

# Magadh University, BodhGaya

## Faculty of Education

### M.Ed. Syllabus 2022 and onwards

#### Ordinance

#### 1. Preamble

- 1.1 The Master of Education programme, generally known as M.Ed. is a professional programme meant for preparing teacher educators and educational professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school Principals & researchers.
- 1.2 The Master of Education Programme shall be under the faculty of Education.

#### 2. Duration of Course

- 2.1 The M.Ed. programme shall be of two academic years (having four semesters of six months each).
- 2.2 A University examination shall be held after completing every semester on the dates notified by the University.

#### 2.3 Working Days

- 2.3.1 There shall be at least 16 – 18 weeks teaching/semester.
- 2.3.2 The institution concerned shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers shall be necessary to ensure their availability for interaction, dialogue and consultation, and mentoring students.
- 2.3.3 The minimum attendance of student shall have to be 80% for all course work and 90% for field attachment.

#### 2.4 Curriculum

The M.Ed. programme is designed to provide opportunities for students to extend as well as deep in their knowledge and understanding of education specialize in select areas, and also cultivate/ develop research capacities, leading to specialization in elementary/secondary education. The curriculum of the 2 year M.Ed. programme shall comprise of the following components:

- 2.4.1 Field immersion/attachment/internship: There shall be core courses (which shall have about 60% of credits) and specialized courses in elementary education or secondary education and dissertation with about 40% of credits.
- 2.4.2 Year 1: 16–18 weeks×2 semesters+3 weeks in summer  
Year 2: 16–18 weeks×2 semesters+3 weeks in inter-semester breaks  
Total: 16–18 weeks × 4 semesters = 64–72 weeks; + 6 weeks for field immersion during inter-semester breaks = 70–78 weeks.

2.4.3 Apart from the 6 weeks in the various inter-semester breaks, 7 weeks should be allocated to the field immersion. Each year should have a total of at least 200 working days exclusive of admissions and examination period.

## 2.5 Scheme of Study

<b>Scheme of Study for Two-Year M.Ed. Programme [ Semester Wise Distribution of the Courses ]</b>					
<b>SEMESTER –I (July to December)</b>					
<b>COURSE NO.</b>	<b>COURSE NAME</b>	<b>CREDIT</b>	<b>Theory</b>	<b>Practicum</b>	<b>FULL MARKS</b>
C.C. 1	Psychology of Learning & Development	4	70 marks	30 marks	100 marks
C.C. 2	Historical/Political Economy Perspectives of Education	4	70 marks	30 marks	100 marks
C.C.3	Relevance of Teachers Education in Changing Times	4	70 marks	30 marks	100 marks
C.C.4	Fundamentals of Educational Research	4	70 marks	30 marks	100 marks
*EPC 1	A. Communication and expository writing B. Personality Development	1 1		50 marks	50 marks
	<b>Total</b>	<b>18</b>			<b>450 marks</b>
<b>*EPC will be done during inter semester break.</b>					
<b>SEMESTER – II (January to June)</b>					
<b>COURSE NO.</b>	<b>COURSE NAME</b>	<b>CREDIT</b>	<b>Theory</b>	<b>Practicum</b>	<b>FULL MARKS</b>
C.C.5	Sociological & Philosophical Perspectives of Education	4	70 marks	30 marks	100 marks
C.C. 6	Teacher Education-Issues and Challenges	4	70 marks	30 marks	100 marks
C.C. 7	Curriculum Studies	4	70 marks	30 marks	100 marks
C.C. 8	Innovative Teaching - Learning	4	70 marks	30 marks	100 marks
*C.C. 9	Dissertation (½)	2	35 marks	15 marks	50 marks
EPC 2	Internship in a Teacher Education Institution	4	64 hrs.	50 marks	50 marks
	<b>Total</b>	<b>22</b>			<b>500 marks</b>
<b>*Dissertation will be done during inter semester break.</b>					
<b>SEMESTER-III (July to December)</b>					
<b>COURSE NO.</b>	<b>COURSE NAME</b>	<b>CREDIT</b>	<b>Theory</b>	<b>Practicum</b>	<b>FULL MARKS</b>
S.C. 1	Elementary(VIII)/Secondary (IX-XII) Education for differently abled	4	70 marks	30 marks	100 marks
S.C. 2	Curriculum Pedagogy and Assessment (Elementary/Secondary)	4	70 marks	30 marks	100 marks
C.C.10	Advanced Research Methodology	4	70 marks	30 marks	100 marks
C.C.11	Creativity & Value Education	4	70 marks	30 marks	100 marks
ECP 3	Internship	4		50 marks	50 marks

*C.C. 12	A. Dissertation (½) : 35 marks Pract. 15 B. Environment & Education 35 marks Pract. 15	2 2	70 marks	30 marks	100 marks
	<b>Total</b>	<b>24</b>			<b>550 marks</b>
<b>*Dissertation will be done during inter semester break.</b>					
<b>SEMESTER-IV(January to June)</b>					
<b>COURSE NO.</b>	<b>COURSE NAME</b>	<b>CREDIT</b>	<b>Theory</b>	<b>Practicum</b>	<b>FULL MARKS</b>
S.C.3	Policy, Economics and Planning (Elementary/Secondary)	4	70 marks	30 marks	100 marks
S.C. 4	Educational Management and Administration (Elementary/Secondary)	4	70 marks	30 marks	100 marks
S.C. 5	Educational Technology & ICT	4	70 marks	30 marks	100 marks
C.C.13	Dissertation	4	32 hrs.	100 marks	100 marks
EPC 4	Seminar/Group Activities, Laboratory work, Field work/Workshop (16 weeks)	4	64 hrs.	100 marks	100 marks
	<b>Total</b>	<b>20</b>			<b>500 marks</b>
<b>Grand Total -</b>					<b>2000 marks</b>

C.C. = Core Course

S.C. = Special Course

EPC = Enhancing Professional Capacity

There shall be a Departmental Internal Assessment Committee which will meet periodically to carryout and monitor Internal Assessment programme.

**Note:**

- i) A student will choose elementary school stage (a) or secondary school stage
- ii) The practical-cum-field work including three main experience based activities, i.e., school based, teacher education based and research work leading to dissertation is to be conducted and evaluated during all the four semester in a comprehensive and continuous manner, a detailed outline of the same will be available by mid-July before the commencement of academic session

**3. Registration**

Any such student who is not already registered with respective University shall have to get himself/herself registered with that University on payment of the requisite fee as mentioned in the Regulation. The students, who are not registered under their respective/concerned University, shall not be allowed to continue their studies, not to appear at the examination.

**4. Examination**

4.1 Master of Education (M.Ed.) Programme would follow Semester System with continuous and comprehensive assessment as an integral part.

4.2 To be permitted to appear in the semester-end university examination for the Degree of the Master of Education (M.Ed.) a candidate must have:

- (i) Completed the courses of study prescribed for the M.Ed. Programme.

- (ii) Registered with the respective University as a student.
- (iii) Completed 80% attendance in theory classes and 90% in internship and practicum of the total classes held.
- (iv) Completed the M.Ed. course in a maximum of three years from the date of admission to the programme.

4.3 A candidate for Master of Education degree shall be examined in 22 (twenty two papers) carrying total of 2000 marks.

- a. There shall be 44 credits for core papers, 20 credits for specializations, 12 credits for field internship (4 credits in teacher education institution, 4 credits in specialization and 4 credits for different practical activities throughout the course) and 8 credits for research leading to dissertation.
- b. Each credit in a taught course is credited to one hour of teaching or two hours of seminar/group/work/laboratory work/field work/workshop per week for sixteen weeks.
- c. Among 13 core papers, 11 papers carrying 100 marks and 2 papers carrying 50 marks each.
- d. Among 4 EPC papers, one paper carrying 100 marks & 3 papers carrying 50 marks. All the 4 papers will be evaluated internally.
- e. There are 5 special papers each carrying 100 marks (70% marks for external & 30% marks for internal assessment).
- f. Total dissertation will be carrying 200 marks.

4.4 The written examination in each of the theoretical core papers, special papers & elective papers shall be of three hours duration.

4.5 For the evaluation of dissertation there shall be provision of one external examination to be conducted by the University after completion of Internship programme.

4.6 Courses of study for Master of Education examination shall be the same as incorporated in the Regulation, and as finally approved by the Hon'ble chancellor.

4.7 A candidate who, after having completed the course, in case fails to appear at the examination or fails to pass the examination, shall be allowed to take subsequent examination of the same semester on payment of prescribed examination fee without being required to repeat/complete the course again. However, this opportunity shall be given only in one more examination, within a period not exceeding three years from the date of admission.

4.8 A candidate shall be allowed to appear in the final examination of Master of Education course only if he/she clears the 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> semester examinations. If he/she fails to clear the 1<sup>st</sup>, 2<sup>nd</sup> & 3<sup>rd</sup> semester examination within the stipulated period of three years from the date of admission, he/she will not be allowed to appear in the final (4<sup>th</sup> semester) examination.

- (ii) Registered with the respective University as a student.
- (iii) Completed 80% attendance in theory classes and 90% in internship and practicum of the total classes held.
- (iv) Completed the M.Ed. course in a maximum of three years from the date of admission to the programme.

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## 5. Conduct of Examination and Moderation of Results

- 5.1 All the Four Semester end Examination shall be conducted by respective University which shall also finalize the programme for these examinations. The approved examination fee only shall be charged.
- 5.2 Answer sheets shall be coded before being sent to the Examiners, and shall be decoded before tabulation of marks.
- 5.3 In order to pass Master of Education examination, a candidate shall have to obtain at least 45% marks in each theory paper and 50% marks in each practicum paper/activity separately. A candidate not securing the above qualifying marks shall be declared as fail.
- 5.4 (a) Final result of M.Ed. Course shall be published on the basis of candidates' performance in all the papers spread over all Four Semesters.
- (b) The Final result will be published only after the candidate has cleared all the papers securing minimum qualifying marks as approved in the Regulations.

### 5.2 Promotion

- 5.2.1 A student who fails in not more than two papers (Theory + Practical) in First Semester Examination, he/she may be promoted to Second Semester to continue his/her studies. But such a student will have to clear the backlog papers in immediate succeeding examination of that semester.
- 5.2.2 Like-wise, If a Second Semester student fails in not more than Two papers he/she may be promoted to 3<sup>rd</sup> Semester; but all such students will have to clear their backlog papers of 1<sup>st</sup> and 2<sup>nd</sup> both Semesters in the next succeeding examination of that semester.
- 5.2.3 No student shall be promoted to 4<sup>th</sup> Semester, unless he/she has cleared all the backlog papers.
- 5.2.4 The name of successful candidates shall be arranged in order of merit as follows:

PERCENTAGE OF MARKS	GRADE
86 & Above	<b>O</b> (Outstanding)
76 to 85	<b>A+</b> (Excellent)
66 to 75	<b>A</b> (Very Good)
56 to 65	<b>B</b> (Good)
45 to 55	<b>C</b> (Average)
Less than 45	<b>D</b> (Fail)

### 5.3 Result Improvement

- 5.3.1 A student can reappear in maximum of Two Theory papers in the immediate succeeding examination of that semester to improve his/her result. Better of two scores shall be considered for preparation of the final result.

- 5.3.2 This facility shall be provided with 1<sup>st</sup> and 3<sup>rd</sup> Semester examinations only.
- 5.3.3 Student can avail of this facility only once per semester. In no case Second chance shall be provided / permitted.
- 5.3.4 However, the name of such candidates with improved results, shall not be included in the Merit List.

## **6. Award of Degree**

Those Students/Candidates, who complete the programme successfully, shall be awarded Master of Education degree by the respective University, Bodhgaya in prescribed format specifying the Class/Division/Grade in which he/she has been placed.



# 1<sup>st</sup> Year

## Semester-I (July to December)

### **C.C. 1: Psychology of Learning & Development**

Contact Hrs. : 4 per week  
Examination : 3 hrs.

Theory : 70 Marks (4 Credit)  
Practicum: 30 Marks

#### **Objectives:**

1. *To enable the students to understand the psychological foundation of education;*
2. *To develop an understanding about theories of learning;*
3. *To develop an understanding about learners cognitive thinking and learning styles;*
4. *To develop and understanding of theories of personality and its measurement; and*
5. *To understand psychological measurement, of all aspects of educational psychology.*

#### **UNIT - 1**

- 1.1 Educational Psychology: Concept, Nature, Aspects, Scope and its Contributions
- 1.2 Brief introduction of Schools of Psychology
- 1.3 Methods of Psychology: Experimental, Case Study, Observation
- 1.4 Nature and Nurture: Heredity & Environment

#### **UNIT – 2**

- 2.1 Human Development: Piaget's and Brunner's theory
- 2.2 Physical, Mental and Social Development
- 2.3 Emotional Development
- 2.4 Moral & Aesthetic Development

#### **UNIT – 3**

- 3.1 Learning : Concept and Process, Transfer of learning, Theories of Hull, Kohler, Tolman, Lewin, Gagne Hierarchy, Bandura,
- 3.2 Motivation: Concept, types and Factors, Maslow's Hierarchy, Improving Students' Motivation
- 3.3 Individual differences and causes of inter and intra individual differences.
- 3.4 Intelligence: Concept, Theories of Guilford, Vernon's hierarchy, Cattle's Fluid & Cristal, Gardner's Multiple Intelligence; Measurement of intelligence, social & emotional intelligence.

#### **UNIT – 4**

- 4.1 Personality: Concept, development and theories: Erikson, Bandura and Big five modal of personality. Assessment by subjective, objective and projective techniques.
- 4.2 Mental Health: Concept, Criteria for good mental health, issues and problems related to mental health. Adjustment & Mental Hygiene



- 4.3 Conflict: Concept and types, conflict as barrier in decision making process  
Stress: concept, causes and coping, defense mechanism.
- 4.4 Creativity: concept, dimensions and identifications of creative children,  
developing creativity.

**Sessional work: (A minimum of four practical to be performed)**

Administration of:

- Verbal Intelligence Test
- Non-verbal Intelligence Test
- Personality Inventory
- Mental Health Test.
- Creativity Test.
- Adjustment Inventory.

**Reference**

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8. Hays J.R. (1978) : Cognitive Psychology, Thinking and Creating, Homewood Illinoim The Dorsey Press.
9. Jayaswal, R.L.: Foundation of Educational Psychology: Allied Publishers, Bombay Joyee Bruce and well Marsha (1985). Models of teaching prentice Hall of India Ltd.
10. Laak, J.F.J., Gokhle, M., & Desai, D. (Ed.). (2013). *Understanding psychological assessment: A primer on the global assessment of the client's behavior in educational and organizational setting*. New Delhi: Sage.
11. Mc. Laughlin, and Holliday, C. (2013). *Therapy with children and young people: Integrating counseling in schools and other settings*. Sage.
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16. Woolfolk, A. (2006). *Educational Psychology*. New Delhi: Pearson Publications.  
 17. Welton, J. (2004). *Psychology of Education*. New Delhi: Sangeeta Publication.

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### **Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Psychological Tests-2 (10 Marks)

### **Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

## **C.C. 2: Historical, Political & Economic Perspectives of Education**

Contact Hrs. 4 per week  
Examination: 3 hrs.

Theory: 70 Marks (4 Credit)  
Practicum: 30 Marks

### **Objectives:**

1. *To understand the development and role of Education in Historical Political and Economic aspects in India;*
2. *To understand about multidisciplinary approach in relation to Education with of the aspects;*
3. *To understand the relationship between political institutions, economic policies and historicism;*
4. *To understand the educational contribution of great thinkers;*
5. *To understand the role of central agencies in development of education in India;*
6. *To understand the importance of democratic values and constitutional provisions for Education in India; and*
7. *To understand the global trends of education in changing nature of global society like open learning system, scientific & technical invasion, economic and social challenges.*

### **UNIT - 1 Historical Perspectives of Education**

- 1.1 Brief Introduction of Ancient, Medieval & Modern Education system.
- 1.2 Radhakrishnan Commission (University Education Commission: 1948-49)
- 1.3 Mudaliar Commission (Secondary Education Commission: 1952-53)
- 1.4 Kothari Commission (National Education Commission: 1964 – 1966).
- 1.5 National Policy on Education (1986) & Modified NPE (1992).
- 1.6 New Education Policy (2020)

### **UNIT - 2 Economical Perspectives of Education**

- 2.1 Impact of Globalization in Education & Economy
- 2.2 Costs & Benefits of Education
- 2.3 Secondary & Higher Education, Poverty and Development
- 2.4 Financing higher education system.
- 2.5 PPP, Economic Reforms in India & their impact in Education.

### **UNIT - 3 Constitutional Perspectives of Education**

- 3.1 Educational Provisions in Indian Constitution
- 3.2 Free and compulsory Education
- 3.3 Right to Education
- 3.4 Education for Exceptional Children, Women, Backward Classes, EWS
- 3.5 Role of Education in Political Development, Democracy, Freedom, Human Rights (Right to Development) and Peace Education.

## **UNIT - 4 Economic Developments**

- 4.1 Quality of Life and Economic Growth
- 4.2 Poverty and Income Inequalities
- 4.3 Human Development Index
- 4.4 Development Planning Perspectives
- 4.5 Quality of Education and Economic Development

### **Examination Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

### **Session work: (Any two)**

1. Observation of Group Community on Socio political & Economic perspectives.
2. Critical thinking on present constitutional provisions.
3. Philosophical aspects of teacher training institution & its relevancy.
4. National Educational Policy 2020.

### **Reference**

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### **Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Project on Economic Perspectives of Education w.r.t. NEP 2020 (10 Marks)

### **Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions= 30 marks

Section B: 4 questions carry 5 marks each out of 8 questions= 20 marks

Section C: Objective type 10 questions carry 2 marks each= 20 marks

### **C.C. 3: Relevance of Teacher Education in Changing Times**

Contact Hrs. 4 per week

Theory: 70 Marks (4 Credit)

Examination: 3 hrs.

Practicum: 30 Marks

#### **Objectives:**

1. *To create awareness of various problems of Teacher Education;*
2. *To acquaint with the teacher education programmes at all levels;*
3. *To develop skills in organizing practice teaching and in selecting teaching strategies and teaching models;*
4. *To acquaint with the responsibilities pertaining to school organization and classroom management; and*
5. *To appreciate the need for research in Teacher Education.*

#### **UNIT – I. Introduction**

- 1.1 Teaching in India - An Overview, Teaching as a profession, Tasks before teaching profession, Effective Teaching, Teacher Effectiveness, Goal Oriented teaching, Teacher Training, Teacher Education- Concept, Need & Scope.
- 1.2 Historical Back Ground, Nature & Objective of Teacher Education.
- 1.3 Aims and Objectives – Elementary, Secondary and Higher Education.
- 1.4 Quality assurance, Selection of student and staff

#### **UNIT– 2. Teacher Educations**

- 2.1 Agencies - NCTE, RIE, NCERT, SCERT, SIE, DIET, IASE, CTE, UGC, NUEPA.
- 2.2 Organization- Internship, Teaching Practice, Orientation, Refresher Courses, Summer Course, Professional Development Courses. MOOC.
- 2.3 Teaching Methods- Lecture, Recitation, Group discussion, Panel discussion, Symposium, Socialized Instruction, Micro Teaching, Evaluation of Teaching & e-Learning
- 2.4 Types of Teaching:- Formal, Non-Formal, Informal. Pre-service & In-service Training, Evaluation/ Assessment of Teaching.

### UNIT– 3. Role of Teacher in Modern Society

- 3.1 Role of Teacher.
- 3.2 Different types of Teacher Education Institutions, their functions & administration.
- 3.3 Problem of their Isolation & Composite structure
- 3.4 Improvement of Quality of Training Institutions
- 3.5 Content of Teacher Education Programme Theory & Practical.
- 3.6 NCF 2005, NCFTE 2009, NPST (2021)

### UNIT–4. Teacher & Teaching

- 4.1 Teacher Education Program for Higher Education.
- 4.2 New vistas in Teacher Education; In-service training.
- 4.3 Micro-Teaching, Skills of Teaching & its Evaluation
- 4.4 Research in Teacher Education.
- 4.5 Models of Teaching.

#### Sessional work (Any One Out of three):

1. Evaluation of an in-service Programme.
2. Project on challenges in Teacher Education in 21<sup>st</sup> Century.
3. Attitudinal Survey of Teacher Trainees.

#### Reference

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### **Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Project on Model of Teaching, any one (10 Marks)

### **Instructions for the Paper-Setter**

The question paper will consist of three sections: A, B, and C.

Section A: 2 questions carry 10 marks each out of 4 questions=20 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 15 questions carry 2 marks each=30 marks

## **C.C. 4: Fundamentals of Educational Research**

Contact Hrs. 4 per week  
Examination: 3 hrs.

Theory: 70 Marks (4 Credit)  
Practicum: 30 Marks

### **Objectives:**

1. *To explain and describe the meaning of Scientific Method, Scientific Inquiry and their implications for educational research;*
2. *To describe characteristics of philosophical, psychological and sociological research paradigms as they apply to educational research;*
3. *To explain and adopt different strategies of research to solve educational problems; and*
4. *To understand mechanics of writing research proposal research papers;*

### **UNIT – 1 Introduction to Research**

- 1.1 Meaning, Objectives, Need, Scope of Educational Research
- 1.2 Development of Educational Research in India.
- 1.3 Areas of Educational Research
- 1.4 Criteria & Steps in Educational Research
- 1.5 Funding Agencies

### **UNIT – 2 Research in Education**

- 2.1 Formulation of Research Problem & Variables.
- 2.2 Review of Related Literature
- 2.3 Formulation and Testing of Hypotheses.
- 2.4 Population and Sampling
- 2.5 Research Proposal

### **Unit – 3 Types of Educational Research**

- 3.1 Quantitative- Descriptive Survey, Experimental, Single Subject, Co-relational & Causal Comparative
- 3.2 Qualitative-Case Study, Narrative, Historical, & Ethnographic
- 3.3 Ex-Post Facto Research

## UNIT – 4 FUNDAMENTALS OF STATISTICS (DESCRIPTIVE STATISTICS)

- 4.1 Meaning, Scope & Uses of Statistics, Data Tabulation, Frequency Distribution.
- 4.2 Graphical Representation of Data & their Uses in Educational Research.
- 4.3 Measures of Central Tendency & their Merits, Demerits
- 4.4 Measures of Variability & their Merits, Demerits and Uses.
- 4.5 Concept, types & Measures of Co-relation (Rank Difference & Product moment Method): Uses & Computation, Percentile & Percentile Rank
- 4.6 Regression equations & prediction

### Sessional work (Write any two):

1. Write review of any educational topic.
2. Mixed Research Design.
3. Formulation of a Research Proposal.

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### **Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Writing a Research Proposal (10 Marks)

### **Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each= 20 marks

## **EPC-1: A. Communication and expository writing**

### **Communication: (1 Credit) 25 Marks**

Direction of communication

Types of communication

Process of communication (Encoding, transmission, decoding, Feedback)

Barriers of effective communication (sender, encoding messages, transmission, reception and decoding, Receiver)

Steps to improve effectiveness of communication

### **Expository Writing**

Concept, Types of expository writing, Methods of Expository writing, Steps of expository writing, Characteristics of expository writing, Examples of expository writing

### **B. Personality Development1 (1 Credit) 25 Marks**

- Concept of personality and its aspects
- Need of personality development
- Theories of personality development
- Means of personality development
- Models of personality development

### **Evaluation**

1. This paper will be evaluated internally. There will be one theory paper examined, one project and one demo class arranged to evaluate in each sub-theme.
2. The weightage of theory and practical will be 40% and 60% respectively.

**M.Ed. Syllabus**  
**Semester-II (January to June)**

**C.C.5: Sociological & Philosophical Perspectives of Education**

Contact Hrs: 4 per week

Theory: 70 marks (4 credits)

Examination: 3 hrs.

Practicum: 30 marks

**Objectives:**

1. *To understand the relevance of philosophy as a discipline;*
2. *To develop a deeper understanding of the relationship between philosophy and education;*
3. *To understand the scope and application of educational philosophy;*
4. *To acquaint with the philosophical theories underlying educational principles;*
5. *To appreciate the contribution of western philosophy and Indian Philosophy to Education;*
6. *To understand the contribution of great educators to society and education;*
7. *To understand the concept and process of social stratification and social change;*
8. *To understand the issues of excellence equality and inequalities;*
9. *To understand emerging trends of society in global perspectives; and*
10. *To understand the process of social change, modernization and role of education in the transmission of the national and cultural heritage;*

**UNIT-1**

- 1.1 Philosophy-Meaning and scope
- 1.2 Philosophy and Education
- 1.3 Historical overview
- 1.4 Ancient Indian Education
- 1.5 Philosophical Analysis

**UNIT-2**

- 2.1 Western Educators: Kant, Hegel, Marx, Dewey
- 2.2 Indian Educators: Vinoba Bhave, Sri Aurobindo, J.K., Giju Bhai
- 2.3 Modern Educators: Krishnan Koll, B. Russell, Illich, Maxwell

**UNIT-3**

- 3.1 Schools of Philosophy-Traditional: Naturalism, Realism, Idealism, Pragmatism
- 3.2 Schools of Philosophy- Modern: Existentialism, Humanism, perennialism, Progressivism, Constructivism
- 3.3 Indian Schools of Philosophy – Sankhya, Vedant, Jainism, Buddhism, Islamism, Geeta: Special reference to concept of reality, knowledge, values & their educational implications for Aims, contents and methods of education.

**UNIT-4**

- 4.1 Social Development: Important aspects of social development, Changes in social behavior, Changes in social Environment, social cognitive competence, individual differences in social behaviors, Implications of behavior problems in educational practices,
- 4.2 Social Equality: Education in social equality, Causes of inequality in education, four dimensions of the 'Model' of educational inequality, Variables affecting equality of access, improving 'equality output' in developing nations, Educational unemployment, Factors that promote social equality

**Sessional work (any three):**

One term paper on any topic related to educational philosophy.

Report writing of a panel discussion or college of educational philosophy

Abstract of two recent educational philosophical research paper

Survey of any social problem and present a report.

Case Study of any social institution.

Conduct a social awareness programme in an educational institution.

**Reference**

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**Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Project on factors Promote Social equality (10 Marks)

**Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

## **C.C.6: Teacher Education: Issues and Challenges**

Contact Hrs.: 4 per week  
Examination: 3 hrs.

Theory : 70 marks (4 credits)  
Practicum: 30 marks

### **Objectives:**

1. *To identify different issues and challenges in teacher education;*
2. *To find and understand the issues and challenges in teacher education;*
3. *To think about it deeply and plan to implement with necessary precautions; and*
4. *To prepare for it and combat the challenges.*

### **UNIT- 1 Teacher Education, Indian Society and Constitutional Goals**

- 1.1 Regional Imbalance in Teacher education
- 1.2 Structure of Teacher Education Program
- 1.3 Working of Teacher education institutions
- 1.4 Realization of constitutional goals & Social Issues
- 1.5 Isolation of Teacher Education

### **UNIT- 2 Globalization and Improve the Quality of Teacher Education**

- 2.1 Globalization and erosion of values
- 2.1 Corruption in Teacher Education
- 2.3 Quality of Teacher education
- 2.4 Multicultural society
- 2.5 Curriculum Innovation

### **UNIT-3 Impact of Science and Technology and Evaluation in Teacher Education**

- 3.1 Diffusion of electronic portfolios in Teacher education
- 3.2 Inadequate empirical research in teacher education
- 3.3 Impact of Science and Technology
- 3.4 Evaluation system of teacher education
- 3.5 Distance Learning

### **UNIT-4 ICT, Skills and Competencies in Teacher Education**

- 4.1 Implementation of ICT Skills in Teacher education
- 4.2 Context sensitivity
- 4.3 Personal and social skills in teacher education
- 4.4 Competencies in teacher education
- 4.5 Ethics and morality in teacher education

**Sessional work (Any two) :**

- i) A review of researches in teacher education at secondary school stage and write the policy implications.
- ii) A review of a research article in teacher education and write implications for Practitioner.
- iii) A review of a newspaper/magazine write-up about teachers' status at elementary stage and teaching learning process- a reflection on teacher education programmes in respect to NPST.

**Reference**

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**Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A project on NEP 2020 on Teacher Education (10 Marks)

**Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

## **C.C.7: Curriculum Studies**

Contact Hrs.: 4 per week  
Examination: 3 hrs.

Theory: 70 marks (4 credits)  
Practicum: 30 marks

### **Objectives:**

1. *To understand the concept of curriculum and curriculum development;*
2. *To develop and understanding about important principles of curriculum construction;*
3. *To get acquainted with the curriculum design, it's theories and procedures;*
4. *To acquaint the students with the existing approaches to curriculum design;*
5. *To acquaint the students with the process of curriculum development;*
6. *To enable the learners to reflect on various trends in curriculum development;*
7. *To enable the learner to appreciate the need for evaluation of curriculum; and*
8. *To develop competencies to design and evaluate curriculum;*

### **UNIT - 1 Curriculum as a Field of Study**

- 1.1 Why Curriculum and What it is?
- 1.2 The Entering Behavior, Terminal objectives, Taxonomy of Educational objectives
- 1.3 Curriculum as a field of study, Learning as process, Learning as product
- 1.4 Need for the curriculum, Meaning of Classroom experiences
- 1.5 Theories of Curriculum: Traditional and progressivism, Process theories, Structural theories, Theories of legitimatization, Theories of Implementation
- 1.6 Model of Curriculum: Conceptual model, Evaluation models

### **UNIT-2 Curriculum: Balance-Influence-Dimensions-Components**

- 2.1 Curriculum Influences-The cultural, social and political setting of schools
- 2.2 Concept of curriculum-Traditional and modern
- 2.3 Principles of Curriculum Development, Organization of curriculum
- 2.4 Dimensions-Articulation, Balance, continuity
- 2.5 Educative experience, curriculum components

### **UNIT- 3 Perspectives & Development**

- 3.1 Historical Perspectives of Curriculum Development
- 3.2 Curriculum History, Curriculum History of UK, USA& India
- 3.3 Curriculum Reconstruction in India: Historical Background: Basic education, SEC, IEC, NCERT, NRCs, and NCFW, NEP 2020
- 3.4 School based curriculum planning and development- Advantages and disadvantages
- 3.5 Process of Curriculum Development

## UNIT-4 Management & Evaluation

- 4.1 Curriculum Management
- 4.2 Curriculum- based assessment
- 4.3 Curriculum evaluation
- 4.4 Curriculum evaluation models-Renewal and Challenge for future

### Sessional work (Any one):

Report writing on different factors which affect curriculum development in our country

Analyze senior secondary curriculum of state board of any subject of your choice.

### Reference

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**Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A project on NEP 2020 on Curriculum Reconstruction (10 Marks)

**Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 5 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

## **C.C.8: Innovative Teaching - Learning**

Contact Hrs.: 4 per week  
Examination: 3 hrs.

Theory: 70 marks(4credits)  
Practicum: 30 marks

### **Objectives:**

1. *To create effective teaching-learning process;*
2. *To acquaint with global teaching learning techniques;*
3. *To build competence in teaching-learning;*
4. *To develop innovative outlook; and*
5. *To identify with various dimensions of teaching-learning.*

### **UNIT-1 Introduction**

- 1.1 Introduction of Innovative Study
- 1.2 Concept of Innovation
- 1.3 Need and Scope of Innovation
- 1.4 Taxonomy of Innovation

### **UNIT-2 Teaching Learning**

- 2.1. Concept of Teaching-learning
- 2.2. Theories of Teaching
- 2.3. Teaching-Learning Techniques
- 2.4. Characteristics of Innovative Teaching-Learning
- 2.5. Scope of Innovative Teaching-Learning

### **UNIT-3 Innovation in Teaching-Learning**

- 3.1 Rationality of Innovation in Teaching-Learning
- 3.2 The major components of Innovation in Teaching-Learning
  - 3.2.1 The Teacher
  - 3.2.2 The Teaching-Learning Material
  - 3.2.3 The Learner
  - 3.2.4 The Learning Environment
  - 3.2.5 Teaching-learning methods

### **UNIT-4 Some Innovative Teaching-Learning Techniques**

- 4.1 Blended Learning
- 4.2 Open learning Educational Source
- 4.3 Simulation
- 4.4 CATWOE Analysis
- 4.5 Best Practices
- 4.6 CBCS
- 4.7 Collective Wisdom
- 4.8 Hybrid Learning
- 4.9 MOOC

**Sessional work (Any two):**

Create innovative methods of teaching learning project

Write any 4 best practices in teaching-learning

Create an effective teaching learning model

Make a blog of your innovative outlook

**References**

1. Ananthasayanam, R. & Amalor, D.(1997) Educational Technology (M.Ed.), Pondicherry University, DDE.
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10. Joyce, B., Weil, M. and Calhoun, E. (2011), Models of Teaching (8<sup>th</sup> Ed.), New Delhi, PHI learning Pvt. Ltd.PP.558
11. Kochhar,S.K.(2012) Methods and Techniques of Teaching, New Delhi, Sterling Publishers, Pvt.Ltd.PP.364
12. Maheshwari, V.K. (2012), <http://www.vkmaheshwari.com/WP/?p=385>

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**Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Best Practices on teaching-learning (10 Marks)

**Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 5 questions=30 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

**C.C.-9. DISSERTATION: ½ Credits=2; Marks=50.**

- Meaning, Concept
  - Need and significance
  - Identification of a research problem
  - Review of related literature.
  - Rationale and importance of the study.
  - Conceptual and operational definition of the terms, Variables.
  - Research questions, aims, objectives and hypotheses.
  - Methodology, sample and tools.
  - Data collection, Analysis, Interpretation
  - Summary & Conclusion
  - References
  - Appendices
  - Time Frame.
  - Chapterization.
  - Bibliography.
- During this period Synopsis will be presented.
  - The half of the dissertation i.e. up to methodology will be completed and submitted.

**EPC-2: Internship in a Teacher Education Institution 4 credit (64 hrs.) 50 marks**

**PROJECT WORK**

**25 marks**

The learners have to provide 5 projects out of 9 carrying 5 marks each.

Teaching through PPT

Sharing With Institutional Activities

Reporting about the functions of the institution

Administering an achievement test

Evaluation of POT (Peer group evaluation)

Conducting seminar

Organizing action research

Making Routine of a TEI

Making a Project on Management of TEI

Observation of the TTC

**VIVA VOICE**

**10 marks.**

**INTERNSHIP OF TEACHING**

**15 marks**

This paper will be evaluated internally.

### Semester – III (July to December)

#### S.C.1 Elementary (I - VIII) Education for Differently Abled

Contact Hrs.: 4 per week  
Examination: 3 hrs.

Theory: 70 marks (4 credits)  
Practicum: 30 marks

#### A. Objectives:

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

- a) *To understand concept of inclusiveness and its difference from special and integrated education;*
- b) *To enumerate and explain different national and international policies and programmes, for inclusive education;*
- c) *To describe identification of disabilities and planning of educational programmes for mainstreaming;*
- d) *To describe different programmes and interventions for UEE in context of gender caste and socio-economic barriers;*
- e) *To understand the concept of impact assessment in terms of social welfare schemes visà- vis inclusiveness in elementary education;*
- f) *To describe different programmes and interventions for universal schooling in context of gender caste and socio-economic barriers; and*
- g) *To understand the concept of impact assessment in terms of social welfare schemes visà-vis inclusiveness in secondary education;*

#### B. Syllabus

##### Unit-1 Concept and Historical Perspectives of Differently Abled in Elementary Education

- 1.1 Historical perspectives of special education (India & Abroad)
- 1.2 Concept & Characteristics of impairment, disability & handicap.
- 1.3 Concept & issues of integration, inclusion & special education.
- 1.4 Principles & objectives of special education.
- 1.5 Models of disabilities- Bio centric, Functional

##### Unit-2 Inclusive Education for Elementary stage

- 2.1 Social, psychological and educational contexts of Inclusion; Policy statements on Inclusion (national and international).
- 2.2 Constitutional safeguards- The Mental Health Act, 1987; Rehabilitation Council of India Act, 1992; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation Act), 1995; and National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999. RPWD Act 2016.

2.3 Issues in planning and management of education of children and persons with Disabilities; Identification, assessment and certification of special education needs.

2.4 Rights of children with disabilities and implications for education provisions, Role of Government and Non-Government organizations.

### **Unit-3 Policies and Provisions of Inclusive Education for Elementary level**

3.1 Inclusive education models and practices for UEE (Classes I-VIII).

3.2 Policy on teachers and special support staff for children with special needs (CWSN).

3.3 Barrier in UEE: Physical, social, economic and pedagogic.

3.4 Provisions for CWSN in different education initiatives: PIED/IEDC; SSA; NCF, 2005; RTE (2009) Act; and 'Bachpan Bachao Aandolan' with reference to pedagogy, curriculum and assessment of learning outcome.

### **Unit-4 Programs & ICT for Differently Abled in Elementary Stage**

4.1 Educational Programs and Provisions for children with special needs.

4.2 Impact Assessment of social welfare schemes for gender, marginalized and disabled groups.

4.3 Technological advancement and its application.

4.4 I.C.T, Adaptive and Assistive Devices, Equipment and other Technologies with special needs

### **C. Sessional work (any one of the activities):**

i) Field survey and reporting of functioning of an inclusive school and a special school for any disability.

ii) Case study of differently abled learner.

iii) Socio-economic profile of 10-12 differently abled and normal children in an Elementary & Secondary school

### **D. Books Recommended**

1. Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. London: Falmer.
2. Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
3. Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.
4. Dimitraidi, S. (Ed.). (2014). *Diversity, special needs, and inclusion in early years education*. Sage.
5. Gargiulo, R.M. (2014). *Special education in contemporary society: An introduction to exceptionally* (5th edition). Sage.
6. Ghai, A (2002). *Disability in the Indian Context: Post-Colonial Perspectives*, In M. Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88-100). London: Continuum.



7. Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
8. Jha, M.M (2002). *School Without Walls. Inclusive Education for All*. New Delhi: Madhuban Educational Books.
9. MithuAlur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*, New Delhi, Viva Books Ltd.
10. Mittler, P (2000). *Working Towards Inclusive Education - Social Contexts*, London: David Fulton Publishers.
11. Mukhopadhyay Sudesh (2005). *Inclusive Education in the Context of EFA*, In Mithu Alur & Michael Bach, *Inclusive Education from Rhetoric to Reality*, Viva Books Ltd, New Delhi.
12. Mukhopadhyay, S. and Mani, M.N.G (2002). *Education of Children with Special Needs*. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp. 96-108). New Delhi: Oxford University Press.
13. Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years* (2nd edition). Sage.
14. Pathak, Avijit (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers: Noida.
15. Stringfield, S (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.

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### **E. Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A project on Elementary Education for differently abled as per NEP 2020 (10 Marks)

### **F. Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

### S.C.1 Secondary (IX-XII) Education for Differently Abled

Contact Hrs.: 4 per week  
Examination: 3 hrs.

Theory: 70 marks (4 credits)  
Practicum: 30 marks

#### A. Objectives:

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

- a) *Understand concept of inclusiveness and its difference from special and integrated education;*
- b) *Enumerate and explain different national and international policies and programs, for inclusive education;*
- c) *Describe identification of disabilities and planning of educational programs for main streaming;*
- d) *Understand the concept of impact assessment in terms of social welfare schemes visa-vis inclusiveness in Secondary education;*
- e) *Describe different programs and interventions for universal schooling in context of gender caste and socio-economic barriers; and*
- f) *Understand the concept of impact assessment in terms of social welfare schemes visa-vis inclusiveness in secondary education;*

#### B. Syllabus:

##### Unit-1 Concept and Historical Perspectives of Secondary Education

- 1.1. Historical perspectives of special education (India & Abroad)
- 1.2 Concept & Characteristics of impairment, disability & handicap.
- 1.3 Concept & issues of integration, inclusion & special education.
- 1.4 Principles & objectives of special education.
- 1.5 Models of disabilities- Bio centric, Functional.

##### Unit-2 Policies and Provisions of Inclusive Education for Secondary level

- 2.1 Educational provisions and programs for children with special needs.
- 2.2 Policy on teachers and special support staff for children with special needs (CWSN).
- 2.3 Barrier in Secondary Education: Physical, social, economical and pedagogical.
- 2.4 Provisions for CWSN in different education initiatives: RMSA; NCF-2005; RTE Act, 2009; reference to pedagogy, curriculum and assessment of learning outcome.
- 2.5 Impact Assessment of social welfare schemes for gender, marginalized and disabled groups.

### Unit-3 Inclusive Education for Secondary Stage

- 3.1 Social, psychological and educational contexts of Inclusion; Policy statements on Inclusion (national and international).
- 3.2 Constitutional safeguards- The Mental Health Act, 1987; Rehabilitation Council of India Act, 1992; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation Act), 1995; and National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disability Act, 1999. RPWD Act.2016
- 3.3 Issues in planning and management of education of children and persons with disabilities: Identification, assessment and certification of special education Needs.
- 3.4 Rights of children with disabilities and implications for education provisions, Role of Government and Non-Government organizations.

### Unit-4 Programs & ICT for Secondary Stage

- 4.1 Educational Programs and Provisions for children with special needs.
- 4.2 Impact Assessment of social welfare schemes for gender, marginalized and disabled groups.
- 4.3 Technological advancement and its application.
- 4.4 I.C.T, Adaptive and Assistive Devices, Equipment and other Technologies with special needs

#### C. Sessional work (any one of the activities):

- i) Field survey and reporting of functioning of an inclusive school and a special school for any disability/ies.
- ii) Case study of differently abled learner.
- iii) Socio-economic profile of 10-12 differently abled and normal children in an Secondary school.

#### D. Books Recommended

1. Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. London: Falmer.
2. Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
3. Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.
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6. Ghai, A (2002). *Disability in the Indian Context: Post-Colonial Perspectives*, In M. Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88-100). London: Continuum.
7. Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
8. Jha, M.M (2002). *School Without Walls. Inclusive Education for All*. New Delhi: Madhuban Educational Books.
9. MithuAlur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*, New Delhi, Viva Books Ltd.
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11. Mukhopadhyay Sudesh (2005). *Inclusive Education in the Context of EFA*, In Mithu Alur & Michael Bach, *Inclusive Education from Rhetoric to Reality*, Viva Books Ltd, New Delhi.
12. Mukhopadhyay, S. and Mani, M.N.G (2002). *Education of Children with Special Needs*. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp. 96-108). New Delhi: Oxford University Press.
13. Nutbrown, C., Clough, P., & Atherton, P. (2013). *Inclusion in early years* (2nd edition). Sage.
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15. Stringfield, S (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.

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### **E. Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A project on Secondary Education for differently abled as per NEP 2020 (10 Marks)

### **F. Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20marks

## S.C.2: Curriculum Pedagogy and Assessment for Elementary School.

Contact Hrs. : 4 per week  
Examination: 3 hrs.

Theory: 70 marks (4 credits)  
Practicum: 30 marks

### A. Objectives:

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

- a) *Understand the concepts of measurements, evaluation and examination;*
- b) *Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures;*
- c) *Develop the skill to use evaluating tools;*
- d) *Collect scientific data about learners by administering different types of tests;*
- e) *Develop the familiarity with the teacher made and standardized achievement tests;*
- f) *Understanding the problems of evaluation in the present system of education; and*
- g) *Understand the vitality of continuous and comprehensive evaluation in education;*

### B. Syllabus

#### UNIT-1

- 1.1 Concept and meaning of measurement and evaluation, scales of measurement, types of evaluation, role of measurement and evaluation in education.
- 1.2 Guideline and the programs of action for evaluation reform under the new education policy 1986; concept of CCE with reference to NCF - 2005.
- 1.3 Instructional objectives: Meaning and need, mastery and developmental objectives, Sources of objectives, criteria for selection of objectives, taxonomy of Bloom.

#### UNIT-2

##### 2.1 Qualities of a test and types

Validity: concept, determination, factors contributing to test validation

Reliability: Concept, estimation, factors contributing to test reliability,

Cautions: while interpreting reliability coefficients, standard error of measurement, and usability of a test.

##### 2.2 Improving test by analysis:

Item analysis — facility index, discriminating index

Distracter count and its computation

##### 2.3 Types of Evaluation:

Achievement, Diagnostic, Proficiency, Placement, Attitude

Formal, Informal, Summative, Formative, Subjective, Objective,

### Unit-3

#### 3.1 Test construction:

Basic requirement in preparing a test, test specification and table of specifications,

Types of test items and general rules for writing better items.

Precautions in formulating essay type items and their scoring,

Advantages and limitations of objective and essay type tests, and teacher made and standardized tests.

3.2 Interpretation of quantitative data, test scores and norms: Criterion referenced and norms referenced, interpretation, raw score and standard score, z score, t-test, z-test

### Unit-4

4.1 Norms: Grade, age percentile and percentile rank, stanine, qualities desired in norms, correction for guessing while scoring, cautions in interpreting test score.

4.2 Assumptions and philosophy of different correlation approaches in series of data: Bi-serial, point bi-serial, contingency, tetra-choric and phi coefficient, merits and limitations of these correlation techniques; interpreting correlation coefficient.

4.3 Analysis of data: Quantitative and qualitative approaches in different educational settings; uses and limitations of parametric and non-parametric testing techniques.

#### C. Sessional Work (any one of the activities)

- i) Identification of variables and their levels of measurement in a school survey/assessment survey.
- ii) A critical review of evaluation technique adopted by school board/university or critical review of grading vs. marking system in examination.
- iii) Preparation of socio-demographic profile of five high achiever and five low achiever school students or development of a NRT and CRT in a school subject and comparison of 10-15 students on a test performance.

#### D. Books Recommended

1. Adams, G.S. (1964). *Measurement and Evaluation in Education & Psychology*. New York: Rinehart and Winston.
2. Aiken, L.R. & Gary Groth Marhant (2011). *Psychological Testing and Assessment* (12th edition). New Delhi: Pearson.
3. Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
5. Garrett, H.E. (2004). *Statistics in Psychology and Education* (11th Indian print). New Delhi: Paragon International.
6. Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications* (6th Edition). New Delhi: Pearson Publications.



7. Gronlund, N.E. (1981). *Measurement and Evaluation in Teaching (Fourth Edition)*. New York: MacMillan Publishing Co.
8. Guilford, J.P. (1965). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill Book Co.
9. Kienowski, V., & Wyatt-Smith, C. (2013). *Assessment for education: Standards, judgement and moderation*. Sage.
10. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.
11. Koul, Lokesh (2009). *Methodology of Educational Research (4th Ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
12. Kubiszyn, T. & Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice (7th edition)*. New York: John Wiley and Sons.
13. Linn, R.L. and Gronlund, N.E. (2003). *Measurement and Assessment in Teaching<sup>th</sup>(8 Edition)*. Delhi: Pearson Publishers.
14. Mangal, S.K. (1987). *Statistics in Psychology Education*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
15. Rao, Aditham Bhujanga (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
16. Reylonds, C.R. and Livingston, R. B. and Willson, V. (2011). *Measurement and Assessment in Education*. New Delhi: PHI Learning Pvt. Ltd.
17. Sharma, T.R. (1983). *Measurement and Evaluation (Punjabi)*. Chandigarh: Punjab State University Text Book Board.
18. Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
19. Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
20. Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education (8th Ed.)*. New Delhi: Pearson.

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### **E. Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Prepare a project on Innovative Pedagogy & Assessment (10 Marks)

### **F. Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

## S.C.2: Curriculum Pedagogy and Assessment for Secondary School.

Contact Hrs: 4 per week  
Examination: 3 hrs.

Theory: 70 marks (4 credits)  
Practicum: 30 marks

### A. Objectives:

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

- a) *Understand the concepts of measurements, evaluation and examination;*
- b) *Develop the skill of formulating instructional objectives, learning experiences and evaluation procedures;*
- c) *Develop the skill to use evaluating tools;*
- d) *Collect scientific data about learners by administering different types of tests;*
- e) *Develop the familiarity with the teacher made and standardized achievement tests;*
- f) *Understanding the problems of evaluation in the present system of education; and*
- g) *Understand the vitality of continuous and comprehensive evaluation in education;*

### B. Syllabus

#### UNIT-1

- 1.1 Concept of measurement and evaluation: meaning of measurement and evaluation, scales of measurement, nominal, ordinal, interval and ratio, types of evaluation, role of measurement and evaluation in education.
- 1.2 Guideline and the programs of action for evaluation reform under the new education policy 1986; concept of CCE with reference to NCF - 2005.
- 1.3 Instructional objectives: Meaning and need, mastery and developmental objectives, Sources of objectives, criteria for selection of objectives, taxonomy of Bloom.

#### UNIT-2

##### 2.1 Qualities of a test and types

Validity: concept, determination, factors contributing to test validation

Reliability: Concept, estimation, factors contributing to test reliability,

Cautions: while interpreting reliability coefficients, standard error of measurement, and usability of a test.

##### 2.2 Improving test by analysis:

Item analysis — facility index, discriminating index

Distracter count and its computation

##### 2.3 Types of Evaluation:

Achievement, Diagnostic, Proficiency, Placement, Attitude

Formal, Informal, Summative, Formative, Subjective, Objective,



### Unit-3

#### 3.1 Test construction:

Basic requirement in preparing a test, test specification and table of specifications,

Types of test items and general rules for writing better items.

Precautions in formulating essay type items and their scoring,

Advantages and limitations of objective and essay type tests, and teacher made and standardized tests.

#### 3.2 Interpretation of quantitative data test scores and norms: Criterion referenced and norms referenced interpretation, raw score and standard Score, T-score.

### Unit-4

4.1 Norms: Grade, age percentile and percentile rank, stanine, qualities desired in norms, correction for guessing while scoring, cautions in interpreting test score.

4.2 Assumptions and philosophy of different correlation approaches in series of data: Bi-serial, point bi-serial, contingency, tetra-choric and phi coefficient, merits and limitations of these correlation techniques; interpreting correlation coefficient.

4.3 Analysis of data: Quantitative and qualitative approaches in different educational settings; uses and limitations of parametric and non-parametric testing techniques.

#### C. Sessional Work (any one of the activities):

i) Identification of variables and their levels of measurement in a school survey/assessment survey.

ii) A critical review of evaluation technique adopted by school board/university or critical review of grading vs. marking system in examination.

iii) Preparation of socio-demographic profile of five high achiever and five low achiever school students or development of a NRT and CRT in a school subject and comparison of 10-15 students on a test performance.

#### D. Books Recommended

1. Adams, G.S. (1964). *Measurement and Evaluation in Education & Psychology*. New York: Rinehart and Winston.
2. Aiken, L.R. & Gary Groth Marhant (2011). *Psychological Testing and Assessment* (12<sup>th</sup> edition). New Delhi: Pearson.
3. Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
4. Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.
5. Garrett, H.E. (2004). *Statistics in Psychology and Education* (11<sup>th</sup> Indian print). New Delhi: Paragon International.
6. Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications* (6<sup>th</sup> Edition). New Delhi: Pearson Publications.
7. Gronlund, N.E. (1981). *Measurement and Evaluation in Teaching* (Fourth Edition). New York: MacMillan Publishing Co.

8. Guilford, J.P. (1965). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill Book Co.
9. Kienowski, V., & Wyatt-Smith, C. (2013). *Assessment for education: Standards, judgment and moderation*. Sage.
10. Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.
11. Koul, Lokesh (2009). *Methodology of Educational Research (4th Ed.)*. New Delhi: Vikas Publishing House Pvt. Ltd.
12. Kubiszyn, T. & Borich, G. (2003). *Educational Testing and Measurement: Classroom Application and Practice (7th edition)*. New York: John Wiley and Sons.
13. Linn, R.L. and Gronlund, N.E. (2003). *Measurement and Assessment in Teaching (8<sup>th</sup> Edition)*. Delhi: Pearson Publishers.
14. Mangal, S.K. (1987). *Statistics in Psychology Education*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
15. Rao, Aditham Bhujanga (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.
16. Reylonds, C.R. and Livingston, R. B. and Willson, V. (2011). *Measurement and Assessment in Education*. New Delhi: PHI Learning Pvt. Ltd.
17. Sharma, T.R. (1983). *Measurement and Evaluation (Punjabi)*. Chandigarh: Punjab State University Text Book Board.
18. Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.
19. Singh, Pritam (2005). *Handbook of Measurement and Evaluation*. New Delhi: Doaba House.
20. Thorndike, Robert M. & Thorndike-Christ, Tracy M. (2011). *Measurement and Evaluation in Psychology and Education (8th Ed.)*. New Delhi: Pearson.

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### **E. Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Prepare a project on Innovative Pedagogy and assessment (10 Marks)

### **F. Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

## C.C 10: Advanced Research Methodology

**Contact Hrs :** 4 per week

**Theory:** 70 marks (4 credits)

**Examination:** 3 hrs.

**Practicum:** 30 marks

### A. Objectives:

- To identify with advanced research techniques in educational research;*
- To develop skill in the technique of test construction, analysis and interpretation of test results;*
- To acquaint with advanced Data analysis technique in educational research;*
- To understand the advanced research design in educational research;*
- Students will be able to use Computer in writing Thesis and Dissertation in a systematic way; and*
- To understand the role and use of statistics in advanced educational research;*

### B. Syllabus

#### Unit-1 Advanced Research Design

- 1.1 Concept, purpose, qualities and uses of Advanced Research Design
- 1.2 Concept, types and steps of Experimental Research Design
- 1.3 Descriptive Research Design: Concept, types and steps
- 1.4 Meaning, characteristics, use and Application of Mixed Research Design

#### Unit-2 Tools & Techniques of data collection

- 2.1 Qualities of good research tools and techniques
- 2.2 Types of research tools & techniques and their development and uses
- 2.3 Standardization procedure of tools
- 2.4 Different tests, scales, inventories, batteries and techniques such as: Intelligence test, Attitude scale, Personality inventory, Achievement test Battery, Projective techniques, socio-metric techniques etc.

#### Unit-3 Advanced Data Analysis Techniques (Inferential Statistics)

- 3.1 Concept of Descriptive & inferential Statistics, confidence limits & confidence intervals, Standard error, Type I & Type II error, Null hypothesis, Level of significance, Degree of freedom, One tailed & Two tailed test, NPC – Properties and uses, Skewness & Kurtosis
- 3.2 Advanced methods of Correlation: Bi-serial, Point bi-serial, Tetra-choric, phi ( $\phi$ )-coefficient, partial and multiple correlation
- 3.3 Parametric Test: t-test, F-test, ANOVA, ANCOVA and their uses in advanced educational research
- 3.4 Non-Parametric Test: Chi-Square test, Median test, Mann Whitney test, Wilcoxon Signed rank test, Kruskal-Wallis test, Freidman's ANOVA and their uses in advanced educational research

## Unit-4 Use of Computer in Educational Research

- 4.1 Multimedia & Internet: Concept, component, required Software and their uses in educational research
- 4.2 Use of SPSS, r-technique, MS Office- 2007 onwards (MS- Word, MS-Excel, MS-Access, MS- Power point etc.)
- 4.3 Methods, techniques and basic steps of Qualitative data analysis
- 4.4 Use of Computer in writing thesis and Dissertation

### C. Sessional Work (Any two):

1. Write a Research article for publishing in standard journal. And prepare slide on power point to present in seminar.
2. Review ten Qualitative/Quantitative studies
3. Develop any one tool of research
4. Collect the results of two classes (IX and X) by any psychological test; Apply mean, S.D and t-test of this data and prepare a comparative report.

### D. Reference

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10. Garrett, H.E. (1969), Statistics in Psychology and Education, Bombay: Vokels Fatters & Simons Ltd.
11. Gay, L.R. and Airasian, P. (2000), Educational Research: Competencies for Analysis and Application (9th ed). New York: Merrill.
12. Good, Carter V. and Douglas, E. Scates, (1954), Methods of Research: Educational, Psychological & Sociological. New York: Appleton – Century – Crofts, Inc.
13. Good, W.J. & Hatt P.K. Methods in Social Science Research, New York, McGraw Hill Book Co., 1962.
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15. Kerlinger, N.F. (1973). Foundation of Behavioral Research, 2<sup>nd</sup> edition, printed in the United States of America.
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17. Kumar, R. (2011). Research Methods, Pearson Education, New Delhi
18. Kuppaswami: Educational Research.

19. McMillan, J.H. and Schumacher, S. (2001), Research in Education, New York: Longman.
20. Mouley, G.T. (1970), Science of Educational Research, New York, Van Nostrand Reinhold Co.
21. Sharma, B.A., Prasad, R.D. and Satyanaryan, P. (1985): Research Method in Social Sciences. New Delhi: Sterling Publishers Pvt. Ltd.
22. Sharma, R.A. (2003), Fundamentals of Educational Research : Meerut ,Loyal Book Depot,
23. Sidhu, K.S. (1984), Methodology of Research Education, New Delhi, Sterling Publication Pvt. Ltd.
24. Singh, K. (2001).Methodology and Techniques of social Research. New Delhi: Kanishka publishers.
25. Singh A.K. (2002) – Test measurement and Research methods in Behvioural sciences, Patna: Bharati Bhawan Publishers & Distributors.
26. Travers, R. M. W. An Introduction to Educational Research (3rded.) London: The Macmillan Co., 1969.
27. Tuckman, Conducting Educational Research (2nded.) New York, Harcourt Brace, Jovenovish, Inc, 1978.
28. Van Dalen D.B. and Mayer, William J. Understanding Educational Research– An Introduction, New York, McGraw-Hill Book Co. 1979.
29. Whitney, F. L. (1961), The Elements of Research, Bombay, Asie Publishing House.

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    - 33- xqlrk] ,l-ih- & vk/kqfud eku ,oa ewy;kadu] 'kkjnk iqLrd Hkou] bykgkcknA
    - 34- xqlrk] ,l-ih - & lkaf[;dh fof/k;kW ,oa ewY;kadu] 'kkjnk iqLrd Hkou] bykgkcknA
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### E. Evaluation:

Theory Examination (External): 70 Marks

Practicum (Internal Assessment): 30 Marks

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Prepare a project on use of Computer in Research (10 Marks)

### F. Question Pattern

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions= 30 marks

Section B: 4 questions carry 5 marks each out of 8 questions= 20 marks

Section C: Objective type 10 questions carry 2 marks each= 20 marks

**C.C.11: Creativity & Value Education****Contact Hrs:** 4 per week**Theory:** 70 marks (4 credits)**Examination:** 3 hrs.**Practicum:** 30 marks**A. Objectives:***To know about creativity and its implication;**To make understand about need and importance of value education in India;**To acquaint with role of different agencies/agents in value education; and**To identify with different approaches and strategies in value education;***B. Syllabus:****UNIT-1 Creativity**

- 1.1 Creativity: meaning, definitions, concept, Objectives
- 1.2 Types of creativity
- 1.3 Theories of creativity
- 1.4 Dimensions of creativity
- 1.5 Effect of school environment on creativity, Curriculum for pupils teachers based on Creativity Enhancement, Measurement of creativity, and Co-relation of creativity with intelligence.

**UNIT-2 Value Education:**

- 2.1 Introduction, Nature concept, sources, socio-cultural tradition, Religion, constitution, Instrumental values, intrinsic values
- 2.2 Aims and Objectives
- 2.3 Need for value education (individual, social, global approach)
- 2.4 School and Value Education

**UNIT-3 Fostering Values:**

- 3.1 Role of parents and Home
- 3.2 Role of Teachers
- 3.3 Role of society
- 3.4 Role of religion
- 3.5 Role of mass media
- 3.6 Role of Government

**UNIT - 4 Approaches and Strategies:**

- 4.1 Socio economic status and values
- 4.2 Values and life
- 4.3 Value analysis
- 4.5 Value based curricular and co-curricular activities
- 4.6 Different value based activities: Storytelling, dramatization, Episode writing etc.



**C. Sessional work (Any one):**

1. Create a model on value based education.
2. Make a project –how value can be created in society.
3. Create models on Family based value, school based value, society based value, human value etc.

**D. Books Recommended**

Aggarwal, J.C. (2005) *Education for Values, Environment and Human Rights*. Delhi, Shipra Publications

Chakrabarti, Mohit.(1997) *Value Education: Changing Perspectives*. New Delhi; Kanishka Publishers and Distributors

David G .Myers (1992). *Psychology*. Third Edition

DEST (2005a), National Framework for Dept. of Education, Science and Training (2005a) *Values of Australian*

Dhal, P.K. (2019) *Peace Education*, New Delhi, Shipra Publications.

Gandhi, K.L.(1993)*Value Education: A study of Public Opinion*. New Delhi; Gyan Publication, 173P.

H, Rudolph (2006) *Key Concepts in Developmental Psychology*, Sage Publications

Hirst, P.(1975) *Moral Education in a Secular Society*, university of London Press, London

Matt, J.( 2000)*Theoretical Approaches in Psychology*. London, Roulledge Pepper, S (1958).*The Sources of Value*. Berkeley CA, University of California

Rajinder, M.K.(2003) *Value oriented Education in Schools-Theory and Practice*. Delhi; Shipra Publications

Rokeach, M. (1973) *The Nature of Human Values*, New York, Free Press  
Sharma, N. (1998) *Value Creators in Education*, New Delhi, Regency Publication

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**E. Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks :

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Create a Roadmap on how to create values in society (10 Marks)

**F. Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

**EPC-3: Internship****(Internal)**

Contact Hrs: 4 per week

Practicum: 50 marks (4 credits)

**COURSES OBJECTIVES**

1. *To engage the students with field based situation and work in an institution for the development of innovative curriculum and pedagogic practices;*
2. *To arrange activities in curriculum design; text-book development; educational policy planning, formation and implementation; educational administration and management;*
3. *To provide an opportunity for reflection and writing on the qualitative development of the institution; and*
4. *To facilitate a bridge between what students learn in classroom and observe in the field;*

**COURSE CONTENTS**

1. The internship should be structured around some important projects which students may design prior to going to the allotted institution after consultation with faculty member.
2. Close mentorship of faculty or/and a member from the host association (field mentor) together guide groups of (3 to 5) students shall be provided the programme.
3. Field Attachment in the specialized area chosen by the student shall be organized during the program for the durations of two to three weeks in those relevant kinds of institutions as mentioned in the objectives.

**EVALUATION**

3. This paper will be evaluated internally. There will be:
  - (1) one theory paper examined,
  - (2) one project and
  - (3) one demo class arranged to evaluate in each sub-theme.
4. The weightage of theory and practical will be 40% and 60% respectively.
5. The components of Internship work evaluation shall be as under:
  - (a) Involvement & performance in the field work - 25 marks
  - (b) Quality of Internship Report (Records of Activity) - 20 marks
  - (c) Regularity and Behaviour - 05 marks



**C.C.12: A. Dissertation (1/2)**

Contact Hrs: 4 per week  
Examination: 2hrs.

Theory: 35 marks (2 credits)  
Practicum: 15 marks

**Collecting, Processing and Displaying Data**

- Considering ethical issues in data collection; Issues concerning research participants, Issues relating to researcher, Issues concerning the sponsoring organization
- Data Processing in Quantitative research; Editing, Coding
- Data Processing in Qualitative research; Content Analysis in Qualitative research
- Displaying Data; Methods of communicating and displaying analyzed data; Text, tables, graphs
- Formulation of generalization & conclusion; Types of generalizations, Characteristic features of generalization & conclusion, Precaution in formulation of generalization & conclusion

**B. Environmental Education**

Contact Hrs: 4 per week  
Examination: 2hrs.

Theory: 35 marks (2 credits)  
Practicum: 15 marks

**Unit-1**

1. Environment in Ancient Indian Education system
2. Environmental Education in Teachers' training
3. Exploring own environment
4. Teaching Environmental education

**Unit-2**

1. Environmental Awareness: National and International perspectives
2. Techno-oriented Teacher education
3. Environmental education for Sustainable future
4. Pedagogical Issues on Environmental Education in India

**Unit-3**

1. Environmental Education through mass media
2. Gender, Socio-economic Status and Ethnicity as component of Environment
3. Researches in Environmental education
4. Industrial Safety, Public Health and Environment

**Evaluation**

Theory Examination (External) 35 Marks

Practicum (Internal Assessment) 15 Marks:

### **Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 2 questions carry 7½ marks each out of 5 questions= 15 marks

Section B: 3 questions carry 5 marks each out of 5 questions= 15 marks

Section C: Objective type 5 questions carry 1 marks each= 5 marks

### **Reference:**

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Arora, G. L. & Yadav, S. K. (1998), *Self-learning materials for Teacher Educators*, Vol.1, New Delhi, NCERT

Bowler, P. J.(1992)*The Fontana History of Environmental Sciences*, Fontana, London.

CEE (1987) *Introducing Environmental Education, Book-2, Schools: Educating for Life, Reading*. Council for Environmental Education.

Council on Environmental Quality (1976), *The Growth Shapes*. Washington: Govt. Printing Office.

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Fox, W. (1995) *Towards Transpersonal Ecology*. Boston: Shambhala Goudic,  
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Kemp, D.D. (1994) *Global Environmental Issues: A Climatological Approach*, Routledge, London

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Roy. R. (2008) *Beyond Curriculum, Pedagogy and Teachers' Training for Environmental Education*, New Delhi, Shipra Publication.

World Commission of Environment and Development (WCED) 1987 *Our Common Future*, Oxford, UK: Oxford University Press

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## SEMESTER-IV (January to June)

### SC-3: Policy, Economics and Planning in Elementary School Stage

Contact Hrs:4 per week  
Examination: 3 hrs.

Theory: 70 marks(4 credits)  
Practicum: 30 marks

#### A. Objectives

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

- a) *Understand the genesis of concept of economics of education;*
- b) *Describe and differentiate between expenditure and investment, social and economic returns and private funding in the concept of economics of education;*
- c) *Understand policy perspective in financing of education in planned economy through five-year plans;*
- d) *Develop understanding of financing of elementary Secondary education in the wake of EFA and RTE (2009); and*
- e) *Appreciate and explain impact of liberalization, privatization and globalization on financing of elementary Secondary education.*

#### B. Syllabus

##### SECTION - A

- i) Theoretical Aspects of Policy, Planning and Implementation in social sector with special reference to education.
- ii) Framework for Policy Making in Education in India: Societal contexts, democracy, development, Centre-state relations and their impact on education policy formulation. Role of Constitution and judicial interventions on education policy formulation shaping the education policy. Role of the National Development Council and Central Advisory Board of Education (CABE).
- iii) Dynamics of Policy Making: Elementary, secondary and higher education, w.s.r.t. right to education, inclusion and equity in education, accreditation, capacity building, curriculum formation, language policy. Policy issues on teacher education and training, central and state sponsored schemes in initiating education development, community ownership in education, incentive schemes, research and development, privatization and commercialization of education.
- iv) Social Impact Assessment Survey: Impact of development /social welfare schemes on human development – education, health and well-being; interdisciplinary surveys/ case studies on causes of low status of education in India w.s.r.t. elementary education (I-V, VI-VIII and I-VIII) across different population groups-socially and economically disadvantaged sections including religious minorities groups; critical appraisal of DISE and ASER Reports in terms of universal access, enrolment, retention, educational facilities and learning outcomes. Evaluation of Sarva Shiksha Abhiyan, mid-day meal scheme and other incentive schemes for elementary education, impact of Right to Education, Community participation in education etc.

## Section - B

- i) Economics of Education:
  - Concept, scope and history
  - Relationship between education and economic development
  - Investment criteria in education
  - Rate of return to education: cost-benefit analysis, cost-effectiveness analysis; Agro- based education-earnings relationships
  - Manpower planning, Education-employment.
- ii) Financing of Education:
  - Principles of financing education: Equity, Efficiency, Adequacy
  - Education and distribution, inequality; Distribution of public spending on education
  - Importance of public expenditure on education; its impact on development
  - Determinants of expenditure on education – Public, Household.
- iii) Sources of funding:
  - Public (Taxes – General, Earmarked; Grants, Vouchers, Fee as a source of finances; scholar loans) and Private (community contributions and External aid)
- iv) Policy Issues in Financing Education:
  - Public expenditure on education in India
  - Center-state relations in financing education: Planning Commission, Finance Commission
  - Five Year Plans
  - Liberalization, Privatization and Globalization (LPG) in education vis-à-vis education and economic development
  - Financing of education at elementary level in the context of international commitments and constitutional provisions.
  - Resource mobilization in financing elementary education: equity, efficiency and adequacy.
- v) Education Planning: With reference to population and enrolment projections and estimates of teacher at different stages and other supply parameters, including budgetary estimates.
- vi) Education Planning in Five Year Plans with focus on expansion, equity and excellence in education with special reference to elementary education.
- vii) Planning and Finance: Principles determining the financial allocations and the actual pattern of financing. The overall context of societal needs, fiscal situation and the context of privatization and liberalization.
- viii) Focal Issues of Researches: Education as investment in education; Variations in economic returns from education – causes and remediation; socio-economic determinants of education vs. education as an engine of national development; inequality/disparity in education attainment at elementary education level from different educational databases; Pattern of availability and utilization of public finances in elementary education in a federal framework; Resource crunch and external funding of elementary education in era of LPG.

**C. Sessional work (any one):**

- i) Comparison of financial allocation and utilization of funds in educational development at elementary stage in 11<sup>th</sup> and 12<sup>th</sup> Five Year Plans.
- ii) In-depth study of an elementary school in terms of inputs under SSA and its impact on enrolment and retention.
- iii) Preparing and comparing socio-economic profile of student enrolment in a government and a private elementary school in the same area (rural/urban).

**D. Books Recommended**

1. Blaug, Mark (1968) ed. *Economics of Education I & II*. Penguin.
2. Blaug, Mark (ed.) 1992. *The Economic Value of Education*. Hants, England: Edward Elgar.
3. Blaug, Mark (1972) *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
4. Blaug, Mark (1974). *Education and employment problem in developing countries*. New Delhi: The MacMillan Company of India Limited.
5. Bowman M.J., et al: (Eds.) (1962). *Readings in Economics of Education*. UNESCO.
6. Carnoy, M., ed. (1995) *International Encyclopedia of Economics of Education*. Oxford: Pergamon.
7. Cohn E. and T Geske: *Economics of Education*. Pergamon Press. 3rd edition.
8. Coombs P.H., & J. Hallak (1988): *Cost Analysis in Education*. John Hopkins University Press.
9. Education Commission (1966) *Education for Development: Report of the Education Commission 1964-66*. New Delhi: National Council of Educational Research and Training [Reprint 1971].
10. International Bureau of Education (1985). *International yearbook of education: Technological occupational challenge, social transformation and educational response*. Vol. XXXVII. Paris: UNESCO.
11. Johnes, G and Johnes, J., (Eds.). *International Handbook on the Economics of Education*.
12. Kothari, V.N. (1966a). [Rapporteur] *Investment in Human Resources*. Bombay: Popular Prakashan for the Indian Economic Association.
13. Kothari, V.N., and P.R. Panchamukhi (1980) *Economics of Education: A Trend Report, in D.T. Lakdawala, ed., A Survey of Research in Economics Vol. VI*. New Delhi: Allied, pp. 169-238.
14. NUEPA (2003). *Globalisation and Challenges for Education*. New Delhi: Shipra Publications.

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**E. Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Make a project on Model of Planning & Finance by MHRD, Govt. of India (10 Marks)

**F. Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions= 30 marks

Section B: 4 questions carry 5 marks each out of 8 questions= 20 marks

Section C: Objective type 10 questions carry 2 marks each= 20 marks

### S.C.-3: Policy, Economics and Planning in Secondary School Stage

Contact Hrs: 4 per week  
Examination: 3 hrs.

Theory: 70 marks (4 credits)  
Practicum: 30 marks

#### A. Objectives

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

- a) *Understand the theoretical aspects of educational policy and planning;*
- b) *Understand contextual framework for policy making in education in India;*
- c) *Acquaint with the technologies and methods about educational planning w.r.t. Five Year Plans and focus on socially and economically disadvantage groups; and*
- d) *Understand the dynamic of pattern and utilization of financing of education at different stages of education; and*
- e) *Critically appraise the educational development and its impact on national development in the light of the principle of social and gender equity.*

#### B. Syllabus

##### SECTION - A

- (i) Theoretical Aspects of Policy, Planning and Implementation in social sector with special reference to education.
- (ii) Framework for Policy Making in Education in India: Societal contexts, democracy, development, Centre-state relations and their impact on education policy formulation. Role of Constitution and judicial interventions on education policy formulation shaping the education policy. Role of the National Development Council and Central Advisory Board of Education (CABE).
- (iii) Dynamics of Policy Making: Elementary, secondary and higher education, w.r.t. right to education, inclusion and equity in education, accreditation, capacity building, curriculum formation, language policy. Policy issues on teacher education and training, central and state sponsored schemes in initiating education development, community ownership in education, incentive schemes, research and development, privatization and commercialization of education.
- (iv) Social Impact Assessment Survey: Impact of development /social welfare schemes on human development – education, health and well-being; interdisciplinary surveys/ case studies on causes of low status of education in India w.r.t. secondary education across different population groups-socially and economically disadvantaged sections including religious minorities groups; critical appraisal of DISE and ASER Reports in terms of universal access, enrolment, retention, educational facilities and learning outcomes. Evaluation of RMSA, and other incentive schemes for secondary education, impact of Right to Education, Community participation in education etc.

##### SECTION – B

- (i) Economics of Education:
  - Concept, scope and history
  - Relationship between education and economic development
  - Investment criteria in education
  - Rate of return to education: cost-benefit analysis, cost-effectiveness analysis; Agro- based education-earnings relationships
  - Manpower planning, Education-employment.



- (ii) Financing of Education:
- Principles of financing education: Equity, Efficiency, Adequacy
  - Education and distribution, inequality; Distribution of public spending on education
  - Importance of public expenditure on education; its impact on development
  - Determinants of expenditure on education – Public, Household.
- (iii) Sources of funding:
- Public (Taxes – General, Earmarked; Grants, Vouchers, Fee as a source of finances; scholar loans) and Private (community contributions and External aid)
- (iv) Policy Issues in Financing Education:
- Public expenditure on education in India
  - Center-state relations in financing education: Planning Commission, Finance Commission
  - Five Year Plans
  - Liberalization, Privatization and Globalization (LPG) in education vis-à-vis education and economic development
  - Financing of education at elementary level in the context of international commitments and constitutional provisions.
  - Resource mobilization in financing elementary education: equity, efficiency and adequacy.
- (v) Education Planning: With reference to population and enrolment projections and estimates of teacher at different stages and other supply parameters, including budgetary estimates.
- (vi) Education Planning in Five Year Plans with focus on expansion, equity and excellence in education with special reference to elementary education.
- (vii) Planning and Finance: Principles determining the financial allocations and the actual pattern of financing. The overall context of societal needs, fiscal situation and the context of privatization and liberalization.
- (viii) Focal Issues of Researches: Education as investment in education; Variations in economic returns from education – causes and remediation; socio-economic determinants of education vs. education as an engine of national development; inequality/disparity in education attainment at elementary education level from different educational databases; Pattern of availability and utilization of public finances in elementary education in a federal framework; Resource crunch and external funding of elementary education in era of LPG.

**C. Sessional Work (any one of the activities):**

- i) Policy analysis on education at secondary education stage with focus on equity and excellence.
- ii) Field survey of a village, towns on socio-economic profile of school going or out of school children.
- iii) Critical appraisal of human development reports or reports on trends in educational development in India.

## D. Books Recommended

1. Acton, Ashton (2013). *Issues in Teaching and Education Policy, Research, and Special Topics*. Scholarly Editions.
2. Aggarwal, J.C. (2005). *Recent Developments and Trends in Education*. Delhi: Shipra Publications.
3. Bhushan, S. (2009). *Restructuring Higher Education in India*. New Delhi: Rawat Publications.
4. Desjardins, Richard (2009). *Research of Vs Research for Education Policy*.
5. Gary Sykes, Barbara Schneider, David N. Plank (2012). *Handbook of Education Policy Research*. Routledge.
6. Halpin, David (2005). *Researching Education Policy: Ethical and Methodological Issues*. Routledge.
7. Jennifer, Ozga (1999). *Policy Research in Educational Settings: Doing Qualitative Research in Educational Settings*. McGraw-Hill Education (UK).
8. Government of India (2008). *Eleventh Five-Year Plan 2007-2012: Social Sector*. Planning Commission.
9. Government of India (2013). *Eleventh Five-Year Plan 2012-2017: Social Sector*. Planning Commission.
10. Government of India (2014). *Economic Survey 2013-14*, Oxford University Press: New Delhi.
11. Government of India (2015). *Economic Survey 2014-15*, Oxford University Press: New Delhi.
12. Government of India (2011). *National Curriculum Framework for adult education: Report of the expert group*, New Delhi, February.
13. Government of India (2009). *National Curriculum Framework for teacher education: Report of the expert group*, New Delhi.
14. UNDP (2010): *Human Development Report 2010 The Real Wealth of Nations: Pathways to Human Development*, New York, USA: Palgrave Macmillan.
15. UNDP (2014): *Human Development Report 2014 Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*. New York, USA: Palgrave Macmillan.
16. UNESCO (2002). *Education for all: is the world on track?* Paris: UNESCO
17. UNESCO (2012). *Shaping the education of tomorrow* (Report on the UN Decade of Education for Sustainable Development). Paris, France: UNESCO.
18. UNESCO (2014). *Teaching and learning: Achieving quality for all. EFA Global Monitoring Report 2013/14*. Paris, France: UNESCO.
19. NUEPA (2003). *Globalization and Challenges for Education*. New Delhi: Shipra Publications.

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### Websites:

<http://mhrd.gov.in>

<http://indiabudget.nic.in/survey.asp>

<http://www.ncert.nic.in>

[http://ncte-india.org/ncte\\_new/](http://ncte-india.org/ncte_new/)

<http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html>



**E. Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A Project of TQM in Education (10 Marks)

**F. Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

#### SC-4: Educational Management and Administration in Elementary School

Contact Hrs: 4 per week  
Examination: 3 hrs.

Theory: 70 marks (4 credits)  
Practicum: 30 marks

##### (A) Objectives

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

- a) *Understand meaning, concept and scope of educational administration and planning in secular, socialist and democratic system of India;*
- b) *Understand the emerging role of community in educational administration in the light of 73<sup>rd</sup> and 74<sup>th</sup> amendment and NPE (1986);*
- c) *Develop understanding of educational planning in Five Year Plans independent India in the context of globalized economy;*
- d) *Develop understanding of SSA and other initiatives in achieving the goal of UEE;*
- e) *Appreciate and describe role of community, PRI and other organisations for UEE;*
- f) *Understand funding pattern for elementary education before and after RTE (2009) and in 12th Five Year plan; and*
- g) *Understand the role of DISE in monitoring of UEE at state and national level.*

##### (B) Syllabus

###### SECTION - A

- i) Evolving theory and concepts in educational administration and management. Evolution of educational administration from colonial system to present times in India. Constitutional provisions, legal enactments and concerns affecting educational administration, Centre-state and local relationships in educational administration, Role of MHRD, NUEPA and NCERT in educational administration.
- ii) Community participation in educational administration. Rationale and need for participation, enabling provisions in the policy (73rd and 74th Amendment and NPE), Public private partnership as a paradigm of educational administration.
- iii) Educational Planning :Guiding principles of educational planning, Methods and techniques of educational planning, Approaches to educational planning-Social demand approach, Man-power approach, Return of Investment approach, Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.
- iv) Conceptual Framework for Education Planning in India: Role of planning in educational development, the evolution of planning from centralization to decentralization, Role of Planning Commission in educational planning, participatory planning and effective role of stakeholders and Panchayati Raj Institutions. Critical Analysis of educational planning in India.

###### SECTION - B

- i) Administrative Structures for implementing Sarva Shiksha Abhiyan: National Mission and State implementation partners. Role of centre, state and local authorities in the implementation of Right to Education Act- 2009.

- ii) Involvement of community and Panchayati Raj Institutions in educational planning and administration for universalization of elementary education, Assessment of the present status of Panchayati Raj Institutions vis-à-vis school management, Participation of NGOs in achieving goals of universalization of elementary education.
- iii) Perspective plan for elementary education in India in the 11<sup>th</sup> Five Year Plan and 12<sup>th</sup> Five Year Plan.
- iv) Role of District Information System for Education (DISE) in monitoring universalization of elementary education in India.

**C. Sessional Work (any one of the activities):**

- i. Conducting a field survey to assess community-school partnership in achievement of goals of UEE (8 years schooling) for Education For All (students will prepare questionnaire on UEE, collect data and report)
- ii. Content analysis of government documents and data base from 2000 till date (impact of SSA).
- iii. Case study of elementary school head/teacher regarding implementation of RTE (2009).

**D. Books Recommended**

1. Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
2. Bhatnagar, R. P. & Verma (Educational Administration, Planning, Supervision, Loyal Book Depot, Meerut.
3. Govinda, R. and Rashmi Diwan (Eds.) (2003), *Community Participation and Empowerment in Primary Education*, New Delhi: Sage Publications.
4. Issac, T.M. Thomas and Richard W. Franke (2000), *Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala*, New Delhi: Left Word Books.
5. Kowalski, Theodore. J (2001). *Case Studies on Educational Administration (3rd Ed.)* New York: Longman.
6. Kumar, Alok and Singh, A.P. (2009). *Elementary Education In India: Issues and Challenges*. New Delhi: Uppal Publishing House.
7. Mathur S.S (1990). *Educational Administration and Management*, The Indian Publications, India.
8. Mathur, S.P (2001). *Financial Management in Indian Universities: Recent Trends*. Varanasi: Ganga, Kaveri.
9. McGinn, Noel (1998). Who Should Govern Education? Experiments with Three Perspectives on Decentralisation, *Journal of Educational Planning and Administration* 12 (3) (July): 249- 69.
10. Mehta Arun C. (2004). Evolvement of District Information System for Education, *Kurukshetra*, September, New Delhi.
11. Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
12. Ramchandran Padma and R. Vasantha (2005). *Education in India*, New Delhi, National Book Trust.

13. Shukla P.D. (1983). *Administration of Education in India*, New Delhi, Vikas Publishing House.
14. Tilak, J.B.G (1993). *External and Internal Resource Mobilization for Education for All*, Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.
15. Tilak, Jandhyala B.G (1989). Center-State Relations in Financing Education in India. *Comparative Educational Review* 33 (4) November: 450-80.
16. Tilak, Jandhyala B.G (Ed.) (2003), *Education, Society and Development: National and International Perspectives*, New Delhi: NIEPA.
17. Tilak, Jandhyala B.G (2013). *Higher Education in India: In search of Equality, Quality and Quantity*. New Delhi: Orient Blackswan Pvt. Ltd.

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#### **E. Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks :

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A Project of TQM in Education (10 Marks)

#### **F. Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions= 30 marks

Section B: 4 questions carry 5 marks each out of 8 questions= 20 marks

Section C: Objective type 10 questions carry 2 marks each= 20 marks

### SC-4: Educational Management and Administration in Secondary School

Contact Hrs: 4 per week  
Examination: 3 hrs.

Theory: 70 marks (4 credits)  
Practicum: 30 marks

#### (A) Objectives

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

- a) *Understand meaning, concept and scope of educational administration and planning in secular, socialist and democratic system of India;*
- b) *Understand the emerging role of community in educational administration in the light of 73<sup>rd</sup> and 74<sup>th</sup> amendment and NPE (1986);*
- c) *Develop understanding of educational planning in Five Year Plans independent India in the context of globalized economy;*
- d) *Develop understanding of SSA and other initiatives in achieving the goal of UEE;*
- e) *Appreciate and describe role of community, PRI and other organizations for UEE;*
- f) *Understand funding pattern for elementary education before and after RTE (2009) and in 12<sup>th</sup> Five Year plan; and*
- g) *Understand the role of DISE in monitoring of UEE at state and national level.*

#### (B) Syllabus

##### SECTION - A

- i) Evolving theory and concepts in educational administration and management. Evolution of educational administration from colonial system to present times in India. Constitutional provisions, legal enactments and concerns affecting educational administration, Centre-state and local relationships in educational administration, Role of MHRD, NCERT, NUEPA and CAGE in educational administration.
- ii) Community participation in educational administration. Rationale and need for participation, enabling provisions in the policy (73<sup>rd</sup> and 74<sup>th</sup> Amendment and NPE), Public private partnership as a paradigm of educational administration.
- iii) Educational Planning : Guiding principles of educational planning, Methods and techniques of educational planning, Approaches to educational planning-Social demand approach, Man-power approach, Return of Investment approach, Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.
- iv) Conceptual Framework for Education Planning in India: Role of planning in educational development, the evolution of planning from centralization to decentralization, Role of Planning Commission in educational planning, participatory planning and effective role of stakeholders and Panchayati Raj Institutions. Critical Analysis of educational planning in India.

## SECTION - B

- i) Administrative Structures for implementing Sarva Shiksha Abhiyan: National Mission and State implementation partners. Role of centre, state and local authorities in the implementation of Right to Education Act- 2009.
- ii) Involvement of community and Panchayati Raj Institutions in educational planning and administration for universalization of elementary education, Assessment of the present status of Panchayati Raj Institutions vis-à-vis school management, Participation of NGOs in achieving goals of universalization of elementary education.
- iii) Perspective plan for elementary education in India in the 11<sup>th</sup> Five Year Plan and 12<sup>th</sup> Five Year Plan.
- iv) Role of District Information System for Education (DISE) in monitoring universalisation of Secondary education in India.

### C. Sessional Work (any one of the activities):

- i. Conducting a field survey to assess community-school partnership in achievement of goals of RMSA for Education for All.
- ii. Content analysis of government documents and data base from 2000 to till date (impact of RMSA).
- iii. Case study of Secondary school head/teacher regarding impact of implementation of RTE (2009).

### D. Books Recommended

1. Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
2. Bhatnagar, R.P. & Verma (Educational Administration, Planning, Supervision, Loyal Book Depot, Meerut.
3. Govinda, R. and Rashmi Diwan (Eds.) (2003), *Community Participation and Empowerment in Primary Education*, New Delhi: Sage Publications.
4. Issac, T.M. Thomas and Richard W. Franke (2000), *Local Democracy and Development: People's Campaign for Decentralized Planning in Kerala*, New Delhi: Left Word Books.
5. Kowalski, Theodore. J (2001). *Case Studies on Educational Administration (3rd Ed.)* New York: Longman.
6. Kumar, Alok and Singh, A.P. (2009). *Elementary Education in India: Issues and Challenges*. New Delhi: Uppal Publishing House.
7. Mathur S.S (1990). *Educational Administration and Management*, The Indian Publications, India.
8. Mathur, S.P (2001). *Financial Management in Indian Universities: Recent Trends*. Varanasi: Ganga, Kaveri.
9. McGinn, Noel (1998). Who Should Govern Education? Experiments with Three Perspectives on Decentralisation, *Journal of Educational Planning and Administration* 12 (3) (July): 249- 69.
10. Mehta Arun C. (2004). Evolvement of District Information System for Education, *Kurukshetra*, September, New Delhi.
11. Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
12. Ramchandran Padma and R. Vasantha (2005). *Education in India*, New Delhi, National Book Trust.

13. Shukla P.D. (1983). *Administration of Education in India*, New Delhi, Vikas Publishing House.
14. Tilak, J.B.G (1993). *External and Internal Resource Mobilization for Education for All*, Discussion Paper, Education for All Summit of Nine High Populated Countries, New Delhi.
15. Tilak, Jandhyala B.G (1989). Center-State Relations in Financing Education in India. *Comparative Educational Review* 33 (4) November: 450-80.
16. Tilak, Jandhyala B.G (Ed.) (2003), *Education, Society and Development: National and International Perspectives*, New Delhi: NIEPA.
17. Tilak, Jandhyala B.G (2013). *Higher Education in India: In search of Equality, Quality and Quantity*. New Delhi: Orient Blackswan Pvt. Ltd.

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### **E. Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) Project of TQM in Education (10 Marks)

### **F. Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks



## SC-5: Educational Technology & ICT

Contact Hrs: 4 per week  
Examination: 3 hrs.

Theory: 70 marks (4 credits)  
Practicum: 30 marks

### A. Objectives

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

- a) *Understand the meaning, concept and scope of educational technology;*
- b) *Understand levels of teaching and modification of teacher behavior;*
- c) *Enumerate and explain different kinds of mastery learning and models of teaching;*
- d) *Develop understanding of the concept of NRT and CRT in achievement assessment;*
- e) *Develop understanding of Bloom's Taxonomy- cognitive, affective and psychomotor to assess learning outcomes in different school subjects;*
- f) *Apply principles of mastery learning strategies and Bloom's learning for making in pedagogic process;*
- g) *Use principles of Bloom's Taxonomy in development a CRT in language and mathematics classes; and*
- h) *Use different aspects of teacher communication in strengthening academic competencies of elementary school students.*
- i) *Implement ICT in School level.*

### B. Syllabus

#### SECTION - A

- i) Educational technology: concept, scope, importance and types of educational Technology.
- ii) Teaching and learning: concept, nature, phases and levels of teaching- memory level, Understanding level and reflective level.
- iii) Communication and modification of teacher behaviour: meaning and components of communication process; skills and methods of effective communication; teacher behaviour and communication; micro-teaching and simulated teaching- Concept, Characteristics & process.
- iv) Programmed Learning and Mastery learning; Concept, historical perspectives, characteristics and types; meaning, principles and types of programmed learning.
- v) Models of teaching, assumptions and fundamental elements of teaching model, types of teaching models, Inquiry training model and Bruner's concept attainment model. Ausubel Advance Organiser Model, Taba's Inductive Thinking Model and Glaser' Basic teaching model
- vi) Objective specifications and evaluation of learning outcomes:
- vii) Educational and instructional objectives, writing instructional objectives.
- viii) Categorization of objectives in taxonomic categories of Cognitive, Affective and Psychomotor domains.
- ix) Characteristics and difference between Norm referenced test (NRT) and Criterion referenced Test (CRT).
- x) Development and Validation of CRT and NRT.



**SECTION - B**

- (i) Role of ICT in teaching-learning
- (ii) 2.0 & 3.0 Technology
- (iii) Enhancing quality learning outcomes through digital learning
- (iv) e-Learning, e-Content, LMS, Social Media, Online platforms
- (v) Remote learning, OER, IOT, M-learning.
- (vi) Online evaluation techniques

**Sessional work (A minimum of four practical to be performed):**

- (i) Development of the any one of the following frames:
  - (a) Linear program
  - (b) Branching program
  - (c) Mathematics program
- (ii) Handling of any one of the following audio-visual aids:
  - (a) Transparency
  - (b) Operating of overhead projector
  - (c) Film projector
  - (d) Slide projector
- (iii) Use of any one of the following micro-teaching skills:
  - (a) Introduction of Topic
  - (b) Questioning
  - (c) Black board work
  - (d) Explanation
  - (e) Stimulus variation
- (iv) Observing class room behaviour of the student teacher with Flander's interaction scale.
- (v) Create a survey report through Google forms
- (vi) Presentation of two lessons by using power point.
- (vii) Generating Video for teaching through You-Tube
- (viii) Make a report on mobile learning.

**D. Books Recommended**

1. Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.
2. Huang, R., and Kinshuk, Jon K. Price (2014). *ICT in Education in Global Context: Emerging Trends Report 2013-2014*. Heidelberg: Springer.
3. Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
4. Kozma, R.B. (2003). *Technology, innovation and educational change: A global perspective*. A report of the second information technology in education study. Module 2. International Society for Technology in Education.
5. Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkukina Nyota Publishers Ltd.
6. Mangal, S.K., & Mangal, Uma (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
7. Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.

8. Pelgrum, Willem J., and Law, Nancy (2003). *ICT in Education Around the World: Trends, Problems and Prospects* (Volume 77 of Fundamentals of educational planning). International Institute for Educational Planning; UNESCO.
9. Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.
10. Vrasidas, C., Zembylas, M., and Glass, Gene V. (2009). *ICT for Education, Development, and Social Justice: Current perspectives on applied information technologies*. Centre for the Advancement of Research & Development in Educational Technology.

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### **E. Evaluation**

Theory Examination (External) 70 Marks

Practicum (Internal Assessment) 30 Marks:

- a) Performance in house examination (6 Marks)
- b) Sessional Work (8 Marks)
- c) Seminars (6 Marks)
- d) A project on blended learning / online learning (10 Marks)

### **F. Question Pattern**

The question paper will consist of three sections: A, B, and C.

Section A: 3 questions carry 10 marks each out of 5 questions=30 marks

Section B: 4 questions carry 5 marks each out of 8 questions=20 marks

Section C: Objective type 10 questions carry 2 marks each=20 marks

**CC-13: Dissertation**

Contact Hrs: 4 per week

Practicum : 100 marks (4 credits)

**Objectives**

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

- a) *Develop skills to find an appropriate problem and its solution through systematic investigation;*
- b) *Familiarize with research methods in education; and*
- c) *Get in-depth understanding of steps in conducting educational research.*

**Evaluation**

The candidate will be required to submit synopsis for Dissertation by last week of December to the Chairman, Board of Studies in Education through the Head of the Department/ Principal of the College concerned for approval. The Dissertation will be submitted 15 days before the final examination of fourth semester to the Head of the Department/ Principal of the College who will submit it to the University for Evaluation. The Dissertation will be evaluated by the external examiner, to be appointed by the Board of Studies. The viva-voce will be compulsory. In case student fails in the Dissertation, he/she will be allowed to re-submit the Dissertation within six months (within the time period of three years from the date of admission to the program). The Dissertation can be submitted either in English or Hindi.

**EPC-4: Seminar/Group Activities, Laboratory work, Field work/Workshop****(16 weeks)**

Contact Hrs: 4 per week

Practicum: 100 marks (4 credits)

**OBJECTIVES****Through this paper student teachers shall be able to;**

- Get updated information on key issues concerning education especially teacher education by recognized experts who are up to date with the latest developments in the field and practical experiences;*
- Exchange their own knowledge, expertise, experiences, and ideas on educational & social problems among themselves as well as with the recognized experts and thus to get their perspectives broadened;*
- Identify specific educational problems and reach an agreement with best possible solutions applying brainstorming techniques, discussions on the problems, raising questions, sharing ideas and getting immediate feedback;*
- Receive new information or the same information they may already have from a different angle from a different speaker so that they have an even better understanding of the topic;*
- Learn new skills and procedures during field work, seminars & workshops;*
- Apply the skills and knowledge they have learned to solve their current educational problems as well as problems related to their future jobs;*
- Expand their social networking with like-minded people for engaging conversation and meeting new friends who understand their lingo; and*
- Get presentation materials to take home with them for later study.*

**ACTIVITIES**

The department shall organize Seminars, Workshops, Group Activities, Field Work; Educational Surveys, Educational Tours etc. time to time and students shall be evaluated on the basis of their participation, involvement, presentations and work records.

**EVALUATION**

Evaluate how different kinds of events like Seminar/Group Activities, Laboratory Work, Field Work, Workshops are organized and managed.