

M. Ed.

The M.Ed. programme of University of Allahabad is a two-year programme. The M.Ed. programme is of 80 credits. The M.Ed. programme is divided into four semesters of 20 credits each.

SEMESTER - I

S.No.	Course Code	Course Title	Credit	Marks
1	TE 701	Educational Studies	4	100
2	TE 702	Philosophy of Education	4	100
3	TE 703	Research Method in Education and Educational Statistics	4	100
4	TE 704	Pre-Service and In-Service Teacher Education	4	100
5	TE 731	Internship in Teacher Education Institutions	4	100

SEMESTER – II

S.No.	Course Code	Course Title	Credit	Marks
1	TE 706	Development of learner	4	100
2	TE 707	Sociology of Education	4	100
3	TE 708	Curriculum Studies and Assessment	4	100
4	TE 709	Perspectives, Researches and Issues in Teacher Education	4	100
5	TE 732	Self Development and Yoga	4	100

SEMESTER – III

S.No.	Course Code	Course Title	Credit	Marks
1	TE 711	Psychology of Learning	4	100
2	TE 712	Advanced Research Methods and Statistics in Education	4	100
3	TE 713	Perspectives of Secondary Education System	4	100
4	TE 733	Secondary Education Internship	4	100
5	TE 734	Dissertation	4	100

SEMESTER – IV

S.No.		Course Code	Course Title	Credit	Marks
1		TE 716	History, Economic and Political Perspectives in Education	4	100
2		TE 717	Curriculum Assessment and Evaluation in Secondary Education	4	100
3	Section A Any one of the following	TE 751	Educational Administration and Management	4	100
		TE 752	Inclusive Education	4	100
4	Section B Any one of the following	TE 753	Educational Technology and ICT	4	100
		TE 754	Guidance and Counselling	4	100
5		TE 735	Dissertation	4	100

NOTE:

- **First three semesters consists of core courses**
- **Fourth semester consists of 2 optional courses along with core courses**
- **Examination system of M.Ed. programme will be according to University of Allahabad semester rules.**
- **Question paper will consist of 4 questions with internal choice**
- **Assessment of Dissertation in semester-III will be Internal - 40 marks and External - 60 marks. Dissertation activity will be upto chapter III in the semester III**
- **Assessment of Dissertation in semester-IV will be Internal - 40 marks and External - 60 marks. Dissertation activity will be upto chapter V in the semester IV**

Evaluation Pattern of M.Ed.

Internal Assessment in each paper – 40 marks

One test in each paper – 20 marks

One assignment/G.D./project in each paper – 20 marks

Average of First test and assignment/G.D./project =20 marks

Mid-term examination in each paper – 20 marks

Semester End examination in each paper – 60 marks

Semester I
Course Code-TE701
Educational Studies

Unit I

- Meaning and sources of knowledge
- Indian and western epistemological position
- Distinguish between knowledge and information
- Methods of obtaining knowledge
- Alternative Approach/Constructivist approach-concept and importance

Unit II

- Emergence of the concept of various discipline
- Structure of discipline and their characteristic attributes
- Critical analysis of education as a discipline
- Interdisciplinary nature of education
- Relationships of Education with other subjects
- Liberal Education, Vocational and professional education: Need and importance

Unit III

- Understanding the concept of
 - Content knowledge,
 - Pedagogy knowledge and
 - Pedagogical content knowledge
- Analysis of concepts unique to education
 - School, Teacher,
 - Curriculum, Text books,
 - Assessment, Evaluation.

Unit IV

- Vision of Educational thinkers- Gandhiji, Tagore, Vivekanand, Shri Aurobindo,
- Philosophy of inclusive education- Concept and importance
- Education for Sustainable Development.- concept and importance
- Multicultural and diversified teaching learning

Seminar /Presentation/G.D.
Assignment/Practicum/field work.

Essential Readings

Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harvard University Press.
Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson, R.J., Spiro and W.E. Montaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
NCTE(2009) *National Curriculum Framework for Teacher Education*, New Delhi.
NCERT (2005). *National curriculum framework*, New Delhi.

MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.

MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.

Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Allied Publications, Bombay.

Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.

Peters, R.S. (1967), *The Concept of education*, Routledge, United Kingdom.

Course Code-TE702 **Philosophy of Education**

Unit-I

- Philosophical Perspective of Education
- Philosophy of Education: its Nature, Scope and Methods
- Significance and Value of Educational philosophy.

Unit-II

- Idealism,
- Naturalism,
- Realism,
- Pragmatism,
- With special reference to Metaphysics, Epistemology, Axiology and their Educational Implications.

Unit-III

- Existentialism and Marxism; their main characteristics and Educational Implications,
- Modern concepts of Philosophical Analysis:- Logical Analysis, Logical Empiricism and Positive Relativism.

Unit-IV

A brief Discussion of Indian Philosophical through as contained in the following and their educational implications-

- Vedanta,
- Sankhya,
- Gita,
- Jainism,
- Buddhism,
- Islamic Traditions.

Seminar /Presentation/G.D.

Assignment/Practicum/field work

Suggested Readings

Btubacher : Modern Philosophies of Education.

Henderson: Introduction to Philosophy of Education.

Horn: Democratic Philosophy.

Butler: Four Philosophies: Their Practice in Education and Religion.

Will Durant: The Story of Philosophy.

Cunningham: Problems of Philosophy.

Cunningham: Pivotal Problems of Education.
Butts: A Cultural History of Education.
Wynne J.P. : Philosophy of Education in Cultural Perspective.
Brameld : Philosophy of Education in Cultural Perspective.
Kneller G.F.: Philosophy of Education.
Radhakrishnan: Indian Philosophy Vol-2
Hiriyana : Outline of Indian Philosophy.
O'Connor, D.G.: Introduction of Philosophy of Education.
Collins: The Existentialism.
Eric Fromm : Marx's Concept of Man .
Tutus: Living Issues in Philosophy.
Wingo G.: Philosophies of Education

Course Code TE703

Research Method in Education and Educational Statistics

Unit-1

- Educational Research: Meaning, Nature, Scope, Need and Purpose of Educational Research.
- Types of Research: Fundamental, Applied and Action Research.
- Methods of Research: Historical Method of Research, Scientific enquiry, Experimental and Quasi Experimental Methods of research, Ex-post facto Research.
- Research Problem: Criteria and source for Identifying Research Problem, Description and Operationalization of Variables.
- Review of Related Literature

Unit-2

- Research Design: Meaning, Purpose and Criteria for Good Research Design.
- Research Hypothesis: Types, Source and Criteria for Research Hypothesis, Functions of Research Hypothesis.
- Population and Sample: Concepts of Population and Sample, Types of Sampling, Characteristics of good Sample.
- Methods of Data Collections: Tools and Techniques- Observation, Interview, Questionnaire, Tests and Rating Scale.
- Preparation of Research Report: Style and Format of Writing Chapters and pagination, References and Bibliography, tables and Figures etc.

Unit-3: Educational Statistics

- Introduction and Application of Statistics in Educational Research.
- Descriptive and Inferential Statistics.
- Descriptive Statistics-
- Quantitative classification of Data: Preparation of Frequency Distribution, Graphical Presentation of Data.
- Measure of Central Tendency and Variability: Mean, Median, Mode, Standard Deviation and Quartile Deviation.
- Measure of Positions: Percentiles, Quartiles, Percentile Ranks.

Unit-4

- Normal distribution: Characteristics of Normal Distribution Curve, Kurtosis and Skewness, Practical use of NPC and Its Application in Educational Research.
- Measure of Relationships: Product Moments Correlation Coefficient, Partial Correlation, Multiple Correlation.
- Regression and Prediction:

Seminar /Presentation/G.D.

Assignment/Practicum/field work

Suggested Readings

- Young : Scientific Social Surveys and Research
- Good.Barr and Scates : Methodology of Educational Research
- Travers : An Introduction to Educational Research
- Verma,M. : An Introduction to Educational and Psychological Research
- Van Dalen : Understanding Educational Research
- Cory : Action Research to Improve School Practices
- Gage (Ed.) : First Handbook of Research on Teaching
- Fox,D.J. : The Research Process in Education
- Tuckman : Conducting Educational Research.
- Edwards,A.L. : Statistical Methods of the Behavioural Sciences.
- Ferguson,G.A. : Statistical Analysis in Psychology and Education.
- Guilford,J.P. : Fundamental Statistics in Psychology and Education.
- Lindquist,E.F. : Statistical Analysis in Educational Research.
- Siegal,S. : Non-Parametric Statistics.
- Walker,H.M. and Lev,J. : Statistical Reference.
- Lowrance, w. Neuman : Social Research Methodology: Qualitative and Quantative Approach.
- Koul,L. : Methodology of Educational Research.
- Agarwal,Y.P. : Statistical Methods.
- Best,J.W. & Kahn, J.V. : Research in Education.
- Pandey,K.P. : Educational Research.

Course Code TE 704

Pre-service and In-service Teacher Education

Unit: 1 Structure, Curriculum and Modes of Pre-service Teacher Education

- Needs, Roles and functions of School Teachers
- Pre- service teacher education Needs, objectives and scope.
- Vision of Teacher Education Curriculum as envisaged in NCERT and NCTE documents.
- Curriculum areas of initial Teacher Preparation: Foundation courses, curriculum and pedagogy, School internship.

- Mode of pre-service teacher education- Face-to-Face (Linear and Integrated) and Open Distance Learning; needs and significance.

Unit: 2 Organizations of Different Components of Teacher Education Curriculum

- The students' teacher as adult learner- characteristics. The concept of andragogy and its principles.
- Organisation, transaction and evaluation of different components of teacher education curriculum model practices.
- Transactional approaches for the foundation courses in teacher education programmes individualized, Group Based, Teacher Centered and Blended Approach.
- Transactional approaches for the skill and competency development courses. Micro-teaching, Simulated Teaching, Models of Teaching, Teaching in real classroom situation, Peer presentation and Tutor observation.
- Concept and scope of school based practicum and internship- objectives, organisation and duration. Activities and experiences in pre-internship, internship and post internship, model practices.

Unit: 3 In-service Teacher Education in India-Concept, structure and models

- Concept, need for continuing professional development of teachers-Areas of professional development. Purpose of in-service teacher education programme orientation, refresher, workshop, seminar and conference- their meaning and objectives.
- Agencies of in-service teacher education Local Level, District Level , State Level and National Level agencies.
- Modes and Models (face to face and open) of in-service teacher education: Modes of in-service teacher education -Face to face Open Distance Learning mode, Blended Approach.
- Induction, one shot, cascade, mentoring particularly action research based approach for professional development of teachers.
- Role of Teacher Educators in different modes of In-Service teacher education.

Unit: 4 Planning, Organisation and Evaluation of In-Service Teacher Education

- Planning in-service teacher education programme- context, purpose, duration and budget.
- Designing an in-service teacher education programme: assessment of training needs, formulation of training curriculum, preparation of course materials, evaluation of curricular inputs.
- Organising in-service teacher education programme- common problems faced by teacher education institutions.
- Effectiveness of in-service education programmes, impact on development of professional competencies among practicing teachers and impact on curricular practices at school level.

Seminar /Presentation/G.D.

Assignment/Practicum/field work

References Book:

1. Bruce R Juice et al (2014), Models of Teaching (9th edition), London; Pearson.
2. Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT
3. Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.
4. Furlong John (2013), Education an Anatomy of the Discipline, Routledge London.

5. Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi Concept.
6. Sahoo P.K. et al (eds) (2014), Quality Education in India Vol I & Vol II New Delhi Concept.
7. Passi B.K. (eds) (1976), Becoming better teacher, Ahmedabad, Sahityamudranalaya.
8. Allen. D. & Ryan, K. (1969), Microteaching reading Mass: Addison-wesley.
9. NCERT, New Delhi, (2006) 6th survey of Research in Education.
10. Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.
11. Gardener,H (1983), Frame of Mind; the theory of multiple intelligences, Basic Books New York.
12. NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
13. NCTE (2014) Norms and Guidelines of Teacher Education Programmes.
14. NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.

TE731

Internship in Teacher Education institution

It will be divided into three sections

Part A. Observation of activities- 2credits

- class room teaching
- micro teaching practice
- Preparation of lesson plan
- Model Lesson
- Assembly
- co curricular activities
- Seminar presentation
- seminar presentation
- student council
- Community work
- Organisation of In service education Programme

Part B. Assisting B.Ed. students- 1 credit

- Assisting B.Ed.students in lesson plan preparation
- Assisting B.Ed.students in giving seminar presentations
- Assisting B.Ed.students in TLM preperation
- Assisting B.Ed. students in SUPW Activities
- Assisting B.Ed. students in organizing exhibitions
- Assisting B.Ed. students in organizing community work

Part C -

Interviews of pupil teachers, teacher educators, employees

Assesment Guide-

The internship would be evaluated by performance rating on following basis

- Under the supervision of M.Ed. teacher in charge and mentors student will maintain a Diary for all observations.
- Cumulative Assessment by the mentor teacher
- Outcome of the activities
- Records submitted on reflections during internship
- Submissions of reports
- Study of teacher education institution on instructional and evaluation practices

M.Ed.
Second Semester
Course code TE706
DEVELOPMENT OF LEARNER

UNIT-1

- Development- Stages, Principles, Nature- Nurture balance
- Language Development- Factors Influencing it, Theories
- Stress- Concept, Factors influencing Stress among Learners

Unit-2

- Cognitive Development- Stages, Theories of Piaget and Bruner and their Educational Implications
- Moral Development- Factors Influencing it, Theories of Freud, Piaget, Kohlberg and Turiel, Moral Judgement and Moral Behaviour

Unit-3

- Development of Social Competence- Concept, Factors Influencing it.
- Development of Emotional competence- Concept, Factors Influencing it.

Unit-4

- Intelligence- Concept, Theories, Measurement of Intelligence
- Personality- Concept, Theories of Freud, Erickson, Eysenck, Rogers, Cattell, Measurement of Personality
- Mental Health- Concept, Process of Adjustment, Conflict, Defence Mechanism

Seminar /Presentation/G.D.

Assignment/Practicum/field work

Suggested Readings

Bischof	: Interpreting Personality Theories
Blum	: Psychoanalytic Theories of Personality
Bass & Berg	: Objective Approaches to Personality Assessment
Holland Lindzey	: theories of Personality
Wadsworth, B.J.	: Piaget for the Classroom
Slavin, R. E.	: Educational Psychology
Mangal, S. K.	: Advance Educational Psychology
Brainerd	: Piaget theory of Intelligence
Bruner	: Relevance of Education

Mehta, C.S.	:ShikshakiPrakriya
Flavell	: Developmental Psychology
Bee	: Developing Child
Misra, K.S.	:ShikshaManovigyan ken aye kshitij
Jersild	: Psychology of Adolescence

Course code TE707
Sociology of education

Unit I

Sociology of Education

- Origin and development of sociology of education
- Nature and scope of sociology of Education
- Methods of Study in Sociology of Education

Unit II

Education, Culture and social system

- Social system-concept and elements of social system

Education as a social subsystem

- Culture: functional characteristic, cross culture transmission

Characteristic of Indian culture

- Role of education in the process of assimilation of Indian tradition and development of new cultural pattern
- Socio cultural diversity in education

Unit III

Education, Social Control, social change and modernization

- social control: Nature, Agencies and Role of Education in social control
- Social change: concept of social change and modernization, factors promoting social change and modernization in India
- Constraints on social change and Modernization in India.

Unit IV

Important concerns and Issues in Education

- Social stratification, social equity and equalization of educational opportunities
- Education of the socially and economically disadvantaged section of society with special reference to scheduled caste, scheduled tribe, rural population and problems and Issues of Girls' education in India, Gender bias, Gender inequality in Education
- Youth Movement in India, De schooling and Futurology
- Urbanization and social mobility.

Seminar /Presentation/G.D.

Assignment/Practicum/field work

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 to the Sociology of Education
Musgrave, P.W. : The Sociology of Education
Merrill, F.E. : Society and Culture
Brown, F.J. : Educational 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
Prellins, 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

Course code TE708
CURRICULUM STUDIES AND ASSESSMENT

Unit – I

Concept and types of curriculum, Philosophical, Psychological and Sociological basis of curriculum, Development of curriculum – Historical perspective, Principles of curriculum construction, Models of curriculum, Curriculum renewal and its impact on classroom practices, Cross curricular issues.

Unit –II

Role of Regulatory Bodies in curriculum development, Curriculum Evaluation, Different Models of Curriculum Evaluation, Analysis of Curriculum Frameworks, Research issues in Curriculum Studies.

Unit - III

Concept, need and importance of educational measurement and evaluation, Taxonomies of Educational Objectives, Study of Standardized tools of measuring – Intelligence, Personality, Creativity and Interest, NRT and CRT, Standard Scores, Formative and Summative evaluation, Feedback – nature, importance and methods.

Unit - IV

Concept, types and calculation of Reliability, Validity and Norms, Development and standardization of Achievement Test and Attitude Scale, Trends in examination and evaluation – CBCS, Self assessment, Peer Assessment and Tutor assessment, Examination - on demand, On – line examination, Scaling and Grading of marks, etc. Assessment of Examination Systems, Research Issues in educational measurement and evaluation.

Seminar /Presentation/G.D.

Assignment/Practicum/field work.

Suggested Readings:

Balsara, M. – Principles of Curriculum Construction.
Biswas, N. B. – Curriculum Studies: A model for SAARC Countries.
NCERT – National Curriculum Framework for School Education.

UGC – Model Curriculum Frame Work, NCF- 2005.

NCTE – NCFTE – 2011.

Ornstein, A. C. – Curriculum: Foundations, Principles and Theories.

Thorndike, P. & Hagen, E. – Measurement and Evaluation in Psychology and Education.

Sax, G. – Principles of Educational Measurement and Evaluation.

Grondlund, N. E. – Measurement and Evaluation Teaching.

Anastasi, A. – Psychological Testing.

Cronbach – Essentials of Psychological Testing.

Srivastav – Reforming Examination.

Course code TE709

Perspectives, Research and Issues in Teacher Education

Unit I: Teacher Education as Professional Education:

- Teacher development- concept, factors influencing teacher development-personal contextual, Professionalism in Teacher Education.
- Teacher education in India: historical perspective.
- Approaches to teacher development-Traditional, Academic, Personalistic, Competency, Social Reconstructionist, synthetic view.
- NCTE: Structure and Functions.
- Scope of Teacher Education Programmes as enlisted in NCTE Regulations, Stage specific and area specific teacher education programmes.

Unit II: Structure and Management of Teacher Education:

- Universalisation of elementary education and Universalisation of secondary education and its implications for teacher education at school stage. Viz. Pre-Primary, Elementary, Secondary, Higher Education, Physical Education, Music Education, Visual Arts Education, Special Education.
- Preparing Teachers for different contexts of School Education. State level Planning, Demand and supply of Qualified Teachers at different stages with benchmarking.
- NCTE Norms and standards for Teacher Education Programmes at elementary level, secondary level and masters degree level.
- Management of Teachers at State level, Qualification of Teachers, Teacher recruitment Polices, Professional development of Teachers and vertical mobility of teachers.

Unit III: Problems and Issues in Teacher education:

- Problem of pre-service teacher education; inadequate planning, privatisation and commercialization, economics of teacher education.
- Challenges in professional development of teacher relevance to school education. Improperly qualified teacher educators, assurance of quality of teacher education programmes.
- Teacher educators, Leadership competencies in their planning, implementation and evaluation of pre-service and in-service teacher education programmes.
- Issues related to enhancing teacher education competence. Commitment and teacher performance.

- Networking of teacher education; Teacher Education Institutions, Universities, Government agencies, Regulatory bodies and community for preparing teachers for different levels of school education.

Unit IV: Research and Development in Teacher Education:

- Education of Teacher Educators: Preparatory Programme and Professional development of Teacher Educators at different stages.
- Paradigms for research and Teaching: Gage, Doyle and Shulman.
- Research and effectiveness of teacher education programmes.
- NAAC- NCTE criteria for assessment of Teacher Education Institutions.
- Methodological issues of research in teacher education-Theoretical research versus Applied research, Participatory action research and Teaching effectiveness.
- Trends of research in Teacher Education with reference to theme design, findings and policy implications.

Seminar /Presentation/G.D.

Assignment/Practicum/field work

References Book:

1. Bruce R Juice et al (2014), Models of Teaching (9th edition), London; Pearson.
2. Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT
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8. Allen. D. & Ryan, K. (1969), Microteaching reading Mass: Addison-wesley.
9. NCERT, New Delhi, (2006) 6th survey of Research in Education.
10. Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.
11. Gardener,H (1983), Frame of Mind; the theory of multiple intelligences, Basic Books New York.
12. NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
13. NCTE (2014) Norms and Guidelines of Teacher Education Programmes.
14. NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.

Course codeTE732

Self Development and Yoga

4 credit

Unit I

Visual Art and Aesthetics

Theory-

- Importance of Arts and its place in the curriculum
- Overview of the works of old masters and contemporary artist.
- Use of different material and medium for creative expressions(water color,poster color,oil pastels,mix media,charcoal,acrylic etc)

Practical-

- Painting,
- Poster,
- Clay Modeling,
- Wall Magazines,
- Rangoli,
- Organisation of exhibition

Unit II

Performing Art & communication

Theory

- Planning scripting and execution stages of Dramatics.
- Communication -Meaning, Importance, audio Visual Presentation, letter writing,

Practical-

- Play
- Music
- Dance
- Elocution/Recitation
- Group Discussion
- Organization of Cultural programme

Unit III

Health and Games

Theory

- Concept of Health and Physical Fitness
- Place of Games and sports in curriculum, their impact on health
- Organizing sport activities.

Practical

- General physical fitness exercise,rhythmic activities,Self Defense.
- working rules and laws on the indoor and outdoor Games –

Unit IV

Yoga

Theory

- Meaning concept and Definition of yoga
- History and importance of Yoga
- Objectives and Guidelines for yogic practices, safety measures, and precautions while performing Asans.
- The concept of triguna . five yamas and five niyams
- Physical base of yoga:Asans ,type and practices
- Pranayam :meaning ,Typeand practices
- Different phases of pranayam-
poorak(inhalation),kumbhak(retention),rechak(Exhalation))

Practical

- Aasan-
- Pranayam -Anulomvilom,Bhastrika,Bhramri.
- SooryaNamaskaar
- Dhyaan-

Semester III
Course codeTE711
Psychology of Learning

Unit-1

- Learning- concept, Theories of learning-Thorndike, Pavolv, Skinner, Hull, Lewin, Tolman, insight theory, Social learning theory.
- Factor influencing learning
- Constructivism

Unit-2

- Transfer of Learning- concept ,Factor influencing transfer of learning,Theories
- Motivation- Concept, Role of motivation in learning Theories, Strategies for developing motivation

Unit-3

- Learning of concept and principal- Nature, Concept formation, concept mapping, Factor influencing learning of concepts and principals
- learning styles
- Mastery learning
- gagne's view on learning
- Role of advance organizer in learning
- Group dynamics and learning

Unit-4

- Creativity- nature, Factor influencing creativity, Measurement of creativity
- Problem solving- Nature, Factor influencing problem solving

Seminar /Presentation/G.D.

Assignment/Practicum/field work

Suggested reading

- Ausubel, D.P. and Robison : social learning; an introduction to educational psychology
Dececco and Crawford : the psychology of learning and instruction
Gulati, S. : Education for creativity
Hilgard, E.R. : Theories of learning
Slavin, R.E. : Educational psychology
Vygotsky, R.E. : Educational psychology
Mangal, S.K. : Advanced Educational psychology
Misra, K.S. : Shikshamanovigyankenayekshitij
Cofer, Appleby : Motivation: Theory and Adjustment

Course code TE712

Advanced Research Methods and statistics in education

Unit-1

- Evaluatory Research: Programme Evaluation
- Qualitative Research: Meaning, purpose and Need.
- Approaches to Qualitative Research:
 - Ethnography: Anthropological Approach
 - Phenomenology: Philosophical Approach.
 - Grounded Theory: Social Science Approach
- Qualitative Research Design and Strategies: Case Study
- Purposeful Sampling Design

Unit-2

- Data collection and Field Techniques: Observation, Interview, Review of Documents, Content Analysis, Triangulation of Data.
- Criteria of Qualitative Research: Authenticity, Community Voice, Critical Subjectivity and Reflexivity, Sacredness.
- combination of Qualitative and Quantitative Research (Mixed Methodological Approach)

Unit-3

Inferential Statistics:

- Parametric and Non-Parametric Data: Meaning and Difference

Parametric Test

Test of Statistical Significance

Sampling Distribution

Significance of Mean, Percentages and Correlation.

Significance of Difference Between two Mean (t-test)

Testing Null Hypothesis (H₀), level of Significance, Degree of Freedom

One tailed and Two Tailed Test

Type-I and Type-II Error in Decision Making

One Way and Two Way Analysis of Variance (ANOVA)-F test.

Analysis of Co Variance (ANOCOVA)

Unit-4

- Non Parametric Tests-
Chi-Square Test
Mann Whitney U-Test
Median Test
Sign Test

Biserial, PoinBiserial, Tetrachoric and Phi-coefficient of Correlation.

Seminar /Presentation/G.D. Assignment/Practicum/field work

Suggested Readings

- Newman,Laurance,W. : Social Research Methodology of Quantitative and Qualitative Approach,U.S.A
- N.K. Denzin and Y.S. Lincoln : Handbook of Qualitative Research, Thousands Oaks, CA: Sags
- B.Gillham : Case Study Research Methods ,Continnum, New Yark (2000)
- Y.S. Lincoln & E.C. Guba : Naturalistic Inquire, Beverly Hills C.A. Sage.
- C.Marshall& C.B. Rossman : Designing Qualitative Research (3rd Ed.) Thousand Oaks C.A. Sage,
- R.K. Yin : Case Study Research : Design and Methods (2nd ed.) Thousand Oaks CA. Sage.
- James H.Mcmillan& Sally Schumacher : Research in Education A Conceptual Introduction
- Kate L. TURABIAN : A Manual for Writers of Dissertations.
- Barney G. Flaser& Anselm L. Strass : The Discovery of Grounded Theory .
- KatheyCharmaz : Strategies for Qualitative Research. Aldine
- : Constructing Grounded Theory Sage Publication.

Course codeTE713

Perceptivities of Secondary Education System

UNIT-1 Background of Secondary Education:

Historical background of school education in India with special reference to secondary education.Comparative status of secondary education in India, USA, UK Rassia and Japan.Issues on structure of secondary education; Sadler commission, secondary education commission, Indian education commission 1964-66, education policies and implementation.

UNIT-2 Status of secondary education

RastriyaMadhayamicShikshaAbhiyan. Expansion of secondary education system (classes vi-viii, ix-x, and xi-xii) in India and different schemes for operation of secondary education.

UNIT- 3 Organisation of Secondary Education:

Ladder of organization of secondary education and agencies of secondary education (class vi-xii) National level, State level and District level Government agencies, Private agencies and public private partnership. Open school system. Secondary Education through distance at State level and Country level.

UNIT-4 Programmes Initiatives:

State level initiatives on secondary education: common school system, Neighbour hood schools, multipurpose schools, Tribal schools (Ashram schools), Vocational schools, ITIs, Trade schools and Kasturba Vidyalayas. National Skill Development Mission, National Council for vocational education.

Seminar /Presentation/G.D.

Assignment/Practicum/field work

Course code TE733

Secondary Education internship

Internship in secondary schools (under supervision of M.Ed. teacher in charge and school level mentor teachers)

Observation of school activities.- 2 credit

- Assembly
- Classroom teaching
- Cleanliness of campus and beautification
- Record survey
- Supervisory activities
- Laboratory work
- Library activities
- ICT Lab
- Cultural activities
- CCE and Learner Assessment
- Guidance and counseling activities
- Parent Teacher Association

B Participation in the various curricular and co curricular activities in the school

C. Interviews of Stake holders –

Students, teachers, parents, school management personnel and government authorities ,community members

Assesment guide-

- student will maintain a Diary for all observations.
- Cumulative Assessment by the mentor teacher
- Outcome of the activities
- Records submitted on reflections during internship
- Study of secondary education institution on instructional and evaluation practices
- Submission of Reports

The whole internship will be structured on some focused task or project and each intern will have to submit his field report for assessment.

Course code TE734

Dissertation

Dissertation activities will be carried out under the supervision of the guide. Each student will finalise the research proposal, write reviews of researches, finalise research designs of the study.

the candidate will do required activities upto writing of first three chapters of the dissertation and submit the report for assessment

Semester IV
Course code TE716

History Economic and Political Perspectives in Education

Unit I

Historical Perspective-

- Brief overview of education in ancient ,medieval,pre independence and post-independence period
- Education Commission 1964-66, Planning Commission, World Bank, NPE-1986-objective and main recommendations
- Education as a development indicator, and enhancer of development indicators
- A review of the initiatives for educational development in India

Unit II

Political Perspective

- Educational provision in Indian constitution
- Education and human rights
- Child rights
- Rights and duties
- Role of State in education under panchayti raj, state govt and central govt

Unit III

Economical Perspective

- Education and Human Development Index
- Positions of India in Human Development Index (with focus on gender) Status of girls'/women in Indian society Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages,.
- Human capital theory
- Dynamic relationship of education with the political process. .
- Rate of return on education
- Technological change and supply of education
- Education and employment
- Education as an investment
- Privatization, private initiative, and liberalization in education

Unit IV

Global Perspective

- Role international bodies in educational development: (UNDP,WHO, UNICEF,UNESCO,World Bank,COL) with reference to India
- Role of education in ensuring sustainable development, Aims of education for SD, Areas of SD
- Contribution of science and technology to education and challenges ahead.

Seminar /Presentation/G.D.

Assignment/Practicum/field work

References

- Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.
- Blaug, Mark (1972): *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
- Chau, Ta-Ngoc (2003): *Demographic Aspects of Educational Planning*. Paris: International Institute for Educational Planning.
- Griffiths, V. L. (1963). *Educational Planning*. London, O. U. P.
- Hallack, J. (1977): *Planning the Location of schools: An Instrument of Educational Policy*. Paris: International Institute for Educational Planning.
- Hough J.R. (1990): *Education, Policy-An International Survey*. Croom Helm, London.
- Kaufman, Herman, Watters (eds.) (1996): *Educational Planning: Strategic Tactical Operational, Tecnomie*.
- Institute for Health Sector Development (2005): Sector-wide Approach in Education. *Comparative Education*, 31(1).
- Less Bell & Howard Stevenson (2006): *Education Policy: Process, Themes and Importance*. Routledge.
- Livack, Jennie, Ahmed, Junaid and Bird, Richard (1998): *Rethinking Decentralization in Developing Countries*. Washington, D.C. World Bank.
- Nanjundappa, D.M. (1995): *Concept, Approaches and Techniques of Decentralized Planning in Readings in Decentralized Planning*. B.N. Yudgandhar and Amitabh Mukherjee (ed.). New Delhi: Concept.
- Narayan, D. (2005): Local Governance without Capacity Building: Ten Years of Panchayat Raj. *Economic and Political Weekly*, June 25, pp. 2822-32.
- Scheerens, Jaap (2000): *Improving School Effectiveness*. Paris: International Institute for Educational Planning.
- Tilak, J.B.G. (1988). *Cost of Education In India*: International Journal of Educational Development
- Tilak, J.B.G. (1992). *Educational Planning at Grassroots*. Ashish Publications. New Delhi.
- UNESCO: Institute for Statistics (2001). *Education Indicators: Technical Guidelines*. Montreal: Canada.
- NCTE(2009) National Curriculum Framework for Teacher Education, New Delhi.
- NCERT (2005). *National curriculum framework*, New Delhi.
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- MHRD, (1992), *Programme of action*. Govt. of India, New Delhi.

Course code TE717

Curriculum, Assessment and Evaluation in Secondary Education

UNIT-1 Curriculum Objectives, Problems and Issues

Curriculum objectives in State board and CBSE board at VI – VIII and IX-X classes. Curriculum objectives of plus two (+2) level programmes in State Board and CBSE Board. Language Education: problem and Issues, Science Education: Problem and Issues, Social Science

Education: Problem and Issues. Education for Personality development of children: problem and issues.

UNIT-2 Vocationalisation of Secondary Education

Vocationalisation of school education, craft centred education, work experience and SUPW, curriculum Framework recommended by Kothari Commission, Ishwarbhai J Patel Committee report on vocationalisation on secondary education. M. Adisheshiah Committee report on Higher Secondary Stage Curriculum on vocational education: problem and issues concerning implementation of vocationalisation of education and teacher preparation.

UNIT-3 Curriculum Transaction:

Curriculum transaction practices, General methods and techniques of teaching at secondary stage. Self study, Class room activities, Laboratory practices, Language lab, Science lab, Math lab, Resource centre based activities, play way activities, field based studies and community development programmes. Models of teaching: Advance organizer, Jurisprudential model Taba's Model, Inquiry training model.

UNIT-4 Assessment and Evaluation:

Overview of assessment and evaluation on practices of secondary education. Comparative view of assessment of state board and CBSE board different board system in school. Different tools and techniques of Continuous and Comprehensive evaluation, scholastic, co-scholastic and non-scholastic areas of Learning Grading system, Psychometric testing, portfolio assessment, formative and summative evaluation practices. Transparency and accountability of examination system in secondary education.

Seminar /Presentation/G.D.

Assignment/Practicum/field work

TE751

Educational Administration and Management

Unit-1 Educational Administration and Management:

- Meaning, Nature and Difference between Administration and Management.
- Function and Theories
- Total Quality Management with Reference to Secondary Education.
- Management of Resources at Secondary level.
- Management by Objectives.

Unit-2 Educational Planning and Finance:

- Meaning, Nature and Principles of Educational Planning.
- Approaches to Educational Planning.
- Kinds of Educational Planning- Institutional, Strategic, Operational, Manpower Planning.
- Programme Evaluation and Review Technique (PERT).
- Problems of Educational Finance, Sources of Income and Items of Expenditure at Secondary level.
- Privatization of School Education.

Unit-3 Educational Leadership and Decision Making:

- Meaning and Nature of Educational Leadership
- Leadership Styles.

- Leadership Theories- Trait, Behaviour, Contingency, Transformational.
- Decision Making at Secondary level- Concept, types and process of Decision Making.

Unit-4 School Organization and Supervision:

- Meaning, Nature and Structure of School Organization.
- Organizational Development.
- Meaning, Nature and Functions of Educational Supervision.
- Techniques of Educational Supervision.
- Process of Supervision at Secondary level.

Seminar /Presentation/G.D.

Assignment/Practicum/field work

Suggested Readings

Bhatnagar,R.P. &VidyaAgarwal	:	Educational Administration
Bush, T.	:	Theories of Educational Management
Kimbal, Wiles and Lorel	:	Supervision for better Schools
Kimbrough and Nunnery	:	Educational Administration
Mishra ,Atmanand	:	Educational Finance
Mukhopadhyay , M.	:	Total Quality Management in Education
Naik, S.P.	:	Planning Education in India
Saxena, S.	:	Educational Planning in India.

Course code 752

Inclusive Education

Unit I: Introduction to Inclusive Education

- Concept, Meaning and Importance of Inclusive Education.
- Historical Perspectives on Education of children with Diverse Needs.
- Difference - Special Education, Integrated Education, and Inclusive Education.
- Advantages of Inclusive Education for Education for all Children.

Unit II: Policy and programmes

- Recommendations of Education Commissions and Committees on restructuring policies and practices to respond to diversity in educational situations (with special reference to recommendation of NPE -1986, POA-1992 and PWD Act (person with disability)1995;
- National curriculum framework 2005,
- National institutes for Rehabilitation and Rehabilitation council of India.
- National and International initiatives for inclusive education

Unit III: Children with Diverse Needs

- Definition and Characteristics of children with
 - a) Sensory (Hearing, Visual,) and physically challenged.

- b) Intellectual (gifted with high intellect & talents, and mentally challenged).
- c) developmental disabilities (autism, cerebral palsy, learning disabilities)
- d) social and emotional problems
- e) scholastic backwardness (underachievement, slow learner)
- f) children belonging to other marginalized groups
- Importance of Early Detection, Functional Assessment for Development of Compensatory Skills.
- Role of Teachers Working in Inclusive Setting and Resource Teacher in Developing and Enriching academic skills for higher learning.

Unit IV: Utilization for Resources

- Role of Technology for meeting diverse needs of learners
- Concept and Importance of Human and Material Resources.
- Types of service and approaches, strategies, personnel involved and their specific role and responsibilities.
- Creating Conducive Environment in Inclusive Schools, Material Resources, and Human Resources, Changing the Attitude of the Significant People, Exploring and Utilizing the Services and Resources available in the Community.
- Managerial Skills for Mobilizing appropriate Resources.
- Identifying the required Resources for Children with Various Special Needs.

Seminar /Presentation/G.D.

Assignment/Practicum/field work

Suggested Reading-

- Ahuja, A., & Jangira, N.K. (2002). Effective Teacher Training: Cooperative Learning Based Approach. New Delhi: National Publishing House.
- Ainscow, M. & Booth, T. (2003). The Index of Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
- Jangira, A. & Mani, M.N.G. (1990). Integrated Education for Visually Handicapped. Gurgaon: Academic Press.
- Jha, M. (2002). Inclusive Education for All: Schools without Walls. Chennai: Heinemann Educational Publishers.
- Sharma, P.L. (1990). Teacher Handbook on IED-Helping Children with Special Needs. New Delhi: NCERT Publications

Course code 753

Educational Technology and ICT

Unit I- Fundamentals of Educational Technology

- a) Meaning, Nature and Scope of Educational Technology; Hardware, Software and System Approach.

- b) Theoretical bases of Educational Technology: Psychological, Communication, Taxonomy.
- c) Audio Tape, Radio Broadcast, ETV, CCTV, VCR, Preparation of ETV Lessons, Interactive Radio and Interactive Television and Teleconferencing.
- d) Indian experience of Radio Broadcast, ETV and Interactive Radio and interactive TV, GyanVani and Gyan Darshan.

Unit II – Learning Technology

- a) Programmed Learning Material, Principles, Styles of Programming: Linear, Branching and Mathetic; Steps of development of PLM.
- b) Instructional Materials: Modules, Computer Aided Instructional Materials, Multimedia Package, Learning Kits, Open Learning Material.
- c) Mastery Learning: Concepts, Types, Planning, Strategies. Personalized system of Instruction (PSI), Keller Plan: Preparing and Organizing PSI.
- d) System Approach: Meaning and Scope, Open vs. Closed System. Education as Open System, System Approach to Education, Steps in Designing Instructional Strategies.

Unit III – Teaching Technology

- a) Modalities of teaching, Difference between Teaching, Instruction, Conditioning and Training.
- b) Stages of Teaching: Pre-active, Interactive and Post-active; Nature and Characteristics of Models of Teaching; Teaching at different Levels Memory, Understanding and Reflective.
- c) Modifications of Teaching Behaviour: Micro teaching, Flander’s Interaction Analysis, Simulation and Gaming.
- d) Designing teaching Strategies: Writing in Instructional Objectives, Task Analysis; Modes of Teaching: Lecture, Team Teaching, Panel Discussion, Tutorial, Group Discussion, Seminar, Symposia, Conference, Cooperative Learning, Dialogue.

Unit IV – Information and Communication Technology in Education

- a) ICT: Nature; Information: Nature and Structure; Communication: Concept, Components, Models; Information and Communication Technology, Integration of ICT in Teaching and Learning, Use and assessment of ICT in Teacher Centered and Learner Centered Pedagogy.
- b) Multimedia Approaches to Instruction: Concept, Role and Importance, Development of Multimedia Package. Criteria of selection of Media and Technology in Multimedia Package.
- c) Interactivity and Networking, Conferencing, Web based Learning, Open Education Resources, Blended Learning.
- d) Open and Distance Learning System (ODLS): Concept, Definition and Characteristics, Criteria of Openness, Different Stages of Distance Education, Media Materials and Technology in ODLS, Learner Support Services and Counselling, Evaluation Strategies. Uses of ICT in ODLS: Different Stages and Futures Scope.

Seminar /Presentation/G.D.

Assignment/Practicum/field work

Suggested Readings

- Behera, S.C. (1991):*Educational Television Programmes*, Deep and Deep Publications, New Delhi.
- Das, R.C. (1993):*Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M.*The International Encyclopaedia of Educational Technology*.
- Haas, K.B. and Packer, H.Q. (1990):*Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- Kumar, K.L. (2008):*Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990):*Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Rana, S. (1994):*Open Learning in India*, Commonwealth Publishers, New Delhi.
- Sharma, B.M. (1994):*Distance Education*, New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993):*Open Learning System in India*, Allied Publishers Ltd., New Delhi.
- Venkataiah, N. (1996):*Educational technology*, New Delhi: APH Publishing Corporation.
- Chauhan S S: *A Text Book of Programmed Instruction*. (2nd Ed).Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
- Ruhela S P (2001): *Some Aspects of Educational Technology*.
- Sharma R A: *Programmed Instruction – An Instructional Technology*, Loyal Bank Depot, Meerut (UP).
- Walter A Written and Charles F Schuller: *Instructional Technology - its nature and use of A.V. Materials* (5th Ed), Harper and Row Publishers, New York.

Course code TE754 **Guidance and counseling**

Unit-1

- Guidance and counselling: concept, need, principals, types: Educational, personal, vocational
- Problems of guidance movement in india

Unit-2

- Guidance personnel-Role of different persons in the guidance programme, characteristics of a successful counsellor, training of counsellor

Unit-3

- Organising guidance services- organising guidance services at different stages of Education, principles governing organization of services, kinds of services-appraisal, information, placement, counselling, follow up, evaluation
- Occupational information- sources, collection, evaluation, dissemination
- group procedure of guidance

Unit-4

- Tools in guidance-Records; kinds and relevance: tools for measuring personality, achievement, interest, aptitude, intelligence, creativity and their relevance, communicating appraisal result.
- Techniques of guidance-directive counselling, non-directive counselling, group counselling, role of interview in counseling

**Seminar /Presentation/G.D.
Assignment/Practicum/field work**

Suggested reading

- Bernard,H.W. and Fullmer,W.O. : principles of guidance
Erikson : The counselling interview
Gibson,R.L. : Introduction to counselling and guidance
Jones,A.J. : Principles of guidance
Miller.C.H. : Principles of techniques of vocational guidance
Myer.G.E. : Principles and practices of the guidance programme
Tolbert : Introduction to counselling
Traxler : Techniques of guidance

Course code TE735

Dissertation

Dissertation activities done during third semester will be extended upto completion and submission of the dissertation in bound form under the supervision of the guide.

