and characteristics of module
- Programmed learning material: Concept, Principles of construction of module, frames and structure
- Steps to develop module
- Branch Programmed learning material: Concept, Principles of construction, pages and structure

UNIT IV: MODELS OF TEACHING

- Meaning, definition, and concept of Models of Teaching:
 - Concept and Definition
 - classification/ Family of Models of Teaching
 - Concept Elements of few models:- of teaching
- Concept Attainment Model, and its type
- Inquiry Training Model and: Concept
- Mastery Learning: concept

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Make a chart Practice on teaching skills Verbal and indicating the type Non-verbal communication, and listening skill
- Prepare an Instruction based on models of technology used instructional design
- Develop a linear _or branched PLM
- Prepare a lesson plan and point out what technology used and why
- Develop a module on content Analysis of Educational Technology
- Analyze and evaluate a module structure of Open and distance learning –any one model of teaching

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar
assignment, presentation by students

Suggested Readings:

- Agrawal, J.C.: Essentials of Educational Technology – Teaching Learning Innovations in Education, Vikas Publishing House, New Delhi, 1996.
- Alberto, P.A. & Tontman, A.C. *Applied Behaviour Analysis for Teachers*. London: Merrill Publishing Co, 1986.
- Bhushan, S.: Educational Technology, Vinod PustakMandir VinodPustakMandir, Agra, 1986.
- Chouhan, S.S.: Innovations in Teaching and Learning Practices, Vikas Publishing House, New Delhi, 1973.



- Chouhan, S.S.: Textbook of Programmed Instruction, Sterling Publication, New Delhi, 1982.
- Das, R.C. *Educational Technology: A Basic Text*. New Delhi: Sterling, 1992
- Dececoo, J. P. (1964). *Educational Technology: Readings in Programmed Instruction*. London: Holt, Rinehart & Winston
- Rao, V. *Educational Technology*. Delhi: Himalayan Publishing House, 1991.
- Sampath, K. et al.: Introduction to Educational Technology, Sterling Publisher, New Delhi, 1981.
- Sharma, A.R.: Educational Technology, Loyal Book Depot, Meerut, 1982.
- Kocharan, Kieffer: Audio Visual Aids, Prentice Hall, New Delhi, 1966.
- Kulkarni, S.S.: Introduction to Educational Technology, Oxford and IBH, New Delhi, 1986.
- Joshi, A., & Passi, B.K.: Controlled Learning, National Psychological Corporation, Agra, 1998.
- Brown, J. W., Lewis, R. B. (1977). *Instructional Technology: Media and Methods*. New York: Mcraw Hill Book Company.
- Demareo, T. (1978). *Structured Analysis and System Design*. New York: Yurdon Press.
- Hawryszkiewycz, I. (1998). *Introduction to systems Analysis and Design (4th Ed.)*. New Delhi: Prentice hall of India (Pvt.) Ltd.
- Mangal, S. K. (1988). *Fundamentals of Educational Technology (Essential of Teaching & Learning)*. Ludhiana: Prakash Brothers

Learning Reference-

- [WWW- As per required websites for concern topic.](#)
- [U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points](#)



COURSE S442: SECONDARY EDUCATION: UNDERSTANDING DISABILITIES

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

To help the prospective teacher educators to:

- Acquire knowledge and understanding of Special education.
 - To enable them to acquire knowledge and understanding about different areas of disability (Visual, Hearing & Orthopedically Impaired, mentally retarded).
 - To acquaint them with the Government Policies, Legislatures & National Institutes related to the disabled.
 - To acquaint them with Educational programmes, Equipments and Aids for education of the disabled.
 - To acquaint them with the role of parents, peers and society in Rehabilitation of the disabled.
-

UNIT I. CHILDREN WITH ORTHOPAEDIC AND VISUAL IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT II. CHILDREN WITH INTELLECTUAL IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT III. CHILDREN WITH HEARING IMPAIRMENT

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

UNIT IV. LEARNING DISABLED CHILDREN

- Concept
- Etiology
- Characteristics
- Prevention
- Educational programme
- Role of parents, school & society

MODE OF TRANSACTION: Lecture, Discussion, power point presentations, field visits.

PRACTICUM

- Using the audiograms of children (three), identify the audiological needs of each



- Visit to the institute meant for intellectually impaired and submit a report on the educational interventions being followed in that institute.
- Prepare a draft in Braille on any topic.
- Deliver a small content in sign language
- construct a tool to identify learning disability (any one type)

Suggested reading:

- Agrawal, J.C. *VisistaBalakhetuShiskhanAdhigamPrakriya*
- Bhargava, M. *Introduction to Exceptional Children, Their Nature and Educational Provisions*, New Delhi, Sterling Publishers, 1994
- Bist, Abha Rani : *Vishistha Balak*, Agra : Vinod Pustak Mandir.
- Bruer, A.M. & Shea, M *Teaching Exceptional Students in your Classroom*, London, Allyn and Bacon, 1989
- Chauhan, S.S *Education of Exceptional Children*, New Delhi, Indus Publishing Company, 1989
- Dash, M.: *Education of Exceptional Children*, New Delhi: Atlantic Publishers and Distributors, 5300.
- Dubey, M.N. *Gifted and Talented Education*, New Delhi, Mittal Publication, 5305
- Cruick Shank M.M. and Johnson (eds) *Education of Exceptional Children and Youth*, London, McGraw Hill, 1975
- Farwel, M. *Special Education Needs* Paul Chapman Publishing- Sage Publication 5304
- Gallagher J.J. *Teaching the Gifted Child (2nd edition.)*, Boston, Allyn & Bacon, 1975
- Gupta P.K. *Education for Creativity* Cosmo publication, New Delhi 5304
- Heck, A.O. *The Education of the Exceptional Children*, New York, McGraw Hill, 1953
- Kirk, S. & Gallagher *Education of the Exceptional Children*, New Delhi, Oxford IBH, 1979
- Kundu, C.L. (Editor in Chief): *Status of Disability in India 5300*, New Delhi: Rehabilitation Council of India.
- Martens, D.M. & Melaughliu, J.A. *Research and Evaluation, Methods in Special in Special Education* Corwin Press, Sage Publication 5305
- Mishra, R.C. *Guidance & Counselling (2 Vols)* Eastern Book House, Guwahati, 5305
- Panda, K.C.: *Education of Exceptional Children*, New Delhi: Vikas Publishing House Pvt. Ltd., 1997
- Parker, B.N. *Discovering programs for Talent Development* Corwin Press, Sage Publication, New Delhi 5303
- Perter, L. *Educating Young Children with Special Needs*, New Delhi, Sage Publication, 5302
- Porter, L *Educating Young Children with Special needs*, Paul Chapman Publishing), New Delhi, Sage Publications 5303
- Reddy, G.L. *Mental Retardation, Education and Rehabilitation*, New Delhi, DPH Publication, 5304
- Sarsani, M.R *Creativity in Education, New Delhi, Sarup Publication, 5305*
- Sharma, R.A. *VisistaBalak, R.Lall, Meerut*
- Shelton, C.F *The Exceptional Teachers Handbook*, New Delhi, Cowries Press, Sage Publication, 5300
- Smith, D. *Working with Gifted and Talented Pupils in the Secondary Schools*, Paul Chapman Publishing, Sage publication, 5305
- Sukumaran, P.S. *Parental Involvement in the Education of Mentally Challenged Children*, Ekta Book Distributor, Catalogue New Delhi 5300
- Torrance & Myers *Creative Learning and Teaching, New York, Dodd Mead Publications, 1950*
- Torrance, E. P. *Guiding Creative Talent, New Delhi, Prentice Hall, 1950*
- Venkataiah *Special Education* Ekta Book Distributor, Catalogue New Delhi 5305
- Wall, K. *Special Needs and Early Years-A Practitioners Guide*, New Delhi, Paul Chapman Publishing, 5303
- Wards, V.S. *Educating the Gifted, Ohio, Merrill Book Company, 1961*
- Wehman, P. & Melaughlin, P.T. *Programme Development in Special Education*, New Delhi, McGraw Hill Publishers, 1981
- Yesseldyke, E. James, Bob Algozzine, *Special Education – A Practical Approach for Teachers*, New Delhi: Kanishka Publishers, Distributors



COURSES443

COURSES443: SECONDARY EDUCATION: GUIDANCE IN EDUCATIONAL INSTITUTES

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 |

6Hrs./wk

To help the prospective teacher educators to:

~~understand the Basic~~

The M.Ed. fourth Semester' Students will be able to –

- ~~CO- Explaining theBasic~~ principles and procedures of Guidance Program.
- ~~understand the Guidance~~CO- Explaining theGuidance in Educational Institutes.
- ~~understand~~CO- Executing and Checking the Guidance Activities- Possibilities and Problems.
- ~~understand~~CO- Explaining the Guidance for Special Learner

UNIT - I: BASIC PRINCIPLES AND PROCEDURES OF GUIDANCE PROGRAMME:

- Principles of organization and Administration of Guidance Programme
- Basic organizational pattern of Guidance.
- Administration of Guidance Programme.

UNIT - II: GUIDANCE IN EDUCATIONAL INSTITUTES

- Beginning of Guidance in Indian Educational Institutions.
- Guidance in secondary schools- Characteristics of students in secondary level.
- Needs of ~~guidanceamong~~guidanceamong students.
- Purposes of Guidance at secondary Level.

UNIT - III: GUIDANCE ACTIVITIES- POSSIBILITIES AND PROBLEMS:

- Guidance activities as career days, career conference, field trip and group discussion
- Evaluation and research in Guidance.
- Barriers of Guidance in India

UNIT - IV: GUIDANCE FOR SPECIAL LEARNER:

- Guiding Physically Challenged Students.
- Guiding Mentally Retarded and Slow Learner.
- Guiding Gifted students.
- Guiding Creative Students.

PRACTICUM

- Organising a career conference for secondary school students
- Understanding a Guidance programme for any one special learner

Suggested reading/Learning References:

-WWW- As per required websites for concern topic.

-U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points

Books-

- Chauhan, S.S. (1982). Principals and techniques of Guidance, Vikas Publication house Private Ltd., New Delhi.



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- Crow & Crow (1994). Introduction to Guidance, Uresin Publication House Private Ltd., New Delhi.
 - Donald,E, Super (1965). Counseling in the Secondary School, Harper, New Delhi.
 - Kothar, S. K. (1983). Guidance & Counseling in College and Universities, Starling Publisher Green Park, New Delhi.
 - Jaiswal, S. R. (1987). NirdeshanevamParamarsh, VinodPustakMandir, Agra.
 - Verma&&Upadhay, (1967). ShaikshikevamVyavshaikNirdeshan, VinodPustakMandir, Agra.
 - Oberai, S. C. (5302). Educational; & Vocational Guidance & Counseling, Loyal Book Depot. Meerut.
 - Dave Indu, 1983, The basic essentials of counselling, sterling publishers Pvt. Ltd., New Delhi.
 - Johnson, F. Walter, 1963, Testing in Guidace and Counselling, Mc.Graw Hill Book Co.Inc. New York.
 - [Ohl SenOhlSen](#), Merle M, 1970 , Group counselling : Holt, Renhart Winston, New York.
 - Johnson F.Walter, 1965, Theories of Counselling, Mc-Graw Hill Book Co., New York



**COURSE S451:SECONDARY EDUCATION: USES & ISSUES IN
EDUCATIONAL OPEN & TECHNOLOGY SUPPORTED
EDUCATION**

COURSE OBJECTIVES _____ **OUTCOMES** _____

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

To help the prospective teacher educators to:

~~-understand~~

The M.Ed. fourth Semester students will be able to:

CO 1. ~~discuss~~ the concept of open learning system in the context of changing course over time

CO 2. ~~-understand~~ identify various challenges of educational technology in classroom and find suitable solutions

CO 3. ~~-help students explain~~ and evaluate the changing role of teachers as well as learners in the context of open educational system as well as in the technology supported learning environments

~~CO 3.~~ CO 4. identify ways to prepare guidelines on how to work safely in online learning environment and to develop learner accountability

~~CO 4.~~ CO 5. ~~-be acquainted with~~ numerate recent developments in India for integrating ICT in school Education

~~CO 5.~~ CO 6. ~~-develop competency in~~ discuss the importance of working with technology enhanced learning platforms and demonstrate ability to adopt to such platforms for teaching, support and evaluation

CO 7. Evaluate the role and application of ICT in evaluate, administration and research

UNIT I: OPEN EDUCATION

- Open education: concept of openness & various forms,
- ~~Concepts~~ Development of open education through correspondence ~~education~~ and distance education
- ~~Role of~~ Open learning in India with special reference to schools
- ~~Role of~~ Factors like mass media in facilitating Open learning
- Problems and issues in Open Learning System in India

UNIT II: TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS

- Learners' role redefined; issues of security and privacy; ~~accountability~~ Accountability issues: Plagiarism and its reasons, educational implications
- Open educational resources
- ~~Online~~ Various online educational platforms ~~:- MOOCs - concept, requirement, basic understanding of the working process, virtual classrooms and Web-based learning environment~~

UNIT III : RECENT DEVELOPMENTS & CHALLENGES OF TECHNOLOGY IN ICT & EDUCATION

- Multimedia Packages
- E-PATHSHALA
- National Knowledge Network



- ICT@Schools: concept, Dimensions, outline of studentsstudents' curriculum for ICT, financing and implementation issues

UNIT IV: CHALLENGES OF TECHNOLOGY IN EDUCATION

- National Mission on Education through ICT (NMEICT)
- Challenges of technology supported education: Access and availability
- Anti-technology Sentiments
- Failure to use Technology in Education, Anti-technology Sentiments

UNIT IV: ICT IN EVALUATION, ADMINISTRATION AND RESEARCH

- Professional development of teachers in ICT: need and areas of competency as per national policy
- Use of ICT in Evaluation, Administration and Research: E portfolios, Online assessment tools (Online survey tools or test generators) – Concept and Development.
- ICT for Research - Online Repositories and Online Libraries; Concept & use

COURSE WORK/FIELD ENGAGEMENT/PRACTICUM:

- Power-point presentation on any topic access, availability and policy issues on
- Preparing e-content
- Working with MOODLE on any web based learning platform/tools
- Creating learning environments with virtual platforms
- Project/presentation on Open educational resources of India and the World
- Analysis of the different application software packages referring to their use in education.
- Preparation of a project report by using various application software packages and its critical appraisal

MODE OF TRANSACTION: lecture cum discussion, workshop, seminar assignment Demonstration, group activity/projects, presentation by students, laboratory & practice flipped and blended mode learning & when required.

Suggested Readings: / learning references/resources

- Adam, D.M. *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y., 1995.
- Bose, K Sanjay. *Hardware and Software of Personal Computer*, 2005.
- Conrad, Kerri. *Instructional Design for Web – Based Training* HRD Press, 2001.
- Flynn, Meredith and Rutkosky, Nita: *Advanced Microsoft Office 2000*. New Delhi: Publications, 2000.
- Harvest, Douglas: *Excel 4 for Windows: Instant Reference*. Singapore; Tech Publications PTE Ltd.1992.
- Hillman, David: *Multimedia Technology and Applications*. New York: Delmar Publishers, 1998.
- Horton, W. *Designing web-based Training*, John Wiley & Sons, 2001.
- Matthews, Martin: *Windows 95 Power Tools*: New York: Random House Electronic Publishing, 1995.
- Minasi, Mark; Christiansen, Eric & Shapar, Kristina: *Expert Guide to Windows 98*. San Francisco: Sybex, 1998.
- Nagpal, D.P.: *Computer Course*. New Delhi: Wheeler Publishing, 2001.



Oberlin, S.K.; Kervran, P. & Cox, J.: A Quick Course in Windows 3.1. Delhi: Jaico Publishing House, 1993.

Rajaraman, V.: Fundamentals of Computers. New Delhi: Prentice Hall of India Pvt. Ltd., 1997.

Rathbone, Andy; Windows for Dummies. Delhi: Pustak Mahal, 1993.

Ray, John: Special Edition Using Microsoft TCP/IP New Delhi: Prentice Hall of India Pvt. Ltd., 1997.

Rosenberg, M.J. e-learning New York: McGraw Hill. 2001.

Sanders, Donald H.: Computers Today. New York: McGraw hill Book Co., 1988.

Sansanwal, D.N.: Information Technology in Higher Education. University News, Vol. 38, No.46, 2000, pp 1-6.

Sansanwal D.N. & Suri, S.: Computers in Psychological Testing. Journal of Education and Psychology, Vol. 53, Nos. 1-2-3, 1996.

British Library and the Joint Information Systems Committee (2008). Information Behaviour of the Researcher of the Future. At http://www.jisc.ac.uk/media/documents/programmes/reppres/gg_final_keynote11012008.pdf

Horrigan, J. B. (2006). Home Broadband Adoption 2006. Pew Internet and American Life Project: http://www.pewinternet.org/PPF/r/184/report_display.asp

Kleiner, A. & Lewis, L. (2003). "Internet Access in U.S. Public Schools and Classrooms: 1994–2002." National Center for Education Statistics.

<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004011>

Toolkit for bridging the digital divide in your community. U.S. Department of Education, Office of Educational Technology. http://www.ed.gov/Technology/tool_kit.html

U.S. Copyright Office. http://www.copyright.gov/particularly_circular_21, "Reproductions of Copyrighted Works by Educators and Librarians." <http://www.copyright.gov/circs/circ21.pdf>

RELATED WEBSITES

Copyright

Teaching Copyright to Students <http://www.teachingcopyright.org/>

The United States Copyright Office <http://www.copyright.gov/>

The Copyright Clearance Center. This is where you can go to get permission to reproduce copyrighted works. <http://www.copyright.com/>

Privacy

The Children's Online Privacy Protection Act <http://www.ftc.gov/ogc/coppa1.htm>

Teacher's resource for privacy issues <http://www.ftc.gov/kidsprivacy/teachers.htm>

Plagiarism

Plagiarism resource <http://www.georgetown.edu/honor/plagiarism.html>

Digital Divide

The National Center for Education Statistics. You can search for the current data about technology in schools and related demographics. <http://www.nces.ed.gov/>

Computers for Learning government website <http://www.computers.fed.gov/Public/home.asp>

PBS series on the digital divide with teacher brochures and resources <http://www.pbs.org/digitaldivide/learning.html>

Acceptable Use Policies

Acceptable Use Policies http://www-ed.fnal.gov/lincon/issue_aup.shtml

<http://ictschoools.gov.in/>

<http://nroer.gov.in/home/>



COURSE S452 : SECONDARY EDUCATION: DEVELOPING INCLUSIVE LEARNING ENVIRONMENT

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

To help the prospective teacher educators to:

- develop the principles, approaches & best practices associated with inclusive education
- develop the ability to identify barriers of inclusion ensuring physical, academic and social access with the help of teachers & technology
- develop the skills associated with inter-personal relationships, managing relations in educational settings, problem-solving in educational settings and working in teams to promote inclusion.
- develop skills in using a wide range of tools, instructional strategies, and social supports to assist students with disabilities learn effectively.
- develop the ability of collaboration, managing conflict, mentoring and coaching

UNIT I: PERSPECTIVES IN INCLUSIVE EDUCATION

- principles of inclusive education
- approaches to disability and delivery models
- key debates in special and inclusive education
- research evidence on efficacy and best practices associated with inclusive education

UNIT II: BUILDING INCLUSIVE SCHOOLS

- identifying barriers to inclusion- attitudinal, systemic and structural
- ensuring physical, academic and social access
- leadership and teachers as change agents
- assistive technology

UNIT III: COLLABORATIONS

- models of collaboration
- working with parents
- managing conflict
- co-teaching
- mentoring and coaching

UNIT IV: HUMANRIGHT-BASED APPROACH AND DISABILITY

- Human Rights-Based Approach: Concept
- Principles of Human Rights-Based Approach
 - Equality and Non-Discrimination
 - Universality & Inalienability
 - Participation and Inclusion
 - Accountability and Rule of Law
- Elements of Human Rights System
 - Legal Framework
 - Institutions
 - Development Policies & Programs
 - Public Awareness
 - Civil Society
- Implications for Disability
 - Empowerment
 - Enforceability



-
- Indivisibility
 - Participation
-

MODE OF TRANSACTION:

Lecture, Discussion, power point presentations, field visits

PRACTICUM

- conduct a gender analysis of a selected disability act/policy
 - design a poster on inclusive education
 - visit special schools of any two disabilities & an inclusive school and write observation report highlighting pedagogy / environment of the school .
 - identify barriers in learning in an inclusive school of your city.
-

Suggested Reading:

- Agrawal, J.C. **VisistaBalakhetuShiskhanAdhigamPrakriya**
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- Bist, Abha Rani : **Vishistha Balak**, Agra : Vinod Pustak Mandir.
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**COURSE S453: SECONDARY EDUCATION: UNDERSTANDING THE
COUNSELLING SERVICE**

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4

6Hrs./wk

To help the prospective teacher educators to:

- understand the Appraisal

The M.Ed. fourth Semester' Students will be able to

- CO- Explaining the Appraisal in Guidance and Counseling.
- understand CO- Differentiating the Approaches and Models of Counseling
- understand CO- Executing the individual and group counseling amongst school students
- CO- Executing the Group counseling amongst school students

UNIT - I: APPRAISAL IN GUIDANCE AND COUNSELLING.

- Meaning and nature of appraisal.
- Need for appraisal in guidance and [counsellingcounseling](#).
- Place of appraisal in guidance and [counsellingcounseling](#).
- Techniques of diagnosis: (standardized and non-standardized)
- Set-ups for [counselling counseling](#)

UNIT - II: APPROACHES AND MODELS OF COUNSELLING:

- Approaches - Development, Psychoanalytic, Disease and [CounselorCounselor](#) control.
- Models - Directive, Non-directive, Case study.

UNIT - III: INDIVIDUAL COUNSELLING:

- Concept of individual counseling.
- [CounsellingCounseling](#) Interview- interview procedure.
- [CounsellingCounseling](#)-process, condition for [counsellingcounseling](#) relationship, dimensions of [counsellingcounseling](#) process (internal & external, feeling vs. the content, the self and the self-disclosure).

UNIT - IV: GROUP COUNSELING

- Concept of Group [counsellingcounseling](#)
- Need for Group [CounsellingCounseling](#)
- Dynamics of Group [CounsellingCounseling](#)
 - Structure
 - Communication
 - Preparation
- Process of Group [CounsellingCounseling](#)
- Limitation of Group [CounsellingCounseling](#)

PRACTICUM

Undertaking a [counsellingcounseling](#) of an individual case and reporting
Identifying the [counsellorscounselors](#) for individual case

Suggested reading/[Learning References](#):



[-WWW- As per required websites for concern topic.](#)

[-U-Tube Channel/ Moocs/OER/E-Pathsala- As per topic/points](#)

Books-

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COURSE F48: DISSERTATION: DATA COLLECTION, ANALYSIS & REPORT WRITING

COURSE OBJECTIVES

MARKS: 100 | CREDITS: 4 | 6Hrs./wk

To help the prospective teacher educators to:

Be The M.Ed. fourth Semester' Students will be able to manage

- CO-executing the data collection from real sample situation
- Be able to identify CO-Checking and implementing the suitable process of data analysis and conduct them
- Be able to CO-Producing the report the study in formal and academically acceptable format.
- Be able to defend CO-Critiquing and attributing the research in appropriate forum

On the basis of the rationale developed and scheme of study designed in the previous semesters, the prospective teachers are expected to go for the data collection from the selected sample. They have to produce records of their presence in the institutions visited for the process. The data collected may be analysed and analyzed and concluded appropriately. The final dissertation is expected to be reported in appropriate format as delineated by the department.

The evaluation will be based on the performance of the student in the open seminar open seminar presentation for research defense and/or viva voce examination conducted/done through a three members committee (External Examiner/ referee, Head of the Department and concerned supervisor)/or as decided by the department. Each dissertation shall be examined by an external /examiner/referee/expert appointed by the Hon'ble Vice-Chancellor. Internal evaluation of the students' performance in ensuring original efforts in data collection, in suitable analysis and most importantly in reporting the study will also be given due weight.